

DREI Video

Evaluation Criteria



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CATEGORY: KNOWLEDGE

AREA: Knowledge and command of subject matter

Wrong or outdated information

What it is:

An instructor simply states items that are factually incorrect. This may result from an instructor not keeping up with changes or simply not having done enough research.

What it's not:

An instructor gives out fairly accurate information but not in “technically correct” legal terms. As long as the information given out results in the learners’ understanding of the issue, the fact that it may have been stated in “even more correct” terms does not make it wrong information. Just because a reviewer disagrees with the instructor does not make it wrong information. This is particularly true in areas for which there is no authoritative source (such as in sales training).

NOT common

Gave opinion without making clear it was opinion

What it is:

Since learners cannot readily distinguish when an instructor gives an opinion as opposed to giving a fact, it is very important to preface opinions with a statement that it is an opinion. When an instructor gives out “facts” and then amplifies with instructor’s own opinion, the opinion portion should be noted by the instructor. When an instructor makes strong statements of opinion that appear to be facts to the untrained observer, a deduction would be called for.

What it's not:

An instructor does not have to preface every statement with “in my opinion.” However, when issues are discussed that are in any way deemed controversial, opinions should be identified as such.

NOT common; more common in CE and training than in pre-license

Made statements that could have confused learners as done without proper foundation

What it is:

This usually happens when an instructor “throws in” extraneous material. When an instructor “throws in” material (especially terminology) that has not yet been covered in the class, learners are easily confused. This usually occurs when answering a learner’s question.

What it's not:

Questions asked by an instructor to the class as a whole that are clearly intended to encourage the learners to “think through” an issue.

NOT common; more common in pre-license than other classes

AREA: Coverage of key elements of subject**Failed to deal with all necessary key elements**What it is:

When an item is made up of several key points (such as fiduciary responsibilities to a client) and the instructor fails to include an item that is necessary in order for the learners to understand the overall concept.

What it's not:

An instructor chooses to “minimize” less important or redundant concepts. Additionally, all items do not necessarily have to be covered during the 50 minute DREI tape itself. For example, an instructor may be teaching a 3 hour program on fair housing but submits the middle portion for the DREI evaluation. There would not be a deduction simply because the reviewer did not see the other areas of the presentation. A deduction occurs when something is clearly skipped that is mandatory. An example in fair housing would be listing only 6 of the 7 federally protected classes (and it is obvious to the reviewer that the 7th will not be covered later).

NOT common; more common in pre-license than other classes

Attempted to cover too broad an area in allotted timeWhat it is:

This must be considered in the light of the type of audience. This is usually a result of not covering items that would be needed by that particular class to accomplish the desired learning objective. Since the reviewers do not usually know how much total time will be spent on an area or how much material will be covered, the deduction is usually made when the instructor “skips over” material and speaks quickly in order to “cover it all” or actually makes statements such as “we have a lot of material to cover in a short time so please limit your questions.”

What it's not:

Certain states have different time requirements (especially pre-license). An instructor that chooses only to cover the “key” points and not to get in “depth” is not in violation. Just because a reviewer would have liked to have seen the subject covered in more depth is not cause for a deduction.

NOT common; more common in CE classes than pre-license

AREA: Ability to provide logical and satisfactory answers to questions

Failed to answer legitimate question from learner at all

What it is:

This sometimes comes when the instructor does not know the answer and tries to "bluff" past it. It also occurs when the answer to the question is not really needed to master the material and the instructor just brushes it off. EXAMPLE: Instructor saying "don't worry about that" and just going on.

What it's not:

An instructor who answers by saying they do not know the answer but will do some research if the learner desires is not a deduction. Answering a student who asks if something is "on the test" or "is that something we really need to know" with "No, it's not on the test" or "It's not something you really are required to know" would not be a deduction.

NOT common; more common in CE than in pre-license

Failed to answer learner's question logically and clearly

What it is:

This may occur when an instructor gives too brief an answer to a question. It also occurs when an instructor is "thinking out loud" in an attempt to come up with an answer. Thinking "out loud" occurs when an instructor says something like "Well, it is.....but on the other hand.....but usually.....I'm not sure but I think that....."

What it's not:

When a learner cannot ask a clear question and the instructor has to ask them to clarify what they are asking would not be a deduction. An instructor paraphrasing what the learner has asked in an attempt to clarify the question also would not be a deduction.

NOT common; more common in pre-license than CE or training

Gave a wrong answer to a question

What it is:

This results from either not knowing the correct information or simply getting confused as to what the learner was actually asking.

What it's not:

If the learner could not clearly phrase a question and then, after the instructor has attempted to answer it, the learner says "That's not what I was asking" a deduction would not usually be called for.

NOT common

Failed to volunteer to get information in response to a learner's question that the instructor did not have personal knowledge to answer at that time

What it is:

This results from a learner asking for information that is outside the scope of the class. Although permissible to state that it is outside the class' scope, the instructor should volunteer to do further research if necessary. EXAMPLE: Instructor tersely saying "I don't know, see an attorney".

