

Edition 6 Training Handout

Title: *Presentation Skills and Instructional Techniques*

Objectives for This Session Include:

1. How we present the curriculum to our students; and
2. To share examples of some useful instructional techniques.

Methods for This Session Include Lecture or Discussion and Modeling:

Recall a class you had when an Instructor with a good grasp of the material to be covered could not present the material well. What caused the presentation to go badly?

Possible examples include:

verbal, accent, voice	lack of eye contact
unclear directions	lack of control of behavior
unorganized	poor white board skills
poor time management	asking students to read without knowing who can/cannot read
posture/position	unenthusiastic
appearance	

Educational Concepts

Retention of Learning:

- We retain 20% of what we read
- We retain 30% of what we hear
- We retain 70% of what we experience
- When you lecture, the material passes from the instructor's notes to those of the learner without passing through the minds of either

Principles of Adult Learning:

- Adults are self directed
- Adults bring vast life experience to the class
- Adults are motivated by need
- Adults learn by participation

Old Adage

- Tell them what you are going to tell them (state goals)
- Tell them (make the presentation) including demonstrations
- Tell them what you told them (summarize key points and/or give a quiz)

Review the examples of poor presentations we discussed earlier, and let us think of specifics to aid each of the examples we had.

Time Management

- Start on time, end on time.
- Follow the timeline from your Instructors Manual on pages VIII.
- See also pages XV-XVII for timeline planning.
- Plan the break times and take care of your needs before your participant's begin to ask questions.
- Think of strategies you can use if you find you are running out of time.

Giving Directions

- Have the attention of the group.
- Speak loud enough for all to hear.
- Give clear directions.
- Repeat the directions.
- Ask if there are any questions.
- Have students carry out the direction, i.e. the reaction time group activity as given in the manual.

Leading Discussions

- The revised Instructors Manual asks you to lead discussions on a number of topics, and it gives you talking points.
- The easiest way is to pose a question and have students respond.
- List or summarize the points made using the white board or flip charts. Write clearly using a thick marker with dark ink and spell correctly.
- You should restrict the discussion to the point at hand.
- When the students do not get all the points, ask "isn't there something else?"
- Recall the difference between need to know vs nice to know.

Dealing with Feedback

- You will receive both positive and negative feedback about the course, its materials, AARP and about traffic laws. You will need a strategy to deal with comments with tact, knowledge and the fact that in some cases you will not have an answer.
- When you receive positive feedback, a simple "thank you or I appreciate your comments" will suffice.
- Negative feedback may take several forms. Some examples are as follows:
 - **Someone is very upset with AARP's position on social or economic issues.** Refer them to their local AARP State Office. Do not get into a discussion, as that is beyond our purpose.
 - **A student is upset with some aspect of the course.** Point out that the course was reviewed by many organizations and was widely tested before it was published. Your obligation is to teach the material. See page vi.
 - **One of your students will be most unhappy with some law, or lack thereof.** Laws are made by legislatures, so direct the person to the legislators in their state.

Difficult Behavior

- The vast majority of our students are not disruptive. How do we handle those few people who interrupt (keep talking, use cell phones, feel the need to be the expert on each topic)?
- In your introduction you should establish some ground rules regarding talking, questions, courtesy to others, etc.
- Some strategies to deal with disruptors and a few ground rules:
 - have people raise a hand with a question or comment
 - maintain eye contact with class members
 - talk privately to any disruptor
 - wander around the room and stand by disruptors

Organization

Ten Teaching Tips (See page xiv in the Instructor's Manual)

Video

- First, always reserve the video equipment ahead of time.
- Prior to showing the video, review the information that will be covered and state key points to look for. Review the key points after the video.

Tests

- With each quiz or test explain its purpose.
- After each quiz or test, read the **entire** question and give the answer. Review incorrect responses, so students know the correct answer.

Questions

- When a student asks a question, repeat the question so all are aware, and ask if the class has a response. You have the responsibility to have the entire class know the correct answer.

Humor

- Effective use of humor can be helpful. Draw on your personal experience, newspaper or other publications for appropriate quotes, cartoons, etc. Remember, any humorous comment must be gender neutral, faith neutral, and politically neutral.

Summary

- Using the guides in the Instructor Manual, summarize the unit and/or the course.
- Be prepared mentally for any unexpected change in the facility.
- Avoid a fig leaf posture; using a middle finger as a pointer and move around the room.
- Have a great time.