U. S. Coast Guard Auxiliary
Instructor Development Course

IDC Student Course Book

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The Coast Guard Auxiliary Instructor

Introduction   As an instructor in the Coast Guard Auxiliary, you will have an influence on many other people. What is less apparent is the degree to which you will influence your students. It is possible to influence attitude and self-efficacy, and it is possible to cause people with mediocre skills to excel. The importance of how we behave toward others cannot be overestimated.

A facilitator or Instructor trainer applies training techniques such as principals of learning, motivation, communication, and instructional methods, among others. Grasping and practicing with these techniques will help the beginning instructor in their new responsibilities.

Besides the techniques mentioned above, an effective instructor would possess:
- Content Expertise
- Experience
- A professional appearance
- Organizational skills
- Professionalism

The instructor must consciously take action to apply these characteristics in order to facilitate learning. ***When teaching adult learners, EFFECTIVE instructor trainers will always apply the basic training techniques and good instructor characteristics because adult learners do not automatically grant credibility to individuals simply because they are in positions of authority or responsibility.*** Therefore, remember the time and care that you invest in preparing for each lesson will influence your credibility with the audience.

Although almost anyone can become a competent instructor, some people will develop into truly superior instructors. The starting place, however, is the same for all of us: "The Basics."

Welcome to the Instructor Development Course

Course
Objectives

The Instructor Trainee will complete the open book test (either on-line or paper version) with a score of 90% or better

The Instructor Trainee will complete all Performance Qualification System (PQS) tasks, which will be signed by the certified mentor instructor.

Upon successful completion of all PQSs, the trainee, given students and an instructional setting, will conduct a **ten to thirty minute training event** in accordance with the IDC course material. A certified mentor instructor will evaluate this presentation.

Following successful evaluation by the mentor, conduct a **one to two hour training event** using chapter(s) from any of the Coast Guard Auxiliary approved Public Education or Member Training courses. Following the successful evaluation, the trainee will be recommended to the Flotilla Commander as having successfully completed the Instructor Development Course for the Coast Guard Auxiliary. The Flotilla Commander will then notify DIRAUX according to District policy, and the candidate will receive the Instructor Certification and Instructor ribbon.

Overview

To provide the best possible training experience, participants are expected to accomplish the following:

- Actively participate in class discussions and group exercises.
- Accurately complete a personal lesson plan
- Conduct an initial training event.
- Make adjustments to training based on self, peer, and instructor feedback.
- Conduct the final training event.

Welcome to the Instructor Development Course

Goal   This course is developed to meet the following goals:

- Provide course participants with an introduction to the 14 Instructor Competencies as defined by the International Board of Standards for Training, Performance, and Instruction (IBSTPI).
- Offer procedures and tools that can best be used when conducting a training event.
- Provide opportunities for participants to practice using tools and techniques in actual training situations.

Key Concepts

- The 14 Instructor Competencies: These competencies define an effective and efficient instructor.
- In addition to the 14 Competencies, Coast Guard Auxiliary instructors are required to:
  - Identify the three parts of a usable instructional objective
  - Create and effectively use a 9 events lesson plan
  - Apply principles of adult learning to instruction

Section Topics   This section will provide the following information:

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The 14 Instructor Competencies

Purpose   The Instructor Development Course, and a host of other military, industry, and educational organizations have adopted the 14 Instructor Competencies as defined by the International Board of Standards for Training Performance, and Instruction (IBSTPI) as a standard for excellence in training.

The 14 Instructor Competencies

1. Analyze course material and learner information.
2. Assure preparation of the Instructional Site.
3. Establish and maintain instructor credibility.
4. Manage the learning environment.
5. Demonstrate effective communication skills.
6. Demonstrate effective presentation skills.
7. Demonstrate effective questioning skills.
8. Respond appropriately to learners' needs for clarification or feedback.
9. Provide positive reinforcement and motivational incentives.
10. Use instructional methods effectively.
11. Use media effectively.
12. Evaluate learner performance.
13. Evaluate delivery of instruction.
14. Report evaluation information.

