

Los Angeles City Fire Department.

TRAINING BULLETIN

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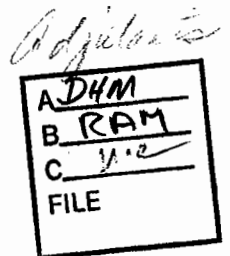
TRAINING BULLETIN NO. 58

INSTRUCTOR TRAINING

INTRODUCTION

The materials presented in this bulletin have been compiled to assist Department members to conduct well organized, effective training sessions. The suggested methods for instruction are broad in scope and apply to almost all training subjects.

Using an organized method of training provides the members with higher quality training and ultimately makes you, the instructor, feel and look better.



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PREREQUISITES FOR INSTRUCTING

An organized instructor will know:

1. What the student needs to learn
2. The subject matter completely
3. How to organize and present information
4. How to develop a conducive learning environment
5. How to develop student interest

Instructors must realize that although people have differences, most students enjoy recognition, like to feel important, and want to be part of the learning group.

Additionally, instructors must be aware of different personalities, ambitions, and learning abilities. Some students are enthusiastic about learning while others must force themselves to learn.

Therefore, the material presented may have to be adjusted for students at both extremes, as well as those in the middle.

Instructors need to evaluate their students based on observed performance, previous experience, education, current knowledge levels, and what needs to be learned.

LEARNING

First, the instructors must understand what factors contribute to student learning and why students do not retain what has been taught.

Students will be motivated to learn primarily by recognizing an immediate need, or a desirable benefit.

Learning takes place by using the senses: sight, sound, feel, smell and taste. Eighty-five percent of all learning is achieved through sight.

Learning is enhanced when information is presented in organized patterns, not in disorganized bits and pieces. Learning is also enhanced by using a progressive "step-by-step" method, relating new ideas or skills to more familiar ones. Start from the less difficult, and progressively add more difficult information or tasks.

The student must be "involved." The more the instructor "involves" a student, the more aware the student becomes, adding to the learning environment.

Do not assume one teaching technique will produce the same learning response for every student. Instructors need to adjust their teaching methods on an individual basis.

Finally, applying the new information is essential to complete the learning process.

SUMMARY OF LEARNING

Learning involves changing behavior. A helpful instructor will motivate, reduce anxiety, demonstrate a need for learning, and present understandable information.

MEMORY

Why do students forget new information? Primarily due to the following three instructor errors:

- The presentation is not understandable
- The student is not required to apply the new information or skill
- The information is presented without importance

TABLE I: Type of presentation versus retention.

<u>TYPE OF PRESENTATION</u>	<u>RETENTION AFTER 3 HOURS</u>	<u>RETENTION AFTER 3 DAYS</u>
1. Oral	70%	10%
2. Demonstration	72%	20%
3. Oral and Demonstration	85%	50%

NOTE: Frequent review provides added reinforcement of new information.

TYPES OF PRESENTATION

Demonstration:

This type of teaching presentation is most effective for manipulative skills.

When possible, use the demonstration method first. This helps stimulate interest, motivates, and combines the senses for enhanced learning.

Lecture:

This method is effective for introducing a new subject, and saves time when teaching large groups.

To effectively lecture, repeat the "key points" frequently to assist students, and consider the use of training aids. Remember the average span of attention is approximately 45 to 50 minutes uninterrupted. When presenting lengthy new information, providing a "break" is important.

One drawback with the lecture method, is the instructor cannot accurately gauge the level of student comprehension.

Conference (Brain Storming):

This method of training is effective if the subject matter is already known by the student, and the exchanging of ideas is the main intent.

The conference method should begin first by the instructor identifying the item for discussion, followed by a brief demonstration or example which identifies the problem. The conference leader then opens discussion and solicits a solution.

Important considerations for this method are:

- Pre-planning by the instructor should be done for development of questions and topics of sufficient interest to "involve" the entire group.
- The instructor must maintain control, and not allow the discussion to divert to unrelated topics.
- The instructor should not allow one student to dominate the discussion.

