



	<p>Drug Recognition Expert Condensed Instructor Development Course</p>
<p>Optional Activity – Effective Strategies in Learning and Instruction</p>	
	<p>February 2017</p>

Content Segments

- A. Effective Strategies in Learning and Instruction
- B. Primacy
- C. Increase Retention by Decreasing Stress
- D. Paint a Picture
- E. Repetition
- F. 10-Minute Rule
- G. Color
- H. Impact
- I. Hands-On Instruction
- J. Recency
- K. Closing



Optional Activity - Effective Strategies in Learning and Instruction

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Optional Activity: Effective Strategies in Learning and Instruction

Estimated time for Optional Activity: 2 Hours (depending on class size)

Session Objectives

- Analyze the effect strategies of learning and instruction
- Apply the effective strategies of learning and instruction
- Integrate the effective strategies into participants' final presentation

Contents

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Materials

Presentation slides

Easel/Easel Pad

Markers

Impromptu topic cards for 30-second presentation

Impromptu DRE-related cards for 1-minute presentation

Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.



Optional Activity: Effective Strategies in Learning and Instruction


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- ***Markers***
- ***Impromptu topic cards for 30-second presentation***
- ***Impromptu DRE cards for 1-minute presentation***
- ***Computer speakers (for embedded video)***

Session Objectives

- Analyze and apply effective strategies of learning and instruction
- Integrate effective strategies into participants' final presentations



Optional Activity - Effective Strategies in Learning and Instruction

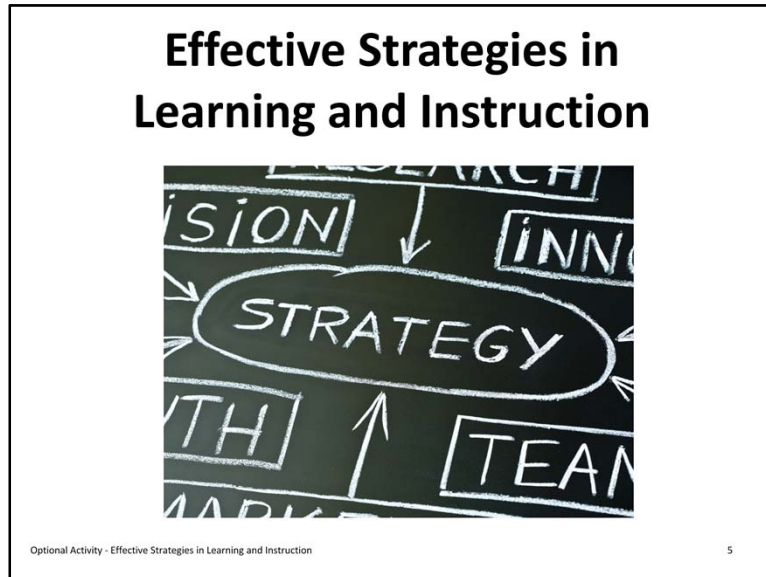
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Session Objectives

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

- Analyze the effective strategies of learning and instruction
- Apply the effective strategies of learning and instruction
- Integrate the effective strategies into participants' final presentations

Class activity: Each participant will present for approximately 30 seconds on an impromptu DRE-related topic. Suggested topics are listed in Appendix E.



A. EFFECTIVE STRATEGIES IN LEARNING AND INSTRUCTION

Session 2: Effective Strategies in Learning and Instruction

Discussion Questions:

