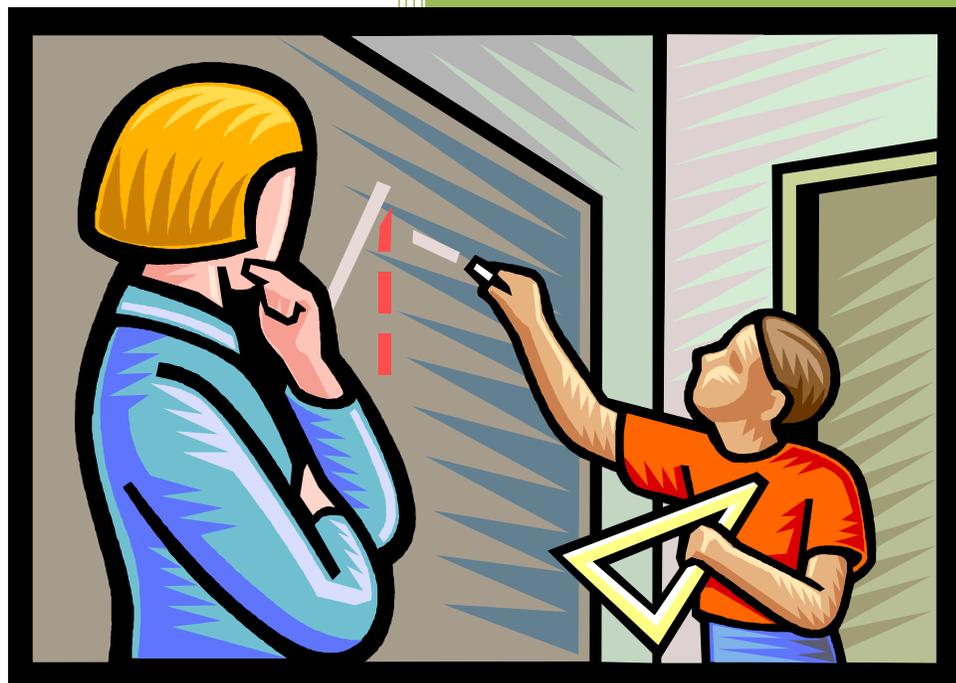


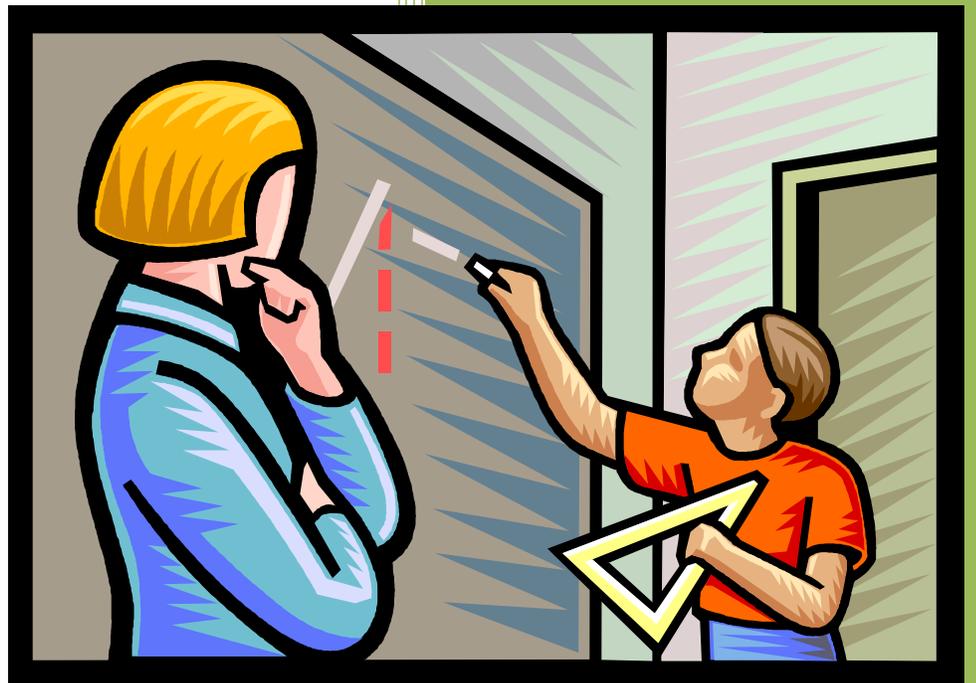
# Survival Skills for the College Professor

## Strategies for Teachers of Adults



# Module 1

## Instructional Planning



# MODULE 1

## INSTRUCTIONAL PLANNING

### Module Description:

This module will introduce participants to the key factors to be considered for instructional planning:

#### **Profile of learners/clients**

- Characteristics of the adult learner
- Relationship between adult learners and the teacher of adults
- Role(s) of the teacher

*Organization of Content*

Course Outlines

- Definition
- Purpose
- Information required
- Model

Learning Objectives

- Definition
- Benefits

Lesson Plans

- Purpose and benefits
- Model

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## **MODULE 1**

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# **UNIT 1**

## **IDENTIFY THE ADULT LEARNER**

# UNIT 1

## Identify the Adult Learner

### LEARNING OBJECTIVES

When you finish this unit, you will be able to:

- Describe the characteristics of the adult learner.
- Explain the relationship between adult learners and the teachers of adults.
- Define the role(s) of the teacher.



*Describe the characteristics of the adult learner.*



## LEARNING ACTIVITY

- A. Working in pairs, identify what you hope to learn from this program; rank your ideas in order of decreasing priority.
- B. As a group, compare these lists to the objectives of this program. Discuss whether your objectives seem to be covered and, if not, how you feel they might be met in other ways.
- C. Review the following material *30 Things We Know For Sure About Adult Learning*.

### 30 THINGS WE KNOW FOR SURE ABOUT ADULT LEARNING

A variety of sources provides us with a body of fairly reliable knowledge about adult learning. This knowledge might be divided into three basic divisions: things we know about adult learners and their motivation, things we know about designing curriculum for adults, things we know about working with adults in the classroom.

#### **Motivation to Learn**

1. Adults seek out learning experiences in order to cope with specific life-change events—e.g. marriage, divorce, a new job, a promotion, being fired, retiring, losing a loved one, moving to a new city.
2. The more life-change events an adult encounters, the more likely he or she is to seek out learning opportunities. Just as stress increases as life-change events accumulate, the motivation to cope with change through engagement in a learning experience increases.
3. The learning experiences adults seek out on their own are directly related—at least in their perception—to the life-change events that triggered the seeking.
4. Adults are generally willing to engage in learning experiences before, after, or even during the actual life-change event. Once convinced that the change is a certainty, adults will engage in any learning that promises to help them cope with the transition.
5. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
6. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences.

## Curriculum Design

7. Adult learners tend to be less interested in, and enthralled by, survey courses. They tend to prefer single-concept, single-theory courses that focus heavily on the application of the concept to relevant problems. This tendency increases with age.
8. Adults need to be able to integrate new ideas with what they already know if they are going to keep - and use - the new information.
9. Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly.
10. Information that has little "conceptual overlap" with what is already known is acquired slowly.
11. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate.
12. Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial-and-error ventures.
13. Adults tend to take errors personally and are more likely to let them affect self-esteem. Therefore, they tend to apply tried-and-true solutions and take fewer risks.
14. The curriculum designer must know whether the concepts or ideas will be in concert or conflict with the learner. Some instructions must be designed to result in a change in belief and value systems.
15. Programs need to be designed to accept viewpoints from people in different life stages and with different value "sets".
16. A concept needs to be "anchored" or explained from more than one value set and appeal to more than one developmental life stage.
17. Adults prefer self-directed and self-designed learning projects over group-learning experiences led by a professional; they select more than one medium for learning, and they desire to control pace and start/stop time.

18. Nonhuman media such as books, programmed instruction and television have become popular with adults in recent years.
19. Regardless of media, straightforward how-to is the preferred content orientation. Adults cite a need for application and how-to information as the primary motivation for beginning a learning project.
20. Self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve an average of 10 other people as resources, guides, encouragers and the like. But even for the self-professed, self-directed learner, lectures and short seminars get positive ratings, especially when these events give the learner face-to-face, one-to-one access to an expert.

### **In the classroom**

21. The learning environment must be physically and psychologically comfortable; long lectures, periods of interminable sitting and the absence of practice opportunities rate high on the irritation scale.
22. Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behaviour in front of peers and cohorts. Bad experiences in traditional education, feelings about authority and the preoccupation with events outside the classroom affect in-class experience.
23. Adults have expectations, and it is critical to take time early on to clarify and articulate all expectations before getting into content. The instructor can assume responsibility only for his or her own expectations, not for those of students.
24. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. Adults can learn well and much from dialogue with respected peers.
25. Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check—or compensate for it—by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.

26. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. The learner is dependent on the instructor for confirming feedback on skill practice; the instructor is dependent on the learner for feedback about curriculum and in-class performance.
27. The key to the instruction role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences, and the clock. Ironically, it seems that instructors are best able to establish control when they risk giving it up. When they shelve egos and stifle the tendency to be threatened by challenge to plans and methods, they gain the kind of facilitative control needed to effect adult learning.
28. The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem. The instructor is less advocate than orchestrator.
29. Integration of new knowledge and skill requires transition time and focused effort on application.
30. Learning and teaching theories function better as resources than as a Rosetta stone. A skill-training task can draw much from the behavioral approach, for example, while personal growth-centered subjects seem to draw gainfully from humanistic concepts. An eclectic, rather than a single theory-based approach to developing strategies and procedures, is recommended for matching instruction to learning tasks.

The next five years will eclipse the last fifty in terms of hard data production on adult learning. For the present, we must recognize that adults want their learning to be problem-oriented, personalized and accepting of their need for self-direction and personal responsibility.<sup>1</sup>

From *30 Things We Know For Sure About Adult Learners*, by Ron and Susan Zembe. Abstracted with permission from *Training, The Magazine of Human Resources Development*, June 1981



*Explain the relationship between adult learners and the teachers of adults.*



## LEARNING ACTIVITY

- A. Working in groups, answer the following questions:
- What makes an adult learner different from a younger student?
  - What are the strengths and constraints brought to learning by adults?
  - What is the impact of these strengths and constraints on the role of the teacher?
- B. Compare the summaries provided by each group.
- C. Review the article entitled *Characteristics of the Adult Learner* on the next page.

## CHARACTERISTICS OF THE ADULT LEARNER

<b>Learning Characteristics of Adults</b>	<b>Adapting Content and Techniques to Meet Their Needs</b>
Uneasiness and possibly anxiety resulting from long absence from the classroom.	Create an easy, informal, friendly atmosphere. Ask what they feel they will contribute to class in terms of the content or concepts to be covered.
Resistance to change due to "set" ways of doing things.	Provide opportunities for the group to analyze situations which can lead to inner motivation for change rather than outside pressure or "telling". Ask for "I do it this way" contributions.
Unfamiliarity and possible frustration with trappings of education enrollment, registration, grading, record keeping.	De-emphasize these aspects in the classroom when possible. Streamline roll taking, record keeping, and other routine tasks unrelated to learning. Avoid words "homework" or "assignment". Use "bring examples for discussion", "be aware of", etc.
Preoccupation with outside responsibilities—earning a living, caring for a family, running a home, etc.	Relate content to real-life problems. Use real-life situations and experiences in problem-solving. Include content designed to make life a little bit easier and more satisfying for students. Ask participants to choose subjects they need and can use now if possible.
Approach learning with a strong sense of responsibility and come to class voluntarily.	Keep interest alive by making classes challenging and stimulating. Give students an opportunity to evaluate and make suggestions during the course, but be willing to accept negative evaluations and implement change.

**CHARACTERISTICS OF THE ADULT LEARNER**

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<b>Learning Characteristics of Adults</b>	<b>Adapting Content and Techniques to Meet Their Needs</b>
Bring a broad background of experience to the classroom.	Use personal experiences of students in planning and teaching. Create an opportunity for students to learn from each other.
Need to feel that time is well spent and that material is relevant and practical.	Keep content and approach down-to-earth, practical rather than theoretical. Organize and prepare material in advance so class time is not wasted. Bring in experts to present certain material and viewpoints.
May want social satisfaction and interaction through informal class organization.	Create a relaxed atmosphere. Give students time to socialize, get acquainted, enjoy each other.

