Effective Training

A Toolkit for Teaching Adults

Adapted from material originally developed in 2012 by the

Northwest Center for Public Health Practice

UNIVERSITY of WASHINGTON
SCHOOL OF PUBLIC HEALTH

in partnership with

The Network for Public Health Law

Design updated in 2014
www.nwcphp.org

Robert Wood Johnson Foundation

This toolkit is one of a series funded by the Robert Wood Johnson Foundation to support the development of trainings in public health law.

Table of Contents

Adult Learning Overview

The aim of this toolkit is to help you put together effective learning for adults. Intermediate- or advanced-level users may choose to scan the sidebars as reminders to use when developing instruction, rather than reading the full text. This toolkit contains four sections:

You don't need a degree in adult education to create excellent training courses. Follow the guidelines in this document, and you can develop trainings like a pro.

What's Different about teaching adults?

To be effective in teaching adults, it's important to know your audience and have a general understanding of how adults learn. Much has been written about the topic, and you can find suggestions for additional reading in the references section.

To best reach adults, there are five key factors you should focus on in the development of your training:

1. The material presented should have immediate usefulness to the learners.
2. The material presented should be relevant to adult learners' lives.
3. The training environment should be welcoming so that all learners feel safe to participate.
4. The training presentation should be engaging.
5. The training should be presented in a respectful manner, where learners have an opportunity to share their experiences.

Following these key principles will help you determine what to include in your training and how to present it. Make your training relevant to the learner by recognizing the unique background and experience of people working in public health. To engage your audience, use examples or anecdotes showing how the material is relevant.

(Adapted from Knowles, M.L., The Adult Learner 6th ed., 2005)

How to Reach Adult Learners

Make sure your course is:

- Immediately useful
- Relevant
- Welcoming
- Engaging
- Respectful

Make connections:

- Stories, cases, and anecdotes help make connections.
- Do you have a story related to your topic ready to share with your audience?

Who is my target audience and what are their learning needs?

There are many ways to develop instruction, and educators have frequently debated which ways are the most effective. One practical approach that works well with adult learners shifts the thinking about developing instruction from “what will you teach,” to “what do the participants need to learn?” This change of perspective will help the development process immensely.

It is your responsibility as an instructor to find out who will be in the audience and what kind of training they have already received. It is also helpful to write a short description of your target audience. You can use this when disseminating information about your course.

Key Questions

- Who is my target audience, and what are their learning needs?
- What are the learning objectives for this training?
- What kind of training should I develop?
- How large should my class be?

Try to at least to learn the answers to these three questions:

- **Who are you going to teach?** Get names and titles of your attendees, or at least the names of their places of employment.
- **What is their background?** If you can determine the participants’ educational backgrounds, this will help in determining the depth of information to cover in your class.
- **Will some people need more training than others?** In cases where there are extreme differences in skill levels, you might consider holding several sessions at different levels of expertise—for frontline workers versus managers, for example.

Ideally, you should conduct a needs assessment prior to taking on a training project. This helps to identify gaps in learning and further targets the training for your audience. See Section 3: Tools and Templates, for a worksheet to help you do this.

Target audience descriptions do not need to be extensive, but they should be very specific. For example, “The primary audience is governmental public health leadership and practitioners without formal legal training.”

What are the learning objectives for this training?

Training Purpose

The purpose of your training should be anchored in:

- Training needs
- Skill, knowledge deficits
- What participants should know

Your purpose should meld the key components of your audience, its training needs, its skill and knowledge deficits, and what you want to accomplish in your course. Think through what you want participants to learn as a result of your training. They should leave the training with new information and/or skills that they didn't possess prior to taking it.

Learning objectives serve as a type of contract with your audience and help put the purpose of your training in concrete, measurable terms. If participants know the objectives from the beginning, they know what they are expected to learn. Objectives also clearly focus on the desired outcomes.

Before you start developing your learning objectives, it's important to determine the kind of learning your participants will be gaining. Identifying the type of learning— Knowledge, Skills or Attitudes (KSAs)—will help you develop more specific learning objectives.

For example, if your participants' learning involves knowledge retention and the development of intellectual skills, it is considered knowledge-based. If your participants' learning involves physical movement, coordination, and motor skills, it is considered skill-based. If your participants' learning deals with things emotionally like motivation and values, it is considered attitudes-based.

How do I develop learning objectives?

Developing effective objectives that get to the purpose of your training is not easy. But you can do it by following a few simple steps. Objectives should be written from the participants' point of view. They should emphasize what you want participants to value, understand or do with the information or skills being taught.

According to Robert Mager, a world-renowned expert in instructional design, the simplest way to start writing learning objectives is by answering three questions:

1. What will participants be able to do as a result of the course, training, or class?
2. What are the conditions or circumstances where the participants will perform this activity, and what knowledge or materials does he/she need to do this effectively?
3. What level of proficiency is needed to perform the task or skill successfully or apply this information?

There are several different models that have been created to help in designing learning objectives. For developing practical objectives, you might consider the SMART Model. For considering objectives that may relate more to behavior change, you might consider the A-B-C-D Model.

Course objectives should represent a clear statement of what participants should be able to do after they've received the training. This information comes from your task analysis. In practice, therefore, you will have at least twice as many statements as you have tasks on your list. These statements will have the following characteristics:

- **Audience:** An objective says something about the learners. It does not describe the resource materials, the trainer, nor the type of learning activity.
- **Performance/Behavior:** An objective describes the learners' behavior or performance. It does not describe the performance of the trainer or what the learners are expected to know or understand. If you use the verb to understand, you must go on to explain what learners are expected to do to demonstrate that understanding. Whatever it is you mean by understanding would be defined in the sentences to follow the general one.
- **Outcomes:** An objective is about outcomes. It describes an action, not the process the learner went through to get there. The objective describes what the learner is expected to be like at the end of the training, rather than the process the learner used to get to the end.
- **Conditions:** An objective describes the conditions under which learners will perform the terminal behavior. Remember, anything that the learner will use to perform the task must be defined in the objective statement. For example, a learner will answer three problems with the use of a slide rule or calculator.
- **Degree/Level/Timeframe:** An instructional objective also includes information about the level of performance that will be considered acceptable. If a learner will be expected to perform a task within five minutes at the end of a module, this must be stated as part of the objective.

Three Categories of Learning:

Knowledge: specific facts, patterns, concepts

Skills: practical abilities measured in speed, precision

Attitudes: realizing feelings, values, motivation

Objectives Checklist

Your objectives will communicate better if you can answer "YES" to the following questions:

Behavior

1. Is your main intent stated?
2. If the main intent is covert (mental), is an indicator behavior stated?
3. Is that indicator behavior the simplest and most direct one you can think of?

Conditions

4. Have you described what the learner will be given, or be deprived of, during performance of the objective?
5. Have you described all of the conditions that will influence the shape of the performance?

Degree

6. Have you described how well the learner must perform to be acceptable?
7. Do those criteria describe some aspect of the performance, or the product of the performance, rather than instructional process or meaningless percentages?
8. Where a percentage is included in a criterion, does it reflect a realistic expectation?

From: Mager, R. F. (1997). Preparing Instructional Objectives: A critical tool in the development of effective instruction 3rd edition. The Center for Effective Performance, Inc.

Three examples of objectives (Mager 1975):

1. Given an unfinished metal casting, the learner should be able to surface, drill, and tap according to the specifications indicated on the attached blueprint without error in three of five demonstrations.
2. Provided with an outdoor television cable dish kit and appropriate tools, the learner should be able to install the dish and connect the input lead to the telephone line connection. Performance will be judged correct if the dish installation is completed according to trade standards and if the selected cable channels function.
3. **Performance**: Be able to point out forest fire hazards in a forest area.
   Behavior: Identify dangerous conditions by pointing.
   Conditions: The learner must have access to forest areas and be exposed to dangerous conditions determined by the instructor.
   Criteria: Given a descriptive list of dangerous situations, rank order them according to most to least dangerous.

Given a list of 35 chemical elements,

Condition

be able to recall and write the valences of at least 30

Behavior *Degree*

Developing Training Content

What kind of training should I develop?

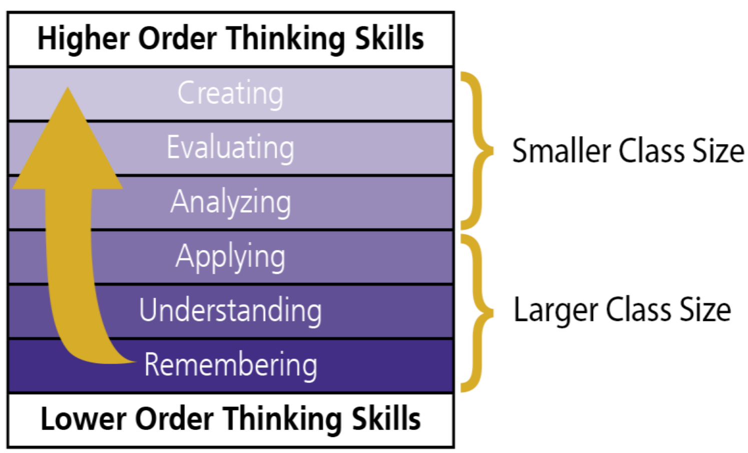
Will it be a one-time course or a series? Will it be face-to- face, online, or blended? How intensive, basic, or elaborate your training will be depends on determining the following:

- What resources are available?
- What are some potential challenges to this training (for example, format, class size, minimal resources)?
- What content needs to be created?
- What evaluation instruments need to be created?

The content and activities appropriate for your course should be tied directly to the learning needs and objectives that you have defined. To be most effective, they should be tailored to your audience.

How large should my class be?

Based on current literature, the best class size estimate is approximately 15 participants per classroom if you are teaching face-to-face, although debate still rages around a specific number. Smaller class sizes make it easier to break into groups or work on activities and use other learning methods besides lecture.



Higher order thinking skills tend to be learned most effectively by creating, evaluating, and analyzing content. Keep in mind that the more complex your material, the more time and activities you may need to provide your participants, so they have plenty of opportunities to grasp the complexities.

How do I develop training materials?

Developing training materials involves writing, creating learning exercises, and working with content experts and trainers. It is the most time-consuming phase, but it is also key to making sure your training is successful. Well designed, direct materials help drive your training and reinforce your learning objectives and outcomes.

You may have your draft materials reviewed by several people, and they may go through a number of revisions. Make sure the materials match the learning outcomes you identified, based on your assessment of the needs of your learners.

Course Elements

- Course outline
- Learning objectives
- Competencies
- Evaluation tool
- Trainer's instructions
- Participant syllabus
- Warm-up exercise
- Question periods
- Flexible/inclusive activities
- Resources

A basic way to pull together materials and/or related activities is to use your own experience as a learner. Complete the process below for each of your learning objectives for the course or training:

1. Identify one of your clearly stated learning objectives.
2. Determine what kind of learning domain the outcome involves (knowledge, skill, or attitude).
3. Choose an instructional method (activity, hand- out, team project, etc.) This helps participants accomplish your stated learning objective by doing.
4. Explain how this learning experience will help your participants meet the learning objectives you have identified.

How do I choose instructional methods?

There are a number of instructional methods to choose from when designing your materials. Listed below are some key methods, including purpose and when to use them:

Methods of Instruction

Group activities

- Role plays
- Simulations
- Games

Individual

- Self-assessments
- Evaluations
- Writing

Either

- Case studies
- Projects

Classroom training, lectures, and lecturettes convey information when interaction or discussion is not desired or possible. Best used to convey information in a short time, to communicate the same information to large numbers of people, or to provide basic information to a group.

