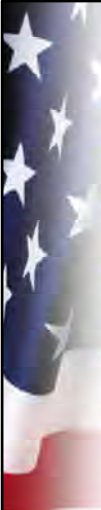This course is the newest to come out of National. If you're familiar with Instructor Development 2007 you will see that a lot of the memorization and rote learning has been removed and modern technology has been included.

After completion of the various units, the students will be expected to develop a 15 to 30 minute presentation with lesson plans and the use of various media. This presentation will be given to the class and instructors for both practice and constructive criticism.

The student is also expected to pass an online, open book test with a score of at least 90%.

Then, the student will go back to their own flotillas and work with their Staff Officer for Public Education (FSO-PE) or Staff Officer for Member Training (FSO-MT) to schedule a class presentation of 1.0 hours to 2.0 hours of a chapter or chapters from either their Public Education offering or Member Training offering (dependent on district policy).

Once that is accomplished, the entire PQS can be signed off and the student can be certified as an Instructor via district policy.

General Information
- Keep video camera on (if possible)
- Minimize distractions.
- Take class notes just as you would if you were sitting in a classroom.
- Use the same etiquette that you would during a live class.
- If we lose connection, please give me two minutes to re-establish connection and then re-enter Zoom

•3

Take class notes just as you would if you were sitting in a classroom. In other words, treat it as much as possible as if you were in class with the instructor in front and   surrounded by other classmates.

Schedule

- Day One: Introduction through Unit Five
- Day Two: Unit Six through Unit Eight
- Day Three: Student Presentation + PQS
- Day Four: Student Presentations + PQS

E- Directorate Team

We gratefully acknowledge the contributions of the following Auxiliary members to the development of this project:

- **COMO Robert Laurer, DIR-E**
- **David Fuller, DIR-Ed**
- **Gregory Fonzeno, DVC-ET**
- **Robert Brandenstein, DVC-ED**
- David Wall, DVC-ES
- Andrew Kelly, BC-EDD
- Dr. Clark Godshall, BA-EMS
- **Karen Miller, BA-EDI**

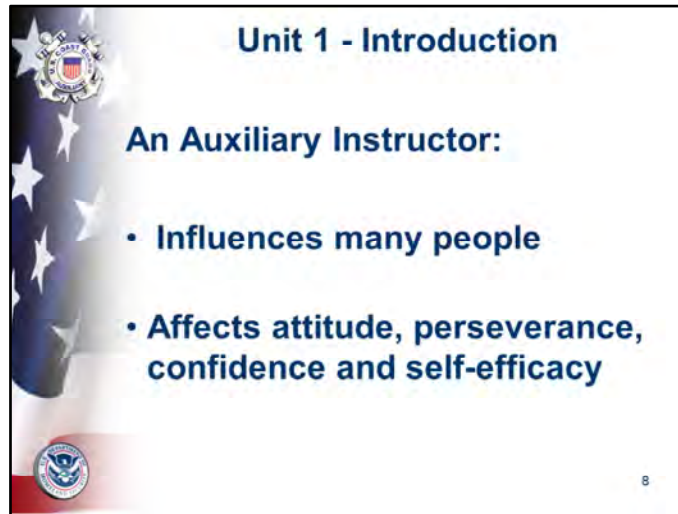We also thank the United States Power Squadrons for their cooperative use of resources in updating this aid.

6

Student Guide Contents

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Unit 1 - Introduction

An Auxiliary Instructor:

- Influences many people

- Affects attitude, perseverance, confidence and self-efficacy

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A Coast Guard Auxiliary instructor influences many people. The instructor has a significant influence upon students. An instructor also affects attitude, perseverance, confidence and self-efficacy (different from self-worth.) Self-efficacy is a person's confidence in their competence. Characteristics of high self-efficacy include: 1) **Self-confidence** , 2) **Accurate self-evaluation**; 3) **Willingness to take risks;** 4) **Sense of accomplishment**. Our goal is for each of you to finish the course with an elevated sense of self-efficacy.

People with mediocre skills may excel as a result of an instructor's influence. The importance of how an instructor behaves toward others cannot be overestimated.

A facilitator or instructor-trainer applies the same training techniques, such as principles of learning, motivation, communication, and instructional methods, while conducting the instruction. Grasping the concepts and practicing with these techniques will help the beginning instructor when taking on such new responsibilities.

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An effective instructor should also possess:

- Content and Auxiliary expertise are a must and are usually "discovered" by the students early on in the instruction. Answers to questions, clarifications, and specifications are obvious indicators of expertise; education and training practitioners are commonly referred to as "learned" professionals as compared to experienced trainers, providing different kinds of expertise.
- Experience, related to the subject matter or content, is a powerful catalyst for cultivating a deeper understanding; anecdotes that reinforce the concept are a hallmark of "salty" sailors as compared to "learned" instructors.
- A professional appearance is the focus of a good first impression, and a good first impression sets the expectations for a favorable learning experience.
- Organizational skills are key to effective instruction and the proficiency to understand, connect and explain multiple related concepts or facets of a task is the basis for a common understanding and achieving the instruction goals.
- Professionalism in manner, techniques, and methods, like appearance, serve to improve the impression and motivates the individual to focus on the content and the concepts with neither unseemly nor unsightly distractions and with neither inappropriate gestures nor unsavory language.

An instructor must consciously 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. Adult learners do not automatically grant credibility to individuals simply because they are in positions of authority or responsibility.

Remember that the time and care invested in preparing for each lesson will influence the instructor's credibility with the audience.

Most anyone can become a competent instructor. Some will develop into truly superior instructors. The starting place, however, is the same for all: theory, practical application and ongoing practice.

Expectations

- Actively participate in class discussions and group exercises.
- Accurately complete lesson plans for review.
- Prepare and conduct an initial 15 to 30 minute training event on a subject of your choice.
- Complete the Performance Qualification Standard (PQS) tasks with a certified Instructor mentor
- Conduct a 1 to 2 hour Public Education or Member Training event.

Student participation may derive from comments, conversation, shared experiences, question and answer session, and deliberate working sessions or exercises.

It is essential to get in the habit of completing outlines for the worksheets provided in the Student Guide.

A 15 to 30 minute training session, in any subject of your choosing, following your Performance Qualification Standard (PQS) recital is mandatory. Setting the class schedule within the 15 to 30 minutes and completing the instruction in the allotted is a key objective for this class. Your Lesson Plan should layout the overall time(s) for your presentation.

You are expected to incorporate comments and feedback received during the short program and apply it to the longer, 1-2 hour training program. That presentation will be conducted as a "Trainee" and monitored by a certified instructor. District policy will dictate whether this is a Public Education Class or Member Training Instruction.

You would be well served to pick a subject that interests you and attend the class(es) as an observer at least once prior to actually instructing the class yourself.

This course aims to achieve the following goals:

- Provide participants with an introduction to the Instructor Competencies and lesson planning along with updated skill training.
- Offer procedures and tools that can be used when conducting a training event.
- Provide opportunities for participants to practice using classroom tools and techniques in actual training situations.

Developmental Activities
The skill development and instructional assessments are intended to occur over a series of activities, not within a single setting or single training activity.

 Completion
Constructive feedback is welcome to provide any additional suggestions for improvements, criticisms or edits to this . Please direct comments via the chain of leadership to the USCG Auxiliary E-Directorate.

