

MODUN 5

LECTURING AND EXPLANATION TECHNIQUES

objective

Completing this module you will be able:

- Apply effectively lecturing and explanation techniques in adult training.

Pre-requirement

You need to complete Module T2: “*Outlines of Adult Training*”

Methods

- Self-study for identifying the techniques.
- Practice on mastering the techniques focused on adult training
- Self-assessment

Training Aids

Module T5: “*Lecturing and explanation techniques for adult training*”



1. Define and describe the requirements of lecturing and explanation activities in adult training.
2. Mastering the techniques through practicing activities.
3. Self-assessment

1. What do you need for your successful lecture, instruction or explanation?



Lecture and/or instruction, explanation can be seen as successful if through them, participants can understand and gain correctly the knowledge about the concepts, definitions, object description, process etc. which the lecturer/instructor intend to transfer to the course participants.



For the successful lecturing and/or explanation, you should:

- ① Define the lecture structure (steps and their contents).
- ② Master your voice and your teaching manner.
- ③ Master your teaching time
- ④ Can correctly raise the “learning problems” and questions to the participants.
- ⑤ Can use effectively teaching equipment.



REMEMBER

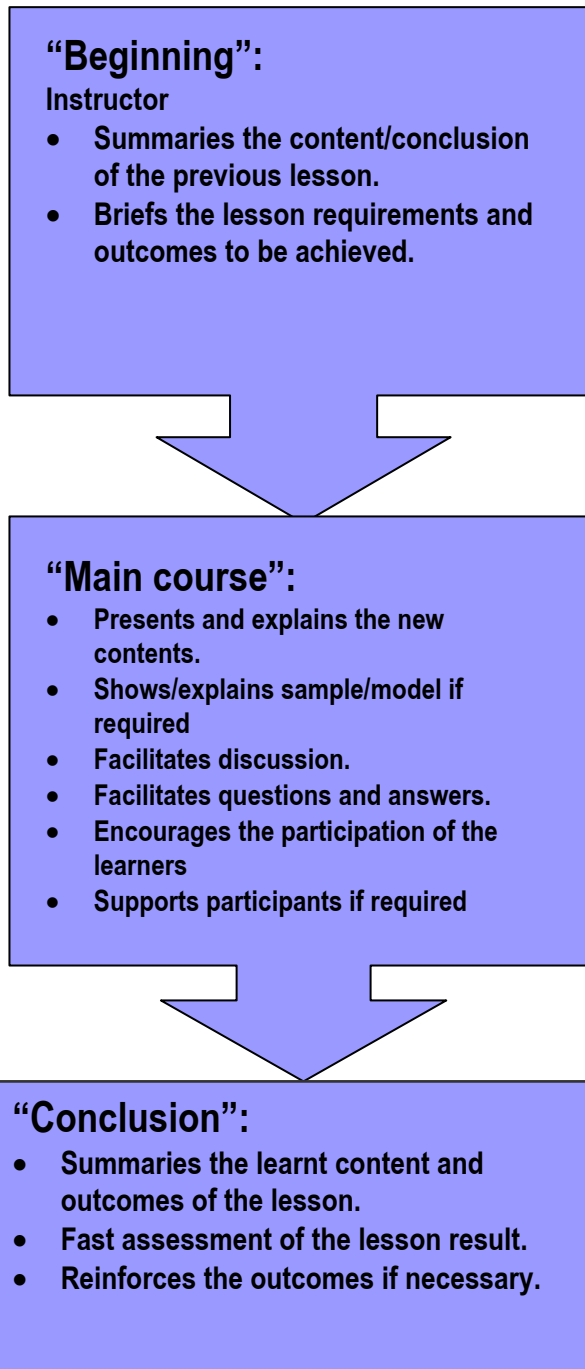
- “The potential of expressing an idea is nearly important as the same idea itself” (*Bernard Baruch*).
- Your persuadable voice in front of audience much depends on your knowledge and belief in what you say.

