

Instructional Training for the Public Health Professional

Instruction and Delivery Skills

Instructional Training for the Public Health Professional

INSTRUCTION AND DELIVERY SKILLS

Module 4

Module Objectives

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By the end of this module, participants will be able to identify the factors that go into an effective delivery.

- Recognize the personal attributes of an effective instructor
- Identify positive presentation skills
- Describe tools used in the instructional setting

Performance Objective

By the end of this module, participants will be able to identify the factors that go into an effective delivery.

Enabling Learning Objectives

By the end of this module, the instructor shall accomplish the following learning objectives in support of the performance objective:

- Recognize the personal attributes of an effective instructor
- Identify positive presentation skills
- Describe tools used in the instructional setting

An instructor will be defined by their aptitude

Aptitude is a multidimensional concept. Not only is the term used to define knowledge, it also describes talent, skill, ability, capacity and gift. Effective instruction and delivery skills, herein referred to as presentation skills, may be as important as the material being presented.

The adult learner is characterized by constantly evaluating the instructor – either consciously or subconsciously (Module 2). The key component to instructor effectiveness commences with credibility. This credibility will affect how well the learner will receive and assimilate information delivered in the training.

The following material will reinforce the material on instructor competencies in Module 6. The following is a list of characteristics that demonstrate credibility of the instructor and desired presentation skills.

Aptitude

Subject
Matter
Expertise

Attire

Posture

Facial
Expressions

Voice

Movement

Instructional Note

The aptitude slide content should be mentioned but not discussed in depth. Mention to the participants that each will be discussed in the slides that follow.

Subject Matter Expertise

- Valued by the Adult Learner
- Introduction should explain “What’s in it for Me?”
- Don’t create subordinate relationship

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The adult learner must feel that the instructor has sufficient knowledge and expertise to teach the material to be presented. The adult learner values years of experience as well as a demonstration of the quality and depth of knowledge of the instructor. The instructor should explain their background at the beginning of the training. Their description should be tailored to the participants and answer the question: “What’s in it for me?”. Not only should the knowledge of the subject matter be explained, the instructor should also acknowledge if a peer-to-peer relationship exists. Conversely, the introductory statements regarding subject matter expertise must not create a divide between the instructor and the participants by establishing a hierarchical environment where the participants are made to feel inferior. This subordinate relationship will not foster a positive adult learning environment.

Attire

- Professional
- No Rattling
- Cell Phones

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Instructors must be dressed appropriate for the learning environment. In general, the instructor must be dressed in a manner that is slightly more professional than the participants unless instructor clothing is dictated by the setting. Clothing should be comfortable. Avoid wearing clothes that are distracting. Put the cell phone away and engage with the participants.

Activity

This is a whole class activity that will involve the next three slides.

Willing participants will be provided a card with the slide title and a mannerism or trait to be expressed. At the appropriate point during the instruction, participants will be called upon to demonstrate.


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Instructional Note

The next three slides present material regarding nonverbal communication, use of voice and movement during a presentation. Ask for volunteers to assist with the activity. For this activity, participants will be handed a card with slide title and mannerism or trait to be expressed on the other side of the card. At the point on the slide where the concept is introduced, ask the participant(s) with the card to stand and demonstrate what is on the card to the other participants.

Nonverbal Communication

- Good Posture Communicate Confidence
- Don't Touch!
- Power, Not Powerful
- Engagement
- Facial Expressions



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Good posture communicates confidence and control. You should stand or sit up straight with your shoulders up.