Coast Guard Auxiliary Instructor Competencies

Additional Competencies

In addition to the 14 Instructor Competencies, the Coast Guard Auxiliary Instructor is responsible for the following:
- Editing and writing instructional objectives
- Creating and effectively using the 9-events lesson plan
- Applying the principles of adult learning to instruction

Course Development Overview

The Coast Guard Auxiliary uses a process of Instructional System Design (ISD) to create training programs. Within this process, there are five stages of development. The stages are commonly referred to as the ADDIE model. The stages are:
- **A**nalysis - At this stage, a performance gap is analyzed for possible training intervention.
- **D**esign - If the analysis determines that training is required, instructional objectives are developed.
- **D**evelop – Using the instructional objectives from the design phase, lesson plans and course materials are created.
- **I**mplement – This is the actual delivery of the instructional product.
- **E**valuate – Here, the instructional product is evaluated for effectiveness.

During the course, you will:
- **Design** (create an instructional objective)
- **Develop** (create a module of instruction)
- **Implement** (deliver your module of instruction)
- **Evaluate** (your module of instruction)

Introduction   The <u>D</u>esign and <u>D</u>evelopment stages of the **ADDIE** model are the key to a successful training event. In this section you will create a Performance Based Objective and a Lesson Plan.

Importance   Having an established outcome for your task to be trained and a well-developed road map for yourself and others working with you will guarantee that you are effectively teaching the skills the students need to learn. The more preparation that you do before the class begins, the less confusion and stress there will be during the class.

Competency   The competencies you will apply in this section from the 14 Instructor Competencies are:
- #1 Analyze the course material and learner information
- #10 Use instructional methods effectively

Section Topics   This section provides the following information:

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Performance –Based Learning Objectives

Introduction   An objective describes an intended result or output of the training. They provide direction of instruction, guidelines for testing, and convey instructional intent. Objectives provide the foundation upon which course curriculum is built. Additionally, they serve as the road map for the delivery of course content. They define what you will teach, and how you will measure student accomplishment of the learning objectives.

Definition   An *objective* is a description of the performance you want learners to be able to exhibit before you consider them competent.

An objective describes an intended result of instruction rather than the process of instruction.

Reasons for Stating objectives

- When clearly defined objectives are lacking, there is no sound basis for the selection or designing of instructional materials, contents, or methods. If you do not know where you are going, it is difficult to select a means for getting there.
- Test or examinations are the mileposts along the road of learning and are supposed to tell instructors and students whether they have been successful in achieving the course objectives. When objectives are clearly stated and are fixed in the minds of both parties, tests are not misleading. If objectives are not clearly stated, tests become misleading, irrelevant, unfair, or uninformative.
- Clearly defined objectives provide students with a means to organize their own efforts toward accomplishment of those objectives. Experience has shown that with clear objectives in view, students at all levels are better able to decide what activities will help them get to where it is important for them to go.

Performance-Based Learning Objectives

**Qualities of
Useful Objectives**

For an objective to be useful, it must contain three elements:
1. the Performance
2. the Condition
3. **the Standard**

These elements define what the student will be able to do (Performance) under what conditions (Condition) and to what degree (Standard).

**The Performance
Element**

The *Performance* statement defines what the learner should be able to do as an outcome of training. It may include application of knowledge, accomplishment of a skill, or demonstration of an attitude. This element of the objective always specifies *student* performance. You must be able to observe the behavior and measure what the student must do to demonstrate accomplishment of the objective. The significant parts of *Performance* element are the:

- Subject

The student is always the subject or focus. Commonly, the phrase: "upon successful completion of this topic, the student will be able to" introduces learning objective statements. When a topic lists several learning objectives, the introductory statement appears once with all of the objectives grouped beneath it.

- Performance-oriented (action) verb

The performance-oriented verb immediately follows the introductory statement and expresses the student performance required to demonstrate achievement of the objective. Learning objectives should only contain verbs that express active, measurable performance. Some examples are:
(a) extinguish
(b) write
(c) repair
(d) complete

Performance-Based Learning Objectives

Objectives should not contain verbs that are vague. For examples such verbs as,

(a) understand
(b) know
(c) realize

are open to interpretation and are difficult to measure.

- Object

The object of a performance element is a word or phrase that denotes what is acted upon. The object should include all modifiers needed to define what the student will be acting upon.

For example, consider the following objective:

*"Upon successful completion of this topic, the **student** will be able to **state** <u>three elements of a learning objective</u>."*

The student is the subject, "state" is the action verb, and the phrase "the three elements of a learning objective is the object.

