

# ***LECTURES, PANELS, DEBATES & EXPERTS***

## ***GROUP 10 “Leading Ladies”***

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## *Agenda*

- Learning Objectives
- Section 1: *Lectures*
- Section 2: *Panels*
- Section 3: *Debates*
- Section 4: *Experts*
- Summary
- References

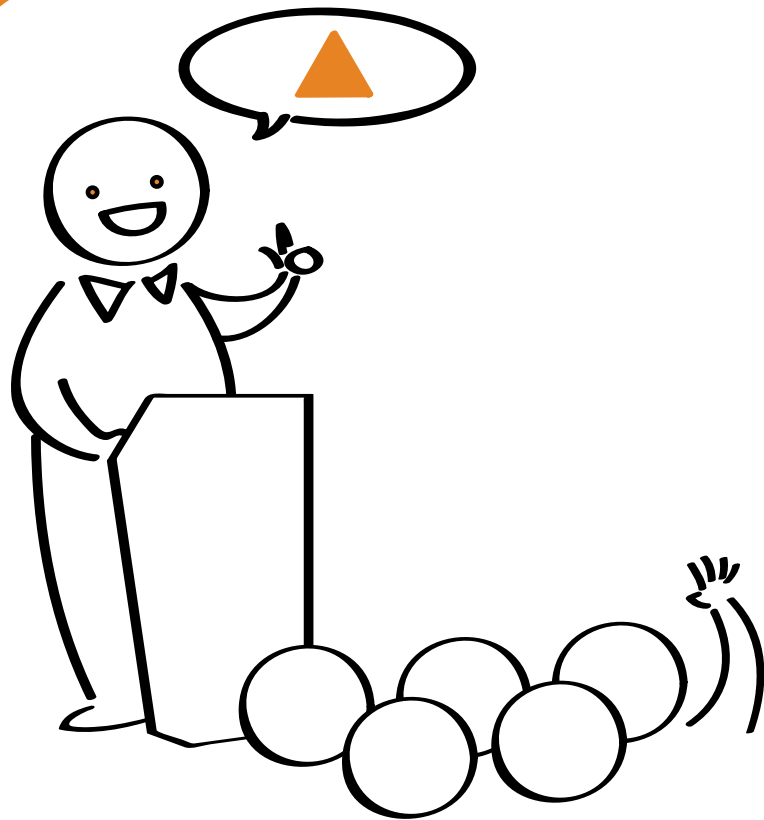
## *Objectives*

1. Identify when lectures can be integrated into a teaching environment
2. Explain the steps to developing an effective panel discussion
3. Know how to facilitate a successful and educational debate in the class
4. Explore the possibilities and advantages of bringing experts into the classroom

# Section 1

## Lectures

**Objective:**  
*Identify when lectures  
can be integrated into a  
teaching environment*



### **What are lectures?**

*The best way to be boring is to leave nothing out.*  
-Voltaire (Renner, 2005)

A lecture is an educational talk presented to a group on a particular subject. Lectures do not teach everything, they highlight key concepts and stimulate critical thinking. (University of Canberra, 2013.)



## *How do you use lectures in the classroom?*

Lectures can be used to establish general outlines, arouse interest in a topic, demonstrate how to approach a field of study, provide information, and mix passive and active techniques. (Renner, 2005) Visual aids such as Power Points, overhead projectors and flip-charts can be used in conjunction with lectures. Long lectures can contain too much information and learners may lose interest. Lectures can be broken into shorter segments and mixed with group discussions, hands-on activities or question and answer sessions. Using the **AIDA** format can help when planning and implementing lectures.

### **A** *ttention*

#### **Get the group's attention by...**

- taking time at the beginning of the lecture to outline the subject
- restating the topic and the length of the lecture
- starting with a story or anecdote

### **I** *nterest*

#### **Hold the group's interest by explaining...**

- why the lecture is important
- what learners can expect and what is expected of them
- when/if there will be a break
- when/if there will be an opportunity to ask questions

### **D** *esire*

#### **Relay your desire and interest in the subject by...**

- being prepared and enthusiastic
- using visual aids and examples
- maintaining alert posture and eye contact

### **A** *ction*

#### **Encourage learners to take an active role by...**

- asking learners questions and for input and examples
- having learners discuss concepts with those around them
- assigning group work that has learners analyze and apply information