What it's not:

If a learner asks a question that is clearly outside the scope of the class, it is permissible to state that the item is not part of this class but that the instructor would do some research if the learner desires.

NOT common

CATEGORY: ANDRAGOGY

AREA: Ability to relate new ideas (by tying to existing knowledge)

Taught over learner's heads

What it is:

This often happens in entry level classes when the instructor uses terminology and/or concepts that the new learners do not yet understand. It is often done when the instructor is trying to impress the class with the instructor's knowledge.

What it's not:

Attempting to teach new terms or concepts by relating them to the learner's pre-existing knowledge is not a deduction.

COMMON in pre-license

Taught about a subject without explaining the need to know and relating to learner's pre-existing knowledge (such as failure to use examples)

What it is:

This happens when the instructor concentrates on the material itself rather than on how the learners relate to the material. The most common example is the instructor going through a list of terms and simply giving definitions.

What it's not:

Short stories used as examples to illustrate the point.

COMMON in pre-license

Taught to memorize rather than understand

What it is:

Giving "textbook" definitions or mnemonic tool without using examples and relating to real life.

What it's not"

Giving definitions or pneumonic tool ALONG WITH examples and relating to real life

COMMON in pre-license

AREA: Concern for learners' understanding

Failed to encourage learners to ask questions

What it is:

Questions should come naturally from the learners if the instructor is relating it to their backgrounds. Therefore, if there are no questions it would normally call for a deduction. Asking for questions but not giving learners time to ask them would trigger this deduction. Asking "Are there any questions???" from time to time is not enough to be considered to be encouraging questions.

What it's not:

Although simply asking "Are there any questions?" is not enough, it is often the way an instructor encourages learners to start thinking about questions. Therefore, just because learners do not respond to the instructor's query "at that moment" does not automatically trigger a deduction. Often the learners do not ask questions for a significant portion of the 50 minute presentation and then something triggers an extended discussion. As long as a reasonable number of questions (or comments) occur during the 50 minute presentation, even if the majority occurs near the end of the presentation, a deduction would not be called for.

COMMON in both pre-license and CE

Discouraged a learner from asking a question

What it is:

This is often caused by cramming too much material into the course time and then saying something like: "We don't have time to answer questions. Please hold your questions until the end and, if we have time, we will answer them then."

What it's not:

If a single learner attempts to dominate the class or becomes argumentative, suggesting that they talk with the instructor during a break is acceptable.

COMMON in both pre-license and CE

Responded in a manner that made the student appear ignorant

What it is:

This usually happens when the instructor answers a learner's question and the instructor "puts down the learner" if the learner attempts to disagree with the instructor.

What it's not:

Simply because a learner did not understand the answer to a question does not trigger a deduction.

NOT common

Instructor allowed themselves to engage in arguing a point with a learner (rather than discussing it positively)

What it is:

This usually results from an instructor taking offense when a learner disagrees with them in front of the class and engages in an extended disagreement during the class.

What it's not:

Positively discussing an item with a learner who disagrees would not trigger a deduction.

NOT common

Appeared aloof when a learner asked a question

What it is:

Behaviors that would trigger a deduction include not looking at a learner while learner is asking a question, looking down at notes while learner is speaking, looking at watch while learner is speaking, turning back on learner while learner is speaking, etc.

What it's not:

Backing away from learner while learner is speaking (while still maintaining eye contact) is not a deduction.

Failed to affirm learner for asking questionWhat it is:

A major mistake (which leads to other problems) is to lunge into the answer to a question immediately after the learner asks it. That puts the instructor into the position of dealing with the "material" rather than the "learner." Almost any positive statement will do; such as "that's a good question" or "good question" or "Yeah" or "thanks".

What it's not:

"Gushing" over a learner for asking a question is neither necessary nor recommended.

COMMON

Use of inappropriate languageWhat it is:

Some language, although acceptable outside the classroom, is not acceptable inside the classroom. Obscenities are inappropriate. However, even language that is not considered obscene but falls under the category of vulgar would call for a deduction.

What it's not:

Improper grammar.

NOT Common

Ethnic, racial or sexist statementWhat it is:

Even if the effect is not intended by the instructor, use of words or phrases that are considered by society as a whole to be insensitive would trigger a deduction. Although not an inclusive list, terms used by an instructor that appear insulting to any of fair housing's protected classes would fall under this deduction.

What it's not:

The use of potentially offensive terms as an example of improper terminology in an educational setting does not trigger a deduction. For example: stating certain "code words" while teaching about the advertising regulations in fair housing.

NOT common

Failed to restate learner's questions to class as a whole before answering it

What it is:

Many instructors mistakenly think this is only to make sure the rest of the class heard the question (therefore, in a small room it is not necessary). However, the main reason to ALWAYS restate the question is to get the rest of the class involved in the discussion. That way the question is a learning tool for the entire class and is not relegated into a two person discussion between learner and instructor. The 3 step question handling procedure follows:

1. Thank the learner for the question
2. Restate the question to the class as a whole
3. Answer the question to the class as a whole

What it's not:

Restating the question "word for word" is not required. A good paraphrase is often preferred. It is not a requirement that learner's comments (as opposed to questions) be restated to the class.

