

Lecturing: Developing and Delivering  
Effective Classroom Presentations  
Teaching Practicum

**I. The Lecturer**

- A. Lecture Style (Brown et al, 1984)
  - 1. Ramblers
  - 2. Self-doubters
  - 3. Newscasters
  - 4. Orators
  - 5. Lecturers
- B. Lowman's Two-Factor Model
  - 1. Intellectual Excitement – clear, knowledgeable, organized, prepared, enthusiastic, inspiring, interesting, exciting
  - 2. Interpersonal Rapport – concerned, caring, available, friendly, helpful, encouraging
- C. Style + Substance = Effective Lecturing
  - 1. Be Clear
  - 2. Be Knowledgeable
  - 3. Be Enthusiastic
  - 4. Build Rapport
  - 5. Do not be Negative

**II. The Lecture**

- A. Becoming Familiar with the Topic
- B. Connecting the Lecture to the Text
- C. Structuring the Lecture
- D. Capturing Attention – stories, questions, quoting, humor, opinions, multimedia, sequencing, activities, discussion
- E. Enhancing Memorability – repetition, pace, pauses, examples, summaries

**III. The Listeners**

- A. Lectures and Learning Styles
- B. Readiness to Learn
- C. Lectures and Studentship
  - 1. Attending Class
  - 2. Listening and Note-taking Skills
  - 3. Lecture Hall Ecology
- D. Who Says What to Whom

**Table 2.1 Lowman's (1995) Two-Dimensional Model of Effective College Teaching**

Dimension II: Interpersonal Rapport			
Dimension I: Intellectual Excitement	<b>Low:</b> cold, distant, highly controlling, unpredictable	<b>Moderate:</b> relatively warm, approachable, democratic, predictable	<b>High:</b> warm, open, predictable, highly student centered
<b>High:</b> extremely clear and exciting	Intellectual Authorities	Exemplary Lecturers	Complete Exemplars
<b>Moderate:</b> reasonably clear and interesting	Adequates	Competents	Exemplary Facilitators
<b>Low:</b> vague and dull	Inadequate	Marginals	Socratic

Forsyth (2003), p. 56

“A professor who has little rapport with students but is very exciting intellectually will likely be successful in the classroom, but a professor who is all rapport and no content is likely to be effective in only a limited range of situations.” (p. 57)

Regarding the “listeners:”

“Some individuals might generally fail to be influenced by communications because of lack of ability to direct and sustain attention; others primarily because of a low degree of ability to grasp explicit and implicit verbal meanings, resulting in poor comprehension; and still others because of deficiencies on other types of intellectual skills that are directly related to acceptance, as when they have difficulty in responding to verbal incentives with appropriate anticipation of rewards or punishment... Even when a person possesses the essential abilities, however, lack of responsiveness might occur as a result of motivational deficiencies. For example, an individual may be inattentive because of general lack of interest in what other people say or because he has developed involuntary defenses against anxiety which inhibit or interfere with sustained attention to communication stimuli.”

- Hovland et al. (1953, p. 289), as quoted in Forsyth (2003, p. 81).