

U.S. Coast Guard Auxiliary Instructor Development 2020



ID 2020 Student Guide

In 2018, the E-Directorate, undertook an update to improve the content and utility of the Auxiliary Instructor Training program towards alignment with instructional best practices of teaching and learning. This version of the *Instructor Development 2020 (ID 2020) Student Guide* is one of the results of that project. It emphasizes practical guidance towards learning and instructional techniques with increased emphasis on lesson planning and program delivery. The material is intended for all Auxiliarists, but especially for Public Education Instructors.

The course is geared to accommodate non-technical students and concentrates on providing every student with minimal technical theory and practical knowledge. The discussion of theory and classroom skills has been updated to cover the various challenges an instructor will encounter along with planning for presenting to an audience.

Students and instructors who find errors and omissions in this Student Course Book are strongly encouraged to report them to the E-Directorate so that future editions of this course can be improved. You can contact the authors using the contact information available on the National website at auxofficer.cgaux.org/auxoff/index.php. Additionally, students or instructors may also route comments and concerns via their respective chain of leadership.

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 to updating this training course.

Table of Contents

Unit 1 – Welcome to the Instructor Development 2020	5
Introduction to ID 2020.....	5
National On-line Test	5
Instructor Trainee Tasks	5
Overview	6
Goals.....	6
Ongoing Activities	6
Course Feedback.....	6
Unit 2 – The 14 Instructor Competencies	7
The 14 Instructor Competencies	7
Influencing Learning.....	8
Types of Learning	9
A Positive Learning Environment	9
Unit 3 – Lesson Planning	11
The Three Parts of a Lesson Plan	11
Opening.....	11
Delivery.....	11
Closing.....	11
The Nine Events of a Lesson Plan	12
1. Gain their Attention	12
2. State the Learning Objectives.....	12
3. Recall.....	12
4. Present the Information	12
5. Provide Learning Guidance	12
6. Provide Opportunity for Practice	12
7. Give Feedback	13
8. Test.....	13
9. Enhance Retention	13
Unit 4 – Using Media Effectively	14
Uses for Media.....	14
Types of Media	14
Student Retention	14
Teaching Aids, Equipment, and Material.....	15
Visual Aids Check List.....	16
Unit 5 – Effective Communication Skills	17
Verbal and Non-Verbal Communications	17
Verbal Techniques	18
Nonverbal Techniques	19
Barriers to Communication.....	20
Keep it Simple and Straightforward (K.I.S.S.)	20
Question and Answering Techniques.....	20
Effective Questioning Techniques.....	20
Types of Questions	21
Responding to Questions – Three Step Model	22
Handling Incorrect Answers to Questions	22

Table of Contents

Unit 6 – Difficult Situations.....	23
Tips to Improve Instructional Effectiveness.....	23
Manage Time.....	23
Assessing Learners.....	23
Working in Learning Groups.....	23
Dealing with Difficult Learners.....	24
Talkers.....	24
Too Many Questions.....	24
Challengers.....	24
Know-It-Alls.....	24
Uninvolved.....	24
Unit 7 – Accommodating ALL Students.....	25
Special Needs.....	25
Americans with Disabilities Act of 1990.....	25
Pre-Planning for Accommodation.....	25
Removing Barriers.....	26
Other Challenges.....	26
Test-Taking Accommodations.....	27
Unit 8 – Learning with Electronic Technologies.....	28
E-Learning.....	28
Distance Learning Challenges.....	29
Interactive versus Non-Interactive Learning.....	30
Synchronous versus Asynchronous Learning.....	30
Blended Learning.....	30
Webinars and E-Books.....	31
Learning Communities.....	31
Summary of E-Learning.....	31
Appendix A – Instructional Equipment.....	32
Appendix B – Presentation Tips and Best Practices.....	33
Appendix C – Instructor Forms.....	35
Appendix D – 9-Event Lesson Plan.....	39
Appendix E – Performance Qualification Standard (PQS) Workbook.....	49
Appendix F – Certification for Instructor.....	54

Unit 1 Welcome to the Instructor Development 2020

Unit 1 – Welcome to the Instructor Development 2020

Introduction to ID 2020

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-worth. 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 training techniques such as principles of learning, motivation, communication, and instructional methods. Grasping and practicing with these techniques will help the beginning instructor when taking on such new responsibilities.

The task is in the preparation. The time and care invested in preparing for each lesson will influence the instructor's credibility with the audience. Remember, adult learners do not automatically grant credibility to individuals simply because they are in positions of authority or responsibility.

An effective instructor should also possess and consciously apply these characteristics in order to facilitate learning:

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

Most anyone can become a competent instructor. Effective instructors, however, will always apply the proven training techniques and exhibit good instructor characteristics. Some instructor trainees will develop into truly superior instructors. The starting place is the same for all: theory, practical application and continual improvement. And the road to continual improvement is paved with ongoing practice.

