

seller's counter offer to the buyer's offer. This has the potential of one of those hell-bent transactions. (Sure enough, another agent discovers that the purchaser *did not consent to the counter offer in writing*, but only consented verbally. That other agent procures a written offer from his own purchaser *for more money*. The seller wants to revoke the prior counter offer. I hear this dispute on a regular basis.) Information presented in the pre-license course should help the agent. This possible dispute requires knowledge about the Statute of Frauds and Perjury plus the *exceptions* to that Statute. Real estate agents seem to solve the dispute by saying: "if you ain't got it in writing you ain't got nothing!" I don't know where that phrase originated but it seems to be known in every county of my state! The truth is that there are very well established exceptions to that Statute. These exceptions may permit court enforcement of verbal agreements!. It's lawyer time! The agents should have remembered information from the pre-license training course and obtained lawyer input into the situation.

Did you notice the phrase "late at night" in the above example? There is another angle to this example which involves License Law and Rules and Regulations. In a state disciplinary matter, the agent obtained buyer verbal consent to the counter offer. It was late at night. The agent neglected to drive a distance of three (3) blocks to obtain buyer written consent to the counter offer. Problems ensued. The agent's professional competency was scrutinized by the state regulatory agency.

Pre-license courses contain information necessary for transacting difficult real estate transactions. Don't let anyone tell you that pre-license training is superfluous.

Chapter #4: The Challenge of Challenging Students

Overview: This chapter explores various student behavior and personalities. This chapter explains that student behavior and personalities may create good learning opportunities.

As a result of studying this chapter, you should be able to:

- List several ways to limit student grandstanding.
- Analyze a practical method to reduce student interruptions.
- Recall four (4) techniques for quieting talkative students.
- State a method for allowing more favorable student seating within the classroom.
- Restate ideas for dealing with sick students, agent impersonators, stonewallers and newspaper readers.
- State the value of having skeptics, old seasoned pro's and the hot-shot new agent in your classroom.

Troublesome Creek Realty has some very interesting agents! Their personalities can present some challenges in the classroom. Their personalities may also be a great asset to your presentation!

Student Grandstanding

Grandstanding is when a certain student or students monopolizes the classroom conversation. If you haven't encountered a grandstander, it won't be long!

Maybe the best way to handle a grandstander is to *bump into* the grandstanding topic at the beginning of the seminar. I think most students expect an explanation of the classroom rules. One way to bring up the topic is to say: "any body ever been in a class where someone was a grandstander?" Most students will smile and nod in agreement. Some might groan. "As your instructor, I'm going to monopolize the

conversation in my classroom. That's what I am paid for. That's why students are returning to my class." Once I say that, the potential grandstanders take the hint and are really nice students.

Here's what I say when opening the class for discussion. "Now, in my seminars, I have a rule. Here's the rule: no one has the right to respond *twice* until everyone has had the opportunity to respond *once*." Grandstanders usually take the hint.

Here's another idea. If someone is suffocating class participation, try and say something like this: "Now Joe is really pulling his weight in this class. And Joe, congratulations! We are going to retire Joe out for a few minutes. . . *just for a few minutes*. Anybody else have any ideas?"

You must be careful doing this as Joe may feel insulted. Here's a possible way to proceed. After a few minutes, maybe fifteen, bring Joe back into the discussion. "Joe; you've had some great ideas in other discussions. What's your take on this issue?" You've got to bring Joe back into the fray. Joe is your friend but just a little too eager in his participation. Bringing Joe back into the discussion is a great compliment to Joe. If he starts grandstanding again, just *retire* him out again. He'll get the idea.

A student walked into class. I recognized the student as a person who had done some grandstanding in a prior class. I made the grandstanding comment at the beginning of the seminar. It worked well. There were no problems.

Interruptions and hand-waving

This student may not even let you finish your comments. You are in the middle of a statement and they have something to say or ask. "Please extend to me the courtesy of finishing my comments. I'll come to your question in just a minute."

Another way? Bump-into-it-early. At the start make mention that: "before each break there will be a Q & A session. Please hold your comments until then."

Interrupters and hand-wavers can make the class interesting. Don't let your students fall asleep using long, boring lectures. These people can be real assets in your class. If your lecture is boring let the students interrupt you. Let them wave their hands. Let them know that is okay to interrupt you at any time.

Students talking while the instructor is talking

The agents at TCR are very social. You can see them visiting in the hallways and going together for lunch. They play golf together. Their families vacation together. They raise money working together in committees and help build homes for disadvantaged or homeless persons. They work together and socialize together. They also sit together and talk during class sessions. Some of these TCR agents are just plain talkative!

"Can you all hear me okay?" That's the first thing I say when seeing people sitting and talking to each other while I am presenting. I may say that two or three times over a five minute period if they persist. Other students get the hint and help quiet chatting students.

I may start the class by saying, "I received a critique from a student in another class. He told me there were people talking during class and that I didn't do anything about it. The student said he paid a lot of money for the class and didn't appreciate me allowing them to be so rude." Funny thing is, I didn't see or hear them talking; I was focused on my presentation and didn't take notice of any disruptive students.

