Training Of Trainers Precis

NATIONAL DISASTER RESPONSE FORCE

DG's Foreword

The National Disaster Response Force (NDRF) holds the vital responsibility of responding to the disasters as well as providing humanitarian assistance during natural or man-made disasters. To ensure a specialized and professional response, the basic requirement is to have a balanced, standardized, and well-structured training system.

It would be difficult for NDRF to achieve its vision and mission without continuous training and upgradation of skills of the force personnel. Also, to transform the force into a multidisciplinary, skilled and specialised force capable of managing all kinds of disasters and related challenges; it is essential to identify specific training needs and develop standardized modules of training.

Besides, NDRF has a prominent role to play in Capacity Building and inculcate the culture of preparedness amongst all stakeholders through community-oriented training & awareness programmes to achieve the greater aim of making India disaster resilient. To achieve this, there should be a team of capable Instructors to impart training to the force personnel as well as other sister agencies.

Based upon the extensive practical experience in operations and training since the raising of NDRF, a fresh detailed training needs analysis (TNA) has been done for adopting best practices in the disaster response training. Taking the TNA further, Precis of various training modules have been revised. In that series, this Training of Trainers (ToT) Precis, has also been updated. This Precis would definitely prove to be a milestone in Development, and Training of a Quality pool of Instructors in the force.

(Sh. Piyush Anand, IPS)
Director General, NDRF

IG's Foreword

The transformation of the NDRF from its roots in regular operations to a specialized and humanitarian disaster response force has been a remarkable journey, marked by exceptional dedication and adaptability. This evolution required a comprehensive rechristening of training practices, going beyond the conventional skill sets traditionally imparted to the force personnel.

Training Syllabi is a painstaking development of modules and courses, created with the expertise of both national and international specialists. While the syllabi and training materials prepared at various centers have served the force well, the rapidly evolving landscape of disaster management-encompassing new techniques, methodologies and equipment now necessitated a thorough reassessment of NDRF's training needs to ensure continued excellence in its mission.

Accordingly, a comprehensive Training Needs Analysis (TNA) was carried out, with inclusion of the present-day requirements and the best practices in disaster response. This precis for Training of Trainers Course has been revised with an objective of standardizing the development of Instructors in the force.

 NDRF has successfully updated the precis on Training of Trainers Course, which will now be adopted by all units and the NDRF Academy. This initiative marks a significant step towards uniformity in ToT training across the force. I commend the Board members and other officers for their dedicated efforts in completing this task in a short period of time. My best wishes to everyone involved in the process.

(Sh. Narendra Singh Bundela, IPS)
Inspector General, NDRF

Acknowledgement

I am pleased to acknowledge the important support
extended by the dedicated board of officers from various units & the NDRF
Academy in revising this Training of Trainers (ToT) Precis. I place on record, my
deep appreciation for the special efforts made by all the members of BOO who
contributed with their technical knowledge and expertise in revision of this Precis.

The approach adopted in this Precis focuses on enhancing the Instructor Skills,
Confidence in Community Handling, Ability to adopt to the learner's needs etc.
This shall prove instrumental in development of good Instructors in the force.

Finally, I am profoundly grateful to Shri Piyush Anand, IPS, Director General
NDRF, and Shri Narendra Singh Bundela, IPS, Inspector General NDRF, for their
unwavering guidance and insightful suggestions in bringing this Precis to
completion for the benefit of the force personnel.

Though utmost care and best possible efforts have been made in updation of this
precis, however, there is always scope for improvement as the Training is very
dynamic field. Therefore, inputs and suggestions if any, shall be considered
positively and incorporated to develop the best Instructors in the force.

(B.B. Vaid)
DIG(Training), HQ NDRF

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INTRODUCTION

LESSON OBJECTIVES

The participants will receive information about:

1. The instructors, administrative personnel and other participants.

2. Logistics for the course.

3. The purpose, objectives and methodology of the course.

4. Course agenda, exercises and participant presentations.

"Relevance of TOT for NDRF"

Why TOT …

The National Disaster Response Force (NDRF) plays a critical role in responding to natural and man-made disasters across India. For NDRF personnel, **Training of Trainers (TOT) is not just beneficial—it is essential** for ensuring effective knowledge transfer, skill development and leadership within disaster response operations.

1. Builds Internal Training Capacity

TOT equips NDRF personnel with the skills to become effective trainers themselves. This reduces dependency on external trainers and strengthens the internal training ecosystem within NDRF units.

2. Enhances Communication and Instructional Skills

NDRF responders often have to train volunteers, local authorities and community members during disaster preparedness activities. TOT improves their ability to communicate instructions clearly and effectively to diverse audiences.

3. Ensures Standardized, High-Quality Training

Through TOT, instructors learn how to deliver standardized content using adult learning principles. This helps maintain consistency in training quality across all NDRF battalions.

4. Supports Community-Based Disaster Risk Reduction (CBDRR)

NDRF is actively involved in awareness drives, mock drills and school safety programs. TOT enables personnel to design and deliver impactful training sessions for the public, helping build a disaster-resilient society.

6. Improves Learning Retention

One of the best ways to deepen one's own understanding is by teaching others. TOT helps NDRF members reinforce their own knowledge while delivering training.

7. Enables Customization of Local Training

Through TOT, NDRF personnel learn how to adapt training modules based on local vulnerabilities, risks, language and cultural contexts. This is crucial when training diverse communities across different states and regions of India.

9. Strengthens Inter-agency Collaboration

TOT-trained personnel are better equipped to coordinate and conduct joint trainings with stakeholders like SDRF, civil defence, NGOs and district authorities. This enhances interoperability during multi-agency emergency operations.

10. Promotes Innovation in Training Methods

TOT introduces personnel to modern tools, technology, and techniques (e.g., simulations, digital presentations, role-playing), helping them make training sessions more engaging, effective and realistic.

NDRF: TOT (Training of Trainers)

1

Familiarizing the Participants : -

Familiarizing participants with the instructors, administrative personnel and fellow attendees is an essential part of creating a positive and collaborative learning environment. It sets the tone for the course, promotes open communication and encourages active participation.

1. **Purpose of Familiarization**

    1.1 Build Comfort and Confidence: Meeting the instructors and administrative staff helps participants feel more comfortable in the learning environment.

    1.2 Clarify Roles and Responsibilities: Participants understand who to approach for academic questions, administrative support or logistical concerns.

    1.3 Encourage Networking: Building connections with fellow attendees fosters teamwork and collaborative learning.

2. **Key Activities**

    2.1 Instructor Introduction
    - **2.1.1** Each instructor should provide a brief introduction, covering their background, experience and expertise.
    - **2.1.2** Instructors may also share personal insights or motivations to create a more approachable and engaging atmosphere.

    2.2 Administrative Staff Introduction
    - **2.2.1** Administrative personnel play a key role in ensuring the course runs smoothly. Participants should know who to contact for attendance issues, technical support or material-related concerns.
    - **2.2.2** Staff members can briefly explain their roles and responsibilities.

    2.3 Participant Introductions
    - **2.3.1** Participants can introduce themselves by sharing their name, professional background and reason for attending the course.
    - **2.3.2** Icebreaker activities or informal discussions can make this process more enjoyable and inclusive.

    2.4 Interactive Sessions
    - **2.4.1** Conduct group activities or small discussions that require collaboration, helping participants engage with each other from the beginning.
    - **2.4.2** Encourage participants to exchange contact information for future collaboration.

    2.5 Course Orientation
    - **2.5.1** Provide an overview of the course structure, key objectives and expectations.
    - **2.5.2** Participants should be made aware of session timings, breaks and any pecial events or assignments.

❖ **Benefits of Effective Familiarization**
- ➢ Creates a friendly and inclusive environment.
- ➢ Reduces anxiety and encourages participation.
- ➢ Enhances collaboration and teamwork during group activities.
- ➢ Facilitates clear communication between participants and instructors.

2

Understanding Course Logistics, Purpose and Methodology

Understanding the logistics, purpose, and methodology of a course is essential for participants to engage effectively and meet learning objectives. This section elaborates on each aspect to ensure clarity and smooth course progression.

1. Course Logistics

Course logistics refer to the practical arrangements and administrative details that ensure the course runs efficiently. Participants should be aware of the following:

1.1 Schedule and Timings: Clear information about class timings, breaks and session durations.

1.2 Venue and Facilities: Details on the location of training rooms, restrooms, breakout areas and emergency exits.

1.3 Attendance Requirements: Expectations regarding attendance, punctuality, and participation.

1.4 Material Distribution: Availability of learning materials such as handouts, presentations, or online resources.

1.5 Support and Assistance: Contact points for administrative support, technical issues, or course-related questions.

2. Course Purpose

The purpose defines the overarching goal of the course. It answers the question: *"Why is this course being conducted?"*

2.1 The course aims to equip participants with the knowledge, skills and attitudes necessary for effective performance in their roles.

2.2 It provides a structured learning experience that balances theory with practical application.

2.3 The purpose often aligns with broader organizational goals, ensuring participants can contribute meaningfully in their respective fields.

3. Course Methodology

The methodology outlines the teaching approaches and techniques used to deliver the course content. It ensures active learning and participant engagement.

3.1 Lecture Sessions: Instructors provide foundational knowledge through presentations and discussions.

3.2 Interactive Activities: Group discussions, case studies and problem-solving exercises encourage collaborative learning.

3.3 Practical Demonstrations: Hands-on exercises and simulations provide real-world experience.

3.4 Assessments: Evaluations through quizzes, presentations or assignments ensure understanding and retention.

3.5 Feedback Mechanisms: Continuous feedback helps participants track progress and clarify doubts.

❖ **Benefits : -**

➢ Ensures participants are well-prepared and aware of expectations.

➢ Facilitates active participation and effective learning.

➢ Provides clarity on how the course will help achieve professional goals.

➢ Encourages a collaborative and structured learning environment.

3

The Performance Objectives in your file outline two main goals for participants in the Training for Instructors (TFI) course. Here's an expanded explanation of each: -

Objective 1: Individual Training Presentation

1.1 Actions: Participants will create and present a training session that includes:

1.1.1 Developing objectives: Clearly stated, measurable goals for the presentation.

1.1.2 Preparing a lesson plan: A structured framework for delivering the content effectively.

1.1.3 Designing and using visual aids: Creating tools (e.g., slides, flipcharts) that enhance the learning experience.

1.1.4 Ensuring student interaction: Engaging at least two participants during the session.

1.2 Conditions: This will take place in a classroom setting equipped for training:

1.2.1 The classroom should have trainee instructors acting as learners.

1.2.2 Necessary tools like an interactive panel, slide projector or flipchart must be available.

1.2.3 Materials for creating visual aids should be provided.

1.3 Standards: The presentation must meet certain criteria:

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1.3.1 It should include at least one clear objective, a visual aid and participant interaction.

1.3.2 All elements (objective, visual aids, interaction) must meet the course's minimum standards.

1.3.3 Timing must be managed well, ensuring the presentation fits within the given limits without last-minute rushes.

Objective 2: Group Presentation

2.1 Actions: Participants will collaborate with a team to deliver a cohesive training session, focusing on:

2.1.1 Developing training materials together: Objectives, lesson plans, visual aids, handouts and evaluations.

2.1.2 Ensuring smooth coordination: Maintaining a seamless flow and continuity throughout the presentation.

2.2 **Conditions**: The group presentation will also be conducted in a classroom setup:

2.2.1 The same equipment and visual aids as Objective 1 will be utilized.

2.2.2 Teams will work together in an environment suitable for training.

2.3 **Standards**: Group presentations must:

2.3.1 Include at least one objective, one visual aid, interaction with participants, and a form of evaluation.

2.3.2 Meet established course standards in all areas (content, aids, interaction, timing).

2.3.3 Deliver a coordinated and smooth presentation without disruptions or last-minute efforts.

2.3.4 Be evaluated for the effectiveness of the training provided.

These objectives serve as the foundation for participants to acquire and demonstrate practical skills as effective instructors. The structured approach emphasizes both individual capability and teamwork, ensuring that trainees are well-prepared to conduct impactful training sessions in real-world scenarios.

Would you like me to focus more on the conditions or suggest additional criteria for the presentations?

4

Instructional Objectives

Upon completion of this course, the participant will be able to:-

➤ write performance and instructional objectives

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- ➢ prepare lesson plans
- ➢ prepare and use audio-visual aids
- ➢ operate audio-visual equipment
- ➢ use various methods of instructional communication
- ➢ make presentations as an individual and as a member of a team
- ➢ manage a classroom learning environment
- ➢ test trainees for training effectiveness according to the standards established by the course.

5

Course Agenda, Exercises and Participant Presentations: -

Understanding the **Course Agenda**, planned **Exercises** and the role of **Participant Presentations** is essential for effectively navigating the training program. These elements are designed to ensure structured learning, active participation, and hands-on experience.

1. **Course Agenda** The course agenda provides a clear schedule of activities, helping participants know what to expect throughout the training. It typically includes:

    1.1 **Opening Session:** Introduction to the course objectives, instructors and participants.

    1.2 **Lectures and Discussions:** Core topics are covered through instructor-led sessions and group discussions.

    1.3 **Breaks and Networking:** Scheduled time for relaxation and informal interactions.

    1.4 **Exercises and Activities:** Practical tasks that reinforce theoretical concepts.

    1.5 **Participant Presentations:** Opportunities for participants to apply their learning and share insights.

    1.6 **Feedback and Reflection:** Time for questions, feedback and discussions on learning outcomes.

    1.7 **Closing Session:** Summary of key takeaways and certificate distribution (if applicable).

    A well-structured agenda ensures balanced time allocation for both learning and interaction.

2. **Exercises**

Exercises are a crucial part of the learning process. They offer practical experience and enhance understanding through application. Common types of exercises include:

    2.1 **Case Studies:** Participants analyse real or hypothetical scenarios to apply learned concepts.

    2.2 **Group Activities:** Collaborative tasks to encourage teamwork and problem-solving.

    2.3 **Role Plays:** Participants simulate real-world situations to practice decision-making and communication skills.

    2.4 **Hands-On Demonstrations:** Practical sessions for skill development in a controlled environment.

    2.5 Exercises are often followed by a debriefing session where participants discuss their experiences and key learnings.

3. **Participant Presentations** Participant presentations are an excellent way to demonstrate understanding and build confidence in public speaking. During the course, participants may be asked to:

   3.1 **Prepare and Deliver a Presentation:** Based on a specific topic related to the course content.

   3.2 **Collaborate in Groups:** Joint presentations promote teamwork and effective communication.

   3.3 **Receive Constructive Feedback:** Instructors and peers provide feedback to improve presentation skills.

❖ **Benefits of Participant Presentations:**

   ➢ Enhances communication and presentation skills.
   ➢ Encourages deeper understanding through research and preparation.
   ➢ Provides opportunities for peer learning and knowledge sharing.
   ➢ By engaging with the course agenda, participating in exercises and delivering presentations, participants gain a well-rounded learning experience that is both practical and interactive.

PRESENTATIONS

During the course you will be asked to make three (3) presentations:

Individual-1

A **5-to-7-minute** information presentation on any topic of your choice. We recommend a non-job related subject such as a hobby, personal activity or experience.

Individual-2

A **10-to-12-minute** interactive training presentation on any topic of your choice. The topic may be job-related or non-job-related. It should be a subject or task you will most likely be involved with, on or off the job, as an instructor. The presentation should have instructional objectives and use appropriate visual aids.

Group

A **team-teaching** exercise of about one hour in length. The subject will be the choice of the group. The group may want to use one of the subjects from this course. The presentation of 45 to 50 minutes should have instructional objectives, use appropriate visual aids and have a method of testing.

For presentations 1 and 2 select topics or tasks with which you are familiar. It's best to select simple topics or a one action task **that can be covered in the allotted time periods.** You may use any of the training supplies and AV equipment available in the course. The instructors will be available to assist you in preparing. See the following pages for evaluation sheets.

Some preparation time will be provided during course hours. Evening classes are not planned in order to provide you ample time to prepare for your presentations.

It is very important to prepare adequately for all these presentations. They are at the core of the course and constitute the evaluation mechanism used by the instructors to determine whether the participants have achieved the performance objectives previously outlined.

After each individual presentation, each participant will be asked to do a self-evaluation express- ing how he/she perceived the presentation. Following the participants remarks, the instructor(s) will comment on the participant's performance indicating the positive aspects and how the presentation might be improved. Participants will not be evaluating each other.

For the group presentation, each group will be asked for a self-evaluation of their performance and to describe what they learned from the exercise. One of the course instructors will then give the results of the evaluation of the group.

A copy of the evaluator comment sheets for each of the presentations is provided on the following pages. These will be reviewed by the instructor during the first unit of the course. These evaluator sheets are the sole instrument used for evaluation by the instructor(s) during the presentations.

Below is a list of some topics that have been previously presented by attendees of this course. It may give you some ideas for your presentations. If you have an idea for a topic you may want to present for either of your individual presentations or a topic to submit to your group for the group presentation, you may want to bring with you some reference material and/or visual aids on that topic to the course.

HOBBIES
Flying an
aeroplane Kite
Making
Sewing
Woodworking
Ceramics
Collections; i.e., stamps, shells,
thimbles, etc. Knot Tying
Flower Arranging
Photography
Sports: hiking, running, diving
Travel/visiting
Cooking

MISCELLANEOUS
Dancing
Survival
CPR/First
Aid Make-
up Clothing
Styles Shop
keeping
Bus ride
Teaching a language
Describing one's
country

WORK RELATED
Computers
Completing
Forms
Photography
Planning
Meteorology
Job searching
Farming/harvesting a
crop Emergency
Response Family
Planning

The key is to select a topic or a portion of a topic that you know well and that can be given within the allotted time.

Program for Enhancement of Emergency Response (PEER) / Training for Instructors (TFI) Course		
Informing Presentation Evaluation Form		
Participant:	**Group:**	**Time elapsed:**
Date:	**Start Time:**	**Scheduled End Time:**
Subject:	**Visual Aids used, if any, but not required:**	

Areas to Evaluate / Criteria	4	3	2	1	0	wF	P
Introduction							
1. Introduction: Adequate presentation of: * Personal introduction * Subject * Interest in subject matter * Presentation (time, visual aids, participation)	4	3	2	1	0	2	
Presentation							
2. Voice. * Appropriate volume and tone * Use of inflection to emphasize key points * Rate of speech adequate for participant comprehension level * Uses changes in rhythm, volume and inflection with skill.	4	3	2	1	0	5	
3. Vitality. * Eye contact (Equally placed among all participants, Sustained throughout presentation) * Rapport * Facial Animation * Enthusiasm	4	3	2	1	0	5	
4. Vocabulary. * Fillers (ah, um, er) * Sentence openers (Alright, ok, now) * Expressing doubts (I will try to, I wish to, I hope …) * Indefinites (stuff, things like that)	4	3	2	1	0	4	
5. Movement. * Gestures and body language * Activity (pacing, stance etc)	4	3	2	1	0	4	
Closing							
6. Closing. * Review the subject discussed * Makes appropriate closing statements	4	3	2	1	0	2	
7. Time usage. Rate time usage based on how punctually the presentation ends, using the following approximate scale: within 2 minutes: (4); 2-3 minutes (3); 3-4 minutes (2); more than 4 minutes: (1).	4	3	2	1	0	3	

References:		

90-100 points: Excellent
 	
 80-89 points: Very good
 70-79 points: Good
    (Minimum passing score is 70 points)
 60-69 points: Average
    (Must repeat the presentation)
 Below 60 points: Poor
    (Qualifies to participate in a future TFI course)
	TOTAL SCORE	

NDRF: TOT (Training of Trainers)

As you may notice, the evaluation has a large subjective component. All presenters must be made aware of this before being evaluated.

The team of facilitators will meet and discuss each case individually. All decisions regarding passing, failing, or repeating presentations, will made by the team, and the participants will receive feedback from them regarding what they did well and errors made in their presentations, as the case may be.

Observation on the presentation:

Evaluator: | **Date:**

Program for Enhancement of Emergency Response-PEER / Training for Instructor Instructing Presentation Evaluation Form								

Participant:	Group:	Time elapsed:
Date:	Start Time:	Scheduled End Time:
Subject:	Visual Aids Used:	

Areas to Evaluate / Criteria	4	3	2	1	0	wF	P
Introduction							
1. Introduction: Adequate presentation of: * Personal introduction * Subject * Interest in subject matter * Presentation (time, visual aids, participation)	4	3	2	1	0	2	
Presentation							
2. Purpose and Objectives. *Clearly stated? Measurable? Attainable? *	4	3	2	1	0	2	
3. Voice. * Appropriate volume and tone * Use of inflection to emphasize key points * Rate of speech adequate for participant comprehension level * Uses changes in rhythm, volume and inflection with skill.	4	3	2	1	0	3	
4. Vitality. * Eye contact (Equally placed among all participants, Sustained throughout presentation) * Rapport * Facial Animation * Enthusiasm	4	3	2	1	0	3	
5. Vocabulary. * Fillers (ah, um, er) * Sentence openers (Alright, ok, now) * Expressing doubts (I will try to, I wish to, I hope …) * Indefinites (stuff, things like that)	4	3	2	1	0	3	
6. Movement. * Gestures and body language (hand, feet, hips) * Activity (pacing, stance etc) * Playthings	4	3	2	1	0	3	
7. Interaction with the participants. * Motivates the participants * Gives feedback * Responds to questions * Participants practice with the skill presented or participation in the discussion	4	3	2	1	0	5	
8. Visual Aids. *Appropriateness of VA used * Visual distribution* Demonstrates the usage, parts, etc. * Compliments the subject * Use as supplement material * Follows the standard font size, lines and usage	4	3	2	1	0	5	
9. Content. *Overall knowledge of the subject * Emphasis on main points * Logical sequence of the presentation * Evaluated the participants as needed	4	3	2	1	0	5	
Closing							
10. Closing. * Review the subject discussed * Makes appropriate closing statements	4	3	2	1	0	2	
11. Time usage. Rate time usage based on how punctually the presentation ends, using the following approximate scale: within 2 minutes: (4); 2-3 minutes (3); 3-4 minutes (2); more than 4 minutes: (1).	4	3	2	1	0	3	

References:	

130-144 points: Excellent
115-129 points: Very good
100-114points: Good
    (Minimum passing score is 100 points)
80-99 points: Average
    (Must repeat the presentation)
Below 80 points: Poor
    (Qualifies to participate in a future TFI course)
	TOTAL SCORE

IMPORTANT

This evaluation is conducted by the Facilitator. The abbreviation **"WF"** means "weight factor," which is multiplied by the score for each criterion to determine the points, **"P".** Each criterion is followed by brief descriptions which, depending on the lesson, can be observed. On that basis the Evaluator should use the following scale in evaluating each criterion:

4 points: If the presenter fully satisfies all stated requirements (the Evaluator fully agrees that the presentation reflects all stated elements).

3 points: If the presenter performs well, but exhibits a minor deficiency or does not fully cover all required elements.

2 points: If the presenter performs at an average level, or does not cover at least half of the required elements.

1 point: If the presenter performs poorly overall and/or fails to cover most of the required elements.

0 points: The presenter completely omits the required element (for example, did not conduct lesson review), or has severe obstacles regarding methodology or mastery (such as an inability to communicate with the group, or the use of incorrect concepts).

As you may notice, the evaluation has a large subjective component. All presenters must be made aware of this before being evaluated.

The team of facilitators will meet and discuss each case individually. All decisions regarding passing, failing, or repeating presentations, will made by the team, and the participants will receive feedback from them regarding what they did well and errors made in their presentations, as the case may be.

Comments on Purpose & Objectives:

Comments on use of Training aid used:

Observations on the presentation:

Evaluator:	Date:

<table>
<tr><td colspan="8">Program for Enhancement of Emergency Response-PEER / Training for Instructor
Group Presentation Evaluation Form</td></tr>
</table>

Group:	Coordinator: Presenter # 1: Others:	Presenter #2: Presenter # 3:				Time elapsed:	
Date:		Start Time:				Scheduled End Time:	
Subject:		Visual Aids Used:					

Areas to Evaluate / Criteria	4	3	2	1	0	wF	P
Introduction							
1. Introduction: Adequate presentation of: * Personal introduction * Subject * Interest in subject matter * Presentation (time, visual aids, participation)	4	3	2	1	0	2	
Presentation							
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8. Visual Aids. *Appropriateness of VA used * Visual distribution* Demonstrates the usage, parts, etc. * Compliments the subject * Use as supplement material * Follows the standard font size, lines and usage	4	3	2	1	0	4	
9. Content. *Overall knowledge of the subject * Emphasis on main points * Logical sequence of the presentation * Evaluated the participants as needed * Continuity of presentation	4	3	2	1	0	5	
10. Skill Demonstration. *Explains and demonstrates the skill clearly and slowly *Allows participant to practice before evaluation * Evaluates the participants accordingly	4	3	2	1	0	5	
Closing							
11. Closing. * Review the subject discussed * Makes appropriate closing statements * Refer participants to materials for additional information	4	3	2	1	0	2	
12. Time usage. Rate time usage based on how punctually the presentation ends, using the following approximate scale: within 2 minutes: (4); 2-3 minutes (3); 3-4 minutes (2); more than 4 minutes: (1).	4	3	2	1	0	3	
13. Teamwork. * Coordination during the preparation period * Consensus on subject matter presented * Delegation of topics and roles	4	3	2	1	0	3	

NDRF: TOT (Training of Trainers)

References:
 	
150-170 points: Excellent
130-149 points: Very good
110-129 points: Good
    (Minimum passing score is 110 points)
80-109 points: Average
    (Must repeat the presentation)
Below 80 points: Poor
    (Qualifies to participate in a future TFI course)
	TOTAL SCORE	

IMPORTANT

This evaluation is conducted by the Facilitator. The abbreviation **"wF"** means "weight factor," which is multiplied by the score for each criterion to determine the points, **"P".** Each criterion is followed by brief descriptions which, depending on the lesson, can be observed. On that basis the Evaluator should use the following scale in evaluating each criterion:

4 points: If the presenter fully satisfies all stated requirements (the Evaluator fully agrees that the presentation reflects all stated elements).

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1 point: If the presenter performs poorly overall and/or fails to cover most of the required elements.

0 points: The presenter completely omits the required element (for example, did not conduct lesson review), or has severe obstacles regarding methodology or mastery (such as an inability to communicate with the group, or the use of incorrect concepts).

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The team of facilitators will meet and discuss each case individually. All decisions regarding passing, failing, or repeating presentations, will made by the team, and the participants will receive feedback from them regarding what they did well and errors made in their presentations, as the case may be.

Comments on Purpose & Objectives:

Comments on use of Training aid used:

Comments on coordination and role distribution:

Observations on the presentation:

Participant Course Evaluation

Location: _   Dates: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Participant course evaluations are a vital part of monitoring the training program. Without feedback from you the participant, it is impossible to refine and improve the courses. Please answer this anonymous
and confidential questionnaire as carefully as possible.

Information about you.
1. Age _ _ _ 2. Gender _ _ _
3. Education: Primary__ Secondary __ University __ Vocational __
4. Professional disaster experience: Operations_ Co-ordination __ Management __
6. Previous disaster courses -
7. Other disaster related courses -

Specific course units. In this section, we ask you to evaluate the 11 instructional units of the TFI course.

> The focus here is on the content and the instructor.
> **Use a scale of 1 to 5 to evaluate each of the units.**
> A rating of 1 indicates poor, 3 is average and 5 is excellent.

Unit	Rating		Comments
	Content	Instructors	
1. Introduction	————	————	————————
2. Informing and Instructing/Training	————	————	————————
3. Communication and Platform Skills	————	————	————————
4. Purpose and Objectives	————	————	————————
5. Planning a Lesson	————	————	————————
6. Communicative Visuals	————	————	————————
7. Methods of Instruction	————	————	————————
8. Visual Aid Equipment	————	————	————————
9. Facilities/Coordination	————	————	————————
10. Classroom Management	————	————	————————
11. Testing and Evaluation	————	————	————————

Suggestions and additional comments on strong and weak points in one or more of the units:

(Continue on the back)

NDRF: TOT (Training of Trainers)

Course components in this section please evaluate the various components of the TFI course. **Use a scale of 1 to 5.** A rating of 1 indicates poor, 3 is average and 5 is excellent.

	Rating	Comments
1. Pre-work	————	————————————
2. Participant Workbook	————	————————————
3. Lesson sequence	————	————————————
4. Work groups	————	————————————
5. Instructional Methodology	————	————————————
6. Visual aids	————	————————————
7. Achievement of stated objectives	————	————————————
8. Instructor teamwork	————	————————————
9. Usefulness of final presentation	————	————————————
10. Utility of the course in your work	————	————————————
11. Quality of the facilities	————	————————————

12. What is your opinion of the level of the course?
   Too advanced ___ Appropriate ___ Too elementary ___
   Why?

13. What is your opinion of the duration of the course?
   Too short ___ About right ___ Too long ___
   Why?

   Don't forget this one.

   *

14. Did this course meet your personal expectations? Yes ___
   No_____
   Comments:

<div style="border:2px solid orange; background:#f5b183;">

15. <u>TAKING EVERYTHING INTO ACCOUNT</u>, overall, how do you rate this course?
   Use a scale of 1 to 5. A rating of 1 indicates poor, 3 is average and 5 is excellent.

</div>

<div style="background:black; color:white;">

Suggestions and additional comments on the strong and weak points of the TFI course.

</div>

(Continue on back)

NDRF: TOT (Training of Trainers)

PARTICIPANT REGISTRATION

1. Training for Instructors Course 　　　2. _____ 3. _____
　　　　　　　　　　　　　　　　　　　　　　　Location　　　　　　　Date

1. Name:

_____

_

2. Date of Birth: 　　　_____ _____ _____ 　　6. Gender　F___　M___
　　　　　　　　　　　　Month　Day　Year

3. Mailing 　　　　　　　　　　　　　　　　　　　　　　　address:

_____

4. Place of work:

_____

5. Work address:

_____

6. Telephones:
　　　Home_____ Work _____ Fax _____
　　　e-mail address: _____

7. Job title: - _____ Years in job: _____

8. Description 　　　　　　　　　　of 　　　　　　　　　　　　work:

____

9. Education:　☐ Primary　　　☐ Secondary　　　☐ University

10. Other disaster related course (Title, location and dates) attender: _____

_____
11. Disaster management experience:　☐　　Yes　　　　☐　　No
　　How 　　　　　　many 　　　years?　　　　　Specialty:

_____

　　12. Experience in disasters and emergencies (check those applicable):
　　　__Vulnerability Analysis　　　　__Planning
　　　__Needs Analysis　　　　　　　__Damage Assessment
　　　__Search and Rescue　　　　　　__Resource Inventory
　　　__Transport　　　　　　　　　　__Health Administration
　　　__Other (specify)
13. Your area of specialisation:

14. Please **PRINT** your name as you want it to appear on your certificate for the course

NDRF: TOT (Training of Trainers)

Lesson

02

CONCEPTS IN ADULT LEARNING

LESSON OBJECTIVES

Upon completion of this unit, you will be able to: -

1. Describe 3 types of Learning
2. Describe 4 key characteristics of adults
3. List 10 principles of adult learning

NDRF: TOT (Training of Trainers)

1

LEARNING

The adult learner has many personal characteristics, which the instructor can use to his or her advantage in the classroom. The adult learner brings many experiences into the classroom. Many individual influences are involved in adult learning, including age, **educational background, motivation, cultural differences, literacy and learning disabilities**.

> **Learning is a relatively permanent change in behavior that occurs as a result of acquiring new information, skills or attitudes from or through an experience.**

Types of Learning: -

1. **Cognitive Learning (Knowledge)**
   1.1 Involves activities like reading, understanding concepts, problem-solving, and critical thinking.
   1.2 Focuses on intellectual abilities and knowledge acquisition.
   1.3 Enhances decision-making and logical reasoning skills.
   1.4 **Examples:** Learning emergency response protocols, studying disaster management theories, or understanding risk assessment methods.

2. **Psychomotor Learning (Skills)**
   2.1 Involves developing physical and motor skills through practice. Often includes hands-on training, drills, and simulations.
   2.2 Focuses on developing physical and practical skills.
   2.3 Emphasizes coordination, movement and physical activities.
   2.4 **Examples**: Operating rescue equipment, administering first aid, performing search-and-rescue tasks.

3. **Affective Learning (Attitudes)**
   3.1 Involves recognizing and managing emotions, understanding others' perspectives, and responding appropriately in various situations.
   3.2 Focuses on emotional growth, attitudes, values, and interpersonal skills.
   3.3 Encourages the development of empathy, teamwork, leadership and a sense of responsibility.
   3.4 **Examples**: Building resilience during stressful operations, developing leadership during crisis management, practicing effective communication in team settings.

2

Characteristics of Adults: -

1. **Self-directed:**
   1.1 Adults prefer to take responsibility for their own learning and decision-making.

1.2 They value autonomy and often seek out knowledge to solve problems or achieve personal or professional goals.

2. **Have More Life Experiences and Knowledge:**
   2.1 Adults bring a wealth of experiences that can enrich the learning environment.
   2.2 Facilitators can use these experiences through discussions, case studies and collaborative learning.

3. **Need Material to Be Relevant:**
   3.1 Adults are motivated when they see a direct connection between what they are learning and their real-life tasks.
   3.2 Training should be goal-oriented, addressing their immediate needs and challenges.

4. **Practical:**
   4.1 Adults prefer learning that has immediate application.
   4.2 They value hands-on experiences, simulations and problem-solving activities that provide practical solutions.

3

Understanding adult learning (how adults learn or want to learn)

1. **Understanding Andragogy:**

   A Definition Andragogy, from the Greek, meaning "adult leader", focuses on adult self-driven learning based on their experiences and real-life needs. Introduced by Malcolm Knowles, this approach highlights collaboration, mutual respect, and problem-solving in education.
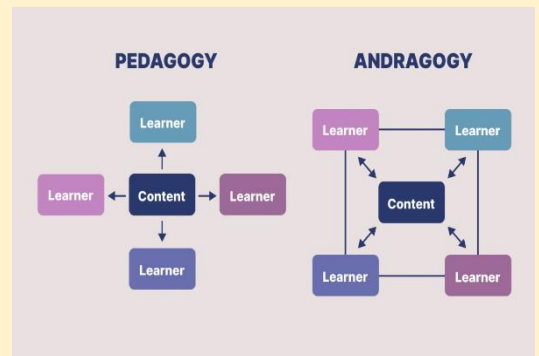
2. **The Concept of Pedagogy: What Does It Entail?**

   Pedagogy, derived from the Greek for "child leader", emphasizes structured teaching for children. Given their limited life experiences, children rely on external guidance. This method is teacher-led, were educators direct learning through set curricula and activities.

1. **Adults Learn Differently from Children: -** Adult learners are often self-directed and goal-oriented, unlike children who rely more on external guidance.

2. **Different Learners Learn Differently: -** Adults have diverse learning preferences, including visual, auditory, kinaesthetic, and experiential learning styles.

3. **Want to Learn Respectfully: -** They expect to be treated with respect, valuing their knowledge and experiences in the learning environment.

