





	DWI Detection & SFST Instructor Development Course
Session 3 – Effective Strategies in Learning and Instruction	
  	February, 2017

Content Segments

- A. Effective Strategies in Learning and Instruction
- B. Primacy
- C. Increase Retention by Decreasing Stress
- D. Paint a Picture
- E. Repetition
- F. 10-Minute Rule
- G. Color
- H. Impact
- I. Hands-on Instruction
- J. Team Teaching
- K. Recency
- L. Closing



Session 3 – Effective Strategies in Learning and Instruction

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Session 3: Effective Strategies in Learning and Instruction

Estimated time for Session 3: 2 Hours (depending on class size)

Session Objectives

- Analyze the effective strategies of learning and instruction
- Apply the effective strategies of learning and instruction
- Integrate the effective strategies into participants' final presentations

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Session 3: Effective Strategies in Learning and Instruction

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Session Objectives

- Analyze and apply effective strategies of learning and instruction
- Integrate effective strategies into final presentations



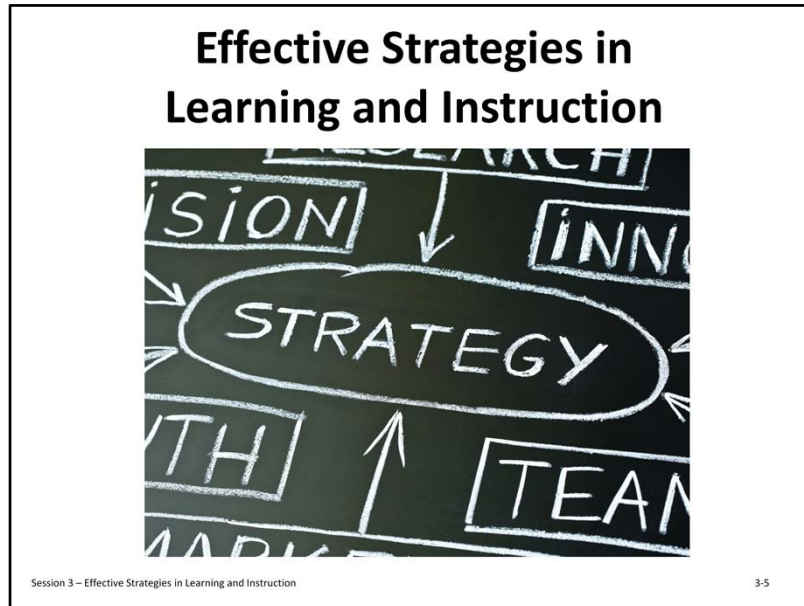
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Session Objectives

At the conclusion of this session, participants should be able to:

- Analyze the effective strategies of learning and instruction
- Apply the effective strategies of learning and instruction
- Integrate the effective strategies into participants' final presentations



A. EFFECTIVE STRATEGIES IN LEARNING AND INSTRUCTION

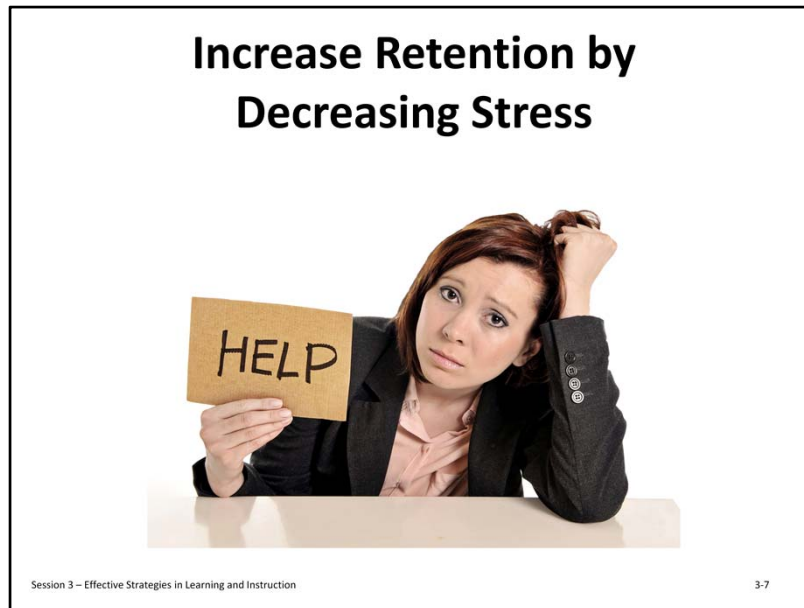
As learned in Session 2, many different instructional processes increase learning. What works best in designing courses is utilizing all of the principles in the Cycle of Instruction.