This may help. Try the “pregnant pause” technique. Here’s how it works. You notice someone speaking to their colleague. Raise the volume of your voice for several minutes and *quickly* stop speaking. When you stopped speaking, only the talking students will be heard. This draws attention to the talkers; hopefully they will take the hint and stop their conversation.

Here’s another idea. While the students are talking, slowly make your way closer toward them. Continue your presentation while standing only a few feet from these students. Speak loudly so that they can’t hear each other. Hopefully they will get the hint.

This technique can work well: make strong eye contact with these offending students. Don’t do anything that could be interpreted to be mad-dogging or harassment. Just make certain that you capture their eye contact until they get the hint.

The United States Supreme Court was in session. The Chief Justice was presiding over a televised impeachment proceeding. Some of the elected senators and representatives were talking while the chief justice was bringing order to the session. The Chief Justice had already asked for silence within the chambers. Their noisy conversations continued. The Chief Justice said this: “please take your conversation to the hallway.” He repeated the statement until they stopped talking. That was a great line and I think it seemed to work.

The situation was difficult. The students had been my students for years. When I would mention a certain fact or bring up a certain idea, they would turn to each other and begin talking about it. It wasn’t loud speaking, but it was an irritation to me and others in the classroom. I tried the pregnant pause; I tried other techniques. Nothing worked. Finally, and in total exasperation I asked, “have you two people been vaccinated with phonograph needles?” That question originated from an old joke; it’s an insult toward non-stop talkers! We all have friends like that, right? The students were so young they didn’t get the joke. One of them said, “What’s a phonograph needle?”

This topic is difficult. I try to be courteous to my students, maybe to a fault. Other instructors might advise: “be rough with them. Get into their faces; tell them to get out and not come back.” I don’t like that strategy. If you get bent out of shape it can have a lasting, negative influence for the entire seminar. Avoid being impatient with all your might!

Whatever strategy you use, play with it, experiment with it and see if you can get the desired results.

Gum chewing, sunflower seed cracking, wrapper rattling, food smells, ball point pen clickers, etc. Some students are just plain noisy. They may not be aware of what they are doing but it may disturb the class. The disturbance that bugs me most is the ball point pen clickers. “These pen clickers just drive me nuts and I’m going to be judicially committed to the clerk of district court insanity proceedings!” That line gets a laugh or two and helps prevent pen clickers.

Modern snack packaging is made from some high tech material, is hard to open and causes a lot of noise.

A certain student would arrive each morning with a new bag of sunflower seeds. You could hear her crack each shell between her teeth and spit the shell into a plastic cup. Maybe I should just spend the money to give her a bag of shelled sunflower seeds! I’ll try that next time around.

Maybe I’m the problem. As we get older, sounds become more of a nuisance. I must somehow get over it or devise some way to stop all the sounds. Before becoming too upset, maybe I should wait for student

complaints.

I'm not perfect. I was sitting at the rear of a long, narrow classroom. I was a student in the class. I peeled an orange. The instructor commented: "did someone just peel an orange?" Seems the smell of the orange quickly permeated the air space. The instructor was perhaps giving a hint against eating in the classroom.

Here's an idea. Dr. Phil was interviewing a person who was impatient with the sounds made by other people. He asked her if she made sounds. "Yes, I make sounds." He then asked, "do your sounds bother you?" She responded "No."

Here's the idea: Tell the Dr. Phil story and then tell people, "I'm certain that I make sounds that may irritate you people. Let's make a deal; I'll let you know about your sounds and you do the same for me!"

Heavy deodorant, perfume, alcohol breath, early morning breath, powder, tobacco, etc.

Occasionally, students arrive with odors. Students may complain to you of these odors. You can hardly tell the student to "fix their smell." How are they going to do that? Idea: make certain that extra seating is available throughout the classroom. During the announcements, indicate a seating option for changing their seating for any reason. "If you have difficulty hearing me or seeing my presentation or whatever, please feel free to move to another location." If students don't like the smells of their neighbor, there is room for them to move.

If your students move away from you, your personal hygiene may be having an adverse effect on them!

Sick students

If students confess to stomach flu, get them out of the classroom. If students are coughing, sequester them in some isolated part of the room. Everyone will appreciate your extra effort in this matter.

A student returned from break with bad news: "I think Mr. _____ has died in the bathroom." Thankfully he was alive, but I got him home early. (Students in the class wanted me to give him his full time attendance certificate. The regulatory agency only allowed a limited certificate.)

One of my students was having difficulties finding his way back to the classroom after breaks. I think instructors owe special help to students suffering from any physical or mental ailments. Keep a close eye out for them. At the end of the day help them find their car. Stay with the student until their driver arrives. Call a family member. Do whatever it takes.

Impersonating a different licensee

I heard this story from one of my students. The broker/owner of a real estate company registered for a class. He made certain the class was in a remote area of the state where no one knew him. He sent a friend to attend the class who received a certificate in the name of the broker/owner. As instructors we must be vigilant to verify student identity.