Case studies, role plays, and small group discussions help participants discover learning points themselves and practice skills used in interactions. Best used to practice newly acquired skill, to experience what a particular situation feels like, to provide feedback to participants or to apply new knowledge to a specific situation, practice problem-solving skills.

Simulations provide non- threatening ways to present or review course material and can be used to recreate a process, event or set of circumstances, usually complex, so that participants can experience and manipulate the situation without risk and then analyze what happened. Best used to integrate and apply complex skills, to elicit participants' natural tendencies and provide feedback, to provide a realistic job-related experience, to help grasp total program content, to present dry material in an interesting way or to add a competitive element to a session.

Extend Learning beyond the classroom with Self-study. Self-study allows an individual to acquire skills and knowledge through self-learning, guided by structured materials. Best used as computer-based modules, CD-ROM/ DVD learning, and web-based virtual labs.

How do I put it all together for a course?

You have learned about your audience, assessed their needs, developed learning objectives, determined the type of training, and developed training materials. Now it's time to put it all together in a course.

1. Prepare a course outline with what needs to be learned and time allotted. Clearly name the content (knowledge, skills, or attitudes) and learning objectives. Make sure your learning is sequenced, with easier learning first, building to complex.
2. Determine work-related professional competencies, capabilities or standards your course addresses, if applicable. Note these competencies in materials you disseminate with your course.
3. Develop how learning will be evaluated. Will you include an assessment of some type? (Examples include a quiz, test, or final project.)
4. Develop a trainer's manual or instruction sheet for yourself (see page 19 for more information), and a syllabus denoting what the class will cover for your participants. Provide this to participants in advance if possible.
5. Include a warm-up exercise, appropriate for the group and setting.
6. Plan for open questions and ways to stimulate discussion throughout the course.
7. Make your course design flexible, providing options for assignments, to help meet different learning styles.
8. Set up activities that ensure the inclusion of all participants.
9. Provide follow-up—resources, books, contact names and numbers, websites—to reinforce learning.

How do I create a trainer's manual or instruction sheet?

Depending on the type of training you are developing, it may be useful to produce a simple trainer's manual or instruction sheet. This is useful to guide the delivery process for the trainer of the curriculum, including how to prepare for the training, gathering materials, lesson planning, etc. See a sample of a simple trainer's instruction sheet for a short course below.

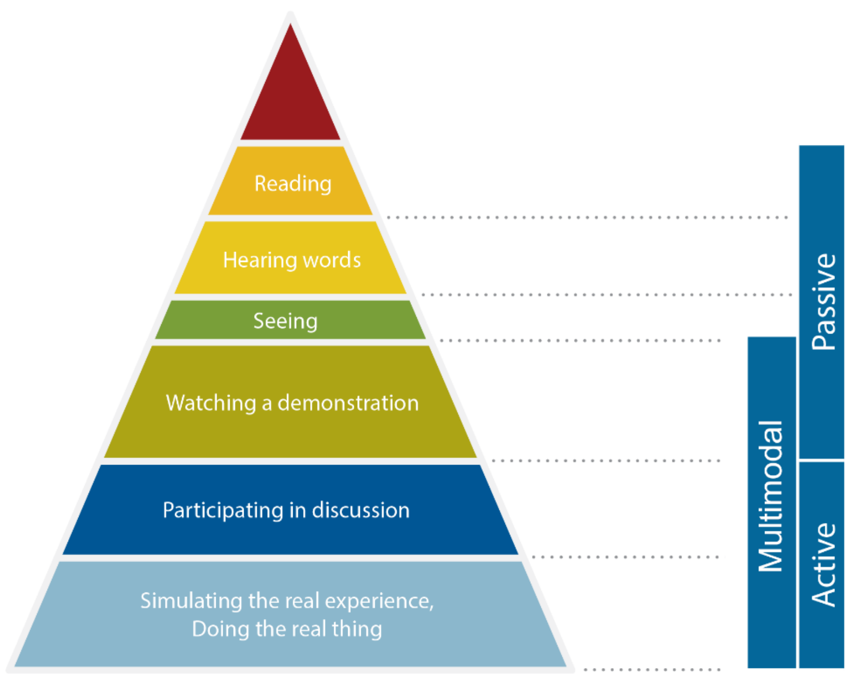
How do I increase retention?

People often remember more when they practice or use their learning compared to when they just read or hear information. The amount of information we remember is in direct proportion to the amount of involvement we had in the learning.

The Cone of Learning (see figure below) shows that we tend to remember less of what we read. Our memory increases when we hear and see something together—like watching a demonstration. We remember more of what we say and do, like practicing what we learned. This is important for you to recognize as you deliver training to your adult learners. Choosing the appropriate methods for delivery is critical in increasing retention.

Key Questions

- How do I increase retention?
- What delivery method should I use?
- How do I facilitate effectively in the classroom?



(Based on the research of Edgar Dale, originator of "The Cone of Learning.")

Resources for Developing Training Content

These tools and templates will help walk you through various steps in planning for adult education experiences.

Training Needs Assessment Worksheet

This worksheet is useful in developing a class or workshop. To help you begin building a training, complete the table below.

Type of Information needed to develop course	What is already known pertaining to this?	What do you still need to find out?
Desired outcome: What should participants be able to do as a result of your training?		
Analysis of participants: Who are the participants or participants you will teach?		
Learning context: What constraints do you have or anticipate?		
Content expertise: What content experts are available to help?		
Training expertise: What training experts are available to deliver the training?		
Logistical requirements: What size is your training group? Do you need translation services? What type of access is available?		

Learner Analysis Worksheet

If you have the time and opportunity to conduct a learner analysis, consider the following questions. If you don't know the answers, then how can you find out?

1. What knowledge do learners need to have before they take this course?

2. Have learners experienced something similar to this instruction?

3. What attitudes do the learners have about the instructional content?

4. What are the expectations of the learners?

5. How does the content relate to the learners job function?

6. How confident will your learners be with the content?

7. What are the general learning preferences of the target learners?

8. In what ways are the learners similar or different?

As adapted from: http://webstage.ieee.org/organizations/eab/tutorials/refguideForPdf/worksheet.htm

Learning Activities

Use this worksheet to determine the type of learning that is appropriate for your training.

Learning type		Description or explanation	Sample Applications
☐	Case Studies, Role Plays, and Small Group Discussions	Participants discover learning points themselves. The individual assumes roles other than his/her real ones or is thrust into settings that are different from the current one.	Problem-based learning, psychodramas, sociodramas, group role play, practice in handing social interactions
☐	Classroom Training, Lectures, and Lecturettes	The individual acquires skills and knowledge through guidance from an instructor in a formal group setting, not in the workplace. In the case of distance learning, webinars, and webcasts, the individual may be at the work site, but the session is not usually a part of work activities.	Seminars, conferences, workshops, lectures, demonstrations, Internet- based classes, video and audio conferences, webinars, webcasts, certificate programs
☐	Experiential Learning	Individual or group participates in structured debriefing sessions to reflect on the experiences encountered and draws conclusions.	Practicum, structured and mentored internship, field placement with coaching, on-the-job practice and work sessions, and supervised transitional work settings following training
☐	Games, Table-Tops, and Simulations	The individual performs as she/ he would in real life. The setting, however, is an artificial creation designed to resemble the natural environment.	Physically realistic simulators, virtual reality environments, psychologically realistic settings, in-basket exercises, structured games, virtual labs, assessment centers
☐	Projects and Writing Tasks	Participants reflect on their understanding of concepts, information, ideas and allow them to work individually or in small groups with the content.	Reports, PowerPoints, articles, postings, larger writing projects
☐	Self-Study	The individual acquires skills and knowledge through self-learning, guided by structured materials ranging from print to electronic systems.	Directive instruction, computer-based modules, web-based virtual labs, CD-ROM/DVD learning modules, web explorations

Learning Objectives

Let’s assume that we are creating a training program for receptionists. The goal of the program is simply to train people in proper phone use. What might the specific tasks and associated learning objectives include?

“Before” learning objectives (poorly defined)	“After” learning objectives (well defined)
After completing this course you will be able to: • Operate your phone • Know how to greet callers • Understand the call transferring procedure	After completing this course you will be able to: • Place a caller on hold • Activate the speaker phone • Play new messages on the voice mail system • List the three elements of a proper phone greeting • Transfer a call to a requested extension
These objectives do not indicate observable behaviors, making assessment of their mastery impossible. How does one know if someone knows or understands something? What does it really mean to operate the phone?	These objectives are built around very discrete tasks. Instead of the vague objective to “operate the phone,” the learner knows exactly what is expected for successful operation— namely, using the hold feature, speakerphone, and voice mail system. More importantly, these behaviors are observable.

Let’s look at another example of a poorly defined set of learning objectives and their improved, well defined counterparts. The following objectives were developed for a public health law course.

<table>
<tr><th>“Before” learning objectives
(poorly defined)</th><th>“After” learning objectives
(well defined)</th></tr>
<tr><td>After completing this course you will be able to:
• Be aware of legal terms.
• Improve working relationships with lawyers.
• Have an increased awareness of public health law.</td><td>After completing this course you will be able to:
• Recognize legal issues.
• Formulate legal questions.
• Implement effective strategies for working with legal counsel.
• Describe key principles of public health law.
• Identify key public health laws that govern leadership’s responsibilities, authority, and limitations.</td></tr>
<tr><td>These objectives do not indicate observable behaviors, making assessment of their mastery impossible.

How does one know if someone knows or is aware of something? What does it really mean to improve working relationships?</td><td>These objectives are measurable as they are built around tasks. Instead of the vague objective to “be aware of legal terms,” the learner knows exactly what is expected. Rather than seeking “an increased awareness of public health law,” the course is asking the participant to “describe key principles of public health law and identify those that govern leadership’s responsibilities, authority and limitations.”</td></tr>
</table>

The following learning objectives are from a legal course dealing with minor consent, confidentiality and mandatory reporting:

"Before" learning objectives (poorly defined)	"After" learning objectives (well defined)
After completing this course you will be able to: • List what is meant by consent. • Identify requirements for agencies. • Be able to explain confidentiality.	After completing this course you will be able to: • List four types of health care to which minors are able to consent. • State requirements of Title X agencies for providing reproductive health services to minors. • Describe the role of confidentiality in providing health care to minors.

Adapted from "How to Write Great Learning Objectives," by Kevin Kruse

Writing Learning Objectives

There is a preferred order when writing objectives. The condition is usually placed first, followed by the behavior or verb, and then the criteria. Objectives are written in the future tense. Here are some general examples from the three cognitive (thinking) levels:

Order of Objectives

Learning objectives are usually written in the following order:

1. Condition / Given
2. Behavior / Performance / Verb
3. Degree / Criteria
    a. **Recall**: After attending lecture and reading the assigned materials, the participant will state the function of a thermometer.
    b. **Interpretation**: After attending lecture and studying the assigned materials, the participant will demonstrate how a thermometer works.
    c. **Problem-solving**: After attending lecture and studying the assigned materials (including problem sets), the participant will formulate the degrees in C given the degrees in F, or vice versa.

To avoid redundancy in writing objectives, an educator often lists a single condition with the objectives underneath.

After attending the lecture and studying the assigned materials, the participant will:

1. ____

2. ____

3. ____

(As adapted from material originally provided by Kathy V. Waller, PhD, CLS (NCA), NAACLS Board of Directors and available on the National Accrediting Agency for Clinical Laboratory Services website, 2008.)

Phrases to Avoid

These verbs are subject to multiple interpretations:

Comprehend; fully understand; know; remember; contemplate; perceive; enjoy; consider; recognize; experience.

