Drug Recognition Expert Instructor Development Course

## Session 3 – Developing and Using Training Aids

NHTSA    TSI

February 2017

## Content Segments

A. Commonly Used Training Aids
B. Purposes of Training Aids
C. Whiteboards, Wall Charts, & Easels/Easel Pads
D. Audio/Video
E. Presentation Software Programs
F. Handouts
G. Copyright Fundamentals for Presentations
H. Questions and/or Concerns

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**Session 3: Developing and Using Training Aids**
Estimated time for Session 3: 1 Hour, 30 Minutes (depending on class size)

**Session Objectives**
• Demonstrate the purpose and use of training aids
• Plan how you will integrate training aids in your demonstration

**Contents**
A.       Commonly Used Training Aids
B.       Purposes of Training Aids
C.       Whiteboards, Wall Charts, & Easels/Easel Pads
D.       Audio/Video
E.       Presentation Software Programs
F.       Handouts
G.       Copyright Fundamentals for Presentations
H.       Questions and/or Concerns

**Materials**
Presentation slides
Remote presenters (if available)
Easel/Easel Pad
Markers
Computer speakers (for embedded videos)

 *Instructional Notes are presented in bold italic throughout the sessions.*

**Session 3: Developing and Using Training Aids**

*Estimated Time for Session 3: 1 Hour, 30 Minutes*

*Materials*

- *Presentation slides*
- *Remote presenters (if available)*
- *Easel/Easel Pad*
- *Markers*
- *Computer speakers  (for embedded videos)*

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## Session Objectives

- Demonstrate purpose and use of training aids
- Plan how you will integrate training aids in your demonstration

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**Session Objectives**

At the conclusion of this session, participants should be able to:

- Demonstrate the purpose and use of training aids (Demonstration)
- Plan how you will integrate training aids in your demonstration (Integration)
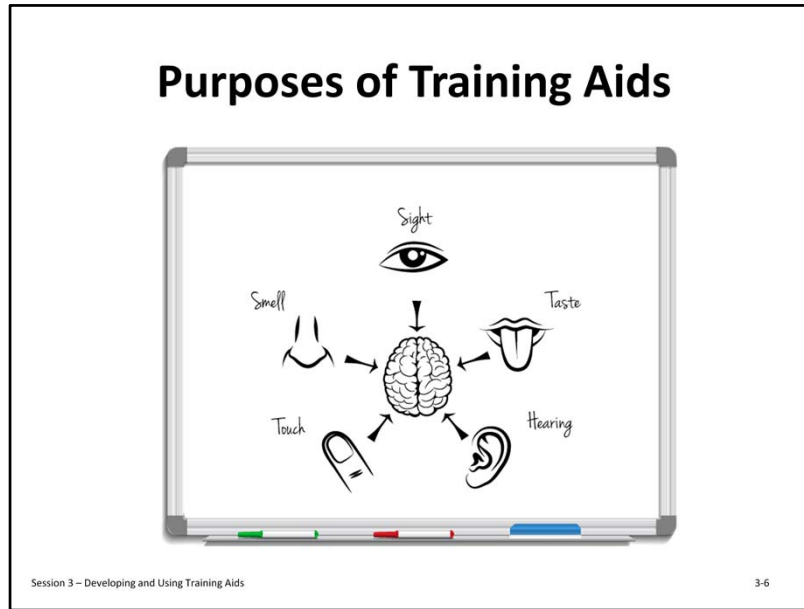
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### A. COMMONLY USED TRAINING AIDS

*The instructor should notify participants presentation software programs will not be taught in this course. However, if the participants are interested in learning these programs, the instructor should provide information about other classes or resources.*

*Instructors are encouraged to bring examples of the various training aids to be used throughout this segment.*

- Prepared wall charts
- Whiteboard or easel/easel pad
- Audio/video
- Presentation slides
- Remote presenters
- Handouts
- Props

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**Purposes of Training Aids**

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**B. PURPOSES OF TRAINING AIDS**

Training aids are essential for effective instruction.