Unit 2 - Instructor Competencies

- Definition of Effective and Efficient Instructors
- Introduction to 14 Instructor Competencies
- Influencing Learning
- Types of Learning
- Positive Learning Environment

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USCG Auxiliary Instructors may be required to actively participate in scheduled training and/or updates for continued improvement of skills, expanding awareness of educational, emerging topics, and expanded capabilities and proficiencies as reflected in these competencies. However, keep in mind that this is the first step in learning the skill set of a competent instructor, much like saying that the competencies of a baseball player are fielding, catching, hitting, running the bases,… The point is to focus the learning objectives into a manageable set.

Purpose
As a standard for excellence in training, a host of military, industry, and educational organizations have adopted 14 Instructor Competencies as defined by the International Board of Standards for Training Performance and Instruction (IBSTPI). Instructor Development Course 2020 has adopted these standards, as well.

Key Concepts
These competencies define an effective and efficient instructor.

The 14 Instructor Competencies

1. Analyze course material and learner information- Prepare well by familiarizing oneself with topics, PowerPoints and teaching aids prior to conducting the lesson. Know the type of student who will be addressed.

2. Assure preparation of the instructional site- including restrooms, safety exits, equipment needs, available break areas, and any other instructional considerations. **See the Safety Checklist**.

3. Establish and maintain instructor credibility- remain professional in appearance, appropriate language, and learner needs.
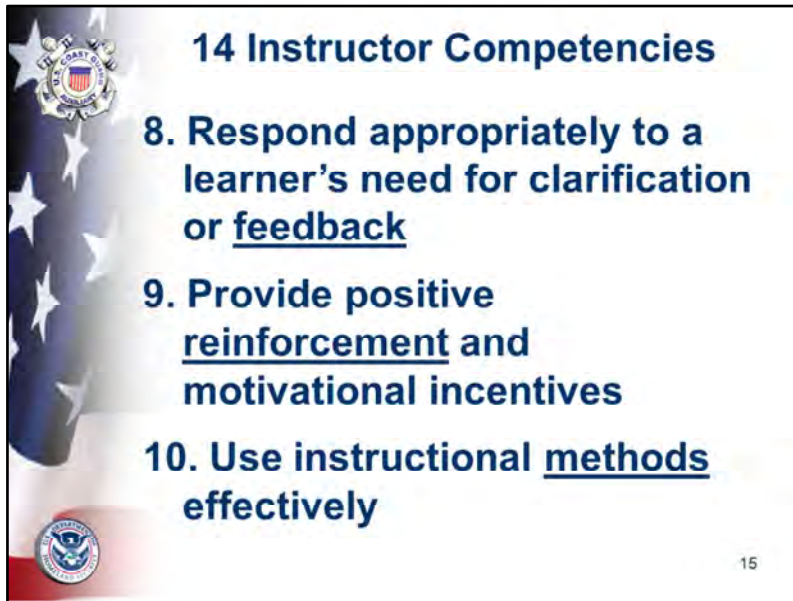
The 14 Instructor Competencies

4. Manage the learning environment- be cognizant of necessary breaks or attention-span issues. Safety and security should be considered. Ameliorate or control classroom distractions.

5. Demonstrate effective communication skills- keep discussion to age appropriateness of learners, avoid acronyms and long explanations not relevant to the objective.

6. Demonstrate effective presentation skills- use of media, proper voice tone, avoidance of reading slides and introduction of irrelevant information.

7. Demonstrate effective questioning skills- repeat question for audience, use "wait time", and keep relevant.to the audience.

The 14 Instructor Competencies

8. Respond appropriately to a learner's need for clarification or feedback. Avoid too much detail when not needed. Control the classroom from distractions.

9. Provide positive reinforcement and motivational incentives. Praise and complements are contagious and go a long way toward motivating the learner and the instructor.

10. Use instructional methods effectively- be cognizant of one's teaching and learning style- avoid overuse of a single method (i.e. chalk and talk).

The 14 Instructor Competencies

11. Use media effectively- video, pictures, charts, and demonstrations add to the level of interest. On PowerPoint slides, be consistent with a Master template; be consistent: decide on bullets or numbers; use numbers when serial order and/or counts matter

12. Evaluate learner performance- frequently check for understanding and provide proper environment for reinforcement of topics if needed.

13. Evaluate delivery of instruction- gain feedback of positives and areas for improvement.

14. Report evaluation information- complete summary forms and submit all required paperwork. Analyze material and learner information.

Instructor Requirements

- Create and effectively use a nine events lesson plan
- Apply principles of adult learning to instruction
- Receive constructive feedback on lesson planning and practice sessions
- Use media effectively

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In addition to the 14 Competencies, Coast Guard Auxiliary instructors are required to:
- Create and effectively use the Nine-Event lesson plan; worksheets with the suggested elements are included in Appendix D of the Student Guide.
- Apply principles of adult learning to instruction
- Receive constructive feedback on lesson planning and practice sessions
- Use media correctly

The Instructor can assist in the learning process by facilitating several factors:

Feedback – Students need to receive appropriate feedback to assess progress and provide constructive criticism.

> Lecturing without providing students with opportunities (during or after the lecture) to ask questions or without asking questions of the students denies them an opportunity to receive feedback.

Practice – Learning generally does not occur all at once. It builds over time. Strategies include repeating an item over-and-over, looking for a mnemonic to help remember something, and distributing practice over time.

> Mnemonics- Mnemonics add meaning to something with no inherent meaning such as: "Red, Right, Returning" to aid in remembering how to locate a channel.

> Study Time- Course material is not learned with one exposure. Distributed practice can help students learn between class sessions.

Material Relevance – Relating new information to the student's personal experience improves understanding and relevance. Instructors can monitor students' learning through questioning and various learning activities.

Interpretation – Student interpretations depend heavily on their prior knowledge, including their beliefs, expectations, and emotional predispositions.
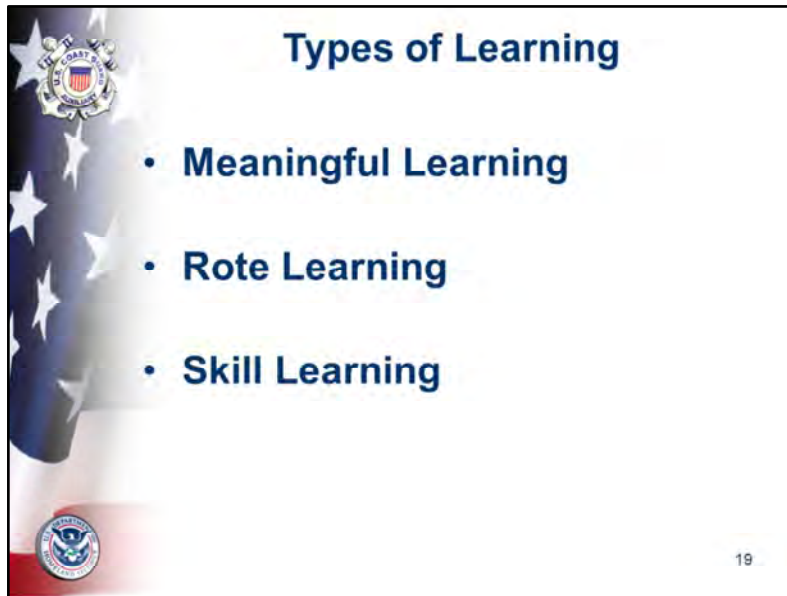
As there are different types of learning, different strategies are needed for teaching each type:

Meaningful Learning– involves an interrelated body of information requiring understanding rather than memorization. New material is related to what a student already knows. Since all learning may be considered meaningful, a more appropriate terminology for this type of learning would be "insightful" learning. The instructor's task is to incite, with a "c", the insight, with an "s."

