



THE ART OF LECTURING

A Practical Guide to Successful
University Lectures and Business Presentations

Parham Aarabi

剑桥科学素养读本

授课与演讲实务

戴建英 修志龙 注译



CAMBRIDGE

大连理工大学出版社
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感谢王辉、刘琳、于涵静、齐珊珊、江波、牟晓佳、张华、
张江红、王帅、孙蕾对本书注译版做出的贡献。

编者的话

科学研究的目的是发现新事物并将之应用于改善人类及动物的生活状态。但是,现在的科学研究本身则很费力气,不仅仅需要对科学的热爱。如果你正在考虑将科学研究作为自己一生的职业,或者已经踏上自己的职业之路,或者想有所成就但尚不确定未来的路线,急需一些从事科研工作的建议、训练和指导,《剑桥科学素养读本》丛书将给你提供满意的答案。

《剑桥科学素养读本》丛书全部从英国剑桥大学出版社引进。特邀大连理工大学几位有留学经历、具有丰富相关教学及科研从业经验的教授,对本套丛书逐一进行点评式注释。本系列丛书相辅相成,互为补充,涉及如何规划及实践科研职业,如何写作和发表科研论文,乃至如何作科学报告。我们认为,这套丛书将成为中国读者案头一套必备的科研实战指南。对于有志于从事科研事业的读者来说,实为甘醇雨露,春风化雨。

本套丛书具有以下特色:

• **题材广泛,内容丰富,表达地道** 本套丛书直接选自国外原版,内容广泛。读者可细细品味欣赏,也可随手借鉴,均有开拓视野、提升能力之功效。

• **作者学识渊博,有丰富的教学科研经验** 作者均是在各自学科领域颇有建树的专家学者,他们绝不单纯是知识技能的传授者,更是引导人生道路的前辈。读者在书中可随时感觉到其爱心和耐心,也感受到科学研究作为职业乃至事业的独具魅力的意境。他们的写作风格不尽相同,但能够洞悉母语为非英语的学生学习和使用英语的心态,均使用浅显易懂的语言对各种问题及对策加以解说、诠释,像和朋友在聊天,更像导师在引导你一步步上路。对这套丛书,读者们完全可以用一种轻松的心情去品读。

• **英语原文与中文点评相得益彰,易学易用** 为了让读者品读原文的韵味,丛书采用了点评的注译模式,特别有助于读者在潜移默化中掌握地道的英语、培养英语语感,减少许多不必要的摸索时间。

• **装帧精美,常读常新** 丛书的装帧设计精美大方,品质高雅,以国际水准的精美版面呈现于读者的面前,令读者赏心悦目。加之内容实用可读,在科研的不同阶段,均能从本套丛书中得到不同的收获,颇具收藏价值。不但收藏起图书,更是收藏起你科研道路的足迹。

从作者的“闲言絮语”中,读者尽可体会个中的激情与周到:

“我喜欢作为一名科学家的我。这是一个让我为之陶醉、为之痴迷的职业。科学领域中像我这样的人比比皆是,他们都专注于在常人看来很抽象的目标。他们很忙碌,甚至全神贯注。这使得通常的交往远非容易。一下子投入到科研领域……职业道路很不稳定……对于一个新加入者来说,看起来前途是如此暗淡。但是,如果你能坚持下来,回报将是巨大的……当你发现了前人没有发现的规律时,这种兴奋会使你义无反顾,这就是一切。”

“当人们决定要成为一名科研工作者时,通常是因为他们喜欢科学,而不是因为想成为作家。然而,一旦人们开始职业生涯,很快就会发现,一个管道工可以不会写关于管道的文章,也可以生活得很好,而科学工作者的成功则依赖于其写作能力。”

建议读者通读本套丛书,若时间有限,也可以根据自己的需要,以按图索骥的模式选择性地阅读其中的一本或其中的有关章节。相信读者通过本套丛书的帮助,能够增强自己进行科学研究的兴趣和信心,驾驭未来的能力会有质的飞跃,会更自信地应对未来的各种挑战,满怀信心地踏上科研之路。

