

E/L/K 0141
Instructional Facilitation Skills

Revised 2024

This material was retrieved from:

<https://emilms.fema.gov/interactive-manuals/0141/elk0141-student-manual>

Visuals for this course can be found at:

<https://emilms.fema.gov/interactive-manuals/0141/elk0141-visuals/>

WELCOME

ADMINISTRATIVE DETAILS

- Emergency Exits
- Start and End Times
- Course Agenda
- Breaks
- Restrooms
- Phones and Messages
- Other Administrative Information
- Your Questions

ACTIVITY 1.1: NOTABLE QUOTES AND INTRODUCTIONS

Working in your table groups:

- Introduce yourself to one another.
 - Name
 - Position
 - Instructional experience
- Discuss the quotes.
 - What is the **common theme** of your quotes?
 - Which is the group's **favorite quote**?
- Summarize your work on the chart paper provided. Select a spokesperson.
 - Before your group's spokesperson reports findings, each member should introduce themselves to the rest of the class.
 - Include your name and your best class in school (any grade level).
 - The spokesperson should go last.
- You have 5 minutes.

ACTIVITY 1.1 QUOTES GROUP 1 (HANDOUT)

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

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

Group 1 Quote: *It is possible to store the mind with a million facts and still be entirely uneducated.* Aleck Bourne

ACTIVITY 1.1 QUOTES GROUP 2 (HANDOUT)

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

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

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

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

ACTIVITY 1.1 QUOTES GROUP 3 (HANDOUT)

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

ACTIVITY 1.1 QUOTES GROUP 4 (HANDOUT)

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

ACTIVITY 1.1 QUOTES GROUP 5 (HANDOUT)

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

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.

COURSE STRUCTURE

- Unit 1: Course Overview
- Unit 2: Instructional Objectives
- Unit 3: Know Your Audience
- Unit 4: Effective Presentation
- Unit 5: Effective Questioning
- Unit 6: Effective Learning Environments
- Unit 7: Instructing Virtually
- Unit 8: Evaluating Instruction

Course Structure

- **Unit 1: Course Overview** – During the course overview, the lead instructor presents a group activity based on quotes about teaching, learning, and education that also serves as an ice-breaker. There is a discussion about good teachers and good subject matter experts, and about FEMA’s stance on training. Participant and instructor expectations are covered, along with course objectives and introductions of all present. Participants deliver a 5-minute presentation as a performance-based pre-test.
- **Unit 2: Instructional Objectives** – During this unit, the instructor will walk students through a discussion on measurable learning objectives, including SMART objectives and what makes for a good objective. They will practice writing objectives together with their small groups. As a whole group, they will discuss knowledge versus performance. The sole unit activity has students practicing writing SMART objectives.
- **Unit 3: Know Your Audience** – The instructor will discuss the characteristics of adult learner characteristics and preferences. Then, they will facilitate Activity 3.1, an activity about creating a safe learning environment, followed by discussing methods for instruction and scaffolding. Activity 3.2 comes next, which challenges students to recognize personal partialities, followed by topics on sensitive factors in instruction, knowing your audience, and techniques to enhance learning.
- **Unit 4: Effective Presentation** – In this unit, the instructor will introduce characteristics of effective presenters and presentation skills, as well as nonverbal behaviors of instructors. Activity 4.1 asks students to consider what

makes a good instructor. Subsequent topics include tips for being at ease and attending to your audience. Activity 4.2 compares presenting, facilitating, and briefing. In Activity 4.3, students will write an objective for their capstone presentations. Students will finish the unit by providing a briefing on their presentations.

- **Unit 5: Effective Questioning** – This unit overviews two types of questions: those that encourage discussion and those that get consensus from the group. From there, the instructor will encourage students to consider what questions they will ask during their instructional session to promote discussion and engage the audience. There are a variety of activities in this unit, including two mini-activities and Activity 5.1, where students will generate two questions they will use in their capstone presentation. The unit concludes with Activity 5.2, *An Alien Among Us*, which challenges students to identify a mystery object sought by the alien (you, the instructor) through the use of clarifying questions.
- **Unit 6: Effective Learning Environments** – This unit opens with Activity 6.1, where students will consider how to prepare the classroom. Topics in this unit focus on presentation logistics, audience management, and time management. In Activity 6.2, students will advise other groups on how to deal with difficult participant situations. In Activity 6.3, students will review case studies on how to "course correct" as presenters.
- **Unit 7: Instructing Virtually** – In this unit, the instructor will lead a discussion on the Community of Inquiry, followed by Activity 7.1 on the same topic, and concludes with discussing the benefits and challenges of instructing in webinars.
- **Unit 8: Evaluating Instruction** – In the concluding unit, students will discuss the importance of evaluating learning, the types of evaluations, and various in-class evaluation methods.

On Day 4 of the course, students will deliver their instructional presentations.

COURSE MATERIALS

- Student Manual
- Job Aids
- Questions & Answers
- Evaluation Form

SUBJECT MATTER EXPERTS/SKILLED PRESENTERS: PROS AND CONS

- What are the pros and cons of a subject matter expert (SME) facilitating a topic?
- What are the pros and cons of a skilled presenter facilitating a topic?

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.

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

SKILLED PRESENTER

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

SUBJECT MATTER EXPERT/SKILLED PRESENTER

- SMEs are not necessarily skilled presenters.
- 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.

YOUR INSTRUCTION

- This course provides an opportunity to improve instructional skills.
- You have reason to teach well.
- You are a SME.
- Others need to know what you know.
- This course is an opportunity to learn:
 - About learning
 - About teaching

YOUR EXPECTATIONS

What expectations do you have for this training?

- Let's review your expectations.

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:
 - One 5-Minute Skill Demonstration (Solo)
 - One Brief on Capstone Presentation (Solo)
 - One 20-Minute Instructional Presentation (Solo)

ACTIVITY 1.2: 5-MINUTE SKILL DEMONSTRATION

- Choose a topic on which you feel comfortable instructing.
- Design a 5-minute instructional presentation.
- Demonstrate your best instructional skills!

Activity 1.2: 5-Minute Skill Demonstration Instructions

Because this is an application class, your pre-test is to demonstrate your best instructional skills!

Everyone has different levels of competency with regard to instruction. The purpose of this pre-test is to give you a baseline for where you excel as an instructor and where this course can propel you further toward excellence. Your instruction will be evaluated by the course instructors. At the end of the course, there will be a capstone activity, and this pre-test will allow you to see where you have improved as a result of this course.

To complete this activity:

1. Choose a topic you feel comfortable instructing. It can be a topic you have taught before or simply a familiar subject, such as a hobby or other personal interest. ***It does not have to be emergency management-related.***
2. Take 20 minutes to design a 5-minute presentation on the topic.
3. Try to incorporate appropriate instructional presentation and facilitation skills into your presentation. This pre-test is not an evaluation of your knowledge of the subject matter you present; it is an evaluation of your skill level as an instructor.

5-MINUTE SKILL DEMONSTRATION INSTRUCTOR EVALUATION FORM: PRE-TEST RUBRIC

Evaluator Instructions: Determine whether the presenter addressed each activity successfully or needs improvement, and check the appropriate column. If you have specific feedback, please provide it in the Notes column.

At the end of this form, mark whether the presenter is ready to instruct or ready to instruct with assistance.

Activity	Successfully Presented ()	Needs Improvement ()	Notes
Presenter gained participant engagement.			
Presenter introduced self; established credibility.			
Presenter displayed and reviewed objective(s) with participants.			
Presenter explained why the lesson is important to the participants.			
Presenter identified topics/main ideas/exercises to be covered/conducted during the lesson.			
Presenter covered all main points/ideas mentioned in the overview/objectives.			
Presenter used participant-focused delivery strategies.			
Presenter was well-prepared for the lesson presentation.			

Activity	Successfully Presented ()	Needs Improvement ()	Notes
Presenter used personal experiences/examples to enhance participant understanding of content.			
Presenter used time effectively and maintained flexible schedule.			(Presenter did not use time effectively if their presentation time is under 16 minutes or over 24 minutes.)
Presenter used questioning techniques effectively.			
Presenter created and maintained a positive learning environment.			
Presenter used technology/media/visual aids effectively.			
Presenter transitioned between main points/ideas effectively.			
Presenter checked for participant comprehension via exercises, tests, and/or questioning techniques.			
Assessments/exercises aligned with established lesson objectives.			
Assessments/exercises contained detailed instructions.			
Participants had the opportunity/time to			

Activity	Successfully Presented ()	Needs Improvement ()	Notes
demonstrate they had achieved lesson objectives.			
Presenter maintained direct but impartial eye contact throughout lesson.			
Presenter used gestures that were spontaneous and natural without non-distracting mannerisms/behaviors.			
Presenter used proper pronunciation, rate, tone, and volume in voice.			
Presenter displayed a positive/energetic attitude throughout presentation.			
Presenter reviewed lesson objectives.			
Presenter summarized each main point/idea.			
Presenter used questions to assess participant achievement of lesson objectives.			
Presenter reiterated how new knowledge gained or skill learned will benefit the participant.			

Overall Assessment:

_____ **Ready to Instruct**

_____ **Ready to Instruct With Assistance**

UNIT 2: INSTRUCTIONAL OBJECTIVES

UNIT OBJECTIVES

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

- Recognize characteristics of measurable objectives.

Approximate Length

2 hours

Contents

This unit includes the following sections:

- Unit objectives
- Measurable learning objectives
- Activity 2.1: Categorizing Learning Objectives
- Knowledge versus performance

UNIT OBJECTIVES

- Recognize characteristics of measurable objectives.

