

Presenting the Content Steps 4-6

This document elaborates on Steps 4-6 of the nine steps to effective training.

Step 4: Present the content.

There are many options for presentation of the material depending on the course objectives, the complexity of the material, and the perceived experience level of the surveyors. The Preceptor's Manual is designed with a course outline and exercises to assist in presenting the subject matter.

Lectures can quickly lose a classroom if not presented using energetic communication skills that include varying voice volume, pitch, and pace. Preceptors also convey much information nonverbally with their appearance, eye contact, gestures, posture, and use of appropriate humor.

Some of the most common forms for subject matter presentation are short text writings, articles, audio, lecture, slide show, or demonstration. In all cases, however, the preceptor should be attuned to the needs of the class and flexible in his or her approach. Where is more explanation needed? Where do they seem to be losing interest and may need a break?

Step 5: Help them focus.

Learning is enhanced by focusing on the truly important material. Restating the course objectives at this point might be appropriate. Posing a challenging question or scenario can quickly change the tempo and dynamics in the classroom.

Materials such as a student manual, study guide, reference manual, or checklist can be used for further research on specific topics or as references during class discussions.

Step 6: Allow time for one or more activities to clarify and reinforce the previous material.

Activities such as small group role-plays or simulations, games, puzzles, mock surveys, practice quizzes, and case studies involve the surveyors in ways that challenge the learners and reinforce key points.

Such activities are designed to energize participants and encourage interaction with each other as well as with the preceptor. Make sure that all the necessary components are present for the activity and provide clear instructions in the beginning, including time constraints and any additional ground rules.