

**INSTRUCTOR GUIDE
FOR
TECHNIQUES FOR CSEPP INSTRUCTORS**

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Techniques for CSEPP Instructors

Contents

Instructor Notes

I. Welcome

A. Introduction

You have been chosen by your state to conduct a CSEPP training program. You have various types of educational and training experience. We want to accomplish an additional goal: review techniques for instructors. For many of you this will be a review; for others, this may be new information. Too often instructors have such a full schedule of conducting training that they do not have time to get some feedback on their own training skills. That is what we want to do in this session.

B. Group Exercise

1. Divide participants into groups of three.
2. Review list of questions.
 - Name
 - Amount of training experience
 - What you want to gain from this session on Techniques for CSEPP Instructors
3. Ask each participant to go to the front of the room and introduce the person they interviewed (sharing their responses to the questions).

Display Overhead #1 (TTT001)

Instruct participants to interview each other, asking these questions. Write questions on flipchart.

NOTE: One instructor should keep notes on information participants provide as to what they want to learn. This information will be used to summarize the Techniques for CSEPP Instructors program. Use of the trio-introduction technique will depend upon the amount of time you have available. If time is short, ask each trainee to respond to the questions.

Techniques for CSEPP Instructors

C. Summary

1. After everyone has been introduced, ask participants about getting up in front of group:
 - How did you feel?
 - Notice any disturbing mannerisms?
 - What were you thinking?
 - What good things did you notice?
 - See anything you want to improve on?

2. These are areas we will be covering during this program.

II. The Learning Process

A wealth of information has been written on learning theory, but no one is really sure how the learning process unfolds. There are several important assumptions about how and why adults learn that we must review.

A. Adults Must Want to Learn

Children will do a certain amount of learning in response to external compulsion. They will, for example, take a course simply because it is required. The desire to make good grades or the dread of flunking will induce them to work hard to master subjects which have no inherent appeal to their interests.

Adults strongly resist learning anything merely because someone says they should. They learn effectively only when they have a strong inner motivation to develop a new skill or to acquire a particular type of knowledge. Their desire to learn may be awakened or stimulated by outside influences, but it can never be forced upon them.

This means that participants must be ready, able, and willing to learn before we can ever hope to

The following information should be covered to the depth for which you have the time.

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Techniques for CSEPP Instructors

teach them. Unless there is an innate motivation and an acknowledged readiness on the part of the learner, even the most articulate, eloquent presentation will not fulfill its goal.

B. Adults Will Learn Only What They Feel a Need to Learn

Children can be induced to learn many things for which they can see no immediate use. Long-range goals, such as preparing for life or getting into a good college, are often a sufficient motivation to keep them plugging away for years at chemistry and algebra.

Adults are much more practical in their approach to learning. They want to know, "How is this going to help me right now?" But they learn best when the knowledge or skill they are trying to acquire will be directly useful in meeting a present responsibility. Your participants have every right to be told why this particular topic or session is included and why they are expected to learn this skill, knowledge, or attitude. Without this information, it may be difficult for some trainees to appreciate or recognize the value of a session or to really prepare themselves for learning.

C. Adults Learn by Doing

Studies have shown that adults will forget within a year at least 50% of what they learn in a passive way (as, for example, by reading a book or listening to a series of lectures). Within two years, they will forget 80%.

Retention of new knowledge or skills is much higher if adults have immediate and repeated opportunities to practice or use what they have learned. Involve your learners as much as possible, consistent with the time and goals of your session.

D. Adult Learning Centers on Realistic Problems

The adult learner is problem centered. While there may be some training sessions where the

Techniques for CSEPP Instructors

memorization of facts and figures is critical, certainly the majority of training situations call for "real world" attitudes and values. Case studies or role-play techniques allow the participants to "plug-in" to realistic problems. Learning is best when this closeness to the actual job or task is apparent. Transfer of learning will be easier when this ready application to real problems can be shown to the learner. The importance of realism in adult education cannot be over-stressed.

E. Experience Affects Adult Learning

The most conspicuous difference between adults and children as learners is that adults have had a lot more experience with life. This can be an asset; but it can also be a liability.

While the analogy must not be pushed too far, a child's mind may be compared to a slate on which some space is still left for new things to be written. Thus a child can learn by simply adding new knowledge to what he has learned before. But adults' mental slates are already pretty crowded. Their learning must be related to, and integrated with, the accumulated results of a lifetime of learning experiences.

If the new knowledge doesn't fit in with what they already know, or think they know, they are fully disposed to reject it. In fact, their experience may actually prevent them from perceiving accurately, let alone absorbing the meaning, of newly presented data.

When trying to reach adults, you must give them every opportunity to interrupt, to ask questions, or to argue. Through a free give-and-take you can find out what their experience has been, and what set views they have acquired from it. Then, if you are skillful, you can present the new idea in such a way their experience will tend to reinforce, rather than contradict it.

Techniques for CSEPP Instructors

F. A Variety of Methods Should be Used in Teaching Adults

This is one instance in which adult educators borrow the techniques that have proven effective with children. Education research demonstrates that learning proceeds most quickly, among adults or children, when information reaches the learner through more than one sensory channel. That's why a movie, a film, a flip chart, or other visual aids can do so much to heighten the net impact of a lecture.

There is another, more basic reason for using a variety of methods in teaching adults. The method should be adapted to what you are trying to accomplish.

If your main purpose is simply to impart information, the most efficient method is some version of the lecture. (A movie is simply a lecture with pictures; a panel discussion is a lecture broken up into several parts; a demonstration is an acted-out lecture.)

But if the purpose is to bring about a change in the conduct, attitudes, or ideas of the learner—which is frequently the case in adult education—you must involve the learner actively in the process. That is, you must use a discussion method. If you want to induce a change in your participants, you'll have to talk with, rather than at, them.

III. Characteristics of an Effective Instructor

A. Certain characteristics must be present in an effective instructor.

1. **Leadership.** If you feel good about yourself as a leader, the students will probably feel good about their class performance, their ability to change, and even their ability to serve as role models to others.

