

# *T*RAINING *F*OR *I*NSTRUCTORS

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**Participant's Pre-work**



**OFFICE OF U.S. FOREIGN  
DISASTER ASSISTANCE**





## INTRODUCTION TO TRAINING FOR INSTRUCTORS

**The management of Risk Programmes, and related disaster response actions, combines an important number of activities that have distinct levels of knowledge and skill.** The performance of these activities requires the same levels of training as those persons dedicated to other disciplines of human endeavour.

Efforts are under way to develop a system of courses and activities to train risk management officers. To achieve satisfactory results with this effort, a foundation of training support must be laid.

This course, Training For Instructors (TFI), is the cornerstone for a training support programme.

Adults acquire considerable experience, beliefs, skills and knowledge, that condition attitudes and influence their behaviour. It is understandable that we will not simply and fully accept a new concept without the proof of its existence and, if possible, having participated in its “discovery”, and associating it with our ideas and reasoning.

Another aspect to consider is that the needs and predisposition of adults are very different from those of children and adolescents. Therefore, the approaches to adult training must be distinct and different.

Traditional methods in which the instructor or the professor provides information to the point of saturation, followed by a test or exam where surprises are abundant; questions about knowledge of little importance to the objectives; and trick questions intended to trap the student; are not successful.

In the area of risk management, people have limited time, and need knowledge and skills that will be used almost immediately. A carefully designed methodology is required to consolidate self-learned skills and knowledge already acquired by these individuals with new knowledge and skills.

Training causes a change in behaviour and must be carried out in a professional and expert manner.

Many individuals already working in risk management have valuable knowledge and skills related to similar activities. They can contribute to the training of their work groups, and many are probably already engaged in this activity. Are they able to perform successfully as trainers?

More importantly:

- **Are the behavioural changes required of trainees defined?**
- **Are the desired behavioural changes achieved?**

These questions require satisfactory answers that eliminate all doubt about desired outcomes. The cost in time and money to conduct training is too great to fail.

**The purpose of the TFI course is to provide the participants with a training methodology and specific personal skills that will assist them in improving their knowledge and skills to develop, present and manage effective training programmes.**

The next page contains the specific Performance and Instructional Objectives established for the Training For Instructors course.



## PERFORMANCE OBJECTIVE

Actions: Develop and deliver a lesson of training. Each participant will develop objectives, lesson plans, visual aids, handouts and testing. Each participant will design his/her presentation to provide an effective training “package”.

Conditions: A classroom environment suitable for conducting training, a group of trainee instructors who will function as trainees for the purposes of training presentations, the necessary visual aid equipment (i.e.; OH projector, slide projector and/or flipchart and easel), and the necessary materials to prepare visual aids.

Standards: Each presentation will contain at least one training objective, one visual aid, interaction with at least 2 participants and a means of evaluation. Objective, visual aid and presentation will meet minimum standards established by the course. Presentation will be within time limits, coordinated to provide a smooth flow of training and without a last-minute rush to finish. Students will be evaluated for effectiveness of the training.

## INSTRUCTIONAL OBJECTIVES

Upon completion of this course, the participant will be able to :

- write performance and instructional objectives
- prepare lesson plans
- prepare and use audio-visual aids
- operate audio-visual equipment
- use various methods of instructional communication
- make individual presentations
- manage a classroom learning environment
- test participants for training effectiveness

according to the standards established by the course.

At the end of the course, participants attending all sessions of the course and meeting the minimum standard established by the course will be awarded a certificate of completion.



## OBJECTIVES

Objectives express the outcome that is desired from training. They answer the question, “Where am I going?” In training, they describe the pre-determined behaviour that the participant should learn and demonstrate at the end of training. The Performance and Instructional Objectives for the TFI course on the previous page tell you exactly what is expected of you at the end of this course and the instruction that will help you get there.

If training does not achieve a change in behaviour, it is not effective. In the field of training, behaviour is defined as any observable activity demonstrated by the participant. Resultant behaviour is that which we wish the participant to demonstrate at the end of the lesson, unit or course. Through this final behaviour, the participant demonstrates the knowledge or skills acquired.

Also in an objective, we include details on quantity, quality and time, all components that define the standard or norm. The norm is the level or standard of performance used to evaluate the final behaviour of the participant. The accepted level of standard is the performance that indicates the behaviour described in the objective has been achieved.

