



Volunteer Administration in the 21st Century:

Teaching Volunteers to Teach: Delivery Methods

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Delivery methods are the methods or activities used to teach new material to learners. When designing educational programs, it is important to remember that there are many delivery methods that can be used to accommodate all learning styles. Each individual has a different learning style and responds best to particular delivery methods.

Delivery methods can have a direct bearing upon the success of an educational program.

The most successful programs use a variety of individual and group methods. Here are the strengths and weaknesses of several delivery methods.

Delivery method	Strengths	Limitations
Lecture	<ul style="list-style-type: none"> • Presents factual material in a direct, logical manner • Is based on experience, which inspires • Stimulates thinking and open discussion • Useful for large groups 	<ul style="list-style-type: none"> • Experts are not always good teachers • Audience is passive • Learning is difficult to gauge • Communication is one way
Flip charts and posters	<ul style="list-style-type: none"> • Easy and inexpensive to make and update • Portable and transportable • Left in view of the audience 	<ul style="list-style-type: none"> • Unsuitable for large groups • Anxiety-provoking for facilitator with poor handwriting or poor spelling
Overhead transparencies	<ul style="list-style-type: none"> • Good for large groups • Easy to create and transport • Create an informal atmosphere • Open to interaction with groups • Easy to update 	<ul style="list-style-type: none"> • Impermanent • Require less common equipment

Delivery method	Strengths	Limitations
Videos	<ul style="list-style-type: none"> • Entertaining • Keep group's attention • Look professional • Stimulate discussion 	<ul style="list-style-type: none"> • Can raise too many issues • Discussion may not have full participation • Only as effective as the subsequent discussion
PowerPoint	<ul style="list-style-type: none"> • Professional in appearance • Evidence of preparation • Good for large or small group • Easy to integrate with classroom discussion • Animated • Up-to-date technology • Easy to update 	<ul style="list-style-type: none"> • Requires special equipment/facilities • Requires initial training to create • Requires significant time to create • Requires basic graphics/composition skills
Class discussion	<ul style="list-style-type: none"> • Pools ideas and experiences from group • Effective after a presentation, film or experience that needs to be analyzed • Allows everyone to participate in an active process 	<ul style="list-style-type: none"> • Not practical with more than 20 people • A few people can dominate • Others may not participate • Is time consuming • Can get off the track
Small group discussion	<ul style="list-style-type: none"> • Allows everyone to participate • People are often more comfortable in small groups • Can help the group reach consensus 	<ul style="list-style-type: none"> • Needs careful thought as to purpose of group • Groups may get side tracked
Case studies	<ul style="list-style-type: none"> • Develop analytic and problem solving skills • Allow students to explore solutions to complex issues • Allow students to apply new knowledge and skills 	<ul style="list-style-type: none"> • People may not see relevance to their own situation • Insufficient information can lead to inappropriate results
Role playing	<ul style="list-style-type: none"> • Introduces problem situation dramatically • Allows people to assume other roles • Allows for exploration of solutions • Provides opportunity to practice skills 	<ul style="list-style-type: none"> • People may be too self-conscious • Not appropriate for large groups • People may feel threatened
Worksheets and surveys	<ul style="list-style-type: none"> • Allow people to think for themselves without being influenced by others • Individual thoughts can then be shared in a large group 	<ul style="list-style-type: none"> • Can be used only for short periods of time
Brainstorming	<ul style="list-style-type: none"> • Encourages full participation because all ideas are recorded equally • Draws on group's knowledge and experience • Creates a spirit of congeniality • One idea can spark other ideas 	<ul style="list-style-type: none"> • Can be unfocused • Needs to be limited to 5 to 7 minutes • People may have difficulty getting away from known reality • If not facilitated well, criticism and evaluation may occur
Panel of experts	<ul style="list-style-type: none"> • Allows experts to present different opinions • Stimulates better discussion than one person can • Frequently changing speakers keeps participants' attention from lagging 	<ul style="list-style-type: none"> • Expert may not be good speakers • Personalities may overshadow content • Subjects may not be presented in logical order

In designing an educational program, the educator creates an outline of the program from beginning to end. This is when the educator develops the subject matter and determines how it can be most efficiently and effectively taught. The educator should be working with subject matter specialists to organize the curriculum and develop the educational programming steps to achieve success. This is comparable to preparing a class syllabus or teaching plan. It is imperative that the educational design include an evaluation strategy.

Other publications in this series on volunteer administration:

- D-1452, Leadership Advisory Boards
- D-1453, Program Area Committees and Youth Boards
- D-1454, Volunteer Associations and Groups
- D-1455, Understanding and Managing Direct and Episodic Volunteers
- D-1456, Managing the Risk Associated with Volunteer Service
- D-1457, Teaching Volunteers to Teach: Learning Styles

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