

Seven Principles of Adult Learning

1. *Adult Learning Is Andragogy, Not Pedagogy*

Andragogy, a term popularized by Malcolm Knowles (1988), refers to the art and science of teaching adults. Andragogy encompasses principles for preparing learning programs for adults. Pedagogy refers to the art and science of teaching children, whose learning needs differ from those of adults.

2. *Adult Learners Are Pressed for Time*

Adults squeeze in learning between demanding jobs, family responsibilities, and community commitments. Even when they are highly motivated to learn, the call of life limits the time that many adults can invest in learning.

3. *Adult Learners Are Goal Oriented*

Adults primarily participate in learning programs to achieve a particular goal. It may be work related, such as using a computer more effectively, or personal, such as learning basic Japanese before a vacation.

4. *Adult Learners Bring Previous Knowledge and Experience*

When possible, linking new material in a course to learners' existing knowledge and experience creates a powerful and relevant learning experience. Sometimes, however, content in a training program contradicts material that people previously learned.

5. *Adult Learners Have a Finite Interest in Types of Information*

Although many training courses tackle complex topics, most learners are primarily interested in aspects of the content that affect them directly.

6. *Adult Learners Have Different Motivation Levels*

During the first six to 12 weeks on the job, adults are highly motivated to learn. Faced with a new work process or approach, adults are similarly motivated to learn. (Fear of failure and difficulty of unlearning old habits, however, might stifle motivation at that point.) As they become more familiar with the content, learners' motivation to learn may wane until a specific need arises.

7. *Adult Learners Have Different Learning Styles*

Learning style refers to how a person prefers to pick up new content. Each person has a number of preferred learning styles.

Adult Learning Theories and Techniques

To make the most of a training program designed for adult learners...

*The **trainer** needs to:*

- create an environment that's safe
- define objectives, be organized
- be prepared in the case that the learners' needs differ from what was expected
- ensure that content is meaningful and relevant for the learner
- treat learners with respect, understanding, and genuine concern
- ask learners to for their input
- let the learners know what's in it for them
- tell learners what they are going to learn
- provide learners with feedback

*The **learner** needs to:*

- be an active learner; encourage feedback from the trainer
- provide constructive feedback to the trainer
- identify a learning plan and take responsibility for achieving those objectives
- own their learning through interaction
- be stimulated and engaged

Learning Styles

People learn differently. As a trainer, it is important to recognize the different learning styles and incorporate different training methods to reach different types of learners.

Visual learners learn by seeing.

- Make use of visuals such as posters, graphics, and props
- Provide written directions

Auditory learners learn by listening.

- Provide spoken instructions
- Create opportunities for discussion
- Use other verbal methods

Kinesthetic learners learn by doing.

- Provide physically active learning opportunities
- Engage learners in experiential
- Hands-on learning activities
- Provide things for them to touch.

VISUAL	AUDITORY	KINESTETIC
Learn by seeing	Learn by hearing	Learn by doing
Prefer pictures, diagrams, tables, etc.	Need to be told instructions	Prefer hands-on activities
Like to see the task being performed	Follow lectures well, do not take many notes	Assemble without reading directions
Take detailed notes from lecture for reading later	Able to perform task with only verbal instruction, without seeing it	Often have good special perception
Difficulty following verbal directions	Difficulty following written directions	Must be actively involved in learning process
May over react to noise, may misinterpret spoken words.	Difficulty with tasks that include reading	Lectures and discussions are not beneficial.

Creating Conducive Learning Environments

How can a trainer create a learning environment that is conducive to each type of learner? There are some steps that a trainer can take in order to ensure that he/she is creating a learning atmosphere for all participants, regardless of their learning styles. Some ideas for each type may be:

Suggestions for visual learners:

- Provide written directions when possible.
- Enhance presentations with visuals, graphics, illustrations, diagrams, or flowcharts.
- Create a colorful classroom with neon sticky notes; posters; and colorful and coordinated markers, crayons, and participant materials.
- Help participants visualize a process by using films, demonstrations, or role plays.

Suggestions for auditory learners:

- Provide spoken directions when possible.
- Use discussions, tapes, debates, panels, interviews, and other verbal methods for transferring knowledge.
- Plan for small group discussions, teach-backs, and presentations that allow participants to talk through the information.
- Avoid using subtle body language or facial expressions to make a point.
- Create activities in which learners repeat the information.

