E0141

Instructional Presentation and Evaluation Skills

Student Manual

September 2014

FEMA

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Course Summary S-1

Delivery of consistent and comprehensive training to the disaster workforce is key to preparing personnel to perform disaster operations and recovery functions. Changes in training content could adversely impact this critical training mission. Therefore, any change to course material must be approved by the Emergency Management Institute in coordination with the respective FEMA program office.

Please submit proposed changes to the
Course Manager, Emergency Management Institute, Emmitsburg, Maryland.

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COURSE OVERVIEW

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COURSE OBJECTIVES

At the end of this training, you should be able to:

- Demonstrate the ability to establish a conducive learning environment during a 20-minute presentation.
- Demonstrate effective instructional presentation skills.
- Demonstrate skills for facilitating classroom interactions.
- Describe ways to manage the learning process.
- Apply skills to measure training results.
- Deliver three instructional presentations and participate in their evaluations.

APPROXIMATE LENGTH

1 hour

CONTENTS

This course overview includes the following sections:

- Welcome
- Course Opening Activity O.1: “Curious?”
- Administrative Details
- Activity O.2: Notable Quotes: Learning and Education
- Subject Matter Experts/Skilled Presenters
- Importance of Training/FEMA’s Mission
- Your Expectations
- Instructional Team Expectations
- Course Objectives and Structure
- Course Materials
- Introductions

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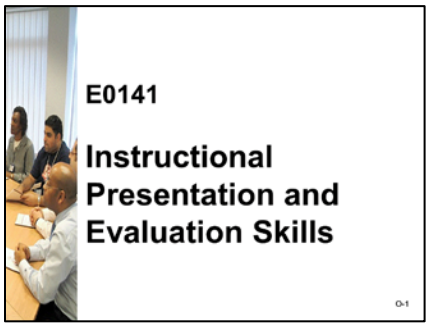
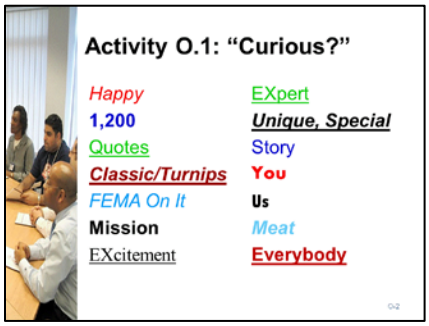


Visual O-1

WELCOME



Visual O-2

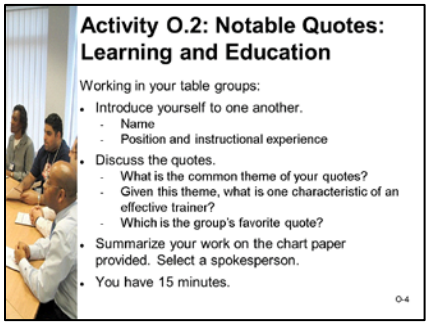
ACTIVITY O.1: "CURIOUS?"

What does curiosity have to do with this course?

Visual O-3

ADMINISTRATIVE DETAILS

Do you have any logistical questions?

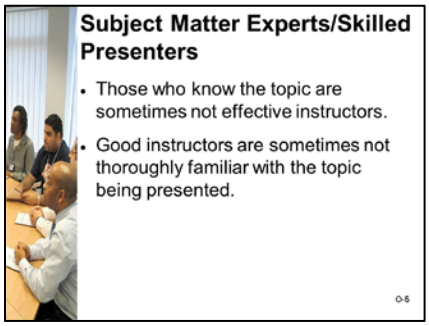


Visual O-4

ACTIVITY O.2: NOTABLE QUOTES: LEARNING AND EDUCATION

Working in your table groups:

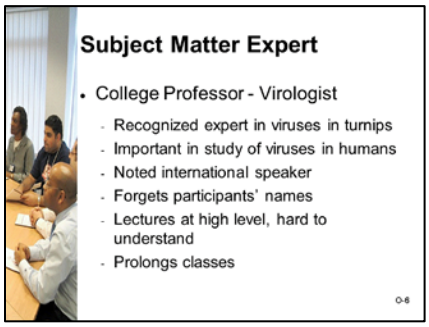
- Introduce yourself to one another.
  - Name
  - Position and instructional experience
- Prepare to introduce the person beside you to the larger group. Include the person's name and the following information:
  - Is very experienced.
  - Has done some presentations.
  - Has very little experience.
  - Works in the branch, office, cadre…
- Discuss the quotes.
- Explain the common theme that related the quotes to each other.
- Given this theme, what is one characteristic of an effective trainer?
  - Which is the group's favorite quote? And why?
- Summarize your work on the chart paper provided. Select a spokesperson.
- You have 15 minutes.



Visual O-5

SUBJECT MATTER EXPERTS/SKILLED PRESENTERS

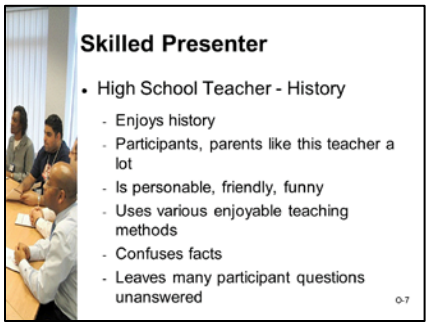
- Those who know the topic are sometimes not effective instructors.
- Good instructors are sometimes not thoroughly familiar with the topic being presented.



Visual O-6

SUBJECT MATTER EXPERT

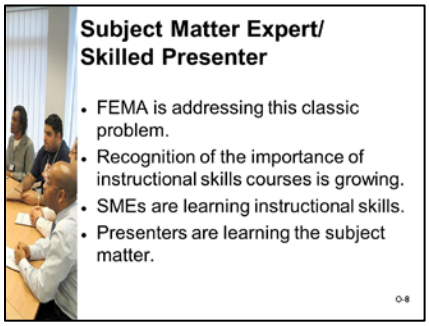
- College Professor - Virologist
  - Recognized expert in viruses in turnips
  - Important in study of viruses in humans
  - Noted international speaker
  - Forgets participants' names
  - Lectures at high level, hard to understand
  - Prolongs classes



Visual O-7

SKILLED PRESENTER

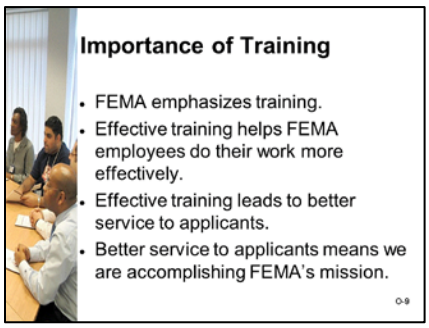
- High School Teacher - History
  - Enjoys history
  - Participants, parents like this teacher a lot
  - Is personable, friendly, funny
  - Uses various enjoyable teaching methods
  - Confuses facts
  - Leaves many participant questions unanswered



Visual O-8

SUBJECT MATTER EXPERT/SKILLED PRESENTER

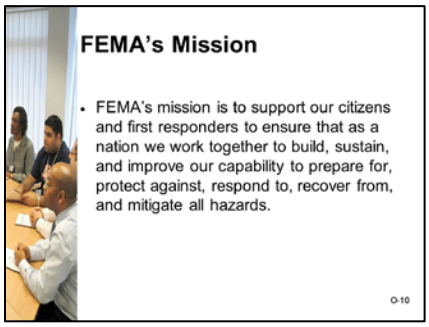
- FEMA is addressing this classic problem.
- Recognition of the importance of instructional skills courses is growing.
- SMEs are learning instructional skills.
- Presenters are learning the subject matter.



Visual O-9

IMPORTANCE OF TRAINING

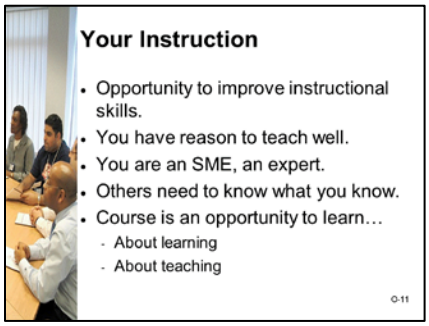
- FEMA emphasizes training.
- Effective training helps FEMA employees do their work more effectively.
- Effective training leads to better service to applicants.
- Better service to applicants means we are accomplishing FEMA's mission.



Visual O-10

FEMA'S MISSION

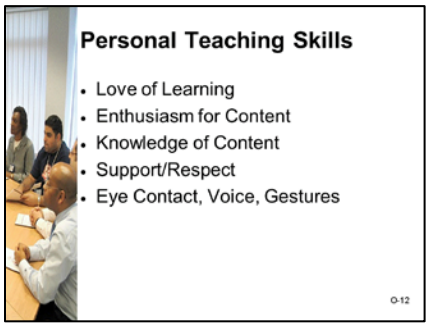
FEMA's mission is to support our citizens and first responders to ensure that as a nation we work together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.



Visual O-11

YOUR INSTRUCTION

- Opportunity to improve instructional skills.
- You have reason to teach well.
- You are an SME, an expert.
- Others need to know what you know.
- Course is an opportunity to learn…
  - About learning
  - About teaching



Visual O-12

PERSONAL TEACHING SKILLS

There are several things about this course that are unique and special. We'll go over them now, and then talk about them as you see them in the course. We hope that you'll adopt them into your style of teaching.

Emphasis on Personal Teaching Skills

The teacher does the teaching, and delivers the content, with his or her…

- Love of learning and teaching
- Enthusiasm for the content
- Knowledge of the content
- Support and respect for the participants and their learning
- A lot of eye contact
- Voice
- Inclusive gestures

Teaching With Enthusiasm

- If you feel good about your topic, you will teach with enthusiasm.
- Have a deep understanding of your content.
- Provide the passion; magical things can happen in the classroom.

A De-Emphasis on PowerPoint

- PowerPoint is not the instruction. PowerPoint visuals are used in support of the instruction, and for review of topics.
- Make sure you use them as needed to cover the material, but do not lead with PowerPoint.

Awareness and Understanding of Adult Learning Characteristics

- The instructor knows that his/her audience is made up of individuals who have a lot of experience and knowledge, and that they like having opportunities to share those things.
- The instructor respects the various learning styles of the adults in the room.
- He/She should keep things interesting and intellectually stimulating.
- He/She should provide positive reinforcement and feedback.

Gaining Participation

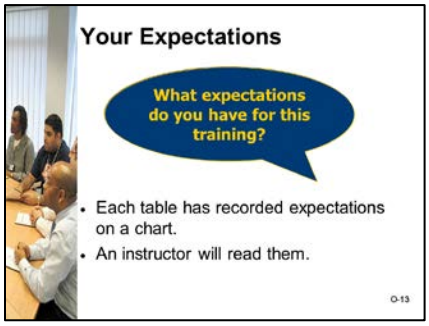
- Ask a lot of questions and ask them well and carefully.
- Make sure participants understand that a mistake is a good thing.
- Encourage participants to respond to each other.

Establishing a Safe, Supportive, Respectful Environment

- You are a peer of your participants. Everyone in the classroom can add to the general understanding; everyone walks away with new ideas.*
- Provide examples of respectful communication and model it.*
- Recognize respectful feedback.

* Pailol Newsletter, Timothy Clapper, July 2010, Vol 3, Issue 2.

What is something that you have learned about in your life that is exciting to you? Is it scuba diving? Is it weaving? Is it hunting? Is it jewelry? Is it golf? Is it baseball? Is it cooking? Is it history?



Visual O-13

YOUR EXPECTATIONS

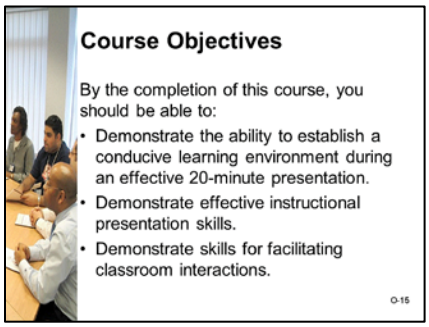
What expectations do you have for this training?

Visual O-14

OUR EXPECTATIONS

We expect you to:

- Participate actively during training.
- Be open to learning and receiving feedback.
- Be respectful of yourself, others, instructors, and materials.
- Make three practice presentations.
  - Create and Present an "Opening" (Duo).
  - Make a Simple 3-Minute Presentation (Solo).
  - Conduct a 20-Minute Unit Segment (Solo).

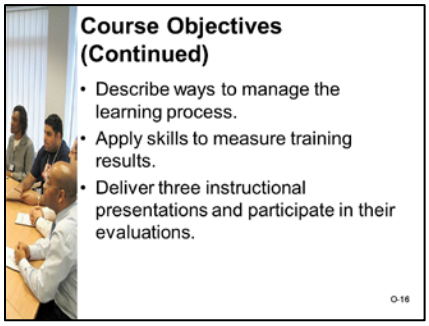


Visual O-15

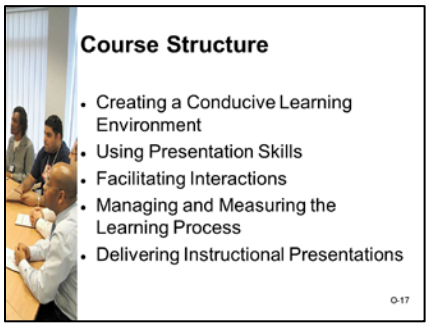
COURSE OBJECTIVES

By the completion of this course, you should be able to:

- Demonstrate the ability to establish a conducive learning environment during an effective 20-minute presentation.
- Demonstrate effective instructional presentation skills.
- Demonstrate skills for facilitating classroom interactions.
- Describe ways to manage the learning process.
- Apply skills to measure training results.
- Deliver three instructional presentations and participate in their evaluations.



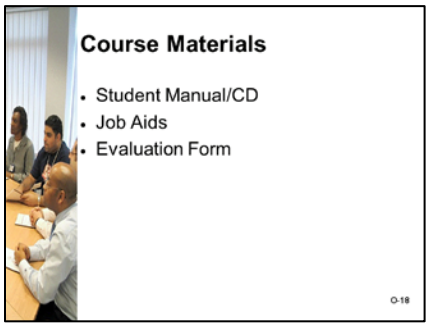
Visual O-16



Visual O-17

COURSE STRUCTURE

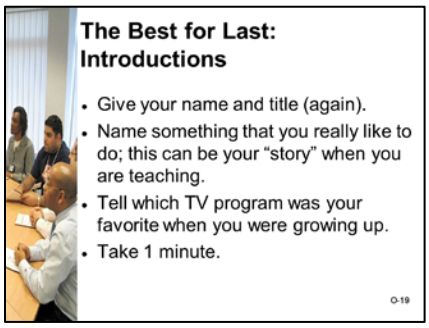
- **Unit 1: Establishing a Conducive Learning Environment—**This unit focuses on cross-culture issues, adult learning characteristics, learning styles and preferences, and enhancing learning. Participants have an opportunity to practice techniques to enhance learning while addressing an adult learning characteristic in short presentations.
- **Unit 2: Using Instructional Presentation Skills—**This unit provides tips on making effective presentations including voice variation, gestures, and more. Participants consider barriers and strategies for attending to course participants. Participants have an opportunity to make brief presentations that describe their later, longer presentations, and to focus on presentation skills.
- **Unit 3: Facilitating Interactions—**In this unit, participants discuss techniques for involving course participants, asking effective questions, responding to answers by listening and paraphrasing, and leading exercises and discussions. Participants complete a Listening Self-Assessment and discuss difficult participant situations.
- **Unit 4: Managing the Learning Process—**This unit provides the basis for discussing classroom and equipment preparation. Participants consider preparation within the instructional team. Other discussions include access and functional needs, course content, and timing considerations.
- **Unit 5: Measuring the Learning Process—**This unit contains a directed activity on developing measurable learning objectives and discussion of how essential they are to effective training. Participants become acquainted with Kirkpatrick's Evaluation Model, and discuss the types and results of a training evaluation.
- **Unit 6: Delivering Instructional Presentations—**This unit addresses the final preparation of an instructor before presenting. The unit emphasizes the importance of preparing for the delivery. No instructor can just "Wing It." Participants will quickly realize that the instructor has not prepared. As part of the preparation, the instructor must have a complete understanding of the material, to include completion of the activities. Additionally, guidance is given on the final presentation.