Adapted from *Consumer Education in An Age of Adaptation*, by Sally R. Campbell. Sears Educator Resource Series.

### SUMMARY OF RELEVANT LEARNING THEORY

1. It is better for college learners to be active seekers rather than passive recipients of learning.
2. For learners to be fully engaged in learning, their attention must be focused on the material.
3. Differences in intellectual ability among college learners will influence their speed of learning; these differences will be more noticeable when the information to be learned is abstract and complex than when it is simple and concrete.
4. All learners increase their effort if rewarded rather than punished; however, they differ in what teacher behaviours they find rewarding.
5. Learners will learn and remember information better if they have many cognitive associations to it; learning of isolated information is more difficult and less permanent than learning of information that is connected to a network of other material.
6. It is difficult to learn ideas that are very similar unless the differences between them are emphasized. Conversely, it is easier to learn disparate ideas if their similarities are emphasized.
7. Students learn images as well as words, and images are more easily remembered, especially if the images are vivid and emotionally tinged.
8. Students enter every class with positive and negative emotional attitudes that can interfere with learning or can increase motivation and provide an associational network for new learning.
9. A moderate amount of anxiety or challenge activates most students and increases learning; however, excessive anxiety interferes with learning.

Lowan, Joseph, *Mastering the Techniques of Teaching*, Jossey-Bass, San Francisco, 1984.



*Define the role(s) of the teacher.*



## **LEARNING ACTIVITY**

- A. Take a few minutes to define how you perceive your role as a teacher of adults.
- B. Review the following document *Roles of the Instructor*.
- C. Reflect on an instructor's roles of Expert, Organized Person, Facilitator and Discoverer. Keeping in mind the course you will be presenting, which roles are you likely to play most often? Why?

## ROLES OF THE INSTRUCTOR

The main role of an instructor is to facilitate learning - to help students acquire the skills and knowledge they want. To be a good facilitator you must possess certain characteristics and be able to function in various roles.

EXPERT	As an expert, you must have up-to-date academic and technical competence in your field. To keep up-to-date, you must continue to be a learner yourself - a discoverer of new principles and new techniques, new ways of doing and understanding the material you teach.
ORGANIZER	An organized facilitator has a clear understanding of lesson objectives, plans to teach to those objectives, carefully prepares the teaching materials needed and arrives early for each lesson.
CHEERLEADER	Facilitators must be enthusiastic about what they are teaching and about learning - theirs and their students. Your enthusiasm, as a facilitator, for your course can be infectious and can foster positive attitudes to the subject and to the process of learning itself.
CREATOR	A good facilitator is creative and eager to try new ways to teach. You, as a facilitator, should be willing to experiment with different teaching techniques to avoid becoming repetitious or stale. Using a variety of techniques is also important to the learning process, as learners have very different ways of encoding and retrieving material.
FACILITATOR	Good attitudes and manners are important. Dress, stance, confidence and ease in front of the class, together with the ability to empathize with learners and a sense of humour, help create friendly relationships and a positive environment. However, you should remember that your relationship with your learners, as with your peers and administrators, should always be a professional one.

Taken from *Focus on Adult Learners*, a manual to accompany the video series by the same name.

**CHILD versus ADULT EDUCATION****PEDAGOGY versus ANDRAGOGY**

**Pedagogy** is the art and science of teaching children. Pedagogy uses a model in which "the teacher has full responsibility for making decisions about what will be learned, how it will be learned, when it will be learned, and whether or not the material has been learned"<sup>5</sup>. Such teacher-directed learning "places students in a submissive role and requires them to obey the teacher's instructions, [assuming] that learners need to know only what the teacher teaches them".<sup>6</sup>

**Andragogy** is the art and science of helping adults learn. Andragogy uses a model in which the teacher shares the responsibility for making decisions about learning with the adult learners and facilitates the process of "helping learners develop their learning abilities."<sup>7</sup> Andragogy recognizes the qualities that adult learners bring to the learning situation:

As adults mature, they become increasingly independent and responsible for their own actions. They are often motivated to learn by the need to solve immediate problems in their lives. Additionally, they have an increasing need to be self-directing. Heimstra and Sisco, 1990, p. 231

op.cit.

op.cit.

## CHILD versus ADULT EDUCATION

### Volunteerism

Formal childhood learning is compulsory.

Adult education is voluntary:

- Adult learning experience must be highly related to the learning needs of adults
- Adults vote with their feet; if they are not happy with the learning experience, they will leave
- Adults decide what to study, when and where.

### Non-Institutionalized

In children learning objectives, curriculum and methodologies are established by external agents.

Adult learners, on the other hand, may participate in the development of the learning objectives, the selection of the subject matter, etc.

### Experience-Based

Not true for children.

Adults approach learning with the sum total of their experience and previous learning. This experience can contribute greatly to what goes on in class.

**CHILD versus ADULT EDUCATION**

Independent Self-Concept	
Children take for the dependent granted nature of pedagogy.	Adults are independent and must often be re-oriented to the world of adult learning.

**Problem-Centered**

Children's learning focuses more on the subject matter that needs to be learned *for application later in life*. Adults are often looking for material and techniques that can be used *immediately* to solve a problem.

**Variety of Orientations**

Most young people are very goal oriented. Adults come to the learning setting because of a goal, and/or an activity and/or a need for learning.

Participatory	
Even if good learning events for children are active, many are passive in nature.	Adult learners like to be <i>involved</i> in articulating their learning objectives and structuring their learning activities.

Adapted from *Helping Adults Learn*, by M. Waldron and A. B. Moore.



## LEARNING ACTIVITY

- A. Using your own resources and your own words, define the following terms:
- a) Pedagogy
  - b) Andragogy

## **UNIT 2**

### **ORGANIZE COURSE CONTENT**



# UNIT 2

## Organize Course Content

### LEARNING OBJECTIVES

When you finish this unit, you will be able to:

- Develop a focus for a course plan by considering the following: needs and interests of learners, program/course goal, and content requirement.
- Describe characteristics of useful learning objectives.
- Provide examples of lesson objectives reflecting learning in the cognitive, affective and psychomotor domains.
- State the relationship between learning objectives and evaluation tools.
- Prepare a lesson plan.



*Develop a focus for a course plan by considering the following: needs and interests of learners, program/course goal, and content requirement.*

If you know your content and what you are going to do, you are more likely to impart that to your students, and if they know what they are going to do, they are more likely to achieve it.<sup>9</sup>

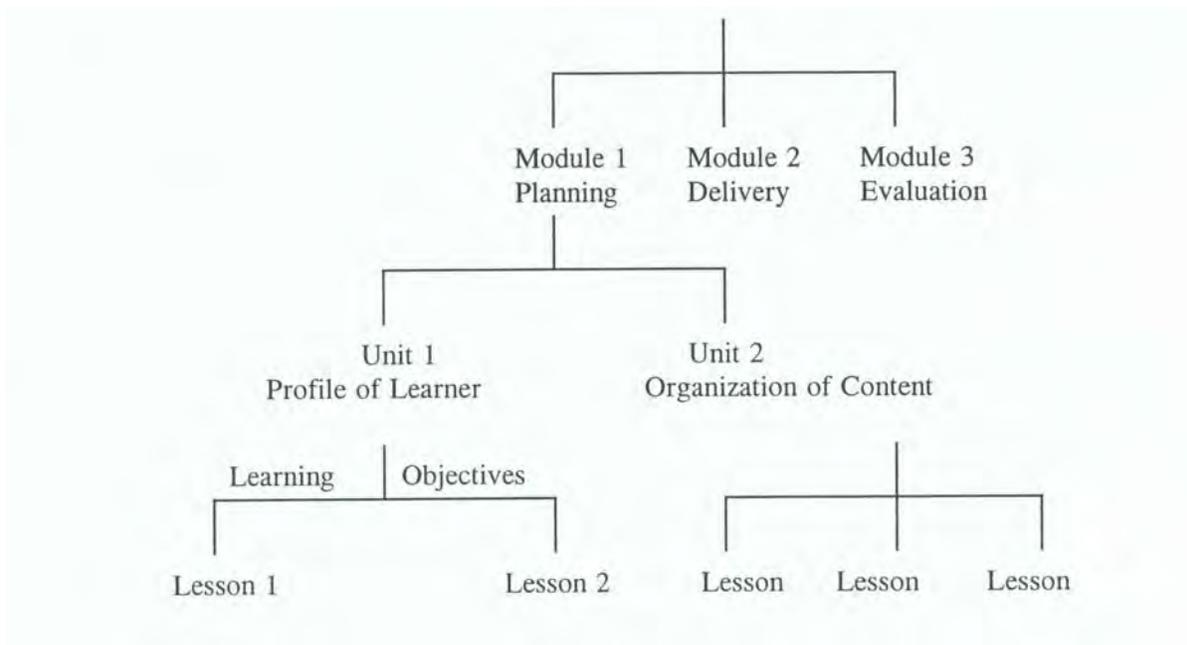
Taken from *Focus on Adult Learners*, a manual to accompany the video series of the same name.

**CURRICULUM TERMINOLOGY**

GOAL:	<p>An outline of the intent of the course, what learning will take place and how the course will satisfy the needs identified in your needs assessment.</p> <p>The course goal provides the basis for writing learning objectives, and for evaluating learning. In articulating the course goal, the teacher must ensure that the needs and interests of the learners are reflected in the goal.</p> <p>(Refer to Overview statement of this Study Guide).</p>
MODULE:	<p>A collection of closely related knowledge or competencies.</p>
(MODULE) UNIT:	<p>An individual concept or competency.</p>
LEARNING OBJECTIVE:	<p>A statement of what learners should know (cognitive), feel (affective), or be able to do (psychomotor) as a result of having learned material in a particular unit. The learning objective may also state the level of performance to be achieved before the learner is considered competent. (A learning objective describes the intended result of instruction rather than the process of instruction itself).</p>
LESSON PLAN:	<p>A description of how the teacher and learners will accomplish the learning objectives. It focuses on correlating the desired resource material needed with the lesson content.</p>
RESOURCES:	<p>Print, audio-visual and lab equipment to facilitate learning.</p>
EVALUATION METHOD:	<p>Self-tests, Unit tests, Performance tests, Assignments, Projects.</p>

**MODEL FOR COURSE AND LESSON PLANNING**

Course Goal: See Overview



Also refer to Appendices A and B at the end of this module for samples of computer-generated course outlines and student study guides based on learning objectives.



*Describe characteristics of useful learning objectives.*

Review the definition of "learning objectives" on page 23.

A learning objective clearly states

**WHO**

will do

**WHAT**

to

**WHAT LEVEL OF PERFORMANCE**

under

**WHAT CONDITIONS**

A learning objective focuses the learner's attention and efforts towards achieving a specific result.

A learning objective provides the criteria for assessing the learner's achievement of that result.

**Characteristics of Learning Objectives**

- Brief enough to be remembered.
- Clear enough to be written down.

**Characteristics of *Useful* Learning Objectives**

- Brief enough to be remembered.
- Clear enough to be written down.
- Specific enough to be attainable.

**Functions of Learning Objectives**

- Identify a measurable, observable act or concept that the learner will be able to do or know.
- Describe how the learner will demonstrate his/her achievement at the end of instruction.
- Describe what the learner can use to demonstrate his/her achievement.
- Include the criteria to be used for assessing acceptable achievement.

### Checklist for Objectives

After writing your objectives, please use this list to ensure that they are appropriate for your course.

1. Does each objective relate to a particular aim or goal of the course?  
Does it address a previously assessed need?
2. Does each objective contain the following components: performance expected, conditions under which the performance will be done, and the criteria for success?
3. Does each objective address a specific competency?
4. Are appropriate action verbs used in each objective?
5. Are these action verbs directly related to a specific learning domain and learning level complexity (e.g. cognitive domain of the application level of learning)?
6. Are objectives written in a style that is appropriate for the target audience?
7. Will the objectives be understood by the target audience?
8. Are the objectives stated concisely?
9. Can the achievement of the objectives be measured?



Relate the learning objectives to the evaluation procedures that you will use during and at the end of the course.



