


	DWI Detection & SFST Instructor Development Course
Session 6 – Effectively Promoting Participation and Interaction	
  	February, 2017

Content Segments

- A. Effectively Promoting Participation and Interaction
- B. Four Communication Skills of a Good Instructor
- C. Questioning Methods
- D. Handling Participants' Answers
- E. Handling Participants' Questions
- F. Conclusion
- G. Questions and/or Concerns



Session 6 – Effectively Promoting Participation and Interaction

6-2

Session 6: Effectively Promoting Participation and Interaction

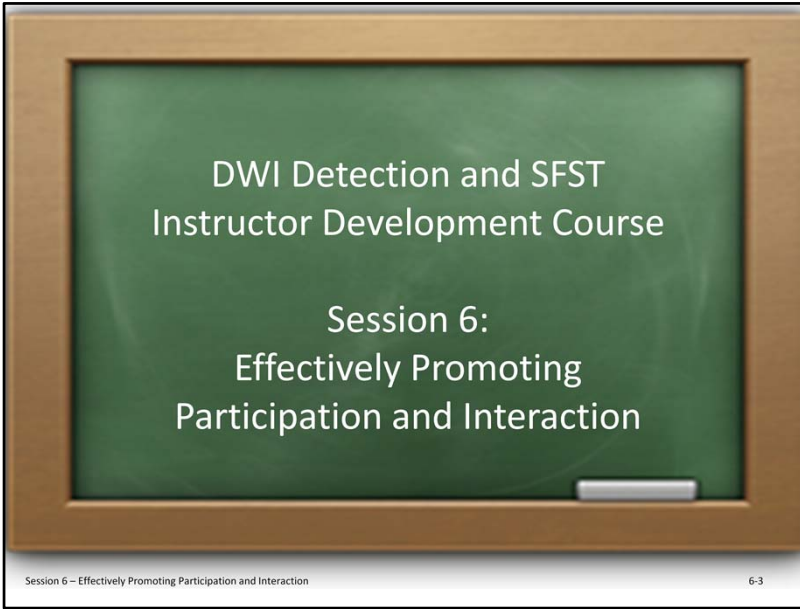
Estimated time for Session 6: 1 Hour (depending on class size)

Session Objectives

- Illustrate the differences between a lecturer and an instructor
- Analyze the four skills of a good instructor
- Demonstrate the three methods of questioning used in training
- Assess how the techniques may be applied to problem situations in training

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6-4

Session Objectives

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

- Illustrate the differences between a lecturer and an instructor (Activation)
- Analyze the four skills of a good instructor (Activation)
- Demonstrate the three methods of questioning used in training (Demonstration)
- Assess how the techniques may be applied to problem situations in training (Integration)



A. EFFECTIVELY PROMOTING PARTICIPATION AND INTERACTION

Lecturer:

What are some of the characteristics of a lecturer?

1. _____
 2. _____
 3. _____
-
-
-
-
-
-
-
-
-
-
-

Communication Skills of a Good Instructor

- Attentive
- Observant
- Listener
- Questioning



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6-6

B. FOUR COMMUNICATION SKILLS OF A GOOD INSTRUCTOR

[illegible]

Attentive

- Physical presentation
- Encourages participation
- Facing participants
- Maintaining appropriate eye contact
- Moving toward participants when appropriate
- Avoiding distracting behavior



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6-7

Attentive

- Physical presentation that shows the instructor is paying attention
- Encourages participation
- Facing participants
- Maintaining appropriate eye contact
- Moving toward participants when appropriate
- Avoiding distracting behavior

Observant

- Participants' face, body position, and movements
- Infers attitudes of participants
- Takes appropriate action



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6-8

Observant

- Face, body position, and body movements of the participants
- Infers attitudes of the participants based on observations of the above
- Takes appropriate action based upon inferences

Listener

- Listen
- Paraphrase
- Be cognizant and sensitive



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6-9

Listener

- Listen to what is said
- Paraphrase what was said to demonstrate understanding
- Be cognizant and sensitive to possible internal and external distractions affecting the participants

Questioning

- Helps determine what is already known
- Invites participants
- Provides feedback
- Enables audience to assess learning
- Gauge audience's skill or knowledge level