Visual O-18

COURSE MATERIALS

- Student Manual/CD
- Job Aids
- Evaluation Form



Visual O-19

THE BEST FOR LAST: INTRODUCTIONS

- Give your name and title (again).
- Name something that you really like to do; this can be your "story" when you are teaching.
- Tell which TV program was your favorite when you were growing up.
- Take 1 minute.

Group 1 Quote: *The only thing that interferes with my learning is my education.*
Albert Einstein

Group 1 Quote: *I cannot teach anybody anything, I can only make them think.* Socrates

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Group 1 Quote: *I have never let my schooling interfere with my education.* Mark Twain

---

Group 1 Quote: *Personally I am always ready to learn, although I do not always like being taught.* Winston Churchill

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Group 1 Quote: *It is possible to store the mind with a million facts and still be entirely uneducated.* Alec Bourne , A Doctor's Creed

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Group 2 Quote: *Your assumptions are your windows on the world. Scrub them off every once in a while, or the light won't come in.* Alan Alda

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Group 2 Quote: *Minds are like parachutes; they work best when open.* Lord Thomas Dewar

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Group 2 Quote: *I have never in my life learned anything from any man who agreed with me.* Dudley Field Malone

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Group 2 Quote: *The highest result of education is tolerance.* Helen Keller

---

Group 2 Quote: *People only see what they are prepared to see.* Ralph Waldo Emerson

---

Group 2 Quote: *It is what we think we know already that often prevents us from learning.* Claude Bernard

---

Group 3 Quote: *Learning is what most adults will do for a living in the 21st century.*
Bob Perelman

Group 3 Quote: *I am learning all the time. The tombstone will be my diploma.* Eartha Kitt

---

Group 3 Quote: *There are no mistakes, no coincidences. All events are blessings given to us to learn from.* Elizabeth Kubler-Ross

---

Group 3 Quote: *Anyone who stops learning is old, whether at 20 or 80.* Henry Ford

---

Group 3 Quote: *The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.* Alvin Toffler

---

Group 3 Quote: *Not to know is bad; not to wish to know is worse.* African Proverb

---

Group 4 Quote: *Some people talk in their sleep. Lecturers talk while other people sleep.* Albert Camus

---

Group 4 Quote: *Good teaching is one-fourth preparation and three-fourths theater.* Gail Goodwin

---

Group 4 Quote: *You can observe a lot just by watchin.'* Yogi Berra

---

Group 4 Quote: *Learning is finding out what you already know.* Richard Bach

---

Group 4 Quote: *Spoon feeding in the long run teaches us nothing but the shape of the spoon.* E.M. Forster

---

Group 4 Quote: *Practice is the best of all instructors.* Publilius Syrus

---

Group 4 Quote: *You don't understand anything until you learn it more than one way.* Marvin Minsky

---

Group 4 Quote: *It is not the answer that enlightens, but the question.* Eugene Ionesco, Découvertes

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Group 5 Quote: *They may forget what you said, but they will never forget how you made them feel.* Carl W. Buechner

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Group 5 Quote: *To teach is to learn twice.* Joseph Joubert

Group 5 Quote: *The best teachers teach from the heart, not from the book.* Author Unknown

---

Group 5 Quote: *Education is not filling a pail but the lighting of a fire.* William Butler Yeats

---

Group 5 Quote: *It's not what is poured into a participant that counts, but what is planted.* Linda Conway

---

Group 5 Quote: *A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.* Horace Mann

---

Group 5 Quote: *Teaching is the greatest act of optimism.* Colleen Wilcox

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UNIT 1: CREATING A CONDUCIVE LEARNING ENVIRONMENT

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UNIT OBJECTIVES

At the end of this unit, you should be able to:

- Discuss the importance of respecting individual differences.
- Describe the characteristics of adult learning.
- List adult learning preferences and styles.
- Discuss instructional methods that engage participants.
- Describe techniques to enhance learning.
- With a partner, apply an instructional method that addresses an adult learner characteristic.

APPROXIMATE LENGTH

3 hours, 30 minutes

CONTENTS

This unit includes the following sections:

- Unit Objectives
- Activity 1.1: Respecting Individual Differences
- Sensitive Factors in Presenting
- Adult Learner Characteristics
- Adult Learning Preferences
- Activity 1.2: Learning Styles and Preferences Inventory
- Methods for Instructing
- Activity 1.3: Methods for Instructing: Discussion
- Knowing Your Audience
- Activity 1.4: Enhancing Learning/Techniques to Enhance Learning
- Activity 1.5: Duo: 3-Minute Opening Presentation
- Key Learning Points and Objectives Review

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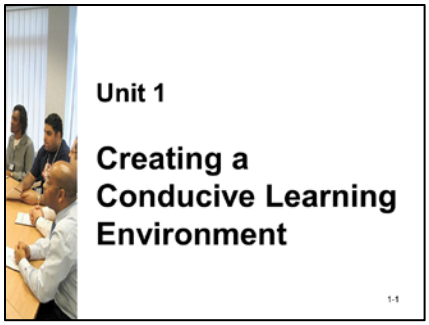
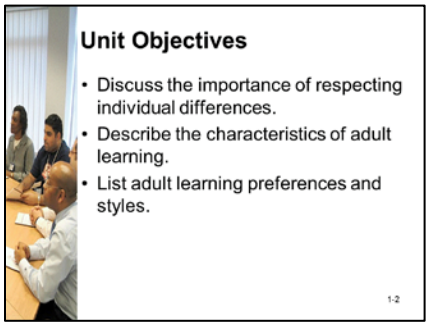
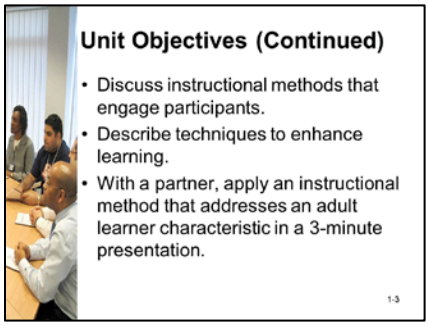


Visual 1-1

WELCOME



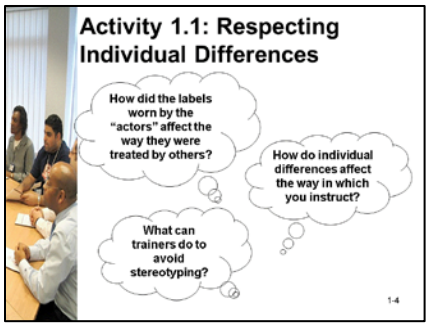
Visual 1-2



Visual 1-3

UNIT OBJECTIVES

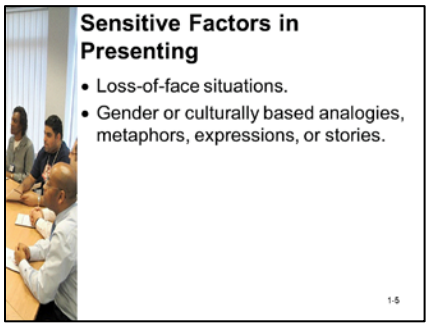
- Discuss the importance of respecting individual differences.
- Describe the characteristics of adult learning.
- List adult learning preferences and styles.
- Discuss instructional methods that engage participants.
- Describe techniques to enhance learning.
- With a partner, apply an instructional method that addresses an adult learner characteristic in a 3-minute presentation.



Visual 1-4

ACTIVITY 1.1: RESPECTING INDIVIDUAL DIFFERENCES

- How did the labels worn by the "actors" affect the way they were treated by others?
- How do individual differences affect the way in which you instruct?
- What can trainers do to avoid stereotyping?

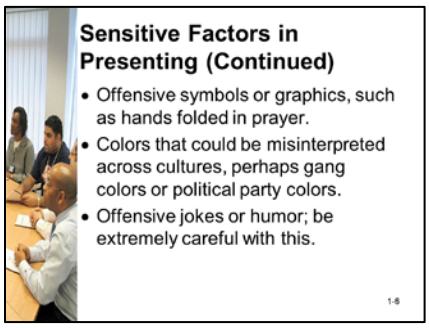


Visual 1-5

SENSITIVE FACTORS IN PRESENTING

- Loss-of-face situations
  - Calling on people unexpectedly
  - Appearing to favor one participant
  - Cutting off or interrupting someone
- Gender or culturally based analogies, metaphors, expressions, or stories
  - "You know how guys are."
  - "Women always do that."
  - "Bubba"
  - "The Hood"

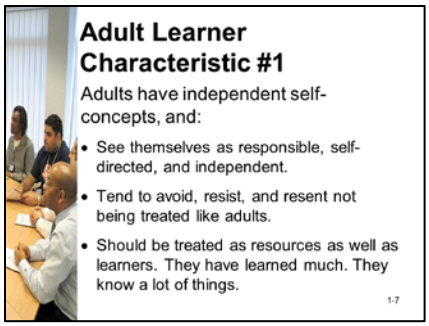
Do you have any examples you can share of cross-cultural issues that you have encountered in training situations?



Visual 1-6

SENSITIVE FACTORS IN PRESENTING

- Offensive symbols or graphics, such as hands folded in prayer.
- Colors that could be misinterpreted across cultures, perhaps gang colors or political party colors.
- Offensive jokes or humor; be extremely careful with this.



Visual 1-7

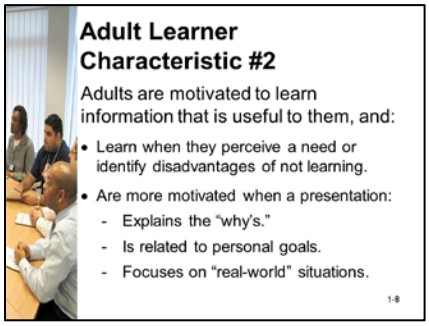
ADULT LEARNER CHARACTERISTIC #1

Adults have independent self-concepts, and:

- See themselves as responsible, self-directed, and independent.
- Tend to avoid, resist, and resent not being treated like adults.
- Should be treated as resources as well as learners. They have learned much. They know a lot of things.

What have we already done in this course to take this into account?

- What are some things that instructors do that can threaten an adult learner's self-concept?
- What are some things an instructor can do to enhance a learner's self-concept?
- What are some things that instructors do to capitalize on an adult learner's independence? And on his or her knowledge?

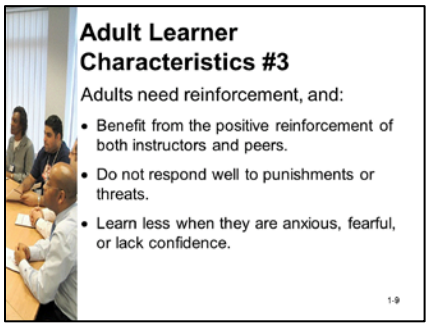


Visual 1-8

ADULT LEARNER CHARACTERISTIC #2

Adults are motivated to learn useful information that is useful to them, and:

- Learn when they perceive a need or identify disadvantages of not learning.
- Are more motivated when a presentation:
  - Explains the "why's."
  - Is related to personal goals.
  - Focuses on "real-world" situations.
- What can instructors do to make sure that participants see their training as useful?
- What can you do when your training content is difficult to relate to participants' personal or professional needs?

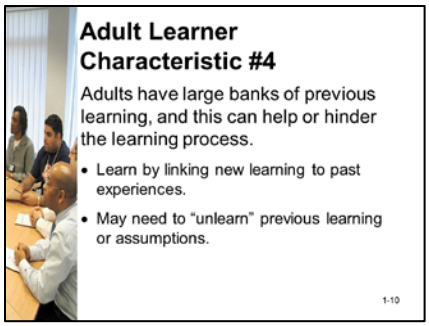


Visual 1-9

ADULT LEARNER CHARACTERISTIC #3

Adults need reinforcement, and:

- Benefit from the positive reinforcement of both instructors and peers.
- Do not respond well to punishments or threats.
- Learn less when they are anxious, fearful, or lack confidence.
- Why might participants be anxious during training?
- What happens to learning when participants help threaten?
- What is the most creative way you have seen trainers reinforce learning?



Visual 1-10

ADULT LEARNER CHARACTERISTIC #4

Adults have large banks of previous learning, and this can help or hinder the learning process:

- Participants learn by linking new learning to past experiences.
- Participants may need to "unlearn" previous learning or assumptions.
  - They may misinterpret what they hear because of previous experience.
  - They may fail to realize they don't understand correctly.
- What is a common example of needing to unlearn a behavior?

Filters

A filter is something you have learned in the past through which you may view things happening currently.

For instance, if you've been taught that one should not wear a baseball cap indoors and a participant enters your classroom wearing one, you may immediately or momentarily think that the participant is doing something wrong.

Instructors should try to be aware of their filters and keep them from influencing their thinking about participants.

Do you have any examples of filters?

What are some techniques that trainers can use to build on previous learning more effectively?

- "Build on a topic until it becomes personal for the participant; help the participant connect to it personally.
- If the participant gains a personal connection, the concept will be more easily learned and retained.

Visual 1-11

ADULT LEARNING PREFERENCES

Note that each individual has preferred learning modes including:

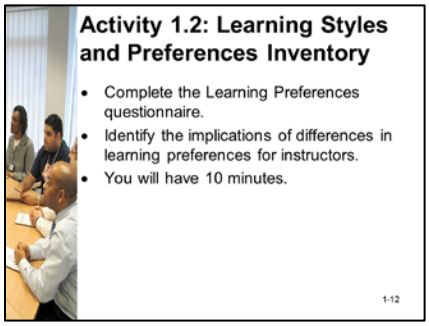
- Social Needs: Learning Alone or With Others
- Motivation: Internal versus External Sources
- Learning Style: Auditory, Visual, and Kinesthetic

Auditory learners listen carefully to all sounds associated with the learning. "Tell me" is their motto. They will pay attention to the sound of your voice and they will participate in discussions. Speak clearly to them, ask questions, and use phrases like, "How does that sound to you?"

Kinesthetic learners need to physically do something to understand it. Their motto is "Let me do it." They trust their feeling and emotions about what they're learning and how you're teaching it. They will get up to help with role-playing. You can best communicate with them by involving, volunteers, allowing them to practice what they're learning, and using phrases like, "How do you feel about that?"

Visual learners rely on pictures. They love graphs, diagrams, and illustrations. "Show me" is their motto. They often sit at the front of the classroom to avoid visual obstructions and to watch you, the teacher. You can best communicate with them by providing handouts, writing on the white board, and using phrases like, "Do you see how this works?"*

*5 Principles for the Teacher of Adults, Deb Peterson, About.com Guide.



Visual 1-12

Sometimes we talk about the prisoner, the vacationer, and the adventurer as types of participants.

What do you think these terms mean?

ACTIVITY 1.2: LEARNING STYLES AND PREFERENCES INVENTORY

Activity Objective:

- Identify your own learning preferences.
- Discuss the implication of differences in participants' preferences for instructors.

Learning Preference Inventory Instructions:

- Complete the Learning Preferences questionnaire.
- Identify the implications of differences in learning preferences for instructors.
- You will have 10 minutes.

LEARNING STYLES AND PREFERENCES INVENTORY

Instructions: Read each statement below. Indicate your level of disagreement or agreement with each statement by circling a number to the right of the statement.

