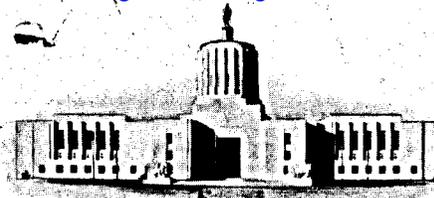


Grant 095

BOARD MEMBERS

RUPERT L. GILLMOUTHE, CHAIRMAN
HAROLD A. ELLSWORTH, VICE CHAIRMAN
BARDELL PURCELL
BYRON W. HAZELTON
JOYNT C. CUPP



BOARD MEMBERS

JOHN L. BARBER
JAMES H. JONES
JAMES J. DUNLEVY
BERNARD L. HUELSKAMP

PHONE 364-2171, EXT. 1250

STATE OF OREGON
BOARD ON POLICE STANDARDS AND TRAINING

COMMERCE BUILDING
SALEM, OREGON 97310

INSTRUCTOR WORKSHOP

COURSE OUTLINE AND LESSON PLANS

CONSULTANTS: DR. THOMAS L. DAILE, HEAD, EUGENE CONTINUATION
EDUCATION CENTER, EUGENE, OREGON

MR. CAS HEILMAN, OREGON STATE UNIVERSITY, CORVALLIS,
OREGON

INSTRUCTOR: MR. JOHN T. DOLAN, DEPUTY SHERIFF, BENTON COUNTY,
CORVALLIS, OREGON

657000799

orig print of
NCT 000 926

COURSE CONTENT
INSTRUCTOR WORKSHOP

HOURS

- 1 Introductory period - getting acquainted, building rapport
- 2 Basic content - knowledge of how people learn, Instructor comments and class discussion of:
 - a. "Feedback" principles
 - b. Motivation and readiness
 - c. Learning by doing
 - d. Successes and rewards
 - e. Evaluation devices and techniques as learning instruments
- 3 Application of principles of learning
 - a. Misunderstandings (barriers to communication) demonstration
 - b. Class discussion of communication improvement
- 4 How to give instructions (demonstration)
 - a. Discuss JIT (4 step method)
 - b. Individual practice
- 5 Knowledge of human relationships, instructor comments and class participation in exercises on:
 - a. Sales judgment (or other developed exercise)
 - b. Role playing (coffee break problem)
- 6 Individual differences, instructor comments and class participation in exercises on:
 - a. Answering questions and objections
 - b. Handling group and individual situations
 - c. Removing objectionable ideas

HOURS

- 7 Learning conditions and physical environment
- a. Instructor comments and class discussion
 - b. Use of A-V materials and devices - demonstration and discussion
- 8-9 Instructional skills
- a. How to organize thoughts in oral and written report form
 - b. Language usage - plain english and trade terms
 - c. Oral exercises in organizing thoughts in proper form and presenting them (particular emphasis on controversial material)
 - d. Listening techniques and listening improvement
- 10 Development of plan of instruction - using law enforcement materials
- 11-12 Individual presentations - critique of presentations

INSTRUCTOR'S LESSON PLAN

COURSE: Instructor Workshop

LESSON TITLE: Introductory Period

- OBJECTIVES:
1. To get students acquainted with one another
 2. To get students at ease so they will not be hesitant to speak out
 3. To get students acquainted with the instructor

TEACHING AIDS: 35 MM slides 1 & 2

TOOLS & EQUIPMENT: 35 MM Slide Projector

MATERIALS: Chalk

REFERENCES:

PREPARATION BEFORE CLASS: Sufficient seating, proper lighting, heating

PREPARATION OF THE LEARNER: In order to teach effectively you as instructors must get to know the student as soon as possible. Learn as much as you can about his past experiences and his interests.

PRESENTATION OF SKILLS AND INFORMATION

TEACHING OUTLINE

Aids to remember names

1. Associate name with something
2. Associate name with some characteristic of person
3. Repeat name as often and as soon as possible
4. While learning the name concentrate on the person

TEACHING AIDS & METHODS

Students pair off and learn about each other. Learn

1. Name
2. Job and background
3. Characteristics which would help to remember name

Excellent students should be able to remember 80% of the names of the students in this class by the end of the second hour. 70% will be remembered by the good student. 50% is fair.

Check from time to time to see how students are learning. (Use later to illustrate evaluation technique.)

