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10) Interpersonal communication is rooted in the following principles :		
• There is not any discrepancy between what the trainer says and what the trainee will later repeat.	true	(false)
• when we listen to others, it is filtered through our own frame of reference.	(true)	false
• we all have the same reference frame.	true	(false)
• reformulation lets the trainer ascertain whether he has properly understood the idea expressed by the participant.	(true)	false
• reformulation lets the trainer alter the meaning of an idea a participant has expressed.	(true)	false
11) Participants' questions are handled as follows :		
• if trainer does not know the answer to the question, he/she should not admit this.	true	(false)
• even when the question is off-subject, it must be dealt with.	(true)	false
• even when the question is off-subject, the trainer must provide a response from a technical point of view.	(true)	false
• open questions are useful for collecting a large number of ideas.	(true)	false
12) There are three main teaching styles :		
• the best attitude is to always re center the discussion on the subject.	true	(false)
• the trainer must simultaneously manage the topic, his own attitude, and group participation.	(true)	false
• a good trainer is like an actor on stage, and does not encourage group participation.	true	(false)

For the two following questions, provide short answers (one or two words)

1) What are the three spheres of action for oral expression ?	
- PHYSICAL	
- VOCAL	
- INTELECTUAL	
2) Name four learning factors for adults	
- LISTENING / MOTIVATION	
- SEEING / MEMORISATION	
- MEMORIZING / PERCEPTION	
- REPEATING / UNDERSTANDING	

For the following questions, enter a number from 1 to 6 in the box corresponding to your classification.

1) Classify in decreasing order of effectiveness the teaching methods which best enable participants to memorize course material :			
• reading	1	1	☐
• listening and seeing	4	4	☐
• expressing and doing	6	6	☐
• listening	3	2	☐
• seeing	2	3	☐
• expressing :	5	5	☐
2) Classify the steps for preparing a training session in logical order :			
• designing sequences	3	4	☐
• designing teaching aids	5	5	☐
• set teaching objectives	2	2	☐
• designing the teaching sequence	4	3	☐
• Defining training objectives	1	1	☐
• designing assessment tools	6	6	☐

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ASSESSING ACQUIRED NOTIONS

E-07

Read the following statements and check "true" if the statement seems right, and "false" if it seems wrong. Several "true" or "false" responses may be possible

1) The "rule of 3" in teaching is intended :		
• to establish a link between the outline and the outline announced	true	false
• to identify teaching steps	true	false
• repeat each word three times.	true	false
2) Using multiple techniques is used to :		
• make sure that you are properly understood by both visually and auditive dominant persons.	true	false
• use several different communications "supports".	true	false
• Appeal to all five senses : hearing - sight - smell - touch - taste.	true	false
3) Each side of the brain is specialized :		
• the right side of the brain is responsible for logic.	true	false
• the left side of the brain is responsible for language.	true	false
4) Active methods make use of the following teaching techniques :		
• lecture only	true	false
• Work in small groups	true	false
• Reading only	true	false
• case studies	true	false
• simulations	true	false
• Testing	true	false
5) A teaching objective is defined as follows :		
• overall results required upon completion of the training program.	true	false
• the capacity and skills which the trainee is required to master upon completion of the training program.	true	false
• the behavior to acquire upon completion of the training program.	true	false
6) Assessment of acquired notions is used to measure :		
• trainee satisfaction.	true	false
• teaching quality.	true	false
• discrepancies between the initial objectives and the actual results.	true	false
• progress made.	true	false
7) Overheads include :		
• a title that gets the main message across, with .	true	false
• 5 main ideas maximum.	true	false
• 15 lines.	true	false
9) The purpose of the story board is to :		
• provide a complete summary of the discussion	true	false
• time management	true	false
• manage visual aids.	true	false
• observe the "rule of 3".	true	false

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ASSESSING ACQUIRED NOTIONS

Corrections

E-07

Read the following statements and check "true" if the statement seems right, and "false" if it seems wrong. Several "true" or "false" responses may be possible

