

# Guidance for Institute Faculty

**Thank you** for serving on the CSAC faculty. We appreciate your willingness to share your expertise with the people of California Counties. Based on our experience of offering 400 classes to over 5,000 participants, we would like to share the following guidance as you prepare for your class.

## Preparation

**Participant Engagement** Our participants are seasoned managers, executives and elected officials. It is difficult for anyone to sit through six hours of lecture, but particularly adults. We encourage faculty to employ adult learning approaches in every class. A goal of the Institute is to foster networking across counties. Activities such as small group discussions around questions or problems posed by the instructor engage the participants, encourage the sharing of expertise and help participants apply and internalize learning concepts. See the attached *Engage Participants in Their Learning* for suggestions. Institute staff are also happy to assist you with activities for the class.



**PowerPoint Guidelines** Visuals can be helpful tools to emphasize key points and illustrate concepts. Please recognize that many of our participants are taking a series of 10 classes, so they are seeing many, many PowerPoint presentations.



To make the most effective use of PowerPoint, we ask faculty to please keep the following guidelines in mind:

- \* Design slides to emphasize key points, not be your presentation
- \* The smallest font size should be 22 points
- \* **Do not include slide numbers, dates or logos** on slides (except title slide). It clutters the slide and makes it difficult when we publish handouts

- \* Avoid graphics participants will not be able to read. *An easy check is to open the slide on your computer and stand six feet away from your monitor. Can you read it?*
- \* Manage the number of slides – *on average each slide will take three (3) minutes of instruction*
- \* We publish the slides in black and white in the participant handouts. Please consider that in your design and avoid dark lettering on a dark background. *You can check what the slides will look like by clicking 'Print' and selecting 'Grayscale.'* The preview will show how the slides will print.

## During Class

**Times** Classes are scheduled from 10:00 a.m. to 3:30 p.m. and we want to maximize the precious time we have with participants. Please do not go past 3:30. We typically break between noon and 12:15 for lunch, and allow no more than 45 minutes. Lunch is provided in the classroom.



**Afternoon Break** It is important to plan on a formal 10-15 minute afternoon break. We recommend ~90 minutes after lunch. Many participants feel awkward getting up during instruction, or they don't want to miss anything. A morning break is generally unnecessary.



**Laptop and A/V Needs** You are welcome to use our laptop or bring your own. We recommend you have visuals on a thumb drive as a backup. If you use Apple or a Surface laptop, please be sure you have a dangle to connect to our projectors. Bluetooth and audio connections are available. Wireless internet is available. Please let us know in advance if you will need audio connections, have imbedded videos, or any other special a/v needs.





# Engage Participants in Their Learning

It comes as no surprise that adults learn differently than children. Yet we have few models of adult learning theory in practice, so instructors often fall back on the images they remember from college and high school. The result can be long lectures and endless PowerPoint presentations.

*Differences Between Children and Adults as Learners*

CHILDREN	ADULTS
Inexperienced	Experienced
Directed by others	Self-directed
Future usefulness	Practical application
Expected needs	Personal growth
Ridged and traditional	Needs of learners
Subordinate to teacher	Equal with instructor
Terminal learning	Lifelong learning
Grouped by age and ability level	Self-selected by needs and interest

### Adults Learn in Significantly Different Ways

Institute participants are experienced managers, executives and elected officials. They have a rich set of experiences and expertise to share ... and questions. They want to see issues from fresh perspectives, and they want practical application of their learning. Adults learn when they apply concepts and ideas to their work. Great Institute instructors know how to mine the expertise in the room, have people share their experiences and make the learning immediately connect the classroom to the workplace. Here are some methods to build engagement in your class.

### Around-the-Table Small Group Discussions

A good engagement tool for the morning or after lunch. Pose a question for a table discussion. Ask one person to be the scribe. After some time, go around the room asking for highlights from the table discussion. The question should be challenging and require participants to build on their collective knowledge and expertise.

Examples:

- \* What questions about the class topic came to mind when you decided to take the class?
- \* What makes you uncomfortable about this subject?
- \* What do you need to learn? Why?
- \* How has this subject/issue changed in your county in the last nine months? What changes do you see on the horizon?
- \* A success (or failure) you have had on this topic or issue

### Case in Point – Work Product or Story

Ask participants to bring a sample of their work (presentation, post, contract, document) related to the topic. In groups of two or three ask them to share and get input from others. Alternatively the assignment could be to tell a story of a recent application of the topic or issue and what was learned. Observers add their own perspectives to the case to help the teller see other perspectives. Again, share highlights with the large group.

### Pair Share

Present a situation, case or question to the group. Ask people to pair up with someone they don't know to discuss. After a few minutes ask everyone to find a new partner and build on the discussion. Reconvene the large group and ask for observations.

### Round Robin Brainstorm

Ask a question of the group and have each individual write down a few responses. Then go around group and ask each person to share one of the things they wrote down. Go around until all ideas are captured.

### Post-It Brainstorm (Affinity Diagram)

Pose a discussion question to the class and ask participants to write their ideas on post its (one idea per post it). Post the notes on the wall and ask participants to organize them by topic. Discuss the outcomes.

### Actionable Steps

At the end of the class ask participants to write down no more than two things they will do or try as soon as they get back to their office. They should be something they can try without permission and have observable results.

### 18 Minutes

There is a reason TED Talks are limited to 18 minutes. Use these methods to break up lengthy lectures. Make your instruction engaging.

#### Adult Learning in Practice

- \* Focus on real world problems
- \* Practical – workplace application
- \* Meets personal and professional goals and needs
- \* Builds on experiences, skills and expertise of learners
- \* Participatory
- \* Respects ideas and opinions of learners
- \* Learners are resources to themselves and each other
- \* Learners and instructors are peers – no rank or authority