MEASURABLE LEARNING OBJECTIVES

- Are important tools in developing, delivering, and evaluating instruction.
 - Communicate the intended result of instruction.
 - Can be used to measure successful instruction.
 - Are participant-focused.
- What does “intended result of instruction” mean?
 - Why is it important that objectives be participant-focused?
 - Keep these questions in mind constantly:
 - What do I want these participants to be able to do at the end of the course, unit, or presentation?
 - What will be the result of the instruction?

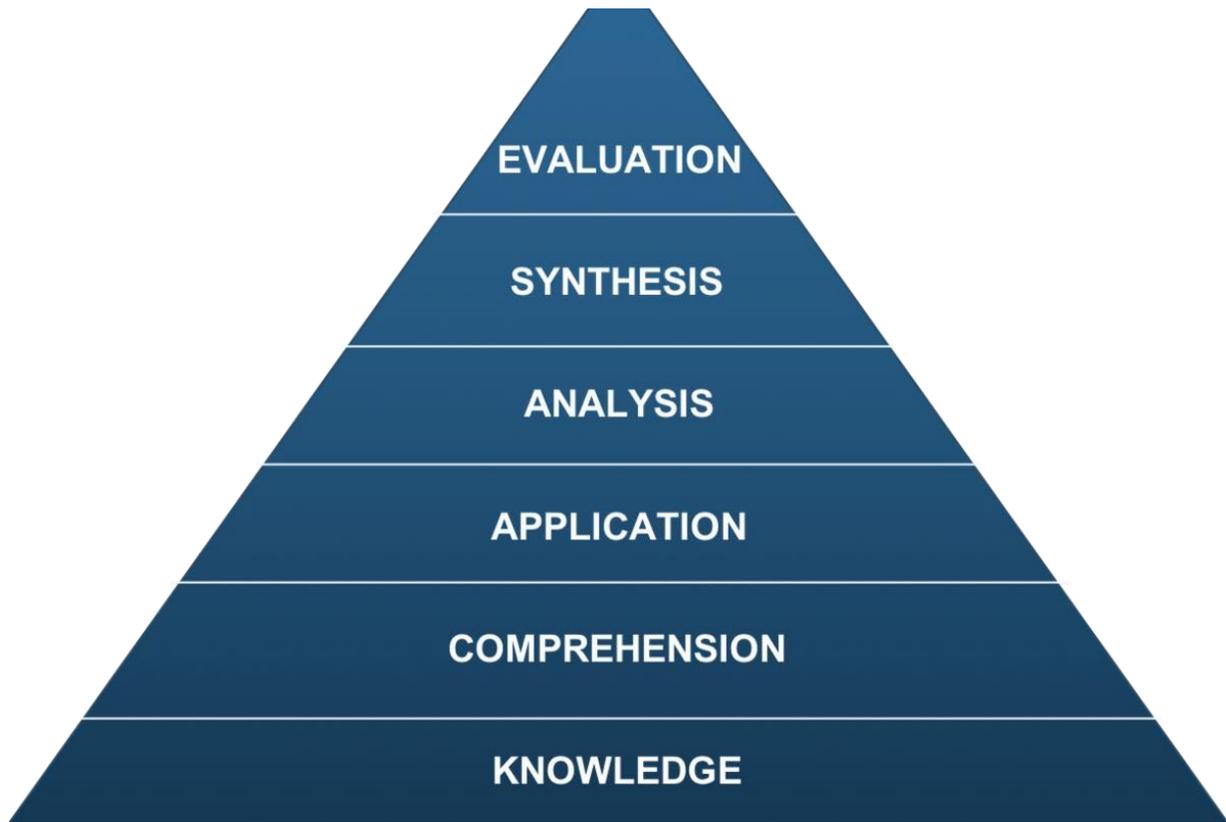
MEASURABLE LEARNING OBJECTIVES (CONTINUED)

SMART Objectives

- Specific:
 - Write objectives that provide the "who" and "what."
 - Write objectives that use only one action verb.
- Measurable:
 - Write objectives for those areas you intend to measure or evaluate.
- Achievable:
 - Write a small number of objectives that can realistically be accomplished in the time available.
- Realistic:
 - Write objectives that directly relate to the goal of the presentation or program.
- Time-Bound:
 - Write objectives that indicate when they will be measured or when the objective will be met.

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

BLOOM'S TAXONOMY



MEASURABLE LEARNING OBJECTIVES (CONTINUED)

- 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.

MEASURABLE LEARNING OBJECTIVES (CONTINUED)

- Some verbs are hard or impossible to measure. Consider, for example, the use of "understand" in the following learning objective:
 - **Understand** how to write a plan of instruction.
- When assessing the strength of a learning objective, ask, "What must the learner be able to do?"
- If the learning outcome cannot be easily measured, add an indicator, as in the following example:
 - **Recognize** faulty objectives in the list by circling them.

Generally, objectives should ask the participant to *do* something. Verbs like "understand" make it unclear for the participant what is expected of them.

LEARNING OBJECTIVES AND ASSESSMENT LEVELS

- Bloom's taxonomy level will determine the assessment type.
- Refer to the Student Manual for examples.

Bloom's Taxonomy	Sample Objective	Assessment Example
Knowledge	Identify the levels of Bloom's taxonomy.	Student is asked to select items from a list.
Comprehension	Explain the purpose of Bloom's taxonomy.	Student is asked to write a paragraph that demonstrates comprehension.
Application	Write an instructional objective for each level of Bloom's taxonomy.	Student is asked to write an instructional objective for each level of Bloom's taxonomy.
Analysis	Compare and contrast the cognitive and affective domains.	Student is asked to write a paper comparing and contrasting cognitive and affective domains.
Synthesis	Design a course that meets all FEMA requirements for instructional soundness.	Student is asked to create a curriculum or course document that combines several aspects of instructional design.
Evaluation	Evaluate the instructional effectiveness of a course.	Student is given a course to review and must create an effective evaluation rubric and then evaluate the course according to that rubric.

Discussion Question:

What level of assessment is used in this course? Does this align to the level of Bloom's taxonomy to which the objectives are written?

KNOWLEDGE VERSUS PERFORMANCE

Knowledge (noun): the fact or condition of knowing something with familiarity gained through experience or association (Merriam-Webster, n.d.).

Performance (noun): the execution of an action (Merriam-Webster, n.d.).

Considering the definitions of knowledge and power, how does one impact the other? How should knowledge or performance influence objectives?

Merriam-Webster. (n.d.). Knowledge. In *Merriam-Webster.com dictionary*. Retrieved November 9, 2023, from <https://www.merriam-webster.com/dictionary/knowledge>

Merriam-Webster. (n.d.). Performance. In *Merriam-Webster.com dictionary*. Retrieved November 9, 2023, from <https://www.merriam-webster.com/dictionary/performance>

ACTIVITY 2.1: PRACTICE WRITING OBJECTIVES

- Project management principles.
 - The National Flood Insurance Program.
 - The Mass Care Coordinator and team.
 - ICS training development.
 - Resources for disaster survivors.
 - Grants management functions.
 - Continuity of operations.
1. Working in small groups, select one of the following topics:
 - Project management principles.
 - The National Flood Insurance Program.
 - The Mass Care Coordinator and team.
 - ICS training development.
 - Resources for disaster survivors.
 - Grants management functions.
 - Continuity of operations.
 2. Draft one or two objectives from your selected topic using SMART objective guidelines.
 3. Consider:
 - What you want participants to be able to do after finishing the unit of instruction.
 - Using only one action verb.
 - Avoiding low-level "understand" verbs. Remember, how someone ***understands*** the information conveyed is almost impossible to measure!

(OPTIONAL) ACTIVITY 2.1: PRACTICE WRITING OBJECTIVES

- Understand how to give a good presentation.
 - Increase ability to detect nonverbal behaviors.
 - Learn how to encourage participant involvement.
1. Consider these objectives:
 - Understand how to give a good presentation.
 - Increase ability to detect nonverbal behaviors.
 - Learn how to encourage participant involvement.
 2. Recall that SMART objectives are specific, measurable, achievable, realistic, and time-bound.
 3. Do the example objectives fall within the SMART guidelines? If not, identify how the objectives do not meet the SMART guidelines.

1. Conduct the activity as a large-group discussion.
2. Review the examples and remind students that SMART objectives are specific, measurable, achievable, realistic, and time-bound (3 min).

ASK: Do the example objectives fall within the SMART guidelines? If not, identify how the objectives do not meet the SMART guidelines.

Potential responses:

- "Understand" verbs are vague and not specific.
- None are time-bound or establish how they will be measured.
- "Increase ability" may not be achievable without specifying *how*.

REVIEW OF UNIT OBJECTIVES

- Recognize characteristics of measurable objectives.

UNIT 3: KNOW YOUR AUDIENCE

UNIT OBJECTIVES

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

- Discuss four characteristics of adult learners.
- Recognize various adult learning preferences and styles.
- Describe techniques to enhance the learning environment.

Approximate Length

2.5 hours

Contents

This unit includes the following sections:

- Unit objectives
- Adult learner characteristics
- Adult learner preferences
- Activity 3.1: Creating a Safe Learning Environment
- Methods for instruction
- Scaffolding
- Activity 3.2: Recognizing Partiality
- Sensitive factors in instructing
- Knowing your audience
- Techniques to enhance learning

UNIT OBJECTIVES

- Discuss four characteristics of adult learners.
- Recognize various adult learning preferences and styles.
- Describe techniques to enhance the learning environment.

