



Advanced Methods in Adult Education

3-6 November 2015,

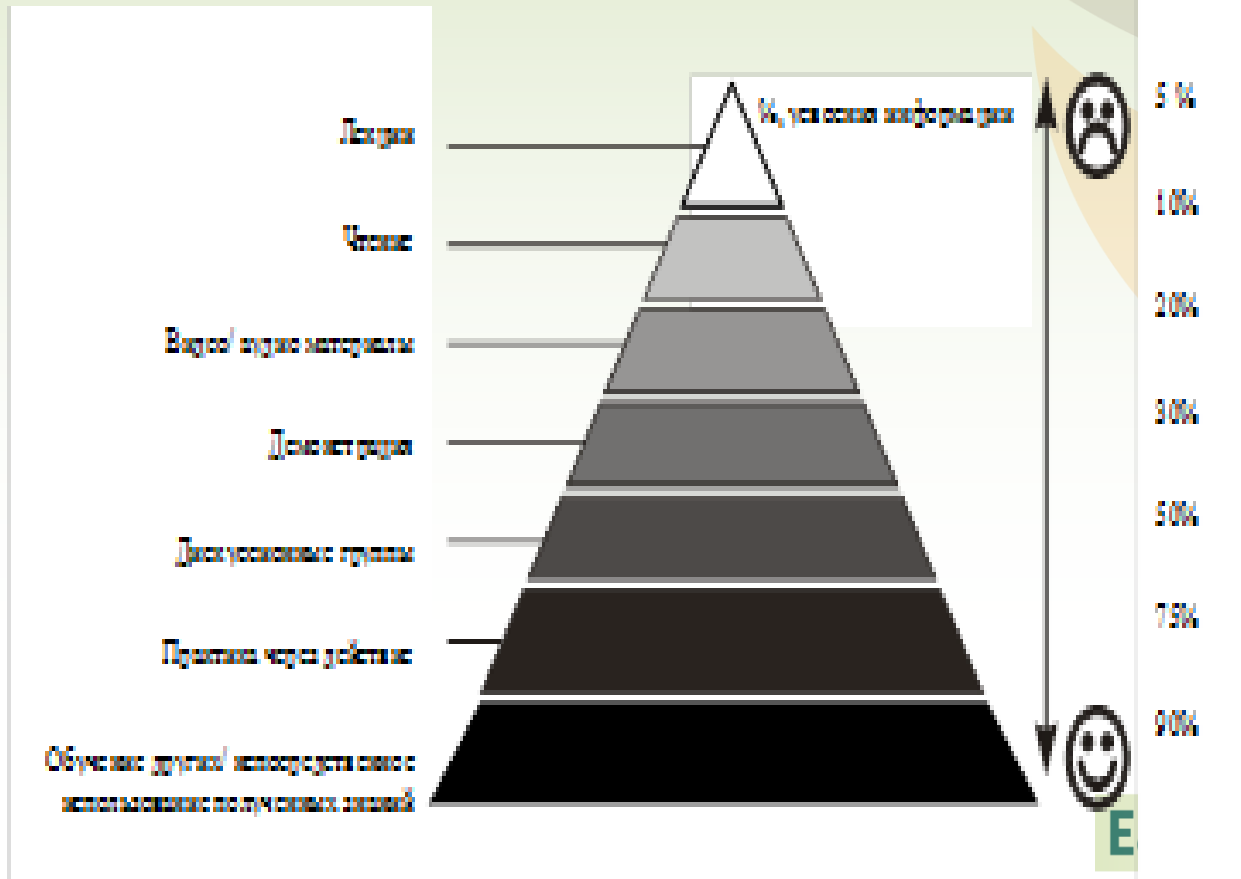
Georgia

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Key themes

- What are the modern methodological approaches to lecture-based sessions?
- How to prepare for an effective lecture: points to consider?
- What is the role of visual aids in the delivery and how to prepare them?
- How to work with texts?

Lecture (from Lat. *lectura* – “a reading”) – is a type of a teaching and learning session, which is based on a monological, systematic and consistent presentation of a large amount of learning content from a particular discipline, delivered by the teacher.



I hear and I forget.
 I see and I remember.
 I do and I understand.
 (Confucius, approx. VI century BC)

Success factors: content + methodology





Content

A clearly defined concept
(clear structure)

Prior
knowledge

Engages
feelings

Long-term
operative
memory

Practice
related

Has sense
and meaning



Methodology: 'traditional' or interactive (1)

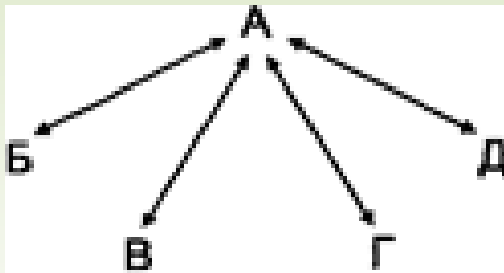


Figure 1. One-sided communication model, where A is the teacher, and B, C, D, Д and E are learners

