

# HOW TO TEACH OTHERS

Harry van Bommel

**T**he best way to learn is to help other people learn.

This short book on teaching others is designed to help experienced and beginning teachers, educators, facilitators, instructors, and content providers. Whatever the learning situation, the goal is the same – to provide a place and framework that allows learners to acquire knowledge and skills for professional and personal development.

The author, Harry van Bommel, has been teaching these and other skills for over 25 years. His use of accelerated learning techniques, music, his own songs, audio-visual materials and humor make him an exciting, dynamic and successful teacher and conference speaker.

This book presents practical information on adult learner characteristics and learning styles, and the design, teaching and evaluation of programs – the basic building blocks of any teaching program. The key is to begin with an understanding a few fundamental learning principles:

1. Learners are their own best experts.
2. Learners are competent in their learning and all benefit from having that learning respected and helped.
3. Learners learn best when they are responsible for their own learning.
4. Learners need an opportunity to learn at their own pace and for their own reasons.
5. Learners need information that is flexible enough for them to adapt so they can incorporate their own learning style and cultural, religious, and economic beliefs and customs.

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VAN BOMMEL

HOW TO TEACH OTHERS

LEGACIES



Harry van Bommel

# How to Teach Others



## **HOW TO TEACH OTHERS**

**Harry van Bommel** is the author of more than 25 books and has appeared in over 150 television, radio and print media interviews. With over 25 years of leadership experience, he consults on management and staff development, learning skills, home and hospice care, and personal development. He speaks internationally and advises clients in health care, social services, business, education, and government. His focus has consistently remained one of providing people and organizations with practical, easily accessible information. He has a Masters Degree in Adult Education and holds the professional designation of Certified Training and Development Professional (CTDP) – one of only about a 100 professionals to do so. Mr. van Bommel is the Executive Director of the Professional Skills Development Institute, and the not-for-profit Legacies: Family and Community Resources.



**Harry van Bommel**

# HOW TO TEACH OTHERS



**Legacies:** Family and Community Resources

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## Acknowledgements

My teaching career started in Grade 6. I was asked to tutor another pupil in Mathematics. I was hooked! For over 35 years I have taught in many different learning environments including in-house training within corporations, elementary school, junior and senior high school, colleges, universities, post-graduate programs, and in such not-for-profit settings as a childrens' prison and community centres. Each environment and group of learners provided another adventure in learning.

Part of the teaching experience is to go beyond what you are used to and try things that meet your learners' needs more than your own. This book is about doing just that. Some of you will be comfortable with some or all of the alternative ways of teaching. Some of your learners will be comfortable with some or all of these methods as well. You need to understand the learners before you determine the best way to help them acquire the knowledge and skills they need.

This book has evolved over the past decades with feedback by managers and staff using the material, by learners and by Deb Thivierge. One other person in particular, Janet Klees, provided not only encouragement and support but was also instrumental in developing the memory maps, doing some of the research, most of the editing, and helping to organize the material. Her contribution was invaluable.

I also want to thank my family and friends who have given me their encouragement, their good humor and the example of always looking for wonder.

## Memory Aids

The following memory aids are intended to help you incorporate the information presented with your own knowledge and skills.

A content guide is a sequential preview and summary of what exists in the resource. Content guides are used most often by people who prefer to remember information in a sequential, logical format.

A memory map is a diagram that previews and summarizes the contents of each resource. Memory maps are used most often by people who prefer to remember information in a visual format.

There are several approaches for using these content guides and memory maps. Either:

1. Use the content guide and/or the memory map to preview the resource.
2. Use the content guide and/or the memory map to review the resource after you have read it.
3. Use the content guide and/or the memory map to preview and review the resource.

When you have decided how you want to use the content guide and/or the memory map you can begin to add your own personal notes and ideas directly to these basic preview-review pages. Use your creativity to add personal ideas to these pages so that they will serve

you better as a memory tool. Use different colored pens to highlight specific points or to color code significant pointers to information in other resources. Change the order of the information or revise the diagrams in whatever ways you think might help you. Do not be restricted by what I have presented since the content guides and memory maps represent only one way to remember the knowledge and skills in the resources.

# Content Guide

Beginning Teachers

How You Learn

Principles of Adult Education

Characteristics of Learners

Designing Programs

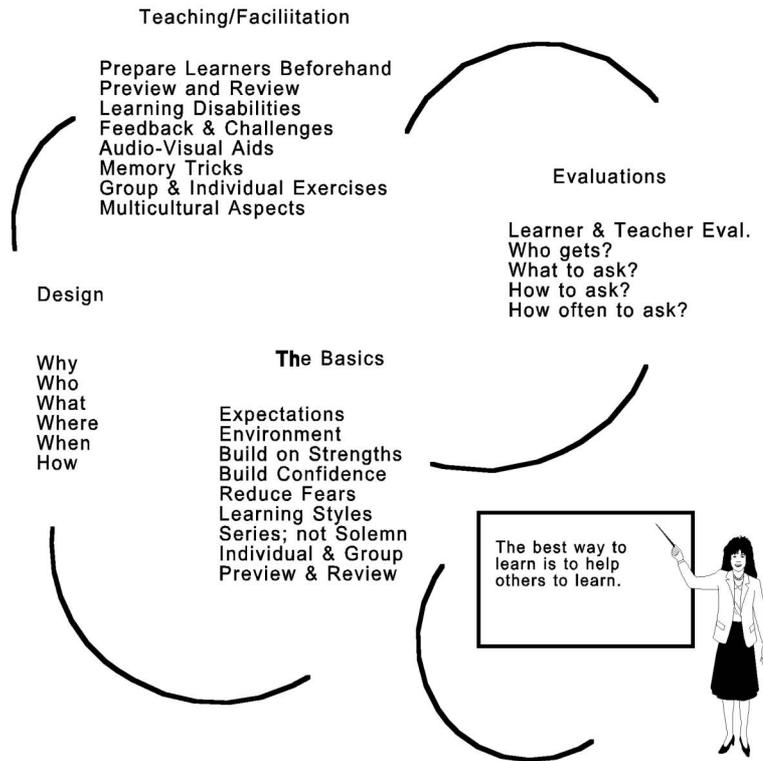
Facilitating Programs

Audio Visual Tools

Physical Environment

Evaluations

# Memory Map



# Introduction

**The best way to learn is to help other people learn.**

The following information on teaching others is designed to help experienced and beginning teachers or trainers. I hope the material is equally helpful to all teachers, educators, facilitators, instructors, and content providers. Whatever the term, the goal is the same – to provide a learning environment and framework that allows learners to acquire knowledge and skills for professional and personal development.

This book is not meant as a replacement for an in-depth teaching or train-the-trainer program. It does present practical information on adult learners and the design, teaching and evaluation of programs – the basic building blocks of any teaching program.

The best training programs are those that meet the needs of your organization's mission statement, strategic and operational plans, and the needs of individual managers and staff.

The best way to use the following information is to read through the material quickly and highlight areas that you think may help you in designing or improving your education program. The other material may be helpful in the future but for now concentrate on what can help you most, right away.

## Definitions

In this material you will read the words teacher, facilitator, educator and trainer. People who teach full time see themselves in different ways and so give themselves different titles to reflect their philosophy of teaching. Facilitators believe that their job is to help people learn for themselves. Trainers often teach people “hard” skills that require technical expertise such as computer training, high-tech skills, and how to run machines, or “soft” skills such as sales training, communication or supervisory skills training. Educators and teachers combine facilitation and training but also like to think of themselves as using more theory along with specific skills teaching.

I use all four titles interchangeably in this material because the distinctions between educator, teacher, facilitator and trainer are not very clear, even in the teaching profession. Whatever title you prefer for yourself is fine.

## Teaching Styles

I have not written very much in this material about different teaching styles (see Appendix and the Reference section) because most readers are not full-time teachers. The theory and application of different teaching styles is important to learn for those who are full time teachers, but for the rest, you need knowledge and skills that build on your natural teaching style. Concentrate on meeting the needs of the participants in your programs and you will always have successful programs.

The principle of using these skills effectively is to **participate actively** in the process of using these skills, **organize** your skills, **persist** during difficult times, and be **creative**. The more effectively we use our skills, the more time we have to enjoy other parts of our lives.

# For Beginning Trainers

The information in this complete self-study material is designed for:

1. People who are only going to teach one or two programs and then stop teaching.
2. Beginning teachers who already have expertise in other areas. For example, this would include people who know how to use word processors and are now going to teach others to do the same.
3. People who are experienced teachers who want to improve some of their knowledge and skills.

The following suggestions will help you decide how to use the material best for your personal needs:

## 1. Teach only once or twice

If you are only going to teach once or twice, then do not spend a lot of time going over all the material in this package. You have probably been asked to teach because you have a special skill or expert knowledge that others want to learn.

Teach this knowledge or skill in whatever way you feel most comfortable. Since this is a one-time event there is no need to panic yourself with becoming an expert teacher. If you have done presen-

tations in the past, stick with what worked best for you. Spend some time reviewing what you did that worked and what you did that you would like to avoid doing the next time. Follow your instincts.

You may want to look at some of the teaching tips described later in this material. Pick one or two techniques that you find most comfortable and add them to your normal way of presenting things. This will add a little variety and take some of the pressure off from you having to do all the talking.

Do not be surprised if you end up enjoying teaching and want to do more of it. Look for opportunities to teach more often and develop your teaching skills as you need them. There is always room for one more effective teacher in any organization!

## 2. Beginner

If you are new to teaching but are expected to do quite a bit of training in the next little while, then I suggest you work through the exercises in this material. These exercises will help you understand how you learn, how others learn and what are the principles and characteristics of adult learning.

Read through the rest of the information in this package before you begin to design, teach or evaluate your programs. As well as using this material, speak to people whose teaching style you have liked in the past. Ask them for suggestions and, if possible, to attend one of your programs to provide you with honest feedback about your program and your teaching methods.

Come back to this material regularly at first to fine tune your work. Force yourself to go beyond the normal way of doing things to make

your programs more effective and enjoyable. Ask the participants what they liked and what could be improved. Take every opportunity to watch other teachers and learn from their strengths. Also take every opportunity you can to teach and to help other beginning teachers develop their skills as well. The golden rule of learning is that you learn best by helping others learn.

## 3. Experienced

Those of you who are experienced teachers can always learn to enhance your knowledge and skills. One of our biggest errors as teachers is that we sometimes forget the basics while we develop specific skills. Do some of the exercises to remind yourself of the basics. Skim the rest of the material to see what information may be new or presented in a slightly different way than you are used to. Constantly look for ways to improve this material for your own benefit and the benefit of your program participants.