Newspaper/magazine readers

I know of no state rule or regulation prohibiting students from reading newspapers/magazines during the class lecture. If we inform students, we can impose rules for classroom attendance stricter than state law. Newspaper/magazine readers create situations for the instructor. If permitted, others will bring additional reading materials into the classroom. Agents at Troublesome Creek Realty are multitaskers,

skilled at juggling numerous important activities. During class we hope they won't bring anything to divert their attention. Possible solutions include: #1 prohibiting newspapers/magazine reading within the classroom, and #2 making the seminar so interesting that students dispose of newspapers, magazines, etc.. It can be satisfying watching students replace extra reading materials with seminar notes.

Stonewalling instructor requests

If warnings are stonewalled, the instructor may need to take further action against students breaking classroom rules.

Harvard Business College offered a management seminar entitled: Modern Machiavellian Business Management. Among other principles, this course suggested the management style of *never making an enemy*. Instead of being harsh with the student, you might say something like this: "I don't think I can meet your needs." I can't think of any situation unable to be assuaged by a friendly smile, disarming words or a courteous handshake. I would never suggest using any aspect of Machiavellianism which consented to moral turpitude of any kind.

I was a substitute public school teacher many years ago. One assignment was subbing for two (2) days at a local high school, teaching industrial arts. Because I lacked credentials in that field, the students were given written classroom assignments from text books; no one was allowed to use any power tools. One student, Aaron, was a real problem; I referred him to the principal's office. I used harsh words with him; I saw no alternative to the referral.

The next day Aaron was back in class. The senior teacher had returned from his trip, sickness, etc. I don't know why I was still on that assignment, but I watched as this seasoned teacher took charge. When Aaron acted up again, I was amazed how he absolutely melted in the hands of the skilled instructor. Instead of using threatening words, the real teacher sort of teased the student, saying things like: "come on Aaron; we both want to have a good day so let's just resolve to work together" or "Aaron, you aren't going to give this old man a hard time today are you? Let's get out in the shop and get some work done and have some fun" or "Aaron, you probably know as much about these shop tools as I do; why don't you help me work with these other students." Honestly, I don't remember anything he said, but I remember his tone and demeanor and it was the reverse of mine; he got results and I didn't. Aaron was the same student at the beginning of each day. One teacher lost control, the other teacher got the desired results.

All the education classes, educational psychology courses and everything else I learned at my state teachers' college failed to help me in that situation. Watching the master teacher in action had a lasting impact on me. That day was one of the most exciting days in all my life!

The Seasoned Pro

There appear to be seasoned pros here at Troublesome Creek Realty.

"Young man, I've sold real estate for 50 years. What you just taught us, I've never heard of such a thing in my entire career! Are you pulling our legs?"

I was teaching contract law. I had just explained the doctrine of *the merger*. The merger doctrine holds that only the agreements located in the final document, usually the deed, survive the closing. "Any post-closing agreements must be written on the deed to be enforceable" is the general principle that I was teaching.

Here's the example I was using: The seller wanted to keep an heirloom, stained glass window located in the stairway landing wall. Because of frigid winter temperatures, he wanted to remove the heirloom window during warmer weather, after the closing. The agent put the seller's request on the listing; the purchaser agreed to same in the sales contract. The buyer's lawyer refused to allow the seller to remove the window after the closing, explaining, "the deed did not have *that* agreement on it; to survive the closing, that agreement should have been written on the deed."

I'm not certain I handled this challenge very well. I think I told the student to contact his lawyer and get back to me. My purpose in sharing this incident is not to debate the doctrine of the merger; my purpose is to describe a possible course of action should your statements come under scrutiny. (Note: There are well established exceptions to the merger doctrine including signed escrow agreements, condonation,—not condemnation but condonation— and others.)

How to proceed with the Seasoned Pro:

Here is how I handled the situation: I asked the student if they had a lawyer. "Please ask your lawyer if they are familiar with the merger doctrine." I'm not correct 100% of the time. If I'm teaching wrong information, I need to correct my statements and with sincere apologies.

Here are some additional steps you may take in this situation:

- 1) Ask the student *why* they believe a certain statement to be false.
- 2) Clarify the student's objection.
- 3) Ask other students to restate this student's objection.
- 4) Ask the student if they have any authority for their position. (Court case? Attorney opinion?)
- 5) Ask the student if they are familiar with any transactions that may explain their skepticism.
- 6) Ask the student if they know of any exceptions to the general principle being discussed.
- 7) Ask the student to speak with their lawyer; report back to the class after the break or the following day.
- 8) If you are proven to be wrong, make corrected statements with apology.

The Skeptic

The skeptic can add life to any boring real estate seminar. Bored students wake up with a skeptic in the class. Newspaper reading students put their papers aside. Power nap students take note. The comments of the skeptic can add value to your seminar.

I was teaching a class on options and first right of refusal contracts. Here is how it went. Honestly, this really happened!

My beginning statement was: "An option is a contract" — as soon as I said that, I was interrupted by a skeptic. I was 3 or 4 seconds into my presentation! This skeptic was loud and a little out of control. He, a C.C.I.M. designee, said: "I don't know who you are or where you are from, but an option is not a contract!"

If you could have been there you would have witnessed my face going through several shades of blush. I was taken back. Some of the students appeared to be taking deep breathes. My response was, "Sir, why do you believe that? Why do you believe that options are not contracts?" He gave a good answer: "for an option to be a contract, it must be signed by both parties to the option. Options are signed only by the

optionor, but not the optionee. For that reason, options are not contracts.”