COMMON

Cut off learner while learner is speaking (such as beginning to answer question before learner has finished asking it)

What it is:

This happens when, in a mistaken attempt to save time, the instructor makes a conscious decision as to what the learner is asking and starts to answer it. However, it also limits the ability to involve the rest of the class in the question and is psychologically extremely inhibiting to, not only the learner who asks it (and is cut off), but to the rest of the class.

What it's not:

After several attempts, if a learner is obviously having trouble putting into words the learner's thoughts it would not trigger a deduction if the instructor attempts to help the learner by giving "cues" or a short paraphrase.

COMMON

AREA: Participation of learners in the learning process

Failed to call learners by name during teaching

What it is:

This usually results from a failure to use name cards or name tags. However, even when they are not available, good instructors meet several persons prior to the class and call them by name (often as examples). The use of names should come naturally if the instructor is teaching the "people" as opposed to concentrating on the material. Usually when answering a learner's question, the instructor should call the learner by name. When using learners as examples, names should be used.

What it's not:

There is no specific number of times a name should be used in a session. There is no requirement to call on every person in the room. There is no requirement to use the learner's name EVERY time the learner asks a question. Although not the preferred method, it is not a deduction to ask a learner for the learner's name so instructor can use the name.

COMMON

Put individual "on the spot" by calling on them when the learner has not volunteered (either to answer question or participate)

What it is:

This occurs sometimes by calling on adult learners to read. Many are poor readers and, although it does not lower them in the instructor's mind, it does embarrass them in the learner's mind (which limits the learning process). Additionally, calling on someone in the class to answer a question without them volunteering is very psychologically inhibiting.

What it's not:

Asking the class as a whole if anyone wants to share an experience with the class and then allowing any volunteer to share their experience.

NOT common; more common in CE and sales training than in pre-license

Talked to learner individually during the large group program (such as answering a question only to the learner who asked it and not to the group as a whole)

What it is:

This is usually a result from using improper question handling technique (as were explained above). By not using the 3 step approach, extended questioning from a single learner may result and thereby the rest of the class is "lost".

What it's not:

Looking a learner in the eye while the learner is asking a question or making a comment.

COMMON

If small group work was used, failed to have groups report back to the large group as to findings

What it is:

Group work is excellent for some subjects. However, the material the groups work with should be reported back to the rest of the groups in the large group setting.

What it's not:

The instructor is not required to have the groups provide written reports.

NOT common

Used lecture method of presentation when group work was preferableWhat it is:

This happens when an instructor tries to do a large group lecture, especially on technical subjects, when the steps must be mastered sequentially before anyone in the large group can go on without being lost. Examples might include a calculator workshop or math questions. The easiest way for the reviewer to recognize if groups would have been preferable is to watch the learners and see if they start "helping each other" during the instructor's lecture.

What it's not:

Just because a subject COULD be taught in groups and in the reviewer's mind would have been better does not trigger a deduction.

NOT common

If small group work was used, failed to mingle with the groups during the small group work timeWhat it is:

This happens when the instructor tries to use the group time to take a break. Unfortunately, that's also the way the learners see it and they also may very well take a break. This also occurs when an instructor mingles with the groups "doing their group work for them." An example would be telling them what they should report to the large group without input from the group members themselves.

What it's not:

An instructor who simply walks around observing the groups and is obviously "available" for questions is not a deduction even if the groups do not talk to the instructor.

NOT common

Class was mostly lecture with little learner participationWhat it is:

When the instructor does most of the communication in a one-way manner and the learners' participation is totally or almost totally limited to listening, a deduction is usually called for. A total lecture is almost always a poor learning vehicle since the total participation of the learner is in the hearing realm. This often results from a lack of encouraging questions or improper question handling techniques. A presentation whereby the instructor does almost 100% of the speaking and there are few or no comments or questions from the students would call for this deduction.

What it's not:

A "lecturette" where the instructor speaks for a few minutes, then engages the learners in some activity such as question and answer, role play, large or small group discussion or the like and then repeats the pattern would not normally call for a deduction. The mere fact that most of the presentation is lecture would not automatically call for a deduction. The deduction is primarily for failing to engage the learners in the learning process. If the learners appear reasonably engaged with the instructor and there are a reasonable number of questions or comments from the learners, a deduction would not be appropriate.