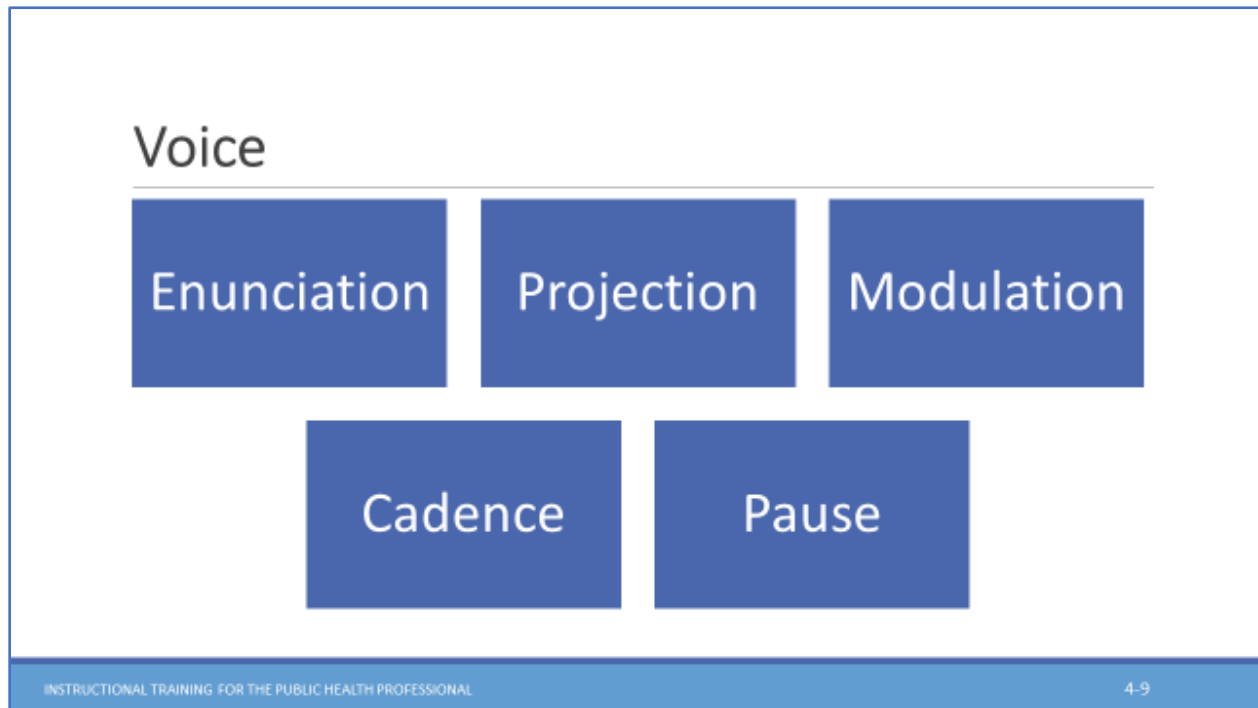
Pay attention to what your body may be communicating while presenting. Move your feet to face the person to whom you are talking. Twisting your body without moving your feet towards the person you are talking with sends the message that you are not fully engaged.

Don't let your facial expressions contradict your verbal delivery. We communicate with facial expressions well in advance of our ability to communicate verbally.

Genuinely smile. A genuine smile will have a positive effect on the instructor as they will feel better. Conversely, be aware of facial expressions that may be perceived by the recipient as negative. Some smiles may be perceived as fake by the audience, and the negative impact of a forced or faked smile may cause the participant to feel disparaged. Learn to express positive and calming body language and that, in turn, will calm the more detrimental facial expressions that may undermine effective instruction.

Observe your facial expressions in the mirror and practice your expressions with others. Talk with a trusted confidant regarding what your facial expressions are communicating to others around you.

Voice



Your voice carries much more than subject matter. The appropriate use of verbal communication elements will deliver the message more effectively.

Verbal Communication Elements are:


- Enunciation
 - Speak clearly and distinctly. Avoid mumbling. If the listener has difficulty understanding what is being said, they may tune out.
- Projection
 - Speak at a volume that recipients can hear comfortably. Don't speak too loudly as it may result in recipients becoming uncomfortable and, conversely, don't speak so softly that they can't pick up what is being said and tune out. Avoid rapid changes in volume as it may have an unintended consequence of surprise and loss of retention.
- Modulation
 - Give emphasis to specific words in your sentences when you want to make a point by changing your tone or pitch.
 - Do not speak in a monotone as it may result in participants losing interest in the presented subject matter.
- Cadence
 - Vary the speed of your delivery. Do not talk too quickly or too slowly. Both extremes will lose the attention of the audience. Slow down to make a point. The slowing of your voice will be picked up by participants.
- Pause
 - Pausing during the delivery provides an opportunity for participants to absorb the message. It is also an effective way to move to another theme and it can build

anticipation. It's a necessary part of delivery and may be an effective tool of overcoming the use of filler words.

