Session 2 - Teaching Techniques

**Let's start with the goal for today:**

Become aware of all the different styles of learning and how to incorporate it into your programs, tips, and making you the go-to expert in your field and to start putting together your programs.

**The workbook is set up into five sections:**

* Teaching styles
* Expectations
* Learning materials
* Becoming the expert
* Creating your program checklist

**How People Learn**

There are five primary ways that people learn: visual, auditory, verbal, logical, kinesthetic.

**Visual learners** absorb what they see. They are meticulous, and value planning and organization. They are very aware of colors, brightness, contrast, and visually appealing features such as slide decks. However, stay away from slide decks that have heavy text. Workbooks, color coding, a checklist, closed captioning, are primarily used for the deaf. Closed captioning is also very beneficial for neurodiverse individuals.

**Auditory learners** learn best by listening. Use music, video clips, demonstrations, and pre-recorded workshops. Auditory learners do really well with lectures. They also tend to contribute more to live workshops. So you want to use repetition, Q&A sessions, accountability partners, and one-on-one sessions.

**Verbal learners** need both visual and audio cues. They tend to write in their workbooks. There is a connection between the motor skill of writing and the brain. Physically handwriting something, and I don't mean typing on a computer, I mean handwriting - lights up the part of the brain associated with creativity. It makes learning more absorbable. So provide transcripts by using inexpensive services such as Otter.ai.

**Logical learners** are very methodical and linear in thought. This then that. They need a plan to follow and are very goal-oriented. This requires you to set time expectations and require homework to follow.

**The Kinesthetic** excels at learning a skill hands-on. Hands-on can include writing in a notebook or creating something. What happens when there is a skill and you use your hands to do it? It creates muscle memory.

That’s why in the pet classes that I teach, I teach hands-on so that the skills of CPR and the skills to stop bleeding become muscle memory in the event that students actually need to use it. Their body retains the skill more so than their mind. It's why emergency responders practice so much. Having this type of learner create their own checklist is awesome.

There are two secondary traits that impact the way that people learn: social and intrapersonal.

Students with the social trait love to work with other people. They do well in group settings, with accountability partners, anything alive, anything at a trade show, anything at any kind of event.

Those with intrapersonal traits like to work at their own pace. You will need to give them a specific amount of time to do something - I need you to do this by this day.

Most people have combinations of all of these. But they'll have something that they're very strong in.

Then there's the neurodiverse community. These are people who are on the spectrum which includes autism, ADHD, dyslexia, or dyspraxia. This means they just learn and operate differently than people considered neurotypical. Since they have their own challenges and all students should be set up for success, you'll want to consider them as you design your course.

They may have trouble with organization or attention so you need digestible topics. Break your program down into bite-sized chunks, an hour or less. On the flip side, they can be hyper-organized, but they can't move forward until something is complete.

They may have trouble with abstract concepts. So you want to be clear to the point. Sometimes, comparisons don't make sense. Like comparing apples to oranges, it doesn't make sense and they're just simply not going to get it. They can get frustrated, give up and say, I'm not going to do this. Figure out what their problem is because it can be anything, then figure out a solution for them.

They can also be subjected to sensory overload. Sights, smells, noise, too much background activity. They may not make eye contact, or go off on a tangent, which seems like a tangent to you. But it may not be a tangent, it may seem irrelevant. But it's their brain making a connection. Sometimes going off on a tangent can be disruptive to other students, which is something you need to be aware of, especially in a group setting.

During live classes, I will give out my cell number, which is my work number. I encourage people to text me questions. It's harder in a text to go off tangent when they actually have to write out what the question is.

And even if they do, I can skim it and get to the point. incorporating all styles of teaching to account for all types of learners will simply strengthen your appeal as well as create a very well-rounded program.

I have a teacher-student contract where that teacher, (me) is responsible for teaching in a manner that the student understands and the student is responsible for learning.

I can't make somebody learn if they don't want to, however I can set up my students for success. No one learns in just one manner. I don't care who they are. They just simply don't learn in one matter. They could be primarily a visual learner.