Phrases to Use

When to use	Verbs
Use the following verbs when the objective is to remember and recall previously learned information	Define, describe, identify, match, name, record
Use the following verbs when the objective is to understand the meaning of informational materials	Classify, describe, estimate, summarize, understand
Use the following verbs when the objective is to use previously learned information to solve problems	Assess, compute, determine, develop, implement, prepare, produce, provide, report, utilize
Use the following verbs when the objective is to break down informational material into component parts	Diagram, differentiate, discriminate, illustrate, recognize, separate, subdivide
Use the following verbs when the objective is to apply prior knowledge and skills to produce a new or original whole	Compare, compile, contrast, design, devise, facilitate, formulate, generate, incorporate, integrate, plan, revise, structure
Use the following verbs when the objective is to judge the value of information	Compare & contrast, conclude, critique interpret, justify, support

As adapted from: http://webstage.ieee.org/organizations/eab/tutorials/refguideForPdf/avoidieee.htm

Objective Evaluation Exercise

1. Read the statements below.
2. Place a checkmark in the appropriate column to the right if a statement includes a
    a. Behavior / Performance
    b. Conditions
    c. Degree / Criterion
3. Always begin decoding an objective by circling a Behavior (performance).

Questions

	Behavior	Conditions	Degree
1. When you complete this section, you will know the history of money as a medium of exchange.	___	___	___
2. Without references, be able to describe (write) the key conditions that promote learning and those that retard or interfere with learning.	___	___	___
3 Given a progressive discipline situation (where an unjustifiable lack of performance improvement follows the initial corrective discussion), be able to conduct a progressive discipline discussion using the key actions listed in the PDS Discussion Guide.	___	___	___

Answers

	Behavior	Conditions	Degree
1. When you complete this section, you will know the history of money as a medium of exchange.			
2. Without references, be able to describe (write) the key conditions that promote learning and those that retard or interfere with learning.	✓	✓	✓
3. (Note: The following objective is intended for managers.) Given a progressive discipline situation (where an unjustifiable lack of performance improvement follows the initial corrective discussion) be able to conduct a progressive discipline discussion using the key actions listed in the PDS Discussion Guide.	✓	✓	

Comments

1. This statement is pretty much useless as a statement of intended outcome. For one thing, it doesn't state a performance ("knowing" might be a state of mind, but it isn't a performance).

   You didn't get caught on the false given (condition), did you? "When you complete this section" tells you something about the learning experience; it doesn't describe a condition that will affect the desired (unstated) performance.

   Finally, no criterion is stated—or even implied.

   Statements such as these may be useful as course descriptions, but they should not be confused with objectives.

2. Here a performance (describing) and an indicator behavior (writing) are both stated, providing good information about what someone will be expected to be able to do.

   "Without references" is the conditon stated. Performing without references would be different from performing with references available.

   A criterion is implied rather than clearly stated. We are told that we must describe conditions (whatever they are), but we aren't told anything about the quality of the expected performance. This objective could be improved by a clearer description of the criterion.

3. The performance is clearly stated (. . . be able to conduct a progressive discipline discussion . . .).

   Two conditions are also clearly stated (even though we may not have the background to understand the meaning of the first one). The first is "Given a progressive discipline situation . . . ," and the second is "using the key actions listed in the PDS Discussion Guide."

   The second item should be thought of as a condition rather than as a criterion. Why? Because it tells us something about what we will be doing during our performance, i.e., using the key actions in the Discussion Guide, but it doesn't tell us what to look for to decide whether the performance meets the intended standards. This objective would be a lot easier to read if it were cast in the form:

Performance:	Conduct a progressive discipline discussion.
Givens:	PDS Discussion Guide. Progressive discipline situation (where an unjustifiable lack of performance improvement follows the initial corrective discussion)
Criterion:	(missing)

From: Mager, R. F. (1997). Preparing Instructional Objectives: A critical tool in the development of effective instruction 3rd edition. The Center for Effective Performance, Inc.

Simple Training Plan Example

Establishing Rapport and Understanding

During this unit, participants—whether they already know each other or not—will get to know each other in various ways. Introductions will help establish a group identity and give everyone a chance to state their training needs and expectations. Participants will explore how people might perceive health care roles and responsibilities quite differently than others do; and how that might impact teamwork and patient care.

Trainer Goals

Help participants get to know each other and develop trust.

- Identify what participants want to get out of the training.
- Increase participants' understanding of basic communication skills.

Learning Objectives

Participants will be able to:

- Express their training needs in regard to the training topic.
- Better understand the roles others play.
- Understand any false assumptions they had about other people's work responsibilities and performance.
- Use at least one new communication tool.

Training Plan Outline

Time	Activity	Focus
5 minutes	#1: Presentation	Introductions and learning objectives
15 minutes	#2: Large group discussion	Participants identify themselves and their training needs and expectations
35 minutes	#3: Small group discussion of roles/large group follow-up	The assumptions (sometimes false) professionals can make about the roles of others and the problems this can cause in communication, teamwork
25 minutes	#4: Large group exercise	Enhanced communication skills

Detailed Training Plan for Each Objective

Lesson Name: ____

Lesson Topic: ____

Introduction	Gain Attention	How can you gain learners' attention? How can you establish the relevance of your material and pique their curiosity?
	Objective	Upfront, tell learners what the objective is. Establish expectancy.
	Recall of Prior Learning	How can you convey the relevance of your material? How can you link your instructional material to learners' prior experiences or knowledge?
Core Content	Present the Content	How can you accommodate for different learning styles? How can you engage different presentation methods? (Video, Graphics, Audio)
	Performance/Practice	How can you engage learners? How can learners demonstrate what they know?
	Gather Feedback	How can you provide helpful, constructive feedback on learner activities?
Conclusion	Assess Performance	How can you assess whether learners are ready to proceed? What kinds of formative and summative assessment will you employ?
	Enhance Retention and Transfer	How can you review, summarize, and connect your instructional material to learners' life experience and prior knowledge?

Adapted from: R. Gagne, The conditions of Learning. New York: Holt, Rinehart, and Winston, 1987

Practical Guides

Reference	Description
Biech, E. (Ed.), (2008). ASTD handbook for workplace learning professionals.	User-friendly guide that breaks down every aspect of training.
Mager, R. F. (1997). Preparing instructional objectives: A critical tool in the development of effective instruction.	The “how-to” guide is for developing instructional objectives.
Schank, R. (2005). Lessons in Learning, e-Learning, and Training: Perspectives and Guidance for the Enlightened Trainer.	Practical tips on delivering your training effectively.
Evaluation Toolkit, (2012). Northwest Center for Public Health Practice, School of Public Health, University of Washington.	Practical tool to help in effectively evaluating your trainings.
Presentation Toolkit, (2012). Northwest Center for Public Health Practice, School of Public Health, University of Washington.	Practical tool to help in effectively evaluating your trainings.

Classics and Background Theory

Reference	Description
Dick, W. O., Carey, L., & Carey, J. O. (2008). The systematic design of instruction.	This classic book simply and clearly introduces readers to the fundamentals of instructional design.
Friere, P. (2000). Pedagogy of the oppressed.	Classic text considered one of the foundational books of critical pedagogy.
Gagné, R. M. (1965). The conditions of learning and theory of instruction. (1st ed.)	Gagné’s influence yielded prescriptive principles which have had a substantial impact upon educational practice.
Gardner, H. (1983). Frames of mind: The theory of multiple intelligences.	The theory of multiple intelligences was proposed as a model that differentiates intelligence into various specific modalities.
Knowles, M. L. (2005). The adult learner (6th Ed.).	Classic text on adult learning and considered one of the foundational books on andragogy.

Developing Presentation Materials

How Do I Choose Material?

What is your story?

Strong presentations have one key element in common: they tell a story. In the modern age of technology, people forget that presentations are an old form of communication. For centuries, stories have been passed down orally. Storytelling engages the audience, assists in comprehension, and increases retention.

Key Questions

- What is your story?
- Who is your audience?
- What is your purpose?
- What is your venue?

To make your content relevant to the people listening to you, think about what story they will understand and be interested in. Why have they chosen to be here? How does the content of your presentation impact them? This will help you frame the presentation. It also helps with the examples you select to explain key or challenging concepts. Know what people do in their day-to-day work and then give an example that will illustrate an impact they understand.

So how do we tell stories? Each story needs a protagonist, a conflict, and a resolution. For instance, discussing research results about climate change data can become very technical. Don't let the facts obscure the story; have the facts support the story. The story provides context for the data, so that the audience understands why the data is important. Here is an example of a climate change presentation where the presenter has thought of two potential stories to guide a presentation:

Story: climate change

Protagonist: Small farmers providing food to restaurants
or
Water utility companies

Conflict: how climate change affects the growing season or algae blooms or amount of water in municipal water supply (supported by visualized data, such as graphs)

Resolution: policies that are or should be in place or discussion about how people in other regions are mitigating the effects of climate change on local resources

Here's another example, but this time based on a pertussis outbreak:

Story: Pertussis outbreak

Find your story

- Keep it simple.
- Identify the parts of your story, then make sure each part is essential.
- The beginning, middle, and end are essential.
- Learn about your audience. Connect to them.
- Always tell the truth. Watch for what works in your presentation (it'll help you later).
- Brainstorm story ideas. Not every story is a good one.

Protagonist: populations with higher rates of pertussis or people who don't get vaccinated (or vaccinate their kids)

Conflict: higher incidence rates, epidemic leading to infant deaths, what can public health officials do legally (using visualized data to support the story)

Resolution: messaging and outreach techniques or possible legal and policy actions

Who is your audience?

If you are asked to present, the first questions are about the audience. Knowing your audience is an important factor in deciding whether you want to accept the invitation to speak and in determining what material to share and how to present it. Audience research is easy—just answer these four questions:

1. How many people will attend?
2. What is their background (where do they work)?
3. What would be of interest to them?
4. How familiar are they with the subject?

These answers will help identify the amount and complexity of your material. It will help to determine if an introduction will be necessary to familiarize people with your topic, and it will allow you to start thinking about what types of examples will be the most effective. The illustrative components of your presentation should fit within the audience's current realm of understanding, making your content relevant to them. This information can also help you avoid embarrassing missteps. For example, public health professionals listen to many presentations where the presenter refers to them as healthcare professionals, assuming they are involved in medical care. This injures the speaker's credibility and can negatively impact the audience's receptiveness to messages.

Your Audience

You are interested in connecting with your audience. Ask questions to get insight into:

- attitudes
- beliefs
- concerns
- aspirations
- motivations
- cultures
- lifestyles
- behaviors
- preferences

What is your purpose?

After you have identified the characteristics of your audience, you can determine what it is you want to accomplish with your presentation. Are you hoping to persuade people? Are you hoping to inform people? Do you have a call-to-action that you're hoping people will act upon afterward?

After you've answered these questions, you'll write your objectives.

What is the venue?

You'll want to find out as much as possible about the venue in which you'll be presenting. It will help you understand how to best present your information and will make the presentation less stressful because there won't be any surprises.

The size of the room affects the size of the audience and how far they are from the presenter and visual aids. The room size determines whether you can speak to the whole room or if your voice will need to be amplified. Microphones can impact whether you can walk freely around the room or stage, or if you need to be at a podium. Knowing about your venue will tell you if there are large projection screens, videos being played of the speaker for those in the back, or if it's a more intimate setting. It will let you know if you need technical assistance or if you need to arrive early to learn about the equipment.