## LEARNING ACTIVITY

- A. When developing learning objectives for the course(s) you present, use the "Checklist for Objectives" to measure how useful those objectives are.
- B. Analyze the learning objectives on the following page. Decide whether each one is useful or not, and explain the reasons for your decision.

**Learning Objectives**

- 1. The learner will grasp the significance of the nature of childbirth.

Useful? \_\_\_\_\_ Not Useful? \_\_\_\_\_

Reason?

---

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- 2. The learner will appreciate the value of safety goggles.

Useful? \_\_\_\_\_ Not Useful? \_\_\_\_\_

Reason?

---

---

- 3. The student will know how to change a spark plug.

Useful? \_\_\_\_\_ Not Useful? \_\_\_\_\_

Reason?

---

---

- 4. Given a human skeleton, the student will correctly label at least 40 bones.  
(There will be no penalty for guessing.)

Useful? \_\_\_\_\_ Not Useful? \_\_\_\_\_

Reason?

---

---



*Provide examples of lesson objectives reflecting learning in the cognitive, affective and psychomotor domains.*

Learning objectives are developed to:

- help you focus on the content to be delivered;
- help you focus on how you can best facilitate learning;
- give you and the learner a means for evaluating progress.

There are three main domains of learning and learning objectives.

**COGNITIVE  
LEARNING  
OBJECTIVES**

Simply state what the learner should know.

Cognitive learning at the lowest level requires the learner to recognize or recall facts.

Cognitive learning at the higher levels requires the learner to comprehend, apply, analyze and evaluate that information.

**AFFECTIVE  
LEARNING  
OBJECTIVES**

Simply state what the learner should feel.

These include attitudes, feelings and values.

It is important that students develop attitudes and values about themselves and their work to achieve satisfaction and competency in their role.

**PSYCHOMOTOR  
LEARNING  
OBJECTIVES**

Simply state what the learner should be able to do.

In some course content, students are required to physically demonstrate a skill.

The following are examples of learning objectives in the cognitive, affective and psychomotor domains.

**COGNITIVE** Given ten sample learning objectives, the learner will identify the three that are incomplete or incorrectly written.

Who:	The learner
What:	Identify incomplete or incorrectly written learning objectives
Conditions:	Given ten samples
Level of Performance:	Three

**PSYCHOMOTOR** Given the required tools and equipment and 30 cm length of 20 mm diameter mild steel rod, the learner will measure and cut 3 pieces of rod each 8.5 cm long. A tolerance of + or -1.5 mm is allowed on the length of each piece. Ends must be free of burrs.

Who:	The learner
What:	Measure and cut 3 pieces of rod each 8.5 cm long.
Conditions:	Given the required tools and equipment and a 30 cm length of 20 mm diameter mild steel rod
Level of Performance:	To a tolerance of + or -1.5 mm, and with all burrs removed from the cut ends.

**AFFECTIVE** Given a copy of the safety regulations applying in the laboratory, the learner will comply with all of the applicable regulations each time he or she enters the laboratory.

Who:	The learner
What:	Comply with the safety regulations
Conditions:	Given a copy of the regulations
Level of Performance:	All regulations each time the learner enters the laboratory



## LEARNING ACTIVITY

- A. Keeping in mind the course you'll be presenting, write two examples of effective learning objectives in the following domains:

Cognitive learning objective

Affective learning objective

Psychomotor learning objective

Refer to "Verb Chart" included as a handout in this package.

**COGNITIVE LEARNING OBJECTIVES**

1. Who:

What:

Conditions:

Level of Performance:

2. Who:

What:

Conditions:

Level of Performance:

**AFFECTIVE LEARNING OBJECTIVES**

1. Who:

What:

Conditions:

Level of Performance:

2. Who:

What:

Conditions:

Level of Performance:

**PSYCHOMOTOR LEARNING OBJECTIVES**

1. Who:

What:

Conditions:

Level of Performance:

2. Who:

What:

Conditions:

Level of Performance:



*State the relationship between learning objectives and evaluation tools.*

Once you have organized your course content into modules and module units, you should set learning objectives for each of the topics in your course map. These objectives will help you focus on how you can best facilitate learning and will give you and the learners a means for evaluating the progress.

For example, learning objectives which are in the psychomotor domain may best be evaluated through a demonstration. On the other hand, cognitive-based learning objectives may more easily be evaluated through a multiple choice quiz or an application exercise requiring synthesis of the cognitive learning.

Finally, another close relationship between learning objectives and evaluation lies in the time factor. An effective teacher should strike a balance between the time factor assigned to the learning objective and the weighting factor of the evaluation of that learning objective.



### **REMEMBER**

Learning objectives are developed to:

- a) help you focus on the content to be delivered;
- b) help you focus on how you can best facilitate learning;
- c) give you and the learner a means for evaluating progress.



## LEARNING ACTIVITY

- A. Review the examples of learning objectives you developed for the cognitive, affective and psychomotor domains. For each one, decide how you might evaluate the learning.
  
- B. As you develop the learning objectives for your course, remember to relate these objectives to the evaluation procedures.



*Prepare a lesson plan.*

A lesson on any topic within a course will be effective only if the planning for that lesson has followed the "macro" to "micro" approach. Each lesson should move the learner closer to the goal you have articulated.



## **LEARNING ACTIVITY**

Prepare a lesson plan for a topic in your course. Make use of the lesson planning form included in your package. Keep a copy of this lesson plan with you as you will need it in later lessons.

---

Course: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

---

Learning Outcome: \_\_\_\_\_

---

Introduction: \_\_\_\_\_

---

Content (Learning Objectives)	Teaching/Learning Strategies	Duration	Resources

Summary

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## Before the Term Begins Checklist

The instructor can review this list one to three weeks before the beginning of a term to identify those activities which have not been completed.

**Write objectives.** Make out a complete list of all objectives for the class. This list will include topics covered and would be written in a way that makes it clear to the reader just what is required of the student.

**Develop a syllabus.** The syllabus includes a course description, objectives, textbooks used, teaching strategies, an outline of the courses, evaluation methods to be used, and a bibliography. The section on evaluation clearly outlines what is required of the student to pass the course and to attain a certain grade.

**Locate classroom.** Before the term starts, make certain you know where the class will be taught, and visit the classroom whenever possible. This will give you an idea of the environment in which you will be teaching, and you can determine how audio-visual materials may be utilized in the particular classroom.

**Meet with supervisor.** Talk over your course plans with your supervisor and discuss the ways in which you intend to teach the class. Often there has been a precedent established as to how the course is taught. Material to be covered may not be in a previous syllabus. Locate copies of previous syllabi so you can compare them to the one you have prepared.

**Visit previous instructors.** Find out who has taught this course in the past and talk to them about their strategies. Often, instructors who have already been through a course can give you suggestions as to the background of students you can expect, materials you can cover in a particular class period, and activities which might be appropriate for the class. They can also suggest local resources that are available to assist you in teaching.

**Visit the library that students will use.** Get an idea of the supporting materials that are available there to help you and your students in this particular course.

## Before Each Class Checklist

When preparing for each class session, the instructor can use this checklist as a reminder of necessary activities to be completed in planning for class.

**Construct a lesson plan.** Before class is to begin, set up a planning sheet for each class day. Include on this sheet:

- the class name, date, time,
- any announcements to be given,
- topic to be covered,
- assignments to be given,
- jokes or stories to be told,
- record-keeping procedures to be performed,
- answers to questions that have been asked in previous classes,
- review material that might be needed before continuation.

**Set up class projects.** Plan in detail and in advance any activities you will ask students to perform in or out of class.

**Locate relevant articles.** Course topics can be made more interesting by finding human interest stories or current events articles to emphasize points covered. Students' attention can be focused prior to a lecture by sharing this information.

**Schedule videotapes.** If equipment is available, schedule videotaping of the instructor and class once or twice a term. This videotape can then be viewed by the instructor to determine what changes need to be made in presentation style or in the way the class is organized.

**Use a check list and remember materials.** Prior to entering the classroom, make sure you have all the books, handouts, papers to return, transparencies, audiovisual materials, chalk, grade book, pencils, etc., that will be needed in class. A briefcase can be of great help in keeping these materials well-organized and available when needed.

**Grade papers promptly.** Schedule your time so you can grade papers between classes and return all papers by the next class. Students are usually anxious to receive feedback, and immediate feedback is a powerful educational too.

**Be on time.** If for some reason you will be unable to be on time to a class, make certain you have someone go to that classroom and let students know you will be late.

**Always schedule class activities so they will occupy the entire class period.** If you are giving a short quiz or test, prepare lecture material or other class activity for the balance of the class period. Try not to dismiss classes early. Remember, students have paid for each class hour they are scheduled to attend.

**Examine your physical presentation.** Take a moment periodically to review the type of image you project. Make certain you are personally appropriate in terms of appearance. Consider or examine glasses, breath, hair, beard, clothes, shoes, pockets, and belt to see if they project a professional image as well as an open available personality.

**Self-evaluation.** Continually review and reflect on your individual performance within the class and note areas of needed improvement. Notice particular ways in which you avoid taking responsibility for classroom failure (how you choose to be the "victim"). "The class doesn't work because of the book, the room, student attitudes, student immaturity, the course outline, my supervisor, the administration, my wandering mind, my fatigue, not enough time, how little I'm getting paid, my forgetfulness, other responsibilities I have, money worries, inadequate support material, my office mate, or the colour of the classroom walls." Let go of the excuses and **make it work.**

A useful device to remember when self-evaluating is to give yourself a grade at the end of every class. Take a moment to reflect on the class and your role in it and then assign yourself a grade from A to F.

**Test Frequently.** Feed back success. Frequent feedback will keep most students from developing an attitude of "Well, I think I am doing OK. I'll wait and see." Most of us do better when we are given small increments of material to master.

**Plan the unusual.** Sometimes it works to add something unusual to the classroom. A professor in New York had his final exams delivered in an armoured car, a chunk of ice in a giant bowl of punch, and an Army National Guard helicopter. A hearse, complete with funeral procession, has also been used to deliver exams and to reflect the mood of some students. Many teachers have also used unusual and dramatic skits to demonstrate our inability to perceive accurately under stress.

**Keep a teaching journal.** Soon after each class, record your observations of the students, the classroom environment, and your own behaviour while preparing for and conducting the class. Write about what worked and what didn't. Record your plans for changing how you will conduct the next class or the next course.

**Schedule filmstrips, movies, guest speakers or field trips.** At least once a week, schedule a filmstrip, slide presentation, a movie, guest speaker or field trip that will stimulate discussion and add to the material being presented. Consider interrupting movies periodically to add your personal emphasis or to solicit class discussion.

**Prepare a form for student evaluations.** Class evaluation by students can be administered once each term in every class. Students can often see weaknesses in the class that the instructor is unable to observe. Encourage verbal evaluation, too. Consider handing out mid-term and final evaluations and ask the students what can be done to improve the class.

## During Class Checklist

This is a checklist that can be examined at the very beginning or end of a class to make certain these topics have been covered and these activities are performed. This checklist is to be reviewed at least once a day.

**Review/preview.** Start each class with a very brief review of what took place in the previous class or classes, and then give a brief preview of what's going to take place in this class. Present a clear agenda for the day, either verbally or by writing it on the board.

**Review/preview.** At the end of each class, take time to review what has just transpired in that class period, and give a brief preview of what will be covered in the next class or classes. Make homework assignments at this time.

**Copy thoughts/questions.** During class when you have an idea of what to cover in a future class, be sure to write it down on the planning sheet you brought for that day. Also, on this planning sheet you may record questions which students have asked by which you did not answer immediately. This will let students know that when you say, "We'll get to that question later," you are sincere. It will also remind you to cover that topic at a future time.

**Advertise your intentions and your activities.** Let students know you are concerned about their progress, are available for outside consultation, well-organized, balanced in your presentation (you utilize lectures, class discussions, role playing, etc.), are open-minded to other points of view, prepared knowledgeable in your field and other fields, enthusiastic and interested.

**Avoid "War Stores."** It is interesting to tell of problems that you have encountered. Be cautious. What you may consider an unusual event, students may fear as commonplace. "I remember a computer program once that had a bug I just couldn't find. I did everything that I have taught you to find errors, and I just couldn't find the bug. I finally took it to a co-worker of mine. She was known for her ability to locate any programming error, but after days of work she couldn't find it either. I finally had to rewrite the whole program." This is interesting and many students in your class are likely to consider their first or second programming error to be one of the category you described.