# The Basics

Teachers must constantly review and apply the basics of good teaching. This includes all three categories described above. Both the beginner and the experienced teacher can benefit from applying the basics to their programs. The basics include:

1. Provide a natural, comfortable, safe and colorful learning environment.
2. Help learners build on their strengths and identify their own learning needs.
3. Build people's confidence rather than trivialize or threaten their knowledge and skills.
4. Help people to reduce their fears, stresses and learning barriers. Competitive learning is useful. Confrontational learning is destructive.
5. Accommodate different learning styles, speeds and needs by providing information in a variety of ways: visually, verbally and through hands-on exercises or demonstrations.
6. Learning may be a serious effort, but it does not have to be solemn. People can have fun, enjoy their learning and still develop their knowledge and skills seriously. In fact, when people enjoy their learning they learn more, faster and remember it longer.
7. Encourage group learning as well as individual learning. It is often best to give people time to work on an exercise by themselves first. Then follow-up with a group exercise or activity.
8. Tell people at the beginning what they are expected to learn, what they can expect from you, how the material will be presented, how they will be evaluated, how you will be evaluated and what educational principles you use in your teaching. See page i for an example of how I do this in written material.
9. Summarize and review the material with people. People remember most what happens at the beginning and at the end of a learning experience. This last step is avoided most often by teachers because learners are usually keen to leave the program quickly when it is near finishing time. There are creative ways to summarize materials described later in this material that may encourage you to include a summary or review at the end of a section of learning or at the end of the program.

## Exercise 1: How You Learn

Before you get into the specifics of how other people learn, find out a bit more about how you learn. If you become more aware of how you have learned in the past, you can take more control over how you want to help others learn in the future. You will be able to make choices based on your knowledge of what does, and does not, work for you and understand that other people may, or may not, learn the same way you do. Use this information later on in this resource when you begin to plan or revise a learning program.

Think about some recent learning experiences you have had at work, at home, at school, or while you were on vacation. Think about what you enjoyed while you were learning. Think about what you disliked. Use the following questions to identify some of your own learning preferences:

1. I learn best when... (Note things about the environment, the time of day, the topics, people involved, etc.)

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2. I have the most trouble learning when...

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3. The best thing a teacher can do for me is...

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4. My best learning experience was when... (Give details, e.g., when you learned a skill on a vacation, during survival training, going through a difficult relationship, etc.)

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5. My worst learning experience was when...

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6. My best spontaneous learning happens when...

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# Principles of Adult Learning

**A**ll professions have certain principles upon which they build their work. Principles are the ways they understand the events and realities in their professional lives. Adult learning has basic principles as well. These principles (or rules) help learners and teachers understand how adults learn more clearly. They tell teachers the basic rules by which they can help learners learn more effectively.

If you do not apply these principles to the design, delivery and evaluation of your teaching, you will have no common ground with other teachers. You will not be able to understand why other teachers use their skills differently from you. You will not have a way to compare yourself to others who may have more experience and who may be more, or less, effective at teaching.

More importantly, if you do not understand and apply these principles, then you will probably be using teaching methods that are ineffective, or worse, destructive to your learners.

Too many adults have been turned off learning by attending learning programs that treated them in opposite ways to the principles described here.

Listed below are specific principles of adult learning:

- Adults learn throughout their lives using different learning styles which change from situation to situation (e.g., prefer lectures to

reading for an overview of a topic but prefer reading to listening for details).

- Adults want learning to be meaningful in relation to their work, their families, their leisure, and their personal growth (however they wish to define it). They learn best when the topic is relevant to them now. For example, it is hard to get people interested in kitchen renovation techniques when they have no plans to renovate in the next five years.
- Adults may choose to self-direct their learning, if they have the necessary skills to accomplish this, or they may choose to have their learning directed by trainers to help them acquire content and skills more quickly.
- Adults learn through experience and reflection about their learning, together with the use of a wide variety of resources.
- Children and adults both learn from experience, curiosity, benefit-oriented projects, and by constantly asking questions.
- Learning can take place individually and within groups.
- A trainer's respect for learning means an understanding that learning never stops for learners or trainers.
- Adults learn most effectively when they are learning what they truly want to learn rather than what they think, or know, is expected of them by teachers.
- Culture, politics, religion, the physical environment, and peer pressures all influence one's learning and the methods trainers use to assist learners.



# Characteristics of Adult Learners

This section can help both trainers and learners understand their own learning a bit better.

We have looked at principles of adult learning that help teachers design, deliver and evaluate their programs based on the simple rules of adult education. We are now going to look at specific learner characteristics. These characteristics are what the learning principles are based on because they tell teachers what adults are like as individuals. The characteristics tell teachers that all of their learners are different in their abilities, their needs, their backgrounds and their environment.

Review the list of characteristics to see which ones describe you. Also look to see which ones describe other people you know and what similarities and differences there are between you. It is in understanding the similarities and differences between learners that teachers meet the needs of individual learners.

Everyone, regardless of age, sex, where they live, or how they learned in the past, can learn almost anything that interests them. Their learning depends on their interests, how committed they are to learning, and what kind of encouragement and support they get from their teachers, their families, friends, colleagues and their workplace.

To help other people you need to have a historical, cultural, biographical understanding of your own learning needs, wants and in-

terests. When you understand yourself better and also understand the differing needs, wants and interests of other people, you are more able to select the style and content of learning that best serves you as a teacher.

The following is a brief list of some generally accepted characteristics of adult learners which are consistent with the principles of adult education described in the previous section:

- their learning is lifelong,
- they have different learning styles — seeing, hearing and doing,
- adults accept responsibility for their learning when given the opportunity,
- their learning is personal and they have their own motivations for learning,
- they generally want problem-centered learning,
- their learning involves change and/or is motivated or sparked by a change in their lives,
- many adults are self-directed learners who may or may not seek the help of teachers,
- their learning is partially a function of human development — as they grow older they develop different learning knowledge and skills,
- their learning is directly tied to their belief in themselves as a “good” or “bad” learner,
- their past experiences can help, or harm, their learning,
- their learning is partially intuitive,
- their learning requires reflective thinking about what they have learned and experienced,
- they evaluate their learning by asking if it is meaningful to their lives and if it can be applied to their lives now or in the near future,
- adults are creators and therefore not solely influenced by their environment,

- their learning is primarily outside formal higher education,
- adults often learn more than one thing at a time,
- adults have a tendency to narrow down their interests to specialize in several areas before continuing with other areas.

Certainly this generalized list does not include all the individual characteristics of learners. People learn for different reasons and have different characteristics they are born with or have acquired to help them with their learning. This list is to help you examine some of your own reasons for learning.

### Exercise 3

Check off the characteristics on the list above that most closely describe you as an adult learner. If there are any characteristics you would like to develop, put a star beside that point.

There are other elements to learning that affect how and what a person learns.

1. Physical differences:
  - in hearing, seeing, tasting, smelling and feeling;
  - physical abilities and disabilities.
2. Social differences in culture, religion (i.e., someone's cultural and religious expectations of learning), experiences, work, and types of enjoyment.
3. Gender differences.
4. Psychological differences in our beliefs, goals, personal development, intelligence, and self awareness.

5. Economic differences between people may affect formal versus informal learning choices.
6. Education differences in levels of schooling completed.

All of these elements: physical, social, psychological, economic and educational, influence how you see the world and what you decide to learn in that world. These elements are not limitations to learning. Understanding how these elements affect your learning frees you up to keep, or change, your beliefs about your own learning.

# Designing Programs

The quickest way to design the structure, content and facilitation methods of a training program is to examine what other people have done before in similar circumstances. Ask other teachers, trainers, educators and facilitators for copies of program schedules, handouts, source materials and special techniques they use to help managers and staff learn.

## Organizational Questions

Before, or during, the time you are designing a program, you need to answer some organizational questions:

1. Are you going to do all the teaching yourself or are you also going to use guest speakers and other trainers?
2. Do you have a back-up plan in case you cannot do the training yourself (for example, if you are sick on the day of training or called away for an emergency)?
3. Can you commit sufficient time and involvement for preparation and/or instructing?
4. Do you have the appropriate resource materials, attendance and evaluation forms?

5. Have you identified the costs of the programs? This may be an ongoing exercise as you continue to develop and redevelop your program. Some of the costs include:
  - refreshments;
  - honorarium for guest speaker;
  - audio visual (A.V.) equipment purchases or rentals for off site programs;
  - enough copies of: handout materials and other photocopies;
  - sufficient staff time and staff replacement costs;
  - advertising for the programs;
  - room rentals (if necessary);
  - cleaning costs if any;
  - course supplies: e.g., paper, markers, pens, masking tape, name tags.
  - child care, where necessary.
6. Have you (or someone else) found a suitable place to hold training sessions? Consider size, location (inside the organization or off site), accessibility to all participants, parking, costs, windows helpful or distracting, pillars blocking people's view, sufficient lighting and heating, etc.?

## Content Design

Once you know if you have the time and resources to prepare or revise a training program, the actual design or redesign of the content generally involves the following steps:

1. Do you know who your audience will be? Do you know what information they already have relative to your training program? Do you know what they want to learn versus what the organization wants you to teach them? If not, find out some of this infor-

mation through talking with some of them, through a questionnaire, a telephone survey of some of the participants or ask other educators for help. What you ask them will depend on how much flexibility you have in designing the program.

2. Identify what you want the program participants to know and what skills they should be able to perform back at work. The strategic and operational plans can help you here as well as departmental objectives and/or performance management performance objectives for people with similar job descriptions.
3. Determine how long each session will be and how many sessions you will have together to meet the minimum standards for work performance.
4. Design an outline of each session including the length of the session, what topics you will cover and what materials you will use. You might use a table such as this to design the outline or agenda of the program:

What Participants Need to Learn (knowledge, skill)	How They Will Learn It (lecture, role play, game, exercise, reading, project)	How Long They Have to Learn or Practice
e.g., how to identify different stresses in their work and personal lives	self awareness questionnaire followed by group discussion	45 minutes

5. Once you have received permission to go ahead with the general outline, prepare all the materials and a detailed outline of each program as if you were going to teach directly from them.
6. Get several experienced managers and/or staff, as well as other teachers, to review your session outlines and course materials to get their suggestions about what to keep, revise or delete.
7. Revise all the schedules and materials as necessary.
8. Select co-trainers and others who will act as back-up for you and include them in any train-the-trainer sessions you participate in or facilitate.
9. Test your new program and materials with a group of managers and/or staff and get specific comments from them throughout the program about what they feel is most helpful and least helpful in the structure, content and facilitation of the program. Use an evaluation form to get their ideas and suggestions. Revise the program accordingly.
10. Begin using the materials for all your training and get participants and other trainers to evaluate that specific program's content, structure, and facilitation. Also, do a self-evaluation after each program to examine what you want to do again for the next program and what you may want to do differently.
11. If you are offering your program on a continuing basis, once every 6-12 months review the materials, participant evaluations, what other programs are doing and suggestions from other teachers to revise the program accordingly.

