

Generally Accepted Principles of Education

Adopted by The REEA Board of Directors*

KNOWLEDGE

Instructors should:

1. Provide current information
2. Present alternative viewpoints on material when there is not a single position that is accepted industry wide
3. Clearly identify opinions as the instructor's opinions
4. Build a proper foundation for each major element of a subject
5. Deal with all key elements of a subject
6. Cover the material adequately in the allotted time
7. Answer all questions logically and concisely
8. Be informed enough to handle a variety of questions on the subject being taught
9. Admit when he/she does not know the answer to a question and volunteer to obtain the information
10. Focus on students gaining knowledge, not on impressing the students with the instructor's knowledge

ANDRAGOGY (Adult Learner)

Instructors Should:

1. Present new ideas by relating them to pre-existing knowledge held by the learners
2. Teach at the learners level
3. Show in a specific way how new material will benefit learners
4. Encourage questions and motivate involvement
5. Show tolerance—both to ignorance and disagreement, thus avoiding arguments and confrontation
6. Build learner's self-esteem
7. Call learners by name
8. Involve learners in the learning process through planned activities
9. Use a variety of teaching methods
10. Teach to all participants, not just to those who show interest
11. Present key points by using examples as illustrations

SPEECH

Instructors Should:

1. Use concise, simple, and normal speech patterns, use simple terminology
2. Not read to the class
3. Keep the presentation on pace thus finishing the material in the allotted time
4. Keep the topic flowing
5. Speak loudly enough to be heard by all
6. Enunciate clearly without being overdone
7. Restate an individual learner's questions to the group as a whole prior to attempting to answer the question
8. Use humor when appropriate to make a point

TEACHING AIDS

Instructors Should:

1. Make sure materials are legible, correctly spelled, properly numbered and mechanically produced using readable typeface
2. Use visual imagery when possible to enhance written words
3. Use written words when possible to enhance oral speech. NOTE: Written is better than oral; visual is better than written
4. Follow the prepared outline
5. Make sure that all material on the outline will be covered in the class and none of it is extraneous
6. Deviate from prepared material only to meet specific needs
7. Arrange the classroom so that learners do not have to look through physical objects
8. Use modern presentation equipment such as overhead projector or computer projection
9. Use equipment that enables the instructor to remain looking at the learners rather than turning back to the class to write
10. Make sure that the physical stature of the instructor does not block the view of the learners toward the projected material
11. Make sure that the projector screen is easily visible to the group as a whole
12. Use color
13. Use large images for projected material
14. Turn the projected image off when not in use and on to recall attention to the material
15. Never block the image by walking between the projector and the screen with the projector on

LEARNING ENVIRONMENT

Instructors Should:

1. Be positive toward the subject matter
2. Refrain from ridiculing either the learners or others
3. Wear professional attire
4. Attend to personal grooming
5. Set up the room to accommodate the approximate number of learners expected to attend
6. Make sure to keep empty seats at a minimum
7. Make sure that a lectern or table at front of room is unobtrusive
8. Provide writing surfaces for learners
9. Make sure that learners have ample space between seats
10. Not stand behind physical objects for more than a short time period
11. Use gestures during the presentation
12. Use physical movement during the presentation to minimize the physical distance between the instructor and learners and try to involve all learners equally