**Fake it until you make it.** Teachers are sometimes surprised when their final evaluations from students are positive. They were under the impression that the class was bombing and that students were bored and not getting any value.

Teachers are something like performers in front of an audience. The show must go on regardless of perceived student reaction. Act as if students were on the edge of their seats devouring every phrase. Even if it appears to you that students are not paying attention, present your materials as if they were. More often than not, they truly are absorbing more than you think.

Before you decide students are bored with the whole thing, find out by asking them on a quiz. There may always be some who don't like it or who think it is a waste of time. Sometimes the most vocal students are those who are most unhappy with the class.

**Consider the classroom a luxury.** It is expensive to bring several students together with one teacher in a room for an hour. If you see this as a luxury, you may consider using the time for something other than what students could get out of reading the textbook. Given what is possible in a classroom, it is wasteful to use classtime for covering material that could be read either from the text or from your prepared handouts.

For lectures, consider substituting exercises, group discussions, small group interaction, guest speakers, frequent testing, question/answer sessions, brainstorming, role playing, student presentations, movies, slide tape programs, field trips, demonstrations, simulation games, forming study groups, etc. Use the classroom for human interaction. Present content with books, handouts, or computers.

**Utilize audio-visuals.** Charts and graphs, transparencies, films, filmstrips, and slides, in addition to the chalkboard, add interest and effectiveness to presentations.

**Utilize flip charts.** At times, large pieces of paper on an easel are a good substitute for a chalkboard. When these pieces of paper contain important information, they can be brought to class in the future and taped to the wall.

**Distribute AV.** Some audiovisual aids or flip chart material can be duplicated and distributed before or during class. If students are busy copying detailed material, they may be missing key aspects of your discussion and presentation.

Lighten up. Friendliness and humour are not synonymous with loss of control or unprofessionalism. Relax.

**Retreat from students.** When a student is asking a question, walk away while continuing to face him. This will encourage him projecting (vocally) the question so others can hear it. It will also tend to make others feel they are included (physically) in the answer or in any discussion that follows.

**Paraphrase questions.** When a student asks a question or asks for clarification, restate the question in your own words. This will let the student asking the question know you understand it. This paraphrasing will make the question available to other students who might not have heard or understood it the first time.

**Only lecture when others aren't.** When other people in the room are talking, stop your lecture or presentation. Look directly at students who are having side conversations and, if they do not stop, you can stop talking. If that is not effective, ask them directly (in a friendly way) to please stop.

**Write clearly.** It is very difficult for people to read anything written on the board if it is not done very precisely. Slow down when you write on the board and make sure it is legible.

**Start with a bang.** Begin each class with something that will capture (demand) student attention.

**Maintain eye contact.** Continually search the classroom for students who might have questions, appear bored or look confused. Share your general observations with the class when appropriate; for example, you might say, "You look confused," "Is it too hot in here?" or "Am I moving too rapidly/slowly?"

**Use in-class exercises.** When there is time during class in which you have to do some record-keeping (attendance, grade recording, etc.), ask students to do a short exercise. For example, "Look at the review questions at the end of the chapter," "Preview the next chapter and write down three questions for discussion," or "Look at the project just assigned to see if you have any questions"

**Change topics.** Cover material on enough different topics so as not to bore students. Realize they are used to the "message-minute medium" (television).

**Be here now.** Keep your concentration in the room and on the task at hand.

**Add positives.** Be aware of adding positive elements to your teaching style rather than concentrating on eliminating negatives. As you add more positive aspects to your presentation, negatives will be squeezed out of the picture.

**Acknowledge effective learning.** Let students know when you are pleased with their academic behaviour (test results, effective questions being asked, contributions to discussions, etc.). Compliment the class and congratulate them on accomplishments. For example, "This is difficult material, and you seem to understand it well," "You have a lot of energy," "I like your sense of humour," "Good question," "I appreciate your hard work," or "Thank you." Likewise, if they are not performing up to your expectations let them know that as well.

**Advertise.** Use class time to call attention to stimulating information related to the course topic. You can do that with props, photos, books reviews, and statements like, "Here's something you'll be interested in."

**Pause after questions.** After you have asked a question and after you have asked if there are any questions, be sure to wait and give students a chance to respond. Give the class at least 10 seconds of silence to collect their thoughts to ask or answer questions.

**Break up presentations.** If you have a long lecture or presentation to make, break it up every 15 or 20 minutes with an activity or least a lighter moment in the presentation (relevant jokes, anecdotes, etc.). Anecdotes or jokes are used to gain attention, and they can be followed immediately with technical material that might not capture class attention by itself.

**Avoid over-caution.** Realize you cannot conduct an effective class without making mistakes. Avoid over-censoring material. Avoid over-rehearsing lectures.

**The process is the same.** Keep in mind the principle that, "Those activities and processes which make a student ineffective or effective are the same processes which make an instructor ineffective or effective." In other words, be the change you want to see.

**Be aware of your presentation.** While in the classroom, be conscious of your physical presentation (posture, dress, facial expressions, body positions, hand movements, nervous mannerisms, pacing, etc.)

Use **repetition**. Use repetition. Use repetition.

**Communicate non-verbally and behaviourally.** Realize that only 7% of communication is verbal. Your behaviour in class and the method in which you deliver your communication is what will be remembered by students. Students will know when you like being there.

**Develop a sense of urgency.** Approach information in class and your presentation with a sense of urgency. Your attitude will be contagious, and students will develop an appreciation for the importance of what is being done in the classroom.

**Allow pauses.** In every presentation it is necessary at times to stop and not say anything. It isn't necessary to have every 10-second period during a lecture filled with sound.

**Skim notes.** Be aware of being overly dependent on your notes. Make notes prior to class and review them at the start of class. Then be generally independent of those notes.

## Troubleshooting

This section contains ideas for dealing with the most common difficulties that arise in this class. These are suggestions that have worked for others. Your own intuition and creativity in handling uncomfortable classroom situations will be far more valuable than trying to copy someone else's style. As with everything in this manual, adapt and modify suggestions to fit your presentation.

What to do if:

### **TOO LITTLE SHARING.**

**Model.** As suggested before, modelling is a powerful tool. You can prompt sharing by disclosing something about yourself. By opening up yourself, you demonstrate trust in your students and they are likely to follow suit.

**Limit share time.** When students know that the time is limited, they may not spend as much time saying what they want to say. They will use the time more wisely.

**Use "share seeds."** Sometimes an inspirational or moving story or poem can trigger talking. Questions about campus or local issues, current events, political or environmental concerns, even questions about how techniques have been useful or applied to other areas of their lives are appropriate. It depends on what you are comfortable with. Two board games, *Reunion* and *The Ungame*, have hundreds of non-threatening questions that can be used in the classroom without playing the actual games.

**Allow silence.** Let the students know that the silence isn't intended to pressure anyone or make them feel guilty for not talking. It is to give them time to look inside themselves to see if they have anything to contribute or reveal about themselves.

### **FEW READ THE TEXT.**

**Test over the reading.** The text is designed to give students the content of the course. If they don't read the book, they aren't getting the most value for their money. Giving quizzes over the material assigned (and not covered in class) will encourage reading.

**Allow students to teach.** Teaching is one of the best ways of learning. Not many students are confident enough in their speaking skills to stand up and wing it. At the very least, they will learn the section they teach. At best, they will gain an appreciation for your efforts as an instructor and a realization of how difficult and frustrating it is to work with unprepared students.

**Tailor the text.** Pick and choose the articles and exercises most appropriate for your class. The textbook can be overwhelming.

### STUDENTS RESIST THE COURSE

**Sell the course.** At the beginning of the class, sell the students on the benefits they will receive from the course. Talk about why you think it is valuable, what the college philosophy is, and what they can gain academically and personally.

**Be aware of precess vs. content.** Some people won't like the class, the book, or the teacher for a variety of reasons. Those who choose to allow this to keep them from getting the content being presented are cheating themselves. The class, text and teacher all exist for a purpose—they have something to give the student that he probably doesn't have.

### SEVERAL ARE FAILING

**Hold a conference.** Set aside some time for a face-to-face talk about your expectations and the student's expectations for the class. There may be confusion about what is required. Often, homework is neglected due to other difficulties in a student's life. A listening ear or referring her to another resource is an appropriate and helpful thing to do.

**Remind students about their assignment contracts.** Review the requirements for passing the class with everyone. Procrastination can be deadly—even for "A" students.

**Detach.** Allow students to make their own decisions and to accept the consequences. Students can take responsibility for their choices. Beware of your desire to take care of them. Some students will choose to fail. Failing this class can actually be an enlightening experience.

**Examine your standards.** Determine whether or not you have set realistic goals for the class. If 50% of the class is not comprehending the material, look at your teaching methods, testing style and classroom atmosphere. Feedback from students in the form of anonymous evaluation can be enlightening, even if a little painful. If you decide that the way you are handling the class is satisfactory (remember—there is always room for improvement), then once again, detach. Having students choose to fail your class does not make you a bad person or a bad teacher.

### STUDENTS SEEM TO DISLIKE YOU

**Don't jump to conclusions.** Sometimes the most unresponsive-looking students are creating an incredible amount of value for themselves.

**Don't give up.** Some students have a cool or tough act that takes awhile to break through.

**Don't take it personally.** Of the nearly 5 billion people in the world, some won't like you no matter what you do.

**Remember—process vs. content.** They don't have to like you to learn from you.

**Demonstrate confidence.** You are a lovable, capable person.

### SIDE CONVERSATIONS ARE ANNOYING

**Be clear about your rules.** Set the limits and enforce them. Consistency is important. As attractive as being relaxed and laid back seems, if you enforce the rules one day and let them slide the next, your students will test you often to find out where you will draw the line. Be explicit about your expectations and the consequences.

**Give feedback.** Using "I" messages, share your observations, feelings, thoughts, wants and intentions about side conversations. The purpose is not to make your students feel defensive but to communicate your feelings in a way that students can hear.

**Stop talking.** Your silence is usually enough to get the students' attention focused on you again.

**Ask students to state their goals.** Ask your students to reflect on their reasons for being in college and what they hope to gain. Discuss side conversations and request that they weigh the costs and benefits against the advantages of achieving their goals. Your purpose is to support them to reach their goals. And students may decide to continue talking during class.

**Contract with students.** Have "no side conversations" be one of the agreements in the contract exercise

**Don't put up with it.** Even though you give students a choice on the agreement exercise, and even if some students don't agree to not have side conversations, you don't have to tolerate talking in your class. Decide on your policy ahead of time. Perhaps one or two reminders and then a polite request of the student to leave the room. Students then know that if they choose to have side conversations, they choose to leave the classroom.

## CHEATING

**Review goals.** Have a class discussion about cheating—how it helps and hurts. Ask how cheating relates to students' goals for school and employment.

**Hold a meeting.** If you think some students are cheating, call them into your office and tell them of your suspicions. Use "I" messages. Outline the consequences.

**Design different tests.** Separate students. Have student assistants monitor the class.

**Allow students to work in teams.** Perhaps this is an unusual way to handle cheating, but it's a great way to encourage camaraderie and support groups. Students can study, take the test, and receive a group grade. You can design tests that will require some discussion and group decision-making.

## STUDENTS DON'T PARTICIPATE

**Sell them.** Give students a pitch about what they will gain, what barriers they will break and how each exercise relates to the purpose of the course. Ask them to explore how much more they learn and experience if they take a chance on being foolish.

**Be structured.** Use highly structured exercises that will take the students through the exercise step-by-step. Sometimes, having to discuss or even choose a partner is scary. Use specific directions such as: "Find someone who was born in the same month as you."

**Demonstrate.** Model the whole exercise if necessary to show that there is nothing strange, complicated, or scary about it.

**Give them the choice.** Students who choose not to participate have as much to learn about themselves as those who do take part.

### **NO TIME**

**Suggest the opposite.** Tell students they can't afford not to have time. This course will dramatically improve their efficiency, therefore giving them more time for other things.

