Delivery methods are the methods or activities used to teach new material to learners. When designing educational programs, it is important to remember that there are many delivery methods that can be used to accommodate all learning styles. Each individual has a different learning style and responds best to particular delivery methods.

Delivery methods can have a direct bearing upon the success of an educational program.

The most successful programs use a variety of individual and group methods. Here are the strengths and weaknesses of several delivery methods.

<table>
<thead>
<tr>
<th>Delivery method</th>
<th>Strengths</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>• Presents factual material in a direct, logical manner</td>
<td>• Experts are not always good teachers</td>
</tr>
<tr>
<td></td>
<td>• Is based on experience, which inspires</td>
<td>• Audience is passive</td>
</tr>
<tr>
<td></td>
<td>• Stimulates thinking and open discussion</td>
<td>• Learning is difficult to gauge</td>
</tr>
<tr>
<td></td>
<td>• Useful for large groups</td>
<td>• Communication is one way</td>
</tr>
<tr>
<td>Flip charts and posters</td>
<td>• Easy and inexpensive to make and update</td>
<td>• Unsuitable for large groups</td>
</tr>
<tr>
<td></td>
<td>• Portable and transportable</td>
<td>• Anxiety-provoking for facilitator with poor handwriting or poor spelling</td>
</tr>
<tr>
<td></td>
<td>• Left in view of the audience</td>
<td></td>
</tr>
<tr>
<td>Overhead transparencies</td>
<td>• Good for large groups</td>
<td>• Impermanent</td>
</tr>
<tr>
<td></td>
<td>• Easy to create and transport</td>
<td>• Require less common equipment</td>
</tr>
<tr>
<td></td>
<td>• Create an informal atmosphere</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Open to interaction with groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Easy to update</td>
<td></td>
</tr>
</tbody>
</table>
In designing an educational program, the educator creates an outline of the program from beginning to end. This is when the educator develops the subject matter and determines how it can be most efficiently and effectively taught. The educator should be working with subject matter specialists to organize the curriculum and develop the educational programming steps to achieve success. This is comparable to preparing a class syllabus or teaching plan. It is imperative that the educational design include an evaluation strategy.

<table>
<thead>
<tr>
<th>Delivery method</th>
<th>Strengths</th>
<th>Limitations</th>
</tr>
</thead>
</table>
| Videos          | • Entertaining  
                 • Keep group’s attention  
                 • Look professional  
                 • Stimulate discussion | • Can raise too many issues  
                   • Discussion may not have full participation  
                   • Only as effective as the subsequent discussion |
| PowerPoint      | • Professional in appearance  
                 • Evidence of preparation  
                 • Good for large or small group  
                 • Easy to integrate with classroom discussion  
                 • Animated  
                 • Up-to-date technology  
                 • Easy to update | • Requires special equipment/facilities  
                   • Requires initial training to create  
                   • Requires significant time to create  
                   • Requires basic graphics/composition skills |
| Class discussion | • Pools ideas and experiences from group  
                    • Effective after a presentation, film or experience that needs to be analyzed  
                    • Allows everyone to participate in an active process | • Not practical with more than 20 people  
                   • A few people can dominate  
                   • Others may not participate  
                   • Is time consuming  
                   • Can get off the track |
| Small group discussion | • Allows everyone to participate  
                         • People are often more comfortable in small groups  
                         • Can help the group reach consensus | • Needs careful thought as to purpose of group  
                         • Groups may get sidetracked |
| Case studies    | • Develop analytic and problem solving skills  
                    • Allow students to explore solutions to complex issues  
                    • Allow students to apply new knowledge and skills | • People may not see relevance to their own situation  
                         • Insufficient information can lead to inappropriate results |
| Role playing    | • Introduces problem situation dramatically  
                    • Allows people to assume other roles  
                    • Allows for exploration of solutions  
                    • Provides opportunity to practice skills | • People may be too self-conscious  
                         • Not appropriate for large groups  
                         • People may feel threatened |
| Worksheets and surveys | • Allow people to think for themselves without being influenced by others  
                           • Individual thoughts can then be shared in a large group | • Can be used only for short periods of time |
| Brainstorming   | • Encourages full participation because all ideas are recorded equally  
                    • Draws on group’s knowledge and experience  
                    • Creates a spirit of congeniality  
                    • One idea can spark other ideas | • Can be unfocused  
                         • Needs to be limited to 5 to 7 minutes  
                         • People may have difficulty getting away from known reality  
                         • If not facilitated well, criticism and evaluation may occur |
| Panel of experts | • Allows experts to present different opinions  
                        • Stimulates better discussion than one person can  
                        • Frequently changing speakers keeps participants’ attention from lagging | • Expert may not be good speakers  
                         • Personalities may overshadow content  
                         • Subjects may not be presented in logical order |

Other publications in this series on volunteer administration:

D-1452, Leadership Advisory Boards  
D-1453, Program Area Committees and Youth Boards  
D-1454, Volunteer Associations and Groups  
D-1455, Understanding and Managing Direct and Episodic Volunteers  
D-1456, Managing the Risk Associated with Volunteer Service  
D-1457, Teaching Volunteers to Teach: Learning Styles
This material was developed by the Texas AgriLife Extension Volunteer Steering Committee, chaired by Chris Boleman and Angela Burkham. Extension faculty who serve on the committee are Dirk Aaron, Michelle Allen, Joyce Cavanagh, Nelson Daniels, Darrell Dromgoole, Linda Lynch Evans, Alma Fonseca, Pam Foster, Elaine Fries, Richie Griffin, Rick Hirsch, Kit Horne, Shirley Long, Rick Machen, Linda Mock, Carolyn Nobles, Susan Richey, Bob Robinson, Renee Sanders, Robert Scott, Doug Welsh, Neal Wilkins and Ron Woolley. Administrative advisors are Kyle Smith, Associate Director for County Programs, and Martha Couch, Associate Director for 4-H and Youth Development.

The authors acknowledge the assistance of Elizabeth Gregory, Extension Communication Specialist, District Extension Administrators, County Extension Administrators, and Regional Program Directors.