

THE ADVANTAGES OF THE DIFFERENT LECTURE APPROACH OPTIONS

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The lecture is part of the group of methods of communication and acquisition of socio-human values, which includes two subgroups: a. expository methods (where the school lecture and the university lecture are included) and b. interactive-interrogative, conversational, dialogue methods (the seminar, the debates, the seminar-debate, „round table-type” debate, discussion-dialogue etc.). Depending on certain criteria, such as the teaching period, the specifics of the specialized discipline, etc., the lecture can be carried out in different forms: master lecture, dialogue/debate or discussion lecture, lecture with demonstrations and applications, etc.

The paper presents the advantages of the following types of lecturing: lecturing using discussion scales, Curran-type lecturing, lecturing using discussion groups, and lecturing based on key words and phrases.

The results of a questionnaire on the advantages of the lecture will be presented, a questionnaire applied to master's students from psycho-pedagogical training courses (Level II).

Keywords: *the lecture, university lecture variants, lecture, expository methods, interactive methods.*

AVANTAJELE DIFERITELOR OPTIUNI DE ABORDARE A PRELELOR

Prelegerea se înscrie în grupul de metode de comunicare și însușire a valorilor socio-umane, care cuprinde două subgrupe: a. metode expozitive (unde sunt incluse prelegerea școlară și prelegerea universitară) și b. metode interactiv-interogative, conversaționale, de dialog (seminarul, dezbaterile, seminarul-dezbateri, dezbateri „de tip masă rotundă”, discuție-dialog etc.) În funcție de anumite criterii, precum perioada de predare, specificul cursului, disciplina de specialitate etc., prelegerea se poate desfășura sub diferite forme: prelegere magistrală, prelegere dialog/dezbateri sau discuție, prelegere cu demonstrații și aplicații etc.

Lucrarea prezintă avantajele următoarelor tipuri de prelegeri: prelegeri folosind scale de discuție, cursuri de tip Curran, prelegeri folosind grupuri de discuții și prelegeri bazate pe cuvinte și fraze cheie.

Se vor prezenta rezultatele unui chestionar cu privire la avantajele prelegerii, un chestionar aplicat masteranzilor de la cursurile de formare psihopedagogică (Nivel II).

Cuvinte-cheie: *cursul, variantele cursului universitar, prelegere, metode expozitive, metode interactive.*

Some general considerations regarding the advantages of different approaches to the lecture

Lecture (lb. latin *lege – ere* = to read, *pre* = in front of someone), originally meaning to read in front of an audience. It is an established form of exposure, especially in higher education.

The lecture is a way of pre-elaborated exposition of information from a certain field (ideas, theories, concepts) through:

- the logical chaining of reasonings;
- detailed confrontations and arguments;
- the systematization of factual material around a theme or main idea;
- multilateral analyzes and re-evaluation of the complex links between objects and phenomena.

Method efficiency requirements:

- the content of the presentation must be well systematized, structured, have a logical construction, address the students' thinking and imagination;

- be interesting and attractive, accompanied by examples, rhetorical or non-rhetorical questions, and form an active reception, use the means of non-verbal and paraverbal communication, with variations in the intensity of the rhythm and tonality of speech and the use of the possibilities offered by mimicry and gestures [1; 11].

Table 1. The advantages of some lecture options [3; 8; 14].

Some lecture options	Advantages
1	2
<i>Lecture using discussion scales</i>	<ul style="list-style-type: none"> - the beginning stage focuses students' attention on course topics, giving them the opportunity to review their information and opinions on a certain topic; - the lecture will be followed much more relaxed, the students being already familiar with the ideas that will be presented; - the tickets given to the students remain in their possession, they having the possibility to use them as a starting point for the recapitulation of the respective course; - debates are a sure source of student motivation.
<i>Curran type lecture</i>	<ul style="list-style-type: none"> - students participate in a double exposure of information; - attention to students is maintained; - an immediate feed-back is made for the teacher, knowing where to insist and explain again.
<i>Lecture using discussion groups</i>	<ul style="list-style-type: none"> - offers the possibility of a better understanding of the content; - forming a creative interaction within the student group.
<i>Lecture starting from key words and phrases</i>	<ul style="list-style-type: none"> - emphasis is placed on activating students through involvement in the learning process; - familiarization with key concepts and phrases to be presented; - during the course, the degree of involvement and attention of the students increases.