An objective has the following components:

- a description of the resultant behaviour desired (action);
- a description of the physical and social setting in which the action is demonstrated (condition);
- An acceptable level of performance (standard or norm).

Objectives are important because they indicate:

- to the participant:
  - What he/she must be able to do, know, learn, or manage.

- What he/she is expected to be able to do at the end of the training.
  - Important information to manage his or her learning progress.
- to the instructor:
- What the participants will be expecting to learn from the training.
  - Information that will guide the choice of methods, techniques and tools to achieve the objectives.

Objectives are useful in training, when they are well thought out and well written. It is imperative that the instructor be very clear as to what new knowledge or skill the participant must obtain, under what conditions, and to what level or standard. When writing objectives, one should use verbs that cannot have different interpretations and they must indicate exactly what is to be achieved. A well thought out and written objective is the one that transmits to the reader the exact intention of the training.

It is common to see objectives formulated in education as follows: “Know the poetic works of ....” or “Understand role playing as a training method”, or “Be aware of the dangers of gases produced during a fire”. None of these examples allows us to observe what the participant must do to indicate that learning or change of behaviour has occurred. A better way could be:

“*Indicate* in a list of authors the ones belonging to ....”;

“*Describe* the characteristics that make role playing a useful training method.”

“*Name* three of the principle gases produced by a fire and describe their consequences when inhaled.”



When the action of the objectives are expressed or stated in this manner, the instructor, the participant and the evaluator have the same idea of what the participant must be able to do to demonstrate that the objective has been achieved.

Training specialists, Gerlach and Sullivan, indicate that six basic verbs used in training include the majority of the actions that can be executed in the cognitive area: *indicate* (or mark, point out, select); *name* (or list); *describe* (or explain, define, indicate what is happening); *assemble* (or design, make, prepare); *organise* (or classify, sequence) and *demonstrate* (or do to show how it is done).

In the area of **manual skills** it is less likely that verbs can be misinterpreted. There are many verbs that can be used to indicate these actions. As examples, we can mention: *construct, assemble, adjust, draw, paint, extinguish, rescue*.

## Evaluation and Testing

Objectives are directly related to evaluation or testing. The objective states the observable action, the conditions within which the action will take place and the acceptable level of standard. Testing means comparing the performance of the participant against the predetermined standard. This is done by testing or evaluation and making a judgement based on that comparison.

In other words, in the objectives, we can find all the elements necessary to prepare a test which directly evaluates the participant's final behaviour (performance).

Once the objectives are written and the test prepared, the instructor is able to select the method to be used. In training, method is the total of the steps oriented toward the achievement of the objectives, within the teaching/learning process.

In TFI, **interaction** is emphasised to achieve the objectives of this course as well as the risk management courses. It is best adapted to adult learning since it provides active involvement and continuous feedback.

The next page is a comparison of traditional information presentations and interactive instruction. Objectives and methods of instruction are covered in much greater detail in the TFI course.

For additional information on objectives:

Mager, Robert F. *Preparing Instructional Objectives*. Second edition. Belmont, CA: Lake Publishing Co., 1984



## Informing

## Instructing/Training

### Definition

Facts and opinions provided to inform only, with unpredictable results.

A learning experience designed to ensure participants are able to achieve predetermined performance requirements and objectives.

### Comparison

Learning unpredictable.

Ensures learning occurs.

Short term.

Long lasting.

No accountability.

Participant and instructor accountable.

Receiver free to select.

Prescribed selection.

Uncertain results.

Produces measurable results.

One-way communication.

Two-way communication.

Presentation has a purpose. No performance defined.

Learning and activities are performance-oriented based on performance and instructional objectives.

### Delivery

Presenter lectures, in-person or by electronic means such as video or audio tape or by written report.

Information is provided to learner by an instructor, electronic media or written materials.

Receiver listens or reads.

Trainee interacts with instructor or materials.

No testing is conducted. Feedback limited to questions of presenter if presenter is "live".

Trainee is tested frequently for learning and feedback is provided.