Venue

- What is the room size?
- What is the audience size?
- Will you need a microphone?
- Will you be on a stage? What technology will be used (projection screens, videos, etc.)?
- How will seats be arranged?
- How will people see your props? (poster, slides, etc.)

If it's a more intimate setting, you should know the way in which the room will be arranged. Will you be standing in front of people or will everyone be gathered around a table? A smaller venue introduces possibilities for other types of visual aids, such as a tangible object, poster, or document everyone can simultaneously see.

How Do I Make Effective Presentation Slides?

Slides are visual aids that help to communicate your key messages. Used correctly, they increase learning, clarify what you are describing, and engage the audience. They allow you to reach both visual and auditory learners. PowerPoint has become a mainstay of current presentations, but most people use PowerPoint (PPT) poorly. Your audience will appreciate the time you spend planning and developing dynamic and interesting visuals. They will also better retain the information—especially visual learners. By following the guidelines in this section, you'll be able to make your slides look more professional in no time.

Slides are meant to enhance your oral presentation, not summarize it or serve as a transcript. Many people think slides should contain much of the text of their presentations so people can refer back to them, or use them as handouts. If that's your intention, create handouts, which can have more detailed information—slides are not the right tool.

Key Components

- Composition
- Templates
- Typography
- Color
- Presenting Data

Slides are supposed to support the live presentation, nothing else. They are a visual prop, not the focus of the presentation. We tend to hide behind our slides because it is intimidating to present to people, but the focus of the audience should be on you with only occasional references to the slides for specific, identified purposes. TED Talks are an example of slides used effectively.

Composition

Slides are consistently over-filled. Everyone’s been to a presentation with slides that cannot be read, packed with graphs or text. These slides are not effective; they’re distracting. Instead of listening and learning, people are struggling to read. A few key points that frame your presentation might be helpful, but be sure the text is needed and not just distracting.

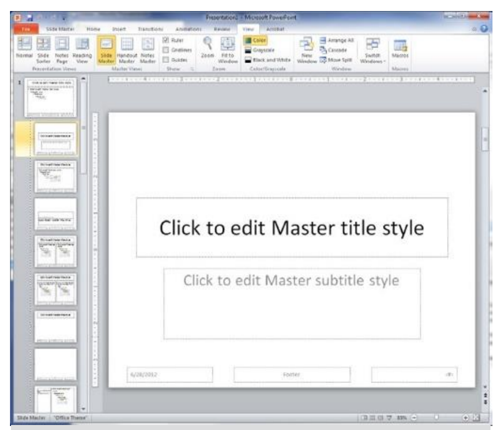
Slides should be simple. They should illustrate. Everyone loves images and visuals. In fact, slides have helped presenters reach more people with more information because people learn differently, and many people are visual learners. You can include diagrams rather than bullets to help explain what you’re saying in a different way. You can use high quality photos, images, or include videos.

(A list of websites for accessing free, high-quality photos is included in the supplemental resources section of this toolkit). PowerPoint has enabled us to embed digital media into our presentations and create dynamic multimedia experiences when appropriate.

Templates

Why do you need a template? What does it accomplish? Visual communication employs some of the same rules of verbal communication, but we aren’t as well trained in visual communication.

Imagine that you’re at a presentation. For one part of the presentation, the presenter talks quietly standing in one spot. Then, the slide changes and the presenter starts yelling. The slide changes again and the presenter begins walking quickly back and forth across the stage. These changes are disruptive. They take the audience’s focus away from what the presenter is saying because the audience has to adjust to the presentation style.



PPT’s “Master Slide,” shown above by going to the “View” menu and then selecting “Slide Master,” allows you to place elements you want to appear throughout the presentation.

The same is consistency is needed for visual communication. Templates are important because they tell the audience how the information is organized and give them visual cues to take in the information more quickly. If all headers are blue, the audience can learn that cue and absorb the headers on each following slide that much more quickly. The less time the audience spends deciphering the communication style, the more time they can spend interpreting the content.

Your organization’s template

Your organization may have its own template, color palette, and typeface style. When creating your slides, be sure to use the text boxes provided by the template. This helps prevent objects from “hiding” on a slide, making sure that the content visible to sighted users is available to those using assistive devices.

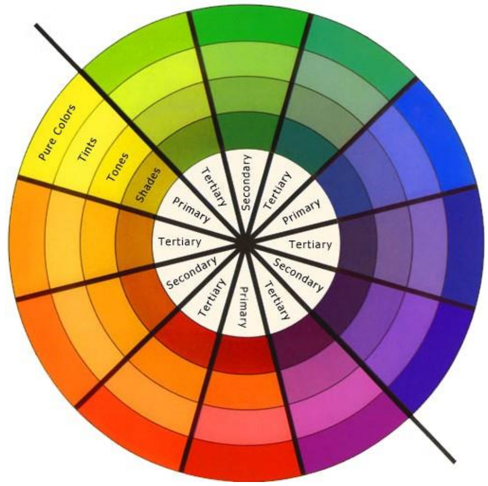
Master slides

If you don’t have a template, you can adjust the color and style of any PowerPoint built-in template.

The “Master Slide” view of PPT (shown at right) allows the presenter to add a background image and standardize styles, typefaces and font size, colors, and positioning of titles and body text for the entire presentation. For instance, presenters can change the color of the headers in the entire presentation by making one change to a header in the “Master Slide” template.

With the “Master Slide” opportunities, people can also create their own template designs, which offers the possibility for customization and creativity. Using this tool, you can create a template that not only looks good, but also reinforces the topic of your presentation. See the Before and After slides on page 16 to see how the background can be used to enhance your presentation. For example, in a presentation on health and the built environment, we used a background gradient that went from yellow (at the top) to green (at the bottom) to imply a landscape. The “References” section on page 31 includes a book by Nancy Duarte, Slide:ology, that provides fantastic “how to” information for creating powerful and effective slide presentations.

Color



Color is an important aspect of slides because you can highlight crucial information, such as data or words you want to emphasize. Color also sets the mood for your presentation. Your organization may have a color palette already. If not, there are several considerations when selecting colors.

What colors are associated with my organization or agency? If you're presenting on behalf of a company, you'll want to make sure the colors of your presentation reflect that.

What are the appropriate colors for my industry? Environmental health, for instance, is strongly associated with greens and blues, reflecting their work with green spaces and clean water and air.

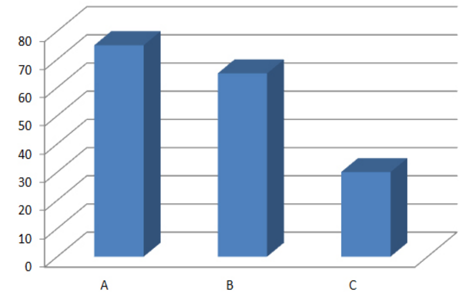
If the top two considerations don't point you toward color choices, you can think about the mood you want to set? The color wheel is broken down into the "cool" and "hot" colors. Reds and oranges are more passionate and blues and greens are more calming.

When you think about colors, it's helpful to think about putting together two to three colors that will resonate throughout the presentation. Often, people choose complimentary colors on the color wheel because of the contrast they provide to each other (blue/orange is one example, and many colleges and universities employ this strategy with color schemes like purple/yellow, etc.). These two colors will be the primary colors, but can be accentuated by grays or a secondary color scheme if mandated by a chart, graph or other visualization that needs color for differentiation. However, avoid using red against green to differentiate data or information (in a pie chart, for example) because about 10% of men are color blind and can't differentiate red from green.

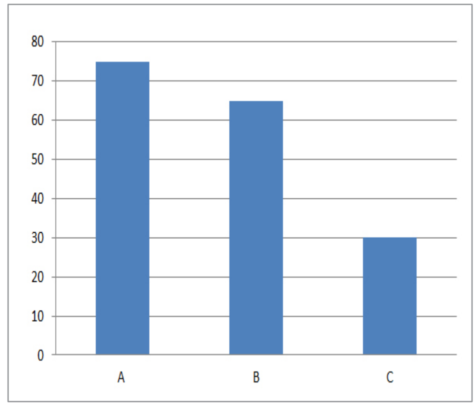
Typography

If you are going to have text on your slides, be consistent about the fonts you use. This is another "rule" that people have heard over and over, but haven't had explained to them. It's the same principle we discussed in the slide template section. Consistent typography gives the audience visual cues about how they're supposed to interpret information. If the audience has to adjust to new typefaces, it takes time away from diving straight into the content.

One font is sufficient for your slides. You can use color and text attributes, such as text size and color, to differentiate different types of content (header and body). Also, be sure to have the same font size and style for headers and content (e.g., Arial 36 point bold for headers and Arial 28 point for body).



Charts and Data



Charts and Data

The audience can more easily interpret the data in the bottom chart.

Simplify your charts and data by not using drop shadows or other features to make them look three dimensional.

It's often tempting to use slides to explain the information that is most technical, the most difficult to understand. Sometimes this is appropriate. Some types of information are best displayed and explained visually, but make sure that you have spent the appropriate amount of time thinking about what you want people to understand. If you're going to put up a slide and say, "I don't expect you to be able to see or understand all of this, but the important part is…" then only include the important part. Simplify.

If you put complex materials on the screen, people will try to decipher the material before you start talking and they may or may not listen to you as you speak—most likely not. Using overly complicated technical information to help explain your content might actually detract from your presentation.

Also think about the type of chart or graph that you include. Is it the best way to visually present this information? It may be what you put together for a report, but what is it that you want this audience to take away from this presentation? Is there a better way to visually show this?

PowerPoint has some chart and graph features built into the program, which are helpful for moving data from programs like Excel, but these built-in features have limitations. Don't add drop shadows or make your charts three dimensional. It's harder for the audience to correctly interpret the data and can be misleading. Presentation experts like Tufte and Duarte recommend getting rid of axis tick marks, and reducing the number of elements in a chart to the bare essentials. Getting rid of "chart junk" will help your audience easily read and understand your graphs. See the Before & After section for more examples of charts.

Top Five Slide Key Points

Reduce the amount of text

Your slides are supporting your talk, not duplicating it. Use photos or graphics to illustrate your point, or summarize your content in a few key words or phrases.

Create a visual hierarchy

Not all information is equally important. Contrasting font sizes and placement of text helps the audience quickly understand your message. Do not use bold for all of the text.

Divide your presentation into sections

Help the audience follow your presentation by adding interstitial slides or putting the section title (e.g., cigar laws) on each slide.

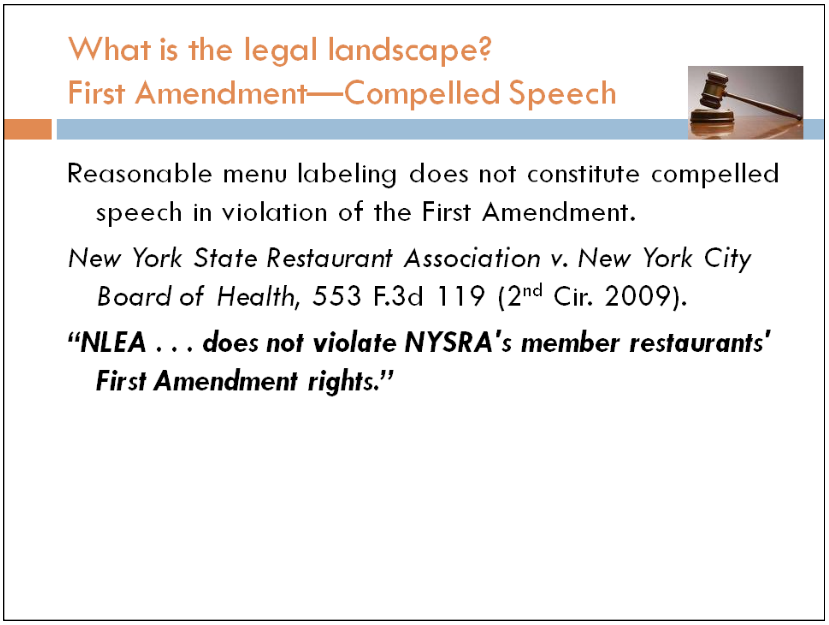
Have a learning objectives slide

Let the audience know at the beginning the key three to five points you want them to take away from your presentation.