**Explain the investments.** The benefits from this class will carry over into all the student's classes and into the rest of their lives. The investment will pay off in higher grades, more efficient use of time and money, better relationships, etc.

### **BOOK IS TOO EXPENSIVE**

**Describe the text as an owner's manual for an expensive purchase called "education."** Encourage students to keep the text as a resource manual for the rest of their education.

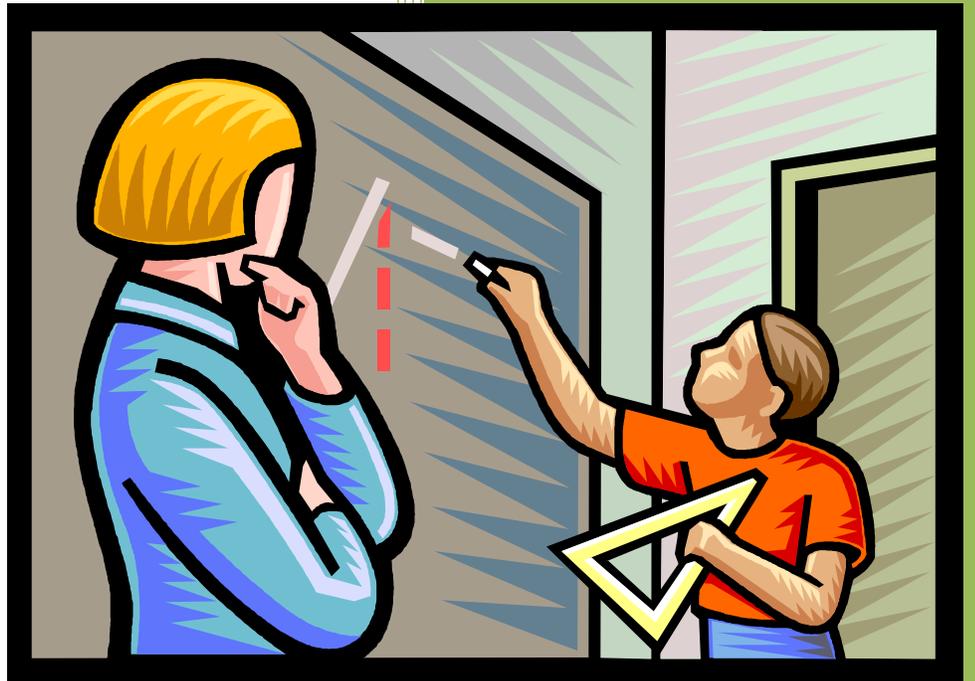
**Check it out.** Bookstores have different percentages of mark-up. Alternatives to buying through the bookstore may be available. Be sure to get permission from the appropriate people.<sup>10</sup>

<sup>10</sup> Adapted from Ellis, Dave. *Becoming a Master Student*. Boston: Houghton Mifflin Co., 1994



# Module 2

## Instructional Delivery



# MODULE 2

## INSTRUCTIONAL DELIVERY

### Module Description:

There are many methods or techniques that teachers can select to help students learn. There is no such thing as *the best* method(s). What works best in any situation will depend upon a number of factors - the nature of the subject matter, the characteristics of the learners, the environmental conditions and the knowledge, skills and attitudes of the teacher. Each technique has certain advantages in helping students learn, and each also has specific disadvantages. The effective teacher will use a variety of techniques, selecting from his/her repertoire the approach(es) best suited to the particular situation at hand.

This module is designed to present you with an overview of instructional techniques. You will find that each teacher uses a given technique in a highly personal way. These ideas may be mixed and modified so that you develop a repertoire of methods that are uniquely your own.

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# **UNIT 1**

## **CREATE THE LEARNING ENVIRONMENT**

# UNIT 1

## Create the Learning Environment

### LEARNING OBJECTIVES

When you finish this unit, you will be able to:

- Examine the role of classroom dynamics in creating a positive learning environment.
- Explore the student-teacher relationship as an enhancing experience.
- Recognize the role of the teacher as a facilitator of learning.



*Examine the role of classroom dynamics in creating a positive learning environment.*

In addition to incorporating the ingredients of effective instruction, instructors are responsible for creating environments conducive to learning, places where students and teachers connect and move forward together in the quest for new knowledge.<sup>11</sup>

There is no magic recipe for creating a positive learning environment. The mix of ingredients which work well for one teacher may prove to be a disaster for a colleague. However, a facilitator can create a positive learning environment by providing a combination of physical, psychological and social conditions that will enhance learning.

Taken from *Teaching College: Collected Readings for the New Instructor*.



## LEARNING ACTIVITY

Working in groups, develop a list of conditions which will enhance learning. Use the following categories:

physical conditions psychological conditions

social conditions

How can you ensure that the classroom dynamics you have created are enhancing the learning activity?

Review the following reading entitled *The Learning Environment*.

## **The Learning Environment**

When preparing your lessons, it is important not only to prepare instructional resources and techniques but also to decide upon the physical, psychological, and social settings for your classroom. Consideration for the learners' (and, incidentally, for your own) well-being and comfort will enhance motivation, attention, and communication. You are ultimately responsible for creating the classroom environment and an atmosphere conducive to learning.

### **Physical Environment**

The size and type of room, the type and amount of lighting, the temperature, the ventilation, the position of the desks and seating, and the presence and arrangement of other physical resources all contribute to the feel of a classroom. It is sometimes possible to have elements altered to meet your needs. If not, you must decide whether to put up with the situation or ask for a suitable facility. Ask to see the classroom, laboratory, or workshop well before your first class. You may be able to have changes made, equipment moved or another location identified in advance of your first lesson. Never leave these factors to chance.

### **Psychological Environment**

The psychological climate is best set by your willingness to accept each learner as a person of worth; as someone who wants to, and can, learn. You should also be willing to try to understand how each person functions, why people behave as they do, and be ready to assist each to attain his or her goals. An atmosphere of trust, security, and mutual confidence must be created so that learners can express themselves without fear of ridicule.

Learning involves change, and therefore you must note and nurture any positive changes in learners, and be willing to accept these changes even if they challenge your beliefs. Accept learners as knowledgeable individuals in their own right, act to build on their motivation, and endeavour to support their growth and learning.

## Social Environment

The facilitator also sets the social environment in the classroom. A positive, warm climate promotes self-assurance, security and motivation. In some situations, it may be necessary to be formal with learners, but a relaxed, friendly relationship should be encouraged. Using first names in the classroom may lessen the anxieties adults often feel when returning to learning. Be sure, however, that the culture, age, status or personal preference of the learners do not prohibit the use of first names in class.

Games can promote learning. They can also help learners to get to know their colleagues and relax, giving them a feeling of belonging to the group. Coffee breaks, lunch breaks, and after-class sessions can all be used for socializing and can be important motivators when carefully directed, although some time may be set aside for learners to use as they wish. If your first attempts to get students to socialize do not work, do not give up hope. That method may work with the next class, or with the one after. Try something new, and remember to add variety. Adult learners can get tired of, or be bored by, the familiar and the expected.<sup>12</sup>

Taken from *Focus on Adult Learners*.



*Explore the student-teacher relationship as an enhancing experience.*

The greatest resource for your class are the learners who come to you with different life adventures and who relate to what you are discussing from different perspectives. Tapping the knowledge of your participants has at least three immediate benefits:

- Their learning is enhanced by being involved
- Their feedback and interaction can substantiate your input and be a good teaching aid for your points
- They will come up with some facts, information or ideas you haven't considered

Do not be apprehensive about your participants' knowledge. Too often, teachers are defensive or condescending about their students. These reactions may come from a false impression about what the teacher is and is supposed to do. You are not supposed to know everything about the subject; and the students are not presumed to understand little or nothing about the subject. You can learn as much as the students, and you can learn from the students.

Therefore, it is critical that you get to know your students as quickly as possible so that you can build on this resource. Planning for your first class should include establishing the expectations you want to achieve during that first encounter.



## LEARNING ACTIVITY

- A. State the expectations you have for your first class.
- How will you greet the learners?
  - What activities will you use to get to know one another? Describe the activities briefly.
  - How will you learn what the learners' expectations are?
  - What factors will you use to help set positive physical, psychological and social conditions for learning?
  - What housekeeping rules or arrangements will you want to confirm prior to your first class?
- B. Compare your plan with that of a colleague in your class.
- C. What tips or strategies would you share with the whole group?
- D. Read the articles "Meeting a Class for the First time", from *Teaching College: Collected Readings for the New Instructor* and "Those First Class Days" from *First Steps to Excellence in College Teaching*.



*Recognize the role of the teacher as a facilitator of learning.*

The art of facilitating rests firmly on the art of communicating.<sup>13</sup>

Facilitating means helping. In the context of teaching, it also means caring for learners. Facilitators need to be well prepared and have the right attitudes, but the most important thing is for them to be able to relate to learners. And to relate to learners requires good interpersonal skills and effective communication.

Facilitators have a responsibility to learn and practice good communication to recognize that adult learners are not just students but they may be spouses, parents, workers, and volunteers. Stresses from these roles and other incidents in their lives may affect their ability to learn during a lesson. You may have to deal with such impediments to learning in order to improve the psychological or social climate of the class.

Good interpersonal skills are the things that bind a class together. Good communication and interpersonal skills can help learners explore, understand, respond to their experiences, and grow. There are many communication models but an excellent one for a facilitator is the four-part model by Carkhuff which examines how best to attend, observe, listen and respond.

13 Taken from *Focus on Adult Learners*.

- Attending** Attending involves postural and other non-verbal messages, including eye contact, facial expression, the time taken to respond to a situation, the speed and volume of voice, gestures, and energy level. Research has shown that positive attending skills result in increased learner involvement in the learning process.
- Observing** Observing means accurately seeing the appearance and behaviours of learners. Observing learners' postural attending gives key information about their energy level and readiness to learn, and the observations enable facilitators to tailor their lessons accordingly. If a group has a high energy level, a facilitator might decide that it was a good time to cover new material.
- Listening** Listening allows a facilitator to understand thoughts and feelings more accurately. Good listening requires suspending judgments, resisting distractions, and listening for who is involved, what they are doing, why it is important, and when, where, and how it happened. Good listening also includes listening for emotions and then pausing to reflect.
- Responding** Delaying response gives facilitators time to think about the information they have received. Once a facilitator has reflected, he or she may respond to what was said, or to the feelings expressed about what has been said.<sup>14</sup>

Taken from *Focus on Adult Learners*.

## CONSTRUCTIVE CRITICISM and DISCIPLINE

The teacher/facilitator must also provide constructive criticism to the learner, criticism aimed at improving learner performance or the product of that performance.

How can the teacher provide positive, productive feedback? First, identify what is incorrect or improper about the learner's performance or product. Second, spell out ways the performance or product may be improved.

Never direct the criticism at the learner. Ideally, help the learner look at his/her performance/product more objectively and draw the same conclusion you have. Always remain positive. Attempt to recognize what has been done well, before criticizing the negative aspects.

If you emphasize the learning objectives in your lessons, you will foster self-evaluation by learners who will be able to assess their own work. With your learning objectives as the pre-set standard by which all work is measured, criticizing the learner's work becomes less stressful.

Discipline can be defined as maintaining the standards of learner conduct needed for optimum learning. Again, effective communication and good interpersonal skills all contribute to the process of maintaining discipline, as do the facilitator's attitude and personality.

### FACILITATOR as ROLE MODEL

If you approach your role with enthusiasm and the right attitude, learners will be more inclined to consider learning important and pay attention.

### RULES

They should be kept to a minimum. They should be easily and readily enforceable.

In concluding this section on the role of the teacher as the facilitator of learning, reflect for a moment on that elusive, rarely discussed, yet highly exhilarating experience called "the teachable moment". Many teachers have had the experience—that one perfect time when there is magic in the classroom. "The teachable moment" is really a peak learning moment and the best help the teacher can provide is to let go, empowering the learners to set the agenda. Your most valuable contribution is to have created the environment and have facilitated the learning.