WHAT WE EXPECT TO LEARN TODAY

Purpose of the course - To assist instructors in the 8 regions of the state improve the quality of their instruction.

Point out some examples where someone's life may depend upon how well they have taught

Slide 1

Traffic accident - deputy does not first control traffic - further accident causes more loss of life.

Slide 2

Rookie policeman chases suspect into house, doesn't remember if he can chase suspect into house for misdemeanor. Suspect arms self and shoots policeman.

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: How People Learn

OBJECTIVES: To learn the principles of how people learn and to develop an awareness of the methods that can be used to teach most effectively.

TEACHING AIDS: Transparencies

TOOLS AND EQUIPMENT: Overhead projector

MATERIALS: Handouts

1. Complimenting & Correcting Learners
2. Oral questioning

REFERENCES: "The Preparation of Occupational Instructors", US Department of Health, Education, & Welfare, 1965

PREPARATION BEFORE CLASS: Prepare overhead projector for use

PREPARATION OF THE LEARNER:

PRESENTATION OF SKILLS AND INFORMATION

TEACHING OUTLINE

- I. Methods to develop readiness
 - A. Pep talk
 - B. Explain how it will help student
 - C. Stimulate Interest
 - D. Relate to previous experience
- II. Ways to motivate students
 - A. Call students by name
 - B. Let students help others
 - C. Let students work at own speed
 - D. Make materials available for advanced
 - E. Treat students as individuals
 - F. Get to know student

TEACHING AIDS & METHODS

Questions to arouse interest

How would you attempt to get your class ready to learn?

What are some of the ways you can respond to students that will motivate them?

III. Learning by doing

Transparency

- A. We retain:
 - 10% of what we read
 - 20% of what we hear
 - 30% of what we see
 - 50% of what we see and hear
- B. We remember more when we see, hear, and do
- C. We should train more in jobs like the actual task
- D. Areas in police work that learning by doing would be effective
 - 1. Stopping a car
 - 2. Shooting a firearm
 - 3. Answering questions in court
 - 4. Handling abnormal persons
 - 5. Self defense

What are some areas in police work that we could train effectively by doing?

IV. Success and Rewards

- A. Avoid criticism
- B. Compliment before you correct
- C. Let the trainee correct himself
- D. Don't overdo the correcting
- E. Don't be quick to blame the trainee
- F. Don't correct in front of others
- G. Encourage and compliment
- H. Be prompt with your compliment or corrections

What effect does it have on the class and the student when an instructor adversely criticizes a student? When should a student be corrected?

What would you do if you had a trainee that was obviously failing to make training standards?

V. Evaluation devices

- A. Techniques of questioning
 - 1. Simple recall
 - 2. Problem and application
- B. Use of questions
 - 1. Measure comprehension
 - 2. Promote further questions
 - 3. Keep class alert
 - 4. Adjust the speed of the presentation
 - 5. Is the method to accomplish FEEDBACK
 - a. Considered the most important single aspect of teaching
 - b. A product of good communication

Why should we use questions during a class?

When we ask a question why should we address the question to the class and then pause before asking a student to answer?

Why is feedback important to the instructor?

What other terms could be used to describe the condition of FEEDBACK?

Can there be learning without FEEDBACK?

Use General Knowledge test as an introduction to next hour

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: Application of principles of learning

OBJECTIVES: To develop an awareness that in communicating with others we are often misunderstood

TEACHING AIDS: Transparencies, 16 MM Film, "More Than Words"

TOOLS AND EQUIPMENT: Tape Recorder and Overhead Projector
16 MM Projector

MATERIALS: Newspaper story of other than police material

REFERENCES:

PREPARATION BEFORE CLASS: Prepare room for AV Use, Prepare recorder for use

PREPARATION OF THE LEARNER: There are several factors that affect communication. Lets try a problem situation that you meet everyday in your work. Lets take an incident that is reported in our daily newspaper. Lets see how effectively we can communicate.

PRESENTATION OF SKILLS AND INFORMATION

TEACHING OUTLINE

DEFINITIONS

DOG
TALL BUILDING
MINUTE

TEACHING AIDS & METHODS

Select five students from the class and have them leave the room. Explain to the class that there are barriers to communicating and that the students taking part in the problem will probably display some of the barriers. Read to the class and one student a newspaper clipping of an incident. Have that student relay the information to the next student until the information has been passed onto the last student.

Have last student give the information to the class. Compare original to what was reported. (Use tape recorder to keep record of exact conversation.)

