

These notes are intended to provide general guidelines for Trainers and Managers to produce a successful learning or presentational event which will be structured, unambiguous and interesting.

The main areas covered are planning and preparation for the session, methodology and useful hints and tips on how to manage successfully and avoid the many pitfalls that can spoil an otherwise well planned and researched session.

(1) TEACHING ADULTS

WHAT DO ADULT STUDENTS NEED?

Real learning involves change, i.e.

**a change in skills
a change in attitudes
a change in knowledge**

The only way such a change can be brought about is for students to be thoroughly involved in their own learning.

Example – Teaching Adults Cardio Pulmonary Resuscitation (CPR)

1. Relevance

The session should be vivid, practical and relevant to the students everyday lives.

Avoid: **detailed Anatomy & Physiology lesson
‘improving’ lectures on prevention of heart disease,
giving up smoking etc.**

Emphasise: **Everyday relevance of C.P.R. skills.**

2. Reassurance

Adults can make prickly anxious learners. Becoming a learner again, even for a single day may produce feelings of discomfort and uncertainty.

A good instructor is sensitive to this possibility.

3. Activity and Involvement

The session should involve as much active learning as possible.

Active learning is important for another reason: short term memory facility declines in adults. Translated to a class environment, this means that any ‘teaching’ involving more than a few minutes of verbal instruction is likely to leave many students confused.

i.e. information about the full C.P.R. cycle, e.g. ventilation rates, compression rates, hand position, number of cycles, etc., can come quick and fast often to bewildering effect.

Adults learn best by DOING.

Teach a little at a time and allow adequate opportunity to practice each skill.

Aim to put the complete C.P.R. sequence together as the final element.

(2) THE SENSES – LEARNING

We learn by means of:	Taste	1%
	Touch	1½%
	Smell	3½%
	Hearing	11%
	Seeing	83%

THE SENSES – REMEMBERING

We remember:	90% of all we do
	50% of all we see
	10% of all we hear

IMPLICATIONS OF THE ABOVE

1. The more of our senses which are stimulated and then respond, the better.

Present the material in various ways.

Let the student see, hear, touch, even smell and taste if this is relevant.

2. Give the opportunity for 'doing' i.e. applying or using the knowledge or skill. Let them make it their own, let them internalise it; put them on the spot and let them solve the problem themselves with the teachers aid. Second-hand experience is far less valid.
3. Give a sense of achievement and satisfaction. Success is a great source of motivation and 'good' learning.
4. Encourage revision, re-learning, re-application to combat memory fade.
5. Encourage constructive criticism, analysis and discussion.

(3) PUTTING IT ACROSS

GIVING A TALK

Few of us are gifted orators or gifted raconteurs; most of us have been bored or embarrassed by people who know their subject but don't seem to be able to put it across well.

The rules of good spoken communication are simple. Applying them can make all the difference between a limp, inadequate talk and one that is clear, interesting and inspiring.

1. PREPARATION

Careful preparation underlines all good teaching.

Make notes of your main points.

Don't be tempted to write yourself a script; you will end up reading it, which may look and sound inappropriate and emphasises any lack of confidence you may feel.

A little nervousness will help put some zip into your talk, if you are too relaxed you could also be too dull.

2. SPEAK ENTHUSIASTICALLY

Look lively, smile, keep your head up, sound keen on your subject. Effective trainers always convey enthusiasm; everything in their manner suggests a desire to share their knowledge with their class.

3. KEEP IT BRIEF

It is difficult for adults to concentrate effectively for more than about 12 minutes of being 'talked at'.

Talking uninterruptedly and at length only usually results in listeners' minds wandering away from the subject.

Don't allow yourself to be side-tracked from the main points.

4. WATCH YOUR MANNERISMS

Many of us have no idea what our own mannerisms are. The more they take over speech and gesture, the more irritating they can be to an audience. Try to keep mannerisms under control.

The most common are:

**pacing nervously up and down
excessive throat clearing
looking at the ceiling
jingling keys or coins
crossing arms
head scratching**

5. **EYE CONTACT**

Nervousness and inexperience lead many trainers to make the mistake of looking anywhere but at the students.