我们期待着本套丛书能够为读者的事业之鹰插上腾飞的翅膀,能够帮助读者达成理想,从此走向成功。

To Chinese Readers

It is with great pleasure that I write this Preface for the China Edition of the Art of Lecturing. One of the great things about most art forms is that they transcend boundaries, cultures, and languages, thereby making the struggles and the challenges mentioned in this book universally relevant. China especially, with a booming economy, a skilled and talented population who excel at learning and education, will hopefully be a ground where this book will have great impact.

Coming nearly a year after the publication of the original edition of the book, much has changed in the past year and there is much more that I would now like to add to this book. From new experiences to new lessons learnt, from a few good lectures to a few rather poor ones. I will try to summarize these additional details briefly in this Preface.

Perhaps one of the key lessons for me personally during this year was during a recent lecture that I gave on, ironically, lecturing. This lecture was geared towards senior university faculty members and covered some of the key ideas in this book. To my surprise, the notions of giving students a break after 20 – 25 minutes, answering any and all questions, and focusing on the fundamentals, were not received well. I now realize that if someone has been doing something for a long time, it is only natural that they would be hesitant to any criticism or to any change. As a result, many lecturers are unwilling and/or unable to take a fresh look at their audience and analyzing their own lecturing style fairly.

Nevertheless, we must all try to look at our own performances and analyze them fairly. Better yet, feedback from the audience should always be taken seriously and should be utilized as a guide to improving our lectures. The best lecturers are not the ones who forcefully believe in their own talent, but those who are humble, fair, and appropriately critical of their own performance.

This year has brought with it a few other experiences for me as well. Over a dozen business presentations to a company board, investors, as well as shareholders has brought with it renewed confidence in the points that are described in this book. These points include clarity, honesty, fairness, and realism when presenting ideas and concepts in a business setting. However, a hard lesson that I learned this year is that realism and clarity in relation to complex business decisions are not always easy or possible. It is very difficult to overcome emotions and personal attachments when it comes to performing a realistic analysis of a business idea or an invention.

I would like to conclude with thanking two people that have guided me and been a tremendous source of energy for me.

First, to Roya, for all your support, help, sacrifices, and advice, thank you for all that you have done for me. I will never forget it.

Finally, I would like to thank Shirin, whose energy and spirit has brightened my days and made this book, especially the new edition, a possibility.

Parham Aarabi

致中国读者

我怀着极为愉悦的心情为《The Art of Lecturing》写下这篇序言。对于大部分艺术形式来说,它们的一个了不起的特点就是可以跨越国界、文化和语言,本书中提到的奋斗和挑战亦然。尤其是中国,经济高速发展,又有擅长学习和教育、技术熟练、富有天分的中国人,将是本书产生广泛影响的基础。

在本书首版发行后近一年里,很多事情发生了变化。从新的经验到新学的课程,从一些好的演讲到一些相对差的演讲,我会在此序言中尽述各种细节。

对我个人来说,近一年来重要的一课或许是我最近做的一次关于演讲的演讲。这次演讲是针对大学教员的,涵盖了本书的一些主要思想。令我吃惊的是,我提供的一些建议,如 20 ~ 25 分钟让学生休息一下,回答所有问题及关注基本内容等,反响并不理想。我现在意识到,如果某人从事一项工作太久,他必将故步自封,听不进任何意见,拒绝任何变化。很多演讲者因此不愿意或不能从一个新的视角看待他们的听众,客观地分析他们自己的演讲风格。

无论如何,我们应该尽量客观地观察、分析自己的表现。较好的做法是,认真听取听众的反馈意见,并将它作为提高自己演讲水平的向导。最好的演讲者不是那些坚信自己天赋的人,而是那些对自己的表现持谦逊、公正、适当批评态度的人。