Rote Learning- memorization is one way to learn. Remembering terms requires repetition and often if called *rote learning.* Memorization is one way to learn this type of material, but merely repeating terms with no apparent relevance is not efficient. Using mnemonics and distributing the practice over days are ways to make this type of learning easier. For example, "red right returning" helps remember to keep a red lateral buoy to the starboard side of our vessel.

Skill Learning- Many skills are involved in operating a boat, from tying knots to securing a line to docking a boat in windy weather. Learning the steps involved in tying a bowline by reading a book is very different from tying the knot on the dock. Learning the steps in class involves the two types of learning just described. Gaining proficiency in actually tying the knot in the line involves skill learning.

A Positive Learning Environment

Being supportive and non-threatening fosters an expectation that students will take responsibility for their learning and be motivated to learn.

As the instructor, and thus the expert, remember the class can contain those who also are experts and there will be those who are complete beginners. The instructor must involve and accommodate both ends of this spectrum. Avoid overwhelming the beginners while giving respect to those who may know as much as or more than the presenter.

Teenagers should be treated with the same respect as older students; however, they may be more restless or less responsive than older students. Engaging them in conversation during a break, or before or after class, can establish a rapport that will make things go more smoothly.

The following are a few suggestions for developing a positive climate:

- Recognize that each student is an individual with unique concerns and needs
- Create a participatory environment by modifying the schedule, adjusting the sequence of the materials, or altering the classroom setup and temperature.
- Instructors should share appropriate information about themselves to initially establish credibility and a favorable first impression, but **keep it short**.
- Be aware of particular student needs like special seating and visual or auditory limitations.
- The composition of the class may mean that certain sections of the course receive more emphasis than others.

Remember, for learning to take place the course must have perceived value. Some ways to achieve this are:

- Use a variety of instructional techniques
- Use various instructional materials
- Relate topics to students' experiences
- Adjust the approach to match students' abilities and interests.

Unit 3 - Lesson Plan

- 9-Event Lesson Plan
  - Opening
  - Delivery
  - Closing
- Lesson planning is an ongoing process
- Always use a Lesson Plan

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- The 9-Event Lesson Plan is divided into 3 parts; Opening, Delivery, and Closing. Each part addresses specific elements of the lesson such as, time for each section, materials needed and total time for the lesson.
- Lesson plans help the instructor stay on time and on topic. They ensure that pertinent material is covered and that the lesson is taught similarly every time. They also help determine resources, references and teaching aids needed.
- Opening- introduction, housekeeping items, outline to be taught
- Delivery – 4 Ps – planning, preparing, practicing and presenting
- Closing – reinforces the lesson, tests understanding, and relates to future lessons
- Review lesson plans after teaching checking for issues and successes making changes and enhancements where needed.

Remember, for learning to take place the course must have perceived value.

Value measured in the learner's time and effort is far more important than the cost of the course in dollars.

To the learner, it is ALL about the return on the investment. Some ways to enhance perceived value are:

- Keep the instruction on time (stick to the schedule), on track (stick to the subject), and on target (stick to the goals)
- Relate topics to students' experiences.
- Adjust the approach to match students' abilities and interests.
- Use a variety of instructional techniques,
- Use various instructional media,

- Introduce yourself and any housekeeping information such as location of restrooms, exits, water, and so on. Remind them to silence their cell phones
- Explain why the material and skills are useful to the student
- Be mindful adult learners pay attention to how long you say the lesson will take. "Sea stories" to enhance learning are okay as long you stay on schedule.
- Introduce the parking lot/anchorage. The parking lot or anchorage is where topics tangential to the presentation are kept until they can be addressed.

- What task or skill is to be mastered via the information presented?
- What conditions will the task or skill be performed?
- What is the standard for success?

Lesson Plan - Event 3

- **Recall**

  - Previously acquired skills or knowledge required for success

  - Review any safety concerns

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- Question: Why do you need to know students' background knowledge about the lesson? Answer: It helps determine how quickly you can move through basic information
- For example, when presenting a boating safety class, it is helpful to know how many students already own a boat, have been boating, or have ridden on a boat. This information can help you move quickly through more basic material.
- With that example in mind, the instructor can quiz the students for their knowledge of the parts of a boat.
- Ensure a safe environment in which students can share ideas and ask questions

- This is where the material is presented. When instructing**, DO NOT READ the PowerPoint** to the students! Scan the class to ensure the students are engaged and understand.
- Ask questions if none are forthcoming. If students are learning a skill, model successful execution of the skill for them.
- Show them what success looks like

Lesson Plan - Event 5

- Provide learning <u>guidance</u>
  - Safety is paramount
  - Procedures to be followed
  - What they need to know/do to be successful
  - Special instructions, tips and traps
  - Introduce job aids here

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Here the instructor prepares students for the practice that is to follow. Helpful actions include giving them the following:

- Job aids or other memory tools
- What prompts indicate the task that needs to be done
- Correct procedures to be followed
- Special instructions (tips and traps)
- Safety information or precautions
- What they need to know to be SUCCESSFUL
- Introduce Job Aids

Lesson Plan - Event 6

- Opportunity for <u>practice</u>
  - Each student gets the opportunity to practice
  - Practice should model the test
  - Make practice as real world as possible

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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"

Lesson Plan - Event 7

- Give <u>feedback</u>
  - Use both motivational and developmental feedback
  - Effective feedback is timely, functional and non-punishing
  - Feedback is based on performance and NOT personal

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If correction is needed to properly complete the task address the area(s) needing improvement. This feedback is not personal and non-punishing.

Feedback – Students need to receive appropriate feedback to assess progress and provide constructive criticism.

> Lecturing without providing students with opportunities (during or after the lecture) to ask questions or without asking questions of the students denies them an opportunity to receive feedback.

Developmental feedback is where you give a person information that is designed to help them improve something they are doing.
Motivational feedback is where you give someone approval **for** what they are doing or how they are doing it as a way **of** reinforcing that behavior.

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.

