A-220
Train the Trainer

Participant Workbook
Prepared by Aviation Management Directorate Training Division and Interagency Aviation Training Partners
Revised August 14, 2014
A-220 Train the Trainer

Course Overview

What is authorization for the course?

What is the purpose of the course?

Who are the intended participants?

Bureau Employees

How does AMD conduct the course?

Instructor lead

What are the course objectives?

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

1. Describe the role of the instructor
2. List 5 instructional technology devices
3. Demonstrate correct use of instructional technology during delivery of a 15 minute block of instruction
4. Identify steps to establish a positive classroom environment
5. Describe steps to maintain a positive classroom environment
6. List ways to deal with problematic students
7. Describe the six levels of intellectual behavior in the Revised Blooms Taxonomy
8. Recognize what level of intellectual behavior is required to achieve specific learning objectives
9. List 4 Instructional methods for adult learners
10. Describe an advantage and a limitation for each instructional method listed
11. Discuss the benefits of using a presentation outline
12. Write a presentation outline using the eight elements of development
13. Identify and discuss six oral communication barriers
14. Discuss three ways to improve listening skills
15. Describe the three basic communication styles
16. List and describe three nonverbal actions that hinder learning
17. List and describe three nonverbal techniques that promote learning
18. Describe the 5 stages of group development
19. Discuss how personality styles influence group dynamics
20. Manage classroom interactions by solving challenging situations in training
21. Describe the steps in planning, delivering, and completing an IAT course
22. Demonstrate how to correctly use the IAT web site instructor functions
23. List 4 Questioning Techniques
24. List the key elements of an effective story
25. Demonstrate the effective use of a story to illustrate a key teaching point or instructional objective
26. Describe the general components of Kirkpatrick’s 4 level evaluation model
27. Explain the benefits of evaluating training
28. Demonstrate how to properly administer course evaluations
29. Describe the 6 steps to minimize training liability
30. List three common training liability misperceptions
31. List 3 Student Assessment tools
32. Describe challenges in preparing, completing, and summarizing evaluations
33. Describe the motivations and characteristics of the adult learner
34. Identify and explain principles and conditions which apply to adult learning
Get to Know Your Classmates

Be prepared to share:

- Your name?
- Your position?
- What you’ll probably be instructing.
- What is your expectation in this course?

Cadre:

Start/Stop Times:

Locations:
Role of the Instructor

- Instructors must serve as a model and coach
- Provide a purpose
- Be a subject matter expert
- Keep your skills up to date
- Presentation counts
Top 10 Best Instructor Attributes

Top 10 Worst Instructor Attributes
“Top Ten Terrible Turn Offs”
From “101 Ways to Captivate a Business Audience”
Sue Gaulke – Author and CEO of Successful Communications Company

1. Monotone Voice
2. Reading
3. Being boring, uninteresting
4. The “and-uh” syndrome (uh, um, you know)
5. Lack of preparation: being unorganized, rambling, becoming sidetracked
6. Nervous habits: fidgeting, swaying, annoying body language
7. Speaking too long; going over time
8. Repeating, repeating, repeating
9. Not making eye contact
10. Not relating to the audience, no audience involvement, not tuned into the audience’s needs

Beside the top ten, there are additional things that can disturb the audience. Many of them seem petty, but they can be so grating to someone sitting in the audience that they will stop listening to the message. What a great way to take a personal inventory on possible blunders. Remember, the audience who responded to this question, was asked to list the worst thing a presenter can do. The audience turn-offs list continues (in no particular order)

- Arrogance
- Going overboard on details, too many numbers on a power point, a “zillion words” on a power point
- Droning
- No facial expression
- No humor
- Humor that does not work: bad jokes, discrimination
- Not knowing the facts
- Acting like a know-it-all
- Inappropriate language, slang
- Talking too fast
- Mumbling
- Talking to softly
- Covering too much in a short time
- Grammatical errors
- No message
- Hostility
- Insecurity
- Not getting to the point
- Losing control of the audience
- Having no personality
- Being too serious
- Put-downs
Tips for Successful Presentations

Every presentation must have: Introduction, opening, body 3-4 points, conclusion (conclusion must tie back to opening)
- Use and follow the “Introduction, body, and conclusion outline: “Tell us what you are going to tell us, tell us, and then, tell us what you told us”. This simple rule is a “must” and will make your presentation flow and provide you, the presenter, with the outline you need to be successful.

Where to stand?
- Stand next to the screen, you may move around, but it will help audience if they can view you and the screen at the same time.

Best way to advance slides:
- Use a mouse. Advancing the slides yourself or having someone else do it is distracting to the audience.

Eye Contact
- Look at people directly and make a point to look at different people in the audience for 3-5 seconds. Do not look over people’s heads to the back of the room or at the floor. You will lose your connection to your audience if you do not look at them. This is why the lights in the room should never go dark.

Voice:
- Project your voice. It takes concentration but you can do it.

Involve the audience
- Involve the audience by asking questions or allowing them to comment. Involving the audience keeps them engaged and, connected to you as the speaker which is what you want.

Never Apologize!
- It reduces your credibility and can signal people to “check out”

Use stories to illustrate your points:
- Stories are an excellent way to illustrate your points. People remember stories easier than information.

Stay on schedule:
- Nothing irritates an audience more than a presenter who goes over time. Know your timeframe and stick to it. Adjust your presentation if necessary. If you think you may go over time, ask the audience if that is OK and proceed accordingly.

SMILE! Smiling builds rapport and engages audiences
Instructional Technology

Flip Charts   Whiteboard   Chalkboards

Digital Projection   Overhead Projector   Computer

Video Camera   DVD/VCR
Helpful Hints for Flipcharts

Do...
• Take time to prepare and bring necessary tools to accomplish presentation.
  • Organize your materials in the classroom prior to presentation.
  • Number your easels and label the individual charts; make reference notes to them in your lesson plan.
  • Become familiar with your easel, i.e., setup and writing position.
  • Position easel for maximum lighting...avoid back lighting.
  • Learn to capture the key ideas for simplicity/speed.
  • Use bullets to differentiate one idea from the next; numbers imply sequence or priority).
  • Display charts in organized manner for later reference.
  • Use blank sheets in between presentation charts.
  • Practice your style of script for size, consistency, and speed.
  • Use color to enhance the dynamics of the presentation.
  • Title your charts for impact and clarity.
  • Use non-verbals and humor to balance your presentation.
  • Practice different techniques; i.e., reveals, windows, overlays.