1) The "rule of 3" in teaching is intended :		
• to establish a link between the outline and the outline announced	**true**	~~false~~
• to identify teaching steps	**true**	~~false~~
• to repeat each word three times.	~~true~~	false
2) Using multiple techniques is used to :		
• make sure that you are properly understood by both visually and auditive dominant persons.	**true**	~~false~~
• use several different communications "supports".	**true**	~~false~~
• Appeal to all five senses : hearing - sight - smell - touch - taste.	~~true~~	**false**
3) Each side of the brain is specialized :		
• the right side of the brain is responsible for logic.	~~true~~	**false**
• the left side of the brain is responsible for language.	**true**	~~false~~
4) Active methods make use of the following teaching techniques :		
• Lecture only	~~true~~	**false**
• Work in small groups	**true**	~~false~~
• Reading only	~~true~~	**false**
• case studies	**true**	~~false~~
• simulations	**true**	~~false~~
• Testing	**true**	~~false~~
5) A teaching objective is defined as follows :		
• overall results required upon completion of the training program.	~~true~~	**false**
• the capacity and skills which the trainee is required to master upon completion of the training program.	**true**	~~false~~
• the behavior to acquire upon completion of the training program.	**true**	~~false~~
6) Assessment of acquired notions is used to measure :		
• trainee satisfaction.	~~true~~	**false**
• teaching quality.	~~true~~	**false**
• discrepancies between the initial objectives and the actual results.	**true**	~~false~~
• progress made.	**true**	~~false~~
7) Overheads include :		
• a title that gets the main message across, with .	**true**	~~false~~
• 5 essential ideas maximum.	~~true~~	**false**
• 15 lines.	~~true~~	false
9) The purpose of the story board is to :		
• provide a complete summary of the discussion in order to read it.	~~true~~	false
• time management	**true**	~~false~~
• facilitate visual aid management.	**true**	~~false~~
• observe the "rule of 3".	**true**	~~false~~

10) Interpersonal communication is rooted in the following principles :		
• There is not any discrepancy between what the trainer says and what the trainee will later repeat.	~~true~~	**false**
• when we listen to others, it is filtered through our own frame of reference.	**true**	~~false~~
• we all have the same reference frame.	~~true~~	**false**
• reformulation lets the trainer ascertain whether he has properly understood the idea expressed by the participant.	**true**	~~false~~
• reformulation lets the trainer alter the meaning of an idea a participant has expressed.	~~true~~	**false**
11) Participants' questions are handled as follows :		
• if trainer does not know the answer to the question, he/she should not admit this.	~~true~~	**false**
• even when the question is off-subject, it must be dealt with.	**true**	~~false~~
• even when the question is off-subject, the trainer must provide a response from a technical point of view.	~~true~~	**false**
• open questions are useful for collecting a large number of ideas.	**true**	~~false~~
12) There are three main teaching styles :		
• the best attitude is to always re center the discussion on the subject.	~~true~~	**false**
• the trainer must simultaneously manage the topic, his own attitude, and group participation.	**true**	~~false~~
• a good trainer is like an actor on stage and does not often solicit the group.	~~true~~	**false**

For the two following questions, provide short answers (one or two words)

1) What are the three spheres of action for oral expression ?
   - physical
   - vocal
   - intellectual

2) Name four learning factors for adults
   - motivation
   - perception
   - memorization
   - understanding

For the following questions, enter a number from 1 to 6 in the box corresponding to your classification.

1) Classify in decreasing order of effectiveness the teaching methods which best enable participants to memorize course material :	
• reading	6
• listening and seeing	3
• expressing and doing	1
• listening	5
• seeing	4
• expressing	2
2) Classify the steps for preparing a training session in logical order :	
• designing sequences	4
• designing teaching aids	5
• set teaching objectives	2
• designing the teaching sequence	3
• Defining training objectives	1
• Designing assessment tools	6

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Training presentation
Assessment sheet
E-06