Keep sweeping the group with your gaze: that way everyone can feel that you are interested in them and you really want to communicate with them personally.

6. **KEEP 'READING' THE GROUP**

Scanning the group has another virtue: it means that you are constantly observing your audience.

An interested group returns your gaze, sits still, nods agreement and looks generally lively.

If you notice that they are shuffling their feet or fidgeting, their faces look blank and eyes glazed, or whispering has broken out at the back, then you have lost their interest. If so you must take action to re-engage it: stop and ask for comments perhaps, stop altogether and get on with the practical part of the session.

(4) PLANNING & PREPARATION

In order to create a learning event, the trainer must first PLAN then PREPARE their session. These steps are taken in order to:-

- a) **ensure that the objective of the trainer is achieved**
- b) **ensure that the student receives the full benefit of the session**

PLANNING – DESIGNING

Having established the task to be taught and discovered the training need, the trainer must determine the resources available, the number of students etc., and decide on an appropriate teaching method.

PREPARATION – MAKING READY

Once the planning is over, the preparations can take place. Visual aids, notes, evaluation papers etc. can be completed, and if necessary administrative requirements arranged. Rehearsal and practice are all part of the trainers preparation.

The following points could be considered as a checklist of factors to be taken into account when planning and preparing a session:-

LESSON

Reason for the session
 Training need
 Method
 Standard
 Method of assessment
 Research material
 Student population
 Timing (time of day/length of session)

ENVIRONMENT

Lighting/Power supply
 Seating
 Size
 Heating
 Noise
 Toilets
 Accommodation
 Transport
 Weather

EQUIPMENT

O.H.P. (Overhead Projector)
 T.V./Video
 Whiteboards
 Flipcharts
 Protective
 Work related
 Laptop Computer (PowerPoint)

AREAS TO CONSIDER

Is it functional?
 Relevant
 Safe
 Availability

Sufficiency
Current (has it been superseded?)

MATERIALS

Pens
Stationery
References
Handouts
Slides
Films
Transparencies

STUDENTS

Health & Safety
Clothing
Special needs
Age
Motivation

SELF

Health & Safety
Clothing
Special abilities
Research
Rehearsal
Motivation

CONTINGENCY PLANS

No matter how well you prepare, disasters can and will happen, it is prudent to allow for these at the planning stage. This could prevent you from having to “think on your feet”.

Planning and preparation are two very important training functions. Anything overlooked at this stage could affect the quality of the session and therefore affecting the achievement of the objectives which the trainer has set.

Lack of, or poor planning/preparation will prevent the training from creating a learning situation:

PREPARATION

THE ROOM:

- Size
- Suitability
- Facilities
- Cleanliness
- Heating

SEATING ARRANGEMENTS

- Seat people in a circle whenever possible. This way students can see or hear each other better. Far less easy for shy people to hide.
- Circles are not suitable for groups larger than twenty-five. The reasons being:-
 1. **The circle becomes straggly**
 2. **Physical distances increase too much**

With larger groups some kind of sitting in rows is probably inevitable.

- Remove any redundant chairs.
- If you inherit a room with too many chairs arranged in an unsuitable way and there is no time available to rearrange the seating, ensure the students sit where you want them to.
- Arrange the chairs as close together as possible. This literally reduces the physical distance between people, but it also reduces the psychological distance.

SPECIAL ABILITIES, EXPERIENCE

Many students will have opinions and experiences that can be used to good effect during the session. Solicit their comment, use their experience, invite participation. The more involved the students feel, the more likely they are to learn.

PATTERN AND STRUCTURE

Always start the session by telling the students exactly what your objectives are and how you will set about achieving them.

AUDIO-VISUAL AIDS

Visual aids offer a change of pace and something different to look at.

Appropriate visual aids, imaginatively used, greatly enhance the impact of any teaching.

Equally there is no doubt that poorly designed visual aids ineptly used can destroy everything that you set out to achieve.

Consider why you want a visual aid at all; each must earn its place on grounds of merit.

Is it a better way of explaining a process than words alone?

Is its graphic standard high enough?