Do not...
• Damage facilities by push pins, tape, etc. (test your hanging surfaces).
• Paraphrase student words...they like to see their words.
• Draw a box and then try to fit your idea in it.
• Be top-heavy or bottom-heavy, remember balance and symmetry.
• Begin printing right at the edge of the paper...leave margins on both edges and the top and bottom.
Flip Chart Supply Box

• Address labels...2-3 sheets
• Colored pencils...1 box
• Small scissors
• Felt tip markers...all colors - wide and fine tip
• Highlighters...different colors
• Razor knife
• White out
• Pencil sharpeners
• Paper clips
• Rubber bands
• Large eraser
• Stick “dots”...several colors and sizes
• Glue stick
• Scotch tape
• Stapler
• Breath mints or gum

NOTES
Helpful Hints for Overheads

Overheads are inexpensive, easy to produce, easily revised, and are good for small to medium groups. Poor overheads lower credibility with an audience.

The newer "ELMO"s allow you to place an object, picture or book in the viewing area and have it displayed on screen. These can very helpful and keep the attention focused.

Things to Remember:

Build your overheads from your presentation, not your presentation from your overheads; they should highlight what you want to say.

Overheads should be short and simple, and large and legible.

8x8 Rule:
no more than 8 lines of type
no more than 8 words per line

Vary text with graphics.

Use short titles on each overhead.

Stand to the side of the overhead so the audience can see the screen. Use a pointer if you need to focus the audience on a specific location on the overhead.

Cover the light (a piece of cardboard works well) while switching from one overhead to another so the light doesn't glare at the students.

Always check equipment prior to use.
Advantages and Disadvantages

Flipchart/Whiteboard

*Advantages*
- Does not require electricity
- Readily available
- Easy to use

*Disadvantages*
- Short life span
- Only good for small groups
- Hard to edit

Digital Projection

*Advantages*
- Easy to use
- Good visual quality
- Readily available

*Disadvantages*
- Compatibility
- Electricity required
- Light bulbs burn out

Overhead Projector/Opaque Projector (e.g., Visualizer)

*Advantages*
- Inexpensive to use
- Easy to use
- Readily available

*Disadvantages*
- Equipment failure
- Relying on equipment rather than facilitating
- Limited visual quality

Computer/Computer Projector/CD Rom/Software

*Advantages*
- Enhances presentations
- Presentations easily updated
- Multi-tasking

*Disadvantages*
- Requires electricity
- Relying on equipment rather than facilitating
- Cost and availability
Digital Camera/Video Camera

Advantages
- Immediate product
- Preview capabilities
- User friendly

Disadvantages
- Cost and availability
- Requires additional viewing equipment
- Equipment may become obsolete

Video Cassette Player (VHS)/Digital Video Disk (DVD)/Monitor

Advantages
- Readily available
- Efficient
- Higher quality

Disadvantages
- Requires additional viewing equipment
- Cost
- Requires electricity

NOTES
PowerPoint Quick Tips
From “Point, Click & Wow!”
Claudyne Wilder – Author

1. You and your relationship with the audience are far more important than your fancy computer presentation. Use the visual aids to enhance your message. They are not the show… you are! Nothing takes the place of a knowledgeable, enthusiastic sincere presenter. Nothing!

2. Use 32-point type or larger

3. Maximum 6 lines down, 6 words per line. Technical data should have no more than 8 lines down, 8 words per line.

4. Keep the gimmicks such as fade, dissolve, etc. to a minimum. It usually slows down the flow of your message and most people find it annoying.

5. Line by line reveal works great. You can add one line at a time.

6. Always start and end the presentation without electronics. Use full lighting at the beginning and end. It’s just you and the audience.

7. Do not read the slide. Paraphrase them. Use phrases, not sentences.

8. Keep to one thought, concept, or idea per screen.

9. Use a PowerPoint in 20-minute chunks of time. Give the audience a break from constantly watching slides.

10. Use slides that are more interesting. Whenever possible, replace words with a chart, symbol, picture, or something of interest. Use a picture, chart, joke, etc every 3rd slide to break up the words. (People like pictures of people and animals more than landscapes)

11. No more than two slides in a row should have the same format (for example: no more than two bullet slides in a row).

12. Use title case for your title (capitalize the first word in a line for bulleted text).

13. Use sentence case (capitalize only the first word in a line for bulleted text).

14. Highlight key numbers in charts.

15. Use one, or two at the most, readable sans serif typefaces. Ex: Arial, Verdana, Century Gothic, Comic Sans
Establishing a Positive Classroom Environment

Get to know your students

Let your students get to know each other

Respect and foster diverse ways of being / knowing / doing.

Create a safe place for learning to occur: help students to fit in; relevant questions are OK; expectations for students and instructor are clear

As much as possible (in your control), make the physical environment comfortable

Vary your teaching strategies to support different learning styles

Value individual experiences and contributions by students

Be concerned about the physical setting

Make examples you use relevant to students' lives

Address students by name
Establish rules - get student input - be compassionate, not cynical. Sometimes rules need to be broken.

Constantly read your audience's responses - are they lost, bored, anxious? Give breaks in long classes.

Provide non-verbal encouragement - maintain eye contact, move around the room, be animated and expressive.

Model the thinking process in your field. Don't just tell them - show them, let them practice.

Use positive reinforcement.

Keep tabs on how your students are doing.

Pause when asking questions - 15 seconds.

Don't talk down to students.

Facilitate discussions - don't be the emcee.

Use peer pressure to your advantage.

Let your students provide feedback during the course.

Recognize and engage students outside of class.

Find out about student accomplishments and mention them.

“The 4 Stays” of solving challenging classroom situations

Stay alert  Stay professional

Stay focused  Stay poised/composed
Story Telling

Key Elements of an Effective Story
When developing your stories, remember to integrate these six key elements:

1) **Draw on your past and lessons you've learned from it** — try to tell stories that involve you, and keep it real.

2) **Make it relevant** — stories that work best resonate emotionally with your audience because it's meaningful to them.

3) **Be passionate in the telling**. Bring a lot of energy to the tale, but remember — the best stories last only a minute or two… don’t tell a 10 minute story — you’ll lose the audience.

4) **A good story shows the struggle between your goal and the obstacles you faced in pursuing it** — be humble and a little vulnerable — trust me, it works.

5) **Be vivid** — describe the small details and draw your audience into the story.

6) **End with the lesson**. Clearly connect your story to the point you’re trying to make…
Instructor Delivery Skills I

Delivery Methods
- Case Study
- Conference
- Demonstration
- Discussion Group
- Field Trip
- Lecture or speech
- Role playing
- Seminar
- Workshop
- Simulations
- Activities
- Needs Assessment
- Displays
- Storytelling

Some of the best presentations use a variety of methods in conjunction with one another to match the learning styles of the greatest number of participants. An example of this may be a presentation where Lecture is used to deliver the information, followed by Storytelling to illustrate the importance of the information, and the presentation is then concluded with a Demonstration where the participants can exercise the information.
Case Study

The case study is a detailed account of an event or a series of related events that may be presented to an audience orally, in written form, or film, or in a combination of these forms. **The Case Study May Be Used:** 1) To present in detail to a group a problem with which the group is concerned. 2) To present and study the solution of a problem similar to one confronting the group. 3) To teach the problem-solving process.