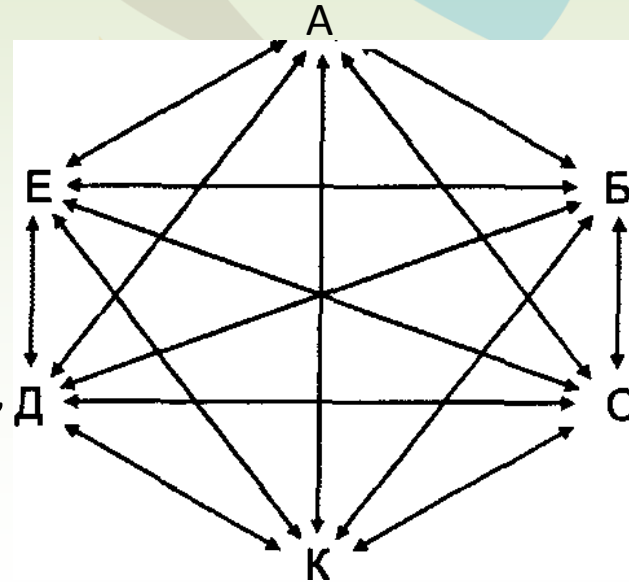
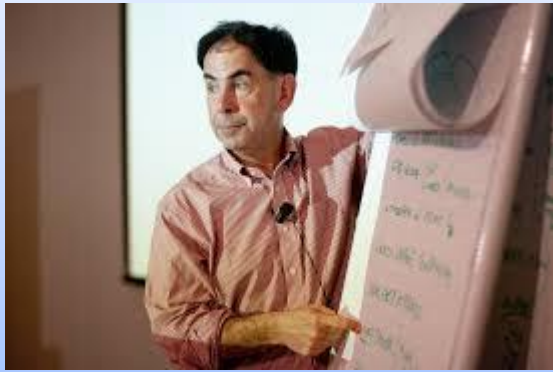


Figure 2. Many-sided communication model, where A is the lecturer, and B, E, I, K, and S are learners.

Methodology: 'traditional' or interactive (2)

- A few thematic parts, or units of content, each – 10 to 20 minutes long.
- After each unit of information it is important to plan activities, e.g. brief discussions, work in small groups or in pairs (10 – 15 min.).
- Visual aids, e.g. drawings, charts, slides, ICT (multimedia).
- Handouts, e.g. a lecture summary, an outline with the topic, plan, list of literature, key terms and ideas.



**Taking into account the teaching style,
memory, experience, nature of
the presentation,
the audience**

Preparation for and delivery of a lecture involves a number of stages:

1. Preparation: a research process
1. Development of the content for the lecture. At the end of this stage there is a “layout” of the future lecture, i.e. the text.
1. Preparation for the lecture as an act of public speaking.

Preparing for the lecture as an act of public speaking

- Planning the time (prime-times and down-times)
- Using accessible language and explaining what is unclear.
- Thinking through the examples and jokes.
- Developing rhetorical questions and integrating them in the text

Note that when delivering a lecture you should:

Speak in “your own” words

Repeat the key points

Demonstrate own enthusiasm

Use your voice effectively and keep the pace of your speech

Maintain an open posture and eye contact

Remember the body language

Four rules of thumb

- Remember the needs of your audience
- The general structure should be clear
- Limit the number of the slides: “Is this needed here?”; “What do I want to say with this?”
- Use pictures or symbols, rather than words

It is important to remember about...

- The title page: a title that reflects the main idea of the lecture
- The plan: 3+3
- The lists: they should be short, with concise bullet points (2 lines maximum)
- The text: avoid overloading (6 – 11 lines), e.g.: lists, definitions of concepts, links, diagrams, charts
- Essential ideas and headings: highlight them with a different colour and font
- Complicated processes: it is useful to break them down into steps and start with a list
- Using adequate font size and font colour
- A slide summary, as a practical way to strengthen the key points of the lecture