CATEGORY: SPEECH

AREA: Conciseness and organization of presentation

Little or no evidence of instruction toward learning objectives

What it is:

*Although an instructor should probably have specific learning objectives toward which the instructor is teaching, this is a deduction for failing to **teach** toward learning objectives. This often results from trying to force too much material into too short a period of time; incorporating too many various concepts together; or simply allowing the class to “wander.” A reviewer should be able to see where the instructor “is going” and what the instructor is trying to accomplish without the instructor having to “spell it out.” The key item reviewers should look for is if an instructor does not appear to know themselves where they are going.*

What it's not:

*This is not a failure to have written learning objectives. Simply writing out the learning objectives does not satisfy this section. It is a failure to **teach** toward learning objectives. Failure of an instructor to spell out to the class the specific learning objectives is not a deduction. It is also not a deduction if an instructor is attempting to get the learners to “think through” an issue by asking a series of thought provoking questions. Even though it may not be clear to the reviewer exactly where the instructor wants the class to go, the very idea of “attempting to get the learners to think through an issue” is itself a learning objective. Even a poor learning objective would not call for a deduction. For example, if an instructor does nothing more than teach the learners to memorize terms, that would be a learning objective.*

NOT Common

Used legal or technical terminology when unnecessary

What it is:

A good instructor makes complex ideas simple, not vice versa. When an instructor introduces legal terms that a learner would not need to know, that would call for a deduction. This results from an instructor trying to impress the learners.

What it's not:

An instructor is not penalized for simply stating a legal or technical term. The key point is whether it is something the learner needs to know. The higher the learning level the more likely legal or technical terms would be necessary.

NOT common

Failed to build bridges between unrelated points

What it is:

*This is one of the most commonly violated areas. Instructors are often so “content oriented” that the transitions are often totally overlooked. Bridge statements are nothing more than **transition phrases** between points. Good instructors do this as a matter of habit. Poor instructors do not. Remember, adult learners learn best when they can tie new information to information they already possess. This is even true on minor points. A example of a common violation would be to go through a series of definitions by clicking the slide that contains the term at the top, giving the definition, giving an example, then just clicking to the next slide with the next term without building any bridge between the two terms. “Let’s go on to the next point” is not a bridge as it does not link the contents of the two points.*

What it’s not:

There are no particular words that must be used in a bridge. It could be a short story. It could be a list of similarities between the preceding point and the next point. It could be a statement of differences between the previous point and the next point. It could just be a statement of logic that links the two points (e.g. “since this is true something else must be true”). Just about any language that attempts to bridge the terms, sections, etc. would not call for a deduction.

COMMON

Made vague points or rambling dissertation on a subject

What it is:

This is usually a result of the instructor forgetting the learning objectives and/or just plain being ill-prepared. It can also be a deduction for telling stories that do not make a point. It is similar to “failing to answer questions logically and clearly” in the area of Knowledge except that it is not done in response to a question but as part of a presentation.

What it’s not:

Telling a story that leads to a point is not a deduction. Dealing with controversial issues that are inherently “grey” is not a deduction.

NOT common – more common in CE than pre-license

AREA: Naturalness and non-dependence on prepared notes

Read material to class (when not quoting)

What it is:

This usually happens when an instructor is using a textbook and is not prepared enough to paraphrase. Another example is an instructor using the slides as notes by reading to the class directly off the slides on a consistent basis.

What it's not:

Reading a direct quotation from a book or off a slide is not a deduction. Going from point to point on a slide by using examples and bridges between the points is not a deduction.

COMMON – more common in pre-license than CE or training

Used unnecessary verbiage rather than concise speech patterns

What it is:

This usually results from either an instructor trying to impress the learners OR an instructor is trying so hard to be technically correct that the message gets lost. Using words like "essentially", "effectively this leads to", "generally, my experience would lead me to believe that" may lead to a more defensible argument by the instructor but also tend to confuse the learners (and waste time). Note that this differs from the deduction for using legal or technical terminology in that this is for just using too many "helping words" that are unnecessary. An instructor that uses words like "uh" or "OK" as a transition between phrases on a regular basis so that it becomes irritating to the listeners or the reviewer would call for a deduction.

What it's not:

The use of "clarifying" words in an attempt to be accurate does not call for a mandatory deduction. For example, using the term "allegedly" when referring to someone who has been accused of something but not convicted would not be a deduction.

COMMON

Told a canned joke that did not help the learners

What it is:

Humor is important but it needs to be spontaneous. A joke (particularly a lengthy story type) that is not related to the subject calls for a deduction.

What it's not:

Spontaneous humor is not a deduction. One liners & puns that relate to the subject are not a mandatory deduction. Also note that a “dirty” joke is not a deduction under this category. A “dirty” joke should be a deduction under “inappropriate language” in Andragogy.

NOT Common

Rote presentation with little or no spontaneity

What it is:

A rote presentation is “mechanical” repetition of something so that it is remembered, often without real understanding of its meaning or significance. This often results when an instructor has taught the same material in the same way for so long that it is essentially memorized. It then has the same effect as reading it out of a book if done with little spontaneity. This differs from the deduction for mostly lecture in that a lecture can be done with enthusiasm and spontaneity. A rote presentation is usually a lecture with the instructor showing little enthusiasm for the learners or the material.

What it's not:

A lecture where the instructor shows enthusiasm is not a deduction here. It would usually call for a deduction under Andragogy.