National On-line Test

The Instructor Trainee will complete the open book **National online test** at <http://ntc.cgaux.org/> with a minimum score of 90%.

Instructor Trainee Tasks

The Instructor Trainee will complete all Instructor Development 2020 Performance Qualification System (PQS) tasks, which will be signed by a currently certified instructor. Upon successful completion of the PQS, mandated training and the National online test, the trainee (given students and an instructional setting), will conduct a **fifteen to thirty-minute training event** in accordance with the ID 2020 course material. A certified instructor will evaluate this presentation.

Following successful evaluation by the mentor(s), the Instructor Trainee will conduct a **one to two-hour training event** using chapter(s) from any of the Coast Guard

Unit 1 Welcome to the Instructor Development 2020

Auxiliary approved Public Education courses or, if permitted by district policy, Member Training courses.

Following the successful evaluation, the mentor instructor will recommend the trainee to the Flotilla Commander as having successfully completed the Instructor Development 2020 for the US Coast Guard Auxiliary.

The Flotilla Commander will then notify DIRAUX, per their Auxiliary District policy, and the candidate will receive the Instructor Certification and Instructor ribbon.

Overview

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

- Actively participate in class discussions and group exercises
- Accurately complete lesson plans for review
- Conduct an initial 15-30-minute training event
- Make adjustments to training based on self, peer, and instructor feedback
- Conduct the final one to two-hour training event

Goals

This course aims to achieve the following goals:

- Provide course 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.

Ongoing 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. Auxiliary instructors may be required to actively participate in scheduled training or updates for continued improvement of skills and emerging topics.

Course Feedback

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

Unit 2 The 14 Instructor Competencies

Unit 2 – The 14 Instructor Competencies

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

Unit 2 The 14 Instructor Competencies

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.

In addition to the 14 Competencies, Coast Guard Auxiliary instructors are required to:

- Create and effectively use a nine-event lesson plan
- Apply appropriate principles of learning for the mix of age groups in the class
- Receive constructive feedback on lesson planning and practice sessions

Influencing Learning

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.

Unit 2 The 14 Instructor Competencies

Types of Learning

Different types of learning demand different teaching strategies:

- 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.

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.

Unit 2 The 14 Instructor Competencies

- 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 Planning

Unit 3 – Lesson Planning

Lesson plans help the instructor organize topics in a logical manner. They describe how one will facilitate learning activities in the classroom. They also help determine the resources, references, and teaching aids that need to be prepared before the class begins. Instructors who use lesson plans can consistently present the same information to subsequent groups of students.

Reflecting on a class shortly after it ends is part of good planning. Make notes on the lesson plan as to what did and didn't go well. Updating the plans while one's memory is fresh will improve the lesson the next time it is taught.

Instructors should always use a lesson plan, regardless of the number of times they have taught the class or the extent of their subject matter knowledge. Following the lesson plan ensures the class stays:

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

The Three Parts of a Lesson Plan

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

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

In the opening, the instructor gets the students ready and prepared to learn.

Delivery. *Teach them!*

In the delivery, the instructor presents the information and facilitates practice.

Closing. *Tell them what they have been taught.*

In closing, we assess performance and enhance retention. This final part locks-in or reinforces the learning and the skill mastery. This is a critical event in the learning process that is commonly ignored or shortchanged. The instructor should finish just as strongly as they opened.

Keep in mind, there may be no distinct end to any single event or part as the instructor puts the lesson plan into action in the conduct of a lesson, class or training session.

Unit 3 Lesson Planning

The Nine Events of a Lesson Plan

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"

Unit 3 Lesson Planning

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

Unit 4 Using Media Effectively

Unit 4 – Using Media Effectively

After the lesson plan has been created, add in media to support the training objectives.

Uses for Media

Media is how material is presented — slides, film, computers, etc. Media is used to:

- Reinforce key points
- Hold student interest
- Provide variety to a lesson

Types of Media

Types of media include, but are not limited to:

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

Student Retention

How much do people remember? Students retain as follows:

- Reading — 10%
- Listening — 20%
- Seeing
 - Charts — 30 %
 - Films & Videos — 40%
 - Demonstrations — 50%
- Doing
 - Making Presentations — 70%
 - Role Playing — 80%
 - Simulation of real learning task — 90%
 - Performing the real learning task — 100%

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

Unit 4 Using Media Effectively

Teaching Aids, Equipment, and Material

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.

Effective instruction involves preparation and distribution of the instructional materials, making the most of teaching aids, and knowledge of how to set up, operate and troubleshoot the teaching equipment.