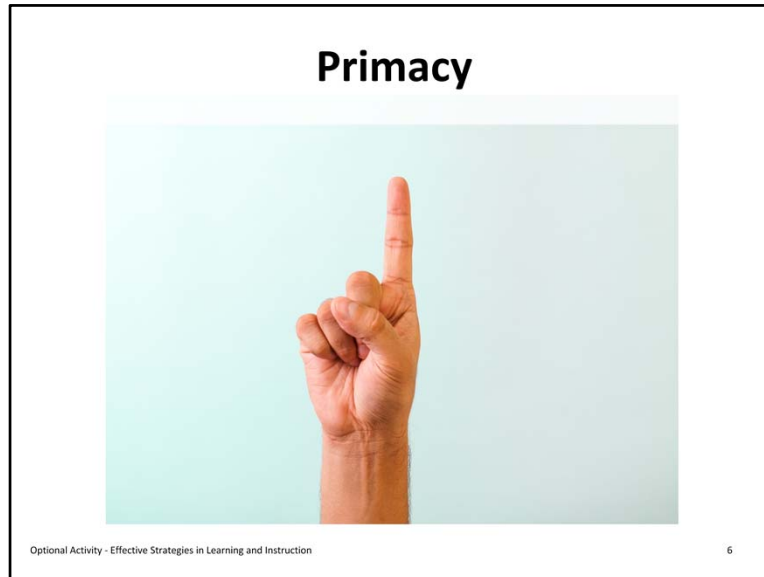
- ***Who has had a problem during or after a presentation where participants did not understand or retain it?***
- ***How about with a jury? How many people have had a juror say the jury would have convicted the defendant if you had testified to certain evidence when you knew you actually did?***
- ***If either of these things has happened to you, have you ever been able to determine why?***

Explain participants must apply effective strategies in learning and instruction based on their learners' background and level of experience.

Instructors should reference and point out where the following strategies fit within the Cycle of Instruction. The strategy may be used in more than one of the stages of the cycle.

Many different instructional processes increase learning. What works best in designing courses is utilizing all of the principles in the Cycle of Instruction.

This session introduces effective strategies the instructor can use within the Cycle of Instruction to deliver content. As an instructor, there are a myriad of effective strategies to present material that will increase participants' motivation, participation, and retention. Nine effective strategies will be presented in this session.



B. PRIMACY

Activity: Primacy

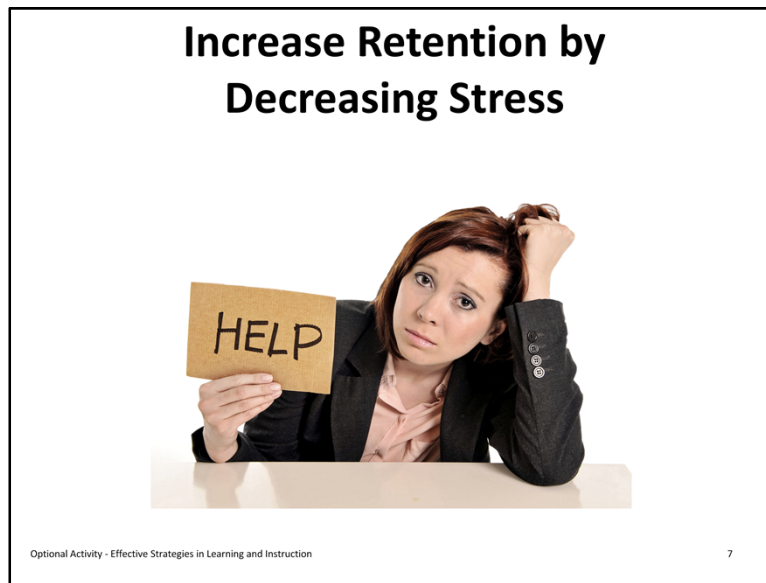
Call out a list of 10 major cities from around the world (tell the participants to not write down the list.) For example:

- | | | |
|-----------|------------------------|----------------------------------|
| 1. | <i>Paris</i> | 6. <i>Washington D.C.</i> |
| 2. | <i>New York</i> | 7. <i>Athens</i> |
| 3. | <i>Rome</i> | 8. <i>Tel Aviv</i> |
| 4. | <i>Berlin</i> | 9. <i>Moscow</i> |
| 5. | <i>London</i> | 10. <i>Hong Kong</i> |

Ask the participants what the first city you mentioned was. Ask them what the third city was. Ask them what the last city was. Most people will remember the first and the last city because people usually remember best the first and last things they hear.

Discussion: Point out many people begin presentations with boring announcements and/or self-introductions. Ask them if they think this is a good strategy in light of the value of primacy. Remind participants the strongest point in your presentation should be given first.

