

In summary,

The goal of this training resource covered was to **provide existing DOI instructors or potential instructors with a resource that covers basic instructional concepts and principles needed to begin delivering effective instruction.**

To reach that goal we began by looking at some foundational information in the first section needed by BLM training instructors. Specifically, we first looked at NTC's training design and development cycle. Remember, you will play a key role in numerous phases of that cycle to include possibly serving on a design team, developing course materials like lesson plans, and developing test items that measure your lesson objectives.

Next we took a closer look at the adult learner. Remember, the adult learner is much different than the child learner. Adults bring a lot to the learning environment---- they bring with them experience that comes in the form of knowledge, stories, and examples. Don't take your adult learners for granted and just lecture to them----involve them in discussions as well as exercises that allow them to practice and apply what they have learned in the training environment.

Finally, we provided a handout that listed and explained some of the key roles and responsibilities at the NTC. Remember, as an NTC instructor you have many major responsibilities when it comes to assisting the NTC in designing, developing, and delivering training to the field. Additionally, turning in assignments on time as well as coming to the training environment prepared is just a couple of your key responsibilities.

In the next section, Presentation Development, we look at the things you need to be able to do to deliver that award winning training presentation. First we looked at developing performance-based objectives. Remember, if you're teaching a task----first determine what task your teaching---- then flowchart out the steps required to complete that specific task. Then, determine what will be needed by the students to perform the task and what the criteria will be for successful completion of the task. Once you have done this, you can piece together your performance-based objective that has the condition, performance, and criteria---you will present this objective at the beginning of your lesson.

Next, we looked at measuring your performance-based objective. The key to any successful evaluation is to measure the objective you presented to the students. If you want them to be able to inspect an oil and gas well then the evaluation should be the students inspecting an oil and gas well. Of course, don't forget to develop a sound scoring rubric for your evaluators to use when conducting the evaluation.

Next we looked at developing test items. If you're developing a written-exam to measure cognitive objectives, be sure write your test items so they link to the objectives for your particular lesson. Writing all knowledge-level questions for a course designed at the higher levels in Bloom's cognitive domain is not an effective way to determine successful achievement of intended course objectives. Also, keep in mind there are

specific guidelines for constructing all types of test items----stick to these guidelines and your test items will be well-constructed----meaning valid----that is, measuring what they are supposed to be measuring.

After developing test items, we took a closer look at the concept of learning strategies. Remember, straight lecturing is not the best way to teach adults. Therefore, use any combination of the available learning strategies to enhance your training presentations --- ----interviews, demonstrations, discussions, video with discussion, exercises, and even role-play can all enhance the learning experience of your adult learners.

Next we looked at developing your lesson plan. Remember, your lesson plan should include an introduction, body, and summary. The introduction should include the required elements of: warm-up or attention step, hook, objectives, route, and credibility. The body should be detailed enough that any instructor within the same field could pick it up and deliver it within a reasonable amount of time. The body should also have student questions, exercise instructions, and transitions built into it for a smooth organized approach. Finally, the summary should review all the key points in the training, much like this summary is doing. It should also mention how the information can be used and provide a well-thought out closing.

Finally, we looked at building effective visual aids. Use of PowerPoint is a nice touch; however, there are many other visual aids that your adult visual learners would like to see in your presentation. Add pictures, graphs, and charts as well as videos to your presentations. Present them using different delivery mediums as well, like overheads, computers, flipcharts, and whiteboards to name a few. Adding visual aids to your presentation could be the difference between students “getting it” or “not getting it”.

In the next section, presentation skills, we talked about dealing with nervousness. Keep in mind that everyone is nervous to some degree before they deliver a training presentation. However, if you prepare properly and utilize things like self talk, find a friendly face, and practice your opening----you’ll find that nervousness melt away by the 5-minute mark. Remember, you were chosen to deliver the lesson for a reason----you’re good!

Next we talked about the keys to a successful presentation. Remember to practice, listen, and be prepared. Never underestimate the importance of having a well-developed lesson plan and reviewing it several days prior to your presentation. The best instructor is the one who prepares...don’t be the one who doesn’t!

Next we talked about body mechanics. Good instructors use voice inflection, movement, and effective gestures to enhance their training presentations. Good instructors also use effective eye contact and dress professionally. All of this will add up to one great performance on gameday! Not to mention your students will appreciate these mechanics because they will help to maintain their interest level.

Finally, we talked about managing the learning environment. An instructor will face many challenges in the classroom---everything from disruptive students to problems with media equipment. How you handle these problems as an instructor will largely determine your success in the training environment. Checking your equipment before you present can make a world of difference-----also make sure to cover some ground rules with your students prior to your lesson presentation to help avoid some distracting behaviors in the classroom.

Obviously, delivering an effective presentation involves quite a bit. However, it is all well worth it when you really think about it. If the student leaves the training environment properly trained, then you have done your job. That student can now go back to the field and actually do his or her job because you did more than lecture---much more, you actually provided the students with an opportunity to experience, practice, and explore in a controlled environment.

Poor training is not the answer to BLM's issues and problems---it's effective training delivered by outstanding instructors like yourself that will address those issues and solve those problems.

Now all you have to do is go out there and deliver that training presentation that will make a difference!

Now that you're armed with the knowledge you need to deliver a great training presentation---do you see yourself in this picture?

As the instructor that is----delivering a training presentation that's interactive and fun? You should----because you are ready!