Optional reading for more lecture tips:

<http://isites.harvard.edu/fs/html/icb.topic58474/TFTlectures.html>

Optional video on the first lecture:

<http://www.youtube.com/watch?v=YrZnf3MrKmA>



## Why use lectures?

### Advantages

- Efficient way to reach a large number of students in an environment that can accommodate the esteem and self-actualization identified in **Maslow's Hierarchy of Needs**, as all learners are equal and are not required to demonstrate any skills
- Can include current, up to the minute information
- Provides a summary or overview of information from different sources which can include varying viewpoints and be relatable to different learners and what **Daniel D. Pratt** identified as their **BIASes**
- An enthusiastic lecture can generate interest in a subject and affect what **Malcolm Knowles** identified as **motivation to learn**

### Disadvantages

- Does not allow for individual feedback between students and instructors which may be imperative for learner's to move from knowledge through the other six levels of cognitive understanding identified in **Bloom's Taxonomy**
- May not encourage active or independent learning which is an important part of **Knowles Five Principles of Adult Learning** as adults are self-directed and draw from their own experiences
- Long lectures can lose the learners' attention or overload them with information which can be especially difficult for individuals that do not prefer an **auditory** learning style



### Apply what you've learned...

Watch the following YouTube video "How to Be A Good Lecturer"  
<http://www.youtube.com/watch?v=OXSFk4urr6c>

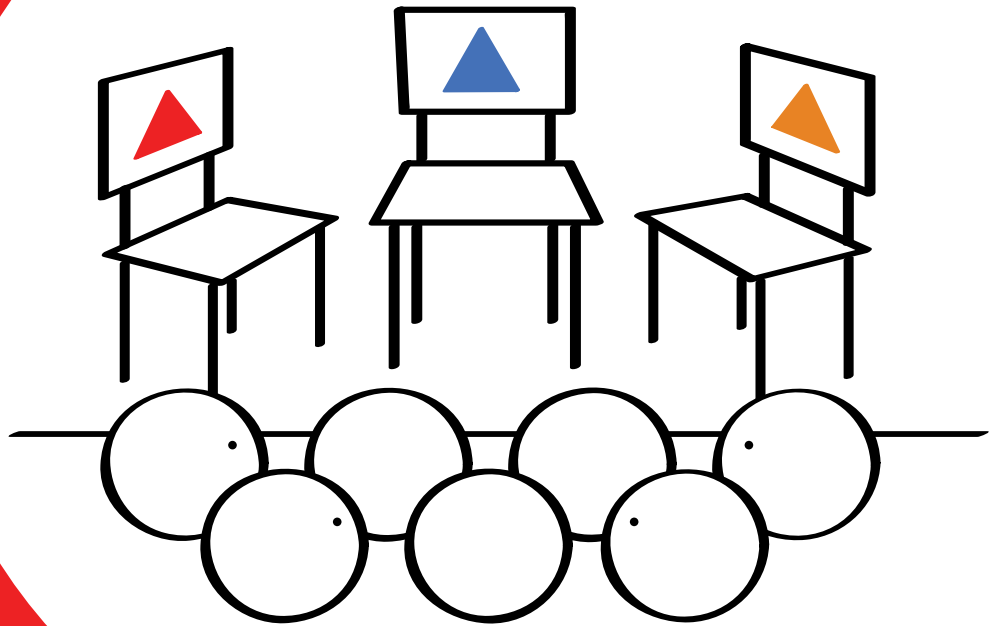
Once you have watched this video, rank the following attributes in order of what you feel is most important in a lecture:

- Presenter is lively and enthusiastic.
- Visual aids are used.
- Presenter encourages class participation.
- There are opportunities to ask questions throughout the lecture.
- Lectures are broken up into short segments with other activities.
- Presenter makes content relatable using stories and examples.
- Expectations are clearly stated.

## Section 2

# Panels

**Objective:**  
*Explain the steps to  
developing an effective  
panel discussion*



### ***What are panels?***

A panel discussion is designed to provide an opportunity for a group to hear several people knowledgeable about a specific issue or topic present information and discuss personal views. (Syracuse University, 2013)



## *How do you use panels in the classroom?*

Panels are used as an effective way to present and inform an audience on current information about a particular issue or subject. Panels require detailed planning and knowledge, but following basic steps will help you make your panel discussion go smoothly.