Movement

Movement

- Don't be a tree
- Gestures
- Synchronize movement
- Minimize speaking while moving



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Move around the instructional setting, if possible. Don't limit yourself to standing behind a lectern. Present to the entire group with your voice and gestures. Avoid pacing back and forth while presenting. Avoid making substantive points as you move as it may make it difficult for participants to pick up key points as you move.

Gestures are okay but be aware of the possibility that they may have a negative impact if exaggerated to the point of absurdity. Avoid moving your arms way above your head or waving or flailing your arms.

A remote clicker for presentations can be your ally during instruction. It tends to relieve at least one of your hands from distracting activities. Keep your hands out of your pockets as it tends to send a message of insecurity to participants.

Body movements must be synchronous with what the vocal instruction. Asynchronous messaging between the voice and body will confuse participants and result in a message delivery failure.

What Intimidates You?

What Intimidates You?

Raising Your Voice

Glaring

Looming

Putting someone on the spot

Harsh Gestures

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 4-11

Instructional Note

Slide 11 is animated. The title and question appear. Ask participants what would intimidate them in an instructional setting. Acknowledge responses and when they stop providing responses advance the slide and reveal the responses on the slide. Provide some thought on establishing a safe setting.

The thoughtful instructor establishes a rapport or relationship with the participants. As you review the skills listed above, use them to establish a rapport. These skills, when used in the extreme may intimidate the participants and cause learning failure. Intimidating actions such as raising your voice without any instructional rationale or looming over a participant with arms raised causes alarm and will most likely lead to participants moving into “shut down mode”.

Another important point as you establish a relationship with participants is to ask first prior to putting someone on the spot. During breaks, approach participants with your request if you feel it may be out of a comfort zone. Adult learners will be all over the spectrum with participation based on previous life experiences. Read your audience, the kinesthetic learners may be more apt to accept assignment whereas the auditory learner may be more reserved – especially if asked to read aloud.

Fun and Humor

- More learning occurs when the instructor is clearly and visibly enjoying instruction
- Humor
 - May reduce anxiety and stress
 - No politics
 - Don't be overtly self-deprecating
 - If you are not funny, that's okay
 - Nothing ethical or sexual

The adult learner is always assessing the instructor. What do you want them to see? The instructor that is clearly and visibly enjoying instruction will engage the learner and, undoubtedly, more learning will occur. Be energetic and show enthusiasm. Prepare to have fun as it does not come naturally to everyone. Having fun does not have to, and oftentimes should not result in, “falling out of your seat” laughter. The instructor that focuses on involvement and participation will build a fun learning environment.