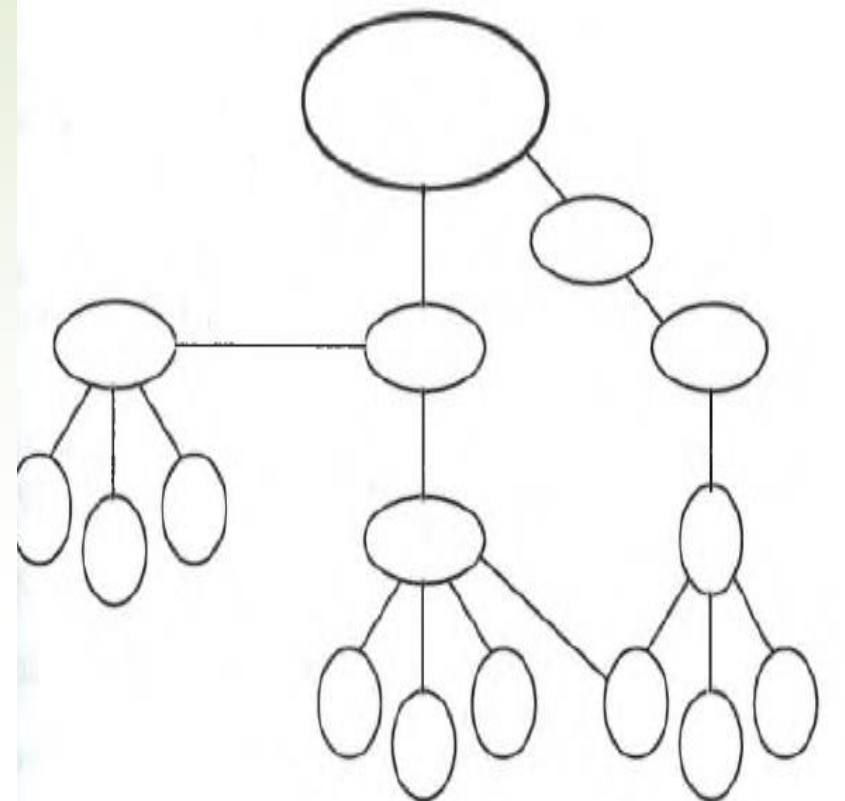
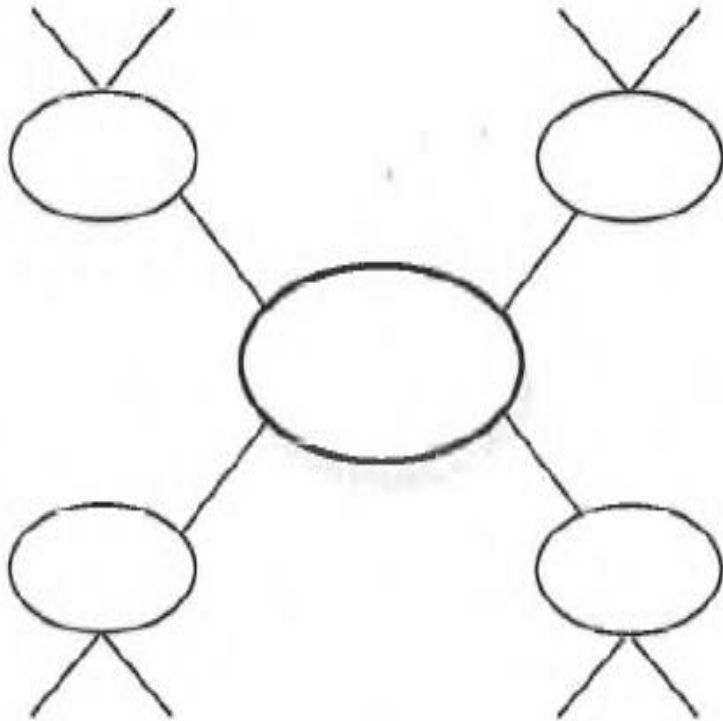
Lecture with a computer-based presentation: methods

- Explain the goal (expected outcomes)
- Keep a pace, which is comfortable for learners (1 slide per every 1-2 to 5 minutes)
- Do not repeat the text from the PowerPoint slides. Support the changing slides with oral language, maintaining a conversation with the audience
- During the slide demonstration:
 - a) when showing a new slide, give your audience some time to read and take in the information
 - b) after that offer your comments to clarify and enhance what is written in the slide
- Make pauses, using a blank slide or the title page

To work with texts during the training, the trainer should:

- give clear instructions
- determine the time limits and follow them meticulously
- check the results of the activity in interactive way

The technique is 'webs' (or 'clusters'). A web helps to identify units of meaning in the text and arrange them graphically in a certain order, or as a cluster.



The technique “Read and mark”

- Use marks, for example two symbols “+” and “v”; three symbols “+”, “v” and “?”; or four symbols “+”, “v”, “-“, and “?”.
- Put these marks on the margins when reading the text.

Know +

New -

Want to
know more

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The technique “Put the questions”

- **Close questions.** The person answering them to give facts or to remember and reproduce certain information. Used in traditional assessment formats: exams, tests etc.
- **Clarifying questions.** Usually start with the words “If I understand you correctly, ...”; “I might be mistaken, but in my view you said that...”. The purpose of these questions is to give the speaker an opportunity to receive feedback on what he or she has just said.
- **Interpretative (explaining) questions.** Usually they begin with the word ‘why?’.

The technique “Put the questions”

- ***Creative questions*** are formulated in the subjunctive mood or contains elements of conditionality, assumption, forecasting
- ***Evaluative questions*** are to identify the criteria for evaluating certain events, phenomena or facts
- ***Practical questions.*** If a question is asked to establish a link between theory and practice, we call it a practical question

'Thin' and 'thick' questions chart

Who?	Why?
What?	What the purpose? What for?
What`s the name?	How? In what way...?
Could he...?	What do you think about...?
Do you agree that...?	Why do you believe that...?
Is it true that...?	What is the difference between...?

Graphic organizers

What do I know about this topic?	What did I learn from the text?

K: what we know	W: what we want to learn	L: what we learnt or what we still need to learn

Fragment	Comment

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What thoughts, feelings does this
information engender in you?
Why did we include it into the
programme?
Was it helpful to you?

*THANK YOU
FOR YOUR ATTENTION*