Below are hints and tips for use of specific training equipment.

- 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.
- 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.

Unit 4 Using Media Effectively

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

Visual Aids Check List

- Select the medium by evaluating: audience, purpose, 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 the content and context 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 a visual is unnecessary, 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

Unit 5 Effective Communication Skills

Unit 5 – Effective Communication Skills

Good instructors use a combination of visual and auditory aids when presenting verbal and non-verbal instruction to create common ground when communicating

Effective teaching is an ongoing dialogue with one's students. Dialogue is a two-way process in which each party takes turns sending and receiving messages. Each person must listen to the other. Understanding what the other person is trying to communicate is essential. These two-way conversations can be extremely beneficial in helping students break through that metaphorical barrier between partially and more completely understanding of the topic.

Verbal and Non-Verbal Communications

Nonverbal communication parallels verbal communication and contributes greatly to how the verbal message is interpreted. How an instructor presents him or herself is critical to their success in helping students learn.

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 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

Unit 5 Effective Communication Skills

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.

Verbal Techniques

- **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.

Unit 5 Effective Communication Skills

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

Nonverbal Techniques

- **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.

Unit 5 Effective Communication Skills

Barriers to Communication

Being aware of different barriers to communication can help the instructor plan ways to remove them. Since communication is two-way with responsibility on both ends, such barriers apply to both the instructor and the students.

Both too little and too much experience can create barriers to communication. An instructor may have considerable knowledge of the material but little or no experience in presenting it. Preparation is very important in overcoming this barrier. Preparation involves careful and complete planning and practicing each presentation until the instructor is comfortable with it. Having an audience when practicing helps; recruit someone who will listen

Having too much experience also can be a barrier. The problem arises when an instructor, especially an experienced one, forgets that his or her understanding of the material has been gained over years while not remembering the difficulties they had in learning it for the first time. Something that is perfectly clear to the instructor may not be at all clear to the student hearing it for the first time. Try to be as clear as possible and listen to what students are saying.

Creating a successful lesson involves awareness of the bridges and barriers to communication. To build bridges and eliminate barriers one must first plan a lesson that takes them into account and then practice, practice, practice. By repeatedly practicing the lesson delivery one can become an excellent teacher.

Keep it Simple and Straightforward (K.I.S.S.)

Technical terminology, jargon, or unidentified acronyms hinder communication. Encourage communication from listeners so that they become the speakers and the instructor the listener. Learn to listen actively by paraphrasing what was said. Be calm and controlled; do not lose professionalism.

Question and Answering Techniques

For two-way communication to take place between the instructor and the students, the instructor must use good thought-provoking questions throughout the lesson. The use of oral questions allows one to determine from time to time if s/he is maintaining essential communication. When properly planned, implemented and evaluated, oral questioning improves effectiveness and more importantly, student learning. When students are answering or asking questions, it is important that the instructor uses active listening techniques.

Effective Questioning Techniques

To use questions effectively, instructors must:

- Use appropriate types and levels
- Direct questions appropriately
- Use active listening techniques

Unit 5 Effective Communication Skills

- Repeat, rephrase or restructure questions
- Pause after asking a question in order to give time for a response from students
- Provide an opportunity and adequate time for learners to state questions, comments and concerns, and respond to questions

Types of Questions

There are two major types of questions:

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

Unit 5 Effective Communication Skills

- **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...?

Responding to Questions – 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

Handling Incorrect Answers to 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.

Unit 6 Difficult Situations

Unit 6 – Difficult Situations

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.

Manage Time

- Manage the time to stick to the agenda
- Start on time.
- Welcome latecomers into the classroom without allowing them to disturb the rest of the class. Help them catch up over the 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 time. Add buffers into the instructional material to allow flexibility.

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

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.

Unit 6 Difficult Situations

- Walk around the room and sit in with each group to monitor performance. Help overcome dysfunctional behaviors by pointing them out and facilitating 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.

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 the 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 Q&A session 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. Ask them not to disrupt the class and explain that their comments are distracting to other students.
- If necessary, ask the challenger to leave.

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 prevent other students from participating. Encourage a balance of participation.

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

Unit 7 – Accommodating ALL Students

Special Needs

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 who 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.

Americans with Disabilities Act of 1990

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.

Pre-Planning for Accommodation

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 are 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. An instructor needs to anticipate and provide reasonable ways to deal with these possibilities.

The 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 manuals may 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.

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 needs to discuss them with the instructor during the break or 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.

Unit 7 Accommodating ALL Students

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.
- **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.

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 accommodation.

When the class includes minors, be sure that at least one other Auxiliarist is in the teaching area while the class is in session. Also, if minors in the class are members of a sponsoring organization such as the Sea Scouts, obtain all necessary sponsoring organization's credentials before teaching begins.