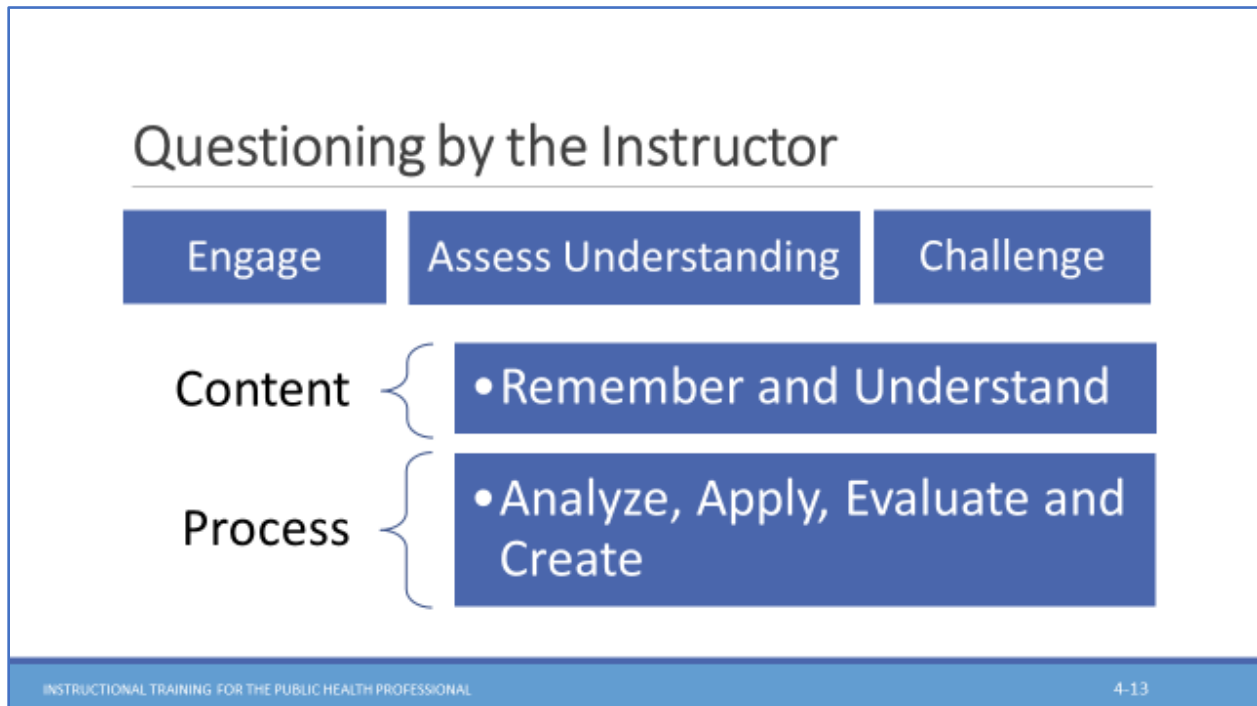
The use of humor during instruction can reduce anxiety and stress in the instructional setting. Conversely, it can be dangerous and oftentimes should be avoided if it not a well-practiced instructional tactic. Remember, a sense of humor is just that – a sense. You don't know how participants will react to humor and it may be considered offensive. Developing a rapport with your audience that includes humor should follow these principles:

- Stay away from political jokes or comments thought to be funny.
- Humor should not be self-deprecating. A little humor regarding oneself can have a positive effect to show that you are, of course, human.
- Don't force humor. It is okay if you are not funny.
- No canned jokes. There are more appropriate ways to break the ice than to tell a joke.
- Avoid comments of an ethical or sexual nature in an attempt to be humorous.

Questioning

Questioning may be one of the most powerful tools with the adult learner. It is an opportunity to draw the learner into the subject matter being delivered. Questioning can be used by the instructor to add to instruction or it may be used by the participants to gain further knowledge.

Questioning by the Instructor



Instructional Note

Slide 13 is filled with content. The instructor should first mention to the participants why we use questioning – engage, assess understanding, and challenge. Discuss content questions as closed-ended that prompt short answers such as yes-no, true-false –good for knowledge checks. Discuss process questions as questions that are open-ended intended to develop thinking skills. Ask if they recall where they have seen remember, understand, analyze, apply, evaluate and create? It puts questioning into Bloom’s hierarchical ladder.

Questioning by the instructor is a technique that engages the participant, assesses understanding, and challenges participants to delve deeper into content. Questioning can pose a problem to be solved, something relevant to the adult learner. There are generally two types of questioning used by the instructor. Process questions tend to be open-ended and systematic as they probe for information gaps and tend to develop thinking skills of the participant. Content questions tend to be closed-ended (yes-no, true-false) are good as knowledge checks but not much more. Content questions are not intended to develop thinking skills and move participants to higher-level learning. In the context of Bloom’s hierarchical ladder, content questioning can assess if you remember or understand.