Use a color palette

If your organization has a template, they probably have a color palette. Use color for emphasis. Limit the number of colors in your palette.

Presentation Slides: The Before and After



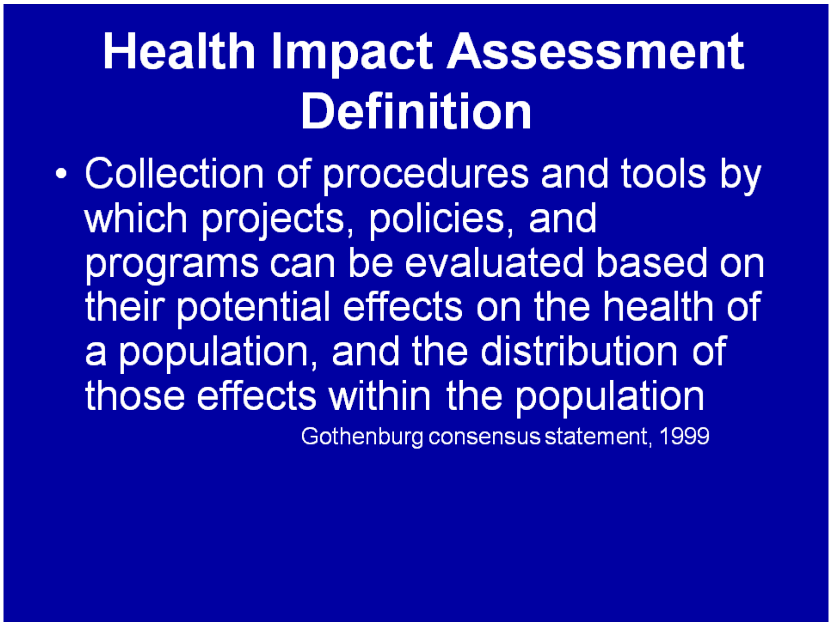
Size and placement of text helps the audience prioritize the importance of the content. Is the decision citation more important than the quote?

Bold or italic would suffice; combining the attributes is rarely needed.

If you have several slides with the same title (What is the legal landscape?), you can make a section title slide rather than repeat on each slide.

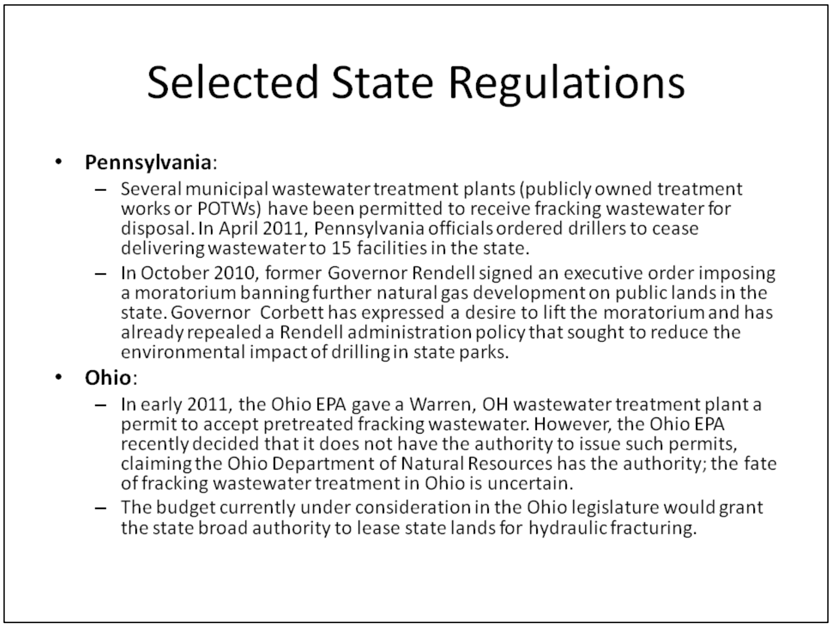
The crucial concept, the court ruling about first amendment rights, is first. The quote from the decision is indented and bold, providing enough contrast to make the text stand out.

The template is divided into thirds. The image, which takes up one third of the slide, feels deliberate in its placement. The orange also ties in with the orange bar of the template.

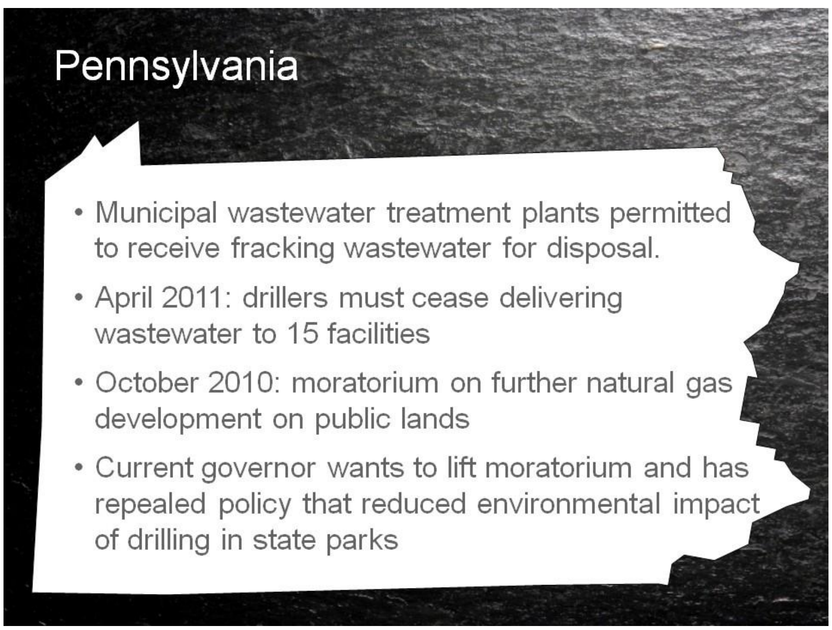


One point on the screen does not need a bullet point.

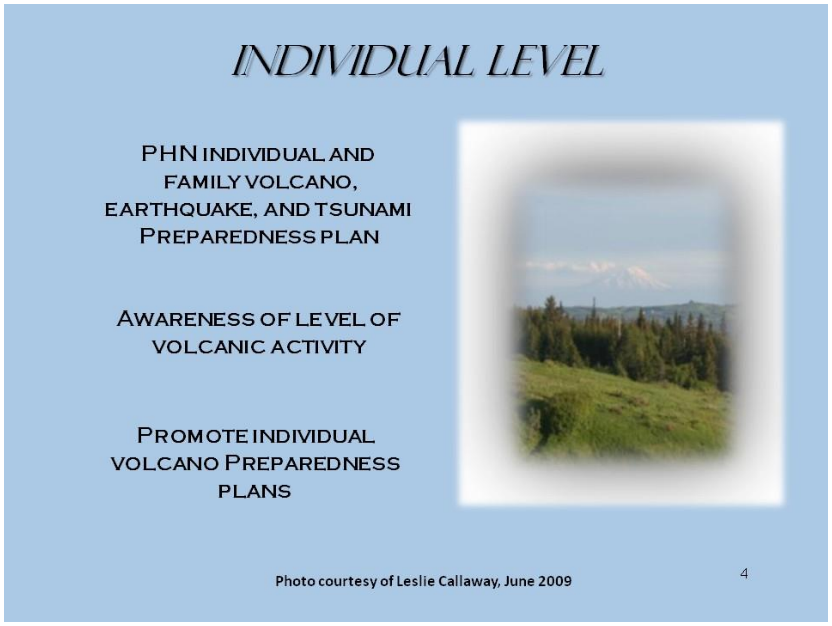
If you must have a lot of text, such as a definition, you can pare down the content to the essential idea, bold key concepts, and increase the line spacing to aid readability.



There is too much text on this slide. In the presentation, there are several slides describing different states' regulations. Putting each state on its own slide and reducing the text helps your audience focus on content as you present it, instead of reading ahead or getting lost and giving up.

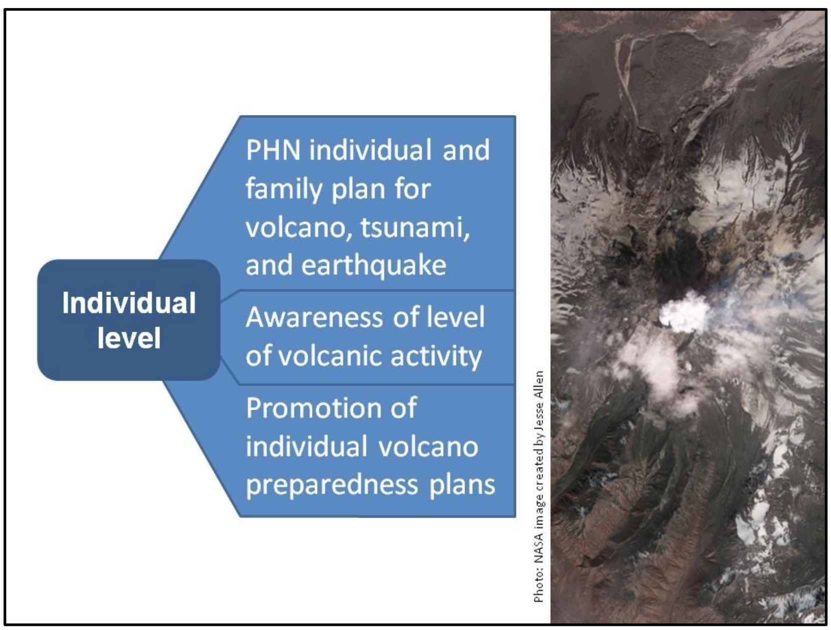


Putting the bullets inside the state is a simple way to add visual interest and relevance to a slide.

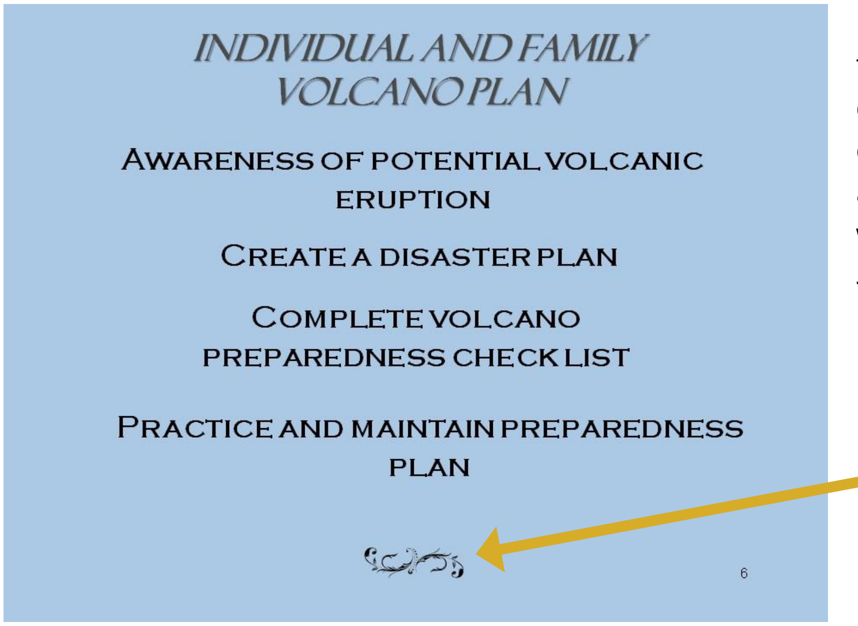


Although there is plenty of white space, the use of all capital letters makes the text harder to read quickly.