The results of a questionnaire regarding the advantages of different approaches to the lecture

We will present the results of a questionnaire administered to master's students from the Psycho-pedagogical Training Courses (Level II) from the University of Oradea (Romania), from the Faculty of Sciences, the Faculty of Medicine and Pharmacy and the Faculty of Environmental Protection. The questionnaire aimed to capture the opinion of the master's students from these faculties regarding their own opinion of the different lecture options used in the teaching of university courses.

The indirect survey/ in writing/ by self-completion (self-administration) of the questionnaire was used. After the necessity of applying the questionnaire was motivated to the subjects, the necessary clarifications and recommendations were made regarding the way to complete the questionnaire, insisting on the importance of sincerity and honesty with which the answers are given. Their honest opinion can contribute to a conclusive research on the efficiency of the instructional-educational process in higher education.

The main objective is to x-ray the existing situation at the level of the educational reality regarding the possession of some information regarding the advantages of different approaches to the lecture in the teaching of university courses.

The sample of subjects was represented by a batch of 60 master's students.

Table 2. Composition of the sample to which the questionnaire was administered.

The sample (no. master's students)	Faculty
1	2
1. 30 master students	Faculty of Medicine and Pharmacy - UO
2. 18 master students	Faculty of Sciences - UO
3. 12 master students	Faculty of Environmental Protection - UO

Acronym: UO – University of Oradea

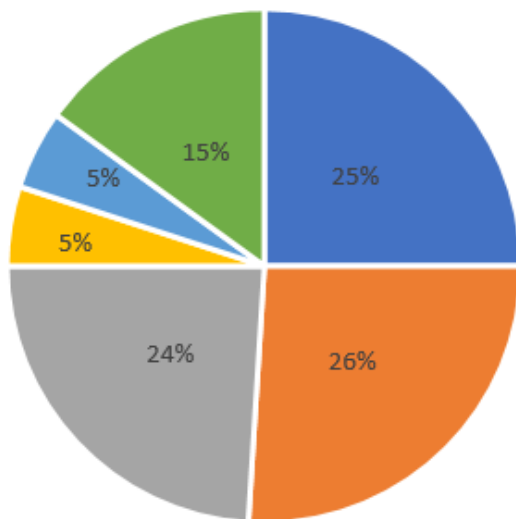
The wording of the questions was in accordance with the topic we addressed. The questionnaire has a number of 5 questions, being administered in a single meeting, the time allocated being approximately 1 hour. The reason why these items predominate is to offer open answers and freedom of expression regarding the probing of some aspects with open answers in the issue related to the different approaches to the lecture in the teaching of university courses.

Interpretation of answers

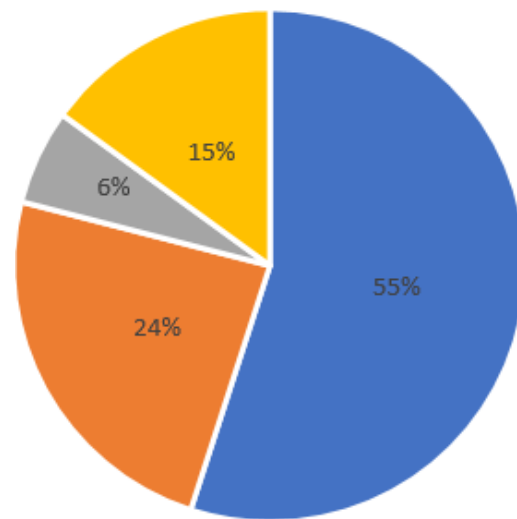
Item 1, where the respondents answered as follows:

- in courses: roughly similar percentages for the debate-lecture variants (25%), lecture combined with conversation (26%), lecture combined with problem solving (24%); monologue lecture (5%), transmission of ready-made and dictated information (5%); the remaining 15% refers to the use of other types of lecture: Curran lecture, lecture starting from key words and phrases, lecture using discussion scales.

- at seminars, the percentage order is: providing examples, emphasizing the practical applicability of knowledge (55%); encouraging students to ask questions (24%); bibliography recommendation (6%); 15% other ways, Curran lecture, lecture starting from key words and phrases, lecture using discussion scales and non-formal activities are suggested.