Will it help produce a change of pace?

Will it help people remember the teaching point you want to make?

You should only go ahead if you can answer 'yes' to all those questions. Next you should consider the particular advantages of each type of visual aid.

(5) AUDIO VISUAL AIDS

BLACK/WHITEBOARDS

Advantages:	simple to use, informal, flexible, familiar
Disadvantages:	do not produce exciting visual images to write on them you must turn your back, thus losing contact with the group

OVERHEAD PROJECTORS

The use of overhead projection can give your presentation interest and impact. However they are only as good as the material you present on them.

Do not 'clutter' your acetate with lots of writing. Avoid using too many colours – aim for a maximum of three.

FLIP CHARTS

Large sheets of paper which are really a paper version of the blackboard.

Lend themselves well to bright, thick felt-tip pens.

Material can be prepared in advance or you can write on them during class.

SLIDE PROJECTORS

A strong sequence of professionally made slides can be a powerful visual aid.

VIDEO

Video has many advantages – it can show demonstrations in close-up – often surprisingly hard to achieve in the class situation.

It can have a powerfully arousing effect emotionally.

A video presentation will often succeed in prompting discussion where other methods fail.

However, it has many potential disadvantages too.

Poorly made video material with unconvincing acting and leaden presentation may be rejected by a group used to higher standards of broadcast television.

As a teaching medium it can never rival face to face tuition as its relentless pace may be wrong for some members of the group

Use video material for its capacity to arouse interest. Don't look to video to do your basic job for you. Never take a video on trust, always preview, always select the extract or extracts you want.

COMPUTER SOFTWARE

For those that have experience with computers, one way to impress an audience is using specialist software (e.g. Microsoft PowerPoint). This type of presentation can add impact and excitement using custom animations, allowing multimedia to sell the product or tell the story.

PRESENTATION

Most students are used to high standards of graphic presentation from their familiarity with poster design and graphic sequences on television.

It is therefore worth taking some trouble to ensure your visual aids are as 'professionally' made as possible.

The main rules:

- **Keep it simple**
- **Use solid blocks of sharply, contrasting colour whenever possible**
- **Allow people time to absorb the meaning of each aid as you show it: pause a moment if possible**
- **Remove each visual aid from the OHP as soon as you have finished with it. Students will find it distracting to be looking at a slide when the trainer has moved on to a different subject.**

(6) TEACHING STRATEGIES

Facilitation of learning begins when a method is identified which gives purpose and direction to the learning task.

Method offers system, a way of going about things in an organised manner. When learning activities become random and haphazard, the resulting inefficiencies indicate an absence of organisation. Method is missing.

Selecting an appropriate instructional method depends upon a number of factors. Important in the final choice are two particular considerations:

These involve:

- The requirements of the task to be mastered.**
- The needs of the students who are to master the task.**

THE PRINCIPLE METHODS OF INSTRUCTION

THE LECTURE

ADVANTAGES

- A lecture covers a large amount of material in a short time
- A lecture is suitable for almost any group size as long as the lecturer can be seen and heard
- A lecture can be used with both the beginning and advanced students as long as they are well motivated.
- A lecturer has almost complete control over both the content and the sequencing of the information, without interruption from students.

DISADVANTAGES

- A lecture involves only one way communication. There is little or no check that any learning is taking place.
- Students are largely passive. There is little participation and involvement.
- Effective lecturing is a difficult skill to acquire. Attention has to be maintained over a long period of time.
- Lecturing is largely inappropriate for practical subjects such as the acquisition of skills.

LEARNER CENTRED TRAINING

Learner centred training is the creation of an environment that will encourage voluntary learning.

It is achieved by a carefully planned utilisation of a number of and/or combinations of methods which ensure the emphasis is on the learner learning and not the teacher teaching.

If we assume that our students know nothing and that we, the trainers, know it all, then we tend to adapt a teaching style consistent with that assumption i.e. an autocratic teacher centred style.

If on the other hand we are prepared to accept that our students are adult people who have a great deal of experience and are prepared not only to accept but to seek responsibility for improving their knowledge and skills, then our methods are more likely to be learner centred.