There aren't hard and fast rules about serif or sans serif fonts being preferred for slides. The more important issue is to use fewer words on the slide.

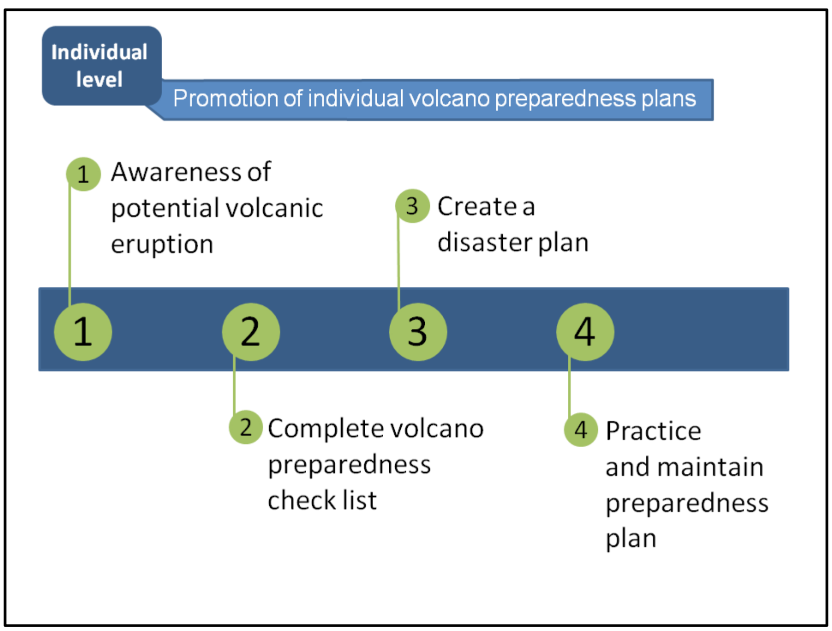


Bullet points can be displayed in a more dynamic way, such as radiating from a point. A title is not necessary on this slide because it would be redundant with the text in the dark blue box. Not all presentations have to use the title/body format.



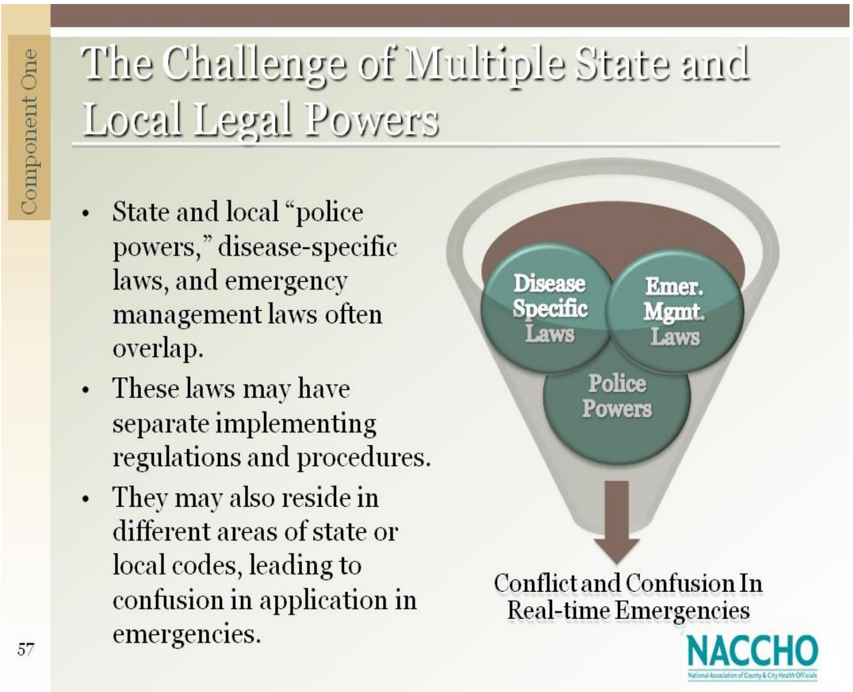
Left aligned text is easier to read than centered text. When you center your text, the starting place of each line changes, forcing the audience to work harder to find where each line begins.

This decoration adds no information to the slide and is unnecessary.



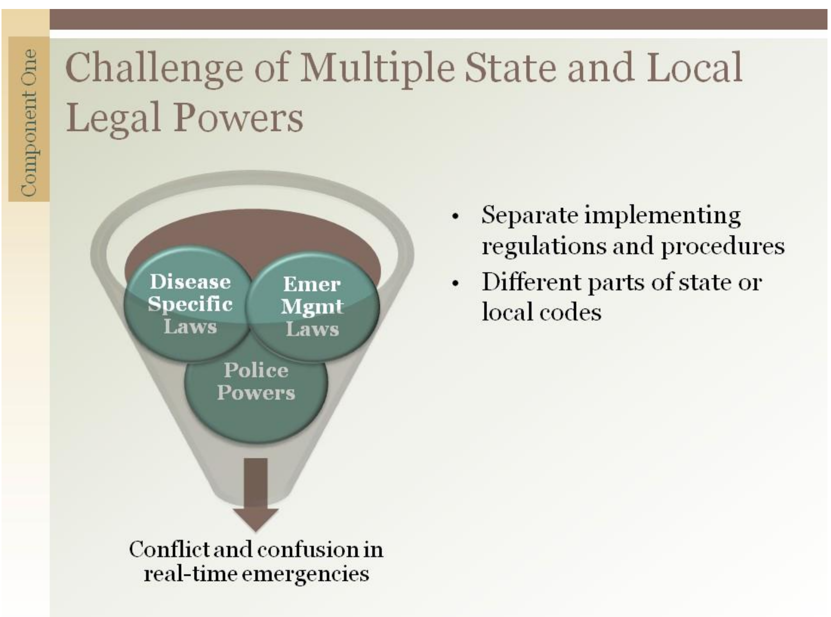
The “title” on this slide is a repeat of the graphic in the “after” slide on the previous page. It acts as a sign post to help the audience remember where they are in the presentation.

When you have a numbered list, there may be other ways to display the information. This example uses a timeline to present the information.



Having a box with text indicating the section of the presentation, as illustrated in the left margin of this slide, is another way to let the audience track the information, particularly for long presentations (this one had over 100 slides).

The diagram beautifully illustrates the first bullet point. Drop shadows make it harder to read text.



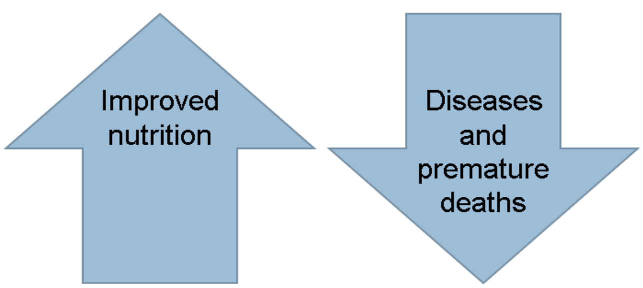
The graphic beautifully describes some of the text on the slide, so there is no need to repeat it in the bullet points.

Impact of the NLEA: Consumers

- 65% of adults regularly use nutrition labels.
- Label use has increased the number of consumers who meet their recommended daily calorie, dietary fiber and fat intake.
- Improved nutrition from labeling has caused decreases in cancer and cardiovascular disease, resulting in fewer premature deaths from these causes.

Consumers

- 65% of adults use nutrition labels
- More consumers meet recommended daily calorie, dietary fiber, and fat intake



If pressed for time, you could summarize lengthier bullet points with a few key words. The last bullet point can quickly and easily be turned into a diagram.

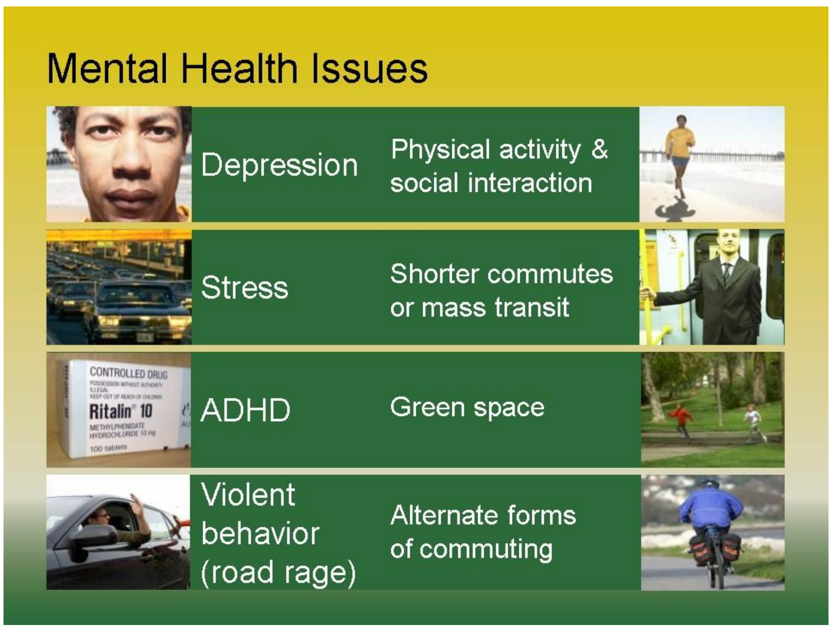
The text indentation shows that the master template thinks the paragraph should be bulleted. To avoid this, make a new slide style in your master template for text that doesn't need bullets.

The images don't seem cohesive, but rather randomly placed.

The key point of this slide is that money is saved. Placing the text below the image peaks people's curiosity and can make the slide format more dynamic. For other slides with little text and where an image speaks volumes, you can use this same format. Be sure that the images are the same size and that the text is in the same place.

Make sure the font size of your titles are consistent. If you have text that goes on two lines, add a slide to your template for multi-lined text. Better yet, summarize your titles in one line of text.

Having slide numbers adds clutter. This information is usually not crucial information for the audience.



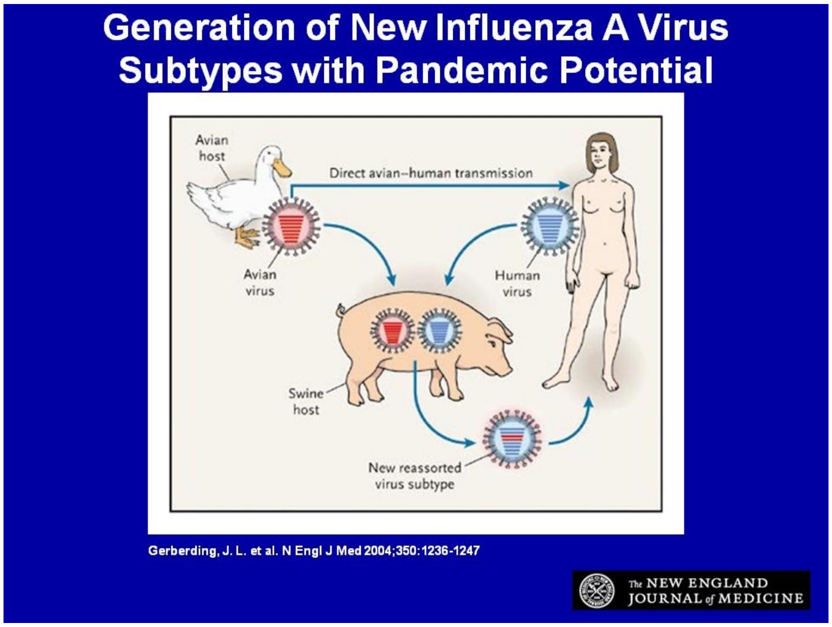
Putting the health problem along the left side and the mitigating solution along the right helps people digest the information quicker.