Suggestions for kinesthetic learners:

- Provide physical activities and engage learners in experiential, hands-on learning.
- Provide items for learners to touch and manipulate, such as tactile toys, balls, and crayons.
- Take frequent breaks or allow for informal movement during the session that does not disturb other participants.
- Build in activities, such as model-making, role-playing, scavenger hunts, and other active review or practice methods.
- Find ways other than testing to express knowledge and skills, such as demonstrations.

Job Aids

When to Use Job Aids

A task performed with relatively low frequency:

A task performed on a monthly basis or less often is considered infrequent.

A highly complex task:

A task with numerous steps is more complex than a task with few steps. A task might be qualitatively complex if it involves discrimination of stimuli, if it requires recognizing different stimuli belonging to the same class, or if it is a series of binary discriminations, as when inspecting or troubleshooting equipment.

A task with a high consequence of error:

Some tasks have criteria that would result in a high consequence of error if they weren't met. These criteria may be high financial loss or loss of life, for example. Preflight checklists fall into this category.

A task with a high probability of change in the near future:

The way in which certain tasks are performed is likely to change because of changes in technology, policy, or equipment. In these cases, other variables being equal, devoting time and other resources to the costly, time-consuming process of storing information in memory may not be worthwhile. For example, why bother trying to teach a person how to operate a machine in a factory if a whole new line of machines is coming out next month that operate entirely differently than the current ones? It would make a lot more sense to just give the person a job aid so that he or she could get by until the new machines arrived.

When Not to Use Job Aids

Tasks with strict time requirements.

The response time of a pilot during flight must be immediate, for example, and could not be guided by a job aid.

Tasks with a prohibiting environment.

A scuba diver could find it difficult to manage a booklet in dark, wet conditions, and a surgeon would face the problem of how to render a job aid sterile.

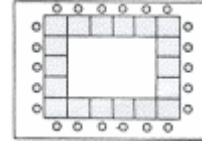
Social barriers

might be another inhibiting factor in the use of job aids, if bosses, peers, and customers give more credit to recalling information from memory, the job performer might not use a job aid, no matter how appropriate it is for the task at hand.

Seating Arrangements

Circle

- Often used to foster an intimate relationship between participants.
- Creates a more friendly setting.
- Creates an equality of participation.
- No physical setting for a trainer.



- A step toward a formal meeting arrangement.
- They are often used when there are “sides” to be presented.
- Research indicates that a solid square table seems to encourage conversation across the table.

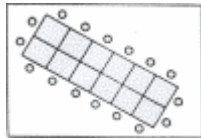
Circle and Table

- Takes advantage of the circle’s informal aspects but gives participants a place to put papers and books.
- The table also removes the sense of vulnerability some people feel in a plain circle of chairs.
- Studies show that when the same people sit at a round table rather than in a circle with chairs only, they participate more in the session.

Square Table

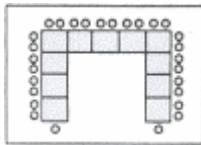
Seating Arrangements (cont.)

Rectangular Table



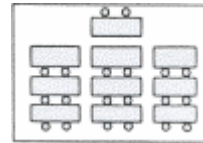
- No one can see the faces of all the people at the ends of the table (who participants expect to control the interaction.)
- Rectangular tables can be effective for some kinds of training sessions, but they highlight the tensions felt by two sides facing each other.

U-Shaped Table



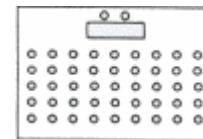
- Popular for seminars.
- Gives everyone taking part the sense that they are equal.
- Gives the opening in the U a position of power.
- Can provide space for someone at a flipchart to take notes or serve as a recorder.

Classroom Style



- Traditional for training sessions.
- Gives facilitators control over the room.
- Difficult for people to talk to anyone except those seated beside them.
- This arrangement accommodates many people in a fairly small room.
- Effective for one-way communication.

Theater Style



- Used when the planner wants to maximize the number of participants in one room.
- It's not beneficial for stimulating group discussion or participants.

Perceptions are powerful!

What do you see here?



Perceptions are the link between what we see and how we interpret it.

For example, two people could look at this image and see two completely different things. Is the woman young? Is the woman old? It all depends on the eye of the beholder.

We see with our eyes, but perceive with our brains.

There's a human tendency to believe what we see as truth. A learner's mental sets may alter their vision of reality. What is real to you may be judged as 'completely ridiculous' to someone else.

Find common ground.

What can you do when perceptions are out of line? You must find commonalities. For example, as shown in the picture above, what would be considered common ground in the sea of perceptual possibilities?