An effective strategy is to grab and keep attention. The primacy principle helps you do this. We recall what we hear first and last, but the middle is more readily forgotten. Open and close each presentation with attention grabbers and your most important points. Primacy is a strategy that can be incorporated into each segment of the Cycle of Instruction.



C. INCREASE RETENTION BY DECREASING STRESS

Advise participants people have difficulty making decisions or learning when they feel uncomfortable or stressed. Ask participants to give examples of a stressful situation that led to difficulty in learning or making a decision.

Note: The instructor should identify where this strategy fits within the Cycle of Instruction. Decreasing stress is a very effective strategy during the Activation stage in the Cycle of Instruction. Use the Activation principle by telling a story of when you learned to drive. Include a description of the stress of learning to drive a car for the first time. Did the instructor (or parent) increase or decrease your stress? How did it affect learning?

Emphasize instructors must continually work to reduce their participants' stress if they want their participants to learn.

Stress inhibits learning, thinking, memory, and retention. Research shows our brains are only built to deal with short bursts of stress. This is the fight or flight principle. Our brains are built to deal with stress that lasts only 30 seconds. If stress continues, you lose your participants. If you want to increase retention, then decrease stress. Stress may be induced by:

- Actions of the Instructor and Participants
- The environment
- Uncertainty

Instructors must continually work to reduce their participants' stress if they want their participants to learn. Ways to reduce participants' stress may include:

- Being friendly (smile) and using humor
- Give appropriate praise
- Use relevant video clips or appropriate stories
- Reward people who participate (Candy, gifts or other items)



D. PAINT A PICTURE

Discussion: Ask the class what they see when you say intoxicated. Ask similar questions using relevant geographical examples such as sports teams or landmarks that resonate with your audience. Animals also work well. Emphasize pictures are an effective learning strategy. Other senses may be incorporated into this segment, i.e., sound, smell, taste, and touch.

We learn and remember best through pictures not through written or spoken words. The rule of thumb is you will get three times better recall for visual information than for oral alone. However, you will get six times better recall for information that is simultaneously oral and visual.

For example, a picture of Marijuana may resonate better with the participant than the word “Marijuana” alone. Putting the two together simultaneously can make the learning event even stronger in the brain.

- A picture is worth a 1000 words
- People think in pictures
- People remember stories
- People believe and understand what they visualize

Discussion: Just because vision is so important does not mean it should be the only channel of your message. Discuss with the participants the advantages and disadvantages of visuals. For example, the use of presentation software in the opening statement should be used only to enhance the verbal story. Remember the same can be true with word choice and/or oral descriptions. Next, the instructor should identify where this strategy may be used within the Cycle of Instruction. Painting a picture is a very effective strategy during the Demonstration stage in the Cycle of Instruction.



E. REPETITION

Discuss repetition with the class.

Repetition Activity: Hand out a piece of paper with questions below on it. Allow the participants time to answer. Tell them the answers. Instructor will then give the participants the quiz again within 1.5 hours to 2 hours later in the course.

Question #1: What was President Lincoln's middle name? **Answer: No middle name**

Question #2: What was the first product to have a bar code? **Answer: Wrigley's gum**

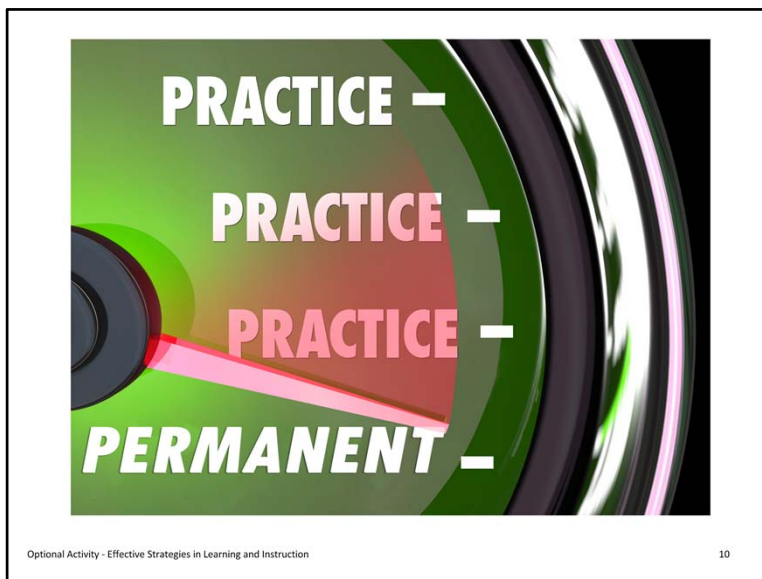
Question #3: What was the first CD pressed in the United States? **Answer: Bruce Springsteen Born In the USA**