**TRAINING STYLE INVENTORY**

*To be completed with pre-work*

**INSTRUCTIONS:** For each of the following eight phrases printed in capital letters, rank the four statements given in the order that completes the phrase to your best satisfaction. Give your ***MOST FAVOURED STATEMENT*** a rank of **4**; your next favoured, **3**; your next, **2**; and your least favoured statement a rank of **1**. Place your ranking for each statement on the line to the right of that statement.

Please bring this inventory with you and review your answers after you have completed the course for any changes you might want to make in your answers. You may want to discuss the questions and your answers with the instructors.

**1. IN PLANNING TO CONDUCT TRAINING, I AM MOST LIKELY TO**

- a. survey the problem and develop valid exercises based on my findings. \_\_\_\_\_
- b. begin with a lesson plan – specify what I want to teach, when, and how. \_\_\_\_\_
- c. pinpoint the results I want and construct a programme that will run itself. \_\_\_\_\_
- d. consider the areas of greatest concern to the participants – and plan to deal with them regardless of what they may be. \_\_\_\_\_

**2. PEOPLE LEARN BEST**

- a. when they are free to explore – without the constraints of a “system”. \_\_\_\_\_
- b. when it is in their self-interest to do so. \_\_\_\_\_
- c. from someone who knows what he or she is talking about. \_\_\_\_\_
- d. when conditions are right – and they have an opportunity for practise and repetition. \_\_\_\_\_

**3. THE PURPOSE OF TRAINING SHOULD BE**

- a. to develop the participants’ competency and mastery of specific skills. \_\_\_\_\_
- b. to transfer needed information to the learner in the most efficient way. \_\_\_\_\_
- d. to establish the learner’s capacity to solve his or her own problems. \_\_\_\_\_
- e. to facilitate certain insights on the part of the participants. \_\_\_\_\_

**4. MOST OF WHAT PEOPLE KNOW**

- a. they have acquired through a systematic educational process. \_\_\_\_\_
- b. they have learned by experience in trial-and-error fashion. \_\_\_\_\_
- c. they have gained through a natural progression of self-discovery rather than some “teaching” process. \_\_\_\_\_
- d. is a result of consciously pursuing their goals – solving problems as they go. \_\_\_\_\_



**5. GOOD TRAINERS START**

- a. by gaining proficiency in the methods and processes of training – how to teach – and then bringing in the content. \_\_\_\_\_
- b. by recognizing that learners are highly motivated and capable of directing their own learning – if they have the opportunity. \_\_\_\_\_
- c. by mastering the field themselves and becoming effective “models” for the learners. \_\_\_\_\_
- d. by considering the end behaviours they are looking for and the most efficient ways of producing them in learners. \_\_\_\_\_

**6. TEACHING METHODS**

- a. should be relatively flexible but present real challenges to the learner. \_\_\_\_\_
- b. should be determined by the subject. \_\_\_\_\_
- c. must emphasize trial and feedback. \_\_\_\_\_
- d. must allow freedom for the individual learner. \_\_\_\_\_

**7. WHEN LEARNERS ARE UNINTERESTED IN A SUBJECT IT IS PROBABLY BECAUSE**

- a. they do not see the benefit. \_\_\_\_\_
- b. they are not ready to learn it. \_\_\_\_\_
- c. the instructor has not adequately prepared the lesson. \_\_\_\_\_
- d. of poor planning. \_\_\_\_\_

**8. EVALUATION OF INSTRUCTION**

- a. is done by learners regardless of the instructor: the instructor should be a sounding board. \_\_\_\_\_
- b. should be built into the system, so that learners continually receive feedback and adjust their performance accordingly. \_\_\_\_\_
- c. is ultimately decided when a student encounters a problem and successfully resolves it. \_\_\_\_\_
- d. should be based on pre-established learning objectives and done at the end of instruction to determine learning gains. \_\_\_\_\_



## PRESENTATIONS

During the course you will be asked to make three (3) presentations:

- Presentation 1** A 5 to 7 minute **information** presentation on any topic of your choice. We recommend a non-job related subject such as a hobby, personal activity or experience.
- Presentation 2** A 10 to 12 minute **interactive training** presentation on any topic of your choice. The topic may be job-related or non-job-related. It should be a subject or task you will most likely be involved with, on or off the job, as an instructor. The presentation should have instructional objectives and use appropriate visual aids.
- Presentation 3** A 15 to 20 minute **interactive training** presentation based on the same subject as presentation 2. Each participant has the chance to correct, improve and further develop the 2nd presentation. **IT IS NOT A BRAND NEW PRESENTATION.** The focus of this presentation is on presenting a complete lesson of training using a lesson plan with at least one objective, visual aids (minimum of 1 flip chart and 1 transparency) and a test to evaluate whether the objective was attained. Co-ordination, timing, and continuity of flow are also important.