UROŠ	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				+
• curriculum duration and outline (written on board)		~		
• limits of subjects dealt with				+
• definition of concepts and key words				+
Lecture				
• observance of the "rule of three"		-		
• use multiple techniques		-		+
• observance of outline		-		
• time management				+
Clarity				
• structuring			+	
• vocabulary and syntax				+
Attitude and expression				
• way of looking				+
• gestures and relaxed stance				+
• voice (articulation, tone, rhythm, speed)				+
• Relationship to group				+
Illustrations				
• overheads				+
• examples				+
• demonstrations				+
Last five minutes				
• final wrap-up				+
• Proposed actions				+

Strong points :

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Areas for improvement :

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Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				✓
• curriculum duration and outline (written on board)				✓
• limits of subjects dealt with				✓
• definition of concepts and key words				✓
Lecture				
• observance of the "rule of three"				✓
• use multiple techniques				✓
• observance of outline				✓
• time management				✓
Clarity				
• structuring				✓
• vocabulary and syntax				✓
Attitude and expression				
• way of looking				✓
• gestures and relaxed stance				✓
• voice (articulation, tone, rhythm, speed)				✓
• Relationship to group				✓
Illustrations				✓
• overheads				
• examples			✓	
• demonstrations				
Last five minutes				
• final wrap-up				✓
• Proposed actions				

Strong points :

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Areas for improvement :

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Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				✓
• curriculum duration and outline (written on board)				✓
• limits of subjects dealt with				✓
• definition of concepts and key words				✓
Lecture				
• observance of the "rule of three"				✓
• use multiple techniques				✓
• observance of outline				✓
• time management				✓
Clarity				
• structuring				✓
• vocabulary and syntax				✓
Attitude and expression				
• way of looking			✓	
• gestures and relaxed stance			✓	
• voice (articulation, tone, rhythm, speed)				✓
• Relationship to group				✓
Illustrations				
• overheads				✓
• examples				✓
• demonstrations				✓
Last five minutes				
• final wrap-up				✓
• Proposed actions				✓

Strong points :

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Areas for improvement :

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IAEA

Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				+
• curriculum duration and outline (written on board)				+
• limits of subjects dealt with				+
• definition of concepts and key words				+
Lecture				
• observance of the "rule of three"				+
• use multiple techniques			+	
• observance of outline				+
• time management				+
Clarity				
• structuring				+
• vocabulary and syntax				+
Attitude and expression			+	
• way of looking				+
• gestures and relaxed stance				+
• voice (articulation, tone, rhythm, speed)			+	
• Relationship to group				
Illustrations				+
• overheads				+
• examples			+	
• demonstrations				
Last five minutes				
• final wrap-up				+
• Proposed actions				+

Strong points :

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Areas for improvement :

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Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				✓
• curriculum duration and outline (written on board)				✓
• limits of subjects dealt with				✓
• definition of concepts and key words				✓
Lecture				
• observance of the "rule of three"			✓	
• use multiple techniques				✓
• observance of outline				✓
• time management				✓
Clarity				
• structuring				✓
• vocabulary and syntax				✓
Attitude and expression				
• way of looking				✓
• gestures and relaxed stance				✓
• voice (articulation, tone, rhythm, speed)				✓
• Relationship to group				✓
Illustrations				
• overheads			✓	
• examples				✓
• demonstrations			✓	
Last five minutes				
• final wrap-up			✓	
• Proposed actions			✓	

Strong points : Good presentation, interesting content and interpretation

Areas for improvement :

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Training presentation
Assessment sheet
E-06

Miroš	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				+
• curriculum duration and outline (written on board)				+
• limits of subjects dealt with			+	+
• definition of concepts and key words				
Lecture				
• observance of the "rule of three"			+	
• use multiple techniques				+
• observance of outline				+
• time management				+
Clarity				
• structuring				+
• vocabulary and syntax				+
Attitude and expression				
• way of looking				+
• gestures and relaxed stance			+	
• voice (articulation, tone, rhythm, speed)				+
• Relationship to group				+
Illustrations				
• overheads				+
• examples				+
• demonstrations				+
Last five minutes				
• final wrap-up				+
• Proposed actions				+

Strong points :

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Areas for improvement :

