

# Syllabus for M-410

## Facilitative Instructor for Wildland Fire Personnel

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**The Lead Instructor reserves the right to make alterations to this syllabus as the course proceeds.**

**Course description:** This training course is designed to help students become effective facilitative instructors. The purpose of this course is to improve training delivery and quality by presenting instructional methods with an emphasis on student-oriented adult training techniques. This course is designed for students who will be teaching NWCG courses and meets NWCG course instructor requirements.

### Specific course learning objectives:

Upon completion of this course, students will be able to:

- Demonstrate effective facilitative instructor skills while giving three classroom presentations
- Demonstrate the ability to give an impromptu talk in front of a group
- Describe the three elements of effective communication
- Identify and discuss six verbal communication barriers
- Discuss three ways to improve listening skills
- List and describe three nonverbal actions that hinder learning
- List and describe three nonverbal techniques that promote learning
- Describe challenges in preparing, completing, and summarizing evaluations
- Identify the benefits of using evaluations in a course
- Identify and discuss advantages and disadvantages of four types of tools or equipment used for presentations
- Demonstrate the ability to give a 3-5 minute individual presentation
- Identify the purpose of instructional objectives
- List and explain one method for developing instructional objectives
- Write an instructional objective using one of the methods
- Identify the habits and techniques that enhance or distract from a presentation
- Identify and discuss six effective instructional methods for adult learners, and explain one advantage and one limitation
- Identify four behavioral problems associated with adult learners, and describe two ways of mitigating problems
- Describe the roles of the instructor, facilitator, and facilitative instructor
- List four effective techniques used by facilitative instructors
- Describe the motivations and characteristics of the adult learner
- Identify and explain principles and conditions that apply to adult learning
- Discuss the benefits of using a presentation outline
- Discuss the eight elements of a presentation outline
- Describe the five stages of group development
- Discuss how personality styles influence group dynamics
- Develop and participate in a group presentation using supplied equipment
- Demonstrate the ability to deliver a 10-15 minute presentation
- Identify the responsibilities of the course coordinator, instructors, and course administrators when putting on an NWCG course
- Identify the reference materials available to aid course coordinators and instructors
- Define personal and professional ethics
- Describe six situations in which an instructor can be held liable
- List four conditions that must be met for liability to occur
- Discuss precautions instructors can take to minimize liability

- Discuss the copyright law
- List and describe four communication benefits of being culturally aware

**Required text:**

1. M-410 Facilitative Instructor Student Workbook
2. Writing Instructional Objectives, 2005. Winegarden, Babbi J Ph.D. UCSD School of Medicine- Department of Medical Education.
3. 20 Minute Manager – Presentations, 2014. Harvard Business Review. Harvard Business School Press. Boston, MA.

**Assessment of course learning objectives:** Students will be evaluated during three of their four presentations

1. Individual presentation.
2. Group presentation. (Informal oral evaluation)
3. Final presentation.

Students will also be evaluated on their participation in course discussions and exercises. Instructors will record lack of participation.

**Evaluation of Students:**

A. Individual presentations

- Participation is required to pass the course.
- Topic of the student’s choice, excluding the responsibilities and duties of your current job, i.e., fire.
- One written instructional objective is required, which must be approved by an instructor prior to delivery.
- 3 - 5 minutes; time limit will be enforced.
- Verbal evaluation by 2 students and 1 instructor.
- Presentations will be recorded.
- Instructors will be available the evening prior to this presentation to assist students and answer questions.

B. Group presentations

- All group members must participate to pass the course.
- Written instructional objective is required.
- 10 - 15 minutes; time limit will be enforced.
- Verbal evaluation by instructors and students for a total of approximately 3 minutes.
- Recording of group presentations is optional.

C. Final Presentation

- Participation is required to pass the course.
- Students must demonstrate facilitative instructor skills practiced during the week.
- Written instructional objective is required.
- 12 - 15 minutes; time limit will be enforced.
- Students will complete a final presentation evaluation for each presentation.
- Presentation will be recorded.
- Instructors will be available the evening prior to this presentation to assist students.

You will receive written and/or verbal feedback for the individual, group and final presentations. The Ice Breaker presentation will be informally evaluated. The individual and group presentations will be recorded. There are no written exams. This is a pass/fail course and your “grade” is dependent on your overall performance, based on participation, attitude, and presentations.

**Attendance and participation:** Participation in class and group activities reflects a willingness to engage with the material, and will also be considered. This will be evaluated through involvement in activities that occur throughout the course.

**Pre-work:**

Essay questions (2):

Write two essays - one covering each topic below. Each essay should not exceed one page. Bring a copy to class.

- 1) Explain the purpose of using a learning objective and describe the appropriate components of one.
- 2) Discuss your individual experiences in teaching:
  - What has your previous experience been as a facilitator or teacher?

- What methods have or have not worked for you and the audience? How would you improve these?
- Do you think your personal learning style (e.g. visual, auditory or kinesthetic) influenced your teaching?
- What are your expectations for this course (in helping you perform as a facilitative instructor)?

**Reading (2):**

Read the following. Be prepared to apply instructional objective criteria to your class presentation(s) written objectives, and ready to discuss objectives and presentation skills in class.

- 1) 20 Minute Manager – Presentations, 2014. Harvard Business Review. Harvard Business School Press. Boston, MA.
- 2) Writing Instructional Objectives, 2005. Winegarden, Babbi J Ph.D. UCSD School of Medicine- Department of Medical Education.

**Quiz:**

Answer the questions on the “What’s Your Learning Style” self-assessment. Bring a copy to class.

**Examinations:** There are no written exams.

**Academic Misconduct:** Academic integrity is a legitimate concern for every member of the Alaska Fire Service training community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism when attending, teaching, or observing NWCG sponsored courses. By choosing to join the NWCG community, students accept the expectations of the course, and are encouraged - when faced with choices, to always take the ethical path. Students enrolling in NWCG courses assume the obligation to conduct themselves in a manner compatible with NWCG and Alaska Fire Service Training to function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. **Any resources that are used from the library or the internet must be properly attributed or they will be considered plagiarized.** For ‘individual’ assignments, students must follow the specified procedure as stated on the assignment. **Using the work of current or previous students’ work will be considered a serious lapse of academic integrity.**

**Copyright:** AFS Training requires all course attendees to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. AFS Training will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under NWCG and/or AFS policies.

**Computer Access:** Workstations are available in the training rooms. Training room computer workstations will be available from 0800 – 1900 Monday through Thursday, and from 0800 – 1300 Friday.

**Rules and Expectations:**

1. No disruptions in class
  - a. Be punctual for the announced starting time.
  - b. Show respect by providing your undivided attention for all instructors and presentations.
  - c. Turn off cell phone ringers.
  - d. No surfing internet during lectures or group work (if work is not completed).
2. Group work
  - a. Be open to having a variety of work partners.
  - b. Use the circulating instructor when your group has persistent misunderstanding of or disagreement over the material. They will put you back on the right track.

**Course Components and Hours to Complete:**

| Course components                               | Hours to complete |
|---|-------------------|
| Pre-selection assessment                        | N/A               |
| Pre-course work                                 | 4                 |
| Online course module(s)                         | N/A               |
| Instructor-led units (completed in a classroom) | 36                |
| TOTAL Hours                                     | 40                |