

ADULT LEARNERS:

- Will readily decide if the content presented is relevant to their work.
- Prefer content that helps them solve concrete, practical work-related issues, problems or concerns.
- Give high credibility to other professionals in their field.
- Have varied learning styles and preferences.
- Can best incorporate newly gained information and skills in their work if allowed to test or experience them in an educational setting.
- Will have an enhanced learning experience through active participation and use of a variety of senses.



You can repeat the pattern in Step 4 throughout your presentation.

Repeating actions 4c and 4d — providing relevant new information and asking learners to apply their new knowledge — is particularly useful when a great deal of information must be presented in a short time.

For example, you might give a mini-lecture, followed by an activity, however brief, such as examining hypothetical applications.

NOTE

This document briefly describes ways to plan your Judicial College course, improve your teaching skills, increase learner retention, and assure your participants gain useful skills and information. It is intended to serve as a quick reference tool. More detailed information is available on request from the Judicial College at 614.387.9445 or 1.800.926.8010.

PLANNING YOUR COURSE — 4 STEPS

The key to an effective course is careful and complete planning. Following these steps will maximize your effectiveness with adult learners.

1. ASSESS LEARNER NEEDS

- Determine what learners want and need to learn.
- Use sources outside yourself to determine learner needs (for example, call or e-mail a sample of learners, or distribute a questionnaire before the course begins).
- If available, use stated learning objectives from Judicial College course-planning meetings.

2. PRIORITIZE LEARNER NEEDS

- Focus on what is essential.
- Incorporate content that learners cannot achieve on their own (through reading, for example).
- Plan adequate time for the most important needs rather than short amounts of time on many needs.

3. IDENTIFY DESIRED LEARNING OBJECTIVES

- Determine what you want your learners to know, feel/think, or be able to do at the end of the course.
- Use active verbs. Example: “At the end of my course, learners will be able to identify common evidentiary motions.”

4. STRUCTURE YOUR COURSE

Structure your course/presentation to:

- Make the content relevant to the learners
 - Relate a relevant past experience.
 - Ask participants to recall a relevant past experience.
 - Role-play a relevant situation.
 - Ask participants to take a self-test on the content.
 - Show a relevant video or conduct a case study.
- Ask participants to reflect on the experience
 - Conduct a large- or small-group discussion.
 - Ask some participants to share their past experience.
 - Ask participants to identify what they saw in your role-play.
 - Ask participants to react to their self-test.
 - Ask participants to comment on the video or case study.
- Provide relevant new information
 - Lecture.
 - Panel discussion.
 - Demonstration, or live or prerecorded role-play.
 - Live or prerecorded testimonials from guest speakers.
 - Review of print materials (e.g., reference guides, checklists, rules, procedures, forms, charges, tables, scripts).
- Encourage participants to use the new information
 - Apply the new information to hypothetical situations.
 - Create an action plan.
 - Practice giving and receiving feedback.
 - Take another self-test.

SELECTING THE MOST EFFECTIVE TEACHING METHODS

Employing a variety of teaching methods assures that you provide adult learners with an effective educational experience. Select the method(s) to fit your objectives. Some examples follow:

LECTURE

Lecture is the teaching method used in most courses, especially if a large amount of material must be conveyed in a short amount of time. Try to alternate short lecture segments with other methods and use visual support (see next page). Studies show greater audience engagement and retention when audiovisuals and participation are paired with lecture.

PANEL PRESENTATIONS

A panel presentation is a useful format for presenting different perspectives on the same subject, but is not effective if one person dominates, or if it turns into a series of “talking heads” with each panelist repeating the same thing.

DEMONSTRATIONS

Demonstrations can be scripted, spontaneous or prerecorded. Modeling is an effective teaching technique, but remember to also model the “good” if you model the “bad.”