# Facilitating the Program

The actual educational program can be an exciting time of learning for trainers and managers and staff alike. Trainers must be sensitive to the adult learners' backgrounds, experiences and reasons for working in their organization. Trainers must be ready to help participants in translating their learning back in the work environment. Trainers should always discuss both the highlights and the difficulties they encounter through the program with other managers and staff who have experience leading other training groups.

The following are some specific tips that may help you lead a training program.

## A Quick Overview of the Program

### Before the Participants Show Up

Make sure that you have all the handout materials, any audio visual equipment you need (and make sure you know how to use them), any extra paper, marker pens, regular pens or pencils, schedules, evaluation forms, masking tape, and any other material you know that you will need. It helps to have a standard checklist form so that you do not forget anything that you need. An example of such a form is found later in this resource.

### Know the Room

It helps to visit the place where you are going to teach days or weeks in advance of your course so you understand what the location will be like regarding convenience, size, temperature, lighting, etc.

On the day of the session arrive at the teaching location before anyone else (30-60 minutes early) to set up the tables and chairs in the way you would like (in a circle, U shape, or in rows). Know where the lights switches are. Know how to change the heating and air conditioning. Know the name and phone number of the person responsible for the room and equipment in case you need help. Know where the Men's and Women's bathrooms are. Know if there is a place to hang coats, change a baby's diaper, rest umbrellas, put winter boots, etc.

### Greeting Participants

At the beginning of any program try to meet the participants as they enter the room. A personal introduction (if they do not already know you) and a short, informal chat will help put the people more at ease. Put name cards at their table with their name on both sides of the card. With the name on both sides you can read their name from the front while people beside and behind the person can also read it. You may also use recyclable name tags that hang around a person's neck. These are better than the sticky name tags which cling to a person's clothes or those that you must pin on, since they may damage clothes.

### Starting & Finishing Times

Try to begin the program within 10 minutes of the stated starting time and try to finish on time as often as possible. Trainers and participants are all busy people and punctuality sets a respectful and professional tone.

## **Introductions**

Introduce yourself and give a bit of your own background so that participants can understand why you are qualified to teach them. Also provide information about the program to those who are not aware of exactly what you do and what they are expected to do.

Add a little information about the teaching philosophy (e.g., adult education principles) behind the program and why it is structured the way it is.

If you plan to have more than one session with the same group, give people a schedule of all the sessions: dates, times, places. Also give a brief summary of each session so that they can prepare before the session.

If time permits, have the participants introduce themselves to the whole group or to one or two other people nearby. You might suggest they give their name, where they are from (department or other organization) and why they took this program.

## **Confidentiality**

You must let participants know that sensitive information will be kept confidential by you and the other participants. This is especially true if learners use examples from work and other learners in the group know who, or what, the person is talking about. People cannot feel free to learn if they think other people will go out and repeat (usually incorrectly at that!) what was said in the program.

## **Organizational Info**

Give participants information about smoking policy, where the wash-rooms and telephones are (if that is not obvious), how often you

take a coffee/nutrition break, what happens to the program during bad weather, etc.

## **Beginning and Ending**

At the beginning of each session, give a quick review of the past session(s) and preview what will happen during this session. Answer any organizational questions regarding homework, tests, change of schedules, etc. On flip-chart paper or overhead you can present the schedule or agenda for the session.

At the end of every session do a quick review of the session's content and preview what can be expected at the next session.

## **Evaluation**

Some trainers like participants to evaluate the content, structure and facilitation of each session. Others prefer an evaluation every few sessions, half way through or only at the end of the entire program. You may want to try various methods to see which meets the needs of the program best.

# Learning Disabilities

There is a great deal of information these days about learning disabilities. Although some participants may have a real learning disability the majority of your participants will just have different ways of learning. We are often too ready to label someone with a disability. This is unfair. Some people learn best by reading and seeing. Others learn best by hearing things while others learn best by physically doing things.

For example, what we now label as hyperactive children were once just children who needed more activity in their lives and a good nutritional diet. By labelling them hyperactive, we have made their natural style of learning a medical illness requiring treatment and medication. This is not an effective (or often successful) way of helping people to learn.

Some people do have learning difficulties but they overcome them in a supportive, non-judgemental environment. People who see letters in the wrong order (dyslexia) have probably overcome their difficulty before they come to your program. If they tell you they need information in a different form to help them learn, then provide them with what they need as best you can. If people read slowly, then do not ask them to read out loud in a program. Give them enough time to read the material before the next class if your program runs over several days.

Some other things you can do:

## **Hand out materials before program**

If you give people handout materials before the program it allows people with low, or no reading, abilities to get some help with the materials. By giving it to them before hand they do not have to explain or feel embarrassed about any difficulties they are having. If you want participants to hand in homework of some kind, then again, give them an opportunity to take it home so they will have time to understand and answer without the time pressures of doing it in class. For most of you teaching, you are not going to be involved in evaluating people's reading, writing and arithmetic skills. You are probably more accountable that people can do a certain job or skill effectively. Help them learn that job or skill in the most supportive, non-threatening environment you can.

## **Invite questions**

In your Introduction, invite individuals to see you at break time if they need some assistance in learning from the program materials or exercises.

## **Get feedback**

Participants should be able to describe or demonstrate their new knowledge and skills. Be sensitive to the ways people feel comfortable about relating that information to you. Again, people do things differently and some people are more comfortable writing than talking or doing something.

Often people with learning difficulties have a long history of teachers trying to help them. Always start by asking them what they suggest you do that will make you an even more effective teacher for them. If they are registering for your program, ask them on the reg-

istration form if they have any specific needs that you can help them with. For example, some people have physical needs that involve them leaving the program more often than your scheduled breaks. Other people may need help getting to and from the program. Others have learning needs that are best met by receiving materials before the program begins. Let them help you be the best teacher you can be.

### **Adapting Instructional Techniques**

It is easier than you think to adapt techniques. First you have to get past the idea that adapting information is a form of oversimplifying. People do learn best in different ways and a program that uses different teaching methods will help people learn in the ways that make learning enjoyable and less stressful.

### **Understanding & Directions**

Giving specific and clear instructions is easier said than done. Use a handout, flip-chart paper, chalk board or overhead to write out long or complicated instructions. Give people a visual example of what you expect them to do so they know how you define success. Most teachers wait to tell their participants what they did wrong after the exercise rather than helping them understand what the end result should look like.

Tell your learners that you will go through the instructions once and you will repeat the important parts to make sure that everyone understands. This helps calm people down. If a whole group of people did not follow your instructions correctly, it is your fault — not theirs.

Look at your participants' body language to see if they are understanding what you are talking about. Eye contact and being physically close (a few yards apart) to people are important. Get the learn-

ers accustomed to giving you non-verbal signs if they do not understand something. When you give complicated instructions for some project, write them out in simple steps to help people understand what you want.

Keep in mind that it is natural for you to look at people you know in an audience or those closest to you. You must scan the complete room, however, so that everyone gets to know that you are interested in them. It keeps them more alert and interested. Right-handed teachers, for example, tend to look most at the left side of a room and vice-versa. Moving your eyes **includes** everyone in the discussion. Moving around physically also encourages people to remain alert and interested. Remember when you used to be able to sit at the back of a class and not have to worry about participating. You understood then that "out of sight is out of mind".

### **Simple Visual Aids**

One well-placed overhead, diagram, flip chart, or slide at a time is the key. If the participant cannot explain a procedure using the diagram you have created, the visual reference is useless.

### **Relevant**

Information must be well grounded in memory through relating information to learner's past experience and understanding. Use comparisons, contrasts, metaphors etc. Use "what-if" statements to see if people can take general information and apply it to a specific situation.

### **Universal Approach**

In order to include everyone in the program you need to use universal examples, comparisons, contrasts, metaphors, etc. For example, rather than words like Christmas, birthdays, anniversaries use the

term celebration. Many people do not share your ideas of what days they should celebrate. Words like parents and family may hurt people who do not have parents or a family. We have all had people take care of us but that is not the same thing as a two-parent family growing up happy-ever-after.

There are universal ideas and feelings that almost everyone shares and that can be used in examples: fondness for children, laughter and smiles, sense of grief or loss, the basic emotions of joy and anger, and the visual signs of people sharing love.

You must plan your stories, examples or metaphors in advance to avoid isolating people from the group. This isolation has often been incorrectly labelled as a learning disability. In fact, the person may be withdrawn or agitated because your examples or stories bring back painful memories of isolation, racism, sexism, political detention, and more.

# Different Ways of Presenting Information

**W**hen many of us think about our school years we remember the authoritarian way of teaching where the teacher stood at the front of a class and used a lectern or chalk board to lecture us. They gave us homework, tests and report cards to tell us if we were smart or stupid. Remember your own worst learning experience to remind yourself of what you really disliked about that experience. Mine was a workshop on how to use appropriate humor in teaching. The teacher was without humor, gave orders like a military commander, got visibly and verbally upset when you did not do things her way, made us walk around the class staring into each others eyes or moving in awkward ways, and gave up on her group when she did not get the results she wanted. I am not sure how the program ended since I walked out two-thirds of the way through!

We sometimes forget that some of our best teachers used many different methods to get us to understand specific information or skills without all the stress of proving how smart we were. These exceptional teachers used school plays, the choir, sports, drawing and painting, the 4-H clubs, the scout and guide movement, and many other things to teach life-long knowledge and skills. One-room schools used older students to help younger students learn (and help the older students learn their basic skills even better). They taught

memory tricks for remembering long poems. They used music and songs to teach body anatomy. They used competitions to learn spelling and had school newspapers to teach writing and editing skills.

Even before our one-room school houses, there were the Greeks and Romans who taught thinking skills, memorization and speaking skills and practical day-to-day knowledge and skills.

We have a rich history of teaching and the most effective teachers, trainers, educators and facilitators use a combination of those skills to meet the learning needs of their individual learners. We are also lucky because we each teach other people all the time. You are teaching every time you explain something, tell a story, give directions or advice. Helping people to learn is natural. Becoming a master teacher means you can do what comes natural in more effective ways.

The following is just a sample of some teaching techniques. There are literally hundreds of different ways of teaching or helping participants to learn. Each of us has different skills and interests and learners learn best when we use those teaching techniques that are most natural to us. Some musical people use songs to teach complex or detailed information while computer lovers use computer-based training methods to help participants learn by going through a specific software package.

**You do not have to be an expert in all teaching techniques to be an effective teacher. You need to use several different methods in each session to make sure that participants who learn differently (i.e., seeing, hearing or doing methods) have an opportunity to use their preferred learning style some of the time.**

### **Overheads/Chalk board**

Overheads, notes on a chalk board or flip chart are ways to make sure that the information you are giving people is presented in a logical and memorable way. It forces you to stay on track rather than going off in various interesting directions that do not help the participants learn. It also cues the learner into your understanding of what the key points are for their own notes. Make sure that people at the back of the room can read your writing and see the letters. Use white chalk on chalk boards with colors for highlights only. Use dark colored markers on papers and use other colors only to highlight. Avoid orange, yellow and pink colored markers.