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Techniques for CSEPP Instructors

2. **Enthusiasm.** Your attitude will convey the feeling you have about the subject. Be upbeat. Be openly enthusiastic and imaginative. It will keep their interest.
3. **Acceptance of other people's values.** Absorb new insights and information from your students even if they conflict with your own. Accept their suggestions when feasible. Let them know that their values are as important as yours.
4. **Attitude.** A professional attitude is best. Students respond to an instructor who learns everyone's name, treats everyone fairly, and is patient and friendly with all. When suggestions and criticism are offered, learn to take them gracefully. Try to control any personal feelings you have that might interfere with teaching. If you don't have all the answers, by all means be honest. Tell them, "I'll find it," or "Let's see what the text says." Project a positive attitude. Don't act apologetic, uncaring or indifferent. Students respect an instructor who can make a mistake without offering an excuse. Be open to ideas that are different from those presented in the design. Adopt a caring attitude and show it. Treat the participants as individuals, not as a group of people who are all alike.

Make supportive comments and identify the "rightness" that is in each comment and each person. Take the learning process seriously because it is serious and important.

5. **Language.** Instructors can use two types of language, controlling or facilitating. Controlling language is probably what you are used to hearing from grade school and high school. Adults learn better when facilitating language is used. Watch for these:
 - Using the word "we" can seem patronizing or pushy to the students.
 - Don't embarrass or humiliate participants-in word, tone of voice, body language, or by not recognizing their work or ignoring them as persons.

Techniques for CSEPP Instructors

- Don't give the impression you are dictating to them. Instead of, "Now I want you to look at page 5," focus on the needs of the program with, "It is now time to come back together as a group and move on to the next activity."
- Never use any kind of language that would be offensive to any group of people (i.e. women, ethnic groups, disabled people). It will turn people off even if there are none of those groups present.

IV. Responsibilities of an Effective Instructor

Your responsibilities as an instructor involve more than just standing before a class and presenting information. Class management is a primary responsibility. Communication and modification of course material are two other major responsibilities.

A. Class Management

Class management includes the physical arrangement of the classroom, supervising, and keeping records.

B. Physical Setting

1. Always take time before class to make certain that everything is in order. The physical arrangement of the classroom affects learning.
2. Check lighting, ventilation, and temperature and be certain you will be close enough to the class to make good eye contact. Check that you will have all the teaching aids that you will need. If needed, set aside a portion of the room for group practice.
3. Seating arrangements play a big role in the interactions of a class and its instructor. The teaching method will determine which of the arrangements you may want to use. Theater style of seating is best for a slide presentation or lecture. Open-ended and closed-circle styles of seating are effective when you want more

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Techniques for CSEPP Instructors

interaction. Discussions and question-answer sessions are good examples.

C. Learning Climate

- 1. A big part of an instructor's role is to set a learning climate. This is usually done in two ways: through the initial activities built into the learning design and through the instructor's words and actions.**
- 2. Most well-designed programs begin with some activity calculated to create a learning climate. They should be easy for everyone to become involved in and be related to program content. They should not be awkward "icebreakers" or competitive exercises where there is a possibility of failure.**
- 3. Try to keep an atmosphere that is informal but businesslike, concerned about individuals and their reactions but also focused on the task at hand. Here are some suggestions:**
 - Describe your role as guide, facilitator and catalyst. Let the students know that you must present your ideas but that you want their ideas as well. Portray mutual control instead of instructor control.**
 - Inform the students of objectives of the course and how you will spend your time. Be sure to let them know when rest and stretch breaks are planned.**
 - Give instructions to task groups after they have formed as a group. Students perform better on group tasks when they know who they are working with.**
 - Let students know how you will handle questions. Some instructors like questions at the end and others encourage them asked when the topic is at hand. Let them know if they need to take notes.**
 - Before each break, summarize what you have covered and what you will cover when you come back. This helps keep momentum and fosters students' sense of security and predictability.**

Techniques for CSEPP Instructors

- Ask students during the course of instruction if the material is relevant to them. It keeps the class learner-focused.
- Model the main characteristic of the learning climate. For example, when you tell them to make themselves comfortable, remove your coat. If you get coffee before a scheduled break, it helps maintain a climate of trust and comfort. It also helps sometimes to move among the group during total-group discussion.

V. Methods of Instruction

There are many training methods. Today, we will take a closer look at five of them:

- Lecture
- Group discussions
- Computer-based instruction
- Group activities
- Demonstration

A. Lecture

1. A lecture is a speech on a certain topic or subject. During a lecture, ideas may be presented, controversial issues analyzed, solutions to problems discussed, personal experiences discussed, or other information offered to help the student better understand the topic. A good lecturer can sometimes do all these things in one talk.
2. There is no immediate feedback during a lecture to the student or the instructor. So sometimes it is hard to teach with a lecture even though the audience may be listening.

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Ask students to list advantages and disadvantages of the lecture method of training. Record answers on a flipchart. Review any points in the Instructor's Guide not covered by the students' comments.

Techniques for CSEPP Instructors

3. The best way to present a lecture is in the typical classroom setting. You should sit or stand in the front of the room, close to your audience. Students may be seated at tables or in rows of chairs. Always check to make sure that students can see you. For example, if the sun is shining in their eyes, either pull the blinds or rearrange the seats.
4. Because listening is a passive experience, students may not recall much of what is said in the lecture, or they might misunderstand something that is said. Here are some guidelines to follow:
 - Make sure everyone can see and hear you.
 - Allow time for students to take notes.
 - Use examples to illustrate points made. The example can have a greater impact than the concept you are teaching.
 - Use visual aids when possible.
 - Encourage and allow time for questions.
 - Use a microphone and speakers if you are speaking to a large number of people in a classroom.