Unit 7 Accommodating ALL Students

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 District Staff Officer-Legal/Parliamentarian (DSO LP) via the chain of leadership.

Unit 8 Instructing with Electronic Technologies

Unit 8 – Learning with Electronic Technologies

E-Learning

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, including the Internet, CD-ROM or DVD, 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 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.

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 manual and PowerPoint® presentation, as is 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.

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.

Students must develop new strategies for learning in an online environment. Some will find the changes overwhelming and will drop out before completing the course. 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.

The most effective online instructors:

- 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.

Unit 8 Instructing with Electronic Technologies

- 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.

Distance Learning Challenges

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.

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.

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 course, 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.

Types of Student-Teacher Interaction

There are four basic types of student-teacher interaction. Each represents a combination of two major characteristics — interactive or non-interactive and synchronous or asynchronous.

Types of Distance Learning	Synchronous	Asynchronous
Interactive	Video conference	Blog
Non-Interactive	Television Program/Lecture	Information on the Internet

Instructors need to be aware of these differences and how to interact and monitor student progress without regular face-to-face contact.

Unit 8 Instructing with Electronic Technologies

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.

Synchronous versus Asynchronous Learning

In synchronous learning all participants are present at the same time.

In asynchronous 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.)

Blended Learning

Blended learning is a mixing of different learning environments. Traditional face-to-face classroom instruction is combined with some form of electronic learning. A distance-learning course (either synchronous or asynchronous) that meets face-to-face on one or more occasions is another example of blended learning. Using e-learning activities in a blended course may reduce the number of hours students need to spend in class.

As in all e-learning courses, the instructor needs to monitor what students are doing. In blended courses, e-learning activities can be monitored in class by having students report on the resources they discovered.

Unit 8 Instructing with Electronic Technologies

Webinars and E-Books

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-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.

Summary of E-Learning

Different types of e-learning can be identified by (a) students all participating at the same (synchronous) or different (asynchronous) times and (b) whether students are able to interact with other students and the instructor, or not.

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 may be more problematic.

Appendix A

Instructional Equipment

Appendix A – Instructional Equipment

Instructors use different types of equipment in conducting their lessons. 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 just before 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.

Appendix B

Presentation Tips and Instruction Best Practices

Appendix B – Presentation Tips and Best Practices

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.

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!

Appendix B

Presentation Tips and Instruction Best Practices

Instructional 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.
 - Listen for “ums” and “uhs”
 - Watch for facial expressions and body language
- The road to continual improvement is paved with ongoing practice.

Respect your students, even the difficult ones.

When you are instructing you are “on stage” and as required for anyone on stage, practice timing, technique, and material coverage.

There are NO dumb questions.

Appendix C Instructor Forms

Appendix C – Instructor Forms

As the saying goes, “the task is not over until the paperwork is done.” That applies to instruction in the Coast Guard Auxiliary as well. There are two forms that an instructor needs to be familiar with: ANSC 7023 Intent to Teach and ANSC 7030 Member Activity Report.

ANSC Form 7023 – Intent to Teach

The ANSC 7023 is an online webform. Access this form via the Forms Warehouse at: <http://forms.cgaux.org/forms1.php> or directly at: http://wow.uscgaux.info/WOW_signin.php?pe=TRUE.

Once on the ANSC 7023 webform site you will be asked to log on with your normal, national member zone credentials with the addition of your unit number. The sign-on page looks like this:

This site uses your National Member Zone credentials
[Obtain or Change a Password](#)

Log In To WOW II/National Public Education Calendars

Auxiliary Member ID

Member Zone Password

Unit (e.g., 081-03-24)

NOTICE:

- (1) All information contained in this program is covered by the provisions of the Federal Privacy Act of 1974.
- (2) Use is strictly limited to listed members of Coast Guard Forces.
- (3) Commercial use of any information in, or based upon this program is strictly prohibited. Violators will be prosecuted.
- (4) Please do not distribute any files, and keep your password secure.
- (5) For problems with this panel, please contact Steve Johnson (114-12-04).
- (6) Use of this service indicates your acknowledgment of these provisions.

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Once logged on, you will be shown any classes already set up and then given options on the bottom of the form to add additional classes. Alternatively, if you need to modify the existing classes, there is an edit button for each course and date.

