



UNIVERSITY of MARYLAND
MARYLAND
 FIRE and RESCUE
 INSTITUTE



0830-1000

INCLUSION AND DIVERSITY IN THE CLASSROOM: THE CHALLENGE AND THE GIFT

Jona Olsson

Learning styles can be rooted in cultural heritage, social class backgrounds, gender, generation, rural or urban background, and other aspects of diversity. In regard to styles of teaching, no one size fits all. As our classrooms and training sessions fill with more diverse students, instructors are challenged to be more inclusive in their instruction modalities, language, and approaches so all students can learn and succeed. This session will discuss the impact of diversity and some strategies for inclusion in today's instructional settings

1015-1145

CHALLENGING SEXISM IN EMERGENCY SERVICE 2019 AND BEYOND

Jona Olsson

The fire service still struggles with the legacy of its all male history. Sexism manifests differently in 2019 than in the 1900s, but the interpersonal and institutional sexist attitudes, behaviors, and policies that exist in many organizations still discourage, demean, and oppress women. The result: the effectiveness of fire and emergency services is reduced—NOT by women—but by sexism. This interactive session will encourage officers, men and women, to challenge sexism, sexual harassment, and sexist bullying in their company and their organization while guiding and equipping them to build a more inclusive and effective service.

ACTIVE LEARNING GET UP AND TEACH!

Amber Leizear

Active learning is sometimes difficult to incorporate with fire/EMS classrooms. What is active learning and why is it so important? Bring a laptop or tablet to this interactive learning session to get caught up on the most up-to-date active learning strategies.

BIG FOOT, LOCH NESS, AND DALE'S CONE OF LEARNING MYTHS, LIES, AND HOW TO IMPROVE LEARNING

Dave Donohue

In our instructor courses, we are exposed to many learning and teaching concepts that either are not supported by research or have been disproved. This course will describe the current research associated with learning and knowledge retention and give you a number of ways that you can improve your students retention, recall, and application of information and skills.

1245-1415

CONFRONTING THE LAST TABOO HOMOPHOBIA & TRANSPHOBIA IN EMERGENCY SERVICES

Jona Olsson

Why are so many firefighters—who will enter a burning building—afraid to even talk about homophobia? This interactive session offers officers information and concepts to break open the taboo on this issue, to decipher the “alphabet soup: LGBTQI,” to break down some of the common myths and stereotypes about LGBT people, and to identify tools and skills for allies to challenge this form of bigotry.

WHAT A MUSICIAN CAN TEACH A FIRE/EMS INSTRUCTOR

Amber Leizear

Musicians craft their music, and it takes years for them to develop. It's thanks to music teachers that they have what makes them a great musician. The same is true for firefighters. It takes years for firefighters to fully develop their skills, just like musicians, and it takes great instructors to make great firefighters. Let's take a look at the teaching of music and how we can adopt strategies for fire/EMS.

Registration is open from October 1 to November 28, 2018

register at <https://zone.mfri.org/cgi-bin/pdi.cgi>



**MFR Headquarters
 4500 Campus Drive, College Park,
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1430-1600

“WHAT DO I CALL YOU?” IDENTITY LANGUAGE AND WHO DECIDES

Jona Olsson

As society struggles for social justice around racial identity, gender, gender identity, sexual orientation, and other human characteristics, individuals can find the frequent changes to identity language confusing and challenging as they try to avoid offending others. This workshop will examine pronoun use, group identity terms, and some useful strategies as the language evolution continues.

THROWING LADDERS AND 4-SIDED TRIANGLES IN THE COMMUNICATIONS PROCESS

Mark Davis

This interactive program works to review the basic (but sometimes complicated) components of the communications model as they relate to the instructional process and successful learning. While the program works to review the critical parts of the communications model, the emphasis of the program focuses on the instructor's role in providing direction to the student and other instructors in the educational process. After a short review of the communications “basics,” participants will work through a number of exercises that examine the weaknesses in instructor-directed communications with the intent of improving instructor capabilities.

WHAT A GOLDFISH CAN TELL YOU

Kyle David Bates

Have you ever been told that you have an attention span of a goldfish? Numerous news agencies picked up on a research paper written that stated our attention spans have dramatically decreased to under that of a goldfish. Is this true? Has the “mobile revolution” caused us to become more dependent upon our screens, providing us an immediate information satisfaction? If it is, how does this impact us as instructors? How do we keep the attention of our students?