4. **Correlate with Own Experiences, Knowledge and Skills: -** Adults often

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connect new information to their prior experiences, making learning more meaningful and applicable**.**

5. **Look for Evidence: -** Adults prefer learning that is supported by facts, examples, and real-world applications.

6. **Expect Transparency in Learning: -** They appreciate clear objectives, well-defined expectations, and no unnecessary surprises in the learning process.

7. **Have Different Levels of Motivation: -** Their motivation to learn can vary based on personal, professional or situational factors and they tend to learn as per their immediate needs.

8. **Require Different Training Approaches: -** Facilitators should adapt instructional methods to suit the diverse learning styles, experiences, and motivations of adult learners.

9. **Effective Instruction = Understanding How Adults Learn Best: -** Tailoring training methods using adult learning principles leads to a more engaging and impactful learning experience.

4

There are 4 basic learning methods: -

1. **Reading:**
   - **1.1** Learners absorb information through written materials like books, articles, manuals and reports.
   - **1.2** Effective for understanding theoretical concepts, procedures and detailed information.
   - **1.3** Example**:** Studying disaster management guidelines or reading emergency response protocols.

2. **Hearing (Audio):**
   - **2.1** Learning through listening to lectures, discussions, podcasts, or audio recordings.
   - **2.2** Useful for understanding concepts, gaining insights and retaining verbal information.
   - **2.3** Example: Participating in workshops, listening to expert talks, or engaging in team briefings.

4. **Seeing (Video):**
   - **3.1** Visual learning through videos, demonstrations, presentations and infographics.
   - **3.2** Ideal for understanding complex processes, visualizing scenarios or observing best practices.

3.3 Example: Watching training videos on rescue techniques or equipment handling.

5. Practice (Doing - Kinesthetics):

4.1 Learning by performing hands-on tasks, simulations, drills or real-life scenarios.

4.2 Enhances skill development, muscle memory and confidence in applying knowledge.

4.3 Example: Conducting search-and-rescue drills, practicing first AID or using specialized equipment during mock exercises.

These learning methods have different levels of retention, different levels of active involvement of participation, difference in resources required. We need to choose based on our requirement, objective and audience.

The type of learning or instruction depends on the situation and objective. To see this, let's do an exercise.

TABLE

S.NO.	Learning Style	Characteristics	Effective Training Methods	Trainer Tips / Measures
1.	Reading/Writing (learn by reading and writing)	Prefer written content, manuals, and note-taking	Handouts, worksheets, reading material, reports	Give pre-reads and summaries, provide structured notes, include short reflective writing
2.	Auditory (learn by hearing)	Grasp spoken instructions, discussions, and sounds	Lectures, group discussions, storytelling, verbal Q&A	Use rhythmic or tone-based repetition, encourage group sharing, allow discussion time
3.	Visual (learn by seeing)	Prefer charts, diagrams, colors, videos, and maps	Diagrams, PPT slides, videos, infographics	Use color-coded notes, illustrations, flowcharts, and short educational videos
4.	Kinesthetic (learn by doing)	Learn through touch, movement, and practice	Role play, hands-on activities, simulations, fieldwork	Conduct physical demos, involve object handling, provide mock drills and real practice

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DISCOVER YOUR LEARNING STYLE: SELF-ASSESSMENT QUIZ:- This short quiz helps you identify how you learn best — by seeing, hearing, reading/writing or doing. Knowing your style can help you improve how you absorb and apply knowledge.

INSTRUCTIONS:- Read the following 20 statements. Tick ✔ the statements that best describe you. At the end, count how many you selected in each category to discover your dominant learning style(s).

1. Section A – Visual Learner (Learn by seeing)

✔	Statement
☐	I understand better when I see information in charts, diagrams, or pictures.
☐	I use colours, highlighters, or mind maps to organize notes.
☐	I prefer watching a video over reading text.
☐	I often imagine things in my mind to remember them.
☐	I find it easier to follow a map than verbal directions.

2. Section B – Auditory Learner (Learn by hearing)

✔	Statement
☐	I remember best when I hear information spoken aloud.
☐	I enjoy group discussions and listening to others' views.
☐	I talk to myself or read aloud to understand material.
☐	I like music or rhythm to help me remember information.
☐	I prefer spoken instructions over written ones.

3. Section C – Reading/Writing Learner (Learn through reading and writing)

✔	Statement

☐	I like making detailed notes and summaries.
☐	I prefer reading books or manuals to understand things.
☐	I often learn by writing things repeatedly.
☐	I choose written instructions over videos or demos.
☐	I enjoy expressing ideas in writing more than speaking.

4. Section D – Kinesthetic Learner (Learn by doing)

✓	Statement
☐	I remember better when I physically engage with the material.
☐	I prefer learning through hands-on activities or experiments.
☐	I like to move around during learning or take frequent breaks.
☐	I enjoy role-plays, simulations, or field exercises.
☐	I learn best when I can practice what I've been taught.

📊 NOW, COUNT YOUR RESPONSES

Learning Style	Number of ✓
Visual (A)	____
Auditory (B)	____
Reading/Writing (C)	____
Kinesthetic (D)	____

📌 Interpretation:

➢ Highest score = your dominant learning style.

➢ Close scores in two or more styles? You're likely a multimodal learner, which means you benefit from a blend of learning methods.

🧩 What to Do Next:

Now that you know your learning style, try using techniques that match your preference:

- ❖ **Visual:** Use diagrams, mind maps, colour coding.
- ❖ **Auditory:** Join discussions, listen to recordings, talk it out.
- ❖ **Reading/Writing:** Make notes, rewrite concepts, read deeply.
- ❖ **Kinesthetic:** Do hands-on practice, simulations, real tasks.

Would you like this designed as:

1. A printable worksheet,
2. A formatted handout page for your TOT book
3. Or converted into a Google Form / digital quiz version?

5

Know Your Audience:

1. **Knowing Your Audience is Helpful: -** Understanding the background, experience and expectations of your participants helps in delivering effective and relevant training.

2. **Allows You to Design Your Training to Meet Participants' Needs: -** Tailoring the content, examples, and activities to suit the learners' knowledge levels and job roles enhances engagement and learning outcomes.

3. **Choose the Right Participants for the Training: -** Ensure that the selected participants are those who will benefit most from the training based on their roles, responsibilities, and skill levels.

4. **Omit Unnecessary Content Not Applicable to the Audience: -** Avoid information overload by focusing on relevant topics that address the learners' specific needs and challenges.

5. **Include Technical Words with Definitions as Needed: -** When using industry-specific terms or technical jargon, provide clear definitions and context to ensure understanding for all participants.

6

What You Need to Know about Your Audience:

1. **Age, Sex, Education, Knowledge:**
   1.1 Understanding the demographic details of your audience helps in selecting appropriate examples, language and teaching methods.
   1.2 Education levels and prior knowledge determine how complex or simplified the content should be.

2. Skills, Experience, Attitudes:

    2.1 Assess their current skill levels and professional experience to customize hands-on activities and discussions.

    2.2 Understanding attitudes towards learning, change or specific topics helps in addressing any resistance and encouraging participation.

3. Job Position, New Responsibilities:

    3.1 Consider their current roles and any new responsibilities they may take on.

    3.2 Training should be aligned with their job functions and provide actionable knowledge for their tasks.

4. Training Needs:

    4.1 Identify the gaps between their current competencies and the skills or knowledge they need to acquire.

    4.2 Design the training to fill these gaps, ensuring it is relevant and beneficial to their professional growth.

7

Knowing The Needs of Your Audience: -

1.   What Are Their Goals for Attending?

    1.1 Understand the participants' expectations and objectives for attending the training.

    1.2 Identify whether they are seeking to gain new skills, solve specific problems, enhance their career prospects, or fulfil mandatory training requirements.

    1.3 Align the training content with these goals to ensure relevance and engagement.

2.   What Are Their Learning Styles?

    2.1 Determine whether participants learn best through visual, auditory, reading/writing or kinesthetics methods.

    2.2 Use a mix of teaching techniques (e.g., lectures, videos, hands-on activities, group discussions) to cater to diverse learning preferences.

3   What Tools Do They Need to Help Them Succeed?

    3.1 Provide the necessary resources, including manuals, job aids, videos, and hands-on practice materials.

    3.2 Ensure access to appropriate tools, equipment, and technology required for practical learning.

    3.3 Offer support resources like mentorship, additional reading materials, or follow-up sessions if needed.

8

Getting to Know Your Audience:

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1   **Use a Participant Pre-Assessment Form:**
    1.1 Distribute a pre-assessment form before the training to gather information about participants' backgrounds, experience levels, expectations, and learning goals.
    1.2 Use the responses to tailor the content and adjust the delivery style to meet their needs.

2   **Use a 'Get-to-Know-You' Exercise:**
    2.1 Begin the session with icebreaker activities or introductions to create a comfortable learning environment.
    2.2 Simple activities like sharing names, job roles, and one learning goal can foster interaction and engagement.

3   **Ask Participants to Share Their Expectations of the Course:**
    3.1 Encourage participants to express what they hope to gain from the training.
    3.2 Address these expectations by aligning the content and ensuring their concerns or interests are covered.

4   **Talk with Them Before the Training Starts, During Breaks, etc.:**
    4.1 Take opportunities to engage in informal conversations with participants.
    4.2 These interactions provide valuable insights into their learning styles, challenges, and motivation, helping you adapt your approach for better results.

9

Methods for engaging participants: -

There are many ways of getting the adult participants through your learning.

1. **Interactive Lectures:**
    1.1 Encourage two-way communication by asking questions and inviting opinions during lectures.
    1.2 Use stories, examples and visuals to maintain interest and simplify complex topics.
    1.3 Involve participants through real-life scenarios and case studies.

2. **Group Discussions:**
    2.1 Facilitate open discussions to encourage sharing of experiences and perspectives.
    2.2 Promote peer learning by assigning topics relevant to participants' backgrounds.
    2.3 Act as a guide to keep discussions focused and productive.

3. **Group Exercises:**
    3.1 Assign hands-on activities or problem-solving tasks for small groups.
    3.2 Promote collaboration, critical thinking, and practical application of concepts.
    3.3 Use scenarios or simulations for team-based learning.

4. **Role Play:**
    4.1 Encourage participants to act out real-life situations to practice

communication, decision-making, and problem-solving skills.

    4.2 Effective for developing soft skills like leadership, negotiation, and conflict management.

5. **Quizzes:**

    5.1 Conduct short quizzes to reinforce learning and assess understanding.

    5.2 Use interactive quiz formats like multiple-choice, true/false, or scenario-based questions.

    5.3 Provide instant feedback for knowledge reinforcement.

6. **Using Questions:**

    6.1 Engage participants by posing thought-provoking questions.

    6.2 Use open-ended questions to stimulate discussions and encourage critical thinking.

    6.3 Apply the "Socratic method" to guide learners towards discovering solutions themselves.

7. **Energizers:**

    7.1 Use short, interactive activities to break monotony and re-energize participants.

    7.2 Effective during long sessions or after breaks to improve focus and participation.

    7.3 Examples include icebreakers, games, or light physical exercises.

1

Adult Learning Principles (Characteristics and Training techniques): -

➢ **Adults Bring a Wealth of Knowledge and Experience Which They Want to Share:**

    1.1 Training Technique: Create opportunities for sharing experiences through group discussions, case studies and peer learning.

    1.2 Facilitate collaborative problem-solving to leverage participants' knowledge.

➢ **Adults Are Decision Makers and Self-Directed Learners:**

    2.1 Training Technique: Offer flexible learning options and encourage self-paced learning.

    2.2 Provide choices in learning activities to enhance autonomy.

➢ **Adults Have Different Learning Styles That Must Be Respected:**

    3.1 Training Technique: Use a blend of teaching methods like lectures, visual aids, discussions, hands-on activities, and practical demonstrations.

    3.2 Adapt content to accommodate visual, auditory, reading/writing, and kinaesthetic learners.

➢ **Adults Want to Participate Rather Than Just Listen to a Lecture:**

    4.1 Training Technique: Incorporate interactive methods such as role plays, simulations and group activities.

    4.2 Encourage participation through open-ended questions and

brainstorming sessions.

➢ **Adults Are Motivated by Information or Tasks That Are Meaningful and Applicable to Their Jobs:**
  - 5.1 Training Technique: Provide real-life examples and scenarios relevant to their workplace.
  - 5.2 Focus on problem-solving exercises that demonstrate direct applications of the learning material.

➢ **Adults Prefer Training That Focuses on Real-Life Problems:**
  - 6.1 Training Technique: Use case studies, practical exercises, and decision-making scenarios to simulate real-life challenges.
  - 6.2 Encourage learners to apply knowledge to solve workplace issues.

➢ **Adults Expect Their Time During the Training to Be Used Carefully:**
  - 7.1 Training Technique: Plan well-structured sessions with clear objectives and relevant content.
  - 7.2 Minimize unnecessary content and ensure activities are time-efficient.

8. **Adults Feel Anxious When Participating in a Group That Makes Them Look Uninformed:**
  - 8.1 Training Technique: Foster a respectful and supportive environment.
  - 8.2 Encourage a culture of learning from mistakes and provide constructive feedback.

9. **Adults Learn Best in a Positive Environment Where They Feel Respected and Confident:**
  - 9.1 Training Technique: Build trust through inclusive discussions and acknowledging participants' contributions.
  - 9.2 Create a comfortable space where learners feel valued and supported.

10. **Adults Come from Different Cultures, Lifestyles, Religious Preferences, Genders, and Ages:**
  - 10.1 Training Technique: Be culturally sensitive by using inclusive language, examples, and case studies.
  - 10.2 Promote respectful interactions and create opportunities for diverse perspectives to be shared

1

Maslow's Hierarchy of Needs

➢ **Physiological needs** (biological needs such as oxygen, food, warmth, water, shelter)
  - **1.1** In a training or work environment, providing comfortable seating, adequate ventilation, proper lighting and refreshment breaks can help meet these needs.
  - **1.2** Addressing these needs ensures participants can focus and

engage in the learning process.

- **Security needs** (physical and psychological security, such as during an emergency or crisis, for example, a riot or disorganized social structure)

  2.1 Involves protection from harm, both physically and emotionally. This can include safety from accidents, violence, or job insecurity.

  2.2 During emergencies like riots or natural disasters, providing clear instructions and establishing safety measures is essential.

  2.3 In the workplace, promoting mental well-being, job stability, and creating a supportive learning environment enhances security.

- **Social needs** (love, affection, sense of belonging)

  3.1 Humans naturally seek connection and a sense of belonging within groups, teams, or organizations.

  3.2 In a training environment, fostering collaboration through group discussions, team-building exercises, and peer support can fulfil this need.

  3.3 Encouraging respect and open communication helps learners feel valued and included.

- **Self-esteem** (sometimes referred to as the "ego". A need to have the respect of others to feel satisfied, self-confident and valuable)

  4.1 Includes the need for self-respect, confidence, achievement, and recognition from others.

  4.2 Trainers can acknowledge participants' contributions, provide positive reinforcement, and celebrate accomplishments.

  4.3 Offering opportunities for leadership roles and skill mastery builds confidence and enhances self-esteem.

- **Self-actualization** (described by Maslow as an on-going process, in which a person strives to become what they feel they were born to become)

  5.1 Refers to the desire to reach one's fullest potential and pursue personal or professional goals.

  5.2 Learners are motivated to gain new knowledge, develop skills, and achieve career aspirations.

  5.3 Providing challenging tasks, continuous learning opportunities, and avenues for innovation supports self-actualization.

1

Factors that Influence the Adult Learner

1. **Positives (Factors that Enhance Learning)**

   1.1 **Motivation:**

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        1.1.1. Adults learn better when they are motivated by personal or professional goals.

        1.1.2. Clear rewards and benefits from learning encourage participation.

1.2 Practice:

        1.2.1 Repeated practice helps reinforce learning and build confidence.

        1.2.2 Practical exercises, simulations, and real-world applications are effective.

1.3 Goals, Objectives, and Standards:

        1.3.1 Clear goals and well-defined objectives provide direction.

        1.3.2 Knowing what is expected helps adults stay focused and measure progress.

2.   Negatives (Factors that Hinder Learning)

    2.1. Lack of Interest or Motivation:

        2.1.1. If the content is not relevant to their personal or professional life, learners may lose interest.

        2.1.2. Ensure the material is practical and applicable to their needs.

    2.2. Discomfort:

        2.2.1. Physical discomfort (poor seating, lighting, or room temperature) can distract from learning.

        2.2.2. Emotional discomfort, like fear of failure or judgment, can also reduce participation.

        2.2.3. Creating a comfortable and supportive environment is essential.

    2.3. Frustration: - Occurs when learners face challenges such as unclear instructions, difficult concepts or lack of support. Providing guidance, feedback, and encouragement can reduce frustration.

3. Individual Differences
- **3.1. Age: -** Different age groups may have varying learning preferences and technological familiarity.
- **3.2. Previous Experience: -** Learners bring unique backgrounds, and these experiences can enhance or hinder learning. Facilitators should leverage learners' experiences for peer learning.
- **3.3. Subcultures: -** Cultural differences influence communication styles, perspectives, and learning approaches. Respect for diversity and inclusive teaching methods can bridge these gaps.

2

Difficult Learning Behaviours and How to Help

1. **Daydreaming Participants:**
   - 1.1 Engage them through interactive activities like group discussions or hands-on exercises.
   - 1.2 Ask open-ended questions to capture their attention.
   - 1.3 Use storytelling, visual aids, or real-life scenarios to make the content more relatable.

2. **Uninterested Participants:**
   - **2.1.** Connect the learning material to their personal goals or job responsibilities.
   - **2.2.** Use case studies and examples relevant to their experiences.
   - **2.3.** Encourage participation through role-plays, problem-solving tasks, or competitions.

3. **Slow Learners:**
   - **3.1.** Provide additional support through one-on-one guidance or mentoring.
   - **3.2.** Break down complex concepts into smaller, manageable steps.
   - **3.3.** Offer extra time for practice and provide constructive feedback.

4. **Disruptive Participants:**
   - **4.1.** Set clear expectations and ground rules at the beginning.
   - **4.2.** Address disruptive behaviour calmly and respectfully.
   - **4.3.** Redirect their energy by involving them in discussions or assigning leadership roles in group activities.

5. **Timid Participants:**
   - **5.1.** Create a safe and encouraging environment for sharing ideas.
   - **5.2.** Use small group discussions or partner activities to build their confidence.
   - **5.3.** Provide positive reinforcement and acknowledge their contributions.

6. **Others (e.g., Resistant Learners, Overconfident Learners):**

    6.1. **Resistant Learners:** Understand their concerns and clarify the relevance of the training. Involve them in problem-solving activities to demonstrate value.

    6.2. **Overconfident Learners:** Encourage peer learning to foster mutual respect. Present challenging scenarios to engage them further without discouraging others.

    6.3. **Learners with Language Barriers:** Provide visual aids, simple language, and encourage peer support.

By applying these strategies, facilitators can create a supportive and productive learning environment for all participants.

3

Kolb's Experiential Learning Model

David A. Kolb developed the Experiential Learning Theory (ELT) in 1984. According to Kolb, learning is a process where knowledge is created through the transformation of experience. It is not just about reading or listening, but actively experiencing, reflecting and applying.

The Four-Stage Learning Cycle:-

Kolb's model includes four sequential stages that a learner goes through to fully grasp and apply new knowledge or skills:

Stage	Description	Example (in TOT context)
1. Concrete Experience (CE)	The learner actively experiences an event or activity.	Participating in a disaster response simulation.
2. Reflective Observation (RO)	The learner reflects on what happened and how.	Discussing what went well or what could be improved after the simulation.
3. Abstract Conceptualization (AC)	The learner makes sense of the experience by forming ideas or theories.	Understanding the importance of communication in team coordination.
4. Active Experimentation (AE)	The learner applies what was learned to a new situation.	Applying the improved strategies in the next drill or real-life deployment.

This cycle is continuous—the end of one learning loop becomes the starting point for

the next.

Kolb's Four Learning Styles:-

Based on preferences in the learning cycle, Kolb identified four learner types:

Learning Style	Preferred Stages	Characteristics
Diverging	CE + RO	Imaginative, observes from different angles, good at brainstorming.
Assimilating	RO + AC	Logical, prefers theories and concepts, likes structured formats.
Converging	AC + AE	Practical, solves problems, likes technical tasks and decisions.
Accommodating	AE + CE	Hands-on, relies on intuition, adapts quickly, prefers trial-and-error.

POST TEST

1. Define the term learning

    Learning is a relatively permanent change in behavior that occurs as a result of acquiring new information, skills or attitudes from or through an experience.

2. Describe 3 types of Learning.
    1. Cognitive Learning (Knowledge) Involves activities like reading, understanding concepts, problem-solving, and critical thinking. Examples: Learning emergency response protocols, studying disaster management theories, or understanding risk assessment methods.
    2. Psychomotor Learning (Skills) Involves developing physical and motor skills through practice. Often includes hands-on training, drills, and simulations Examples: Operating rescue equipment, administering first aid, performing search-and-rescue tasks.
    3. Affective Learning (Attitudes) Involves recognizing and managing emotions, understanding others' perspectives, and responding appropriately in various situations. Examples: Building resilience during stressful operations, developing leadership during crisis management, practicing effective communication in team settings.

3. Describe 4 key characteristics of adults.
    1. Self-directed: Adults prefer to take responsibility for their own learning and decision-making. They value autonomy and often seek out knowledge to solve problems or achieve personal or professional goals.
    2. Have More Life Experiences and Knowledge: Adults bring a wealth of experiences that can enrich the learning environment. Facilitators can use these experiences through discussions, case studies and collaborative learning.
    3. Need Material to Be Relevant: Adults are motivated when they see a direct connection between what they are learning and their real-life tasks. Training should be goal-oriented, addressing their immediate needs and challenges.
    4. Practical: Adults prefer learning that has immediate application. They value hands-on experiences, simulations and problem-solving activities that provide practical solutions.

4. List 10 principles of adult learning.
    1. Adults bring a wealth of knowledge and experience which they want to share
    2. Adults are decision makers and self-directed learners
    3. Adults have different learning styles that must be respected
    4. Adults want to participate rather than just listen to a lecture
    5. Adults are motivated by information or tasks that are meaningful and applicable to their jobs
    6. Adults prefer training that focuses on real-life problems
    7. Adults expect their time during the training to be used carefully
    8. Adults feel anxious when participating in a group that makes them look uninformed
    9. Adults learn best in a positive environment where they feel respected and Confident
    10. Adults come from different cultures, lifestyles, religious preferences, genders and ages

03

INFORMING, PERSUADING AND INSTRUCTIONG / TRAINING

LESSON OBJECTIVES

Upon completion of this unit, you will be able to: -

1. Describe the differences between Informational Presentations, Instructional Presentations and Presentations which are intended to Persuade.
2. Compare Informing, Persuading and Instructing/Training.
3. Determine which presentation type and format to use in a given situation.
4. Describe presentations and briefings given related to disasters.

"I would like to tell you about..."
or

"The alternative I recommend is.."
or

"Upon completion of this lesson you will be able to..."

INFORMING, PERSUADING AND TRAINING

Informing, Persuading and Training explains the differences between these three types of communication and how they are used in different scenarios. Here's a simplified explanation:

1. Informing:-

    1.1 Definition: Facts and opinions provided to inform only, with unpredictable results.

    1.2 Purpose: To provide facts, opinions, or updates without expecting a specific reaction.

    1.3 Nature: One-way communication with no guaranteed result.

    1.4 Outcome: People receive knowledge, but their response is unpredictable.

    1.5 Sharing facts, information, or opinions to help others understand something.

    1.6 Example: 1. Announcing a new disaster management plan. 2. The Red Cross will offer a CPR course

    1.7 Words that mean the same as: Brief, Disclose, Tell, Advice, Explain, Impart etc..

2. Persuading

    2.1 Definition: Facts and opinions provided for the purpose of changing attitudes or encouraging actions to be taken.

    2.2 Purpose: To change someone's attitude or encourage them to take action.

    2.3 Nature: Often two-way communication where feedback can help address concerns.

    2.4 Outcome: Desired actions or mindset changes.

    2.5 Giving information with the goal of changing someone's thoughts, attitudes, or encouraging action.

2.6 Example: 1. Convincing people to follow safety measures before a cyclone. 2. Learning CPR can save lives. Join the Red Cross course

2.7 Words that mean the same as: Convince, Sensitize, make aware of, Influence, win over, Induce etc.

3. **Training (Instructing)**

3.1 Definition: A learning experience designed to insure participants are able to achieve predetermined performance requirements and objectives.

3.2 Purpose: To ensure learners acquire specific knowledge and skills.

3.3 Nature: Interactive, with hands-on activities and assessments.

3.4 Outcome: Participants can demonstrate the required skills.

3.5 Teaching skills or knowledge to ensure people can perform specific tasks.

3.6 Purpose: To help learners achieve specific objectives through practice and feedback.

3.7 Example: 1. Training volunteers to conduct damage assessments after a disaster. 2. Here's how to perform CPR. Now, demonstrate the steps

3.8 Words that mean the same as: Develop, instruct, teach, coach, mentor/roll model, educate etc…

2

Comparison Summary Of Informing, Persuading And Training:-

Aspect	Informing	Persuading	Instructing/Training
Purpose	To provide information or facts	Change attitudes or actions	To develop specific skills or knowledge
Interaction	One-way communication.	Two-way communication, often involving discussions.	Interactive with active participation from learners.
Accountability	No accountability for the audience's actions.	Limited accountability; the presenter may	High accountability for both learners and instructors.

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		influence decisions.	
Duration	Short-term, usually a brief update or announcement.	Short to long-term, depending on the goal.	Long-term impact with lasting knowledge and skills.
Outcome Expectation	Uncertain outcomes; no guaranteed change.	Desired changes in opinions or behaviors.	Guaranteed skill development and measurable outcomes.
Measurement of Effectiveness	Difficult to measure; feedback is often limited.	Measured by behavior changes or decision-making.	Evaluated through tests, assessments, or performance
Nature of Content	Factual and objective information.	Emotional or logical arguments to influence opinions.	Step-by-step instructions with practical applications.
Communication Style	Mostly formal, factual and clear.	Often persuasive, emotional and engaging.	Structured, interactive and instructional.
Target Audience Response	Audience is passive, just receiving information.	Audience is engaged, possibly questioning or debating.	Audience is active, practicing and applying knowledge.
Delivery	Presenter lectures, in-person or by electronic means such as video or computer, or by written report.	Presenter usually provides information in person with supporting materials and written reports.	Information is provided to learner by an instructor, electronic media or written materials.
Examples	Announcing new safety guidelines.	Convincing people to follow disaster preparedness plans.	Teaching volunteers how to conduct rescue operations.

3

EXERCISE

INFORMING, PERSUADING AND INSTUCTING / TRAINING (10 Minute)

Given the purpose of the presentation, determine whether you would be informing or instructing and state why you selected the choice

1. **Create an awareness in the public on earthquake threats:**

   ➢ **Informing** → The purpose is to share information and create awareness.

> ➤ **Reason:** The word *"awareness"* indicates that people are just being informed about the threat.

2. **Develop shelter managers:**

> ➤ **Instructing/Training** → The goal is to teach and develop skills.

> ➤ **Reason:** *"Develop"* means providing knowledge and practical skills for people to become effective shelter managers.

1. **Change the attitude of politicians on the importance of disaster reduction:**

> ➤ **Persuading** → The objective is to influence attitudes and encourage action.

> ➤ **Reason:** *"Change the attitude"* clearly suggests persuasion to get politicians to support disaster reduction measures.

2. **Orient local disaster committees on their roles and responsibilities:**

> ➤ **Informing** → The goal is to provide information about roles and responsibilities.

> ➤ **Reason:** *"Orient"* usually means giving an overview, which is mainly informative. However, if committee members are expected to apply the knowledge in specific tasks, it could become **Training**.

3. **Train committee members in damage assessment:**

> ➤ **Instructing/Training** → Participants will learn how to assess damage.

> ➤ **Reason:** *"Train"* implies hands-on learning with practical exercises to ensure members can perform damage assessments.

4. **Brief National Disaster Committee on status of plan implementation:**

> ➤ **Informing** → The purpose is to provide updates.

> ➤ **Reason:** *"Brief"* means delivering factual information. If the goal was to encourage actions or decisions, it could become **Persuading**.

5. **Convince community leaders to complete pre-season preparations for cyclones:**

> ➤ **Persuading** → The aim is to influence community leaders to take action.

> ➤ **Reason:** *"Convince"* suggests a persuasive approach to encourage leaders to act before cyclone season.

POST TEST

1. **Definitions the following:**

    1.1 Informing: Sharing facts, updates, or knowledge with others to raise awareness or provide information without expecting any particular action.

    Example: Announcing the launch of a disaster response app.

    1.2 Persuading: Communicating with the aim of influencing opinions, attitudes, or encouraging specific actions.

    Example: Encouraging people to prepare emergency kits before cyclone season.

    1.3. Training: Teaching people specific skills or knowledge to ensure they can perform a task effectively.

    Example: Conducting a workshop on first aid for disaster volunteers.

2. Brief Comparison of Informing, Persuading and Training

Aspect	Informing	Persuading	Training
Purpose	Provide knowledge or facts	Change attitudes or encourage action	Develop skills or knowledge
Interaction	Usually, one-way	Two-way, may involve discussion	Interactive, hands-on
Outcome Expectation	Audience becomes informed	Audience changes their opinion or takes action	Audience gains practical skills
Example	Sharing disaster preparedness tips	Convincing people to follow evacuation plans	Teaching people how to conduct rescue operations
Feedback	Limited	Audience feedback and response are important	Assessed through tests or practical exercises

3. Determine from the following statements of purpose or problem whether Informing, Persuading or Training is probably indicated and explain:

A. Damage assessments are inaccurate and reports are incomplete.

- **Training** → The issue suggests a lack of skills or knowledge in conducting accurate damage assessments.

- **Reason:** Training will equip participants with the necessary skills to perform proper damage assessments and complete reports accurately.

B. Community leaders should take action on the proposed mitigation programme.

- **Persuading** → The goal is to convince community leaders to support and implement the mitigation program.

- **Reason:** Persuading is necessary to influence decision-makers to act in favor of disaster risk reduction measures.

C. A new public emergency reporting system and phone number are being implemented.

- **Informing** → The public needs to be informed about the new reporting system and the phone number.

- **Reason:** The objective is to ensure people know about the new system so they can use it effectively during emergencies.

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Lesson

04

COMMUNICATION AND PLATEFORM SKILLS

LESSON OBJECTIVES

Upon completion of this unit, you will be able to do the following:

1. Describe the role of an instructor in training.

2. List and describe six words that will help you to be a good instructor.

3. Use interactive instructional communication.

ROLE OF THE INSTRUCTOR IN TRAINING

1. **Delivering Knowledge**: Clearly explain concepts and procedures using simple language to ensure trainees understand.

2. **Facilitating Learning**: Encourage participation through discussions, group activities, and hands-on exercises.

3. **Assessing Progress**: Monitor trainees' understanding through questions, assessments, and feedback.

4. **Motivating Learners**: Build confidence by offering support, recognizing efforts, and maintaining a positive environment.

5. **Providing Real-World Insights**: Share practical experiences, case studies, and examples to make lessons relatable.

6. **Ensuring Safety**: Teach and enforce safety protocols, especially during practical training sessions.

7. **Effective Communication**: Use clear and simple language, engage trainees, and adapt the training style to suit the audience.

8. **Time Management**: Keep the training on schedule while allowing sufficient time for questions and discussions.

9. **Problem Solving**: Address doubts and resolve challenges that learners may face during the training.

10. **Continuous Improvement**: Update training content based on feedback and changing requirements.

An effective instructor enhances the learning experience, ensuring trainees are well-prepared and confident in applying their knowledge. Let me know if you'd like further elaboration or adjustments.

Here are some meaningful words for an instructor to live by: -

1. **"Teach to inspire, not just to inform."**

2. **"Listen more than you speak; understanding begins with listening."**

3. **"Every learner is unique; adapt to unlock their potential."**

4. **"Mistakes are lessons in disguise; encourage growth through feedback."**

5. **"Empower others with knowledge and watch them grow."**

6. **"A good instructor ignites a passion for lifelong learning."**

7.   **"Clarity is kindness; communicate with simplicity and purpose."**

8.   **"Stay curious; a great teacher remains a lifelong learner."**

2 — "The Six Pillars of Effective Instructional Delivery"

1. **Plan**

    1.1 Content - Objectives, subject matter, key points

    1.2 Visual aids - Should support presentation

    1.3 Exercises - Should support the learning

2. **Prepare**

    2.1 Lesson plan - Road map/keeps you in sequence

    2.2 Visual aids - Quality, well done, relevant

    2.3 Practice - Physical run through with aids and equipment

3. **Personal**

    3.1 Dress - Appropriate to audience, comfortable

    3.2 Playthings - Jewellery, pointer, pens, money

    3.3 Attitude - Positive, upbeat

    3.4 Visualization - Practice in your mind

    3.5 Perception - Individual, be on lookout – exercise

4. **Presentation**

    4.1 Energy - Enthusiasm, positive, mean it

    4.2 Style - Relax, natural

    4.3 Activity - Movement, standing, sitting, rear of podium, notes, mike

    4.4 Equipment - Know it, try it out, check, be prepared if it fails

    4.5 Handouts - Give handout when appropriate

5. **Presence**

    5.1 Voice - Monotone, inflection, speed, projection

    5.2 Vocabulary - Know your audience, use the right words

    5.3 Pace - Method of spacing out information, get feedback

    5.4 Non-verbal - Feedback, 65%, use of hands, eyes, body

    5.5 Communication - Filters, barriers

6. **Participation**

6.1 Exercises - To reinforce learning, give feedback

6.2 Feedback - Positive feedback, reinforce learning, adjust presentation if necessary

6.3 Active listening - Reflection, paraphrasing, boomerang, ask questions

6.4 Giving instructions - Precise, concise, complete, all participants doing the same thing

3

COMMUNICATION SKILLS

Communication is the process of sharing information through speaking, writing, or using body language. Effective communication is important for instructor and trainees to perform their duties well.

Types of Communication

1. **Verbal Communication**: Spoken words used in face-to-face conversations, meetings, or presentations.
2. **Non-Verbal Communication**: Body language, facial expressions, gestures, and eye contact.
3. **Written Communication**: Emails, reports, and manuals.
4. **Visual Communication**: Charts, diagrams, and photographs used to explain concepts.