ADULT LEARNER CHARACTERISTICS – QUESTION

- What is something that has frustrated you in the past as a participant in a class?
- Why did this frustrate you?

ADULT LEARNER CHARACTERISTIC #1

Adults have independent self-concepts and, therefore:

- 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.

- Think about how you will incorporate this in your final presentation. By asking questions? Facilitating a discussion? An activity?

ADULT LEARNER CHARACTERISTIC #2

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

- Learn when they perceive a need or identify disadvantages of not learning.
- Are more motivated when a presentation:
 - Explains the “whys.”
 - Relates to personal goals.
 - Focuses on real-world situations.

Consider how you will incorporate these factors into your capstone. How will your training benefit the audience?

ADULT LEARNER CHARACTERISTIC #3

Adults need reinforcement and, therefore:

- 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.

ADULT LEARNER CHARACTERISTIC #4

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

- Learn by linking new learning to past experiences.
- May need to unlearn previous learning or assumptions.

ADULT LEARNER PREFERENCES

Note that each individual has preferred learning modes, including:

- Social Needs
 - Learning alone
 - Learning with others
- Motivation
 - External
 - Internal
- Learning Style
 - Auditory – "Tell me"
 - Visual – "Show me"
 - Kinesthetic – "Let me do it"

ACTIVITY 3.1: CREATING A SAFE LEARNING ENVIRONMENT

- List ideas for what makes a good, safe learning environment.
- You will have 5 minutes.

Take 5 minutes and list a few factors that you think make for a safe learning environment.

METHODS FOR INSTRUCTING

Some examples of instructional methods include:

- Lecture-based instruction
- Activity-based learning
- Expeditionary learning
- Game-based learning
- Flipped classroom

Note: These are examples, not an exhaustive list.

Lecture-based instruction: This is what typically comes to mind with education and training—a trainer or SME standing in front of a class and imparting their knowledge. This could also happen via webinar or other virtual setting.

Flipped classroom: Lectures occur in a virtual environment, and learners spend classroom time performing activities or knowledge checks. The instructor spends classroom time guiding activities and providing input on student performance.

Activity-based learning: Participants learn by completing an activity.

Expeditionary learning: The instructor proposes a question and the learners use their own resources to develop an answer. The instructor is in a facilitator role helping to guide their learning expedition.

Game-based learning: Learners experience life-like situations and solve problems in a controlled environment using serious gaming or simulations.

METHODS FOR INSTRUCTING

When choosing instructional methods:

- 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.

There are several useful job aids provided for you in your manual, beginning on page 195.

METHODS FOR INSTRUCTING: DISCUSSION

- What other instructional methods are you familiar with that will:
 - Generate attention for what is being presented?
 - Generate participants' thinking about what is being presented?
- What is your experience with any of the instructional methods discussed?

SCAFFOLDING

- Developed by education scholars David Wood, Jerome Bruner, and Gail Ross.
- Involves controlling elements of a given task that are essentially beyond a learner's existing knowledge so that they can focus on those for which they already possess the necessary knowledge.
- Provides temporary supports while students learn and master the new material.

Source: Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *British Journal of Psychology*, 66, 181–191.

SCAFFOLDING (CONTINUED)

- Adult learners come with prior knowledge.
- **Support** their learning by providing what they need to get to the next **level**.
- Assist them in **building** their own new knowledge tied to their existing knowledge.

ACTIVITY 3.2: RECOGNIZING PARTIALITY

- We need five volunteers!
- Observe the actors and think about how their hat impacted the interactions.

ACTIVITY 3.2: RECOGNIZING BIAS (CONTINUED)

- How did the labels worn by the “actors” affect the way they were treated by others?

ACTIVITY 3.2: RECOGNIZING BIAS (CONTINUED)

- How do individual differences affect the way in which you instruct?

ACTIVITY 3.2: RECOGNIZING BIAS (CONTINUED)

- What can instructors do to avoid stereotyping?

SENSITIVE FACTORS IN INSTRUCTING

- Loss-of-face situations
- Potentially sensitive analogies, metaphors, expressions, or stories

SENSITIVE FACTORS IN INSTRUCTING (CONTINUED)

- Offensive symbols or graphics, such as hands folded in prayer or obvious religious symbols
- Colors that could be misinterpreted, perhaps gang colors or political party colors
- References to skin color and racial identity

KNOWING YOUR AUDIENCE

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

KNOWING YOUR AUDIENCE (CONTINUED)

- What are their motivations?
- 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?
- Do they have any special needs or requirements?
- Are there other questions besides those on the visual that you can suggest?

NONVERBAL BEHAVIORS

- Please participate in a discussion on this topic.
 - What does this behavior communicate to the audience?
 - What other nonverbal behaviors can have a negative effect?
 - How does this nonverbal behavior relate to the characteristics of adult learning?



NONVERBAL BEHAVIORS (CONTINUED)

- Use natural, positive facial expressions.
- Show enthusiasm through your voice, expressions, body movements.
- Be aware of energy lows; develop methods to avoid dips.
- Be aware of energy highs; develop methods to control them.

NONVERBAL BEHAVIORS (CONTINUED)

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

TECHNIQUES TO ENHANCE LEARNING

- Strong beginnings and endings:
 - Present important information at the beginning and end.
 - Be aware that many in the group may mentally "check out" by the end.
 - Make the middle memorable by:
 - Changing the training methods/media.
 - Re-energizing the group.
- Associations (scaffolding):
 - Link new learning to existing frameworks.
 - Use stories and association.

TECHNIQUES TO ENHANCE LEARNING (CONTINUED)

- Chunking content:
 - Break training into small chunks.
 - Place related pieces of information together.
 - Sequence them logically.
- Abstract versus concrete concepts:
 - Find ways to make abstract concepts more concrete.
 - Use visuals, graphics, symbols.

REVIEW OF UNIT OBJECTIVES

You should now be able to:

- Describe four characteristics of adult learners.
- Recognize various adult learning preferences and styles.
- Describe techniques to enhance the learning environment.

UNIT 4: EFFECTIVE PRESENTATION

UNIT OBJECTIVES

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

- Describe the characteristics of effective presenters.
- Recognize the differences between presenting, instructing, facilitating, and briefing.
- Demonstrate the ability to conduct an effective briefing.

Approximate Length

3.5 hours

Contents

This unit includes the following sections:

- Unit objectives
- Characteristics of effective presenters
- Effective presentation skills
- Instructor nonverbal behaviors
- Activity 4.1: The Model Instructor
- Activity 4.2: Presenting, Facilitating, or Briefing?
- Activity 4.3: Writing Your Objective
- Activity 4.2: Deliver a Brief on Your Capstone Presentation

UNIT OBJECTIVES

- Describe the characteristics of effective presenters.
- Recognize the differences between presenting, facilitating, instructing, and briefing.
- Demonstrate the ability to conduct an effective briefing.

BEST AND WORST OF PRESENTERS

Share your experiences with a memorable presenter.

WHAT MAKES A GOOD INSTRUCTOR?

When people talk about what makes a good instructor, what qualities do they refer to?

WHAT MAKES A GOOD INSTRUCTOR?

- A good instructor is:
 - Sincere
 - Enthusiastic
 - Lively
 - Expressive
 - Interesting
 - Assertive
 - Convincing
 - Credible
 - Confident
 - Poised
 - Professional
 - Funny
 - Accepting

ACTIVITY 4.1: THE MODEL INSTRUCTOR

Using the handout, design the model instructor with your small group.

- What should the eyes be doing?
- What should the ears be doing?
- What should the face be doing?
- What should the voice be doing?
- What should the body stance be?
- What should the arms be doing?
- What should the feet be doing?
- What should their general appearance be?

Handout

Working in small groups, use the Activity 4.1 handout to design the model instructor.

Consider the ideal attributes for each area. For example, perhaps the eyes should watch participants for engagement or confusion. Ears should listen to questions. Think less about *physical* attributes and more about qualities.

The Model Instructor

Face:

Eyes:

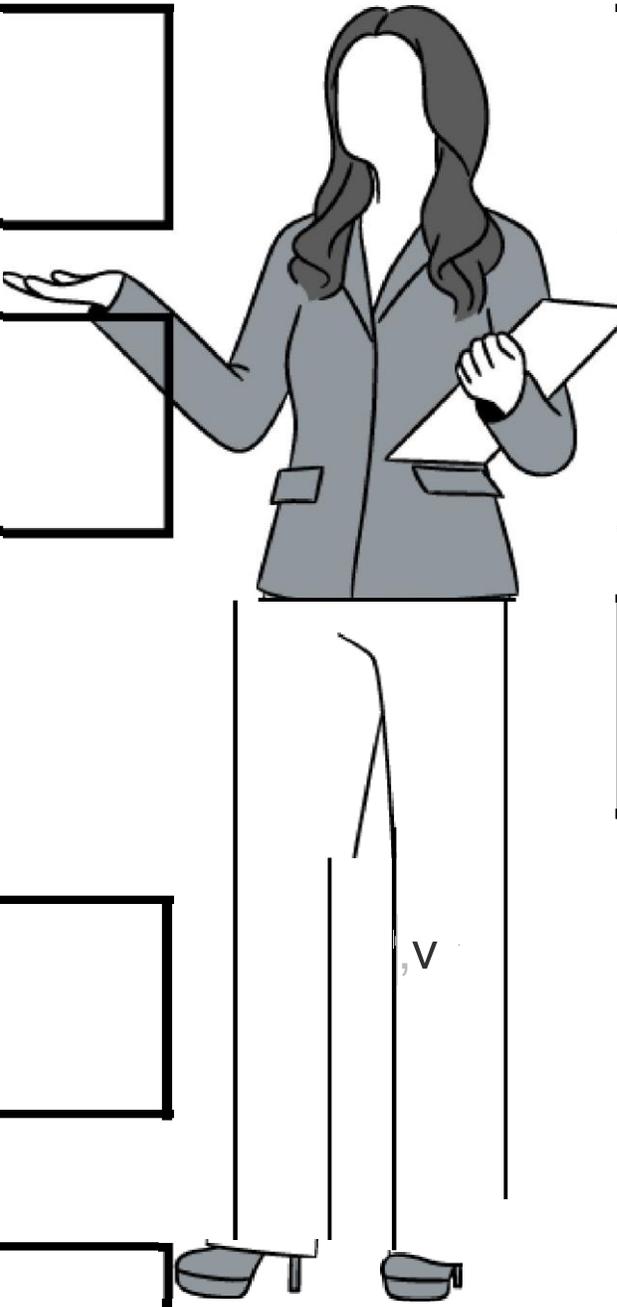
Voice:

