

Planning and evaluating your lecture: resource overview

Collection: Large group teaching

Learning outcomes

To be able to make a conscious shift between content (what you want to get across) and the dramatic and affective form through which you are going to have to perform it.

Overview

We suggest that you should think about planning and evaluating together and as functions or aspects of the same process. It may appear that one is prospective and the other retrospective. But in fact, the process composes a whole. Having a clear idea of what in your terms would count as success will help you focus on your planning. The first thing we want to suggest - once again - is that in thinking through the process of your lecture you draw on your subject expertise. In the video interview, Hannah Crawforth refers to a lecture as a form of rhetoric. What we take from that, is that you need to think about:

- Content
- Audience
- Medium or process

We all tend to think in terms of content. How to fit in everything that we think students ought to know. In that spirit, writing a lecture becomes something rather like writing an article. On the other hand, thinking of a lecture as a rhetorical form - or even a form of theatre - brings other aspects into the foreground. It implies that, yes, while of course the content is fundamental, so too is the crafting of the event. You're going to be up there in some sense dramatising for your audience how to think about this subject, what sort of arguments you might use, what sort of evidence you might draw upon, and how



you might weigh it. Probably there are few people in English who think of a lecture simply in terms of conveying information. Nevertheless, the gravitational attraction of specialist knowledge is apt to tug the event in that direction, leading to too many knowledge-heavy, detail-crammed lectures. All that students can do with those - other than marvelling for a few minutes then switching off - is frantically try to take notes on the assumption that you are downloading what they need to know.

Activities within this resource

- The genre of the lecture: individual activity
 - Peer review: group activity
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Resources in the *Large group teaching* collection

- Large group teaching: introduction to the collection
- Peer reviewing lectures: resource overview
 - Peer review: A Science of Literature lecture
 - Peer review: Shakespeare's London lecture
 - Peer review: The Odour of Chrysanthemums lecture
- Identifying good and bad practice: resource overview
 - How to give a bad lecture: individual activity
 - How to give a bad lecture: group activity
 - The written and the improvised
- **Planning and evaluating your lecture: resource overview (*you are here)**
 - The genre of the lecture: individual activity
 - Peer review: group activity