(It is not my purpose in this program to go into technical details about options, but let me say this: Options are contracts, but they can come under the classification of *irregular* contracts. Such irregular contracts are generally unilateral contracts and need the signature of only one party. However, option agreements reserving easements for ingress and egress may need signatures from both parties. The ingress and egress easement will be written onto the deed and generally require signatures of both parties on the option plus signatures of both parties on the deed ((transferring the legal title to the real estate and reserving the easement)). I think this guy had taken many designation course final exams; he just didn't know the exception to the general rule regarding options.)

I couldn't have paid someone to do what this skeptic did. He brought excitement to the class! Everyone was paying attention from the first minute of the program. Everyone was anticipating a winner and a loser in this debate. It was great!

How would you handle this situation? I needed a little time to think on my feet; I shared with him the information I just shared with you.

Rules for handling the skeptic:

- 1) Ask them to clarify their objection(s) to your information.
- 2) Ask other students if they have insight about the disputed information or facts.
- 3) Be willing to admit your lack of knowledge regarding the skeptic's view of the topic.
- 4) Tell the class you would like time to think the matter over, etc.

I gave the skeptic my input on his question. He appeared to be satisfied and didn't say much the rest of the time.

I've gotten a lot of mileage out of that skeptic story. To have a skeptic in class is great. To be able to tell a story about a skeptic is also great. Sharing skeptic stories continues to capture students' immediate attention. I hope to have many more skeptics attend my classes!

You may worry that a skeptic could show up to your class and humiliate you. Don't fret about it. As stated above, the skeptic brings many benefits to your class. Hope and wish for a skeptic to come to your class. Welcome the presence of the skeptic. Be patient with the situation. For certain, if you are humble and acknowledge your lack of total understanding regarding every aspect of real estate education, your students will think the class a great experience.

Hot Shot New, Know-It-All Real Estate Agent

The new, young agent was sitting near the front of the classroom. He interrupted me. “You don't sell real estate, do you.” I had just made the statement: . . . “the earnest money check from the purchaser should be attached to the offer and given to the listing agent for presentation to the seller.” I asked, “What did I say to tip you off?” His response, “You said to attach the purchaser's earnest money check, the actual check, to the offer.” I agreed with his statement, “yes, that is what I said.” He said, “that's how I can tell you don't sell real estate; we all know that you don't attach the check to the offer; you attach a photocopy of the check to the offer, not the real check.”

This situation turned into an incredible learning experience for the class. I got the class involved. They voted who they thought was correct. I presented the class with a multiple choice question: What do you do with the purchaser's earnest money check? A) attach it to the purchaser's offer. B) make a photo

copy of the check; attach the photocopy to the offer. C) There is not enough information to properly answer the question.

After a long period of discussion the class agreed that there was not enough information to properly answer the question.” was the answer.

The missing information was the purchaser’s offer. If the offer said to attach the purchaser’s earnest money check, that’s what you’d do. If the purchaser’s offer said to photocopy the check and attach the photocopy, that’s what you’d do. (What about this? The purchaser’s offer says to attach the check but the buyer amended the offer to read: “photocopy.”)

The new agent lacked experience. When the new agent made objections to my presentation, an incredible learning experience resulted. I love to hear the comments of a new agent especially when a potentially good learning experiences may result. The new hot-shot agent can help make your presentation interesting and exciting!

Chapter #5 New and Old Teaching Technologies

Overview: this chapter explores various teaching technologies. Old and new technologies are examined. Advantages and disadvantages of various technologies are explained.

Learning Objectives

As a result of studying this chapter you should be able to:

- Define spontaneity in reference to teaching skills.
- Explain why radio might be more graphic than television.
- State, in your own words, the meaning of the phrase *chronological snobbery*.
- Tell the story of an ancient classroom where the Instructor used silence when teaching a rogue crowd.
- List 5 tests for determining suitable teaching technologies.
- Explain the statement: *Death by Power Point*.
- List numerous teaching technologies, new and old, and explain their advantages and disadvantages.

Teaching Technologies and Spontaneity

If you were to ask my opinion regarding good teaching technology, I’d respond, “the best teaching technology is that which allows you to be most spontaneous.”

If you are teaching beginner students who are striving to pass the real estate licensing examination, your uninterrupted lecture is probably best. Eschew spontaneity! Use lecture when students have no experience to share. Use lecture when large amounts of material must be covered efficiently.

That said, let’s talk about my students here at Troublesome Creek Realty. Because all are licensed, long lectures are less important. They have lots of experiences, stories and situations. Therefore, I need technology which can respond to the diversity of their questions. My response will include answers from my own research (regulations, laws, court cases, etc.) plus information gleaned from other students, lawyers, judges, etc. Frankly, I don’t think that all types of technology are necessarily good even if they are the latest craze. For me, the best teaching technology is that which allows me to be the most spontaneous.

What do I mean by spontaneity? Spontaneity is the opposite of a canned speech. Spontaneity is the same as flexibility. If my teaching is flexible, I can divert from the learning objectives and course outline to answer isolated questions generated by my students. Maybe these questions are off track and irrelevant; maybe the questions are right on target. If my technology can assist me in answering these isolated questions, it is good technology, in my opinion, because it allows me to flex with whatever question may be asked.