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:
o Improves confidence
o Removes barriers
o 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:
o Increase confidence
o Increase performance
o Increase motivation

Negative Feedback results in negative results. Negative feedback should be avoided. There are two types of negative feedback,

• **Silence –** no response is provided. The purpose is to maintain status quo. This results in:
o Decreased confidence
o Reduced performance
o Creates surprises during tests
o Can create paranoia

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

Testing is designed to assess student retention of material/task(s) presented. Testing can also identify shortcomings in the instructor's presentation. Review the incorrect answers to check the accuracy of the answer or assess the level of difficulty of the test. Review your instruction to measure your efficacy. Update your lesson plan!
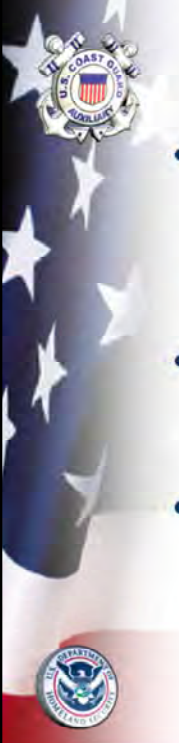
Introduce the next step in the learning process and have students apply what they have learned.
While the instructor works on retention throughout the training event, special time is spent here:

Reinforcing the original value system
Tasking students to apply the new learning
Setting up the next module or training event

Unit 3 - Conclusion

- Lesson plans must be reviewed and modified after each use
- Not all nine events are mandatory for all lessons
- Remember to have fun

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- Lesson plans are a living document that help the instructor plan their course and teach it similarly every time.
- Use of all nine events is not required
- If the instructor is having fun, then the students will too!

- Students retain information by reading, listening, seeing and **especially by doing.**
- Media is used to: Reinforce key points, hold student interest, provide variety to a lesson
- Keep visuals simple, clean, organized and logical. A white background is easier for students to read.
- Distill your points, use the fewest words possible.
- Only include items you will discuss.
- Design visuals for the back row, label every element of charts and graphs.
- Face the audience when using visuals and **DO NOT READ THE PRESENTATION TO YOUR STUDENTS!**
- Plan for failure of your visual aids. If the PowerPoint won't work, what is your plan?

Spend considerable time on these items on the checklist – they're really important for a good classroom environment and will greatly enhance student learning

Visual Aids Check List

- Select the medium by evaluating: audience, purpose, available equipment, room, time
- Plan the general layout of the visuals by doing some thumbnail sketches
- Keep the visuals simple, clean, organized, logical
- Have a headline for every visual
- Limit oneself to one idea per visual
- Add color
- Use the fewest possible words
- Use simple typeface
- Use upper and lower case
- Include only items that will be talked about
- Stick to one or two typefaces
- Label every element of charts and graphs
- Design visuals for the back row. If one is 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
- The presenter won't block the audience's view
- Remove visuals when finished talking about them
- Face the audience and maintain eye contact when using visual aids
- Know the equipment
- Don't read aloud verbatim from the visuals
- Checklist is in the student handbook Chapter 4 page 16.

A **teaching aid** is any device that helps an instructor to teach, enhance or enliven classroom instruction, or to demonstrate a skill or a concept. For boating safety classes, training aids might include: actual personal flotation devices of various types; knot tying lines, cleats, and posts; or miniature "aids to navigation" models.

Teaching aids illustrate and clarify the material and concepts being presented. It is important that the teaching aids relate directly to the objectives they are intended to teach. It is easy for one's creativity to jump ahead of concern for the relevance of a teaching aid. Plan carefully!

Teaching equipment including projectors, tablets, televisions and computer programs, require more extensive setup and technical knowledge to operate and maintain.

Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, exercises, tests, answer sheets and supplementary resources.

Chalkboards and Dry Erase Boards are valuable in presenting information that occurs spontaneously during a class. They are also useful in recording ideas from students and presenting lists or tables that require student input. It is a good idea for the instructor to both SAY and WRITE whatever they put on the board.

A Flip Chart can be useful when a board is not available. One advantage of flip charts is that the material can be re-used in the future. Make sure to have an easel sturdy enough to support the chart as the sheets are changed.

Handouts provide students with teaching aids and information for future reference. PowerPoint® slides can be printed as handouts, providing space for notes or comments. Used properly, they are excellent tools for teaching. Be cautious in presenting handouts prior to their use. They may be distracting.

Presentation programs can be used to produce a modern slide show. Such presentations can be viewed on a computer screen or projected, making them useable in any classroom situation.

Multimedia projectors allow the instructor to provide the most professional presentation possible; instructors should be familiar with multimedia projectors.

Unit 4 - Conclusion

- Practice with your visual aids before using them

- Review the visual aids check list

FACE THE AUDIENCE!

- Make sure that you have a backup plan just in case your equipment fails or will not work in the classroom you are to use.
- Always use the check list to ensure your aids are appropriate and helpful.
- Remember to face the audience, smile and have fun!

Unit 5 - Effective Communications

- Verbal Communications
- Non-Verbal Communications
- Four phases of a two-way process
- Effective Questioning

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Recognize that communication consists of four phases of a two-way process and involves verbal and nonverbal elements.

The two-way process has an active speaker and an active listener; the four phases **are transmit, receive, interpret and respond**. Good instructors use a combination of visual and auditory aids when presenting material.
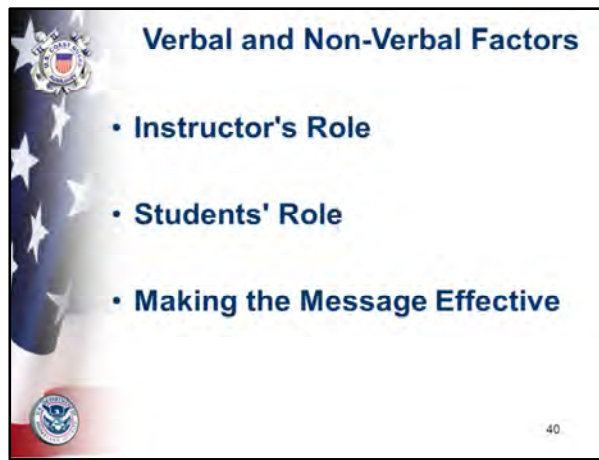
The following are ways verbal and nonverbal factors influence communication and the teaching-learning process.

Instructor's Role. The instructor serves as a facilitator while keeping all students cognitively engaged in a substantive conversation. The instructor must communicate with his or her students regarding the content to be learned, using a dialogue that engages the students' learning processes.

Students' Role. Students need to communicate with their instructor regarding: (a) their understanding of the material being learned, including what they do not understand, (b) their expectations and goals for the , and (c) their special needs, both physical and social. Remember, communication requires both speaking and listening. In most situations, students will not voluntarily express these concerns. The instructor must engage the students in conversation and help them communicate effectively.

Making the Message Effective. In an instructional setting, the balance between sending and receiving a message is different from less formal conversation. For the instructor and the students to communicate effectively with one another, both must be proficient in communication techniques. The instructor is more frequently the sender than the receiver, but a healthy balance between the two roles is highly desired.

The instructor also has greater responsibility both for using effective techniques and for helping his or her students become better at sending and receiving. The following sections focus primarily on sending by the instructor, but they also are relevant to sending by students. In the latter case, the instructor needs to serve as facilitator in helping them learn appropriate communication skills.

When someone speaks, does the instructor-trainee pay attention only to the content of the message? Or do they also pay attention to the person's tone of voice and body language? Chances are they do both. Remember, a message is both verbal and nonverbal. When sending a message, one often gives little thought to how it will be interpreted, including the quality of their voice and gestures that accompany the information.

The way something is said conveys emotions that can either support or undermine the substantive information. A moderate amount of enthusiasm is always a good idea, but excessive emotion can work against an accurate interpretation of the message, especially if anger is present. Remain calm, use a positive, varied tone of voice, and the listener is likely to respond in a similar manner. The following are some ways messages can be made more effective.