Failed to establish or maintain eye contact

What it is:

An instructor who tends to look at their notes or the projected image rather than the learners is due a deduction under this item. Just as in a personal conversation, when someone is talking to you but not looking at you, you tend not to believe them. That is why it is hard to maintain eye contact if the instructor stands up at the front of a large room and just gazes at the rows of learners (rather than moves around). An instructor who does not look at the learner who is asking a question is due a deduction under this item.

What it's not:

An instructor is not required to look into each individual's eyes. This is particularly difficult in a large class.

NOT common

AREA: Timing and pace of presentation

Spoke too fast

What it is:

This is a deduction for too rapid a rate of speech. If the instructor speaks so quickly that the learners can't follow or take notes, a deduction would be taken here.

What it's not:

This is not a deduction for the words running together. That is a deduction in this category under "Voice, pitch, enunciation, expression."

Spoke too slowWhat it is:

This is a deduction for too slow a rate of speech. If the instructor speaks so slowly that the learners have a hard time paying attention, a deduction would be called for.

What it's not:

A deduction would not be called for simply due to certain regional dialects that have a slower rate of speech than the reviewer would prefer.

NOT common

Class draggedWhat it is:

This usually results from a lack of spontaneity rather than a lack of speed. If the pace does not vary and the instructor does not relate the material to the learners, the deduction for class dragging would be called for.

What it's not:

A lack of speed would not call for this deduction. Too slow a speed would fall under the area of "Speaking too slow."

NOT common

AREA: Voice, pitch, enunciation, expression**Spoke too loudly**What it is:

Consistently loud speaking which makes the class withdraw calls for a deduction.

What it's not:

Raising the volume from time to time is not a deduction.

NOT Common

Spoke too softly

What it is:

Consistently soft speaking that calls for the class to strain to hear calls for a deduction.

What it's not:

Lowering the volume from time to time is not a deduction.

NOT common

Words ran together

What it is:

This is often a result of speaking too fast. It may also be a result of slurred speech patterns. An instructor who speaks quickly and slurs speech patterns would usually get a deduction for words running together.

What it's not:

Speaking fast does not automatically cause the words to run together.

NOT Common

Enunciated in too pronounced a manner

What it is:

An instructor that "overemphasizes" words so that the learners concentrate on the form of speech rather than the meaning of the words would be guilty of this.

What it's not:

Regional speech patterns where the speaker tends to emphasize (but not overemphasize to distraction) certain vowels or consonants would not be a deduction.

NOT common

CATEGORY: LEARNING ENVIRONMENT

AREA: Enthusiasm for subject matter

Failed to appear positive toward subject

What it is:

This occurs when an instructor appears to be “talking about” a subject without showing a personal interest in the material that is being covered. It also occurs when an instructor shows a disdain for the subject being covered. An example would be to say something like “I don’t know why this is even covered but we have to do it” or “It’s a stupid law but we have to cover it.”

What it’s not:

Simply disagreeing with a law or subject is not a mandatory deduction. As long as an instructor points out specific items with which they disagree as opposed to just ridiculing the subject, no deduction would be required.

NOT common

Ridiculed learner personally

What it is:

If an instructor “puts down” a learner, either for what the learner believes or for a personal characteristic of the learner, a deduction would normally be called for. This is sometimes done either by accident (such as trying to be funny when one is not) or when an instructor has allowed them to be drawn into a verbal disagreement with a learner.

What it’s not:

Pointing out an inconsistency in a learner’s statements or showing a learner why the learner’s position is not logical is not an automatic deduction since it is dealing with material and not the learner personally. As long as the discussion is dealing with material and does not degenerate into ridiculing the learner or learner’s ideas personally, no deduction is mandatory.

NOT common

Ridiculed others (such as government, other persons, etc.)

What it is:

Ridiculing others in front of a class performs no worthwhile learning function. Often an instructor's personal opinions are shielded by the use of ridicule. EXAMPLE: An instructor says "those idiots in Washington" which is a statement of ridicule that would call for a deduction.

What it's not:

Simply disagreeing with what others think and or positions they have taken are not mandatory deductions as long as the instructor deals with the positions taken and does not ridicule the person who has made the statement.

NOT common

AREA: Instructor's attire and grooming

Non-professional attire

What it is:

If an instructor is dressed in a manner that causes the class to concentrate on the instructor's attire rather than the material that is being covered, a deduction may be called for. An example would be dressing in a provocative manner or a sloppy manner. This calls for discretion on the part of the reviewer as this may change depending on the types of learners and the location of the class.

What it's not:

Attire that is acceptable in the region where the class is being taught should not be a deduction. Additionally, attire that is being used as part of a "class simulation" would not be a deduction as it is being used for educational purposes. An instructor wearing a suit without the buttons buttoned would not normally be considered a deduction.

NOT common

Distracting grooming (hair, make-up, loose tie, etc.)

What it is:

Windblown hair; too much make-up, loose jewelry, etc.

What it's not:

Hair styles that are acceptable in the region where the class is being taught would not automatically be a deduction.