Question #4: What is a group of frogs called? **Answer: Army**

Question #5: What is the plastic cover at the end of a shoelace called? **Answer: Aglet**

Emphasize simply repeating something six times is not an effective technique. You must find different ways to repeat, present, and emphasize the information to increase retention. Some effective repetition tools are quizzes, tests, practice exercises, flash cards, corrective feedback, etc.

An example may be the process by which we recall the name of a new acquaintance. At the time of introduction, we may repeat their name internally or externally in hopes of assigning it to our memory. When we have to recall the name at a later time, we may have forgotten it. The name will then have to be repeated to enable us to encode it into long-term memory.



Repetition at specifically-timed intervals is best for learning. A great deal of research shows thinking or talking about an event immediately after it has occurred enhances memory for that event.

Learning requires memory; however, memory is not realized by mere repetition. Retrieval practice - recalling facts, concepts, or events from memory is a more effective learning strategy than rapid-fire repetition or simply repeating things numerous times in a row. Retrieval is harder and feels less productive, but this retrieval practice produces longer lasting results. It makes you far more effective and enables you to be more versatile in the application of that knowledge or skill.

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Accurate repetition is a very effective strategy during the Integration segment in the Cycle of Instruction.

You must find different ways to repeat, present, and emphasize the information to increase retention. For example, you may repeat information using visual aids, auditory aids, demonstrations, questions, and group activities. Some effective repetition tools are quizzes, tests, practice exercises, flash cards, and corrective feedback. A good rule of thumb is to repeat important concepts in the first 30 seconds. Then at 90 minutes to 2 hours, revisit and repeat the concepts again.



Definition of Team Teaching: team teaching is combining instructional skills, subject matter, and knowledge of two instructors to present course materials or training.

There are advantages and disadvantages to team teaching:

Advantages

- The second instructor can serve as a secondary resource of subject matter knowledge
- Two instructors can better assess participant reaction to course material
- Shared workload

Disadvantages

- Varying levels of authority or management within the organization
- Varying levels of subject matter knowledge or training delivery experience
- Individual differences in personality or training delivery

Instructor Roles in Team Teaching

- Positive interpersonal relationship between instructors
- Respect each other's experience levels

Address differences outside of the classroom.

Instructors should provide feedback to each other, focus on behaviors (not personalities), and be professional in giving and receiving feedback.



Team Teaching Techniques

Prior to the class, instructors should coordinate and discuss individual delivery techniques and logistical requirements. They should establish guidelines for shared facilitation, interjection of supplemental information or material, etc.

During class, present a team-teaching approach, respect allotted time slots, initiates discussions. Teaching instructor facilitates discussion in the classroom, involving the other instructor where appropriate, and the other instructor is there to assist and support.

At the conclusion of the class, instructors should discuss the overall training program and annotate any required modifications. They should also review the delivery and presentation of the material to determine what was effective and what needed improvement.



F. 10-MINUTE RULE

Discuss the 10-minute rule with the participants.

In general, people can maintain their focus for approximately 10 minutes at a time. Instructors should do something different or change something every 10 minutes. Ideally, the instructor should include a brief hook that affects an emotional trigger in the participant (laughter, fear, compassion, nostalgia, etc.). Yet, this hook must also be relevant to the overall presentation. It is best when this hook connects the two, 10-minute segments.

For example:

- Short Demonstration
- Video
- Activity
- Discussion
- Purposeful Movement
- Tone of Voice

Remember the 10-minute rule:

- ***Maximum concentration is 10 minutes***
- ***Break presentation into short segments***
- ***Remember primacy and recency***

Reflect for a moment on how the media uses the ten-minute rule. Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Timing is a very effective strategy during the Activation and Demonstration stages in the Cycle of Instruction.