We should try therefore to regard our students as natural decision makers and problem solvers and employ a style that will harness these attributes and enable them to realise their full potential.

THE DISCUSSION METHOD

ADVANTAGES

- The discussion method permits everyone to participate in the learning situation.
- The discussion method pools abilities, knowledge and varying experience in the realisation of a common goal.
- The discussion method is a highly stimulating and motivating experience when properly planned and organised.
- Group decisions and judgements are often better than individual ones in a problem solving or decision making task.
- The discussion method is a simulation of real world situations. It prepares people for responsibilities that they will exercise and training is complete.

DISADVANTAGES

- The discussion method unless properly prepared and organised, soon degenerates into an aimless debate.
- The discussion method places a limitation on the number of people who can effectively take part.
- The discussion method is a timely process, especially if the group contains people from diverse backgrounds.
- The discussion group can be dominated by an autocratic leader. Highly verbal or dominant trainees can also dominate the proceedings.

THE INDEPENDENT STUDY METHOD

ADVANTAGES

- Independent study allows trainees to progress at their own speed.
- Independent study forces people to accept responsibility for their own learning.
- Independent study focuses on mastery learning rather than instruction.
- Independent study enables trainees to receive feedback on how well or how badly they are doing. People can thus feel a sense of progress and accomplishment.

DISADVANTAGES

- Independent study does not work as well for trainees who are not highly able or highly motivated. Less able people can experience real problems.
- Independent study is far less effective with trainees who require the presence of other people. Independent study can be very lonely.
- Assignments cannot always be assessed by means of some written test.

THE DEMONSTRATION METHOD

ADVANTAGES

- The demonstration method when properly managed is an arresting and attention getting form of instruction.
- The demonstration method relates principles taught in the classroom to real world situations.
- The demonstration method is challenging and thought provoking.
- The pace is flexible, and can easily be altered to fit the needs of trainees.
- Both demonstration and practice can be repeated as many times as necessary.

DISADVANTAGES

- The demonstration method demands very careful preparation and organisation. If things go wrong the effect is lost.
- Unless care is taken, some trainees may not be able to see or hear what is being said and done.
- Considerable time and expense are often involved in presenting an effective demonstration.
- Most demonstrations, unless closed circuit television is employed, must be limited to small groups of trainees.

N.B.

When a demonstration goes well, it arouses a great deal of attention and interest. When things go wrong however an instructor can lose a great deal of face.

THE LESSON METHOD

The lesson, as an instructional strategy, involves the main features of every method so far presented.

It typically begins with a short lecture and ends with an independent work assignment.

The main body of the lesson includes a great deal of discussion and debate, as well as demonstrations and possible case studies. Questioning is used continuously. This services to sequence the material and enables the instructor to determine if the students are learning.

ADVANTAGES

- It is extremely flexible. It can accommodate most other instructional methods and is easily adaptable to most instructional situations.
- It encourages, demands, and sustains groups activity and participation.
- It ensures that both the instructor and trainees co-operate together as members of teaching/learning team.
- It is suitable for both beginning and advanced students. It can be used for both small and medium sized groups.

DISADVANTAGES

- It does not lend itself to material which is so detailed that group activity would interfere with the sequencing of information.
- The lesson method takes more time than a straightforward lecture or demonstration.

COMMENT:

An instructor or teacher who has mastered the lesson strategy has also acquired a great deal of skill in other instructional strategies along the way.

The lesson includes the ingredients of all the main instructional strategies. This gives it the pace and variety so important to holding trainee interest and attention. Thus the lesson method has a motivating effect, not only from the instructors viewpoint, but also from the point of view of the group itself.

(7) PRACTICE, FEEDBACK, REINFORCEMENT

Research into learning has shown that people learn most effectively when they have maximum opportunity to practice and reinforce whatever skill they are acquiring.

Encourage students to read the procedure as soon as they get home and to re-read it frequently.

Inform the students how quickly the skills learnt 'decay'.

Remind students that 'refresher' courses are always a good idea: at least once every three years is probably the desirable minimum.

Students need lots of feedback on their performance. Knowing whether or not you have done something successfully is an essential part of learning.