	Strongly Disagree 1	Disagree 2	Neither Disagree Nor Agree 3	Agree 4	Strongly Agree 5
1. I learn well by hearing how to do something (for example, from a tape, a record, or a lecture).	1	2	3	4	5
2. I feel that I am self-motivated.	1	2	3	4	5
3. I have trouble concentrating when I am working or studying with other people.	1	2	3	4	5
4. I like to draw or use diagrams when I learn.	1	2	3	4	5
5. I like my family or friends to know that I do a good job at work.	1	2	3	4	5
6. I enjoy learning new things about my work.	1	2	3	4	5
7. I prefer to work or study alone.	1	2	3	4	5
8. I like my instructors or supervisors to recognize my efforts.	1	2	3	4	5
9. I learn well by trying to do things myself, with my own hands.	1	2	3	4	5
10. The things that I remember best are the things that I hear.	1	2	3	4	5
11. I learn best by *doing* on the job.	1	2	3	4	5
12. I get a lot of satisfaction from doing the best I can.	1	2	3	4	5

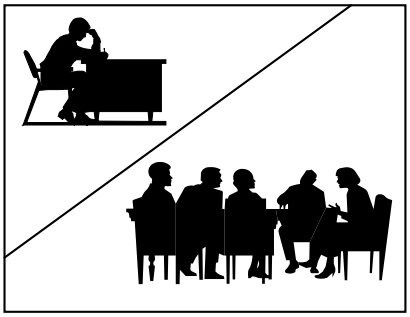
13. I work better when I know my work will be checked.	1	2	3	4	5
14. I learn well by seeing how to do something (for example, looking at a diagram or picture, or watching someone else do it).	1	2	3	4	5
15. I get less done when I work with someone else.	1	2	3	4	5

SCORE SHEET

Instructions: Take your scores from the Learning Styles and Preferences Inventory and enter each item's answer, or score, where indicated on this score sheet. Add up the item scores under each category to get an idea of your learning styles and preferences.

Emotional Preferences: Social Needs

Alone or With Others

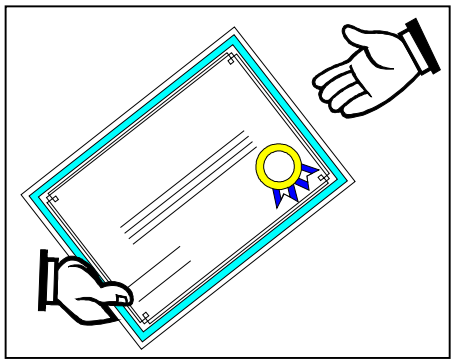


Item #	Score
3	_____
7	_____
15	_____
Total Score	_____

- A total score of **10 or more** indicates that you prefer to learn alone.
- A total score of **9 or less** indicates that you prefer to learn with other people.

Emotional Preferences: Motivation

External Motivation



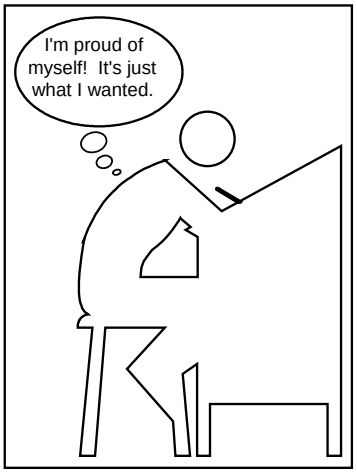
Item #	Score
5	_____
8	_____
13	_____
Total Score	_____

- A total score of **10 or more** indicates that external reinforcements may be important to you.
- A total score of **9 or less** indicates that external reinforcements may not be very important to you.

SCORE SHEET (CONTINUED)

Emotional Preferences: Motivation (Continued)

Internal Motivation

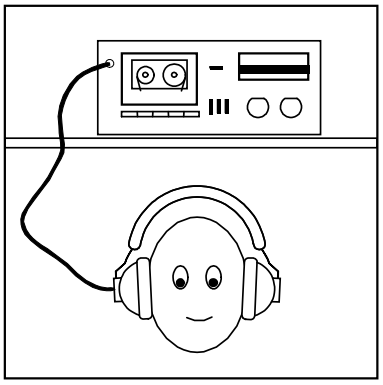


Item #	Score
2	_____
6	_____
12	_____
Total Score	_____

- A total score of **10 or more** indicates that you seem to be self-motivated.
- A total score of **9 or less** indicates that you may or may not be self-motivated.

Intellectual Preferences: Learning Styles

Auditory Learning



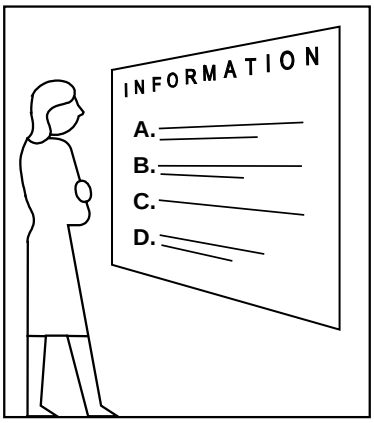
Item #	Score
1	_____
10	_____
Total Score	_____

- A total score of **7 or more** indicates a preference for audio-based learning.
- You may prefer more than one type of learning, or types of learning may not make a difference to you.

SCORE SHEET (CONTINUED)

Intellectual Preferences: Learning Styles (Continued)

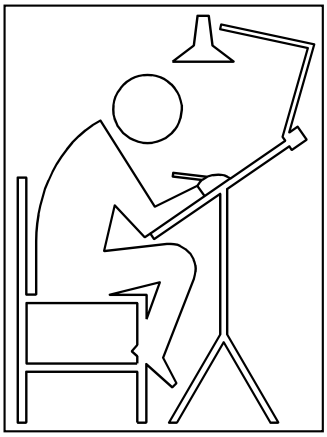
Visual Learning



Item #	Score
4	_____
14	_____
Total Score	_____

- A total score of **7 or more** indicates a preference for visual learning.
- You may prefer more than one type of learning, or types of learning may not make a difference to you.

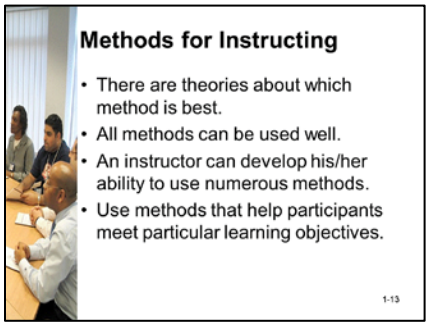
Kinesthetic Learning (Learn by Doing)



Item #	Score
9	_____
11	_____
Total Score	_____

- A total score of **7 or more** indicates a preference for kinesthetic learning. Kinesthetic learning is learning by doing.
- You may prefer more than one type of learning, or types of learning may not make a difference to you.

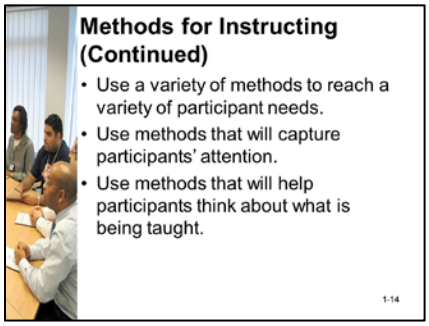
We see that individuals—including instructors—have different preferences.



Visual 1-13

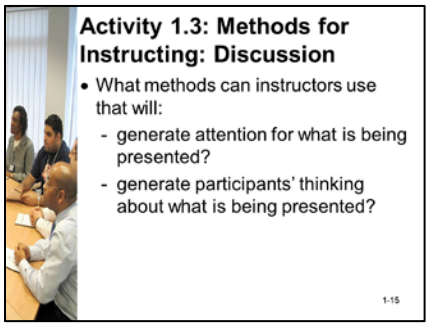
METHODS FOR INSTRUCTING

- There are theories about which method is best.
- All methods can be used well.
- An instructor can develop his/her ability to use numerous methods.
- Use methods that help participants meet particular learning objectives.



Visual 1-14

- Use a variety of methods to reach a variety of participant needs.
- Use methods that will capture participants' attention.
- Use methods that will help participants to think about what is being taught.



Visual 1-15

ACTIVITY 1.3: METHODS FOR INSTRUCTING: DISCUSSION

Activity Objective: Discuss a variety of methods for generating interest and attention.

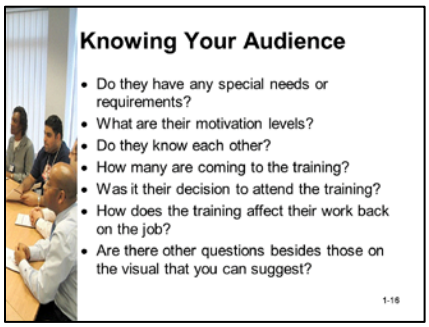
- What methods can instructors use that will:
  - generate attention for what is being presented?
  - generate participants' thinking about what is being presented?

KNOWING YOUR AUDIENCE

Note that it is important to understand who your target audience is.

- What information do you get before you begin a training session?
- What can you do if you do not receive any advanced information?

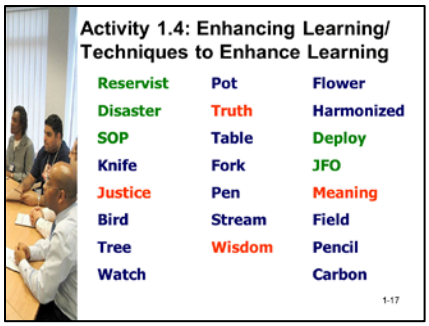
Can you give an example of a time when you did not know who the audience was to be?



Visual 1-16

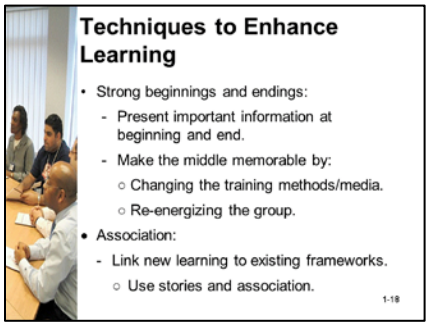
KNOWING YOUR AUDIENCE

- Do they have any special needs or requirements?
- What are their motivation levels?
- Do they know each other?
- How many are coming to training?
- Was it their decision to attend the training?
- How does the training affect their work back on the job?
- Are there other questions besides those on the visual that you can suggest?



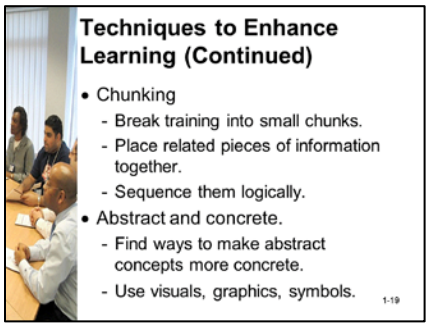
Visual 1-17

ACTIVITY 1.4: ENHANCING LEARNING/TECHNIQUES TO ENHANCE LEARNING



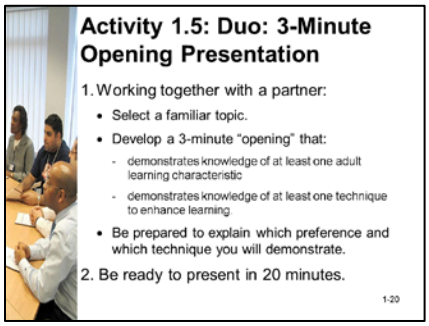
Visual 1-18

- What can trainers do to create strong openings and endings?
- How was this course opened?
- Was it confusing when the list of words changed from job-associated words to a more random list?
- What can trainers do to help participants form associations (or hook new learning to existing frameworks)?



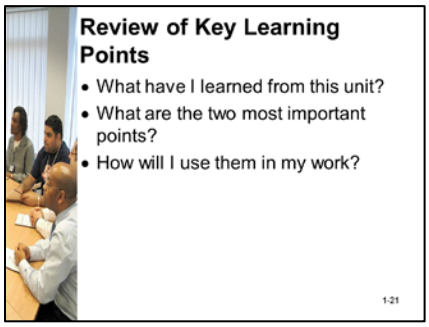
Visual 1-19

- What can trainers do to help chunk information?
- What can trainers do to make abstract concepts more concrete?



Visual 1-20

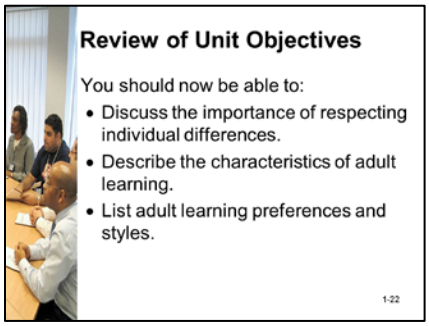
ACTIVITY 1.5: DUO: 3-MINUTE OPENING PRESENTATION



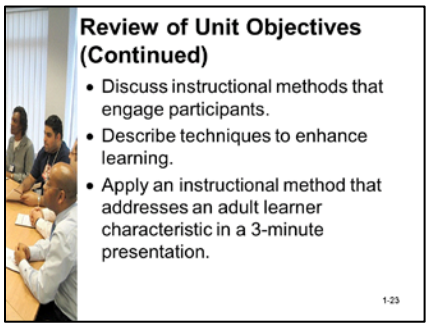
Visual 1-21

REVIEW OF KEY LEARNING POINTS

- What have I learned from this unit?
- What are the two most important points?
- How will I use them in my work?



Visual 1-22



Visual 1-23

REVIEW OF UNIT OBJECTIVES

You should now be able to:

- Discuss the importance of respecting individual differences.
- Describe the characteristics of adult learning.
- List adult learning preferences and styles.
- Discuss instructional methods that engage participants.
- Describe techniques to enhance learning.
- With a partner, apply an instructional method that addresses an adult learner characteristic in a 3-minute presentation.

UNIT 2: USING INSTRUCTIONAL PRESENTATION SKILLS

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UNIT OBJECTIVES

At the end of this unit, you should be able to:

- Describe the characteristics of effective presenters.
- Recall the difference between an instructional presentation and a briefing.
- Describe seven effective instructional skills.
- Apply at least two effective instructional skills during a 5-minute presentation.

APPROXIMATE LENGTH

3 hours, 30 minutes

CONTENTS

This unit includes the following sections:

- Unit Objectives
- Activity 2.1: Characteristics of Effective Presenters
- Presentation Skills
- Attending to Your Audience
- Activity 2.2: Attending Barriers & Strategies
- Observing Your Audience
- Your Non-Verbal Behaviors
- Activity 2.3: Non-Verbal Cues From Participants
- Using Your Voice
- Avoiding Filters
- Avoiding Boredom
- Presentation Skills and PowerPoint
- Being at Ease
- Knowledge Check
- Activity 2.4: Making an Instructional Presentation
- Key Learning Points and Objectives Review

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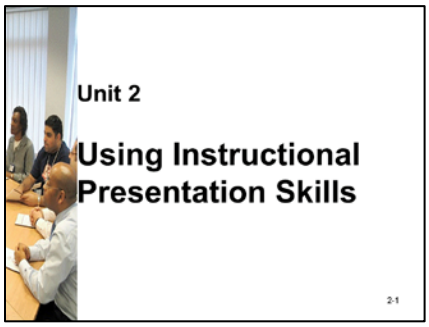
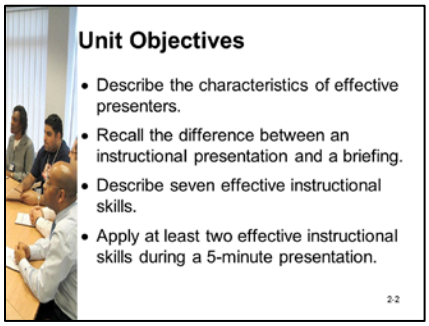


Visual 2-1

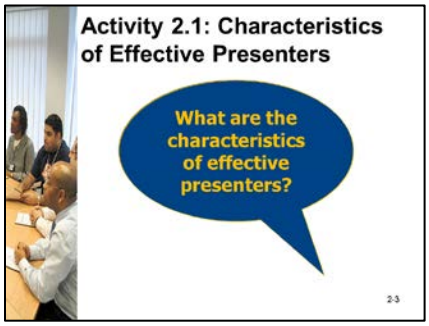
WELCOME



Visual 2-2

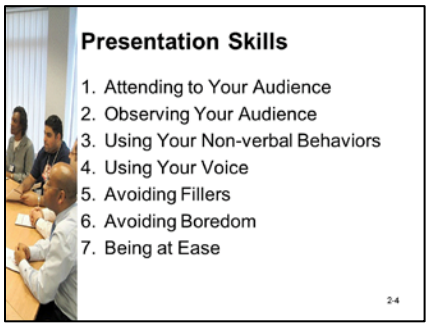
UNIT OBJECTIVES

- Describe the characteristics of effective presenters.
- Recall the difference between an instructional presentation and a briefing.
- Describe seven effective instructional skills.
- Apply at least two effective instructional skills during a 5-minute presentation.



