

Interrogating the Skill of Introducing A Lecture: Towards an Interactive Lecture Method of Instruction

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ABSTRACT Higher education institutions face a lot of criticism from many stakeholders. One of the criticisms is directed towards the approaches to teaching and learning. The effectiveness of the lecture method has been questioned because of its inherent weaknesses as informed by the transmission pedagogical approaches, yet it continues to be used in universities. The lecture method is the most common method of instruction often considered handy in transmitting knowledge to a large number of students but critical reflection shows that this approach has serious limitations in teaching students to be critical thinkers, knowledge generators and social beings. In this paper, the researchers interrogate the skill of introducing lectures within the context of transforming the lecture method to a more interactive and student-centred one. The presentation is underpinned by the constructivist theoretical framework. In the paper the researchers critically discuss ways in which lecturers may effectively introduce their lectures. The purpose of introducing lectures is explored and various approaches to lecture introduction discussed. The strengths of the various ways of introducing lectures are evaluated in the way they transform the lecture method into a more interactive one. The conclusion drawn is that effective teaching requires skills and expertise in pedagogy and andragogy and university teachers are encouraged to take up courses that enhance their knowledge and skills in teaching to make them better teachers.