B. Group Discussions

1. Group discussions are useful to clarify values and solve problems. They can also be used by the instructor to evaluate how much the students have understood what has been said.
2. Some of the benefits of group discussion are:
 - Recognizes and utilizes what students already know.
 - Stimulates thinking.
 - Permits a pooling of ideas and experience
 - Modifies viewpoints, attitudes, interests, and values.
 - Helps develop understanding.
 - Enables students to analyze a subject and ask questions.

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Techniques for CSEPP Instructors

- Provides a way for students to reach conclusions that are more sound than the ones they might reach as individuals.
- Helps maintain students' interest in the subject.
- Helps students remember important points by focusing them.

C. Conducting the Discussion

1. One of the simplest ways to begin a discussion is to specify the topic and write it on a chalk board or other means of display. Be sure that it is worded clearly and students understand it.
2. Give your students the time limit on discussion, encourage a free expression of ideas, and urge across-the-board participation. Be enthusiastic and your students will be enthusiastic, too.
3. When a student makes a comment, encourage others to comment on it. Encourage them to ask questions.
4. It helps to keep them on track if you occasionally stop discussion and summarize what has been said so far.
5. Let the students do the talking. Don't answer your own questions before you give your students a chance to respond, and don't get nervous if they get silent for a few seconds. They have to think before answering.
6. You don't have to answer every question put to you. You can turn it back to the group. Don't let a wrong answer go uncorrected, but don't be embarrassed if you don't know the answer to a question. Promise to have the answer at the next session.
7. At the end of the discussion, summarize what has been said.
8. The situations in group discussions are almost always situations that the participant would or

Techniques for CSEPP Instructors

could face in their job situation. These are usually fairly straightforward and don't require a lot of explaining or special knowledge. Here are a few reminders:

- Be sure that students understand the importance of the exercise. Don't belittle it as a "little exercise." If you appreciate its value, then the students will likewise.
- Don't pass out any handouts or materials until you've finished giving instructions. Students will generally want to begin reading them as soon as they get them in hand and may miss some of your instructions.
- Don't shorten the time of the exercise. Much of the learning takes place in the discussion. Let them talk as long as they should per the lesson plan.
- Let the students follow their own ideas and thinking. This is not the time to impart knowledge or facts. They need to know that they can make decisions and see conclusions.

D. Computer-Based Training

1. At one time it was thought that human instructors might be replaced by the computer. However, the programs and machines are still primitive for educational use and will remain so for the near future. A knowledgeable instructor is necessary to answer questions that were not anticipated by the program's designers, discuss site/building/room-specific applications of rules and concepts developed on screen, and handle computer failures, personnel failures, and other problems not anticipated by the machine.
2. There are certain advantages of computer-based training over traditional teaching.
 - Students can proceed step by step from less complex to more complex material.
 - Students are stimulated by answering questions about the information they are reading.

Techniques for CSEPP Instructors

- Students have immediate feedback. They know immediately whether they know the material or need extra study. It gives them positive feedback because they are progressing.
3. In an ideal situation, the instructor would take an active part in the CBT. Some responsibilities of the instructor in that setting are:
- Make sure all materials are ready before class
 - Greet students
 - Make introductions
 - Establish comfortable atmosphere
 - Describe format of the class and course
 - Begin administrative documentation
 - Discuss recent job-related events and lessons learned
 - Show videotapes
 - Provide instruction on objectives not covered by the computer
 - Describe operation of the CBT course
 - Assist students through opening tutorials
 - Monitor student progress
 - Answer questions
 - Provide assistance on more difficult concepts
 - Assist with computer problems
 - Document course completions
4. Students will require individualized instruction. Some students will complete the course with no attention at all. Others will need attention.
5. Students generally like computer-based training. Students also seem to retain information better on the CBT system. The consistency of delivery of instruction is of course better because all programs are alike.

E. Group Activities

1. After giving the instructions for a group activity, you should monitor how the work is proceeding. This tells you two things. First, it tells you whether or not the participants understand the instructions for the task and whether they are proceeding

Techniques for CSEPP Instructors

appropriately. Secondly, it helps you decide if you need to readjust the time needed for the task. The goal should be on the amount of time that promotes the most learning.

2. You should stay around until the group begins working confidently. When they are working, you can start to plan the next activity but don't leave the room.
3. Disregard the urge to "help" the participants. It usually just interrupts their work. Even if you just stand quietly next to the group, the group members are often inclined to include you and that takes them "off task." So, keep your distance and allow them to work.
4. If for some reason, a group has not understood the instructions, restate the instructions and make sure they are understood. If you feel that the problem was in the way you stated your primary instructions, stop all groups and restate the instructions needed, especially the explanation of the task and what is to be reported.
5. At the beginning, watch from a distance. You may move around, but try not to get in the way. Look up and listen occasionally to keep track of the activities.
6. You may be required to rearrange groups if there is a problem in their interaction. For example, you may see a table of six participants with three grouped on one side working. On the other side, one person is isolated while the other two are just sitting there together. You can be relatively sure that the leadership rests in the hands of the group of three, and the isolated person is not included in the discussion. You may have to physically rearrange the chairs more evenly around the table.
7. Pay attention to the noise level in the room. When it changes, it represents a change in activity. They may be finished, or they may be getting to work. It means something has happened, and you should get a sense of what it was.

Techniques for CSEPP Instructors

8. Focus in and listen to each group individually. By picking up words and phrases, you can tell what they are doing. If you hear words related to the task at hand, you know they are still working. If, however, you hear something else, you know they are finished or distracted.
9. Also watch for body language. When people are working intently, they show it. When they are lounged in a chair, they are probably not focused on the task. Look for these broad indicators of what is happening.
10. We have stated that there should not be stiff time constraints on group activities. However, you may have to help them monitor their time. For example, if you have one group that is finished you may want to let the others know how much time is left so they can speed up their work. This also lets the finished group know they stayed within reasonable time limits. If time has run out, but no one is finished and learning is taking place, allow them to finish.
11. The main thing to remember is to be attentive but not interfering.