Visual 2-3

ACTIVITY 2.1: CHARACTERISTICS OF EFFECTIVE PRESENTERS

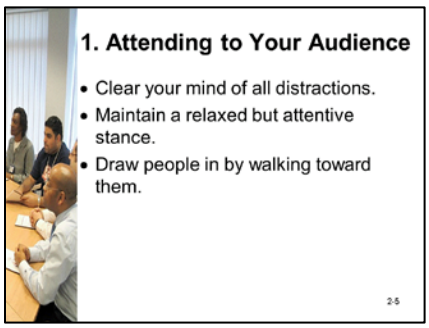


Visual 2-4

PRESENTATION SKILLS

This unit will cover the following skills:

- Attending to Your Audience
- Observing Your Audience
- Using Your Non-verbal Behaviors
- Using Your Voice
- Avoiding Fillers
- Avoiding Boredom
- Being at Ease



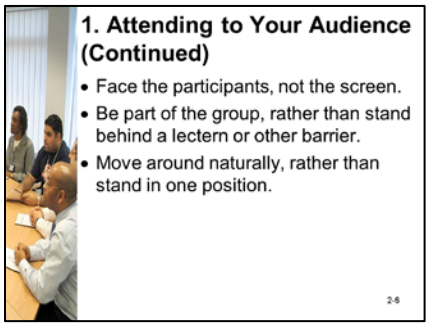
Visual 2-5

1. ATTENDING TO YOUR AUDIENCE

Use your own non-verbal behaviors to demonstrate the different do's and don'ts on the list.

- Clear your mind of all distractions.
- Face the participants.
- Maintain a relaxed but attentive stance.
- Draw people in by walking toward them.

Are there any additional tips you would add to this list?



Visual 2-6

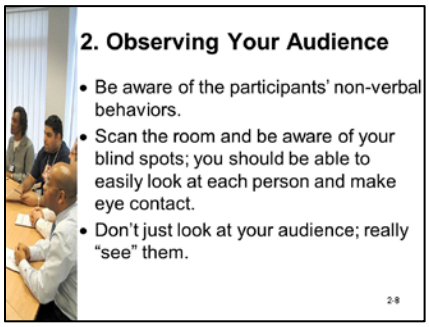
1. ATTENDING TO YOUR AUDIENCE

- Face the participants, not the screen.
- Be part of the group, rather than stand behind a lectern or other barrier.
- Move around naturally, rather than stand in one position.

Visual 2-7

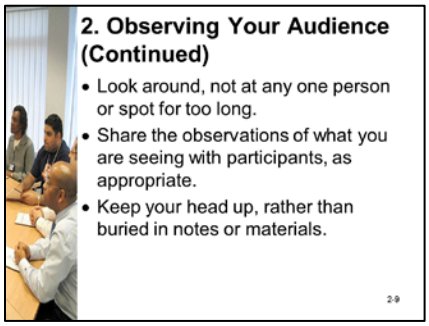
ACTIVITY 2.2: ATTENDING BARRIERS & STRATEGIES

During a training session, what keeps you from being able to attend fully to the participants?

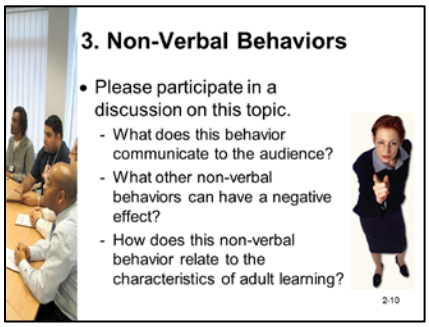


Visual 2-8

2. OBSERVING YOUR AUDIENCE



Visual 2-9



Visual 2-10

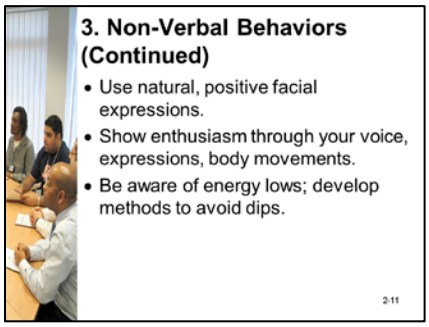
3. YOUR NON-VERBAL BEHAVIORS

Please participate in a discussion on this topic.

- What does this behavior communicate to the audience?
- What other non-verbal behaviors can have a negative effect?
- How does this non-verbal behavior relate to the principles of adult learning?

Look at the woman in the photo. What is her non-verbal behavior communicating to the audience?

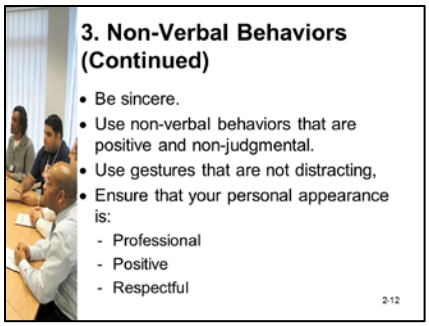
How does this non-verbal behavior relate to the principles of adult learning?



Visual 2-11

3. NON-VERBAL BEHAVIORS

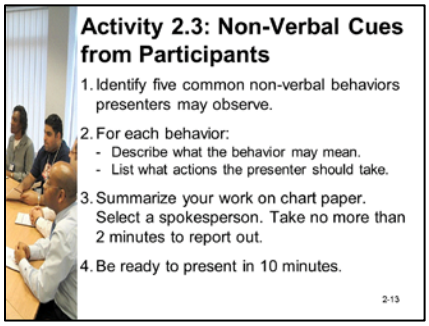
- Use natural, positive facial expressions.
- Show enthusiasm through your voice, expressions, body movements.
- Be aware of energy lows; develop methods to avoid dips.
- Are there any additional tips you would add to this list?
- As a presenter, what can you do to deal with potential energy dips?



Visual 2-12

3. NON-VERBAL BEHAVIORS

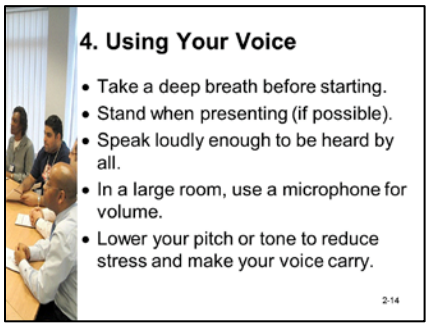
- Be sincere; be “you” in all your gestures.
- Use non-verbal behaviors that are positive and non-judgmental.
- Use gestures that are not distracting.
- Ensure that your personal appearance is:
  - Professional
  - Positive
  - Respectful



Visual 2-13

ACTIVITY 2.3: NON-VERBAL CUES FROM PARTICIPANTS

1. Identify five common non-verbal behaviors presenters may observe.
2. For each behavior:
   - Describe what the behavior may mean.
   - List what actions the presenter should take.
3. Summarize your work on chart paper. Select a spokesperson. Take no more than 2 minutes to report out.
4. Be ready to present in 10 minutes.

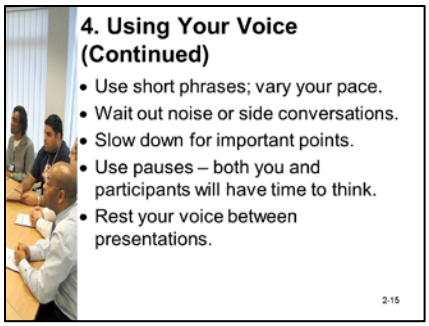


Visual 2-14

4. USING YOUR VOICE

- Take a deep breath before starting.
- Stand when presenting (if possible).
- Speak loudly enough to be heard by all.
- In a large room, use a microphone for volume.
- Lower your pitch or tone to reduce stress and make your voice carry.

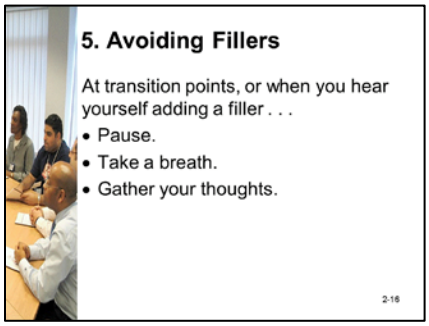
Are there any additional tips you would add to this list?



Visual 2-15

- Use short phrases; vary your pace.
- Wait out noise or side conversations.
- Slow down for important points.
- Use pauses – both you and participants will have time to think.
- Rest your voice between presentations.

Are there any additional tips you would add to this list?



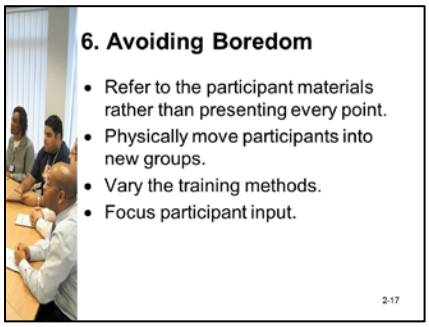
Visual 2-16

5. AVOIDING FILLERS

At transition points, or when you hear yourself adding a filler:

- Pause.
- Take a breath.
- Gather your thoughts.

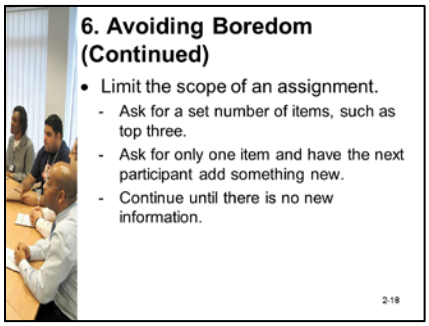
Are there other techniques that have helped you eliminate the fillers?



Visual 2-17

6. AVOIDING BOREDOM

- Refer to the participant materials rather than presenting every point.
- Physically move participants into new groups.
- Vary the training methods.
- Focus participant input.



Visual 2-18

What factors may cause boredom when teaching?

6. AVOIDING BOREDOM

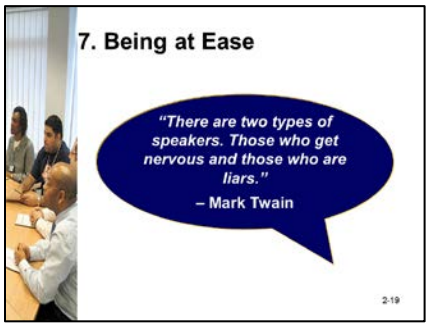
- Limit the scope of an assignment.
  - Ask for a set number of items, such as top three.
  - Ask for only one item and have the next participant add something new.
  - Continue until there is no new information.
- Have we done this so far in this course?
- Do you have anything to add to the list?

PRESENTATION SKILLS AND POWERPOINT

- Good skills still apply when you are using PowerPoint.
- PowerPoint visuals are not the instruction; YOU are providing the instruction, with all your personal skills.
- PowerPoint should be used by you to structure the learning and review all the points.
- The visuals are very helpful for visual learners.

Tips:

- You can introduce a teaching topic before you display the visual.
- Announce the topic and begin a discussion with the participants. They will have some ideas and information about the topic. During or following the discussion, display the visual. You will be able to comment on how much they already knew about the topic.
- Don’t stand in front of or face the screen while you’re talking.
- Blank the screen if it’s not needed at the moment.

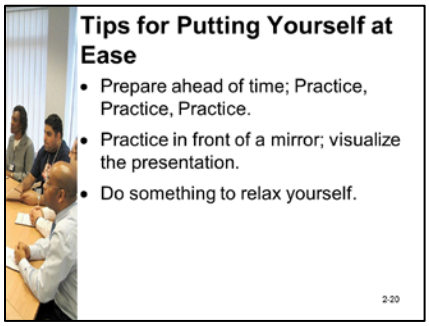


Visual 2-19

7. BEING AT EASE

"There are two types of speakers. Those who get nervous and those who are liars."

– Mark Twain

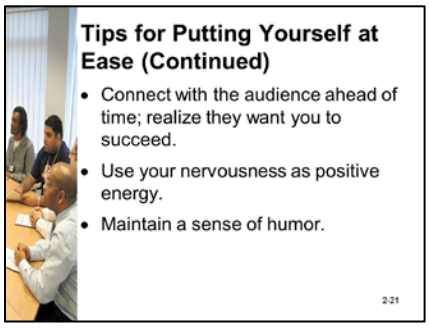


Visual 2-20

TIPS FOR PUTTING YOURSELF AT EASE

- Prepare ahead of time; Practice, Practice, Practice.
- Practice in front of a mirror; visualize the presentation.
- Do something to relax yourself.

Are there any additional techniques that have worked for you?



Visual 2-21

TIPS FOR PUTTING YOURSELF AT EASE

- Connect with the audience ahead of time; realize they want you to succeed.
- Use your nervousness as positive energy.
- Maintain a sense of humor.

INFORMATION ABOUT BRIEFINGS

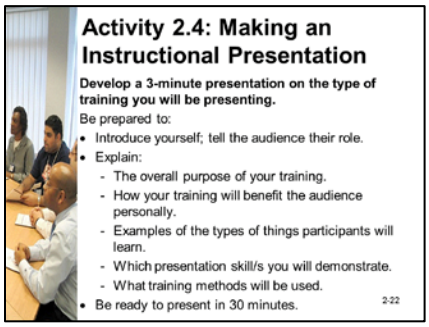
There are differences between teaching a course and doing a presentation to a public audience, for instance in a disaster setting.

In a course:

- You create a positive learning environment and meet specific learning objectives.
- Adults typically want to participate and share.
- Adults want to learn what will be useful to them personally.
- The instructor provides every opportunity for active learning and participants responding and contributing.

In a briefing:

- There are objectives as well, but they are not specifically measurable.
- The briefer provides accurate and current information.
- He or she anticipates questions based on the situation.
- Content is factual and not subject to interpretation.
- Individual situations are not addressed.
- The briefer may take questions.



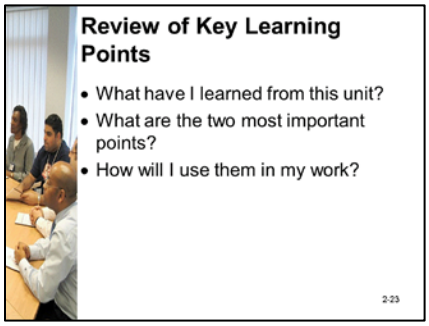
Visual 2-22

ACTIVITY 2.4: MAKING AN INSTRUCTIONAL PRESENTATION

Develop a 3-minute presentation on the type of training you will be presenting.

Be prepared to:

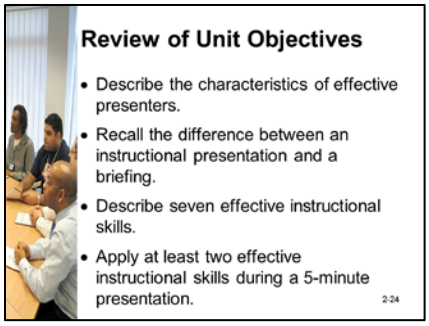
- Introduce yourself; tell the audience their role.
- Explain:
  - The overall purpose of your training.
  - How your training will benefit the audience personally.
  - Examples of the types of things participants will learn.
  - Which presentation skill/s you will demonstrate.
  - What training methods will be used.
- Be ready to present in 30 minutes.



Visual 2-23

REVIEW OF KEY LEARNING POINTS

- What have I learned from this unit?
- What are the two most important points?
- How will I use them in my work?



Visual 2-24

REVIEW OF UNIT OBJECTIVES

- Describe the characteristics of effective presenters.
- Recall the difference between an instructional presentation and a briefing.
- Describe seven effective instructional skills.
- Apply at least two effective instructional skills during a 5-minute presentation.

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UNIT 3: FACILITATING INTERACTIONS

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UNIT OBJECTIVES

At the end of this unit, you should be able to:

- Describe the differences between presenting and facilitating.
- Demonstrate the ability to:
  - Involve participants in discussion.
  - Ask effective questions.
  - Respond to answers by listening, paraphrasing, responding, and redirecting.
  - Answer questions effectively.
- Resolve situations with difficult participants.