But you, or they, might be a primarily auditory learner. But the thing is, when you start incorporating all of the styles, the potential for retention jumps from 10% if you're just using one type of learning, and if you incorporate all of them, retention can go up to around 90%.

I've included in the workbook a curriculum merit checklist from the Oregon State University, and you don't have to check off every box, but it'll help you as you're designing your program to check off as many boxes as you can so that you're aware of what it is your teaching so that's the curriculum merit checklist.

**Expectations**

We start off today with the goal to make you aware of the different styles of learning and how to incorporate it into your programs, tips on making you the go-to expert in your field, and how to start putting your program together. Now we will cover expectations.

You'll notice I put the following in this document:

The workbook is set up into five sections:

* Teaching styles
* Expectations
* Learning materials
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This helps you to understand what you expect while going through this course.

It doesn't matter how you present your materials. You are the source of the information. Everything else is supportive. It doesn't matter what you use but you need to set that goal, and you need to break it down.

And the reason for that is that your brain is amazing. Your brain almost sets up information like a file cabinet. The file cabinet for this class is like Teaching Styles. Your brain has named it because that's what we named the program.

By setting the goal, your brain knows what it's going to learn, it's expecting to learn that, So when you then break the program down, you're setting up the steps in it. When you break it down into the topics that you're going to talk about, it sets up like little file folders into that file cabinet in your brain where it's going to store that material.

And I also pause at the end of each session.

So I stop - what's going in this next section, there was a little pause there because now the brain is aware that we're moving on to the next topic, we're done with that one. So you need to set your expectations and goals for the overall program, as well as each individual session.

During the first session that I taught - I set the expectation for the entire program. In addition to setting the expectation for that first session number one,

**Learning Materials**

There are a lot of learning materials to choose from.

You can use all of them, a couple of them, or you can use none of them.

Remember you are the source of the information.

You can use slide decks. Slide decks visually keep you on track.

Google keynote, Google Slides, and Canva are all options to do a visual presentation.

Start with the title.

I always put contact information in there, so students can reach me.

Then the goal and the topics, and then I do the rest of it.

Use visual, not text-heavy transcripts. For people who need the written word, I use Otter.ai to transcribe the workshops. They do a decent job. There's still a lot of editing if that is what you want to do with it. If you start making corrections in Otter.ai, it'll help train them so that during upcoming ones as they go along, they'll get better and better about the act of transcription.

You can create workbooks in Canva, buy templates from Etsy, or start from scratch on a word doc. Again, this is the workbook that goes along with your course, it's not the course itself. It's something visual, to write in.

Pre-made templates on Etsy can be as low as $10-$20 bucks. You can put these together yourself with Microsoft Word or lulu.com. If you want something more like a textbook to sell or offer on-demand, there are ebooks and PDFs. And any manual can come in an ebook, which reduces the cost of producing a workbook. However, if you want to print, there are many options.

For recordings and videos, there are two tiers of Zoom. The only problem with the free version is that when people join, you have to be aware to mute each and every single one of them. Or it may be disruptive.

So when you're teaching, you can use the webinar feature in Zoom, which costs an extra $400/year. So you have to decide, how often are you going to use this? For me that $400 is absolutely worth it. Because nobody can interrupt unless I make them a host or bump them up to a panelist.

You can use Zoom to record live demos. I have several teachers that do live demonstrations such as creative grooming, or basic grooming techniques. They can do it live on Zoom and record it. Keep in mind if you decide that you're only going to sell pre-recorded videos, they are considered digital products. For most digital products you will most likely have to collect sales tax depending on your state. You can provide a live component to it.

So you can use a private Facebook group which you go into every week. You do a live stream on it, or offer the program live, but they can have access to the recording but your program has to have a live feature to it.

Then there are live workshops that can be in person that can have online tests. You can create a document that is filled out and sent to you for correction. You can use a service such as classmarker.com. Some membership sites and plugins have this feature as well.

