(Detailed information located in Chapter Five of the SDI Open Water Scuba Diver Instructor Training materials)

During this session it is important that the Instructor Trainer lead by example by being prepared and using the proper teaching materials (manuals and slates) when teaching the instructor program. Once the IT has covered this material, it is recommended to give a brief academic presentation using the academic preparation forms, and to have the candidates help prepare for the presentation. The IT should also give a brief pool / confined water presentation using the in-water presentation preparation form with the help of the candidates. By demonstrating the proper use of the forms candidates will see exactly what the IT is looking for in a presentation.

- Introduction
- Learning
- Factors That Affect Learning
- Phases of Teaching
• Learning Objectives
• Instructional Theory – Phases of Learning
• General Teaching Methods
• Factors That Influence Communication
• Lesson Preparation
• Course Planning
• Review Questions (For SDI Instructor Programs Only)

Introduction

This chapter looks at how people learn, why they learn and how the instructor can provide multiple methods to enhance or increase learning for the students.

Learning

When someone learns

• Everyone learns differently
• Permanent and observable change in behavior occurs
• People respond to different teaching methods
• Student retention can be measured by testing them
Factors That Affect Learning

Readiness

Differences between Adults and Children

- Time of day class is held
- Physical Preparedness
- Breaks

Intensity

Why one course is remembered over another

- During the course intensity can vary from low to high depending on the activity
- Instructor shows excitement
- Instructor makes the course more fun

Primacy

Do it right the first time

- Knowledge
- Water Skills

Exercise

Academics

- Student completes manual or online session
- Instructor reviews materials
Water Sessions

- Skills are demonstrated
- Students practice repeatedly until reaction becomes second nature

Effect

- How did the learning affect the student?
- If the student is having fun while learning they will learn better
- Was the student able to apply the information learned to their diving?

Phases of Teaching

Assessment

- Who is the audience?
- Age and maturity level
- Past water experience
- Partner dependence

Presentation

- Tell them what they will learn
- Clearly define the objectives for the presentation
- Take periodic breaks
- Be clear
Application

• Show how the information will be applied
• Students should be able to apply during the presentation

Evaluation

• Testing their knowledge or skill ability
• Written or oral exams
• Skill demonstration

Learning Objectives

What the students should be able to do with the information

Establishing an Objective

• A = Audience, Who is it?
• B = Behavior, What they should be able to do?
• C = Condition, Under what conditions are they required to perform?
• D = Degree, How well must it be done?
Instructional Theory – Phases of Learning

Stimulus

Attention getting step

• Above water ask a question
• Underwater make a sound

Response

• Response from students after attention getting step
• Attention should be focused on instructor

Reinforcement

Above water

• Ask questions; give positive reinforcement to correct answer

Underwater

• Re-demonstrate skill emphasizing correct process
• When completed correctly, give an OK sign or a handshake as positive reinforcement

Motivation

• Students must want to learn
• Instructor must continue to motivate with positive reinforcement
• Answer “Why” this is important before it is asked
General Teaching Methods

Oral Presentations

• Students can interact with instructor and each other
• Builds rapport within the class and between instructor and student
• Students can be tested verbally
• Instructor must overcome public speaking phobia
• Tips for dealing with nervousness
• Use of visual aids

Guided Discussion

• Instructor can answer questions
• Interaction with each other and the instructor
• Must be controlled to keep on track and within time parameters

Online Training

• Can be “blended” with other types of training
• Does not replace face-to-face interaction
• Student’s progress can be monitored when using the SDI/TDI/ERDI online program
Factors That Influence Communication

Vocal Expression
- Volume and rate of speech
- Use of voice inflection, allows one to show emotion
- Keeps students engaged
- Can gain attention to a particular point
- If someone must translate, slow down

Image
- Wear appropriate clothing
- Store shirt

Posture
- Appear relaxed

Nervousness
- Control by practicing
- Know the subject
- Review presentation
- Training aids
  - They help to explain subject
  - Can serve as a distraction
Teaching Tools

- PowerPoint presentations
- Equipment for demonstrations
- Video equipment use
  - Make sure it works properly prior to class starting

Reading Body Language

Classroom

- Time of day class is held may require periodic breaks
- Class interaction

In-Water

- Hanging onto their buddy or piece of equipment for security
- If the student does not return OK sign
- Talk with student immediately if they appear to be uncomfortable

Trust

Foundation of trust

- Trust must be earned
- Being prepared helps to earn trust
• Answer questions promptly
• Find out answers to questions if answer is unknown

Take time to know students
• Why they are taking the course
• What their personal goals for diving are
• Helps to build rapport

Lesson Preparation

Classroom
Can be done in formal classroom or at a dive site

Prepare a list of needed items
• White board, markers, video equipment, computer
• Test all equipment to make sure it is performing properly
• Are all materials needed? If so, are they available?
• Clean and organize the classroom
• Provide shade at the dive site for protection from sun and weather

Academic Presentation Form
This form along with many other forms can be found in the members’ area of the TDI/SDI/ERDI website in the standards section under the forms section.
• Components of the form
• How to use the form

* Note: Using the academic presentation form, put together an academic presentation so the candidate can see how to use the form

**Academic Evaluation Form**

• Evaluation criteria of the form
• 1 = Fail
• 2 = Needs improvement
• 3 = Adequate
• 4 = Good
• 5 = Excellent

* Note: It is suggested to demonstrate a short, 5 to 7 minute, presentation so the candidates see how it should be performed.

**Pool/Confined Water**

• What site is being used for pool /confined water?
• Is it shared with other activities?
• Is there additional support available such as life guards in the event of an emergency?
• Have extra equipment available
• What are the emergency procedures for facility?
• Maximize time in water so the students can learn and practice skills
In-water Presentation Form for pool/confined and open water

The in-water presentation form along with many other forms can be found in the members’ area of the TDI/SDI/ERDI website in the standards section under the forms section.

- Components of the form
- How to use the form

  * Note: Using the in-water presentation form put together an in-water presentation so the candidate can see how to use the form

In-water Evaluation form for pool/confined and open water

- Evaluation criteria of the Form

  • 1 = Fail
  • 2 = Needs improvement
  • 3 = Adequate
  • 4 = Good
  • 5 = Excellent

Open Water

- Similar to planning for pool / confined water
- Students demonstrate proficiency of skills in open water
  - An assistant can be a big help in open water
Course Planning

The following techniques can be applied to any SDI/TDI/ERDI program

- Preparation
- Planning and Control in Dive Management
- Diving Activities

Pre-course Preparation

Course Schedule

- Entry level through assistant instructor
- Six (6) to Twelve (12) month schedule

Location for Training

- Pool / confined water
- Open water
- Boat use
- Make sure individual insurance and membership fees are current

Diving Events

- Additional dive professionals serve as extra eyes and ears
Pool / Confined and Open Water

- Alternate site availability
- Weather problems
- Emergency management plan including what services are available
- Is location suitable for level of training?

Using Assistants During Training

Duties an Assistant can fulfill

- Review knowledge quest (SDI AI)
- Another set of ears and eyes in classroom, pool / confined and open water
- Review paperwork for completeness
- Supervise divers while instructor works one-on-one with a student in pool/confined water
Summary

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