Committed to excellence, transforming today's students into tomorrow's innovative training professionals

TRAINING CENTER PETALUMA INSTRUCTIONAL SYSTEMS

ISS NEWSLETTER

WINTER 2010

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ISS SCHEDULE

- 19 APR—CDC Non-Res
- 03 MAY — IDC Petaluma
- 10 MAY — IDC PacTaclet
- 17 MAY — CDC Resident
- 07 JUN — IDC Petaluma
- 07-18 JUN — MTS Boards
- 21 JUN — CDC Resident

FROM THE SCHOOL CHIEF

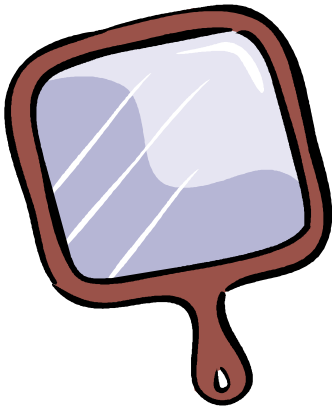
By CWO Michelle Criste

I cannot believe it has been 4 years since I assumed the duties of Instructional Systems School (ISS) Chief here in Petaluma. I will be retiring this July and passing the torch to ISM3 Eric Thomas. We have come a long way since I arrived that pungent spring morning in June. Instructional Systems School has developed two new courses (Course Developer Course & Course Developer Course Non-Resident). We have redesigned the Instructor Development Course (IDC) to better reflect what instructors are expected to do once they have graduated. We have created a "Novice ~ Master" Program that walks newly assigned instructors through a series of professional development gates using the Training System SOP Vol 13 as our guide. We deployed the Evaluation of Qualified Instructor Program (EQIP) and enjoy 100% participation from the instructors assigned to TRACEN Petaluma school houses. Finally, we developed and deployed a Master Training Specialist Program that has produced a minimum of 10 graduates per year for the last 3 years. As I leave this job and the Coast Guard I feel grateful to have served with these talented, creative and dedicated professionals of the ISS staff. I have no doubt that they will continue to work every day with the goal of raising the level of competence, increasing fidelity & providing students with the best possible training experience. I thank everyone that has made this last tour my best!

MIRROR, MIRROR

By Dee Bruno

Mirror, Mirror, on the wall; what's the most important training method of all? Mirror's Answer: Reflection. Fairy Tale reference aside; in my opinion reflection is an important teaching method that is under-utilized in most training environments. Reflection has been built into academic environments by journal writing. Journal writing can be either formal or informal. When students journal they write about their reaction to the training, capture events that went well, areas of strength, areas for improvement and questions they want answered. As instructors we can help our students reflect without journaling by having reflection questions at the end of each module of our student guides, as well as having students complete an action plan before they leave your school. Reflection questions and action planning will help your students transfer their learning to the field. Ensure your reflection questions relate to and remind students of the importance of the training. This will help students remember the relevance and help get their buy in before they action plan. You can also add reflection questions and action planning in the enhance



retention part of the nine events lesson plan. If you help your students transfer their learning to the field you will not only become a better instructor for your students but you will also help our organization achieve its training goals. I hope all schools start using the reflection method in their training environments that we will all have a fairy tale happily ever after ending.

LET-EM WOBBLE...THEY WON'T FALL DOWN

By Mr. Ted Brechbill

The student was ready to practice. She had received all the information and guidance over the past 30 minutes in typical lecture (one-way communication..?) style. Feeling caged and confined made it difficult for her to concentrate as the instructor droned on and on, spouting the same information for the fourth time with another personal story about what he did when. Glancing around the class she noticed that she was not the only one feeling the effects of the instructor's need to "tell more".

I witnessed the above scenario while watching a recent training session. Students, their pencils poised, were ready to practice but the instructor had not yet relinquished control. Jackie Gabriel, of AT&T puts it this way, "Instructors have to let go of the habit of total control and trust the students to take more responsibility for their learning."