In selecting topics or tasks for your presentations, stick with what you are familiar. It's best to select simple topics or a one action task **that can be covered in the allotted time periods.** You may use any of the training supplies and AV equipment available in the course. The instructors will be available to assist you in preparing. See the following pages for evaluation sheets.

Some preparation time will be provided during course hours. Evening classes are not planned in order to allow you ample time to prepare for your presentations.

It is very important to prepare adequately for all these presentations. They are at the core of the course and constitute the evaluation mechanism used by the instructors to determine whether the participants have achieved the performance objectives previously outlined.

After each individual presentation, each participant will be asked to do a self-evaluation expressing how he/she perceived the presentation. Following the participants remarks, the instructor(s) will comment on the participant's performance indicating the positive aspects and how the presentation might be improved. Participants will not be evaluating each other.

For the final presentation, the evaluation is more rigorous and determines, through a points evaluation technique, how successful you have been in achieving the objectives.



A copy of the evaluation sheets for each of the presentations is provided in the following pages. These will be reviewed by the instructor during the first unit of the course. These evaluation sheets are the sole instrument used for evaluation by the instructor(s) during the presentations.

Below is a list of some topics that have been previously presented by attendees of this course. It may give you some ideas for your presentations. If you have an idea for a topic you may want to present for either of your individual presentations or a topic to submit to your group for the group presentation, you may want to bring with you some reference material and/or visual aids on that topic to the course.

**HOBBIES**

Flying an airplane  
Kite Making  
Sewing  
Woodworking  
Ceramics  
Collections; i.e., stamps, shells, thimbles, etc.  
Knot Tying  
Flower Arranging  
Photography  
Sports: hiking, running, diving  
Travel/visiting  
Cooking

**WORK RELATED**

Computers  
Completing Forms  
Photography  
Planning  
Meteorology  
Job searching  
Farming/harvesting a crop  
Emergency Response  
Family Planning

**MISCELLANEOUS**

Dancing  
Survival  
CPR/First Aid  
Makeup  
Clothing Styles  
Shop keeping  
Bus ride  
Teaching a language  
Describing one's country

The key is to select a topic or a portion of a topic that you know well and that can be given within the allotted time.



## Evaluation Sheet Presentation 1

This is a presentation between 5-7 minutes, long either about the individual or hobby in which each participant will describe a subject with some authority. For example: a hobby, a personal experience or a subject of professional interest. Interaction with those present is not essential. Think about the function of a lecturer or a communicator who, although he/she can interact with those around him, is not forced to do so while he lectures or presents a subject. The intention of the presentation is to practise the use of the skills of verbal and gesticular communication.

Alter 5 minutes of the presentation, the instructor will make a signal and, at the end of the presentation, after an evaluation of each participant, he will emphasize the good points and recommend what needs improving.

<b>Participant:</b>	<b>Group:</b>	<b>Time used:</b>
<b>Date:</b>	<b>Start time:</b>	<b>Time to finish:</b>

AREAS TO EVALUATE AND CRITERIA TO CONSIDER	Positive aspect; aspects needing improvement
<b>1. Introduction:</b> Presented satisfactorily: *His/her self *The subject	
<b>2. Visual contact.</b> *Balanced and consistent with attendees	
<b>3. Voice.</b> *Volume *Inflection intonation *Speed of delivery *Diction/ clarity	
<b>4. Vocabulary.</b> *Appropriate for the presentation. *Fluent *Lively expression. *Use of examples and experience to illustrate.	
<b>5. Gestures and movement.</b> *Moves naturally and comfortably and approaches the audience from different points *Gestures reinforce the message and do not distract the audience. *Hesitancy, lack of confidence.	
<b>6. Main expression.</b> *Suitable facial expression. *Main movement reinforces the message. *No repetitive movements that distract the audience.	
<b>7. Sequence.</b> *Presentation has a logical sequence, with an introduction, a development and a clear finish	
<b>8. Authority on the subject.</b> *Demonstrates knowledge of the subject. *Interesting presentation.	
<b>9. Personal appearance.</b> *Appropriately dressed for the audience and the occasion. *Absence of distractions.	
<b>10. Time-keeping.</b> *Time was well-used. *Necessary to interrupt the presentation	
<b>11. Wrap-up:</b> *Thanked everyone for their attention *Rushed off, or made a closing.	
<b>Recommendations and important comments:</b>	