- Training aids may appeal to multiple senses, including: sight, hearing, smell, taste, and touch
- Training aids serve to emphasize key points and help to reinforce participants' understanding and retention of the material covered

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Training aids are ineffective if they are not used properly. It is essential instructors prepare **before** using any training aids. The instructor must:

- Be familiar with the type of aid used, its advantages and disadvantages, and methods of implementation
- Verify prior to the session all needed equipment is available and in proper working order
- Ensure all participants will be able to see and hear the training aid

Note:  For the DRE training, any outside training aids (videos, handouts, props, etc.) must be pre-approved by the course manager prior to use in the class.

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### C. **WHITEBOARDS, WALL CHARTS, & EASELS/EASEL PADS**

*Write on a whiteboard or easel/easel pad: Spontaneous Presentations*

*Reference back to prior use of a easel/easel pad during this course. Note effective color use, size of font, readability, etc.*

*When the display is no longer needed, it should be erased (or flipped over). If the display is pertinent to the training, it should be displayed on walls, if possible.*

*Sometimes easels/easel pads can be prepared in advance and still appear spontaneous. Tell the class easels/easel pads can be easy to use (prior to the session, draw a map (State or U.S.) in light pencil on the chart. Draw faintly, so the lines cannot be seen at a distance. Leave the drawing in front of the class.) Walk up to the chart and trace the map with a thick marker. The class will be impressed in how well you draw the map.*

- These aids are very useful for spontaneous (actual or perceived) visual aid demonstrations
- They can be particularly useful in developing a list of items with a class when the instructor cannot predict what items will be named or in what order they will be named
- Make sure the writing is large and clear enough to be seen easily by all participants
- Leave material on display long enough to permit participants to take notes
- Instructors must not stand in front of the easel/easel pad, obstructing participants' view
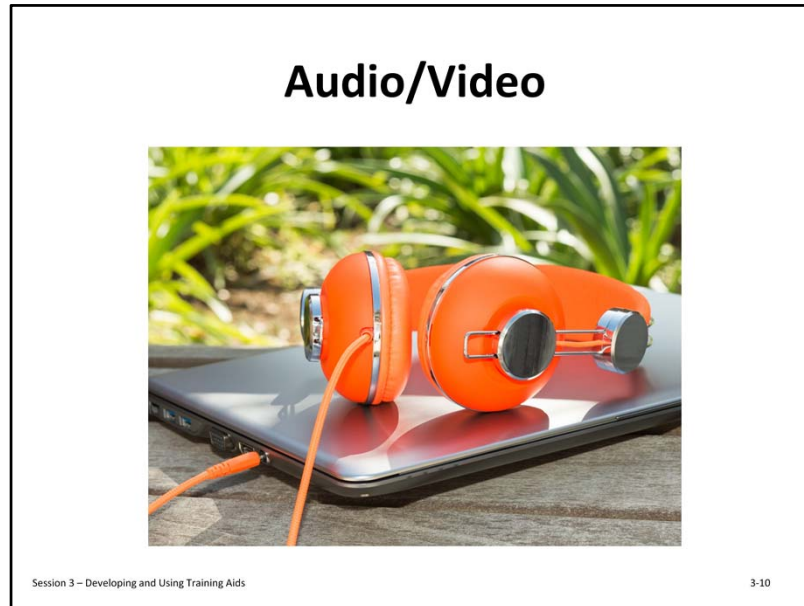- Instructors should not write and talk at the same time

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***The instructor should also review with the participants the effectiveness of wall charts.***

Wall charts:
- Are very useful for summarizing basic or fundamental information that applies broadly to the entire course of instruction or major segments of it
- Can be prepared in advance
- Are typically left on display for an extended period of time
- Should be large enough to be easily seen by all participants
- Usually should not occupy the center of visual attention in the classroom; the center should be reserved for the screen and flipchart

Examples of information well suited to presentations via wall charts include:
- Training objectives
- Outline of training content and/or schedule
- Key definitions (e.g., Drug, HGN, etc.)
- Major themes or blocks of instruction

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Audio/Video

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**D. <u>AUDIO/VIDEO</u>**

Always preview audio/video before showing them to participants.
- Ensure compatibility of audio/video playback equipment with media format
- Ensure the format can be seen and heard by all participants in all parts of the room

All instructors must be conscious of how the audio or video may affect participants. If the content is potentially disturbing, instructors may want to provide an advisory warning regarding the content. Give participants the option to leave the room during the playing of the audio or video.