Volume- The instructor's voice should be loud enough to be heard. When speaking to a group with more than a few individuals, use a microphone if one is available.

Rate- Speaking too slowly can cause listeners' minds to wander. Speaking too rapidly can make it hard to follow. Allow time for processing information by periodically pausing. Pauses also allow one to collect their thoughts.

Pitch- Remain aware of variations in pitch that can help the instructor understand underlying concerns or issues a learner may have.

Inflection- Varying the force with which the voice is delivered adds emphasis to important points.

Silence- Add a brief period of silence before introducing a point to focus learners' attention.

Language- Select words with care. Use words appropriate to the message as well as appropriate to the audience. Create a visual image whenever possible. Vivid, colorful words can hold the interest of an audience. Use words and examples with which learners are familiar

Repetition- Repeat information that is particularly important

Active Listening- Use active listening skills such as paraphrasing, leaning forward, and making eye contact. Use nod gestures, eye contact, and words to convey to the student that the instructor is listening. Paraphrase student comments and questions to confirm listening and understanding.

Courtesy- Always practice common courtesy and mutual respect. Respond without demeaning the student. Acknowledge misinterpretations of questions or answers to avoid student embarrassment.

Active Listening Techniques

- Use eye contact and words to demonstrate listening
- Paraphrase comments and questions
- Do not judge the student
- Be courteous but effective in correcting errors in interpretation

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When students are answering or asking questions, it is important to ensure that the instructor is 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

Eye Contact- Eye contact plays a critical role in communication. Use eye contact from learners to assess their understanding, interest, or willingness to be involved. An instructor needs to be aware that different students can interpret eye contact in different ways. *Caution:* When communicating with more than one person, avoid having eye contact with only a few listeners and avoid extended eye contact and staring.

Mannerisms- Communication is most effective when the interaction is friendly and open. Avoid annoying habits (jingling pocket change, repeatedly adjusting eyeglasses, etc.). Ensure that verbal communication (words) matches non-verbal communication (facial expressions, gestures, body movements). Use gestures to support or replace words. *Caution*: Certain gestures may have different meanings in different cultures.

Professional Demeanor- Be professional in your demeanor always. Never use or allow profanity in a classroom. Avoid sarcasm; it intimidates some people and angers others.

Body Language- Nonverbal messages can be positive, negative or neutral. A smile goes a long way toward creating enthusiasm; an angry stare at one person can stifle an entire group. Good eye contact, periodically directed to each of the listeners, will help keep them involved and convey the speaker's interest in them.

Distance- Use distance to support the message. Nearness is generally less formal and instructing from the front of the class is more formal. A combination can be most effective.

Laughter- Humor and laughter can be used to relieve stress, provide a momentary break, and make a particular point memorable.

Facial Expressions- Scan the room to identify non-verbal cues regarding learner emotions and problems such as frowns, confused looks, staring out the window, or blank stares. Frowns, raised eyebrows, and smiles can communicate more than words. A good communicator is alert to visual clues and can spot inattention or puzzlement without having to ask a question.

Person-to-persons communications involve verbal and nonverbal elements

Verbal:
- Create common ground when communicating
- Remain aware of variations in pitch that can help the instructor 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

Person-to-persons communications involve verbal and nonverbal elements
Non-Verbal:
- Use active listening skills such as paraphrasing, leaning forward, and making eye contact
- Ensure that verbal communication (words) matches non-verbal communication (facial expressions, gestures, body movements)
- Use eye contact to demonstrate 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 verbal and non-verbal messages
- Use gestures to support or replace words. Caution: Certain gestures may have different meanings in different cultures
- Use distance to support the message (close proximity is generally less formal)
- Scan the room to identify non-verbal cues regarding learner emotions and problems such as frowns, confused looks, staring out the window, or blank stares.

For two-way communication to take place between the instructor and the students, the instructor must use good thought-provoking questions throughout the lesson.

Communications is a two-way process with active speakers and listeners in four distinct phases, 1) transmission, 2) reception, 3) interpretation and 4) response (if appropriate).

A message is sent, received and interpreted, and if appropriate, responded – four, yes four, opportunities to get "garbled" and establish miscommunications or misunderstandings.

Communication Helpers

- K.I.S.S. (Keep it Simple and Straightforward)
- Avoid technical terms, jargon, or unidentified acronyms
- Listen actively and para-phrase what was said
- Be calm and controlled; do not lose professionalism

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What can we do to cut down on the miscommunications or misunderstandings.

Like radio watchstanders we can use a limited vocabular of very specific words, called professional words or "pro words," with very specific meanings to minimize traffic, eliminate ambiguities, and prevent misunderstandings. Give examples and explain, e.g. ROGER, WILCO, OVER, OUT

Similarly, there are Coast Guard "standard" line handling commands, particular for complex tasks like taking a vessel into side tow. Give examples and explain, e.g. PASS 1, SLACK 2, STRAIN 3, MAKE 4.

Often with verbal skills when a single statement is made three statements occur. (1) What the speaker thought was said, (2) what was actually said, and (3) what the recipient heard.

Vary your pitch when making a presentation and become comfortable using silence. A pause will give your audience the opportunity to consider what you said.

If possible do not remain stationary during your presentation. Move toward and away from your audience.

Scan your audience to gage understanding and engagement. Make eye contact with your students. However, avoid extended eye contact.

Types of Questions

- Open-ended
- Closed-ended

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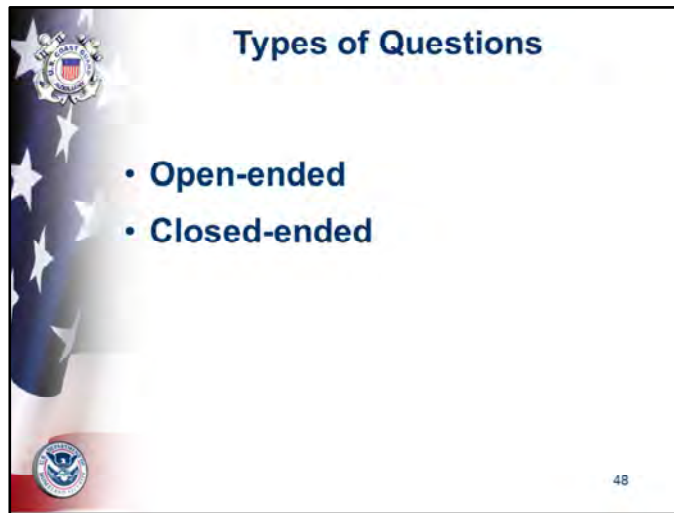
Open-ended - These are the best types of questions to use for maximum audience participation

Closed-ended – These are the best types of questions to use for checking accuracy of concepts or subject matter learned or proficiencies gained.

We'll spend most of our time on Open-Ended questions since they are more difficult to phrase but also provide the best responses.

Effective Open Ended Questions

- Understanding
- Application
- Life experiences
- Analysis
- Lessons learned
- Self-Discovery

- Understanding (concepts or constructs)
- Application (of techniques or tools)
- Life experiences (in skills or situations)
- Analysis (of problems, processes or practices)
- Lessons learned (from errors or oversights)
- Self-Discovery (via hypotheses or conjecture)

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 five 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...?