Let's face it, instructors like to have control. We have been raised in a society where power is evidenced by the amount of control and structure we employ. During elementary and high school our classroom teachers maintained strict control within the environment. College wasn't much different. Control and structure were pounded into our heads when we joined the military. The schools we attended for career progression seemed very much like previous high school and college classes with lecture as the primary way of delivering training in a controlled environment.

Bob Pike of Creative Training Techniques Inc. says, "Wobble while you learn, the learning is in the wobbles." If our students are to be free to wobble then we must relinquish control and foster an environment that encourages learning through activities and participation. Several elements are needed for "wobbling" to take place.

One of the first elements is a clear grasp of the heart of the material, the **need to know** stuff. The course design team should provide this information in the form of student and instructor guides. The instructor should review the information before use. Keep the need to know and put the nice to know material aside.

Instructors, because of their increased knowledge and skill often feel the need to add more information. Perhaps it's because they have a picture in their mind of what the student needs to reach the objective. They may be adding material because they had seen it taught in the past. It may even be an attempt to enhance their personal image as an instructor. Regardless of the reason we need to shy away from adding too much additional material. Too much material often confuses the student and takes away valuable practice (wobble) time.

Clear directions are another required element for wobbling to take place. Students often enter the class with a desire to "do". Once the required information is passed the only barrier preventing practice is a clear set of instructions. Instructions should focus on the "need-to-know" information and skills required for performing the exercise. Information not needed for the exercise should be viewed as nice to know and kept in reserve. Give clear directions and let the wobbling begin.

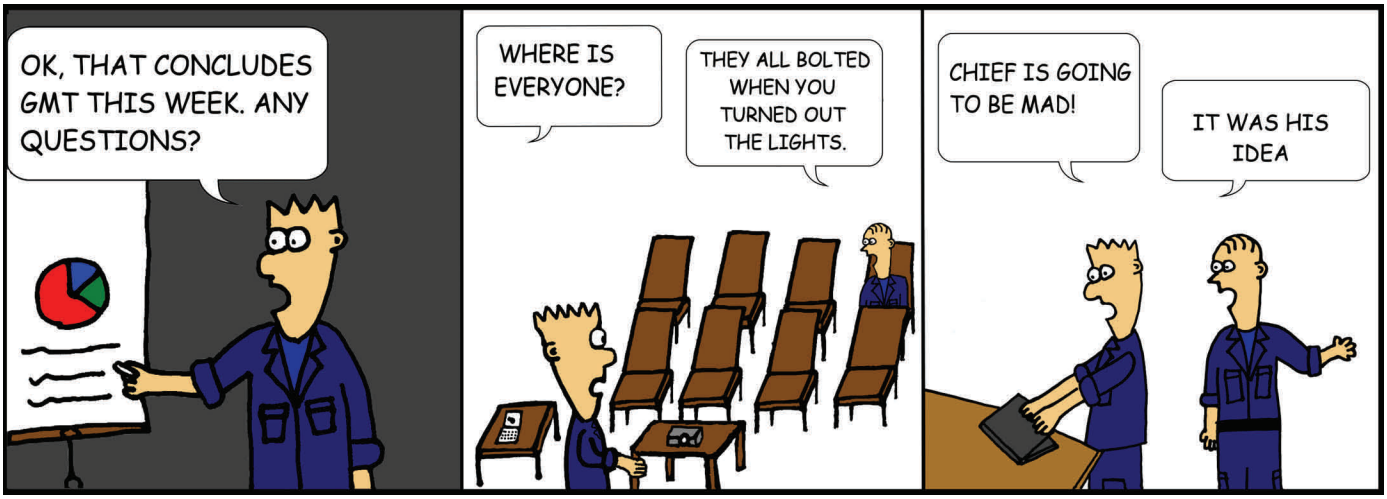
So what happens to the information kept in reserve, the nice-to-know information that often bubbles up in the instructor and presents itself in lecture format? Use that information when providing feedback. The more techniques we have in our bag of tricks the more ways we can assist students as they learn. Tailor your feedback example, technique or information to the student. For example, if the student seems to learn best by a "real world" example, give them one. If specific facts help them learn, give them facts. Information, skills and techniques kept in reserve and used when coaching the students allow for more wobble time.

