

## DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: GENERAL REVIEW

SUGGESTED TIME: 1 1/2 HOURS

TRAINING AIDS NEEDED: Workbooks

PURPOSE: Conduct a general review of the course, answer questions and take care of any file items. Review participant expectations..

A/V AIDS	OUTLINE	NOTES
	<p>All instructors and the course coordinator should participate in this review.</p> <p>1. The course coordinator/lead instructor should go through the units one at a time and briefly summarize the content using the following statements. Ask for any questions after each unit and have the principle instructor answer.</p> <p><b>Be careful to not re-teach the course here.</b> Just summarize some key points.</p> <p>Review the course purpose and objectives.</p> <p>Unit 1 - Introduction An introduction of the course, the instructors and the participants. Information about the schedule, presentations and logistics.</p> <p>Unit 2 - Informing and Instructing/Training The foundation for the concepts of the course. The key point of this unit was that there is a big difference between informing someone and training them. A comparison table was used to discuss the differences. When we want performance, we do training. And training is interactive.</p> <p>Unit 3 - Communication and Platform Skills An instructor needs many skills to be effective in a training course. We used the letter P to illustrate the 6 key parts of the role of an instructor as Plan, Prepare, Personal, Presentation, Presence and Participation. Three other P's are PRACTISE, PRACTISE AND PRACTISE.</p>	

A/V AIDS	OUTLINE	NOTES
	<p>Unit 4 - Purpose and Objectives  This unit emphasized the importance of having a purpose for training and the need for objectives. We began the process of defining "Where am I Going, How will I travel and How will I know I have arrived". Objectives define Where am I going, set the stage for the method of instruction and establish the results to be tested and evaluated.</p> <p>Unit 5 - Planning a Lesson  This unit focused on the need for having a plan for a lesson and how to develop one. The development of the lesson plan is driven by the objectives for the unit. A process was presented that helps the instructor organise lots of material and information to meet specific objectives.</p> <p>Unit 6 - Communicative Visuals  The value of quality in your visual aids was stressed while making sure that they help to teach the lesson. Techniques for making visual aids were given. A key point was that if an aid does not help with the learning, don't use it. Make sure that you can use the visual aids at the place where you will conduct your training.</p> <p>Unit 7 - Methods of Instruction  Two methods of instruction were presented with the emphasis on interaction in training. The methods presented were the Interactive Lecture and Demonstration/Practice. IL is used for knowledge base objectives and D/P is used for manipulative objectives. These two methods can be modified to meet most training needs.</p> <p>Unit 8 - Audio-Visual equipment.  This unit was limited to 3 primary items of equipment, the overhead projector, the slide projector and video players. The need to know how to operate and troubleshoot problems was emphasized. This training did not make you an A-V technician so check out the equipment before you try to use it.</p> <p>Unit 9 - Facilities and Course Co-ordination  The place where you conduct training can cause you to fail or succeed. Planning and arranging for a facility takes a lot of work. You were provided with lists of things to consider. Course co-ordination is a very important part of the training job and there are many items to consider on the list we gave you.</p>	

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	<p>The key point is don't neglect your preparations for training.</p> <p>Unit 10 - Classroom Management  Much of this unit was pulling together the information and concepts that were presented earlier. It was stressed that the best problem solving in a classroom is prevention. Prepare to teach, have class policies and focus on the objectives.</p> <p>Unit 11 - Testing and Evaluation  Training, instructing, is not complete until there has been an evaluation of the results. Testing is the way we find out if the students learned-met the objectives of the training. We also showed that by slightly re-wording the objectives, you have the test questions.</p> <ol style="list-style-type: none"> <li>2. If there are any FILE items bring them to the class and give a response.</li> <li>3. Review the participant expectations.</li> <li>4. Ask the participants to bring their course critique sheets up to date.</li> <li>5. Continue with work on their group presentation.</li> </ol>	