F. Demonstration

1. The demonstration is essential to teaching procedures or physical skills. In fact in this training course, we will use the demonstration method to teach donning and removing personal protective clothing and equipment. The best way to make sure someone learns a particular procedure is to show them how to do it, then ask them to perform the same task. You probably have used this method yourselves if you have conducted drills to sharpen skills. Demonstrations should include an explanation of what is being done, how it is done, and why it is being done a particular way. The students then must practice the skill utilizing feedback from the instructor to correct or reinforce their performance of the skill.

Techniques for CSEPP Instructors

2. There is a four-step method that can be used to teach a skill. It has the advantages of allowing the student to see the completion of the skill at one time, and then allows the student to practice it. By doing so, it connects learning to the senses and theory with immediate practice. It can also be adjusted to individual needs and differences in learning. The four steps are:

- Prepare equipment and supplies
- Demonstrate by doing and telling at one time
- Guiding students in their practice of doing and telling simultaneously
- Follow-through with continued practice to reinforce learning

a. Preparation. Arrange the room, equipment and supplies for the most efficient use in your classroom. Test your equipment. Make sure everything is assembled and is working before class begins.

Try to put the students at ease, arouse their interest in the demonstration, and make sure everyone can see the demonstration.

b. Explanation and demonstration. When you perform the demonstration, be sure to explain what is being done, how it is being done, and why it is done in that way. Keep your movements technically accurate. Keep your directions simple, speak clearly, and stress key points.

Sometimes it helps to show an inaccurate demonstration to show students the incorrect way to do it. But always follow up with an accurate demonstration.

Slow motion demonstration of a skill is also helpful, but, again, follow up with one at normal speed.

Techniques for CSEPP Instructors

You may have to demonstrate the skill several times and in different parts of the room so that everyone gets a good view of it.

- c. Performance or guided practice.** Practice should follow the demonstration as soon as possible. It is important to allow enough time for practice. Extra time should be allowed for unexpected events.

Be alert to individual differences, special abilities or special needs. Extra guidance may be needed for some students.

- d. Follow-through.** Encourage students to use their new skills as soon as they can safely. Tell them to ask questions on their own use of the skill. Have them identify key points as they progress. Check their progress often and provide additional practice as needed.

3. In order to perform a physical skill, students must be aware of their movements. Understanding of how and where one's body is moving is called kinesthetic sense, or kinesthetic awareness. In teaching a student with a poor kinesthetic sense, it may be necessary to use both seeing and touching to enable the student to perform the body movement. An instructor may also have to physically move the student's arm, leg, etc. in the movement for the student to "get the feel" of the exercise. By repeating the movement, the student learns the skill.
4. Supervised practice is essential. Practice is most successful when the students are supervised to make sure they perform the skill correctly. When practiced incorrectly, the skill is learned incorrectly. They also need advice and encouragement.
5. Some disadvantages to be aware of in demonstration are:
- Some members of the audience may be unable to see the demonstration.

Techniques for CSEPP Instructors

- Some students will not be able to duplicate the skill even after seeing it.
- Since learners are passive during a demonstration, they may lose interest especially during the late afternoon or toward the end of the session.

6. Tips

- You can enhance learning by asking questions at key points during the demonstration.
- Explain why each step is important and the potential hazards of each movement.
- Anticipate difficulties or problems. If they know what can go wrong, they can take steps to prevent it.
- Keep the demonstration span as short as possible to keep attention.
- Remove distractions such as noise and harsh lights. Make sure the room temperature is comfortable.
- Focus on training points. List objectives in a prominent place.

VI. Presentation Techniques

- A. Making a presentation in a training session is much different than making a speech. In a speech, you are emphasizing the information you are imparting. In a training session, you want to emphasize the learning of the information. Because of the shift of emphasis, the manner in which it is delivered will differ.

Turn to page 26 in your Instructor's Guide. Several years ago, a group of adults were asked to list the things they most feared. Read the list and rank the items as you think they did: 1 is most feared; 10, least feared. Review correct rankings with students and discuss why speaking in public was ranked as number one.

Techniques for CSEPP Instructors

- B. It is very important that you be natural. If you normally stand rigid in front of a group of people, then stand rigid. If you normally like to sit on the side of your desk, then do so. If you occasionally end a sentence with a preposition, don't worry about it. The students will appreciate your personality showing through.
- C. This does not mean that "anything goes." There are certain mannerisms, usually products of nervousness, that are annoying. Clicking your pen, jingling change in your pocket, smoking cigarettes, or staring at the ceiling are annoying. Using phrases like "you know" or "uh" over and over are annoying.
- D. Some people don't know what to do with their hands; the more you think about your hands, the more it becomes a problem. They are fine in your pockets or wherever you like, but try not to make noise or use visually disturbing mannerisms. Sometimes holding a felt-tip marker can take care of this problem. It can also be used as a pointer.
- E. Don't use your finger as a pointer. If you have to indicate an individual or group, keep your hand open and your palm turned up. This is a much friendlier gesture.
- F. Try to stay physically and emotionally in contact with your audience. You are entering into a partnership in learning. You are not the "leader." This partnership can be facilitated more easily if there are no barriers.
- G. It may be easier to project yourself and keep good eye contact with the students if you stand. However, it also puts you above them, and the best atmosphere for learning is one of equality. You decide whether sitting or standing is better for you. Sitting on the edge of a table might be a good compromise. It will be comfortable, but also a little easier to see everyone.

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Techniques for CSEPP Instructors

- H. During a group discussion, when you are not the center of attention, it would be a good idea to sit somewhere. Avoid putting any barriers, like a table, between you and the group. Try not to put any objects between you and the participants. Even a lectern or a podium gets in the way.
- I. Then you have the problem of "Where do I put my notes?" You may hold them in your hand or set them on a table at your side. If you know your material well enough, you won't have to look at them very often. Visual aids such as overheads can also help you to remember key points.
- J. Humor can be used well in training. But the general rule is that unplanned humor is the best. If it is too planned, it usually doesn't come off as spontaneous. Telling a joke to "warm-up" a class is not a great idea. It usually leaves the students cold and the joke teller mortified.
- K. You shouldn't try to be funny. If you naturally see humor in a training session, use it. Most of us are not top-notch comedians, so it doesn't come off very well. If you have developed your training session properly, you will not need humor to make it work.
- L. Communication
1. Communication is the act of transferring meaning and feeling among ourselves. It is vital in learning that the student comprehend the meaning of the instructor's words precisely as they were intended.
 2. Words are symbols, and they may mean one thing to one person and another thing to someone else. Time, place and culture can effect the meaning of words.