The Condition Element

The *Condition* element defines **aiding** and **limiting** factors imposed upon the student in satisfying the performance requirements of the objective. This element may also define the degree of interaction the learner many expect. In some instances objectives may contain several conditions or none at all. The following are some examples of conditions:

- given a list of….
- without use of references…
- using a scientific calculator…
- from memory…

When combined with the *Performance* element, the condition element provides a clearer understanding of the learning outcome defined by the objective. For example, from the objective written under the Performance Element, we could add the condition "from memory" to ensure clarity. The new objective would read:

Performance –Based Learning Objectives

"Upon successful completion of this topic, the student will be able to __state from memory__, the three elements of a learning objective."

The Standard Element

The standard specifies the criteria the students' performance must meet. Standards for objectives are defined as time, accuracy, quantity, speed, or some other quantifiable measurement. Whether the standard element appears in the objective depends on how critical it is to determining the accomplishment of the objective. Examples of standard elements are:

- without error
- plus or minus one degree
- 80 % or better
- within one nautical mile

Adding a standard element to the objective ensures that both the student and the instructor are using the same reference for the requirement.

Example:

"Upon successful completion of this topic, the student will be able to state from memory, three elements of a learning objective __in accordance with the student guide.__"

Summary

Learning objectives provide the foundation upon which a course curriculum is built. They define what you teach and provide the basis for measurement of the student accomplishment. Your ability to understand the classification, elements, and construction of learning objectives will clarify your role in conducting training and strengthen your effectiveness when delivering training.

Lesson Planning

Introduction In this topic we will examine how to plan a lesson or training event. Without proper planning, a training event can be a waste of money, time, and effort. What happens or does not happen in your classroom will be a direct reflection of the care you give and the time you put into planning.

Description A lesson plan is the written output of your lesson planning activities. It should document the decisions you have made about what you want to have happen in your training event and how you intend to deliver your content. It should be a "job aid" for you or anyone who may have to substitute for you. Typically, lesson plans include such things as:

- Instructor Activities
- Student activities
- Key Learning Points
- How your training material will be sequenced
- How your training time will be allocated
- Equipment required for delivering the training
- Any other helpful information (classroom setup/layout of materials)

A lesson plan is a ***living document***. You should update it during and after each training event. Make notes of:
- What worked as you planned and what did not work.
- Questions students asked (especially those for which you did not have an answer).
- Gaps in the material, content or delivery process/style.

The 9-Events The late Dr. Robert Gagne, a former Professor at Florida State University, developed the Nine Instructional Events. They represent instructional activities that need to happen in a training event for learning to occur.

Lesson Planning

The 3 Parts of a 9-Event Lesson Plan

The Nine Instructional Events are divided into three parts. They are:

- **Opening** - Getting the students ready and prepared to learn. *(Tell them what you are going to tell them.)*
- **Delivery** - Presenting your information and facilitating practice/mastery. *(Tell them!)*
- **Closing** – Assessing performance, enhancing retention/ transfer. *(Tell them what you have told them.)*

There is no distinct end to any single event or part without the lesson plan.

Opening

In the first part the instructor sets the tone for the training event. You must map out the course for the participants and prepare them to begin learning.

1.	**Gain their Attention**	During this event, you must break your students' preoccupation with their own thoughts and concerns and help students focus on the course objectives. Explain the value of the instruction to the student.
2.	**State the Learning Objectives**	During this event, you will outline for your students what they will be expected to DO in the training event. It is here you explain your objectives, making sure the students are clear on the **Performance, Condition and Standard.**

Lesson Planning

Delivery: Presenting information and facilitating practice

3.	**Recall**	Here you have students review or recall previously learned items they need to use in your training event such as specific safety concerns.
4.	**Present the Information**	Present content points Provide a demonstration *Show them what success looks like*
5.	**Provide Learning Guidance**	Here you prepare students for the practice that is to follow. Helpful actions include giving them the following: • Job aids or other memory tools • What <u>Prompts</u> indicate the task that needs to be done • Correct procedures to be followed • Special instructions (tips & traps) • Safety information or precautions • What they need to know to be SUCCESSFUL • Introduce Job Aids
6.	**Provide Opportunity For Practice**	During this event, the participants practice the objective and use the Job Aids until they meet the stated standards. Learning guidance is provided as appropriate, and feedback items noted. • Ensure EACH student gets a chance to practice • Make practice safe • Make practice resemble the "real world" • Practice should look like the "Test"

Closing   The final part locks in or reinforces the learning and the skill mastery. This is a critical event in the learning process. It is also commonly ignored or shortchanged. Finish just as strongly as you opened.

