

Power Teaching

In which you discover and renew
your joy for teaching

Module One: Name it to Claim it



*“There is no end to education. It is not that you read a book,
pass an examination, and finish with education.
The whole of life, from the moment you are born to the moment you die,
is a process of learning.”*
-Jiddu Krishnamurti

Welcome!

BACKGROUND AND OVERVIEW OF POWER TEACHING

I am so honored and delighted that you have decided to take this course!

My intention is that you:

- Improve the quality of your instruction
- Increase your joy and creativity in the course design process
- Help you apply what you have learned about teaching in many parts of your life and business
 - in written communication, presentations, coaching sessions, meetings and retreats.

REMINDER OF WHAT'S IN STORE FOR THIS COURSE

1. **Work on a specific idea for this course.** It can be anything from how to change your own motor oil, how to reduce stress, how to take a great picture, how to eat gluten-free or how to drive more traffic to your blog.
2. **You will spend 30 days learning tips, tricks and expert methods** to structure the content and communicate it to your audience in a way that will cement their learning and have them singing your praises to the rooftops.

OVERVIEW

MODULE ONE

Before digging into course design, you want to clearly define whom you are trying to teach, what you want them to learn, and specific outcomes you want them to attain as a result of the courses. These very important steps will help you make decisions about what to include, how to present it and which materials will support the learning process. This module includes:

- Setting course intentions
- Defining learning objectives
- Whole brain involvement
- Adult learning principles

MODULE TWO

Once you are clear what you want to accomplish, you begin to flesh out the initial course outline in a Design Document. This contains an overview of the learning objectives, content, teaching modalities, activity descriptions and specific material to be developed. This module includes:

- Design documents
- Performance diagnosis
- Learning modalities
- Learning aids

MODULE THREE

Depending on your mode of delivery, there are very specific tips and tools for teaching effectively. This module will be divided in two sections and cover:

- Power practices for live training sessions
- Power practices for online or telephone courses

MODULE FOUR

At this point in the course you should have a clear idea of the overall objectives, design and flow of your course. This module includes:

- Material design
- Delivery and evaluation

MODULE ONE:

SETTING COURSE INTENTIONS

Although not a formal part of instructional design, before teaching a class, I like to get very clear about my intention for the course participants. In particular:

How do I want them to *feel*?

What do I want them to *know*?

What do I want to help them *do*?

For example, my intentions for this course are to:

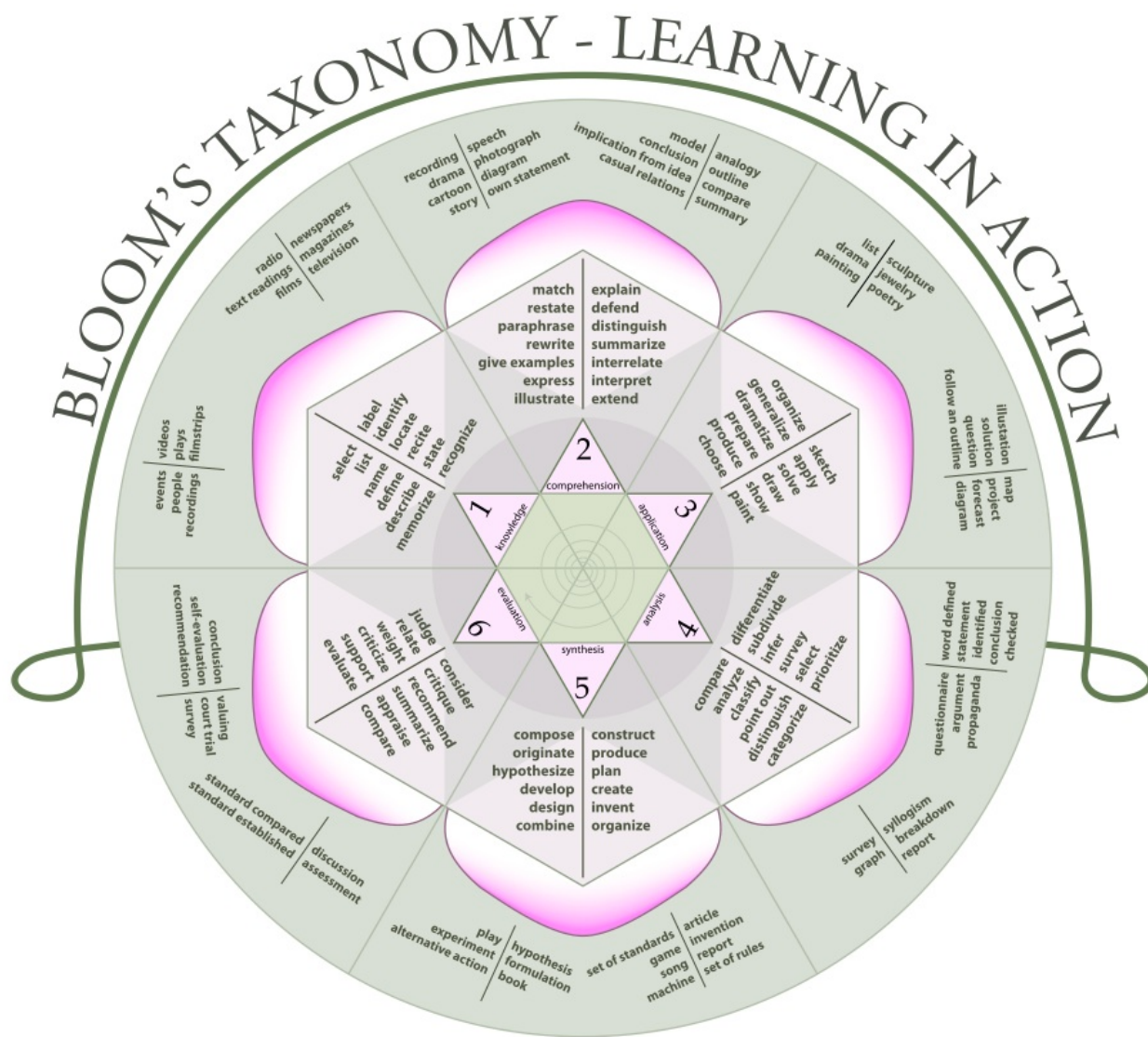
- Improve the quality of your instruction
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DEFINING LEARNING OBJECTIVES

Learning objectives are the backbone of instructional design. They help you get crystal clear how to approach your class, what to include, and perhaps most importantly, what NOT to include.

Learning objectives are very specific and should be able to be observed by bare human eyes. They start with action verbs like:

- Defines
- Explains
- Demonstrates
- Identifies
- Categorizes
- Compares



(Image source and credit here: http://en.wikipedia.org/wiki/File:Blooms_rose.svg)

Instructional design works like to get exceptionally detailed about objectives. I don't want to freak you out too much, but some of you may get a kick from a complete description of the detailed research on Bloom's Taxonomy:

http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy

What is important for you to know about learning objectives is that learner outcomes should be observable and evaluated. For example, the learning objectives for this course are:

At the completion of Power Teaching, participants will be able to

- Write clear learning objectives
- Create a design document
- Apply the principles of adult learning, brain science and communication style to class design
- Describe and apply techniques for managing classroom and online environments
- Choose from a wide variety of learning activities and instructional methods when designing a course

ADULT LEARNING PRINCIPLES

Motivation and retention

Adults...

- Determine their own learning opportunities
- Are motivated to learn when they see what's in it for them
- Are motivated by professional peer pressure
- Use their experience as a lens to new information -- sometimes making it hard to see
- Like to revisit their own experiences to learn
- Experiences can assist or block learning new things
- Tend to be "velcro" learners - 90% of what they learn is tied to previous learning
- Value concrete benefits and rewards from training

Methodology

Adults...

- Like variety in learning
- Retain information they discover
- Value practice over being told what and how

Environment

Adults...

- Appreciate a comfortable atmosphere
- Hate to have their time wasted
- Require respect and consideration

MODULE ONE EXERCISES

1. Briefly describe the topic of your class
2. Describe the intended audience for your class, in as much detail as possible
3. Define learning objectives for the class, starting your sentence with

“At the end of [working title for your class], participants will be able to:”

QUESTIONS

Please email any questions to support@pamelaslim.com.