Which is more graphic, television or radio?

This question is debated by the great minds in the advertising industry. The conclusion seems to be radio. New question: which is more graphic, radio or the human mind? This seems to be the same question. Rationale: because the human mind is able to create mental images, radio may be more graphic than television. I think this to be a good point to remember when developing any presentation. Your spoken words may be able to create images unavailable to complex video editing programs. This may validate the teaching style from antiquities I will soon mention.

Purchase a book on writing screen plays. Any submitted screen play must be without illustrations. The text of the screen play is in 10 or 12 point Courier, must obey certain margins and eliminates bold print, italics, plus others. This rule of formatting allows the screen player reader to use his mind to imagine the scenes. All of the formatting that we place in our writing may draw attention to the edits rather than the conveyed message or story line. Our edits may distract the reader and interfere with the mind's creative ability to imagine what is being read. The same may be true for our spoken presentation.

Please don't dispose of all of your graphics and technologies. Just remember the creative imagination of the mind when designing your presentations.

Chronological Snobbery

I pronounce you guilty of chronological snobbery if you think that only the most modern technology is suitable for good learning. I've used about everything; some of the current stuff is really bad!

The Oldest Technology

The oldest technology is instructing your students using nothing, but your voice!

Here's a great story. It dates back 2000 years. Christ entered the temple, "and early in the morning He came again into the temple, and all the people came unto Him; and he sat down, and taught them. And the scribes and Pharisees brought unto Him a woman taken in adultery; and when they had set her in the midst, they say unto Him, Master, this woman was taken in adultery, in the very act. Now Moses, in the law commanded us that such should be stoned; but what sayest Thou? This they said, testing Him, that they might have to accuse Him. But Jesus stooped down, and with His finger wrote on the ground, as though he heard them not. . ."

Please note: Christ taught while sitting, Christ wrote in the sand and Christ was flexible in His teaching. This is old technology. There is nothing cutting edge about this teaching technology.

I don't know what subject Christ was teaching that early morning, but the classroom was besieged by religious leaders bringing a woman caught in moral turpitude. Notice how Christ uses silence to teach. He speaks very few words. From what I can count, He only speaks 15 words: "He that is without sin among you, let him first cast a stone at her." He uses silence while they are making their accusations.

They shoot their accusations against Him in machinegun style. He stoops down, twice. He writes on the ground at least twice. The fake religious leaders leave. Christ visits with the lady. Wow! I wish I could have been there! Imagine having an interruption in your classroom the likes of that! How would you have responded to that rogue crowd?

We're Experiencing Technical Difficulties

How often do you hear that statement in modern, high-tech classrooms? It is so common it is to be expected. If you can't get your technology to work, how are you going to proceed? You can proceed, but you'll need to revert to old technologies to get the job done.

A bunch of us guys get together to listen to on-line presentations produced by various speakers. One time we couldn't get the monitor to work; another time we couldn't remember the password to access the system; another time we had to totally shut down the system and reboot everything; another time we had to experiment with all the possible access connectors; another time we had several remotes and couldn't figure out which one we were supposed to use; . . . and the list goes on and on. We wasted so much time trying to get the technology to work. I normally come prepared to teach different topics if the technology doesn't work. I use a white-board with markers. The only thing that can go wrong with that technology might be dried-up markers, missing markers or a missing eraser.

Death By Power Point

That says it all! Power point works great for Nightly Evening News and Weather. In the classroom it's a real sleeper. Too much can go wrong. The instructor is always looking *backwards* at the screen. Power Point isn't spontaneous. The lights in the room may need to be dimmed. It's death by Power Point! When Power Point first became available it was exciting! We soon realized its limitations.

What makes for good teaching technologies?

Good teaching technologies:

- Allow for good teacher- student eye contact.
- Allow the instructor to be spontaneous and flexible.
- Allow ease of use.
- Are readily available.
- Don't require the instructor to constantly turn his back toward the audience.
- Don't require lights to be dimmed.
- Don't physically block student vision.
- Aren't noisy and don't cause white noise.
- Are easy to repair or replace.
- Allow for good presentations.
- Are reliable with few breakdowns.
- Are light weight and portable.

Overhead projector

This technology is probably considered to be antique and out-moded. If students see you using an overhead projector they may question why you are using such old equipment.

Here are some disadvantages of overhead projectors. Overhead projectors block student view. You may need to angle the screen into a corner for maximum visibility. Your visuals must be transparent; the light from the projector must be able to shine through your visual and onto the screen. You must take special

steps to create the visual. If you use clear sheets of acetate, the sheets must be cleaned before each use. Projector bulbs burn out unpredictably.

Here's the huge benefit of using an overhead projector: spontaneity. Your ability to teach may depend on the flexibility of your equipment. The overhead projector is the King of spontaneity. You can easily write a list, post questions from students, compute a math problem, draw a diagram, etc. Colored pens project brilliantly onto the screen.