Techniques for CSEPP Instructors

3. Some tips on communicating effectively are:

- Involve all class members. Keep it under control, don't let the topic stray, and don't let one student dominate.
- Give instructions in a conversational tone and keep them simple. Limit the instructions to the amount a student can handle at a given time.
- All students bring a wealth of knowledge to class. Relate your subject to universal experiences.
- Use pauses in your talk to organize what you are going to say next and to select the best wording.
- Use simple words.

- When introducing a new term, explain it in a way that everyone understands. If there is any confusion, clear it up immediately.
- If you have difficulty finding the right words in a discussion, write them out ahead of time in short, concise sentences. You may want to post them, or, as a last resort, memorize them.

M. Voice

1. Your voice is probably the best teaching tool you have. Most people don't like the sound of their own voice, but there are many ways to use it to your advantage.

2. The most important element of your voice is volume. Make sure that you speak loud enough for everyone to hear you. If you are very soft-spoken and have to speak to a large group, check into the possibility of sound equipment or a microphone.

3. The delivery of your speech should be natural. A hurried delivery confuses some students. A deliberate slow delivery can be irritating.

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*Display Overhead #10
(TTT011)*

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(TTT012)*

Techniques for CSEPP Instructors

4. Make sure you pronounce each syllable clearly and distinctly. Use pauses, raising your voice and lowering it the way we use commas, periods, and question marks in writing.
5. Try to remember that you are not making a speech but merely conversing with your students. You may use the pronoun "we," but beware of a condescending "we." Try to involve the students in the discussion. A good rule of thumb is to avoid talking more than 15 minutes without involving the students in some way.
6. Stay away from expressions such as "I say," "always," and "never." These expressions not only sound imperious but they leave no room for modification. Cite credible authority for comments such as, "the textbook says." You may also use "generally" when you want to make a point.
7. Use short and simple sentences. Your conversation is streamlined when you cut out unnecessary words. Besides, a point simply stated is a point simply understood. Your sole purpose is to impart information.

N. Body Language

1. Body language is the way our body communicates feeling, intent, attitude, values, belief, and motivation, often unknowingly. It can come across through the eyes, facial expression, posture, and gesture.
2. **Student's body language.** It is important that you pay attention to the body language of your students. Try to let your eyes travel around the room from student to student.
 - a. An inattentive student can be dealt with in a number of ways. Eye contact can often bring him/her back. If that fails, you may want to move toward him/her and ask him/her a

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(TTT013)*

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(TTT014)*

Techniques for CSEPP Instructors

question. That will usually show him/her the importance of paying attention.

- b. Students who appear to be daydreaming or withdrawn may be tired or bored. Include them in the discussion. If a student is fidgeting or restless, they may be uninterested or just need to move around. A break may be helpful.
- c. Posture is another indicator of student involvement. If they're slouched in their seats, they are probably not paying attention. If their arms are crossed, they may be on the defensive. Someone's foot tapping may be a sign of nervousness. Try to get everyone in a relaxed mood.

3. Instructor's body language. Pay attention to your own body language. Leaning forward and resting your chin in the palm of your hand indicates you are listening.

- a. Friendliness can be shown by smiling, maintaining good eye contact, keeping your hands and fingers quiet, unbuttoning your jacket, and uncrossing your legs and arms. By touching someone's shoulder, you show approval.
- b. If you are frustrated, you might clench your fist or pound a clenched fist on a table or the other palm.
- c. To show disapproval or rejection, we might frown or touch our nose with a finger.
- d. We could be on the defensive when we cross our legs or fold our arms across our chest.
- e. We might show a feeling of superiority when we make a steeple with our fingers, hold our coat lapels, or point directly at a person.
- f. Placing your hand on your brow, lowering your head, or resting your feet on a desk or table

Techniques for CSEPP Instructors

might be telling others to "stay away, don't bother me."

- g. We might cut off a discussion with someone by turning away or standing up and with our papers or belongings.

O. Handling Resistance

1. Most of your participants will be eager to learn, but you may encounter some problems from time to time. Some clues to resistance are:

- Excessive questioning in order to make a point not to learn.
- Several side conversations by participants.
- Perfunctory participation in group tasks.
- Questions aimed to trip you.
- Participants pretending to be sleepy when they are not.
- Refusal to participate.
- Disruptive and/or inappropriate behavior.
- Questions challenging the relevance of the training and/or the competence of the instructor.

2. When you get resistance, don't threaten them. You should first find out why you are resisted. Most of the time, resistance has nothing to do with you. It may be that they were sent to the training session at a bad time, or they may not even feel they need to be there. They may have outside personal problems or have had bad experiences with training programs. They might also have various emotional problems.

3. Use this **four-step process** in dealing with resistance:

Turn to page 27 in your Instructor's Guide. Read each situation and suggest how you would handle. NOTE: May put students in small groups if you have time.

*Display Overhead #14
(TTT015)*

Techniques for CSEPP Instructors

Step 1. Look inward

- Are you doing anything that might be considered controlling?
- Do you have a supportive attitude?

Step 2. Consult

- Ask participants why they think they are in training.
- Ask them what would make the training useful to them.

Step 3. Offer opportunity for participant reaction

- Find out what is not meaningful to them.
- Let them vent fears, frustrations, anger, etc.
- Let them help you make the training more useful to them.

Step 4. Confront directly

- At the break, solicit the support of the disruptive participants.
- If all else fails, ask them to leave. Be sure to inform their supervisor why they were asked to leave.

