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Task

INS 01 List characteristics of an effective instructor.
Reference page(s) 5

Content and Auxiliary expertise; Experience; A professional appearance; Organizational skills; Professionalism

The starting place to develop into a truly superior instructor is the same for all: theory, practical application and continual improvement. And the road to continual improvement is paved with ongoing practice.

INS 02 State credibility challenges facing instructors of adult learners and ways to overcome the challenges.
Reference page(s) 5

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

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

INS 03 Of the 14 Instructor Competencies, discuss your two strongest competencies, why you chose those, and how to implement them.
Reference page(s) 7-8

(See attached 14 Instructor Competencies)

INS 04 Of the 14 Instructor Competencies, discuss your two weakest competencies, why you chose those, and how to strengthen your implementation of them.
Reference page(s) 7-8

(See attached 14 Instructor Competencies)

INS 05 Recite at least two mnemonics from your experience and describe how you apply those to your instruction.
Reference page(s) 8

(Pronounce the long term then pronounce the mnemonic or acronym)

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Task

INS 06 Discuss how you would approach each of the three types of learning, using Auxiliary examples.
Reference page(s) 9

Meaningful Learning – involves an interrelated body of information requiring understanding rather than memorization. New material is related to what a student already knows.

Rote Learning – memorization is one way to learn. Remembering terms requires repetition and is often 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.

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.

INS 07 List some techniques that the instructor can leverage to maximize the effectiveness of two-way communication.
Reference page(s) 18

When a student or trainee speaks, the instructor should pay attention not only to the content of the message but also to to the speaker's tone of voice and body language, 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.

Specific verbal techniques are discussed in INS 13

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Task

INS 08   Identify the 9 events of the 9- event lesson plan.
Reference page(s) 12-13
Appendix D

(see attached 9 Event Lesson Plan)

INS 09   Complete a lesson plan for an assigned topic in the prescribed format for the 15- to 30-minute presentation
Reference page(s) 12-13
Appendix D

(Skip – accomplished during trainee presentation)

INS 10   Describe how to use both motivational and developmental feedback.
Reference page(s) 13 **Descriptions are not in the Student Guide)**

***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.*

***Developmental feedback** is where you give a person information that is designed to help them improve something they are doing.*

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.

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Task

INS 11 Describe several instructional classroom aids and how to use them in a classroom
Reference page(s) 15-16

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.

Flip Charts 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.

Presentation programs, such as PowerPoint®, 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.

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.

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

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Task

INS 12   Compare and contrast verbal communications and non-verbal communications addressing factors such as the instructor's role, the student's role, and making the message effective.
Reference page(s) 17-18

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 course, 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.

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Task

INS 13   List specific verbal techniques, explaining how to apply them in a learning environment.
Reference page(s) 18-19

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

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Task

INS 14   Demonstrate the ability to set up media equipment and discuss troubleshooting typical issues.
Reference page(s) 18

The instructor-trainee must demonstrate proper setup and use of media equipment for 15 to 30 minute presentation and should discuss contingency planning as well as troubleshooting typical problems with common media equipment.

Chalkboards and Dry Erase Boards - It is a good idea for the instructor to both SAY and WRITE whatever they put on the board.

Flip Charts - Make sure to have an easel sturdy enough to support the chart as the sheets are changed.

Presentation programs, such as PowerPoint® - be sure to spell check and grammar check your presentation and make use of instructor notes. Make sure slides are visible from the back of the class room.

Handouts - be cautious in presenting handouts prior to their use as they may be distracting and students may ignore your instruction in favor of the handouts.

Multimedia projectors and HD television allow for large screen viewing; having spare batteries for the remote and proper cables for the types of adapters is good contingency and prior planning.

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INS 15   List specific nonverbal techniques, explaining how to apply them in a learning environment. Identify particular cautions for nonverbal communications.
Reference page(s) 19

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.

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Task

INS 16   State the two types of questions, provide examples of each, and compare the benefits.
Reference page(s) 21

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.

Six Categories 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 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...?

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?

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Task

INS 16 (cont)

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...?

INS 17

State the three-step model for responding to questions and provide an example for each
Reference page(s) 22

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

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.)

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

INS 18

State options available to the instructor to handle incorrect answers to questions.
Reference page(s) 22

Student did not hear the question
- Simply repeat the question

Task

INS 18 (cont)

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

INS 19   State practical strategies to improve instructional effectiveness, particularly in difficult situations.
Reference page(s) 23

Tips 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.

INS 20   Describe different strategies for removing barriers to learning for those with special needs
Reference page(s) 26

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.

Auditory Considerations- For students who require a signer using American 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.

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INS 21   List and explain techniques employed by effective online instructors.
Reference page(s) 28-29

- Keep students actively engaged in course 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 course.

