

General Training Techniques

Introduction

In this document, you will find general concepts concerning effective ways for an instructor to get his or her point across. These are based on significant formal research and years of experience by those who have made adult learning a career. Pros and cons of each of the techniques and tools are very briefly outlined. Please remember that whole texts have been written to elaborate on these topics and are available from commercial bookstores in paperback. Only key concepts are presented for reference in this document.

If you want to find more detailed information about instructional techniques, there are many printed sources on the subject. One that is recommended is Mel Silberman's *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*, 2nd ed. (Jossey-Bass/Pfeiffer). It is full of ideas on how to make lectures more interesting and effective, how to find alternatives to lectures, how to design activities, and many other useful techniques.

Please note, however, that no matter how technically advanced the different tools may be, each instructor has to be sure that he or she is comfortable with the use of the tools available.

Experiment with instructional strategy ahead of classroom time. Instructional technology is a rapidly evolving area that offers new and more interesting ways to ensure students retain material presented. That is what we're about, but we recognize that not every trainer will have access to the full array of materials and that he or she may be teaching in a remote classroom without all the required support facilities.

As with other advice offered in the Preceptor Manual, careful preparation ahead of the time for presentation is suggested. Eighty percent of instructional success is driven by advance preparation and practice.

In the chart on the next page, and the "Cone of Learning" by Edgar Dale, there is help in deciding which of the tools or options is most appropriate for the learning task at hand. This section then outlines pros and cons of each of the tools with some specification concerning best times and situations to use them. When in doubt, keep it simple.

Above all, seek the most student-active solution consistent with time and technical tools available and your personal instructional "comfort zone." Have fun; teach well.

Note: Preceptors will ensure new surveyors understand that testing is a tool used to evaluate a combination of activities and credentials that include state-provided orientations, web based prerequisites, the professional's background, and surveying experiences or trainings. No single training or class alone prepares the new surveyor to pass the tests provided at the end of every basic class for each specialty.

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Formats and Tools

A variety of presentation formats and techniques are available to you when planning your training session. This section provides information regarding types of presentations and techniques. The following table may help you identify the most effective methods for your presentation.

Item	Content Determined By:		Learner's Role:		Addresses this type of Learning Style:		
	Trainer	Learner	Active	Passive	Hear it	See it	Do it
• Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Discussion/Focus Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Role Play/Dramatization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Simulation Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Buzz Session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Case Study/Problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Presentation Tools							
• Videos/Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Overhead Projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Easel Pad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Dry-Erase Board/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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Item	Content Determined By:		Learner's Role:		Addresses this type of Learning Style:		
	Trainer	Learner	Active	Passive	Hear it	See it	Do it
Chalkboard							
• Slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Props	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Note Taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Resources

Dale, E. (1969). *Audio-Visual Methods in Teaching (3rd ed.)*. New York, NY: Holt, Reinhart and Winston.

Silberman (1998). *Active Training: A handbook of techniques, designs, case examples, and tips (2nd ed.)*. San Francisco, CA: Jossey-Bass/Pfeiffer.