




	<b>Drug Recognition Expert Instructor Development Course</b>
<b>Session 3 – Developing and Using Training Aids</b>	
  	<b>February 2017</b>

## 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



Session 3 – Developing and Using Training Aids

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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
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## Session 3: Developing and Using Training Aids

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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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## Commonly Used Training Aids



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### **A. COMMONLY USED TRAINING AIDS**

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

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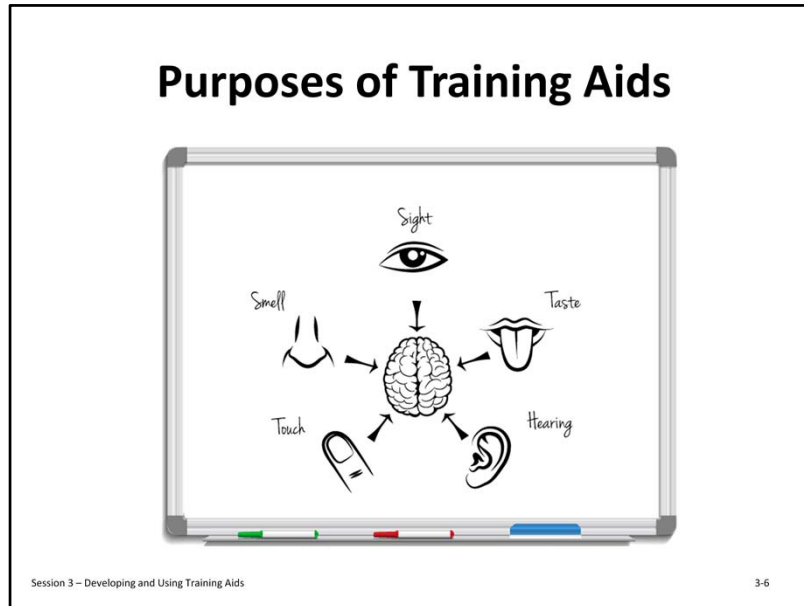
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## **B. PURPOSES OF TRAINING AIDS**

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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## Improper Use of Training Aids



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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**

- 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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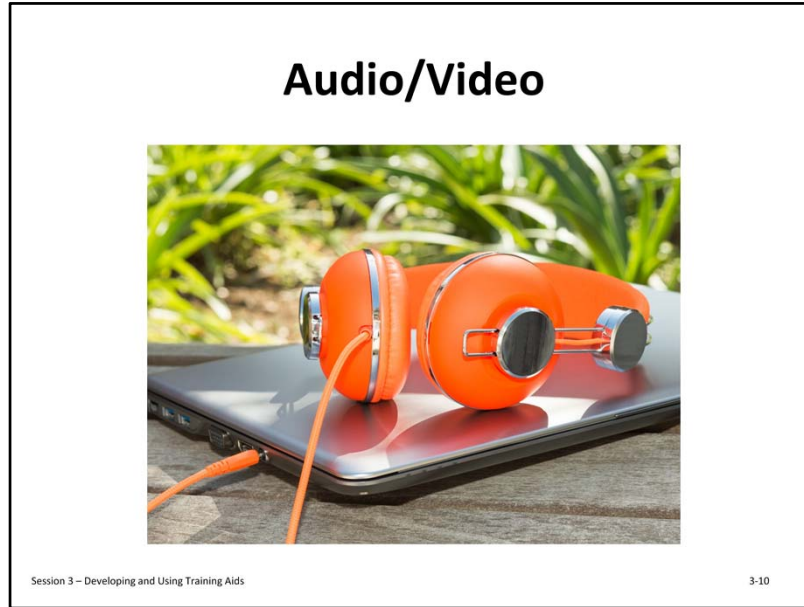


#### Wall charts:

- 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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#### **D. AUDIO/VIDEO**

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.

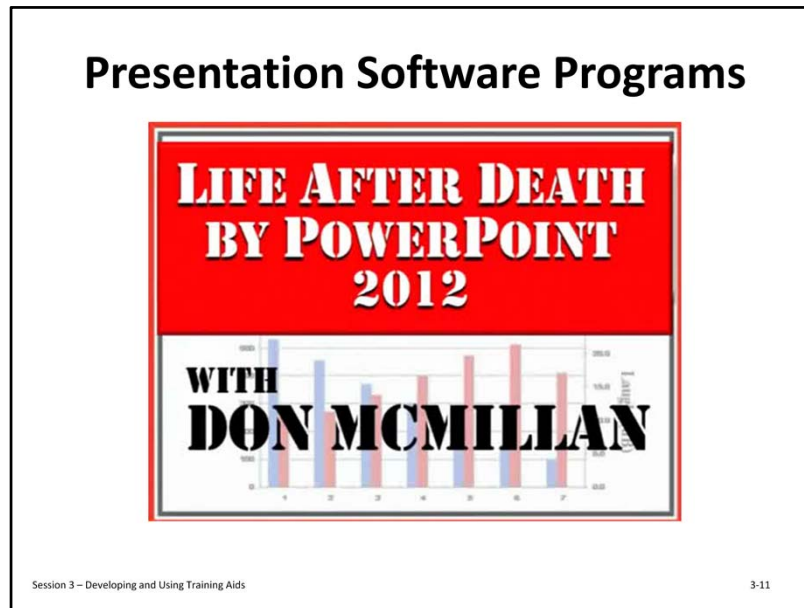
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#### **E. PRESENTATION SOFTWARE PROGRAMS**

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.

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## Handouts



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### **F. HANDOUTS**

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

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.

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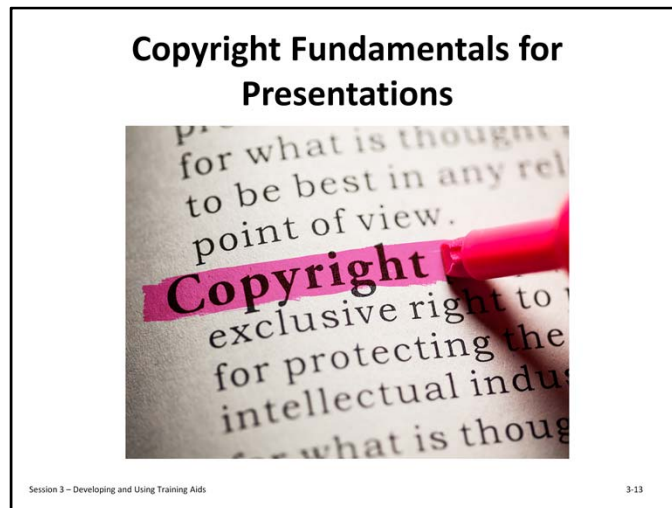
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### **G. COPYRIGHT FUNDAMENTALS FOR PRESENTATIONS**

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](http://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.

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## Questions and/or Concerns



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## **H. QUESTIONS AND/OR CONCERNS**

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