### *Six Tips for Panelists*

(Ramsborg, 2002)

- 1.** Understand what it is the listener expects to learn from the panel
- 2.** Participate flexibly and informally, with spontaneity and enthusiasm
- 3.** Express your views and ideas vigorously, clearly, and concisely
- 4.** Don't dominate the discussion. Speak no longer than two to three minutes at a time, being careful not to overstate or repeat comments. Help the moderator involve other members of the panel
- 5.** Pick your spots: Be sensitive to the appropriate moment to present a point of view
- 6.** Stick to the topic

### *Summary of steps to plan, implement & deliver a panel discussion*

(Kirsner, Scott, 2013)

#### **Planning**

- Confirm panel size & duration

#### **Select a moderator and panelists**

- Select a moderator who is experienced, understands the subject matter, knows the panelists and realizes that he/she is there to guide the discussion (Kirsner, 2013)
- Select panelists who are experts in the subject matter
- Email or call potential moderators or panelists

#### **Preparation and communication with the panelists**

- Confirm with interested panelists and send detailed event information
- Announce panelists' names and subjects once participants have been confirmed
- Contact each panelist before the event to request a short summary/biography
- Slides are not recommended for panel discussion, unless to introduce the subject matter. If necessary, give panelists a maximum set of slides and collect them at least one week before the event

#### **Setting the stage**

- Arrange seating in a semi-circle around the panelists
- Provide panelists with microphones. The moderator should have his/her own
- Audience should have access to the agenda, panelist biographies and slides

#### **Panel discussion begins**

- The moderator introduces the discussion and interacts with the audience
- Start with an energizer or icebreaker, for example a polling of the audience
- Have pre-determined Q&A in case the audience is non-responsive at first
- Make sure that there is equal time for the presentations/explanations and Q&A



## Why use panels?

### Advantages

- For auditory learners who understand best through listening, hearing and speaking, panels are a great environment to be in, based on **Fleming's VARK model**
- Auditory participants are able to interpret the underlying meaning of the speech by listening to the panelists' voice tone, pitch and speech nuances
- By having the experience of attending panel discussion, adult learners learn more effectively, according to **Knowles' experimental learning cycle** (Knowles 1980, p. 43)
- Ability to present a lot of information and an organized Q&A period in a short time
- Facilitates difficult discussions and highlights the multi-dimensional nature of the issue
- Fosters logical thinking and interpersonal interactions through interaction with panelists and participants, based on **Gardner's Theory of Multiple Intelligences**

### Disadvantages

- Panel discussions concentrate on the cognitive domain of **Bloom's taxonomy**. The cognitive domain revolves around knowledge, comprehension, and critical thinking – which can be limiting for learners who need to learn by experiencing the concept
- Non-auditory learners may have a harder time keeping engaged. Increased interactivity between the audience and panelists may help visual and kinesthetic learners
- According to **Kolb's learning styles**, some learners will enjoy this method but others will not. Divergers and Assimilators will enjoy panel discussions but Convergers and Accommodators would prefer hands-on experiences
- Coordinating, timekeeping and re-directing learners who digress/dominate without losing their trust can be difficult, especially for novice teachers.
- The style of communication may be harder for some learners to understand

*Some of the advantages and disadvantages will depend on the moderator of the event. If you have a strong moderator, he/she will be able to overcome many of the disadvantages.*



### Apply what you've learned...

In your groups, you have been tasked to organize a panel discussion about teaching adults using different eLearning methodologies, answer the following questions:

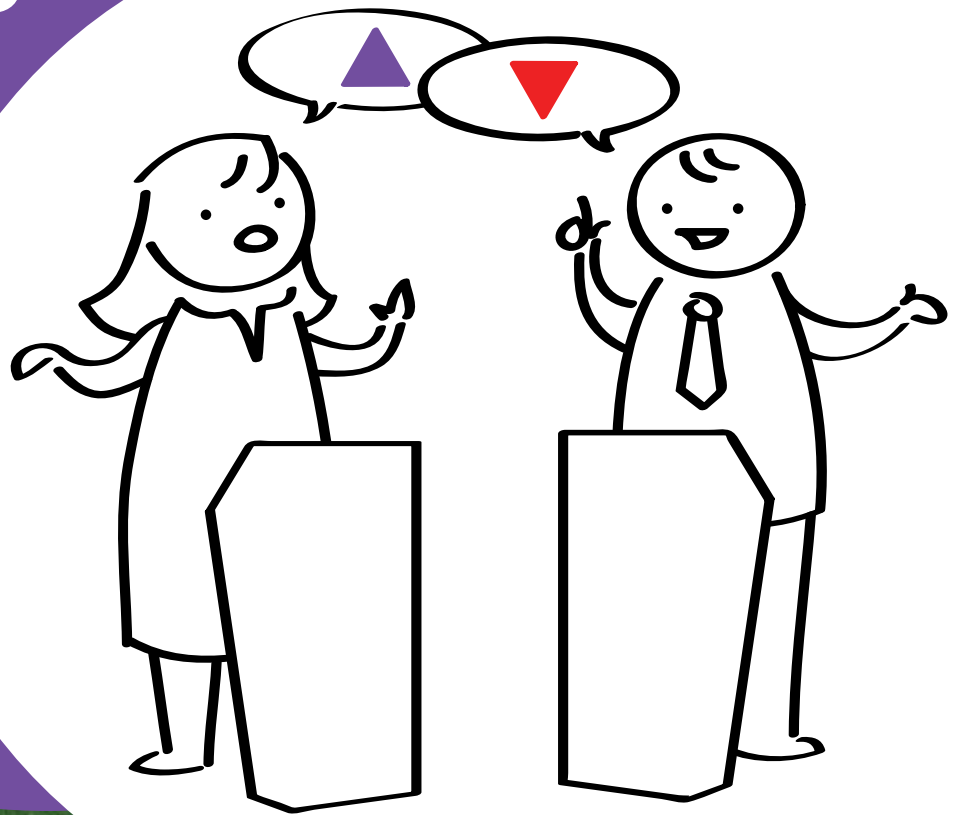
- Who would be your three panelists?
- Why did you choose them? (no limitations)
- What would be your main topic?
- List three questions you would ask the panel?



# Section 3

## Debates

**Objective:**  
Know how to facilitate  
a successful and  
educational debate  
in class



### What are debates?

*"It is better to debate a question without settling it, than to settle a question without debating it."*

- Joseph Joubert (BrainyQuote, 2001)

A debate is an exercise that allows students to discuss a topic, in which differing or contrasting opinions are argued, in a professional and sophisticated manner. This is usually done with specific rules in place and with a moderator, who remains unbiased throughout the debate, to ensure both sides get equal chance to argue their positions. Many times students are asked to argue a position that is opposite of what they personally support. (Johnson, 2010)



## *How do you use debates in the classroom?*

- 1.** A topic is chosen either by the class or the facilitator
- 2.** Ground rules are set to ensure everyone is respectful of the exercise and opinions shared
- 3.** Either a group or individual represents a “side” of an argument. This would be to either support or oppose the topic being discussed
- 4.** The debate begins with each side presenting their case (argument) with a time limit set; usually 2-3 minutes each. This involves stating the main argument and explaining the general core of your case (Simon Fraser University, n.d.)
- 5.** This continues with a rebuttal, allowing each side to respond to their challenger’s shared views, and state why they are either “factually, morally or logically flawed” (Simon Fraser University, n.d.); usually 1 minute each. The amount of rebuttals given to each side is predetermined in the rules
- 6.** Each side then provides their final argument or conclusion, summarizing what was said, reiterating the strength of their arguments and why their side presented a more compelling case
- 7.** The facilitator can also include a chance for the entire class to vote on who argued their point the best, determining a “winner” of the debate

### *The Code of the Debater*

*I will learn from victory and especially from defeat.*

*I will be a generous winner and a gracious loser.*

*I will respect the rights of others to freedom of speech, even though we disagree.*