To enter a new class, click “Add New Course” and you will see the following screen:

Appendix C Instructor Forms

Add Public Education Course

070-11-01

Course Name*	<input type="text"/>	
Course Start Date*	<input type="text"/>	(Day must match date; may be omitted)
Course End Date	<input type="text"/>	(Optional; enter only for multi-day courses)
Location*	<input type="text"/>	(e.g., "City Hall, 2nd Floor")
Address*	<input type="text"/>	(e.g., "212 N Main St")
Address 2	<input type="text"/>	
City*	<input type="text"/>	(For Puerto Rico, use correctly accented characters, e.g. "Bayamón")
State*	<input type="text"/>	(AL, CA, etc.)
Zip Code (5-digit)*	<input type="text"/>	(e.g., "90210")
Start Time*	<input type="text"/>	(Military time, e.g. "1830")
End Time*	<input type="text"/>	(ibid.)
Number of Sessions*	<input type="text"/>	(1,2,3... etc.)
Course Duration*	<input type="text"/>	(e.g., "2 Hours" or "1 Day" or "8 weeks")
Days Each Week	<input type="text"/>	(Enter only if multiple days each week, e.g. "Tuesday, Thursday")
Cost*	<input type="text"/>	(e.g., "\$35")
Registration Deadline	<input type="text"/>	
Contact Name*	<input type="text"/>	
Contact Phone Number*	<input type="text"/>	(888-888-8888)
Contact Email Address*	<input type="text"/>	
Secondary Contact	<input type="text"/>	
Secondary Phone Number	<input type="text"/>	(888-888-8888)
Course Notes	<input type="text"/>	(Additional details as required; NO HTML!)
Additional Information Link (URL)	<input type="text"/>	(Website, if any, with additional information.)
Online Registration Link (URL)	<input type="text"/>	(Link to online registration site, if any)
State Instructor Number	<input type="text"/>	
Internal Notes	<input type="text"/>	(Reminders, follow-up, etc.)

*Required

ANSC 7030 – Member Activity Report

The Member Activity Report is used to record hours on a particular mission for subsequent entry into AUXDATA. The Coast Guard Auxiliary instructor or course supervisor needs to be familiar with two different uses of this form.

The first use is for recording the hours that instructors, aides and trainees participated in the class. For Public Education courses, the user must select unit first, then go to mission and select PE Instructor/State and Youth Missions. Once selected, there are ten options ranging from 14A – About Boating Safely to 14J – Paddlesports America.

Under crew assignments, the lead must be a currently certified instructor. Then, aides are those instructor certified members who assist the students during the class (i.e., knot tying, test administration, etc.). A trainee is limited to a member who is “student

Appendix C Instructor Forms

teaching” as part of their journey to instructor certification (i.e., completing the PQS requirement to instruct for one-two hours.). All others who are not instructor certified and who assisted with the lesson must record their time on the ANSC 7029 Form – Member Activity Log.

The second use of the ANSC 7030 form is for recording end of Public Education class statistics. When you first bring up the form, it looks like this:

Clear All entries
E
Rev- 008

DEPARTMENT OF HOMELAND SECURITY U.S. COAST GUARD ANSC-7030 (09-10)		U.S. COAST GUARD AUXILIARY ACTIVITY REPORT - MISSION				Division ___ Flotilla ___ MISSION DATE DDMMYY	
SECTION I TYPE OF RESOURCE		<input type="checkbox"/> Air <input type="checkbox"/> Boat <input type="checkbox"/> Radio <input type="checkbox"/> Unit/Individual					
SECTION II TIME & MISSION							
Always record START TIME, START MISSION, and FINISH TIME. (See MISSION list on page 3.) Use change boxes if mission changes. See instructions.							
	START	Change 1	Change 2	Change 3	Change 4	Change 5	FINISH
TIME							
MISSION	▼	▼	▼	▼	▼	▼	
SECTION III ACTIVITY LOG DETAILS							
Location:		OPCON ▼					
PATROL MISSIONS ONLY							
SAR	Lives Saved	Persons Assisted	Property Value-in THOUSANDS			Case Number	
SAR 1			,000				
SAR 2			,000				
SAR 3			,000				
SAR 4			,000				
ATON	ATON Discrepancies		PATON Discrepancies			Bridge Discrepancies	
	ATONS Watching Property		PATONS Watching Property			Bridges Watching Property	
SECTION IV CREW ASSIGNMENTS							
	Member ID	Last Name and Initials				Trainee	
LEAD						---	
2						<input type="checkbox"/>	
3						<input type="checkbox"/>	
4						<input type="checkbox"/>	
5						<input type="checkbox"/>	
6						<input type="checkbox"/>	
7						<input type="checkbox"/>	
8						<input type="checkbox"/>	
9						<input type="checkbox"/>	
Click to report END of PE course ONLY							
LOCAL NOTES (non-AUXDATA):							
SECTION VI REMARKS							
Use Member Activity Log (ANSC-7029) for missions not reported on VE (ANSC-7038), RBSVP(ANSC-7046) or this form and for Travel & Prep time previously reported on this form.							
Date submitted		Submitting Member Name (print)				Report number	

