

How to Teach Courses from The Trainer's Friend, Inc.

We pride ourselves in creating excellent course materials. The content flows naturally, the explanations are clear and complete, the labs build on the lectures, and the layouts are pleasing to the eye.

But, of course, different people teach the same content differently, just as different students learn new content in different ways. So we want you to feel comfortable making adjustments as you go along, to reflect your style and the needs of your students.

Still, there are a few pointers we can provide that might be helpful.

Set up - first time teaching

- ◆ The first time you teach a course, leave plenty of time to get the course files installed and tailored to your installation standards
- ◆ Read through the content, looking for areas where our content does not match your installation standards
 - ✗ Prepare supplements, if necessary, explaining your standards (Note: we expect to raise awareness and questions about the standards and practices in some shops. This is not to be argumentative, it is just that we think standards should be periodically reviewed and, if justified, changed.)
- ◆ Similarly, look at installation defaults and parm options for the product being taught, to be aware of unexpected results
- ◆ Work the labs yourself; there is nothing that helps you understand the likely problems like going through the process yourself

Setup - subsequent teachings

- ◆ **After the first time teaching a course, a quick review prior to later teachings should suffice, although if it's been a while a little closer reading can't hurt - you really don't want to be surprised**

✗ Be sure to use the instructor copy not the print master copy of the materials, since the instructor copy sometimes has additional content added to the lecture

- ◆ **The file named xxxx.pdf is the lecture copy while the file named xxxxpr.pdf is the print master for the student handouts**

✗ Where xxxx is the course code; the file names are case insensitive

Delivery

- ◆ **These pages tend to be wordy - I was trying to be complete and accurate**
- ◆ **Do not just read the pages - hit the highlights, let the students go back and fill in the details**
- ◆ **Plan in advance which pages you will go over lightly; tend to spend more time on pages with full code samples**
- ◆ **The labs are deliberately set up based on the lecture but generally not simply copied from the lecture: the student has to think and apply the content to solve most labs**
- ◆ **Delivery must be lively and brisk; adding humor is definitely a plus - but beware that bad humor, like bad language, will cause you to lose respect and command of the class**

Tips for using Acrobat Reader

- ◆ **The lecture file is intended to be projected on a screen**
 - ✗ It is set up to start in full screen mode, PgUp and PgDn keys step through the file
 - ✗ But there are times you need to get out of full screen mode
 - ✗ Here are some shortcuts you might find useful:

 - ◆ **Esc - get out of full screen mode**
 - ◆ **Ctrl-L - return to full screen mode**
 - ◆ **Ctrl++ (that is, the Ctrl key and the plus key) - Zoom in**
 - ◆ **Ctrl-- (that is, the Ctrl key and the minus key) - Zoom out**
 - ◆ **Ctrl-0 - fit page on screen**
 - ◆ **Home - go to first page**
 - ◆ **End - go to last page**
 - ◆ **Ctrl-Shift-N - bring up dialog requesting page number to jump to**
 - ◆ **F4 - show / hide the navigation pane**
 - ◆ **F9 - show / hide the menu bar**
- All our lecture files include bookmarks - this is so you can reposition to specific topics in the course quickly; this is especially helpful for multi-day courses where you want to resume at the right spot after the first day**
- You might want to have multiple PDF files open simultaneously; then these might be useful:**
- ◆ **Ctrl-F6 - go to next open document**
 - ◆ **Ctrl-Shift-F6 - go to previous open document**
 - ◆ **Ctrl-Shift-W - close all open documents (this may not work for all versions of Acrobat Reader)**