1

The lesson structure



A standard lesson, likely has three parts structure: a beginning, main course (content) and conclusion.



The lesson objective should be clear and observable. *For example: “Completing the lesson the participant is capable to explain by herself/himself the main reasons leading to the road damages”.*

New content may be concepts, definitions, object descriptions, process etc. *For example: Instructor lists the damages of road; shows these damages through film; photos; facilitate participants to find out the damages; describe the main reasons led to the road damages.*

For example: instructor summaries damages and the main reasons of damages. Assesses the class achievements through “questions and answers” Comments the achievements of participants

2 Mastering your voice



Introducing or explaining concepts, process etc. you should make the harmony between your voice, intonation and manner. The relevance, persuasibility of your saying plus your enthusiasm through your live and fluent voice, face and body may decide the results of your presentation/explanation.

3 facts

**Make your presentation
become attractive**

1. Voice

The requirements:

- Should be clear, volume is enough for listening, correct pronounce.
- Should be Live. Avoid the monotonous voice
- Suitable "speed"
- You should make pause after each small phrase, explanation.

2. manner

The requirements:

- Standing posture is tidy and easy
- Manner should be natural, Impromptu and not rigid
- Cloth : Suitable and smart
- Using "eye contact" set up the friendly relations with participants: Slowly look at different areas of the class.
- Face appearance should present the confidence, enthusiasm and happiness.
- Body movement should be easy, flexible but not hurry up and jerk.





3. nervous control

For clearing away nervous, you need:

- Preparing carefully lesson
- Starting the lesson as well as you can. Some first minutes may help instructor to control her/his nervous
- To behave as you are a friend of participants
- Using visual teaching aids if you can.
- Taking note the main points, remarkable outlines in big enough paper so you can take glances at it some times.






3 Mastering your time

Even experienced instructor, some times, is out of controlling her/his teaching time. The best measures ensure your time schedule, are:

-  **Prepare the lesson as detailed as you can.**
-  **Try out lecturing before the lesson really starts.**
-  **Mentally split your lesson into parts with measurable periods of time, for example, a theoretical lesson (45'), you can spend 5' for "Beginning", 35' for "Main Course". 5' for "Conclusion"**
-  **Foresee the uncontrolled situations like participants raise questions, equipment breakdown etc.**

4 Questioning

Right questioning helps you improving the quality of your class.

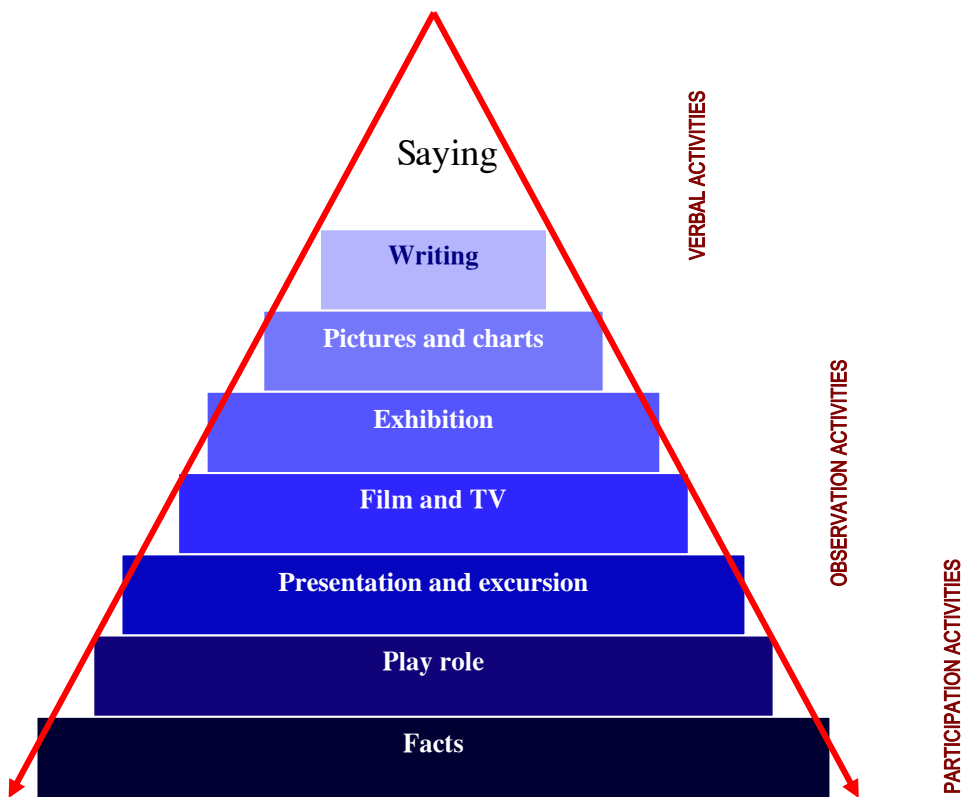
-  **Raise questions and encourage response from the participants as much as you can. Facilitate participants to express their knowledge and experiences and actively participate in the training process.**
-  **Start with an easy question for “warming up” the participants’ responses.**
-  **When questioning, give time, even little, for participants can think over before to respond.**
-  **The shorter and clearer question is the better.**
-  **Try to avoid multi-meaning questions.**