Perhaps the biggest element involves the instructor's comfort level. We are uncomfortable with relinquishing control. In our exalted position as Instructors (our view..??) we often assume students enter the classroom with no knowledge or skill concerning the topic. How could they? **We** are the Subject Matter Expert. We must remember that as adult learners our students enter the class with a wealth of skills

(Continued on page 6)

To learn more about Bob Pike visit

http://www.bobpikegroup.com/



Coasteaze

PULLING THE PLUG

By ITC John Reiswig

Have you ever started your block of instruction and found the projector not working. Have you ever thought to yourself as you were clicking through PowerPoint slides, "wow this is boring. I wonder if my students are bored." Without visual media or with stagnant media your students are more likely to tune out and learning may fail to take place. So what can we do?

A few months ago, during one of our Instructor Development Course (IDC) road shows, the instructors found the electronic setup to be very inadequate. A huge lectern dominated the instructor area and we had trouble logging on to the workstation. In addition, the projector was fuzzy and unable to contain the picture within the screen and overlapped a window. During our initial setup we decided to go without any electronics rather than lose credibility. That meant no PowerPoint, no videos or images. So what did we do?

After a long discussion over milkshakes we found alternate ways to deliver the same content using pre made easel charts and handouts. We also involved the students more by having them use easel charts themselves, demonstrations and student teaching. We also gave them the same limitations we had for their final presentations, no electronics. The result was one of the best IDC's I've been a part of. The interaction with the students and the energy level was high throughout the week.

What we learned that week was to have a back-up plan to your electronic media, using alternate forms of media help with student interaction, and trying new things can stimulate you as an instructor. Find alternatives to your PowerPoints like using easel charts/ whiteboards, handouts, props or simulations. Get your students involved in their own learning.

Easel Charts

Easel Charts are a fast easy and economical way to deliver your training. You can prepare them ahead of time, use them on the fly and let your students use them as well. They are great for presenting concepts, visuals and brainstorming ideas. Here are a few tips for using easel charts in your instructing environment.

Tips on using Easel Charts:

- Use markers made for easel charts – Mr. Sketch work great
- Write in neat lines
- Use lettering large enough to see from the back of the room
- Use contrasting color
- Use visuals to support your ideas
- Write small notes in pencil for your self

Ways to use Easel Charts:

- Pre charted bullet lists for students to follow along
- Graphics to help illustrate your points
- Collect student ideas
- Posting course objective
- Posting course agenda
- Collect ideas on Post-Its so you can move ideas around
- Student recording

GOT NEEDS?

By BMC Karl Beeman

Most of us remember Maslow's Hierarchy of Needs from Psychology class or the quick mention of it in IDC, but what is it and how does it apply in the classroom? Created by Abraham Maslow, this basic theory that needs are established in a pyramid with the idea that lower level needs must be met before moving upwards toward Self Actualization. The theory is in fact a category of common sense, but allows a visual reminder to aid us identifying basic needs of our students, and to assist us in identifying when needs may be missing in our students based on behavior.