## LEARNING ACTIVITY

- A. Read the following statements. Identify the content and, if possible, the feeling behind the words, then decide how you would respond. If possible, have a colleague or friend play the role of the learner in each case, in order to better understand the feeling behind the message, and have each phrase repeated several times - with the emphasis placed differently each time. Note how the voice, facial expression and posture greatly affect the message received.
- "I don't see why we have to learn anatomy. We don't need it to be able to give a massage."
  - "My children study this at school, and they say it's easy. Why can't I learn it?"
  - "Why do I have to waste my time learning the safety rules? I know how to use a drill."
  - "I don't understand the difference between what I wrote, and what you just said."
  - "I never seem to be able to get anything right."
- B. With a colleague, take the role of facilitator one time and the role of learner next, and practise the techniques to provide constructive criticism in the following scenarios:
- A learner has sewn the side seam of a skirt unevenly, so that the seam is crooked.
  - A learner continually interrupts others during class discussion.
  - A learner remains completely silent in class.
  - A learner has refused to work on a project.
- C. List the rules that you would require learners to follow in your classroom, laboratory or workshop, and describe some of the methods you might use to enforce them.

## **UNIT 2**

# **SELECT APPROPRIATE INSTRUCTIONAL STRATEGIES**

## UNIT 2

### Select Appropriate Instructional Strategies

#### LEARNING OBJECTIVES

When you finish this unit, you will be able to:

- Identify various teaching strategies.
- Select the appropriate strategy for specific learning objectives.
- Explain the strengths and weaknesses of the more common strategies.



*Identify various teaching strategies.*

A teaching strategy is a technique used to guide learners towards a desired end/result. That end or result is the learning objective.



## LEARNING ACTIVITY

- A. Working in small groups, share *one* teaching/learning strategy that works well for you.
  
- B. Compile a list of at least *five* teaching/learning strategies that you've experienced. Rank them according to their effectiveness.

Teaching strategies may be aids you use, actions you perform, or attitudes, you exhibit in order to achieve your objectives.

## TEACHING STRATEGIES

### I. AIDS YOU USE

#### A. AUDIO-VISUALS

Charts/Graphs

Transparencies

Books

Slides/PowerPoint Presentations

Handouts

Online Resources

Films/Videos

Flip Charts

Chalkboard/SmartBoard

### Guidelines for Selecting and Using Visual and Audiovisual Aids

#### Selecting Appropriate Aids

- Aids should help trainees achieve the learning objectives specified for instruction.
- Aids should suit the instructional methods that you will use in instruction.
- Aids should be appropriate for trainees' existing level of technical knowledge and skills.
- Aids should be technically accurate, given the purpose of instruction.
- Aids should be simple.
- Aids should be clear.
- Aids should use colour appropriately.
- Aids should use motion appropriately.
- Aids should be easy to use.
- Aids should be flexible.
- Aids should be durable.
- Aids should be culturally up-to-date.
- Aids should reflect good safety practices.

#### Using Aids Effectively

- Reserve aids and equipment in advance.
- Preview aids in advance to ensure that both content and presentation are appropriate.
- Plan the use of aids, both to prepare trainees for the information they will receive and to verify afterwards that they have received it.
- Gain skill in operating media equipment.
- Set up the room in advance for good viewing and listening.
- Don't block trainees' view of the aid as you use it.
- Don't talk to the aid — talk to your trainees.
- Carry out planned preparation and follow-up activities.
- Monitor trainees' comprehension of the information presented in the aid.
- Tend to logistics and clean-up after class; keep your attention on trainees during class.

**B. PEOPLE**

- Guest Speakers
- Discussion Panels
- Role Plays
- Mock Interviews
- Debates
- Group Activities
- Listening Teams

**LEARNING ACTIVITY**

- A. Using the lesson plan you developed earlier, list the aids you might use to achieve each of your learning objectives.

## II. ACTIONS YOU PERFORM

- Lecturing
- Demonstrating
- Role Modelling
- Sharing Personal Experiences
- Showing Enthusiasm
- Writing Clearly
- Maintaining Eye Contact
- Asking for Feedback
- Using In-Class Exercises
- Varying Your Tone of Voice
- Moving Around the Class
- Using Repetition

**LEARNING ACTIVITY**

- A. Using the lesson plan you developed earlier, list at least *three* actions you would perform to facilitate learners in achieving the learning objectives. Give two reasons for performing each action.

### III. ATTITUDES YOU EXHIBIT

- Being on Time
- Using Entire Class Period
- Starting with a Bang
- Adding Positives
- Being Flexible
- Being Tolerant of Differing Points
- Promoting Students
- Arriving Early
- "Lightening Up"
- Staying Focused
- Acknowledging Effective Learning
- Being Spontaneous
- Practicing What You Teach
- Allowing Yourself to Make Mistakes



## LEARNING ACTIVITY

- A. Choose *three* of the above items. State the attitude that each expresses.
- B. Look at the following items. Give a reason for *each* being a strength in one situation and a weakness in another.
- a. Being flexible
  - b. Being tolerant of differing points
  - c. Being spontaneous



## LEARNING ACTIVITY

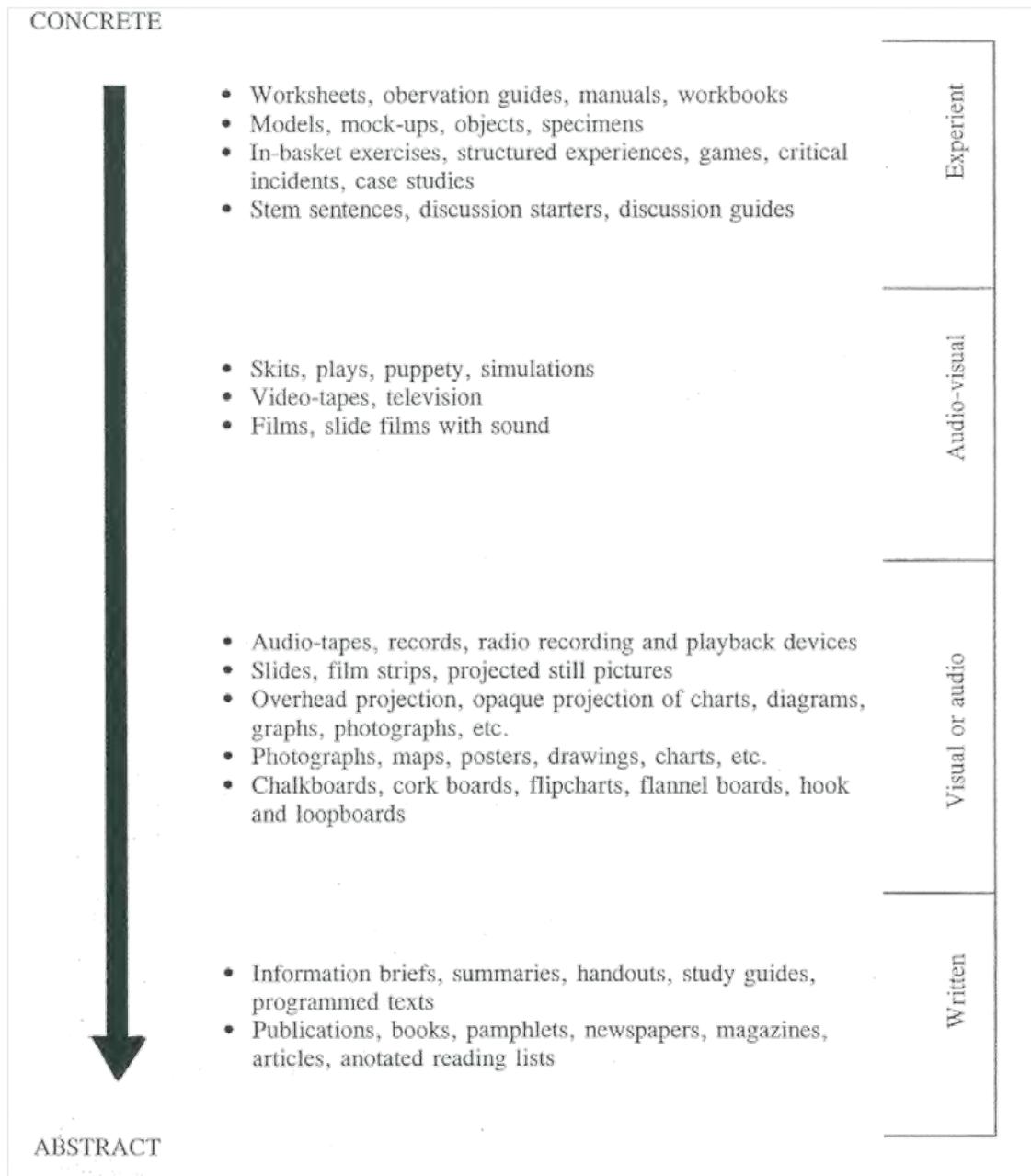
Most teaching strategies, including those already discussed, can be used in three main ways:

- To *tell* someone something.
- To *show* someone something.
- To *do/perform* something.

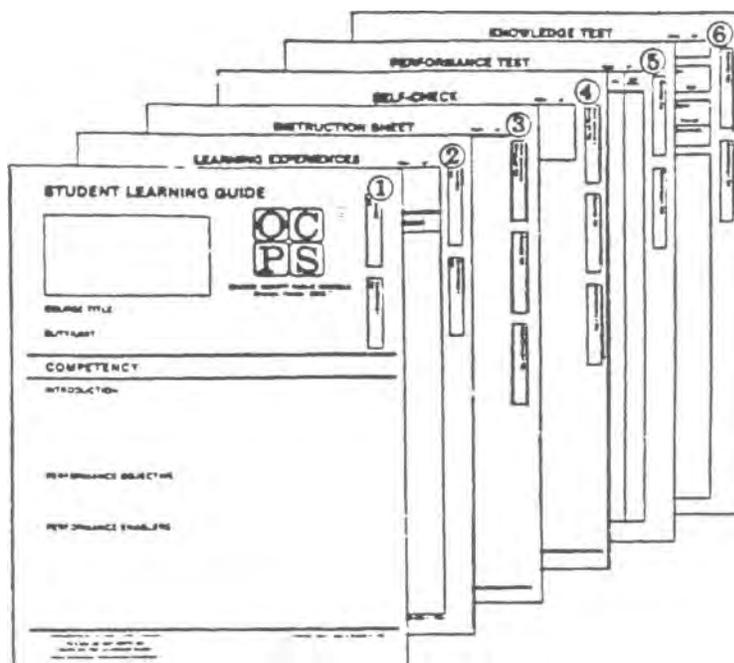
**DIRECTIONS:** Working in groups, sort the following instructional techniques and devices into the three categories—tell, show, and do.

brainstorming	films	videotapes
oral reports	demonstrations	storytelling
discussions	experiments	case studies
checklists	field trips	mock-ups
committees	audiotapes	chalkboards
guest speakers	contest	debates
television	records	overheads
slides	flip charts	written reports
apprenticeship	interviews	books
practicums	radio programs	models
simulations	lectures	

## Instructional Devices



## STUDENT LEARNING GUIDE CONTENTS



### 1 COVER PAGE

- Contains Student Learning Guide number.
- Identifies the school.
- Identifies the district course title.
- Identifies the duty/unit of instruction.
- Identifies the occupational competency covered.
- Contains the introduction.
- Presents the performance objective and enablers.

### 2 LEARNING EXPERIENCES

- Contains the performance enabler.
- Lists learning activities.
- Lists special instructions.

### 3 INSTRUCTION SHEET (optional)

- Provides a means for instructors to present supplemental information.
- Can contain facts, concepts, diagrams, drawings, illustrations, etc.

### 4 SELF CHECK (optional)

- Provides students with frequent and immediate feedback on their progress.
- Includes self-check answer key.

### 5 PERFORMANCE TEST

- Evaluates student's ability to perform the competency or skill.
- Contains the performance standards.
- Contains an evaluation scale.

### 6 KNOWLEDGE TEST

- Evaluates student's knowledge of key information.
- Contains the content of a written test.
- Controlled by the instructor, not bound with the learning guide.



*Select the appropriate strategy for specific learning objectives.*

Once you've identified the variety of teaching/learning strategies, you need to choose the strategies that will best help the students achieve the learning objectives you've established. For example, if one of your learning objectives is "Define the term *computer*", you probably would choose a teaching strategy that would "tell" the learners (verbally, in writing, or graphically) what a computer is. You would also likely choose a teaching strategy that would "show" the learners what a computer is.