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Effective Open Ended Questions

- Understanding
- Application
- Life experiences
- Analysis
- Lessons learned
- Self-Discovery

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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?

Lessons Learned- From analysis, we look for lessons learned to avoid repeating our errors or oversights.

        Have you ever regretted repeating…?
        What is your unforgettable lesson learned…?

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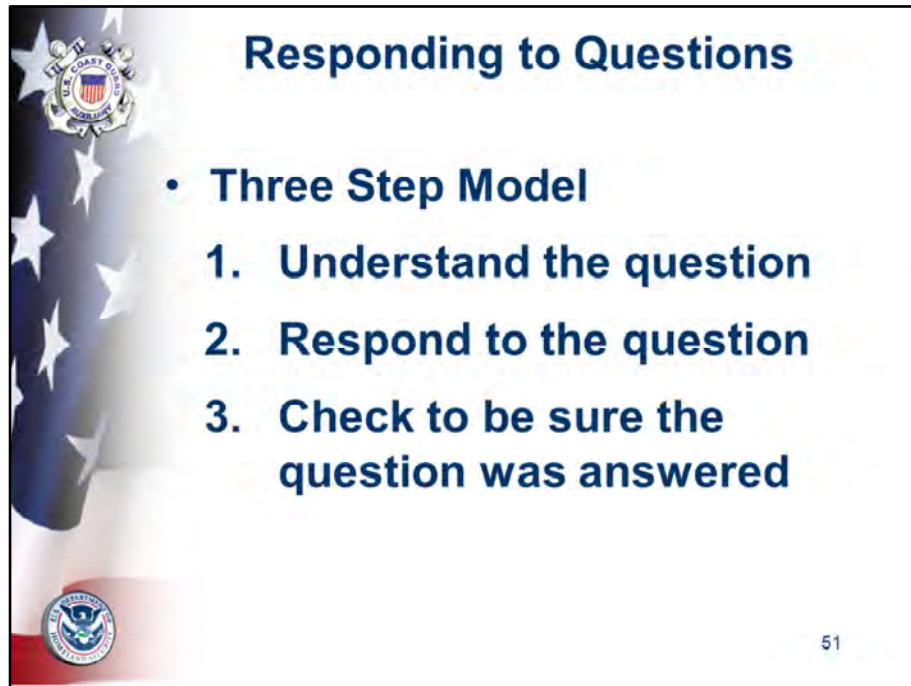
        What does this mean for you...?
        What are the implications of...?
        What do you think will happen if...?
        Can you tell me about a time you could have used...?

Three Step Model

1. Ensure that the instructor understands the question
>   Repeat the question ("Is that what you were asking?")
>   Look directly at the person who asked the question to affirm understanding 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 their question was answered
>   Ask if there are any other questions

Restructuring Questions
When a student answers a question incorrectly, it is important not to embarrass or demean them. Several 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.

DO NOT EMBARRASS A STUDENT. Repeat the question. Rephrase the question. Redirect the question to another student or rephrase in a less complex manner.

Unit 5 - Conclusion

- **Effective communications = good instruction**
- **Active listening**
- **Open-ended questions**
- **Responding to questions**

Build confidence in your competence

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Effective communication is the pathway to good instruction

Active listening, open-ended questions, and responding to questions will increase <u>your</u>:

Credibility as a subject matter expert

Effectiveness as an instructor

Self-efficacy

your confidence in your competence

As instructors we are often going to encounter difficult situations. This unit will cover how to improve instructional effectiveness and overcoming challenges to effective instruction

Improving Effectiveness

- Maintain students' dignity
- Help students stretch skills and grow
- Show concern, understanding, empathy
- Employ adaptability and flexibility
- Use humor appropriately

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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 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 the audience's needs.
- Add humor to lighten the mood — but only if the instructor has had the opportunity to test out the humor with several co-instructors to make sure the humor is in good taste.

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 learners understand
- Monitor groups to assess the involvement of everyone in the group.

Manage Time

- Manage the time to stick to the agenda
- Start on time; stay on time; end 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 lesson 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 to monitor the time. The instructor can also appoint a co-instructor to be the timekeeper to keep the lesson on track. Add time buffers into the instructional material to allow maximum flexibility.

Learning Groups

- Monitor group development
- Debrief to reinforce learning
- Use group activities to encourage interactions
- Circulate around room
- Provide ground rules

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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.

Dealing with Difficult Learners

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

Dealing with Difficult Learners
Talkers

- Crowd their "space"
- Ask them questions / ask if they have questions
- Try to separate talkers
- Use break to address disruptive talking

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.

Too Many Questions

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

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.

**Dealing with Difficult Learners
*"Know-it-Alls"***

- Take advantage of their expertise
  - Let them explain concept
  - Make sure they're accurate
- Balance out class participation to all students

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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. "Let's hear from someone else."
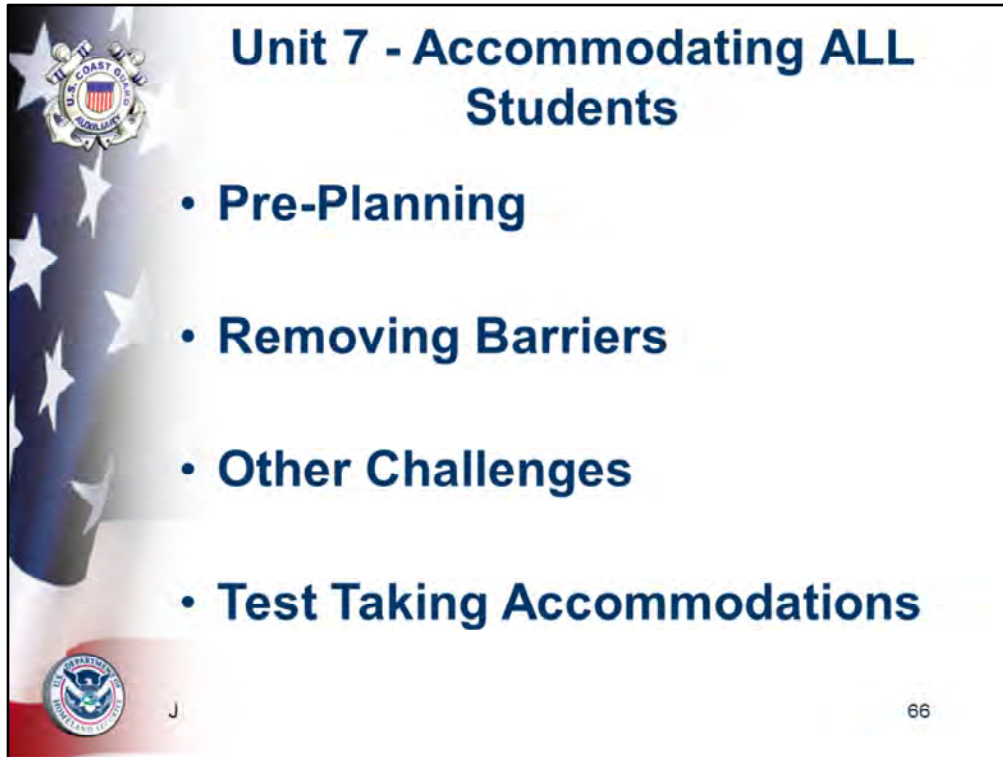
Uninvolved

- Make sure there is 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

Unit 7 - Accommodating ALL Students

- Pre-Planning

- Removing Barriers

- Other Challenges

- Test Taking Accommodations

Many people face physical challenges that leave them with permanent special needs. When our courses are open to the general public, people with special learning needs may require reasonable accommodations. There may be students in the courses that face various types of physical challenges.