Always discuss the presentations: do not simply show them and move on.

Make sure the audio/video is relevant to the instruction/topic. As a reminder, any outside videos/DVDs not provided as part of the NHTSA/IACP-approved curriculum must be pre-approved by the course manager or training coordinator.

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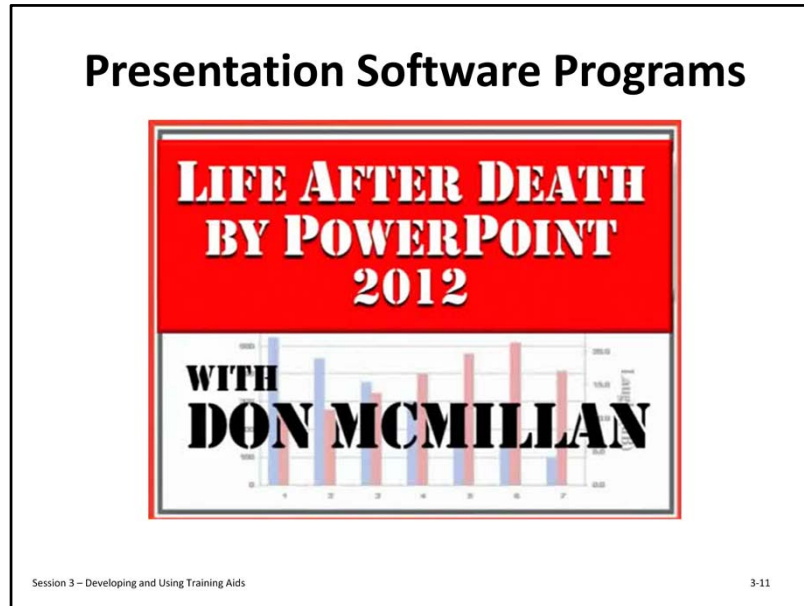
**E. PRESENTATION SOFTWARE PROGRAMS**

*Conduct activity prior to revealing video (if time allows). Discussion: Ask the participants to give examples of an <u>ineffective</u> use of presentation software programs. Examples may include:*
- *Too much content on slide*
- *Ineffective use of color/font*
- *Inability to be spontaneous in response to participants*
- *Reading the slides to the audience*

*Discussion: Ask the participants to give examples of <u>effective</u> use of presentation software programs:*
- *One idea per slide*
- *Simplify text*
- *Use big images*

There are many different types of presentation software programs like PowerPoint, Keynote, Prezi, etc. They permit visual slide presentations that emphasize the instructor's points.

These aids offer word processing, outlining, drawing, graphing, and presentation management tools. A presentation is made up of a series of slides. Slides may contain video, words, photos, sounds, animations, and transitions. In addition to slides, these programs allow users to print handouts, outlines, and instructor's notes.

As a reminder, any outside PowerPoints not provided as part of the NHSTA/IACP-approved curriculum must be pre-approved by the course manager or training coordinator.

**Handouts**

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### F. HANDOUTS

*Handouts are written or typed materials prepared in advance and distributed to participants during or after a class.  Instructors may consider various forms in which handouts can be printed, including:*
- *Notes pages*
- *Handouts with incomplete information to be filled out by participants during the presentation*
- *Outline form*
- *Color/images*

*Potential pitfalls:*
- *Expense*
- *Not preferred method of take-home materials (Jump drive, cloud storage, etc., may be preferable)*
- *Can be cumbersome for instructor*

Handouts are particularly useful if an instructor wants participants to:
- Be able to use the information at a later time
- Access and study information at their own pace
- Facilitate note-taking