Ears:

Body/Stance:

Arms:

Feet:



BEING AT EASE

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

TIPS FOR PUTTING YOURSELF AT EASE

- Prepare ahead of time. Practice, practice, practice.
- Practice in front of a mirror; visualize the presentation.
- Record yourself (on your phone, computer, etc.)
- Do something to relax yourself.

TIPS FOR PUTTING YOURSELF AT EASE (CONTINUED)

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

ATTENDING TO YOUR AUDIENCE

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

ATTENDING TO YOUR AUDIENCE (CONTINUED)

- 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.

ACTIVE LISTENING

- Active listening is a structured form of conversation that improves mutual understanding.
- Focus is paid to the speaker.
- The respondent takes care to listen, then repeats back to the speaker in their own words what was said so that the speaker can gauge understanding.
- If the respondent does not understand, the speaker can further explain.

ACTIVE LISTENING (CONTINUED)

How to listen actively:

- When participants ask a question:
 - Express appreciation.
 - Summarize an earlier point.
 - Then repeat the question.
- When participants make a point:
 - Restate the idea.
 - Offer your idea or interpretation.
 - Be open to differing perspectives.

INACTIVE LISTENING

Active listening takes effort and practice. Most of us are in the habit of being poor listeners, whether we mean to or not. Some ways we do this are:

- Thinking of a reply instead of focusing on what is being said.
- Assuming we already know what the person is trying to say.
- Analyzing the problem.
- Jumping to conclusions.
- Giving unsolicited advice.
- Changing the subject.

OBSERVING YOUR AUDIENCE

- Look around, not at any one person or spot for too long.
- Share the observations of what you are seeing with participants, as appropriate.
- Keep your head up, rather than buried in notes or materials.
- Wait out noise or side conversations.

USING YOUR VOICE

- Speak loudly enough to be heard by all.
- Lower your pitch or tone to reduce stress and make your voice carry.
- Use short phrases; vary your pace.
- Slow down for important points.
- Use pauses—both you and participants will have time to think.
- Rest your voice between presentations.

AVOIDING FILLERS

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

- Pause.
- Take a breath.
- Gather your thoughts.
- Take a drink of water.

Consider recording your own presentations to become more aware of your fillers.

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.

Discussion Question:

Ask: What factors may cause boredom when teaching?

Possible answers:

- Talking too long on one point or one subject.
- Talking too much in general; instructor "full of self."
- Having material that's not related well to the topic.
- Talking too slowly.

As an instructor, you might be tempted to "shake things up" by moving participants from their original chosen groups to new groups. Think back to the adult learning characteristic #1 from Unit 3. Adults do not like to be treated like children. If it becomes necessary to move students, tell them the move will happen in advance and tell them *why*. Rearranging seats and table groups should not happen randomly or be a surprise.

ACTIVITY 4.2: PRESENTING, FACILITATING, OR BRIEFING

- Is there a difference between presenting, facilitating, or briefing?
- Contribute your thoughts during an easel chart activity.

FACILITATION SKILLS OVERVIEW

- Encouraging involvement
- Asking questions
- Responding to answers
 - Listen
 - Paraphrase
 - Respond or redirect
- Answering questions
- Providing feedback
- Monitoring time
- Resolving conflict
- Maintaining an effective learning environment

Additional considerations as a facilitator:

- Not all course content needs to lead up to an activity.
- 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.
- Always debrief the activity to make sure there is a clear connection between the activity and the learning objective.

PRESENTATION SKILLS OVERVIEW

- A talk given out loud in a classroom, meeting, conference, or other group gathering
- Generally asked in advance to give a presentation
- Three basic parts:
 - Introduction
 - Body
 - Conclusion

The introduction sets the tone for the entire presentations. The introduction should capture the audience's attention. You can:

- Pose a problem (and aim to solve the problem by the end)
- Share a fact, a statistic, or a quote
- Share a personal story

The body is the longest, most substantive part of the presentation. This is where you:

- Explain your chosen topic.
- Present all of your information accurately, clearly, and logically.

The conclusion wraps up your presentation. This part of the presentation should:

- Tie all parts of the presentation together concisely—summarize; don't restate!
- Open the floor for questions.

Lundeberg, R (2009). *Parts of a presentation*. Oregon State University Extension Service 4-H Youth Development.

<https://extension.oregonstate.edu/sites/default/files/documents/10551/partsofapresentation.pdf>

ACTIVITY 4.3: WRITING YOUR OBJECTIVE

- Write an objective (following the SMART guidelines) for your 20-minute presentation.

Activity 4.3: Writing Your Objective Instructions

Take 10 minutes to draft an objective that appropriately frames the intended outcome of your final presentation. Be sure to review the SMART objective guidelines and incorporate them in your draft. You may also want to reference the Bloom's Taxonomy Level table included in the Student Manual for examples.

Objective
Define actionable information and identify its elements and key concepts.
Recognize the hazards and stresses potentially encountered during response and recovery operations and identify the precautions to take for each.
Rate the effectiveness of an emergency action plan (EAP).
Develop policy and determine priorities based upon measured and anticipated levels of risk to lives, property, and environment.
Demonstrate the ability to develop a continuity of operations (COOP) plan.
Describe coastal hazards.
Create a continuity of operations (COOP) plan for your organization.
Demonstrate how to update an Outlook signature.
Categorize records as essential or non-essential.

○

BRIEFINGS OVERVIEW

There are many similarities between teaching a course and giving a briefing to a public audience.

Feature	Course	Briefing	Both
Objectives are established.			✓
Adults want to participate and share.	✓		
Adults want to learn what will be useful to them.			✓
Information provided is current and accurate.			✓
Questions anticipated, based on the situation.			✓
Opportunity for active learning.	✓		
Individual situations are not addressed.		✓	
Content is factual.			✓
Questions taken.			✓

o

ACTIVITY 4.4: DELIVER A BRIEF ON YOUR CAPSTONE PRESENTATION

Develop a presentation on your capstone presentation.

Be prepared to:

- Introduce yourself
- Explain:
 - Your selected topic.
 - How you will deliver your topic.
 - How you will brief your topic.
 - How it will be instructional.
 - Examples of the types of topics participants will learn
 - How the participants will benefit.
 - How at least one adult learning characteristic will be addressed.
 - How at least one technique to enhance learning will be utilized.
 - What training methods you will use.
 - What instructional skills you will demonstrate.
 - Your capstone's objective.
- Be ready to present in 15 minutes.

REVIEW OF UNIT OBJECTIVES

- Describe the characteristics of effective presenters.
- Recognize the differences between presenting, facilitating, and briefing.
- Demonstrate the ability to conduct an effective briefing.

Unit 5: EFFECTIVE QUESTIONING

UNIT OBJECTIVES

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

- Explain the value of involving participants in discussions.
- Explain the value of asking effective questions.
- Explain the value of answering questions effectively.
- Explain the value of giving good instructions for activities.

Approximate Length

3.5 hours

Contents

This unit includes the following sections:

- Questions that encourage discussion
- Questions that get consensus from the group
- Questions for your instructional session that engage discussion
- Mini-Activity: Yes/No Questions
- Mini-Activity: Questions in a Hat
- Activity 5.1: Capstone Presentation Questions
- Responding and redirection
- Activity 5.2: An Alien Among Us

UNIT OBJECTIVES

- Explain the value of involving participants in discussions.
- Explain the value of asking effective questions.
- Explain the value of answering questions effectively.
- Explain the value of giving good instructions for activities.

EFFECTIVE PRESENTATION SKILLS

1. Being at Ease
2. Attending to Your Audience
3. Observing Your Audience
4. Using Your Nonverbal Behaviors
5. Using Your Voice
6. Avoiding Fillers
7. Avoiding Boredom

These are not definitive! There are more skills just as effective (or ineffective) as the seven listed here.

WHY ASK QUESTIONS?

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

TYPES OF QUESTIONS

There are various types of questions, but some of the most common are:

- Rhetorical questions
- Overhead questions
- Direct questions
- Reverse questions
- Relay questions

RHETORICAL QUESTIONS

- Commonly, a question that does not require an answer.
- Asked for effect or to make a point.
- Can also be used to express sarcasm or state the obvious.