Previous edition may be used until supply is exhausted
COPY 1 - MEMBER
PRINT ...
✓

Click the orange box to see Section V.
The orange box in the 7030 is replaced with the following:

Appendix C Instructor Forms

SECTION V PE <i>See Instructions!!!</i>		
Total Enrollees	Enrollees 17 & under	
Total Graduates	Graduates 17 & under	
State taught in	▼	
LOCAL NOTES (non-AUXDATA):		

This lets you type in the total enrollees, enrollees who were 17 years of age or under, total graduates (often different from total enrollees) and total graduates 17 or younger. Finally, click the arrow adjacent to the "State taught in" box and select the state from the menu.

Submission of Forms

Submit the forms via the unit's standard Information Services procedures.

Appendix D

9-Event Lesson Plan

Appendix D – 9-Event Lesson Plan

Name of Instructor: _____

Lesson Title: _____ Total Est. Time: _____

OPENING	Time _____
<p>1. Gain Attention. Introduce the training, the purpose, the value to the students, and the agenda. Review prerequisites, rules of conduct, general expectations, and administrative items, including safety, exits, facilities and such.</p>	
Instructor Activities	Student Activities
<p>2. State Objectives. Outline what the students are expected to do in this training module. Explain the objectives, making sure the students are clear on the performance, conditions and standards.</p>	
Instructor Activities	Student Activities

Appendix D

9-Event Lesson Plan

DELIVERY	Time _____
3. Recall. Students review or recall previously learned terminology, skills, and competencies, relevant to this training module.	
Instructor Activities	Student Activities
4. Present the Information. Conduct the class or training. Present content points; provide a demonstration. <i>Show them what success looks like.</i>	
Instructor Activities	Student Activities

Appendix D

9-Event Lesson Plan

5. Provide Learning Guidance. Prepare students for the practice that is to follow and set expectations for levels of competence or proficiencies. Prepare your list of primary and backup media.	
Instructor Activities	Student Activities
6. Practice. Students practice the skills and use the job aids to meet the objectives and standards. Learning guidance is provided as appropriate, and feedback items noted.	
Instructor Activities	Student Activities

Appendix D 9-Event Lesson Plan

CLOSING	Time _____
7. Give Feedback. Use both motivational and developmental feedback. Be timely, objective, specific, and non-punishing.	
Instructor Activities	Student Activities
8. Tests. Assess the student's learning. Have formal written questions and answers ready as well as open-ended interactive questions.	
Instructor Activities	Student Activities

Appendix D

9-Event Lesson Plan

9. Enhance Retention. Reinforce the original perceived value, tasking students to apply the new knowledge or skills. Introduce the next module or training event.	
Instructor Activities	Student Activities

Appendix D

9-Event Lesson Plan

Appendix D – 9-Event Lesson Plan - Example

Name of Instructor: [Jane Auxiliarist](#)

Lesson Title: [ABS; Aids to Navigation](#) Total Est. Time: [45 minutes](#)

OPENING	Time 5 Minutes
<p>1. Gain Attention. Introduce the training, the purpose, the value to the students, and the agenda. Review prerequisites, rules of conduct, general expectations, and administrative items, including safety, exits, facilities and such.</p>	
Instructor Activities	Student Activities
<p style="text-align: center;">SMILE</p> <ul style="list-style-type: none"> • Cover housekeeping, including cell phones on vibrate • Explain that the class is interactive • Invite questions • Explain: As we came to class today we passed roadside signs. Some examples might be ????. So too on the water 	<ul style="list-style-type: none"> • Students are expected to respond to questions asked by raising their hands • Students can ask questions that are needed to clarify items addressed
<p>2. State Objectives. Outline what the students are expected to do in this training module. Explain the objectives, making sure the students are clear on the performance, conditions and standards.</p>	
Instructor Activities	Student Activities
<ul style="list-style-type: none"> • How aids to navigation are important to boaters • The US Aids to Navigation system • How to use these aids to make a safe passage 	