APPROXIMATE LENGTH

2 hours

CONTENTS

This unit includes the following sections:

- Unit Objectives
- Activity 3.1: Presenting or Facilitating
- Facilitation Skills Overview
- Encouraging Involvement
- Why Ask Questions?
- Activity 3.2: Asking Questions
- Responding to Participant Answers
- Listening
- Activity 3.3: Paraphrasing
- Paraphrasing
- Respond and Redirect
- Difficult Participant Situations
- Activity 3.4: Difficult Participant Situations
- Feedback
- Key Learning Points and Objectives Review

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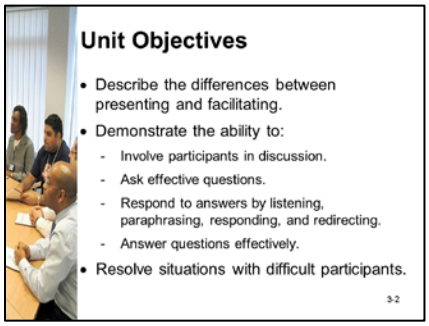
Visual 3-1

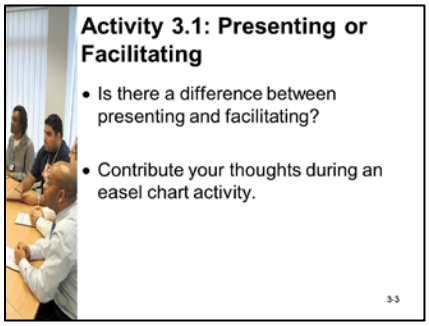
WELCOME



Visual 3-2

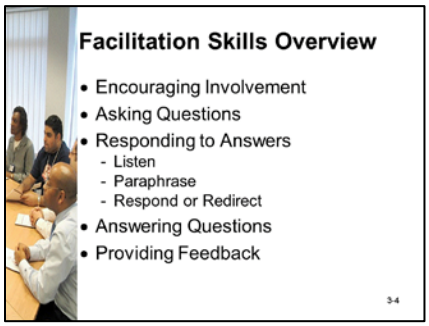
UNIT OBJECTIVES

- Describe the differences between presenting and facilitating.
- Demonstrate the ability to:
  - Involve participants in discussion.
  - Ask effective questions.
  - Respond to answers by listening, paraphrasing, responding, and redirecting.
  - Answer questions effectively.
- Resolve situations with difficult participants.



Visual 3-3

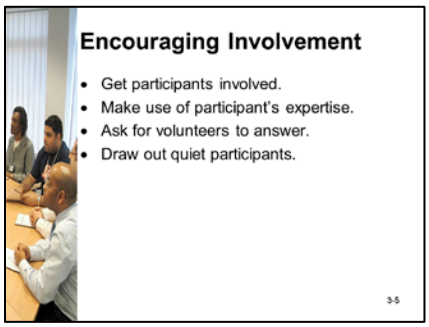
ACTIVITY 3.1: PRESENTING OR FACILITATING



Visual 3-4

FACILITATION SKILLS OVERVIEW

- Encouraging Involvement
- Asking Questions
- Responding to Answers
  - Listen
  - Paraphrase
  - Respond or Redirect
- Answering Questions
- Providing Feedback

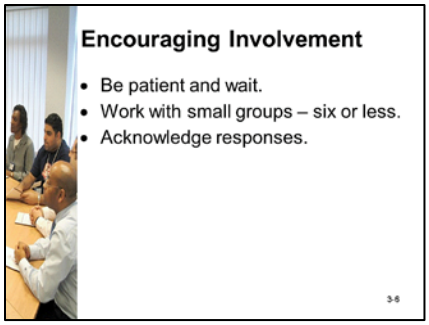


Visual 3-5

ENCOURAGING INVOLVEMENT

- Get participants actively involved during the first minutes of the course.
- Show your interest and appreciation of what they have to share.
- Use the expertise that is in the room; ask participants to tell their opinions and ideas.
- Ask for volunteers rather than putting someone on the spot.
- Try to draw out quiet participants.

What techniques have been used so far in this training session to encourage interaction?

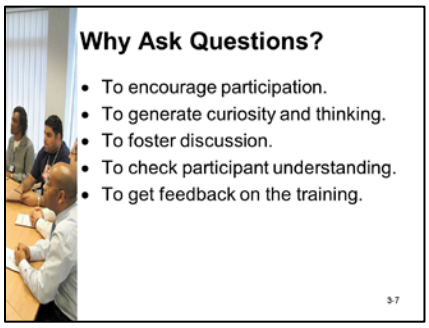


Visual 3-6

ENCOURAGING INVOLVEMENT

- Be patient and wait for answers since people need time to process before responding.
- Use small groups (six or less) to foster interaction.
- Acknowledge responses.
  - Say, “Thank you.”
  - Say, “How interesting.”
  - Say, “What a great answer.”
- Use the participants’ names.
- Record responses where everyone can see.
- Tie themes together as various individuals contribute.
- Use your inclusive gestures and your expressions to encourage their involvement.
- There are countless ways to enhance participation; games and other fun learning activities are valuable and available online and in books about training.
- Ask the participants for their experiences and suggestions on this topic.

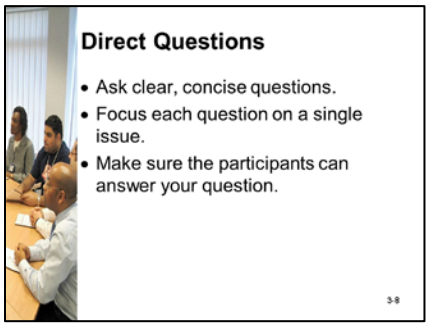
What is the purpose of using questions when providing instruction?



Visual 3-7

WHY ASK QUESTIONS?

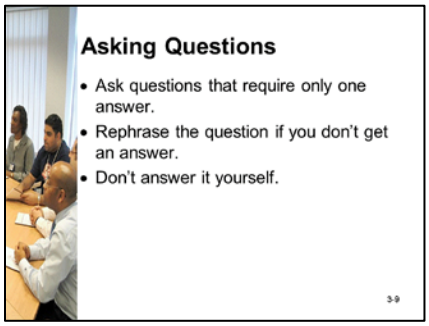
- To encourage participation.
- To generate curiosity and thinking.
- To foster discussion.
- To check participant understanding.
- To get feedback on the training.



Visual 3-8

DIRECT QUESTIONS

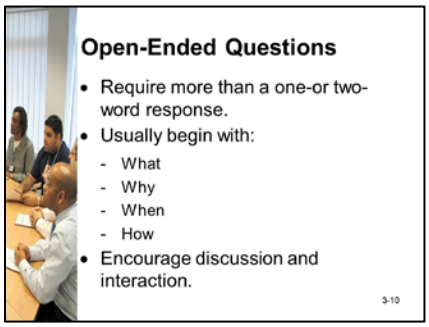
- Ask clear, concise questions.
- Focus each question on a single issue.
- Make sure the participants can answer your question.



Visual 3-9

ASKING QUESTIONS

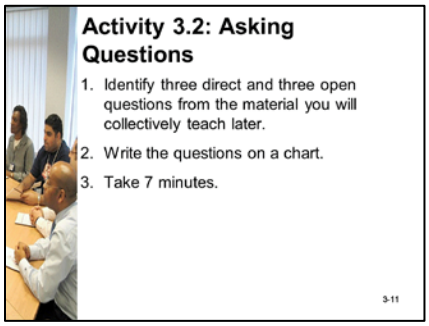
- Ask questions that require only one answer.
- Rephrase the question if you don't get an answer.
- Don't answer it yourself.



Visual 3-10

OPEN-ENDED QUESTIONS

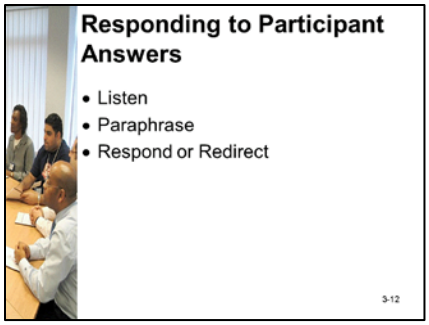
- Require more than a one- or two-word response.
- Usually begin with
  - What
  - Why
  - When
  - How
- Encourage discussion and interaction.



Visual 3-11

ACTIVITY 3.2: ASKING QUESTIONS

1. Identify three direct and three open questions from the material you will collectively teach later.
2. Write the questions on a chart.
3. Take 7 minutes.



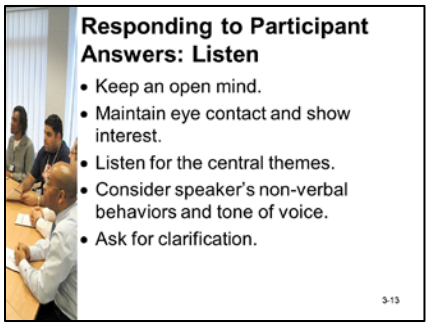
Visual 3-12

RESPONDING TO PARTICIPANT ANSWERS

- Listen
- Paraphrase
- Respond or Redirect

Explain that responding to participant answers requires that trainers use the following skills:

- Listening
- Paraphrasing
- Responding or redirecting

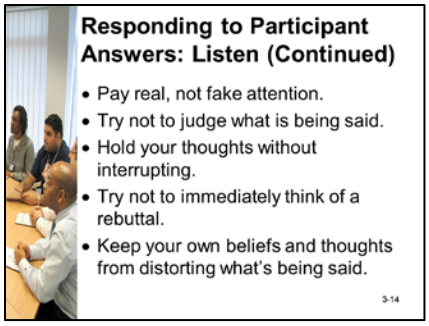


Visual 3-13

RESPONDING TO PARTICIPANT ANSWERS: LISTEN

- Keep an open mind.
- Maintain eye contact and show interest.
- Listen for the central themes.
- Consider speaker's non-verbal behaviors and tone of voice.
- Ask for clarification.

What are the barriers trainers encounter when trying to listen?

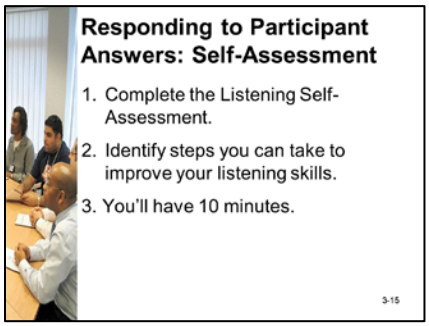


Visual 3-14

RESPONDING TO PARTICIPANT ANSWERS: LISTEN

- Pay real, not fake attention.
- Try not to judge what is being said.
- Hold your thoughts without interrupting.
- Try not to immediately think of a rebuttal.
- Keep your own beliefs and thoughts from distorting what's being said.

Are there other tips for improving listening skills as a trainer?



Visual 3-15

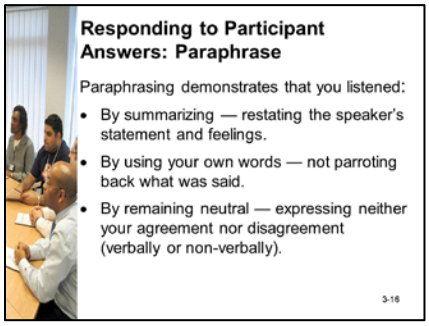
RESPONDING TO PARTICIPANT ANSWERS: SELF-ASSESSMENT

- Complete the Listening Self-Assessment.
- Identify steps you can take to improve your listening skills.
- You'll have 10 minutes.

LISTENING SELF-ASSESSMENT

Instructions: Read each item and then check the box indicating how frequently you actually use this skill when interacting with participants. Remember, this is a self-assessment, so be honest!

	Usually Do	Do Sometimes	Should Do More Often
1. I try to make participants feel at ease when they are speaking.	O	O	O
2. I try not to think about other things when listening to participants.	O	O	O
3. When I listen, I can separate my own ideas and thoughts from the ideas and thoughts being said.	O	O	O
4. I observe the participant's non-verbal behaviors.	O	O	O
5. I let the participants finish speaking before I begin talking.	O	O	O
6. I listen to what the participants say rather than assume that I know what they are going to say.	O	O	O
7. As I listen, I figure out how participants are feeling.	O	O	O
8. I ask participants to clarify or repeat information when I am unsure what was meant.	O	O	O
9. I can remember the important details of what participants tell me.	O	O	O
10. I can maintain perspective when a participant mentions a "pet peeve" of mine.	O	O	O
11. I paraphrase (by stating in my own words) the main points of what participants say to me.	O	O	O
12. If I find I'm losing track of what a participant is saying, I concentrate harder.	O	O	O

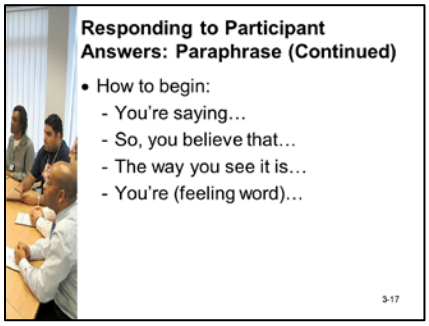


Visual 3-16

RESPONDING TO PARTICIPANT ANSWERS: PARAPHRASE

Paraphrasing demonstrates that you listened:

- By summarizing – restating the speaker's statement and feelings.
- By using your own words – not parroting back what was said.
- By remaining neutral – expressing neither your agreement nor disagreement (verbally or non-verbally).
- Can you think of examples of how paraphrasing has been used in this training session?
- Why is paraphrasing important?

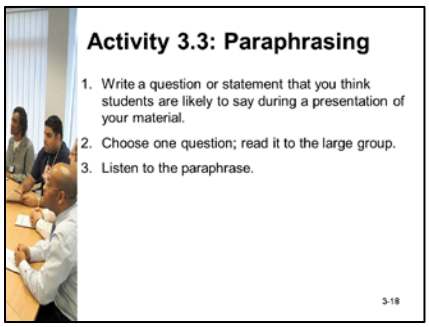


Visual 3-17

RESPONDING TO PARTICIPANT ANSWERS: PARAPHRASE

How to begin:

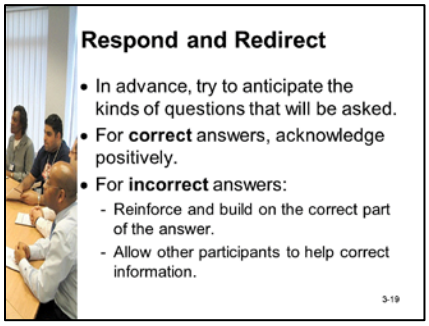
- You're saying…
- So, you believe that…
- The way you see it is…
- You're (feeling word)…



Visual 3-18

ACTIVITY 3.3: PARAPHRASING

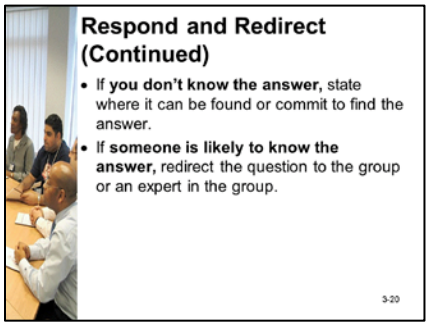
1. Write a question or statement that you think students are likely to say during a presentation of your material.
2. Choose one question; read it to the large group.
3. Listen to the paraphrase.



Visual 3-19

RESPOND AND REDIRECT

- In advance, try to anticipate the kinds of questions that will be asked.
- For correct answers, acknowledge positively.
- For incorrect answers:
  - Reinforce and build on the correct part of the answer.
  - Allow other participants to help correct information.

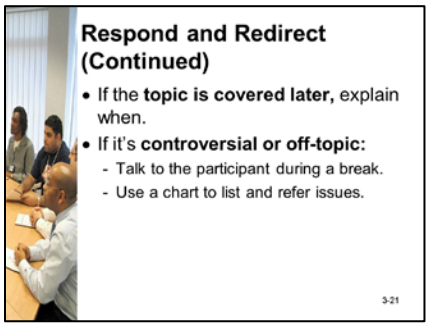


Visual 3-20

RESPOND AND REDIRECT

- If you don't know the answer, tell where it can be found or commit to find the answer.
- If someone is likely to know the answer, redirect the question to the group or an expert in the group.

