

Gaining And Retaining Class Interest

Visual aids serve as a common denominator

H. H. McKELVEY

One of the toughest situations for any Training Specialist to be in is to teach a subject to a classroom of employees who have widely different ages, backgrounds and educational levels.

Not only must the specialist solve the problem of how much information to present and how fast, he also has the problem of keeping the whole group mentally alert. Going too fast or too slow, presenting too much or too little definitely affects the interest level, quality of instruction and desire to learn. We alleviated this problem somewhat at Temco (in several process classes where the problem was the greatest) through pre-class planning and the use of cartoon-type drawings as visual aids. The subject matter is actually presented around these visual aids, i.e. the visual aids guide the presentation.

To determine the amount-time sequence of data that should be presented

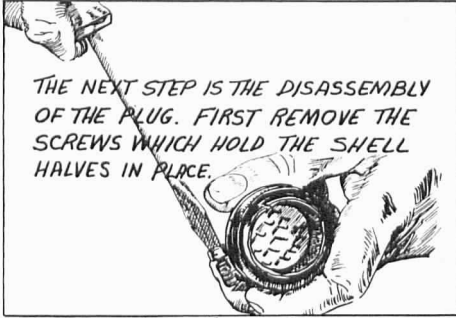
to a class, our specialists have a certain information gathering to do. They also have planning to do.

At Temco, Training Specialists for these particular process classes have the following information available to them concerning each class member:

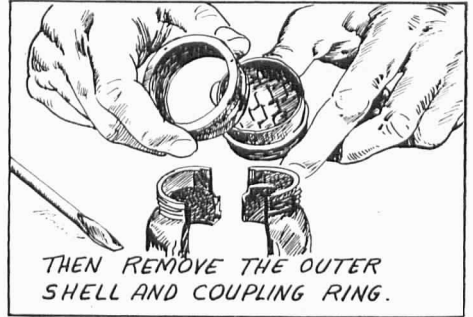
1. Age
2. Education level
3. Length and kind of experience
4. Psychological test data such as:
 - a. Mental Alertness
 - b. Rate of Reading Comprehension
 - c. Aptitude
 - d. Job Knowledge, etc.

One of the first things the specialist looks for is the difference in extremes in the group. In most cases, the smaller the distance between top and bottom, the easier job he will have with his presentation.

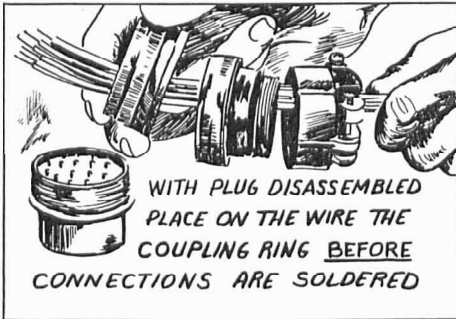
H. H. McKELVEY, a native of Comanche, Texas, attended Tarleton State College at Stephenville, Texas and has experience as bench inspector for engine overhaul; field service mechanic, modification and overhaul; five years instructor in aircraft and engine CAA certified school; two years as superintendent of training in an aviation school, and five years as a training specialist with Temco Aircraft Corp., Dallas, Texas. He holds Civil Aeronautics Administration licenses as: Aircraft Engine and Airframe Mechanic; Aircraft Engine and Airframe Instructor; private pilot; and Deputy Aircraft Maintenance Inspector.



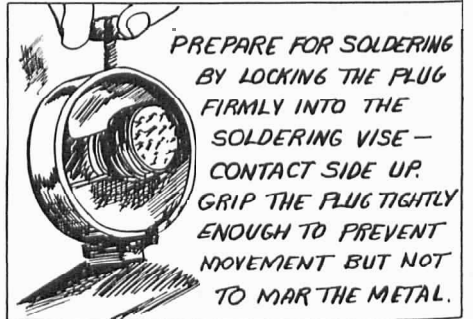
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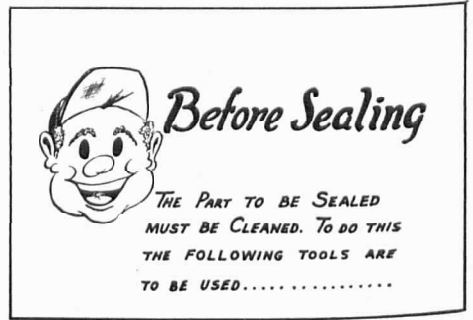
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Part of a 2x2 slide sequence (and manual) for Temco course in soldering connections.

Next, the specialist isolates those he believes can help in his presentation due to their background, experience and test scores. He also picks out those who may need more than the average help in assimilating the information he is to present.

After analyzing all of these data, the specialist then decides the amount-time

sequence for each class group. Naturally, he won't hit it on the head every time. Some whom he thought would be slow learners are faster than anticipated. Some of those anticipated to be slow learners may be even slower than he thought. In certain cases, these may require individual coaching or further supervisory action. The important point



Sample illustrations from a Temco sealing course.

is this—the specialist is well prepared to create the most learning possible in each class. Any necessary adjustment in his calculations can be made during the class.

The subject is presented using cartoon-like visual aids as guides. These aids are 2x2 color slides and are presented in logical sequence, showing the techniques of performing certain processing jobs. The specialist gauges the amount of explanation from his pre-class planning and the responses from the group.

After the slide presentation, the specialist hands out a 5x8 training manual that is a printed copy of the 2x2 slides. This manual aids the instructor in his review of the subject and acts as a text for future reference and review after the students have completed their training and returned to their regular jobs. The manual is small enough to fit into a tool box for ready reference.

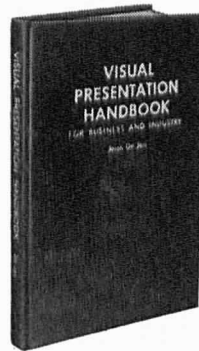
We feel that in using this approach, individual learning in a group situation is greatly facilitated. The specialist is well prepared, confident and attentive to the problems of the group. He uses well prepared, interesting, eye-appealing visual aids that the class can take away in the form of a manual. In essence, our class groups don't stand a chance—they have to learn!

Kempfer To India

Dr. Homer Kempfer, formerly Executive Director of the National Home Study Council, has accepted a position as Chief Adult Education Advisor to the Government of India in New Delhi.

Palkot Is NYPMA President

The New York Personnel Management Association has announced the election of Mr. Edward Palkot as President. Mr. Palkot is Vice-President of Marine Midland Trust Company of New York and a member of ASTD. Mr. Bernard Kinzer, who was elected to the position of Vice-President of this Personnel organization is Assistant Director of Employees Relations, Columbia Gas System, and is also a member of ASTD.



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