

## Effective Lecturing Techniques: Tips for Preparation and Delivery

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## What this seminar is not...

“How to Give  
the Perfect Lecture”

**Do you consider yourself a  
teacher?**

**Do you see yourself teaching  
in the future?**

## Goals of Today's Seminar

- Discuss how today's seminar might benefit YOU.
- Compare and contrast:
  - Effective vs. Ineffective lecture or lecturer
- Discuss tips for preparing and delivering an effective lecture
  - What to do, AND what not to do
  - The importance of engaging your students
  - How to get your learners from Point A to Point B
  - The importance of reading your audience

What do YOU hope to accomplish?

## What is the RIGHT way to give a lecture?

- There is no one way of giving effective lectures!
- Criteria for judging effective lecturing:
  - Performance vs Outcome
  - The learning that occurs is the most important!

## Think of some lecturers who made an impression on you in the past.

What lecture characteristics or lecturer techniques made a positive impression or resulted in a positive impact on your learning?

What lecture characteristics or lecturer techniques made a negative impression or did not present a positive learning experience for you?

## The Typical Classroom Setting



## Those were the days...



## What we want to avoid....



## *Why go to class????*

What does the lecturer add to the equation?

## Textbook vs. Professor: Why the lecture can make a difference

- Textbook
  - If rate of transmission is most important
  - If simple recall is the goal
- Lecture
  - **Emphasizes** conceptual organizations
  - **Clarifies** difficult subject matter
  - **Reiterates** critical points
  - **Inspires** the students to appreciate the importance of key information

## The Quality Lecture: What students rate highly

- The lecturer's **enthusiasm**
- The lecturer's **interest**
- The lecturer's **charisma**
- Clear handouts
- Good presentation skills

**How can the lecturer minimize the learning experience?  
(This is obviously not the goal!)**

### Critiques of the Lecture/Lecturer

- Lack of audibility
- Lack of clarity
- Delivery at the wrong level for the student
- Lack of emphasis on key points
- Poor use of visual aids
- Too much information too fast
- Assuming too much knowledge
- Failing to summarize
- Lack of emphasis on key points
- Length of lecture (too long)

RATED "GOOD-EXCELLENT"		
PRESENTER		AUDIENCE
46%	VISUALS	19%
64%	HANDOUTS	24%
64%	INTERACTION SPEAKER W/AUDIENCE	24%
24%	INTERACTION AUDIENCE W/AUDIENCE	8%
49%	OVERALL RATING	18%

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### WHAT MAKES A GOOD PRESENTATION

#### GREAT?

Interaction  
Clarity  
Enthusiasm  
Visuals  
Relevance  
Stories  
Humor

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### WHAT MAKES A PRESENTATION

#### NOT SO GREAT

Reading the slides...  
Too much information...  
Monotone delivery...  
Room / Technical problems...

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**DON'T FIND YOURSELF IN THIS SITUATION**

Thought bubbles:

- I need to get them more involved.
- This probably could be better organized.
- I wish I was a little more confident up here.
- I could have used more time to prepare.
- This is not going well.

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Questions?

Comments?

**The Lecture....As You Begin**

- Make the subject matter interesting!
  - Set the subject in a wider context for your audience
- Know your audience
  - Who are they? (Pharmacists? Physicians? Nurses? Students? Patients?)
  - How much do they know already?
  - How is the subject relevant to them?

**The simplified approach to lecture....**

Where they are.                      Where you want them to be.

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**Where do you want your audience to be???**

OBJECTIVE

- THINK
- FEEL
- DO

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**Where is your audience now???**

STARTING POINT

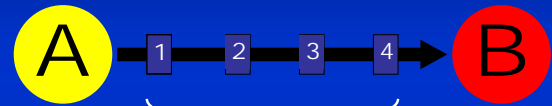
- KNOWLEDGE
- BELIEF (+ / -)
- PRIORITY

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## Understanding the Purpose of the Lecture

- Set the framework
  - Understanding key material from the text
  - Laboratory work
  - Small group discussions
- Facilitate understanding by explaining in the context of the experiences students have
- Motivate students to be curious about the subject
  - Enthusiasm
  - Provision of intellectual challenge
- Provide links to assignments, reading, etc.

## Getting from 'A' to 'B'...



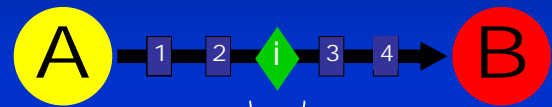
Identify the major points that explain your subject. (i.e., what are the key concepts you want your audience to learn?)