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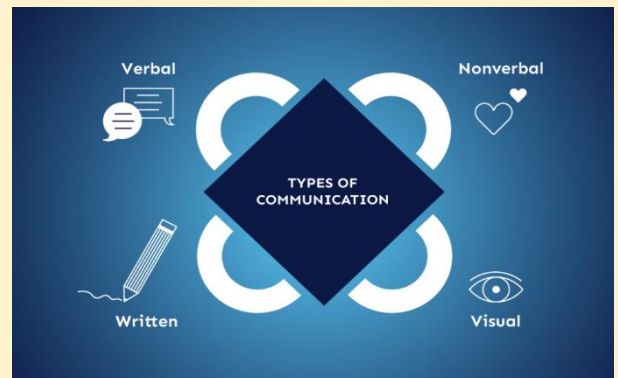
NON-VERBAL BEHAVIORS

S.NO.	BEHAVIOR	MEANING
1.	Hands on hips	Aggressive-resistant & dominant.
2.	Pointing finger	Aggressive-intimidating
3.	Standing too close–getting in someone's space	Aggressive
4.	Thumbs in palms	Scared, nervous, insecure
5.	Hugging body with arms	Passive, scared, closing self in to keep safe
6.	Hand over heart	Sincerity
7.	Chin stroking, head scratching	Signs of thoughtfulness
8.	Arm around shoulder, index finger pointing on shoulder	May seem affectionate, but is a control device
9.	Shrugging shoulders–dropped jaw, protruded head	May not understand what you are saying
10.	Finger between nose and mouth	May not believe what you are saying, may not believe what is said.
11.	Open palms	Openness, friendly
12.	Covering mouth, pulls head back, narrows eyes	May warn speaker to step back or speak less loudly
13.	Covering mouth when speaking	Passive, unsure about what is being said
14.	Frowning	Disapproving what is happening, may not under- stand
15.	Hand over nose and mouth	May indicate a negative evaluation
16.	Fist in the air	Power, success

17.	Punches own palms	Wants to emphasize–may be indicator of stressful situation he is talking about
18.	When in a group having hand on your hip	May be warding off people on that side
19.	Sitting turned away	Uncomfortable in that persons presence.
20.	Sitting turned towards someone	Openness
21.	Shoulders down–slumping	Passiveness
22.	Moving from slump to more erect stance sucking in belly, squaring shoulders (most evident in men)	Wanting to make an impression
23.	Covering or rubbing eyes	Refusing to accept something
24.	Narrowing of eyes	Suspicious
25.	Rubbing hand between eyes	May be uncomfortable with subject matter
26.	Looking down	Going to a feeling state
27.	Staring at floor	Passive, insecure
28.	Shutting eyes and pointing	"If you can't see the wisdom of this, then you really are naive."
29.	Blinking rapidly, shutting eyes when speaking	Going deep inside for information

30.	Open, direct, good eye contact without staring	Assertive
31.	Staring expressionless	Aggressive
32.	Staring at floor	Passive, insecure

5

COMMUNICATION BARRIERS

Following are the 10 most common barriers encountered while communicating as an instructor.

1. **Rate of speech**
   1.1 A rapid rate of speech may cause a loss understanding.
   1.2 A slow rate of speech may cause a loss of attention.

2. **One way communication**
   2.1 There is no feedback to the presenter to check for understanding.
   2.2 The typical lecture is an example. Information presented by technology, i.e.; audio and video tapes.

3. **No feedback**
   3.1 The presenter is unable to determine how well the information is being received.
   3.2 A class who doesn't want to be in the training may not provide feedback.

4. **No visual contact**
   Training using technology such as telephone or computer-based lectures gives the instructor no non-verbal feedback.

5. **No common language**
   5.1 The scientist and the laymen, or the bureaucrat and the public. The use of jargon.
   5.2 The consultant who comes from another part of the country and does not "speak the language" or understand the "culture".

6. **No common frame of reference**
   6.1 Different education or experiential levels.
   6.2 Different cultures or life styles.

7. **Disorganization of ideas**

      7.1 The presenter who speaks without notes or preparation.

      7.2 The presentation is just a group of random thoughts presented without continuity. Causes loss of understanding and induces frustration.

8. **Too much information in a short time**

    Same as a high rate of speech. Participants go into system overload.

9. **Redundancy**

    Saying the same thing over and over again in different ways causes confusion and loss of understanding.

10. **Frustration of communicators**

    All of the above cause the presenter and the participant to become frustrated, which induces a new barrier that compounds the situation.

6

PLATFORM SKILLS

Platform skills refer to the abilities and techniques used by a speaker, presenter, or instructor to effectively engage and communicate with an audience. These skills are essential for delivering speeches, presentations, or training sessions in a confident and impactful manner.

Key aspects of platform skills include:

1. **Body Language** – Using gestures, facial expressions, and posture to enhance the message.
2. **Voice Modulation** – Varying tone, pitch, and volume for emphasis and clarity.
3. **Eye Contact** – Establishing a connection with the audience to maintain engagement.
4. **Confidence and Presence** – Demonstrating authority and credibility on stage.
5. **Audience Engagement** – Encouraging participation and responding to questions effectively.
6. **Use of Visual Aids** – Utilizing slides, props, or other materials to support the message.
7. **Time Management** – Sticking to the schedule and pacing the presentation appropriately.

Platform Skills for Effective Presentation: -

    1. **Confidence**: Believe in your knowledge and abilities.

    2. **Clarity**: Speak slowly and clearly.

    3. **Engagement**: Make eye contact and use gestures to connect with the audience.

    4. **Preparation**: Know your topic well and anticipate questions.

    5. **Use of Visuals**: Support your talk with slides or props to clarify key points.

7

Making a Presentation
Some tips for success

Preparing   **1.**   Check:

          Lesson Plans
          Equipment & facilities
          Reference materials
          Workbook and handouts
          Visual aids.

2. Dress for success.

          Look good/feel good and be appropriate

3. Quiet time.

          Focus on breathing
          Visualize success - See yourself relaxed, confident and holding your audience's interest

Delivery

1. Know the material.
2. Believe in what you are teaching.
3. Watch your non-verbal.
4. Use voice tones to stress points.

Rapport

1. Lead to self-discovery.
2. Use language the class can relate to (know your audience).
3. Maintain eye contact with your audience.
4. Be yourself (self-disclose, humor, etc.)

Responding

1. Rephrase.
2. Get more information (i.e., "Tell me more/give me more information").
3. Question with a question.
4. I do not have the answer ("What I would do/I can look it up").
5. Respond to the real question.

Special Tips

1. Check in with the audience along the way ("How are you doing?").
2. Be open-minded/receptive.
3. Don't take comments personally.
4. Keep focused...come back to the point (lesson plan/notes).
5. Check on how others feel when someone comments.
6. Reinforce participation.
7. Remember levels of learner readiness vary.
8. It's OK to be nervous...it just means you want to do a good job!

> **If you fail to plan, plan to fail.**
> **Proper prior planning prevents poor performance.**

Ten Powerful Opening Strategies

Hello. My name is Dorothy Leeds and I 'm here today to give you some lessons on improving your sales techniques through body language Now, the first thing I want to talk about is....

If you begin your training program the way I've started this article, you'll have a hard time conducting a successful session. You'll have lost your trainees' attention before you've even started.

Powerful trainers start power-fully

You must gain your trainees attention and interest im- mediately. Without that attention, you won't get your message across, you'll have trouble sustaining whatever interest there is, and you won't have established your leader- ship and control —the keys to being a successful trainer.

As a trainer, you're an un- known quantity—for the first 30 seconds. That's about how long you have to make your First impression. After that, everything you say and do will be colored by that impression, so it's important that it be up- beat and make an impact.

Even if you're an in-house trainer and the participants al- ready know you, your opening must let them know that this training session is going to be lively, interesting and   informative.

Be creative from the start

When trainees attend a workshop, they may be nervous about having to learn something new. Or they may be resistant, and resent that they've been sent for training—they may feel that some- one thinks their old ways aren't good enough. It's your job to set up an atmosphere that is both "user-friendly" and stimulating.

Say you're doing a program on body language. You might come into the room purpose- fully, and then stop and stare at the group for a few seconds. Turn abruptly to the black- board and pick up the chalk. Without saying a word, print "Take out a pen and paper and write down everything you know about me already."

That kind of opening serves several purposes:

➢   it establishes your authority
➢   it sets up the participative nature of the program
➢   it's fun for you and the trainees.

TEN STRATEGIES

Openings have more crucial responsibilities than almost any other part of your training. They're not only for gaining attention; openings contain many subtle nuances. One well-crafted opening can com- bine many tasks into just a few minutes.

What follows is a list of ten strategies that make for a powerful opening.

1. Get trainees' attention. How you get it is not nearly as important as making sure you do get it.

For example, if you're con- ducting a computer training session, you could have a problem set up and waiting for participants. As soon as they enter, announce that you're having a contest and the first person to solve the problem wins a prize. Use your imagination to create a lively learning atmosphere.

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2. Build a bridge between what went on before and what is to come. For example, if you're opening the second session of a sales training pro- gram, refer back to the previous day's training by asking participants which techniques they found most helpful. Then you can go on to say that by the end of this session, they'll add on to their successes.

Or you can link your training to a current event. A time- management seminar could begin with a discussion of how the morning's traffic jam affected the day's plans.

3. Let them know your purpose and objectives. Tell them exactly why you're there. In- stead of saying, "I'm here to- day to teach you about safety in the workplace," say, "I'm here today to give you ten simple, specific methods of ensuring your safety in a hazardous work area." Let participants know what you expect to accomplish by the time the session is over.

4. Get them Involved.

Ask questions. For example, you could do a short audience survey: "How many of you are here because you want to be? How many are here because you have to be? How many wouldn't answer no matter what I asked?"

Have participants move around if possible. Try to make the experience an active one, rather than a passive one.

5. Build realistic expectations for what is to follow. For example, avoid starting with a great joke and then going into a list of facts and figures; your trainees will feel that they've been let down.

If you're sitting at a paper- strewn desk, are missing half your handouts, and can't find the chalk, participants will expect your training session to be scattered and disorganized. If dirty ashtrays are spread around, there aren't enough chairs or tables, and you come in five minutes late, participants will get the message that you're not in control.

But if you're there to greet them with a warm, friendly smile, a properly arranged room, and an exciting opening, expectations will be positive and high.

6. Warm up your audience. Relax the participants and show them they will have a good time in this training session. Let them know that you won't bore them. You're not putting them to sleep; you're saying, "It's OK, you're in good hands."

7. What's in It for them? Give the trainees confidence in you by showing them how they will profit from and enjoy this training session.

Get participants to sell themselves on the training benefits. Ask, "What's in it for you to become a better speaker?" or "How will it help you to learn new computer techniques? "

8. Let them know you're in control. Give any necessary directions, such as how and when you'll deal with questions or handouts. Explain everything up front.

Make sure the room is set up in the way that's best for your program. You don't want any- one sitting with her or his back to you, or too far away to see the chalkboard or the visuals.

9. Reveal yourself. Let the participants in on something about you personally.

You'll gain their support by showing that you are human and fallible—and that you weren't always the expert you are today. Let them know how you've benefited from training.

I often tell the story of the day after I attended my first assertiveness training class. I was on a tight schedule. When my plane made a stop in Atlanta, a flight attendant came over and told me there was a problem with my ticket, and that I'd have to take a later flight. I kept smiling and repeating, "That may be true, but I'm not getting off this plane." I flew on to New York as planned.

10. Let them know you're glad to be there. This can be evident from your own enthusiasm; you can also address a compliment directly to the trainees or disclose something about yourself in a way that shows you are relaxed around them. Smile, welcome them warmly and begin!

9

SIX MOTIVATIONAL PRINCIPLES

Understanding how people learn is an integral part of planning and writing a lesson plan. What motivates adults to learn?

Six basic motivational principles apply within the context of planning and writing a lesson: relevance, conceptual framework, learning outcome, method, evaluation, and primacy or recency.

1. Relevance.

This principle addresses the relevance of the lesson for the trainees. It is usually covered in the "gain attention" part of the lesson plan and tells trainees what benefit they will derive from the lesson. We call this WIIFM (What's In It For Me?).

If an instructor cannot de- scribe the lesson's benefits for the class, then instructor and trainees might as well not bother with the lesson— it's a waste of everyone's time.

2. Conceptual framework.

A conceptual framework is basically the main ideas and secondary ideas of the les- son, outlined for the audience. The conceptual frame- work provides two important things.

First, it tells trainees where they are going during the les- son. That helps to decrease their natural anxiety about a lesson

Second, the framework creates gaps in a trainee's mind that must be filled. When the instructor tells a trainee that he or she will talk about three things and then names those three things, he or she creates gaps, which can be powerful learning tools. If the instructor does not talk about those three things as promised, the gaps are left unfilled and the train- ees are left unsatisfied.

By filling the gaps, the instructor provides closure in the trainees' minds. Closure is such a powerful concept that if I tell you I am going to tell you a joke and then say, "knock, knock," you will probably automatically say, "Who's there?" if not aloud, then to yourself. Closure is a subconscious force that the instructor can use as an ally in the strategy for learning.

3. Learning outcome.

The learning outcome tells trainees what they must be able to do at the end of the lesson, under what conditions and how well.

An instructor who cannot express a learning outcome to the class might as well not bother teaching the lesson.

Knowing the expected learning outcome reduces trainees' anxiety.

4. Method.

The method tells trainees how they will learn. It should cover all the methods that will be used in a particular class, such as lectures and demonstrations.

5. Evaluation.

Think of all the times that you have been a student.

Chances are, one of the most important things you wanted to know was how you were going to be tested.

When describing the evaluation of trainees' learning, you should cover the method of evaluation and when it will occur. This also tends to decrease trainees' anxiety.

6. Primacy or recency.

Research shows that people tend to remember best the first and last things they see or hear.

This is an important concept for an instructor or course developer to under- stand. Keep it in mind when you determine the sequence of teaching points and when you plan for reinforcement of what was taught in the middle of a lesson or within a main idea.

If you have more than two main ideas, you may want to reinforce whatever was taught in the middle.

05

PURPOSE AND OBJECTIVES

LESSON OBJECTIVES

Upon completion of this unit, you will be able to do the following:

1. Define Performance Objective and Instructional Objective.
2. Define Behaviour, Resultant Behaviour and Evaluation.
3. List the THREE components of an Objective.
4. Discriminate between GOOD and POOR objectives and indicate each in a set of sample objectives.

PURPOSE AND OBJECTIVES

1.   PURPOSE OF TRAINING

A broad statement of the intent, the need for, and the target group for which a course is designed. Purpose differs from objectives in that the purpose is not stated in measurable terms.

The purpose answers the question "Why Train?" and frequently begins with the word "To...". The purpose is determined when the training is first being developed and may be used as a part of the course description for managers and prospective participants.

Methods of Interactive Instruction

I.   **Interactive Lecture: -** A method for delivering knowledge based training.

II.   **Demonstration/ Practice: -** The principle method for delivering skill-based training

Components of Interactive Instruction

I.   Objectives - *Where are we going?*

II.   Content - *What I need to know to get there.*

III.   Interaction - *I have these questions.*

IV.   Feedback - *So I need to improve on this.*

V.   Post test - *Did we achieve objectives?*

2.   OBJECTIVES FOR TRAINING

An objective is a statement of action resulting in a desired product or outcome, with specific details of conditions and standards, that can be observed, measured and attained.

I. Results in a product or outcome

II. Is specific (with details of conditions and standards)

III. Is observable

IV. Can be measured.

SMART objectives (Specific, Measurable, Achievable, Relevant and Time-bound)

Why do we, as instructors, need objectives?	As instructors, we use Objectives to
1. Prevent the wasting of time, money and effort. 2. Prevent frustration for both trainee and instructor. 3. To answer the questions:	1. Tell what is to be learned. 2. Specify critical elements to be tested. 3. Determine instructional approach and aids. 4. Guide development of the instruction. 5. Develop interactive instruction components.

2

Where am I going?	Objectives
How will I travel?	Method
When have I arrived?	Post test

DEFINITIONS

PERFORMANCE OBJECTIVE
The total combination of several competencies that are required to perform a task.

INSTRUCTIONAL OBJECTIVE
A competency that we want the student to achieve during a specific instructional unit, lesson or block of instruction.

BEHAVIOUR
The action or reaction of an individual under specified circumstances.

RESULTANT BEHAVIOUR
The behaviour the learner exhibits at the time training ends.

EVALUATION
A standard or test by which the resultant behaviour is measured.

The three components of an Objective

➢ **Action** - resultant behaviour - observable – measurable
➢ **Conditions** - work environment - tools - job aids.
➢ **Standard** - norm - degree of proficiency

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COMPARISON OF ACTION VERBS

OVERT (OBSERVABLE) ACTIONS

adjust, assemble, adhere
build, break-down
change, compile, compose
communicate using, construct
call-for, conceal, conduct
coordinate, cancel, cut
design, diagram, direct
dismantle, destroy
discuss, describe
drill, draw
engage, emplace, extinguish
enter and leave, extend, ford a river
fire, fix, illustrate
install, locate, load
move under, make, manipulate
mend, mix, measure
verify mount and dismount
navigate, obtain, operate
outline, point-out, produce
prepare, prevent, process

paint
reconstruct, rewrite, remove
rearrange, restore, retard
start and stop, set-up
utilize, use, write, wrap
weigh, wind
To appreciate music

NON-SPECIFIC ACTIONS

administer, give, provide
demonstrate, show
maintain, orient, perform
react to, identify
qualify, explain
apply, determine, display

COVERT (MENTAL) ACTIONS

appraise, analyse, assist
compare, conclude, contrast
criticize, categorize
combine, create, compute
convert, change, choose
complete, discriminate
devise, differentiate
defend, distinguish, discover
estimate, evaluate, extend
justify, interpret, identify
inspect, infer, generalize
modify, organize, plan
predict, propose, revise
reorganize, select, solve
synthesize, study
qualify,

ABSTRACT STATEMENTS

To listen attentively
To show awareness
To accept differences
To show interest
To enjoy helping others
To demonstrate belief in

To demonstrate commitment

To recognize a need for
To understand consequences
To display safety awareness
To practice cooperation
To demonstrate punctuality
To maintain good health habits

4

EXAMPLE

1.   PURPOSE

To develop skills to meet minimum standards for officers designated to issue Violation Notices. A training course for managers to develop skills in conducting and managing meetings.

2.   OBJECTIVES:

2.1.   Performance Objectives

2.1.1. Given a series of work situations, identify and list the items of specific personal protective equipment required for each situation as given in the lesson on PPE.

2.1.2. Given the site criteria, select a planting spot and plant a seedling tree according to the standards in the planting guide.

2.2.   Instructional Objectives

1.   Define the terms.......
2. Given a map and compass, delineate on the map the best route to travel between two points.
3. Name the 3 parts of an objective and specify how the objective must be described.
4.   Fill in a traffic citation ticket.
5.   Given an operable lawn mower with gas and oil, start the mower.
6. Complete a Rapid Assessment form SF57 using information gathered from field offices and prepare a report on the needs of the community using the Guidelines.
7.   Operate a video camera recorder.
8.   Explain the difference between......
9.   Convert binary coded symbols into hexadecimal symbols with at least 13 out of 15 conversions correct.
10. After an analysis of the SF Form 57 reports, develop alternatives and select a course of action for resolving a supply problem related to the distribution of relief supplies.

Exercise 1

Some of the statements below contain valid performance objectives. Mark those statements which identify an observable or measurable act the learner would per- form while demonstrating that he/she has achieved the objective? If the answer is no, modify the objective.

1.   To know the plays of Shakespeare.   ___
      Bad verb-List, select, describe.
2. To know the bones of the hand.   ___
     Bad verb-Name, identify   *X*
3. To write three examples of sexual harassment.   ___

4. To understand the principles of sedimentation.   ___
     Bad verb-Describe, state, write.   *X*
5. To list four objectives of post-secondary education.   ___

6. To really understand Murphy's law.   ___
     Bad verb-Describe, state, write examples.   *X*
7. To reassemble a carburettor.   ___

8. To identify instructional objectives in a training course that indicate what the learner will be doing when demonstrating achievement of the objective.   ___

Needs an indicator to go with the "identify" which is covert. Mark, list.

Types of Instructional Objectives

1. Knowledge - To recall and recognise.

2. Comprehension - To relate knowledge to situation.

3. Application - To apply or use information in a situation.

4. Analysis - To examine and report.

5. Synthesis - To put together information, solve a problem.

6. Evaluation - To make a judgement based on information.

Exercise 2

Prepare a **Performance Objective** from the following information:

    The resulting product is a fish ready for cooking.

    The trainee can use a recipe book. The

    fish will be ready to cook.

    Preparation time is limited to 1 hour.

    Necessary utensils and ingredients are available.

Given the recipe, necessary utensils and ingredients, the cook will be able to prepare a fish ready for cooking.

He/she must have the fish ready for cooking within 1 hour following the recipe.

Purpose and Objectives
Post Test

1. Briefly define the following:

   I. **Performance Objective -**

A combination of several competencies required to perform a task.

  II. Instructional Objective –
A competency we want a student to attain during a specific lesson.

 III. Behaviour -

Any activity visibly displayed by the learner - action.

 IV. Resultant Behaviour -
The behaviour you would like the learner to demonstrate at the end of the training.

  V. Evaluation -
Test by which the resultant behaviour is measured.

2. What are the three components of an objective?
  Action - Condition(s) -Standard

3. Using the following characteristics of a statement of instructional objectives, read each objective below and check (4) if the characteristic is present.

   I.   Identifies the behaviour to be demonstrated by the student.
   II.   Indicates a standard or criterion of acceptable performance.

---

   1. The student will be able to understand the theory of evolution.   ____ ____

   2. The student will be able to complete a 100 item multiple choice examination on the subject of marine biology. The lower limit of acceptable performance will be 85 items answered correctly within an examination period of 90 minutes.   *X* *X*

   3. The student will be able to correctly name each item depicted by each of a series of 20 construction plans.   *X* *X*

I. Identifies the behaviour to be demonstrated by the student.
II. Indicates a standard or criterion of acceptable performance.

---

4. To demonstrate his/her ability to read an assembly blueprint, the student will be able to make the item depicted by the blueprints given him at the time of examination. Student will be allowed the use of all tools in the shop.   X   X

5. During the final examination, and without reference, the student will be able to write a description of the steps involved in making a construction plan.   X   ___

6. The student will be able to draw his/her service revolver and fire five rounds (shots) from the hip within a period of three seconds. At 25 yards all rounds must hit the standard silhouette target; at 50 yards the student must hit with at least two of five rounds.   X   X

7. The student will know well the five cardinal rules of homicide investigation.   ___   ___
8. The student will be able to fill out a standard accident report.   X   ___

9. The student will be able to write a coherent essay on the subject "How to Write Objectives for a Course in Law Appreciation". Student may use all references noted during the course, as well as class notes. Student must write his essay on paper provided by the examiner.   X   ___

10. Beside each of the following psychological principles, the student will be able to write the name of the authors of experiments on which the principle is based (list of principles appended).   X   ___

11. Given a list of objectives, the learner should be able to evaluate each.   ___   ___

12. List the 3 important characteristics of branching and linear self-instructional programs.   X   X

13. The student will be able to name and give an example of each of six programming techniques useful for eliciting a correct response. To be considered correct, items listed by the student must appear on the handout entitled "Programming Techniques" issued by the instructor during the course.   X   X

14. To develop logical approaches in the solution of personnel problems.   ___   ___

SECRETS THAT WE HAVE KEPT FROM OUR STUDENTS

Teachers and instructors spend most of their time presenting information to students - as much information as possible, in as many ways as possible.

Students listen to lectures, watch demonstrations, work in laboratories, read textbooks, consult supplementary references, look at illustrations, sit through audiovisual presentation, take part in discussions with teachers and fellow students, and confer privately with teachers. Unfortunately, they are all too often over- whelmed by the bounty heaped upon them.

They carry out activities called studying, re- viewing, note-taking, and outlining - all as part of an attempt to process a mass of information and "learn it." By "learn it" we mean that their behavioral repertoires are to change so that they can then produce equivalent forms of the information, apply it, explain it, make decisions on the basis of it, solve problems, or do something that indicates that the content of the course has been assimilated.

Supposedly, the students' task is to learn the course content. In reality, it is not intended that they learn all of it. For example, it is not difficult to imagine a dialogue like this taking place between a student and teacher:

> **Scene:** A classroom. The teacher has just given the students their graded essay examination papers, and a student has asked why one of his answers received zero credit.

> **Teacher:** Because I asked you to explain the general principle, and you only discussed a specific example.

> **Student:** But you taught us all about that example.

> **Teacher:** Yes, and we discussed many other examples, but only to make the principle easier to understand. That's what you were really supposed to learn - the principle. Don't you remember our going over the principle several times?

> **Student:** Vaguely, but I remember the examples better. We spent more time on them and they were easier to understand.

The teacher and the student have become ensnared in an almost universal educational problem. And here is another dialogue that illustrates the same problem in another form.

> **Student:** I don't think this question is fair.

> **Teacher:** Why not?

> **Student:** Because it is about something that doesn't seem to be very important. You spent only a short time on it, and the book covers it in only half a page. I concentrated on this other topic because it seems to me to be so much more important. You spent three class periods on it, and it fills almost eight pages in the book, but you only asked two questions about it. What should I do before the

next test in order to study the right things?

These examples are only two possible manifestations of a problem encountered by all students and all teachers - and we can probably add, a problem encountered all of the time. Students cannot discriminate the exact composition and form of the behavior that makes up the instructional objectives of most courses. They cannot discriminate because no one tells them exactly what they should be able to do at the end of instruction. They are not told the objectives of a 50-minute class period, a homework assignment, or a complete course. We inundate them with information of all kinds and in all forms, but we do not tell them what to do with it or exactly what performance is expected of them. How is the student to discriminate, select, and attend appropriately? He can't.

Consequently, he is left with the chilling prospect of either trying to learn everything or concentrating on a manageable portion — hopefully the correct portion - and ignoring the rest. If he tries to learn everything, there is a better than even chance that he will know a little bit about every- thing, but not enough about anything. If he tries to "pick his spots," he runs the risk of choosing the irrelevant portions for his study in depth.

We don't or shouldn't want the student to fail - we should give him all he needs to succeed.

PROVIDING GUIDELINES

If we neglect to provide the necessary guidelines prior to starting the course of instruction, we could still salvage something by providing that guidance after presenting the information but before testing the students learning.

When anxious students press for information about a forthcoming examination, we generally refuse to provide specific answers to specific questions. We guard our tests with an enthusiasm and vigor that would impress the CIA. We make examinations a dandy surprise and a traumatic experience.

Students, at least by the time they get to college, learn something about the game called "Try to figure out the teachers test building strategies." The first examination given by a teacher usually furnishes information to the students that should have been given long before the examination period, on the day that they first encountered the material later covered by the examination.

In addition to outraged indignation by students who do not play the strategy guessing game very well, another frequent response to the first examination, usually by students who have become fairly skillful players, is "So this is the way the cagey old rascal plays the game." This is how we compound our first error: we heap secrets upon

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secrets. Ten teachers presenting the same course content would probably construct ten different types of tests. The first likes essay questions. The second is a true-false devotee. The third formulates questions requiring concrete, factual answers. The fourth expects extrapolation from practical example to abstract concept. And so it goes.

All of these test items are valid, and every teacher probably makes use of all of them. That, however, is not the point. Admitted or not, almost every teacher has a preference for a particular type of question, and his tests will usually contain more items of that type. This, of course, is only a temporary secret since the first test gives it away. While it lasts, however, it adds to the general confusion created by the Big Game.

GROUND RULES NEEDED

Students have enough problems without having to try to learn to play games without ground rules but with penalties that always go against the same team. Bill Cosby, the comedian, did a skit about football referees and their explanations of the pre- game toss of the coin that determines who kicks off and who defends which goal. He extrapolates to several other conflict settings and describes the referees telling Washington he had called the toss of the coin correctly: "Alright, the colonists won the toss so they can wear whatever they like and hide behind trees. You British have to wear red coats and march in straight lines." Students pre- paring for test have apparently also lost the toss of the coin.

And any father, preparing to assemble a child's wagon, car, or more complex unassembled toy, with all of the poles and tubes and boards and chains and hooks and nuts and bolts and washers in vast and awesome confusion on the floor at his feet, can readily identify with the student, particularly when he finds that the assembly directions are missing.

DOWN WITH GUESSING GAMES

Course examinations do not have to be guessing games about objectives. Students should not have difficulty discriminating objectives from instructional clarification content, irrelevant content, or enrichment and interest-only content. The game should be designed with better odds for the student, and we should always provide concise directions with every set of parts.

Most teachers do attempt to provide some specific guidance in some form, some of the time, but there should be a better basis for doing it with precision, without fail, all of the time. ("Without fail" was not intended as a pun, but who knows what the consequences might be).

Too many proposed "solutions" or "improvements" in instructional methodology begin: "The teacher should..." We should have objectives for every course and for every instructional event, presentation, or class period.

WHAT WOULD HAPPEN

What would happen if objectives are given to students? We already have considerable evidence form many sources, including experimental settings, classrooms and training courses, that a new game with good ground rules suddenly appears - one that is more exciting to watch and more fun to play.

If students are told precisely what the objectives are, in the form of descriptions of at least mini- mum performance requirements, and are given sample criterion questions, the entire learning task suddenly breaks through the murk of over- abundant, disorganized information so that de- finable goals and directions for student activity are clearly visible.

This does not mean that studying will be any easier or that the subject matter concepts or study materials will be learned without difficulty. It does mean that the studying will be more relevant, time will be more fruitfully spent on appropriate content, and each student will have a basis for discriminating his own progress, obstacles and any need for assistance.

Teaching benefits and so does learning. Examinations become something quite different and less threatening. A student entering a classroom to take an examination should feel as smug and secure as an individual who has somehow gotten a copy of the examination in advance, but with- out guilt. We should have no secrets from our students.

RECOMMENDATIONS

All training courses should include the specific objectives they are designed to achieve. Testing and evaluation must relate directly to the objectives. Students should be provided information about testing, evaluation and exercises. Course announcements and pre-work should "tell all" to prospective students.

Lesson

06

PLANNING A LESSON

LESSON OBJECTIVES

Upon completion of this unit you will be able to do the following:

1. Describe the three factors that most affect the development of a lesson.
2. Describe lesson components of the Interactive Lecture and Demonstration/ Practice methods of instruction.
3. List and describe three ways of sequencing lesson content.
4. Describe seven key steps in the development of a lesson.

NDRF: TOT (Training of Trainers)

PLANNING A LESSON

What is a lesson plan? A road map. A necessary tool for good instruction. A plan for reaching the objectives.

1. Characteristics of a lesson plan.

1.1 A general or detailed outline of what is to be taught and how-unit/lesson.

1.2 Describes the organization of facilities, time, instructors and content.

1.3 Is flexible to meet participants needs.

1.4 Can have many different formats.

2. To plan a lesson, you need to analyse:

2.1 Participants Pre-course level, job needs, management needs.

2.2 Content *Objectives, knowledge or skill, workable, meaningful.*

2.3 Time *Available versus needed.*

3. Lesson components

3.1 INTERACTIVE LECTURE

3.1.1 Introduction
1.   Introduces instructor and assistants.
2.   Introduces Unit/Lesson topic, method, media, time, exercises, group work, type of test and when.
3.   Presents objectives and what the participants will do (performance) at the end of the unit/ lesson.

3.1.2 Presentation
3.1.2.1. Develops the concepts, knowledge, process or procedures of the topic being taught.
3.1.2.2. The presentation may be the beginning of a new subject or a continuation of a subject started and expanded in previous presentations.
3.1.2.3. Units/lessons that follow may be a continuation of the subject.
3.1.2.4. Correct sequencing of presentation is essential.

3.1.3 Questions and Answers/Exercises
3.1.3.1. The instructor receives and/or promotes questions, feedback and participant interaction.
3.1.3.2. Exercises may be used to reinforce the presentation and provide/promote interaction.

3.1.4   Review
Instructor presents a summary of the unit/lesson, emphasising key points,

reinforcing weak points based on feedback.

> **Note: The presentation-question and answer-review sequence might occur several times during a unit/lesson.**

3.1.5 Testing and evaluation
   3.1.5.1. Results obtained are compared with the results desired, the objectives.
   3.1.5.2. In the interactive method, testing and evaluation are constant.
   3.1.5.3. At the end of the unit/lesson, the instructor should verify that the objectives have been reached and at what level of performance by some form of final evaluation.
   3.1.5.4. Testing and evaluation will be explained in Unit 11 of this course.

3.2 DEMONSTRATION/PRACTISE
   3.2.1 Introduction
      1. Introduces instructor and assistants, etc.
      2. Introduces unit/lesson topic, method, media, time, exercises, group work, type of test and when.
      3. Presents objectives and what the participants will do (performance) at the end of the unit/lesson.
   3.2.2 Explanation/Demonstration
      1. The instructor explains and/or demonstrates how to do something.
      2. Procedural guides and checklists may be included here.
      3. This lesson may be based on knowledge presented in a previous ILM lesson.
   3.2.3 Application/Practical Exercise
      1. The participants practice the skill under supervision of the instructor.
      2. Feedback is provided, corrections made and the activity tried again.

> Note: The Explanation-Application sequence may occur several times during a unit/ lesson.

3.2.4 Review
      1. Instructor presents a summary of the unit/lesson, emphasising key points, reinforcing weak points based on feedback.
3.2.5. Testing and evaluation
   9. The evaluation will be include some form of a demonstration of skills learned.

PLANNING A LESSON

Sequencing: -

1. Detail - of the content of the course
    1.1 General to specific
    1.2 Concepts to procedures
    1.3 Overview to process

2. Difficulty - simple to complex
    Example: Mathematics Add and subtract then multiply and divide, then algebra, geometry, trig and calc. etc.- a progressive increase in the level of difficulty

3. Interest - most interesting to least *Example: Disaster management Hi-Concepts and philosophy Low-The forms and reports*

4. Logical - sequence one would normally use to do the action
    4.1 First leads to second - Steps in a process
    4.2 Known to unknown - First the concepts then the application.
        Example: Driving a car.
    First the rules, then the steps and finally the skills.

5. Frequency of use - most used to least used *Example: Operation of a power tool. Safety Procedures for preparation and use Maintenance & repairs.*

A. **Outline format**

```
1._____
  1.1._____
  1.2. _____
    1.2.1. _____
    1.2.2. _____
  1.3. _____
    1.3.1. _____
2. _____
  2.1. _____
```

B. **Note cards**
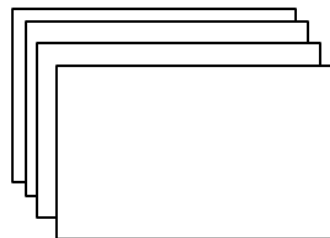
C. **Visual aids**

Exercise 1

Planning Analysis (5 minutes)

The instructor will assign the subject. Given the subject, begin the process of planning a lesson by analysing the potential participants, information to be taught, time, facilities and instructors in preparation for Exercise 3.

Exercise 2

Organising the Lesson (10 Minutes)

Given the analysis completed in Exercise 1 prepare an objective(s) for the lesson and sequence the content.

Exercise 3

Plan and Present a Lesson (15 Minutes)

Given the assigned subject, the results of exercises 1 and 2, and the necessary supplies, work in groups of 2 to develop a lesson plan to teach the course participants.

The plan for the lesson will include:
    Objective(s), time and method of instruction.

    Must have: Introduction
                Presentation/Demonstration
                Application
                Review
                Examination

Blank lesson plan forms are provided by the instructor.

The instructor will pick 1 pair to team teach the lesson and the class will critique.

4

The process of developing or planning a lesson can be summarised into 7 key steps. These steps are further broken down into many tasks. A more complete description of the process is contained in the reference material.

Step 1- Determine the desired student performance.