If you go to the lamp department at Wal-Mart you can purchase a remote switch for your household lamps. These remotes work great for overhead projectors. Walk anywhere in the class room and activate the switch. Activating the switch from different classroom locations can recapture the student's attention.

Although there is a good chance you'll be ridiculed for using an overhead projector, its great benefit is spontaneity. Your students will love your ability to be spontaneous!

Latent Imagery Ink: invisible ink

Latent Imagery Ink was used frequently for classroom purposes. You could rub a developer pen over the paper and an answer would appear. Some children's books still use the technology. The AB Dick Company owned the patent. I used the product for several different projects with good student comments. You had to use a mimeograph machine to print this ink; the invisible ink appeared yellow when printed but dried invisible. Great stuff! The patent holder liquidated assets and this product, unfortunately, became unavailable. I would bet that crooks used this stuff to falsify bank drafts—it was just that *good(?)*!

Chalk Board/ White Board

Chalk boards may find your way into the modern class room. The chalk is dusty and the board needs a water wash to clean it properly. This technology requires no electrical hook-up.

White boards allow for color pens and color graphics. The pens have limited-use life; you should have a stock supply in the event of emergency. Use the white board to vary your teaching stimuli.

Both chalk boards and white boards require you to turn away from your students. If you turn away from your students you have broken eye contact with them.

Flip Chart

Flip charts require writing utensils and an adequate amount of paper. You can remove the sheets of paper from the flip chart and attach them to walls for future reference. Flip charts are made for small audiences, maybe a dozen people max. This technology requires no electrical hook-up.

Video Presenter

In my opinion, the video presenter is king of all presentation technologies. The video presenter sits on a table top, requires electrical hook-ups and cords out to a video projector. It is portable and folds to a smaller size. It weighs about 25 pounds. It can magnify up to 8X or 16X's which is great for demonstrations or filling the entire screen with a single important word although typed in extremely small print. It has the advantages of an overhead projector but doesn't give you the brilliant colors of the overhead marker pens. It has the advantages of an opaque projector because you don't need transparencies -- any object of reasonable size can be projected. By moving the lens you can project the entire audience onto the screen or a student's answer sheet, the student sitting at the back of the classroom! Put your smart phone on the video presenter and you can show all of your photos or videos right off of your smart

phone—no hookup required. It has back lighting capabilities. Back lighting allows you to place 35mm slides onto the platen and project them onto the screen. I had a photo of the survey monument placed at the zero-zero starting point of the Louisiana Purchase Survey. (This monument was purchased by the Daughters of the Revolution; the original marker was a gum tree in a swamp in the back waters of the Mississippi River. When the gum tree died the new stone marker was erected. Arkansas created a state park commemorating this marker with millions of dollars of elevated decking allowing visitors to access the marker. You'll find this park to the east and south of Little Rock, Arkansas, near the Mississippi River.) The photo which I had taken had poor resolution. My students had difficulties reading the inscription on the marker. Because the video presenter had "negative-positive" capabilities, I changed my photo (a positive) into a negative and my students were now able to read it. If I had a negative, like an x-ray, I could turn it into a positive by simply pressing a button. Whenever I teach, I use both an overhead projector and a video presenter.

Power Point Presentations; Lap Top Computer

Power Point presentations are great! You can produce your presentation in full Technicolor. Bulleted objectives magically appear on the screen. Fade-in and fade-out at the touch of a button. Photographs are enhanced with objects of any shape, size or orientation. Add sound. Add sound effects. Add whatever is available through your version of the program.

Seek to make your presentation more human. That can be a challenge with power point. Try to not turn your back to your students. Try to not dim the room lighting. Arrive to the class room early and make certain you have all of the connection cords. Do a dry run to avoid wasted down time. Use power point for special, short sequences. Too much power point can dull your students' appetite for learning. Power point, like any technology, should not serve as a substitute for good teaching skills. Make your presentations less mechanical, less impersonal, less cold and more human.

Smart Phone

Your smart phone plus a video presenter is the winning combination. Use your smart phone to inventory photos, videos and pertinent YouTube videos. Use the video presenter to project to a screen or wall. Take a picture of a document and text it to your students. Have students take a picture of their completion certificates at the conclusion of the presentation.

Microphones

Microphones are technology that can go bad. Batteries go dead. Wireless mics lose their frequency. Teachers forget to switch the microphone to "on."

Large audiences require microphone amplification. Hand held microphones reduce hand dexterity by 50%. Microphones on stands require closeness and prevent you from presenting at various classroom locations. Microphones create screeching feed back when too near other competing microphones. (Historic note: I have studied a series of lectures held in Boston in 1916. No microphones! Each audience had 3,000 to 5,000 people. Light bulbs were stretched across the auditorium; each bulb was hanging from a wire without covers or shades. Above the speaker platform, a large piece of spruce-- like the soundboard of a piano-- was suspended. The speaker would talk, the soundboard would vibrate and the audience was able to hear!)

When possible, I avoid using microphones or amplification of any kind. It ties me to the podium, I cannot move freely around the classroom and it has a good chance of breaking down.