This Session introduces effective strategies the instructor can use within the Cycle of Instruction to deliver content. As an instructor, there are a myriad of effective strategies to present material that will increase participants' motivation, participation, and retention. Nine effective strategies will be presented in this Session.



B. PRIMACY

An effective strategy is to grab and keep attention. The primacy principle helps you do this. We recall what we hear first and last, but the middle is more readily forgotten. Open and close each presentation with attention grabbers and your most important points. Primacy is a strategy that can be incorporated into each segment of the Cycle of Instruction.



C. INCREASE RETENTION BY DECREASING STRESS

Stress inhibits learning, thinking, memory, and retention. Research shows our brains are only built to deal with short bursts of stress. This is the fight or flight principle. Our brains are built to deal with stress that lasts only 30 seconds. If stress continues, you lose your participants. If you want to increase retention, then decrease stress. Stress may be induced by:

- Actions of the Instructor and Participants
- The environment
- Uncertainty

Instructors must continually work to reduce their participants' stress if they want their participants to learn. Ways to reduce participants' stress may include:

- Being friendly (smile) and using humor
- Give appropriate praise
- Use relevant video clips or appropriate stories
- Reward people who participate (candy, gifts or other items)



D. PAINT A PICTURE

We learn and remember best through pictures not through written or spoken words. The rule of thumb is you will get three times better recall for visual information than for oral alone. However, you will get six times better recall for information that is simultaneously oral and visual.

For example, a picture of a drunk may resonate better with the participant than the word “drunk” alone. Putting the two together simultaneously can make the learning event even stronger in the brain.

- A picture is worth a 1000 words
- People think in pictures
- People remember stories
- People believe and understand what they visualize



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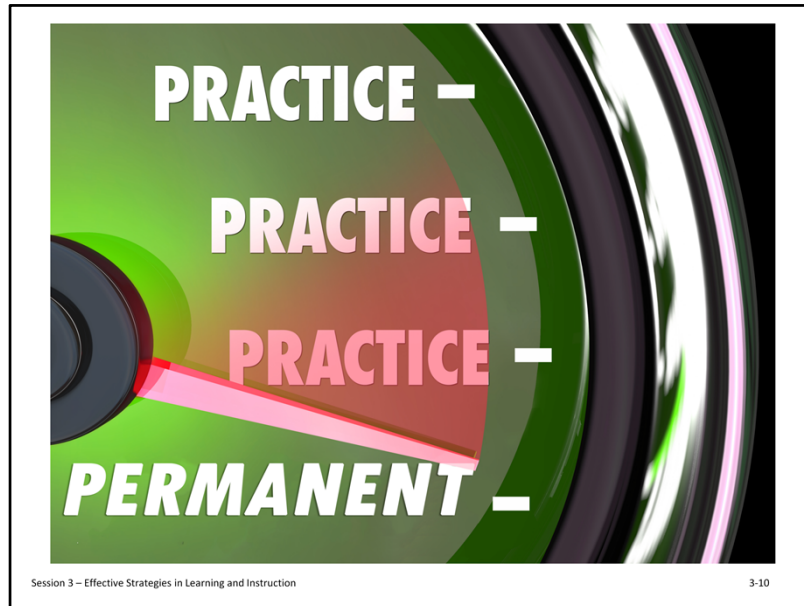
E. REPETITION

Question #1: What was President Lincoln's middle name?

