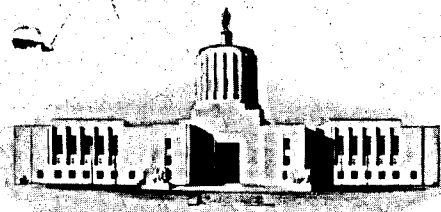


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STATE OF OREGON
BOARD ON POLICE STANDARDS AND TRAINING

COMMERCE BUILDING
SALEM, OREGON 97310

INSTRUCTOR WORKSHOP

COURSE OUTLINE AND LESSON PLANS

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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	TEACHING AIDS & METHODS
I. Methods to develop readiness A. Pep talk B. Explain how it will help student C. Stimulate Interest D. Relate to previous experience	Questions to arouse interest How would you attempt to get your class ready to learn?
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	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 Use overhead projector and transparency 4 step lesson
READINESS - The learner must have a need for acquiring the information or skill	Explain four step method using the principles of learning for each step
EFFECT - Learner must derive satisfaction from the effects of learning	
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