Appendix D

9-Event Lesson Plan

DELIVERY	Time <u>30 Minutes</u>
3. Recall. Students review or recall previously learned terminology, skills, and competencies, relevant to this training module.	
Instructor Activities	Student Activities
<ul style="list-style-type: none"> • Ask questions to determine what the students already know about the topic • Have they heard about Red Right Returning? If so, do they know what it means? • How do you know if you're in a channel? • On the highway what tells drivers of safe or unsafe driving conditions – what are the aids to driving? 	<p>Expect students to answer:</p> <ul style="list-style-type: none"> • Speed limit signs • Speed bump ahead • Curve ahead • Slippery when wet • Stop signs • Yield signs • Bridge ices before roadway
4. Present the Information. Conduct the class or training. Present content points; provide a demonstration. <i>Show them what success looks like.</i>	
Instructor Activities	Student Activities
<p>Use PowerPoint Slides and ATON models to teach ATONs:</p> <ul style="list-style-type: none"> • Aids to Navigation, <i>in conjunction with your nautical charts</i>, can tell you (1) where you are and (2) help you reach your destination safely. • Buoys and Beacons • Numbers and Letters • Lights • Lateral System – explain red right returning • Ranges – demonstrate • Safe Water Marks/Buoys 	<p>Expect students to answer questions:</p> <ul style="list-style-type: none"> • When do you encounter Red Right Returning? • How do you know you're in the ICW? • How can you tell which way to go at a junction marker or preferred channel marker? • How do you know which markers or buoys go on which side of your boat?

Appendix D

9-Event Lesson Plan

<p>5. Provide Learning Guidance. Prepare students for the practice that is to follow and set expectations for levels of competence or proficiencies. Prepare your list of primary and backup media.</p>	
<p>Instructor Activities</p>	<p>Student Activities</p>
<p><u>Materials:</u> Laptop, HDMI Cable, Projector, Extension Power Cord and Outlet Strip, Model ATONs</p> <ul style="list-style-type: none"> • Present mnemonics: Red Right Returning; Even Nuns Blush; The Odd Can of Jolly Green Giant • Use PPT slides to teach information • Supplement the PPT slides with the models of channel markers 	<ul style="list-style-type: none"> • Have students (one taller than the other) simulate a range and ask random students where they have to go to stay in the center of the channel • Hand out red and green construction paper with numbers and get the students lined up the simulate a channel • Add a page with red and green with red on top and ask the students which way would be the preferred channel
<p>6. Practice. Students practice the skills and use the job aids to meet the objectives and standards. Learning guidance is provided as appropriate, and feedback items noted.</p>	
<p>Instructor Activities</p>	<p>Student Activities</p>
<p>Use Questioning and Discussion to determine how well they are comprehending the information, as an example:</p> <ul style="list-style-type: none"> • You see a red and white vertically striped spherical buoy, what is it? What is its purposed? What would be it light characteristics? • You are returning from the ocean into an inlet and see a green marker with a green light. Which side of your boat should you pass that marker? • You're travelling down a channel and the red and green markers have yellow triangles and squares, respectively on them. What are you seeing? 	<p>Expect the students to respond to the questions asked and correct as necessary using the slides and/or models and/or demonstrations in event 5</p>

Appendix D

9-Event Lesson Plan

CLOSING	Time <u>10 Minutes</u>
7. Give Feedback. Use both motivational and developmental feedback. Be timely, objective, specific, and non-punishing.	
Instructor Activities	Student Activities
<p>In this class we discussed various aids to navigation. Let's see who can answer these questions:</p> <ul style="list-style-type: none"> • What is an example of a lateral marker • What is a range used for? • Why are aids to navigation important? 	<p>Expect the students to answer properly and review and/or correct as necessary</p>
8. Tests. Assess the student's learning. Have formal written questions and answers ready as well as open-ended interactive questions.	
Instructor Activities	Student Activities
<p>Use the review questions at the end of the chapter to test the student's understanding.</p> <p>Decide how you want the students to answer:</p> <ul style="list-style-type: none"> • Raise their hand? • Shout out the answer? <p>If there is a difference of opinion or answers, review the material again until there is consensus on the correct answer and a student's understanding</p>	<p>Look to get responses from most students – especially encourage the shier and quieter ones</p>

Appendix D

9-Event Lesson Plan

9. Enhance Retention. Reinforce the original perceived value, tasking students to apply the new knowledge or skills. Introduce the next module or training event.	
Instructor Activities	Student Activities
<p>Wrap up the presentation with a quick review of the value and importance of Aids to Navigation to their safe travel on the water.</p> <p>Ask for any final questions</p> <p>Offer them a break before the next section.</p>	

Appendix E

Performance Qualification Standard (PQS) Workbook

Appendix E – Performance Qualification Standard (PQS) Workbook

This Student Guide and associated Performance Qualification Standard (PQS) will guide you through the Instructor Development 2020 Standards and Qualifications. It will provide you with certain tasks to complete and have verified by your mentor instructor(s). You may have more than one mentor instructor sign-off on the various tasks. The mentor instructor must be a qualified USCG Auxiliary instructor. Once you have completed all the sign-offs of the tasks, the next step is to prepare and present a fifteen- to thirty-minute training event along with associated lesson plans and instructional aids. A mentor instructor will evaluate the first training event and provide you with positive feedback and discuss areas that could be improved.