5 Using teaching aids



There are **NO** bad teaching facilities. However, the effectiveness they can bring is different. Refer the following chart:

THE VALUE OF TEACHING AIDS IN LEARNING PROCESS



VERBAL AIDS ARE LESS EFFECTIVE
FACTS ARE MOST EFFECTIVE TEACHING AIDS



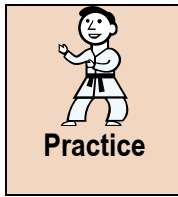
Remember and apply 3 principles of using teaching aids:



In order to use effectively teaching aids, you should pass Module T3 “*Effective using teaching aids*”

Recommendations to the SEACAP 11 trainers

1. More tea breaks if they are controllable and convenient.
2. Change teaching methods after each 20’.
3. Encourage participants actively involve in class activities.
4. Let participants feel free as they are parts of the leaning process.
5. Understood things will be remembered longer by participants than things leaned by heart.
6. **“Break down”** practices are more effective than **“One time”** practices.
7. Ideas expressed at the beginning and the end of lesson is easier to remember than if they are in the middle of the lesson.
8. The benefit of the lesson clearly recognized by participants will promote the results of the class activities.



Apply the gained knowledge (from the following tasks) to your coming lesson :

- ① Define the lesson structure.
 - ② Master your voice and manner.
 - ③ Master your lesson time.
 - ④ Correctly apply questioning techniques.
 - ⑤ Use effectively teaching aids in adult training.
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- Take note the changes of the class results and feedback from participants and adjust the class activities.



1. Fill the blank spaces to complete the voice, manner and nervous control requirements in order to achieve the attractive lesson (lecture, explanation)

The requirements to 'VOICE':

- Should be clear, volume is
- Should be Live. Avoid the monotonous voice
- Suitable "speed" in lecturing/explaining
You should make pause af
- er each small phrase, explanation.

The requirements to "MANNER":

- Standing posture is tidy and easy
- Manner should be
- Cloth : Suitable and smart
- Through eye contact set up the friendly relations with participants. Slowly look at different areas of the class.
- Face appearance should present
- Body movement should be easy, flexible but not hurry up and jerk.

For clearing away nervous, you need:

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- Starting the lesson as well as you can. Some first minutes may help instructor to control her/his nervous
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- Taking note the main points, remarkable outlines in big enough paper so you can take glances at it some times.

Passed

Not passed

2. How you can describe the principles of effective using teaching aids: **right time**, **right place** and **appropriateness**?

Passed

Not passed