Advantages of lecture method in teaching?

In: Sexually Transmitted Diseases, Breast Health, Sexual Intercourse [Edit categories]

Answer:
The lecture method of teaching has among others the following merits:
1. It's time-saving thus enables the lecturer to finish the course outline in time; many facts or ideas in a relatively short time
2. It is very convenient in handling a large group/class
3. It easily fits in when introducing a new concept or topic
4. It can be easily be used in cases where the relevant teaching and learning materials are scarce or so rare to resource.

Demerits:
1. Does not enhance understanding in learning; encourages route learning
2. It is difficult to sustain the attention of students using the lecture method
3. It does not provide appropriate room for tutors/lecturers to monitor students' progress
4. It does not encourage active students participation - makes learning passive allowing the teaching to do all the work


http://www.cadet_programs.library.school_program.lesson_plans/documents/CAP5S-20.PDF

http://intranet.howardcc.edu/Faculty_Resources/TeachingResources/pdf/Advantages_disadvantages_Lecture_Method.pdf

Lecturing: Advantages and Disadvantages of the Traditional Lecture Method

Adapted with permission from the Office of Instructional Resources, University of Illinois-Urbana Champaign.

Advantages

- Gives the instructor the chance to expose students to unpublished or not readily available material.
- Allows the instructor to precisely determine the aims, content, organization, pace and direction of a presentation.
  In contrast, more student-centered methods, e.g., discussions or laboratories, require the instructor to deal with unanticipated student ideas, questions and comments.
- Can be used to arouse interest in a subject.
- Can complement and clarify text material.
• Complements certain individual learning preferences. Some students depend upon the structure provided by highly teacher-centered methods.
• Facilitates large-class communication.

Disadvantages

• Places students in a passive rather than an active role, which hinders learning.
• Encourages one-way communication; therefore, the lecturer must make a conscious effort to become aware of student problems and student understanding of content without verbal feedback.
• Requires a considerable amount of unguided student time outside of the classroom to enable understanding and long-term retention of content. In contrast, interactive methods (discussion, problem-solving sessions) allow the instructor to influence students when they are actively working with the material.
• Requires the instructor to have or to learn effective writing and speaking skills.

http://www.cirtl.net/node/2570

1. Emphasis on Learning instead of Teaching.

Discussion Method emphasises pupil-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.

2. Participation by Everybody.

In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning.

3. Development of Democratic way of Thinking.

Everybody cooperates in the discussion, and the ideas and opinions of everybody are respected. Thus, there is a development of democratic way of thinking and arriving at decision.

4. Training in Reflective Thinking.

Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.

5. Training in Self-expression.

During discussion, everybody is required to express his ideas and opinions in a clear and concise manner. This provides ample opportunities to the students for training in self-expression.

6. Spirit of Tolerance is inculcated.

The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each others’ views. Thus, respect for the view points of others is developed.

7. Learning is made Interesting.
History is considered to be a dry subject. The learning of history is made interesting through Discussion Method. More effective learning is possible when the students discuss, criticise and share ideas on a particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.

**Limitations**

1. All types of topics cannot be taught by Discussion Method.
2. This method cannot be used for teaching small children.
3. The students may not follow the rules of discussion.
4. Some students may not take part while others may try to dominate.
5. The teacher may not be able to guide and provide true leadership in the discussion.

In spite of these limitations, Discussion Method is a very useful and effective method for the teaching of History.


**METHODS OF INSTRUCTION** [http://www.drillpad.net/DP_IRL_MOI.htm](http://www.drillpad.net/DP_IRL_MOI.htm)

**Advantages and disadvantages of lectures**

**Advantages**

* Effective lecturers can communicate the intrinsic interest of a subject through their enthusiasm.
* Lectures can be specifically organized to meet the needs of particular audiences.
* Lectures can present large amounts of information.
* Lectures can be presented to large audiences.
* Lecturers can model how professionals work through disciplinary questions or problems.
* Lectures allow the instructor maximum control of the learning experience.
* Lectures present little risk for students.
* Lectures appeal to those who learn by listening.

**Disadvantages**

* Lectures fail to provide instructors with feedback about the extent of student learning.
* In lectures, students are often passive because there is no mechanism to ensure that they are intellectually engaged with the material.
* Students’ attention wanes quickly after fifteen to twenty-five minutes.
* Information tends to be forgotten quickly when students are passive.
* Lectures presume that all students learn at the same pace and are at the same level of understanding.
* Lectures are not suited for teaching higher orders of thinking such as application, analysis, synthesis, or evaluation; for teaching motor skills, or for influencing attitudes or values.
* Lectures are not well suited for teaching complex, abstract material.
* Lectures requires effective speakers.
* Lectures emphasize learning by listening, which is a disadvantage for students who have other learning styles.

Slightly adapted from http://www.wcer.wisc.edu/nise/CL1/CL/doingcl/advlec.htm

**Comments**

Looking at the list of advantages shows a clear place for lectures. For example, members of the general public voluntarily attending a lecture on, say, genetic engineering or art appreciation. The audience need not take notes and will not be assessed on the content so the teaching need not be especially effective. Furthermore, such a self-motivated audience is probably receptive to inspiration by the lecturer.

Students attending lectures as part of a course of study are significantly different. There is probably a greater diversity of learning styles than in the audience attending a lecture out of interest. Undoubtedly, lectures will suit some students but it would be wrong to assume that all (or even most) of the students were motivated intrinsically by the material or by the inspirational style of the lecturer! (To believe this would be to ignore a huge body of evidence on personality, learning style and the factors that drive course/subject selection). Furthermore, the assessment requirements significantly determine the learning process. In these cases, the disadvantages of lectures loom large so that, for many materials, lectures are probably not the vehicle of choice.

These lists of advantages and disadvantages rely on a fairly narrow view of lectures and it is possible to increase the interactivity of lectures and (at least partially) overcome some of the disadvantages. But, in the end, the prevalence of lectures probably has less to do with learning and more to do with the efficiency (time, cost) of lectures, the familiarity of the format to teachers (probably a function of teachers’ learning styles) and time-efficiency of preparing them that sees them so broadly applied.


http://adprimax.com/teachmethodsax.htm in grid form

http://712educators.about.com/od/lessonplans/p/lecture.htm melissa kelly
Advantages and Disadvantages of Lectures

Advantages and disadvantages of lectures as quoted from Bonwell (1996) who cited Cashin (1985) as the original author.

Advantages of the lecture

- Effective lecturers can communicate the intrinsic interest of a subject through their enthusiasm.
- Lectures can present material not otherwise available to students.
- Lectures can be specifically organized to meet the needs of particular audiences.
- Lectures can present large amounts of information.
- Lectures can be presented to large audiences.
- Lecturers can model how professionals work through disciplinary questions or problems.
- Lectures allow the instructor maximum control of the learning experience.
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Disadvantages of the lecture

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http://www.wcer.wisc.edu/archive/cl1/cl/doingcl/advlec.htm