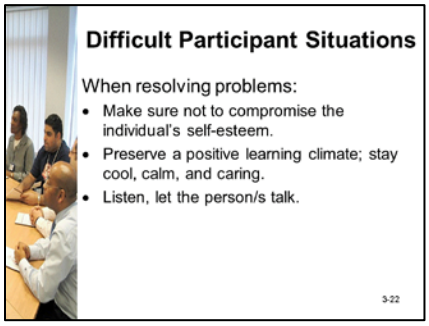
Are there other techniques that you have used when responding to questions?



Visual 3-21

RESPOND AND REDIRECT

- If the topic is covered later, explain when.
- If it's controversial or off-topic:
  - Talk to the participant during a break.
  - Use a chart to list and refer issues.



Visual 3-22

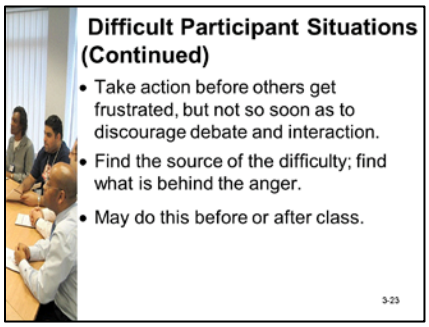
DIFFICULT PARTICIPANT SITUATIONS

When resolving problems:

- Make sure not to compromise the individual's self-esteem.
- Preserve a positive learning climate; stay cool, calm, and caring.
- Listen, let the person/s talk.

Additionally:

- You can try redirecting attention away from the person to the rest of the group.
- You can emphasize points of agreement.
- You can refocus on the learning objectives of the material.



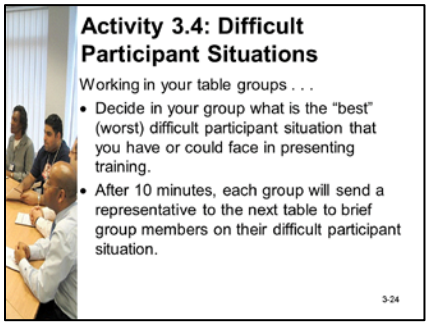
Visual 3-23

DIFFICULT PARTICIPANT SITUATIONS

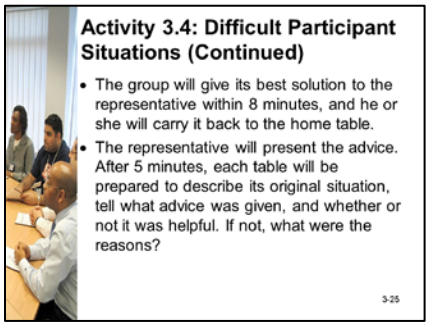
- Take action before others get frustrated, but not so soon as to discourage debate and interaction.
- Find the source of the difficulty; find what is behind the anger.
- You may do this before or after class.

Additionally:

- You should be receptive, but in control.
- Model the behavior you would like in return; keep the discussion professional.
- Focus on what the person is trying to say, looking for the message "behind the anger."
- Work toward a solution, not just "taking care" of the difficult person.
- Sometimes such a participant just wants to talk something out; you may speak to him or her before or after class, maybe on another topic.
- Document the situation in writing if necessary. If it can't be resolved, look for a temporary way out so it can be resolved when things are calmer.



Visual 3-24

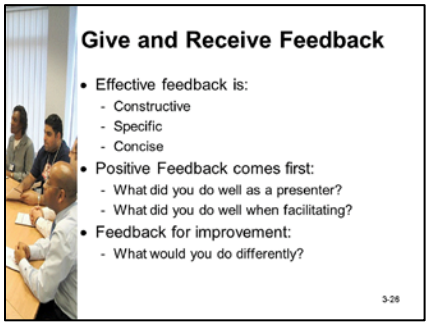


Visual 3-25

ACTIVITY 3.4: DIFFICULT PARTICIPANT SITUATIONS

Working in your table groups . . .

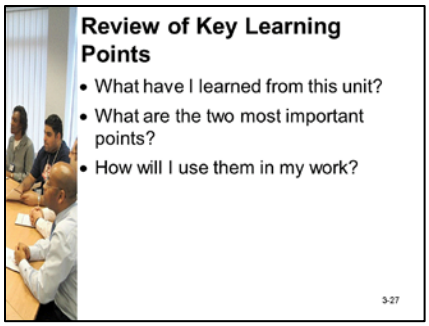
- Decide in your group what is the "best" (worst) difficult participant situation that you have or could face in presenting training.
- After 10 minutes, each group will send a representative to the next table to brief group members on their difficult participant situation.
- The group will give its best solution to the representative within 8 minutes, and he or she will carry it back to the home table.
- The representative will present the advice. After 5 minutes, each table will be prepared to describe its original situation, tell what advice was given, and whether or not it was helpful. If not, what were the reasons?



Visual 3-26

GIVE AND RECEIVE FEEDBACK

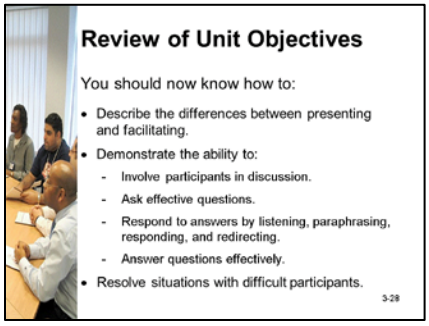
- Effective feedback is:
  - Constructive
  - Specific
  - Concise
- Positive Feedback comes first:
  - What did you do well as a presenter?
  - What did you do well when facilitating?
- Feedback for improvement:
  - What would you do differently?



Visual 3-27

REVIEW OF KEY LEARNING POINTS

- What have I learned from this unit?
- What are the two most important points?
- How will I use them in my work?



Visual 3-28

REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Describe the differences between presenting and facilitating.
- Demonstrate the ability to:
  - Involve participants in discussion.
  - Ask effective questions.
  - Respond to answers by listening, paraphrasing, responding, and redirecting.
  - Answer questions effectively.
- Resolve situations with difficult participants.

UNIT 4: MANAGING THE LEARNING PROCESS

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UNIT OBJECTIVES

At the end of this unit, you should be able to:

- Prepare the physical environment.
- Prepare training media.
- Prepare the instructor team.
- Manage training time and breaks.
- Manage presentation content.

APPROXIMATE LENGTH

1 hour

CONTENTS

This unit includes the following sections:

- Unit Objectives
- Prepare the Physical Environment
- Prepare Training Media
- Prepare Pre-Recorded Charts
- Using PowerPoint Visuals
- Activity 4.1: Using Training Media
- Media for Access and Functional Needs
- Prepare the Instructor Team
- Prepare for Time Management
- Manage the Content
- Key Learning Points and Objectives Review

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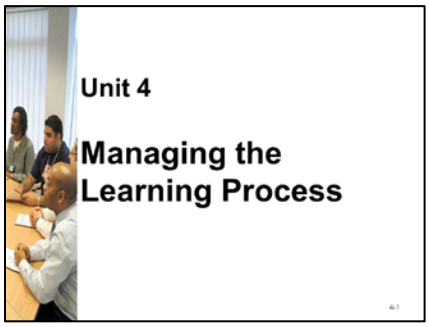
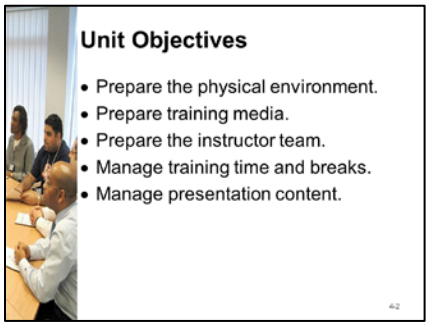


Visual 4-1

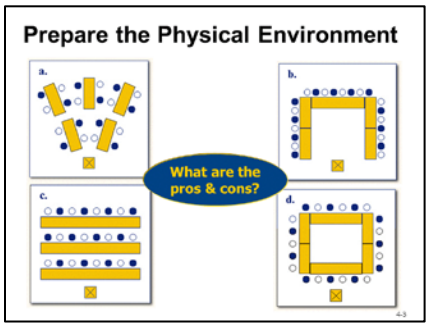
WELCOME



Visual 4-2

UNIT OBJECTIVES

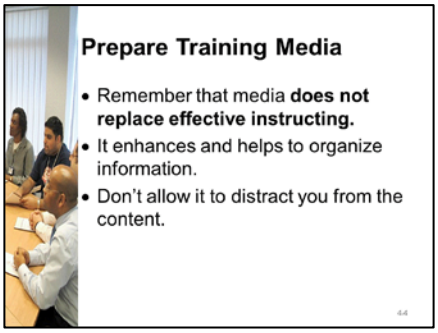
- Prepare the physical environment.
- Prepare training media.
- Prepare the instructor team.
- Manage training time and breaks.
- Manage presentation content.



Visual 4-3

PREPARE THE PHYSICAL ENVIRONMENT

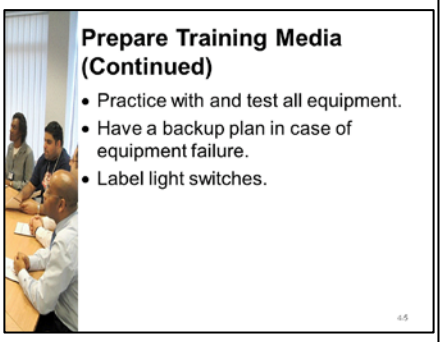
What are the pros and cons of each table setup below?



Visual 4-4

PREPARE TRAINING MEDIA

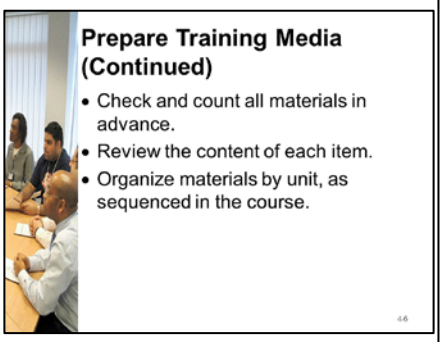
- Remember that media does not replace effective instructing.
- It enhances and helps to organize information.
- Don't allow it to distract you from the content.



Visual 4-5

PREPARE TRAINING MEDIA

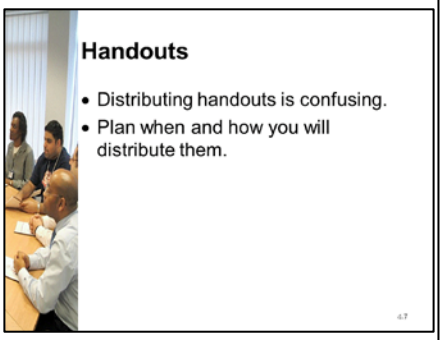
- Practice with and test all equipment.
- Have a backup plan in case of equipment failure.
- Label light switches.



Visual 4-6

PREPARE TRAINING MEDIA

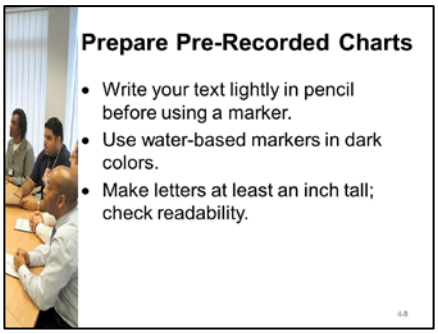
- Check and count all materials in advance.
- Review the content of each item.
- Organize materials by unit, as sequenced in the course.



Visual 4-7

HANDOUTS

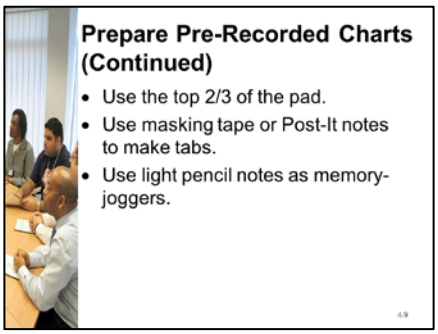
- Explain to participants what is in the handout before distributing it; this cuts down on confusion.
- Do not teach while the handout is being distributed; wait until all have the handout and then proceed.
- Don’t let others distribute the handout if you’re not ready.
- It takes time to distribute handouts, so plan when and how you will refer to each one. This reduces disruption of the learning process.
- Use handouts for supplemental or complex information.
- Handouts can contain additional information on any training topic, or lists of hints and tips.
- Handouts can also be job aids that participants will use back on the job to help them remember process steps or other practical information.
- All such documents enhance learning.



Visual 4-8

PREPARE PRE-RECORDED CHARTS

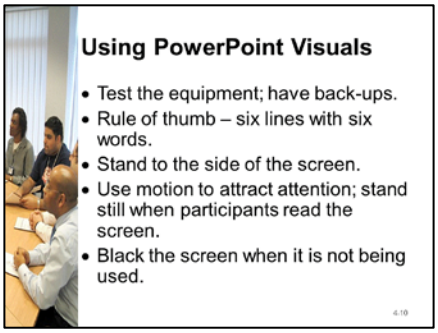
- Write your text lightly in pencil before using a marker.
- Use water-based markers in dark colors.
- Make letters at least an inch tall; check readability.



Visual 4-9

PREPARE PRE-RECORDED CHARTS

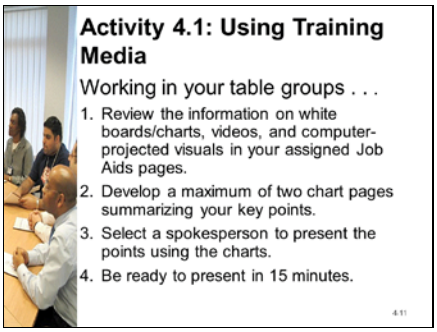
- Use the top 2/3 of the pad.
- Use masking tape or Post-It notes to make tabs.
- Use light pencil notes as memory-joggers.



Visual 4-10

USING POWERPOINT VISUALS

- Test the equipment; have back-ups.
- Rule of thumb – six lines with six words.
- Stand to the side of the screen.
- Use motion to attract attention; stand still when participants read the screen.
- Black the screen when it is not being used.



Visual 4-11

ACTIVITY 4.1: USING TRAINING MEDIA

Working in your table groups . . .

1. Review the information on white boards/charts, videos, and computer-projected visuals in your assigned Job Aids pages.
2. Develop a maximum of two chart pages summarizing your key points.
3. Select a spokesperson to present the points using the charts.
4. Be ready to present in 15 minutes.

Visual 4-12

MEDIA FOR ACCESS AND FUNCTIONAL NEEDS

The basis of this is the Americans With Disabilities Act (ADA).

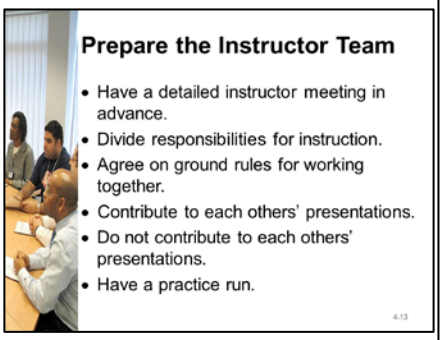
Section 508 is an amendment to the Rehabilitation Act passed in 1998.

This specifies that government agencies must make all electronic and information technology available to people with disabilities and to others with access and functional needs.

We have made buildings, buses, and more accessible, so why would we design inaccessible websites and documents?

Electronic documents and websites formatted to “read” with assistive technology can be made accessible to disabled users.

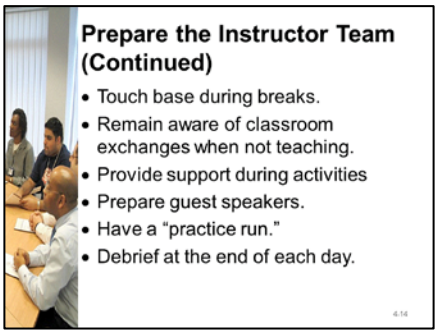
The law is clear. Websites and documents must be accessible.