Process questions lead to higher-level learning and the competent instructor will use process questioning as a formal part of their presentation and spontaneously wherever possible to support the subject matter being delivered. Process questioning can move you up the ladder to analyzing, applying, evaluating and creating. Process questioning should have the following attributes:

- Have purpose. If we are to understand what type of output we are looking for, we can structure questions that help us get there. Process questions can be structured in the following way:
 - With this concept in mind, how would you apply it to resolve the issue?
 - With this thought in mind, could you analyze the following situation and create an alternative mechanism to solve the problem?
- Be organized for maximum effect. This may mean that questioning could follow Bloom's hierarchical ladder or pose questions that support higher level questioning.
- Involve as many learners as possible. A team creating a solution to questioning is far better than any one person answering. Clearly, this supports engagement.

Questioning should never be used to badger, belittle or intimidate participants. Questioning should not create subordinate – superordinate relationships between participants and instructors and will lead to negative consequences.

Questioning by the Participant

Questioning by the Participant

- Give them permission if necessary
- Take questions throughout the session – check for learning
- Don't patronize or intimidate
- How do you handle the question you can't answer?
- How do you stop questioning when pressed for time?

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Does your presentation style encourage active participation? If it does, you will certainly encourage questioning by the participants. Take an opportunity near the beginning of instruction to discuss participant questioning. It may be best to accept questioning when a theme in subject matter changes or near the end of a session as long as a question and answer session is predetermined at that point. Don't wait until the summary and conclusion to take questions. If you know you are dealing with difficult subject matter, scan and check for knowledge. If participants look confused, ask them if they have any

questions on the subject matter. Invite questions at those times by starting the invitation for questions in the following manner:

- I understand that this may be a difficult concept to grasp...
- We have not spent much time on the subject of...

Stay away from initiating the invitation of questioning in the following manner:

- You look dazed and confused...
- Apparently, I did not think this was a concept that was over your heads...

Be professional in your approach to inviting questions. If they look dazed and confused it may be the presenter.

What if you do not know the answer? The clearest way to handle this situation is to be honest and tell them you don't know. If you clearly do not know, ask other instructors or participants to answer. If you are just drawing a blank, tell them that you will get back to them or see me at the break. Don't give an answer you know is incorrect. Participant will know you are wrong and credibility will be lost.

Don't let participant questioning be the demise of time management. Plan to finish on time. Presentation timing should include time for questions by participants. If you have participants sucking the time away from your instruction, then you need to address the participants and move on. How to deal with the "time suckers" will be addressed in Module 5. If the apparently undue questioning is a result of an inadequately prepared instructor, then PREPARE!

Tell the Story

The incorporation of stories in instruction can be a powerful tool to reinforce the subject matter. A story may be an example of how the subject matter applied in a certain situation, it may be a personal story supporting the subject matter or it may be the hook – the "what's in it for me" story that engages the participant.

Whenever possible, use your own story. Unless you give permission, you own it and it will not be repeated. It remains unique to you. Telling your own story should reduce your fear of presenting as you should be comfortable with the subject and at ease sharing with others.

Activity: Find your Story

Activity

Stories can be a powerful tool to reinforce subject matter. Telling your own story may reduce your fear of presenting as you become comfortable with the subject matter. Be prepared to share the story.

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Find your Story :

Use any of the listed concepts (or one of your own choosing) and build your personal story to reinforce the intended learning outcome:

- Importance of collecting a stool specimen
- Product tracing of a recalled food
- Importance of finding additional cases
- Preserving clinical samples correctly
- Environmental assessment leading to positive findings
- Using the proper form during an epidemiologic investigation
- Taking appropriate legal action based on investigation findings
- Others...

4-15

Stories can be a powerful tool to reinforce subject matter. Telling your own story may reduce your fear of presenting as you become comfortable with the subject matter. Use any of the listed concepts (or one of your own choosing) and build your personal story to reinforce the intended learning outcome:

- Importance of collecting a stool specimen
- Product tracing of a recalled food
- Importance of finding additional cases
- Preserving clinical samples correctly
- Environmental assessment leading to positive findings
- Using the proper form during an epidemiologic investigation
- Taking appropriate legal action based on investigation findings
- Others...

