

## Chapter 8.0:

# IDW – Teaching and Learning Processes <sup>1</sup>

The topics in this chapter focus on teaching. They include materials that have traditionally been involved in the Instructional Development Workshop (IDW) and the Instructor Certification Examination (ICE). The discussion of teaching styles begins with a brief discussion of informal, semi-fixed feature space and fixed-feature space. Spatiality is one of the underpinnings of the instruction. Next, the section describes in some depth the small group presentation and discussion approaches. There is discussion of the enjoyment curve, which focuses on determining the length of time for an activity or program. Also, the station approaches are discussed. The focus is on how people move through space. Two additional topics are discussed based on handouts. These are the Learning Style Inventory and covering the subject.

## Teaching Styles

Spatiality is one of the underpinnings of the instruction. The discussion of teaching styles begins with a brief discussion of informal, semi-fixed feature space and fixed-feature space. Next, this section describes in some depth the small group presentation and discussion approaches. There are other approaches including guided discovery and problem solving which are not discussed.

<b>Informal, Semi-fixed Feature and Fixed-feature Space – This section builds upon the research of Hall, E, (1990), Hall, E, (1981), Nierenberg and Calero, (1971), and Sommers, (1969). In addition, it provides the conceptual foundation of spatial determinants of behavior. There are three type of space: informal, semi-fixed and fixed-feature space. All three classifications are predicated on informal space which is defined as the space people maintain between themselves. Informal space is based on physiology and culture. Physiology is based on the senses (e.g. sight, hearing, smell, feeling). In terms of small group presentation the senses of sight, voice and hearing are of primary interest. They are related to the distance maintained between people.

Fixed-feature space is defined as space which can't be changed. Rooms and buildings are usually defined as fixed feature space. Actually, a raft might be defined as fixed-feature space since its features are fixed and people can reposition themselves in terms of the tubes in the raft. Semi-fixed feature space is defined as moveable items like chairs and furniture that are moveable but that are not normally moved. Chairs can be moved closer together. Rafts can be moved close to each other and linked together. For small group presentations, informal space is of primary interest.

<b>Small Group Lecture/Presentations (Figure 8.1) – An instructor and ten students are presented in the small group lecture presented in Figure 8.1. It is a staple in instruction. It is a lecture format where the instructor presents and the students listen to the message. It doesn't preclude discussion, but the discussion is primarily between the students and the instruction. The spatial layout facilitates this type of interaction. The instructor is looking at the students and the students are looking at the instructor. The small group lecture can be used to discuss throw bags, describe the parts of a raft, describe the parts of a paddle, or when scouting a rapids to explain the dynamics of the rapids. Components to consider include

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grouping the group (i.e. angle), speaking to three people, read their body language and modulate and project your voice.

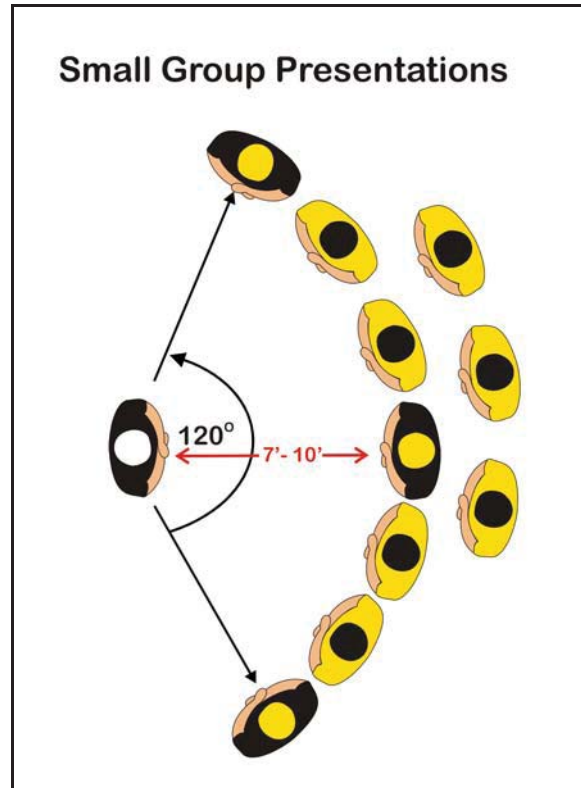
<c>**Grouping the Group** – The instructor has control over the group, as much as one can have control. If left alone, most people will organize themselves in a close variation of the scene depicted in Figure 8.1. Those who are less interested will tend to move to the second row where they are visually more hidden from the instructor or move to the sides for the same reason. If there is a rock to sit upon, they may sit upon it. Usually, the students will position themselves seven to ten feet away from where the instructor is standing. Remember, most students have been students before and they are intuitively experienced in understanding these spatial relationships.

