

Lectures may introduce new subjects, summarize ideas, show relationships between theory and practice, and reemphasize main points. Thus, the lecture method is adaptable to many different settings, including small or large groups. Finally, lectures may be combined with other teaching methods to give added meaning and direction.

There are different varieties of lectures. During the illustrated talk, the speaker relies heavily on visual aids to convey ideas to the listeners. When using a briefing, the speaker presents a concise array of facts to the listeners who normally do not expect elaboration of supporting material. During a formal lecture, the speaker's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the learners. When using a teaching lecture, the instructor plans and delivers an oral presentation in a manner that allows some participation by the learners and helps direct them toward the desired learning outcomes.

Teaching Lecture

The teaching lecture is favored by aviation instructors because it allows some active participation by the learners. In other methods of teaching such as demonstration-performance or guided discussion, the instructor receives direct reaction from the learners, either verbally or by some form of body language. However in the teaching lecture, the feedback is not nearly as obvious and is much harder to interpret. An effective instructor develops a keen perception for subtle responses from the class—facial expressions, manner of taking notes, and apparent interest or disinterest in the lesson. The effective instructor is able to interpret the meaning of these reactions and adjust the lesson accordingly.

Preparing the Teaching Lecture

The following four steps should be followed in the planning phase of preparation:

1. Establishing the objective and desired outcomes
2. Researching the subject
3. Organizing the material
4. Planning productive classroom activities

While developing the lesson, the instructor also should strongly consider the use of examples and personal experiences related to the subject of the lesson. The instructor may support any point with meaningful examples, comparisons, statistics, or testimony.

After completing the preliminary planning and writing of the lesson plan, the instructor should rehearse the lecture to build self-confidence. Rehearsals, or dry runs, help smooth out the mechanics of using notes, visual aids, and other instructional devices. If possible, the instructor should have another knowledgeable person or another instructor observe the practice sessions and act as a critic. This critique helps the instructor judge the adequacy of supporting materials and visual aids, as well as the overall presentation.

[Figure 5-8]



Figure 5-8. *Instructors should try a dry run with another instructor to get a feel for the lecture presentation.*