**Some Advantages:**
- Gives a detailed accounting of the case under study
- Helps the learner to see various alternative solutions to the problem
- Helps people develop analytical and problem-solving skills

**Some Limitations:**
- Some individuals may not see the relevance of the case being studied to their own situation or the group’s problem.
- A considerable amount of time and thought is often required to develop the study.
- Some group members are stimulated to over-participation while others may assume a non-participatory role.

**Physical Requirements:**
- Physical requirements vary with the type of presentation. If the case is presented through dramatic acting, a stage area is required. If visual aids are required in a presentation, the room should be suitable for this kind of presentation. If the case study is a written one, a large table and chairs may be all that is necessary.

**Example:**
Conference

A conference is a meeting of people in large or small groups. The participants are usually a close-knit group who consult together in a formal fashion on problems to which they give most serious consideration. **The Conference May Be Used:** 1) For a group with a high interest to discuss in depth a rather narrow technical area. 2) To develop plans for promoting some idea.

**Some Advantages:**
- Participants usually have a high interest in the area being discussed.
- Participants usually attend because of their own desires to do so, and are not required to attend or delegated by their local organizations as are participants at institutes and conventions.

**Some Limitations:**
- Evaluation of the results is often difficult.

**Physical Requirements:**
- An auditorium or other meeting facility, with adequate seating so that every member of the audience may see and hear in comfort.

**Example:**

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Demonstration

The demonstration is a presentation that shows how to perform an act or to use a procedure. It is often followed by the learner carrying out the activity, under the guidance of the instructor. It is basically a visual presentation, accompanied by discussion. **The Demonstration May Be Used:** 1) To teach people to carry out a particular task. 2) To show a new technique or procedure. 3) To convince that a new product or procedure has merit.

**Some Advantages:**
- Individuals are more likely to believe what they see than what they hear or read.
- Actual materials or models are used.
- The pace is flexible and the demonstrator can move at the pace desired by the students, and repeat as necessary

**Some Limitations:**
- Considerable time and expense can be involved in obtaining necessary materials, and heavy objects are difficult to transport
- If small objects are used, there is a strict limitation on the number of people who can adequately observe the demonstration.
- If a limited number of materials are available, some members of the group may not be occupied while one individual is going through the process of imitating what they have seen demonstrated.

**Physical Requirements:**
- A raised platform or area from which to work with proper lighting that will permit all members of the audience to observe.
- Necessary demonstration materials

**Example:**

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Discussion Group

A group of people meeting together to discuss informally and deliberate on a topic of mutual concern. **The Discussion Group May Be Used:** 1) To develop a nucleus of leadership for community service or informal education. 2) To identify, explore, and seek solutions for problems and to develop plans of action. 3) To change attitudes through discussion and the examination of information.

**Some Advantages:**
- Group discussion permits full participation.
- It can establish consensus democratically.
- It pools the abilities, knowledge, and experience of all to reach a common goal.

**Some Limitations:**
- Group discussion is time-consuming, particularly if the group includes persons of widely different backgrounds.
- A bossy leader or a few members may dominate the discussion.

**Physical Requirements:**
- The group is usually seated around a large table (or tables arranged in a rectangle). Face-to-face discussion is essential. An informal and relaxed atmosphere will permit free discussion.

**Example:**

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Field Trip

A field trip or tour is a carefully arranged event in which a group visits a place of interest for first-hand observation and study. The trip can range from a short visit to a single location to one lasting several days and covering several states. **The Field Trip May Be Used:** 1) To provide first-hand study of something that cannot be easily brought to the learning group. 2) To stimulate interest and concern about conditions or problems that need study 3) To illustrate the results of a course of action in its natural environment. 4) To relate theoretical study to practical problems.

**Some Advantages:**

- Seeing something in use is usually more meaningful than hearing or reading about it.
- The practice can be seen in relation to a large picture, or in a larger environment.
- Usually has a high entertainment value for the participants.

**Some Limitations:**

- Considerable time is required for advance arrangements
- There is often uncertainty on the number of participants, making travel arrangements difficult.
- Schedules are hard to maintain.
- There are possibilities of injuries to the participants.

**Physical Requirements:**

- A meeting or gathering place before the trip begins.
- Adequate transportation.
- Suitable arrangements for discussions or other program activities at each stop on the trip or tour.

**Example:**

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________________________________________________________________________
Lecture or Speech

A lecture is a carefully prepared oral presentation of a subject by a qualified expert. It is usually rather formal. **The Lecture or Speech May Be Used:** 1) To present factual material in a direct or logical manner. 2) To present one point of view on a controversial subject. 3) For accounts of travels or personal experiences. 4) To entertain or inspire an audience. 5) To stimulate thinking and further study on a problem and to open the subject for general discussion.

**Some Advantages:**
- It is suitable for audiences of any size.
- It is easy to organize.
- Some people can learn more easily by listening than by reading.

**Some Limitations:**
- Good speakers informed on subjects of interest to your group may be hard to find. Experts are not always good speakers.
- The role of the audience is passive.
- Its effect on the audience is difficult to gage. Feedback is limited.
- Only one side of a question is presented with little chance for challenge or rebuttal.

**Physical Requirements:**
- Adequate seating so that every member of the audience may see and hear the speaker in comfort.
- A stage or a slightly raised platform and a speaker’s lectern.

**Example:**

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____________________________________________________
Role Playing

In role playing some members act out a real-life situation in front of the group. The group then discusses the implications of the performance to the situation or problem under consideration. **Role Playing May Be Used:** 1) To examine a delicate problem in human relations. 2) To explore possible solutions to an emotion-laden problem. 3) To provide insight into attitudes differing sharply from those of the participants.

**Some Advantages:**
- A dramatic way of presenting a problem and stimulating discussion.
- It can provide clues to possible solutions and explore them without the dangers inherent in real-life trial and error approach.
- It gives the players a chance to assume the personality of another human being – think and act like them.

**Some Limitations:**
- Some people may be too self-conscious or too self-centered to act successfully in role playing. Others may be shy and fear being made to feel ridiculous before the group.
- Role playing before large audiences is less effective because of the psychological effect of the large group upon players.

**Physical Requirements:**
- A room large enough to provide seating so that all members of the group may see the action. No stage or platform is necessary with groups of 30 or less. Costumes or elaborate props are not necessary.

**Example:**

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________________________________________________________________________
________________________________________________________________________
Seminar

The seminar is a group of persons engaged in specialized study led by a recognized authority in the subject being studied. It may be a single session or a series of sessions. **The Seminar May Be Used:** To study a subject in depth under the guidance of an authority.