The first rule is that the instructor can regroup the group. The instructor can move closer to the group or move the group closer to the instructor. Using a directive command, the instructor can simply direct students to move in closer to the instructor. Lower the voice slightly helps to draw the group closer. Or the instructor can move in closer to the group. If the members of the group are sitting rocks or leaning against a fence, it is usually easier for the instructor to move closer to the group.

<c>**90°-120° Grouping** – When regrouping the group, pull the sides in toward the middle. Generally, a 90°-120° is maintained from end to end. Sometimes a student will purposely sit outside and away from the group. If consistently done, it may be an indicator that they don't consider themselves as part of the group. When the spread angle becomes more than 120°, it becomes more difficult for the instructor to systematically speak to the entire group. Again, the instructor can corral students closer together to maintain less than an 120° angle.

<c>**Speak to Three Members of the Group** – This is a speaking tip to novice presenters. In a small group of four people, most people can easily speak to the other three members in the group. The trick here is to select three members in the group of ten and speak to them. In Figure 8.1, one student is in the middle and the other two students are on the ends of the group. Speak to the student to the left. After a sentence or two, switch to the center student. Again, after a sentence or two, switch to the student on the right. Make passing eye contact with the other students.

<c>**Read Their Body Language** – Read the body language of the three people. This is done one at a time. If the person has a questioning look on their face, respond with a rhetoric question. If this student seems to be less than interested, move on to another student and use them as your contact person. This is a normal process. If all the students seem to be less than interested, it may be time to shorten the presentation and move on, take a break, or continue on as is knowing that the message is most likely not being received.



**Figure 8.1: Small Group Presentations** – Source: author [IDW\_SmallGroup.cdr]

<c>**Voice Modulation and Projection** – In Hall’s (1990) classification system, a distance of 7'-10' between the instructor and student is the “far phase of social distance”. Very quickly it can become the “near phase of public distance.” These distances are at the edge of the instructor needing to become more animated with gestures and voice projection. It is at the edge because the instructor will get by in most cases using a normal voice.

For an instructor, voice modulation is an important tool also. Modulation of the voice is a common technique used by story tellers. Soften the tone and speaking with less intensity draws the group toward the instructor. The group leans forward in an effort to hear better. It is a simple but effective technique. Sometimes a point can be better made by lowering one’s voice and using the change in intensity to move the group inward toward the instructor rather than increasing the intensity of speech and moving people away from the instructor.

<b>**In Raft Instruction** – Several approaches to in raft instruction are provided. Each has its advantages and disadvantages. Although these are listed under the group presentation method, several of the in-raft approaches quickly merge into the discussion or interactive approach between two or more people.

<c>**In Raft Instruction as a Crew Member** (Figure 8.2) – The first is where the instructor instructs students as a member of the crew (Figure 8.2). Pictured is a five person raft with the instructor paddling in the rear of the raft opposite of the student who is guiding from the rear. This position works best with a student who is in the elementary phases of the learning process. If they screw up, the guide can usually take corrective action. One disadvantage of this approach is that the instructor may compensate too much for the student. Another disadvantage is that the instructor needs to look behind herself while facing forward to evaluate what the student is doing. However, in spatial terms, one advantage is that the instructor is three to four feet away from the student which makes for easy discussion between the student and the instructor and where the instructor can often provide immediate feedback to the student.