*Have participants reflect on training aids they want to use in their final demonstration. Allow participants additional time to write down how they plan to utilize these aids. The instructor at each table should facilitate this process.*

As a reminder, any outside handouts not provided as part of the NHSTA/IACP-approved curriculum must be pre-approved by the course manager or training coordinator.
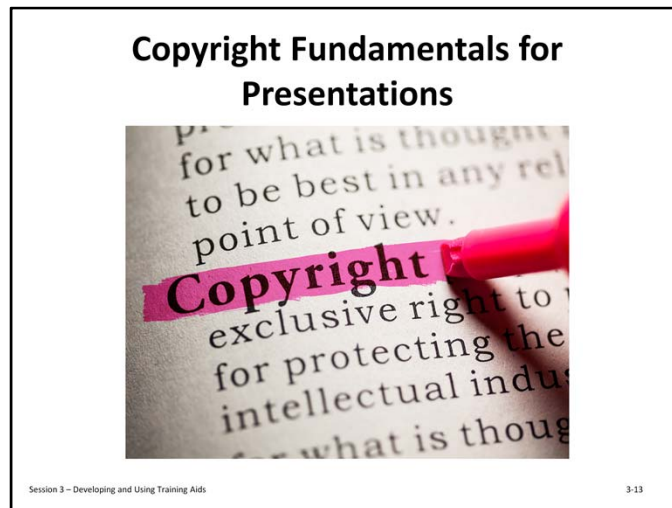
## G. COPYRIGHT FUNDAMENTALS FOR PRESENTATIONS

*Note some of the fundamental copyright topics participants will need to familiarize themselves with as they prepare presentations. Those topics include:  What is protected?; What is not protected?   The instructor is not expected to give a detailed presentation on copyright. The goal of this section is to give the participant awareness and resources to investigate further. Reference citations have been included for further research or study by participants.*

Using a picture, movie clip, sound bite, phrase, or similar recorded form or expression (work) in presentations may be restricted under federal copyright law. Essentially any picture, movie clip, sound bite, or phrase that did not originate with the trainer or presenter is likely owned by someone else.  Therefore using it is prohibited unless it is in the public domain, the use would be considered "fair use" under the law, or the presenter obtains permission from the owner.  Note simply because the work can be found on the internet does not mean it is in the public domain. Go to www.copyright.gov/fair-use for more information.

**What is protected?**  Federal copyright law protects "original works of authorship" recorded in any tangible form, including compilations and derivative works. (See *17 U.S.C. §§102-103*.)  While Congress did not define "original works of authorship," at a minimum it includes still pictures, movie clips, literary works, and any sound recordings. Only the owner or original author has the right to display, distribute, perform, or reproduce his or her work and prevent others from doing so or modifying the original. See *17 U.S.C. §§106-106A.*  In essence, unless the presenter or instructor created the work, it is someone else's original work of authorship.

**What is not protected?**  Federal copyright law does not protect concepts, ideas, discoveries, procedures, processes, systems, or methods of operation no matter how they are described, explained, or illustrated. (See *17 U.S.C. §102*.)  For example, if the instructor discusses a new idea with a colleague for DRE testing, the idea in that form has no copyright protection. In addition, the law does not prohibit use of works authored and published by the United States Government or its employees. (*See 17 U.S.C. §105.)*  Meaning, National Highway Traffic Safety Administration (NHTSA) publications can be freely copied, distributed, and reproduced.

While the U.S. Government generally does not obtain ownership rights for works it produces, it can receive and hold copyrights that are transferred to it by someone with ownership rights.  Instructors should learn if the government work they intend to use in the presentation is protected by copyright.  Generally, government publications will have a statement indicating whether the work is protected by copyright.  The instructors should verify whether the work is protected by copyright and, if so, obtain permission of the government or have an exception to the prohibition on display and/or distribution of copyrighted works to use it.

**H. QUESTIONS AND/OR CONCERNS**

*Solicit questions and comments from participants before moving to the next Session.*

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