Putting the Skills to Work

“Some instructors are born presenters”. This thought should be washed from your consciousness as it infers that not everyone with the inclination can be an instructor. First and foremost, all instructors are born and most instructional skills are learned behaviors. Yes, there are certain human traits that make some instructors better presenters than others, but everyone can be better instructors by employing the skills provided above. The competent instructor has practiced these skills more than the instructor moving up the competency ladder. Practice. Practice mentally. Practice in front of a mirror. Practice on your friends and family. Practice on your colleagues.

Instructional Tools

Supports the Learning Process

- Presentation Slides
- Easel Pads and White Boards
- Handouts and Props
- Audio and video

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Instructional tools are a means to support the learning process. The intention of using instructional tool as well as embedded exercises and instructor skills is to blend instruction to meet the needs of learners from a sensory perspective. Instructional tools should support instruction. They should not be used to compensate for poor instructional skills. Common Instructional tools to be mentioned here are presentation slides, easel pads and white boards, handouts and props, and audio and video.

The Presentation Slide

The Presentation Slide

Design and Background

30 - 90 Seconds per slide

Clear and Concise

Shy away from "continued slide"

Prompt, not a Prop

Balance

Key Concepts

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4-17

Instructional Note

Slide 4-17 is purposely constructed in this fashion to demonstrate how not to build a presentation slide. The instructor should use the slide to talk to these important points with construction and delivery:

- Background and design should reinforce the mission
- Colors and branding should be consistent throughout
- Slide text should be clear, concise and easy to read
- 1-6-6 Rule of one idea, six lines and six words per line
- Avoid continuation slides
- Images should have relevance and be of high quality
- Royalty free or own it
- Know your slide – be prepared
- Set the computer screen so that it can be seen by the instructor – prompting
- DONT READ SLIDES! Slides are prompts, not props
- 30 – 90 seconds per slide
- Black the screen

When the screen is blacked, remind the participants that evaluations focus on the instructor and even the most well-constructed slide will not take the place of a competent instructor.

Usually generated with PowerPoint or Google Slides, the presentation slide is a projection from a computer on to a screen. The presentation slide can be an important tool to reach all learners if the following rules are followed:

- Choose slide design and background to meet the needs of the learner and reinforce the mission, goals and objectives of the instructor. Keep colors, branding and design consistent throughout the presentation slides. Formatting of slides should be consistently applied so that learners don't become confused or uncontrollably drawn to inspection of the slide and lose focus on content.
- Take it easy on effects and transitions as the use (or overuse) does very little to enhance the experience of the participant.
- Think about a visual prompt on the slide to indicate topic transitions. Oftentimes, the instructor will advance a slide and be caught off-guard with the change in transition to another topic and forget to form the bridge necessary to transition.
- Slide text must be clear and concise. Text should be crafted so as not to overwhelm the learner. If the learner is drawn to reading the text, they may lose an important message delivered by a skillful instructor. Text should support key concepts and may be in a bulleted form so the learner can visually understand how the concepts are organized by relevance. Presentation slides should follow the 1-6-6 rule. That is, one idea per slide with six lines of no more than six words. This rule should be a guide to the maximum text allowed on a slide, not the norm. If all slides in a presentation had a title, six lines with six words, participants could easily become bored and easily distracted away from the presentation slides. Just as we attempt to minimize the run on sentence, we should minimize the run on slide. Don't have multiple slides where the title of the slide ends in "-continued". Change the title to fit the theme, even if it is just a subtle change.
- Use high-quality and images relevant to the presentation. Don't throw graphics on a slide just to fill space. Images used should be of a resolution that makes it clear what the learned is visualizing. Images should not invoke an "ink blot" exercise with the learner! Always ensure that you own the rights to use an image or use royalty free images.