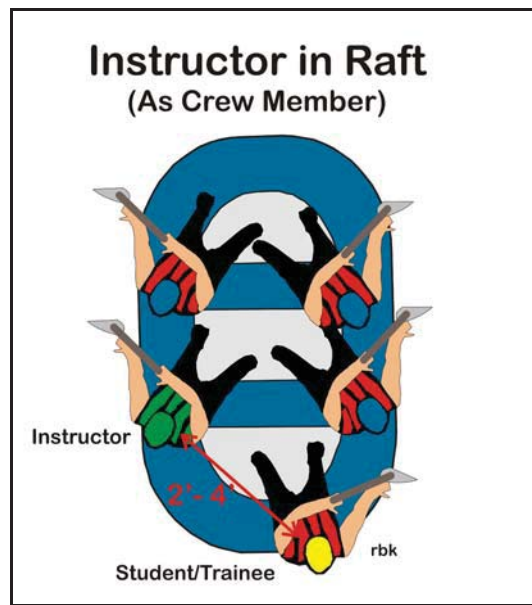


Figure 8.2: In-Raft Instruction as a Crew Member  
– Source: author [IDW\_InstructorInRaft02.cdr]

A significant consideration for the instructor involves the concept of general and specific supervision by the instructor of the group, in this case other rafts in the group. It is clear from the previous discussion that the instructor is providing specific supervision of the student who is guiding. In doing so, the instructor is not providing general supervision of the entire group. This is not insurmountable, but something the instructor needs to be cognizant of and periodically focus on the entire trip.

<c>**In Raft Instruction as a Passenger** (Figure 8.3) – This approach is listed second because the instructor has less control over the outcome. In this approach, the instructor sits on the tube facing backwards toward the guide. Essentially, the instructor is along for the ride. It has the same advantages and disadvantages of the previous approach in terms of providing immediate feedback and having a conversation with the student guide. The problems associated with general supervision are present also.

<c>**Instruction from another Raft** (Figure 8.4) – In this approach, the student guide and her crew are paddling the raft with out direct supervision by the instructor. This approach is most appropriate when the student guide has gained some competency on her part. Spatially, the two rafts can easily be separated from each other by 15' to 20', even if the instructor is paddling on the left side. In terms of Hall’s (1990) paradigm, these distances are the “near phase of public distances.” Essentially, this distance of separation requires an elevated voice (i.e. mild shouting) to be heard by the student guide in the other raft. Also, since both rafts are moving in the water, both the student and instructor are focused on where they are going rather than on taking corrective action. Also, maintaining close proximity to the student raft in moving water can be problematic at best. For this reason, effective communication can only occur in an eddy after the fact. This approach precludes making fine corrections in technique on the part of the student by the instructor which is perfectly okay for students with some experience.

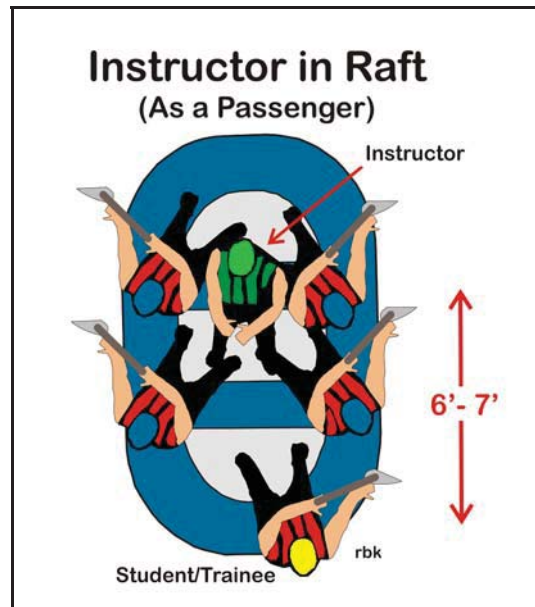


Figure 8.3: In-Raft Instruction as a Passenger – Source: author [IDW\_InstructorInRaft.cdr]

Some students with experience prefer this approach since the instructor is scrutinizing their every move and they can figure it out for themselves. For this reason, this approach is most effective after students have gained some of the fundamentals first.

<c>**The Message** – The following are suggestions on how to deliver the message. Consider using the “Sell it. Show it. Use it” approach discussed later in this chapter. The main objective is for the group to “buy-into” the message. As the title suggests, selling the idea involves the listener seeing relevance in the forthcoming message. Other approaches can involve story telling, using brief examples, or past experiences experienced by the group.