**Some Advantages:**
- A recognized authority is available to guide discussion and to assist the learners.
- Detailed and systematic discussion and inquiry can take place.
- All members of the group have the opportunity to participate, over time, in the discussion and in formal presentations.

**Some Limitations:**
- It may be difficult to find the right person to direct the seminar.
- Members may not want to spend all the time required for preparation of reports.
- The presence of an expert may inhibit participation of some members.
- It may be difficult to find all the source materials desired.

**Physical Requirements:**
- If the group is not too large, it is best to have the participants arranged around a conference table. If the group is too large or if such arrangements are not possible, the chairs should be arranged in a semicircle to facilitate group discussion.

**Example:**

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________________________________________________________________________
Workshop

The workshop is a group (10 to 25 persons) sharing a common interest or problem meeting together to improve their individual proficiency, to solve a problem, or to extend their knowledge of a subject through intensive study, research, and discussion. **The Workshop May Be Used:** 1) To identify, explore, and seek solution of a problem. 2) To permit extensive study of a situation including its background and social or philosophical implications.

**Some Advantages:**
- Provides the opportunity for the preparation for specific vocational, professional, or community service functions.
- Permits a high degree of individual participation.
- Provides for group determination of goals and methods.

**Some Limitations:**
- Requires a lot of time from participants and staff.
- Requires a high proportion of staff for participants.
- May require special facilities or materials.
- Participants must be willing to work both independently and cooperatively.

**Physical Requirements:**
- A room large enough to provide comfortable seating for all around a large table (or tables arranged in a rectangle) with extra space for use of resource materials.
- Library or other resource materials for research.
- Chalkboard or other device for recording ideas and notes.

**Example:**

________________________________________________________________________
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________________________________________________________________________
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________________________________________________________________________
Other presentation methods you may choose to utilize include:

**Simulations:**

**Activities:**

**Needs Assessment:**

**Displays:**

**Storytelling:**

**Webinars / Interactive Television (ITV):**
Presentation Outline Development

The Benefits of a Presentation Outline

A presentation outline:

• Defines specific knowledge and/or skills to be taught.

• Act as a guide for the instructor—what to do, in what order to do it, and what procedure to use.

• Ensures the proper selection of material and the elimination of unimportant details.

• Relates the lesson to the course objective(s).

• Gives the inexperienced instructor confidence.
Writing a Presentation Outline Using the Eight Elements of Development

• **Objective(s)**—what students are expected to demonstrate or know what will be learned.

• **Schedule**—a time line that allows for an introduction, the actual presentation (lecture, demonstration, assembling into groups, etc.), evaluation of performance, and review of the objective(s).

• **Materials/Equipment**—includes the instructional equipment you will need in order to make your presentation (projector and computer, flip chart, etc.), and any equipment (props, handouts, etc.) you plan on using as part of your presentation.

• **Presentation or Instruction Focus Points**—any specific knowledge and skills necessary for students to know in order to demonstrate proficiency required to meet objective.

• **Instructor’s Actions**—procedures for presenting or instructing focus points (questions to ask, discussions to generate or ideas to brainstorm, examples, demonstrations).

• **Student’s Actions**—what the student does in response to the instruction given (task performed, procedure described, responses in a discussion, etc.).

• **Evaluation/Completion Standards**—evaluation basis for determining if the learning objectives have been met.

• **References**—sources of knowledge and additional information.

NOTES
Example Presentation Outline Format

Objective(s):

Schedule:

Materials/Equipment:

Presentation or Instruction Focus Points:

Instructor’s Actions:

Student’s Actions:

Evaluation/Completion Standards:

References:
10 Minute Presentation

Be prepared to:
• Present 10 minutes of instruction on a topic of your choice
• Achieve a stated instructional objective
• Assume the Role of Instructor
• Properly utilize any instructional device of your choice
• Establish a positive classroom environment
• Use the “Story Telling” skills acquired
• Use the most appropriate Instructional Deliver Method available for the topic you have chosen
• Utilize the Presentation Outline Development skills

Evaluation Criteria

Stated Lesson Overview and Included a Clear Statement of Objectives:

Used Appropriate Techniques (Examples, Scenarios) to Assist and Motivate Students:

Used Training Aids Effectively:

Displayed Natural Mannerisms and Maintained Eye Contact:

Verbalized Effectively (i.e., Good Volume/Tone/Pitch/Speed/Grammar) and Avoided Verbal Distracters. Used Effective Question and Answer Techniques:

Maintained the Focus of the Class:

Demonstrated Thorough Knowledge of Subject Matter:

Demonstrated Poise and Set Positive Example of Dress and Behavior:

Managed Lesson Effectively/Completed All Phases of Lesson:
Communications

ELEMENTS OF EFFECTIVE COMMUNICATION

The Three Elements of Effective Communication

All communication is based on the relationship between three elements: the Sender, the Message, and the Receiver. Effective communication occurs when the Sender of a Message uses appropriate language and style (format) to get the Receiver to understand the purpose of the Message.

The Sender

The credibility of the Sender often determines the importance of the message. However, while a Sender’s reputation, position, or title might get the Receiver’s attention, a Message will be more effective if the Sender uses language and style appropriate for the purpose of the message and the intended audience.
The Receiver

A Receiver reacts to a Message in different ways, depending on the purpose and language and style used. Some messages cause the Receiver to react emotionally—to believe or to act. However, while emotional expression might define how the Sender “feels,” a Receiver may be more easily persuaded or convinced when the language of the Message is based on logic or reason (facts rather than opinions; appeals to rules and regulations, laws, orders, principles).

The Message

Every Message has a purpose or a goal. A Message is more effective when a Sender makes the purpose of the message clear (to persuade, inform, instruct, entertain, etc.). Language is the type of words used or the tone; style is also known as format, and includes grammar (usage and spelling), and syntax (sentence structure). Some messages have an accepted or preferred language and style (a report send to a supervisor); other messages allow for creativity or use of a personal language and style (a letter to a friend).

Ways to Improve Listening Skills

Be prepared to listen –

Work to understand –

Be flexible –

Show interest and alertness --
3 Basic Communication Styles

♦ Aggressive

- Verbal Cues
  - "You must (should, ought, better)."
  - "Don't ask why. Just do it."
  - Verbal abuse
- Confrontation and Problem Solving
  - Must win arguments, threatens, attacks
  - Operates from win/lose position
- Feelings Felt
  - Anger
  - Hostility
  - Frustration
  - Impatience

♦ Passive

- Verbal Cues
  - "You should do it."
  - "You have more experience than I do."
  - "I can't......"
  - "This is probably wrong, but..."
  - "I'll try..."
  - Monotone, low energy
- Confrontation and Problem Solving
  - Avoids, ignores, leaves, postpones
  - Withdraws, is sullen and silent
  - Agrees externally, while disagreeing internally
  - Expends energy to avoid conflicts that are anxiety provoking
  - Spends too much time asking for advice, supervision
  - Agrees too often
- Feelings Felt
  - Powerlessness
  - Wonders why doesn't receive credit for good work
  - Chalks lack of recognition to others' abilities
• Assertive

• Verbal Cues
  • "I choose to..."
  • "What are my options?"
  • "What alternatives do we have?"