- 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.

INS 22   Explain the four distance learning types of student-teacher interaction and appropriate applications for each. Detail specific benefits and concerns for non-interactive lessons.
Reference page(s) 29-30

Interactive versus Non-Interactive 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/DVD 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

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Task

INS 22 (cont)

Synchronous versus Asynchronous Learning

In <u>synchronous</u> learning all participants are present at the same time.

In <u>asynchronous</u> learning participants access course materials on their own schedule.

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. 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.)

INS 23

State multiple examples of instructional equipment and their effective use
Reference page(s) Appendix A

(see Appendix A)

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The 14 Instructor Competencies
(INS 03 and 04)

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 that will be addressed.

2. Assure preparation of the instructional site – including restrooms, safety exits, equipment needs, available break areas, and any other instructional considerations.

3. Establish and maintain instructor credibility – remain professional in appearance, appropriate language, and learner needs.

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

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.

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

9. Provide positive reinforcement and motivational incentives – praise and compliments go a long way for a good learning environment.

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).

11. Use media effectively – video, pictures, charts, and demonstrations add to the level of interest.

12. Evaluate learner performance – frequently check for understanding; 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 course material and learner information.

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The Nine Events of a Lesson Plan
(INS 08)

Opening – *Tell them what they are going to be taught.*

1. Gain their Attention

Break the 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

Outline for the students what they will be expected to do in the training event. Explain the objectives, making sure the students are clear on the performance, condition and standard.

Delivery – *Teach them!*

3. Recall

Here the students review or recall previously learned items they need to use in the training event such as safety concerns.

4. Present the Information

Conduct the class or training. Present content points; provide a demonstration. Show them what *success* looks like

5. Provide Learning Guidance

Prepare students for the practice of the lesson material. Include primary and backup media. 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*.

6. Provide Opportunity for Practice

Participants practice the skills and use the job aids until they meet the stated standards. Learning guidance is provided as appropriate, and feedback items noted. Practice should look like the "Test"

- Ensure each student gets a chance to practice
- Make practice safe

- Make practice resemble the "real world"

Closing – *Tell them what they've been taught.*

7. Give Feedback

This should be taking place throughout the lesson, class or training session. Use both motivational and developmental feedback. Be timely, objective, specific, and non-punishing. Remember, feedback should be on the performance and NOT personal in nature. Negative feedback such as silence or criticism can decrease confidence, reduce performance, or create paranoia.

8. Test

Here, the instructor will assess the student's learning of concepts, objectives of the lesson, and skills demonstrated to established standards. This is often the Pass / Fail 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.

Review the incorrect answers to check the accuracy of the answer or assess the level of difficulty of the test. Review your instruction to increase your effectiveness and boost your efficacy.

Update your lesson plan!

9. Enhance Retention

While the instructor works on retention throughout the training event, special time is spent here:
- Reinforcing the original perceived value
- Tasking students to apply the new learning
- Setting up the next module or training event

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Appendix A – Instructional Equipment (INS 23)

This appendix provides suggestions for the most commonly used equipment.

Chalkboards and Dry-Erase Boards

Boards are the most familiar aid to teaching and have been used widely by generations of teachers. Chalkboards are being replaced by dry-erase or whiteboards. Boards can be effective in presenting information that occurs spontaneously during class, as well as recording ideas from students and presenting lists or tables that require student input.

In planning for and using a board, the following tips can be helpful:
- Plan all work for a board by sketching it in the lesson plan.
- Use key words and phrases — avoid wordiness.
- Use colors to add interest, highlight important features or facts, and to distinguish between different types of responses.
- Start with a totally clean board and use the best quality chalk or dry markers.
- Write clearly with large, bold, uncrowded letters that are at least two inches high so they are legible throughout an average classroom.
- Both SAY and WRITE whatever is put on the board.
- Don't block the audience's view of the board while writing.

Flip Charts

Plan in advance how the flip chart will be used. Avoid hastily drawn sketches. Flip charts are effective for keeping track of ideas generated during a discussion. Flip charts are ideal as a parking lot or anchorage for later dialogue of these ideas and function.

Handouts

Handouts can be an effective way to provide students with teaching aids and reference material for future use. Handouts may also include printed copies of Power-Point® slides with space for notes.

If the instructor wants students to have the handout available while teaching, distribute it <u>just before</u> beginning the discussion; it is natural for people to immediately look at the material. Give them time to read the handout before initiating the discussion.

Multimedia Projectors

Multimedia (or video) projectors are self-contained projection units that have a light source, a lens and at least one RGB (red, green, blue) input. They are designed primarily for use with computer-based presentations. They also will work with additional data sources such as a VCR, compact disk (CD), and digital videodisk (DVD) players.