

S-E-C-R-E-T

CHIEFS OF STATION SEMINAR

Speaker Guidance Sheet

Following are a few suggestions which may enable you to bring about more effectively the learning outcomes you desire:

1. Try to define in one or two succinct sentences in what way your students will behave differently after the session from the way they had been behaving heretofore. If no behavior change is anticipated, then there is no need for the lecture, discussion, or whatever the session may be called. Discuss these objectives with the Chief Instructor, and let him include them in the text of the course schedule.

2. Draw up a brief, no more than one page, outline of your presentation, and make it available to the Chief Instructor, so that he can have it reproduced and handed out to the students. By this means, the students will be able to focus their attention on the points you wish to make with less slippage.

3. In all cases where the bulk of your proposed presentation exists in written form already, say in Book Dispatch form, consider making it available to the Chief Instructor beforehand, so that he can obtain enough copies for all students. The students can then be given time to study the screed in advance, and thus use limited class time to discuss it with you. Even when the complete presentation does not exist in finished written form, it is strongly urged that the portion having to do with organization, roles, and missions, etc., be made available for prior study, leaving class time free for discussion of the more vital dynamics of the problem.

4. Observe the three rules and eight remarks of good teaching:

- Be (1) articulate
- (2) approachable
- (3) enthusiastic

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- and avoid (1) condescension
(2) sarcasm
(3) personal cross-examination
(4) discourtesy
(5) self-approval
(6) self-consciousness
(7) talkativeness
(8) ill-humor.

5. One of the best ways to facilitate learning is to invite interruptions by the students. An even better way is to provoke interruptions.

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