Fiber Optic Network

When my State was wired for fiber optics, it was predicted that face-to-face classroom teaching would slowly fade away. It never happened. The fiber optic system was impersonal. It was too different. It was “cold.” Students were not comfortable; it wasn’t what students had experienced throughout their education. Although instructors and students could see each other, it just didn’t work. Books and student manuals had to be shipped to locations ahead of time. Classrooms had to be wired correctly. Even though one instructor could teach many locations and students at one time, the disadvantages outweighed the advantages. The system never reached its predicted potential. That system was recently put up for sale by legislative decree.

Webinars

The webinar has the strength of the fiber optic network without some of the disadvantages. Because of technological advances, students can stay at home or office and participate in educational offerings. The student manuals are sent by email; student manuals can be printed by the student or read on their personal computer. Time will be the test. If people like this technology it will survive.

Chapter # 6 Miscellaneous Topics

Overview: this chapter presents numerous practical teaching hints.

Learning Objectives: As a result of studying this chapter you should be able to:

- Explain the deficiency of mindless repetition of certain words and phrases.
- Explain the meaning of *varying the stimuli*.
- List at least four (4) ways to vary the stimuli.
- Describe several objects that may be useful as lessons.
- Recite a proven way of giving instructions.
- Recite a proven way of getting student participation.
- Analyze the importance of pauses.
- Recall several types of pauses.
- Explain the danger of using humor during presentations.
- Explain a benefit of self deprecating humor.

Repeated words and phrases

Actually, repeated words and phrases can actually drive your students crazy. Because, actually, your students are actually listening for words that you actually repeat, like the word “actually.” Actually, I remember hearing a presentation by a speaker, who, you know what, he actually repeated, you know what, the phrase—you know what—actually repeated that phrase in an actual 35 minute time period, it was actually 35 minutes long and he, you know what, actually repeated the phrase you know what actually 85 actual times. Actually, you must be careful about repeating certain actual words and phrases. And you know what, you actually drive some of your students actually crazy. And you know what else, you actually don’t even know that you are actually doing it.

Varying the Stimuli

It has been suggested that students stay more alert if you vary the stimuli. Benefit? If students stay more alert, then you have done a better job of teaching and your students have learned more.

About 15 students gathered, all real estate instructors, to learn how to teach. The speaker was a professor in the business department at a local university. One of his topics was: varying the stimuli.

He described varying the stimuli in many ways. Here are some of the suggested ways:

- Move from behind the lectern; deliver your presentation from different locations within the room.
- Point to a word or sentence on the projection screen, but be careful to not read it.
- Pauses.
- Use different presentation technologies through out your presentation.
- Allow students to make presentations.
- Perform a mock trial.
- Use objects as lessons.

Sometimes instructors become too predictable. If you mix it up a little bit, you have a better chance of conveying your message, in my opinion. A 6 or 8 hour continuing education class can become a real sleeper if you only use lecture. If you spend the entire time breaking up into small groups, that gets boring, too. There needs to be a proper balance of teaching strategies throughout the day.

Even a small change can add variety to your class. You have placed a list of 10 items on the screen. Instead of reading the entire list to your students, consider saying something like this: "please look at #3." Let the students read it. Don't you read it! Again, pause and let the students read it for themselves! They don't need to have you read everything. Try this: project a question on the screen; don't read it—let them read it themselves! Just a small thing like that can help to make the class a little more interesting. If the students have an interest in what you are teaching, or the way in which you teach, they will learn more, in my opinion. You will complete a Supplement with this course. In that Supplement I will try to vary the stimuli by including a number of questions and assignment formats.

Using objects as lessons

This is a surefire method of teaching.

I purchased a Union Pacific Big Boy O-Gauge locomotive at an auction. It's a model train locomotive, made of brass, expensive, but worth every cent I paid. When I teach contract law, I show this as an example of boilerplate. (Boilerplate on a steam locomotive is the laminated wraps of steel holding the high pressure steam.) Boilerplate in a real estate contract is street-slang for the small print in the contract. It is made by lawyers, is very uniform and contains the heart and soul of the contract. I get a lot of positive feed back from students when I use this teaching aid.

I have collected more than a dozen types of mouse traps. I hide them from student view in the classroom. I don't tell my students much other than to say, "when you return from break, I want you to pretend that you are a graduate of a state university with a degree in mechanical engineering." They must figure out why the design engineer configured the trap in a certain way and why the trap works to catch mice. Of course the practical implications are huge. Realtors are like mice; the trap is similar to ethical dilemmas confronting Realtors in everyday business. (Note: I tell students that the traps have only been touched by human hands, the traps have never been placed into service. One student couldn't stay in the classroom during this session; the sight of mouse traps made her gag.)

Be creative. Look around your home, office or garage. I think you'll find objects suitable for teaching lessons.

Giving instructions

If you give your students instructions, chances are overwhelming they will miscomprehend your instructions.

Try this: 1) give your instructions for the class assignment. 2) ask for volunteers to repeat the instructions. The student volunteers may get the instructions wrong. 3) you can then understand how to re-state the instructions.

Getting class participation

“Any body got any ideas on this topic?” There is a good chance that no one will give you any feedback. Try this instead: “Anybody got any ideas on this topic? Here is what I want you to do: turn to your neighbor and share some of your ideas with them. Let’s fill this room full of sound for several minutes!” After a few minutes, ask for sharing. For me, this strategy works every time. If it only works 50% of the time, it is still an incredible technique for getting audience participation.