Question #2: What was the first product to have a bar code?

Question #3: What is a group of frogs called?

Question #4: What is the plastic cover at the end of a shoelace called?



Repetition at specifically-timed intervals is best for learning. A great deal of research shows thinking or talking about an event immediately after it has occurred enhances memory for that event.

Learning requires memory; however, memory is not realized by mere repetition. Retrieval practice - recalling facts, concepts, or events from memory is a more effective learning strategy than rapid-fire repetition or simply repeating things numerous times in a row. Retrieval is harder and feels less productive, but this retrieval practice produces longer lasting results. It makes you far more effective and enables you to be more versatile in the application of that knowledge or skill.

You must find different ways to repeat, present, and emphasize the information to increase retention. For example, you may repeat information using visual aids, auditory aids, demonstrations, questions, and group activities. Some effective repetition tools are quizzes, tests, practice exercises, flash cards, and corrective feedback. A good rule of thumb is to repeat important concepts in the first 30 seconds. Then at 90 minutes to 2 hours, revisit and repeat the concepts again.



Team Teaching Techniques

Prior to the class, instructors should coordinate and discuss individual delivery techniques and logistical requirements. They should establish guidelines for shared facilitation, interjection of supplemental information or material, etc.

During class, present a team-teaching approach, respect allotted time slots, and initiate discussions. The teaching instructor facilitates discussion in the classroom and involves the other instructor where appropriate. Both instructors are there to assist and support each other.

At the conclusion of the class, instructors should discuss the overall training program and annotate any required modifications. They should also review the delivery and presentation of the material to determine what was effective and what needed improvement.



F. 10-MINUTE RULE

In general, people can maintain their focus for approximately 10 minutes at a time. Instructors should do something different or change something every 10 minutes. Ideally, the instructor should include a brief hook that affects an emotional trigger in the participant (laughter, fear, compassion, nostalgia, etc.). Yet, this hook must also be relevant to the overall presentation. It is best when this hook connects the two, 10-minute segments.

For example:

- Short Demonstration
- Video
- Activity
- Discussion
- Purposeful Movement
- Tone of Voice



G. COLOR

Effective use of color can increase communication speed, accuracy, and retention. However, it must be relevant to what is being learned. Overuse of colors, or choosing the wrong color can be distracting or lead to cognitive overload. Your color choice may make people feel a certain way or remember certain information. Your choice of color should appropriately reflect the value or point you are attempting to convey.

- Color gains attention (Example: Use of color in traffic signs)
- Color enables memory (Association of color with facts to improve recall)
- Colors have meaning (Use appropriate colors to the culture of your audience)

Impact



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H. IMPACT

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



You must grab and keep your participants' attention; effective use of tone, delivery, and style is impactful. You want to elicit emotion. Emotion motivates. There are certain stylistic principles that create greater impact with an audience. The brain remembers the emotional components of an experience better than any other aspect.

The whole range of emotions is effective.

- Use words with impact
- Use ideas with impact
- Use controlled changes in the pace of your delivery
- Use silence (pauses) to emphasize importance and to allow time for important points to sink in
- Use controlled changes in voice inflection and volume
- Use eye contact with your participants to personalize the instructor/participant relationship
- Use controlled use of body movements and gestures
 - These gestures need to look and be natural

Hands-On Instruction



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I. HANDS-ON INSTRUCTION

A hands-on approach requires participants to become active instead of passive participants. Hands-on instruction is learning by doing. It is the Application principle in the Cycle of Instruction. Learners in multisensory environments remember and internalize more. Hands-on learning helps eliminate the “illusion of knowing” wherein learners believe they know but later are not able to replicate it by doing. It often takes the attempt to apply the information to prove to us that we do not understand it yet.