G. COLOR

Discussion: Call out a color. Ask the class members to tell you what that color means to them. Document responses, typical answers will include:

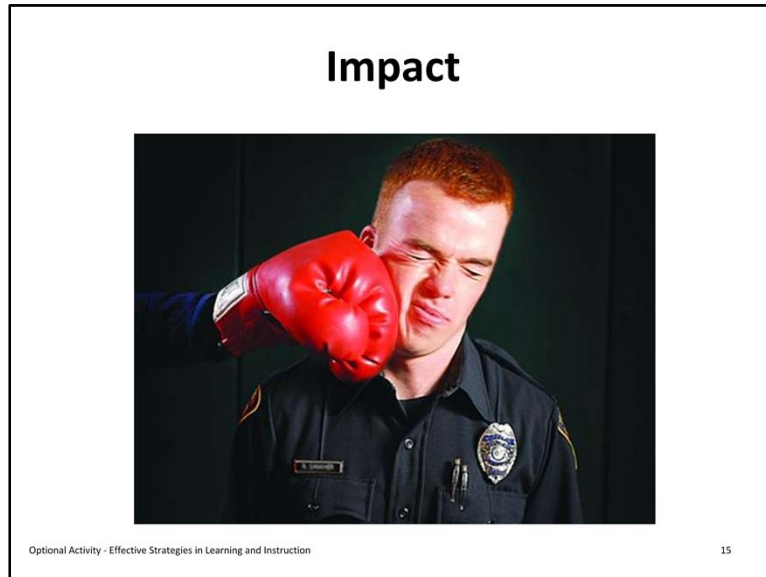
- ***Red: power, fun, danger***
- ***Green: money, growth***
- ***Blue: loyalty, tranquility, water, cool***
- ***Gold: riches, royalty***
- ***Brown: earthy, grounded***

Note this could be different based on the participant's cultural background. For example, in Eastern cultures red may symbolize prosperity or good fortune, in India red is the color of purity. Emphasize how their color choice may make people feel a certain way or remember certain information. Explain their choice of color should appropriately reflect the value or point they are attempting to convey. Note if you had an instructor fill out a windowpane using a hard to see color as recommended, point out how distracting it was to the presentation.

Effective use of color can increase communication speed, accuracy, and retention. However, it must be relevant to what is being learned. Overuse of colors, or choosing the wrong color can be distracting or lead to cognitive overload. Your color choice may make people feel a certain way or remember certain information. Your choice of color should appropriately reflect the value or point you are attempting to convey.

- Color gains attention (Example: Use of color in traffic signs)
- Color enables memory (Association of color with facts to improve recall)
- Colors have meaning (Use appropriate colors to the culture of your audience)

Note the instructor should identify where this strategy may be used within the Cycle of Instruction. Color is a very effective strategy during the activation stage in the Cycle of Instruction.



H. IMPACT

Discuss impact with participants. Remind the participants they must grab and keep their participants' attention; effective use of tone, delivery and style is impactful.

Impact Activity: Provide the class with words that have no positive impact and ask the class to come up with better words or descriptions. For example:

Word

Defendant's name

Accident

Drift

Better Description

Defendant

Crash, Collision, Wreck

Swerve, Weave, Crossed the center line



Activity: Instructor chooses a participant and gives the participant a phrase. For example, “I’ve only had two.” Ask the participant to say the same phrase but convey a different emotion each time, for example, joy, sadness, urgency, anger, love, and excitement

You must grab and keep your participants’ attention; effective use of tone, delivery, and style is impactful. You want to elicit emotion. Emotion motivates. There are certain stylistic principles that create greater impact with an audience. The brain remembers the emotional components of an experience better than any other aspect.

The whole range of emotions is effective.

- Use words with impact
- Use ideas with impact
- Controlled changes in the pace of your delivery
- Strategic use of silence (pauses) to emphasize importance and to allow time for important points to sink in
- Controlled changes in voice inflection and volume
- Use of eye contact with your participants to personalize the instructor/ participant relationship
- Controlled use of body movements and gestures
 - These gestures need to look and be natural

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Impact is a very effective strategy during the demonstration segment in the Cycle of Instruction.