Nonverbal Communication

The way in which people communicate, intentionally or unintentionally, without words; nonverbal cues include facial expressions, tone of voice, gestures, body position and movement, the use of touch and gaze

Be aware of the power of nonverbal communication!

- Encoding nonverbal behavior: to express or emit behavior, such as smiling or patting someone on the back
- Decoding nonverbal behavior: to interpret the meaning of the nonverbal behavior, such as deciding that a pat was an expression of condescension and not kindness.
- What you say may not be what they hear. Are you displaying contradictory behavior? If your words are not congruent with your actions, you will quickly lose the learners' trust, openness and confidence.
- Encoding or decoding nonverbal behavior incorrectly can be very dangerous. Interpretations may lead to incorrect assumptions, leading to a communication breakdown. Be honest and accurate with your words, facial expressions, and gestures.

Types of Body Language

Emblems: are nonverbal signals that can be translated directly into words. The U.S. OK sign (making a ring with the forefinger and thumb while holding the remaining three fingers up and with the palm facing away from the body), for example, is an obscene gesture in Greece. The danger in using emblems lies in assuming they have universal meanings and unambiguous direct translations into words.

Illustrators: are movements that complement verbal communication by describing, accenting, or reinforcing what the speaker says. Illustrators are generally more universal than emblems. The frequency of illustrators increases when the speaker is excited or senses a lack of

Affect displays: carry emotional meanings such as hate, love, disdain, fear, or anger. In North America, for example, smiling signifies pleasure or happiness. Asians, however, may smile to save face.

Regulators: also seem to have more universality across cultures than emblems. Regulators are used to control conversation, although the communicators may not be consciously aware of them. Nodding to indicate understanding, for example, is a regulatory behavior.

Adaptors: are movements used to fulfill a personal need. People who a person interacts with are often more aware of the movement than the user is. Adaptors can take several forms, from twisting paper clips to scratching.

Patterns of Eye Contact

Cognitive: eye movements are associated with thinking. By looking away from a speaker, for example, a receiver indicates that no new information is being processed.

Monitoring: eye movements are also associated with understanding. The speaker, in this case, monitors the degree of eye contact from the listener.

Regulatory: eye movements are associated with a communicator's willingness to respond to what's being said. The speaker regulates the communication flow by making eye contact and allowing the receiver to indicate whether he or she is open to further communication.

Expressive: eye movements are associated with the emotional responses of the people communicating. Eyes and the surrounding facial area can express disgust, anger, happiness, and sadness, among other emotions.

Barriers to Listening

Barriers are created because the speaker:

May be reluctant to convey the message

Has not thought through the message

Is misinformed or lying

Has speech difficulties

Has an accent different from that of the listener

Lacks the vocabulary to explain the matter at hand or, conversely, uses highly specialized jargon that the listener cannot decode

Uses nonverbal communication that doesn't support his or her words

Fails to state early on why the message may be of interest to the listener.

Barriers are created because the listener may:

Be preoccupied and may not shift from this internal dialogue to the external conversation

Be distracted by reactions to the speaker's clothes, hair style, and so forth

Feel superior to and disrespectful of the speaker

Is impatient and interrupt because he or she has other pressing business, believes the message is a waste of time, or suspects the message will be unpleasant

Lack the vocabulary or understanding of nonverbal communication needed to interpret the message

Have impaired hearing (although a profoundly deaf person can be a good listener in the sense of their mental and emotional receptiveness to messages from others).

Instructional Design Theory

What is Instructional Design Theory?

I.D.S. is a structured approach to analyzing, designing, developing, implementing, and evaluating any instructional experience.

A number of instructional systems design models are named after individuals and institutions, but one generic model, ADDIE, has five elements:

Analysis: Analysis involves the, who, what, where, when, why, and by whom of the design process. Just as A is the first letter in the alphabet, analysis should be the first item addressed in instructional design. Analysis is done for one reason: to find out what learners need to know to be successful.

Design: In this phase, the designer provides the basic foundation and structure for the training project, including goals, objectives, and evaluation tasks that must be developed and how they are sequenced. The structure comes from the many decisions that must be made on training platforms and other implementation questions.

Development: Development is the phase of converting design plans into course materials. For example, for classroom courses, a designer develops slides, lecture notes, and handouts for the course. The designer also develops the instructor's materials for administering learning activities and other support materials.