NOT common

AREA: Room set-up

Room set up with numerous empty chairs and learners spread throughout the room

What it is:

Most room set-up problems result from an instructor expecting the learners to adapt to an existing room set-up rather than taking the time to set the room up in a manner to best accommodate the number of learners and the type of learning. More than 30% of the chairs in the room being empty calls for the mandatory deduction.

What it's not:

A classroom set-up where the learners have significant space between the chairs would not normally call for a deduction.

COMMON

No writing surfaces for learners

What it is:

A classroom where the learners are simply seated in chairs (as in a movie theatre) and no table or desktop is provided to write on will normally be a deduction. Even in a presentation where the instructor does not primarily intend for the learners to take "notes" a writing surface should be provided.

What it's not:

Large tables are not required.

NOT common

Learners jammed into the room

What it is:

A classroom where the learners are not given some "personal space" would call for a deduction. A classroom where there are no aisles or where a learner who has to leave for a "personal break" during the class has a difficult time exiting (or entering) would call for a deduction. A large object such as a conference table that takes up a large amount of room thus leaving the learners with little or no space for physical movement would call for a deduction.

What it's not:

Simply having the learners “close together” would not call for a deduction as long as there are adequate aisles and space for some physical movement.

COMMON.

Physical barriers (large tables, lectern, etc.) placed in front of room so instructor had to move around them to relate directly to learners

What it is:

*Physical barriers (such as lecterns or large tables) that are placed **between the instructor and the learners** would call for a deduction. A row of tables across the room without an aisle (thus keeping the instructor in the front of the room) would also be considered physical barriers.*

What it's not:

Small tables or A/V carts that are used for holding projectors would not call for a deduction. Lecterns or tables that are behind the instructor (for holding materials) would not call for a deduction.

Learners too distant to see or be seen

What it is:

Anytime a learner cannot interact with an instructor or can not see the projected image clearly would call for a deduction. It is not the particular size of the room that is the key. For example, a normal sized room that has a very small projected image may call for a deduction whereas a larger room with a very large projected image may not call for the deduction. A normal sized room that is set up so that the instructor cannot physically move to maintain eye contact with the learners may call for a deduction whereas a large room that was set up and allowed the instructor to move and maintain eye contact may not call for a deduction.

What it's not:

A large room does not automatically call for a deduction.

NOT common

AREA: Physical movement

Failed to use gestures

What it is:

An instructor who stands with arms at sides and appears motionless during the presentation.

What it's not:

An instructor is not required to do a large amount of arm movement. An instructor who does not use gestures due to the lack of physical capacity to use gestures would not call for a deduction.

NOT common

Failed to move throughout the room during the presentation (stood in one area throughout)

What it is:

An instructor that stands in one position during most or all of the teaching session calls for a deduction. Additionally, an instructor that just moves from "side to side" and doesn't move to various locations in the room calls for a deduction. If an instructor simply paces back and forth without interacting with the learners in the areas to which the instructor has moved, a deduction would be called for.

What it's not:

An instructor is not required to move throughout an entire room (i.e. work all 4 corners). As long as the instructor moves in a manner that allows the instructor to make eye contact and interact with each learner in the room, no deduction is mandatory. Depending on the room set-up, an instructor may be forced to move in a manner similar to pacing. An example would be in the old fashioned classroom set-up that only had a middle aisle. The instructor may go from front to back and back to front to interact with the learners throughout the room. This would not call for a deduction for "pacing" since the purpose and the outcome was learner interaction. The key item is whether the movement was to facilitate learner interaction or simply to move back and forth.

COMMON

Distracting mannerisms

What it is:

A distracting mannerism is a behavior by the instructor that causes the learners to concentrate on the behavior rather than on the material itself. Examples could include items such as playing with hair, rubbing neck, playing with markers, etc.

What it's not:

*An item that simply “bugs” the reviewer but would not normally bother other learners would not be cause for a deduction. Items such as: a “coat” unbuttoned, instructor “backing away” while student asks questions (as opposed to standing still), instructor has significant movement that exceeds what the reviewer personally would prefer, would not normally call for a deduction unless the behavior is so outrageous that it causes the learners to concentrate on the behavior “itself” rather than the instruction. **Reviewers should be careful not to use this as a “catch all” for anything the instructor does that seems to “irritate” the reviewer.***

NOT Common

CATEGORY: TEACHING AIDS

AREA: Ability to follow outline material

Students not provided with written material

What it is:

When an instructor simply speaks without providing any note guides for the learners, the instructor is doing public speaking rather than teaching.

What it's not:

There is no requirement that the material has to be in a certain form. An instructor who uses 8 ½ X 11 paper OR simply a relatively small note card is in compliance with this requirement.

NOT common

Skipped over a point in the material

What it is:

This occurs when an instructor tells the class to skip over printed items in the material. This is a result of poor material development. If it is not important enough to cover, why is it in there at all?

What it's not:

An instructor that tells the class that certain items in the pre-printed material are important but that they should be reviewed outside the class would not call for a deduction unless the behavior occurs regularly.

