**COURSE TITLE:**

Instructional Craftsmanship: Building Your Expertise and Ability at the Front of the Room

Proposal Description \*

Leaders are teachers on a quest to improve their performance and the performance of their team. Your time in the front of the room is the best opportunity to spread your vision and message. Maximize the impact of that time. Take this opportunity to build your level of instruction and move to the next level. Understanding the techniques behind a question-based approach to teaching will improve your skillset taking you further along the path from Apprentice to Craftsman. Craftsman instructors recognize that subject matter expertise isn’t enough. Learn to get students to see your vision of the subject at hand is a skill-set that can be taught, learned, and improved upon. Students learns best when they are actively engaged. Ask them questions. Challenge their approach. Demand they support their action. Provide each student the ability to build vivid mental models of the subject at hand. Engaged students retain more information and find more joy in the learning process.

Course Description – 50 Words

Great instructors learn the tips, tricks, and techniques proven effective on the training ground and in the classroom. Focusing on the right skills that making learning effective and have a proven track record of success. Your skills will leap forward through the experience and knowledge gained from this course.

**Course purpose and learning objectives.**

This course will provide the fire service instructor and opportunity to learn the skills and techniques to conduct a classroom session using a questions-based approach to teaching. From the Socratic method of teaching to the modern tactical environment the path is clear, getting students emotionally engaged in the learning process produces results. Modern adult learners do not respond well to the lecture-based approach used in many fire service organizations. Dynamic teaching involves challenging the student to present ideas, support those ideas, and to critically assess their ideas and the ideas of others to create a clear understanding and mental model of the message the instructor is delivering.

The Learning Objectives include:

**Understand how students use mental modeling and Recognition-Primed Decision-Making when responding to a given situation.**

* Techniques of learning apply to all environments from tactical to Human Resource related situational learning.
* Gives a basis to approach the student’s mindset and provides a framework from which to operate.
* Provides a common vision of the topic under consideration

**Create and understanding of the Questions-Based approach to teaching.**

Why a question-based approach works.

* How to design and build a lesson.
* How, when, where, why, and who to ask questions?

**Types of questions, strategies, and tactics.**

* Leading and following questions.
* Closed and open questions.
* Pitfalls, pratfalls, and avoiding confusion.

**Creating a team environment.**

* The purpose of a wingman approach and how to wing.
* Feedback from and too the student
* Handling the outlier, critic, and know-it-all.

Your target audience and the presentation’s relevance to that audience.

The target audience is the fire service leader who understands the need to be an effective teacher in all aspects of leadership. The Company Officer, Command Officer, Training Officer, and Staff Officer all need to constantly improve their skill set. The modern adult learner needs to be actively engaged in the learning process and the age-old fire service model of lecturing to the audience is ineffective. Transitioning the fire-service instructor to use a questions-based approach to teaching brings us closer to the “Socratic Method” of teaching used in most high level university classrooms for lawyers and doctors. The student in this course will be engaged as a high-level instructor striving to improve on the skillset they already possess. Students have already mastered the basics of getting class up and running, understanding lesson plans, controlling flow and pace. This class takes teaching into the next level by engaging the students in a questions-based approach to standard fire service material. The same approach is effective in teaching any subject from tactics to human resources Students will be consistently given opportunities to ask questions, not only about the class, but as part of the class. Through trial and error, guided by the instructor, the student body will come to understand the questions-based approach, how to use it, when to use it, and how to improve from a novice to a craftsman level asking questions in the classroom environment. The approach works in any size class from a company level drill to major speaking engagements. Challenge yourself to be a Craftsman Instructor using methods that are time proven over centuries to be effective at getting the student involved and educated.