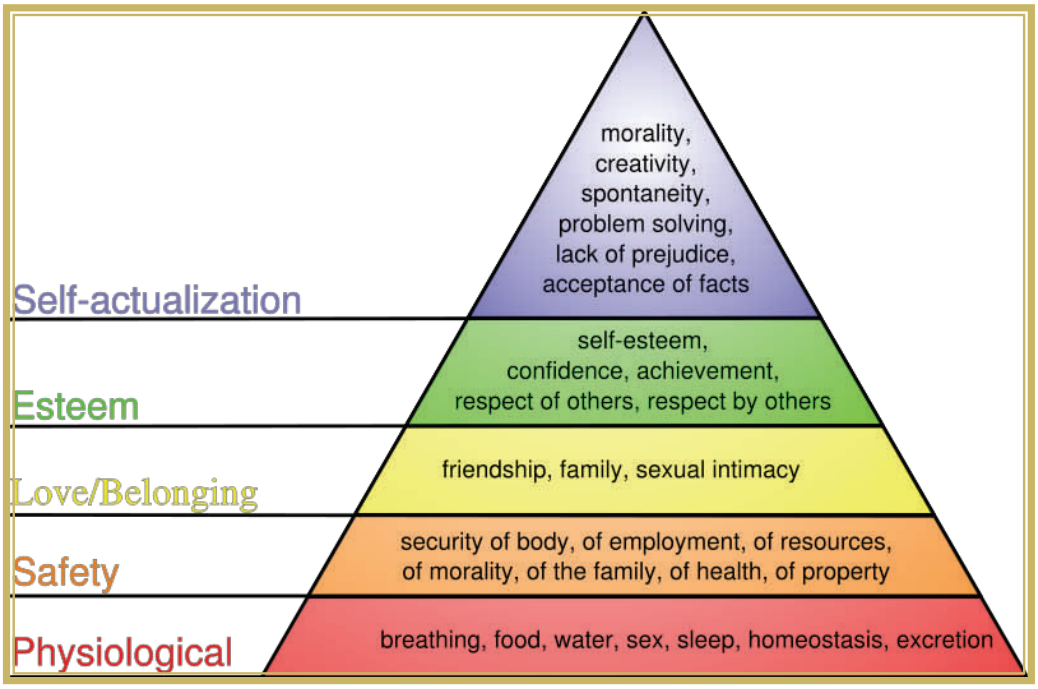
The lowest level of the hierarchy is known as the Physiological needs. This includes food, water, and sleep; necessities for human life. We ensure this level is addressed through the issue of RIK cards, ensuring every student receives three meals a day. The first day of class, identifying where the galley, mini mart and snack machines are located ensures access to this need. If you are teaching in an arena where RIK cards are not issues, then simply providing muffins or snacks, and coffee in the back of the room helps satisfy those needs. This allows that student in financial crisis and may not be able to afford lunch, the opportunity to meet this basic need. It also allows the instructor to identify a potential needs issue if that same student loads up on all the muffins every day, there may be a bigger issue at hand.

The second level in the hierarchy is Safety. This includes feeling protected in your job, your health, and your property. At the beginning of each class it is important to identify where the medical facility is, the hours for sick hall, and emergency procedures for the classroom. This shows the student that you have their safety and security in mind and helps put them at ease.

The third level is Love and Belonging. In this level, the need for friendship and family is visible. There is a strong sense to belong. If someone has no desire to become a part of something, then perhaps there is a deficiency in a lower need. If a student is riddled with fear and anxiety (not feeling safe or secure) then the desire for entering that group may be minimal. We can work to satisfy this need through posted ground rules to ensure a safe environment, and the use of icebreakers to begin to establish a sense of belonging within the class or group.

The fourth level in Maslow's Hierarchy of needs is Esteem. This level has two parts, the first being the need for respect of others. This part is the need for status, fame or recognition. The second part is self-respect, confidence, competence, and mastery. Feedback plays a key role in establishing this need. When a student answers a question regardless of the answer, through proper feedback and encouragement you will create an environment that fosters esteem growth. Identifying when students are doing well will assist in moving the student into self-respect. The simple phrase "great job" has a lasting impression on students. Positive praise publicly will help satisfy this need. If you are still not convinced, ask yourself how long it has been since you were told "great job" or told someone else "great job" and you will find how difficult society has become in satisfying this need. Perhaps that is why we struggle to reach the highest level in Maslow's Hierarchy of Self Actualization.

This is where we are filling our true potential. If our students have not eaten properly in days because they lost their RIK card, they feel threatened in the classroom to even come forward and tell someone, feel isolated within the class, or have low self-esteem because they are struggling on their tests and facing disenrollment...are they operating at their full potential? Can we help identify missing needs when we see a student like this, and assist them in moving through the hierarchy so that they can reach their full potential? We all have needs, and Maslow's theory is common sense, but sometimes it is the most obvious that it is ignored.



