Analysis of a lecture

Gerald D. Bailey
Analysis of a lecture

By Gerald D. Bailey

In Unit Four, Brown highlights the major models of lecture: (1) classical model: major concept with numerous subconcepts, (2) problem-centered: statement of problem followed by a series of solutions and (3) sequential method: series of linked statements which lead to a conclusion. These three different models may be the most significant contribution to the total area of methodology study since it allows the teacher to become more cognizant of how to inject variety into teaching style. In short, the information should allow the teacher to begin to realize that there are many different approaches to a lecture. Equally important, the teacher should recognize that organizing a lecture in different ways provides for variety which promotes student attention and motivation.

While many of the concepts in the text are limited in scope, the reader should find the section dealing with anxiety when lecturing of particular interest. Brown indicates that many lectures (beginning and experienced) suffer from anxiety. There are at least seven common defenses that the teacher needs to guard against:

- The discussion of narrating and spatial arrangements when lecturing will also be of significant interest. The literature summary dealing with nonverbal behavior is mandatory reading for every classroom teacher.
- The latter sections of the text are more appropriate for the inexperienced or novice teacher. The narrative in Unit Five enumerates five steps necessary for organizing and preparing a lecture. They include: (1) What do I want my students to learn?, (2) Free association, (3) Organizing, (4) Reading, (5) Setting the lecture out and (6) Rehearsal. To the experienced teacher, this kind of discussion will not be of particular value. However, it is important to remember that these are the basic steps to effective planning in any kind of methodology.
- The final chapter deals with helping students learn from a lecture. This type of “teaching” is often overlooked by both authors of methodology texts and practitioners. The areas that are highlighted include: (1) student listening, (2) the study analyzing modes of discourse and (3) student note taking. Hopefully, the reader will be motivated to employ several of these important strategies suggested by the author.

The appendices are a collection of ideas and activities dealing with such concepts as the videotape playback and student feedback. Unlike other appendices in most books, the documents provided are of particular value. The author could have easily integrated the appendices as major concepts in the text.

The most distracting feature of the book is the endless related activities suggested by the author. They are interspersed throughout the narrative and their presence breaks the continuity of the narrative. These suggested activities continually force the reader from the main narrative and interrupts the natural flow of the text.

Overall, the text is well conceived and well documented. Hopefully, the author will endeavor to expand some of the concepts in depth in a more lengthy text. Anyone in higher education, with many years of experience or new to higher education, will want to purchase this book for their professional library.

Gerald D. Bailey is an associate professor in the College of Education at Kansas State University, Manhattan, Kansas.