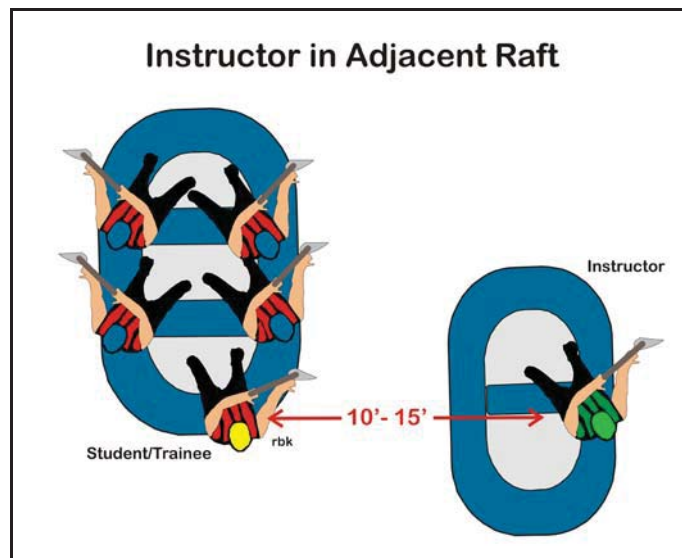


Figure 8.4: Instruction from Adjacent Raft – Source: author [IDW\_InstructorAdjacentRaft.cdr]

## Discussion (Interactive)

Where lecture is one way communication from the presenter to the group, a discussion is two-way or multi-way communications between people in the group. Two discussion formats are presented. The first is the classic “sharing circle” and the second is an in-raft discussion.

<b>Sharing Circle (Figure 8.5) – The sharing circle is the classic discussion format. It is used in debriefings after completing a series of activities or at the end of the day. The format is fairly straightforward. Everyone stands in a circle equal distance from everyone else. Although the figure lists six to eight foot diameter, larger diameters can be used as can smaller diameters also. However, somewhere around 15' to 20' or at the beginning of the “far public distance,” discussion begins to break down because people need to project their voices. Also, a true discussion can’t occur involving all the participants because of the large number of people.

Regarding the debriefing circle, consider the following format (Kauffman and Moiseichik, 2013). The formal debriefing process is a six phase process. It can be condensed into a three phase process moving from concrete to emotion back to concrete. The session starts with facts (concrete) such as what you did during the day. It would be a factual review of the day’s activities. This is followed by people expressing their feelings (emotion). “How did you feel about the day’s activities?” “How did it impact you?” Then the discussion returns to more prescriptive observations (concrete). Statements regarding how the learning might be applied elsewhere or what should be done tomorrow. Stated another way, move from facts to emotion and back again to prescriptive facts.

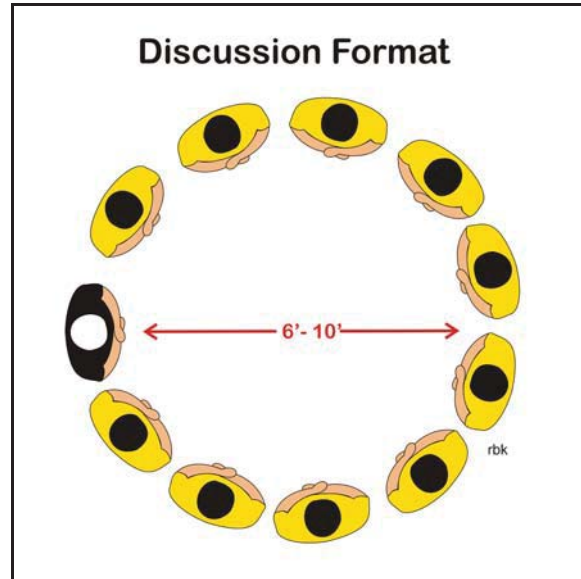


Figure 8.5: Sharing Circle – Source: author [IDW\_Discussion.cdr]

<b>In-raft Instruction (Figure 8.6) – Semi-fixed feature and fixed-feature space influence discussion. The positioning of chairs can facilitate or impede discussion. In Figure 8.5, everyone could be sitting on chairs in a circle rather than standing. More often seats previously set up in rows for a lecture impede discussion and make having a discussion more difficult. Often, people will often turn and move the chairs in the lecture format to face each other in a circular format. Also, small enclaves of chairs positioned around a coffee table facilitates discussion in small groups of three or four people.

The scene depicted in Figure 8.6 is an example of a rafting group adapting the fixed-feature space of a raft where everyone is normally facing forward into a discussion format. The raft is designed to seat passengers facing forward to take forward strokes. It is not normally designed for a discussion format.