Using rhetorical questions may be a great way to open a presentation in order to get students to consider a topic or midway through your presentation or briefing to emphasize a point. Certain types of rhetorical questions may have negative or sarcastic connotations, so take care not to use this tool in a way that makes your participants feel patronized or condescended to.

OVERHEAD QUESTIONS

- Also called "undirected" questions.
- Posed to the whole group without calling on any individual.
- Any student can answer.

Asking overhead questions can foster a positive learning environment because it allows students to choose to participate rather than putting individual students on the spot to answer. On the other hand, using overhead questions too frequently may lead to class discussions being dominated by the students who always participate instead of involving those who may be more shy or hesitant.

Ritzel, D. (2011). *Effective teaching*. Southern Illinois University.
<https://ritzel.siu.edu/courses/443s/classroom/teaching.pdf>

DIRECT QUESTIONS

- A type of question that is phrased clearly and simply.
- Used to elicit information.
- May be directed to a specific individual.

If an overhead question is not getting a response from students, you may consider using a direct question. That is, you can directly address a student with that question so they can provide the answer.

There are a few types of direct questions:

- Yes/no questions.
- Questions that use "who," "what," or other interrogatory words.
- Choice questions.

REVERSE QUESTIONS

- A question posed from a participant to the instructor, who then reverses the question back to the participant.
- The instructor may add a piece of supportive information to help the participant then answer their own question.

RELAY QUESTIONS

- A question asked of the instructor by a participant, which is then relayed to another student by the instructor.

ASKING QUESTIONS AND ENCOURAGING INVOLVEMENT

- Try to ask focused, open-ended questions that avoid multiple answer types.
- Ask questions that encourage discussion.
- Rephrase the question if you don't get an answer.
- Don't answer the question yourself; be patient and wait.
- Make use of participants' expertise.
- Ask for volunteers to answer.
- Draw out quiet participants.
- Work with small groups (i.e., six or fewer).
- Acknowledge responses.

Instructor Note

Request that the participants turn to Job Aids page 207 and review the tips on encouraging interaction.

Ask if there are additional techniques. **Ask:** What techniques have been used so far in this training session to encourage interaction?

Possible Answers:

- There was early involvement in this course through participation in the "Quotes" activity.
- Questioning has been extensively used as a teaching technique.

Student Note

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

Some methods for encouraging involvement could include:

- 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 universal gestures and your expressions to encourage their involvement.
- There are countless ways to enhance participation; games and other fun learning activities, which are available online and in books about training, are valuable.
- Ask the participants for their experiences and suggestions on this topic.
- 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.

ACTIVITY 5.1: CAPSTONE PRESENTATION QUESTIONS

1. Generate two questions for your capstone presentation that will encourage discussion.
2. Take 15 minutes.

RESPONDING TO PARTICIPANT ANSWERS

- Listen.
- Paraphrase or clarify.
- Respond or redirect.

RESPONDING TO PARTICIPANT ANSWERS: LISTEN

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

Student Note:

What are the barriers trainers encounter when trying to listen?

RESPONDING TO PARTICIPANT ANSWERS: LISTEN (CONTINUED)

- 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 is being said.

Student Note:

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

RESPONDING TO PARTICIPANT ANSWERS: CLARIFY

Clarifying 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 nonverbally).

RESPONDING TO PARTICIPANT ANSWERS: CLARIFY (CONTINUED)

How to begin:

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

RESPOND AND REDIRECT

- Read through the section titled "Responding to Participants' Questions" on page 15 of the Job Aids.

RESPOND AND REDIRECT (CONTINUED)

- If **you do not know the answer**, state where it can be found or commit to finding the answer.
- If **someone is likely to know the answer**, redirect the question to the group or an expert in the group.

Student Note:

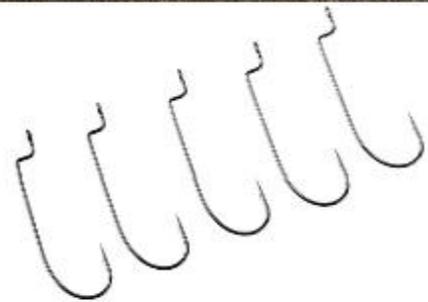
Are there other techniques that you have used when responding to questions?

RESPOND AND REDIRECT (CONTINUED)

- If the topic is covered later, explain when.
- If the question is controversial or off-topic:
 - Talk to the participant during a break.
 - Utilize the "parking lot" to list and refer back to later.

ACTIVITY 5.2: AN ALIEN AMONG US

The alien wants one of these items, but their language is different than English. Can you figure out which item they want?



REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Explain the value of involving participants in discussions.
- Explain the value of asking effective questions.
- Explain the value of answering questions effectively.
- Explain the value of giving good instructions for activities.

UNIT 6: EFFECTIVE LEARNING ENVIRONMENTS

UNIT OBJECTIVES

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

- Explain the purpose of preparing an effective learning environment and list five items to take into consideration.
- Resolve situations with difficult participants.
- Describe how to adjust instructional delivery based on evaluation results.

Approximate Length

3.5 hours

Contents

This unit includes the following sections:

- Unit objectives
- Activity 6.1: Preparing the Classroom
 - Preparing the physical environment
 - Classroom checklist
 - Preparing prerecorded charts
 - Media for access and functional needs
 - Correct use of microphone
 - How to use an instructor guide
 - Preparing the instructor team
 - Setting the tone
 - Instructor demeanor
- Activity 6.2: Dealing With Difficult Participant Situations
 - Difficult, embarrassing, or uncomfortable participant situations
 - Managing the content
 - Preparing for time management
 - Managing students for time
 - Guest speakers
- Activity 6.3: Case Studies on Course Corrections

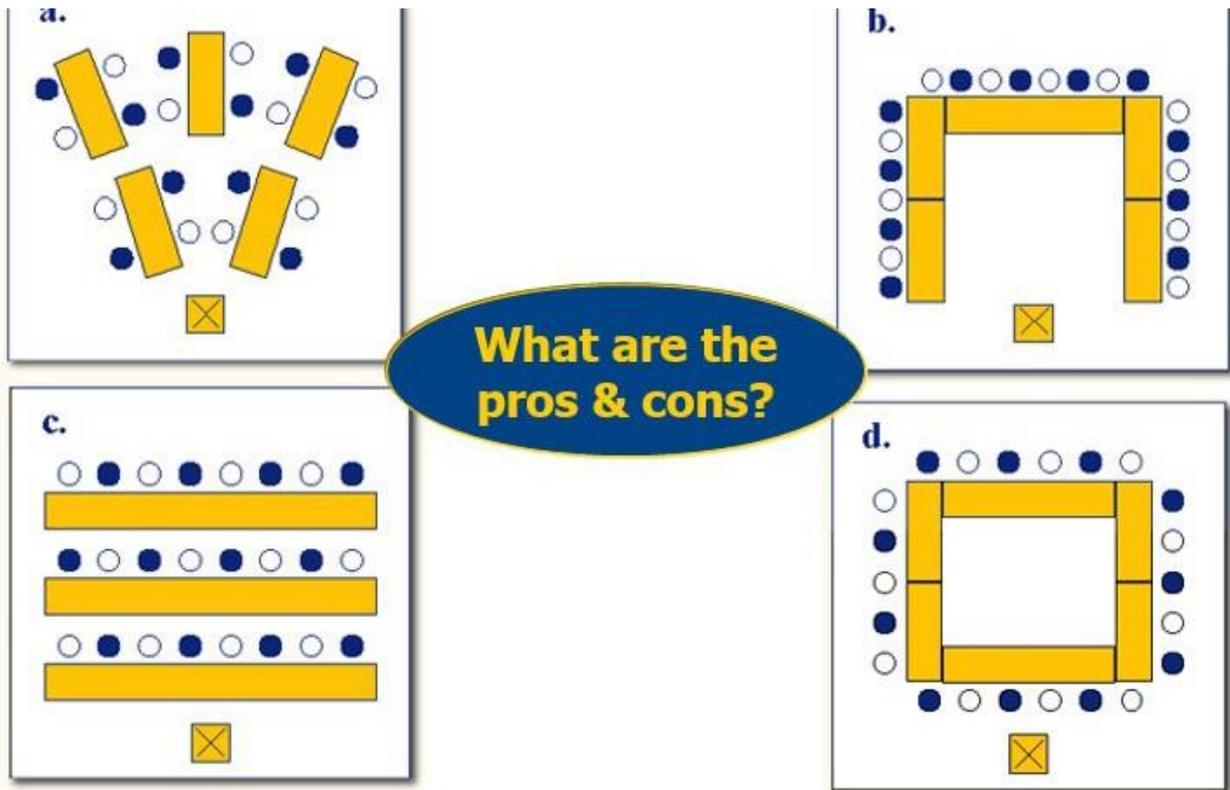
UNIT OBJECTIVES

- Explain the purpose of preparing an effective learning environment and list five items to take into consideration.
- Resolve situations with difficult participants.
- Describe how to adjust instructional delivery based on evaluation results.

ACTIVITY 6.1: PREPARING THE CLASSROOM

When preparing the physical classroom, what should you consider?

TRAINING ENVIRONMENT SETUP



Student Note:

What are the pros and cons of each table setup?

PREPARING EQUIPMENT

- Practice with and test all equipment.
- Have a backup plan in case of equipment failure.
- Label light switches.
- Know the room beforehand (ask for a picture).

PREPARE TRAINING MATERIALS

- Check and count all materials in advance.
- Review the content of each item.
- Organize materials by unit, as sequenced in the course.
- Develop a general schedule for each section of each unit.