• Confrontation and Problem Solving
  • Negotiates, bargains, trades off, compromises
  • Confronts problems at the time they happen
  • Doesn't let negative feelings build up

• Feelings Felt
  • Enthusiasm
  • Well being
  • Even tempered
Non-Verbal Communications
Areas of Nonverbal Communication

Kinesis – refers to body motion and includes gestures, movements of the body and posture.

Facial Expressions – emotions are generally communicated through facial expressions. Facial expressions can encourage or discourage feedback during communications.

Eye Contact – one of the most direct and powerful forms of nonverbal communication.

Personal Space – a variable volume of space surrounding an individual which defines that individual’s preferred distance from others.

1. Intimate – 0 to about 18 inches; used by close personal friends.

2. Personal distance – 1½ to 4 feet; normally used for interpersonal conversations.

3. Social distance – 4 to 12 feet; used for most business transactions.

4. Public distance – 12 to 15 feet; outside distance necessary for personal involvement.

Silence and Time – Silence can serve as a link between messages or to sever a relationship (the silent treatment, making someone wait).

How People Say “NO” Nonverbally

• Turning their back to you
• Thrusting chin
• Tight lips
• Rubbing back of neck
• Squinting eyes
• Giving a cold shoulder
• Tightening jaw muscles
• Rubbing nose
• Rubbing hand through hair
• Heavy sighs
• Rolling eyes
How People Say “Yes” Nonverbally

• Sitting on edge of chair, feet flat on the floor
• Smile
• Head tilted
• Touching
• Moving toward you
• Eye contact
• Nodding in consent
• Elbows away from body (arms not crossed)

NONVERBAL ACTIONS THAT HINDER LEARNING
Examples may include:

NONVERBAL TECHNIQUES THAT PROMOTE LEARNING
Examples may include:

NOTES
Group Dynamics

The 5 Stages of Group Development:

Stage 1: Forming

Stage 2: Storming

Stage 3: Norming

Stage 4: Performing

Stage 5: Adjourning
Personality Styles

• Concrete Sequential (CS)

• Abstract Sequential (AS)

• Abstract Random (AR)

• Concrete Random (CR)
My Concrete Sequential Channel For Thinking

My Concrete Sequential (CS) channel permits me to be instinctive, methodical, and deliberate in my thinking. It provides me with finely tuned powers of the physical senses. It gives me photographic memory for sight and sound, which I am told, is so important for school conditions, including testing.

This channel makes me a down-to-earth and practical person. It prompts me to demand predictability in my fellow human beings and my environments. Consequently, I do not like surprises. It pressures me to validate everything and everyone through personal experience; that is, it encourages me to play a “Doubting Thomas” role regarding speculations, theories, and down-the-road promises. My CS channel urges me to be creative, but don’t look for originality in me. Look for a prototype of someone else’s ideas. Or, look for a refinement or duplication of another person’s product, activity, or procedure. These are really what I do best. This channel prompts material conventionality, rituals, efficiency, effectiveness, and economy. It does not prompt risk-taking, unconventional ideas, or atypical behaviors.

To facilitate the power of this type of thinking, my teachers should at times provide me with a quiet, ordered, predictable, and stable environment. They should provide me with a streamlined curriculum, use functionally-dependable procedures and be in-charge of their classrooms. I respect such things. The teachers should also be clear about their total expectations and, above all, be fair, because I like to be properly rewarded for following orders, doing good work, and displaying proper behavior.

I also like my school work presented to me in an authoritative and practical manner. The words my teacher use should describe people, places, and activities succinctly. Two-dollar words, metaphors, and poetic license are confusing and wasteful to my ways of thinking.

My CS channel draws me to experts in their field of knowledge. I am repulsed by amateurs and non-comps who claim to be professionals. I want to sit at a teacher’s knee and pick their brain so that I can learn and be of material service to others when I grow up.
My Abstract Sequential Channel For Thinking

My Abstract Sequential (AS) channel permits me to enter into the abstract world of thoughts and mental constructs. This is a world of words, signs, and concepts which have correspondence in the concrete world of reality.

My AS channel provides me with the power to grasp main ideas, to separate the “wheat from the chaff” and to paint word pictures. I achieve these through the use of polysyllabic words and descriptors. This channel gives me the type of memory which enables me to reflect upon our past history and use it as a base for a projected future. The quality of this channel adds scope to the sequence my mind needs.

My AS channel permits my intellectual abilities to excel. It demands that I always be logical and use judgmental criteria which are acceptable to tradition or to the intellectual atmosphere at the present time. It also provides me with analytical faculties that permit me to mentally outline, correlate, and critique ideas and trends.

My Abstract Sequential channel prompts me to ponder just about everything, and this is why, at times, I may appear to be absent-minded or lost in my own thoughts. The creativity aspect of my Abstract Sequential channel is seen through my joy at discovering new facts, thoughts, and concepts. These are often the result of my extraordinary synthesis and analytic abilities. The products created, however, extend present information; so please, do not look for the unconventional in me.

My AS channel demands incremental work which does not overstep reasonable boundaries of propriety or go beyond the facts. To release the power of this type of thinking, my teachers should provide me with an ordered and mentally stimulating environment. I should be allowed “think time” and a place for solitude. I want an intellectual, stimulating curriculum and, above all, time for discussions, clarifications, comparisons, the matching of wits, and debate. I thrive on these. If I were allowed to select any teachers, I would select professor types, or teachers secure enough to monitor my self-determined study without feeling inadequate.

The world is a natural playground for my Abstract Sequential quality of thinking. Therefore, continual calls for the grounding and practicality of my ideas are confining. I see the words in our English language as powerful conveyors of images. So please understand that I wish to have my verbal abilities rewarded and my accumulated knowledge recognized as a worthwhile and necessary pursuit. I want to be of intellectual service to others when I grow up.
My Abstract Random Channel For Thinking

My Abstract Random (AR) channel enables me to experience the beautiful world of feelings, emotion, imagination, and spirituality. This world is fluid. It is an incessantly active world which is tapped into through the metaphysical senses such as clairvoyance and clairaudience. This channel permits me to gain rapport with the silence of a rain forest, the anger of a pounding surf, and the essence of a delicate flower.

