# 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*