4. This type of behavior does not usually happen, but you need to deal with it in your own way.

O. Using and Misusing Questions

The question is one of the most important tools that an instructor must be able to use. The failure to ask or answer questions effectively can turn a productive training program into a nonproductive one.

1. **Asking Questions.** The following are some guidelines for asking questions:

Ask trainees to turn to page 14 in the Instructor's Guide. Review any examples of problem behavior that were not covered by the exercise completed earlier.

Display Overhead #15 (TTT016)

Techniques for CSEPP Instructors

- Prepare questions ahead of time. Make sure they are clear and can be answered by one or more of the students.
- Use overhead questions frequently. These are questions that are directed to the group and require volunteers to answer.
- When using a direct question (directed to a particular individual), call the person by name first and then state the question. This alerts the person to concentrate on the question. Use this question sparingly. When you do use it, be sure the person can answer the question so that there is no embarrassment.
- Avoid leading questions. These are questions which clearly indicate the answer you want.
- After asking questions, allow the participants time to think. Some leaders get panicky and repeat the question or answer it themselves.
- Be sincerely interested in the answers. If appropriate, write some key words from their answers on the chalkboard or flip chart.
- Be sure that the same few people don't answer all the questions.
- Generally avoid questions that can be answered by yes or no. If you do use these, follow up the answer with "why do you feel that way?" or a similar question that will encourage expansion of the answer.
- Good questions which encourage meaningful answers usually start with such words as: what, why, when, where, who, and how.

2. Answering Questions. Many instructors are so anxious to get answers from participants that they waste valuable time answering questions that should not be answered. Some are off the subject being discussed. Others are unique to the person asking the question and training time should not be used to answer them.

The instructor must evaluate the question in terms of "Should I take the time of answer this question?" The instructor must quickly evaluate the question, then decide who should answer the question. Should it be answered by the instructor,

Techniques for CSEPP Instructors

by other participants in the training program, or by the person who asked the question.

VII. Instructional Aids

A. Introduction

1. An instructional aid is anything used to illustrate or demonstrate a fact, principle, theory, or procedure. Any time an extra sense is used, we learn more easily. A teaching aid can include audio-visual materials such as chalkboards, slides and film. Two alternatives to film include filmstrips and videocassettes.
2. Factors that affect the choice of teaching aids to use include class size, classroom setting, type of lesson to be taught, and student background.
3. Not only do audiovisual aids help the student to learn, but they help the instructor to organize the lesson material. They serve to record, summarize, and highlight the training material. Audiovisual aids can explain, illustrate, clarify, emphasize, and provide insight into important points in the training. As mentioned above, an important benefit of using audiovisual aids is to provide variety, stimulate, and focus the attention of the trainees. They enhance a presentation; therefore, enhancing the credibility of the instructor.
4. It is important to know that for learning, the eyes have it. Research has shown that over three-fourths of all learning is visual. Less than one-fourth is auditory. Research states that we learn through sight (87%), hearing (11%), and other senses (2%). So visual aids are needed for learning to take place.
5. If all three modes are used in the classroom, the student will retain the most information.

*Display Overhead #16
(TTT017)*

Techniques for CSEPP Instructors

B. Group Activity

Let's review the advantages and disadvantages of five types of instructional aids:

- overheads
- videotapes
- handouts
- flipcharts
- job aids

C. Overheads

1. The overhead projector for transparencies is a device that can be used in place of the chalkboard or flipchart.
2. The overhead projector is easy to operate. The instructor puts the transparency in the center of the machine and turns it on. The image is projected on a screen behind the instructor, where the students who are always facing the instructor can see it. The instructor can read from the transparency while still facing the students.
3. Advantages of using overheads:
 - Can be used in a lighted room.
 - Easy to operate
 - Easy to transport
 - Can face the audience
 - Easy to prepare, inexpensive
 - Updating is easy
 - Can build up ideas using overlays
 - Color and variety can maintain interest
 - Sequence can easily be changed
 - Degree of instructor control is great

*Display Overhead #17
(TTT018)*

Put students in small groups. Ask each group to list on a flipchart the advantages and disadvantages of one type of audiovisual aid (overhead, videotapes, handouts, flipcharts, job aids).

Ask group who discussed overheads to report. Discuss key points in Instructor's Guide not covered by group.

Techniques for CSEPP Instructors

- Can be written on with marking pen
 - Helps you stay organized
4. When using an overhead projector, make sure that the glass on the projector is free of smears; otherwise, they will show on the screen. Use a lens cloth to clean it.
 5. It is suggested to locate an overhead projector so that it projects at a 45 degree angle from the front of the room. It is easier to read if it is not directly in front of students.
 6. The screen should be tilted forward at the top to prevent the image from being wider at the top than at the bottom. Some portable screens can be positioned as such. A permanent screen may be attached to the floor at an angle.
 7. If you will be moving the projector out of the way on a rolling stand, you may want to put masking tape on the floor where the wheels will rest. Then you won't have to refocus every time.
 8. Never forget to bring an extra bulb! That is the most important thing to remember.
 9. Even though overheads are easy to use, there can be problems with them. Here are some tips:
 - Don't stand in front of the screen. Be sure everyone can see the overhead.
 - Don't use a pointer on the screen. Use a sharp pencil to point at the overhead itself.
 - Don't turn off the lights if possible. People tend to be passive in a darkened room. You want them involved with you. The lights can be dimmed if necessary.
 - Keep your overheads in order and in focus.

Techniques for CSEPP Instructors

D. Videotapes

1. A video recording and playback system consists of a view monitor, the video camera, and the recorder-player unit. A video system is simple to operate and is becoming very popular among instructors.
2. They offer unique teaching opportunities. Practice in physical skills, for example, can be recorded and played back for examination. Instructor candidates can even record their teaching practice and evaluate their performance.
3. It is very easy to replay portions of the tape, and can be done over and over again.
4. An effective video program can:
 - Grab and hold attention
 - Tap the visual sense
 - Present information quickly, clearly, and interestingly
 - Illustrate hard-to-grasp concepts well
 - Present complex processes clearly
 - Allow viewing of processes that are too dangerous for direct observation or not visible to the naked eye
 - Dramatize problematic situations and can effectively show solutions with realistic role models
 - Demonstrate correct and incorrect performance of skills
 - Demonstrate correct and incorrect behaviors
 - Change attitudes
 - Motivate viewers
 - Provide necessary breaks from lectures and discussions
 - Provide standardized lessons to viewers in different locations

Ask group who discussed videotapes to report. Discuss key points in Instructor's Guide not covered by group.

