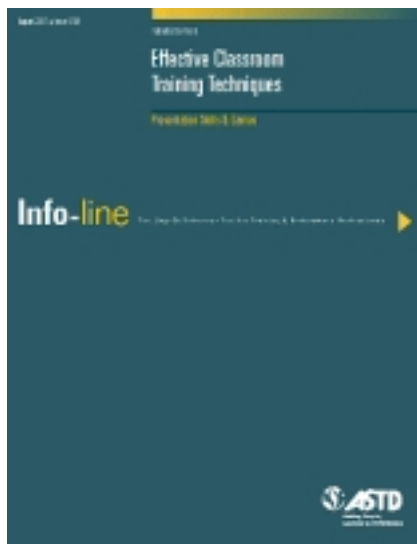


CLIP & SAVE



Info-line is ASTD's how-to reference for training and performance professionals, with practical, concise information in an easy-to-read format that gets you up-to-speed on training topics in minutes.

Even the best-planned training course can flop if the methods aren't varied. Each segment of your training should include at least one or more of these elements: interactive presentations, case studies, simulations, and other techniques.

This issue of *Info-line*, "Effective Classroom Training Techniques," provides the know-how to choose and develop the methods best suited for your training session, as well as the techniques for using them effectively. It also helps you determine the appropriate techniques for specific situations.

How to Order

You can purchase a copy of *Info-line* No. 250108, "Effective Classroom Training Techniques," by calling the ASTD Customer Care Center at 703.683.8100. Use Priority Code ILDTD.

Assessment: Effective Classroom Training

The following checklist will help you assess the effectiveness of your classroom training techniques.

Directions: Complete the checklist by checking yes or no next to each item. "No" answers indicate areas where you may need to improve your classroom training. Record possible solutions and ways to improve in the comment section.

	Yes	No	Comments
Icebreakers and Energizers			
1. Planned icebreakers and energizers for the course.			
Interactive Presentations			
1. Projected voice and periodically changed pitch, tone, and volume.			
2. Maintained an appropriate pace.			
3. Avoided the use of fillers, and enunciated clearly and distinctly.			
4. Used participant names, and praised them.			
5. Used familiar terms and expressions, and used numerous examples.			
Questioning Techniques			
1. Developed some questions in advance, designed them to be brief.			
2. Asked questions of the entire group and to individuals.			
Brainstorming			
1. Announced brainstorming rules and the topic or problem.			
2. Maintained a written record of ideas and suggestions.			
3. Involved the participants and provided positive feedback.			
Group Discussion			
1. Arranged seating to encourage interaction.			
2. Shifted the conversation from the facilitator to the participants.			
Case Studies			
1. Identified a situation, problem, or issue.			
2. Provided questions that encouraged participants to focus on the problem.			
3. Highlighted key points on the flipchart.			
Role Playing			
1. Briefed participants on their roles and on the background information.			
2. Asked observers to record their observations.			
3. Created a set of discussion questions for the follow-up discussion.			
Demonstration			
1. Kicked off the demonstration with an effective introduction and questions.			
2. Allowed participants time to practice.			
3. Coached participants during practice session.			
Simulation			
1. Determined purpose of simulation.			
2. Established parameters for simulation.			
3. Engaged participants in feedback process.			
Games			
1. Selected a game that was fun and enjoyable.			
2. Selected a problem or situation that was related to the learning objectives.			
3. Facilitated activity.			
4. Engaged participants in follow-up discussion.			