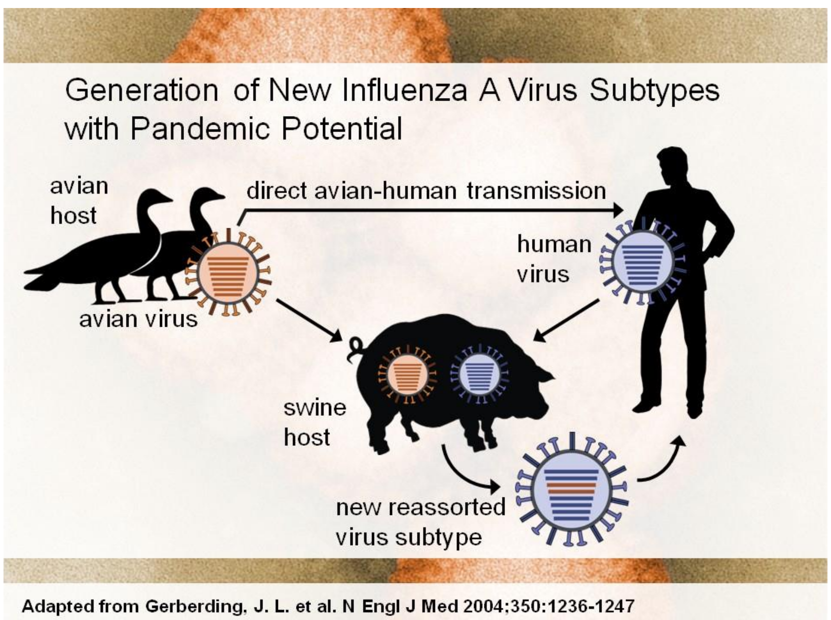
Photos can reinforce concepts and add visual interest.

Scoping: Health Impacts to Consider in an HIA

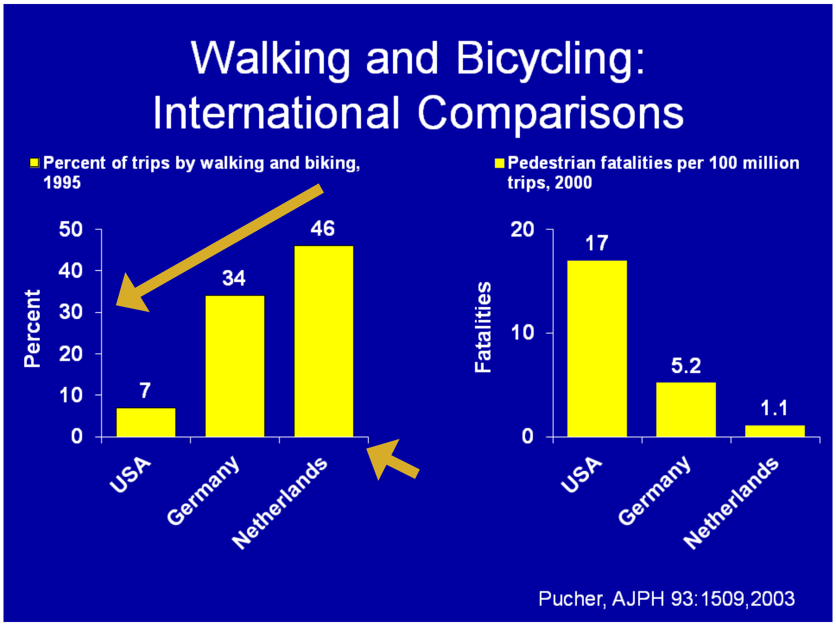
- Physical activity, obesity, cardiovascular disease
- Air quality, asthma, other respiratory diseases
- Water quality, waterborne diseases
- Food quality, foodborne diseases, nutrition
- Motor vehicle, pedestrian and other injuries
- Accessibility for persons with disabilities
- Social capital, community severance
- Access to jobs, stores, schools, recreation
- Social equity, environmental justice
- Mental health
- Noise

Reducing the amount of text and adding photos made the content easier for the audience to quickly scan and understand.





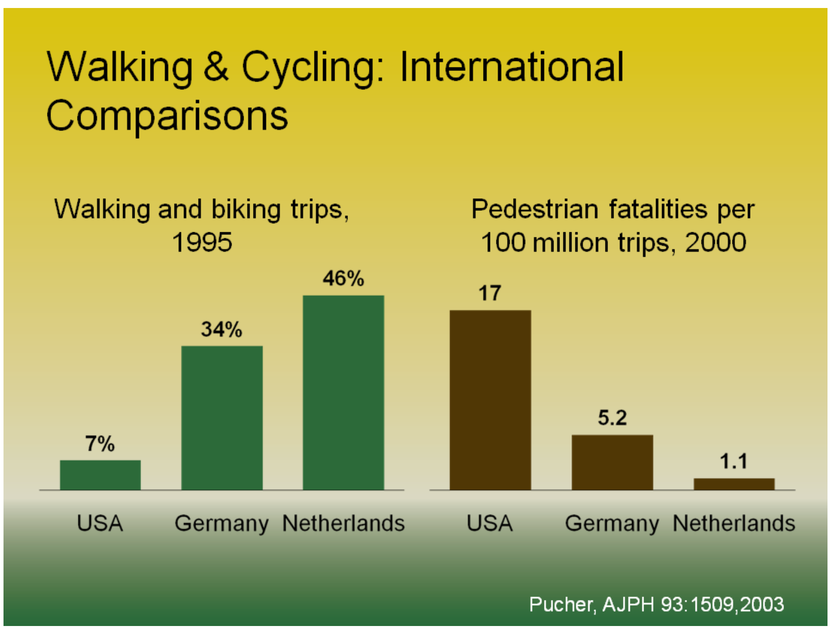
By silhouetting the human and animals, the eye can focus easier on the differences between and changes in the flu virus. Using color sparingly emphasizes crucial information.



The x axis is unnecessary since the information is repeated above each of the bars.

The tic marks do not add important information, so they are unnecessary.

Slanted text can also be harder to read.

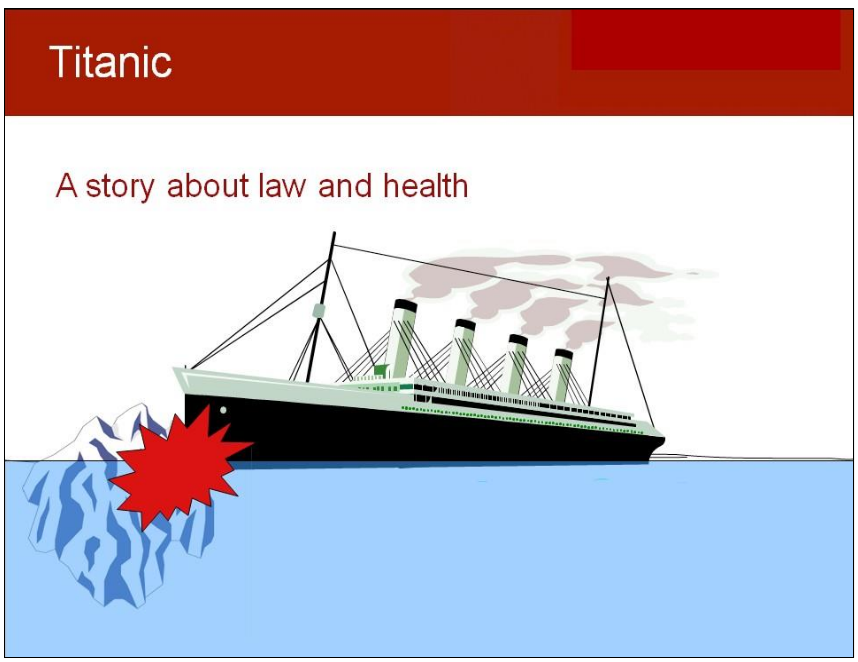


Different colors for the bars help the audience understand that these graphs are measuring different things.

This is a great hook to get the audience into the presentation, but can be improved with a few minor adjustments.

Having the organization name in the upper right hand corner is unnecessary (because your audience should already know the presenter's affiliation), and makes titles that might fit on one line wrap to two lines.

The light blue content area box is unnecessary and makes it seem like the graphic is going outside the lines.



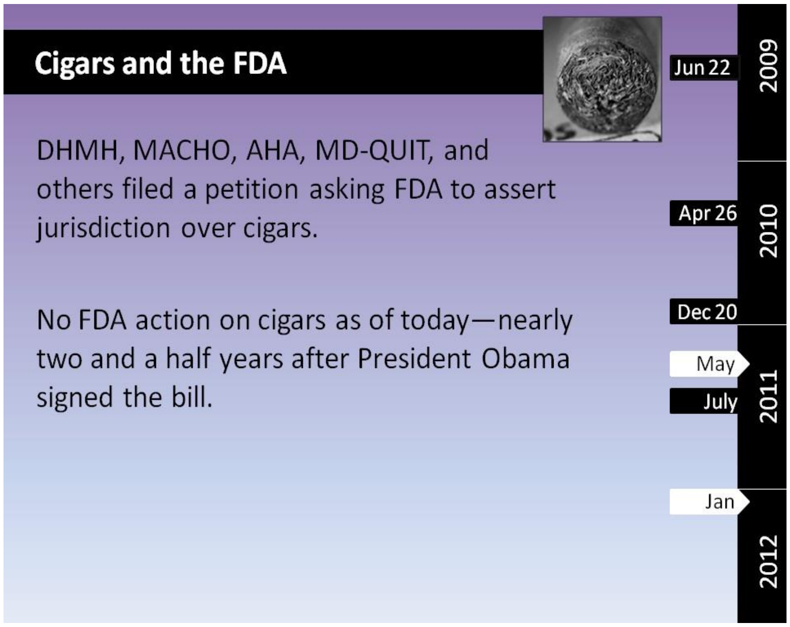
By applying the master slide template to this slide, the title typeface changed from Times italic to Arial. This made all the titles in the presentation consistent.

This template supports the subject matter of the presentation. The new, more efficient light bulb represents the concept of quality improvement.

Your title slide can use different font sizes to emphasize the topic. "It's not another program" is a tagline and should be in smaller type.

If your presentation is easily divided into sections, you can signal to the audience when you are moving to a new section by adding a slide like this one, which indicates that now the speaker is moving on to health impact assessments.

Cropping photos and making them "bleed" to the edge of the slide can create more dynamic slides.



This presentation about tobacco laws used a strong visual element (the timeline) and animation to share a story with the audience. This presentation highlighted the current issue being discussed on the timeline in white and the text would appear in the body. This allowed the audience to look at each element in the process, with the timeline consistently present to show them how the process evolved.

Resources for Developing Presentation Materials

Atkinson, Cliff. (Ongoing). Beyond Bullet Points Blog: http://beyondbulletpoints.com

Duarte, Nancy. (2008). Slide:ology – The Art and Science of Creating Great Presentations. Sebastopol, California. O'Reilly Media, Inc.