*I will respect my partners, opponents, judges and coaches.*

*I will help those with less experience, because I am both student and teacher.*



## Why use debates?

### Advantages

- Gives students the opportunity to strengthen skills in critical thinking, effective communication, independent research and teamwork (International Debate Education Association, n.d.)
- Builds on public speaking and problem solving skills, which increases student's self-confidence. This addresses the esteem needs of an adult learner according to **Maslow's Hierarchy of Needs** Theory
- Teaches students how to make informed decisions, allowing them to “use learned material in a new context or situation” (Durham, 2013). This directly links to the Application level within the Cognitive Domain of **Bloom's Taxonomy**
- Increases class interaction, allowing students to argue points using their own experience/knowledge. This relates to **Knowles' Five Principles of Adult Learning**, where an adult's experience is an important resource for learning (Durham, 2013)

### Disadvantages

- Can sometimes lead to “arguments, shouting, insults, even physical attacks” (Baker, 2009). This can have a negative effect on the safety needs of a student, based on **Maslow's Hierarchy of Needs**
- Participants can take things said personally and be offended. By doing so, it creates an environment where students will feel their experience and knowledge is not valued, which lowers their motivation to participate or even learn, as it relates to **Knowles' Five Principles of Adult Learning**
- Potentially creates an uncomfortable learning experience based on their learning style. Those with an Assimilating learning style prefer to think and watch, while those with a Diverging learning style prefer to watch rather than do, according to **Kolb's Learning Style inventory**. (McLeod, 2010)



### Apply what you've learned...

Please watch the YouTube Video, “How to be an Excellent Teacher”  
<http://www.youtube.com/watch?v=VfK7tfDCSlk>

Once you have watched this video, please create a post with the following answers:

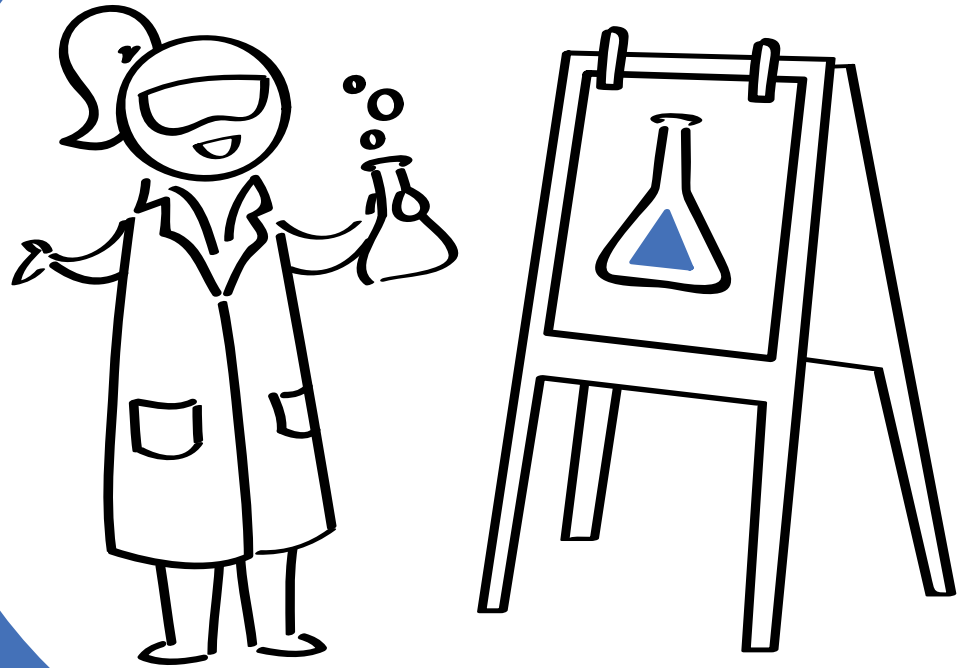
- One reason why you agree that this is a helpful video, relating it to an adult learning theory.
- One reason why you disagree that this is a helpful video, relating it to an adult learning theory.

To get a wide range of answers, we ask that you please try to create answers for both reasons that have not previously been used / posted by your fellow classmates in this forum.

# Section 4

## Experts

**Objective:**  
*Explore the possibilities  
and advantages of  
bringing experts into  
the classroom*



### ! What are experts?

An expert is an individual with experience in a specialised field. He/she has a thorough understanding of their work and the part they play in a larger company or institution. He/she has a solid grasp of theory as well as application, and is passionate about teaching and mentoring others.

Experts can make a big difference in the classroom because they have up-to-date knowledge of their field. Not only do they know what is happening presently, they also likely have predictions for what will happen in the future. Tapping into this knowledge can be a great asset to those who will be entering the field soon.