## Evaluation Sheet Presentation 2

This is a 10-to-12 minute long individual TRAINING presentation in which in which each participant will prepare and use a Lesson Plan with at least one objective. Will use at least one transparency and one Flip Chart.  
 This is a presentation where the presentation skills are further developed. After 10 minutes of the presentation, the instructor will make a signal and, at the end of the presentation and after the evaluation of each participant, he/she will emphasize the good points and recommend what needs improving.

<b>Participant:</b>	<b>Group:</b>	<b>Time used:</b>
<b>Date:</b>	<b>Start time:</b>	<b>Time to finish:</b>

<b>PREPARATION</b>	<b>Positive aspects; those needing improvement</b>
<b>A. Lesson Plan.</b> Includes a minimum of one objective. *Develops a logical sequence. *Explains the use of aids, exercises and other support material *Includes the 5 components developed in class (Introduction, Development, Review, Evaluation and Closing.)	
<b>B. Objective (s).</b> *Writing and clarity of expression. Objective is observable, specific, attainable and assessable with the group of participants and in the time available.	
<b>C. Visual aids.</b> *Transparency and Flip Chart. *They support the presentation. *They fulfill guidelines developed in class (key points, letter size, thickness and color of lines, style, number of lines).	
<b>D. Work with the equipment and dedication to the preparation of the lesson.</b> *The participant worked with his group during lesson preparation. *He/she practised his/her presentation. * Supported his/her group members.	
<b>E. Additional comments and recommendations:</b>	



## Evaluation Sheet Presentation 2 (continued)

PRESENTATION / AREAS TO EVALUATE AND CRITERIA TO CONSIDER	Positive aspects; needs improving
<b>1. Introduction:</b> Adequately presented: *Individual *Assistant *Lesson Objective *Other points of interest.	
<b>2. Visual contact.</b> *Uniform among all attendees * Permanent (throughout lesson).	
<b>3. Voice.</b> *Adequate volume and tone *Appropriate speed of vocal delivery.	
<b>4. Vocabulary.</b> *Uses technical vocabulary. *Uses examples or similar terms to explain a concept. *Does not use "crutches". *Fluent expression.	
<b>5. Gestures and movements.</b> *Moves naturally and addresses the audience from more than one spot. *Gestures reinforce the message and do not distract the audience. *Facial and body expression adapted to the subject.	
<b>6. Use of aids.</b> *Demonstrates the appropriate use of support equipment and materials (WB, PG, TR, FG and others). *Personal initiative in using new aids.	
<b>7. Sequence.</b> *Uses the sequence of the LP (or makes appropriate adjustments) and maintains the order of: 1) INTRODUCTION; 2) DEVELOPMENT; 3) REVIEW; 4) EVALUATION; AND 5) CLOSURE.	
<b>8. Interaction/Participation.</b> INTERACTION IS: *Constant throughout the lesson. *With all or most participants. *Prompts participation with questions. *Explores whether he/she has been understood. * Pays attention to interventions.	
<b>9. Mastery of the Subject.</b> *Shows mastery of the subjects discussed. *Prepares/presents/uses examples and metaphors and relates them to the lesson.	
<b>10. Emphasizes the objectives.</b> *Ensures the review is centred around the objectives and main points. *Establishes a relationship between the main elements in the lesson he/she has developed.	
<b>11. Time-keeping</b> *Use of time was appropriate. *Necessary to interrupt the presentation	
<b>12. Distributes the evaluation sheet</b> THE EVALUATION DOES TO REQUIRE A RESPONSE AND THE INSTRUCTOR WOULD ASSUME IT WAS ALREADY REVIEWED AND WOULD CONTINUE.	
<b>13. In Closing: *VERIFIES THE SUCCESSFUL ACHIEVEMENT OF THE UNIT OBJECTIVES.</b> *Makes a few final recommendations. *Distributes references and bibliography.	
<b>Recommendations and important comments:</b>	
<b>Alter the presentation, the instructor indicates to the participant:</b>	
<ul style="list-style-type: none"> <li>• Positive aspects and those needing improvement.</li> </ul>	