TEACHING AIDS

To increase learning and retention, instructors should address as many senses as possible. To do this, training aids are recommended.

Training aids are not designed to replace the instructor, but to improve the quality of instruction.

Chalkboard:

- Complete complicated diagrams prior to training.
- When explaining the diagrams, use a step-by-step method, relating each part to the other.
- Stand to one side; do not block the board.
- On completion, remove the diagram from view to avoid distractions.

Video:

- Be familiar with the equipment operations.
- Preview the video before the training.
- Introduce the tape.
- Tell the students what to look for before starting the tape.
- Mention the important points.
- State what information is expected to be gained.
- Review and discuss the main points.

Slides:

- Be familiar with the equipment operation.
- Preview the slides before the training.
- Introduce the slides.
- Emphasize the main points.
- Add comments to enhance learning.
- Stimulate thinking, by asking questions.
- Encourage note-taking.
- Review and discuss the main points.

Charts and Poster Boards:

Complicated diagrams can be permanently placed on poster boards or flip charts. These aids are attention-getters and stimulate interest.

- When explaining the diagrams, use a step-by-step method, relating each part to the other.
- Stand to one side; do not block the board.
- On completion, remove the diagram from view to avoid distractions.

Tape Recorder:

- Can be used to standardize a presentation.
- Can be used to assist instructors in analyzing previous presentations.
- Place the recorder out of sight to avoid distraction.
- Avoid using recorders to deliver lectures.

TEACHING STEPS

There are five recommended teaching steps that will enhance learning. These steps are organization, introduction, presentation, application, and examination.

1. Organization:

This is to prepare the instructor. This step consist of pre-planning and gathering the training materials. The instructor must:

- Determine the training objective
- Research the subject
- Outline a lesson plan
- Identify the training aids and materials
- Confirm time and location of training

NOTE: As a rule, instructors will spend two hours organizing and planning for every hour of instructing.

2. Introduction:

This step introduces and motivates the student to learn what you are about to present.

- State the training objectives.
- Demonstrate the need for information.
- Relate the new training to previous learning.
- Explain how the training will be used.

3. Presentation:

This step presents the new information and provides instruction.

- Explain and demonstrate the training (Manipulative skills must be demonstrated).
- Use the step-by-step method, starting with the less difficult.
- Repeat "key" points.
- Develop discussion and questions.
- Summarize and draw any loose ends together.

4. Application:

In this step the student will practice what has been learned.

- Guide and closely observe task performance.
- Monitor and correct errors immediately.
- Give additional explanation, if needed.
- Require the student to repeat the performance until accomplished correctly.

NOTE: This is the most important part of learning. If the student demonstrates improper or unsafe methods, correct it NOW.

5. Examination:

This will determine how much has been learned. The examination enables the instructor to evaluate the quality of training they have presented, as well as the amount learned by the students. The results also allow the students to evaluate themselves.

- Instructors CANNOT evaluate training without examining.
- Examinations can be a written test, prepared questions, or performance test.
- Determine how much was learned.
- Determine if a need for additional training exists.

INSTRUCTOR GUIDELINES

These guidelines will help the developing instructor and will result in better instruction:

1. Get to know your student.
2. Stay alert and active.
3. Consider a light touch of humor.
4. Never bluff your knowledge.
5. Never get angry. Stay professional, not personal.
6. Build the students ego. Use recognition and compliments.
7. Use your voice effectively. Varying your tone of voice maintains interest and is useful to add emphasis. Be sure that all students can hear and understand you.
8. Use common sense.
9. Give clear directions; maintain control of the session.

CONCLUSION

Optimum learning is obtained with several approaches and materials.

Remember, we are working first with people, second with subject matter. Create desire, understanding, and determine what the student needs to know.

Involve the senses; experiment and develop group participation. Encourage and compliment the student. Examine and evaluate each training session. Follow-up and provide additional training, if needed.

REMEMBER --- The place to make a mistake is during training.