Implementation: After the materials are printed, the trainer is ready for learners to take the course. This process involves more than distributing workbooks and teaching classes. Implementation also involves ongoing support, for example, scheduling class or web-based training sessions, instructors, classrooms, and audiovisual and lab equipment; reproducing materials; and updating content on intranets and for self-paced learning courses.

Evaluation: Although the evaluation element of the ADDIE model appears to be the last function, in reality, evaluation takes place at every point throughout the instructional systems design process. Evaluation is the ultimate phase in the process of designing a training course. Evaluation is intended to assess whether the course achieved its objectives.

A Basic Instruction Design Model

1. *Chunk the material (epitomize)*
2. *Sequence it into a logical structure*
3. *Build an Interest Device (Get their Attention)*
 - If you are building this to pass on to another instructor, then they might want to use their own interest device. However, you should always build one for back up purposes.
4. *Organize the Objectives*
 - This is the Task, Condition, and Standard built in the design phase. Normally, the objectives built are too stiff or formal for informing the learners. Reword them.
 - If at all possible, get the learners' input for the objectives - what do they need to learn that will make their job more effective or efficient. Let them play a part in constructing their learning.
5. *Stimulate Recall of Prior Knowledge*
 - Build on what the learners know.
 - How does this instruction relate to what they already know?
6. *Create Strategies to Foster Critical Thinking and Deeper Understanding*
 - Build activities. Consider needs first; technologies last (see sidebar in media). Your task is to solve real world problems and not to advocate computers or other technologies just for the sake of technology. Technologies can enhance training; they do solve training problems.
 - We learn what we do.
 - Relate the information to the learner's interests.
 - Short lectures are OK, but break them up with active participation.
 - Point out content relationships.
 - Ask rhetorical questions.
 - Ask the learners for examples (this allows them to build upon their experiences).
7. *Build Summaries and Relate it to the Next Period of Instruction*
 - Provide regular summaries. Give them time to gather their thoughts.
 - Build in Reflection periods for deeper understanding
8. *Test the learners.*
 - What we get tested on is what we remember the most and the longest.
 - This should have been built in the Design Phase.

Instructional Methods

Instructional methods are techniques that designers use to link objectives with learners

The selection of an instructional strategy is part science, part art, and part hunch. In some instances, a single strategy is elected for an entire course, perhaps because the course is brief and requires only one strategy. At other times, practitioners choose a single strategy because all the material is similar in nature and by using the same strategy for teaching it; they reinforce the relationships among the different units. In still other instances, when the material in each unit is different enough that it benefits from a different approach to presentation, practitioners choose different approaches for different units.

Design the Learning to Meet the Needs of the Audience

Time, distance, budget, and coordination of schedules are only some of the issues to be considered when designing the most appropriate format for learning. It's important to choose instructional strategies that meet participants' needs and create an atmosphere conducive to learning. The appropriate strategy to use for a presentation depends on a variety of factors, including:

- Type of learning (intellectual and cognitive skills, motor skills, and attitudes)
- Audience
- Demographics or profile (age, gender, level of education)
- Learning styles (kinesthetic-tactile, visual, auditory)
- Number of learners (individual, small groups, large groups)
- Media (select by appropriateness, number of learners, financial considerations)
- Budget (funds available for development as well as presentation)
- Physical site (centralized, decentralized, specialized)
- Instructor's skills and training style

KSAs

Trainers often use knowledge (cognitive), skills (psychomotor), and attitudes (affective), also known as KSAs, to describe the three types of learning. These categories, defined by Benjamin Bloom, describe the ultimate goal of the training process, what learners should acquire as the result of training, and assist in selecting an appropriate instructional method.

Creating a Learning Climate

Create a safe haven for learning:

Some learners may have different experiences from past training sessions and different motivations for attending a training session. An instructor can create a safe haven for everyone by using some of the following ideas.

- Be prepared early enough to greet participants at the door.
- Share the objectives of the training early, before the session, if possible.
- Let participants know how they stand to benefit from the information, the WIIFM (“what’s in it for me”).
- Ensure confidentiality. ”What’s said in the room stays in the room.”
- Add something whimsical, such as crayons, clay, Koch balls, or manipulative toys to pique curiosity and add a smile.