### **Videotape**

Sometimes video taping a group during an exercise helps them identify their own body language. It also helps them see their areas of strengths as communicators and areas where they want to improve their skills. Have them concentrate first on what they do well and then have them pick one or two things they would like to do differently in the future. Also, using video movies is a way of presenting information in a different way. There are many management and staff development videos available through your public libraries. "Hollywood" films are also a great way to demonstrate specific points. For example, watching films from the 1920s and 30s is an excellent way to present information on the clothing, habits, culture, and technology of that era. See the section on Audio Visual Tools for further ideas.

### **Songs and Music**

Use a familiar song and rewrite the words to highlight information you would like people to remember. Either perform the song by yourself (if the group is shy) or get people to sing along with you.

### **Other Memory Tricks**

You can also use other memory tricks to help people remember information in an enjoyable way. For example:

HOMES = 5 Great Lakes of Huron, Ontario, Michigan, Erie and Superior.

Every Good Boy Deserves Fudge = the notes of the five lines of a musical staff (E, G, B, D, F).

The hip bone is connected to the... rhyme to help people remember anatomy.

### **Visualization**

Visualizations are like daydreaming except that someone is speaking to you while you relax. They are a good way to allow people to think or feel emotions quietly about a specific idea. They are used successfully by athletes to prepare for competitions. They are used by patients to help them deal more effectively with their illness or pain management. They are used by actors and public speakers to prepare their performances. They are used in stress reduction techniques and in learning exercises to help children and adults learn math, second languages or just about any other topic.

You often begin with a bit of deep breathing to help people relax. You can use music in the background if you like. While people are relaxing (eyes open or closed), ask them to think about a specific situation. Ask them questions about the situation and allow them quiet time to come up with some of their own answers. After the visualization is over you can get the participants to discuss their thoughts and feelings.

Visualizations can be very simple and short (as described above) or they can involve quite demanding skills of a teacher. If you would like to use visualizations in a more profound and influential way, you should research this particular skill and practice it before using it with learners.

For example, imagine yourself ending a teaching session. You can see the faces of your participants clearly in your mind. You hear the sounds of traffic outside the room. You smell the colored markers you were using to write on the flip-chart paper. You can even remember the taste of the muffins and orange juice you had a break-time. You can feel yourself put the cap on the last marker as you thank the group for their attention. The room is quiet. Then, one by one, the participants begin to smile and applaud your genuine efforts to help them learn. You feel lighter than air. Your face blushes. Everyone laughs. REPEAT THIS VISUALIZATION AS NECESSARY!

### **Musical Previews/Reviews**

Using quiet music (e.g., Classical Baroque, New Age, Sounds of Nature) in the background you can show overheads or slides or information on flip charts or chalk boards to the participants without saying a word. The participants are just expected to read the material in a relaxed environment. This can be used to preview the material for a program or to review the materials that learners have already seen during the program.

### **Televised Tutorial**

Teach one learner a 10-minute portion of a tutorial with the cameras concentrating on just the two of you. The monitors bring the rest of the learners to you as if they were sitting beside you. Change participants every 10 minutes or so to keep attention strong. This arrangement encourages one-to-one teaching while allowing the rest

of the learners to watch, learn, and listen without pressure. The novelty of it also makes it interesting for the learners. You can use the finished video tape in various creative ways to teach future learners the same topic or to teach communication skills or body language.

### **Fishbowl**

When an activity calls for only 12-20 people, but you have many more than that, present the activity to the first few rows of participants and ask the others to move in closer to observe the groups' activities. Give the observing audience specific things to look for and debrief both groups.

### **Individuals Teach Each Other**

Having people tutor each other helps them understand the material better themselves. Someone who already knows the material will reinforce their knowledge and skill by helping someone else learn it.

### **Groups Teach Each Other**

Have people count off (first person, second person, etc.). Ask the odd number people to close their eyes and place hands over ears. Present information (2 minutes) to even numbered groups and then reverse. Get the odd and even number people to teach each other what they learned.

You can also present information so that the even group covers their eyes and the odd group covers their ears and have them compare notes on what you presented. This reinforces information and has an added bonus of providing sensory training.

### **Experiential Learning**

Begin with an exercise that involves people working together on a specific problem or skill. Once they have finished their exercise one

or more people from each group explains what happens to the rest of the groups. This method allows groups to learn from each other rather than just on their own or from the teacher.

### **Brainstorm**

Start with groups coming up with as many ideas as possible to solve a specific question or problem. People should generate at least 30-50 alternatives. They must not judge each other's answers or ideas (either good or bad). Requiring a large number of alternatives forces them to go beyond the standard 5-10 alternatives that most people come up with. Their creativity is encouraged by this method. All ideas should be written down without comment and using the exact words of the person who gave the idea. On a different day have the groups classify, evaluate, modify, compare and rank their ideas.

### **Socratic Lecture**

Use questions to encourage participants to form and test an idea or theory, make predictions about what would happen if a certain idea was tried and have them draw conclusions. Comparing their conclusions with other groups will help them identify how similar ideas and theories can result in different, yet equally effective, conclusions.

### **Roleplays**

Roleplaying is just a form of acting out a situation. If participants are working out how best to be more assertive, they might act out a situation where a worker tries to resolve a problem with a supervisor. Once the roleplay is over, the individuals and groups summarize the major ideas and conclusions. Give participants a 2-3 minute time limit. They will often go beyond that limit but giving them a shorter time makes the role play less intimidating for some of them.

Many people are not fond of acting out situations in front of their peers or bosses. Try to find people within your group who you think might enjoy acting out a situation and ask them for their cooperation quietly before that part of program begins. Once people see it done successfully and without harsh judgements they might try it themselves. Never force people to participate in a role play. If they do not want to act in a situation ask them to be observers of body language, the use of appropriate language, and the overall effectiveness of the played out scene.

Role plays can also be done in small groups of 3-5 which are much less intimidating. Once people have done it a few times they often enjoy themselves more and begin to try more dramatic, silly or comical situations which help make their learning even more personal and more memorable.

People generally prefer to act out a situation “done the wrong way” rather than forcing them to show you the “right way”. It is easier to feel safe knowing that your mistakes are done on purpose. Some participants are quite comfortable doing role plays that show people doing things well. Use their comfort and encourage them to develop this skill.

### **Demonstrations**

A teacher can use a computer screen, model or demonstrate a procedure to get audience input and reactions. Getting participants to do specific demonstrations or projects increases their learning and their long-term memory of that specific knowledge or skill you are highlighting.

### **Chain-Gang Procedures**

Present different steps of a procedure to different subgroups and have them form teams to master the complete procedure.

### **Press Conference**

Divide the group into teams and have each team prepare a list of questions to quiz you (or a panel of experts). While one team conducts the interview, ask the other teams to prepare a summary of your responses.

### **Games**

Create a new board game or physical activity game (e.g., charades) to highlight specific information or ideas (e.g., management skills). You could also divide learners into teams and have them quiz each other.

### **Write or Perform a Play/Film**

Have a group write a play or film script that teaches the audience something in a dramatic or comical way.

### **Physical Activity**

Have statements up on different walls within a room. Have participants move to the statement that they most agree with. Change the statements and have people move around again. This is a more visual way of demonstrating how people think on different topics or issues. You can also use this technique to highlight similarities and differences between participants in a course. For example, to show an imbalance of women and men in a room (or people of different cultural backgrounds, personal histories) have them physically split up so that the differences are more dramatically presented.

When you divide people by visible similarities or differences it is also important to divide them by invisible ones. For example, dividing people with and without children, those who speak more than one language, those who play a musical instrument, those who believe in God, etc. Once the groups are divided ask each one to teach the other group(s) one important fact about their group. Allowing single parents, for examples, to explain some of the difficulties of raising children on their own is as important as two parents explaining some of the difficulties of raising children in a consistent way.

Physical activities can also include giving people an assignment (like in grade school!) where participants go off by themselves or in groups to identify specific places, ideas or problems. They may be given a checklist and asked to discuss their activity when they return. They could go off by foot, car, or public transit. This can be very effective for orientation programs, getting people within a large organization to visit other areas or departments, or to give people an opportunity to go off quietly (e.g., to a park) to think about a major issue without disturbance.

# M Taking a Risk

Many of the activities presented here go beyond the typical way that people have learned in the past. Some of the activities will be highly successful while others may not meet the learning needs of a particular group at all. There may be great excitement about your teaching methods or real resistance.

Experienced teachers take risks to help their learners acquire knowledge and skills in more memorable and enjoyable ways. When their methods are successful, they share their own enthusiasm and excitement with the learners. When their new method does not work, they explain their reasons for trying, listen carefully to why the participants did not like it and move on to an alternative that is more successful.

When people disagree with your teaching method you both learn. The participant learns about different teaching methods and which methods work best for them. You learn to see your teaching methods through the eyes of different learners to make you an even better teacher. Everyone wins. Even if you make a mistake in your choice of words (may sound racist or sexist to someone else) allow them the pleasure of teaching you. People love to teach. If you genuinely want to help them, you will show your own interest in learning from them.

Most importantly, even when learners dislike a particular method, their dislike of it helps them remember the particular knowledge and skills you were trying to teach. Although you prefer people to learn by enjoying a particular teaching tool, you also help them when

they are a bit uncomfortable with a new teaching tool. For example, most people do not like to be video taped but their discomfort helps them remember the knowledge and skills for a long time. You do not purposely try to make someone uncomfortable but when it happens it is still a valuable learning tool.

The important thing to ask yourself as a teacher is: “Would I do it?” If you would not — figure out why. Do not ask learners to take bigger risks than you do. Remember that some things you see as normal learning methods may feel risky to people trying something new. We all learn best when we are brought to our edge of comfort — when we have to ask ourselves difficult questions and find answers. Do not choose that edge of comfort for your learners. Allow them to choose what is safe and what is a risk, for themselves. Always give people an opportunity not to participate in a specific activity and you will find that few people will take your offer. If you do not give them that opportunity, however, people will naturally rebel against your authority.

# When Participants Challenge You

There are many reasons why participants in one of your programs may not want to be there. The most important thing to remember is: **Do not be afraid of them or their comments.** They are people just like you who are working out a problem or issue in public. They do not want you to fail, any more than they want to fail. Use their energy and re-direct it, when possible, for the benefit of everyone. It would be a far worse situation if resistant people all sat in silence during your program. People want to end their day believing they have done something useful. Few people get up in the morning with the sole purpose of ruining your day or their day. Help them with genuine professionalism and you will usually be successful.