## Evaluation Sheet Presentation 3

<b>Participant:</b>	<b>Group:</b>	<b>Time used:</b>
<b>Date:</b>	<b>Start time:</b>	<b>Time to finish:</b>

<b>PREPARATION</b>	<b>Positive aspects; needs improving</b>
The participant will not be able to start his presentation if he/she does not include the following elements:	
<b>A. Lesson Plan.</b> Includes at least one objective. *Develops a logical sequence. *Offers guidance on the use of aids, exercises and other support materials. *Includes the 5 components developed in class.	
<b>B. Objective (s).</b> *Writing (components and clarity of expression). Objective is observable, specific, attainable and assessable with the group of participants and in the time available.	
<b>C. Test.</b> *Agrees with the objective. *Writing.	
<b>D. Visual aids.</b> *Transparency and flip chart. *These support the presentation. *They fulfill guidelines developed in class (key points, letter size, thickness and colour of lines, style, number of lines).	
<b>E. Work with the equipment and dedication to the preparation of the lesson.</b> *The participant worked with his/her group during lesson preparation. *He/she practised his/her presentation. *Supported his/her group members.	
<b>F. Additional comments and recommendations:</b>	



## Evaluation Sheet Presentation 3 (continued)

AREAS TO EVALUATE AND CRITERIA TO CONSIDER	4	3	2	1	0	wf	P
<b>INTRODUCTION</b>							
<b>1. Introduction:</b> Adequately presented: *Individual *Assistant *Lesson *Objective	4	3	2	1	0	1	
<b>DEVELOPMENT</b>							
<b>2. Visual contact.</b> *Uniform among all attendees. * Permanent (throughout lesson).	4	3	2	1	0	1	
<b>3. Voice.</b> *Appropriate volume and tone. *Uses inflection to emphasize aspects of the lesson. *Speaking speed adequate for the audience to understand. *Uses changes of rhythm, volume and inflection with ease.	4	3	2	1	0	2	
<b>4. Vocabulary.</b> *Uses technical vocabulary of the lesson *Uses synonyms or other methods to explain a concept. *Does not use crutches. *Explains terms with ease using analogies, comparisons or metaphors. *Fluent expression and completes the sense of phrases and sentences.	4	3	2	1	0	2	
<b>5. Gestures and movements.</b> *Moves naturally and addresses the audience from more than one spot. *His/her gestures reinforce the message and do not distract the audience. *Dressed suitably for the group.	4	3	2	1	0	2	
<b>6. Use of aids.</b> *Demonstrates the appropriate use of support equipment and materials (WB, PG, TR, FG and others). *Personal initiative in using new aids. *Makes good use of following the LP.	4	3	2	1	0	3	
<b>7. Sequence.</b> *Uses the logical sequence of the Lesson Plan.	4	3	2	1	0	2	
<b>8. Interaction/participation.</b> INTERACTION IS: *Constant throughout the lesson. *With all or most participants. *Prompts participation with questions. *Explores whether he/she has been understood (a).	4	3	2	1	0	3	
<b>9. Mastery of the subject.</b> *Demonstrates mastery of the subject. *Explains clearly and adapts the subject to the interest of the audience *Prepares /presents/ using examples and metaphors and relates them to the lesson.	4	3	2	1	0	3	
<b>10. Attention to interventions.</b> *Listens attentively to each intervention. *Thanks participants for their interventions. * Immediately corrects interventions or opinions that are incorrect or contradictory.	4	3	2	1	0	2	
<b>11. Answers questions.</b> *Responds immediately and clearly. *Checks that his/her explanation has been understood. *Takes advantage of interventions from the audience.	4	3	2	1	0	3	
<b>REVIEW</b>							
<b>12. Emphasizes the objectives.</b> *Ensures the review is centred around the objective(s) *Emphasizes the objectives as an important training guide and briefly develops the themes which are referred to.	4	3	2	1	0	2	
<b>13. Confirms learning.</b> *Reviews together with participants and confirms knowledge and skills acquisition. * Uses questions to generate discussion on key points.	4	3	2	1	0	2	
<b>14. Time-keeping.</b> *Time used is appropriate for the lesson. *Time used allowed the lesson to be absorbed and allowed time to emphasize key points and objectives.	4	3	2	1	0	1	
<b>EVALUATION</b>							
<b>15. Distributes the evaluation sheet.</b> *Time assigned for the test is 3 minutes. * A test that requires more time would have to be revised by the instructor.	4	3	2	1	0	1	
<b>CLOSING</b>							
<b>16. To finish:</b> * VERIFIES OBJECTIVES WERE ACHIEVED. *Makes one or two final recommendations. *Distributes references and bibliography.	4	3	2	1	0	1	
<b>17. Time used.</b> Briefing on the time used. The categories correspond (more or less) to 2' 4; 4' 3; 6' or more: 0; No presentation under 14 minutes or more than 26 minutes will be accepted.	4	3	2	1	0	1	
<b>Evaluation total:</b>							