HANDOUTS

- Plan when and how you will distribute handouts.
 - There are advantages and disadvantages to distributing handouts while teaching.
- Explain to participants what is in the handout before distributing it; this cuts down on confusion.
 - Do not let others distribute the handout until you are 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.
 - Handouts should enhance learning.

CREATE HANDWRITTEN VISUALS

- Determine what should be created before class.
- Use the top two-thirds of the pad or board.
- Use masking tape or Post-It notes to make tabs.
- Use light pencil notes as memory-joggers.

We often use easel charts and whiteboards to create handwritten visuals. Sometimes you will want to prepare these visuals beforehand; sometimes they are created as part of the training to demonstrate how concepts build on each other. When using handwritten visuals:

- Determine which visuals should be created before the class and which ones will be created as part of the class.
- Only use the top two-thirds of the pad or board so that students in the back can see everything.
- Use masking tape or Post-It notes to make tabs on easel pads.
- Use light pencil notes as memory-joggers that will not be visible to students from a distance.
- If preparing visuals using easel pads, write your text lightly in pencil before using a marker.

CREATE HANDWRITTEN VISUALS (CONTINUED)

- 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.

PRESENTING WITH TECHNOLOGY

- Test the equipment; have back-ups (this includes the microphone!).
- Rule of thumb – use six lines with six words per screen.
- Stand to the side of the screen while you are speaking.
- Use motion to attract attention; stand still when participants are reading the screen.
- Turn off the screen when it is not being used.

You should always use the microphone, even if you do not think you need it. This makes it easier for everyone to understand you, including those who may have a hearing impairment or loss, and it does not change the clarity of your voice when you turn away from the audience (to review something on a slide, for example).

PRESENTING WITH TECHNOLOGY (CONTINUED)

- Take a deep breath before starting.
- Stand when presenting (if possible).
- 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 (scaffolding).

USING TRAINING MEDIA AND POWERPOINT

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

MEDIA FOR ACCESS AND FUNCTIONAL NEEDS

- The Americans with Disabilities Act (ADA) is a federal law that prohibits discrimination based on disabilities.
- There are more specific laws (e.g., Section 508 and Section 504 of the Rehabilitation Act) that state that agencies of state and federal governments must make electronic/information technology available to those with access and functional needs.

The basis of this is the Americans With Disabilities Act (ADA). This specifies that government agencies must make all electronic and information technology available to people with access and functional needs.

If you are creating electronic media (this includes Word documents and PowerPoint visuals) for the federal government, Section 508 dictates that this media must be available. This means including closed captions on videos, adding descriptions to

images, and avoiding use of low contrast text and images.

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

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

USING AN INSTRUCTOR GUIDE/NOTES

- Prepare thoroughly with the guide for every delivery.
- Highlight key points, transitions, and activity instructions.
- **Do not read from the guide.**

PREPARE THE INSTRUCTOR TEAM

- Have a detailed instructor meeting in advance.
- Divide responsibilities for instruction.
- Agree on ground rules for working together.
- Know when to contribute to each others' presentations.
- Know the content of each others' units.
- Have a practice run.

Discussion Question:

ASK: Why is it important to know the content of each others' units if instructing as a team?

Answer: So that each instructor can prime the students for upcoming content, or know when to review previous content, in order to make clear how the content builds on each other.

INSTRUCTING AS A TEAM

- Touch base during breaks.
- Remain aware of classroom exchanges when not teaching.
- Provide support during activities.
- Have signals to speed up, slow down, or to initiate breaks with the rest of your team.
- Debrief at the end of each day.

SETTING THE TONE

The instructor sets the tone for the class and should:

- Manage difficult participants politely.
- Model respect for all participants.
- Use active listening skills to show engagement with participants' responses.
- Maintain a positive tone.
- Maintain energy.

PREPARE FOR TIME MANAGEMENT

- Review unit and topic time estimates frequently to make sure you are managing your time well.
- If the room has a clock, it might be wrong or not work at all!
- Track the actual time used to complete units; make adjustments.

To keep an accurate record of time, use your personal phone or rely on your instructor team members to give cues.

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.

MANAGE THE CONTENT (CONTINUED)

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

PREPARE TO MANAGE BREAKS

- Take a break about every hour.
- Try to find natural breaking points.
- Watch for nonverbal 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.
 - Not resuming on time after breaks impacts the daily and overall course schedule.

EFFECTIVE FEEDBACK

- Effective feedback is:
 - Constructive
 - Balance negative feedback with positive (perhaps *more* positive than negative).
 - Offer feedback that is descriptive rather than judgmental.
 - Specific
 - Avoid generalized comments and use examples to illustrate your point.
 - Concise
 - Present feedback clearly and focused on the topic at hand.
- 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?

GUEST SPEAKERS

- Prepare guest speakers.
- Emphasize completion time.

ACTIVITY 6.2: DEALING WITH DIFFICULT PARTICIPANT SITUATIONS

Working in your table groups:

- Decide in your group the "best" (worst) difficult participant situation that you have or could face while instructing.
- After 10 minutes, each group will send a representative to the next table to brief the group members on their difficult participant situation.

DIFFICULT, EMBARRASSING, OR UNCOMFORTABLE 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 talk, and move conversations along when necessary
- Take action before others get frustrated, but not so soon as to discourage debate and interaction.
- Try to find out what may be causing the challenging behavior.
- Correct students outside of class whenever possible.

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.

DIFFICULT, EMBARRASSING, OR UNCOMFORTABLE PARTICIPANT SITUATIONS (CONTINUED)

- If you must make a correction in front of other students, do so gently
- Do not get defensive.
- Try to see multiple angles to a discussion.
- Move conversations along when necessary.

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 them 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.

ACTIVITY 6.3: COURSE CORRECTIONS

Working in your table groups:

- Discuss solutions to address your assigned case study.
- After 10 minutes, a representative from each group will brief the rest of the class on their case study.

ACTIVITY 6.3: COURSE CORRECTIONS: CASE STUDY #1

Situation #1

There is a participant in your class who, whenever you ask a question, answers the question and then provides a long story about their past experience. Often the story is aligned with the subject matter, but it can take as long as 5 minutes for the participant to get through their story, which takes up too much class time. And sometimes the story is not particularly relevant to the topic.

Questions

What actions would you take to address the participant's behavior during this training session?

What actions would you take after this training session ends?

ACTIVITY 6.3: COURSE CORRECTIONS: CASE STUDY #2

Situation #2

There is a participant who seems particularly engaged—maybe a little too engaged? They are asking a lot of questions, and you are falling behind schedule.

Questions

What actions would you take to address the participant's behavior during this training session?

What actions would you take after this training session ends?

ACTIVITY 6.3: COURSE CORRECTIONS: CASE STUDY #3

Situation #3

You are teaching a course on a new technique or methodology. One of the participants has a lot of experience with the subject matter. Whenever you explain a new process, the participant contradicts your instruction and does not see why things need to change. This has happened several times in the course already.

Questions

What actions would you take to address the participant's behavior during this training session?

What actions would you take after this training session ends?

ACTIVITY 6.3: COURSE CORRECTIONS: CASE STUDY #4

Situation #4

In a multi-day course, you have frequently started several minutes late after breaks. Participants are coming back from lunch as much as 15 minutes late. You are now half a day behind in the course schedule.

Questions

What actions would you take to address the participants' behavior during this training session?

What actions would you take after this training session ends?

ACTIVITY 6.3: COURSE CORRECTIONS: CASE STUDY #5

Situation #5

In your class of 25, the majority of the participants work together. One of the participants is particularly gregarious and makes "jokes" that are at best disruptive and, at worst, disrespectful. Their coworkers laugh at these jokes, which only encourages the behavior.

Questions

What actions would you take to address the participant's behavior during this class?

What actions would you take after this training session ends?

REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Explain the purpose of preparing an effective learning environment and list five items to take into consideration.
- Resolve situations with difficult participants.
- Describe how to adjust instructional delivery based on evaluation results.

UNIT 7: INSTRUCTING VIRTUALLY

UNIT OBJECTIVES

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

- Highlight the considerations of a virtual environment.
- List specific challenges of instructing in a virtual environment.

Approximate Length

3.5 hours

Contents

This unit includes the following sections:

- Unit objectives
- Community of Inquiry
- Activity 7.1: Community of Inquiry
- Challenges of instructing in webinars

UNIT OBJECTIVES

- Highlight the considerations of a virtual environment.
- List specific challenges of instructing in a virtual environment.

INSTRUCTING IN A VIRTUAL ENVIRONMENT

There are several modes of delivering virtual instruction. These include:

- **Webinar** – A presentation or seminar hosted live from a presenter to an audience. Interaction is typically minimal, but participants can often submit questions.
- **Synchronous instruction** – An instructor leads participants in an online environment (via Zoom, Microsoft Teams, etc.) at the same time.
- **Asynchronous instruction** – Participants can access course content and engage with it independently, at their own pace.
- **Blended** – A combination of synchronous and asynchronous instruction. Participants read and complete coursework independently, but there are opportunities to meet with instructors and fellow classmates "face to face" at regular intervals.

COMMUNITY OF INQUIRY

One model to consider in instruction is the Community of Inquiry model.

A community of inquiry creates a deep and meaningful learning experience through:

- Social presence
- Teaching presence
- Cognitive presence

It is important to note that the social presence must be established before teaching or cognitive presence can be impacted.