Some people may continue to resist your help by ignoring your suggestions, asking difficult questions, challenging your authority to teach, making inappropriate remarks or distracting other learners. Here are a few examples of why this may happen.

## Resistance

1. They resent being sent to the program by a supervisor or manager. They have not chosen to participate and/or believe they already know the material being taught. Sometimes managers send people to courses to learn a skill which the person already has but does not use in the way the manager would like. Both the

participant and the manager lose out in this situation since the manager is not giving the person clear performance expectations. Instead, the manager hopes the teacher will do this for them.

2. Other people appear to resist because they have other things on their mind and your program is not a high priority. Look at your own past year or two. Has there been a death in your family? Have you planned a wedding or a major move? Has someone you know (including yourself) lost a job? Are you in the middle of planning a great vacation? Are there more bills than income? Is your spouse/partner coming home after being away for a few weeks on business? Has your child had trouble at school? Have you been exhausted after reading a great book or watching sports on T.V. into the wee hours of the morning?

All of these things are happening to your students every time you teach. You will rarely know the details for sure. If you begin with the assumption, however, that your program is probably not as important to your class as it is to you, then you begin to understand your participants better. The key then, is to provide them a safe place to be for the length of your program and allow them to choose how active they will be.

3. They are afraid of self-disclosure in front of their peers or managers.
4. They disagree with the teacher about how the program is taught or the content.
5. People sometimes prefer to avoid looking at specific issues (taking flight) and learning ways to deal with those issues.

6. There is some form of individual conflict between participants (status, personalities, history, cliques).
7. Strong leaders (positive attitude or cynical, hostile leaders or those who do not want to be there) and weak followers within group affect how well a program may work.
8. There may be cultural (corporate and personal) styles that inhibit open discussions.
9. They may try to center out one issue or person to concentrate (complain) on to reduce the effectiveness of a program. They may do this to avoid dealing with the real issues or as a personal attack on someone in their organization.

## **Solutions**

1. Preparation before a program will help minimize a lot of the resistance to it. Sending people information about the program in advance and why it is being held will help them understand what the content, teaching methods and purpose are for the program. Allowing them to speak to you before a program may also help individual participants talk about some of their problems with the program.

If time permits, ask the participants what their learning needs are, what times are best for the program, what ways they like to learn, etc. You can ask a sample of the group directly or use a quick questionnaire to find out some of this information. People who feel involved in the design of a program are less resistant to the learning.

2. At the beginning of the program it is very important to explain the purpose, content and teaching methods even if you have sent written information about this to the participants in advance. They need to know what to expect from you and they need to know what you expect of them. The clearer the rules up front, the less resistance later on.
3. Get people to agree to or change some of the rules at the beginning so that later on they understand that they have participated in how the program will be taught.
4. For people who have very specific complaints about the program, ask to speak to them during a break (or before the course if you know about their concerns). They may have very legitimate problems with the program that are better dealt with in private. You may be able to agree that: (a) they learn the material in a different way which will help them learn how to adapt their preferred learning style, (b) it is better that they not take the course, (c) you can make certain revisions to the program that will meet their concern without damaging the learning for the rest of the group.
5. If a whole group has difficulties with a program (especially if they were told to attend by a supervisor) it is important to deal with those concerns at the beginning of the program. Allow people a few minutes to get their complaints, concerns or problems out in the open. Once their views are heard it is time to decide, as a group, where to go from here. Often people recognize that it is not the teacher who has made them come to a program. Therefore, work together with them to get the most out of the program for their personal benefit as well as organizational benefit. People will learn if they believe the teacher understands their con-

- cerns and if the material will help them personally as well as professionally.
6. Throughout the program there may be times when individuals have great difficulty with some part of the content or teaching process. Usually you can discuss these concerns in private or incorporate their concerns in the rest of your teaching. For example, if a person thinks you are not providing enough information about a certain point, incorporate more information into the program, if appropriate. If not appropriate, recommend further sources for the person to use themselves.
  7. If someone talks too much or is rude during a program there are various things you can do:
    - a. Ask other people in the program for their ideas.
    - b. Privately (e.g., during a break) ask the person who is talking too much to help you in drawing out the ideas and questions of other participants. People who need to talk also need to help the teacher since that means they are sharing some of your power.
    - c. If someone is rude to you or the other participants it is important for you to clearly describe the rules of behavior that you use in teaching. These generally accepted rules include not using sexist, racist or rude comments. If people cannot follow these simple rules of common courtesy you should ask them to leave the program.

If someone was unintentionally rude or used inappropriate language, try not to make them feel badly or make them lose face in front of their peers. Speak to them privately (e.g., call a quick stretch break) and explain to them why their language is not appropriate.

NOTE: If you have the time and/or you expect some difficulty within a group, you can do the following:

1. Have the group suggest Ground Rules for the session and post these on flip chart paper. Hang the paper in clear sight of everyone in the room.
2. Add any rules you think need adding, such as: the importance of keeping discussion confidential, respect each other's views, only one person speaks at one time, and treat the discussions seriously but not solemnly.
3. If difficulties arise within the group, return everyone to the listed rules. This usually minimizes rude or inappropriate actions.

# Teaching with Other Trainers

Teaching with other people has both advantages and disadvantages. Before deciding who should do the teaching and whether you should do it alone or with others, consider some of the following advice:

## **Advantages:**

In good team training situations:

- You may complement each other's styles which is a benefit to the learners.
- One person can lead the group while the other handles individuals dealing with specific concerns. Also, one person can present the content while the other watches to make sure the process of learning is working for this particular group.
- You can get professional development through feedback and observation.
- You can develop personally through feedback and observation.
- You can experience a synergistic effect — excellent rapport between trainers which gives overall greater energy to the group.
- You can role model expected behaviors of working well together.

- You can share leadership, therefore, reduced dependency on one trainer.
- You can check each other's timing and pacing.
- You can offset biases.

### **Disadvantages:**

In difficult team training situations you may find that:

- You have significantly different styles that work against one another.
- You need added energy to develop or enhance a relationship with the other trainer.
- There is a threat of competition between trainers.
- There is a threat of competition from participants' perspective of trainers against us.
- There is the risk of over-intervening in group process.
- Similar failures of trainers will be reinforced.
- You have a dysfunctional relationship that is inappropriate as a role model.
- You have different pacing and timing with resulting differences in responses to participants.
- It takes more planning time since you have to plan your own

work plus work out how you will transfer responsibilities between the two of you during the program.

Teaching with other people does take more energy but can give the participants more energy in return. This relationship, like all relationships, takes time and energy to improve communication and role modelling. Each trainer must understand their own, and their partner's, learning and teaching styles, personal philosophy of education, personal motivations, clear expectations of working relationship both in preparation and in delivery and how each will intervene during delivery. Some considerations:

1. Where will each of you sit during sessions when presenting and not presenting?
2. Who will begin and end each session?
3. How do you deal with any difference in your professional status?
4. Will there be a strict schedule of sessions, breaks etc.? How do you ensure the other person finishes on time?
5. Will both of you be present the whole time or only when you are presenting?
6. How will you deal with style differences? How much tolerance for differences is there?
7. What process will you agree on to handle conflicts during a session or in your discussions after a session?

8. What issues are non-negotiable from each of your perspectives?  
How will you handle these issues?
9. What ethical standards do each of you agree and disagree on?  
How will you demonstrate those standards to your participants?  
How will you deal with differences (both between trainers and with participants)?
10. How will you provide each other with feedback during and after a program? How will you learn from that feedback? How will your facilitation and design skills change because of that feedback?
11. Are your training objectives achieved by having two or more trainers? If yes, what can you do to improve the next time you teach together? If no, can you both change to improve for the next program or do you need to consider not teaching the next program together?

# Multicultural Aspects

**T**rainers often find themselves teaching in a situation which includes participants from different cultural backgrounds. These cultural and ethnic differences can enrich our lives. We must understand some of the participants' cultural and personal background to understand their needs and wishes. Understanding different backgrounds can help us reach a wider community of people.

In a training session there are issues of multiculturalism that may affect the amount of participation by certain members. In the "typical", dominant, white North American culture participants are encouraged to ask probing questions and strongly debate each other to make their points clear. In fact, this is the foundation for much of the North American training content and style which is highly valued by educators. This may not be true for other cultural groups. Whichever cultural or ethnic group you represent, ensure that your training session allows for comfortable participation by a variety of cultural groups.

The following tips only scratch the surface of this fascinating area of teaching.

## **Different participation styles**

1. Learners' heavy spoken accent or beginner's English may discourage them from speaking in groups. They may be afraid they may sound foolish, make an embarrassing grammatical or vocabulary mistake or be misunderstood.

2. Some learners may not want to call attention to themselves. A clear example is a Japanese proverb that says, "The nail that sticks out gets hammered down".
3. "Saving face" is a common belief in many Asian and Middle Eastern cultures versus North American belief that "we learn from our mistakes". Group dignity is highly valued and therefore participants do not want to risk making a mistake, contradicting another participant or implying the trainer has not explained a point clearly and, therefore, they do not understand.
4. Respect for authority is very common in Hispanic and Asian cultures as well. This respect is both for supervisors and perceived experts (trainers). This respect may discourage participants from challenging the ideas of a trainer or adding information to help make a point more clear.
5. A desire for social harmony often discourages participants from disagreeing with someone or presenting an alternative view point. While many North Americans enjoy the challenge of a heated discussion and do not transfer the debate to the workplace, other cultures do not distinguish the difference between workplace and classroom discussions. This sometimes leads to the mistaken view that someone has agreed with us in a training program but does the reverse back at work.

### **Some Facilitation Things You Can Do**

1. Explain your own perspective and expectations to all participants.
2. Acknowledge that your perspective and expectations may be different from others in the room.

3. Give permission for participation and debate.
4. Try and include people with varying cultures and languages. For example, you might explain privately to a few participants that their lack of participation may cause you to lose face, while participation leads to successful learning. Accept it if they still remain quiet in class. Offer them a different method of participation, such as a written exercise. They want you to succeed and they want to succeed themselves.
5. Give people enough time to prepare their comments and questions especially if English is not their first language.
6. Put people into smaller groups to reduce their anxiety of speaking in larger groups.
7. Set aside time for people to write out comments or questions which you can read out to the group later on (correcting any grammatical or vocabulary errors). You could also provide a list of comments that a person only has to put an X beside to represent their idea. If you handout this material before the program, it allows people to get help understanding it. When they hand in the material the teacher or a participant can volunteer to read the comments on behalf of ALL the other participants. The idea is not to center people out, but rather, make everyone feel included in the learning process.
8. Always allow people to do some things individually before they do group exercises. This gives them time and privacy to collect their thoughts before having to share their knowledge, skills or ideas.

# T Audio Visual Tools

There are many audio-visual tools that may help you make your presentation more clear and concise. Audio-visual tools are not a replacement for effective training. These tools are intended to supplement your teaching.