Visual 4-13

PREPARE THE INSTRUCTOR TEAM

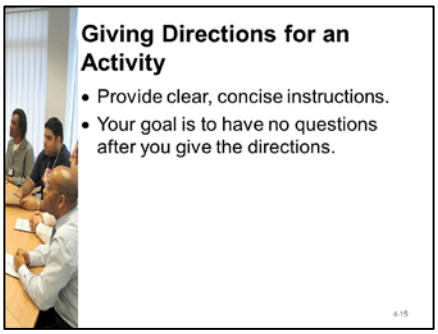
- Have a detailed instructor meeting in advance.
- Divide responsibilities for instruction.
- Agree on ground rules for working together.
- Contribute to each others’ presentations.
- Do not contribute to each others’ presentations.
- Have a practice run.



Visual 4-14

PREPARE THE INSTRUCTOR TEAM

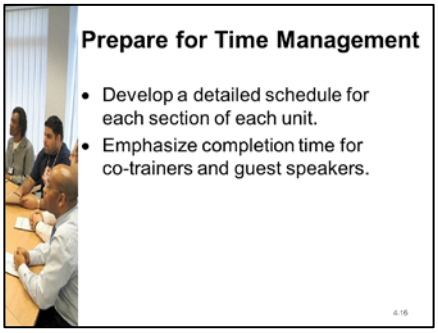
- Touch base during breaks.
- Remain aware of classroom exchanges when not teaching.
- Provide support during activities.
- Prepare guest speakers.
- Have a "practice run."
- Debrief at the end of each day.



Visual 4-15

GET EVERYONE'S ATTENTION

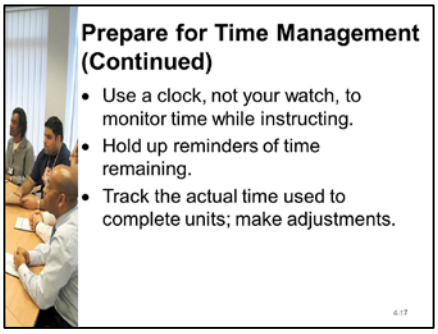
- Speak very clearly.
- Provide the learning objective of the activity.
- Give each direction in a logical order.
- Note how much time is available.
- Display the instructions on a chart or visual.
- Look around the group for questioning or confused looks.



Visual 4-16

PREPARE FOR TIME MANAGEMENT

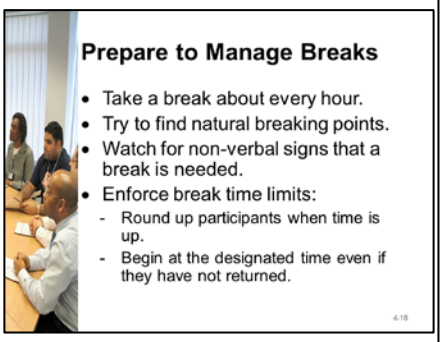
- Develop a detailed schedule for each section of each unit.
- Emphasize completion time for co-trainers and guest speakers.



Visual 4-17

PREPARE FOR TIME MANAGEMENT

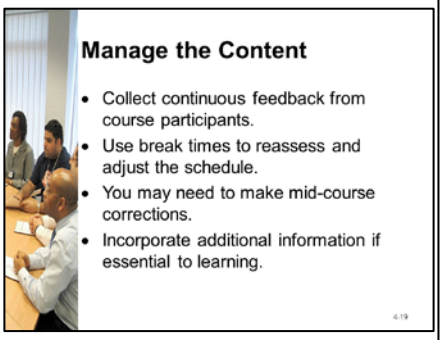
- Use a clock, not your watch, to monitor time while instructing.
- Hold up reminders of time remaining.
- Track the actual time used to complete units; make adjustments.



Visual 4-18

PREPARE TO MANAGE BREAKS

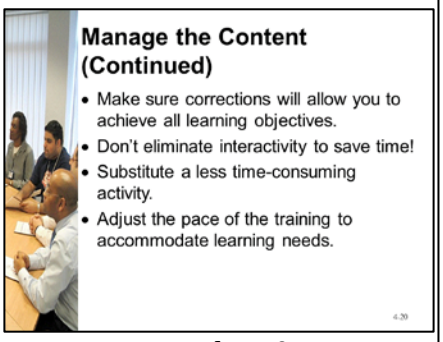
- Take a break about every hour.
- Try to find natural breaking points.
- Watch for non-verbal signs that a break is needed.
- Enforce break time limits:
  - Round up participants when time is up.
  - Begin at the designated time even if they have not returned.



Visual 4-19

MANAGE THE CONTENT

- Collect continuous feedback from course participants.
- Use break times to reassess and adjust the schedule.
- You may need to make mid-course corrections.
- Incorporate additional information if essential to learning.

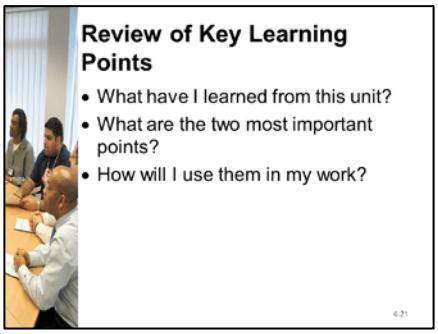


Visual 4-20

MANAGE THE CONTENT

- Make sure corrections will allow you to achieve all learning objectives.
- Don't eliminate interactivity to save time!
- Substitute a less time-consuming activity.
- Adjust the pace of the training to accommodate learning needs.

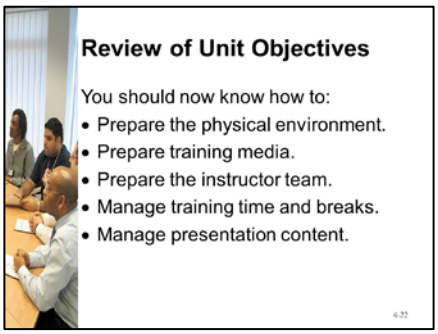
If you were running tight on time, what types of quick interactions can be used with a group?



Visual 4-21

REVIEW OF KEY LEARNING POINTS

- What have I learned from this unit?
- What are the two most important points?
- How will I use them in my work?



Visual 4-22

REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Prepare the physical environment.
- Prepare training media.
- Prepare the instructor team.
- Manage training time and breaks.
- Manage presentation content.

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UNIT 5: MEASURING THE LEARNING PROCESS

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UNIT OBJECTIVES

At the end of this unit, you should be able to:

- Write measurable objectives for your presentation.
- List four types of evaluation during training.
- Describe the importance of evaluation.
- Apply evaluation results in case studies.

APPROXIMATE LENGTH

1 hour, 30 minutes

CONTENTS

This unit includes the following sections:

- Unit Objectives
- Measurable Learning Objectives
- Evaluating Learning
- Types of Evaluations
- Alternative Learning Evaluation Methods
- Using Evaluation Results
- Key Learning Points and Objectives Review

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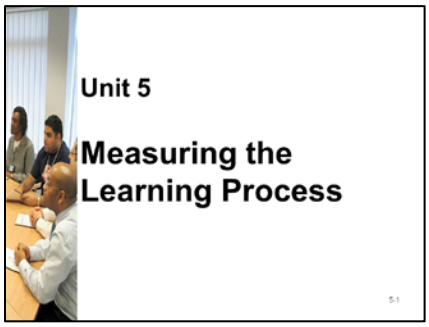
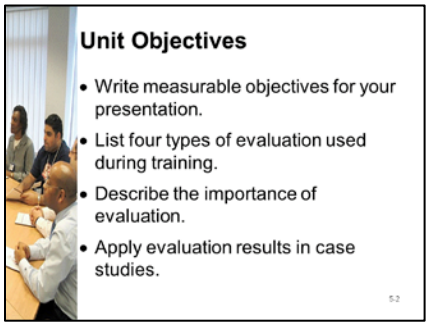


Visual 5-1

WELCOME

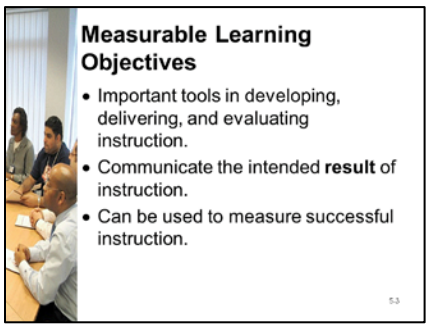
- What are learning objectives?
- Why do you think this course devotes 50% of a unit to learning objectives?



Visual 5-2

UNIT OBJECTIVES

- Write measurable objectives for your presentation.
- List four types of evaluation used during training.
- Describe the importance of evaluation.
- Apply evaluation results in case studies.

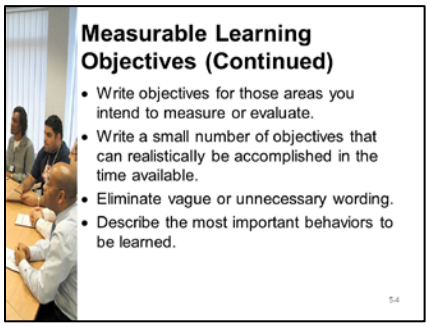


Visual 5-3

MEASURABLE LEARNING OBJECTIVES

- Important tools in developing, delivering, and evaluating instruction.
- Communicate the intended result of instruction.
- Can be used to measure successful instruction.

- What does “intended result of instruction” mean?
- Keep these questions in mind constantly:
  - What do I want these participants to be able to do at the end of the course, unit, presentation?
  - What will be the result of the instruction?

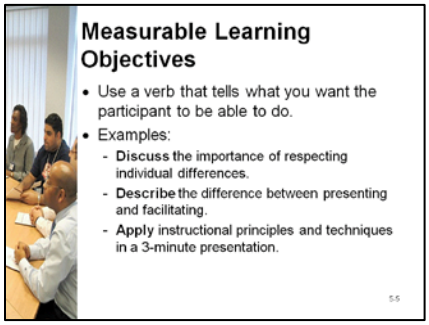


Visual 5-4

MEASURABLE LEARNING OBJECTIVES

- Write objectives for those areas you intend to measure or evaluate.
- Write a small number of objectives that can realistically be accomplished in time available.
- Eliminate vague or unnecessary wording.
- Describe the most important behaviors to be learned.

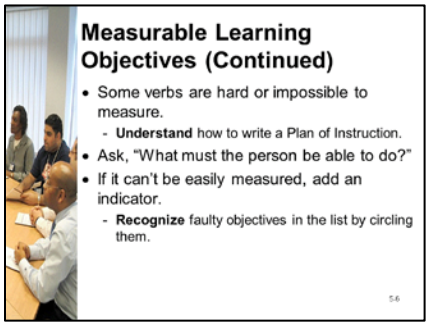
You must coordinate the content closely with the objectives. Content that's not in the objectives should not be in the course. The content should address everything that is put forth in the objectives.



Visual 5-5

MEASURABLE LEARNING OBJECTIVES

- Use a verb that tells what you want the participant to be able to do.
- Examples:
  - Discuss the importance of respecting individual differences.
  - Describe the difference between presenting and facilitating.
  - Apply instructional principles and techniques in a 3-minute presentation.

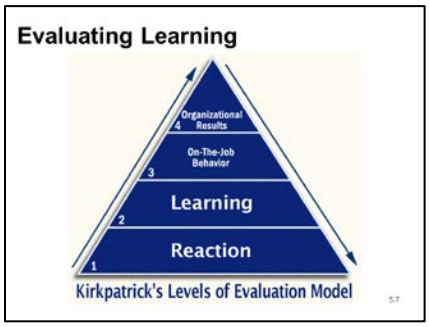


Visual 5-6

MEASURABLE LEARNING OBJECTIVES

- Some verbs are very hard to measure.
  - Understand how to write a Plan of Instruction.
- Ask: "What must the person be able to do?"
- If it can't be easily measured, add an indicator.
  - Recognize faulty objectives in the list by circling them.

From this aspect of measuring learning, we will move to an overall model of the evaluation of training.



Visual 5-7

EVALUATING LEARNING

A comprehensive training evaluation includes the following levels:

- **Level 1: Reaction—**This type of evaluation answers the question "Were the participants pleased with the training?" Often these evaluations are done as questionnaires at the end of the training session.
- **Level 2: Learning—**This type of evaluation answers the question "What did the participants learn as a result of the training?" Often these evaluations are done as pre-tests and post-tests.
- **Level 3: On-the-Job Behavior—**This type of evaluation answers the question "Did the participants change their on-the-job behaviors as a result of the training?" Often these evaluations include interviews of course participants and their supervisors.
- **Level 4: Organizational Results—**This type of evaluation measures the final results that occurred because of attendance and participation in a training program (can be monetary, performance-based, etc.)

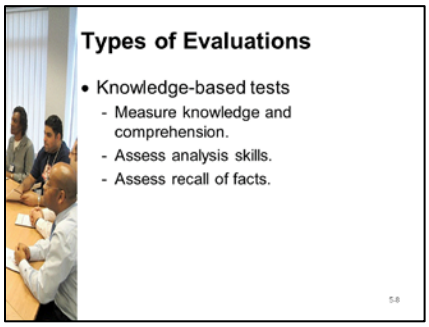
The most frequent types of evaluations are Level 1 and Level 2.

Trainers should strive to go as far as possible through the evaluations – certainly through Level Two.

Today, Kirkpatrick-certified facilitators stress "starting with the end in mind," essentially beginning with Level 4 and moving backwards in order to better establish the desired outcome before ever planning the training program.

When done strategically, reaching these levels does not have to be any more expensive or time consuming, but will still help to ensure on-the-job performance of learned behaviors and skills.*

* Wikipedia, June 30 2014.

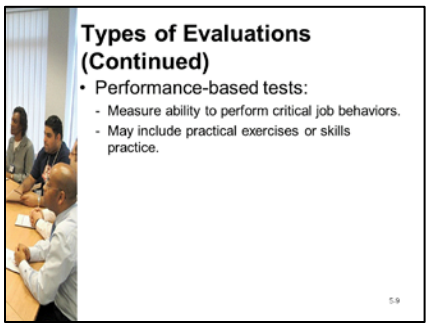


Visual 5-8

TYPES OF EVALUATIONS

- Knowledge-based tests
  - Measure knowledge and comprehension.
  - Assess analysis skills.
  - Assess recall of facts.

Level 2 or learning evaluations can be knowledge tests or performance-based tests. Note that in this course, we are using performance-based measures to evaluate learning.

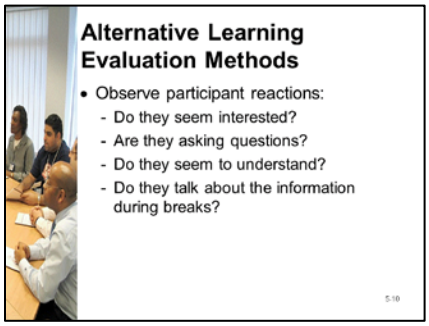


Visual 5-9

TYPES OF EVALUATIONS

- Performance-based tests
  - Measure ability to perform critical job behaviors.
  - May include practical exercises or skills practice.

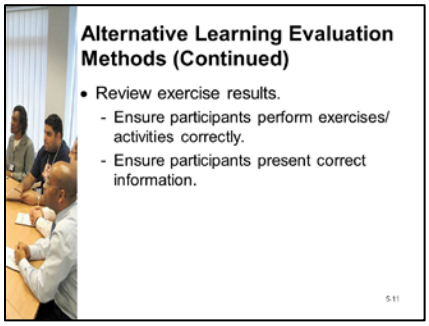
Which are we using in this course?



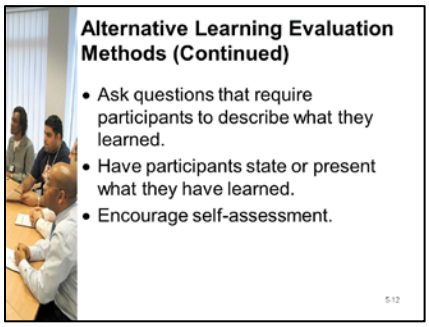
Visual 5-10

ALTERNATIVE LEARNING EVALUATION METHODS

- Observe participant reactions:
  - Do they seem interested?
  - Are they asking questions?
  - Do they seem to understand?
  - Do they talk about the information during breaks?
- Review exercise results.
  - Ensure participants perform exercises/activities correctly. Instructors should visit table or working groups to ensure participants have an understanding of the content they will be presenting.
  - Ensure participants present correct information; it's contrary to good teaching and learning to have a group present incorrect information to the rest of the class.