However, if your learning objective is "Explain how a computer works", you might select several teaching strategies that "show" the learners how a computer works. For example, you might choose any of the following:

- a demonstration
- an instructional video
- a flow chart showing how the computer works
- a simulation

As you can see, choosing a particular teaching/learning strategy depends on the specific learning objective or on what you want the student to know, do, or feel about the learned information.

## MATCHING TECHNIQUES TO DESIRED BEHAVIOUR OUTCOMES<sup>15</sup>

TYPE OF BEHAVIOURAL OUTCOME	MOST APPROPRIATE TECHNIQUES
<p><b>Knowledge:</b> Generalizations about experience; internalization of information</p>	<p>Lecture, television, debate, dialogue, interview, symposium, panel, group, colloquy, motion picture, slide film, recording, book-based discussion, reading</p>
<p><b>Understanding:</b> Application of information and generalizations</p>	<p>Audience participation, demonstration, motion picture, dramatization, socratic discussion, problem-solving, discussion, case discussion, critical incident process, case method, games</p>
<p><b>Skills:</b> Incorporation of new ways of performing through practice</p>	<p>Role playing, in-basket exercises, games, action mazes, participative cases, T-group, non-verbal exercises, skill practice exercises, drill coaching</p>
<p><b>Attitudes:</b> Adoption of new feelings through experiencing greater success with them than with old</p>	<p>Experience-sharing discussion, group-centred discussion, role-playing, critical incident process, case method, games, participative cases, T-group, non-verbal exercises</p>
<p><b>Values:</b> The adoption and priority arrangements of beliefs</p>	<p>Television, lecture, debate, dialogue, symposium, colloquy, motion picture, dramatization, guided discussion, experience-sharing discussion, role-playing, critical incident process, games, T-group</p>
<p><b>Interests:</b> Satisfying exposure to new activities</p>	<p>Television, demonstration, motion picture slide film, dramatization, experience-sharing discussion, exhibits, trips, non-verbal exercises</p>

<sup>15</sup> Adapted from *The Modern Practice of Adult Education*, by Malcolm S. Knowles, Associated Press, 1970.



## LEARNING ACTIVITY

- A. Refer to the teaching/learning strategies you chose for the Learning Activity in the previous unit. For each strategy you chose, explain why you feel that strategy is appropriate for the specific learning objective.
  
- B. Review the following "Instructional Schedule". Note the variety of techniques to be used to enhance learning.

## INSTRUCTIONAL SCHEDULE

## INSTRUCTIONAL SCHEDULE FOR RELATED CLASS AND LABORATORY INCLUDING RELATED INSTRUCTIONAL CONTENT

**Natural Resources Program**

Instructional Program Area: VIII. Mapping and Land Use

Duty Statement: C. Doing Elementary Surveying

Learning Center Number and/or Name: Classroom and Land Laboratory

Date or Week: Weeks 27, 28 and 29

Strategies For Related Class and/or Laboratory (Activities, Rotation):

Discussion of plans: Classroom discussion of various types of surveys; use of transits; and doing surveying. View filmstrips on surveying. Laboratory use of transits, rods, steel tapes, etc., to do basic survey operations. Care for the transits and various pieces of equipment after using them. Three-five students will work in each crew, and all crews will work on the same assignment at the same time.

X	1. Discussion-Group/Class	X	7. Resource Person(s)
X	2. Lecture	X	8. A/V Presentation(s)
X	3. Demonstration		9. Computer-Aided Instruction
	4. Supervised Study		10. Role Playing
	5. Individual Research		11. Case Problem(s)
X	6. Field Trips(s)		12. Other _____

## Task Statements (Action Specified in Terminal Performance Objectives):

1. Identify the various types of surveys
2. Care for and use transits, rods, steel tapes
3. Do basic survey operations

## Related Instructional Content (Principles):

Safety: 1, 2, 8, 12, 13

Science: 9

Mathematics: 1, 2, 3, 5

Communications: 1, 2, 3, 4, 5, 7

## Equipment, Supplies, and Other Resources:

Transits, tripods, rods, steel tapes, plumb bobs (for 3 teams)

Field notebooks, pencils (one per student)

Calculators (one per team)

Graph paper, rulers (one per student)

## Evaluation:

X	1. Written quiz		7. Peer evaluation
X	2. Oral quiz	X	8. Lab evaluation
X	3. Instructor observation		9. Other _____
	4. Performance test		
	5. Written unit test		
X	6. Completed project evaluation		

## Brief Explanation of Various Problem-Solving Approaches or Techniques for Lesson Planning and Teaching

### 1. Name of approach: "Forked-Road Situations"

Explanation: Student has two choices as solution to problem. Need to consider the factors involved - the advantages and disadvantages of each option.

Example of problem: "Should Joe put in storm windows or attic insulation with his available money?"

### 2. Name of approach: "Situation-To-Be Improved"

Explanation: Have certain characteristics and requirements for the situation. Have available certain information about student's situation. Need to learn the "what" and "why" of the requirements. Class needs to make recommendations for improving the situation (if needed).

Example of problem statement: "What changes should Jane make, if any, in her housing facilities for sheep?"

### 3. Name of approach: "Possibilities-Factors"

Explanation: Have more than two options as solutions to problem. There are several characteristics/factors to consider in trying to determine which option to select.

Example of problem statement: "Which source of supplemental heat should Joe select?"

### 4. Name of approach: "Given the Effect, Find the Cause"

Explanation: Symptoms of cause available. Select possible causes. Determine options for action.

Example of problem statement: "The chapter's tractor stalled and now won't start. What could be the cause?"

**5. Name of approach: "4-Question"**

Explanation: Four questions are asked:

- a. How important is \_\_\_\_\_ ?
- b. What problems have we had with \_\_\_\_\_
- c. What do we need to know or be able to do in order to correct or prevent these problems?
- d. What is the related information needed?

Example of problem statement: "How important is the proper operation of our small engines?"

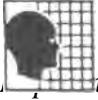
**6. Name of approach: "Key Steps"**

Explanation: Specific steps or operations required, usually in sequence, for development, construction, maintenance, adjustment and/or repair.

Example of problem statement: "What procedures should Rebecca follow in clipping her dog's toenails?"<sup>16</sup>

<sup>16</sup>Taken from Dr. Lowell E. Hedges, *Helping Students Develop Thinking Skills Through the Problem-Solving Approach to Teaching*, Department of Agriculture Education, The Ohio State University, 1989.





the strengths and weaknesses of the more common strategies.

Whenever you choose a teaching strategy, remember that, although the strategy may be appropriate for a specific learning objective, that strategy may also have some inherent weaknesses. So to make the strategy work for you and your learners, become aware of and be prepared to deal with possible weaknesses in the technique.



## LEARNING ACTIVITY

- A. Read the information entitled, *Visual and Audiovisual Aids: Advantages and Disadvantages*

When you have finished the reading, choose *three* of the following more common strategies and list the strengths and weaknesses of each. The reading provides a model for completing this task.

### COMMON TEACHING/LEARNING STRATEGIES

Lecture  
Student Projects  
Assigned Reading  
Discussions  
Handouts

**Visual and Audiovisual Aids: Advantages and Disadvantages****Slides****Advantages**

- all capabilities of still photography
- high quality of visual resolution
- relatively easy and inexpensive to produce
- sequence of individual slides easily changed
- easy to replace individual slides for updating
- aids and equipment easily portable

**Disadvantages**

- limited to still images
- require a darkened room
- projectors may require manual control
- pace of timed automatic advance may be inappropriate
- individual slides can get out of order

**Slides/Tapes****Advantages**

- all capabilities of still photography
- high quality of visual resolution
- built-in verbal presentation
- fairly easy and inexpensive to produce
- individual slides easily changed
- aids and equipment easily portable

**Disadvantages**

- limited to still images
- require a darkened room
- projectors may require manual control
- pace of automatic timed advance may be inappropriate
- built-in verbal presentation makes editing more complicated and costly

**Audiotapes****Advantages**

- can permanently capture any sound
- relatively easy and inexpensive to produce
- aids and equipment easily portable

**Disadvantages**

- limited to sound
- possibility of distracting or confusing background noise
- recorded signal deteriorates with use
- possible to erase inadvertently by recording over

## Films

### Advantages

- show motion
- can use special photographic effects to clarify motion
- some projectors allow freeze-frame and frame-by-frame advance
- commercially produced films may not meet instructional needs
- usually built-in verbal presentation

### Disadvantage

- relatively expensive to produce or purchase
- editing impractical because of expense
- require a darkened room
- film loop cartridges suited to individual activities

## Videotapes

### Advantages

- equipment is simple and easy to use
- equipment relatively inexpensive given capabilities of medium
- local production requires preparation and planning
- local production feasible
- equipment offers special capabilities (e.g. freeze-frame, frame-by-frame advance, indexing)
- built-in verbal presentation

### Disadvantages

- relatively low quality of resolution compared to film
- recorded signal deteriorates with use
- relatively unsophisticated local production may put off some trainees
- does not require a darkened room

## DVD/CD

### Advantages

- do not require a darkened room
- built-in verbal presentation
- recorded signal does not deteriorate with use
- random access to any point on disc almost instantaneously
- very effective when interfaced with computer in computer-based instruction

### Disadvantages

- relative low quality visual resolution
- more expensive to produce than videotape
- production expertise required can make editing more complex
- freeze-frame capabilities superior to videotape

## Computer-Based Instruction

### Advantages

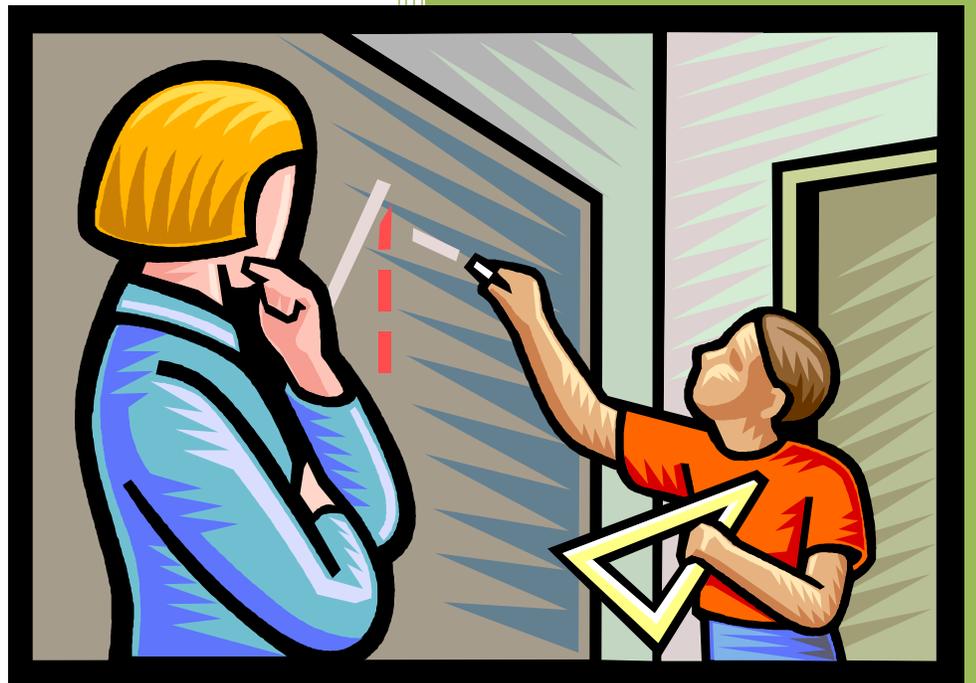
- can interact with trainees
- computer can be interfaced with other media
- can perform record-keeping and management tasks
- high trainee satisfaction with the medium

### Disadvantage

- some resistance may be encountered among trainees and instructors
- most expensive of all media (although probably most effective as well)
- significant improvements in trainee retention
- large variety of commercially produced courseware available

# Module 3

## Instructional Evaluation



# **MODULE 3**

## **INSTRUCTIONAL EVALUATION**

### **Module Description:**

Evaluation is the process of determining the value or worth of any thing or experience with which we are involved. We are constantly evaluating things and experiences such as the food we eat, the clothes we wear, the car we drive, the friendships we make, the music we listen to, the books we read, the TV programs we watch, and all the other things on which we spend our time and our money.