## Flip Charts

Colors:

black and dark blue, brown, green and violet are easiest to read. Yellow, red and orange can be used to highlight or write a few words if people are close to the flip chart.

Writing:

Not in block letters. It is better to capitalize first letter, lower case the rest. Print versus write, unless you have a particularly easy writing style to read from a distance.

If you prepare flip-charts in advance you can write yourself short notes in light pencil on the side of the chart. No one will be able to read these and they may help you remember to present further information to the group.

Sometimes it helps to number your flip charts if you plan to use them over again in a future program.

## Guidelines for posters, Over Head (O/H), graphics

1. leave a wide margin; NOTE: if you use overheads that have a paper edge, you can write yourself some notes that only you can read. It may help you remember key points to say.

2. print clearly or use computer-generated lettering (18 point size or bigger);
3. one idea per visual; do not use more than four or five words per line and only 4-6 lines maximum;
4. balance contents (like in a good photograph);
5. highlight the most important elements;
6. maintain a consistent format rather than mixing several different ones. A horizontal or square format is best, because most people are accustomed to reading horizontal lines. Prepared O/H and flip charts are usually vertical (portrait style) or square, while slides are usually horizontal (landscape style).
7. do not have more than three vertical columns. Try to avoid using vertical dividing lines; use space instead.
8. condense information; eliminate unnecessary words or figures.
9. use large symbols and easily understood abbreviations. Avoid using numbers to make a list.
10. design materials so that they can be read easily by the member of the audience who is farthest away.

## Photographs

Use photographs that are easily seen from a distance. There should not be too much detail in any single picture. Enlarge the photos so that people with poorer vision can easily see what the picture is about. For larger groups use slides.

### **Audiotapes, videos and films**

Use only portions of a tape, video or film to make your point. Programs usually do not have enough time to see and hear the whole thing. Prepare the participants for the tape, video and film with some background information and the point you wish to make. Give them a question to help them focus on the point you want to make. After listening or viewing the material, summarize the key points you want to make and allow for participant comments and questions. If the tape, video or film is sensitive and people are particularly moved by the content, it may be appropriate to take a short break to allow people to collect their thoughts.

### **Audiotapes**

Make sure the music or voices are easily understood and that the cassette player is of good enough quality for people farthest away to hear the tape.

### **Videotape and film**

Make sure people can easily see and hear the tape or film.

### **Presenting A.V. Tools**

1. Pre-planning includes deciding when the A.V. can be best used, the timing (how long a clip) and that the equipment is working well.
2. Make sure that the audio visuals are appropriate, simple and easily understood.
3. Make sure that tapes, videos and films are cued up before the course so that you do not waste any time during the course.

# Physical Environment

The physical environment must establish a safe and encouraging place for people to learn. Too often the place one teaches in intimidates, bores or frightens the learners. It may remind them of unsuccessful or frightening early school days. The environment needs to reflect an attitude of collaborative learning, interest and a safe harbor from outside interferences. An ideal learning environment is difficult to find so the task often becomes one of making the best of a less than ideal situation. Some suggestions include:

### **Size**

Not too small or too large for the size audience. It is better to have a room that is a little too small than too large to encourage group interaction.

### **Color**

When possible, add color to the often neutral toned rooms we teach in. Use posters, a colorful kite on the wall (symbolizing freedom to learn), a few balloons, drawings, something colorful on a table, different colored foods (encourage a pot-luck during a longer course), etc. Using one's imagination encourages others to do the same.

### **Distractions**

Telephone calls, interruptions, etc., should be minimized.

## Refreshments

Placing refreshments at back of room allows participants to get up when they want something to drink or eat. Refreshments usually include juices, water, coffee (regular and decaffeinated) and tea (regular and herbal). Snacks like fruit, muffins, cookies, candy may also be provided. When budgets are very low even a store-bought bag of cookies helps to welcome the learners.

## Breaks

Every 20-40 minutes people should have a quick stretch of some sort. This may be part of a group exercise. Every 1.5-2.5 hours there should be a break for people to use washrooms, telephones, get fresh air, etc.

## Materials

1. Name tags to wear and/or paper folded into a triangular or “tent” shape to put before the participants on their tables.
2. Binders with printed, three-whole punched handouts and blank pages and/or published books used as course materials. Also any workbooks used during the program.
3. Individual handouts to supplement other materials. These materials may be used during the program (e.g., to explain an exercise, a form for participants to fill out, or a supplementary reading for after the course). Three-holed punch the handouts for convenient storage in the course binder.
4. Pens and/or pencils and other “give away” items.
5. Flip chart paper and easels plus felt-tip markers to write with.
6. Masking tape to hang flip chart paper with.
7. Whatever A.V. equipment you will need for your programs.
8. Miscellaneous items can include: cue cards, colored pens and pencils, crayons, glue, construction paper, string, paper clips, safety pins, rubber bands, coins, games, playing cards, etc. Whatever items you may need to help demonstrate a point through a structured exercise or demonstration.

# Evaluations

It is important to evaluate the success or difficulties of any program you offer. The evaluation can help you maintain those aspects of the training that went very well while improving those other areas that did not help the participants learn as much as they could have. There is no such thing as a perfect evaluation since all participants have their own learning needs which can rarely be met within one training event. What you learn from evaluations is what a majority of the participants saw as the benefits and weaknesses of your program. *Like all skills, one aims to be an effective trainer; not a perfect one.* Perfection is impossible, but striving for constant improvement is not.

Whenever you evaluate a program you must answer some basic questions before you can design an evaluation method.

## Design Questions

1. For whom is information being collected? Who will be involved in decision-making process?
2. Who is doing the collecting? Are they qualified?
3. Who is doing the evaluating? How often to get sufficient data?
4. When should you evaluate? (Generally at end of session with a possible follow-up 3-6 months later.) When should it not? (When information cannot be collected or will not be used to change program.)

5. How should information be collected?
6. Where should evaluations take place?
7. What resources are needed and available?
8. Who should prepare data and in what format?
9. Who should provide feedback on data?
10. Who should distribute data?
11. Who should get data?
12. How long should data be kept?

Once you have the background answers to those questions, you can decide what kind of evaluation method would be best. You may decide to combine various methods to get the most accurate evaluation you can. Keep in mind how much time you will have to design, implement and review your evaluation information and how that information will be used. For example, do not spend weeks working on this evaluation if the information will not be seriously used to change your program or teaching methods.

## Types of Evaluation

1. To show what knowledge and/or skills the participant has learned, you can use written or verbal tests as well as demonstrations of specific skills.
2. Participant self-evaluation in written or verbal forms.
3. Participants, other trainers and the trainer themselves evaluate

- the successful completion of the program.
4. Content evaluation by participants and/or trainer.
5. Participant and trainer evaluation of facilities.
6. Follow-up participant learning by using any of the above methods after several weeks or months to see how much the learners maintained. You can also interview the participants, their supervisors and the trainers after several months to see how they self-evaluate their learning.
7. Give people a pre-test before they learn knowledge and skills and a post-test to see what changes there are in the participants knowledge and abilities.

## Things to Evaluate

There are different things one can evaluate to improve programs. Most of them involve a participant's learning but others involve specific aspects of the training program including some of the following. A trainer can use the evaluation process to determine how effective some of these training aspects were and revise them according to needs.

1. Preparation of materials and participants,
2. Content,
3. The trainers,
4. Written and visual materials,
5. Activities: group and individual,
6. Time limits sufficient and met,
7. Participation of learners throughout program,
8. Environment helpful to learning,
9. Performance results.
10. Learner self-evaluations. Learners can evaluate:
  - if their original concerns or learning needs were met,

- if their participation helped or hurt the learning process for themselves and for others,
- what actions they are going to take to apply what they have learned.

## Evaluation Forms

Forms can be very simple or quite detailed depending on what you intend to do with the results. The more detailed the form the more you should use the information to improve the design and the delivery of the program. Participants often are not too keen to fill in evaluation forms so use them only when you intend to use the feedback to improve your programs.

On the next few pages are several examples of evaluation forms.

## EVALUATION FORM

1. What did you like or find most useful about this program?

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2. What did you like or find least useful about this program?

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3. Any other comments or suggestions?

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**EVALUATION FORM**

(Your Point of View Helps Us Improve Our Program)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Please circle a number to indicate your evaluation. Five (5) is the highest rating you can give; one (1) is the lowest.

**TRAINER EVALUATION****COMMENTS**

1. Apparent knowledge of the subject  
1 2 3 4 5
2. Apparent interest and enthusiasm  
1 2 3 4 5
3. Clarifies, simplifies theories or abstract ideas  
1 2 3 4 5
4. Confidence in self and ability  
1 2 3 4 5

**TRAINER'S COMMUNICATION SKILLS**

1. Voice level  
1 2 3 4 5
2. Voice tone  
1 2 3 4 5
3. Use of examples  
1 2 3 4 5
4. Asks meaningful questions  
1 2 3 4 5
5. Encourages student contributions  
1 2 3 4 5
6. Student interest generated  
1 2 3 4 5

7. Pace and flow of lesson  
1 2 3 4 5
8. Mannerisms and gestures  
1 2 3 4 5
9. Understandability (choice of words, etc.)  
1 2 3 4 5
10. Learning atmosphere created  
1 2 3 4 5
11. Control and direction of class  
1 2 3 4 5
12. Appearance (dress, etc.)  
1 2 3 4 5
13. Multiculturally unbiased  
1 2 3 4 5

**EVALUATION OF PREPARATION**

1. Organization of lesson  
1 2 3 4 5
2. Thoroughness of preparation and presentation  
1 2 3 4 5
3. Logical Progression of Lesson  
1 2 3 4 5

**EVALUATION OF RESOURCE MATERIAL**

1. Organization of Materials  
1 2 3 4 5
2. Easy to Read  
1 2 3 4 5
3. Sufficient Information  
1 2 3 4 5
4. Self-Instructional  
1 2 3 4 5

What did you like most or find most useful about this program and the resources used?

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What did you like least or find least useful about this program and the resources used?

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What would you change or do differently about this workshop?

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How would you change this evaluation form?

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Any other comments or suggestions? (Please answer on the back of this page.)

# Summary

**T**here is no such thing as a perfect teacher. The best we can hope for is to provide people with a learning environment that encourages them to build on their strengths and develop their knowledge and skills to meet their own learning needs. We do this by providing the basics of effective teaching:

1. Tell people at the beginning what they are expected to learn, what they can expect from you, how the material will be presented, how they will be evaluated, how you will be evaluated and what educational principles you use in your teaching. See page i for an example of how I do this in written material.
2. Provide a natural, comfortable, safe and colorful learning environment.
3. Help learners build on their strengths and identify their own learning needs.
4. Build people's confidence rather than trivialize or threaten their knowledge and skills.
5. Help people to reduce their fears, stresses and learning barriers. Competitive learning is useful but confrontational learning is destructive.
6. Accommodate different learning styles, speeds and needs by providing information visually, verbally and through hands-on exercises or demonstrations.