My Abstract Random qualities permit me to transcend time and space and experience the whole. However, it demands that I judge all of my experiences, even the educational ones, in and on my own terms and not upon the criteria set by other individuals, society, culture, or tradition. I realize that this attitude may make me appear to be mystical, stubborn, and self-centered, but I must learn and experience life this way.

This channel provides me with the ability to absorb whole ideas, major themes, subtle vibrations, shifting moods, and hidden motives. It does not enable me to sympathize, empathize, and tune into the patterns of thought and behavior in others.

Because of my deep sensitivity, my spirits can be high one minute and depressed the next. This is sometimes harder for me to cope with than the persons around me. As a channel for creativity, look to me to produce products which represent and mirror human and earthly nature in all their glorious beauty. I want and need to express what I feel inside so that human beings can learn about themselves and about the world they live in. So, please do not turn to me for new technologies or new knowledge to be expressed verbally. My interests do not lie in those areas, and besides, I am still absorbed in experiencing the “now”.

The power of my Abstract Random thinking processes is released in classrooms which permit freedom of movement, expression of thought, and emotional experience. The subtle vibrations of my environment can profoundly affect my AR channel. Color, variations in strategies, ground work, and my teachers’ attitudes can have both a positive and negative effect on my growth and development.

If I were allowed to select my teachers, I would select those who would assume the role of a guide and use their personal experiences to relate to me. However, my AR channel is not facilitated by the laissez faire, anything goes, or totally liberated teacher. Because I believe in justice for all, I respect a teacher who recognizes and treats individuals in accordance with their abilities and potentials. I need to have the sensitivity and caring inside of me nurtured so that I can be of humane service to others when I grow up.
My Concrete Random Channel For Thinking

My Concrete Random (CR) Channel prompts me to live in the concrete world, but not to anchor in it. You see, the physical world serves as my personal launching pad for investigating the mysteries that I perceive to be hiding behind that objective world.

This channel provides a means through which my natural intuitive abilities are used to see into and beyond objectives in order to try to identify their nature and, in some instances, other possibilities. I realize that my behavior is sometimes hard for others to figure out. I sense that I am driven by a sort of “divine discontent.” I believe adults label this type of behavior in children as insightful when we are right, and reckless when they think we are wrong.

My Concrete Random channel prompts me to be an independent, adventurous thinker whose mental processes often defy conventional logic systems. I can make intuitive leaps without being able to reveal the steps I used. This ability may lead to trouble in the classroom. But I honestly do not know how to explain how this intuitiveness works. I demand that truth and validity of some claim be tested through practical demonstration. So-called proof derived through logic alone, statistical analyses, or because a person in authority said so, is no proof at all to my way of thinking. I need to see that something is indeed worthwhile and valid before I make any commitment.

The creativity aspect of my CR channel is even through my desire to come up with ideas and inventions which are unique and original. I want to move mankind ahead into new areas of technology, psychology, or philosophy. Because of the unconventional approach I sometimes take, I and others like me are often said to be “marching to the beat of a different drum.” That statement doesn’t bother me, for I don’t mind being called “different.” To release the power of this type of thinking, my teachers should provide me with a stimulus-rich environment. I need many options for expression and, above all, freedom of movement. Rigid and inflexible curricula and organizational arrangements stifle and depress me. If I were allowed to select my teachers, I would select those who would recognize and respect my mental and physical restlessness. My CR channel needs guidelines, not specifics. I need teachers who can accept missed deadlines because they know that I am producing in my own way and at my own speed. I also need teachers who understand my language patterns and who accept my lovely and colorful ramblings because they know that I sometimes have a hard time expressing all that is on my active mind. But most of all, I want to be of leadership service to others when I grow up.
The fact that you and I can use all four channels and can think alike to some degree is exciting to me. We can understand one another at a basic level because we recognize portions of ourselves in each other. What a natural bond for a relationship despite our age, sex, color, racial and role differences! Beyond this commonality, however, lies the important fact that we cannot or will not see and understand the same things in the same way. This is natural, but unless this fact is recognized, it can potentially damage our relationship, my success in school, and my ultimate contribution to society. To minimize these negative possibilities, let me ask you to reflect on the following:

1. Please recognize our common humanity and our idiosyncrasies as natural. This means that equal educational opportunities for us children requires equal access to those opportunities for different types of thinkers.

2. Help me understand your preferred thinking patterns and those of collective society. If I do not measure up, help me bridge and to develop those abilities as best I can.

3. Provide me with opportunities and environments which complement my thinking patterns. Introduce me to people who accept and appreciate my creative products. I need to be recognized as a worthy human being.

4. Help me to develop both my powerful and less powerful channels. Aid me to use and refine my powerful channels, but don’t emphasize and praise them to the point of encouraging my ego-inflation. Give me support to experience my weaker channels so that they do not remain underdeveloped, gross, and possibly unusable.

5. Help me to understand and appreciate my particular ways of thinking. Aid me to put them into perspective by seeing how and when to apply them appropriately, and please do not use skillful conditioning to bribe, blackmail, and otherwise persuade me to give up, denigrate, or deny my ways of thinking in order to be accepted. Such will-bending tactics deprive me of me. And, I may rebel with daydreaming, becoming lazy, disturbing your classroom, dropping out, or committing suicide.

NOTES
15 Minute Presentation

Be prepared to:
• Present 15 minutes of instruction on a B3 module
• Achieve a stated instructional objective
• Assume the Role of Instructor
• Properly utilize any instructional device of your choice
• Establish a positive classroom environment
• Use the “Story Telling” skills acquired
• Use the most appropriate Instructional Deliver Method available for the topic you have chosen
• Utilize the Presentation Outline Development skills
• Apply verbal and nonverbal skills learned
• Apply the principles of Group Dynamics
• Apply verbal and nonverbal skills taught in day 2 of training
• Apply the principles of Group Dynamics taught in day 2 of training

Evaluation Criteria

Stated Lesson Overview and Included a Clear Statement of Objectives:

Used Appropriate Techniques (Examples, Scenarios) to Assist and Motivate Students:

Used Training Aids Effectively:

Displayed Natural Mannerisms and Maintained Eye Contact:

Verbalized Effectively (i.e., Good Volume/Tone/Pitch/Speed/Grammar) and Avoided Verbal Distracters. Used Effective Question and Answer Techniques:

Maintained the Focus of the Class:

Demonstrated Thorough Knowledge of Subject Matter:

Demonstrated Poise and Set Positive Example of Dress and Behavior:

Managed Lesson Effectively/Completed All Phases of Lesson:
Course Coordination and Instructor Support

Planning IAT Events –
Some of the questions that need to be answered during the planning of an event:

- How many students will be attending this training course?
- Where is the course going to be held and is the location the best fit for all the students?
- Will I need to travel as an instructor and do I have an account number and supervisor approval?
- Is there a local contact that may be able to assist with setting up the course (i.e. room(s), IT equipment, etc)
- Is there another course in the area that may affect your class attendance?
- Is this course for one specific Bureau or open for all agencies?
- Do I need assistance with providing this course?
Things to get done prior to event include:

- Place the IAT training course on the IAT page.
- Print student evaluations and sign-up sheet from the IAT site.
- Go through the Instructor Guide to ensure that all necessary equipment and handouts are available.
- Continue to monitor registration on the IAT website and deliver any essential information about the class to students in a timely manner.