Define the knowledge and skill the participant in the training is expected to be able to exhibit when the training is completed (Performance Objective). This performance is determined from the requirements of the job to be performed when the training is completed.

Step 2 - Develop a test/evaluation.

Determine what testing/evaluation you will use to determine the level of the participants success in achieving the desired performance upon completion of the training.

Step 3 - Write Instructional Objectives (IO) and testing.

Write the supporting objectives to achieve the performance objective and testing that will be used to determine they have been achieved. Organise the IO's in proper sequence.

Step 4 - Develop content.

Write 3 or 4 key points for each IO. Develop the facts and information to support the key points. Sequence the content. Determine the time required to present the content. Once the time required is determined, the content will probably have to be adjusted to fit the time available by removing the least important facts or information.

Step 5 - Develop support material.

Identify points where visual aids, handouts, exercises or references will support the presentation and construct them. Be certain that the materials help achieve the desired objectives and support the learning.

Step 6 - Organise the lesson.

Decide how the lesson will be conducted and prepare a plan detailing the flow of the content and use of the supporting materials.

Step 7 - Try the lesson and revise it.

Adjustments may be necessary in the flow of the content, the timing and the supporting materials. Several revisions may be necessary.

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 5 Planning a Lesson

SUGGESTED TIME: 2 hours

TRAINING AIDS NEEDED: Flip chart, multi-media projector, Interactive panel, Student workbook.

OBJECTIVE(S): Upon completion of this unit you will be able to do the following:

1. Describe the three factors that most affect the development of a lesson of training.
2. Describe lesson components of the Interactive Lecture and Demonstration/ Practice methods of instruction.
3. List and describe three ways of sequencing lesson content.
4. Describe seven key steps in the development of a lesson.
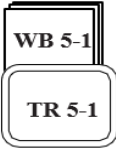
UNIT OVERVIEW

Purpose*: To give the participants the techniques for planning and developing a lesson of instruction, usable lesson plans and their use in training.

General Guidance: Don't spend a great deal of time on the different types of lesson plans. Concentrate on organising the material and planning for the presentation. Leave plenty of time for the exercises. They are most important.

Cautions: Work to get participant interaction. Make sure the participants take the exercises seriously.

A/V AIDS	OUTLINE	NOTES
	1. Introduction	
	1.1 Introduce self and assistant.	
WB 5-1 TR 5-1	1.2 Present unit objectives. Upon completion of this unit, you will be able to do the following: • Describe the three factors that most affect the development of a lesson of training. • Describe lesson components of the Interactive Lecture and Demonstration/ Practice methods of instruction.	

A/V AIDS	OUTLINE	NOTES

TR 5-1a

- List and describe three ways of sequencing lesson content.
- Describe seven key steps in the development of a lesson..

WB 5-3

1.3 Ask participants to answer the question on WB 5-3. "What is a lesson plan?"

Then have the participants share with the class and record on a flip chart.

A lesson plan is:

A necessary tool to good instruction. A road map for the instructor Answers "How will I travel?"

Record on flipchart

In the last unit we discussed that our objectives establish what we want to accomplish with a lesson.

The lesson plan shows how the objectives will be accomplished.

2. **Presentation**

WB 5-3

2.1 Characteristics :

TR 5-2

Lesson plan characteristics:
1. **A general or detailed outline**.
2. **Describes the organisation of:**
    facilities
    time
    instructors
    content

2.1.1. Lesson plans must meet the needs of the instructor and can be very detailed, a simple outline, or only notes

2.1.2. Lesson plans describe out the resources to used in a presentation will be utilised. These include the room setup, break-outs, equipment, exercises, handouts, training aids, etc. Time is allocated and the use of assistants included. The content is organised, sequenced and outlined or de- tailed.

Planning a Lesson
Post Test

1. Describe the following three factors that most affect the development of a lesson of training.

    1.1. Participants : *Level of knowledge, experience, job and development needs.*

    1.2. Content : *Knowledge and skills needed to reach desired level of performance.*

    1.3. Time : *Time available for training, time needed.*

2. Briefly describe the following lesson components of the Interactive Lecture and Demonstration/ Practice methods of instruction.

    2.1. Introduction : *Intro. instructors, topic, objectives, media, time, exercises, test.*

    2.2. Presentation : *The concepts, knowledge, skill, process or procedures.*

    2.3. Questions and Answers : *Instructor and participants ask questions, get answer.*

    2.4. Review : *A summary of the presentation emphasising key points.*

    2.5. Testing and evaluation *Participants are tested/evaluated for objective achievement.*

    2.6. Explanation/Demonstration *Instructor explains and/or demonstrates how to.*

    2.7. Application/Practical exercise *Participants practice skills under supervision.*

3. List and briefly describe three ways of sequencing lesson content.

    3.1. *Detail- general to specific .*
    3.2. *Difficulty - simple to complex.*
    3.3. *Interest - High to low.*
    3.4. *Logical - sequence normally used in an action.*

PLANNING A LESSON
Post Test

4. Briefly describe the seven key steps in the development of a lesson listed below.

   4.1. Determine desired performance. *Knowledge and skill participant is expected to be able to exhibit at the end of the training. Performance Objectives*

   4.2. Develop test/evaluation. *How success in achieving desired performance will measured.*

   4.3. Write instructional objectives and testing. *The objectives that support the Performance objective and test to determine learning achievement. Determines content.*

   4.4. Develop content. *3 or 4 key points for each objective-facts and information to support-sequenced-time required.*

   4.5. Develop support material. *Visual aids, handouts, exercises, references and job aids.*

   4.6. Organise lesson. *Prepare a plan to present the training detailing the flow of content and use of support materials.*

   4.7. Try and revise. *Make the adjustments that are necessary.*

TRAINING DEVELOPMENT STEPS

The following process and forms are derived from the OFDA publication "Guidelines and For- mat For Course Development". The horizontal planning process has proven to be a very effective method for training development.

1. Determine desired student performance

    The process of conducting the Job Inventory, Task Analysis, and developing Job Performance Requirements determines the desired performance on the job. From this work, the desired student performance after training is determined. This performance is described in the Performance Objectives for the training.

2. Develop Test/Evaluation for desired performance

    From the performance objectives, determine how the student will be tested or evaluated for satisfactory completion of the training. Write this test or evaluation within the context of a training situation. Include the actions to be performed, the conditions (classroom, resources available, simulated conditions, etc.), and the standards for measurement.

3. Write Instructional Objectives

    Continuing the steps in training course development, after you have developed the draft final exam you are now ready to write the Instructional Objectives. The key source of information is the task analysis. Usually the task listing will convert directly into Instructional Objectives. Arranging the Instructional Objectives into logical blocks using one of the several methods available results in a draft outline of the units of instruction. These Objectives and the units of instruction will probably need revision as this planning process evolves.

4. Develop 3 or 4 main points

    For each Instructional Objective, develop the 3 or 4 main points to be taught about the objective. Sequence the main points.

    General   to   specific

    Simple   to   complex

    Frequency of use

    Most important to least important

5. List facts/supporting information

    Here is where the horizontal process begins. The graphic that follows depicts one way of organising the information. Develop a list of the facts and supporting information that may be used to teach each main point; (must know, should know, nice to know).

    some will already be known,

    some will not be needed,

    some will be "figured" out,

    what's left needs to be taught.

After the list of facts and supporting information is made and the unnecessary and irrelevant have been removed, put the remaining information in order of importance. The most important first and the least important last. This will make it much easier to "cut" if that becomes necessary.

6. Identify new vocabulary, concepts, procedures (V. C. P.)

From the possible content to be included in a lesson identify the following:
- ➢ VOCABULARY - any word that needs to be defined or redefined by the trainer.
- ➢ CONCEPTS - any non-procedural explanation. Concepts help the learner understand how to achieve a desired outcome or why things work the way they do.
- ➢ PROCEDURE - a specific action to be taken. Usually some step-by-step process. Frequently, procedures can be given in a job aid format.

Review your VCP's to see what you really need to meet your objective. The following are guides for applying VCP to Course/Lesson design.
- ➢ A learner can absorb about 6 - 8 V's an hour.
- ➢ Concepts should be limited to 1 - 3 an hour.
- ➢ Procedures can be taught in large numbers (with proper documentation or job aids)

7. Determine training method

Several references are available to provide guidance in the selection of the method of instruction. The basic choices are individual study, classroom or on-the-job (OJT). If classroom, then will it be an Interactive Lecture or a Demonstration/Practice. Among the factors that affect these choices are:
- ➢ Number of learners
- ➢ Costs
- ➢ Content
- ➢ Life span of the material

8. Outline presentation

A first draft of the presentation can now be made using the results of the planning process. Start with an outline. The content can be expanded later. Once the presentation is outlined, then the time to present the material should be estimated. When estimating the needed time, consider the following:

EFFECTIVE LEARNING TIME (E.L.T.)

- ➢ Is related to learning.
- ➢ Can be used as a predictor of the amount of learning that is taking place in the class-room.
- ➢ Is the number of minutes per hour when the instructor is effectively teaching new material and the student is attending to the teaching technique.

In order to determine the E.L.T., the following factors should be considered:
1. Settle in time - non-instructional, student driven. When does the lesson occur? First thing in the morning or right after lunch or a break will cause additional settle in time. Was the preceding lesson highly interactive with lots of student activity?

2. Administrative time - non-instructional, instructor driven. Are there materials or equipment to distribute? Non-instructional information to pass on? Administrative details?
3. Remedial Time — review. The first lesson of the day or right after lunch may have to include time to review the previous or earlier lessons.
4. Motivational Time — selling, relating experiences. New concepts or controversial procedures may require the instructor to spend time selling the new ideas before they can actually start instructing. The trainee needs to know "of what benefit is this training/ instruction to me."
5. Available Time — time left, "window of opportunity" for teaching. After all of the above have been deducted from the time allocated for the lesson, the time left is what is available for instruction.
6. Effective Instructional Time — the amount of available time used effectively. Ineffective training techniques, poor visual aids and lack of interaction further reduce the time that is effectively used.
7. LEARNER Attention Time — attention span may differ with age or situation. Consider the learning skills of your participants. Do they come from an office-administrative environment where paying attention to information and details is routine, or are they from an environment that will make learning in a classroom difficult? This will greatly affect the amount of time which can be spent on information giving without learner activities and interaction.

E.L.T. is the overlap of when the instructor is effectively training and the learner is actively attending to the instruction.

1. Identify support materials needed (audiovisual, handouts, job aids, object aids)
   A student workbook with note-taking guides is a very good way to assist learners in organising their thoughts. Vocabulary needs written reinforcement with support material. Concepts usually need some visual help for understanding. Any procedure or process will be strongly supported with a job aid or checklist.
2. Complete draft course materials
   Fully develop the lesson plan, complete the support materials, and determine equipment needs.
3. Try it, revise and try again

HORIZONTAL PLANNING

OBJECTIVE

MAIN POINT 1	MAIN POINT 2	MAIN POINT 3
PRIORITY	PRIORITY	PRIORITY
FACTS	FACTS	FACTS
Supporting Information	Supporting Information	Supporting Information
NEW VOCABULARY	NEW VOCABULARY	NEW VOCABULARY
NEW CONCEPTS	NEW CONCEPTS	NEW CONCEPTS
NEW PROCEDURES	NEW PROCEDURES	NEW PROCEDURES
VISUAL AIDS	VISUAL AIDS	VISUAL AIDS
EST. TIME	EST. TIME	EST. TIME

LESSON PLANNING WORKSHEET

Course_____**Unit**_____**Lesson**_____

MAIN POINT _____

FACTS

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

NEW VOCABULARY

_____
_____
_____
_____

NEW CONCEPTS

_____
_____
_____

NEW PROCEDURES _____

_____
_____
_____
_____
_____

VISUAL AIDS

_____
_____
_____
_____

ESTIMATED TIME_____

NDRF: TOT (Training of Trainers)

COURSE:

UNIT:

LESSON:

SUGGESTED
TIME:

TRAINING AIDS NEEDED:

OBJECTIVE(S):

A/V AIDS	OUTLINE	NOTES

A/V AIDS	OUTLINE	NOTES
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LESSON PLANS — STRATEGIES FOR LEARNING

❖ By Michael R. Toney

A lesson plan is a road map, a guide for trainers to follow when delivering courses. Many trainers and curriculum developers design lessons by habit, not fully understanding why they structure their lessons the way they do.

In the lesson plan, method, media, content, and feedback all come together. When you discuss the plan for conducting a lesson or the process of writing one, what you are re- ally addressing is the strategy for learning.

Why write a lesson plan?

Here are six reasons:

- ➢ It provides a historical document of what has been taught.
- ➢ It serves as a guideline in rehearsing for the lesson.
- ➢ It can be used to help a substitute trainer if the primary instructor cannot teach the lesson.
- ➢ It serves as a basis for an evaluation of both the instructor and the instruction.
- ➢ It is used to record changes made in order to improve instruction.
- ➢ It covers all the necessary material in great detail.

❖ Building blocks

A good lesson plan has four main components: the introduction, the body, the opportunity for questions, and the summary. At least three of them go back a long way.

Many people have said that there are three steps to speaking in front of an audience:

- ➢ Tell your listeners what you are going to tell them (the introduction).
- ➢ Tell them (the body).
- ➢ Tell them what you told them (the summary).

      Trainers can add a fourth step:
- ➢ Ask them what you told them (the opportunity for questions).

❖ The introduction: getting started

Five ingredients are necessary for an effective introduction: the "gain attention," the overview, the learning objectives, the description of methods, and the evaluation.

Not surprisingly, the gain attention should be written so that it will actually gain the trainees' attention. It also serves to establish rapport.

All too often, speakers start off with jokes that do not re- late to the lessons at hand. Even if such jokes are funny, it takes valuable time to get trainees back on track after- ward.

That doesn't mean that you should never use jokes to gain attention. Just be aware of the implications if your class finds them un- amusing or if they do not re- late to the lesson you are teaching.

The most important thing you do in the gain attention is to describe the benefits trainees will derive from paying attention to your les- son. Answer the trainees' question: "What's

in it for me?" By doing this, you not only motivate your class, but you also ensure that your gain attention relates to your lesson subject.

The overview should give the purpose and conceptual framework of the lesson. The conceptual framework is no more than the main ideas you will be covering in the lesson, numbered and listed by name. If the lesson relates to other instruction, then be sure to let the class know how it relates.

You must make trainees aware of the learning objectives for your course. Introducing the objectives re- duces trainees' anxiety by taking advantage of the principle of learning outcome (see the box on motivational principles).

Don't read the learning objectives to the class. That is insulting and can create a barrier between instructor and trainees. A good method is to have the trainees read the objectives themselves and then to ask them if they have any questions.

Describing your methods means telling trainees the various instructional methods you will use to get the learning objectives across. You may also cover such administrative details as instructional rating forms and the various kinds of media you will be using during the lesson. The last ingredient of the introduction is an explanation of how and when train- ees will be tested or evaluated on what they have learned.

❖ The body: filling the gaps

The body is where you lay out the material of the lesson. It is where you provide closure to the gaps you created in the introduction's over- view (the conceptual frame- work).

The body's main ideas should be in the same sequence as the learning objectives for the lesson or they should be arranged in some other sequence that makes sense (for example, from simple to complex, or from part to whole).

Try to keep the number of main ideas in the body of your lesson to seven or fewer. The average person tends to remember things in small groupings, with three as the ideal number.

The body should be a de- tailed script of what you are saying and demonstrating to the class, no matter what methods you will use to get the information across.

The body should never be in a skeletal or outline form. It should be detailed enough so that if the primary instructor could not teach the lesson for whatever reason, a substitute could actually read the lesson plan to the audience.

In general, you shouldn't bring the lesson plan up on the platform with you. Teaching by reading the material straight from the lesson plan detracts considerably from the learning process. It causes the trainer's delivery to take on a canned effect.

But in an emergency— such as when a substitute instructor has had no time to prepare— trainees might get enough out of such a reading so that at least some learning would occur.

❖ Question time: probing for understanding.

During the body of the les- son, it is important to ask questions in order to keep tabs on how well trainees are receiving the lesson material.

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If time does not allow for good questioning techniques during the body of the les- son, then you'll need to have a specific part of the lesson, usually near the end, set aside for questions. This al- lows time for trainees to ask questions, as well as for the instructor to question trainees for that all-important feed- back.

The opportunity for questions addresses two ideas:

➢ where in the lesson the questioning should occur
➢ how to camouflage the question opportunities.

If time allows, you should ask for questions throughout the lesson. Effective questioning techniques not only create interaction and generate trainee interest, but also provide the instructor with immediate feedback on the effectiveness of the lesson. Also, you may not want to move on to another idea or teaching point until you are sure the trainees have grasped what you have covered so far.

Try to camouflage your opportunity for questions. Too often, an instructor will not ask a single question until she or he arrives at the end of the body of the lesson. Most of us have been students long enough to know that when the instructor asks us if any- one has any questions, then the lesson is about to end.
Once trainees receive that cue, they begin to tune out the instructor and think about their next break, lunch, or plans for the rest of the day.

If you have used probing techniques properly through- out the plan detracts considerably from the lesson, you won't need to ask questions again at the end. Are you un-certain about whether train- ees understand? Probe by using the questions you've writ- ten down in the opportunity for questions part of your les- son plan. Just be sure not to hint to the class that you have arrived at the end of the les- son.

❖ **Summary: telling what you told them**

Your summary should re- state the main ideas of the lesson. Do not present any new material in the summary; don't even reteach any mate- rial.

Like the opportunity for questions, the summary should be camouflaged to keep trainees' attention from lagging. If you start with such phrases as "in summary" or "in closing," train-ees will take the cue. They will begin gathering up mate- rials, shuffling furniture around, and generally doing just about anything except paying attention to the instructor.

❖ **THE GLUE THAT BINDS**

The four main components of a lesson plan would be nothing without the following elements. These elements provide the glue that binds the lesson plan together: time cues, media cues, practice and provide-help paragraphs, instructor's notes, and transitions.

1. **Time cues** should be ap- proximations of the time it takes to cover each component in the lesson. Within the body, each main idea should have a time cue; those time cues add up to the total time allotted for the body of the lesson.

   Time cues help the trainer prepare for the delivery of the lesson in an allotted time. Be aware of the time cues for each component and main idea so you can adjust for

interruptions such as questions or group discussions.

2. Media cues should be placed wherever media or training aids are actually used in the text of a lesson. Make a media cue stand out in the lesson plan by highlighting it with underlining, capitalization, color, or other visual prompts. Indicate not only when to turn on or use a medium or aid, but also when to remove it from the trainees' perception.

3. Practice or provide-help paragraphs should appear wherever they are needed in the lesson. A practice para- graph describes in detail the participant activities in a practical application of the subject matter. A provide- help paragraph describes in detail the instructor's role during the application.

4. Instructor's notes should appear anywhere in the text of the lesson plan, as needed. They are nothing more than notes to yourself: reminders, examples, or specific questions to ask trainees.

The instructor's notes can be particularly important to a substitute instructor, since they will help in preparing for a lesson. Like media cues, they should be highlighted in some way to call immediate attention to them.

5. Transitions are without a doubt the most important of the five elements. A trainer uses a transition to summarize the last idea and to intro- duce the next idea.

The main requirements of a transition can be taken care of by restating the framework of the last main idea and stating the framework of the next main idea to be taught. This effectively summarizes what you just talked about and introduces what you will talk about next. It also ties together the logical sequence of the main ideas and teaching points in the lesson.

Your transitions can make use of the primacy or recency principle (see the page on motivational principles).

Plug a question into the transition that probes for feed- back or reinforces something taught in the middle of the last main idea.

A transition should be smooth— but not so smooth that trainees do not know that it is a transition. You want them to know that you are finished with one part and are now moving on to an- other.

If done properly, the transitions in a lesson serve to camouflage the opportunity for questions and the summary. Transitions should be used between the introduction and the body as well as between the last main idea in the body and the opportunity for questions. Transitions are also used within the body— between each main idea and, if necessary, between secondary ideas.

Lesson

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COMMUNICATIVE VISUAL

LESSON OBJECTIVES

Upon completion of this unit you will be able to do the following:

1. Discuss the use of visual aids in training.
2. Describe the characteristics of a good training visual aid.
3. Describe the steps in the process of preparing visual aids.
4. Discuss the use of the guidelines in the construction of visual aids.
5. Give two advantages and two disadvantages of using flip charts, white boards, Multimedia projector, computers and other visual aids with training presentations.

VISUAL AID USE

Visual aids are used in communication, teaching and presentations because they help enhance understanding, retention and engagement. Here are key reasons for using visual aids:

1. **Improves Understanding**: Complex information becomes easier to grasp when shown visually (e.g., charts, diagrams, maps).

2. **Increases Retention**: People remember visuals better than words. Studies show that visuals improve information retention significantly.

3. **Grabs and Maintains Attention**: Visuals capture the audience's interest and keep them focused, especially in long sessions.

4. **Simplifies Communication**: Visuals break down language barriers and simplify abstract concepts.

5. **Supports Different Learning Styles**: Some people learn better through visuals rather than text or speech (visual learners).

6. **Encourages Interaction**: Visual tools like videos, interactive panels, and models promote active participation and discussion.

7. **Professionalism and Clarity**: Well-designed visuals make presentations look more organized and credible.

❖ Effective use of visual aids: -

1. Each visual can be seen and read by all of the participants.
   Room lighting is appropriate for the aid.
   WATCH WHERE YOU STAND SO YOU DON'T BLOCK VIEW.
   DON'T TALK TO YOUR VISUAL AIDS!

2. Participant attention is focused on the subject being presented.
   The content or meaning of the visual is readily apparent.
   Time is allowed for reading, comprehension and discussion.

3. The visual aid is removed from view when not relevant.
   Flip Charts are turned over.
   Projectors are turned off or blacked out when not in use.

4. PRACTICE, PRACTICE, PRACTICE

❖ General guidelines: -

➢ Have a consistent format throughout.
➢ Use only key words, phrases and ideas - minimum text.
➢ Graphics are simple and understandable and text is easy to read and large enough.
➢ Use color to aid readability and comprehension - must not be distracting.

2   PREPARING VISUAL AIDS

STEPS IN PREPARATION

1. Develop your lesson plan and participant materials :-

   Before creating visual aids, first design your **lesson plan**. Identify the learning objectives, content flow and participant handouts or workbooks. Visual aids should complement — not replace — the lesson, so having a clear structure is the foundation.

2. Identify the points in the lesson that need to be illustrated/supported with visual aids:-

   Look through your lesson and highlight parts where visuals can clarify complex concepts, illustrate steps or make abstract ideas tangible.
   Examples:
   1. Use a **flowchart** for a procedure
   2. Use an **image** to show equipment parts
   3. Use a **graph** to explain trends

3. Determine the conditions of the instruction/presentation that will affect the use of visual aids:-

   Consider the **classroom environment**, such as lighting, screen size, seating layout, and technology availability. Also, think about the **audience profile** — literacy level, language, and comfort with visuals.
   Ask yourself:
   1. Will everyone be able to see the screen?
   2. Should I prepare printed visuals for small group work?
   3. Is a projector available or should I use a flipchart?

4. Storyboard the visuals that you propose to use: -

   A **storyboard** is a rough sketch or sequence of your visual aids. This helps you plan how and when to introduce each visual in sync with your lesson flow.

   Visuals should follow your teaching, not distract from it.

   Use this to ensure that your visuals are logically ordered, visually balanced and

clearly connected to each lesson point

5. Prepare the visual aids:-

Now create your visual aids using appropriate tools (PowerPoint, Canva, Flipcharts, printed posters, or physical props). Ensure they are:

1. Clear and readable from a distance
2. Professionally designed with appropriate colours and font size
3. Relevant — avoid overcrowding or overdecorating

Design tips:

1. Use **dark text on a light background**
2. Use **one main idea per slide/poster**
3. **Avoid all CAPS** – use bold or underline instead for emphasis

6. Try out the lesson and make revisions:-

Test your lesson with the visuals before presenting. Run a **mock session** or rehearse it aloud. Check timing, clarity, and participant engagement. Get feedback from peers if possible.

Make changes to visuals that:

1. Confuse learners
2. Take too long to explain
3. Don't match the spoken content

USING THE GUIDELINES IN PREPARING VISUAL AIDS:-

✓ Check formatting meets

✓ recommendations.

✓ Review content is limited to key points.

✓ Check text style and size, use lettering guides.

✓ Check readability. Graphics clear and understandable.

✓ Colors readable and meet recommendations.

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Advantages	Disadvantages

FLIP CHARTS

Advantages	Disadvantages
May be used in normal light.	*Not durable*
Prepared in a small amount of time. *Useful for smaller groups.* *Inexpensive.* *Do not require electricity or machines.*	*Less "professional" looking. Not good for large groups Graphics are difficult.* *No real images.*

Multimedia projector

Advantages	Disadvantages
A projector can display content on a big screen, making it easier for everyone in a large room to see.	*Needs a Dark Room In bright rooms, the image may not be clear unless the projector is very powerful.*
Visuals, videos and presentations make learning more interesting and interactive.	*Requires proper setup, alignment and sometimes a screen for best quality.*
Unlike a large TV, projectors take up very little space and can be mounted on ceilings.	*Projector bulbs can be costly and need replacement after a certain time.*
Ideal for group discussions, workshops and lectures where multiple people are involved.	*Most projectors don't have good built-in speakers, so external speakers are needed.*
You can connect laptops, mobiles, USB drives, and other devices easily.	*Once installed, it's not easy to move like a TV or monitor.*

COMPUTER BASED PRESENTATIONS

Can be used with large groups.
User can produce.
Easy to show graphics/real thing.
Can have animation/motion.

Requires room darkened.
More time to prepare.
Expensive machine and electricity.
Requires user expertise

DEMONSTRATION AIDS/IMPROVISED VISUAL AIDS

Low cost
No electricity
Short preparation time

Less professional looking
Not durable
Not for large groups

NDRF: TOT (Training of Trainers)

Communicative Visuals
Post Test

1. Describe the characteristics of a good training visual aid.
   Helps the instructor teach, is practical to use, is meaningful to the lesson and follows the guidelines.

2. Describe the use of overhead transparencies in training.
   Can be used to display text, graphics, etc. using an OHP in a room with the lights on. Can be made locally using a photocopier or computer and printer. Assist the instructor by displaying key text and graphics.

3. Describe the use of improvised visual aids in training.
   Visual Aids are improvised to assist with impromptu training or when other aids are not available. They use readily available materials and the creativity of the instructor.

4. Give two advantages and two disadvantages of using flip charts, overhead transparencies and improvised aids with training presentations.

Advantages	Disadvantages
Flip charts	
Normal light	*Not durable*
Short preparation time	*Less professional looking*
Inexpensive	*Not for large groups*
No Electricity	*Difficult to store*
Transparencies	
Easy to store	*Require electricity*
Large groups	*Expensive*
Can use graphics easy	*Time to prepare*
More professional	*Need light control*
Improvised	
Low cost	*Less professional looking*
No electricity	*Not durable*
Short preparation time	*Not for large groups*

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❖ FLIP CHARTS

Use to:
> Visualise ideas.
> Present key points.
> Gather input from a group.

Advantages
> May be used in normal light.
> Can be prepared in a small amount of time.
> Useful for smaller groups.

Disadvantages
> Not durable.
> Less "professional" looking.

➢ **Lettering:**

Size - should be $1^{1}/_{2}$ inches/3.7 cm or larger.

Style - simple style, no calligraphy.
Case - use upper and lower case. Lines - maximum of 10 lines per page.

➢ **Pens:**

 Colours - use 2 or 3 coloured pens. No light colours. Rad only for accents or emphasis.

Type - Water base pens are best. Point - Chisel point pens w ork best.
Use - Throw away dry pens. Select contrasting colours. Print text.

➢ **Paper:**

Types - Commercial and newsprint. Newsprint absorbs ink and bleeds through. Size - There are various sizes and hole spacing.
Lines - Commercial with lines or use a lettering guide.

➢ **Tearing and Taping:**

Pre-cut pages in corners so they tear easily. Take pads apart and tape pages to easel.
Use a wall instead of the easel.

➢ **Content:**

Limit text to key points.
Use handouts for a lot of information. Use simple graphics.

➢ **Tips:**
   Use blank pages as separator pages. Place tape tabs on edges to locate pages.
   Use pencil notes on the margins to supplement lesson plan.
   Try selective revealing to control display of information.

❖ Multimedia projector

➢ **Definition**: An Overhead Projector (OHP) is a device used to project images from transparent sheets onto a screen or wall.

➢ **Components**:
   ▪ Light source (lamp)
   ▪ Fresnel lens
   ▪ Mirror and projection lens
   ▪ Transparent glass platform

➢ **Working Principle**:
   ▪ The light passes through a transparency placed on the glass platform.
   ▪ The image is reflected by a mirror and lens system onto a screen.

➢ **Usage**:
   ▪ Commonly used in classrooms, training sessions, and meetings.
   ▪ Ideal for showing diagrams, notes, and charts using transparencies.

➢ **Advantages**:
   ▪ Simple to use and operate
   ▪ Allows real-time writing and annotations
   ▪ Cost-effective and requires minimal maintenance

➢ **Limitations**:
   ▪ Requires dim lighting for better visibility
   ▪ Bulky and not very portable
   ▪ Outdated with the advent of digital projectors

➢ **Maintenance**:
   ▪ Regular cleaning of lens and glass
   ▪ Replacing burnt-out bulbs when necessary

❖ COMPUTER BASED PRESENTATIONS

Use to:
> Show the "real thing" including moton.
> Show many images in a short time.

Advantages
> Can be used with large groups.
> Easy to store and reuse.
> Easy to revise and update.

Disadvantages
> Room must be darkened.
> Requires hi-tech equipment.
> Requires software knowledge.

FORMAT

1. Format your presentations for 640 x 480. Many computers and video projectors cannot work with a greater image size.
2. Check to see how many colours the presentation computer can output to video. Some computers can only output 256 colours. This will affect how you create your backgrounds. If your computer is only capable of projecting in 256 colours and you select a graduated background fill your fill will be banded. It might look great on your monitor screen, however the bands will be much more visible enlarged. The most effective blend of colours projected is in thou- sands to millions (best). Think about how the image will look projected on a screen.

TEXT

1. Fonts (the way text looks) are available in a great variety and it is tempting to use more than is necessary. We suggest selecting two basic fonts and then use variations of them. Use one for headers, and the second for the body text. We recommend Helvetica or Arial for headers and Times or Bookman for body text.
2. Use upper and lower case for body text. All upper case is difficult to read.
3. For emphasis select bold or italic, colour, shadow, and size variation. The use of complex style fonts will reduce readability of your visual.
4. Underlining of words does not work well in presentation frames. The underlining blurs out the word or makes descending letters not clear. Think about using bold text or contrast colour text for emphasis in place of underlining.
5. Font point size should be large enough to be visible for approximately 60feet/20 meters.
6. We use 40, 48 to 60 points for simple headers with few words, no smaller than 30 points for double or triple line text.
7. For body text 36 point is average, 30 point may be too small to be read if there is a lot of text. If necessary split the frame into a "continued frame".
8. A good guide is no more than 8 lines of text to a frame.. Less for large type.

A Little Test - Create your text frame, output it to your printer, and tape the page on the wall. If it can be read from 8 feet/2.5metres away, it will be readable when projected

Colour

This single element can get a presentation into trouble more than any other single element in de- sign. There should be a good contrast between the background and the text or graphics. If you are using a picture, watch for split areas of light and dark. For example sky and dark ground areas. This presents a problem for arranging text. Take a look at your entire storyboard, and see how the most complicated frame will fit. If you are using solid colour background, most of these problems will not exist for you. The background colour of grey is one of the most difficult col- ours to contrast with.

1. Bright red is difficult for the eye to read.
2. Use bright red colour for emphasis only, avoiding blocks of red text. The deeper shades of wine or brick are better. In general, avoid the use of red for anything other than bullets.
3. 10% of your audience will have some degree of colour perception impairment. The following combinations should be avoided.
   -Red on blue and vice versa
   -Red on brown and vice versa
   -Red on green and vice versa
4. The same problems will or can occur in the placement of coloured lines. Caution on line col- ours ...yellow, pink, or light combinations of other colours do not project well when enlarged to fit a screen.

Use of Line Weights

Line weight decisions become very important in a projected image. The line or combinations of lines, direction arrows or sweep arrows need to be heavy enough to be seen well, without over- powering the image. Use at least 2 points or larger. One point horizontal lines will flicker.

Templates available in PowerPoint

"PowerPoint" includes some premade templates for guiding the development of your presentations. However the colour combinations, backgrounds, and the amount of lines and fonts do not always work well. Be creative and design your own, you will find instructions for this process in the software manual. You will find as we do, that this works well, and you will have your favourites that can be used over and over consistently by simply changing colour combinations.

One last word

These guidelines have been written from experience in the design and development, and most important, the observation of instructors' presentations in the NARTC classrooms.
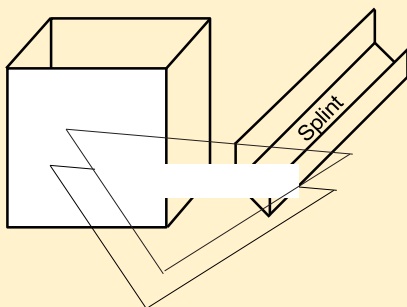
Use to:

        Support extemporaneous training.

        Save costs.

Advantages

  Are available locally.

Disadvantages

  May not fully meet need.

Examples:

_____
_____
_____
_____
_____

Use:

_____
_____
_____
_____

Guidelines:

_____
_____
_____
_____

5

Some example of training Visual aids during course: -

1. Flip Charts

1.1 Used during classroom sessions to write down key points, processes or steps.

1.2 Encourages group participation, brainstorming and visual clarity.

1.3 Helpful for summarizing SOPs (Standard Operating Procedures) or

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explaining response frameworks.

2. **Anatomical Models (Skeletons, Organ Models)**
   2.1 Used in medical and first aid training.
   2.2 Helps trainees understand human anatomy, bone structures, and injury locations.
   2.3 Useful for teaching bleeding control and fracture immobilization.

3. **Props and Simulated Items**
   3.1 Includes stretchers, dummy casualties, oxygen cylinders and personal protective equipment (PPE).
   3.2 Helps simulate real rescue operations.
   3.3 Builds muscle memory and confidence in actual emergency situations.

4. **Construction Materials**
   4.1 Materials like bricks, wooden planks, pipes and metal rods are used to create collapsed structures.
   4.2 Used in CSSR (Collapsed Structure Search and Rescue) drills.
   4.3 Trainees practice breaching, lifting, and shoring techniques safely and realistically.

5. Posters and Charts
   5.1 Displayed in training halls for quick reference and better visual understanding.
   5.2 Includes safety signs, emergency numbers, disaster cycle posters and triage charts.
   5.3 Reinforces learning by constant visibility.

6. **Audio-Visual Equipment**
   6.1 Includes projectors, laptops, interactive panels, and speakers.
   6.2 Useful for showing real-life rescue footage, PowerPoint presentations, and animated procedures.
   6.3 Keeps trainees engaged and enhances conceptual understanding.

7. **Maps and Models**
   7.1 Topographical maps, mock layouts of disaster sites or city models.
   7.2 Useful for planning evacuation routes, conducting table-top exercises, and ICS role assignment.
   7.3 Enhances situational awareness and decision-making.