While information is being passed from student to student discuss reasons for poor communications.

Pass out 3X5 card and have them write out definitions for words dog, tall building, minute.

Reasons for poor communications

- A. Jump to conclusions
- B. Emotion
- C. Words used differently
- D. Jargon

Ways to improve classroom communications

1. Simple steps in instruction
2. Choice of words
3. Gain acceptance of what is being said by having good reasons for ideas.
4. Use persuasion where helpful
5. Keep communication channels open both ways
6. Use many media to convey the same idea

USE FILM "MORE THAN WORDS"

Introduce Film Review steps in showing film

IN COMMUNICATING THERE IS A SENDER AND A RECEIVER

We communicate to:

1. Convey information
2. Have others accept ideas
3. Get action
4. To understand others

We find barriers to our communications

1. Meaning of words
2. Emotion (How our heart hears things)
3. Attitudes (Jump to conclusions)

Use Word CAT VU GRAPH

Under communication is a frequent problem

There are unspoken communications

LOOK FOR THE BARRIERS IN THE FILM

EXPLAIN TO THE CLASS THEIR ROLE IN THE COMMUNICATION PROCESS AS AN INSTRUCTOR

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: How to give instructions

OBJECTIVES: To learn an effective method for giving instructions

TEACHING AIDS: Transparency 4 step method
Handout, Some Factors That Affect the Teaching Process

TOOLS AND EQUIPMENT: Overhead projector

MATERIALS: Sheet of 5x8 paper for making cup

REFERENCES:

PREPARATION BEFORE CLASS:

PREPARATION OF THE LEARNER: Understanding how the learner respond to various teaching techniques will aid you in using an effective teaching approach. Note your own reactions in the following learning situation.

PRESENTATION OF SKILLS AND INFORMATION

TEACHING OUTLINE	TEACHING AIDS AND METHODS
Three principles of learning that must be applied in using four step method	Explain 4 step method
READINESS - The learner must have a need for acquiring the information or skill	Use overhead projector and transparency 4 step lesson
EFFECT - Learner must derive satisfaction from the effects of learning	Explain four step method using the principles of learning for each step
PRACTICE - Learner must apply what he learns for it to become permanent	

FOUR STEP METHOD

1. Preparation of the learner
 - A. Principle of readiness
 - B. Arouse curiosity
 - C. Put at ease
 - D. Find out what he already knows

- E. Get his attention
- II. Present the Operation
- A. Principle of effect
 - B. Explain and demonstrate steps
 - C. Stress key points or ideas
 - D. Instruct clearly, completely, slowly
- III. Application or try out step
- A. Principle of practice
 - B. Have him do the job
 - C. Correct errors
 - D. Make sure he understands
 - E. Continue try out until you know he knows
- IV. Follow up or test
- A. Test to determine if he has learned
 - B. Compliment success
 - C. Encourage questions
 - D. Determine if ready for next lesson

Use four step method to instruct student to make paint box. Do not follow steps correctly. Student will not be able to properly make box.

Ask class what I did wrong. Why didn't the student learn?

Things to do wrong

1. Step one omit
2. Present step 2 hurriedly, let student experience failure don't attempt to get feedback, don't correct errors

After class points out errors give the presentation again using all of the proper steps in the 4 step method. Have student learn until he can properly construct box.

Hand out paper to class and have student instruct the group to make the paint box. Since class has pointed out what the instructor failed to do it is my turn to point out what you are doing wrong.

Observe for feedback
 Does student break down each step
 Did he point out errors
 Did he ask questions to see if they understood

Class discussion of four step method.

Thought questions.

What are the effects of telling alone in a teaching situation?

Did you experience failure at your first attempts at making the simple box? What influence did it have on your learning?

If your student didn't get the information after you had presented the class what would you do?

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: Knowledge of human relationships

OBJECTIVES: To have the student recognize how the choice of words used in presenting material to a class will have a definite relationship to their acceptance of the instruction.

TEACHING AID: Handout "How's Your Sales Judgement"?

TOOLS AND EQUIPMENT:

MATERIALS:

PREPARATION BEFORE CLASS:

PREPARATION OF THE LEARNER: How to sell a product or how to sell an idea require the use of a similar plan of action. The steps used to sell a product are all contained in our 4 step method used previously.