Pauses

Pauses call attention or bring emotion to what you are saying. The pause consists of spoken words combined with silence. The pause could consist of silence only. Earlier in this program we learned of the pregnant pause. The pregnant pause drew attention because of the silence following loud speaking. We studied the pause of a great Teacher as He stood silent and then stooped down and wrote in the sand.

Pauses and music

It has been said that music consists of notes and pauses. Good music has a creative combination of notes and pauses.

Moonlight *Sinatra* . . . and pauses

Listen to the phrasing used by the great singer Frank Sinatra. He sings music with great notes and great pauses. Some critics think that he is the best at musical phrasing.

Types of pauses

Here are some types of pauses. The names are complete fabrications of mine. You have experienced some of these pauses used by friends, speakers, children and yourself.

Laughing pause. This pause combines laughter with silence. You can choose to use laughing words with silence or straight laughter.

Stuttered pause. This pause stutters while speaking certain words.

Body language pause. During the pause, the speaker uses body language to indicate a message.

“I’m in shock” pause. During the pause, the speaker uses body language to indicate their upset regarding certain words, facts, etc.

Bated breath pause. A bated breath is taken just before the silence.

Raised eyebrow or arched eyebrow pause. This pause consists of using facial expressions to make a point.

Shrugged shoulders pause. The rolled-eyes pause. The exasperation pause. The dropped-jaw pause. These all speak for themselves.

Humor

Humor is easy to *misuse*. Only the most skilled instructors are able to identify the appropriate use of hu-

mor. Because of the skill required to use humor, consider limiting your use of humor or completely refuse to use humor.

I ashamedly admit my failure to use appropriate humor.

Here's a situation gone bad. I thought the joke was a safe joke. I reviewed the joke and put it through joke "filters." It passed all tests. I decided to try it out. The first couple of times I used the joke, it met with some good laughs. The last time I used the joke, it crashed and burned.

Here's the joke: Three (3) cross-eyed convicts are standing in front of a cross-eyed judge. The judge turned to the first convict and asked, "What's your name?" The second convict responds, "Brad Hanes." The judge said to the second convict, "I'm not talking to you!" The third convict said to the judge, "I'm not talking to you either!"

After telling the joke, a certain lady in class refused to make eye contact with me the entire remaining part of the day. Stupid me! How could I have been so dumb. If I use that joke now, I carefully scan the audience for students with eye alignment challenges.

I analyzed a court case for my students. The broker was held vicariously responsible for the gas explosion of a vacant home. The plumber caused the explosion, but the broker hired the plumber without the permission of the seller. My comment: "The house was vacant, but the neighbors said a cat in the house did a poor imitation of a scud missile going out of the house. And one of my students said he knew the color of the cat's eyes: blue; one blew that way and the other blew the other way." An older gentleman came up to me during the break, "Young man, you thought that story was funny, but I want you to know that my wife was killed resulting from a gas explosion." Your expression of humor may not be funny to everyone. Be extremely careful using humor.

The most appropriate humor relates to the issue in discussion. When teaching about condominiums, I define party walls as the walls the neighbors pound on when you are having a party. When teaching about alter ego corporations, I mention that one of my students thought an alter ego was a television evangelist (altar ego?). When teaching liability and attractive nuisance law, one student mentioned their spouse was an attractive nuisance. If the course includes info on septic systems, I conclude the class with photos of septic tank trucks (honey wagons?). You can't believe how funny these trucks are painted. One truck has on it, "Yesterday's meals on wheels." Another, "Another good load of political promises." Another, "We haul milk on weekends." It's great humor!

Self deprecating jokes

Self deprecating jokes can work well. Making fun of yourself may endear you to your audience. I'm guessing that if your students are more kindly affectioned toward you, better learning will take place.

I directed a YMCA camp while working my way through college. A little boy confronted me. "Did you know that if you switch the first two letters of your first name with the first letter of your last name your name would be Had Branes?" Many of my close students call be "Had." My wife calls me "Never!"

If I'm asked, "Will I live longer if I attend one of your classes?" I might answer, "You won't live longer, but it will seem a lot longer."

Let's revisit the crossed eyes joke mentioned above. If your eyes are not in alignment, you can use that joke with little damage. Students will love you for telling jokes on yourself. But be careful. Scan your

audience first. Use discernment. Remember how easily humor is misused.

Hyperbole jokes may work. I told a class that my tennis serve had been timed at 108 miles per hour. A student responded, "Yah, during a tornado!" My response, "No sir, not during a tornado. . . but my serve caused the tornado!"

Lawyer jokes. I have a great list of good quality lawyer jokes. Lawyers and judges have given me these jokes. I seldom use lawyer jokes anymore. Sometimes I convert lawyer jokes into real estate educator jokes. Question: "What does a real estate educator have in common with human spermatozoa? Answer: Only one in a million has a chance of becoming a real person."

I best be careful of my use of humor. I might lose my job at Troublesome Creek Realty!

It has been my absolute pleasure being your instructor during this seminar. I want to wish you the best as you begin or continue teaching real estate seminars. Brad Hanes

The End