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- **Classroom Preparation**

- **Qualities Of Effective Instructors**

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- **Classroom Preparation**

- **Qualities Of Effective Instructors**

  - **Open To Change**

  - **Understanding Participant Needs**

  - **Accepting All Learners**

  - **Flexible**

  - **Sense Of Humor**

  - **Democratic**

  - **Involved In The Class**

  - **Knowledgeable About The Subject**

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- **Classroom Preparation**

- **Qualities Of Effective Instructors**

  Instructor Competency

  - **Instruction is a process. Your mastery of instructional skills will enable you to help your group achieve desired learning objectives or outcomes**

  - **How do I measure my competency as an instructor ?**
    - **Outcomes in terms of your learners**
    - **Outcome of an individual topic or activity to find out whether learning objectives were met**
    - **Outcome of the entire course for overall course objective**

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▪ **Characteristics of adult learning**

	Children	**Adults**
▪ Experience	Minimal experience base to judge new experience or learning	Considerable experience base to judge new experience or learning
▪ Self Concept	Dependent upon others - parents, teachers, school …	Dependent on achievements as independent self directed individuals
▪ Readiness to Learn	Dependent upon physical maturity & overall growth & development	Dependent upon perceived importance of what is to be learned – need to know
▪ Time	Postponed application of learning	Immediate application of learning to solve personal, social or occupational problems

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- **Characteristics of adult learning**

- **Characteristics of adult learning situations**

- **How an instructor can use the needs of adult learning as motivators**

- **Describe a learning objective**

- **How learning objectives facilitate learning**

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- **Characteristics of adult learning**
- **Characteristics of adult learning situations**

- Design of course / program is problem-centred rather than content-centred

- Encourages the active participation of learners

- Draws upon and uses experiences of learners

- Climate is collaborative (learner-learner and learner-instructor) rather than the authoritative

- Instructional activities tend to be experimental rather than just the dissemination of information

- Evaluation needs to be a reappraisal or reassessment of learning needs and interests – continuous improvement

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- **Characteristics of adult learning**

- **Needs of an adult learning**

- **Characteristics of adult learning situations**

- **Describe a learning objective**

- **How learning objectives facilitate learning**

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- **Characteristics of adult learning**

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- **Describe a learning objective**

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- **Characteristics of adult learning**

- **Characteristics of adult learning situations**

- **Describe a learning objective**

- **How learning objectives facilitate learning**

- **Clarify Objectives**

- **Test Understanding**

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- **Questioning techniques to manage a group**

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- **Techniques for handling problem behavior**

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▪ **Techniques for handling problem behavior**

Guidelines for sharing responsibility for Group Management:

▪ **Observe signs of problems**

▪ **Share observations with the group**

▪ **Ask for verification & suggestions**

▪ **Make a decision based on consensus**

**Create A Climate
For Learning**

**Facilitate Adult
Learning**

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With   Problem
Behaviour**

**Use Verbal
Reinforcers**

- **Positive & Neutral reinforcers are important tools for motivating a group**

- **Use Positive Reinforcers to reward correct or appropriate responses**

- **Use Neutral Reinforcers to neutralize incorrect or inappropriate responses instead of "turning off" the participant with a negative statement**

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Listening tips for instructors

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Tips for dealing with stage fright

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END OF MODULE - 1

Give Feedback

Ask Questions To Promote Learning

Use Prompting, Paraphrasing & Clarifying Techniques

Use Visual Aids As Instructional Tools

Use Examples & Analogies

Use Instructional Methods

Guidelines for providing feedback

Approach:

- **Solicit the other person's impressions first**

- **Describe observed behavior**

- **Check for agreement or disagreement with your observations**

- **Give an opportunity for the other person to suggest alternate behaviors**

- **Share and explore ideas rather than give advice**

- **Close without pressure, leaving the other person with the option to change**

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Feedback should be:

- **Timely**

- **Specific and descriptive**

- **Non-evaluative**

- **Goal-oriented**

- **Limited**

- **Two-way**

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Guidelines for preparing question

- **Creative (Asking for ideas)**
- **Logical (analysing, defining, classifying, explaining, comparing, intepreting etc.)**
- **Memory-Sensory-Feelings**

Unplanned Questions:

- **Ask for explanation**
- **Explore relationships**
- **Explore interpretations**

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**Ask Questions To
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**Use Prompting,
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Clarifying
Techniques**

**Use Visual Aids
As Instructional
Tools**

**Use Examples &
Analogies**

**Use Instructional
Methods**

**Guidelines for Prompting, Paraphrasing, &
Clarifying**

- Prompting (encourages elaboration)

   **Use to draw out more information or to get the participant
   to elaborate on what was said. Use reinforces as an
   effective prompting techniques**

- Paraphrasing (restate to verify interpretation)

   **Restating a participants response in different words to
   make sure you understand what was said and to encourage
   elaboration**

- Clarifying (use it to reduce vagueness)

   **Seeking direct clarification or stating what you think and
   ask for verification or ask for definition of key words**

Case Study

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Use examples & analogies to:

- **Relate learning to skills**
- **Arouse participant interest**
- **Introduce a topic or activity**
- **Relieve tension**
- **Clarify a difficult concept**
- **Personalise information**
- **Make a presentation convincing**
- **Create a mental or visual image**
- **Make new learning seem familiar**

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Use Examples & Analogies

Use Instructional Methods

Instructional methods:

- **Lecture presentation**
- **Discussion**
- **Brainstorming**
- **Case Study**
- **Role Play**
- **Games / Activities / Exercises / Energisers**

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END OF MODULE - 2

Transition

Topic Introduction

Focus Attention On The Topic

Provide Clear Directions

Closure

Guidelines for achieving transitions:

- **Ask a series of questions to arouse interest before introducing a new topic**

- **Explain reason for moving on the new topic**

- **Use an anecdote or example that relates a topic to the next**

- **Use a visual aid**

Transition

Topic Introduction

Focus Attention On The Topic

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Guidelines for introducing a topic:

- **Explain the nature of the topic**

- **Review the learning objectives – what participants can expect to gain as a result of the topic**

- **Relate the value and utility of the topic to the real world or why the learning will be helpful**

Transition

Topic Introduction

Focus Attention On The Topic

Provide Clear Directions

Closure

Guidelines for focusing on the topic:

- **Ask questions related to the topic**

- **Ask a participant to summarize**

- **Trace the progress of the discussion**

- **Refer to objectives**

- **Make the observation that the group is off track and ask their help in returning back to the objective**

- **Make the observation that time is limited. Express the need to get back to the subject. If necessary, set aside time later to discuss the topic off-line.**

Transition

Topic Introduction

Focus Attention On The Topic

Provide Clear Directions

Closure

Guidelines for ensuring closure:

- **Summarise what the group has been doing or, preferably, ask a participant to summarize**

- **Summarise learning outcome and record on flipchart**

- **Relate summary to the original objectives**

- **Ask for feedback on comfort level of participants**