7.	**Give Feedback**	***This should be taking place throughout the lesson.*** Use both Motivational and Developmental feedback. Be timely, specific, and non-punishing. Remember, feedback should be on the performance and NOT personal in nature.
8.	**Test**	Here, you will assess the learner's ability to perform the objective to established standards. This is the GO/NO-GO section. For material taught to memory, a written test is appropriate. For performance items the test should look like the practice and, as the practice did, resemble the "real world" to the greatest extent possible.
9.	**Enhance Retention**	While you work on retention throughout the training event, special time is spent here: • Reinforcing the original value system • Tasking students to apply the new learning • Setting up the next module or training event

Using Media Effectively

Introduction   After you have created your lesson plan, it is time to look to media to support your training objectives.

How much do people remember?

Students retain as follows:
- Reading – 10%
- Listening – 20%
- Charts – 30 %
- Films & Videos – 40%
- Demonstrations – 50%
- Making Presentations – 70%
- Role Playing – 80%
- Simulation of real learning task – 90%
- Doing the real learning task – 100%

The more the student is involved and the more facilitation takes place, the more the student will retain.

Importance   Media is the means by which material is presented – slides, film, computers, etc.

Media is used to:
- Reinforce key points
- Hold student interest
- Provide variety to a lesson

Competencies Covered   Competency 11, Use Media Effectively

Types   Types of media include:

Handouts	Boards and Charts
Video	Data Projector
Visualizer (ELMO)	Computer & LCD Projector

Using Media Effectively

Visual Aids Check List

❑ Select your medium by evaluating: audience, purpose, available equipment, room, time

❑ Plan the general layout of your visuals by doing some thumbnail sketches

❑ Keep your visuals simple, clean, organized, logical

❑ Have a headline for every visual

❑ Limit yourself to one idea per visual

❑ Add color

❑ Use the fewest possible words

❑ Use simple typeface

❑ Use upper and lower case

❑ Include only items you will talk about

❑ Stick to one or two typefaces

❑ Label every element of charts and graphs

❑ Design visuals for the back row

❑ If you are not sure a visual is necessary, do not use it

❑ At presentation time, set up the room so
- Everyone can see the screen
- The image is the right size for the audience
- You won't block the audience's view

❑ Remove visuals when you have finished talking about them

❑ Face your audience and maintain eye contact when you use visual aids

❑ Know your equipment

❑ Don't read aloud from your visuals

Effective Communication

Introduction   As an instructor, your ability to communicate has a direct impact on students' ability to understand new content.

**Competencies
Covered**   Competency # 5, Communications Skills

Effective Communications

Effective Communications Skills Strategies

Verbal

- Recognize that communication is a two-way process and involves verbal and non verbal elements
- Create common ground when communicating
- Remain aware of variations in pitch that can help you understand underlying concerns or issues a learner may have
- Pause after asking a question in order to give time for a response from students
- Add a brief period of silence before introducing a point to focus learners' attention
- Use words and examples with which learners are familiar
- Repeat information that is particularly important

Non-Verbal

- Use active listening skills such as paraphrasing, leaning forward, and making eye contact
- Ensure that your verbal communication (words) match your non-verbal communication (facial expressions, gestures, body movements)
- Use eye contact to demonstrate your attention to learners. Caution: Avoid extended eye contact and staring
- Use eye contact from learners to assess their understanding, interest, or willingness to be involved
- Ask learners and colleagues for feedback regarding your verbal and non-verbal messages
- Use gestures to support or replace your words. Caution: Certain gestures may have different meaning in different cultures
- Use distance to support your messages (close proximity is generally less formal)
- Scan the room to identify non-verbal cues regarding learner emotions and problems such as confused looks, staring out the window, or blank stares.