People in the raft can reposition themselves to facilitate a discussion. Imagine the raft has just negotiated a rapids and is sitting in an eddy. The instructor facilitates a discussion with the group. Notice how the group realigns themselves in the raft.

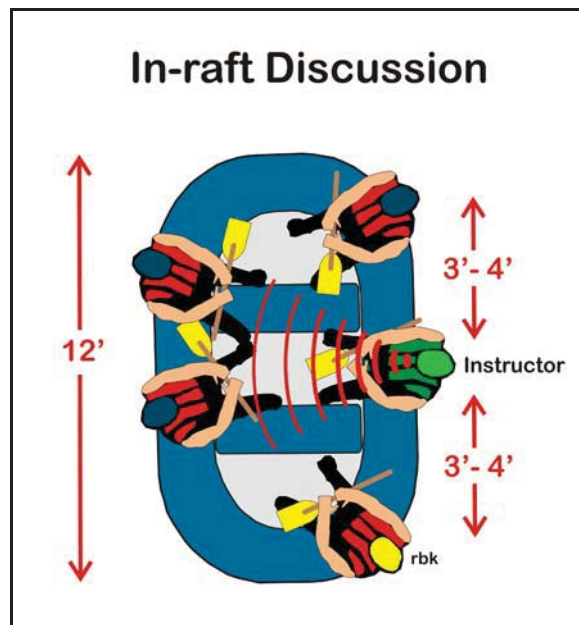


Figure 8.6: In-raft Instruction – Source: author [IDW\_InraftDiscussion.cdr]

The front left paddler rotates and straddles the cross-tube. Others simply turn in their seats on the tubes. They are seated in a circle, if only an imperfect circle, facing everyone else in the raft.

The instructor may find it useful to use a variation of the debriefing. “We successfully negotiated the rapids (fact).” “How do you think we did (emotion)?” “What should we have done differently (directions for the future)?”

## Enjoyment Curve

The “*enjoyment curve*” is an adaption of the traditional growth curve to the presentation of an activity or program (Figure 8.7). The phases are discussed below. The take-away for instructors is to recognize when the activity has peaked and either end it or modify it.

**Phase 1: Introduction** – The activity is beginning. People are warming up; they are learning the activity; they are getting into the activity. Enjoyment of the group is increasing.

**Phase 2: Increased Enjoyment** – As the activity progresses, people's enjoyment will increase and eventually begin to level off.

**Phase 3: Peaked Enjoyment** – The enjoyment of the group has peaked and is now on the down side of the curve. Basically, there are three choices. 1) End the activity. 2) Restructure or modify the existing activity to create newness and thus maintain enjoyment (i.e. in essence, this is creating a new activity). 3) Continue the existing activity and “beat a dead horse.” It is important to recognize a group or participants that has just peaked so that the appropriate action can be taken.

**Phase 4a: Modify the Activity** – If the activity is restructured or modified, enjoyment should again increase. Depending on the extent of the changes, it is a return to either Phase 1 or Phase 2.

**Phase 4b: "Beating a Dead Horse"** – If the activity is ended or changed, enjoyment will continue to decrease. Eventually, it will become evident to everyone that everyone is fatigued and beating a dead horse. No one is having fun any more.

## Station Approaches

The station approaches focus on the use of space to conduct different activities. The classroom is one station. The patio outside the classroom is another station. The gym next to the classroom is another station. These stations can be used to conduct different activities. The following approaches help to delineate the different station approaches.

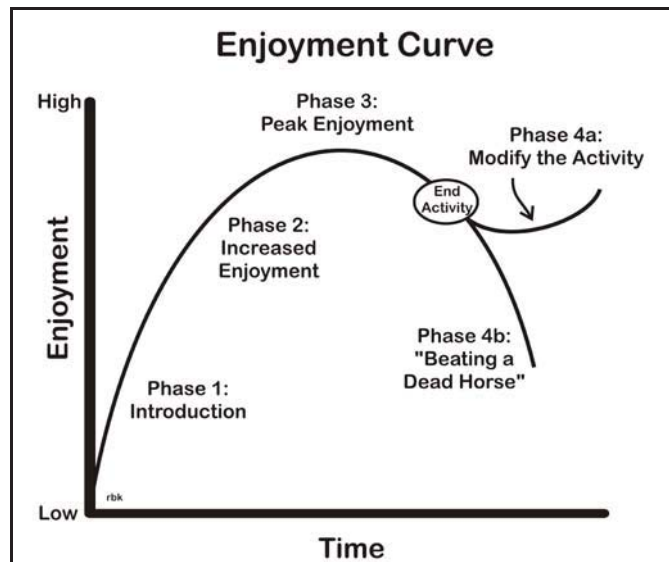


Figure 8.7: Enjoyment Curve – Source: author  
[IDW\_EnjyCrv.cdr]