J. TEAM TEACHING

Definition of Team Teaching: team teaching is combining instructional skills, subject matter, and knowledge of two instructors to present course materials or training.

There are advantages and disadvantages to team teaching:

Advantages

- The second instructor can serve as a secondary resource of subject matter knowledge
- Two instructors can better assess participant reaction to course material
- Shared workload

Disadvantages

- Varying levels of authority or management within the organization
- Varying levels of subject matter knowledge or training delivery experience
- Individual differences in personality or training delivery

Instructor Roles in Team Teaching

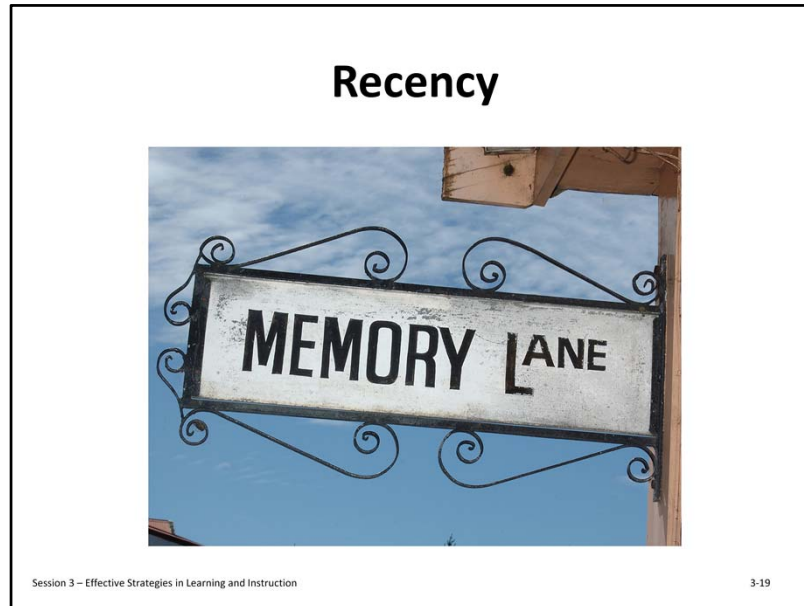
- Positive interpersonal relationship between instructors
- Respect each other's experience levels

Address differences outside of the classroom.

Instructors should provide feedback to each other, focus on behaviors (not personalities), and be professional in giving and receiving feedback.



An example of this hands-on instruction is how the SFSTs are effectively taught. Police officers are first introduced to the fundamental principles and studies behind the SFST protocol. The instructors then provide actual demonstration of the proper administration of each of the three tests. Next, participants are given opportunities to apply the tests in controlled environments. The optimal next step in their instruction phase is for the participants to implement the tests roadside with actual impaired drivers. In this way, they are integrating what they have learned in the actual working environment. The more hands-on application during the instruction leads to better integration in the working environment.



K. RECENCY

We recall what we hear first and last. Information in the middle is lost due to the passage of time and the mind-wandering of the participant. Begin strong and end strong. Close each presentation by repeating and reemphasizing your most important points. Basically, reemphasize what you chose to begin with. Paint a picture using all of the senses, including color and impact. Use repetition to emphasize your points and engage your participants with hands-on experiences. Integrate all of the strategies discussed to help intensify the recency effect.

Recency has little effect if the participant does not value the information placed first and last. Using the strategies taught in this Session may help increase the participants' perceived value of the instruction and increase their ability to retain what is taught during the learning conversation.

For example, in the organization of this Session, thought was given to the order of the effective strategies in learning and instruction. The concern was participants might presume the order in which these strategies were presented signifies level of importance. By designing the Session using the Cycle of Instruction and integrating the strategies being taught, each segment has its own primacy and recency moments. Recency is a strategy to be incorporated into each stage of the Cycle of Instruction.

SFST in 60 Seconds



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Questions and/or Concerns



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L. CLOSING

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