Students with special needs include those with challenges that affect their ability to attend and participate in a course .

The *Americans with Disabilities Act of 1990, As Amended by the ADA Amendments Act of 2008* (ADA) specifies certain requirements for public events, including Coast Guard Auxiliary courses. It mandates, for example, full access to public facilities. In addition, accommodations for students with special needs must be made in class and when administering examinations.

Due to the presentation of online classes at this time, many of the accommodations presented in this unit will be addressed by the student.

Pre-Planning

- When planning an educational experience, physical access to the site is one of the first, but not the only, consideration that must be taken into account.
- Some people are unable to climb stairs, walk even short distances, sit in the chairs provided, or be in a wheelchair.
- As for the classroom, some people have hearing problems, while others face visual challenges such as difficulty in seeing or color blindness.
- Every instructor needs to anticipate and provide reasonable ways to deal with these possibilities.

Pre-Planning

- The American with Disabilities Act (ADA) stipulates that classes **must** be held in handicapped-accessible buildings.
    - This involves more than physical access to the classroom. The building must also have handicapped accessible restrooms, and the instructor needs to know where they are located.
    - There may be students who need these types of facilities and it is important to make reasonable accommodations.

- But physical accessibility is not the only barrier to learning. Some students face different challenges that need to be considered. For example, students with visual limitations may encounter problems reading PowerPoint® presentations, handouts, charts, graphs, and even the student guides may also present problems.
- Students with auditory limitations may have difficulty understanding video clips that don't include captions. The instructor should ensure that all materials used in the classroom are accessible to all students.
- Some students may have difficulty sitting in the seats provided. Many older people, while not disabled, have some type of mobility problem.

Pre-Planning

- Try to learn the students' challenges discreetly, so as not to embarrass anyone. One way to do this is to make an announcement and include a slide during the first class encouraging anyone with special to discuss them with the instructor after class so their particular needs can be addressed in an appropriate manner.
- Encourage students to sit in places that accommodate their visual and auditory limitations, and allow time for them to change seats if their original choice was not a good one.

Removing Barriers

Visual Limitations-

- Students experience visual challenges for several reasons.
    - Some have difficulty seeing, even with corrective lens.
    - Others may be excessively bothered by glare or by bright lights.
    - Still others may have color blindness that interferes with their understanding of the visual slides.

    Use large print / fonts
    Offer an aide (reader)
    Dim lights near screen
    Avoid common problematic color combinations

Removing Barriers

Auditory Considerations-

- For students who require a signer using American Standard Sign Language, try to find if one is available.
    - Most students will know of one, if they have used someone in the past.
    - Both the student and the signer should be able to see well while minimizing distraction for other students.
- Many hearing-impaired people read lips. An instructor should always face students when presenting.

Other Challenges

- Some people have normal intelligence with all of their senses operating normally, yet learning occurs only with considerable difficulty. Such difficulties can result from a variety of learning disabilities. These include short attention span, memory problems, reading disorders, auditory processing disorder, and test anxiety.
- Reading disorders are the most common types of learning disability, and 70%-80% of students with learning disabilities experience some type of deficit in reading.
- Auditory processing disorder (APD) refers to a variety of disorders that affect how the brain processes auditory information.
- In recent years, efforts have been made to diagnose and help those with learning disabilities.
    - Be on the lookout for students who need some help or accommodation.
    - Arrange tutors, extra instruction, and test-taking accommodations where necessary.
- Paying attention to how people are learning can help the instructor deliver instruction that is better for all the students.
    - Find out what is going on in a tactful manner and find ways to help the student.
- There are many other physical problems, both temporary and permanent, that may come up during a class. Do the best to assist the person without calling undue attention to them.
- Remember: Kindness works wonders even when one cannot make the perfect ac-commodation.

Test-Taking Accommodations

- When setting up for an examination, special arrangements may need to be made for students with physical and non-physical challenges. The type of accommodation needed depends on the nature of the student's special needs.
    - A student with a visual impairment might need the examination printed in a larger font or to have the questions read to them.
    - Another student with a learning disability or extreme test anxiety might need more time to complete the exam.
    - A student in a wheelchair may need a special table, and
    - someone with a writing disability (e.g., arm/hand in a cast, extreme arthritis) may need to take their exam on a computer,
    - while another may need someone to write his or her chosen answer on the answer sheet.

- Reasonable effort must be made to accommodate the special needs of students who take our courses. Before declining any request for special accommodations, the instructor must become involved and seek guidance from **the DSO LP via the Chain of Leadership.**

Unit 7 - Conclusion

- Pre-Planning
- Removing Barriers
- Other Challenges
- Test Taking Accommodations

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- Pre-planning – check your classroom and building for barriers; attempt to make reasonable accommodations.
- Remove barriers – use large print, allow students to select their seats, offer assistance.
- Other challenges – be on the lookout for students who need assistance, be available to help those in need
- Test Taking – when possible offer large print tests, extra time special seating, reader or writer.

Unit 8 - Electronic Technologies

• Distance Learning

• Content Delivery Methods

- One of the oldest forms of distance learning is a correspondence course
- Some of the contemporary content delivery methods include:
  - Zoom   Free Conference Call   Microsoft Team
  - Master Class   YouTube   Webinars

- *E-learning* refers to various uses of educational technology both in and outside the classroom.
- Both Web-based and computer-based learning independent of the Internet are included.
- Instructional content and materials can consist of text, images, animations, and streaming video/audio with the information being delivered in different ways:
  - Internet,   CD-ROM,   cable or satellite television,
  - smartphones,   iPads, and   audio/videotape.

- Some e-learning is like traditional courses except that communication is done electronically via e-mail, electronic bulletin boards, or blogs. Social interaction among students and the instructor often is viewed as a crucial part of e-learning.
- Finally, blended-learning courses consist of both traditional classroom sessions and some form of e-learning.

Distance Learning

Distance learning (also referred to as distance education) is the main form of e-learning in use today.
- It employs teaching methods that deliver education to students not physically present in a classroom.
- The source of information and the learners are separated by time and/or distance.
- Distance learning has been around for centuries, but the advent of computers and the Internet has fundamentally changed the way content is presented and the way instruction is carried out.

Limitations of Distance Learning
- Different types of students are attracted to distance-learning courses than are attracted to classroom-based courses.
    - Some students like and do best in traditional classroom courses;
    - others prefer and do better in distance learning courses.
- It is helpful to realize that different students have different needs.
    - When working alone, it is easy for the student to lose focus on completing the , especially if difficulty is encountered in learning the material.
    - Information on ways to participate effectively in online learning can be useful to these students.
- Careful monitoring of student progress and opportunities for assistance when needed are essential to guarantee student success.
- Instructors need to be aware of these differences and how to interact and monitor student progress without regular face-to-face contact.

Types of Distance Learning

Types of Distance Learning
- There are four basic types of distance learning. Each represents a combination of two major characteristics:
    - interactive or non-interactive and
    - synchronous or asynchronous.