NOT common

Added material that forced learners to spend too long a period of time writing something down (it should have been in the written material)

What it is:

Again, poor material development. This often occurs when an instructor is simply reading off a list of definitions with little or no application to life. This is often seen when the instructor simply reads off the same definition (in the same words) 3 or 4 times in a row in order to give the learners time to copy it down.

What it's not:

Simply having the learners write down a definition is not a deduction. Likewise, stating what a term means in several different ways is not a deduction.

NOT common

Deviated from prepared material when unnecessary

What it is:

This often results from learners getting an instructor "off the track" (often in response to a question asked by a learner). That is why effective question handling techniques are so important. It can also occur when an instructor starts telling stories that are not directly related to the point.

What it's not:

If an instructor leaves the prepared material to deal with a legitimate question asked by a learner (and then attempts to bridge back to the material), that would not call for a deduction.

NOT common

AREA: Proper choice of equipment

GAPE does not indicate a proper or improper manner to set up a room. There are too many variables to decide on one right or wrong way. Unless a specific item is violated, no deduction is called for simply because the room set-up created issues in the mind of the reviewer. Examples of items that would not call for a deduction are:

- No side aisle
- Learners having to look at the backs of other learners (i.e. classroom style)
- Learners having to turn their heads to see a projected image (i.e. horseshoe or open box style)
- Tables in straight line rather than a chevron style

Failed to demonstrate the use of modern projection equipment (such as overhead projector or projection system)

What it is:

*All good instructors need to be able to demonstrate the use some type of projection since it is the most widely used medium today. If, during the DREI presentation, an instructor **primarily** uses items such as flip charts, white boards, etc., it would call for a deduction, not because there is anything wrong with using these teaching media but*

*since the instructor has failed to demonstrate the required ability to use some type of projection system. An instructor who uses a projection system for a short time in the presentation and then uses another type of media as the **primary** teaching tool would call for a deduction.*

What it's not:

*Using other types of media as the **non-primary** medium would not call for a deduction.*

NOT common

Used blackboard/whiteboard/flipchart, etc. when projector was more appropriate

What it is:

The problem is one of turning the instructor's back to the learners and wasting time cleaning off the board or posting a flipchart. Although these media sometimes work well for certain size groups and certain material, a projector is usually preferred if the group is of a larger size. If an instructor uses a small white board or flipchart with a larger group (and it is obvious the learners could not see) a deduction would be called for.

What it's not:

Using a flipchart when doing group work, particularly with smaller groups, would not call for a deduction. An instructor using a projection system who chooses to write additional words of amplification on a white board or flip chart (especially when responding to a question) would not call for a deduction (unless the group was so large the learners could not see what was written).

NOT common

Projected on wall rather than screen (unless wall was specifically made for projection)

What it is:

Using a wall or a whiteboard rather than a screen usually detracts from the clarity of the visuals. When the projected image is shone on a white board and it reflects in such a manner that the learners cannot actually see what is projected (or the light literally shines in the learner's eyes), a deduction would be called for. Projection on a colored wall making it difficult for the learners to see the material would also call for a deduction.

What it's not:

If an instructor is using a projector with today's higher lumens bulbs, projection on a light colored wall would not call for a deduction.

NOT common

Screen too low

What it is:

When the screen is either placed so low that the learners' view is blocked by physical objects (such as the projector itself or the heads of learners in the front rows), the bottom half of the screen is often worthless since the screen is so low. A deduction would be called for if the entire projected image is not visible to all the learners. High screens work best as it minimizes floor space and allows more learners to see the screen without looking through objects.

What it's not:

Simply because the room does not have high ceilings and the screen extends lower than one would like does not automatically call for a deduction. If the instructor puts the screen as high as possible, reduces any physical objects that would block the view of the learners, and sets the room up so that the learners can all see the entire image (such as an open box or horseshoe), it would not call for a deduction.

Common

Screen in corner without being angled

What it is:

This sometimes results from an instructor having a lectern on one side and a projector on the other. If the screen is in the front of the room and the learners are so far to either side of the screen that the learners can not see the image, it would call for a deduction.

What it's not:

A corner screen angled so that all the learners in a room can see is not a deduction. Although it is true that some learners may be required to turn their heads to see the entire projected image, it would not call for a deduction. Many instructors place the screens in the middle front of the room. This is also not a deduction even though it may force a large amount of empty space in the front of the room (since the chairs have to be so far back for the learners to see the screen). However, many instructors prefer corner screens since it allows so much more of the room to be used in teaching.

NOT common

Projection too far from learners for all to see

What it is:

This is usually a combination of too small a screen and too large a group.

What it's not:

The use of multiple screens so that all can see would not call for a deduction.

NOT common

AREA: Use of equipment properly**Room set up so that learners' view of visuals was blocked by physical objects**What it is:

This is usually the projector itself, a lectern, or possibly the physical barrier of the instructor personally. If the instructor has set the room up in a way that does not allow the learners to look "past" the barriers, a deduction would be called for.