Following the completion of the first training event, you will then prepare the second training demonstration, which is a one- to two-hour training event using chapter(s) from one of the approved Coast Guard Auxiliary Public Education or, if permitted, Member Training courses. A mentor instructor will again critique your presentation and preparation of the longer training event and provide you with positive feedback and discuss areas that could be improved.

Upon successful completion of the two training events, a mentor instructor will sign the final mentor certification form and provide a copy for the Flotilla Commander to verify that you have met all the criteria to become certified as an instructor. Lesson plans, documentation of the use of instructional aids and passing of the National Exam may be required for submission in accordance with district policy. Your completed application will be processed according to your USCG Auxiliary District's policy. You will receive your Instructor Certificate and be eligible to wear the Instructor ribbon and medal when you have met the minimum standards of a Certified Instructor for the U.S. Coast Guard Auxiliary.

Tasks: Demonstrate your knowledge of the following tasks

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 01 List characteristics of an effective instructor. <i>Reference page(s) 5</i>	_____	_____
INS 02 State credibility challenges facing instructors of adult learners and ways to overcome the challenges. <i>Reference page(s) 5</i>	_____	_____
INS 03 Of the 14 Instructor Competencies, discuss your two strongest competencies, why you chose those, and how to implement them. <i>Reference page(s) 7-8</i>	_____	_____
INS 04 Of the 14 Instructor Competencies, discuss your two weakest competencies, why you chose those, and how to strengthen your implementation of them. <i>Reference page(s) 7-8</i>	_____	_____
INS 05 Recite at least two mnemonics from your experience and describe how you apply those to your instruction. <i>Reference page(s) 8</i>	_____	_____
INS 06 Discuss how you would approach each of the three types of learning, using Auxiliary examples. <i>Reference page(s) 9</i>	_____	_____

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 07 List some techniques that the instructor can leverage to maximize the effectiveness of two-way communication. <i>Reference page(s) 18</i>	_____	_____
INS 08 Identify the 9 events of the 9- event lesson plan. <i>Reference page(s) 12-13</i> <i>Appendix D</i>	_____	_____
INS 09 Complete a lesson plan for an assigned topic in the prescribed format for the 15- to 30-minute presentation <i>Reference page(s) 12-13</i> <i>Appendix D</i>	_____	_____
INS 10 Describe how to use both motivational and developmental feedback. <i>Reference page(s) 13</i>	_____	_____
INS 11 Describe several instructional classroom aids and how to use them in a classroom <i>Reference page(s) 15-16</i>	_____	_____
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. <i>Reference page(s) 17-18</i>	_____	_____

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 13 List specific verbal techniques, explaining how to apply them in a learning environment. <i>Reference page(s) 18-19</i>	_____	_____
INS 14 Demonstrate the ability to set up media equipment and discuss troubleshooting typical issues. <i>Reference page(s) 18</i>	_____	_____
INS 15 List specific nonverbal techniques, explaining how to apply them in a learning environment. Identify particular cautions for nonverbal communications. <i>Reference page(s) 19</i>	_____	_____
INS 16 State the two types of questions, provide examples of each, and compare the benefits. <i>Reference page(s) 21</i>	_____	_____
INS 17 State the three-step model for responding to questions and provide an example for each <i>Reference page(s) 22</i>	_____	_____
INS 18 State options available to the instructor to handle incorrect answers to questions. <i>Reference page(s) 22</i>	_____	_____

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 19 State practical strategies to improve instructional effectiveness, particularly in difficult situations. <i>Reference page(s) 23</i>	_____	_____
INS 20 Describe different strategies for removing barriers to learning for those with special needs <i>Reference page(s) 26</i>	_____	_____
INS 21 List and explain techniques employed by effective online instructors. <i>Reference page(s) 28-29</i>	_____	_____
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. <i>Reference page(s) 29-30</i>	_____	_____
INS 23 State multiple examples of instructional equipment and their effective use <i>Reference page(s) Appendix A</i>	_____	_____

Appendix F Mentor Certification Form

Appendix F – Certification for Instructor

Required Tasks	Date	Mentor's Signature
I. Completion of open-book ID 2020 test.		Score _____
II. Completion of PQS tasks with mentor.		
III. Satisfactory completion of fifteen to thirty-minute training event with lesson plan.		
IV. Satisfactory completion of one to two-hour training event with lesson plan.		

To DIRAUX: The following Instructor Trainee has met all requirements:

Instructor Trainee Name

Instructor Trainee Member ID

District/Division/Flotilla

Lead Mentor Signature

Date

Lead Mentor Name

Lead Mentor Member ID

District/Division/Flotilla

Flotilla Commander Signature

Date

Flotilla Commander Name

Flotilla Commander Member ID

District/Division/Flotilla