TESTIMONIALS

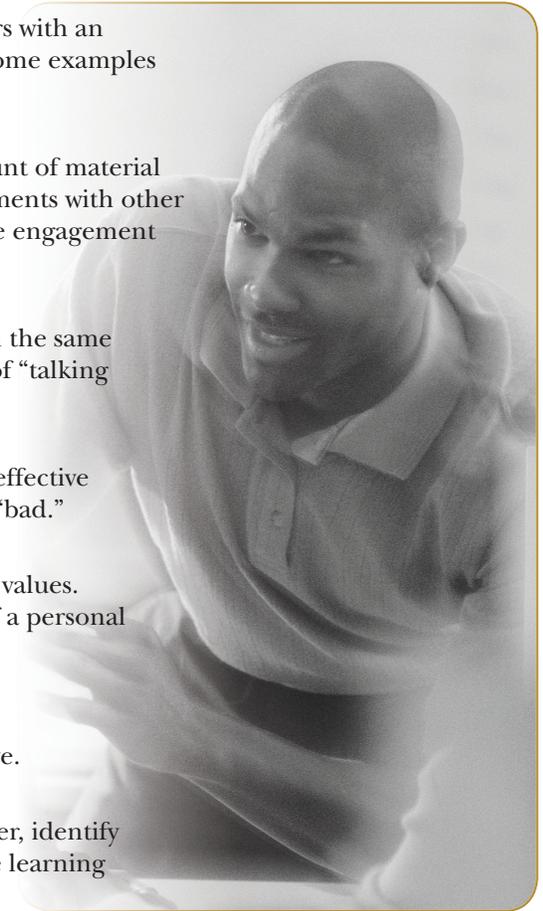
Testimonials are most effective in courses that deal with personal attitudes and values. They usually consist of speakers or learners giving a brief, first-hand account of a personal experience, which can be live or prerecorded.

SIMULATIONS

Simulations provide learners with an opportunity to enact real-life situations. They can involve the entire group or just a few participants while others observe.

GROUP DISCUSSION

Large- and small- group discussions allow participants to learn from one another, identify issues that may impact their use of the content you present and be active in the learning process.



MORE

LARGE GROUPS

More than 18 to 20

The following are some effective techniques for presentations before large groups:

- Seat participants at tables of six to eight, instead of in classroom- or theater-style arrangements. Alternate large- and small- group methods.
- Give true-false or multiple-choice self-tests before, during or after your presentation.
- Use demonstration or role-play (scripted, spontaneous or prerecorded).
- Use short case studies or hypotheticals.
- Ask for a show of hands or group vote in response to questions.
- Use visual support (see next page).

SMALL GROUPS

6 to 8

Teaching techniques that can be used effectively with a large group can be used effectively with a small group. The advantage of smaller groups is that everyone can participate in the learning process.

Additional techniques to use in small groups:

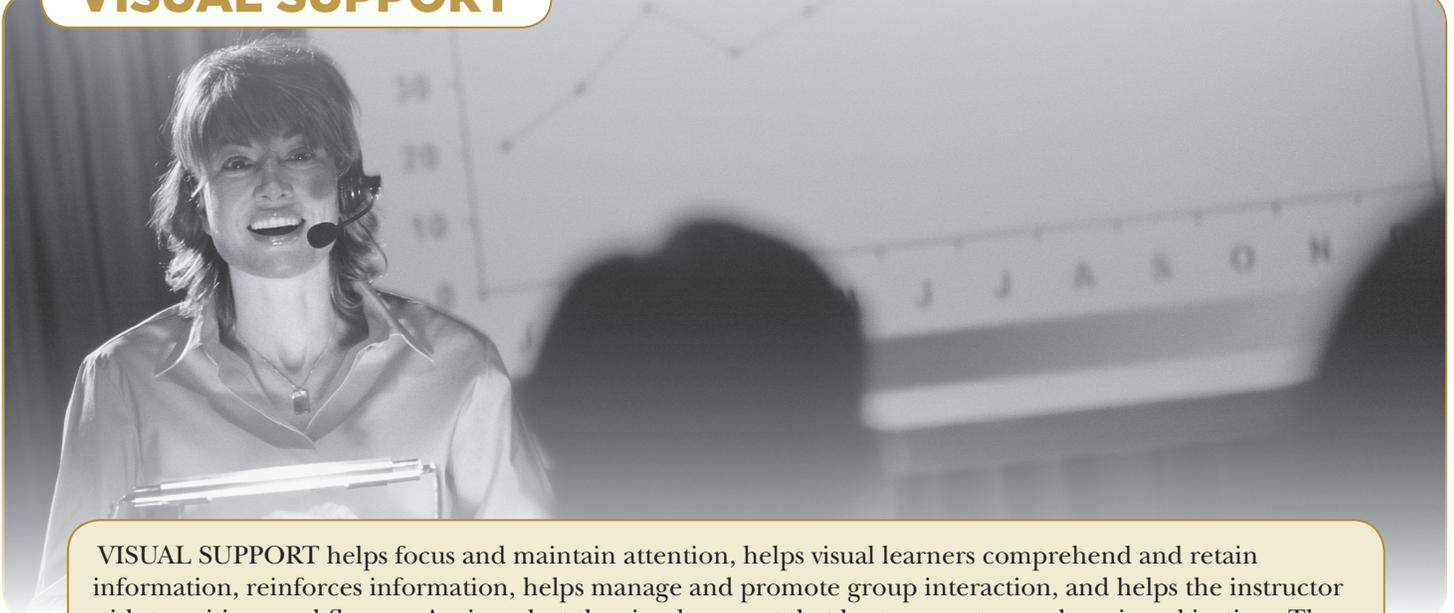
- Divide the class into small groups to complete a specified task or exercise (e.g., brainstorming, listing issues, solving a problem), then ask all or several small groups to report back to the larger group.
- Ask participants to role-play or demonstrate/ simulate real examples, then ask all or several groups to report back to the larger group.