这一年我还有一些其他的经验体会。在给公司管理阶层、投资者和股东做了许多次商业报告之后,我对本书的观点又重新建立了自信,这些观点包括清晰、诚实、公正和实事求是。然而,我也从中体会到,当需要作出复杂的商业决定时,要做到实事求是和清晰可辨并不是一件容易的事;

当对某个商业构思或发明进行客观分析时,完全摒弃个人情绪和感情是相当困难的。

最后,借此机会,感谢给我指导并给我动力源泉的 **Roya** 和 **Shirin**。

感谢 **Roya**,感谢你的支持、帮助、宽容和建议,感谢你为我所做的一切。我将铭记于心。

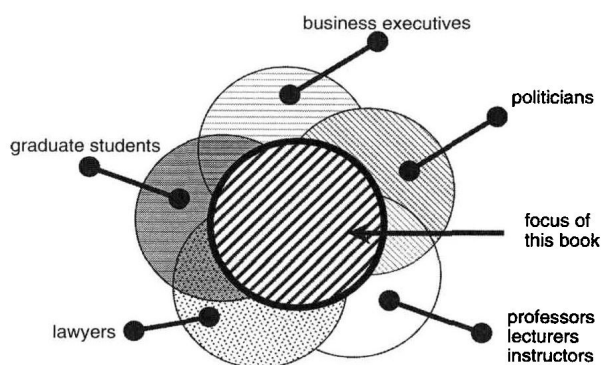
感谢 **Shirin**,你的执著精神为我的生活带来了光明,使得本书的出版,尤其是新版,成为可能。

Parham Aarabi

Preface

前 言

This book consists of a personal account of lecturing principles and methods which have worked well for me while teaching at Stanford University and the University of Toronto. The target audience is mainly professors who want to enhance their lecturing effectiveness, graduate students who want to jump-start their lecturing careers, as well as business professionals and politicians who are interested in learning about large-audience lecturing strategies. The figure below illustrates the main target and focus of this book.



A graphical view of the potential application areas of this book.

This book is meant to be to the point and very clear in its presentation in order to be as accessible as possible. While the goal is for this to be a

fun, interesting, and unique book about lecturing, it can be used as a supporting book for a short course on effective teaching and lecturing. It should be kept in mind, however, that effective lecturing is primarily achieved by practice and experience, and not just by reading a book. It is only in conjunction with such experience that the knowledge of certain facts, methodologies, and tactics becomes useful for lecturers. Ideally, a short course on these principles, requiring approximately 10 – 12 hours (each hour covering a chapter of this book), would be effective at illustrating the main points contained here. Such a course should be more like a demonstration of the different issues related to lecturing (i. e. a lecture on lectures) rather than a theoretical summarization of the key points. Potentially, graduate students, academics, business professionals, politicians, and anyone else interested in giving lectures would benefit from a course based on the contents of this book.

This book and the contents therein have been made possible by the direct and indirect advice and help of numerous individuals, including Professors Jonathan Rose, Amir Keyvan Khandani, Ladan Tahvildari, Tarek Abdelrahman, Paul Chow, Sergei Dmitrevsky, Brendan Frey, Zvonko Vranesic, Lambertus Hesselink, Bernard Widrow, and Safwat Zaky. Without their contributions and help, I would still be a struggling lecturer back at Stanford University. Finally, the thousands of students whom I have had the pleasure of instructing in classes are the cornerstone of the ideas in this book. Their advice, feedback, comments, questions, and complaints were like navigation beacons that have to this day guided me through the murky waters of lecturing dos and don'ts.

This book has also been particularly strengthened by the advice and editorial comments of Pegah Aarabi and Ivana Konvalinka whose detailed examination of the book I greatly appreciate. Also, I am indebted to Sanaz Motahari-Asl for her significant help with some of the lecturing photos that appear in this book.

Finally, it should be mentioned that, unlike the plethora of books on lecturing, this book is really a first person account of the art of lecturing. Things mentioned in this book may or may not be applicable to every single lecturer. In other words, please use this book and the information in it with caution.

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