(8) ASSESSMENT AND EVALUATION

ASSESSMENT

MEASURING ACHIEVEMENT OF STATED LEARNING OBJECTIVES.

EVALUATION

MEASURING THE TOTAL VALUE OF LEARNING.

Assessment is a process of:-

**Collecting evidence about an individuals performance.
Judging that evidence against defined standards.**

Types of assessment:-

Formulative	=	a tool of learning
Summative	=	a tool of accreditation

Formulative

Provides feedback to the individual which can assist in identification of training needs.

Summative

Recognising and recording the achievement of individuals once they meet with the standard required.

METHODS OF COLLECTING EVIDENCE

Live observation	You will need to observe your student performing a task.
Guided discussion with the student	You will be discussing with your student why they have taken a particular course of action.
Guided discussion with others	You will be discussing with others who can substantiate your students' evidence.
Written examinations	You will be looking at what the student produces.
Simulation	Where it is not possible to see a candidate in action, in some cases you may use a simulated situation to observe candidates' performance.

LEVELS OF EVALUATION

The process which occurs as the result of a successful training programme can be divided into four levels:

1. The Reaction Level

Trainees react to the training (form opinions and attitudes about the trainer; the method of training, the usefulness and interest of the subject matter, their own enjoyment and involvement).

2. The Learning Level

Trainees learn (acquire knowledge, skills and attitudes about the subject of the training, which they are capable of translating into behaviour *within the training situation*).

3. The Job Behaviour Level

This changed job behaviour affects the function of the organisation (or the behaviour of other than the trainees). These changes can be measured by a variety of indices, many of which can be expressed in terms of cost.

4. Functioning Level

This changed job behaviour can be measured by monitoring the effectiveness of desired behaviour within the working environment.

THE PRODUCT OF TRAINING IS COMPETENCE

The four levels can be seen as a chain of cause and effect. The chain can be broken at any of its links:

1. A trainee may react correctly, but fail to learn.
2. He may learn, but fail to apply that learning on the job.
3. He may change his job behaviour, but this may have no beneficial effect on the functioning of employing Authority.

Ideally, we should evaluate at every level.

REACTION LEVEL

Measured by:

- Observation of actual behaviour
- Observation of role play behaviour
- Discussion
- Questionnaire
- Interview/Tutorial

N.B. The more casual the method, the more accurate the findings. If approached on a formal basis, the student supplied the answer he thinks the tutor is looking for, or that which is safest to the student.

LEARNING LEVEL

Measured by:

- Observation of actual behaviour
- Observation of role play behaviour
- Observation of hypothetical behaviour
- Discussion
- Examination – Oral/Written/Practical
- Criterion test
- Direct questions
- Questionnaire/Multi-Choice papers
- Problem solving
- Application of principles or procedures
- Demonstration and exercises
- Quiz
- Tutorials

JOB BEHAVIOUR LEVEL

Measured by:

- Monitoring and observation – continual, regular, random
- Discussion
- Interview
- Counselling
- Exercises
- Attitude change

FUNCTIONING LEVEL

Measured by:

- Monitoring and observation
- Interview
- Discussion
- Questionnaire
- Noticeable behaviour/attitude change
- Improvement in organisational efficiency (Trainee able to use/apply principles/procedures and is able to suggest/introduce improvements)
- Attitude of colleagues towards trainee
- Increased job satisfaction
- Reduction in sickness from work
- Reduction in complaints/increased commendations
- Improved inter-departmental liaison
- Improved morale
- Increased cost effectiveness

SELF EVALUATION

An additional and very valuable way of evaluation a course is for the tutor to do it him/herself. This will not only help to evaluate the course structure, content and student achievement, but it will also help a tutor to reflect upon his/her teaching and management skills.

Such self-evaluation or self-assessment (the terms in this instance are interchangeable) can be carried out at a number of levels. You can make judgements about how you are working with individual students, how you taught a particular session, and about your work and achievement for a whole course. Self-evaluation might best be carried out, at least in the early stages, by asking yourself specific questions about such things as your purposes, planning and preparation, relationship with the group, your handling of the content and the methods you use, the way you assess learning outcomes, and so on. Subsequently you may wish to concentrate on one or two aspects in turn.

