# EXPECTATIONS FOR PRESENTERS

As a part of your Instructor training, you will be expected to make a presenter to your fellow learners. We encourage you to review these expectations as you are planning and developing your presentation.

* At the beginning of your presentation:
* Identify yourself and your topic
* Ask participants to turn to the pages in the curriculum you will be presenting
* Read the objectives for your topic
* In your presentation:
  + Include both a short lecturette and an activity
  + During the lecturette, use examples from your own experience. Illustrate your points
  + Allow time for participants to ask questions and discuss their reactions to the activity and what they learned, in pairs or small groups
  + Encourage participants to interact with different people when they have group activities. *Move them around!!*
* Stay within the time frame requested by your Master Trainer and allow 10 minutes at the conclusion of your time for comments.
* Use the activities listed in the curriculum and the overheads and handouts.
* You are not expected to cover the entire chapter your have been assigned.
  + Pick the information and activities that will fit into your time allotment
  + It is better to do part of a topic thoroughly than to attempt more than is possible in the time you have been assigned
* Check with the presenters who precede and follow you about their presentations.
* Try to have a variety of instruction modes
* Three brainstorms in a row can be deadly
* Remember to focus your presentation as if you were instructing CDF’s.
* Take advantage of coaching from the trainer(s).

###### As a courtesy to other presenters, return promptly from breaks and lunch.

# NCDA INSTRUCTOR PEER FEEDBACK SHEET

Course Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments**

**Excellent Good Fair Poor N/A**

***Introduction of Self and Subject***

***Knowledge of Subject***

***Handouts***

1. legibility
2. attractiveness
3. usage (during training)

***Use of Presentation Aids***

1. Power Point
2. computer displayed images
3. graphic arts
4. video/audio tapes
5. Internet resources
6. Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Use of flip chart/white board***

1. legible
2. visible
3. eye contact

***Variety of teaching styles***        
 (Lecture =\_\_\_\_% of time.)

1. use of props
2. use of groups
3. use of games
4. use of appropriate, sensitive humor
5. use of examples
6. use of space (room set-up)

***Trainee involvement***

1. eye contact      \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. responsiveness to questions
3. soliciting feedback from audience
4. managing feedback from audience
5. use of space (movement)

***Appropriateness of***

1. language
2. examples

*Additional Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*