8. **Mannequins and Training Simulators**
   8.1 Used in medical, CPR or chemical-biological emergency training.
   8.2 Allow repeated practice without any risk.
   8.3 Enhances both skill and speed in emergency care.

Visual training aids bridge the gap between theory and real-life application. They make training more effective, realistic and learner-friendly. Whether it's a poster in a classroom or a simulated disaster site in the field, each tool plays a vital role in building the strength and skill of every rescuer.

Activity : Instructor should discuss how to prepare a weekly program and assign this task in small groups.

NDRF: TOT (Training of Trainers)

08

METHOD OF INSTRUCTION

LESSON OBJECTIVES

Upon completion of this unit you will be able to do the following:

1. Describe the two principal methods of instruction normally used in training.

2. State the significant difference between the two.

3. Select the best method to be used in teaching a specific objective.

4. List of other method of instruction.

Methods of Instruction

PURPOSE FOR TRAINING: To change behaviour by teaching new knowledge and skills based on well defined objectives. (To solve individual or organi- sational performance problems)

✓   Students should be *ACTIVE* participants in the learning process.

✓   Three questions need to be answered when starting a
  learning experience: Where am I going?
  How will I travel?
  When have I arrived?

  How do we answer each of these questions?

Where ...? *The actions in the objectives tell what they will be able to do.*

How ...? *The conditions in the objectives and the method of instruction*

When ...? *The standards in the objectives and the feedback, testing and evaluation*

✓   Most common methods of instruction.
  ➢ Lecture
  ➢ Demonstration
  ➢ Programmed Instruction (Basically a form of Interactive Lecture)
  ➢ Case Study (Information giving)
  ➢ Group activities/exercises (Practice)
  ➢ Role Playing (Demonstration/Evaluation)
  ➢ Simulation (Demonstration/Evaluation/Testing)

Definitions

Interactive Lecture - The primary source of information is the instructor. The instructor presents a series of questions during the presentation to obtain student response. Students use response cards, workbooks or note-taking guides. The presentation is followed by questions and discussion for clarification.

Demonstration/Practice - Primary source of information is showing and doing. During or following the demonstration, each participant practices doing the activity. Feedback is provided by immediate success or failure in accomplishing the activity.
✓ Use Interactive   Lecture to:

Teach knowledge or cognitive information.

The background knowledge necessary to be able to complete the performance. The student will be asked to <u>recall</u> some facts and in- formation.

Verbs in the objective will be like <u>describe, list and identify</u>

✓ Use Demonstration/Practice to:

Teach manipulative or psychomotor type skills with operational objectives.

The objective will ask the student to <u>perform</u> some task.

Verbs in the objective will be like <u>demonstrate, operate and adjust.</u>

✓ What is the most significant difference between the I.L. and D/P methods?

The I.L. method is essentially a way of presenting facts, concepts and information.

The D/P method is used to teach operational skills. The facts, concepts and information taught in I.L. may be needed to perform the tasks in the D/P method.

2

Interactive Lecture Method	Demonstration Practice Method
COMPARISON	
An instructional presentation which identifies objectives and utilises instructional materials to direct the attention of participants to critical content in knowledge based information.	A method of instruction, based on performance objectives, using demonstration; showing, illustrating, doing, and explaining a technique, process or procedure to be learned. During or following the demonstration each participant practices doing the activity. It is one of the most effective methods of instruction.

UTILIZATION	
1. Directs interpretation and application of in- formation.	1. Directs interpretation and application of in- formation each step of the way.
2. Introduces new information.	2. Focuses attention on the process.
3. Provides feedback, self–evaluation of participant responding.	3. Provides immediate feedback, self-evaluation of participant responding.
4. Develops individuals knowledge of a subject.	4. Develops competencies through practice of identified objectives.
5. Accommodates large numbers in limited period of time.	5. Best suited for smaller numbers.
PROCEDURE	
1. Identify objectives of presentation.	1. Same
2. Provide instructional materials, worksheets, guidelines, audio-visual, to supplement lecture.	2. Develop procedural guide, job aid, or set of activity instructions describing the process step by step.
3. Present information corresponding with sequence of instructional materials distributed.	3. Practice the demonstration. It should never be given without a trial run.
4. Allow for active responding during presentation.	4. Make sure that all required equipment and materials are on hand before beginning a demonstration. Have one set for each participant.
5. Provide self-evaluation of competencies mastered through post-test.	5. Seat the group so everyone can see and hear the instruction and demonstrations.
6. Allow for remediation of objectives not mastered.	6. Explain the purpose and objectives to pre- pare the group in advance for what will occur.
	7. Present the demonstration, keep the

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	directions simple; vary the tempo to suit the group.
	8. Utilize the "walk through" approach when ever possible.
	9. Check periodically during the demonstration to know that each step is being followed.
	10. Don't prolong the demonstration.
	11. Pass out procedural guide and have participants practice the activities.
	12. Circulate among participants and check progress of each, providing assistance when necessary.
	13. Summarize and review the key points of the demonstration.

TOOLS	
Worksheets, post-tests, instructional materials to supplement presentation	Procedural guide, blackboard, tapes, slides, filmstrips, pictures, models, and actual equipment or material, and other aids as the demonstration requires

ADVANTAGES	
1 Identifies objectives-the student knows what he/she will learn to do.	1 Same
2 The student is active in gaining identified competencies by responding to information presented as practice.	2 Provides actual practice to develop skills.
3 Provides feedback to student and instructor on the success of the learning process.	3 Same
4 Through use of evaluation instruments such as post-test, criterion tests, and	4 Student and instructor can determine if the objectives have been mastered

study unit evaluations, the student and instructor can determine if the objectives have been mastered. 5 Can be used in large or small groups. The interactive lecture can be pre-recorded for either audio or audio-visual presentations which can provide a break from the routine lecture structure. This has the advantage of freeing the instructor from the classroom and the students to schedule their own time.	through successful demonstration of the skill. 5 There is a high level of retention.
DISADVANTAGES	
1. Doesn't allow the freedom of investigation and learning skills as in Demonstration/Prac	1. Can be used only in small groups. 2. Presentation of theory difficult. 3. More than one instructor will probably be needed. 4. Costs will probably be higher because of equipment and instructor needs

3

SOME OTHER METHOD OF INSTRUCTIONS COMPARISON

➢ **Simulation-Based Learning Method**
Simulation is a practical training method that replicates real-life disaster and emergency scenarios in a controlled environment. It allows NDRF personnel to practice critical response skills, make decisions under pressure and work as a team — all without real-world consequences.

Types of Simulation

Type	Description	NDRF Example
Role Play	Participants assume roles (victim, rescuer, commander)	Rescue & triage during building collapse
Mock Drill	Full physical execution with props, tools and actors	Flood rescue with life jackets and boats
Tabletop Exercise	Scenario planning and decision-making on paper or map	Earthquake in urban area – rescue sequence planning
Live Field Simulation	Field deployment of teams with real equipment in artificial disaster zones	Chemical leak or fire response simulation
Communication Drill	Radio and command chain practice in simulated chaos	Disaster coordination among multiple units
VR or Digital Simulation	Computer-based training for command post management or search tactics	VR-based urban SAR or CBRN scenarios

➤ **E-Learning Method**

E-Learning is a method of delivering training through digital platforms — like mobile phones, tablets or computers — without needing the trainer and trainee to be physically present at the same location.

Common E-Learning Tools Used in NDRF

Tool/Method	Description	NDRF Use Case
LMS (Learning Management System)	Digital platform for hosting courses, tracking progress	iGOT or NDMA portal for disaster-specific modules
Video Modules	Pre-recorded instructional videos with visuals and narration	"How to use Breathing Apparatus" – step-by-step demo
Mobile Learning Apps	Android/iOS apps with learning content and alerts	App-based learning for field units and new recruits
Live Online Classes	Real-time training via video conferencing tools	Joint training sessions with NDMA or external experts
Digital Assessments	MCQs, scenario-based questions to test knowledge	Post-module quiz on flood response protocols

NDRF: TOT (Training of Trainers)

TABLE

Method	Definition	Best For	Pros	Cons
Lecture	Verbal presentation by trainer	Large groups, introducing theory	Fast, structured, covers more content	Passive, low engagement
Demonstration	Showing a skill or task live	Practical/technical sessions	Clear, visual, encourages replication	Time-bound, requires setup
Group Work	Learners collaborate on a task	Problem-solving, teamwork	Interactive, builds communication	Uneven participation, needs structure
Simulation	Rehearsing a real-life scenario	Behavior, decision-making, emergencies	Engaging, high realism	Planning intensive, may cause anxiety
E-Learning	Digital, self-paced modules or videos	Reinforcement, remote learners	Flexible, reusable, self-directed	Requires internet, low hands-on exposure

Methods of Instruction
Post Test

2. Briefly describe the Interactive Lecture and Demonstration/Practice methods of instruction.

    I.L. : *Facts, concepts and information are presented and the student interacts with the instructor and the material to achieve learning.*

    D/P : *Operational skills are demonstrated and practiced to achieve a mastery of the skill.*

3. State the most significant difference between the Demonstration/ Practice and Interactive Lecture methods of instruction.

   D/P is skill based and IL is knowledge based.

4. For each of the following six objectives identify which method(s) you would consider using in teaching the given objective. Mark (L) for Lecture method, (D) for Demonstration/Practice, or (B) if both methods are needed.

Objective	Method(s) used
a) The student will be able to sharpen a knife to the point where it can cut paper. ***The verb is an action verb.***	D
b) The student will be able to identify 90% of all plants seen on a nature hike through the park. ***Identification is a cognitive verb. The hike is a condition.***	L
c) The participant will be able to explain the importance of and conduct a Performance Evaluation. ***This objective has both a cognitive verb and an action verb.***	B
d) Given the necessary tools the participant will be able to assemble and disassemble a gym set. ***An action verb.***	D
e) The student will be able to explain the different uses of the IBM personal computer and program a simple mathematical formula. ***Both types of verbs***	B
f) The Student will be able to complete form 10035 OF when given all the necessary data. ***This is really a knowledge verb. The physical action of entering data is not the performance here.***	L

4

You can buy insurance for your car, you can buy insurance for your life - but, you can't buy insurance for learning. That type of insurance comes only through design.

Traditionally, instruction has been designed around the instructor's presentation, and the students have been left to learn any way they can.

"Interactive instruction" techniques make it possible to obtain predictable and reliable results in learning. The purpose of this study unit is to describe some design features of interactive instruction which, when applied, insure that learning does occur.

Upon completing this lesson and post test, you will be able to:
   ✓ Explain what interactive instruction is and what it is designed to accomplish.
   ✓ Briefly describe two design features of interactive instruction.
   ✓ Identify the five (5) essential components of a block of interactive instruction.
   ✓ Describe two ways instruction can be implemented.

To accomplish these objectives, you are asked to read the material and give some thought to the situations presented. You will have met the objectives if you can answer correctly 7 of the 9 questions on the post test.

1. WHAT IS "INTERACTIVE INSTRUCTION?"

"Interactive Instruction" is a technique of instructing which results in the student's achieving predetermined performance requirements. The instruction directs the student to make periodic responses to the information as it is presented and provides for immediate feedback. It is designed to guide and direct student activities by helping identify, apply, interpret, and make use of critical content — as a tutor would do.

Two principles of learning which reinforce interactive instruction techniques are:
   1. The Principle of Participation; and
   2. The Principle of Immediate Knowledge of Results.

The "Principle of Participation" states that the learner must actively engage, or participate, in the learning. We know that a person learns by "doing." What does this actually mean?

Reading, listening, and watching are types of "doing" but in a *passive* rather than *active* way. The learner must participate *actively* and be forced to think and act by answering questions after each bit of information is presented. The learner must practice those activities which he/she is expected to learn. It has been shown, experimentally, that active participation normally leads to more effective learning.

The "Principle of Immediate Knowledge of Results" is really two principles in one: the "Principle of Knowledge of Results," and the "Principle of Immediacy." By this

we mean that the learner must know whether or not there answer to a question is correct and they must know <u>immediately</u>. A lapse of even a few seconds after a question is answered and before the accuracy of the answer is known often leads to ineffective learning. Thus, it is essential to design a learning environment in which knowledge of results is provided immediately.

SITUATION

As pre-work, the student is asked to read an article on a particular subject. In the classroom, the instructor doesn't comment on the article but presents additional detailed information about the subject.

QUESTION

Would this approach be considered interactive instruction? Why or why not? (Write your response and then read the desired answer on the next page.)

ANSWERS

We believe you would agree this is not interactive instruction. There are several reasons you may have listed. The student was not:

1. Asked to identify critical content.
2. Guided to make use of the information.
3. Given an opportunity to receive feedback.

2. HOW IS INTERACTIVE INSTRUCTION DEVELOPED?

An interactive instruction program is developed systematically.

First, the instructional objectives must be identified and stated in specific and measurable terms. The next step is to develop the criterion test or final examination for measuring the accomplishment of these objectives. The objectives plus the test are the specifications for the design of the instruction, which is the next step.

The instruction is then designed and con- structed. This involves sequencing the learning activities into optimum-size instructional blocks or units, and determining the response mode, type of response, and feedback process.

The final step is to validate (test) the instruction, not the student, to ensure that it works and the objectives can be achieved. Revisions may be necessary before the instruction is implemented.

A key consideration is reducing the instruction into small, logical blocks. Each block of instruction should cover only a single task or group of related knowledges. This is a feature of interactive instruction that makes it easy to build interaction into the instruction. The instructional objectives will often dictate the size of the instructional blocks.

SITUATION

In a course being developed, there is a block of instruction on placing and receiving tele- phone calls. One instructional objective is:

Using the technique provided, accurately place and receive a minimum of ten telephone calls.

QUESTIONS

1. Explain one way this objective may be measured.
2. Is this block of instruction of optimum size or should it be reduced into smaller units? Explain.

Answers

1. Sure, we would have the student actually demonstrate placing and answering calls.

2. This block should be divided into at least two blocks because the skills required for placing calls are different from those for receiving calls. Further breakdown may be necessary depending upon how many different types of calls or telephone systems are used. Obviously more than one objective would be needed.

---

3. WHAT ARE THE DESIGN FEATURES OF INTERACTIVE INSTRUCTION?

Everything done in designing instruction should be for the benefit of the student. He needs to know "where he is going, how he is to get there, and when he has arrived." This is the insurance that learning will occur. The important design features of interactive instruction are:

1. *Reduce the information or tasks to optimum-size instructional blocks.* (This was discussed earlier.)
2. *Incorporate five components into each block of instruction.* They are:
   1. Instructional Objectives
   2. Content
   3. Interaction
   4. Feedback
   5. Post Test

"Instructional objectives" are specifications of background knowledges and/or skills that the student should be accomplished at upon completion of each segment of instruction.

They are stated in specific and measurable terms.

"Content" includes subject matter, information, instructions, and directions which guide and direct the student's activities, helping him to attain the objectives.

"Interaction" is the opportunity given the student to practice relevant responses and use the relevant information as it is received.

By giving "feedback" the student is appraised of the accuracy or appropriateness of their responses. They can then evaluate their own progress.

The "post test," or progress evaluation test, following each block of instruction deter- mines how well the student attained the objectives. This should not be confused with a final examination which measures attainment of all objectives.

4. Provide students with some type of "tool" to guide and direct their activities.

Instructors have always utilized some aspects of interactive instruction, mainly in the form of work exercises, case problems, and drills. Rarely has interactive instruction been used effectively in all phases of the learning process, especially in learning background knowledges.

One very effective "tool" is a worksheet or notetaking guide. The worksheet is an outline of questions to be completed during an activity. It is an instrument used to facilitate learning. It directs the student's attention to critical areas of information and provides interaction between the student and the information. The content of the worksheet or any other instrument used during the instruction is dictated by the objectives sought.

The worksheet has four primary values:

1. It directs the student's attention to critical information and tells them what to look for.
2. It provides relevant practice. The student is directed to answer specific questions relating to the information presented. Thus, they respond to the information in a guided and interactive way.
3. The worksheet response provides immediate feedback. The student knows instantly if the response was accurate. If the response was inaccurate, the learner will have the

   opportunity to answer again. The worksheet response allows the student to evaluate their progress. If the leaner fails to grasp the meaning or content of part of the presentation it will be indicated by the responses and they will be able to seek additional help from the instructor or through relevant resource material.
4. The worksheet response allows a student to review the presentation and ensures that their notes of it are correct. They have full access to the critical points of a presentation available for use at any time.

The objective of the previous situation was: "Using the techniques provided, accurately place and receive a minimum of ten telephone calls."
The instructor presented and demonstrated the steps of placing and receiving calls.
The students were tested and many could not accurately perform the task.

QUESTIONS

What components were missing from the instruction? What could the instructor have done to include them?

> **ANSWER**
>
> Obviously, interaction and subsequent feedback are missing.
>
> The instructor should have provided the opportunity for interaction with immediate feedback during the presentation and demonstration of the steps.

5. HOW CAN INSTRUCTION BE MPLEMENTED?

There is no single model or structure that is universally ideal for implementing designed interactive instruction. Two proven and widely accepted approaches are:

1. Individualized Instruction Approach
2. Integrated Instruction Approach

The "Individualized Instruction Approach" is a self-administered instructional package which can be taken inside or outside the classroom. The package is a combination of interactive instruction and media which acts as a private tutor for one student (or group of students). It reduces the need for the continual attention from a human instructor. This approach is effective for learning background knowledges and simple tasks.

The "Integrated Instruction Approach" is a combination of individualized instruction and classroom (or group study) instruction.
Background knowledges are learned through the individualized instruction approach prior to attending classroom instruction. Classroom instruction provides review, clarification, practice, and application of those knowledges.

A more detailed description of these approaches is given in Appendix A.

Periodically in this study unit, situations were provided in which you were asked to interact with the information. The purpose was to guide and direct your activities toward learning certain background knowledges. The preceding information about implementing instruction is not considered critical to designing interactive instruction. However, the information is critical in the utilization of interactive instruction.

QUESTION

How can organizations like yours use this study unit in its training program?

> **ANSWER**
> There are a number of ways. Possibly you identified some of the same ways we did:
> 1. As individualized self-study for instructors, managers, and others who need to develop more efficiency in their training programs.
> 2. As "pre-work" to a course of instruction for new instructors and educators.
> 3. For re-training purposes.
> 4. As a demonstration on how interactive instruction can be implemented in printed form

6. HOW DOES INTERACTIVE INSTRUC-TION AFFECT THE INSTRUCTOR AND THE STUDENT?

Interactive instruction does not replace the human instructor, but frees the instructor from routine instruction. It allows more time to give individual attention to each student. The instructor serves as a manager, a consult- ant, and a tutor. This can result in a greater prestige, satisfaction, and personal relation- ship with the students.

Interactive instruction tends to give the student a feeling of personalized instruction. It is tailored to their own needs, and gives them a feeling of responsibility and control over their own learning. It also gives a realization that "I know where I am going, how I will get there and when I have arrived."

For these reasons, interactive instruction can increase student motivation and achievement.

POST TEST

The answers to these questions are given on the next page.

1. Which is more effective for learning?

    a. Active participation
    b. Listening, watching, or reading

2. Interactive instruction is:

    a. Reading preassigned material.
    b. Making a presentation.
    c. Using the information as it is presented.
    d. Viewing a slide-tape program.

3. Interactive instruction is designed to:

    a. Guide and direct the student's activities.
    b. Help determine the instructional objectives.
    c. Identify training and education needs.

4.   A block of instruction is:

    a. A total course of study.
    b. The subject matter being developed.
    c. The smallest logical unit of instruction.
    d. A lecture.

5. "Ensuring, that learning will occur is:

    a. Designing the instruction to be interactive.
    b. The students knowing "where he is going, how he is to get there, and when he has arrived."
    c. Validating the instruction.

6. Which of the following include the components of interactive instruction?

    a. Prepare, present, perform, follow-up.
    b. Objectives, lesson plan, visual aids.
    c. Objectives, content, interaction, feedback, test.

7. What is an effective "tool" the student can use to help him interact with the material?

    a. Slide-tape program.
    b. Worksheet
    c. Outline of the lesson plan.
    d. Charts and graphs.

8. Which of the following best describes the design features of interactive instruction?

    a. Structured opportunity for the student to identify, apply, interpret, and make use of the critical content.
    b. Developed objectives, a technical accurate presentation, a request for questions, and test the student's knowledge.

9.   9. Which statements are correct:

    a. Individualized instruction can be used inside or outside the class-room.
    b. The Integrated Instruction Approach utilizes the classroom for practicing background knowledges.
    c. Designing interaction into individualized instruction and integrated instruction is the key to ensure that learning will occur.

ANSWERS

1. You certainly answered (a), "active participation." Learning by "doing" is more effective than listening, watching, or reading.

2. (c). "Using the information as it is presented."

3. (a). "Guide and direct the student's activities." The other two choices are necessary before the instruction is designed.

4. We certainly hope you answered (c), "The smallest logical unit of instruction." We made a point of this.

5. All of these answers are correct. We did not intend for "ensuring" to be a critical point; however, we did stress all of these.

6. We hope you checked answer (c). If you did not remember them, we suggest you re- read section III, "What are the Design Features of Interactive Instruction."

7. (b). "Worksheet." Although the other choices are good "tools," they do not direct the student to interact with the material.

8. (a). "Structured opportunity for the student to identify, apply, interpret, and make use of the critical content." You may have recognized that choice (b) is the more traditional approach to instructing.

9. Obviously, all of the statements are correct. We were pretty sure you would get this one.

SCORING: The achievement objective for this study guide was for you to be able to answer 7 of the 9 questions correctly. How did the instruction do?

5

EFFECTIVE INSTRUCTION APPROACHES

INDIVIDUALIZED INSTRUCTION

A combination of instructional material, methods, and media forming a unit or package of instruction to meet specified objectives.

Effective for learning and applying back- ground knowledges and skills. The unit or package acts as a private tutor for an individual (or group of individuals) without the need for the continual attention from a human instructor. Each unit or block of instruction contains specified objectives, guidance instructions, subject matter and relevant mate- rial, problems, worksheets, and tests. The student is guided through the instruction step by step, practicing relevant responses, given immediate feedback on progress, and must successfully complete each step before proceeding to the next. The instruction is assembled and a management system developed to insure the smooth and effective utilization of the program. This system includes re- sources for the student to obtain help from a subject matter specialist (supervisor or another knowledgeable person) if needed.

The instruction could be self-administered and scheduled in or out of the classroom.

INTEGRATED INSTRUCTION APPROACH

A combination and utilization of individualized instruction and classroom (or group study) instruction* forming a training course package to meet specified objectives. Individualized instruction, prerequisite to class- room instruction, teaches background knowledges*. It is self-administered. Class- room (or group study) instruction provides review and clarification of background knowledges and practice and application* of those knowledges.

(*Terms defined following.)

Classroom (Or Group Study) Instruction - Bringing trainees who have completed individualized instruction portion of the instruction together under a knowledgeable person (instructor or group leader) for review and clarification and to practice those knowledges learned through the individualized instruction. Classroom instruction is used when practice and application of skills must be given under close supervision, when the skills to be learned require the assistance or interface with another trainee, when developing a team, or when cost Or providing each trainee with the equipment is unreasonable. Classroom instruction contains specified objectives, guidance instructions, relevant practice problems and exercises and tests, and the trainee is guided through the instruction in the same way as in individualized instruction but under the guidance of another person in a group setting.

Background Knowledge - Theory, concepts, principles, procedures, etc., which a student must know to be able to practice or perform a job task he is expected to learn to do. Prerequisite learning requirements to more advanced learning or skill application.

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Skill Application - Practicing or applying background knowledges under simulated job- related conditions for learning skills or capabilities to perform a task or tasks (operation, procedure, judgment, etc.).

ADVANTAGES OF THESE APPROACHES OVER CONVENTIONAL APPROACHES

1. Emphasis is placed on the student's learning rather than on the instructor's teaching.

2. Students can adapt the study pace to their ability to assimilate the information.

3. Students are not a "captive audience" to the instructor's convenience, and can use their time most effectively.

4. The student can select a time period best suited for him/her.

5. The instruction demands attention of the student. Students are less likely to be distracted by others or external noises.

6. Students have more individual attention if they desire it.

7. Scheduling problems are simplified.

8. More students can be accommodated in less space, with less staff and at less cost.

9. Students can always review the instruction at any future time.

10. Students are given more responsibility and control over their own learning.

11. Each student is essentially tutored by a subject matter specialist.

NDRF: TOT (Training of Trainers)

Lesson

09

AUDIO-VISUAL EQUIPMENT

LESSON OBJECTIVES

Upon completion of this unit, you will be able to do the following:

1. Understanding the role of audio-visual tools in modern training.
2. Learning how to effectively use interactive panels, Computers & Laptops and PowerPoint Presentations for educational purposes.
3. How to enhance learner engagement through multimedia presentations.
4. Developing skills to deliver seamless, technology-driven lessons.

NDRF: TOT (Training of Trainers)

1

Audio-visual tools have become an integral part of modern training environments. They help instructors create immersive, interactive and impactful learning experiences. By using devices like laptops, interactive panels and smart dashboards, trainers can effectively deliver lessons that engage learners and enhance knowledge retention.

❖ **Understanding the role of audio-visual tools in modern training.**

Audio-visual equipment has become a cornerstone of modern educational environments. With the advent of technology, traditional teaching methods have evolved to incorporate more dynamic, engaging tools. These tools include laptops, interactive panels, presentations, and smart dashboards, which cater to the diverse needs of today's learners.

❖ **Key benefits include:**

1. Improved comprehension through visual representation.
2. Enhanced learner engagement with multimedia content.
3. Real-time interaction through touch-enabled panels and dashboards.
4. Facilitated remote learning through video conferencing tools.
5. plays a crucial role in delivering clear and engaging lessons.
6. It allows trainers to present complex information through visuals, videos and dynamic presentations.
7. From small classroom settings to large conference presentations, the right audio-visual tools can adapt to various scenarios.
8. These technology supports blended learning, combining in-person and virtual training sessions.
9. Learning how to effectively use interactive panels, Computers & Laptops and PowerPoint Presentations for educational purposes.

Laptops are versatile devices used to present materials, conduct virtual training, and access learning resources. Interactive panels allow trainers to write, draw, and annotate in real-time, making lessons more dynamic. Smart dashboards provide a visual representation of learning data, helping trainers analyze learner progress effectively.

2

INTERACTIVE PANEL

1. **Positioning:**

    1.1 Place the panel in a central location where it's easily visible to all participants.

    1.2 Ensure proper connection to a stable power source.

    1.3 Connect the panel to external devices like laptops, tablets, or USB drives using ports such as HDMI, USB, or Wi-Fi for wireless sharing.

2. **Calibration:**

    2.1 If touch functionality is not precise, calibrate the panel by following the steps in the device settings.

    2.2 Adjust screen brightness and resolution based on the room's lighting.

Operation:

1. **Basic Functions:**

    1.1 Use your fingers, stylus or touch pen to navigate through menus, select options or annotate documents.

    1.2 Open presentation software, such as PowerPoint, directly on the panel for seamless interaction.

    1.3 Utilize multi-touch capabilities to zoom in, rotate, or perform other gestures for better clarity.

2. **Interactive Features:**

    2.1 Annotate over presentations, images or documents using the built-in annotation tools.

    2.2 Split-screen mode can be activated to display multiple content types side-by-side.

3. **Wireless Casting:**

    3.1 Mirror content from participants' devices using the panel's wireless casting feature.

    3.2 Demonstrate features or guide the audience by sharing your own device's screen.

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1. **Presentation Integration:**
   1.1 Use the panel to run live PowerPoint presentations, allowing annotations or notes to be made in real-time during the session.
   1.2 Switch between slides or add emphasis using the panel's highlighting tools.
2. **Collaboration Tools:**
   2.1 Activate collaborative features such as cloud storage integration, enabling participants to access shared files or save session materials.
   2.2 Use video conferencing applications (like Zoom or Microsoft Teams) to facilitate hybrid sessions directly through the panel.

Maintenance:

1. **Keep the Screen Clean:**
   1.1 Regularly clean the panel with a microfiber cloth and suitable cleaning solution.
   1.2 Avoid using abrasive materials that might scratch the surface.
2. **Software Updates:**
   2.1 Update firmware and software to ensure the latest features and security.
   2.2 Back up settings or important files before performing updates.

Troubleshooting:

1. **Power Issues:**

   Problem: Panel won't turn on.

   Solution: Check the power source and ensure the panel is plugged in securely. If the panel has a reset button, use it to reboot the system.

2. **Touch Functionality Problems:**

   Problem: Touch screen is unresponsive.

   Solution: Clean the screen with a microfiber cloth and ensure no physical damage. If the touch function is locked, use the remote control or unlock file provided by the manufacturer.

3. **Wireless Screen Casting Issues:**

   Problem: Screen casting fails or is unresponsive.

Solution: Verify that the panel's Wi-Fi and hotspot are activated. Check the dongle or hardware used for casting and ensure proper pairing.

4. **Connectivity Problems:**

   Problem: Panel won't connect to Wi-Fi.

   Solution: Ensure the Wi-Fi antenna is attached and enabled in the system settings. Disconnect any wired network connections that might interfere.

5. **Blurred Projection or Display:**

   Problem: Display is unclear or distorted.

   Solution: Adjust the focus and zoom settings. Check the distance between the panel and the viewer, and ensure the screen is clean.

3

Computers and Laptops

1. **Setup:**

   1.1 Check compatibility of laptops/computers with projectors and panels using HDMI, VGA, or USB-C cables.

   1.2 Prepare devices with necessary software and presentation files in advance.

   1.3 Test connectivity with audio devices for sound output.
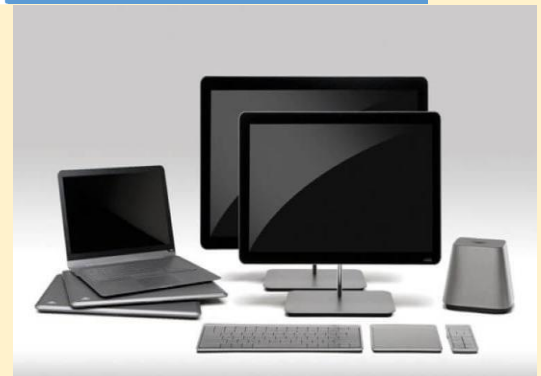
2. **Operation:**

   2.1 Familiarize trainers with essential software like Microsoft PowerPoint, Teams, or Zoom.

   2.2 Use dual-screen setups to keep trainer notes private while projecting slides or materials.

   2.3 Highlight keyboard shortcuts for efficient navigation during presentations.

3. **Maintenance:**

   3.1 Regularly update the operating system and software to prevent compatibility issues.

   3.2 Use antivirus software to safeguard against malware or viruses.

   3.3 Back up important data on cloud storage or external drives for safety.

4. **Troubleshooting**

   1. **Power Issues:**

Problem: Computer won't turn on.

Solution: Check that the power cord is securely connected and the power switch is on. If using a laptop, verify the battery is charged, and try plugging it into a different outlet.

2. **Slow Performance:**

Problem: Computer is running slow during the session.

Solution: Close unnecessary programs and background processes. Ensure sufficient storage and RAM are available. Restart the computer if needed.

3. **Display Problems:**

Problem: Screen isn't displaying correctly or is blank.

Solution: Check HDMI or VGA cable connections for external displays. Adjust the display settings (e.g., duplicate or extend) in the system's display control panel.

4. **Software Issues:**

Problem: Required software isn't opening or functioning properly.

Solution: Ensure the software is installed and updated. Restart the software or reinstall it if problems persist.

5. **Connectivity Issues:**

Problem: Unable to connect to Wi-Fi or external devices.

Solution: Verify the Wi-Fi network name and password. For peripherals, check ports and ensure drivers are installed.

4

Wireless Presenters

One of the most effective tools for modern-day instructors is the wireless presentation remote. This device significantly enhances the trainer's ability to interact with participants while delivering a presentation.

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Key Features:

1. **Wireless Control:** Allows instructors to move freely around the room while controlling the slides from a distance of up to 15 meters.

2. **Slide Navigation:** Equipped with forward and backward buttons for easy navigation through slides.

3. **Built-in Laser Pointer:** Helps highlight important points on the screen without physically touching it.

4. **Plug and Play:** Requires no software installation. Just plug in the USB receiver and start presenting.

5. **Ergonomic Design:** Compact, lightweight and easy to use with intuitive buttons.

Training Benefit: Using a wireless presenter gives the instructor greater mobility, improves audience engagement and allows for more dynamic interaction, especially during demonstrations or group activities. It also helps maintain eye contact and classroom presence, making the session more engaging and professional.

5

PowerPoint Presentations

1.   Setup:

1.1 Organize slides logically, with consistent formatting and engaging visuals.
1.2 Use templates that are visually appealing and enhance comprehension.
1.3 Embed multimedia elements like videos, animations, or hyperlinks for interactive sessions.

2.   Operation:

2.1 Train on slide navigation techniques, including the use of a clicker or remote.
2.2 Demonstrate transitions, animations, and emphasis effects for key points.
2.3 Ensure clear text, simple graphics, and a professional font for better visibility.

3.   Tips for Engagement:

3.1 Use the presenter view to access notes and manage time effectively.

3.2 Encourage questions and discussions around slides to keep participants engaged.

3.3 Incorporate audience polling tools or quizzes directly into the presentation.

4.   Troubleshooting

4.1 File Not Opening:

Problem: PowerPoint presentation doesn't open.

Solution: Check the file format—older versions may require conversion. Try opening it on another device to rule out corruption.

4.2 Slide Display Issues:

Problem: Slides aren't displaying correctly on the projector.

Solution: Confirm the correct display mode (duplicate or extend). Adjust the resolution settings to match the projector.

4.3 Embedded Media Not Playing:

Problem: Videos or audio in slides won't play.

Solution: Ensure the media file is embedded correctly and supported by PowerPoint. Test the playback on your computer, and verify audio settings.

4.4 Animations and Transitions Malfunctioning:

Problem: Animations or transitions aren't working.

Solution: Double-check the settings in the "Animations" or "Transitions" tab. Ensure that the sequence and triggers are set correctly.

4.5 Presentation Freezes or Crashes:

Problem: PowerPoint freezes mid-presentation.

Solution: Save progress frequently. If freezing continues, close other programs to free up memory. Update PowerPoint to the latest version.