**<b>Single and Multiple Single Station**

(No figure) – In the single station approach, the entire group utilizes one site for the instruction. This is the usual approach. The location could be a classroom, gym or beach area. Most likely groups will use multiple single stations. This is where the entire group moves from one site to the next. Typically, the group will move from the classroom to another room for an activity and then back into the classroom. The group can move from the classroom into the gym or outside to a patio or grass area to perform an activity and then return to the classroom. A variation is to have an activity area within the classroom where the group moves from the classroom to complete the activity. Key to this approach is that the entire group moves back and forth between two or more stations.

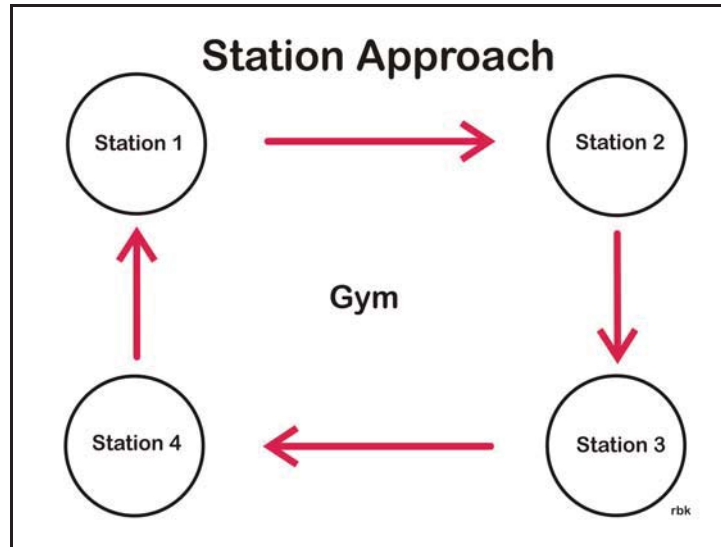


Figure 8.8: Station Approach – Source: author [IDW\_StationApproach.cdr]

**<b>Station Approach** (Figure 8.8) – In the traditional station approach several activities areas are located around the gym. Normally, the group is divided into four sub-groups and each sub-group is assigned to a station. Activity A is done at Station 1, Activity B is done at Station 2, etc. After a specified period of time, the groups rotate to the next station where the activity at that station is repeated for the new group. The advantage of this approach is that multiple activities can be presented simultaneously. Also, large groups can be broken down into smaller sub-groups.

The disadvantage of the station approach is that it assumes equal time is needed to present different activities at the stations. A second disadvantage involves the travel distance between stations. Stations can be located in different rooms or different buildings. At some point travel time between station can become wasted time. If the rotation is done in a small area such as a gym, the rotation is not a problem. Third, the approach assumes that the stations don't require sequential delivery where a group has to complete Station 1 before Station 4.

**<b>Moving Station** (Figure 8.9) – In the moving station approach, rather than rotating equal sized groups through the stations, the entire group travels to each station sequentially. The group visits Station 1 and completes Activity A. Then it travels to Station 2 and completes Activity 2, etc. As much time as needed can be spent on each activity at each station because there is only one group. If the travel time between stations becomes too long, the