Delivering IAT Events –
Things to consider while delivering training:

- Arrive at least 30 minutes before the start of the training
  - To set up ITV equipment
  - Set up student setting (number) to optimize the learning environment
  - Check temperature in room
  - Check lighting for room
  - Deliver handouts (especially if handouts are numerous)

- Pass out student course evaluation sheets and course roster

- Ensure that evaluations and roster are collected at the close of the course

Completing IAT Events –
Once the classroom instruction is completed, finish the process by:

- Close out course on the IAT system by completing student pass / fail
  - This should be done within 5 business days of the training completion
  - The system will send an e-mail to each student informing them of their successful completion and providing a link to a certificate
  - It is a good idea to remind students during the course to update their profile on the IAT system, this ensures they get proper notification of completion

- Send photo copies of student sign up roster (AMD-106) and completed student evaluations (AMD-111s) to AMD-TD
  - 300 E. Mallard Dr. suite 200, Boise Idaho, 83706
  - Or via scanned copy e-mail Christine_huether@nbc.gov

- Notify the person who requested the course of its successful completion and share any information about the delivery of the course (i.e. it was a success, nobody showed, more people than expected, problems encountered, etc)
Where do I find policy?

**OPM – 04** – provides direction regarding DOI employees in relation to training requirements. *(Available at www.iat.gov)*

**IAT Guide** – provides direction for USFS employees in relation to training requirements. *(Available at www.iat.gov)*

In the policy listed above you can find direction regarding how to become certified as an IAT basic, intermediate, and advanced level instructor.

You can also find information on how to maintain your currency as an IAT instructor.

**NOTES**
IAT Website

Log in using your username and password

As an instructor you will have two boxes under THINGS I CAN DO...

All instructor access will be located in the box labeled...

instructors

- Classes I've Instructed (Complete a Class Roster)
- My Upcoming Classes
- All Class Rosters
- Add a New Class
- Edit an Existing Class
- Download Lesson Plans
- Creative Training Techniques (Games, Ice Breakers)
- Links - Instructor Bookmark/Favorites
- Image Gallery
- Safety Alerts
- Tech Bulletins

- Water Ditching Instructors - Instructor Availability Form
  If you are a certified Water Ditching instructor and are available to assist with teaching various scheduled A-312 classes, please fill out this form.

- NEW! Automated Class Sign-Sheet - When you are preparing to instruct your class you can now print a sign-in sheet right off of the Class Detail page that lists each student registered as well as some of their contact information. Look for the button labeled “Print Class Roster”. This automated version will also allow for some empty lines in case you have students who did not register prior to the class.
Your instructor certification will give you access to tools on the website that will be helpful in preparing for, posting, and completing IAT courses

- Classes I've Instructed *(Complete a Class Roster)*
- My Upcoming Classes
- All Class Rosters
- Add a New Class
- Edit an Existing Class

You will be able to do the following:

**Complete Class Rosters** – You can do this by following the link Classes I’ve Instructed. This is where you will give credit to students for passing the course.

**Monitor Registration** – You can do this by following the link My Upcoming Classes. Here you will have visibility of how many people are registered and where they are from.

**Open Registration** – You can do this by following the link Add a New Class. This will take you to the location where you can input information about an upcoming class and open it up for registration.

**Make Changes to Existing Class** – This can be done by following the Edit an Existing Class link. Here you will be able to modify any information about the class, cancel the class, or send a message to students about course materials or changes to the course.

NOTES
Engaging Learners

Questioning Techniques

Direct – A question that is asked of a specific student. These questions are very useful in keeping everyone engaged because they don’t want to be asked a question they can’t answer. They are very useful during a summary/review to quickly ensure the important points of the material covered were received by the students.

Overhead – A question asked in general to the entire class. It is a good way to “break the ice” when you want to do a progress check during a block of instruction. Overhead questions can also be useful during a summary/review.

Relay – Relay questions are a great tool to not only gauge student learning, but also to increase student involvement. When a student asks a question to you, you simply take it and turn it into either a direct or overhead question. This is a more facilitative approach to learning. The student gets their question answered, and you get to assess the learning of even more students.
**Evaluation** – Questions beginning with phrases like “Explain…”, “what is meant by….” They require a student to take what they have learned and evaluate the facts you give them in order to answer your question. They give you an opportunity to see them perhaps apply what they have learned.

**Compare/Contrast** – Questions that cause students to explain the difference between things. These questions might start out as “What is the difference between….” Or “What is the similarity of…” This gauges a student’s understanding of more than one thing taught.

**Analysis** – These questions provide basic facts and call for sustained answers involving critical thinking. They can start out like: “What is the importance of…..”, “What is the meaning of….”. An example might be “What was the importance of the telegraph in the revolution of 1848?”

NOTES
Minimizing Training Liability

Steps to Minimizing Training Liability

• Maintaining skill level.
• Treating others with respect and courtesy.
• Seeking advice and guidance when in doubt.
• Documenting complaints, issues and discrepancies.
• Not exceeding skill level.
• Abiding by agency policy.
• Not presuming anything.
• Maintain instructor/student confidentiality.

NOTES
Common Training Liability Misperceptions

- “I taught them, but it’s their responsibility to do the work. I can’t be held liable for that”
  Actually you can if you didn’t teach every objective, or even if you accidently graded their exam wrong (if there was one) and still passed them and certified/graduated them you can be found liable.

- “If the material is posted on a website I don’t have any copyright responsibility”
  Not true. If copyrighted material is used it must be referenced and cannot be sold for profit without consent of the copyright owner.

- “I bought and paid for the material that means I can copy as many as I want because it’s mine”
  Wrong again. Unless the purchase came with a specific licensing agreement it cannot be sold or be a work product without reference to the copyright owner.

- “The IAT curriculum is just a guideline. I can change the objectives to fit our specific needs and still give every student credit for the course”
  IAT curriculum is developed with the cooperation and consensus of the Dept of Interior and Forrest Service partnership. The objectives of the courseware are developed to meet OPM and Bureau guidance. Deviation from those curriculum objectives is not authorized and can cause the instructor to be held liable if a student is given credit for a course with specific objectives and the student has an accident or causes an accident that could have been averted if they had received the proper training.