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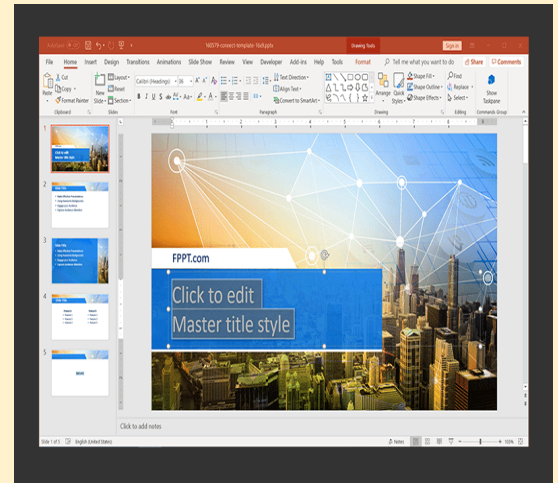
❖ Designing Presentations:

1. **Slide Design:**

    1.1 Use templates with consistent formatting to maintain a professional appearance.

    1.2 Incorporate visuals like images, charts, and infographics to make the presentation engaging.

    1.3 Limit text on slides to key points, using bullet lists for clarity.

2. **Engaging Add-ons:**

    2.1 Embed audio or video clips directly into the slides to provide dynamic explanations.

    2.2 Use animations and transitions sparingly to maintain viewer focus.

During the Presentation:

1. **Navigation:**

    1.1 Use a wireless clicker to switch between slides while maintaining eye contact with the audience.

    1.2 Activate the **Presenter View** to access notes, view the timer, and preview upcoming slides without distracting the audience.

2. **Audience Interaction:** Integrate quizzes, polls, or interactive tools like live Q&A sessions directly into the presentation.

After the Presentation:

1. **Sharing Materials:**

    1.1 Distribute a PDF version of the PowerPoint presentation to participants for future reference.

    1.2 Save annotated slides, if any, for sharing follow-up notes.

2. **Feedback Collection:**

    Use feedback forms or online tools to gather insights on the session's effectiveness and make necessary improvements.

3. How to enhance learner engagement through multimedia presentations.

    Multimedia presentations allow trainers to deliver visually appealing content that captures learners' attention. Integrating videos, animations and infographics can simplify difficult concepts, while interactive polls and quizzes ensure active participation.

    Multimedia presentations integrate visuals, audio and animations to

simplify complex concepts. They grab learners' attention and encourage active participation. Trainers can use videos, infographics and interactive quizzes to create an immersive learning experience.

❖ **Tips for effective multimedia presentations:**

- ✓ Use relevant images and videos to reinforce learning.
- ✓ Maintain a clean and professional slide design.
- ✓ Limit text and use bullet points for clarity.
- ✓ Encourage participation with interactive questions and group discussions.

6

DEVELOPING SKILLS TO DELIVER SEAMLESS, TECHNOLOGY-DRIVEN LESSONS.

1 Preparation and Familiarity

1.1 Get hands-on experience with devices like laptops, interactive panels and smart dashboards.

1.2 Explore various software applications, including PowerPoint, video conferencing tools and interactive presentation platforms.

2 Conducting Dry Runs

2.1 Before the actual session, run through your presentation using the equipment to identify and resolve technical issues.

2.2 Test video and audio quality, check for compatibility issues and ensure all necessary files are accessible.

3 Managing Technical Glitches

3.1 Have a troubleshooting plan in place to deal with potential problems like connectivity issues or software malfunctions.

3.2 Keep backup devices or alternative teaching methods ready to minimize downtime.

4 Engaging the Audience

4.1 Use interactive elements like quizzes, polls and multimedia content to maintain learner interest.

4.2 Encourage audience participation by utilizing features like virtual whiteboards or live chat during remote sessions.

5 Time Management

5.1 Allocate time for technology setup and testing before the session.

5.2 Keep your content organized and use visual aids to deliver clear and concise information.

6 Continuous Learning and Adaptation

6.1 Stay updated with emerging audio-visual technologies and training

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trends.

6.2 Gather feedback from learners to assess the effectiveness of the technology used and make improvements in future sessions.

By mastering these skills, instructors can create dynamic and interactive learning experiences, ensuring the seamless delivery of technology-driven lessons.

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FACILITIES AND COURSE CO-ORDINATION

LESSON OBJECTIVES

Upon completion of this unit, you will be able to do the following:

1. Select a facility to meet the needs of the training activity to be conducted.

2. Arrange a classroom for a training presentation and the audio-visual aids to be used.

3. Describe the most common problems encountered with facility arrangements.

<div style="background:orange">**FACILITIES AND COURSE CO-ORDINATION**</div>

1. Planning considerations

1.1 **Type of Presentation** - Informational or instructional. Small group activities. Tables and chairs.

1.2 **Method of Instruction** - Interactive Lecture or a Demonstration Practice-student activity-use of visual aids and equipment.

1.3 **Space** - Will there be hands-on activities. Support staff needs. Storage space. Instructor preparation room.

1.4 **Length** - How long is the programme-1 day or several days. Will there be evening work. Will participants be able to tolerate the room for the length of the program.

1.5 **Times** – Set up and take down time. When does program start. Do you need Sunday and Saturday. If you use rental equipment, when can it be picked up and returned. What about local or tourist activities.

1.6 **Cultural** - Consider the customs of the participants, including schedule, food and accommodation.

2. Facilities :

2.1 **Size** - Small hotels give you lots of attention. Large hotels have more capability.

2.2 **Parking** - Downtown locations can have parking problems.

2.3 **Food** - How many alternatives are available. Is food culturally acceptable. Set-down or buffet. Is a meal plan available. What time is breakfast.

2.4 **Transportation** - How far is hotel from airport. Is hotel transportation available. Are buses required.

2.5 **Sleeping rooms** - How many people to a room. Air-conditioned. Would you spend a week in one. Location in hotel.

2.6 **Environment** - Noise and atmosphere. Resort area or commercial area. External noise.

2.7 **Security** - Is it safe for participants. Can you leave your equipment in the rooms. Does facility have security staff.

2.8 **Type** - Hotel, resort, school or government. Hotels cost more but are usually better. A dedicated training center is the ideal. Government buildings are cheaper but can be poor for training.

2.9 **Meeting room** - Location in building. Proximity to casinos or kitchens. Lighting, electrical system, shape, obstacles, acoustics, distractions.

2.10 **Availability** - Have several possible dates or selection of sites will be limited.

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3. Procurement

3.1 Use the correct procedures for renting facilities. Different agencies and organisations have different procedures. Check these out before starting.

3.2 **Schedule** - Days and hours, don't forget evenings. Allow for set-up and clean-up. Prob- ably will want to reserve for 24 hours a day.

3.3 **Numbers** - Be sure to include the instructors, support staff and observers.

3.4 **Tables and chairs** -Specify the number, size and set-up. Check out the chairs. Would you sit in one for a week?

3.5 **Arrangement** - Prepare diagrams of layouts to provide to facility. Include everything.

3.6 **Rentals** - Make a list of all of your needs. Then determine what the facility can provide and what you need to rent. The facility may be able to help you with renting.

3.7 **Refreshments -** This can be a real problem. Determine what is served when and who pays. Have a firm agreement with the facility in writing.

3.8 **Special needs** - Such things as phone lines, handicap access, training aids.

4. Follow up

Know the catering manager or facilities manager. Make regular follow-up contacts as these people change frequently and fail to leave records. Keep records and reaffirm arrangements such as payment process and dates and times.

20 ft / 6.36
M E
240V
E
240 V   W
30 ft / 9.54 M
E
240 V   W
E
240 V

5. Exercise - Plan for a training session

5.1 Use the Meetings and Facilities Reference Guide.

5.2 30 participants. (No extras)

5.3 Interactive lecture.

5.4 Participants will have reference materials and workbooks.

5.5 3 presenters will use transparencies and 35 mm slides.

5.6 Session will last 2 days. 1300 Tues. - 1200 Thurs.

5.7 Workshop will be in a hotel - tables will be 6' x 30"-(1.9 M x 79.5 cm), chairs standard with no arms.
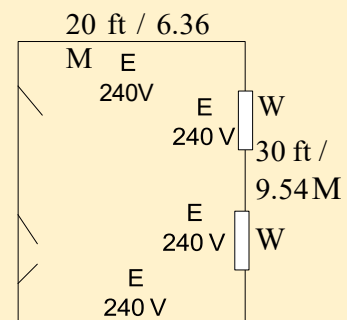
Prepare a room diagram, a list of needs, facility agreement and describe your concerns.

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AUDITORIUM

CLASSROOM

CLASSROOM-HERRINGBONE

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CLUSTERS

U SHAPE

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SEMI-CIRCLE

THE TABLE

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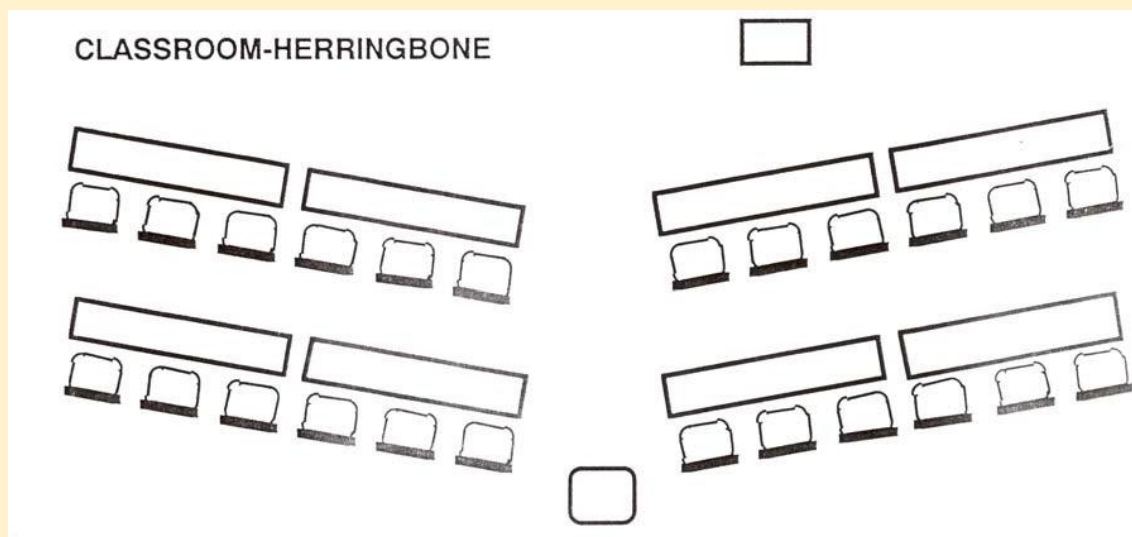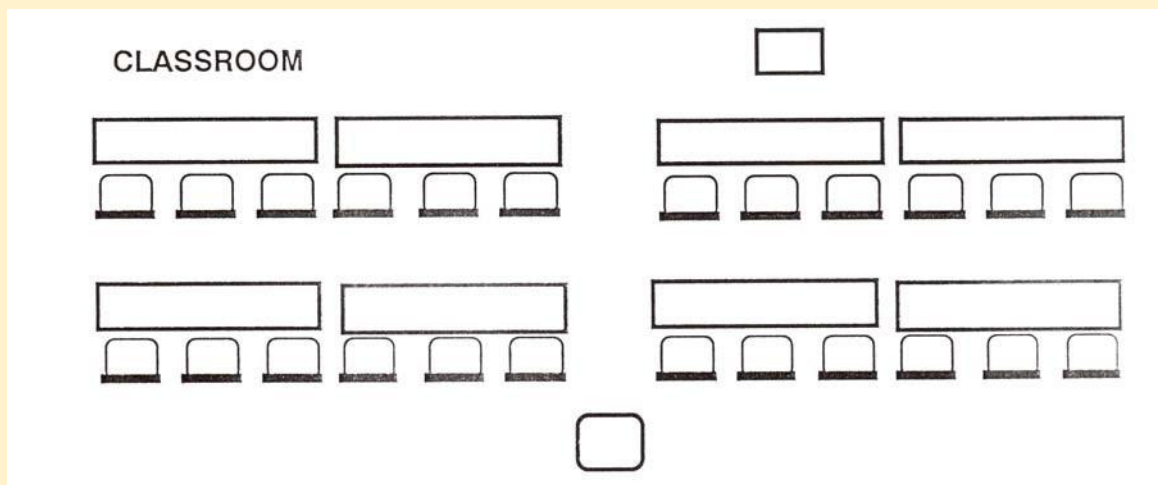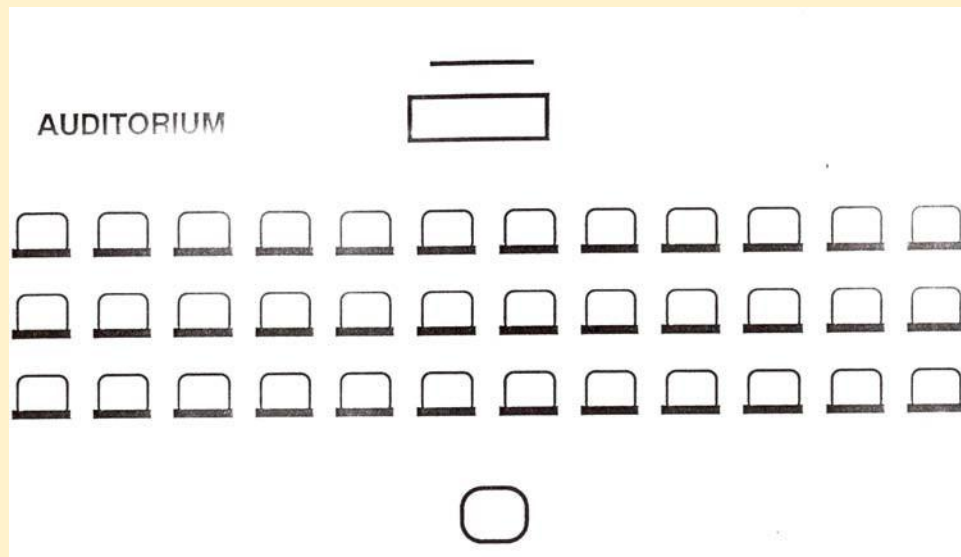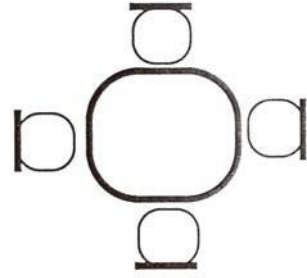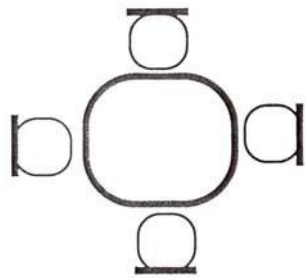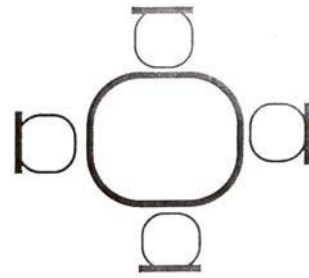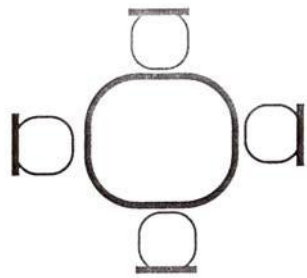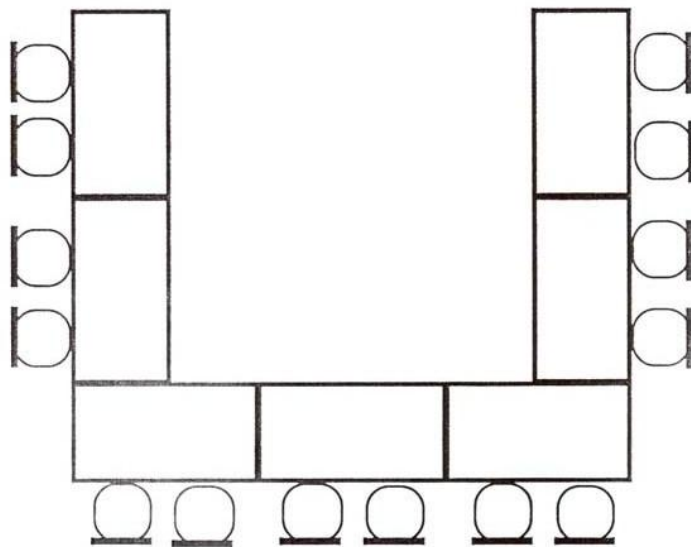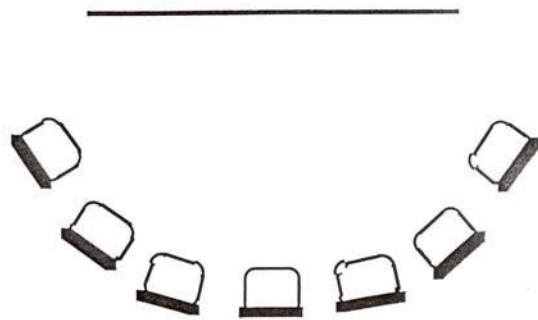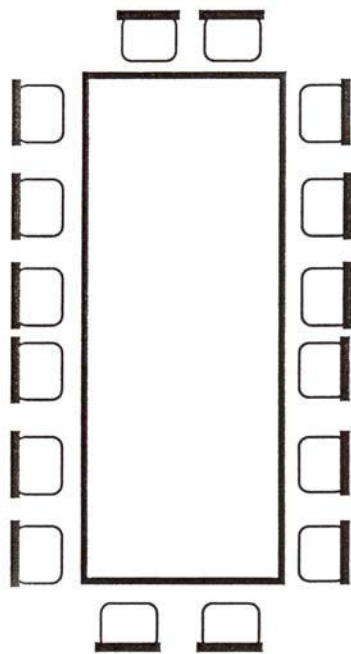
COURSE COORDINATION

Planning

Specific need for the training? (Is it a training problem?) Who should attend? Why?
Objectives stated in measurable terms?
Plans for measuring if objectives reached.
Where is training to be held? Cost of travel, lodging, etc.
Facilities available-room, etc.
Participant needs, i.e.: handicapped equipped facilities.

Before the course

Prerequisites, common background needed?
Pre-course assignments for preparation or involvement.
Instructor availability and preparation.
Participant availability/numbers needing training/class size.
Scheduling-dates, multiple sections.
Dates, selection information, course objectives out for planning. Lodging, food service, travel, etc.
Preliminary costs information, charges to participants.
Materials and equipment needed (ordered-scheduled).
Specific agenda planned.
Tours, field trips, visits arranged. Applications received, selections made. Attendees notified, orientation letter prepared.
Maps, probable weather conditions, address and telephone number, etc.
Potential future instructors to attend.
Travel, room reservations.
Welcome letters at check-in.
Transportation to course site, contact person, etc.
Final arrangements for room set-up, refreshments, messages, entertainment, excursions.

During the course

Handling "no-shows", absences (Alternates lined up at local area?) Policy for late arrivals-stay home/send home/catchup?
Secretarial support, short-time, reproduction, etc.
Equipment operational, spare parts.
Room set-up (seating, ash trays, paper, AV aids, etc.)
Back-up materials available.
Staff oriented.
Schedule followed.
Orientation of participants to facility.

Ground rules for course.
Contact person for any problems arising.
Janitorial services.
Cooling/heating controls.
Lighting/ventilation.
Entertainment/excursion sign-up.
Course evaluation by participants.
Certificates of completion.
Return reservations, transportation.

After the course   Restore facilities.
Release equipment, materials.
Instructor critique, redesign suggestions.
Certification/recording/notification of completions.
Pay, per diem, travel fund problems.
Final payment of all bills, tuition charges, etc. Notification of participants supervisor.
Follow-up with trainees.
Continued contact (newsletters, etc.)

FACILITY AGREEMENT

Activity title: _____ **Dates:** _____

Facility name: _____ Contact - _____

Organization name: _____ Contact - _____

Number of: **Participants** _____   **Staff** _____

Meeting rooms:

	Number	Dates	Hours	Cost
Staff room				
Classroom(s)				
Breakout room(s)				

Equipment:

Item	Number	Dates	Hours	Cost
Slide projector				
Overhead projector				
Projection screen				
Flipchart easel				
VCR player				
TV/Monitor				
Transformer/Cords				

Sleeping rooms:

Type (S/D)	Number	Dates	Special	Cost

Meals:

	Number	Dates	Hours	Cost
Breakfast				
Lunch				
Dinner				

Breaks:

	Content	Number	Dates	Time	Cost
Morning					
Afternoon					

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1. Audio Equipment

1.1 Microphones:

    1.1.1 Wireless, handheld or lapel (clip-on) microphones for the speaker.

    1.1.2 Tabletop or podium microphones for panel discussions.

1.2 Speakers: - Quality speakers with proper sound distribution to cover large spaces.

1.3 Amplifier and Mixer: - To control sound levels and audio clarity.

1.4 Audio Recording System: - Useful for recording lectures for future reference or online distribution.

2. Visual Equipment

2.1 LED Display or Smart Board: -Interactive whiteboards or smart boards for dynamic presentations.

2.2 Laser Pointer: - Helps in emphasizing key points on the screen.

3. Computing and Connectivity

3.1 Laptop or Desktop Computer: - For presentations, videos, and digital resources.

3.2 Clicker or Wireless Presenter: - For advancing slides during presentations.

3.3 Wi-Fi and Internet Access: - For online research, virtual participation, or live streaming.

3.4 Video Conferencing Equipment: - Webcams and microphones for hybrid or virtual lectures.

4. Lighting and Environmental Control

4.1 Adjustable Lighting System: - Dim or brighten lights as needed for presentations or discussions.

4.2 Air Conditioning or Ventilation System: - Ensure proper air circulation for participant comfort.

4.3 Soundproofing: - Minimize external noise for better audio clarity.

5. Presentation Tools

5.1 Whiteboard and Markers: - For spontaneous illustrations or explanations.

5.2 Flip Charts and Easels: - Useful for brainstorming sessions or workshops.

5.3 Podium or Lectern: - Provides a space for the speaker's notes or laptop.

6. Recording and Streaming

6.1 Cameras: -Fixed or movable cameras for recording or live-streaming

              lectures.

      6.2 Lecture Capture System: - Allows recording and storing lecture content for remote access.

7. Seating and Accessories

      7.1 Comfortable Chairs and Tables: - Designed for long sessions with ergonomic support.

      7.2 Charging Stations: -For laptops and mobile devices.

      7.3 Clock or Timer: - Helps the instructor manage time efficiently.

With this equipment in place, a lecture hall can effectively support engaging, interactive, and seamless learning experiences. Let me know if you'd like further details on specific product recommendations!

---

3   **Basic Scientific Laws of Inevitability and Other assorted Truisms**

Murphy's Laws:

1. If anything can possibly go wrong...it will.
2. When things are going well...something will go wrong.
3. If anything just can't go wrong...it will anyway.
4. When things just can't get worse...they always do.
5. Anytime things appear to be going better, you have overlooked something.

Lowery's First Law: If it jams...force it! If it breaks, it needed replacing.

Zumwalt's Law: The probability of failure is directly proportional to the number and importance of the people watching.

Harvey's Hypothesis: There is no use worrying...nothing is going to turn out all right.

FACILITY AGREEMENT

Activity title: _____ **Dates:** _____

Facility name: _____ **Contact -** _____

Organization name: _____ **Contact -** _____

Number of: **Participants** _____ **Staff** _____

Meeting rooms:

	Number	Dates	Hours	Cost
Staff room Classroom(s)				
Breakout room(s)				

Equipment:

	Number	Dates	Hours	Cost
1.				
2.				
3.				
4.				
5.				

Sleeping rooms:

Type (S/D)	Number	Dates	Special	Cost

Meals:

	Number	Dates	Hours	Cost
Breakfast				
Lunch				
Dinner				

Breaks:

	Content	Number	Dates	Time	Cost
Morning					

PLANNING AND PROGRAMMING

MEETING: _____

DATES: _____

LOCATION: _____

TASK	DUE DATE	ASSIGNED TO	COMPLETED
A. PLANNING			
1. Plan program			
2. Prepare announcement			
3. Prepare schedule			
4. Select staff			
5. Assign staff			
6. Assign coordinator			
B. CONTRACT/AGREEMENT			
1. Prepare specifications			
2. Issue bids			
3. Award contract/agreement			
C. FACILITIES			
1. Prepare requisition			
2. Prepare layout plan			
3. Check facilities			
4. Set-up room(s)			
D. PARTICIPATION			
1. Select candidates			
2. Notify agency			
3. Notify participants			

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TASK	DUE DATE	ASSIGNED TO	COMPLETED
E. PRE-WORK			
1. Prepare materials			
2. Assemble materials			
3. Send materials			
4. Follow-up with participants			
5. Receive, check & collate			
F. EQUIPMENT, MATERIALS & SUPPLIES			
1. Prepare list			
2. Prepare materials			
3. Assemble materials			
4. Order supplies/equipment			
5. Collect equipment, materials and supplies.			
G. OTHER			
_____			
_____			
_____			
_____			

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ARRANGEMENTS COORDINATOR CHECK LIST

NAME AND DATE OF MEETING: _____

LOCATION OF MEETING: _____

1. Initial Contacts

NEEDED COMPLETED

— — Chamber of commerce
— — News media
— — Training office — — Contracting
— — Public Transportation — — Budget and Finance

2. Information or Plans

— — Program information — — Target planning dates — — Requisition for facilities
— — Layout plan - contract specifications
— — Contract of agreement
— — Local contacts

3. Meetings

— — Time and dates
— — General meeting rooms
— — Headquarters room
— — Floor plan
— — Physical layout
— — Staging required
— — Special lighting
— — Tables
— — Chairs
— — Special features

4. Transportation

NEEDED COMPLETED

— — Arrangements for transportation Early/late
— — arrivals
— — Parking space Instructions
— — to attendees Buses for tours
— — Service car or bus
— — Car rentals or government cars Courtesy
— — or guest parking card

5. Guest Speakers and Visitors

— — Arrange lodging
— — Arrival time Departure
— — time Transportation
— — Welcome arranged
— — Name tags
— — Notified of arrangement

6. Specific Equipment

— — List of equipment needed
— — List of equipment to be rented
— — Rental equipment contacts
— — Equipment operators
— — Tool kit and repair parts Fire
— — regulations
— — Cost of extra equipment or services
— — Telephones
— — Flags Clerical
— — staff Signs
— — Arrangements for transporting Storage
— — Security

7. Facility contacts

__ __ Manager __ __
Bell Captain
__ __ Catering Manager
__ __ Service Manager
__ __ Crisis contact __ __
Security Guard

8. Other Contacts

__ __ Medical services
__ __ Police
__ __ Emergency auto repair
__ __ Equipment repair/rental
__ __ Telephone system
__ __ _____

9. Exhibits

__ __ Number of exhibits
__ __ Space requirements
__ __ Installation instructions
__ __ Dates of setup and dismantle
__ __ Special signs
__ __ Facility requirements
__ __ Shipping arrangements
__ __ Storage
__ __ Security
__ __ Personnel to handle

10. Registration

__ __ Approximate time required
__ __ Location
__ __ Badges
__ __ Personnel
__ __ Tables #_____
__ __ Chairs #_____
__ __ Typewriters/computer
__ __ Supplies
__ __ Signs
__ __ Lighting

11. Banquet, Special events

__ __ Floor plans of rooms __ __
Dates and times of events __ __
Layout and seating plan __ __
Choice of menus
__ __ Complimentary meals __ __
Place cards
__ __ Coat room
__ __ Hospitality arrangements
__ __ Registration and collection
__ __ Tipping information
__ __ Informing attendees __ __
Total expected

12. Lodging and meals

__ __ Approximate rooms needed
__ __ Room rates
__ __ Reservation procedures
__ __ Cutoff dates
__ __ Early/late arrivals arrangements
__ __ Cancellations
__ __ Checkout arrangements/storage
__ __ Payment policy (checks, etc.)
__ __ Restaurants available
__ __ Other requirements
__ __ Informing attendees

13. Miscellaneous

__ __ Refreshments service
__ __ First aid station
__ __ Local service club meetings
__ __ Special events - entertainment
__ __ Telephones
__ __ Bulletin boards
__ __ File boxes
__ __ Water-glasses
__ __ Recreation available
__ __ Lost and found
__ __ Publicity
__ __ _____

NDRF: TOT (Training of Trainers)

ARRANGEMENT ANALYSIS

Codes

View and group interaction	Size	Atmosphere	Best Uses
E=Excellent G=Good F=Fair	S=Small 4-15 M=Medium 15-40 L=Large 40+	I=Informal F=Formal	Inf.=Information meetings TR=Training meetings PS=Problem solving P=Poor planning meetings

TYPE OF SETUP	VIEW	INTERACTION	SIZE	ATMOSPHERE	BEST USES
Conference					
U-shape	G	G	M	I or F	Inf.
Box shape	G	G	M	I	PS
U-shape tier	E	G	M	I or F	TR
E-shape	F	F	L	I or F	Inf
T-shape	F	G	M	F	Inf
Board of directors	P	P-F	M	F	Inf
Oval shape	G	G	M	I	PS
Small group					
Diamond	G	G-E	M	I	TR-PS
Round table	E	E	M	I	TR-PS
Circle (w/o tables)	E	E	M	I	TR-PS
Triangle	G	G-E	M	I	PS
Rectangle	F-G	F-G	S	I or F	TR-PS
Oval	G	G	S	I or F	TR-PS
Trapezoidal	G	G-E	S	I	TR-PS
Square, V or L shape	G	G-E	S-M	I	TR-PS
Auditorium					
Square	F	P	L	F	Inf
Semicircular	G	P	L	F	Inf
V-shape	F-G	P	L	F	Inf
School room					
Square P	P-F	P	L	F	Inf-TR
Perpendicular	P	P	L	F	Inf-TR
Common V	G	F-G	M	I	TR
Inverted V	F-G	F-G	M	I	TR

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BASIC SPACING AND SEATING GUIDELINES

SPACING

1. Between front wall and first row of tables..10 ft.

2. Aisle space along sidewalls ....2 ft.

3. Main aisle width ....4 ft.

4. Between rows of tables..4 ft.

5. Allowance for chair space from table..3 ft.

6. Between rows of tables when seating people back-to-back ....5 ft.

7. Back of room: Distance from table to wall (includes chair space)..............8 ft.

8. Table writing space (per person) ....2 1/2-3 ft.

SEATING

Rectangular Table (each side)

       5 foot...2

       6 foot...2

       8 foot...3

Round table

       7 foot...6

       8 foot...8

       9 foot...10

FIGURE A

CONFERENCE   SETUPS
U-SHAPE
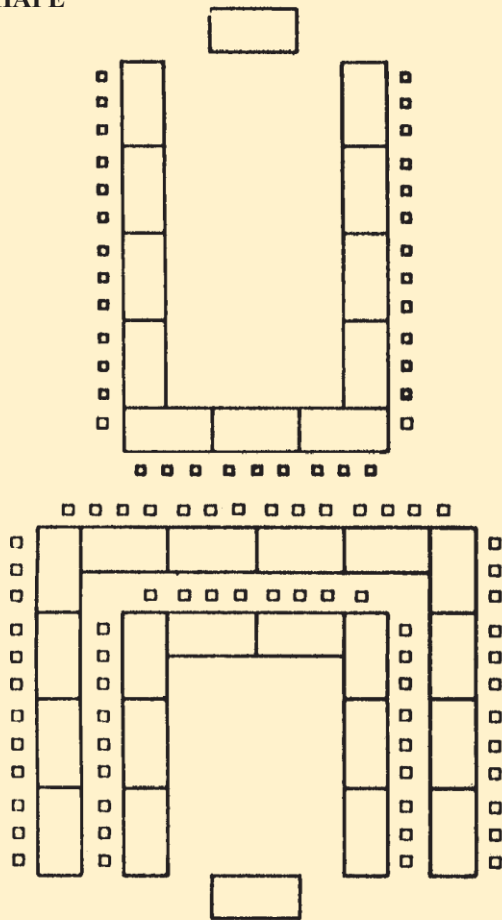
BOX SHAPE
(SquareorRectangle)
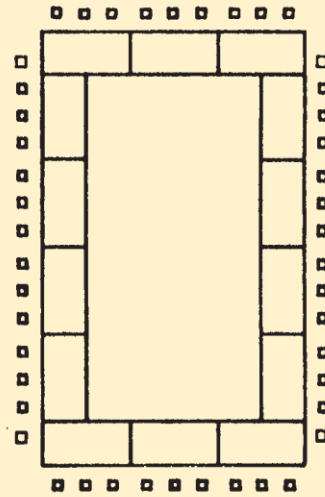
U-SHAPETIER
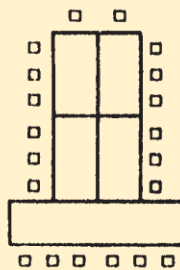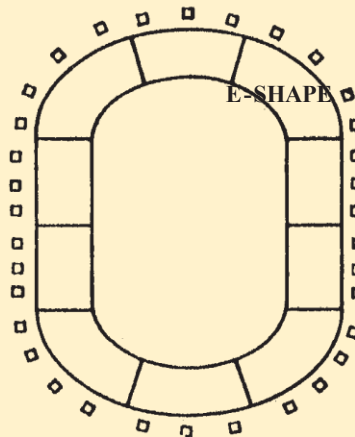
E-SHAPE

T-SHAPE

OVAL
SHAPE

BOARD OF DIRECTORS

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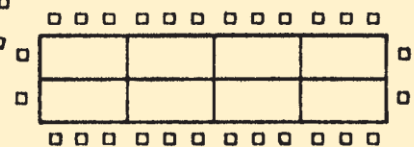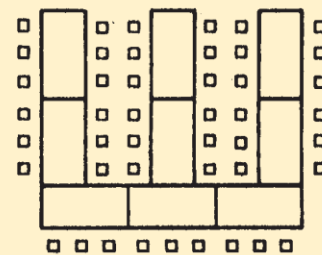
SMALL GROUP SETUPS
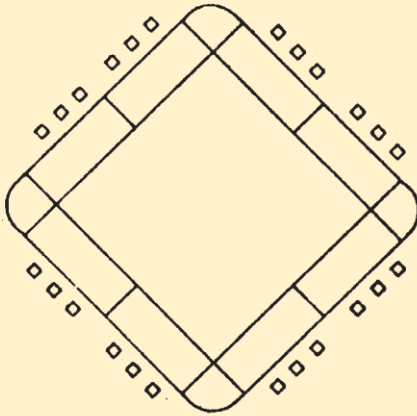
DIAMOND SHAPE
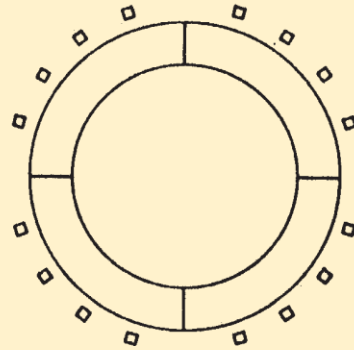
ROUND TABLE
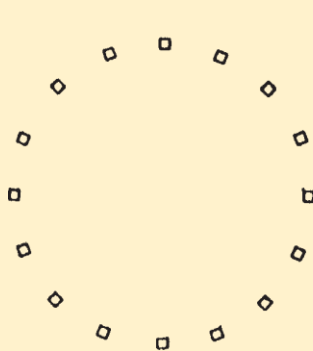
CIRCLE (Without tables)
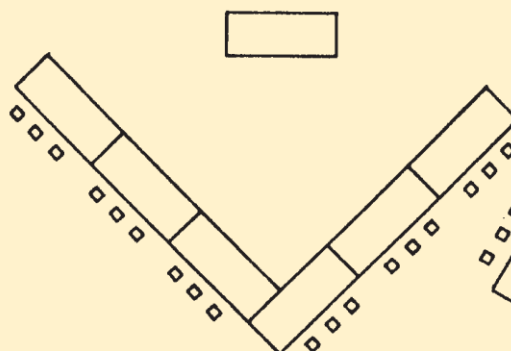
V(orL)SHAPE
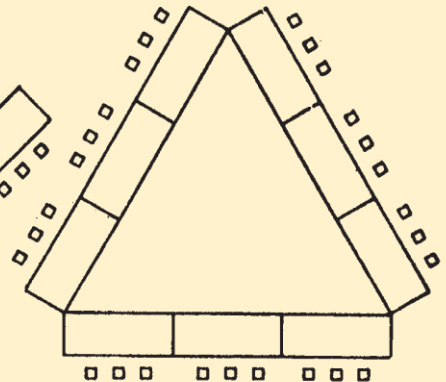
TRIANGLE
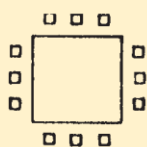
SQUARE

RECTANGLE
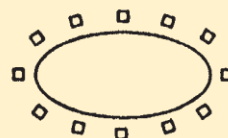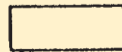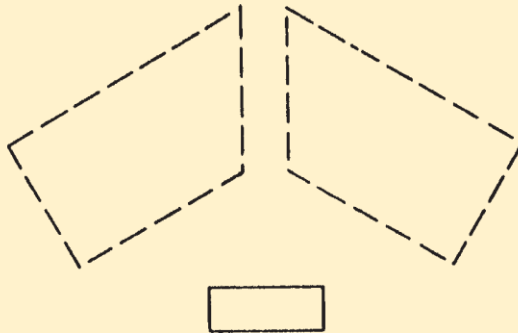
OVAL
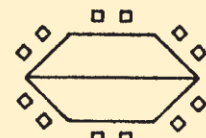
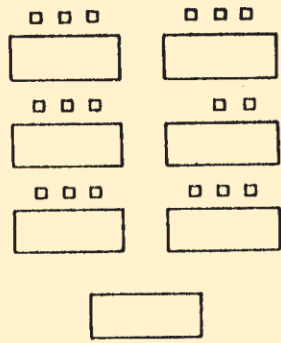**TRAPEZOIDAL**
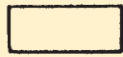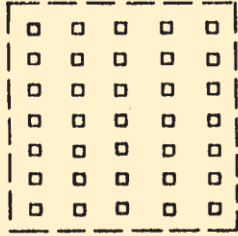
SQUARE
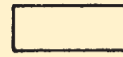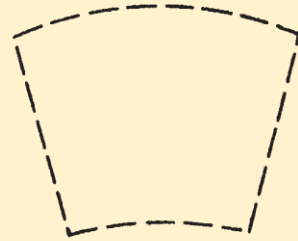
SEMICIRCULAR

V-SHAPE

SQUARE
(Traditional)
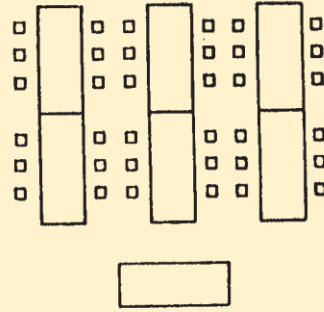
PERPENDICULAR
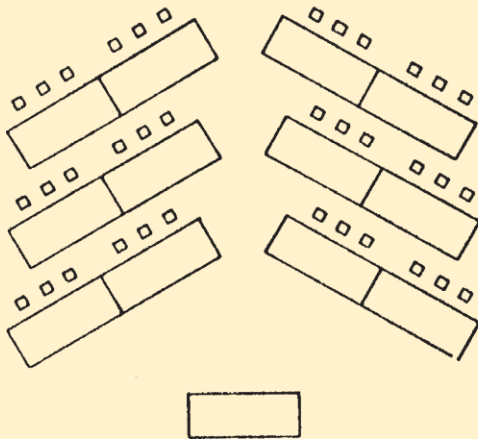
COMMON V

INVERTED V

V-SHAPE

NDRF: TOT (Training of Trainers)

INTRODUCTION
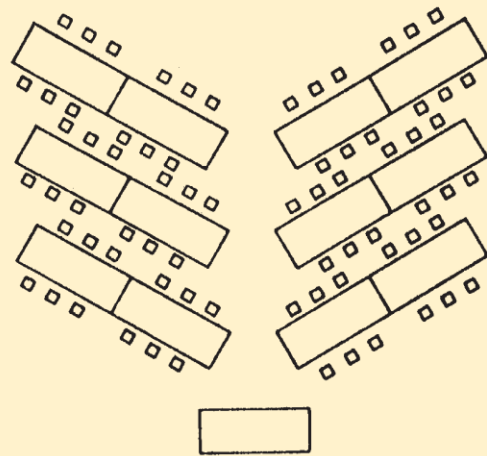
You want to hold a meeting! What is the purpose? What are the objectives? What type of meeting should it be? What methods should be used? Where should it be held? Who should attend?