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## Emphasizing Key Points

- Be clear about what is important, and what is “FYI”
- Provide verbal cues to explain what you are covering:
  - Outline the direction (“Today we will cover the four aspects of....”)
  - Highlighting the beginning or end of a topic or point (“Now, let’s shift the focus to....”)
  - Emphasize key points (“The basic principle to remember here is....”)
  - Link a section of the lecture back to previous knowledge (“Remember last week when we discussed....”)

## Allow for interaction along the way...



Find ways to include interactive elements.

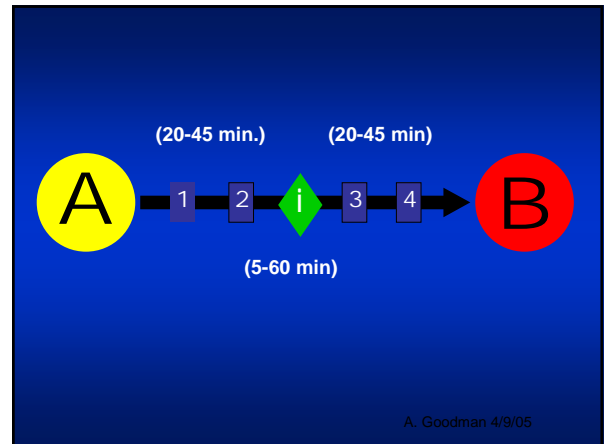
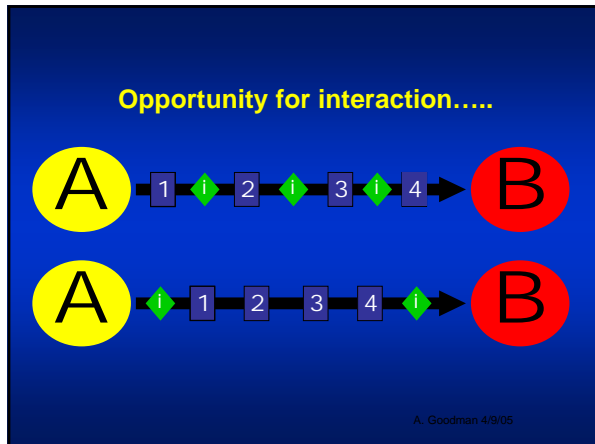
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## Small Group Discussion vs. The Lecture

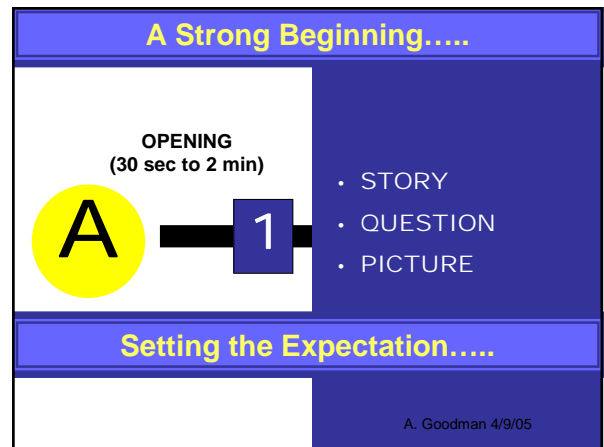
- Which is better for:
    - Developing problem-solving skills?
    - Encouraging independent learning?
    - Changing attitudes?
    - Motivating further learning?
  - Can these outcomes be accomplished with lecture?
    - “If lecturers are enthusiastic and aim to engage the learners, they can..... Motivate students to want to know things they might otherwise have not explored.”
- Professor Craig McInnis

## Engaging the Students as Active Learners

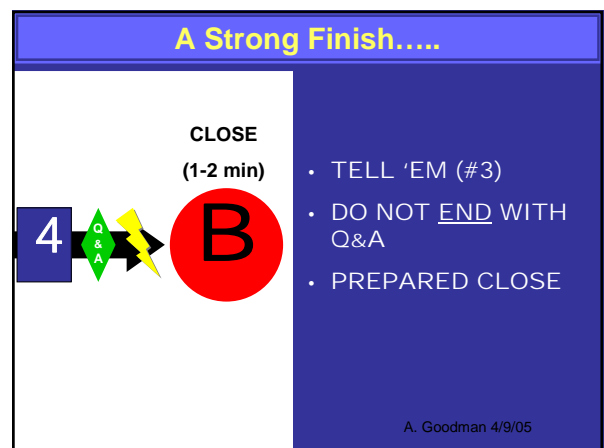
- Start with what the students already know
- Highlight your own interest or commitment to the topic
- Use examples
- Play on the students' intellectual curiosity
  - Use puzzles, questions, problems
- Provide “fill in the gap” handouts
- Encourage pairing or small group sharing  
(Caution: Keep these activities focused.)



