2nd Instructional Video: Effective Membership Growth

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LEAD 316: Instructional Strategy and Facilitation

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For my 2nd instructional video, I facilitated a training session to introduce and explain the E.A.R. process (Examination, Assimilation and Reproduction), which is designed for effective membership growth at Kingdom Fellowship Christian Church. The training equipped members of the Congregational Care team with the necessary knowledge to implement the process effectively. I highlighted the significance of each step in the E.A.R. process, explaining how they work together to create a welcoming environment, encourage active participation, and build stronger relationships within the church community.

By the end of this training, my objective was for participants to be able to define the E.A.R. process, understand its three stages, identify specific actions and responsibilities, and effectively communicate the process to others.

**Learnings from LEAD 316**

The Instructional Strategy and Facilitation course contained valuable information that will increase my skills as a facilitator. It gave me not only the knowledge I needed, but hands-on practice.

In the Digital Interactive Learning: Module 2, I learned that the A.D.D.I.E. process (Analyze, Design, Development, Implement and Evaluate) helps to create a presentation that is easy to follow, well prepared, engaging, and meets the needs of your audience (Dalzell-Murphy, 2024). “Good instructional design considers your learner and develops a good instructional product that meets specific needs of the learners” (Dalzell-Murphy, 2024). I used the A.D.D.I.E. process to understand the needs of my audience, put together a facilitation plan with engaging activities, prepare a power-point to guide my presentation, deliver the content to my audience, and participate in debriefing to receive feedback from my audience.

In the design stage I incorporated a learning activity to help break up the monotony of just listening to a lecture. We played a “Jeopardy” style game that I believe helped keep my audience engaged and make learning more enjoyable. By incorporating this fun quiz, I was able to provide my audience with a way to practice what they learned, assess their understanding, and identify areas that needed further explanation. During the game, when I asked a participant to identify the E.A.R. process stage associated with "care and support," their incorrect response of "assimilation" provided me an opportunity to clarify the correct answer, which was “reproduction” and I was able to explain the distinction between the two.

The Digital Interactive Learning: Module 2 taught me to use the following structure so that my presentation was well outlined: introduction, transition, main body, debrief and conclusion (Dalzell-Murphy, 2024). I learned in the introduction the importance of grabbing the audience’s attention by indirectly letting them know why they should listen (Dalzell-Murphy, 2024). Instead of asking a question, I used a visionary approach by asking my audience to imagine being a part of a church where every member feels connected, valued, and supported. By presenting an inspiring vision, my goal was to motivate my audience to hopefully support the idea that the E.A.R. process was the key to making that vision a reality.

The main body of my presentation was divided into manageable sections to prevent information overload. There were three stages that the audience learned about in my presentation: examination, assimilation, and reproduction. For each stage of the E.A.R. process, I explained its purpose, importance, timeline, and provided examples. While my topic itself wasn’t overly complex, breaking down the E.A.R. process, helped the audience to understand the importance of each stage. The article “Great Presentations” (Sturges, 2017) encourages facilitators to use transitions to help the audience remember key points. It helps to break down topics into smaller, more manageable parts. By breaking down information into smaller parts, it's easier for the audience to process and retain. I used transitions such as “first”, “second” and “third” to help the audience follow the flow of my presentation (Sturges, 2017). I also concluded each of the three stages of the E.A.R. process with a question to encourage audience participation.

During our debriefing I was able engage in dialogue with my audience and again test their knowledge. I asked questions such as “how would you summarize the three stages of the E.A.R. process in your own words” and “what challenges do you foresee in implementing the E.A.R. process”? The audience was able to communicate their thoughts and give feedback that was helpful. By taking the time to debrief after the presentation I was able to learn what areas of my presentation went well and what areas need improving.

In the LinkedIn video Facilitation Skills for Managers and Leaders (Ramen, 2018), the instructor stated, “in order to be a great facilitative leader, one of the underrated yet core skills to develop is that of asking powerful questions”. To enhance the learning experience, I incorporated questions throughout my presentation. I asked the audience to provide an example or share a story of their experiences, so they felt engaged in the learning experience. I learned that asking questions about a personal experience creates a personal connection with the audience, making them feel valued and heard (Ramen, 2018). To encourage collaboration, I asked the group to identify additional target areas that could enhance the overall experience at our church. Asking open ended questions seem to make learning more interactive and less passive. Questions can also help assess the audience's understanding of the topic, identify areas where further explanation is needed, and lead to creative ideas. I used a personal anecdote of my own experiences that made my presentation more relatable. I learned in the video “Good presentation v. Bad Presentation” (Project IDEA, 2017) sharing your personal experiences not only connects with your audience but it can also make you feel and appear more relaxed and confident while facilitating.

**Future Actions**

I believe continuous improvement is essential, even for those who feel are experienced facilitators. It’s always good to examine ways to do better. I plan to enhance future presentations by encouraging more in-depth discussions, closing with memorable statement, and incorporating some light humor.

Instead of asking a question, receiving a response, and moving along, I will engage in back-and-forth dialogue so that our discussions are more in depth. To make my presentation more effective, I will focus on creating a stronger conclusion, incorporate a quote, thought-provoking question, or statements that is relatable to my topic.

A strong beginning and ending can make a presentation more impactful because it can capture the audience’s attention in the beginning and leave a lasting impression at the end. I can also improve my conclusion with a closing slide that is appealing and complements my key points.

According to the article, “Great Presentation” (Sturges, 2017), using humor can make presentations more enjoyable and effective. Humor can lighten the mood and make content more memorable as well as build a rapport with the audience. However, it's important to use humor appropriately and ensure that the humor is relevant to my topic (Sturges, 2017).

**Conclusion**

The Instructional Design and Facilitation course has given me valuable skills that will help me in the future. By understanding the principles of instructional design and facilitation, I am more confident in my ability to lead meaning discussions and facilitate impactful presentations. I am excited to apply these skills in my leadership role at church and on my job. This course has not only broadened my knowledge but has given me the confidence I need to continue to grow in facilitating trainings or meetings in the future.

**References**

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