Some examples of appropriate questions are given below but they are by no means exhaustive. In fact the questions themselves are less important than is the habit of thinking about your work as teacher of adults, thus both confirming your good practice and modifying those aspects that may require some change.

1. *Do I respect my students as adults and meet them on equal terms?
Do I create a friendly, informal and welcoming atmosphere, treating each student as an individual and using his/her name?
Do I make it apparent that I have time for people, especially before and after a session for those who do not like to speak in front of others or who may want to discuss a private matter?*
2. *Am I clear about the aims and objectives for the session and have my planning and preparation taken full account of them?
Do my students know what they are trying to achieve at any given point... are their needs being met?
Who sets the standards they are expected to reach? When I do, is it clear to them at what level they have to achieve?*
3. *Do I show a sufficient willingness to negotiate as well as consult with the group, especially about content?
Do I know my material sufficiently well and have I thought through the order and structure of what I propose to do?
Do I present material step-by-step in short units... relate new content and ideas to what they already know using appropriate examples... summarising often?*
4. *Do people feel confident and at ease within the group... how do I know... what have I done to promote it?
Do I encourage them to contribute their experiences and expertise, valuing what they offer, yet sensitively challenging any errors or misapprehensions?
Does everyone get the opportunity to participate and express their opinions, or just the more articulate and able ones?*
5. *Do I use a range of teaching and learning methods... and have frequent changes of activities during the session?
Do I use audio visual aids and other learning resources when and where they will help peoples learning?
Do I make a task quite clear to people, then sensitively monitor what they are doing... and by making use of it subsequently, value it?*

6. *Am I fair in allocating my time and attention to individuals, especially when they are working on their own?
Can I diagnose and assess peoples individual difficulties and, once knowing what they are, can I help individuals in a sympathetic and constructive way?
When I leave an individual does s/he feel satisfied with our discussion... and know what to do next... and be motivated to do it?*
7. *Do I give the group an opportunity to say what they think about the session and the course... do I listen?
Am I clear about what has been achieved during a session and the extent to which the sessions learning objective has been attained?
Do I ensure that the group and individuals leave with a sense of having accomplished something and a desire to learn more?*
8. *Do I demonstrate an enthusiasm for my subject, my teaching and my students?
Are the people in my group motivated, responsive, confident, hard working and full of initiative?
Do I always remember that it is the learning and achievement of my students that are all important and not my teaching?*
9. *Do I enjoy what I do and do I do it well? If not, what am I going to do about it?*

WRITTEN ASSESSMENT OF STUDENTS

One of the more important aspects of a Trainer's role is the writing of an assessment of the work and character of his students.

This assessment is a very important document for a number of reasons, not the least of which is that it will form part of his permanent personal record. This means that it can have a significant effect on his future career and development. It also serves as an objective, impersonal assessment of his personal qualities and skills.

In considering what to write about a particular student, the writer should avoid making prophecies and concentrate on those areas of a student's behaviour which have been observed and monitored.

The areas which should be concentrated on are these:-

1. Achievement of course objectives.
2. His rate of progress – the standard he reached.
3. His application to work – level of motivation or commitment.
4. What sort of person is he?
5. How does he relate to other people?
6. What of his interpersonal skills – does he function well in groups?
7. His areas of strength.
8. His areas of weakness.
9. Any particular problem he experiences.
10. Need for further training (possibly identified in 6, 8 or 9).
11. Possible future potential (limited to an appraisal of his displayed ability – performance and progress during the course).

WRITTEN ASSESSMENT OF STUDENTS contd.

All, or most of these areas can be covered in a reasonably short assessment, and such an assessment is of inestimable value to the employer and acceptable to the student.

An example of an assessment recommended would be:-

This student has achieved all the course objectives to at least the standard required. Despite a minimal level of knowledge on entry he worked hard at these subjects, making steady progress throughout the course.

He is inclined to be quiet and introspective, but was accepted by his fellow students. He made useful, thoughtful contributions in group discussion.