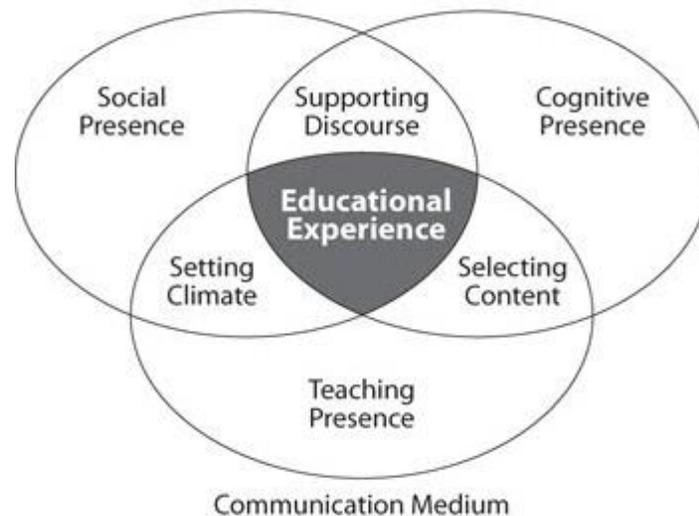


Image provided by Athabasca University in Alberta, CA

SOCIAL PRESENCE

- Perception of a "real person" in mediated course work.
- Communication and interaction with the instructor and classmates.
- Progression from introduction to camaraderie among classmates.

TEACHING PRESENCE

- Providing different methods of delivering content.
- Organizing the course and materials.
- Facilitating discussions.

Teaching presence considers the design, facilitation, and direction of the cognitive and social processes to drive meaningful learning outcomes.

Design includes the specific learning materials, sequencing of information, assignment and activity guidelines, and subsequent evaluation of those assignments and activities.

Facilitation considers instructor activities like monitoring discussion board replies and participating in those discussions to model the behavior they want students to embody.

Directing the cognitive process refers to providing leadership and operating in more of a guidance role.

Northeastern University. (n.d.). *Teaching presence in the community of inquiry framework: What does it mean to "teach" online?* Northeastern Center for Advancing Teaching and Learning Through Research. <https://learning.northeastern.edu/teaching-presence/>

COGNITIVE PRESENCE

- A four-phase process:
 - A triggering event, like an issue or problem.
 - Exploration through reflection and discussion.
 - Constructing meaning as students discuss ideas.
 - Applying knowledge in the class and outside the classroom.

ACTIVITY 7.1: COMMUNITY OF INQUIRY

- Consider how social, teaching, and cognitive presence differ in a virtual environment.

Activity 7.1: Community of Inquiry Discussion

In this activity, you will discuss in your small group the function of a community of inquiry in a virtual environment.

Consider:

- Social presence.
- Teaching presence.
- Cognitive presence.
- How all three are similar and different in a virtual environment compared to an in-person class.

You have 15 minutes to discuss this within your small group.

BENEFITS OF INSTRUCTING VIRTUALLY

- In your experience, what are the benefits to virtual instruction?

BENEFITS OF INSTRUCTING VIRTUALLY (CONTINUED)

- Asynchronous or hybrid learning promotes flexibility.
 - Increased accessibility to training offerings for students and instructors spread across the country/world.
 - Saves time and resources.
 - Improved learning experience with messaging and screen-sharing features on platforms.
- A virtual learning environment, especially asynchronous learning, means students can access course content and assignments at their convenience and at a location where they feel comfortable and engaged.
 - Platforms like Zoom and Teams allow chats and peer-to-peer messaging, as well as screen- and file-sharing.
 - By not having to commute to a location for class, pack a lunch or spend money at the cafeteria, or even get dressed for a class, this not only saves time and money, but potentially eliminates the stress of having to physically prepare to attend class.
 - Many learning platforms allow content downloads for offline access, offer an option to record sessions, and provide captions on videos. These features benefit everyone—not just those with specific needs.

CHALLENGES OF INSTRUCTING VIRTUALLY

- Interactions in the virtual classroom provide little, if any, nonverbal cues.
- Presenting a virtual session requires technical expertise with software (e.g. Microsoft Teams, Zoom, Adobe Connect, etc.).
- Issues may arise during a virtual session that require troubleshooting, such as:
 - Background noise
 - Call-in access
 - Problems with software functionality

CHALLENGES OF INSTRUCTING VIRTUALLY (CONTINUED)

Additional challenges may include:

- Assessing the level of participant engagement.
- Maintaining stable internet access.
- Having access to necessary software.
- Being interrupted unexpectedly by an automatic computer update.
- Minimizing distractions on the screen (e.g., notification pop-ups).
- Subjecting participants to "Death by PowerPoint."

VIRTUAL INSTRUCTION TEAM

You may not always have the benefit of working with a team to facilitate virtual instruction. You may play one or all of these roles and should understand their general tasks:

- Facilitator/instructor
- Producer

There are two main instructor roles when delivering a webinar, the facilitator and the producer.

Facilitator/Instructor: The facilitator/instructor moderates conversations and presents instructional content. This instructor should focus their attention to making sure the information is conveyed appropriately for the audience. They should moderate conversations by calling on individual students to respond and prompting students that raise their hands in the webinar. This instructor may choose to “drive” the slideshow, but this responsibility can also be done by the producer. Just be sure it is clear who is holding this responsibility.

Producer: The producer is the instructor that manages the technical side of the virtual instruction. This includes watching for questions from chat, cueing outside videos or other training media, setting up and starting breakout rooms, polls, and other activities, and generally operating the meeting software. Some of these responsibilities may be shared with the facilitator/instructor according to preference, but the goal is to reduce the overall technical burden on the facilitator/moderator so they can focus on delivering the instruction and avoid delays when transitioning between instructional strategies.

It’s also good to have someone from your IT department on standby, if possible, to deal with any technical issues that arise during instruction.

VIRTUAL PRESENTATION SKILLS

- Engaging without physical presence
- Responding to the virtual classroom chat
- Getting students to interact
- Facilitating a discussion
- Rehearsal and preparation
- Presenting slides

WEBINAR TECHNICAL SKILLS

- Using student engagement indicators
- Uploading/downloading files
- Software troubleshooting
- Overcoming connectivity challenges

Student Engagement Indicators

Some webinar software will provide an icon next to participant names to show that they have the webinar window in focus, helping you determine whether most of the class is engaged. When this indicator is not available, you will need to use other indicators, such as polls and discussion questions. If you determine that students are not engaged, try to re-engage them by asking different questions, changing your presentation style, or changing presenters (if you are prepared to do so).

Uploading/Downloading Files

Sometimes you will want to share handouts and other files with students. Make sure you understand how this functionality works for both the instructor (uploading) and the student (downloading). Make sure you are able to give clear instructions to the students regarding how to download files, and that you understand the user experience from their end. Do not assume they are familiar with the software!

Overcoming Connectivity Challenges

At some points throughout the class session, you or participants may experience common challenges as a result of poor connectivity, whether that be video stuttering (or not working at all) or garbled sound or volume. This may be a result of crowded bandwidth (e.g., too many connected devices or programs running all at once). You may not be able to help all students troubleshoot all potential connectivity issues they run into during the session, but you should be armed with a few solutions for them to try.

ENGAGING WITHOUT PHYSICAL PRESENCE

- Ask questions frequently.
- Use meeting software features, like:
 - Polls
 - Chat
 - Questions
 - Breakout rooms

RESPONDING TO THE VIRTUAL CLASSROOM CHAT

- Do not forget about the chat feature!
- Some students prefer to communicate via chat.
- The producer should monitor the chat.

While giving a presentation, it's easy to forget to look at the chat box in the meeting software. But some students prefer to communicate by typing a message into the chat rather than unmuting themselves and speaking out loud. Make sure to take time between topics to review any comments or questions in the chat. Try to address every one. If team-teaching, the producer should be monitoring the chat. This instructor can respond by replying to messages in the chat or taking time between topics to address each one out loud. The instructor team should prepare ahead of time where they will take breaks to address questions and respond to chat messages.

GETTING STUDENTS TO INTERACT

- Create group activities
- Ask open-ended questions
- Whiteboard annotations
- Physical actions

While they may be different from in-person training interactions, virtual meeting software usually provides several means of interactions with students, and with some creativity, you can develop some of your own.

Group Activities: You can create group activities where students interact with each other or the class. You can leverage screensharing functionality or collaborative document software like Google Docs to have students create projects. You can also use breakout room functionality to allow students to work in smaller groups and then come back and share with the class.

Open-Ended Questions: Lively group discussions are possible in a webinar environment. Ask open-ended questions, but be wary of cold-calling individuals. Their assumed lack of participation may not be because they are not engaged; they could have stepped away to use the restroom or get a drink. Be sure that someone is monitoring the chat box and the raise hand functions when moderating these discussions.

Whiteboard Annotations: Most webinar software provides some means for the students to annotate what's being shared on the screen using a virtual pen or stickers. The instructor can share a document or image and ask students to highlight, circle, underline, or point to spots on what's being shared.

Physical Actions: Students don't always have to stay in their chairs! Don't be afraid to give students time to acquire items from their locations, such as manuals or emergency plans. Then have them speak to a situation that is specific and relevant for them. You can also have them perform a physical activity that you describe, then have them report on their experience.

REHEARSAL AND PREPARATION

- Rehearse with the whole team.
- Determine roles beforehand.
- Practice using software.
- Practice transitions.
- Discuss a backup plan if connectivity is lost.

