

**THIS IS TO BE USED AS THE SUBJECT MATTER CURRICULUM FOR THE 30 HOUR
INSTRUCTOR COURSE. THE COURSE YOU DEVELOP MUST FULFILL ALL OF THE STATED
CATEGORIES AND PRINCIPLES**

CATEGORY: KNOWLEDGE:

- Provide current information
- Present alternative viewpoints on material when there is not a single position that is accepted industry-wide
- Clearly identify opinions as the instructor's opinion
- Build a proper foundation for each major element of a subject
- Deal with all key elements of a subject
- cover the material adequately in the allotted time by refraining from attempting to cover too broad an area in the allotted time
- Answer all questions logically and concisely
- Be informed enough to handle a variety of questions on the subject being taught
- Admit when he/she does not know the answer to a question and volunteer to obtain that information
- Focus on students gaining knowledge, not on impressing the students with the instructor's knowledge

CATEGORY: ANDRAGOGY

- Present new ideas by relating them to pre-existing knowledge held by the learners
- Teach at the learners' level not over their heads
- Show in a specific way how new material will benefit learners
- Encourage appropriate questions and motivate involvement
- Show tolerance - both to ignorance and disagreement thus avoiding arguments and confrontation
- Build learners' self esteem
- Call the learners by name
- Involve learners in the learning process through planned activities
- Use a variety of teaching methods
- Teach to all participants, not just to those who show interest
- Present key points by using examples as illustrations

CATEGORY: SPEECH

- Use concise speech patterns (no unnecessary clutter)
- Use simple speech patterns
- Use simple terminology
- Use normal speech patterns
- Do not read to the classroom (except in rare occasions when quoting others)
- Keep the presentation on a regular pace thus finishing the material in the allotted time
- Keep the topic flowing
- Speak loudly enough to be heard by all
- Enunciate clearly without being over done
- Restate an individual learner's question to the group as a whole prior to attempting to answer the question
- Use humor when appropriate to make a point

CATEGORY: TEACHING AIDS

- Make sure materials are legible, correctly spelled, properly numbered and mechanically produced using readable type-face
- Use visual imagery when possible to enhance words
- Use written words when possible to enhance speech
- Be disciplined in the approach to the material (generally follow the outline)
- Make sure that all the material in the outline will be covered in the class and none of it is extraneous
- Deviate from prepared material only to meet specific needs (either to build a point or to handle the questions of the learners)
- Arrange the classroom so that learners do not have to look through physical objects such as projectors, posts etc.
- Use modern presentation equipment such as an overhead projection or computer projection rather than blackboards, whiteboards or slide projectors.

- Use equipment that enables the instructor to remain looking at the learners rather than turning back to the class as when writing on a blackboard
- Make sure that the physical stature of the instructor does not block the view of the learners toward the projected material
- Make sure that the projector screen is easily visible to the group as a whole
- Use color as well as black and white
- Use large images not small print for projected material
- Turn the projected material off when not in use and on to recall attention to the material
- Never block the image by walking between the projector and the screen.

CATEGORY: LEARNING ENVIRONMENT

- Be positive toward the subject matter
- Refrain from ridiculing either the learners or others
- Wear professional attire
- Refrain from wearing attire which would detract from the learning environment
- Maintain hair well
- Set up the room to accommodate the approximate number of learners expected to attend
- Make sure empty seats are kept to a minimum
- Make sure that a lectern or table is at the front of the room (if used at all)
- Provide writing surfaces for learners
- Make sure that the learners have room to move
- Do not stand behind physical objects for more than a short period of time
- Use gestures during the presentation
- Use physical movement during the presentation to minimize the physical distance between the instructor and learners and try to involve all learners equally

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