In Part 5 we will discuss the basic principles of effective teaching. In Part 1 we addressed the characteristics of adult learning and specified some teaching strategies to use to address these characteristics. The following two slides are additional tips to consider when implementing your instruction.

As you will recall, we identified the instructional methods and their effect on retention of information. As a teacher/facilitator you can enhance learning while you teach by ensuring you can perform all of the tasks on this slide. These include: knowing the content, maintaining eye contact with the audience; speaking clearly and with enthusiasm; using hand-outs and other audiovisual materials appropriately; and engaging the students in interaction. Additional tasks are making the information understandable to the particular target audience; being visible to all in the selected setting; dressing in a professional manner; making sure to define and reinforce definitions of unfamiliar terms; providing time for practice/application of concepts; and ending with a summary or review of major points.

In addition, you should create an appropriate learning climate by paying attention to the following elements: creating comfortable seating, room arrangement and lighting for the learners; eliminating distractions such as noise and extremes of temperature; ensuring the audiovisual equipment works well; and providing a non-intimidating atmosphere to encourage student participation.

We can readily understand why we need to evaluate the student's performance, but why do we need to evaluate the program? First, it provides a forum for students to evaluate whether the objectives of the program were met. It provides valuable feedback to the educator, including items to add/delete or modify for future programs. A program evaluation also provides justification and accountability for the program, and is often required by funding agencies, sponsors or accrediting bodies (e.g., Joint Commission).
Evaluation Methods for IP

- Learner self-assessment
- Focus group discussion
- Interest-finder surveys
- Tests
- Personal interviews
- Job analysis & performance review
- Observation
- Quality improvement findings
- Incident/injury reports
- Advisory groups

Evaluation can occur during the design and planning of the educational session (which is referred to as formative evaluation) or after the session is conducted (which is referred to as summative evaluation.) Here are a few suggested methods you can use for evaluation. The learner can fill out a self-assessment. The educator can hold focus groups to solicit feedback. Surveys, post-tests or personal interviews can be used. Program evaluations can be used to analyze job requirements, or conduct performance reviews. Several other evaluation methods are listed on this slide.

Elements of a Program Evaluation

- Appropriateness of program design
- Adequacy of teaching & instructional resources
- Knowledge, skills & attitudes learned by the participant

The program evaluation form should include the following elements:

- The appropriateness of the program design for the topic and audience
- The adequacy of the teaching and instructional resources
- An evaluation of the knowledge, skills and attitudes learned by the participant.

The first two elements are usually conducted at the end of the educational session. Click on the link to see examples of program evaluations.

Evaluation of Performance

- Objective & subjective evaluation tools
- On-the-job performance
- Projects, presentations, portfolio

Assessment of learner performance can be conducted at the end of an educational setting in the form of a test, quiz, and project or on an ongoing basis such as a review of job performance. The method you will use to assess the students’ performance is ultimately based on the learning objective. That is, if your learning objective is to ‘list the steps in the handwashing procedure’ your method of evaluation could be an objective based assessment. If your learning objective is to demonstrate the handwashing procedure, then your assessment should be the actual performance of washing hands.

You can refer back to the slide on methods of evaluation for suggested methods.

Data Collection Methods for Evaluations

- Measurements made at special times: pre & post-tests
- Direct observation of behavioral changes
- Questionnaires
- Interviews

In addition to an evaluation form, you can collect data at specific times such as pre and post tests. Or, you can conduct observations, directly through observation and interviews, or indirectly through questionnaires. Once you have evaluated the program and/or student performance, it is important to use these results to continually update and improve your educational session.
| Slide 10 | **Question 13**  
|---------------------------------|---------------------------------|
| - *How will you evaluate the learners performance?*  

| Slide 11 | **Conclusion**  
|---------------------------------|---------------------------------|
| - Make sure you have completed up to #13  
- Concludes Part 5 | At this point, you should be up to and have completed #13 on the Educational Strategies Planning Document. This concludes Part 5. |