Create a comfortable environment:

The training and performance improvement professional should consider arriving in a training room early enough to help set the mood for the room:

- Turn on the lights. Nothing is more depressing than walking into a room with dim lights. Ask for a room with natural lighting. Even on a sunless day, natural light is more pleasant than artificial lighting.
- Learn how to adjust the thermostat for the most comfortable level for participants.
- Ensure that the environment looks comfortable. Hide empty boxes and make sure chairs are straight, place materials neatly and routinely at each seat. This order tells learners that someone went to the trouble of getting ready for them.
- Ensure that visuals can be seen and heard by all learners.
- Arrange to have the most comfortable chairs available.
- Ensure the seating arrangement is conducive to learning.
- Ensure that everyone has adequate personal space.
- Have extra supplies, pens, and paper available.
- Have coffee, tea, and water waiting in the morning.
- Plan for ample breaks

Creating a Learning Climate (cont.)

Encourage participation:

Creating active and ample participation is the most important thing a trainer can do to enhance training. The following are some examples:

- Provide name tents or tags.
- Use small break-out groups to overcome any reluctance to share ideas or concerns.
- Use participants' names as often as possible.
- Use body language to encourage participation; positive nods, smiles, and eye contact show interest in others' ideas.
- Share some personal information to begin a trusting exchange of ideas.
- Learn and apply techniques to get learners to open up.

Facilitate more than lecture:

At times, straight lecture is required, such as when rules or laws must be communicated verbatim or when safety is an issue. For the most part, however, experiential learning activities are how adults learn best. Consider the following:

- Create discussion by facilitating conversation not only between facilitator and learners, but also among learners.
- Get opinions and ideas out in the open before delivering the message.
- Share personal experiences to build rapport and trust.
- Provide opportunities for participants to evaluate their own learning throughout the session.
- Create experiential learning activities in which learners discover the learning on their own.

Preparing to Deliver Training

Gain an understanding of the learning objectives:

- Learning objectives specify the performance (knowledge or skill) that's desired after training has been completed.

Learn the material:

- Master the training session's content better than imagined. Trainers may have a head start on learning the material if they're involved during the design and development of the session. Trainers involved in the research and discussions understand the design and the decisions for what need to be included. Read the background information and know more about the subject matter than what is included in the training session.

Practice the delivery:

- Trainers may want to practice some portions of the session, including trying activities with a small group to determine timing or find out whether the directions are as clear as they need to be. Questions sometimes come up that a trainer can't answer. Although this might still happen during training delivery, a practice run uncovers critical flaws or omissions.
- Practice the mechanics of the presentation. If revealing something to the participants, determine the best time to provide a handout or show a picture to maintain the element of surprise.
- Practice the theatrics. When telling a joke or a story with a punch line, practice it out loud. Practice showing emphasis through pronunciation, with pauses, or through inflection, out loud. It is important when demonstrating something or using gestures, to get feedback from someone.
- Practice in the room where the training will be conducted. This technique helps make the room feel like home.
- Videotape some activities and the delivery of the content. Review the videotape to decide what still needs polish.

Prepare questions to stimulate learning:

- Identify questions to ask at specific points of the presentation to elicit another perspective, to check for understanding, or to generate learner participation. Also anticipate questions that participants might ask. Plan the answers to these questions.

Facilitating Learning Activities

- **Create an open environment** by encouraging people to participate in the learning and by maintaining participants' self-esteem
- **Set guidelines for learners' participation** by respecting others' thoughts and ideas, ensuring that there are no unnecessary interruptions, and staying on point
- **Acknowledge people who participate** by praising and thanking them for their contributions and encouraging them to continue to participate
- **Create transitions between questions asked and answered** by participants as well as between topic areas (“That answer was right on target. Does anyone else have a thought?” “Thank you, Cathy, for your question. This leads us to a second issue I would like to raise . . .”)
- **Be honest about what they know and don't know** and acknowledge what is opinion and what is fact
- **Express an opinion when appropriate** but make sure participants' feelings and opinions aren't being judged as invalid or wrong
- **Give everyone an opportunity to participate**, but never force anyone
- **Keep the discussion flowing and on target** while recognizing when to end a discussion and move on.

Devising Strategies for Keeping Participants Interested and Involved

Encourage participation from the start:

Creating and maintaining a safe learning environment begins from the moment participants enter the room. Shaking their hands, introducing oneself, finding out something about them, and perhaps identifying a goal that's specific to the training session demonstrates that the trainer is open, accessible, and willing to help address participants' specific needs during the session.

Use cards for the shy and faint of heart:

Index cards can provide an opportunity for everyone to respond. Participants have different communication styles and preferences; some form thoughts quickly, and others need time to think about their responses. To give everyone an opportunity to think about their responses to questions without being influenced by others in the session, have everyone jot down their answers on index cards. This technique is safe for quieter participants because they have time to think about their responses.