## Evaluation Sheet Presentation 3 (continued)

### Reference:

From 128 to 116 points, excellent.

From 115 to 103 points, very good.

From 102 to 90 points, good. – **The minimum acceptable is 90 points.**

From 89 to 80 points, fair (has an opportunity to repeat the presentation).

79 points or less, does not qualify to repeat the presentation. Does not pass the course.

If the participant shows significant deficiencies in the method he/she will not be allowed to retake the course.

### IMPORTANT:

The instructor does this evaluation. The abbreviation **wf** signifies the weighting factor which, when multiplied by the evaluation mark, gives the **P** (points).

Each section scores for the positive factors observed in the different units. Therefore, the facilitator should score:

**4 points:** If the participant satisfactorily fulfills all the statements listed. (The evaluator fully agrees with the relationship between the statement in the evaluation and the presentation.)

**3 points:** If the participant performs well, but some deficiencies are observed or the participant does not cover all positive aspects noted.

**2 points:** If the participant has a mediocre performance. Or if he/she fails to cover at least half of the aspects listed.

**1 point:** If the participant is deficient in general terms. Exhibits deficiencies in the majority of aspects to be evaluated.

**0 points:** Absolute absence of the evaluated component (for example: did not review). Or serious lack in relation to the method or the subject (for example: incapable of communicating with the group or use of erroneous concepts).

As you may have noticed, the evaluation is essentially subjective. All participants should be aware of this in advance and be able to clear up any doubts with the facilitator regarding the evaluation criteria. It is normal for the participant to be tense and nervous from the pressure of “being evaluated”. This tension is not subject to evaluation. The facilitation team will meet and analyze each case separately. The decisions regarding approving, repeating presentations or failing the workshop will be made by consensus and the positive aspects and mistakes made in the presentation, as the case may be, will be explained to the participant.

### COMMENTS ON THE PRESENTATION

Evaluator:



**PRE-WORK QUESTIONNAIRE**

*The answers to the following questions are found in the text you have read on **Objectives**. Please answer the questionnaire and return it to the course co-ordinator before the course begins.*

**1. Define the following concepts**

Objective: \_\_\_\_\_

Behaviour: \_\_\_\_\_

Resultant behaviour: \_\_\_\_\_

Norm: \_\_\_\_\_

Accepted level of standard: \_\_\_\_\_

**2. List the three components of an objective.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. What is a well thought out and written objective?** \_\_\_\_\_

\_\_\_\_\_

**4. List eight verbs that express observable actions.**

_____	_____
_____	_____
_____	_____
_____	_____

**5. Why are objectives important to the participant?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Why are objectives important to the instructor?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**7. What is there about giving a presentation that concerns/worries you the most?**

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**8. What visual aids do you use the most when you make presentations?**

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**9. What audio-visual equipment are you familiar with?**

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**10. What equipment do you have difficulty with or would like to learn more about?**

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**11. What specific skills would you most like to develop from this course?**

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**12. What types of presentations and training have you been giving or will you be giving?**

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**13. Other comments.**

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Name (Optional) \_\_\_\_\_

**PLEASE RETURN THE QUESTIONNAIRE TO THE COURSE CO-ORDINATOR AS SOON AS POSSIBLE**