- ### A Good Start: The Beginning is Key!
- Gain the attention of your audience!
  - Establish the relationship
    - Speaker to the subject
    - Audience to the subject
    - Speaker to the audience?
  - Outline the content and structure of the lecture (The “Overview”)
  - Consider memorizing the first couple of sentences to ensure a smooth start.

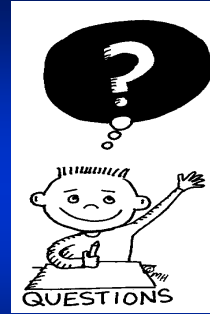


- ### Finish Strong!
- The attention level of students during the last ten minutes is often relatively high – utilize this to your advantage
  - *Memorize* the final comments you wish to make
  - Consolidate key concepts
    - Let them know what they have learned
    - Stimulate them to want to know more
    - Make links to the next lecture or learning session



## Waiting to Exhale

- Allow time for questions
- Offer to periodically clarify information presented
- Allow for problem-solving exercises or short group discussions



Comments?

**As you begin to prepare  
YOUR lecture, consider the  
following...**

## Preparation

- Know the material
  - Choose a topic of interest
  - Start with a broad review (e.g., book chapter or review article)
  - Review the primary literature and major guidelines
    - Know the pertinent supporting evidence
    - Know the latest evidence/recommendations
- Think carefully through the goals of the lecture
  - What major points need to be covered?
  - What do you want your learners to remember?

## Know Your Time Limitations!

- Including too much material is the most common mistake of inexperienced lecturers
- This results in rushing and poor delivery of the material → STUDENT COMPLAINTS!
- REMEMBER: Most students can only absorb three or four main points in a 50 minute session....
  - Limit the number of key points you will cover
  - Use examples and illustrations to break up the lecture

## Lecture vs. Conversation

## Develop an Ability to Improvise

- Relax and be yourself!
- Anticipate questions
- Plan for changes in pace and asides
- Work to appear “natural” rather than “mechanical”

## Voice, Gestures, Movement

- Develop your range of voice.
  - Listen to yourself, and ask others to listen to you and provide feedback.
  - Show variability in your tone.
  - DON'T READ!
  - Show your enthusiasm.
  - Speak up!
  - Work to eliminate “uh”s and “uhm”s
- Gestures and movement are good.... To an extent.
  - Have others observe you to identify any distracting mannerisms.
  - Come out from behind the podium and connect with your audience!

## Keep Your Eyes on the Audience!

- Pause occasionally to assess the impact you are making. (Remember, pauses can be powerful!)
- Ask questions to ensure the audience is still with you...
- Watch for signs of confusion, and respond to them directly (even if a question is not asked!)

## Handouts and Visual Aids

- Consider why they are used
  - To entertain?
  - To break up the verbal presentation?
  - To enhance learning!
- Should provide clarity of explanation and visual reinforcement of concepts
- Do not assume the meaning of a picture, slide, graph, chart, or diagram is self-evident
- Avoid using handouts which are too detailed (discourages lecture attendance)

## Advice from Experienced Lecturers...

- Speak clearly, use pauses, don't speak too quickly.
- Structure the lecture to provide a clear and simple view of the subject.
- Clarify and emphasize KEY points.
- Observe student reactions...
- DO NOT try to cover everything!
- Be sure you understand your own material.
- Show your enthusiasm for the subject!

## Did we Accomplish our Goals?

- Discuss how today's seminar might benefit YOU.
- Compare and contrast:
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Questions?



Comments?

## Ask, "How Can I Improve?"

- There is always room for improvement, no matter how experienced you are!
- Seek out "critical friends" to assist with peer review
- While student evaluations are important, "the real test of the worth of a lecture is the extent to which students were challenged and excited by the lecturer's belief in the importance of the subject"

-Craig McInnis, Centre for the Study of Higher Education

**Don't think of it as failure;  
think of it as time-released success.**



**- Robert Orben**