These are a few questions meeting planners must answer. Many meetings fall short of the intended objectives because of inadequate planning. Such failures can be traced to a lack of knowledge and application of basic planning principles and methods for achieving effective meetings.

This reference has been prepared to assist those who plan meetings and provide the manager an overview of what must be accomplished in the planning process. There are many aspects of planning. The most basic elements are presented here. The terminology and techniques given in this booklet are recognized and accepted by most professional meeting specialists.

Hubert R. Humes

MEETINGS

DEFINITION: A meeting is a selected group of individuals assembled to accomplish one or more predetermined objectives or to receive certain information. The purpose of a meeting is to inform, to instruct, to plan or to solve problems. Specific objectives are required for instruction, planning or problem-solving meetings.

PURPOSE AND TITLES

Various titles are given to meetings. When used correctly, these titles can convey to the participant the general purpose of the meeting. Listed are the common titles used for each purpose.

PURPOSE	TITLE
Information "To Inform"	Seminar Symposium Forum Briefing Convention Conference
Instruction "To Instruct"	Training Course Workshop Clinic Institute Laboratory Conference
Problem Solving Workshop "To Plan," "To Solve"	Conference

"Conference" is a general title which can be used for any meeting. It doesn't always convey purpose.

"Workshop" can be used for either instruction or planning type meetings. The title workshop means "hands-on" - participants are actively engaged in performing specified activities.
Workshops usually produce a result or product.

Instruction Meetings

Instructional programs are to instruct, to teach new skills and knowledges. The instruction is based on well defined performance and instructional objectives. The instruction should be designed
to gain full involvement and participation of the student. Instructional meetings are the most difficult to plan. The instructional components required are objectives, interactive aids, feedback, and tests. Instructional meetings must be designed to develop competencies specified in the objectives, not simply to inform students. Too often information methods are used when instructional methods are required. Information presentations are often given and accept- able in instructional meetings. Information presentations should be less than 10 percent of the total program.

TYPES OR TITLES

Training Course Workshop Clinic
Institute Laboratory Conference

METHODS

Demonstration/Practice Interactive Lecture Guided Discussion
Role Playing Simulation Case Study
Incident Process Group Scheduled Study Individual Self-
Study Laboratory Exercises

Planning or Problem Solving Meetings

A successful planning or problem solving meeting capitalizes on the existing skill, knowledge and experience of the group in order to develop plans, solutions, decisions, and other specifications for actions to be taken. Planning or Problem-Solving Meetings are designed to meet pre- determined objectives.

There is an old joke that a camel is a horse designed by a committee. It points to the inefficiencies and confusion that can result from a poorly designed and/or poorly managed planning session. There is one human relations consideration here. A planning session functions on the assumption that no solution or plan has already been made. If a decision has already been made by higher management, it is dangerous to hold a meeting where the participants think that they are planning or solving problems when they are not. It is not appropriate to run such a session with the idea of guiding the group into arriving at the already-made decision, since that plan can go awry.

TYPES OR TITLES
Workshop Conference
METHODS

Brainstorming Group Procedure Problem Solving "Buzz"
Session Dialogue/Discussion
Information Meetings

Information meetings are designed to inform - to present and discuss issues, new ideas, experiences, results of studies, etc. They are the easiest to plan because there are no specific objectives. Participants are not expected to make any decisions or learn specified skills to be applied on the job. There is no testing with information meetings. Sometimes a portion of the meeting may be devoted to instruction or problem-solving. If a major portion of the meeting is "to inform" it should be considered and designed as an information meeting.

TYPES OR TITLES
Seminar Symposium Forum Briefing Convention
Conference
METHODS
Lecture Discussion Panel
Round Table Question/Answer Reporting Briefing

Planning committee

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planning committees are often appointed to serve as the liaison between management and the meeting organizers. To be effective, members should include representatives who reflect the needs of the various factions represented, who have considerable experience in dealing with meeting dynamics and design, and who have a grasp of the subject matter. The role and objectives of the committee must be clear. If empowered to decide, the final decisions should be made by the chairman of the committee. When some decisions (i.e., administrative duties, contracts, etc.) are the responsibility of the meeting planners and staff, their authority should be specified.

Functions of the committee:

1 Finalize specific needs of the participants.
2 Formulate or finalize the specific objectives.
3 Approve or make recommendations on time, place, program plan, facilities, etc.
4 Plan for evaluation and follow-up.

Disadvantages of the committee approach:

1. Too many members assigned.
2. Lack of expertise in meeting dynamics and planning.
3. May require too much time to reach agreement.
4. Tendency to assume responsibility of planners and officers.

The Program Coordinator

Task Requirements

Given the responsibility for planning and managing the meeting program, the program coordinator, alone or with others, will:

1. Specify or finalize meeting outcomes (objectives).
2. Develop a program "blueprint" (includes structures, methods, sequencing, time limits, etc.)
3. Select and/or develop content, visual aid material, etc.
4. Select speakers or instructors and provide them with instructions.
5. Notify participants.
6. Manage the program activities during the meeting, if necessary.
7. Evaluate meeting outcomes.
8. Serve as meeting chairman, speaker, instructor, monitor, panelist, or discussion leader, etc., if necessary.
9. Coordinate planning activities with the arrangements coordinator and other staff assigned to the project.
10. Supervise other personnel who may be assigned.

The Arrangements Coordinator

Task Requirements

Given the responsibility for planning and administering the type of environment necessary to facilitate the attainment of the objectives set forth for a meeting, the arrangements coordinator will:

1. Advise the program coordinator and others responsible for the meeting of the opportunities, limitations, and requirements concerning equipment and facility arrangement and management.

2. Plan and develop physical arrangements to fulfill the needs of the audience, the speaker, the program's objectives while giving con- sideration to program time, funds, and travel requirements.

3. When necessary, prepare and submit to the contracting officer a requisition for facilities, supplies, and/or equipment.

4. Working closely with the contracting officer, contact and/or inspect, potential facilities.

5. In cooperation with the program coordinator and the contracting officer, select the facility site.

6. Serve as the contracting officer's representative and coordinator between the facility staff and the program staff on all matters.

7. Reconcile differences among people on matters pertaining to the facility.

8. Arrange for a variety of items such as: visual-aid and special equipment, supplies, transportation, registration, special meals, lodging, special rooms, etc., prior to and during the meeting.

9. Inspect facility immediately before program to ensure all arrangements are in order.

10. Assume responsibility for protection and security of all property assigned.

11. Assume supervision of other personnel who may be assigned to him.

12. Operate projection and recording equipment as needed.

13. Be alert to any safety hazards and correct or report such hazards to the proper officials.

Initial Planning considerations

1. Is a meeting the best way to accomplish the task?

   Would a phone call suffice?

   Could I send out a memo?

   Can I handle it informally?
   Job aids, self-study programs, etc.?

2. What's the purpose of the meeting? What do I want to accomplish from it?
3. What are the specific objectives? Are my statements realistic? Are the objectives
     measurable?

   Will I be satisfied if these objectives are achieved?

4. When should the meeting be held?
   How much lead time do I need to prepare for the meeting?
   Are others available?
   Sufficient time to achieve the objectives.

5. What are the suggested dates and time periods?
   Alternate dates?
   Should evening sessions be considered?

6. Who should handle the various planning activities and the meeting itself?
   Program, facilities, equipment, news media, social events, etc.

7. Who should attend?
   How many participants?
   Which people are absolute "musts"?

8. Where should the meeting be held? In what city or location?
   What is an alternate location?
   What facility requirements are needed?

9. What are the budget limitations?

10. Special events or activities (social, field trips, etc.) should be considered?

Establishing the Purpose and Objectives

All meetings are held for a reason to accomplish some end. Thus, a "purpose" statement should be prepared for each meeting describing "why" and "intent."

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"Instruction" and "Planning or Problem Solving" meetings are designed to produce certain outcomes or results. Thus, specific objectives are required also for these types of functions. There are no objectives for "Information" meetings because there is no required outcome produced.

PURPOSE vs. OBJECTIVES

Most novice planners believe the "purpose" and the "objectives" are one and the same. They are distinctively different.

Purpose: A written statement which describes why the meeting is needed and what the meeting is intended to accomplish.

Objective(s):   Written statements which specify what the participant is expected to accomplish during the meeting. Statements must be measurable and specify the action, condition and standards or product to be produced. (See examples below.)

The "purpose" and "objectives" should be given in the program announcement and be given to the participants at the start of the meeting.

Planning or Problem Solving Meetings

Purpose
Examples - from different meetings:

"To finalize the budget revisions and project work plans..."
"To review and plan activities for the coming year."
"Develop alternatives and recommend solutions to..."
"Review the results of the committee reports and determine what action is to be taken."
"Find solutions to common problems."
"This is a problem-solving meeting designed to identify specific problems in the administration of Personnel Management and to recommend what actions would be taken to correct these problems."

Examples - from different meetings:

"Given a problem in..., develop a list of alternatives and prepare a staff paper recommending what action should be taken." "Given a list of indicated problem areas in the administration of personnel Management:

1. Determine what the problem(s) are for each area and prepare a problem statement. The statement will be specific, clear and concise.
2. Develop a list of standards, criteria or requirements which should be considered in the solution of each problem.
3. Develop at least two alternative solutions including...

Information Meetings

Purpose Examples:

"This meeting is designed to acquaint the manager and meeting Planner in the basic principles and techniques of planning and designing meetings. Each participant will receive a reference guide."
"To brief and bring employees up to date on..."

Objectives:
None. This meeting is designed to inform - nothing more. The participant may select and utilize whatever information he/she chooses.

Instruction (Training) Meetings
PURPOSE
Examples - from different training courses:
"Develop skills to meet minimum standards for officers designated to issue violation Notices."

"A training course designed to develop skills in conducting and managing meetings."

"This program is designed to aid the man- ager and principal staff personnel in the use and application of analytical decision making models aided by the computer."

OBJECTIVES
There are two kinds of objectives used for each training function. They are:
Performance Objectives
A statement of performance clearly stating the task actions or decisions which the student must be able to perform upon completion of the training; the conditions under which these actions or decisions take place; and the standards or degree of perfection which must be met on the job. It contains one or a series of actions necessary to produce a specific, definable, and measurable product.

Examples - from several different training courses:

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"GIVEN a hand compass and a 1:12,500 or larger scale map which specifies the starting point and target, DELINEATE on the map the best suitable route to the target and with proper field clothing and equipment, using the map and compass, navigate cross country, on foot, in daylight, over various types of terrain for distances up to 10-miles."

"Make a complete technical inspection of timber, log or concrete multi-beam bridges and identify any defective items."

"Given a series of work situations, identify and list what specific personal protective equipment is required for each situation."

"Construct a diagram of the 'decision making process' and establish a checklist for the evaluation of existing or potential application of math and computer models to the Agency operations." *Instructional Objectives*

A single action or decision statement which specifies each skill or knowledge competence a person must achieve during each block of instruction.

An Instructional Objective is a sub-element or smaller competence of the Performance Objective.

Instructional Objectives specify WHAT the trainee will do both during the instruction. They are used to sequence and design instruction and become the testing requirements for which training must meet.

Examples - from several different training courses:
"Given a map and compass, delineate on the map the best route to travel between two points."
"Name the 3 parts of an objective and specify how the objective must be described."
"Fill in a traffic citation ticket." "Explain the difference between..."
"Convert binary coded symbols into hexa- decimal symbols with at least 13 out of 15 conversions correct."

There are basically five types of facilities to choose from: agency, hotels, motor inns, re- sorts, or schools and universities. Facilities come in all shapes and sizes, ages, qualities, and with varying kinds of space, flexibility, and sup- port. You can usually select one which meets your needs.

Agency

Government regulations may prohibit the use of outside facilities when government facilities are available and meet program needs.

An agency is usually suitable for small groups for short durations. When the facility is in the same building where participants work, you can expect more interruptions such as interoffice messages, tardiness, visitors, and so forth. Gener- ally, you will find little choice for physical arrangements or size of room. You probably will have to do all the work of arranging the room yourself. In this environment, there is little opportunity for after hour discussion among participants.

If it is important for the participants to forget the problems of their job and concentrate on the meeting program, or if a "neutral environment" is considered essential, you should consider out- side facilities away from the work location.

Hotels

Hotels are usually in the heart of the city, near major shops, attractions, and after hour activities. Though there may be ample eating establishments within or adjacent to the facility, you may have to provide more time in your schedule for the participants to obtain a noon meal. Parking may be a problem unless the facility has this accommodation. If so, they usually charge for It.

Large hotels usually offer the most in the way of room space, service, and support. In large hotels you will find yourself competing with other meetings for services. At small hotels, you may be the only customer but have less choice of rooms and fewer staff to serve you.

Motor Inns

Motels, as a whole, offer the greatest latitude and flexibility for fulfilling many of your needs— greater choice in location, fewer distractions, and easier parking. Many now specialize in offering meeting rooms; however, service may vary depending on size, staff, and experience. Usually, there Is less choice in the size of meeting rooms.

Resorts

Old resort hotels have been converted to conference center environments. Their room facilities are often surprisingly modern, flexible, and with many options available. They provide fewer distractions and parking is no problem. Basic disadvantages are remoteness

and unavailability of public transportation.

Schools and Universities

Space may be available in local public schools, particularly during the summer and evenings. They typically use table arm chairs, and may not have the type of tables you need.

Local community colleges, vocational schools, colleges and universities may have appropriate space. If the facility is new, you might find all of the flexibility you need. Scheduling, parking, and services rendered can present problems.

ACCOMPLISHING THE ASSIGNMENT

An experienced arrangements coordinator knows that reserving and confirming meeting rooms is only a small part of the job in making physical arrangements.

Where do you begin? What information is needed? What features or details need to be considered? By this time, you may be asking yourself these kinds of questions. Below and in the sections to follow, you will find sufficient information, specifications, guidelines, and job aids to enable you to accomplish your assignment. Naturally, it is impossible for us to cover every detail or problem which may arise. For special or complex problems and situations, we suggest seeking the advice and or assistance of an experienced arrangements coordinator.

Information Needed:

Before you can begin to arrange for facilities, you will need certain information and data from the program planner or coordinator.

1. Proposed dates and time periods? Alternative dates? Are evening sessions being planned?

2. How many participants, staff, guest speakers, observers, visitors and any others will attend for whom interpreters, space and/or material must be provided?

3. What type of multi-media presentations will be scheduled?

4. What are the objectives of the meeting?

5. What is the purpose or function—Instructing, planning, problem solving or informing, or a combination of these?

6. What type of atmosphere is desired?

7. What kind of interaction is desired: primarily between speakers, speaker and participants, among participants, or a combination ?

8. What materials will the participants re- quire?

9. What presentation methods are planned? When? In what sequence?

10. Will the total group be divided into small teams? When? How often? How many teams? How many people per team?

11. Where are most of the participants coming from?

12. Are there any special requirements needed or activities planned?

13. How are the participants travelling? When should they be expected to arrive? Will a liaison be needed to meet them?

14. What and how much material is needed for each participant? How will the material be distributed or made available? Who is responsible for getting it there?

15. How much is budgeted for: facilities, rental or purchase of equipment, materials, and supplies?

16. What type of equipment (projection, recording or PA system) is planned or needed? Who is to furnish it?

17. Will a certificate be awarded? Will it be for participation, attendance, merit or achievements?

REFERENCE GUIDE

Meetings
and
Facilities

information

planning

instruction
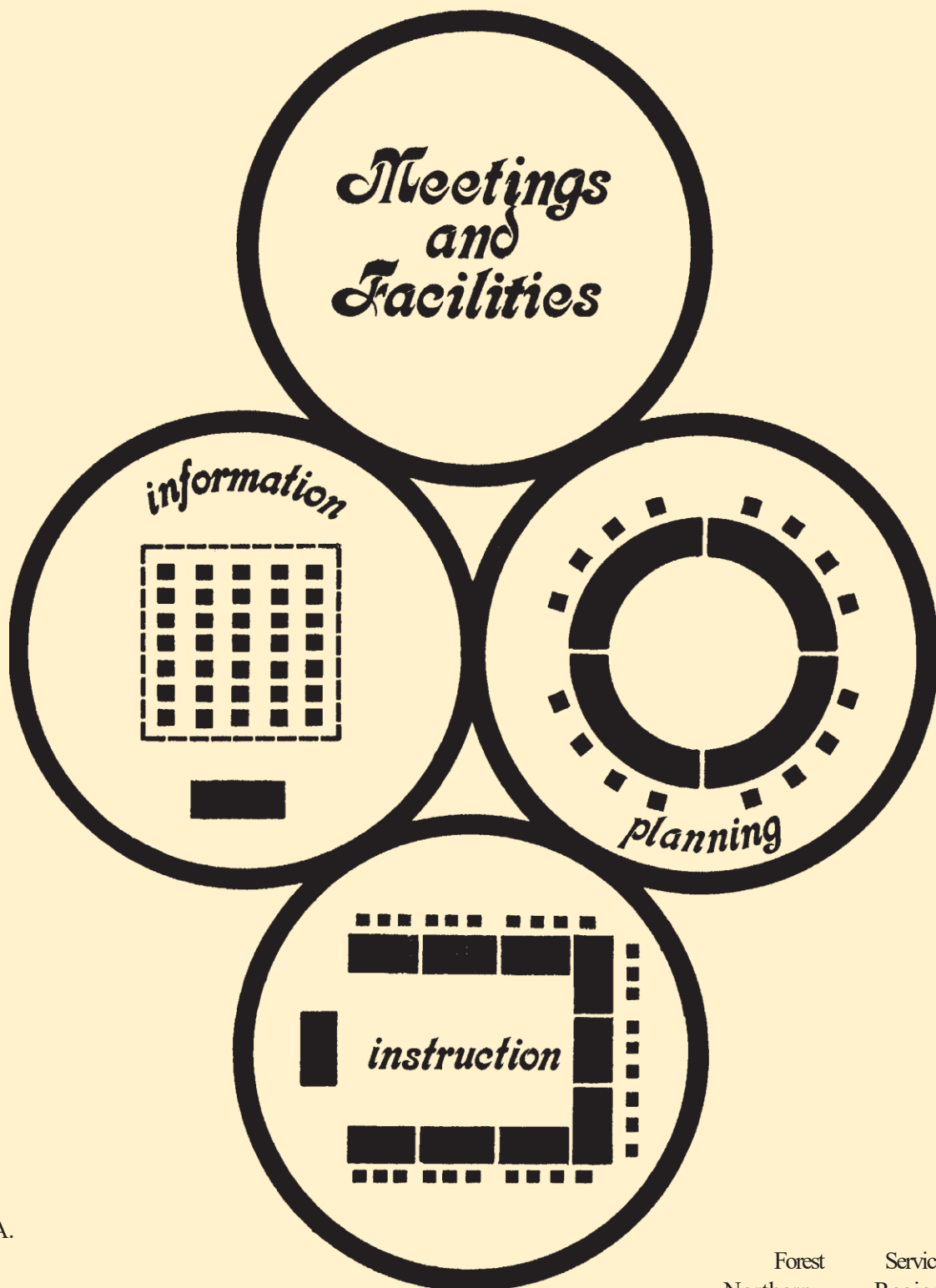
U.S.D.A.

Forest   Service
Northern   Region
Missoula,Montana

NDRF: TOT (Training of Trainers)

Lesson

11

CLASSROOM MANAGEMENT

LESSON OBJECTIVES

Upon completion of this unit, you will be able to do the following:

1. Define classroom management.

2. Describe the three keys to successful classroom management.

3. Describe the role of the instructor as classroom manager.

4. Handling Challenging Participants.

1 **Classroom Management**

> Classroom management is the employment of those policies, procedures and techniques which are designed to secure effective learning.

1. **Efficiency -** Prevent or reduce the non-content factors which can detract the participants from the learning activities.

    Seating - Meets needs of class, access, movement, visibility.

    Lighting - Adequate, switches, control-light on screens

    Acoustics - Everyone heart, sound system and mike.
    Equipment Is what you need available.

    > Does it work?
    > Do you know how to operate it?
    > Projectors, boards, screens and props. Outlets, cables and adaptors.

    Ventilation/temperature Warm enough? Too warm? Ventilation OK? Controls?

    Classroom appearance Room clean?

    Boards erased?

    Hazards secure - cables

    Classroom policies Be sure class knows

    > Breaks When, how many, where, times
    > Smoking Where it is allowed. Suggest no smoking in the classrooms
    > Questions Welcome? Any time? Follow-up?
    > Evaluation What is the criteria? How? When?
    > Timeliness Start on time. End on time. You be on time

2. **Competency -** Have the content knowledge, use quality materials, and be personally ready.

    Content knowledge - know your subject

    Materials - adequate, accurate, quality

    Personal – Practice, know your audience

Confidence A state of mind. Differs from ego. Never fake it. OK to
    not know the answer

Attitude Don't act superior and talk down. Be comfortable. Have fun.

Awareness Watch for non-verbals. Be aware of the students. Be
    sensitive to changes.

Flexibility Be flexible and adjust to the needs of the students.

3. Effectiveness - Use all of the tools available to an instructor to make certain that the objectives of the training are achieved.

You as instructor You are the method of delivery for the course.

Personal Dress and appearance.

Presentation Your energy and style - attitude.

Communication - Watch for barriers.

Pace - Deliver only that which can be received.

Presence Voice - practice with a video or audio recorder.

Vocabulary - watch your terminology and buzz words.

Non verbals - know what is appropriate for the audience.

You as manager

Prevention

Pre-work, Objectives, Ground rules, Agenda, be available.

Interaction

Offer frequent opportunities for students to interact - question.
Listen when the students ask questions or comment.
Answer the question if you can. Defer and use the "file "if necessary.
Encourage discussions but keep on focus
Use active listening - boomerang, reflection, paraphrasing.

Response

Avoid battles with students. Tactfully respond to disagreements.
Resolve discipline problems. Never lose your
temper. Try to handle problems in private.
Avoid making excuses and apologising for something you forgot.
Never threaten to give tests or extra work as punishment.
Deal adult to adult.
Be in control-don't let the class take control away.

2

Handling Challenging Participants

In any training environment — especially in high-stress or diverse groups like those in NDRF — instructors may face challenging participants. These could be individuals who interrupt, dominate discussions, question authority, disengage or disrupt group focus. Effective trainers don't avoid such situations — they anticipate, manage and redirect them professionally.

Types of Challenging Participants & How to Handle Them

Type	Behavior	How to Handle
The Constant Talker	Interrupts or talks excessively, often off-topic	Acknowledge briefly, redirect to the group, use time limits on responses
The Dominator	Overpowers group discussions, doesn't let others speak	Assign group roles to ensure balance; politely limit airtime
The Skeptic/Critic	Challenges everything; questions trainer's knowledge	Validate concerns, offer data/examples, invite discussion during Q&A
The Silent/Loner	Avoids participation, doesn't respond or engage	Use small groups or pair work; ask direct but low-pressure questions
The Distractor	Uses mobile, talks to others, disengaged	Move closer, use name, ask for input, pause session if needed

Core Strategies for Handling Difficult Behavior

1. **Set Expectations Early**
   Establish rules (mobile use, respect, participation) on Day 1.

2. **Stay Calm and Professional**
   Never raise your voice or show anger. Respond with measured tone and body language.

3. **Use Non-Verbal Cues**
   Eye contact, moving closer or a pause can discourage distractions.

4. **Acknowledge, Then Redirect**
Avoid direct confrontation. Say:- *"That's a valid point — let's discuss that after this section."*

5. **Involve the Group**
Ask others for their opinions to balance a dominant voice or divert control.

What to Avoid

1. **Don't embarrass participants publicly**

2. **Don't ignore repeated disruptions hoping they will stop**

3. **Don't engage in arguments or power struggles**

4. **Don't let one person hijack the group's learning time**

Sample Phrases for Trainers

1. *"I value your point — let's park it and come back in Q&A."*

2. *"Let's hear from someone who hasn't spoken yet."*

3. *"We'll have time for extended discussion in the breakout session."*

4. *"Let's respect everyone's time and keep our focus on the objective."*

"Control the classroom not by force, but by presence, fairness and clarity."

Classroom Management
Post Test

1. Define classroom management.

   The employment of those policies, procedures and techniques which are designed to secure effective learning.

2. Describe the three keys to successful classroom management.

   a. Efficient

      Prevent or reduce the non-content factors which can detract the participants from the learning activities.

   b. Competent

      Have the content knowledge, use quality materials and be personally ready.

   c. Effective

      Use all of the tools available to an instructor to make certain that the objectives of the training are achieved.

3. Describe the role of the instructor as classroom manager. a. Prevention

      Remove barriers to student participation, eliminate doubt and uncertainty and anticipate problems.

   b. Interaction

      Use active listening, encourage discussion and provide feedback.

   c. Response

      Resolve problems promptly, respond adult to adult and remain in control

CLASSROOM MANAGEMENT

DEFINITION

Classroom management is defined as the employment of those policies, procedures, and techniques that are designed to secure effective student learning.

An instructor may be thoroughly skilled in the subject to be presented. The students may be attending classes regularly. The instructor may be performing to the best of his/her ability. There is still no guarantee of success in accomplishing the objectives. The circum- stances under which the training is conducted are frequently the determining factor.

Instructors, in their own way, are executives. They are responsible for people, time and materials. They must plan, establish or execute policies, and see that tasks are completed. They are responsible for equipment and materials used in the classes. They must be able to write reports and evaluate papers submitted by students. They perform, on a smaller scale, all the fundamental responsibilities of a manager. They are fully responsible for everything related to the instruction.

Likewise, the success or failure of a well- conceived program of instruction depends strongly on the manner in which it is con- ducted. The achievement of the objective, regardless of its description in subject matter terms, demands that the instructor employs effective policies, procedures, and techniques in the conduct of the class—in other words "effective class management."

This reference is devoted to the discussion of problem areas relating to "classroom management." The focus will be on the responsibility of the instructor for anticipating events that might affect instruction unfavourably. It will point the way to solutions of events that, when unsolved, result in loss of rapport; interference or breakdown in discipline; and other forms of deterioration of the learning process.

Using this basis, we shall examine some of the details concerning classroom management techniques. We will suggest how best they may be applied to situations that will confront you as an instructor.

A mistake made by many inexperienced instructors is to assume that their influence on class begins at the "opening bell" and ends with the "closing bell". They might be surprised, if they could eavesdrop on some of the students.

The reputation of a course and the instructors frequently precede them. The manner in which the first lesson is conducted will affect the students' attitudes toward the instructors and their subject. Such comments as: "I wouldn't open my mouth in that class", "I couldn't hear", or "It

was so stuffy in there, I went to sleep" are not just gripes or alibis.

They are legitimate complaints, and will not occur if instructors are alert. They can demonstrate alertness by carefully considering and planning for the three basic elements of effective class management. These are:

- Well-planned physical arrangements be- fore, during and after class.
- Sound class policies which will:
  - Maintain discipline.
  - Encourage learning.
- Successful instructor-student relation- ships.

PHYSICAL ARRANGEMENTS

The instructor is responsible for the physical set-up of the classroom. Areas to consider are:

Lighting. The room should be properly lighted so students can see their notes and visual aids without undue strain on their eyes. Is the room able to be darkened if you are going to use projection aids? Are black out curtains or blinds needed? How are the lights dimmed and who will control the lights?

Heating/Cooling. The instructor must take the necessary steps to insure having a comfortable classroom. If the room is un- comfortable, make the necessary adjustments. Throughout the class watch for signs of student discomfort and ask for feedback. The classroom should be adequately ventilated. Prohibiting smoking and eating will help.

Training Aids. Training aids should be placed in such a manner that they can be handled easily and smoothly. It is the responsibility of the instructor to see that all aids scheduled to be used are available and located in the classroom.

Room arrangement. Use comfortable chairs and tables, arranged to provide maximum visibility and interaction be- tween students and instructor. A number of options are described in other references.

Seating Plan. You may want to arrange the name cards to separate normal work groups or problem students. Students should be guided to their proper places by the instructors. This will help you to learn their names quicker. A student seating plan placed at the lectern may aid the instructor in calling on the students by name.

CLASS POLICIES

Make class policies clear at the start. If the instructor clarifies the standard operating procedure, there can be little doubt on the part of the students as to what is expected. Also, students feel more secure when they know what they are supposed to do. Follow standards if already set, if not, define:

Smoking. Uncontrolled smoking in the classroom will result in a smoke-filled room which creates discomfort to students. All people do not smoke, and the eyes of some people are irritated by smoke. Normally, smoking is not permit- ted in classrooms. The class leader should be held responsible for the enforcement of this policy.

Dress. Usually nothing needs to be said. However, if someone comes dressed inappropriately

(distracting, hazardous, etc.) for the class, the instructor should address the problem on an individual basis.

Stand up. Students should normally not be required to stand up when asking or answering questions. If the group is large or there is a problem hearing you need to ask students in the back of the room to stand.

Absences. The policy on absences should be given in the course announcement in- formation and then re-stated at the beginning. If full attendance is required for successful completion than it should be stated and then enforced. However, the instructors should have an answer for emergencies such as an illness, etc.

Timeliness. Classes must begin and end on time. Time cues for the conduct of the les- son are determined by "dry-running" and serve as a guide. Schedules are made to be followed. Every instructor should ensure that they are ready to begin on time and end on time. When an instructor arrives

late, the students may think the instructor is not interested in the presentation of the lesson and a possible result will be the students will lose interest in the presentation. Completion of a lesson in less than the allotted time usually results in incomplete coverage of all the teaching points.

If the instructor runs over the scheduled time, he may cause resentment by the students for running into their free time. An over run will also affect the time allotted for the following lesson. Practice your les- son to ensure your timing is within the schedule. Students also have a responsibility in timing — to be seated and prepared for the lesson according to the time sched- ule.

Cleanliness. It is the instructor's responsibility to ensure the training area is left in good condition. Remember the next instructor must begin on time. All training aids must be removed and trash cleaned up. Students should be responsible for their areas. Report any deficiencies or items you are unable to correct to the course coordinator or management.

STUDENT- INSTRUCTOR RELATIONSHIPS

Control. The instructor is the "Captain of the Ship" and must always act as a leader. The students will respect the instructor more and will come to the class prepared to learn, once they realize the standards will be maintained.

Class Leader. Under some circumstances an elected representative of the class may be useful. The class leader can represent the class to the instructors and provide group feedback on any problems. The instructor should inform the class leader of his duties and responsibilities.