NOTES
Learning Behavior

- Remembering
  - Recognizing
  - Listing
  - Describing
  - Retrieving
  - Naming
  - Finding

- Understanding
  - Interpreting
  - Summarizing
  - Paraphrasing
  - Classifying
  - Explaining

- Applying
  - Implementing
  - Carrying out
  - Using
  - Executing

- Analyzing
  - Comparing
  - Organizing
  - Deconstructing
  - Interrogating
  - Finding

- Evaluating
  - Checking
  - Hypothesizing
  - Critiquing
  - Experimenting
  - Judging

- Creating
  - Designing
  - Constructing
  - Planning
  - Producing
  - Inventing
Instructional Evaluation

Kirkpatrick’s Four Levels of Evaluation

**Kirkpatrick’s 4 level model**

Reactions—Reactions: Measures how participants have reacted to the training.

Evaluation tools:

- Program evaluation sheets
- Face-to-face interviews
- Participant comments throughout the training
- Ability of the course to maintain interest
- Amount and appropriateness of interactive exercises
- Ease of navigation in Web-based and computer-based training
- Participants’ perceived value and transferability to the workplace
Learning--- Learning: Measures what participants have learned from the training.

Evaluation tools:

- Individual pre- and post-training tests for comparisons
- Assessment of action based learning such as work-based projects and role-plays
- Observations and feedback by peers, managers and instructors

Behavior--- Behavior: Measures whether what was learned is being applied on the job.

Evaluation tools:

- Individual pre- and post-training tests or surveys
- Face-to-face interviews
- Observations and feedback from others
- Focus groups to gather information and share knowledge

Results--- Measures whether the application of training is achieving results.

Evaluations:

- Quality training. Measure a reduction in number of defects.
- Safety training. Measure reduction in number or severity of accidents.
- Sales training. Measure change in customer retention, sales volume, and profitability on each sale after the training program has been implemented.
- Management training. Measure increase in engagement levels of direct-reports.
- Technical training. Measure reduction in time to complete tasks, forms and reports; reduced calls to the help desk; or improved use of software or systems.
- Other: Measure changes in staff turnover, number of complaints, growth, attrition, wastage, failures, non-compliance, quality ratings, achievement of standards and accreditations and customer retention.
15 Minute Presentation

Be prepared to:
- Present 15 minutes of instruction on a B3 module
- Achieve a stated instructional objective
- Assume the Role of Instructor
- Properly utilize any instructional device of your choice
- Establish a positive classroom environment
- Use the “Story Telling” skills acquired
- Use the most appropriate Instructional Deliver Method available for the topic you have chosen
- Utilize the Presentation Outline Development skills
- Apply verbal and nonverbal skills learned
- Apply the principles of Group Dynamics
- Instruct IAT course curriculum
- Engage learners via questioning techniques
- Minimize training liability
- Apply the levels of learning behavior knowledge

Evaluation Criteria

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Verbalized Effectively (i.e., Good Volume/Tone/Pitch/Speed/Grammar) and Avoided Verbal Distracters. Used Effective Question and Answer Techniques:

Maintained the Focus of the Class:

Demonstrated Thorough Knowledge of Subject Matter:

Demonstrated Poise and Set Positive Example of Dress and Behavior:

Managed Lesson Effectively/Completed All Phases of Lesson:
Assess Student Learning and Involvement

Student Assessment Tools

- Class Participation

- Questions

- Exams (oral, written)

- Demonstration/Performance
Involvement

1. Involvement refers to the investment of physical and psychological energy in various objects.

2. Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.

3. Involvement has both quantitative and qualitative features.

4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Research by Huang and Chang (2004) shows that students who had high levels of involvement in both academic and co-curricular activities reported the strongest gains in cognitive skills, communication skills, interpersonal skills, and self-confidence.

Research conducted by Beeny (2003) found that students’ perception of learning in student organizations is associated with high expectations, consistent and clear feedback, and expectation to learn. “The findings indicate that student expectations about learning in a have bearing on how much they perceive themselves to learn while participating in the group” Those students who had expectations to learn certain skills perceived that they learned those skills.

3 Things to remember about assessing students:

Assessments must always be driven by a clearly articulated purpose.

- The reason behind asking the question, issuing an exam, encouraging class participation must clearly show it as a tool for learning.

Assessments must arise from and accurately reflect clearly specified and appropriate achievement expectations.

- The tools use to assess learning must clearly correspond to the stated objectives.
- The tools used to assess student learning must achieve a reasonable learning achievement expectation. Teaching a classroom module on aircraft radio usage and then expecting the student to be able to describe exactly to you the sights, sounds, and feel of each task just won’t work.
Assessment methods used must be capable of accurately reflecting the intended targets and are used as teaching tools along the way to proficiency.

- Never ask a question or issue an exam “just so we can say we did”. Any assessment tool you use should get the students closer to achieving the level of proficiency required by the stated objective.
Principles and Conditions of Learning

Adult Learner Motivations/Conditions

• Adults must have the desire to learn.

• Adults will learn only what they feel a need to learn.

• Adults learn by being involved in the learning process.

• Adult learning focuses upon realistic problem solving.

• Experience affects adult learning.

• Adults learn best in an informal, varied environment.
• Variation of methods of instruction keeps adults involved in the learning process

• Adults need guidance – not grades.

• Adults may have physical handicaps that prevent learning.

**Principles**

1. Learning is an experience which occurs inside the learner and is activated by the learner.

2. Learning is the discovery of the personal meaning and relevance of ideas.

3. Learning (behavior change) is a consequence of experience.

4. Learning is a cooperative and collaborative process.

5. Learning is an evolutionary process.

6. Learning is sometimes a painful process.

7. One of the richest resources for learning is the learner.

8. The process of learning is emotional as well as intellectual.

9. The processes of problem solving and learning are highly unique and individual.

**Conditions**

1. Learning is facilitated in an atmosphere which encourages people to be active.

2. Learning is facilitated in an atmosphere which promotes and facilitates the individual’s discovery of the personal meaning of ideas.

3. Learning is facilitated in an atmosphere which emphasizes the uniquely personal and subjective nature of learning.

4. Learning is facilitated in an atmosphere in which difference is good and desirable.

5. Learning is facilitated in an atmosphere which consistently recognizes people’s right to make mistakes.
6. Learning is facilitated in an atmosphere which tolerates ambiguity.

7. Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation.

8. Learning is facilitated in an atmosphere which encourages openness of self rather than concealment of self.

9. Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources.

10. Learning is facilitated in an atmosphere in which people feel they are respected.

11. Learning is facilitated in an atmosphere in which people feel they are accepted.

12. Learning is facilitated in an atmosphere which permits confrontation.