Duarte, Nancy. (2009). Using Slides Effectively in Communications. 60 minute recorded presentation by Nancy Duarte available online at: http://www.nwcphp.org/training/hot-topics/2009-hot-topics/ using-slides-effectively

Duarte, Nancy. (2010). Resonate – Present Visual Stories that Transform Audiences. Hoboken, New Jersey. John Wiley & Sons, Inc.

Duarte, Nancy. (Ongoing). Duarte Design Blog: http://blog.duarte.com.

Goodman, Andy. (2006). Why Bad Presentations Happen to Good Causes. Cause Communications. Goodman, Andy. Storytelling as Best Practice. http://www.agoodmanonline.com/publications. For inspiration on graphical display of information: http://www.good.is/infographics

Tufte, Edward R. (2001). The Visual Display of Quantitative Information. Cheshire, Connecticut. Graphics Press.

Delivering Effective Presentations

Preparation for Delivery

The cardinal rule of any good presentation is this: You need to prepare everything for the program in advance. Using the simple checklist below will help ease concerns about making sure everything is set up. Preparation is especially hard if you have never had to present or teach in front of a group.

Presenters must ensure in advance that the facility chosen for training has all the materials and equipment they need for a successful training environment. Use the following checklist to help develop a facilities pre-check.

- Is the room an appropriate size for the setup you have chosen to meet your goals, and for the number of people you expect?
- Is the room large enough to handle small group discussions or one-on-one training, or do you need additional rooms for those activities?
- Is Internet access available?
- Does the room have obstructions, such as pillars and low-hanging lights, to attendees' view of the speaker and audiovisual presentations?
- Is there a lectern available?
- Are there individual heating, ventilation, air conditioning, and lighting controls? If so, where are they?
- Are lights dimmable? Can the light over the screen be turned off if necessary to avoid washing it out?
- Does the room have a built-in sound system for microphones and sound equipment amplification?
- If necessary, can you leave the room set up overnight? If not, is there secure storage available for training materials?
- Do you need space for registration and security checks, as well as for refreshment service?
- Are restrooms nearby? Know where they are so that you can communicate this to your audience.
- Are the training room and ancillary facilities accessible for people with disabilities?

Delivery

Everyone has felt that moment of intimidation before stepping in front of an audience, no matter how large or small. Public speaking is a skill people have been trying to hone since grade school, but it can still be a challenge. Prepare for the presentation by carefully thinking through your material and any accompanying visuals. The more familiar you are with your presentation, the more comfortable and confident you'll be when speaking in front of others.

Unlike in conversation, all eyes are on you and there's not the normal input and direction from the person you're conversing with. It's normal to feel anxious. Relax. Breathe. Trust in your preparation.

Oral presentation, whether speaking to one individual or a group, is one of the most effective means of getting information across to learners. How you interact with participants, both verbally and nonverbally, will have a direct impact on how well participants learn and retain the information delivered.

Following are some basic qualities you can strive for as a public speaker:

- Be honest.
- Stay positive and upbeat.
- Be prepared.
- Balance confidence with modesty.
- Read nonverbal cues from your audience.
- Dress appropriately.

Delivery Tips

1. Show your passion
2. Start strong
3. Keep it short
4. Move away from the podium
5. Use a remote-control device
6. Blank your presentation when not in use
7. Make good eye contact
8. Keep the lights on
9. Use a TV for small groups
10. At all times: be courteous, gracious, & professional

Elements of Speaking

A good voice is key to effectively communicating information. Remember these important characteristics about your voice:

Pacing

Determine how you want to pace your presentations. Effective presentations can be set to a quick pace, a calm pace, or a combination. But be deliberate. Think about your audience, content, and your personality. A good rule of thumb is to keep your rate of speaking to between 120 and 180 words a minute. Regardless of what you choose, practice. Say the presentation out loud so you know that the material fits in the allotted time.

Ask someone to listen to at least part of it to make sure that you are not speaking too quickly to be understood.

Speaking Tips

Pacing: Quick, calm, or a combination, but be deliberate and practice.

Clarity: Check your volume and enunciate.

Cadence: Don't read, speak conversationally which naturally introduces pauses, emphasis, rhythms, and pitch.

Clarity

The volume and clarity of your voice is essential. Make sure that you can be heard by everyone in the room. The volume should not be overbearing and the force with which you speak should vary depending on what you need to emphasize. Check to see if you need amplification or other technology.

We all change our delivery when we get nervous, so be careful to speak clearly. Articulate, pronounce words correctly, and use proper grammar—this reconfirms credibility with an audience. Make sure your voice is not monotone while presenting, but don't allow it to become too infused with emotion or attitude.

Cadence

Do not read your presentation. Speaking naturally uses traditional conversation techniques of pauses, emphasis, rhythms, and pitch. Being well-prepared and speaking conversationally will make your sentence style easier to understand. If you're giving your presentation in-person, speaking (instead of reading) also allows eye contact, a primary way to connect with your audience.

Silence

Many of us hate silence, especially if we're presenting, but it can be very helpful for you and for your audience. You'll be more in control and your audience will be grateful for how it has added variety and interest to your delivery and given the audience space to breathe too.
(source: improveyourpublicspeaking.com.au)

Nonverbal Cues

Your ability to convey information to their audience is often affected by what you communicate nonverbally. People will see you before they will hear you, so they will evaluate your appearance. Your posture, gestures, and attire will set the mood for the presentation (serious, casual, approachable, business-like, etc.).

Facilitation Tips

- Build trust
- Model positive attitude
- Give supportive feedback
- Stick to a schedule
- Create a “parking lot” for deviations off topic
- Ask open-ended questions
- Respect every student’s feelings

Body Movement

Body movement creates a language of its own. A static speaker is very boring; speakers who never stand still distract learners from the information they’re imparting. Movement in between these two extremes will help hold an audience’s attention. Use movement when needed to make specific, important points. Gesturing with hands and arms reinforces what is said. When used well, gestures add to the presentation; when used poorly, they distract.

Eye Contact

Making and maintaining eye contact with the audience, whether one person or a hundred, is vital for success. Listeners want speakers to look at them when they are talking; this lets them know speakers are interested in their response. Eye contact will enhance your credibility and let the audience know who is in control. Eye contact also allows you to read nonverbal cues from their audience to see if the audience understands or if they are losing interest.

Appearance

How you dress can influence how the audience perceives you and your presentation style. Think about what is appropriate attire for the audience, your content, and your goals. As a general rule, speakers should dress in the most formal clothes they expect to see in their audience. If everyone is wearing jeans, do not come in a three-piece suit.

Facilitating Effectively

How effectively your course is received depends largely on the learning atmosphere you set up and model for your participants. Support your participants by building an atmosphere of trust. Model a positive attitude, and provide constructive and supportive feedback. For example, you might say, “That’s a very good example of the concept we are discussing.”

Engaging the Audience

Maximize audience engagement. You’ve already started to pave the way for this with your audience research, customizing your content with applicable, relevant examples.

Engage the audience by asking questions, encouraging verbal contributions or asking people to raise their hands to gauge percentages or encourage follow-up discussions. Model effective facilitation skills by using open-ended questions and rephrasing participants’ comments accurately for clarity, when needed. Respect every person’s feelings, perspectives, and contributions.

Capturing the attention of an in-person class takes skill. Bob Pike, a nationally known trainer, provides some advice learned from seasoned professionals.

1. Don’t talk at participants. Involve them.
2. Encourage positive group dynamics. Reform and move students into groups as needed.
3. Allow participants to discover data for themselves.
4. Ask participants to keep an action or idea list, and revisit it throughout the session.
5. Learning is directly proportionate to the amount of fun you have.
6. Change the pace. Listening with retention only lasts about 20 minutes at a time.
7. Design your class so participants leave impressed with themselves and what they learned.
8. Allow adults learners to use their expertise by leaving time to share experiences.
9. Don’t offer material only one way. Recognize your participants will learn differently.
10. Teach the things you have a passion for!

Resolving Class Conflicts

- Agree to class rules early on
- Teach and model the right thing to do, set norms for your classroom
- Shut down unhealthy conversations and inappropriate behavior immediately
- Redirect back to the subject at hand, take the focus off the negativity

Ensure the entire course content is covered. It is important to stick to a schedule and do what you say you will do. If participants deviate from the topic, create a “parking lot” for additional topics that come up. Arrange for a separate time to take those up (at a break, or designated review period).

Resources for Delivering Effective Presentations

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Reynolds, G. (2016, July 21). Top Ten Delivery Tips. Retrieved from Garr Reynolds: http://www.garrreynolds.com/preso-tips/deliver/

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Books

Goodman, Andy. Why bad presentations happen to good causes, and how to ensure they won't happen to yours. Cause Communications, 2006.

Starting Strong Activity

The audience will start to decide whether you are believable from the moment they set eyes on you – even though you may not be speaking.

Scenario: the stage is set, there are chairs on one side where three presenters are sitting. The chairman is at the lectern and introduces the first speaker as one of the world's leading experts on the spread of bovine tuberculosis, the author of seven books on the subject, the leader of a task force working for the Ministry of Agriculture, broadcaster and pundit and owner of one of the largest milk herds in the South of England.

This presenter is nervous, sitting slumped on his chair, fiddling with his notes. As the audience's eyes swivel across to him he visibly starts, gathers his notes together, dropping several of them. He gets out of his chair and scuttles across to the lectern, shoulders hunched, eyes resolutely away from the audience. Just before he reaches the lectern he starts to speak in a low, rapid and breathless voice, eyes still resolutely away from the audience. He launches straight into his presentation, but the audience can't hear him because he isn't speaking into the lectern microphone – he's desperately clutching the sides of the lectern and reading from the screen where the first, amazingly complex slide is showing. As he speaks, his nervousness begins to fade, his voice gets stronger, he looks at the audience (noticing that they are chatting amongst themselves and reading their handouts, several of them with their arms folded across their chests), he releases the lectern from his iron grip, and makes an expansive gesture, his voice becomes interesting, he stops reading from the screen and launches into an amusing and apposite example …

Sadly this is all too late. The audience's interest is lost.

Task: As a group, make a list if the things he did wrong. What could he have done instead?

Delivery Evaluation

Speaker or Video:______________________________

Category	1	2	3	4
Varied rate, tone and volume.				
Spoke Clearly.				
Used pauses strategically, avoiding um, ah, etc.				
Used effective transitions.				
Made eye contact across the entire audience.				
Used facial expressions.				
Maintained good posture: Feet slightly apart, stood straight, arms at sides, hands open.				
Used hand gestures for emphasis.				

Speaker or Video:______________________________

Category	1	2	3	4
Varied rate, tone and volume.				
Spoke Clearly.				
Used pauses strategically, avoiding um, ah, etc.				
Used effective transitions.				
Made eye contact across the entire audience.				
Used facial expressions.				
Maintained good posture: Feet slightly apart, stood straight, arms at sides, hands open.				
Used hand gestures for emphasis.				

Self-Evaluation (for use with full presentation)

Category	1	2	3	4
I set aside enough time to do background research thoroughly.				
I organize the material for my delivery around my main points.				
My delivery still sounds fresh after I have rehearsed it again and again.				
My visual aids illustrate and reinforce the main points of my delivery.				
I arrive at the location in time to hear the previous delivery.				
I grab the audience’s attention as soon as I start my delivery.				
I speak at a volume and place that appear to suit the audience.				
I speak fluently and confidently throughout the delivery.				
I make eye contact with all sections of my audience throughout the delivery.				
My delivery interests the audience and provokes questions from them.				
I remain calm when responding to awkward or hostile questioners.				
My replies are to the point and hold the interest of the audience.				