## *How do you use experts in the classroom?*

### *Why use an expert?*

#### **Share Specialized Knowledge**

It's very likely that the expert will know more than you do in his/her field. Capitalize on this by letting students ask questions, and ask some questions yourself – you will not only set a good example for proper questioning, but you may very well learn something new yourself.

#### **Validate Relevance of Learning Content**

Students can better understand the value of what they are learning when they learn about the ways the material can be applied. An expert will be able to show them that what they are learning is relevant, useful and practical.

#### **Increase Awareness of Different Perspectives**

It can be useful to have an expert with a different focus than what your students normally consider. By being exposed to different opinions and perspectives, students will gain a broader understanding of the subject.

#### **Professional Introductions**

By bringing in an expert, you are giving your students a chance to meet, speak with and make connections with someone in the industry. You are also giving the expert a chance to get in touch with the people who are interested in their field.

#### **Break Up Routines**

A guest can be interesting to students just because it breaks from routine. They will get to hear someone with a different style of speaking and presenting, learn in a different way and tackle a more specific topic from a different angle. This can be refreshing and energizing.

### *Ways to use an expert*

There is more than one way to use experts in your classroom, and many roles which an expert can play. Guest lectures are the most common technique, but many other alternatives are available (Renner, 2005, pg 103).

#### **1. Single Expert**

A single expert can draw students' focus to a specific concept, theory or perspective. This is a great way to highlight the importance of one particular element in the curriculum, or work around any subject which you, as the instructor, may have less knowledge than you feel is sufficient.

#### **2. Series of Experts**

You may choose to present a broader selection of experts, either all on the same day or one after the other over several classes. This is a great way to show the variety of opinions and perspectives associated with the subject matter. Groups of experts can also be combined to form discussion panels or debate groups.

#### **3. Videoconference**

This option is useful to connect to experts who may not be able to come to your class in person (Indiana University, 2013). It's possible to connect to your expert live through videoconferencing programs like Skype, but if the timing does not permit for a real-time connection, a video recording can also be made ahead of time.



## Why use experts?

### Advantages

- Since experts are active players in their field, they are able to highlight the immediate relevancy of course content. We know that relevancy and immediacy is important to adult learners' based on **Malcolm Knowles' five principles of adult learning** (Pappas, 2013)
- Experts are most effective when they are brought into classes after the students have covered the basics of the subject (Bonk, 2013). This means that through engaging with expert guests, students can move up from the lower levels of **Bloom's Taxonomy** and utilize the higher-level skills such as Analysis, Synthesis and Evaluation (University of Victoria, n.d)
- According to **Albert Bandura's Social Learning Theory**, students learn from others by observing and emulating other people (McLeod, 2011). By bringing an expert into the class, students will have a good example on which to model their actions
- Experts **connect students directly to their field of study**. An expert is often part of a company, institution or organization which may be of interest to their students. The expert can become their introduction to these groups and an important connection in their network

### Disadvantages

- Not every great expert is a great teacher. Some **may not have a lot of experience with teaching** or even public speaking in general. They may not be sure of how to effectively present the information they want to share
- Experts are **strangers to the class**. They are not aware of the students' learning styles, their interests and their motivations for taking the class. They may not even be fully aware of the extent of the students' understanding of the subject matter
- Experts may **have strong biases** which are based more on personal preference than on sound theory. They may prefer one approach and dismiss another, which could undermine the instructor's attempt to consider both in equal terms



### Apply what you've learned...

Think about a subject, skill or area of knowledge that you are an expert in. This can be part of your profession, something you pursue as a hobby, or anything you've studied in detail.

1. Go to the week 10 forums and write a few sentences about your expertise. How would you talk about this subject to a classroom, if you were an expert guest? What kind of resources, anecdotes or media might you use?
2. Respond to 2 of your peers' posts. If they were expert guests in a classroom where you were a student, what type of questions would you ask them? What could you learn from them that you may not learn from other sources?

# Summary

## *In our presentation, we looked at...*

- How and when to use lectures in a classroom
- The process for developing an effective panel discussion.
- The steps of how to run a successful and educational debate in the class.
- Reasons and ways to bring experts into the classroom

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