The appropriate use of the lecture method in higher education

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"The fact that the lecture method has been used for so much and criticised for so much, nobody can doubt it role in higher education. Thomas Carlyle charged that, "too much faith is commonly placed in oral lessons and lectures. To be poured into like a bucket is not exhilarating to any soul". This criticism suggests that the lecture method does not take into consideration the learners' individual needs, abilities and preferences. The task of this paper is to demonstrate that the lecture method if appropriately used could be an effective teaching method. It is for this reason that it has served the educative purpose for centuries. The approach which this paper takes is to define the lecture method, and to examine the factors that have contributed to its enduring usage. The inappropriate use of the lectures is discussed. Then the appropriate use of the lecture is demonstrated. Finally, a conclusion is drawn showing that there are more advantages than disadvantages in using the lecture method in higher education. Explanation of the Lecture method. The term lecture is derived from the Latin word lecture which means to read aloud. In the past centuries, the lecture method consisted of oral reading of a text followed by a commentary. This method of reading from a script is still used in the arts"(Brown & Atkins, 1988: 7). Lecturing as a method has a history which goes as far back as the time of the Greek lectures in the fifth century BC (Brown & Atkins, 1988: 7). In 1980 argued that lectures were" the most common method teaching in universities throughout the world." In 1990's lectures