



# Lecturing



Pointers for an Audio Lecture

# Lectures: Content & Method

Ken Robinson is an internationally respected author and speaker on arts in education. Watch Ken Robinson's on creativity in education from the TED conference 2006 (). Try to make a minimum of 10 points about "What did he say?" and "How did he say it?"



What did he say? (Content)	How did he say it? (Method)



Be **thorough** about the topic you are lecturing on.



A lecture with a **superficial** knowledge of the topic can be spotted quickly, and the audience often feels cheated.



Make notes of all **important points**. You need not write out the whole lecture, only the very important points.

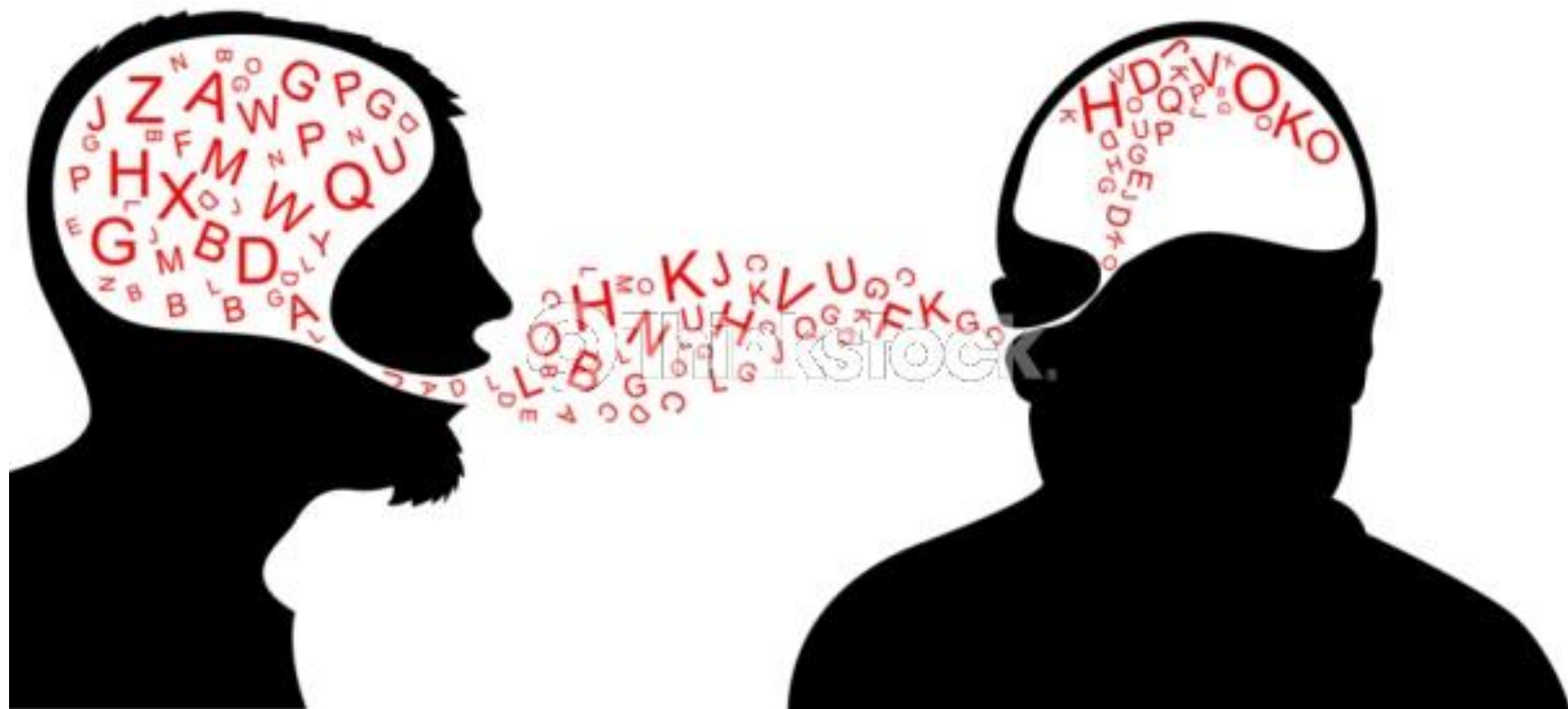




It is a very good idea to **sequence** your ideas in a way that is most effective. Your notes should reflect this sequence.



While preparing your notes, build in **proper examples** too. An example should help the audience understand the concept/idea you are trying to put across. Inappropriate examples often confuse and mislead the audience.



Decide on the type of language you will use while lecturing. It is always advisable to use **simple, clear language**. The vocabulary should be appropriate to the topic.





A good idea is to use linkers, i.e. words like therefore, so, because, however, first, next, finally, but, though. These linkers help listeners to follow the development of your ideas in the lecture.



A technique some lectures use to prepare for a lecture is to make a list of all possible **questions** they can think of about the topic. It is a type of 'personal' brainstorming. This technique helps a lecturer to be prepared to answer and tackle all points related to the topic.



The skills involved in using the **voice** effectively include:

1. **Voice modulation** or controlling the variations of volume, tone and pitch.
2. **Volume modulation** to suit the audience size.
3. A **pause** used at the right place can be very effective.