Give away the trainer's role:

Find ways in which participant involvement can take on the role of trainer. This technique is a great way to gain participation and distribute the wealth of knowledge. Some ways to accomplish this goal are to:

- Ask someone to facilitate a discussion
- Encourage participants to discuss something with each other or a partner instead of directing comments to the trainer
- Have participants form teams of three or four and write review questions in an attempt to stump another team
- Assign different sections of the content to small groups who create a presentation on the information.

Participate, repeat, and participate:

How can trainers get learners who haven't been involved to start participating? How trainers respond to participants who contribute to the session can encourage them to repeat their involvement and serve as models for those who have not participated yet. Consider trying the following three techniques:

- Thank participants for their contributions. Use the person's name and make eye contact.
- Restate the comment and expand on it. Also, try to use it later in the session: "As Susan mentioned earlier.
- Acknowledge the contribution, and then encourage others to add to a response to share their perspective. If it's a different perspective, always return to the original participants to affirm their initial contributions.

Devising Strategies for Keeping Participants Interested and Involved (cont.)

Get everyone on their feet:

Move participants around to encourage discussions with other participants. Physical movement keeps the blood flowing and helps fight sleepy times after lunch and late in the afternoon. Consider forming small groups, include activities that have people standing, or post flipchart issues and have participants move to each flipchart to add their comments.

Say a lot without a word:

What trainers say verbally can encourage participation. However, what they say with body language may encourage more participation. For example, make eye contact with all participants, especially those who need encouragement to participate more. Nodding in understanding helps encourage participants to continue. Avoid defensive or distracting body language, such as folded arms or standing behind the podium.

Remove the tables:

This technique is used to get people involved by moving tables out of the room or against the wall. Do this while participants are at lunch and arrange the chairs in a circle in the middle of the room. Leave chairs one chair width apart for participants to move in and out of the circle.

Seek more attention-getting answers:

When getting answers, do not stop at the first answer, even if it is correct. Start an interesting dialogue and get participants' minds engaged.

Select the quietest:

After the environment in a training session seems to be safe for even the shyest person, Biech requests that the group decide at the beginning of the assigned activity who has spoken the least up to that point. The chosen person then leads the activity or reports for the group. Use this technique in the session to increase participation from a previously quiet person.

Participate right to the end:

Keep the participation of the session going to the very end, perhaps by asking participants to share something such as:

- one action that each will carry out immediately
- the most interesting fact he or she learned
- new questions they have come up as a result of the training session.

Presentations Tools

<i>Type</i>	<i>When To Use</i>	<i>Advantages</i>	<i>Disadvantages</i>
<i>Slides</i>	<ul style="list-style-type: none"> - For formal presentations in small or large rooms. - For repeating presentations. - For presentations that are designed to impress. 	<ul style="list-style-type: none"> - Look professional - Long lasting - Capture attention 	<ul style="list-style-type: none"> - Relatively expensive - Not easy to produce - Need specific Equipment
<i>Flipcharts</i>	<ul style="list-style-type: none"> - For informational presentations or a small number of participants, in a small room. - For last-minute presentations. - For Low budgets. 	<ul style="list-style-type: none"> - Inexpensive. - Easy to setup. - Easy to produce. - Easy to use. - Usable on the fly. - Readily modified. - Interactive. 	<ul style="list-style-type: none"> - Not good for large groups. - Not good for large rooms. - Not good for those with bad hand writing. - Not long lasting.
<i>Whiteboards</i>	Same as Flipcharts.		
<i>Overhead Projector</i>	<ul style="list-style-type: none"> - For formal presentations in small or large rooms. 	<ul style="list-style-type: none"> - Readily available. - Easy to use. - Good with large groups. 	<ul style="list-style-type: none"> - Limited sight-lines. - Danger of keystone images (top or bottom image is larger than others).
<i>Presentation Software and Computer Projectors</i>	<ul style="list-style-type: none"> - For formal presentations, in small or large rooms when looking to entertain and impress. - For repeating presentations. 	<ul style="list-style-type: none"> - Looks professional. - Long lasting. - Captures attention. - Easily modified before or after presentation. - Wide range of formats. 	<ul style="list-style-type: none"> - Expenses for software, computer, and projection equipment. - Need specific equipment. - Need specific training in use. - Limited flexibility to modify while in use. - Perceived as too technical.

Further Reading

For further reading, a training handbook is available for download at:
<http://myweb.nmu.edu/~ihall/>