Presentation Slide Delivery

Don't let the presentation of the meticulously-crafted slide ruin the entire learning experience. How many in-person course evaluations state that the presentation slides were great but the instructors could have been stronger? Generally, the focus is on evaluating the instructor and, as mentioned earlier, the presentation slides support good instruction. The following are some tips in delivering presentation slides.

- Be prepared. Adult learners will pick up on the underprepared instructor. Understand your slide, recite text that is so conceptually relevant that it must be stated verbatim. Paraphrase text that is wordy – especially if it is embedded with an image as it may be a smaller font and difficult to read. Know your next slide and form a bridge between the slides whenever possible.
- In support of the first bullet, set the computer screen so that it can be seen by the instructor. Minimize turning your back to the participants to read a slide. Use a wireless mouse so that you don't have to return constantly to the computer to advance slides.

- Don't spend too much time on a slide. Generally, a slide should take 30 to 90 seconds to deliver. If the content or concept of the slide takes much more time you may want to consider other tools and tactics to be described later.
- Black the screen. Blacking the screen should make the inaudible statement of focus your senses on the instructor. This can be a powerful tool in instruction as it may allow the instructor to use another tool or when the focus of instruction is a story.

Easel Pads and White Boards

Easel Pads and White Boards

“The Blank Canvas”

- Lists and parking lot items
- Write in large block font whenever possible
- Color is fine but make sure you have good contrast
- Stand to the side, preferable on the left side
- Don't destroy walls with the wrong tape or markers

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4-18

Easel pads and white boards should be considered a blank canvas to the instructor. The skillful instructor will use the easel pad and white board (the canvas) to take a break from the presentation slide. The canvas can be used in a pre-planned manner or spontaneously to capture thoughts of the instructor and participants – especially key concepts that may be referred to later in presentations. The canvas is an effective way for participants to provide the output of exercises to be shared. Some tips when using the canvas in the learning setting are provided below.

- Write with large font. Make sure that text and graphics displayed on the canvas can be seen from all points in the room.
- Use color markers but be sure they have enough contrast to be visible from all point in the room.
- During instruction try to stand off to the side, preferably to the left of the text or graphics. Instructor obstruction can be frustrating to participants and since we read from left-to-right, standing at the origin of text is preferred.
- If you plan to tape easel pads to the wall, be sure you use tape that will not leave glue residue behind or pull paint from the wall. It is amazing the damage the wrong tape can do to the instructional setting! Also, make sure makers do not bleed through paper and on to the wall.

