

REEA Diamond Distinguished Real Estate Instructor



Generally Accepted Principles of Education

Adopted by the Real Estate Educators Association

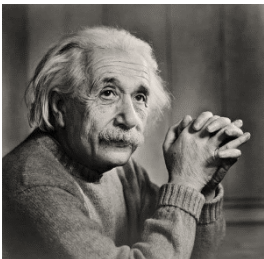
This designation was created by the Real Estate Educators Association (REEA) to set the standard for excellence in real estate classroom instruction. Regulators and others can be assured that a real estate educator who has earned a REEA Diamond Distinguished Real Estate Instructor (DREI) designation will exhibit a mastery of subject matter, proven presentation ability, relevant experience, and superior teaching skills.

The DREI program is administered by the REEA Diamond DREI Leadership Council which is elected by the DREI membership. The DREI designation is a classroom teaching designation that adheres to the Generally Accepted Principles of Education (GAPE) adopted by REEA.

Category: KNOWLEDGE

Instructors should:

1. Provide current information.
2. Present alternative viewpoints on material when there is not a single position that is accepted industry wide.
3. Clearly identify opinions as the instructor's opinion.
4. Build a proper foundation for each major element of a subject.
5. Deal with all key elements of a subject.
6. Cover the material adequately in the allotted time.
7. Answer all questions logically and concisely.
8. Be informed enough to handle a variety of questions on the subject being taught.
9. Admit when he/she does not know the answer to a question and volunteer to obtain that information.



"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

The category of Knowledge carries with it a dedication to the ethics of the teaching profession. The ethics of instruction require an instructor to constantly be updating course material and to be well enough informed to handle a variety of questions on the subject being taught. The execution of these principles requires diligence and a commitment to constantly grow and aspire to learn more.

Category: ANDRAGOGY

Instructors should:

1. Present new ideas by relating them to pre-existing knowledge held by the learners.
2. Teach at the learner's level.
3. Show in a specific way how new material will benefit learners.
4. Encourage questions and motivate involvement.
5. Show tolerance – both to ignorance and disagreement, thus avoiding arguments and confrontation.
6. Build learner's self-esteem.
7. Call learners by name.
8. 8. Involve learners in the learning process through planned activities.
9. Use a variety of teaching methods.
10. Teach to all participants, not just those who show interest.
11. Present key points by using examples as illustrations.



"My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are changed."

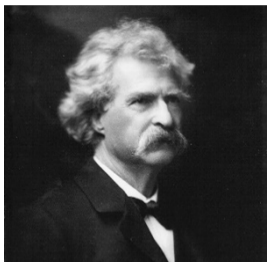
Anne Sullivan

It is the category of Andragogy which attempts to infuse Malcolm Knowles' philosophies of adult education principles into teaching. The heart of these elements always centers around a showing of respect for the adult learner. It is the job of an excellent instructor, through a variety of teaching methods, to inspire and draw out the opinions of the students. This requires the instructor to treat each contribution in the classroom as valuable and important. Andragogy teaches us that our true value as an instructor is measured by what we bring out of our students.

Category: SPEECH

Instructors should:

1. Use concise, simple, and normal speech patterns; use simple terminology.
2. Do not read to the class.
3. Keep the presentation on pace thus finishing the material in the allotted time.
4. Keep the topic flowing.
5. Speak loudly enough to be heard by all.
6. Enunciate clearly without being overdone.
7. Restate an individual learner's question to the group as a whole prior to attempting to answer the question.
8. Use humor when appropriate to make a point.



“It usually takes me more than three weeks to prepare a good impromptu speech.”

Mark Twain

As you review the elements in the category of Speech you are probably thinking that of all the categories, this section carries the most common-sense rules that everyone should know. Yet we would propose that these skills are some of the most difficult to master. They require a degree of ease and comfort in public speaking that simply does not come naturally. These skills must be honed over time by practice, repetition and experience. The ability to flow easily from topic to question to answer, and back to point sounds effortless when done correctly and appears as pure torture when it is not.

Category: TEACHING AIDS

Instructors should:

1. Make sure materials are legible, correctly spelled, properly numbered and mechanically produced using readable typeface.
2. Use visual imagery, when possible, to enhance written words.
3. Use written words, when possible, to enhance oral speech. NOTE: Written is better than oral, visual is better than written.
4. Follow the prepared outline.
5. Make sure that all material on the outline will be covered in the class and none of it is extraneous.
6. Deviate from prepared material only to meet specific needs.
7. Arrange the classroom so that learners do not have to look through physical objects.
8. Use modern presentation equipment such as overhead projector or computer projection.
9. Use equipment that enables the instructor to remain looking at the learners rather than turning their back to the class to write.
10. Make sure that the physical stature of the instructor does not block the view of the learners toward the projected material.
11. Make sure that the projector screen is easily visible to the group as a whole.
12. Use color.
13. Use large images for projected material.
14. Turn the projected image off when not in use and turn it on to call attention to the material.
15. Never block the image by walking between the projector and the screen with the projector on.



“There can be infinite uses of the computer and of new age technology, but if the teachers themselves are not able to bring it into the classroom and make it work, then it fails.”

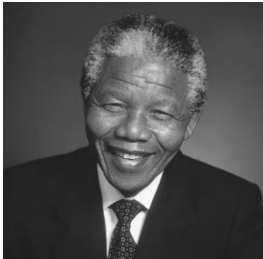
Nancy Kasselbaum, U.S. Senator

We think Senator Kasselbaum has said it well. Enough said.

Category: LEARNING ENVIRONMENT

Instructors should:

1. Be positive toward the subject matter.
2. Refrain from ridiculing either the learners or others.
3. Wear professional attire.
4. Attend to personal grooming.
5. Set up the room to accommodate the approximate number of learners expected to attend.
6. Make sure empty seats are kept to a minimum.
7. Make sure that the lectern or table at front of room is unobtrusive.
8. Provide writing surfaces for learners.
9. Make sure that learners have ample space between them.
10. Not stand behind physical objects for more than a short time period.
11. Use gestures during the presentation.
12. Use physical movement during the presentation to minimize the physical distance between the instructor and learners and try to involve all learners equally.



“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Understand that every second of every minute that you are in front of a classroom that opinions are being formed about you. Those opinions and impressions will impact the effectiveness and responsiveness to your message. Understanding that the educational experience is about much more than the words that you have to share is to come to understand the category of Learning Environment. The concepts of GAPE are not difficult to understand, but their application in the classroom is a matter which requires constant attention and focus. Just think of it as the return to the days of Socrates, Plato and Aristotle where the instruction was very much focused on the student and their involvement, rather than focused on the teacher. Psychology teaches us that we learn what we do in our own way and experience is the adult learners living textbook.

What the concepts of GAPE, Malcolm Knowles and the andragogic principles teach us is that we must constantly strive to:

1. Let learners know why something is important to learn.
2. Show learners how to direct themselves through information.
3. Relate the topic to the learners experiences.
4. Accept that people will not learn until they are ready and inspired to learn and that it is our role as educators to ignite that inspiration.
5. Help them overcome inhibitions, fears, behaviors and beliefs that they may already hold as preconceptions about learning