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Training presentation
Assessment sheet
E-06

ŠROŠ	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined				–
• curriculum duration and outline (written on board)				–
• limits of subjects dealt with				–
• definition of concepts and key words				–
Lecture				
• observance of the "rule of three"			✓	
• use multiple techniques				✓
• observance of outline				✓
• time management				✓
Clarity				
• structuring				✓
• vocabulary and syntax				✓
Attitude and expression				
• way of looking			✓	
• gestures and relaxed stance				✓
• voice (articulation, tone, rhythm, speed)				✓
• Relationship to group				✓
Illustrations				
• overheads			✓	
• examples			✓	
• demonstrations			✓	
Last five minutes				
• final wrap-up				✓
• Proposed actions				✓

Strong points :

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Areas for improvement :

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Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				
• objectives clearly defined			+	
• curriculum duration and outline (written on board)				+
• limits of subjects dealt with				+
• definition of concepts and key words				+
Lecture				
• observance of the "rule of three"			+	
• use multiple techniques			+	
• observance of outline				+
• time management				+
Clarity				
• structuring				+
• vocabulary and syntax				+
Attitude and expression				
• way of looking				+
• gestures and relaxed stance				+
• voice (articulation, tone, rhythm, speed)				+
• Relationship to group				+
Illustrations				
• overheads				+
• examples				+
• demonstrations				+
Last five minutes				
• final wrap-up			+	
• Proposed actions			+	

Strong points :

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Areas for improvement :

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Training presentation
Assessment sheet
E-06

OK

URO5	Weak points		Strong points	
	-2	-1	+1	+2
First five minutes				
• objectives clearly defined				
• curriculum duration and outline (written on board)				
• limits of subjects dealt with				
• definition of concepts and key words				
Lecture				
• observance of the "rule of three"				
• use multiple techniques				
• observance of outline				
• time management				
Clarity				
• structuring				
• vocabulary and syntax				
Attitude and expression				
• way of looking				
• gestures and relaxed stance				
• voice (articulation, tone, rhythm, speed)				
• Relationship to group				
Illustrations				
• overheads				
• examples				
• demonstrations				
Last five minutes				
• final wrap-up				
• Proposed actions				

Strong points : relaxed

Areas for improvement : subject could have been presented more soundly

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Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	-2	-1	+1	+2
First five minutes				
• objectives clearly defined				✓
• curriculum duration and outline (written on board)				✓
• limits of subjects dealt with			✓	
• definition of concepts and key words			✓	
Lecture				
• observance of the "rule of three"				✓
• use multiple techniques				✓
• observance of outline			✓	✓
• time management			✓	
Clarity				
• structuring			✓	
• vocabulary and syntax				✓
Attitude and expression				
• way of looking			✓	
• gestures and relaxed stance			✓	
• voice (articulation, tone, rhythm, speed)			✓	✓
• Relationship to group				
Illustrations				
• overheads		✓		✓
• examples		✓		
• demonstrations		✓		
Last five minutes				
• final wrap-up				✓
• Proposed actions		✓		

Strong points : You use all the ways of projection

Areas for improvement : You should try to combine better the ways you use (outline ⇔ slide content)

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Training presentation
Assessment sheet
E-06

	Weak points		Strong points	
	- 2	- 1	+ 1	+ 2
First five minutes				✓
• objectives clearly defined				
• curriculum duration and outline (written on board)			✓	
• limits of subjects dealt with			✓	
• definition of concepts and key words			✓	
Lecture				
• observance of the "rule of three"			✓	
• use multiple techniques			✓	
• observance of outline			✓	
• time management				✓
Clarity				
• structuring			✓	
• vocabulary and syntax			✓	
Attitude and expression				
• way of looking			✓	
• gestures and relaxed stance			✓	
• voice (articulation, tone, rhythm, speed)		✓		
• Relationship to group				
Illustrations				
• overheads				✓
• examples				✓
• demonstrations			✓	
Last five minutes				
• final wrap-up			✓	
• Proposed actions		✓		

Strong points : Good Voice

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Areas for improvement :

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