Lecturing continues to be a common teaching method that allows for student engagement. Knowing how to lecture effectively is a crucial skill to master. Our lunchtime discussion was facilitated by two experienced and engaging lecturers, Ivan Fox in New York City (October 19), and Richard Kraus in Pleasantville (October 17). The following is a summary of 1. best tips and strategies that enhance lecturing and 2. challenges experienced in the classroom.

October 17, 2005 ~ Pleasantville

Professor Richard Kraus of Lubin’s Legal Studies & Taxation department opened the luncheon with a 15 minute lecture which included choosing participants to read from a Constitutional Law handout. Faculty were positioned from the point of view of the student. Before the end of the luncheon, Professor Kraus requested feedback from the participants and emphasized on the dos and don’ts of classroom lecturing. The discussion that followed pointed out excellent ways to lecture and to overcome the obstacles to good lecturing. We appreciate Professor Kraus's willingness to demonstrate a poor lecture as a way of engaging us in discussion about what makes a good lecture. Also provided was an outline of Donald Bligh’s *What’s the Use of Lectures?*, which centered on the premise that we use lectures to teach information and not to rely on them to promote thought, change attitudes, or develop behavioral skills. Then, how can a lecture best teach information? Faculty came up with a list of ideas on how to enhance student’s attention and motivation:

1. Combine multiple methods of teaching to keep students alert. Mix up visual and auditory stimulation such as showing a video, use case studies, and provide a list of related Internet sites. Provide an element of novelty in each lecture. Interject your lecture with “change-ups” that will energize your students’ attention spans. – this was especially addressed for evening classes
2. Have “candy” as a reward for answering interactive discussion questions
3. Keep a dialog with students: Q&A in the classroom and make appointments with students who need to improve.
4. Use repetition within lectures. State the key points at the beginning and at the end. Repeat the definitions of concepts and important conclusions often. Repeat student’s question to the class before addressing the question.
5. Students love “real life” stories, current events and news. Lectures are easier to comprehend when they connect with students’ everyday realities.
6. Break up the lecture with questions
7. After a lecture, reinforce the material by breaking up students into groups and provide a hands-on project to apply what was learned in the lecture
8. Help students seek their own learning style and provide study and note taking tips
9. Effective and detailed classroom rules in addition to the syllabus, for example, rules addressing behavior (use of language) and manners (turn off cell phones, i-pods etc..)
10. Use analogies
11. To ease the process of note-taking, provide an outline of the day’s lecture and/or permit tape recording for second language students
12. Call on the students who are “shy” to answer questions. Class participation should be mandatory.

Additionally, Faculty came up with a list of challenges they have experienced in the classroom:

1. How do you engage evening students who have already exhausted their mental capacity during the working hours?
   a. Have presentations at the beginning of the class and pay attention to your presentation technique, e.g. modulate voice, move around the room, body language and appearance etc…
   b. Provide snacks
   c. Put students in a circle
   d. Lecture first, then do exercises next
   e. Vary the teaching structure
   f. During group activities, mix up who students interact with (physically move around the room)
2. I have a diverse class, should I tailor the course material to those who are doing well or lower the standard?
   a. Be careful of terminology
   b. Specify exactly what background material is needed and quiz them on it (do this within the first week of class). This will determine the level of your students and target the learning to the majority.
Professor Ivan Fox of the Lubin School of Business, Department of Legal Studies and Taxation, was the invited moderator and facilitator of the Fall 2005 Pforzheimer Faculty Exchange Luncheon on effective classroom lecturing.

The four main principles for effective lecturing include:
1. Know your material. The big difference between a good lecture and a bad one is not knowing the material.
2. Be prepared.
3. Make it interesting and lively. When appropriate, incorporate humor and “real life” scenarios into lectures. Refresh recollection of students by going around the room.
4. Respect students. Students cannot be intimidated! There are truly nervous about school and course work.

Additional suggestions offered by faculty members include:
5. Summarize the most and least important idea conveyed in the lecture.
6. Provide a summary of lectures and chapters.
7. Meet with a colleague and unofficially have each of you sit in on the other’s class to give and receive feedback.
8. Before the end of class, have students write in one of two sentences the key learning concept(s) experienced in class.
9. Encourage participation from quieter students or just rev up participation in general.

Faculty posed challenges experienced in the classroom to Professor Fox. Challenges and suggestions include:
1. Appropriate use of multi-media (PC & Internet access in the room, Video/TV).
2. Finding new ways to present old familiar material.
3. The cultural diversity in the classroom often creates a challenge in terms of level of language skills in students.
4. Students that talk, pass notes and text-message during class time even after you have asked them to stop. Suggestion: For students that talk it is important for the instructor to set a level of behavior the first class. After the first class make certain you remind the students and once an infraction occurs reprimand the student in private and ask them to leave the class.
5. How to keep students interested when there are both fast and slow learners in the class. Suggestion: It was discussed that although the lecture often needs to be geared for the slower learner, steps to challenge the faster learners include additional assignments or readings. In addition, class time can be designed in such a way to give the faster learners additional time to work on special projects.
6. Cell phones going off in the middle of class. Suggestion: Be willing to set a cell phone policy and stick to it.
7. Student cheating. Suggestion: Techniques to make it difficult to cheat include scrambling/jumbling test questions, walking around the room.

The 14 faculty that attended the Faculty Exchange Luncheon were very engaged and receptive to Professor Fox’s suggestions and tips, and responses to some of the challenges brought to the table. The discussion was lively, had a good flow and ended after a little over an hour from when it began. Professor Fox’s presentation was interactive, not pompous, and responsive to the concerns of the faculty. He also acknowledged that he did not have all the answers and was cognizant of the Pace student population. He expressed many of the same concerns that Pace faculty have expressed (e.g. poor writing and language abilities) and the need to address better their skill development.