Hands-on Instruction



Optional Activity - Effective Strategies in Learning and Instruction

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I. HANDS-ON INSTRUCTION

Tell participants you are going to talk about hands-on instruction.

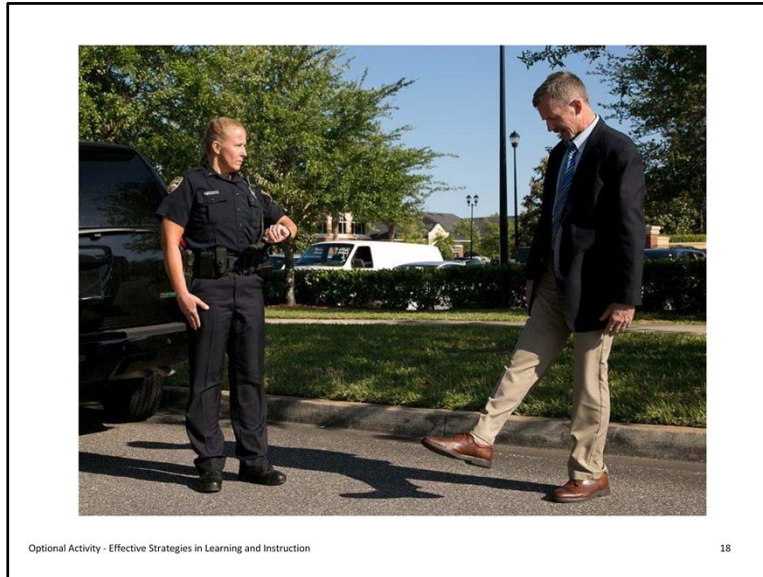
The basic premise behind interactive teaching is three-phase:

- 1. Tell me (instruct)***
- 2. Show me (demonstrate)***
- 3. Let me do it (practice in the real environment)***

The instructor can relate a prior instructing experience to demonstrate , i.e., a science experiment. The science teacher can teach how to dissect a frog by describing the process. He then actually demonstrates a dissection for the class and then allows each class member to do a dissection based on what they have learned and seen.

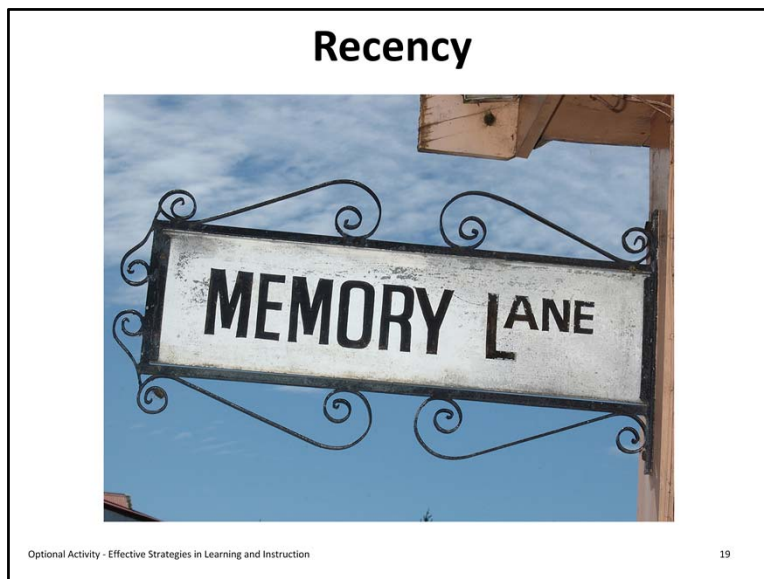
The instructor can ask the participants to give an example of a similar effective hands-on teaching moment in their lives.

A hands-on approach requires participants to become active instead of passive participants. Hands-on instruction is learning by doing. It is the Application principle in the Cycle of Instruction. Learners in multisensory environments remember and internalize more. Hands-on learning helps eliminate the “illusion of knowing” wherein learners believe they know but later are not able to replicate it by doing. It often takes the attempt to apply the information to prove to us that we do not understand it yet.