PRESENTATION OF SKILLS AND INFORMATION

TEACHING OUTLINE

- How to sell idea or product:
1. Get Attention of listener, arouse interest or curiosity by display exhibit, startling statement, quote questions, illustrations.
 2. Make him feel a need or importance of the problem
 - A. State the problem
 - B. Show its importance to listener and why.
 3. Give him a Solution to the need or problem
 - A. Show him how and why you can solve problem.
 - B. Explain how the solution works.
 - C. Show where it worked before.
 - D. Show him how it will help him in the future.

TEACHING AID AND METHODS

Have students take exam
Discussion of how to sell idea or product.

4. Suggest a course of action for him to follow.
 - A. Tell him or indicate what he should do.
 - B. Make it easy for him to do it.

Importance of use of words.
Importance of looking at it from the other persons viewpoint.
Developing tact and diplomacy in student-instructor relationships.

Does student talk down to class?

Did student follow the plan of how to sell an idea?

Analyze answers on exam and what each question illustrates.

Coffee break problem:

Have one student address another student on an individual basis seeking as a result to reduce the length of time the student has been taking for coffee breaks.

Have one student use whole class as a work force and attempt to get same problem solved.

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: Individual differences

OBJECTIVES: To understand the need for using different approaches to teach each individual because each person is uniquely different.

To develop some skill in handling individuals within the group.

TEACHING AIDS: Handout, Handling Group and Individual Situations

TOOLS AND EQUIPMENT:

MATERIALS:

REFERENCES:

PREPARATION BEFORE CLASS: Divide students up into two groups

PREPARATION OF THE LEARNER: We stressed the importance of feedback in our class. If we are going to keep this two way process working we are going to have to answer questions in such a manner that more questions will be encouraged. We will work on a good technique.

PRESENTATION OF SKILLS AND INFORMATION

TEACHING OUTLINE

Reasons for asking questions

1. Create interest
2. Test for comprehension
3. Get attention of class
4. Get student to apply material learned

Reasons for students asking questions

1. Show up instructor
2. Seek information or clarification of information
3. Is raising an objection to what has been taught or said

Is it justifiable to ask a question in return to a question?

TEACHING AIDS AND METHODS

Why do you ask the students questions?

Why do the students ask you questions?

Point out that answering questions improperly can destroy feedback.

Use outline for answering questions.

Divide class into two groups and have one side with the aid of the handout "ANSWERING QUESTIONS AND OBJECTIONS" answer the questions of the other group. After one side has handled several questions change the side answering the questions.

Have a handout of sample questions as a crutch should students not be able to think up their own questions. Encourage students to ask their own questions however.

Remember when asking questions

1. Ask question
2. Pause let students think about question
3. Then select student to answer

Handling group and Individual situations

GROUP METHODS

Use handout Handling group and Individual situations

Bright active and responsive

1. Be well prepared
2. Give instruction rapidly
3. Ask tough questions
4. Pit group against one another

Resistant, antagonistic (lack understanding or experience and interest).

1. Find out cases of lack of interest
2. Find responsive individuals that you can work through
3. Work slowly and gain group acceptance

Slow Passive

1. Ask simple but provocative questions
2. Use effective aids
3. Show enthusiasm for topic
4. Don't go fast

INDIVIDUAL METHODS

Areas that might plague police instructors.

Personalities

Gripes on management

Talk too much

Arguer

Quick - helpful

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: Learning conditions and use of A-V materials

OBJECTIONS: To review the effects of improper classroom environment.
To learn how to use films and other A-V materials.

TEACHING AIDS: Vu Graphs:
1. Picture Power
2. Use of Overhead Projector

Equipment from policeman students

TOOLS AND EQUIPMENT: Overhead projector and Vu Graph materials

REFERENCES:

PREPARATION BEFORE CLASS: Arrange room for A-V use

PREPARATION OF THE LEARNER: The use of A-V materials in a well lighted and heated classroom can aid you in getting the message across. Remember that hearing coupled with seeing improves learning.

PRESENTATION OF SKILL AND INFORMATION:

TEACHING OUTLINE

Advantages of overhead projector:

1. Operate in front of room
2. Large clear image in lighted room
3. Directs attention
4. Focus attention
5. Use small objects
6. Have large work area to develop drawings or write ideas
7. Face class, have eye contact

Items police could use in class work:
gun, patrol car, hand cuffs, night stick, radio equipment, report, camera, road maps, films, slides 35mm.