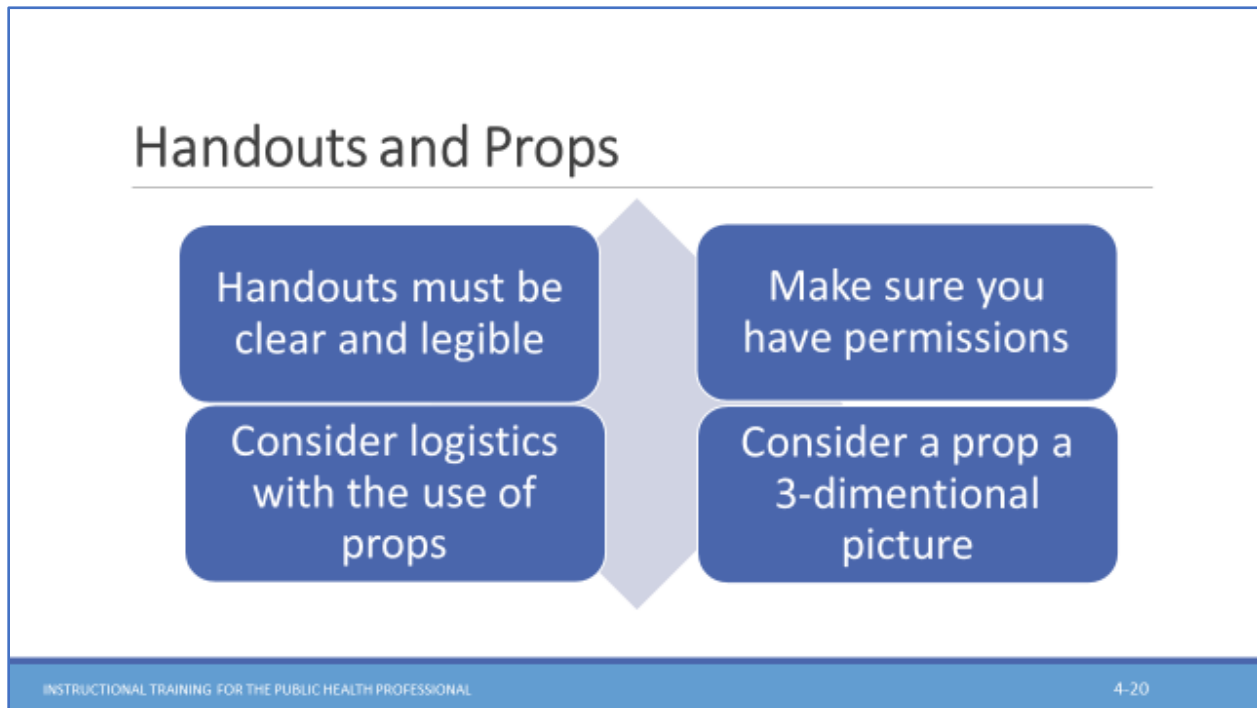
Audio and Video

- Don't overuse as it is a passive media
- Short and high-quality – Demonstrate professionalism
- Have permissions
- Embed whenever possible
- Have a "Plan B"

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 4-19

If you wish to make a presentation more dynamic, increase its richness or just break up the monotony of a presentation, consider the use of audio and video. Something as simple as narrating long text associated with a scenario or exercise can be impactful to the audible learner. Video can be used to reinforce learning concepts and provoke discussions. Some tips to incorporate audio and video follow:

- Don't overuse the media. Audio and video can be rather passive and may remove the participant from an active learning environment.
- Audio and video should be short in length and contain short chunks of information. The media should be used to capture the learner's attention.
- Videos should be of high-quality. The learner should not only be drawn to the content of the video, they should admire the professionalism of the media and have an appreciation of the time and effort put into the incorporation of the media.
- Make sure you have permission to use canned audio and video.
- Audio and video can be large files and not easily managed in presentations. Wherever possible, files should be embedded in the presentations and started with the click of a mouse. If you plan on downloading files from an e-location, make sure this is available from the instructional setting.
- Have a "Plan B". If the media fails do you have an exercise that can be substituted to fit the instructional plan?



There may be some material that is not easily incorporated into instructional material. Handouts and props are material that is used to support learning or to support the mission, vision and goals of the instructor/instructional organization.

A handout is a paper-based resource used to supplement material used in the learning process. A handout may be as simple as a worksheet or it may be copyrighted material that must be used in its entirety. Books or guidelines provided to support instruction may fall into this category. A handout may be very useful but will add to the learner's burden of paper management. Use handouts judiciously and only when necessary to support learning.

Consider a prop to be a three-dimensional picture with tactile properties. Props are very important in the process of learning a skill. In Bloom's hierarchical ladder it represents an opportunity to move into higher-level learning such as applying and assessing. Props can be very important but, once again, add to instructor and learner's burden of managing more instructional material. Consider the logistics of utilizing props in the learning process.

Summary

“I hear and I forget. I see and I remember. I do and I understand”

-Xunzi (300 - 230 BC)

“I hear and I forget. I see and I remember. I do and I understand.” –Xunzi (300 – 230 BC)

Xunzi (pronounced “shun-zih”) was a Chinese philosopher and one of the great Confucian philosophers. This is probably a loose translation of the original proverb.

Summary

Summary

- Recognize the personal attributes of an effective instructor
- Identify positive presentation skills
- Describe tools used in the instructional setting

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 4-22

This module focused on the factors that go into an effective delivery.

- Recognize the personal attributes of an effective instructor
- Identify positive presentation skills
- Describe tools used in the instructional setting

Coming up Next

Coming Up Next



Challenges to Effective Instruction