Feedback

Introduction   When feedback is effective, it can have a powerful impact on performance. Conversely, when feedback is handled poorly, it can be highly detrimental. Below are useful guidelines to consider and use when delivering feedback to produce positive results

Applicable Competencies   The competencies addressed in this section are:

- #4   Managing the Learning Environment
- #5   Effective Communication Skills
- #7   Effective Questioning Techniques
- #8   Responding to Learners' Need for Clarification or Feedback
- #9   Providing Positive Reinforcement and Motivational Incentives

Feedback

Types

Positive Feedback results in positive results. There are two types of Positive Feedback.
- **Advice -** which identifies behaviors that are desirable and specifies how to incorporate them. The purpose of this type of feedback is that it shapes or changes behaviors to increase performance. It also:
  - Improves confidence
  - Removes Barriers
  - Increases performance

- **Reinforcement –** which identifies behaviors that were desired, meeting or exceeding standards or expectations. Reinforcement increases desired performance. The impact on the student is to:
  - Increase confidence
  - Increase performance
  - Increase motivation

Negative Feedback results in negative results. There are two types of Negative Feedback, which should be avoided
- **Silence** – no response is provided. The purpose is to maintain status quo. This results in:
  - Decreased confidence
  - Reduced performance
  - Creates surprises during tests
  - Can create paranoia

- **Criticism** – identifies behaviors that were undesirable. The purpose is to stop undesirable behaviors. The impact is:
  - Generates excuses and blaming
  - Decreases confidence
  - Leads to escape or avoidance
  - Creates relationship barriers

Observing and Providing Feedback

Instructors and Students
The concepts apply to instructors providing feedback to students. It may also be valuable for instructors providing feedback to other instructors.

Focus on Performance
Ensure the feedback focuses on performance rather than on the person. Person-based feedback can result in the individual feeling defensive, hurt, or angry. The individual may feel helpless or unable to change the behavior.

Be Specific
Ensure feedback is specific. Vague feedback makes people feel confused about what they did. For example: "You did a great job today," does not let the student know what he or she did to make the class great. If you are specific with examples of what was great, the person is more likely to repeat that behavior.

Provide Relevance
Ensure the student understands the relevancy of the feedback. For example: "Your answer really encouraged the class to think through the process" is more relevant than "Good answer". Qualify what makes an answer good.

Be Timely
Ensure feedback is timely. To have the greatest impact, provide students with immediate reinforcement.

Be Sincere
Use effective eye contact and voice inflection to ensure the student perceives the feedback as genuine.

Provide Balance
Ensure the feedback has an appropriate balance between positive and corrective. Too much positive feedback may result in the student not feeling challenged to excel. However, too much corrective feedback may result in the student feeling inadequate or frustrated.

Question and Answering Techniques

Overview

Introduction   For two-way communication to take place between the instructor and the students, the instructor must use good thought-provoking questions throughout the lesson. The use of oral questions allows you to determine from time to time if you are maintaining essential communication. When properly planned, implemented and evaluated, oral questioning improves effectiveness and more importantly, student learning.

**Applicable
Competencies**   The competencies addressed in this section are:

- #4   Managing the Learning Environment
- #5   Effective Communication Skills
- #7   Effective Questioning Techniques
- #8   Responding to Learner's Need for Clarification
- # 9 Providing Positive Reinforcement and Motivational Incentives
- #10 Using Instructional Methods Appropriately
- # 12 Evaluating Learner Performance

Effective Questioning Techniques

Guidelines   To use questions effectively, instructors must:

- Use appropriate types and levels
- Direct questions appropriately
- Use active listening techniques
- Repeat, rephrase or restructure questions
- Provide an opportunity and adequate time for learners to state questions, comments and concerns, and respond to questions

**Types of
Questions**   There are two major types of questions:

- Open-ended (These are the best types of questions to use for maximum audience participation)

- Closed -ended

Effective Questioning Techniques

**Five types of
Open-ended
Questions**

Understanding or remembering
Determining if a student can recall information is important to an instructor. Questions may be best phrased as:
- Who can tell me why…?
- Can someone tell me what we said was the reason that we…?
- Who remembers what we said about…?
- Let's review. What are the 5 things that…?

Application
Determining if a student can apply the information is essential. Questions may be phrased:
- How would you use this…?
- How is this an example…?
- How is this related to…?
- Why is this significant to…?

Relevance or Life Experience
Determining if students can identify relevance can be important to the instructor, especially considering how adults learn. Questions may be phrased:
- Has anyone ever used…?
- What happened when you tried…?
- Can someone tell me about a time when…?
- Have you ever seen someone use…?

Analysis
Comparing the relative benefits of two techniques adds to student learning and is an effective question technique. Questions may be phrased:
- What are the features of…?
- Can you sort these _____ from these____?
- How would you prioritize these actions?
- How does _____ compare to _____?

Effective Questioning Techniques

Self-Discovery
Students who think forward to discover a desired result will retain that information longer. Questions may be phrased:
- What does this mean for you…?
- What are the implications of…?
- What do you think will happen if…?
- Can you tell me about a time you could have used…?