Use of films:

1. Action of film makes more meaningful.

TEACHING AIDS AND METHODS

Vu Graph picture power
Vu Graph use of overhead projector

What in police work could we use as a teaching aid that we have readily available?

What are the advantages of using films?

Procedure for showing film:

1. Preview film
 2. List title and points student should look for
 3. Prepare room in advance
 4. Sacrifice darkness for ventilation
 5. Never show film first thing in morning or right after lunch
 6. Have projector operator if possible
 7. Show film
 8. Discuss film and point out key parts
 9. Test for understanding. Re-show film if necessary
 10. Show pre-selected parts of a film if not all is appropriate
- Why shouldn't you show film after lunch or first thing in morning?

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: Instructional skills

OBJECTIVES: To stress the need for using understandable language with as few trade or jargon terms as possible.

To practice organizing thoughts and presenting them both orally and in writing.

To improve listening ability.

To practice using persuasive tactics.

TEACHING AIDS: Handouts: "How persuasive are you?"
"Mixed Modifiers"
"Impromptu speaking"
"Say it simply"
"Trade terms"

TOOLS AND EQUIPMENT:

MATERIALS:

REFERENCES: Handouts prepared by Doctor Thomas Dahle

PREPARATION BEFORE CLASS:

PREPARATION OF THE LEARNER: You are called on almost every day in your work as policeman to comment or give an opinion on some controversial material, arranging your thoughts in some kind of order will help make what you say sound sensible. We will practice a few methods of organizing material for oral presentation.

PRESENTATION OF SKILL AND INFORMATION

TEACHING OUTLINE

Outline to organize thoughts for oral presentation

1. Past-present-future
2. Good and bad
3. Political, social, economic
4. Mental, moral, physical
5. If subject is suggested, consider questions and answer one. Who? What? When? Where? Why? How?

TEACHING AIDS AND METHODS

Pass out handout "Impromptu Speaking"

Have student use one of the methods

Sample questions:

1. Why shouldn't abortion be legalized?
2. Why shouldn't the legal age to drink intoxicants be lowered to 18? A person 18 is old enough to fight for his country.

Trade terms:

What is their purpose?

Should we strive to eliminate trade terms?

Is there ever misunderstanding as a result of trade terms use?

Listening Ability:

An instructor can talk at 125 words per minute.

A student can think at least 400 words per minute.

1. Listen for ideas.
2. Do you jot down question or get it in mind?
3. Do certain words prejudice you against speaker?

Summarize:

Use of simple language
Organization of thoughts
Listening techniques

3. Marijuana is no worse than drinking whiskey, why shouldn't its use be legalized?

Exercise on language usage.

Have students complete exercise and discuss better ways to say each term.

Is new term more definite, is it subject to fewer interpretations?

Vu Graph-Cat

Have students write down trade term and then write out description of term that would clearly explain the idea to anyone.

How do you make use of this difference?

What might prejudice you against the speaker?

Appearance, mannerisms, objectionable ideas

If material seems too hard what do you do?

A policeman's most important job is being able to precisely convey information via the written report.

One problem area in writing is use of dangling or misplaced modifiers.

Use handout sheet "Mixed Modifiers".

Have students complete and recite their examples in class.

INSTRUCTOR'S LESSON PLAN

LESSON TITLE: Development of plan of instruction

OBJECTIVES: To have the student develop a plan or outline to present a period of instruction and to have the student present the instruction using all of the techniques previously learned.

TEACHING AIDS: VU Graph 4 step method

TOOLS AND EQUIPMENT: Overhead projector

MATERIALS: Lesson plans for each student
State Advisory Board document "Recognition and Handling of Abnormal Persons"

REFERENCES: The Instructor and His Job by Homer C. Rose

PREPARATION BEFORE CLASS:

PREPARATION OF THE LEARNER: In the previous hours we have studied the methods and principles to use in developing and presenting class instruction. You have been assigned by your department to present a class to the patrol personnel on the subject of recognition and handling of abnormal persons. In going through your library you find that you have one document from which to extract material plus your own experiences. Organize a ten minute class on any area covered in the material. Use any method that you feel would be suitable and you may use any material or equipment in the room to assist in your presentation.

PRESENTATION OF SKILLS & INFORMATION

TEACHING OUTLINE

TEACHING AIDS AND METHODS

Have students work in pairs or if class is too large work in larger groups. Have individual or groups prepare a lesson and be ready to present the instruction. Have class role play as patrolman students.

Have class evaluate on basis of 4 step method of instruction.