

# TRAINING FOR INSTRUCTORS COURSE

## REFERENCE NOTES for INSTRUCTORS

These notes are a result of lessons learned from the many TFI courses conducted in the Caribbean and the South Pacific from 1992 through 98 and questions instructors have raised. They are intended to supplement the lesson plans and other references and to assist instructors with presentation of the course. They are not meant to be read to the class but are to assist you in preparing to present the course using the lesson plans.

### **Unit 1 Course Introduction.**

This unit is usually presented by the Course Co-ordinator and the Logistics Co-ordinator if there is one. This unit is critical to setting the stage and expectations of the participants. The lesson plan has been changed so that the introductions and logistics information is presented first and then the course purpose and objectives, and participant expectations. Frequently, the formal opening has occurred in the middle of this unit. By having the introductions and logistics first, there is a break for such an opening and then to proceed to the purpose, objectives, expectations and on in to the course without a break in continuity. Some courses have had the introductions and logistics portion the evening before and thus gained the time lost in a formal opening on Monday morning.

It is very important that the participants understand what the course is about and that their expectations are in line with the course. During the presentation of the agenda/schedule of the course, emphasise that this agenda has been arranged so that the course purpose and objectives can be met and is not up for major revision. Participants frequently want to change the hours by reducing the break and meal time and the preparation time for the final presentation. Shortening the scheduled break and meal times has not resulted in shorter breaks or meals. They still take the same amount of time. Reducing the preparation time for the final presentation results in marginal to poor final presentations and a reduced level of achievement of the course objectives. Stress the need to follow the agenda and resist changes. The course co-ordinator should try to eliminate any extenuating circumstances before the course begins.

Remember to set the tone for the course by timeliness, professionalism, and using the process and skills taught in the TFI course. The participant introductions are the first presentations of the course and are an opportunity for the instructors to "see" the participants for the first time. The instructor introductions are the first time the participants will see the instructors and first impressions are very important.

## **Unit 2 Informing and Instructing/Training**

This is the first "training content" unit of the course and introduces the course methodology. The instructor should use interaction to gain ideas from the participants on the definitions and the comparison. Using two easels with flip charts and having two assistants to record facilitates this process. Remember that the participants have the information on WB 2-3. The unit activity needs to reinforce this material with examples and discussion.

The key points that need to be made through interaction with the participants are:

- Informing has no learning predictability-Instructing/Training guarantees the ability to perform.
- Informing gives a very short term durability because there is no feedback or reinforcement, application or evaluation. Instructing/Training is long lived because the participant actively participates in the learning process, gives and receives feedback, applies the knowledge and skills and is tested/evaluated.
- There is no accountability in informing with no requirement to perform or be tested/evaluated. Both instructors and participants are accountable in Instructing through the feedback process and the testing/evaluation that occurs.
- No measurement of results is made in Informing-Testing/evaluation is an integral part of Instructing/Training with the results compared with the training objectives.
- Communication is one way (no interaction) in Informing. The presenter can speak, write or use electronic means of delivery. Instructing/Training is interactive with feedback an integral part of the two way communication. Some parts of the knowledge presentation may be made using various forms of media but a method of interaction must be provided with feedback to the learner.
- No performance is required in Informing. Instructing/Training requires performance to an established standard (objectives) for satisfactory completion.

The exercise on WB 2-4 presents several typical statements of purpose for presentations that the participants may be asked to give or problems to solve. Some participants will feel that "creating an awareness" or "updating the officials" is training. Use the comparison chart to lead them to discover the difference. The word "develop" is used commonly in the area of human resource development. It has a strong instructing/training component. Other things such as experience and additional education may also be involved.

Try to not leave any participant with big lingering doubts that there is a difference between Informing and Instructing. Some may still need some convincing or reinforcement as the course progresses. Note these individuals for the instructor of Unit 4 so the concerns can be addressed further.

## **Unit 3 Communications and Platform Skills**

This unit requires that the instructor "practise what you preach" since the subject is good platform skills. There is no substitute for knowing the subject and practising the presentation. Avoid reading the material to the participants. Avoid lecturing. Demonstrate the interactive methodology and involve all the participants in the course. Use proper technique with the visual aids and equipment. Don't leave aids in view when not needed. Use on-off technique with the OH projector.

### **Role of the Instructor**

The first item in the Participants Workbook (WB) is a question "What is the role of the instructor." Following is some material to assist you with the discussion of this question.