Visual 5-11

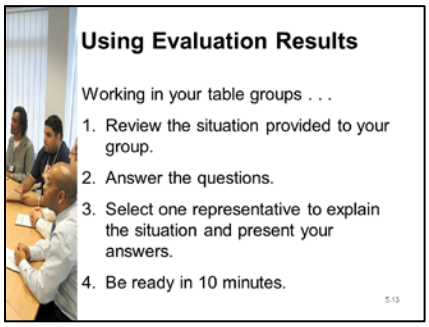


Visual 5-12

- Ask questions that require participants to describe what they learned.
- Have participants state or present what they have learned.
- Encourage self-assessment.

ALTERNATIVE LEARNING EVALUATION METHODS

Technique	Description
Observe Participant Reactions	• Watch for non-verbal clues that indicate participants are confused or frustrated. • Monitor the overall energy level of participants.
Review Exercise Results	• Check to make sure that participants have completed exercises correctly. • Monitor how long it takes participants to complete exercises. • Make sure that you explain the reasons for the correct answers. • Review content areas that participants found confusing or difficult.
Ask Questions	• Ask questions throughout the presentation to assess learning. • Use questions that require participants to apply what they learned. (What-If, Why, and How Questions)
Have Participants Present What They Learned	• Ask participants to state in their own words what they have learned. • Have participants summarize the main points of the unit.
Encourage Self-Assessment	• Give participants a set of questions and answers that they can use to assess their own learning. • Provide participants with a checklist of expected job performance expectations that they can use to monitor their own performance on the job.



Visual 5-13

USING EVALUATION RESULTS

Working in your table groups . . .

1. Review the situation provided to your group.
2. Answer the questions.
3. Select one representative to explain the situation and present your answers.
4. Be ready in 10 minutes.

Using Evaluation Results: Case Studies

Situation #1

You are midway through a course that hasn't been offered during the past year. You observe that participants seem disinterested in the case study exercises. At the end of one exercise, you ask the class for feedback. The majority of the participants tell you that the case studies seem dated and irrelevant. You have several more case study examples coming up.

Questions

- What actions would you take to address the concerns during this training session?

- What actions would you take after this training session ends?

Using Evaluation Results: Case Studies

Situation #2

As a new instructor, you are anxious to see how well your participants did on a section test. Upon reviewing the test results, you notice that a high percentage of the participants missed the same test item. You talk with a more experienced instructor who mentions that participants always seem to have trouble with that item.

Questions

- Why might participants be having trouble with the test item?

- What actions would you take during this training session?

- What actions would you take after this training session ends?

Using Evaluation Results: Case Studies

Situation #3

You are reviewing end-of-course evaluations from a training session held this week. Previous evaluations have been very positive. This time the numerical ratings are high, while the narrative comments are more negative. The comments mention the following:

- Instructors rushed through important points.
- Instructors failed to answer questions fully.
- More exercises are needed.

Questions

- What could explain the inconsistency between the numerical ratings and the comments?

- What additional information should you collect?

- What actions should you take before the next training session?

Using Evaluation Results: Case Studies

Situation #4

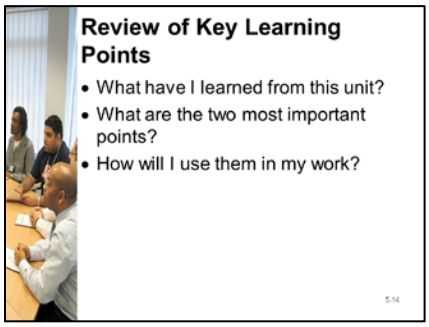
You notice that a co-instructor is telling participants whether the topic being presented will be on the final test. You feel that all the content is important and have not been tipping off participants about the test. As a result, the participants seem to be paying less attention to your presentations.

Questions

- What potential impact does this situation have on the learning climate?

- What impact could this situation have on the validity of the test results?

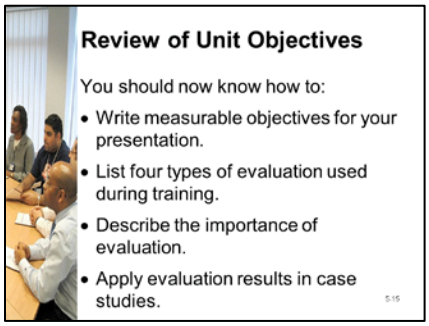
- What actions should you take?



Visual 5-14

REVIEW OF KEY LEARNING POINTS

- What have I learned from this unit
- What are the two most important points?
- How will I use them in my work?



Visual 5-15

REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Write measurable objectives for your presentation.
- List four types of evaluation used during training.
- Describe the importance of evaluation.
- Apply evaluation results in case studies.

UNIT 6: DELIVERING INSTRUCTIONAL PRESENTATIONS

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UNIT OBJECTIVES

At the end of this unit, you should be able to:

- Review the learning objectives of the material you will teach.
- Gain a complete understanding of the content you will teach.
- Prepare the Instructor Guide.
- Make a 20-minute presentation that demonstrates effective instructional presentation skills.

APPROXIMATE LENGTH

30 minutes

CONTENTS

This unit includes the following sections:

- Unit Objectives
- Activity 6.1: Getting Ready
  - Materials
  - Personal Preparation
  - Feedback Process
  - Preparation Times
- Activity 6.2: Delivering an Instructional Presentation
- Key Learning Points and Objectives Review

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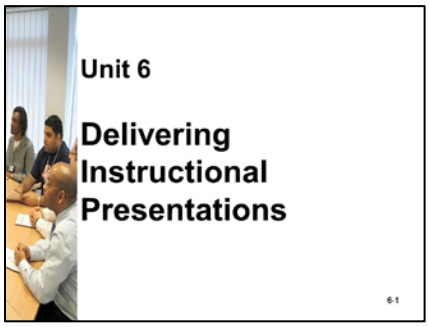
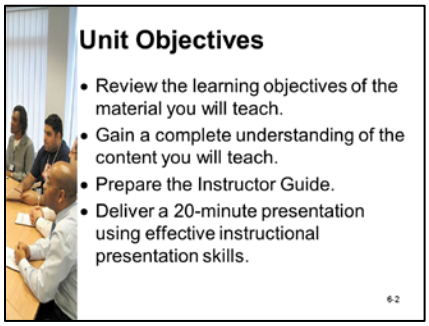


Visual 6-1

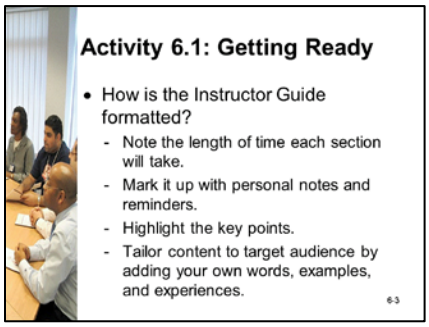
WELCOME



Visual 6-2

UNIT OBJECTIVES

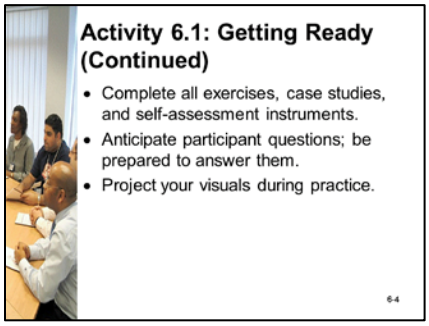
- Review the learning objectives of the material you will teach.
- Gain a complete understanding of the content you will teach.
- Prepare the Instructor Guide.
- Deliver a 20-minute presentation using effective instructional presentation skills.



Visual 6-3

ACTIVITY 6.1: GETTING READY

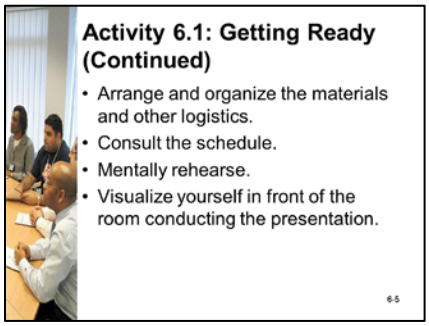
- How is the Instructor Guide formatted?
  - Note the length of time each section will take.
  - Mark it up with personal notes and reminders.
  - Highlight the key points.
  - Tailor content to target audience by adding your own words, examples, and experiences.



Visual 6-4

ACTIVITY 6.1: GETTING READY

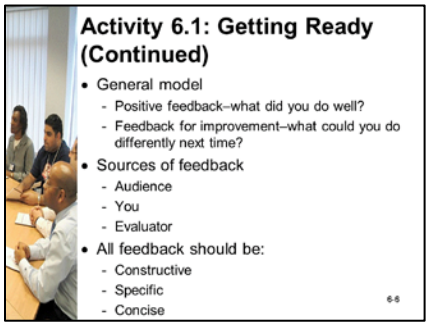
- Complete all exercises, case studies, and self-assessment instruments.
- Anticipate participant questions; be prepared to answer them.
- Project your visuals during practice.



Visual 6-5

ACTIVITY 6.1: GETTING READY

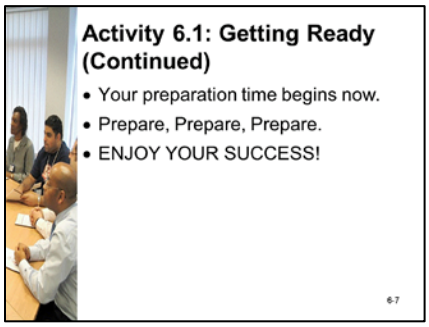
- Arrange and organize the materials and other logistics.
- Consult the schedule.
- Mentally rehearse.
- Visualize yourself in front of the room conducting the presentation.



Visual 6-6

ACTIVITY 6.1: GETTING READY

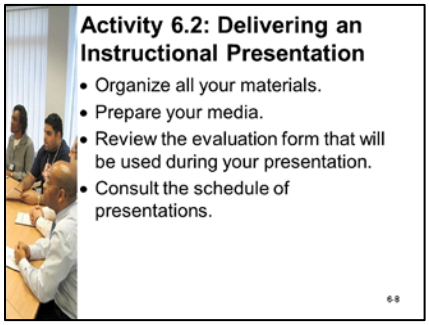
- General model
  - Positive feedback–what did you do well?
  - Feedback for improvement–what could you do differently next time?
- Sources of feedback
  - Audience
  - You
  - Evaluator
- All feedback should be:
  - Constructive
  - Specific
  - Concise



Visual 6-7

ACTIVITY 6.1: GETTING READY

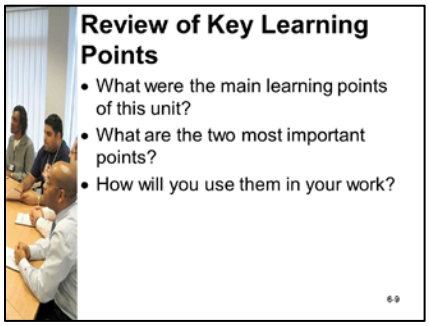
- Your preparation time begins now.
- Prepare, Prepare, Prepare.
- ENJOY YOUR SUCCESS!



Visual 6-8

ACTIVITY 6.2: DELIVERING AN INSTRUCTIONAL PRESENTATION

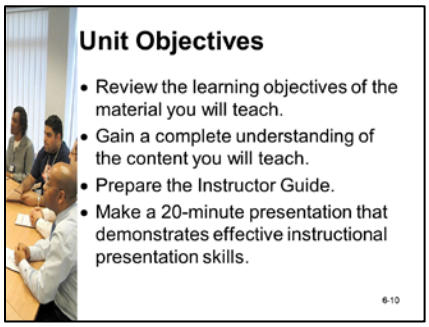
- Organize all your materials.
- Prepare your media.
- Review the evaluation form that will be used during your presentation.
- Consult the schedule of presentations.



Visual 6-9

REVIEW OF KEY LEARNING POINTS

- What were the main learning points of this unit?
- What are the two most important points?
- How will you use them in your work?



Visual 6-10

REVIEW OF UNIT OBJECTIVES

- Review the learning objectives of the material you will teach.
- Gain a complete understanding of the content you will teach.
- Prepare the Instructor Guide.
- Make a 20-minute presentation that demonstrates effective instructional presentation skills.

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COURSE SUMMARY

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COURSE OBJECTIVES

At the end of this course, the participants should be able to:

- Demonstrate the ability to establish a conducive learning environment during an effective 20-minute presentation.
- Demonstrate effective instructional presentation skills.
- Demonstrate skills for facilitating classroom interactions.
- Describe ways to manage the learning process.
- Apply skills to measure training results.
- Deliver three instructional presentations and participate in their evaluations.

APPROXIMATE LENGTH

30 minutes

CONTENTS

This unit includes the following sections:

- Course Objectives
- Review of Presentations
- Review of Course Expectations
- Review of Course Objectives
- Accomplishments and Plans
- Course Evaluation
- Course Graduation

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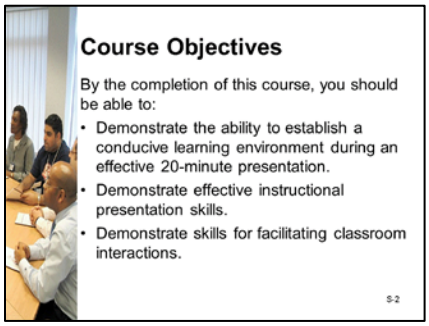
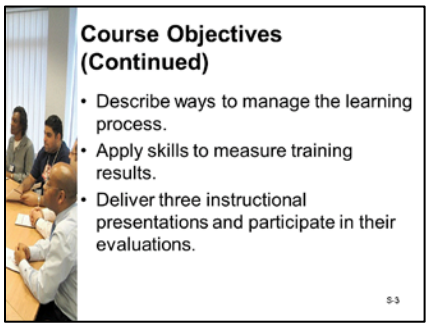
Visual S-1

WELCOME



Visual S-2



Visual S-3

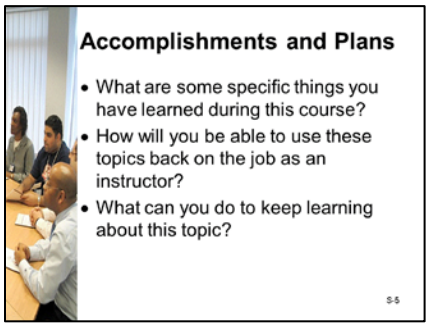
COURSE OBJECTIVES

- Demonstrate the ability to establish a conducive learning environment during an effective 20-minute presentation.
- Demonstrate effective instructional presentation skills.
- Demonstrate skills for facilitating classroom interactions.
- Describe ways to manage the learning process.
- Apply skills to measure training results.
- Deliver three instructional presentations and participate in their evaluations.

Visual S-4

REVIEWS

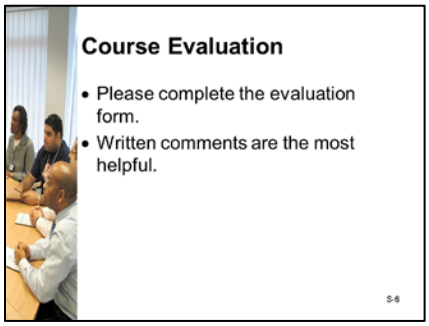
- Participate in a discussion reviewing:
  - Presentations
  - Expectations



Visual S-5

ACCOMPLISHMENTS AND PLANS

- What are some specific things you have learned during this course?
- How will you be able to use these topics back on the job as an instructor?
- What can you do to keep learning about this topic?



Visual S-6

COURSE EVALUATION

- Please complete the evaluation form.
- Written comments are the most helpful.

Visual S-7

Thank you for participating in Instructional Presentation and Evaluation Skills.