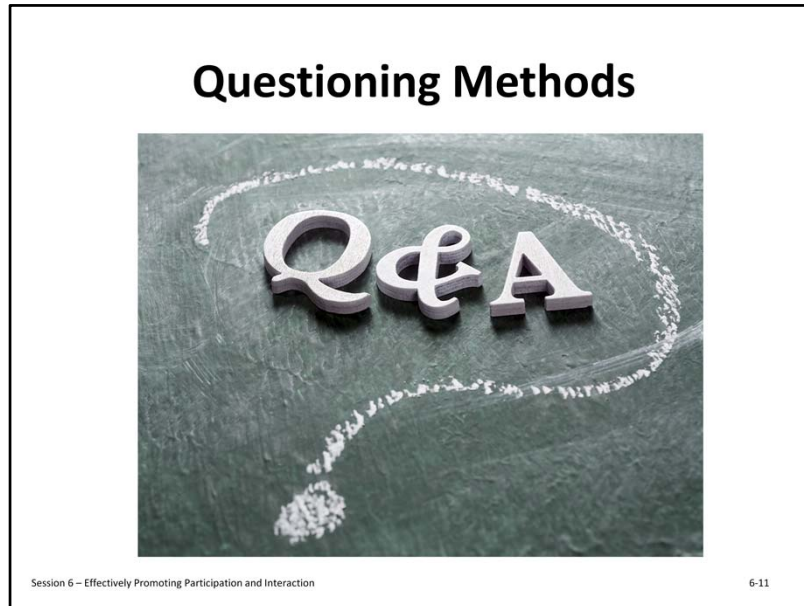


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6-10

Questioning

- Helps determine what the participants already know
- Invites participation
- Provides you, the instructor, with feedback
- Enables audience to assess their own learning and fill in the gaps
- When walking into a presentation without a good grasp of the audience's skill or knowledge level, asking questions up front can gauge this very easily



C. QUESTIONING METHODS

- Overhead/undirected
- Pre-directed
- Overhead/directed

Overhead/Undirected Question



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6-12

Overhead/Undirected Questions

Overhead/undirected question is one where the question is thrown out to the

Advantages:

- Engages the entire class
- Allows the instructor to identify the “apple polisher” in the class

Disadvantages

- Allows people to refrain from participating
 - Continued use allows the over-eager participants to dominate the class
-
-
-
-
-
-
-
-

Pre-Directed Question



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6-13

Pre-Directed Questions

A pre-directed question is one in which a participant is _____ the question is posed.

Advantages:

- Can be used to engage hesitant participants
- Can be used to gain the attention of a disruptive or distracted participant

Disadvantages

- Enhance participation by only one participant
- Once the question is directed, everyone else can stop paying attention

Overhead/Directed Question



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6-14

Overhead/Directed Questions

An overhead/directed question, the presenter asks an _____
_____ question, then _____ and _____ it
to a particular participant.

Advantage:

- Combines the advantages of the other types of questions

Disadvantages

- During the pause between posing the question and selecting the respondent, it is common for the over-eager participants to chime in and answer the question



D. HANDLING PARTICIPANTS' ANSWERS

When a participant gives a correct answer:

- Commend participant
- React with positive reinforcement
- Don't give bland acknowledgement
- Don't fail to give any reaction at all

When a participant gives an incorrect answer:

- Convey answer is incorrect
- Do not react with frustration or anger
- Do not embarrass the participant
- Acknowledge partially correct answers

When participants do not respond, stress increases, participation drops, and learning is minimized. You can use the following methods to deal with the situation:

- **Provide** the answer yourself
 - **Redirect** the question to another participant
 - **Defer** the question
-
-
-

Handling Participants' Questions



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6-16

E. HANDLING PARTICIPANTS' QUESTIONS

Participants sometimes ask questions instructors cannot answer. You can use the following techniques to deal with the situation:

- **Admit** you do not know the answer, but offer to research it
- **Redirect** the question to another participant
- **Defer** the question

Conclusion



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6-17

F. CONCLUSION

Effective instructors:

- Are attentive to their participants
- Are observant of their participants
- Listen to their participants
- Help participants learn from one another

Questions and/or Concerns



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6-18

G. QUESTIONS AND/OR CONCERNS

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