DIAD or TRIAD

2 or 3

Participants can be asked to turn to the person(s) next to them. Again, everyone participates. This method is often used for short discussion, to compare thinking and increase the likelihood of large-group interaction.

VISUAL SUPPORT



VISUAL SUPPORT helps focus and maintain attention, helps visual learners comprehend and retain information, reinforces information, helps manage and promote group interaction, and helps the instructor with transitions and fluency. Again, select the visual support that best supports your learning objectives. The following are only a few tips on the use of some selected visual supports.

ELECTRONICALLY PROJECTED IMAGES

Still Images (e.g., PowerPoint, transparencies, document camera)

- Limit one concept per slide.
- Use only “key” words and phrases, not sentences. Spell check.
- 6x6 Rule - Maximum 6 bullet points per slide. Maximum 6 words per bullet.
- Use large print (at least 24-point or larger). Neat and legible handwriting is O.K.
- Use only one font per frame, preferably sans serif (e.g., Arial or Comic Sans), and use both upper- and lower-case letters.

Moving Images (e.g., video clips)

- Preparation and practice are key. Test on-site before presentation.
- Keep video clips brief (e.g., 5 minutes maximum).
- Introduce each clip, telling viewers what they will see and why, and what to look for; and then debrief.
- Use for educational purposes, not entertainment.

Interactive Software (e.g., responder key pads for polling)

- Keep questions short/simple for quick read/response.
- Provide 5 answer choices maximum.
- Best used to stimulate discussion by allowing learners to weigh in on issues.
- 3 to 5 questions per hour of teaching maximum recommended.

EASEL/FLIP CHART

- Avoid using with large audiences.
- Make sure all learners can see the easel.
- Check pens to make sure they work.
- Use dark colors but do not use red.
- When seeking audience responses, write down every idea offered in the speaker’s words, if possible. Abbreviate or summarize points.

TIPS

1. It is usually best to provide a hard copy of your visuals.
2. Have a back-up plan when you are using electronics.
3. Practice with your equipment on-site.

REMEMBER: **You** are teaching, not the AV.

PRESENTATION TIPS

OPENING

- Start on time. Gain attention. For example, refer to a current event, use a strong visual, ask the audience to think about a problem or issue, write a statistic on a flip chart, walk away and pause before explaining what it means.
- Immediately establish rapport with learners. Make learners feel comfortable. Use an ice-breaker if appropriate.
- State your purpose/agenda/learning objectives.
- Explain the relevance of your topic (how participants will benefit).
- Ask participants to “do something” within the first 10 minutes. The sooner you get them involved, the easier it will be throughout.

DURING

- Limit the quantity of information given to the audience in the time allowed.
- Use at least one practical example per point.
- Make some examples verbal, others visual.
- Ask participants to do tasks that require responses.
- Provide correct answers if questions have correct answers.
- Provide transitions (state where you have been and are going).

CLOSING

- Restate learning objectives or let the learners summarize what they learned.
- Provide time for questions and answers.
- Explain again how learners will benefit.
- End on a positive note or high point; consider using a story or a personal experience to capture the spirit of what has been taught.
- End on time.

Your most important presentation tip?

Be *yourself* and enjoy.



EVALUATING THE COURSE

FACULTY EVALUATION OF PARTICIPANT LEARNING

When implementing the fourth step in “Planning Your Course,” you can observe how well participants achieve the desired outcomes you stated early in your planning process. Whether through participation in role-play, discussions of hypotheticals or by writing an action plan, learners will use what they gained from the content you present. Observing how well they do this can assist you in gauging learner comprehension and target your teaching.

PARTICIPANT EVALUATION

The Judicial College evaluation form will ask participants in your course to comment on whether course content and materials were relevant to their educational needs. It will also ask learners about satisfaction with your presentation. While this feedback is subjective, it can, many times, prove useful.



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The Ohio Judicial College thanks the California Center for Judicial Education and Research for use of its faculty brochure, upon which this “Teaching Tips for Ohio Judicial College Faculty” pamphlet is based.