7. Learning may be a serious effort, but it does not have to be solemn. People can have fun, enjoy their learning and still develop their knowledge and skills seriously. In fact, when people enjoy their learning they learn more, faster and remember it longer.
8. Encourage individual learning as well as learning in groups.

When we concentrate on the basic attitude of helping people to learn, we fulfil our mission while also providing a teaching role model for learners to use when they go on to teach others.

# W Self-Evaluation

Whenever you finish learning new information it is helpful to take a moment or two to evaluate what you have found most useful and what you would like to do with that information. This process can be very useful whether you write out the answers or just think about them.

1. What general concepts, ideas or techniques have you learned?

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2. List at least three techniques from this resource that you could use immediately.

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3. What other concepts, ideas or techniques do you want to learn?

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4. Is there anything you have learned that you could pass on to your colleagues, family members or friends?

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5. Do you have any further comments or ideas you want to record based on what you have learned?

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# Resources

The following references are only a few of the many excellent resources that you can find in your local libraries, within your own organization, and in your local book stores. Look for further books but also for journal articles, magazine reports, films, videos and audio cassettes. Also keep in mind how much you can learn from experts in the field, including people within your own organization!

For more intensive research, read the suggestions in the “Writing and Researching Reports and Papers” in this series of resources.

Apps, J. W. (1985). *Improving practice in continuing education*. San Francisco: Jossey-Bass.

Reviews modern approaches to understanding the adult education field and determining priorities for continuing education. Uses critical, synoptic, normative and analytic approaches regarding aspects of adults as learners, the aims of continuing education, teaching versus learning, the content of continuing education, policy directions in the field, and priorities in continuing adult education.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarale, J. M. (1996). *Women’s ways of knowing: The development of self, voice, and mind*. New York: HarperCollins.

Presents education theory and application from a feminist perspective. Many organizations are staffed largely by women yet, many of the educational programs are designed based on assumptions of how men often learn best.

Boud, D. and Griffin, V. (1987). *Appreciating adults learning: From the learners' perspective*. London: Kogan Page.

Examines education issues and methods from the perspective of adult learners.

Boud, D. (Ed.). (1981). *Developing student autonomy in learning*. London: Kogan Page.

Examines the new purpose of education, which he sees as the preparing of children and adults for life-long learning. The development of independence, self-directedness and responsibility for learning rests with the students in higher education institutions and, therefore, requires various methods of recognizing and permitting that independence, e.g., learning contracts.

Briggs Myers, I. (1977). *The Myers-Briggs type indicator*. Palo Alto, CA: Consulting Psychologists Press.

Quickly becoming a standard tool for identifying one's personality or work type. This method divides people into 16 categories recognizing that people have more than one general type and that they may move from one to another depending on whether they are with family, colleagues or friends in different situations.

Brookfield, S. D. (1983). *Adult learners, adult education and the community*. New York: Teachers College Press.

Reviews informal and community learning with British, U.S. and Canadian examples to examine the extent and quality of these programs. Brookfield does not believe that self-directed learning works for oppressed people and in fact believes they require group empowerment to meet their learning needs.

Brookfield, S. D. (1986). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practice*. San Francisco: Jossey-Bass.

Detailed work on adult learning needs and motives; how adults learn and how educators can facilitate that learning. Critical review of andragogy principles and beliefs.

Brostrom, Richard. (1975). *Developing effective teaching styles*. Los Angeles, CA: COMCOR.

The Training Style Inventory developed by Brostrom looks at four main categories of trainers: behaviorist, structurist, functionalist and humanist. The inventory helps trainers identify which of the four main categories they tend to follow most and how their other training characteristics fall in the other three categories.

Brundage, D. H. and MacKeracher, D. (1980). *Adult learning principles and their application to program planning*. Toronto: Ontario Ministry of Education.

Adult learning principles applied to the planning of programs especially the retraining and ongoing professional development of teachers. They review the background assumptions, characteristics of adult learners and learning situations, and a summary of 36 adult learning principles. They review the three prevalent philosophies of adult education: *liberal* (pluralistic and systematic approach with the individual as part of the society); *conservative* (universal and traditional approach with the objective being reality learning); *socialistic* (therapeutic approach with a reflective individualistic approach).

Burgess, B. J. (1978) Native American learning styles. In L. Morris (Ed.). (1978). *Extracting learning styles from social/cultural diversity: A study of five American minorities*. No city or state given: Southwest Teacher Corps Network.

Presents information on how native Americans learning styles are affected by their cultural and historical backgrounds.

Buzan, T. (1991). *Use both sides of your brain*. London: Plume Books.  
Buzan is a leader in the mind mapping and using the brain's power to its fuller potential.

Cortes, C. E. (1978). Chicano culture, experience and learning. In L. Morris (Ed.). (1978). *Extracting learning styles from social/cultural diversity: A study of five American minorities*. No city or state given: Southwest Teacher Corps Network, 29-39.  
Presents information on how Spanish speaking people's learning styles are affected by their cultural and historical backgrounds.

GATT-Fly (1983). *Ah-hah! A new approach to popular education*. Toronto: Between the Lines.  
Presents a method of teaching to groups with widely different educational backgrounds and skills using large mind maps and group discussions to identify inter-connected issues while trying to solve problems.

Hunt, D. E. (1987). *Beginning with ourselves: In practice, theory, and human affairs*. Cambridge, MA: Brookline.  
Hunt presents his theory of inside-out psychology where people temporarily suspend their belief in psychologists-as-experts or that social science will solve all human problems. Instead, people learn to trust themselves as experts into their own feelings, hopes, goals and education.

Klees, J. (1991). *Toward empowering adults who have developmental disabilities: Using the adult education workshop method*. Unpublished Masters Thesis, Antigonish, NS: St. Francis Xavier University.  
Klees presents a teaching model to help people with developmental disabilities acquire knowledge and skills in a non-threatening environment based on adult learning principles.

Knowles, M. S. (2005). *The adult learner. 6<sup>th</sup> edition*. San Francisco: Butterworth-Heinemann.  
Seminal work in the field of adult learning updated for a new audience.

Lawlor, Michael; Handley, Peter; and Lawlor, Michel. (1997). *The creative trainer: Holistic facilitation skills for accelerated learning*. New York: McGraw-Hill Training Series.  
Based on principles of accelerated learning applied to the training field including what the authors describe as 'unusual and innovative methods for immediate use'.

Lawson, Karen. (1998). *Train-the-trainer: Facilitator's guide*. San Francisco: Jossey-Bass.  
Package for training trainers in the basics.

Linksman, Ricki. (1996). *How to learn anything quickly: An accelerated program for rapid learning*. New York: Citadel Press.  
Techniques designed for different learning styles (visual, auditory, tactile or kinesthetic) specifically for students.

Meier, D. (2000). *The accelerated learning handbook*. New York McGraw Hill.  
One of the leaders in the field of applying accelerated learning techniques in organizational teaching environments.

Merriam, S. B. and Caffarella, R. S. (2006). *Learning in adulthood: A comprehensive guide*. 3<sup>rd</sup> edition. San Francisco: Jossey-Bass.  
Academic text outlining the latest theories and applications of learning in adulthood.

Pfeiffer, J. William and Ballew, Arlette C. (1988) *UA Training Technologies Series*. San Diego, CAN: University Associates, Inc.

University Associates has a wealth of resource materials for trainers on all aspects of management and staff development. This 7-part series looks at specific train-the-trainer skills development through seven soft-cover books covering: (1) structured experiences, (2) instruments, (3) lecturettes, theory and models, (4) role plays, (5) case studies, simulations and games, (6) design skills and (7) presentation and evaluation skills.

Rae, Leslie. (1996). *How to train the trainer: 23 complete lesson plans for teaching basic training skills to new trainers, 2 Volumes in 1*. New York: McGraw-Hill.

A complete train-the-trainer package including overhead transparency masters, reproducible handout materials, and activity briefs.

Renner, Peter. (1993). *The art of teaching adults: How to become an exceptional instructor and facilitator*. LA: Training Associates.  
Canadian Renner's collection of 'creative and easy-to-follow' techniques.

Rose, Colin Penfield and Nicholl, Malcolm J. (1998). *Accelerated learning for the 21st century: The six-step plan to unlock your mastermind*. New York: Dell.

The six-step process is using mind, acquisition skills, searching, triggers, exhibit knowledge and review using accelerated techniques.

Russell, Lou. (1999). *The accelerated learning fieldbook*. New York: Pfeiffer.

Specific examples of how accelerated learning can be applied in day-to-day practise.

# Appendix 1: Program Bookings

[The following two forms may be helpful in cases where the training program is not at the same location all the time.]

DATE OF PROGRAM:

TIMES:

LOCATION:

DATE BOOKING MADE:

CONTACT PERSON AT LOCATION:

(for day of program too!)

ROOM SET-UP: (e.g., round tables, school style, U-shaped)  
REQUESTED

REFRESHMENTS:

Date Confirmed and With Whom:

How Many People:

What Types of Refreshments:

At What Times:

SPEAKERS:

Fee

Confirmed (Y/N)

## Training Program Requirements

**EQUIPMENT** (Date you ordered equipment if you need to rent them):

- Overhead Projector     VCR + TV (Monitor)     Video camera  
 Flip Chart(s)     Slide Projector (+ extra bulb)     16 mm Projector (+ extra bulb)  
 Screen     Chalk board     Lectern  
 Microphone(s)     Extension cord(s)     Tripod  
 Tape Recorder/Player & Speaker  
 Other:

### PERSONAL ITEMS:

Handout Resources:     Reading Materials: (List under here)

Physical Items: (List under here)

- Agendas/Schedules     Attendance Forms     Name Tags  
 Evaluation Forms     Flip Chart Markers     Overheads  
 Overhead Pens     Overhead Blanks     Slides  
 Pointer     Videos/Films     Audio Tape(s)

Accessories:

- Chalk     Masking Tape     Scotch Tape  
 Paper & Pens     Scissors     Thumb Tacks  
 Ruler     Paper Clips     Correction Fluid  
 Direction Signs for Classroom

Personal Accessories:

- Water Glass     Candy     Tissues  
 Brush/Comb, other grooming items

Other Items:

# Appendix 2: Teaching Styles

This appendix is written for trainers more active in the field of adult education. They may benefit from a brief sketch of different teaching styles to help them identify their own style. Check the reference section for books that go into much more detail than I can do here. Understanding and adapting one's teaching style(s) to meet the needs of learners is critical for any committed adult educator.