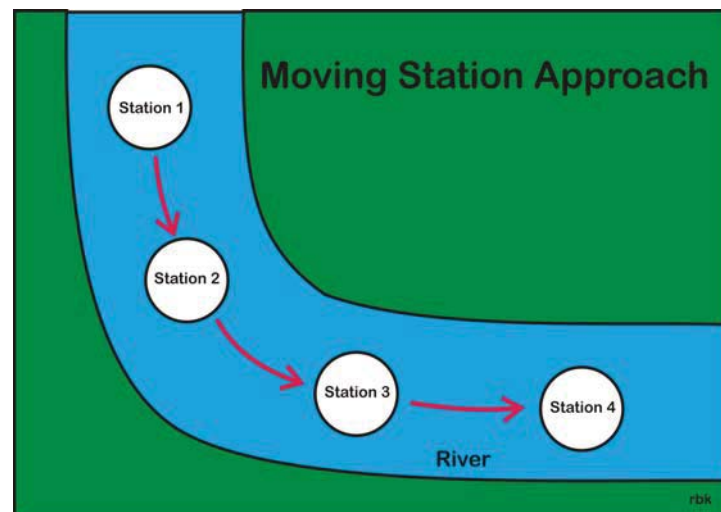


Figure 8.9: Moving Station Approach – Source: author [IDW\_MovingStation.cdr]

excessive travel time can be considered a disadvantage because the travel time takes away for teaching time.

The moving station is the inherent method used in river instruction where different activities are divided up for different rapids and locations along the river. The stations can be either on the shore or in the river such as a rapids. As the group travels down the river, it stops at the next station and completes the designated activity at the station.

## Types of Learning

The “Learning Style Inventory” is attached (Fuller, 1981). It is useful in three ways. First, it makes the point that people learn differently. Second, it suggests providing different instructional strategies that appeal to the different learning styles. Third, it is interesting as a self-assessment tool.

The inventory consists of four sets of words where the person taking the inventory rank orders each column. The inventory results a plotted on a graph. The four quadrants represent the different learning styles. They are concrete experiences (i.e. Doers), reflective observation (i.e. Watchers), abstract conceptualization (i.e. thinker), and active experimentation (i.e. Feeler).

<b>Concrete Experience (The Doer)

 – According to the article, “People in this category tend to be pragmatic, practical and functional: they are searchers who see a purpose in learning; they are good problem-solvers and work well with others.”

<b>Reflective Observation (The Watcher)

 – According to the article, “These people like to get the picture, like to know the purpose of practice. They need to watch others, are good listeners, introspective and contemplative.”

<b>Abstract Conceptualization (The Thinker)

 – According to the article, “Such people are analytical, logical, thorough and theoretical. They would rather read than listen to lectures, are often loners or dreamers. At times they are meticulous to a level of obsession.”

<b>Active Experimentation (The Feeler)

 – According to the article, “People of this nature are receptive learners: they learn predominantly through “gut” intuition. They try many things to find a way. They tend to be emotional. They learn by doing and evaluating on the way.”

## Cover the Subject

A handout titled “Teaching Paddling” suggests the following teaching paradigm: Sell it. Show it. Use it (Teaching Paddling, 2017). It provides teaching suggestions for each of the three phases.

<b>Sell It

 – The first step is to sell it. This is to motivate the student. It addresses the “why” they need to know or want to perform the task.

<b>Show It

 – The second phase is to show it. In this phase, arrange for all to see the demonstration. Teach one skill at a time. Good modeling is useful. For the student’s benefit, model from different angles. Consider using the whole-part-whole method. This is where the skill is broken down into its component parts. Each part is covered individually and then the skill is reassembled as the whole. The forward stroke



(i.e. whole) consists of three phases (i.e. parts). These are the catch, power stroke, and recovery, Each component is discussed individually. Then the entire stroke is reassembled and demonstrated (i.e. whole). Emphasize key points in doing the skill (e.g. position of grip hand, blade angle, etc.).

<b>**Do It**

– The third phase is to do it. This is where the students perform the skill themselves. Consider the different learning styles. Watchers like to observe. Doers like to do. Feelers like to figure it out for themselves. Thinkers like to analytically work through the skill. If appropriate, the skill can be practiced as the whole-part-whole. If needed, the forward stroke can be broken into its parts of catch, power stroke and recovery and each part practiced individually. Watch for and correct immediately errors immediately. Be sure to complement success and encourage students. Provide mechanisms by which students can evaluate their own performance. This instructor used buoys and the English Gate as an instructional tool for teaching strokes (Kauffman, 1980, 1976). The buoys provided immediate feedback to students.

## Summary

The main focus of this section was on small group presentation and discussion approaches. The materials cover some of the topic areas of an Instruction Development Workshop (IDW). The backdrop is that of a rafting course. In addition, the chapter focuses on timing activities with the enjoyment curve and on moving groups in space with the station approaches.

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