

# Chapter LI

## The Dynamic of a Living Lecture in Career and Technical Education

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### ABSTRACT

*This chapter introduces the lecture as a long standard learning technique. The background is provided with the extensive value and scope, including the elements of good lectures. Weakness of the lecture centers around its being overused and/or misused. Strengths of the lecture include its familiarity, well accepted, and provides much information in a short period of time. A theoretical context is provided for maximizing the benefit of a lecture, which includes: guiding questions for use; a foundational learning theory; stressing engagement and interaction as integral; and, a large group theory to heighten engagement and interaction. Actually coupling listening teams (clarification, rebuttal, elaboration, application) with the lecture will make the lecture dynamic and vibrant. Fifteen additional groupings with varying purposes may be used to enhance the lecture with further engagement and interaction. Future trends will see stronger emphasis on including other supportive learning techniques in conjunction with the lecture to enhance its value and benefit.*

### INTRODUCTION

The lecture is one of the oldest and most direct learning/teaching educational techniques. Thus, since it has been so universally used, it has almost acquired a hallowed distinction of importance. Its use in career and technical education may have

influenced it to approach becoming considered as sacred. The long period of time of its life has influenced many people to confuse lecturing and learning/teaching as being synonymous.

A lecture, as the etymology of the word suggests, was originally a reading, especially a reading aloud. In modern usage it has been extended

to a formal oral exposition of a topic (Griffith. 1973). The lecture is used to present a lot of information on a topic/subject, and its greatest value is probably one of the most efficient ways for providing a large number of facts in a short period of time.

In adult education, however, the lecture is coming to be less depended upon as skill is gained in other learning and teaching techniques that involve a greater degree of active participation by students. It is helpful in introducing subjects that are new, in summarizing the literature of any given field, in recapping the work acquired during a course, and in integrating diverse materials, ideas, along with concepts into an orderly system of thought.

From a different point of view, the lecture is largely a one-way process of communication from teacher to participant. It does not allow for much interaction between students and teacher, and among the students. Although not in a specific sense, but in a general sense, it takes into account the needs, interests, and feelings of individuals. The lecture has its pros and cons, has some value, but by itself can go only so far in accomplishing the educational result that may be hoped for by the lecturer and the participants.

The objectives of this chapter are: To set forth the value and scope of the lecture as it has been used throughout its long life; to present some of the weaknesses and strengths of the lecture; and, to provide a theoretical context for the why and how the lecture needs to be used to maximize its benefit; and, to articulate how the lecture may become dynamic and brought to life vibrantly as it is creatively combined with other educational methods, formats, techniques, sub-techniques, and devices.

## **BACKGROUND**

Lectures go way back in history as a means to deliver volumes of information, but the results

have been questionable as to how much of that information is retained and internalized. It has had some very important aspects as to its scope and value. Knowles (1950) indicates that a good lecture has the following characteristics. It is well organized, with ideas developed in logical sequence. When a generalization is made, an illustration drawn from familiar experiences of participants is included. The sequence starts with simpler materials and moves to the increasingly complex. Present material is to be related to past and future material. Main points are listed, enlarged upon in turn, and next are reviewed. At the end, the main points and ideas are summarized and it is completed with a summary including conclusions being drawn.

## **Value and Scope of the Lecture**

Beal, et al., (1962) thinks the lecture has some dynamic characteristics. It allows for complete and detailed information without the distraction of interruptions. Conveying content to a group in this way is very rapid. The lecture is controlled by the speaker, is an abstract form of group interaction, and therefore requires a high level of speaker competence and audience cooperation. It also permits participants to be passive or active in their attention. It requires an audience definitely wishing to learn. Utmost care is given to avoid stating half truths or distortion of facts. Any emotional appeals included are done tastefully and not bombastically. It is a very commonly used technique.

Zelko (1967) suggests that the lecture may be regarded by many as old-fashioned or eclipsed by some newer techniques, but still remains a viable way to instruct. It is a prepared presentation of knowledge, information, motivation, persuading and influencing attitudes. If it is considered good, it must motivate group interest, be well organized and clear. Clear organization means: Starting at one point in time, continuing logically, and moving from that point through the location;

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