There are many training styles that you could adopt. Many of the authors listed in the Reference section describe various ways of identifying how people teach and on what assumptions they build their teaching philosophy. These styles have been categorized in many different ways but often into four general categories: (1) emphasis on learning outcomes (behavioral or product centered), (2) directed (trainer in charge or teacher centered), (3) learn by doing (or task oriented and learner centered), and (4) self-directed (or humanist or relationship centered).

None of these styles is inherently better or worse than the others. If you get a room full of one thousand trainers and asked them which style was better the answers would be totally dependent on which style they were most comfortable with and what were the specific needs of the learning situation.

The important thing to remember is that learners also have different styles and trainers must be adaptive enough to try and meet the

individual learner's need within a group learning situation. All trainers are not, and should not, be alike yet learners learn from all different types of trainers. It is important for trainers to recognize this difference and avoid trying to make everyone train exactly as they do.

Let's look at some of these general categories in more detail.

## Concentrating on Behavior

### Orientation to Teaching

New behavior can be caused and "shaped" with well designed environment around the learner.

### Basic Assumptions

Training designers select the desired end behaviors and proceed to engineer a reward schedule that systematically encourages learners' progress toward those goals. Imaginative new machinery has made learning fun and thinking unnecessary. Learners often control the speed.

### Key Words and Processes

Stimulus response, practice, shaping, prompting, behavior modification, pinpointing, habit formation, reward and punishment, teaching machines, environmental design, successive approximation, sensitizing, extinction, token economy and mastery.

### Interpersonal Style

Supportive: emphasis on controlling and predicting the learner and learning outcomes — cooperative, stimulus response mentalities are valued.

### Process

Product centered.

### Strengths

Clear, precise and deliberate; low risk; careful preparation; emotionally attentive; complete security for learners; a trust builder; everything "arranged"; protective, patient; in control.

### Limitations

Fosters dependence; overprotective; controlling; manipulative "for their own good"; sugar-coating; hypocritical agreeing; deceptive assurances; withholds data.

## Concentrating on Process

### Orientation to Teaching

The mind is like a computer; the teacher is the programmer.

### Basic Assumptions

Content properly organized and fed bit-by-bit to learners will be retained in memory. Criterion tests will verify the effectiveness of teaching. The teacher "keeps people awake" while simultaneously entering data.

### Key Words and Processes

Task analysis, lesson planning, information mapping, chaining, sequencing, memory, audiovisual media, presentation techniques, standards, association, evaluation, measuring instruments, objectives, recitation.

### Interpersonal Style

Directive: planning, organization, presentation, and evaluation are featured.

**Process**

Teacher centered.

**Strengths**

Informative; thorough; certain; systematic; stimulating; good audio-visual techniques; well rehearsed; strong leader; powerful; expressive dramatic; entertaining.

**Limitations**

Preoccupied with means, image, or structure rather than results; ignores affective variables; inflexible (must follow lesson plan); dichotomous (black or white) thinking.

## Concentrating on the Practical

**Orientation to Teaching**

People learn best by doing, and they will do best what they want to do. People will learn what is practical.

**Basic Assumptions**

The learner must be willing (or motivated) by the process or the product, otherwise it is useless to try teaching. Performance “on the job” is the true test. Opportunity, self-direction, thinking, achieving results, and recognition are important.

**Key Words and Processes**

Problem solving, simulation, “hands on”, reasoning, learner involvement, reality-based consequences, achievement, failure, confidence, motivation, thinking, competence, discipline, recognition, feedback, working.

**Interpersonal Style**

Assertive: a problem-focused conditional, confrontational climate – striving, stretching, achieving.

**Process**

Task oriented and learner centered.

**Strengths**

Emphasizes purpose; challenges learners; realistic; lets people perform and make mistakes, takes risks; give feedback; builds confidence; persuasive; gives opportunity and recognition.

**Limitations**

End justify means; loses patience with slow learners; intimidating; insensitive; competitive; overly task oriented; opportunistic, return-on-investment mentality.

## Concentrating on the Learner

**Orientation to Teaching**

Learning is a self-directed discovery. People are natural and unfold (like a flower) if others do not inhibit the process.

**Basic Assumptions**

“Anything that can be taught to another is relatively inconsequential” (Rogers). In other words, people must learn by themselves with the help of others rather than be “taught”. Significant learning leads to insight and understanding of self and others. Being a better human being is considered a valid learning goal.

### Key Words and Processes

Freedom, individuality, ambiguity, uncertainty, awareness, spontaneity, mutuality, equality, openness, interaction, experiential learning, congruence, authenticity, listening, cooperation, feelings.

### Interpersonal Style

Reflective: authenticity, equality, and acceptance mark relationship.

### Process

Relationship centered.

### Strengths

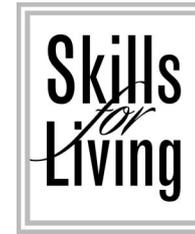
Sensitive; empathic, open; spontaneous; creative; a “mirror”; non-evaluative; accepting; responsive to learners; facilitative; interactive; helpful.

### Limitations

Vague directions, abstract, esoteric, or personal content; lacks performance criteria; unconcerned with clock time; poor control of group; resists “teaching”; appears unprepared. Can be a very inefficient, time-consuming process.

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## The Personal Development Library

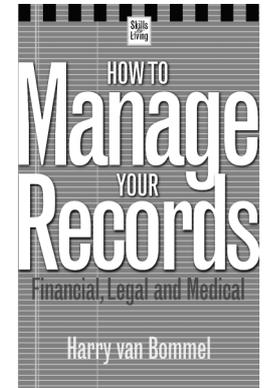


### **How to Manage Your Records** **Financial, Legal and Medical**

People hate filling in forms! It really is that simple. There are a few people who love to file things away alphabetically, keep a family archive of every birthday card, photo, child's drawing and baby clothes ever used in the home. Most of us, however, do not.

Filling out forms may also save you a great deal of MONEY. Many people have little or no idea of where their money goes. They have no idea of what they own, nor what they owe. They do not have the information they need to get better rates on loans or to help them use their money more wisely. They do not have records of major purchases to give an insurance company in case of fire or theft.

The forms in this package are meant to help you take control of your personal information. For example, if you go to the hospital, the admitting clerk, nurse and doctor can look at your medical forms to understand your whole medical history. They can then spend more time asking you questions about your recent medical history.



If you go to a new lawyer or accountant, or if you need to go to a government department, funeral home or cemetery, you can present the legal forms to help answer all the standard questions. This information will help your family greatly during an emergency, when you need information but are out-of-town, or in case of your death.

The forms in this short book are simple and specific. It will help you get control over all of your financial, legal and health care information. It takes a bit of time but most of it only has to be done once. There will be some changes over the years but, on the whole, the information does not change that often. For example, you only have to write in your childhood illness once!

80 pages, 5 x 8 inches, ISBN 1-55307-026-7,  
\$15 ebook, \$20 paperback



## How to Protect Yourself and Your Family

Violent crimes are down in North America. You would be hard pressed to know that by watching the nightly news or reading a newspaper. People are afraid and they don't know what to do with their fear.

Violent crime is down because the aging Baby Boomers are the majority of the population and do not commit as many violent crimes as they might once have. This fact is cold comfort to those who experience violence because they are seen as "victims" long before an attack. This book is about not looking like a victim and provides specific strategies to taking control over your 'space.'

Awareness of the surrounding area and people's activities around you are the most important aspect of assault prevention. To help prevent or minimize your chances of being involved in an assault situation this book asks you to:

THINK about potentially dangerous situations. Imagine yourself, and/or your family, in different kinds of situations and ask yourself "What would I do if...?" Your imagination should include situations in your home, at work, us-

ing public transit, travel scenarios, and vacations away from home.

TALK about these situations with your family, friends, colleagues and neighbors. Compare and contrast solutions.

PLAN how you might react using your verbal and non-verbal skills plus any physical techniques you feel comfortable using (e.g., strong kick to the shins and then getting away). Take a self-defense program and then teach other family members or take a course together.

PRACTISE so that your mental reflexes are conditioned to respond rapidly and effectively. Your reaction time should be similar to how you would react if a child ran in front of your car.

Crimes are committed against vulnerable people; not against prepared people. Your body language, safety precautions at home and work, and the ability of your family to protect itself will tell you if you are vulnerable.

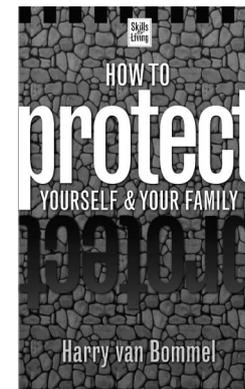
This short book can help you ensure that you and your family are not vulnerable. Enjoy learning them and keep in mind that different situations require different degrees of preparation. This resource is designed to help you determine your response before situations arise just as you would instinctively know what to do if a child ran in front of your car.

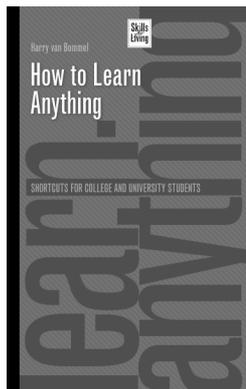
64 pages, 5 x 8 inches, ISBN 1-55307-019-4,  
\$12 ebook, \$15 paperback



## How to Learn Anything Shortcuts to Learning for College and University Students

In general, we learn up to seven new things at a time. We only read or hear about 20% of the information that we hear or read everyday. Unless we review new information within 24 hours we will forget about 80% of that information. That would leave only about 4% of any new information we may





need to succeed in our learning. Therefore, it is important to use whatever information you find important right away to help you remember and use that information effectively.

This book is designed to give you the learning knowledge and skills you need to remember and use a great deal more than the 4% of information you get every day.

This book was also designed to become your major source of information and learning skills forever. Learning skills are not new. The basic skills have always been the same. However, they

have been largely untaught as learning was seen as natural. Learning that interests us is natural. Learning that is required to succeed at school or at work is not always interesting. Therefore, we need helpful tricks of the learning trade to learn things quickly, remember them for a longer time, and use what we have learned as soon as possible.

Although this book presents some pretty standard learning skills the underlining assumption is that learning at its best is built upon the motto: Always look for wonder in learning!

This book is based on a few key learning principles:

1. We are our own best experts.
2. We are competent in our learning and all benefit from having that learning respected and helped.
3. We learn best when we are responsible for our own learning.
4. We need an opportunity to learn at our own pace and for our own reasons.
5. We need information that is flexible enough for us to adapt to incorporate our own learning style and our cultural, religious, and economic beliefs and customs.

Harry van Bommel has been teaching these and other skills for over 25 years. His use of accelerated learning techniques, music, his own songs, audio-visual materials and humor make him an exciting, dynamic and successful teacher and conference speaker.

**192 pages, 5 x 8 inches, ISBN 1-55307-025-9,**

**\$20 ebook, \$25 paperback**