Active Listening

When students are answering or asking questions, it is important to ensure that you are using active listening techniques

Active listening for the instructor involves:
- Using nod gestures, eye contact, and words to convey to the student that the instructor is listening
- Paraphrasing student comments and questions to confirm listening and understanding
- Responding without demeaning the student
- Correcting errors in interpretation

Responding To Questions

Three Step Model

1. **Ensure that you understand the question**
   - Repeat the question ("Is that what you were asking?")
   - Look directly at the person who asked the question to affirm you understand the question
2. **Respond to the question**
   - Be as direct and succinct as possible
   - Look at the entire class, not only the person who asked the question. (Someone else might want to ask that question, but did not have the fortitude to do so.)
3. **Check to be sure the question was answered**
   - Say, "Did that answer your question?"
   - Look directly at the person who asked the question and affirm you answered their question
   - Ask if there are any other questions

Effective Questioning Techniques

**Restructuring
Questions**   When a student answers a question incorrectly, it is important not to embarrass or demean them. A number of options are available to instructors when this situation arises:

Student did not hear the question
Simply repeat the question

Student did not understand the question
Rephrase or restructure the question using a different approach

Student doesn't know the answer
Rephrase the question
Use a less leading or complex question
Redirect the question to another student

**Putting it
All
Together**   Using the APPLE model will help you ensure each question is effective:

- **A**sk the question before picking a person to ensure everyone develops an answer. Use an appropriate type based on the situation

- **P**ause long enough for every one to think about the answer

- **P**ick the student or open it up to the class

- **L**isten carefully to the answer using active listening techniques

- **E**valuate the answer and comment accordingly

Learning

Introduction   In this section the principles of adult learning will be discussed.

Importance   For training to be effective, we must consider how adults learn

Competencies   The competencies you will apply in this section are:
- #1 Analyze Course Material and Learner Information
- #4 Manage the Learning Environment
- #12 Evaluate Learner Performance

Learning

Principles of Adult Learning
There are things that compete with the time of the adult learner. If our teaching is not compelling and stimulating, we may not retain the student's attention or the student.

Motivations of Adult Learners
The following are five factors, which motivate adult learners:

- Adults are motivated by creating social relationships
- Adults have many other demands on their time, interests, and responsibilities that interfere with learning
- Adults rely on personal experience to help them learn
- The best way to reach every adult learner is to use a variety of media and methodology
- Adults want to know the topic they are learning is relevant to their needs, goals, and objectives

What stimulates Adult Learners
Adults are stimulated to learn by
- Reading
- Listening
- Seeing
- Doing

Assumptions for Adult Learners
In designing adult education and training materials, we must assume that adults are:
- Independent and self-directed
- Able to draw from a foundation of life experiences and knowledge
- Goal directed
- Relevancy oriented
- Practical problem solvers

Strategies for Adult learners
Adult learning programs should:
- Capitalize on the experience of the participants
- Adapt to the needs of the audience
- Have as much choice as possible in the organization of the program

Difficult Situations

Introduction   Instructors have an important responsibility to establish and maintain a climate that supports and encourages learning.

Importance   The instructor must keep the key items listed below in mind throughout the preparation and delivery of the course in order to ensure that the students have the best possible learning environment.

- The course introduction
- Adapting your delivery to match the students' needs
- Managing time
- Managing group interactions
- Involving the learner
- Ongoing evaluation of the effectiveness of the instruction

Competencies   The following are the competencies covered in this section:
- #3 Establish and Maintain Instructor Credibility
- #4 Manage the Learning Environment
- #5 Demonstrate Effective Communication Skills
- #6 Demonstrate Effective Presentation Skills
- #8 Respond Appropriately to Learner's Needs for Clarification or Feedback
- #9 Provide Positive Feedback and Motivational Incentives
- #12 Evaluate Learner Performance

Difficult Situations

Strategy List to Improve Instructional Effectiveness

12 Actionable Strategies

1. Set the tone for the training by grabbing Learner's Attention

- Provide learners with examples from your own experience
- Tell short, interesting stories to enhance training. If possible, pilot the stories to a co-instructor before going "live" to ensure you are sending the correct message and to make it smooth.
- Introduce relevant facts and statistics that will generate interest and help you drive a point home.
- Ask the learners questions to get them involved and to stimulate thinking. Plan these questions, as well as several follow-up questions, in advance.
- Convey the benefits learners can expect as a result of the instruction. Adult learners are more willing to learn and participate when they know what is in it for them.
- Use props when possible to pique interest and involve more senses (sight, touch).
- Use icebreakers to energize learners, lighten the mood or to help learners get acquainted. Caution: Avoid icebreaker overkill, which results from including too many icebreakers.

