



Delivering Information Effectively in the Classroom, Studio, or Stage

Appalachian State University, November, 2016

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1. What are you communicating and why?
 - a. Goal/vision for students or audience
 - b. Why is it important?
 - c. Specific skills or curriculum with clear objectives
 - d. Sequencing and breakdown of skills

2. Leaders lead – leading vs managing, Are you motivated and motivational?
 - a. Listen
 - b. Model the behavior
 - c. Engage - “Education is fundamentally an imaginative act of hope.”
 - d. Stay focused on the goal

3. A leader uses:
 - a. Posture and ease of movement - command the stage (break a leg)
 - b. Eye contact with the whole room
 - c. Wide range of facial expressions
 - d. Voice projection and variable pitch and dynamics
 - e. Confidence (determine who is leading the classes)
 - f. Musicianship - Students and audiences recognize excellence.
 - g. Preparation - Do you have the skills and expertise? If not, go get it.

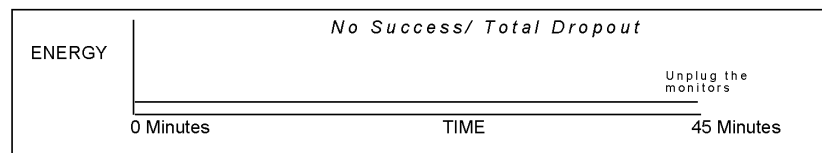
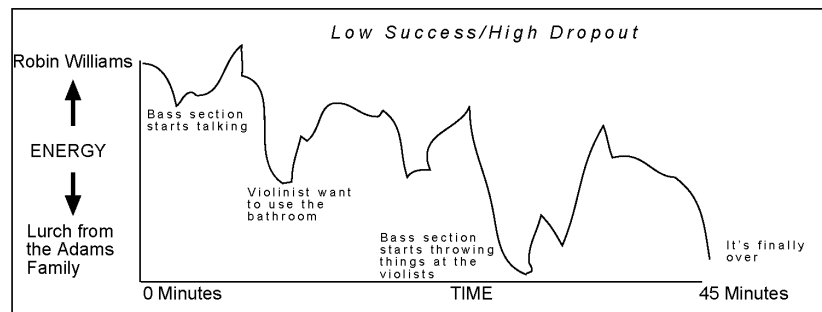
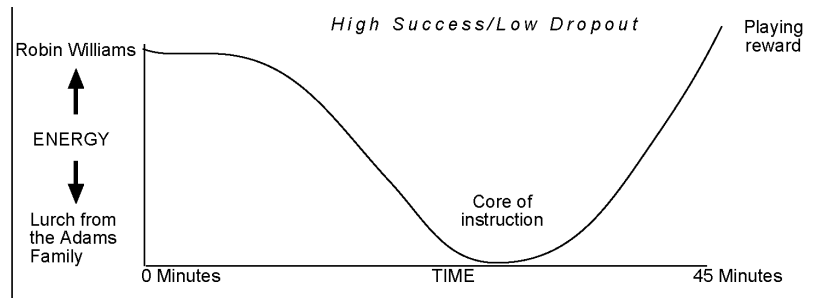
4. Who is in the room?
 - a. Learning styles - aural, visual, kinesthetic, global, etc.
 - b. Personalities – introvert, extrovert, gender, driven, slacker, rules-driven, free spirit
 - c. Experience levels – behind grade, at grade, above grade level.
 - d. Ability levels – training vs. innate
 - e. Socio-economic level
 - f. Learning challenges

5. Strategies
 - a. Non-verbal and verbal – standing up
 - b. Humor – Burn out slides
 - c. Proximity
 - d. Routine
 - e. Modeling
 - f. Pacing
 - g. Self-evaluation
 - h. Valuing individuals (schedules, conflicts, abilities)
 - i. Awareness of learning styles
 - j. Awareness of teaching styles
 - k. Provide feedback on learning/performing
 - l. Be excited, engaged, curious, a learner, inspirational, enthusiastic, visionary, supportive, patient, believe in them



6. Conveying motivation to students, co-workers, or audience
 - a. Intrinsic/extrinsic
 - b. Developing skills
 - c. Passionate teaching
 - d. Passionate love of music
 - e. Exploiting group dynamics
 - f. It's a social experience
 - g. The teacher / performer as the source of the experience

7. How do master teachers create a dynamite rehearsal?
 - a. The energy curve
 - b. Connecting with students
 - c. Acting
 - d. Passion
 - e. Leadership - (ethics)



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