These are some of the reasons we chose to include a videotape as an important part of this training program. Some

Techniques for CSEPP Instructors

5. A video program cannot:

- Tie information into viewer's individual situations
- Answer questions
- Lead discussions
- Hold viewers accountable for learning
- Offset an ineffective instructor or a poor training session

6. A video can complement an effective training session, but it cannot replace an instructor.

7. When you are preparing to use a video, you should always preview it and take notes to use during discussion activities.

8. Make sure that you know how to run the video equipment and rehearse if possible. Make sure that the room is good for viewing and for accompanying activities.

9. Before showing the program, you should distribute a program content outline. This helps learners stay in tune with the program all the way through.

10. Give an overview of the program purpose and content, its strengths and weaknesses. Identify the parts where learners should pay the most attention and what parts to disregard or take lightly.

11. Explain what activities will follow the video presentation. They will know what to pay attention to in the video. You may want to challenge students with a question relevant to the material. Make it personally interesting and relevant to the subject.

12. Darken the room enough to see the program but light enough for them to take notes.

of the material could not be duplicated as effectively in any other mode.

Techniques for CSEPP Instructors

13. While you are showing the video:

- You should stay in the room, and observe the students for fatigue, boredom, or distraction.
- Stop the program at intervals to discuss major steps in a process, meanings of concepts, or elements of behavior.
- Reiterate highlights and ask learners for their perceptions. Correct any wrong conclusions.
- Ask learners for possible problems and discuss solutions.
- Ask learners to predict what will happen next.

14. Using these stop-program techniques, you will increase interest, prevent information "overload", and discuss things when they are "hot." But don't stop it more than two or three times during a film, or you will destroy its continuity. And don't speak over the soundtrack.

15. After showing a program, discuss the program with your group and reinforce the points made. It would be good to relate them with learners' experiences. Begin with the challenging question you asked at the beginning of the film. You may want to write the major points discussed on the blackboard or on a flip chart. Encourage questions. Make sure they are not unclear about the information provided by the video. Ask how their experience parallels the video.

F. Handouts

Although you probably will not have additional handouts other than the Student Guide used in this training program, the following will give you some helpful information on how to deal with handouts in a training program.

Ask group who discussed handouts to report. Discuss key points in Instructor's Guide not covered by group.

Techniques for CSEPP Instructors

1. One of the biggest questions about handouts is when to distribute them. Some instructors like to pass out all handouts at the beginning of the training session. This can help minimize the break in momentum because you can simply direct them to the appropriate handout.
2. One of the disadvantages is that students may read ahead and risk getting confused about your explanation. Also, students may be reading handouts when you are giving task instructions; therefore, they don't know what to do.
3. It is advised to distribute handouts when they are needed by the learner, despite the impact on momentum and the added administrative burden. It is your choice.
4. Advantages to handouts are:
 - Participants do not have to take copious notes
 - Can be prepared in advance
 - Reduces chance of incorrect information
 - Permanent reference
5. The disadvantages are:
 - Distraction when handed out
 - Participants may read during presentation

F. Flipcharts

1. The flipchart has definite advantages as a teaching aid:
 - Portable and lightweight
 - Information can be hidden, either behind the information you are presenting or behind a blank sheet
 - It can be reused, and students can refer to the chart before and after class if needed.
 - Information can be saved

Ask group who discussed flipcharts to report. Discuss key points in Instructor's Guide not covered by group.

Techniques for CSEPP Instructors

- Material can be prepared in advance
- Can use color
- Versatile
- Can be used in small groups for large group discussion

2. It has some disadvantages:

- Limited size
- Cannot easily erase errors
- Not durable if used often
- Tendency for instructor to read
- Cost

3. When using a flipchart:

- Make sure everything is in working order.
- Make sure everyone can see.
- Use large, neat letters. Include the subject heading. Label all diagrams.
- Write only four or five lines per sheet, leaving a wide bottom margin.
- Before class, make small penciled notes in the margin.
- Minimize corrections or changes to materials during class.
- Write or post information only if it is to be discussed.
- Keep flip chart out of sight until it is to be used.
- Stand to the side of the chart when teaching with it.
- If students are to copy the material, tell them and wait for them to do so.
- When the segment is complete, close the flip chart.
- Make sure there are paper clips to help keep the sheets in place and masking tape to post sheets.

G. Job Aids

1. A job aid is a device that is used to help people perform their jobs without going through various

Ask group who discussed job aids to report. Discuss key points in Instructor's Guide not covered by group.

Techniques for CSEPP Instructors

instructional methods. It can be a step-by-step manual, a checklist, or a tool such as a plastic measuring wheel.

2. One of the advantages of job aids is that it provides instruction where it is needed most, on-the-job.

3. A job aid can be useful for:
 - Infrequently performed tasks
 - Infrequently performed tasks involving high risk to the employee or expensive equipment.
 - Complicated tasks with many steps that require close attention to detail.
 - Tasks with frequent changes in performance.

4. Job aids would not be beneficial for:
 - Tasks requiring quick response or completion such as assembly line tasks.
 - Situations where a job aid might have a negative impact on customers. For example, there are some tasks that a customer would expect a technical person to know by heart.

5. A decision needs to be made whether the task requires a job aid alone or a job aid combined with another form of instruction. Your decision should be based on the amount of recall required, the complexity of the task, and the skills required in using the job aid.