SHOOT OUT—SHUT DOWN

By AMTC Marc Triglia

In our previous News Letter, I wrote an article titled "Friend or Foe" in reference to instructor/student management challenges and the "Know it All" student. http://www.uscg.mil/hq/cg1/TracenPetaluma/IDC/newsletter.asp

In this article, we will discuss the "Sniper" student. The "Sniper" usually has Ill Intentions to discredit you and or your lesson. Listed below are some Indicators and Characteristics of the Sniper" (also known as a challenger or sharp shooter)

He or She:

- takes verbal shots at the instructor, to test their knowledge or skills. Often, these actions take place during the lesson, so all can observe. The Sniper's intentions are to try and make themselves appear more knowledgeable and creditable than the instructor by shooting down instructor credibility and derailing lessons.
- may attempt to side track instructors by asking probing questions outside the scope of training.
- may become unprofessional
- creates and uncomfortable environment

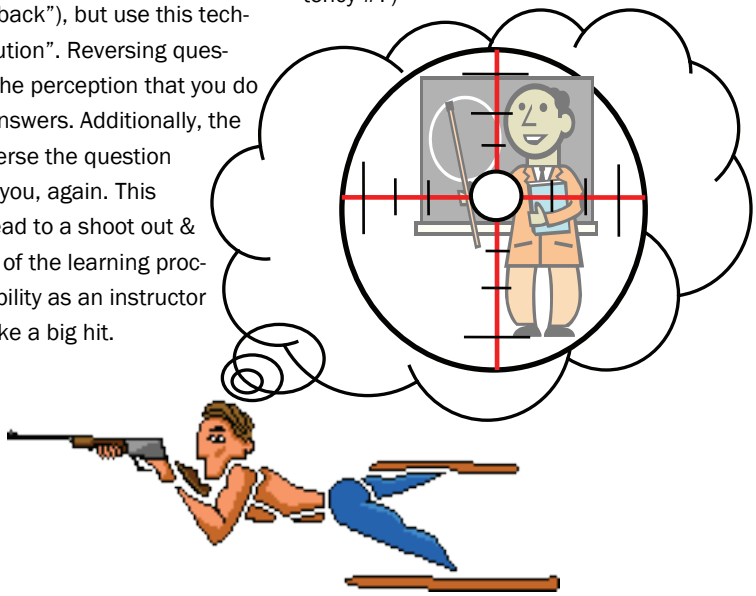
I can think of few benefits to having this student in your training. However, one way to benefit is to significantly raise your credibility by calmly getting this student to retreat. This demonstrates you are in control of the lesson. The following is a list of strategies that will assist you with managing this type of student.

- Be well prepared. Preparation is Key. Study your lesson plan, research your subject, anticipate student questions and review the Frequently Asked Questions (FAQ's) in your Instructor Guide. Add to the FAQ's for your future reference and for other instructors.

- Utilize the Parking Lot (or anchorage as we Coast Guard folks refer to it) for questions outside the scope of your training.
- Refer to the Lesson Objective and Agenda (which is posted throughout the lesson, "Right"?) to remind all of the task at hand and to stay on track.
- Display a Calm, Confident, Non-Confrontational demeanor when dealing with this student challenge. As the saying goes, "the one who angers you, controls you". You must maintain control.
- Attempt to "Turn" the sniper into an Allie. By demonstrating the behaviors above, it is possible you will gain the respect of this student. This student could possibly become your most attentive and supportive student.
- Use reverse questioning. Reverse the question ("fire back"), but use this technique with "Caution". Reversing questions can give the perception that you do not know the answers. Additionally, the sniper may reverse the question ("fire back") at you, again. This could quickly lead to a shoot out & total shutdown of the learning process. Your credibility as an instructor & leader will take a big hit.
- Patience. Group Dynamics may work in your favor. Often, other students sense the sniper's Ill Intentions. The other students will indicate they do not appreciate the behavior; peer pressure is applied and the sniper backs off.
- One on One communication. If none of the above strategies are working, talk with student on a break or after class. Seek to understand the underlying issue(s). This student may be dealing with personal issues (unrelated to you or your instruction) and is lashing out at you. Seek to understand and establish mutual respect.
- Personality conflict. Come to an agreement or remove this student from your training. Note: removing a student or using disciplinary action (ex. report to chain of command) should be a last resort in most situations.