- ▣ debate lecture
- ▣ lecture with conversation
- ▣ lecture with problem solving
- ▣ ready made and dictated info
- ▣ monologue lecture
- ▣ other types of lecture



- ▣ emphasizing practical applicability of knowledge
- ▣ encouraging students to ask questions
- ▣ bibliography recommendation
- ▣ other ways

The second item regarding the ranking of the approach to different lecture variations in university courses, using a scale from 1 to 5 (where 1 – the most frequent situation to 5 – the least frequent situation), the students' opinions are presented as follows:

In ascending order, respondents' answers are listed below.

1. lecture using focus groups
2. the lecture starting from key words and phrases
3. lecture using discussion scales
4. the Curran lecture
5. others (specify which)

Courses: teaching in teams of teachers, special guests from various fields, courses also held outside the classrooms (library, museums, other school units outside universities etc.), participation in book launches, symposia, conferences, dinners - round.

The third item, which refers to the expression on a scale from 1 to 5 (where 1 represents the minimum value and 5 the maximum value) of the consistency and quality of the exchange of ideas between students

and teachers: 10% of respondents answered with a value of 3, and 45% respondents chose value 4 and 35% value 5. Non-responses were 10%.

1/ 2/ 10% 3/ 45% 4/ 35% 5

In item four, the respondents appreciate the diversification of different lecture options used in the teaching of courses in the field of Educational Sciences, appreciate the use of computerization, a recent bibliography. The practical-applicative character of the courses and seminars, the teaching from an interdisciplinary and transdisciplinary perspective, the provision of course materials, the launching of challenges in the field of education, the themes of reflection and self-reflection are other appreciations of the students.

Item 5. As topics of the Didactics course and developments in the didactics of the specialty, we note the concern of some topics regarding university Didactics (Trends and orientations in Didactics in general, in university Didactics in particular, lecture options etc.); the „new educations” related to the field (health education, nutritional education, ecological education; non-formal activities; teaching in teacher teams; methods of activating pupils/students, etc.

Conclusions

Currently, within a modern university education, the emphasis is on the use of methods centered on learning and not on teaching. Active learning emphasizes engagement, encouraging students to take greater responsibility for their own learning and progress.

The priorities and modernization directions of the university lecture should be customized according to the specialized discipline, according to the course and seminar. Here are a few: ensuring the dynamic and open nature of lecture types in accordance with the modern vision of teaching activities; diversifying the use of various types of lectures, in order to build diversified learning situations; emphasizing the formative character of the lecture, its contribution to shaping the entire personality of the students, promoting some types of active and interactive lectures that will transform the students into co-participants in the construction of their own knowledge, in their own training and education; imparting a heuristic character to the lecture, so that students are trained in search, investigation, research activities and achieve heuristic learning through discovery and problematization, to deepen learning through the use of an extensive bibliography; training students, but also teaching staff, by participating in research projects, symposia, scientific sessions and conferences and various non-formal activities.

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ANNEX

Name and surname:

Faculty:

QUESTIONNAIRE

This questionnaire aims to capture the opinion of students from the University of Oradea, Level II, regarding the course and seminar activities. In this regard, please read the following questions and answer each question honestly.

Your open opinion can contribute to a conclusive research on the efficiency of the instructional-educational process in higher education.

Thank you for your cooperation!

1. In most cases, in courses and seminars it is used (rank the answers below, by numbers from 1 – the most frequent situation to 6 – the least frequent situation):

Courses

- transmission of ready made and dictated information
- monologue lecture
- debate lecture
- lecture combined with conversation
- lecture combined with problematization
- other (specify which)

Seminars

- encouraging students to ask questions
- providing examples
- bibliography recommendation
- insisting on more difficult parts
- emphasizing the practical applicability of knowledge
- other (specify which)

Courses _____

Seminars _____

2. In most cases, the following approaches to the lecture are used in the courses (rank the answers below, by numbers from 1 – the most frequent situation to 5 – the least frequent situation):

Courses

- lecture using discussion scales
- the Curran lecture
- lecture using discussion groups
- the lecture starting from key words and phrases
- other (specify which)

Courses _____

3. Please express yourself on a scale from 1 to 5 (where 1 represents the minimum value and 5 the maximum value), how you rate the consistency and quality of the exchange of ideas between students and teachers:

- 1 2 3 4 5

4. Present your own opinion regarding the use of lecture forms in the courses of the subjects taught at the faculties you graduated from.

5. What issues in the field of Educational Sciences do you find challenging, interesting and do you want to be debated within the D.P.P.D. courses?