Then there are practicals. These are hands-on demonstrations of skills. So you teach something and in the practical - they have to copy what you taught. So let's just say you're teaching a grooming program and doing the bathing practical. So they would have to bathe a dog for you to watch and go through all the steps. And that would be considered a practical test.

It can be very expensive to have that service. If you pay for Zoom, you can turn on closed captions now. Facebook and YouTube have them included, but you will lose some protections that the other options have.

I'm using Eva Eva and it's running me about $1,400 a year. But they will only do closed captioning during live presentations. So it will not translate to the recording. However, they do a pretty decent job of doing a transcript checklist. I love checklists, my personal life runs off my checklist. You can make them in Canva, you can buy templates from Etsy.

If you use homework in your program, make sure there is a time limit for it to be turned in. For example, in order to move on to module three in this program, I need this workbook back, so we can schedule a one-on-one. Only then will you have access to the next recording.

You can offer one-on-one support, which is similar to what I do. You can also use group support, where you have a group of people and once a month you go in and you offer group support for them. So it's not any one person you help in particular, it's everybody that's in the program gets one group support at the same time.

In group settings, you teach multiple students at once. A lot of the workshops that I do are not one-on-one, like this. I'll also do workshops in which it's open to as many people who would like to join in a group setting.

Create any kind of activity, anything you can create, make checklists, coloring books, anything that's fun.

From there, we're moving on to becoming the experts.

So how do you become the expert? You want people to buy your programs, however, you need to be viewed as the expert in your field. You can do this a couple of ways. You could do podcasts, podcasts, or I like easy peasy.

I have two podcasts. One is The Traveling Groomer podcast and the other one is Women Petpreneurs. And they're both produced on a very low budget. We're traveling through podcasts. One of the hosts also does sound editing.

It's been nominated several times for Barkleigh honors awards. But it's simple - I have a Spreaker account. I record a Zoom meeting, and we upload the audio to Spreaker. Chris does a little editing to edit the commercials into it, and we're good to go.

My other one, Women Petpreneurs, is even easier than that! I'll do an interview via zoom, upload the video, there is no sound editor. And I've actually won the Professional Pet Educators award on that. That particular video was the best podcast for women petpreneurs. So it's easy peasy nominal cost on it.

You could also have a blog or create articles on your website or content that you're posting on social media. The key is consistency and letting people know you're doing this. The blog says the podcasts are available on iTunes and Google Play, and all the podcast platforms because the service that I use, Spreaker, makes it easy to send that out.

There are two ways you can use Facebook. One is to be helpful in other people's groups. When people have questions, answer them, and let people know who you are. You want to be the person that people look to when you post. You made a comment that is valued. Then people get to know who you are.

You can also set up your own group, That tends to be very time-consuming. And especially when you're growing you need to engage and participate in the community. You can't throw up a group and then expect automatically to be seen as the expert in your field. You have to be an involved member of your community. You can offer free materials, mini-lessons, short pre-recorded videos, some PDF sheets of tips. You're going to start getting into the meat of your program now.

It's time to create your program checklist.

There are three things that you need to check off of this list.

1. **Name your program.**

It should be simple and conveys what you're teaching. Stick to three words on it, consider trademarking, and getting the domain name. Before I even did the first beta on this particular program, I got the domain name, and I trademarked it.

**2. Set your goal and expectation.**

What will people learn from your program?

**3. Last but not least, start a brain dump.**

To do a brain dump - take a one-subject notebook, schedule time to sit down and write down what you want in your program.

It doesn’t have to be any particular order, just as it comes to you, write it down. And then take that notebook with you. As you write things down, it starts to light up the creative parts of your brain. When you start making these connections you begin to have more ideas.

Use this book as your constant companion. Bring it with you everywhere. Write in it as you think of ideas, keeping it near your bed at night.

Complete this checklist before the group call.

I need this workbook back and you have to have the name of your program, what the goal and expectations are and you need to have gotten at least several pages done of that overall brain dump.

The best way to get a hold of me is to tag me in the group if you have any questions on what you need to do for this.