#### **THE INSTRUCTOR**

Source of Information.  
Guide and Counsellor.  
Source of inspiration.  
Facilitator.  
Director of activities.  
Learning leader.  
Role model.  
Monitor and evaluator.  
Source of stimulation, encouragement motivation, involvement.  
Friend.

The role of the instructor is a helping and enabling role.

Leads to discovery with adult participants.

Must meet 3 requirements:

- Likes the subject.
- Desires to teach it to others.
- Competence in the subject.

Remember:

Adult learners are understanding.  
Know yourself and your learners.  
It is a mistake to assume that all participants can be instructed in the same manner.  
Your responsibility starts where the adult learner is and goes from there.

## **Unit 3 Exercises**

### **Exercise 1 - Role of the Instructor**

The participants first write a short statement of what they think is the role of the instructor. Then ask them to share their statements with the class. Listen for participants expressing the concept of the traditional teacher-pupil relationship and come back to them at the end of the discussion to see if they have changed their mind. The emphasis is that the instructor in an adult learning environment is not the professor-teacher of traditional education.

### **Exercise 2 - Visualisation**

The lesson plan explains this very well. You need to be serious about the exercise and express a positive feeling about the value of visualisation. One good metaphor is sports. There are many good examples such as the luge race in the Olympics where the racers are shown on their sleds before the race with their eyes closed moving their bodies as though they were on the run. You may want to explain that you prepared for this unit by visualizing your movements in the classroom.

### **Exercise 3- Perceptions**

This exercise simulate that our perceptions are affected by our knowledge, beliefs, purpose and experience. It is very important that you set the stage correctly for each slide and then lead the discussion afterward to relate the exercise experience to the training situation.

- Tr 1 simulates that when our attention is directed to something in a particular way we frequently can not see the whole picture. These are commonly called biases. They may be political, racial, social, educational, etc. In a training situation, the participant may not be able to learn because they have a particular bias about the subject or the instructor.
- Tr 2 shows that when we focus on one aspect of a situation or subject, we cannot see other aspects. The concept of closed or open minds. We frequently find participants in training who think they know all they need to know about a subject or have a strong opinion and are not receptive to other or new ideas.
- Tr 3 is used to show that when we have a particular mind set, we view things based on that current situation. This mind set may be influenced by current events, experiences, knowledge or beliefs. Someone who has strong feelings for the environment will see the smoke stacks as polluters. People interested in flying will focus on the aeroplanes. A recent military confrontation in the world may create another focus. In training situations, participants come from varied backgrounds of education and experience and therefore will respond to course materials in varied ways. Current situation in their lives will have an effect. Instructors need to be aware of participant expectations and needs. (Note: Show TR3 for 5 seconds, turn off projector, put on Tr4, then turn projector back on. After participants have responded, put TR3 back on.)

### **Exercise 4 - Non-verbals**

The most important part of this exercise is your instructions. Don't rush them. Make sure the participants understand and are seated correctly and prepared to begin. Hold the time to no more than 1 minute on each activity. Relate the discussion to the role and importance of non-verbals in the classroom and the need for the instructor to be aware of the participants non-verbals. Stress the importance of eye contact and feedback to an effective instructor-participant relationship.

### **Exercise 5 - Instructions**

Make sure that you are prepared for this exercise and have the paper ready. This exercise demonstrates the importance of giving clear and complete instructions in a training situation. Do not add to the instructions that are in the lesson plan. Maintain control in the classroom.

## Unit 6 Communicative Visuals

### Team teaching:

This unit is ideally suited to team teach using two instructors. Points are indicated in the lesson plan where a change of instructors might occur. The instructors will need to have the coordination worked out and practised. If time becomes a problem in this unit, the section on slides may be deferred to unit 8 when the slide projector is presented.

Following are some additional notes for instructors of Unit 6. This is information you should be able to recall and use without the use of your notes.

### Set-up of equipment

Try to position the screen off-centre so that an assistant can change the transparencies for you. Make sure the assistant uses the correct procedure when changing transparencies. Adjust the position of the projectors (transparency and slide) so that a horizontal image fills the screen to the left and right edges. This accentuates the point about a horizontal format being better. Vertical images will exceed the screen top and bottom.

### Horizontal format

We recommend a horizontal format for several reasons.