Familiarity. Learn how to pronounce the students' names before the class. Use name tags and table cards to help identify the students. Meet and greet the students as they come in to class for the first time so you can put faces with names.

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Develop cooperative attitudes. One of the better ways to motivate students and develop cooperative attitudes is to put into practice in the classroom the principles and techniques of leadership. Be flexible. Listen and support. Respond to student needs.

Appearance. Your appearance as an instructor will directly influence the way the students perceive you. Dress appropriately for the situation. If in doubt, ask other instructors or the local training experts.

Tact. Good discipline must be maintained at all times. The Arab who permitted a camel to put its head into his tent, soon found the camel occupying the tent and the Arab out in the cold. The moral of this is that there can be no compromise with discipline. It is either good or poor. The instructor who is inclined to allow small infractions of policies in an effort to be a good fellow is asking for trouble. Small infractions lead to larger ones, and eventually you will lose control of the situation. At the first breach of good conduct, corrective action must be taken; tactfully, of course, but nevertheless with firmness.
The class must know that standards are to
be maintained.

Know Students. A mistake made by many instructors is to assume all students can be instructed in the same manner. Most instructors research the subject matter that they are going to teach and dry run the lesson before teaching. Too few instructors research the students they are going to teach. The way an instructor teaches is as important as what he teaches. How subject matter is presented should be determined by the type of students receiving it.

    Preparation. The failure of the instructor to prepare will result in a disorganized lesson and confusion for the student. You should carefully plan your lesson. Then practice, practice, practice.

    Confidence. A lesson plan should be used as a guide, not as a crutch. Every instructor should be familiar with the subject matter. The lesson plan should be used as a check to ensure that all the essential teaching points have been covered. The greater the confidence the instructor displays, the more readily the students will accept what is being presented.

    Discussion. An instructor must be able to stimulate and guide class discussion. An unguided discussion will not enhance understanding by the students—rather, it will usually confuse as well as waste valuable teaching time. At times, the students will tend to veer away from the main teaching point. The instructor must guide the discussion back to the teaching point. One effective way of bringing a discussion back is to refer to the lesson objectives. When the students are discussing essential points in greater depth than intended and time is of the essence, then the instructor should tactfully summarize the discussion and lead into the next

teaching point.

Be Patient. Becoming hasty and impatient with a student is sure to defeat any honest effort they may make to learn. Remember many of the ideas are new to the student, but are part of an instructor's broad back- ground. Students see them as individual experiences not yet completely tied together. Rough spots require slow and thorough explanations to be sure they are understood before the next point is introduced.

Avoid threats. Generally, tactful handling of the situation will produce desired results. Once a threat is made, however, it should be carried out if the student fails to respond. Otherwise, these too become meaningless.

Test to measure. A test should never be used to punish students. Occasions may arise when it is necessary to test to deter- mine if the students have prepared them- selves for the instruction they are to receive. When tests are administered, they should always be graded and critiqued.

HAZARDS

Faking/Bluffing: Evasive answers by an instructor leave the student in doubt; both as to the instructor's ability and the value of the subject as a necessary part of his training. No instructor knows all the answers. There will be times when a student may pose a question that he cannot answer. The class will not hold it against the instructor for not knowing, but they do expect him to be honest with them. If he tries to bluff, the bluff will probably be called, and the confidence of the class in the instructor as an authority, will be ir- reparably damaged. The best policy is to say: "I am not sure of that, but I will look it up and let you know".

Acting Superior: Because the instructor may have command of his subject, which is far in excess of that held by others, is no valid reason for adopting superior attitudes. Talking down to a class is an excellent way to arouse resentment and destroy morale. The students will respect you more for any inherent knowledge you may have of your subject. As a matter of fact, students may be expert in some other field about which the instructor knows very little. Occasionally, instructors will find a student who actually knows more about the subject than they do!

Lack of Enthusiasm: Following through on students' questions and citing personal experiences and applications generally instills in the minds of the students the feeling that the instructor believes in 'the importance of the subject he is teaching. It is evidence of enthusiasm on his part, and enthusiasm is contagious! Once you have established this contact with the class, it should be kept alive. The instructor should look at all the students during instruction. Each student should feel he is being spoken to personally. Occasionally, when a

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lesson is given over and over, there is a tendency for the instructor to be- come somewhat mechanical in the presentation. The effective instructor recognizes this pitfall and works harder to maintain student interest.

Profanity or vulgarity: Another good way to destroy class interest, to lose the respect of the class, and to arouse antagonism is the use of profanity. Vulgarity on the part of the instructor definitely alienates the students. In addition, it proves to the class his vocabulary is limited and sooner or later its use will prove to be a source of considerable embarrassment. This applies also to the use of jokes or stories of questionable tact. If a story is likely to embarrass or ridicule one person or group because of race, colour, creed, sex or national origin, **it must not be used.**

Excuses: While it is the responsibility of the instructor to ensure that everything is ready for his presentation, if something is forgotten, excuses should not be made.
Apologizing because you forgot to bring an aid will only make the students wonder if you are really interested in the material being presented and the students receiving it. If equipment was scheduled for a class, and due to circumstances beyond your control, the equipment was not available, you may want to inform the students of the delay or cancellation.

 Weak summary: The summary has a double purpose. It is designed to review the important teaching points and to tie this les- son to other lessons. The summary can be developed either by lecture method, or if time permits, by questions designed to measure how much the students have learned during the presentation. The ques- tion method may reveal an occasional lack of understanding or, even more probable, a shortcoming in the instruction. The summary can guide the instructor to improving later lessons on the same subject.

SUMMARY

This discussion has been concerned with two points: developing understanding of the elements of classroom management, and deter- mining how these elements should be applied to training situations.

There is nothing new or startling in the elements that have been presented or in the application of these elements to specific situations. Each is the outcome of common sense, fortified by prior planning. It has been demonstrated that the problems of classroom management are vitally important. The analysis of most situations shows that "an ounce of prevention is worth a pound of cure." The best insurance against the development of an unfavourable classroom situation is to: first, check the physical arrangements before the class be- gins; second become thoroughly familiar with, and enforce desirable classroom policies; and third, keep constantly in mind that good instructor-student relationships do not grow of their own accord. Anticipatory planning, regard for the human element in instruction, and the application of common sense will see the instructor through to his objective.

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TESTING AND EVALUATION

LESSON OBJECTIVES

Upon completion of this unit, you will be able to do the following:

1. Explain the difference between knowledge testing and performance testing.
2. Describe how, what, why, and when we test.
3. Define validity and reliability as they pertain to testing.
4. List five different types of test items that may be used in the construction of a knowledge test.
5. Describe methods for giving constructive feedback to trainees

A test:

Complete the following form used to account for supplies.

Describe the process for evaluating damages to infrastructure.

Given the following information, complete the calculations for bridge capacity.

Using the available tools and supplies, diagnose and repair the given radio.

1 TESTING AND EVALUATION

Definitions

> ***Knowledge testing*** measures participants retention of facts and concepts. A written or oral test is the usual method.

> ***Performance testing*** measures the participants skill at using facts, concepts, processes or procedures and manipulative skills to accomplish a specific task.

Why we test

> ***Feedback*** To give participants and instructors a progress check.

> ***Validation*** Is instruction doing what it is supposed to do.

> ***Certification*** Have participants reached a specified competency level.

> ***Alternatives*** Participants demonstrate skill or knowledge - competency in lieu of training.

What we test

> ***Knowledge*** Facts, concepts, vocabulary, procedures and processes

> ***Skill*** Use of knowledge and ability to perform tasks.

> ***Competence*** The level of knowledge and skill as rated against a criterion.

> ***Ability*** Innate capabilities to perform tasks.

How we test

Written Widely used in education and training. Knowledge testing.

Oral An alternate for written testing for students who have unique situations.

Performance To test skills and the use of knowledge.

When we test

On the Job: The test measures or identifies the employee's ability to perform requirements of the job.

Training development: The course design may take several directions before final product is realised.

Pre-test: As a selection process, to identify strengths, to design approach, to finalize agenda

During training: To check competencies in specific instructional blocks or instructional objectives.

Post Test: May serve as instrument which certifies that specific competencies/ outlines are attained.

Definitions:

Validity - The extent to which a test measures what it is supposed to measure.

Reliability - The degree to which a test repeatedly measures the same thing.

Types of test items

Essay - The student is asked to write what they know about a subject.

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Matching- Statement and facts are matched from scrambled lists.

True - False - Statements are identified as true or false.

Multiple choice - The correct answer is selected from among several incorrect choices.

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An Ideal System of Testing

EMPLOYEE		On to the Job
		2 *Pass*
1	Performance Test	
		3 *Fail*
	4	
Job Requirements		On to Training

NOTES

_____

_____

_____

_____

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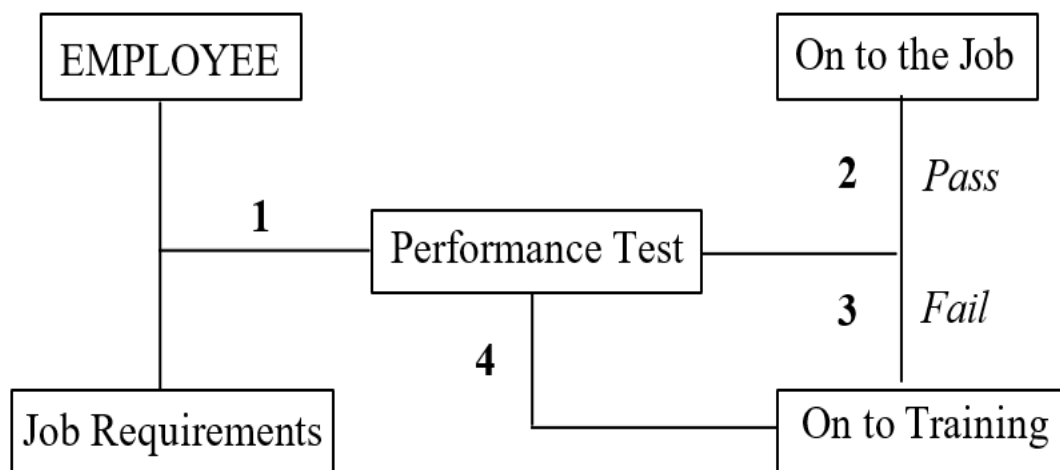
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Bloom's Taxonomy: A Framework for Designing Effective Learning

Bloom's Taxonomy is a hierarchical model used to classify educational learning objectives into levels of complexity and depth. Developed by Benjamin Bloom and later revised by educational theorists, it helps trainers ensure that learning outcomes move beyond simple memorization and encourage higher-order thinking skills like analysis, evaluation and creativity.

In a training context, Bloom's Taxonomy enables instructors to:

1. Set clear and measurable learning objectives

2. Choose appropriate teaching methods

3. Design assessments that match the depth of the content

4. Track learner progression from basic to advanced understanding

Why It Matters in Training of Trainers (TOT)

In TOT programmes, trainers are not just passing knowledge—they are preparing participants to **apply**, **analyse** and **transfer knowledge** in real-life situations. Bloom's Taxonomy ensures that training:

1. Is structured from simple to complex

2. Encourages critical thinking

3. Promotes skill application in practical environments

4. Aligns teaching with evaluation strategies

The Six Cognitive Level of Bloom's Taxonomy

Level	Cognitive Process	What It Means	Examples in Training Context
1. Remember	Recall facts, terms, or concepts	The ability to retrieve basic knowledge	"List the steps of Search and Rescue (SAR)"
2. Understand	Explain or summarize ideas	Show comprehension of concepts in own words	"Explain the principle of disaster triage"
3. Apply	Use knowledge in new situations	Implement learned content in practice	"Demonstrate how to apply a compression bandage"
4. Analyse	Break down	Understand structure and	"Compare different

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	concepts into parts	relationships	evacuation methods in a flood"
5. Evaluate	Make judgments based on criteria	Assess methods or outcomes logically	"Evaluate the effectiveness of a disaster drill"
6. Create	Develop new products or plans	Combine ideas to build something original	"Design a mock emergency response plan for a village"

How Trainers Can Use Bloom's Taxonomy

1. While Planning Objectives

Use action verbs from each level to clearly express what trainees should achieve.
☑ *Instead of:* "Participants will know disaster response."
☑ *Use:* "Participants will be able to **demonstrate** disaster response techniques."

2. While Choosing Instruction Methods

2.1 Use lectures, visuals and discussions for lower-level learning (Remember, Understand)

2.2 Use hands-on activities, case studies, role plays for higher-level learning (Apply, Analyse, Evaluate and Create)

◆ 3. While Designing Assessments

4.1 Use multiple choice or short answers for basic recall

4.2 Use practical evaluations, presentations, or group projects for higher levels

Trainer's Insight

"A good training doesn't stop at 'knowing'—it moves the learner toward *doing*, *thinking*, and *creating*."

Constructive Feedback

Evaluation is not complete without feedback. In training environments like NDRF, where performance and accuracy are critical, constructive feedback helps trainees understand what they did right, where they went wrong and how to improve. It turns evaluation into a learning experience, not just a score.

"Tests measure performance. Feedback improves it."

Purpose of Constructive Feedback in Evaluation

- ✓ Helps trainees internalize assessment outcomes

- ✓ Bridges the gap between performance and expectations

- ✓ Encourages self-reflection and correction

- ✓ Maintains motivation and morale, even when results are poor

- ✓ Guides trainees towards continuous improvement

Effective Methods of Giving Constructive Feedback

1. The Sandwich Method (Positive → Improvement → Positive)

Use this during individual result discussion or skill evaluations.

Example: "You followed the rescue procedure well. Just remember to secure the scene before calling your team in. Overall, great presence of mind."

2. Self-Reflection First

Before giving feedback, ask the trainee:

- ✓ "How do you think you did?"

- ✓ "What would you do differently next time?"
  This encourages ownership of mistakes and builds accountability.

3. Rubric-Based Feedback

Use structured evaluation rubrics that break performance into clear categories (e.g., **Safety**, **Accuracy**, **Teamwork**, **Leadership**) and provide comments under each.

✅ This makes feedback specific and helps the trainee understand **what aspect** needs work.

4. One-on-One Feedback Sessions

Best used for personal or detailed assessments (e.g., during mock presentations or field drills).

Steps:

- ✓ Share results calmly
- ✓ Highlight strengths
- ✓ Discuss areas needing improvement with suggestions
- ✓ Ask for trainee's input

5. Group Debriefing After Activities

After tests or simulations, hold a short session to:

- ✓ Summarize overall group performance
- ✓ Highlight examples of good practice
- ✓ Mention common mistakes (without naming)
- ✓ Encourage peer reflection and sharing

Tips for Effective Feedback Delivery

✅ Do	❌ Don't
Be specific	Be vague or general
Focus on behaviour, not personality	Use personal criticism
Use encouraging tone	Humiliate or embarrass
Suggest improvements	Only highlight mistakes
Be timely	Delay feedback for too long

NDRF: TOT (Training of Trainers)

Methods of Evaluation
Post Test

1. T. (F.) Knowledge can be tested but skill cannot.

2. Explain the difference between validity and reliability in testing.

   Validity refers to whether a test measures what it's supposed to. Reliability is about the consistency of a test to measure.

3. Matching.

   ___ What we test   A. Post Test

   ___ Why we test   B. Knowledge

   ___ How we test   C. Feedback

   ___ When we test   D. Written test

4. Fillin.

   A ___*Performance*___ test measures the students' knowledge and skill.

5. Explain why this unit post test may or not be valid and reliable.

   The test seems to measure the objectives. We do not know what the statistics are about what other students have answered.

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GROUP EXERCISE MEETING

LESSON OBJECTIVES

Upon completion of this lesson, the participants will be able to:

1. State the importance of consensus in instructor group decision;
2. Describe the coordination necessary when conducting training with more than one instructor;
3. Describe a process for conducting instructor group meetings.

GROUP TEACHING EXERCISE

__Action__ Participate with a group of other students in the presentation of a lesson of training. The group will develop objectives, lesson plans, visual aids, handouts and testing. The group will coordinate their presentations to provide continuity and smooth flow of training.

__Conditions__ A classroom environment suitable for conducting training, a group of trainee instructors who will function as trainees for the purposes of training presentations, the necessary visual aid equipment (i.e.; OH projector, slide projector and/or flipchart and easel), and the necessary materials to prepare visual aids.

__Standards__ Each presentation will contain at least one training objective, one visual aid, interaction with at least 2 participants and a means of evaluation. Objective, visual aid and presentation will meet minimum standards established by the course. Presentation will be within time limits without a last minute rush to finish. Participants receiving the training will be evaluated for effectiveness of the training.

KEY POINTS

A training course with more than one instructor must be a coordinated effort Training is not a competition between instructors. The participants will be the losers. A group process is needed for instructor coordination meetings.

Meeting decisions need to be **consensus** decisions.

> ## CONSENSUS
>
> *Everyone has been heard, Everyone agrees,*
> *and is willing to support the decision.*

Value of consensus decisions:

A group of instructors must be focused on the purpose and objectives for the training. All of the instructors need to agree on and support decisions that are

made about the training to be con- ducted. People are more likely to support a decision they have participated in making and with which they agree.

The alternative to consensus decisions, the majority vote, results in someone being a loser. Losers are less likely to support a decision with which they disagree. A leader decision is "not my decision".

I am because we are.

2

INSTRUCTOR COORDINATION

1.   Need for coordination
      1.1 Training conducted with multiple instructors is complicated
      1.2 The success of a training program is directly related to how well the training activities are coordinated.
      1.3 Confusion among instructors confuses the participants.

2.   What needs to be coordinated.
      2.1 The first priority is the objectives. Lesson and unit objectives must support the course objectives.
      2.2 The objectives must be in the proper sequence. Refer to sequencing in the unit on lesson planning or the Guidelines and Format for Course Development.
      2.3 The content must flow logically. Coordination works to eliminate duplication and omissions. Again, sequencing is important.
      2.4 The agenda must be developed with realistic times. Lesson plans determine how much time. Then the instructors must follow the plan. This all needs to be coordinated to work.
      2.5 Staging a course is like presenting a play. There needs to be a plan for who will be doing what where and when. Classroom and participant logistics, A/V equipment, arrangements, exercises, etc.
      2.6 All supporting materials-work books, handouts, visual aids and supplies must be coordinated for content and reference.

3. How much coordination
    The amount of coordination necessary depends on the course. A course like the Training For Instructors course, with lots of

exercises, equipment and support materials and multiple instructors, requires a great deal of coordination. A course with mostly interactive lectures is less complicated and probably requires less coordination. Courses with simulation exercises require much more coordination. The quality of the course materials will also effect the coordination.

Coordination process

Course coordinator role

The course coordinator role will vary depending on the course. One person may coordinate both the logistics and the instructors or as in the case of the TFI course, a logistics coordinator is used and a lead instructor acts as the instructor coordinator. Some courses and workshops may have an overall course coordinator in addition to a logistics coordinator, an instructor coordinator and maybe a transportation coordinator or others.

Instruction coordinators must balance the need to coordinate instruction with maintaining freedom for the instructors to teach. The rule is to facilitate coordination.

Group memory

One of the most useful tools for successful meetings is the group memory. Using flip charts on the wall and coloured pens to record the meeting has many benefits:
- the group stays focused.
- everyone knows what has been said.
- repetition and restating are reduced.
- it is easier to organize ideas.
- agreements are reached and remembered.

Organizing your flip charts helps to organize the group. Pre-make an agenda, desired outcomes, ground rules and issues to be discussed. Have flip charts separated to record:
- chronological notes.
- decisions.
- an action plan.
- a "file" for items to be discussed later.

File	Notes	Decisions	Actions
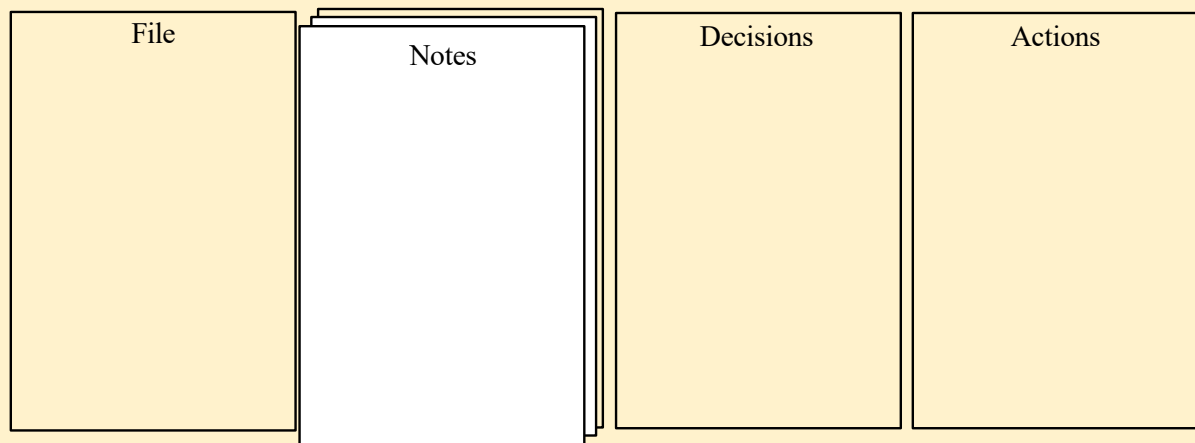
Desired outcomes-ground rules

As with all activities, if you don't know where you are going, you won't know how to get there and you won't know when you have arrived. Develop desired outcomes for every meeting. Get group agreement on them before proceeding. Establish ground rules on how you will proceed-then abide by them. This helps a group stay on track and avoids lots of conflicts.

Agreements

Successful meetings are a series of small agreements that result in final consensus on the desired outcomes. A good rule is **do not proceed unless you have agreement**. You will end up coming back to the point where you lacked agreement. Record your agreements on the group memory so that you can refer back to them.

Some tools for problem solving/decision making

1. Brainstorming - A method for generating ideas. Some rules are, make no evaluations during brainstorming, and any idea is OK.

2. Sort by...Once you have created a list of ideas, it may be useful to sort them in some way-categories, types, etc.

3. Rank Order - A technique for putting ideas in order of importance to the group. The total number of ideas is divided by 3. Group members then vote for that number of ideas according to their personal preference.

4. Word Clarification - Frequently there are words that need to be defined before groups can proceed. Agreeing on definitions can be very important.

5.   Buildup and eliminate - A commonly used tool to combine and reduce ideas into statements that all will support. Taking the best parts of 2 or more ideas can result in agreement.

6.   *Facilitative Behaviours*- Things you can say or do at the beginning or during a meeting to help a meeting to be successful.

7.   Active listening…Use Boomerang, Parroting or repetition and Paraphrasing.
      - Boomerang - Repeat the question back to the group for more input.
-    Parroting/echoing - Repeat back a statement exactly as stated. This forces the speaker to hear his or her own words.
      - Paraphrasing - Stating in your own words what you think you heard said by someone.

8.   Listen as an ally. Listen to understand not rebut.…Listening for comprehension is a powerful facilitative behaviour.

9.   Ask open-ended questions… Asking yes or no questions forces people to take a stand.

10.   Be positive - encourage participation…Participation means involvement which will result in better decisions.

11.   Focus on the desired outcomes…This helps keep a group on track and moving toward consensus decisions and solutions.

12.   Don't be defensive…Avoid arguments by not arguing back. Do not take comments personally.

13.   Accept and legitimise - Acknowledge others points by accepting and legitimising the ideas. Use active listening techniques and record on the group memory.

Scenario

1. Cyclone Preparedness Training – Odisha

Scenario:

After receiving ToT in instructional methods and community engagement, NDRF trainers organized a 3-day cyclone preparedness workshop in a coastal village in Odisha.

Outcome:

- Local school teachers, volunteers, and fishermen were trained in evacuation drills and emergency communication.

- When Cyclone "Yaas" approached, villagers evacuated early, set up shelters, and assisted elderly residents.

- No fatalities were reported, and district officials credited the pre-event community preparedness training.

2. Urban Search and Rescue (USAR) Simulation – Delhi

Scenario:

NDRF personnel trained through TOT led a multi-agency urban disaster response simulation excercise involving SDRF, fire services and civil defense.

Outcome:

- TOT-enabled instructors facilitated realistic search and rescue drills in collapsed structures.

- Roles were clearly assigned, communication was smooth and safety standards were followed.

- The simulation was praised for its coordination and was later used as a model for other states.

3. School Safety Program – Assam

Scenario:

After undergoing TOT focused on child-centric training, an NDRF unit conducted a School Earthquake Safety Workshop in Guwahati.

Outcome:

- Over 300 students and teachers participated in mock drills and learned basic first aid.

- One month later, a minor earthquake hit the region — students followed drop-cover-hold techniques and safely evacuated.

- Local media highlighted the NDRF's role in "saving lives through education."

4. First Responder Training for Panchayat Leaders – Maharashtra

Scenario:

TOT qualified personnel of NDRF conducted a **First Responder Course** for elected panchayat members in flood-affected areas of western Maharashtra.

Outcome:

- Participants were trained in CPR, crowd control, basic rescue and resource management.

- During the next monsoon season, village leaders set up community boats and rescue posts without delay.

- Their rapid response helped stabilize conditions before external help arrived.

5. Landslide Risk Awareness and Evacuation Drill – Himachal Pradesh

Scenario:
Using techniques learned through TOT, NDRF instructors organized **interactive awareness sessions** and evacuation drills in a landslide-prone district.

Outcome:

- Villagers learned to identify early warning signs like soil cracks and water seepage.

- A small landslide occurred 10 days later — residents self-evacuated using identified safe routes.

- The drill was cited by local authorities as the key reason for zero injuries.

ABILITY: Those personal characteristics (physical and mental) that an individual brings to the job or to training. The ability to lift a 50 ft. length of 2 1/2 inch fire hose, 20-20 vision, or to remain calm in a stressful situation may be examples.

ACTIVE LISTENING: The listener takes and active role in helping the speaker to achieve their desired communication objective. The listener uses feedback techniques of boomerang, Parroting, and paraphrasing to facilitate understanding.

APPENDIX: Supplementary material to be included at the end of the text.

BEHAVIOUR: The manner in which one conducts oneself. In evaluating, we are interested in a change in behaviour from present to future. Has the learning brought about the desired behavioural change?

CHALLENGING: The trainee or the super- visor believe that training is unnecessary because the individual already possesses the knowledge and skills required. The individual is tested in lieu of training.

COMPETENCY: The level of proficiency a trainee or employee has achieved in a particular skill, task or job.

COURSE: Training material developed to meet requirements of a major function of some position. It is based on a logical grouping of performance objectives.

COURSE DEVELOPMENT: Refers to the entire process of building a single course beginning with the decision to conduct the course and ending with the final validated course package.

COURSE DEVELOPER: The person who has the task of insuring that all phases of the course development process are accomplished in a professional manner.

COURSE UPDATE: Revision process of removing outdated information from course content or changing content to conform to changing objectives and replacing it with information of a more current nature. The course then may or may not have to be re-validated depending upon the extent and nature of the information changed.

CRITERION OBJECTIVE: Objectives that specify precisely what behaviour is to be exhibited, the conditions under which behaviour will be accomplished, and the minimum standards of performance. Criterion objectives describe only the behaviours that specifically satisfy a job performance requirement.

CRITERION TEST: Test to determine if behaviour reflected in criterion objectives has been acquired.

CURRICULUM: An aggregate of courses of study given to meet training certification or requirements. This includes management and support functions.

DUTY: A general category of work or area of responsibility. A duty is composed of a group of related work activities called tasks.

DETAILED LESSON PLAN OUTLINE: The form used in the body of the instructor's guide for assembling all instructor material and special instructions for the presentation of a segment of a course.

ENTRY LEVEL PERFORMANCE (ELP):
The level of performance the trainee brings with him that is relevant to the job performance requirements (JPR). Training must bridge the gap between ELP and JPR.

EVALUATION: A process by which the results of instruction are compared with the performance and instructional objectives. Evaluation of the course, the instructor and the trainees are all part of this process.

EXPERTISE: An expert skill or knowledge in any particular field.

FEEDBACK: A form of communication that enables a person to recognize what another person feels at a particular point in time about a particular thing. This kind of communication is a dynamic two-way experience and is very complex. Feedback is perhaps the most important aspect of an instructor's evaluation of reaction.

GLOSSARY: A list of terms in a special field, subject or area of usage, with accompanying definitions.

HANDOUT: Any item of reference that the instructor presents to the trainees for their personal use during a block of instruction.

INSTRUCTION: The presentation of mate- rial designed to meet specified and measurable objectives.

INSTRUCTIONAL OBJECTIVE: A competency that we want the student to attain during a specific instructional unit, lesson, or block of instruction.

A specific statement, in observable and measurable terms, which enables the accomplishment of more broad performance objectives. Instructional objectives describe the behaviour that instruction is to produce, stated in terms of what the trainee will be able to do, the conditions requiring the action, and where appropriate, a standard of accuracy or speed.

INSTRUCTIONAL PROCESS: Any method of developing and presenting training material to a group of trainees. Example would be lecture, computer, etc.

INSTRUCTOR: An individual who teaches or conveys knowledge and/or skills to other individuals. The instructor should be proficient in the subject and in adapting instructional methods and techniques toward course development and presentation.

INSTRUCTOR'S GUIDE: A tool used by an instructor for the sequencing of ideas, instructions, and materials for the orderly presentation of a course.

INTERACTIVE INSTRUCTION: Instructional process in which the trainee is re-quired to respond frequently to the instruction. In a tutorial setting, there is a continual exchange of information between tutor and trainee; group interaction involves a group of trainees working or interacting together to solve problems, etc.

INTRODUCTION: Material presented at the beginning of a course as a formal preliminary guide or statement to the reader and class.

JOB INVENTORY: A written description usually in outline form covering a category of work. The components include: (1) a General Description of the job; (2) Duties; (3) Tasks and their Key-Steps, Standards and Conditions. The Job Inventory is the basis for developing all performance testing and training programs.

JOB PERFORMANCE REQUIREMENTS: What the individual needs to know and do to perform a specified job; these can be ascertained through completion of a detailed task analysis.

KNOWLEDGE: See the levels on page 5.

LESSON: The smallest subdivision of a course or unit, which should be taught without interruption.

MASTER PERFORMER: A person(s) who has a great deal of knowledge of a particular subject, and is recognized as outstanding in the job. See also Subject Matter Expert.

MEDIUM: A physical means to present or work with information. (Transparencies, slides, CD-ROM, video and audio tapes are media.)

METHOD: A teaching concept used to present or work with information. Lectures, skits, role playing, practical simulation exercise, and group discussions are methods.

OBJECTIVE: Something that one's efforts are intended to obtain or accomplish; normally a goal that can be reached and measured in education.

PERFORMANCE OBJECTIVE: The total combination of several competencies that are required to perform a task. A description of performance (behaviour) expected from trainees upon completion of training. It must be observable, measurable, and state criteria for success.

POST TEST (POST COURSE TEST): A test given to a trainee or group of trainees upon completion of a course of instruction to measure learning achieved. Also known as a Final Test.

PRE-COURSE TEST (PRETEST): A test given to a trainee or group of trainees prior to conducting a course. The purpose of the pretest is to identify performance deficiencies of employees. In doing so, we also identify those employees who do not meet the entry level performance required for the course or who already exhibit the performance level which the course is designed to achieve. Selection of trainees may be made based on these tests.

PREFACE: A preliminary statement by the author or editor of a course setting forth its purpose and scope, expressing acknowledgement of assistance from others, etc.

PREREQUISITE: A requirement, usually a segment of training or comparable learning experience, stated for attendance of a course. Testing is a tool that may insure that trainees meet course prerequisites, thus the desired entry level performance.

PROGRAMME: A selection of courses designed to fulfil the needs of one or more employees (usually a group of employees sharing common needs). A program may consist of courses selected from several curricula.

PURPOSE: A broad statement of the intent, the need for, and the target group for which a course is designed. It differs from objectives in that the purpose is not stated in measurable terms.

RELIABILITY: The degree to which a test repeatedly measures the same thing.

SKILL: A technical proficiency in a particular task; generally, it relates to performance by manipulation; e.g., a skilled pump operator.

SLIDE: A slide is a transparency usually in colour for projection, mounted in square frames usually 2" x 2" made from 35mm.

SUBJECT MATTER EXPERT (SME): A person who has a great deal of knowledge of a particular subject.

STEP: Is the smallest action or decision required to perform the task. Steps are used to identify the starting and end points of a task and the training requirements. Key Steps are the most frequent causes of failure or have serious consequences when not performed correctly.

TARGET GROUP: A group of individuals with similar training needs and knowledge level for which a course is designed.

TASK: Generally a single action statement which produces and observable and measurable interim or end product. A task specifies what is to be done, not how the action is to be accomplished. A task will contain an overt or covert (plus overt indicator) action, the task conditions and task standards.

TASK ANALYSIS: A process of listing tasks and steps required to complete the tasks to perform a specified job.

TASK LISTING: A listing in categories and priorities. All the tasks identified in the task analysis.

TEST: A set of questions, problems, or exercises to evaluate one's knowledge, abilities, aptitude, or qualifications of a subject or skill.

TRAINING AID: Anything that helps or augments the instructional presentation; e.g., films, transparencies, models, etc.

TRANSPARENCY: A sheet of film used with an overhead projector. May be created in B&W or colour with several different methods.

UNIT: A part of a course focusing on a central theme. A course may have one or more teaching units and each unit may have one or more lessons.

UNIT INSTRUCTIONS: Instructions pertaining to only a certain portion of a course, given to the instructor most generally in written form, and contained in the instructor's guide.

VALIDATED INSTRUCTION: Instruction that has been shown to do what it was intended to do; i.e., to change performance capability according to the specified instructional objectives.

VALIDATION: The process of developmental testing, field testing, and revision of instruction to be certain that the instructional intent is achieved; i.e., training has met the job performance requirements.

VALIDITY: The extent to which a test measures what it is supposed to measure.

VIEWGRAPH: An overhead transparency.

WORKBOOK: A book for the use of students, containing note-taking guides, problems, exercises, special instructions, or other pertinent materials based on a text- book or course of study.

WORKSHOP: A group of people who meet for a period of intensive study, work, etc., with a specific assignment or field of endeavour.

LEVELS OF COGNITIVE LEARNING

Knowledge An ability to remember facts in a form close to the way they were presented. Includes the recall of specifics and universals: the recall of methods and processes: or the recall of a pattern, structure or setting. Knowledge can be further subdivided into knowledge of specifics (terminology and facts): knowledge of ways and means of dealing with specifics (conventions, trends and sequences, classification and categories, criteria and methodology): or knowledge of the universals and abstractions in a field (principles and generalisations or theories and structures).

Comprehension An ability to translate, interpret, and extrapolate information in one's own words.

Application An ability to use abstractions in particular and concrete situations

Analysis An ability to break down information into its constituent elements or parts such that the relative hierarchy of ideas is made clear an/or the relations between the ideas expressed are made explicit. Analysis is further subdivided into the analysis of elements, relation- ships or organisational principles.

Synthesis An ability to assemble separate parts to form a new whole. Synthesis is further subdivided into production of a unique communication, plan, proposed set of operations or derivation of a set of abstract relations.

Evaluation An ability to make quantitative and qualitative judgements in terms of internal evidence and external criteria.

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