Although he reached the minimal standard required in anatomy, he would be well advised to continue his studies of the subject, particularly the circulatory system.

At this stage, taking into account his level of achievement, his rate of progress and his displayed interest, he appears to have considerable potential for future development.

To summarise the process of assessment writing, approach it from a dispassionate viewpoint. Whether you 'like' the student or not is of little consequence and a dangerous and unfair yardstick to use.

Stick to the facts about his performance, unverified suspicions of any facet of his character or behaviour must be ruled out.

Be fair, frank and forthright in your comments, but ensure that such comments are always constructive and of little value to the student in:

- a) Assessing his own performance.**
- b) Remedying weaknesses.**

Finally, an assessment should never be a vehicle to criticise, castigate or punish a student. It is a professional appraisal more than a personal statement and consequently should contain those elements and opinions that anyone in your position would have included.

(9) THE COMPONENTS OF A GOOD TEACHING/PRESENTATIONAL SESSION

<u>BEFORE</u>	Promote the desire to learn. Prepare and plan the session.
<u>BEGINNING</u>	Introduction State objective Look back Revise Establish present level of student
<u>MIDDLE</u>	Logical execution of sub objectives Continual motivation Control group Create learning situations Clear, well-explained demonstrations Adequate time for practice Allow time for note taking Allow questions Remember target of learning Vary methods of instruction Correct use of visual aids
<u>END</u>	Re-cap and reinforce Allow questions Measure performance Look forward
<u>AFTER</u>	Reinforce Evaluate learning Retrain
<u>BEFORE</u>	
PROMOTE THE DESIRE TO LEARN	Look forward at the end of the last session Set an interesting course programme Advertise the session
PREPARE & PLAN THE SESSION	Establish the student population – Age, sex. Level of knowledge, previous training, experience, motivation etc. Plan the venue – size, type, facilities available. Select and test equipment – visual aids and training aids. Prepare handouts, reference material, visual aids. Ensure students will have necessary equipment, pens, paper, desks, chairs. Research subject, do task analysis, prepare lesson plan.

	<p>Keep them on the right lines Ensure all members are involved</p>
CLEAR, WELL EXPLAINED DEMONSTRATIONS	<p>Avoid teaching all of the time – the more the teacher teaches the less the learner learns. Creates situations from which the student will learn.</p>
ALLOW PRACTICE	<p>Display clearly all aspects of any demonstrations. Explain each stage. Demonstrate slowly, demonstrate at usual rate.</p>
ALLOW TIME FOR NOTE TAKING	<p>Students learn better when each stage is reinforced Monitor practice, it is detrimental for students to practice incorrect techniques</p>
ALLOW QUESTIONS	<p>Tell students what notes to take. Do not teach during note taking. Notes taken in class may be the only reference for revision in the future.</p> <p>Encourage students to ask questions during sessions, it usually helps others. Take all questions seriously.</p>
TARGET OF LEARNING	<p>Establish what the student must know, should know and could know – teach according to these priorities.</p>
VARY METHODS OF INSTRUCTION	<p>Be adventurous in using different methods of instruction. Choose the method best suited to the subject and student population. Variation in method will promote interest and motivation.</p>
CORRECT USE OF VISUAL AIDS	<p>Do not plan a session around visual aids. Choose visual aids to suit the session and the venue. Do not use them for the sake of doing so.</p>
<u>END</u>	
RECAP AND REINFORCE	<p>Recap the cardinal points of the session. Reiterate the important areas.</p>
ALLOW QUESTIONS	<p>Clear up any ambiguities or unclear areas. Use question and answer as short term feedback.</p>
MEASURE PERFORMANCE	<p>If appropriate assess the students in order</p>

to see if you have achieved your objective.
Identify at this stage the need for further practice/training.

LOOK FORWARD

Relate what has been taught to the job.
Motivate students for a following session.
Lead in to the next session.

AFTER

REINFORCE

By following up training, assessments, by applying training to the job

EVALUATE TRAINING

How well is the job being done?
Review assessment papers.
Compare results with previous courses.

RETRAIN

Refresher courses.
Identify training needs from complaints etc.