1. Our visual world is horizontal and we see and recognise images better in this format.
2. It is easier to display information in a horizontal format, i.e., cameras, video and computers.
3. A full horizontal screen is easier to use in a classroom.

### Flip Charts

Taping and tearing

*Pre-cut pages* This means to lightly cut the edges of the paper where the paper is normally torn. The paper will tear easier.

*Tape on easel* Putting pieces of tape on the edge of the easel helps when you plan to tear off pages and put them up on a wall.

*Take the pad apart* When an instructor plans to write on flip charts and put them on the wall, taking the pad apart and then taping the pages back on the easel will make the process much easier. This process also makes it possible to put the paper on a wall and not use the easel.

### Tips

*Prepare pages ahead-use light lines* This tip suggests that the instructor prepare flip charts that they want to draw in the classroom by using a pencil and lightly drawing the image on the flip chart. Then, in the classroom the instructor can trace over the pencil with a marker pen.

*Tape tabs on edges* This is the use masking tape to create tabs on the edge of the flip chart. Numbers can be put on the tabs to indicate order. Caution should be taken to make sure the tabs are on the side where the instructor will be standing.

*Use pencil notes in the margin* An instructor can put their lesson plan notes in pencil on the margin of the flip charts so they can work without other notes. Same caution as the tabs.

*Selective revealing* Use strips of paper to cover sections of the flip chart so that items are revealed as the instructor wants the participants to see them. An alternative is to put tape on the bottom of the page and pull the bottom up to cover items.

### **Use of transparencies with overlays**

Make sure you and your assistant practise with the overlays so that you achieve the full impact of the technique.

- TR 6-8 and 6-10 are bad TR's. After you have discussed the reasons why, turn over the "Universal NO" overlay.
- TR 6-9b demonstrates the use of several overlays and colour to display information.
- TR 6-11 is used to show the use of transparency pens with an existing TR. Use a pen to indicate safe and unsafe places and routes. A green for safe and a red for unsafe.

### **Creating transparencies and flip charts**

If you are unsure of how to use the equipment to make transparencies, have another instructor review the process with you. It is important that you be able to explain how to the participants. Make sure you can explain the use of clip art with both TR's and flip charts.

- Clip-art - Art work created for the purpose of being used in visual materials. Usually line art that has no copyright protection and is sold in art stores. Graphics from newspapers and books can also be used as clip art.
- Click-art - Similar to clip-art but contained on computer disks for use with computer software that is used to create presentations.
- Clip-art is used to create TR's by copying the art work on a photocopier, cutting and pasting to create a master, photocopying, and then making a TR. To put this art on a flip chart, set up a projector and project on to a flip chart and then trace.

### **Overhead projector use**

Demonstrate the on-off technique and explain that this is done so that TR's can be changed and placed correctly without distractions. Also keeps the projector from being on without a TR being on the stage. Show an alternative of covering the stage or the lens while changing TR's.

### **Slides (optional)**

Practise with the slides and the slide script. Don't try to ad-lib with the slides until you know them very well! Discuss the use of dark slides and how they can be made from file folders or cardboard.

## **Unit 7 Methods of Instruction-Presentation Components**

### **INTERACTIVE LECTURE**

#### **Introduction**

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

#### **Presentation**

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

#### **Questions and Answers/Exercises**

- The instructor receives and/or promotes questions, feedback and participant interaction.
- Exercises may be used to reinforce the presentation and provide/promote interaction.

#### **Review**

- Instructor presents a summary of the unit/lesson, emphasizing key points, reinforcing weak points based on feedback.

Note: The presentation-question and answer-review sequence may occur several times during a unit/lesson

#### **Evaluation**

- Comparing the results obtained with the results desired, the objectives.
- In the interactive method, evaluation is constant.
- At the end of the unit/lesson, the instructor should verify that the objectives have been reached and at what level of performance.
- Evaluation will be explained later in this course

### **DEMONSTRATION/PRACTISE**

The Introduction, Review and Evaluation remain sections remain essentially the same.

#### **Explanation/Demonstration**

- The instructor explains and/or demonstrates how to do something using manipulative skills.
- Procedural guides and checklists may be included here.

#### **Application/Practical Exercise**

- The participants practise the skill under supervision of the instructor.
- Feedback is provided, corrections made and the activity tried again.

Note: The Explanation-Application sequence may occur several times during a unit/lesson. The Evaluation will be include some sort form of demonstration of skills learned.