Interactive versus Non-Interactive Distance Learning

- First determine if students and instructor interact with one another.
    - Interaction may be face-to-face (e.g., a videoconference) or strictly verbal (e.g., audio only, message board, or e-mail).
    - Non-interactive distance learning includes settings such as a lecture broadcast via television and a student working from a CD without the ability to communicate with an instructor.
- Interactive distance learning is an effective form of instruction. Non-interactive forms of learning can play an important role in an overall educational experience, including but not limited to situations involving blended learning.

- Synchronous learning-- all participants are present at the same time.
- Asynchronous learning-- participants access course materials on their own schedule.
- Synchronous learning is interactive and requires considerable organization.
    - A timetable is needed and is presented via web-conferencing technology with an instructor leading the presentation.
- Asynchronous learning is flexible so students access course materials when it is convenient for them and work at their own pace.
    - Information can be delivered via message boards, e-mail, video/audio recordings, voicemail, or print (regular textbooks or e-books often are used in e-courses.

Interactive Synchronous Learning

- Traditional classroom
- Real-time distance education
- Virtual classroom
- Skype
- Online chat

- Traditional classrooms are one example of interactive-synchronous learning.
    - In distance education, participants are in various physical locations but share ideas and information in real time.
    - Other examples include:
    - a virtual classroom or meeting via a video conference,
    - a Skype conversation, and
    - an online chat session in which everyone is online and working collaboratively at the same time.

- Examples of non-interactive-synchronous learning include:
  - educational television,
  - direct-broadcast satellite,
  - Internet radio, and
  - live streaming.

Webinars:
- Are like traditional seminars but are conducted over electronic media.
- They typically have been non-interactive-synchronous events, but any of the four types of distance learning could be used in offering webinars.

E-Teaching
- Distance learning has changed the nature of teaching, as well as the roles of both the instructor and the students.
- The role of the instructor has changed, especially in interactive distance education, from disseminating information to facilitating learning.

E-Books
- E-books are replacing printed books. E-book readers such as the Kindle, Sony Reader, Nook and others are commonplace.
- They have features that can make learning more effective, such as search and find, highlighting important passages, and making personal notes to elaborate and link related information.

Learning Communities
- Social interactions play an important role by forming a "community of learners" that may or may not continue after the course is over.
- Distance learning commonly reduces the amount and frequency of such interactions, and
- ways of maintaining student attention and facilitating student interaction are quite different in traditional and virtual classrooms.

The Online Instructor
- Distance-learning students need to interact and communicate with the instructor and other students, just as in a regular classroom.
- However, considerable differences exist between the dynamics of online discussions and those that occur in a traditional classroom
    - These factors make it more difficult for instructors to judge how well students understand the material. This is especially true for students not participating in the discussion, since many of the cues available in a classroom are not available online.

Online Learning
- Students must develop specific skills for learning in an online environment.
    - Some will find the changes overwhelming and will drop out before completing the .
    - Others may lack good study skills, self-discipline, and motivation, which become more critical when the structure provided by a traditional classroom is removed.
- An effective online instructor takes such differences into account and finds strategies for dealing with them.

Online Teaching
- A major challenge facing the distance-learning instructor is ensuring that students are actively engaged in the learning process.
- Simply going over material in the student guide and PowerPoint® presentation, as often done in traditional classes, is totally ineffective.
- In well-structured online courses, explanations are available from both the instructor and fellow students.
- Useful explanations depend on well-articulated questions and ongoing discussion.

The most effective online instructors:

- Keep students actively engaged in related activities.
- Pace online discussions and keep track of discussion tracks and progress on student assignments.
- Provide information and insights when needed after allowing time to see if a student provides the insight or information, thereby not dominating the discussion.
- Weave together different threads of a discussion and relate them to various parts of the .
- Cultivate a community feeling in which students feel free to share ideas and make mistakes. Distribute a class roster and do other things to maintain a personal touch that can be easily lost because of the technology.
- Combine fact-based learning with problem-based and real-life learning experiences.

Unit 8 - Conclusion

- Synchronous vs Asynchronous
- Interactive vs Non-Interactive
- Blended Learning
- New teaching strategies for instructors
- New learning strategies for students

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- Different types of e-learning can be identified by (a) students all participating at the same (synchronous) or different (asynchronous) time and
- whether students are able to interact with other students and the instructor.
- Different types of technology support different types of e-learning.
  - Asynchronous technologies (e.g., e-mail, threaded discussion boards, blogs) allow students to participate when they wish.
  - Synchronous technologies (e.g., webcasting, chat rooms, audio/ video conferencing) approximate face-to-face teaching strategies.
  - Blending the various approaches in which synchronous, asynchronous, and/or face-to-face classes are used for the same course has several advantages.
- Both students and instructors need to acquire new teaching-learning strategies when working in an online environment.
- Although some will readily take to this new format, the transition for others will be more problematic.

Presentation Tips

"If you fail to plan, you are planning to fail!" Benjamin Franklin

Successful presentations begin with four steps: (1) Planning, (2) Preparing, (3) Practicing, and (4) Presenting

Planning

Good prior planning prevents poor presentation performance. Early and detailed planning are key to a good presentation. Effective planning will pin-point the elements needed for a presentation.

A better understanding of the audience.
Control over the material.
How to present oneself.

Consider the audience. What education and experience do they bring to the class? Why are they attending the class? Summarize the analysis for future reference.

Analyze and organize all material. What does one want to present to the audience and how? How much material is presented and to what depth? What is the goal for the training? What do the students need to know when they leave the class? The better organized one is in the planning the more successful the next steps are.

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Preparing

Outline the presentation. The outline should be as comprehensive as it can be. The outline is the foundation from which the instructor will build the presentation.

When the instructor begins preparing, s/he should become the audience; listen critically to oneself, read the material aloud. Develop means to gain class participation, plan questions to involve the class and to ensure the class understands the material being presented. The instructor should record themselves giving the presentation. Develop a plan for equipment failure. "Sea stories" should be selected carefully; the goal is to present the information. Editing ensures the well-planned lesson reaches the audience.

Practicing

Practicing repeatedly is paramount. During each practice, ***time the presentation***. Keep to the time allocated. Plan for unanticipated questions and use the parking lot / anchorage when necessary. Enlist family or friends to be the audience and request feedback. Look for crutch words, "uhh", "umm", or "you know". Talk to the students; ***don't talk to the screen***. The best actors and comedians spend hours honing their material; emulate that model. **DO NOT READ THE SLIDES**; if that is all that is required, give the slides to the students; they will thank the instructor for it!

Instruction Best Practices

Adult learning programs should be designed and developed to:

- adapt to the needs of the students
- have as much choice as possible in methods of instruction
- capitalize on the experiences of the participants

Use a lesson plan, even if you've taught the course many times.

Keep the lesson, class or training session:

- on-time – each class starts and finishes at the prescribed time
- on-track – relevant to the subject or skill
- on-target – aimed at achieving the goals and objectives

Use stories only to illustrate a point.

Strive for continual improvement.

- At least once per year, record one of your classes; then watch the video or listen to the audio, to improve your teaching and reduce your flaws.
- The road to continual improvement is paved with ongoing practice.

Respect your students, even the difficult ones.

There are NO dumb questions.