It is not a matter of "IF but "WHEN" ! You will face these challenges.

Remember, you are to manage your classroom. Be Calm, Collected, Confident and Prepared. It is our job, as instructors, to Manage an Environment that Fosters Learning and Performance (CG IFF competency #7)



AGENDA: ROADMAP FOR SUCCESS

By BMC Karl Beeman

We have all known or experienced someone with a hidden agenda, and the negative nuance surrounding that term has been used for years. Our Agenda should be in plain view, discussed, and followed, to ensure success and create a positive environment for everyone.

Agendas come in all shapes and sizes, but they all serve the same purpose by outlining the plan and steps to reach the goal. Having an Agenda for a class allows students to visualize the course and plan for their own success. Each day we should have Agendas posted to show the flow of the day. The structure allows for planning and execution of the day. Agendas are a visual reminder of what was accomplished and what still needs to be covered. Each module should have an Agenda to show the flow of the module itself and track the flow of the content being delivered.

How do Agendas help the students? Knowing what to expect sets the student at ease and prepares them to learn new skills. A simple Agenda allows those students who need to read ahead as part of their learning style that opportunity to prepare for upcoming modules. It affords that late arriving student the change to gauge where the class is at and what was missed and will need to be reviewed.

How do Agendas help the Instructor? An Agenda shows the intentional flow of the class, and assists in keeping the Instructor on track. It is easy to get diverted in the classroom by student questions or events, but having a posted Agenda allows the focus to return to the content designed and the goal ahead. A posted Agenda is a valuable tool in classroom management when difficult students try to lead an instructor down another path or ask about content not yet covered. Having an Agenda to refer to allows the Instructor to regain control of the flow of the class.

Why post an Agenda? Having an Agenda in a course book is great, but if that is the only place the Agenda is posted then it really becomes a hidden Agenda and serves no purpose afterwards. Having the Agenda visible on the wall within the room allows it to be used more effectively as a management tool and visual reminder to both the students and the Instructor.

It is required? The Coast Guard Instructor Feedback Form lists creating and publishing an agenda for the students under Competency #2. I would argue that it also falls under Competency #7 by managing instructional time effectively and avoids digression. Also under Competency 10, "Visual Aids support the Objectives and teaching points (what better way than a poster showing what the teaching points are in an Agenda)

So...are Agendas really that important? Only if you want to know where you are going, you want your students to follow you, and you want to make sure everyone gets there.

(Continued from page 2)

and knowledge. Participants may not have specifics of the task at hand but they often have related skills. Part of our job as instructors is to put those skills to use in the learning process. For that to happen we have to relinquish control. Relinquishing control shifts the responsibility of learning to the student where it belongs.

I'll admit it, letting go is uncomfortable but for the majority of our students letting go is absolutely critical. Instructors don't need heavy hands unless absolutely required. What we need is a better understanding of ourselves and our participants. We need to realize that our training sessions are filled with a wealth of experienced people who want to share what they know. Encourage their participation, promote their practice and support their efforts to share. Let go and let students take more responsibility for learning. Remember, the learning is in the wobbles.

Instructor Development Course

Course Number

230130

Length: 1 Week

Gives novice instructors skills & knowledge and is the starting point to becoming a qualified instructor.

Course Developer Course Resident

Course Number

502092

Length: 2 Weeks

Gives CG Personnel the basic understanding of the Instructional Design Methods used by the Coast Guard.

Course Developer Course Non-Resident

Course Number

502093

Length: 2 Weeks

Gives CG Personnel the basic understanding of the Instructional Design Methods used by the Coast Guard. For EOCT/SWE Writers

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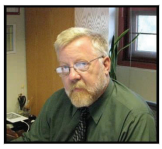

L3/ CDC Course Support

Ted Brechbill

L3/ IDC Course Support

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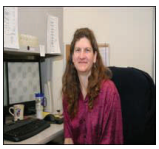

L3 / ICET Data Base Support

Dee Bruno