What it's not:

A projector on a table or A/V cart is not an automatic deduction. If the room is set up so that the learners can look "past" the barriers, it would not call for a deduction. An instructor who exhibits regular movement, thus allowing the learners to see the screen, would not call for a deduction even though the instructor's physical presence may, from time to time, block the learners' view of the projected image.

Instructor's shoulder, etc. blocked projected imageWhat it is:

This results from an instructor standing behind an overhead projector while writing rather than off to one side. It can also occur when an instructor blocks the projected image by standing in the "light." Note that this deduction is used when an instructor only partially blocks the projected image. If the instructor walks across the projected image, the deduction for "walking between screen and projector while projector was on" would be called for rather than this deduction.

What it's not:

An instructor who moves between the learners and the projected image without blocking the "light" would not call for a deduction. This usually means that the projector is "behind" the instructor or is from a ceiling mounted projector.

COMMON

Instructor walked between screen and projector while projector was on

What it is:

Instructors that do not blank the screen or turn off the projection when walking between the projector and the screen call for a deduction. This may also result from an instructor standing in front of a screen blocking the view of the learners (usually when the projection is coming from a ceiling mounted projector).

What it's not:

An instructor that "blanks the screen" before walking between the screen and the projector would not call for a deduction. An instructor who moves between the learners and the projected image without blocking the "light" would not call for a deduction. This usually means that the projector is "behind" the instructor or is from a ceiling mounted projector.

COMMON

Too small of print to be easily seen by all learners

What it is:

When the learners are looking at the projected image to obtain material for notes or for understanding and the print is too small, a deduction is called for. This may result from making a transparency from a typewritten piece of paper (usually using 10 or 12 point type). Slides with small font size may also trigger this deduction. The general rule is that there should be no more than 6 lines of text with no more than 6 words per line on one transparency or slide.

What it's not:

If the slide is an exact replica of the page in the learners' material and the instructor is pointing out various points on the page (with a laser pointer or a type of pre-prepared arrow), it would not trigger an automatic deduction due to the fact that the learners are not dependent on the projected image as the source of the information. Another example of an item that would not be a mandatory deduction would be the instructor projecting an image of an illegal advertisement that itself contained small print in a part of the advertisement.

COMMON

Failed to use any color on projected image

What it is:

Use of only black print on clear slides or transparencies would trigger the deduction.

What it's not:

Use of black print on colored transparencies would not trigger the deduction. Even using colored markers while writing on black and white transparencies is an acceptable use of color.

NOT common

Failed to turn projector on/off at appropriate times

What it is:

The projector should only be on when the instructor wants the learners' attention directed toward the screen. If the instructor wants to spend time explaining something, the projected image should be turned off so the learners' attention is directed toward the instructor. If the instructor leaves the projected image on while answering questions and does not reference the projected image, a deduction would be called for. If the instructor leaves the projector on for extended periods (effectively using the projected image for the instructor's notes), a deduction would be called for. In summary, leaving the projector on when the instructor does not desire the learner's attention directed toward the projected image calls for a deduction.

What it's not:

Walking back to the computer to "blank the screen" is not a deduction. Although some learners find that it "bugs" them to have the projector blank and screen and then turn it back on, that is not reason for a deduction.

COMMON

Failed to reinforce spoken points with visual illustrations

What it is:

This is usually a corollary to using only lecture. A picture is worth "a thousand words." If an instructor is using the "1000 words" and the reviewer sees that one picture would have explained the point, a deduction would be called for.

What it's not:

Just because a picture would have made it “better” or “easier” to explain does not mean that a deduction is triggered. The deduction is more for using the “1000 words” than it is for failing to use the picture.

NOT common

Pointed at projected image on screen itself rather than on projector or laser pointer.

What it is:

With few exceptions, pointing with a hand to the projected image results in blocking the view of the learners or having the instructor’s body block the light. On an overhead projector, the instructor should use a pen or finger on the projector (thus allowing the projected image to point out the item). On a projection system, the use of a laser pointer or arrow image should be used.

What it’s not:

Pointing at the screen in a general way from a distance is not a deduction. Use of a laser pointer is not a deduction.

COMMON

Fumbled with presentation material (transparencies, markers, etc.)

What it is:

This usually is a result of nervousness or simply not having your materials in order. EXAMPLES: tossing the markers or wireless mouse in the air, chewing on the markers, dropping markers, leafing through materials looking for something, etc.

What it’s not:

A single occurrence would not usually trigger a deduction unless it lasted for an extended period. An example would be a student asking a question and the instructor looking for the information in the book. If it is quick and to the point, a deduction would not be triggered. However, if the instructor seems confused and does not know where to look and just fumbles through the material, a deduction would be called for.

NOT common

Projected image extended past the edge of the screen

What it is:

This results from the projector being too far away from the screen or the instructor bumps the projector and doesn't look at the screen to see that the image now is not on the screen. When the projected image "spills over" onto the wall (when a screen is being used) a deduction is called for.

What it's not:

If an instructor turns the projector on and the image "spills over" and the instructor immediately corrects the problem, a single occurrence would not trigger a deduction.

NOT common