6. If recall is needed, instruction and practice are required in addition to the job aid. If the task is complex, demonstration and practice would also be required. If using the job aid is a skill in itself, (looking up numbers in a resource manual, for example) training in that skill is necessary.

7. When writing a job aid, there are certain writing guidelines to follow:

Techniques for CSEPP Instructors

- Write clearly and specifically. Sentences should be short. The terms used should be short, concise, and concrete.
- The fewer words the better. Only the directions for the task itself is needed. Extra information will be a hindrance.
- Critical words should be highlighted in some way such as italicizing, underlining or typing in all capital letters. The word "not" should always be emphasized.

VIII. Evaluation

- A. Continuously throughout the course, you will be evaluating your students. Some of these evaluations will be tests and some will be a result of discussions and questions. It is important that they know how well they are progressing, so you should be prepared to do so. This feedback helps students evaluate themselves, which is important in the learning process. By reassuring a student that he or she is doing well and pointing out, in a constructive way, things he or she might do to fare even better, you are providing positive feedback.
- B. Most evaluations should be as objective as they can be. If your test is too easy, you will not be able to accurately determine who is learning and who is not. On the other hand, if it is too hard, students may become discouraged and lose interest in the course.
- C. There are two types of evaluations. One is observing how they perform procedures and skills. The other is a written or oral test with a variety of questions.
- D. Pre-tests help you determine what the students already know and change the focus of your course, if necessary. They also stimulate a student's appetite for the course content. At the end, you can compare the pre-test scores with post-test scores and get an accurate view of their progress.

*Display Overhead #18
(TTT019)*

Techniques for CSEPP Instructors

E. Interim tests and quizzes given throughout the course can also help you check their progress and get an idea of who needs special help. They can also help you evaluate whether or not your teaching methods are effective.

F. The learning experience comes to a conclusion with a final examination. Always give a thorough review of the course before the exam. It helps the students put all of the material they have learned in some sort of mental order. It also reviews the major points they should know. In addition, it helps them to appreciate the importance of the content of the course.

G. Evaluating Physical Skills

1. To test physical skills, you must understand the standards of achievement, decide the times and methods of testing, and manage the test.
2. A standard of achievement should involve these criteria:
 - **Objective.** What the student is expected to do when performing the skill.
 - **Condition.** Requirements for accomplishing the skill.
 - **Level of Performance.** How well the skill is performed.
3. Whenever you are testing skills, you need to know exactly what you are asking the students to do. Skills need to be listed and recorded. The standards of achievement should be clearly defined, and the performance level and major objectives should be emphasized. In this course, you will be administering skill tests we have called performance tests. These performance tests will give you the ability to evaluate the skills of the students.

Techniques for CSEPP Instructors

4. You should try to explain to students what skill is being evaluated and what standard of performance is expected of them.

H. Evaluating Yourself

1. Your performance as an instructor will be evaluated by yourself and your students.
2. If you engage in regular self-evaluations, you will learn to teach more effectively. Teaching over and over again without self-evaluation does not improve your teaching skills. Each time you get up to teach, you should do it with an eye for how you can do it better.
3. The progress that your students make during the course is the most effective measurement of your teaching skills. The following are some criteria for self-evaluation:
 - Note the degree of attentiveness, enthusiasm, and interest of the students.
 - Note the amount of student participation in class discussion and other activities.
 - From time to time go through your class plan to make sure you cover everything you are supposed to cover.
 - After each course, review your lesson plan to see if you followed it and think about how you could improve it.
 - Note the degree to which objectives are met.
4. Ask yourself these questions:
 - Did the students understand the material? Did I clear up any misunderstandings?
 - Were teaching aids used effectively? Did I help provide new information or present information in a new way?
 - Were class discussions beneficial? Did most students participate or did a few dominate? Could total participation have been increased? How?
 - Were practice sessions effective? How can I improve them?

Techniques for CSEPP Instructors

- Did I use the best teaching methods for this group?
- For this course? Would other methods be more effective?
- Was there a review of previously learned information or skills? Were key points of the new material summarized? How well?
- Did I talk too much?
- Were the students interested and motivated?
- Did their behavior change during the course? If so, how?
- Did they receive adequate feedback on their performance?

5. An alternative to self-questioning is to ask your students to evaluate your instructing. This can be helpful or it can be meaningless. You need to ask appropriate questions to students who are capable of helping you evaluate yourself.

6. When it's bad news...

- a. If one or two people evaluate you badly, don't despair. They may be angry at having to take the course or for other reasons decided to take out their frustrations on you.
- b. On the other hand, if almost all of the evaluations are negative, you need to realize that something is wrong. It could be:
 - Inappropriate content: The students don't feel they needed the training.
 - Inappropriate time for the session: They need the training, but there are more important things for them to be doing right then.
 - Outside factors: For example, a major upheaval in an organization may make it hard for them to learn.
 - Inappropriate selection of participants: For example, the group was composed of people with drastically different skills and capabilities toward learning.
 - Inappropriate design: Overuse of lecture, simplistic participant exercises or poor

Techniques for CSEPP Instructors

organization of course content can negatively impact the effect of the course.

- Inappropriate delivery: By dominating the participants, exhibiting weaknesses in delivery, preparing inadequately, or putting down participants, you will interfere with learning.

c. Analyze the negative evaluations to see which factors are at play. Don't discount a large number of negative evaluations. You can use these to teach more effectively in the future. Also, remember that these are the students' immediate reactions. In time, they may see the training session differently.

7. You may want to keep the evaluations and re-read them before you conduct the next training session to remind yourself of what you want to work on.

IX. Wrap-Up

A. During the introductions, you were asked what you hoped to gain from this Techniques for CSEPP Instructors program. As you were introduced and this information given, we kept notes. The information on this flipchart is a compilation of what you hoped to gain from this program.

B. Instructor should review the list with the participants. As the list is reviewed, indicate where in the training program each item was covered.

C. If there are areas that have not been covered, discuss how the participants will get this information.

*Before class, review the list.
Record on a flipchart.*

*Check off (in contrasting color)
the items as you go over them.*