Note the instructor should identify where this strategy may be used within the Cycle of Instruction. Hands-on is a very effective strategy during the Application and Integration segments in the Cycle of Instruction.

An example of this hands-on instruction is how the SFSTs are effectively taught. Police officers are first introduced to the fundamental principles and studies behind the SFST protocol. The instructors then provide actual demonstration of the proper administration of each of the three tests. Next, participants are given opportunities to apply the tests in controlled environments. The optimal next step in their instruction phase is for the participants to implement the tests roadside with actual impaired drivers. In this way, they are integrating what they have learned in the actual working environment. The more hands-on application during the instruction leads to better integration in the working environment.



J. RECENCY

We recall what we hear first and last. Information in the middle is lost due to the passage of time and the mind-wandering of the participant. Begin strong and end strong. Close each presentation by repeating and reemphasizing your most important points. Basically, reemphasize what you chose to begin with. Paint a picture using all of the senses, including color and impact. Use repetition to emphasize your points and engage your participants with hands-on experiences. Integrate all of the strategies discussed to help intensify the recency effect.

Recency has little effect if the participant does not value the information placed first and last. Using the strategies taught in this session may help increase the participants' perceived value of the instruction and increase their ability to retain what is taught during the learning conversation.

For example, in the organization of this session, thought was given to the order of the effective strategies in learning and instruction. The concern was participants might presume the order in which these strategies were presented signifies level of importance. By designing the session using the Cycle of Instruction and integrating the strategies being taught, each segment has its own primacy and recency moments. Recency is a strategy to be incorporated into each stage of the Cycle of Instruction.



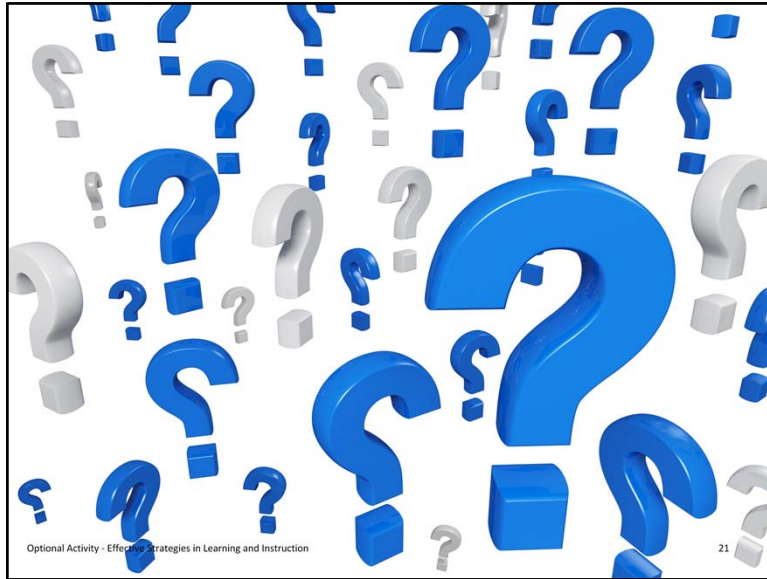
Have the participants conduct an informal presentation. Remind participants to consider the concepts of primacy and recency in their presentations.

These presentations are DRE/Drugged Driving in nature, to help raise participants' comfort level in front of the group. Use an index card with a large "45" printed on it to hold up for the participant to know when they have 15 seconds left. They are not expected to close or summarize the presentation, but the one minute warning gives them a sense of completion.

****See Appendix F in the Administrator Guide for presentation topics***

Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:

- All participants will present twice in front of the class***
 - All participants will be put "on the spot" during an exercise requiring impromptu speaking***
 - Presenters should become more comfortable when they present more frequently***
 - Participants will apply presentation methods learned in this session***
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-
-
-
-



K. CLOSING

Give participants five minutes to reflect on the strategies and document the strategies they want to use in their final presentation. Allow participants an additional ten minutes to write down examples of how they plan to utilize those strategies. An instructor should be assigned to each table to facilitate this process.