2. Communication

- Convey your expectations regarding the format and style of the class as well as the learner conduct.
- Ask learners at the beginning of the class what their expectations are. Incorporate those expectations into the program whenever possible and address those that will not be met during instruction.
- Address administrative details at the beginning of the class (restrooms, breaks, location of supplies).

3. Create a Comfortable Learning Environment

- Acknowledge all those who attempt to answer questions – even if they are wrong. Use statements like, "That is a good point, but can you further explain…"

Difficult Situations

Strategy List to Improve Instructional Effectiveness

- Never ask learners to do things with which they are uncomfortable or that will make them look foolish in front of the rest of the group.
- Match the comfort level of the instruction to what they will actually be doing in the "real world".
- Provide opportunities and encouragement for learners to stretch their skills and grow.
- Demonstrate emotions such as concern, understanding, or empathy when appropriate.
- Demonstrate willingness to change the program to suit your audience's needs. Caution: Avoid compromising the integrity of the original design so that objectives are not attained.
- Add humor to lighten the mood – but only if you have had the opportunity to test out the humor with several co-instructors to make sure the humor is in good taste.

4. Manage Time
- Manage your time so that you can stick to your agenda
- Start on time.
- Welcome latecomers into the classroom without allowing them to disturb the rest of the class. Help them catch up over break.
- Schedule breaks about every fifty minutes and stick to the designated duration times. Start class on time, even if some people are missing, to send them the message that they should arrive on time.
- Adjust the pacing of your delivery to accommodate learning. Be prepared to add or eliminate material based on the needs of the group.
- Keep a watch or clock in an inconspicuous place nearby so that you can monitor the time. You can also appoint a co-instructor to be the timekeeper to keep you on track.
- Add time buffers into the instructional material to allow maximum flexibility.

Strategy List to Improve Instructional Effectiveness

5. Assessing Learners
- Create opportunities for learner success to build confidence and future skill application
- Evaluate learner success formally and informally throughout the instruction. Listen, ask questions, and observe to identify whether or not learners understand
- Monitor groups to assess the involvement of each individual in the group.

6. Working in Learning Groups
- Monitor the stages of group development and help students move through them (forming, storming, norming, performing, adjourning).
- Conduct a de-briefing with groups to reinforce learning and to encourage application of the learning to the "real world".
- Plan activities and encourage functional interaction among groups so that they can build trust with one another.
- Walk around the room and sit in with each group to monitor performance. Help them overcome dysfunctional behaviors by pointing them out and facilitating their resolution.
- Provide ground rules before students start working in groups together.

7. Dealing with Difficult Learners
- Remember that prevention is one of the best cures, so explicitly state your expectations for student conduct at the beginning of the program.
- Intervene when behavior problems occur. Match the severity of your intervention with the severity of the behavior.

Strategy List to Improve Instructional Effectiveness

8. Talkers
- Stand close to them.
- Ask them questions
- Acknowledge their chatter by asking them if they have any questions
- Shift to activity that separates the talkers
- Approach them during break if the behavior continues and ask them to refrain from talking during class because it is distracting to the other students.

9. Too Many Questions
- End a question and answer by stating, "Let's take one more question and move on."
- Use the Parking Lot technique (ongoing list of questions to be answered at a later time).

10. Challengers
- Set expectations up front regarding student conduct to prevent problems
- Clarify and respond to student challenges regarding why they are there and what they will learn.
- Approach challengers during the break if their behavior continues. Ask them not to disrupt the class and explain that their comments are distracting to other students.
- If necessary, ask the challenger to leave.

11. Know-It -Alls
- Acknowledge their expertise and ask them to explain concepts or ideas to the group. If appropriate, continue using this person as a resource. Caution: Be sure the information being conveyed is accurate.
- Don't allow the know-it-alls to prevent other students from participating. Encourage a balance of participation.

12. Uninvolved
- Make sure you have an environment where everyone feels comfortable participating.
- Do not feel as though everyone has to verbally participate to learn. Some people learn by listening to the experiences and comments of others.