VIRTUAL INSTRUCTION DESIGN TIPS

- Limit seat time to 90 minutes, maximum.
- Include frequent breaks for interaction.
 - And take frequent breaks in general!

Research has shown that virtual instruction is most effective when the session is limited to 90 minutes. If the content you need to teach will be longer than this, break it up into a series of sessions.

For best results, have some kind of interaction with the students frequently, whether that is a poll, activity, or discussion question.

TYPICAL TASKS IN A WEBINAR

- Invitations for students
- Loading visuals and media
- Logging in
- Audio
- Admitting students

Invitations for students: To invite students to the session, you will need a way for students to sign up. Sometimes the webinar software will automate this process for you. If performing this process manually, you will want to send attendees an email with the following information:

- Date and time for the webinar
- Instructions for accessing the webinar (typically a hyperlink)
- Instructions for joining the webinar audio (computer audio, voice-over-IP [VoIP], or conference call phone number)
- Course materials (student guide, handouts, etc.)

Loading visuals and media: Load any necessary training media—such as videos, images, and PowerPoint slides— into the webinar software beforehand, if necessary.

Logging in: Log into the webinar software at least 30 minutes before the scheduled start to make sure everything is ready to go. Test the functionality of all training materials and activity functions, such as polls or breakout rooms.

Audio: Most modern webinar software has built-in audio functionality. Some also includes a phone-conferencing line option. Make sure you confirm how this will work and understand how to help participants.

Admitting students: Sometimes the hyperlink to the webinar will let students automatically join, but other times you will need to admit students as they try to enter the room. Make sure you know how your software functions and be prepared to admit students, if necessary.

REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Highlight the considerations of a virtual environment.
- List specific challenges of instructing in a virtual environment.

UNIT 8: EVALUATING INSTRUCTION

UNIT OBJECTIVES

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

- Explain the value of comprehensive training evaluation.

Approximate Length

30 minutes

Contents

This unit includes the following sections:

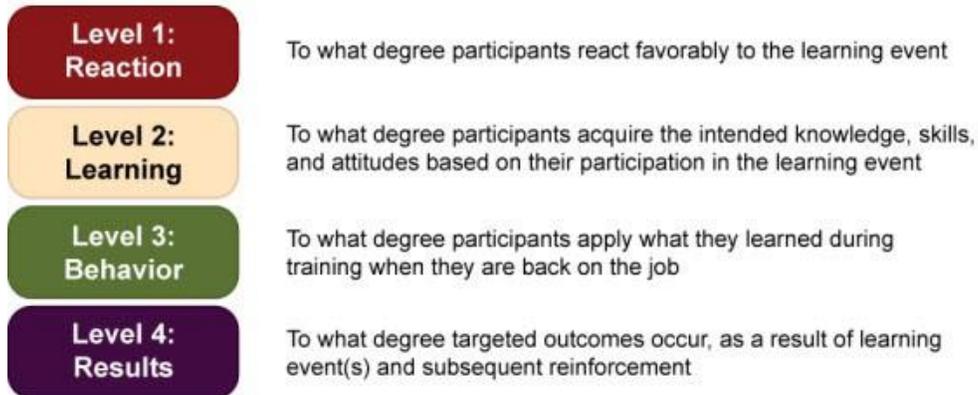
- Types of evaluations
- In-class evaluation methods

UNIT OBJECTIVES

- Explain the value of comprehensive training evaluation.

EVALUATING LEARNING

Kirkpatrick Four Levels™



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.
 - Examples: a 5-star Yelp review, course evaluations
- 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.
 - Example: performance on the final exam
- 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.
 - Examples: performance reviews, FEMA's 90-day review
- Level 4: Organizational Results – This type of evaluation measures the final results that occurred because of attendance and participation in a training program (which can be monetary, performance-based, etc.)
 - Examples: return on investment, safety metrics, checkpoints

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 2.

Today, Kirkpatrick-certified facilitators recommend 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.

Bird, L. (April 23, 2014). *How to use drivers to ensure training success*. Kirkpatrick Partners. <https://kirkpatrickpartners.com/blog/how-to-use-drivers-to-ensure-training-success/>

Image Source: Kirkpatrick Partners, LLC. (2010-2020). *Kirkpatrick four levels: Evaluation certification program bronze level*. [PDF]

TYPES OF EVALUATIONS

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

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

TYPES OF EVALUATIONS (CONTINUED)

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

IN-CLASS 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?

IN-CLASS EVALUATION METHODS

Technique	Description
Observe Participant Reactions	<ul style="list-style-type: none"> • Watch for nonverbal clues that indicate participants are confused or frustrated. • Monitor the overall energy level of participants.
Review Exercise Results	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Ask questions throughout the presentation to assess learning. • Use questions that require participants to apply what they learned. (Use what-if, why, and how questions.)
Have Participants Present What They Learned	<ul style="list-style-type: none"> • Ask participants to state in their own words what they have learned. • Have participants summarize the main points of the unit.
Encourage Self-Assessment	<ul style="list-style-type: none"> • 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.

○

IN-CLASS EVALUATION METHODS (CONTINUED)

- Review exercise results.
 - Ensure participants perform exercises/activities correctly.
 - Ensure participants present correct information.

Review exercise results.

- Ensure participants perform exercises/activities correctly. Instructors should visit table or working groups to confirm that participants have an understanding of the content they will be presenting.
- Ensure participants present correct information; it is contrary to good teaching and learning to have a group present incorrect information to the rest of the class.

IN-CLASS EVALUATION METHODS (CONTINUED)

- Ask questions that require participants to describe what they learned.
 - Knowledge checks
- Have participants state or present what they have learned.
 - Teach-backs

REVIEW OF UNIT OBJECTIVES

You should now know how to:

- Explain the value of comprehensive training evaluation.

UNIT OBJECTIVES

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

- Facilitate their 20-minute instructional presentations.

Contents

This unit includes the following sections:

- Course Objectives
- 20-Minute Instructional Presentations

- **Capstone Presentations**

CAPSTONE ACTIVITY: 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.

1. As in the 5-minute skill demonstration from Unit 1, you should select a topic for which you will deliver a 20-minute presentation. Once again, ***it does not have to be emergency management-related.***
2. Refer to the post-test rubric to design and facilitate your presentation.
3. You will be rated on your ability to:
 - Engage participants.
 - Establish relevance of your selected topic to participants.
 - Write effective objective(s).
 - Deliver participant-focused delivery strategies.
 - Use your time effectively.
 - Create and maintain a positive learning environment.
 - Use questioning techniques effectively.
 - Facilitate assessments/exercises with clear directions.
 - Exhibit behaviors of a model instructor.
4. During your presentations, at least two of the instructors will use the rubric to evaluate how well you demonstrate your facilitation skills.

CAPSTONE ACTIVITY INSTRUCTOR EVALUATION FORM: POST-TEST RUBRIC

Evaluator Instructions: Determine whether the presenter addressed each activity successfully or needs improvement, and check the appropriate column. If you have specific feedback, please provide it in the Notes column.

At the end of this form, mark whether the presenter is ready to instruct or ready to instruct with assistance

Activity	Successfully Presented ()	Needs Improvement ()	Notes
Presenter gained participant engagement.			
Presenter introduced self; established credibility.			
Presenter displayed and reviewed objective(s) with participants.			
Presenter explained why the lesson is important to the participants.			
Presenter identified topics/main ideas/exercises to be covered/conducted during the lesson.			
Presenter covered all main points/ideas mentioned in the overview/objectives.			
Presenter used participant-focused delivery strategies.			

Activity	Successfully Presented ()	Needs Improvement ()	Notes
Presenter was well-prepared for the lesson presentation.			
Presenter used personal experiences/examples to enhance participant understanding of content.			
Presenter used time effectively and maintained flexible schedule.			(Presenter did not use time effectively if their presentation time is under 16 minutes or over 24 minutes.)
Presenter used questioning techniques effectively.			
Presenter created and maintained a positive learning environment.			
Presenter used technology/media/visual aids effectively.			
Presenter transitioned between main points/ideas effectively.			
Presenter checked for participant comprehension via exercises, tests, and/or questioning techniques.			
Assessments/exercises aligned with established lesson objectives.			

Activity	Successfully Presented ()	Needs Improvement ()	Notes
Assessments/exercises contained detailed instructions.			
Participants had the opportunity/time to demonstrate they had achieved lesson objectives.			
Presenter maintained direct but impartial eye contact throughout lesson.			
Presenter used gestures that were spontaneous and natural without non-distracting mannerisms/behaviors.			
Presenter used proper pronunciation, rate, tone, and volume in voice.			
Presenter displayed a positive/energetic attitude throughout presentation.			
Presenter reviewed lesson objectives.			
Presenter summarized each main point/idea.			
Presenter used questions to assess participant achievement of lesson objectives.			
Presenter reiterated how new knowledge gained or			

Activity	Successfully Presented ()	Needs Improvement ()	Notes
skill learned will benefit the participant.			

Overall Assessment:

_____ Ready to Instruct

_____ Ready to instruct With Assistance

Course Summary

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.

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

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.

COURSE OVERVIEW

Throughout the course, you improved your ability to:

- Write effective and measurable objectives.
- Recognize adult learner characteristics.
- Relate to your participants.
- Present effectively.
- Use questions effectively.
- Create a safe learning environment.
- Instruct in virtual environments.
- Evaluate instruction.

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?

COURSE EVALUATION

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

CONGRATULATIONS!

Thank you for participating in *Instructional Facilitation Skills*.