Evaluation, then, is a process which pervades all of life. It is the conscious or unconscious weighing of pros and cons, selecting among alternatives, or deciding to continue or to quit. Evaluation may be casual or carefully planned, and in this module, we shall attempt to make the process both intelligible and manageable.

# **TABLE OF CONTENTS**

## **MODULE 3**

**UNIT 1** – Explain “Evaluation”

**UNIT 2** – Apply Evaluation Strategies Effectively

# **UNIT1**

## **EXPLAIN "EVALUATION"**

# UNIT 1

## Explain "Evaluation"

### LEARNING OBJECTIVES

When you finish this unit, you will be able to:

- Define the term "evaluation".
- Describe the characteristics of helpful evaluation.
- Decide why and when evaluation is necessary.
- Distinguish between formative and summative evaluation.



*Define the term evaluation.*

The basic purpose of evaluation is to stimulate growth and improvement. Whatever other worthy purposes exist are only facets of the all-inclusive effort to assess present conditions as a basis for achieving better ones. Evaluation that does not lead to improved practice is sterile.

Homer Kempfer

**EVALUATION** is the process of measuring the value or worth of any thing or experience.

**EVALUATION** is the most valuable—and the most complex—of intellectual abilities.

**EVALUATION** measures the change that occurs through the process of learning.



## LEARNING ACTIVITY

- A. Write a definition of "evaluation" based on your perception of the term.
  
- B. Identify elements of evaluation which do not appear in any of the three definitions presented on the previous page.



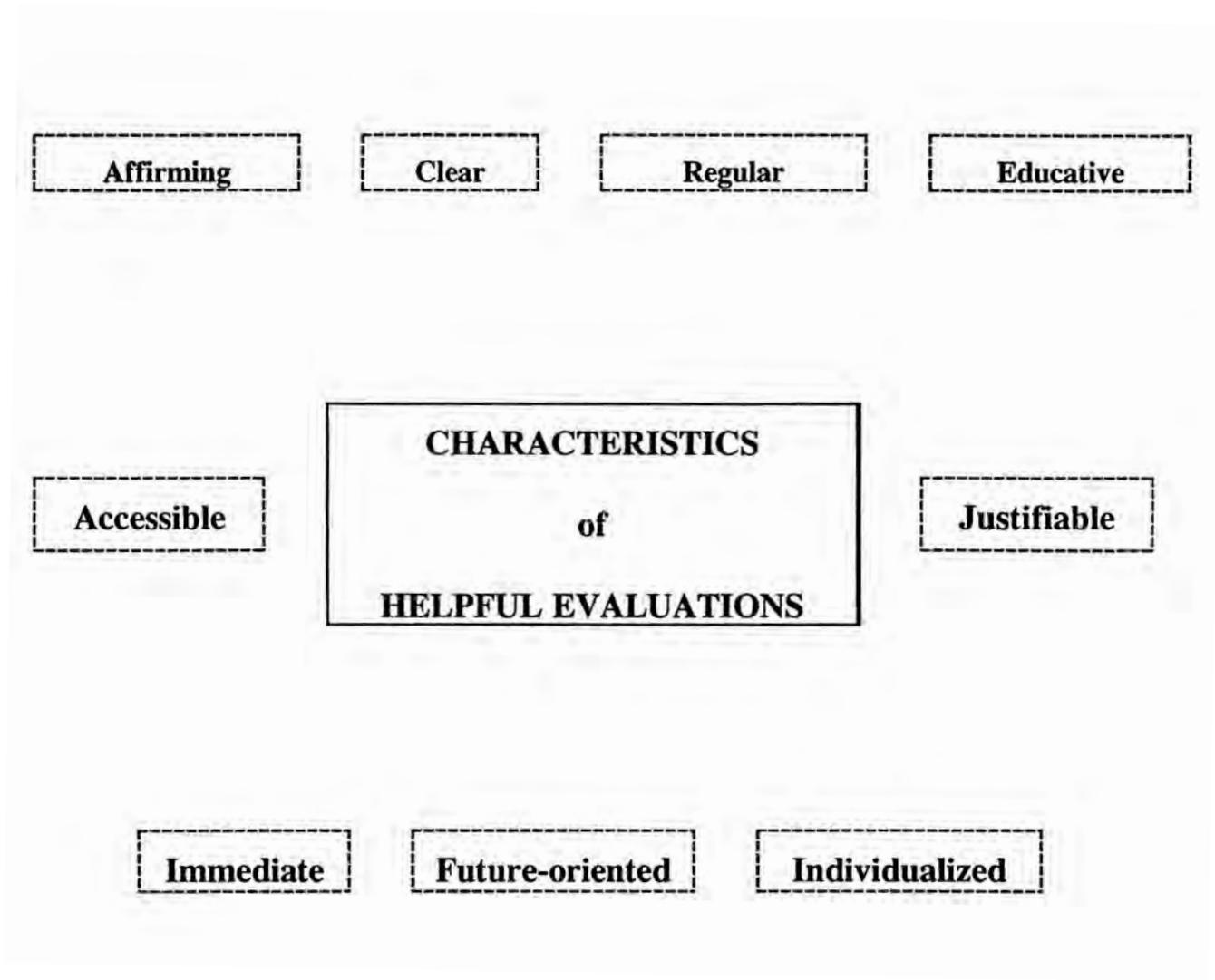
*Describe the characteristics of helpful evaluation*

As a teacher/facilitator, you will be called upon to apply interpersonal skills and communication skills to create a positive and constructive evaluation environment.



## **LEARNING ACTIVITY**

- A. Working in groups, identify factors which ensure positive feedback for students.
- B. Working in pairs, identify, from your own learning experience, the qualities of helpful evaluation/feedback.





*Decide why and when evaluation is necessary.*

Evaluation has a two-fold purpose:

- to improve learning (formative)
- to provide a personal and administrative record of learner achievement

## TO IMPROVE LEARNING

Learners need to know what they can do and where they are in the course.

Learners need to know what strengths they have.

Learners need to know what skills they need to work on.

Learners need to know where they're going and where they can get help to get there.

## STEPS FOR EVALUATING STUDENTS

1. Establish course/unit objectives.
2. Design objective-related activities.
3. Evaluate the extent to which the objectives were achieved.

## LEARNER EVALUATION

### Evaluate learners using your learning objectives.

Your learning objectives state what you want the students to do or know. Use those objectives as the basis for setting quizzes, tests, and examinations, and demonstrations to assess learner achievement of those objectives.

#### Example

A section on "Task Analysis" in your course outline includes the following learning objectives:

- \* Define "task analysis"
- \* Differentiate between content and process task analysis
- \* State the premise on which task analysis is based
- \* Differentiate between simple and complex behaviours

**When you make up your evaluation tools, you should use your objectives as questions. These objectives should be the true measure of student achievement for this particular skill.**

## LEARNER EVALUATION

**Evaluate learners according to your teaching strategies.**

Example

If you use a lecture to present and develop a unit of work, you can use an objective test/quiz or a report to evaluate learner achievement.

If you use laboratory/shop work to develop a unit of work, you can use a performance checklist to evaluate learners.

If you use a group role-play for "Conducting a Meeting", you can use a time-grid for analyzing each member's verbal behaviour for each minute during which the activity is being run.

## LEARNER EVALUATION

**If you give time to a subject, evaluate your students on that subject.**

**Your overall evaluation time should reflect the time you spend on a particular topic.**

Example

If you spend 15 hours out of a total of 45 course-hours on a particular skill, you should use 1/3 of your evaluation time assessing learners' achievement of that skill.

If you spend 3 hours out of a total of 45 hours on a particular skill, your evaluation of learners' achievement of that skill should reflect that amount of time.

## **GUIDELINES for EVALUATION**

1. Evaluation should be carried out by both the student and the teacher.
2. Students should always be informed about evaluation procedures and their purposes.
3. Emphasis should always be on individual performance/improvement rather than on comparison with other members of the group.
4. Evaluation should diagnose academic areas which need to be improved.
5. Evaluation should always be continuous, focusing sometimes on tests as well as on other less formal procedures.
6. Students, and sometimes, teachers, tend to place too much emphasis on written examinations.
7. Different subjects, and topics within subjects, need different types of evaluation.
8. Many students put out maximum energy to get good grades, but some students don't.



## LEARNING ACTIVITY

A. Is evaluation ever *not* necessary in a learning process? Discuss.



*Distinguish between formative and sum/native evaluation.*

**There are two types of evaluation: Formative and Summative**

## **FORMATIVE EVALUATION**

### **WHAT IS FORMATIVE EVALUATION?**

Formative evaluation is the assessment of student learning *during* the learning process. Formative evaluation is the collecting and weighing of evidence so that:

- An activity can be improved
- Strong skills can be kept and weak ones strengthened

### **FORMATIVE EVALUATION means**

- Finding out where difficulties lie, both for the learner and for the instructor.
- Gathering information on the progress of the learners through various learning tasks, so that the learning objectives may be achieved.
- Evaluating *during* learning...Early enough to be useful
- Focusing on improving the process, so more reflective of adult learning.

## SUMMATIVE EVALUATION

### WHAT IS SUMMATIVE EVALUATION?

Summative evaluation is the assessment of student learning at the end of the learning process.

### SUMMATIVE EVALUATION means

- Considering everything done "up to now"
- Giving a final judgment
- Requiring a greater demand for impartiality and objectivity (third party)
- Often differing from the kinds of evaluation which adults face in daily life
- Deciding at the "end of the road"



## LEARNING ACTIVITY

- A. Identify teaching assignments/learning situations which lend themselves more to one type of evaluation than to the other.

## UNIT 2

### APPLY EVALUATION STRATEGIES EFFECTIVELY

# UNIT 2

## Apply Evaluation Strategies Effectively

### LEARNING OBJECTIVES

When you finish this unit, you will be able to:

- Identify the focus for the evaluation process.
- Select the most appropriate evaluation for the learner, the course, and the teacher.



*Identify the focus for the evaluation process.*

When attempts are made to educate a person, responsibility is taken for making changes in a human being. This is the highest level of responsibility in our society because people are considered important. Because of this, teachers should want to evaluate their work, not hesitate to do so...They should want also to evaluate their efforts in a scientific manner. Evaluation keeps one from seeing only what one wants to see.

- Laurel K. Sabrosky

As a teacher/facilitator, you'll want to know how successful your program is. Therefore, you must obtain feedback on all of the components: the teacher/facilitator, the program content, and the learners.

## **I. THE TEACHER/FACILITATOR**

### **A. Experience Being Evaluated**

One of the first things you can do is to place yourself in the position of being a learner whose efforts are being evaluated.

### **B. Build in Early and Frequent Evaluations**

By ensuring that there are frequent evaluations that are open for discussion or negotiation, you can readily make strategic changes to your content or delivery before your program proceeds further.

### **C. Ask Your Learners to Evaluate Your Evaluations**

Ask learners to identify which of your evaluation methods are most useful to them.

### **D. Promote Self-Evaluation and Peer Evaluation**

Remember that both of these kinds of evaluations should be encouraged among your students as well.

## Trainer Self-Evaluation Check List

### Material

1. Was my material appropriate for the group?
2. Was it well organized?
3. Did I make the objectives known?
4. Did I explain and emphasize main points?
5. Did I achieve the objectives?
6. Were my communication aids effective?
7. Were my handouts adequate?
8. Did I summarize?
9. Were the case studies or problems of value?

### Presentation

1. Did I secure the attention and interest of the group members?
2. Did I give a coherent presentation?
3. Did I motivate the group?
4. Did I use my communication aids effectively?
5. Did I establish rapport with the group?
6. Did I encourage participation?
7. Did I use simple, understandable, correct language?
8. Did I use the proper tone of voice?
9. Were my gestures meaningful?
10. Did I say "ah" or "er" or use words such as "well" or "now" excessively?
11. Could I be heard and understood?
12. Did I use proper questioning techniques?
13. Was my demonstration correct and well organized?
14. Did I make the best use of the time available?

**Facilities**

1. Were the physical arrangements satisfactory?
2. Did I keep adequate records?

**Post-Course**

1. Were the training objectives achieved? To what degree? If not, why not?
2. Were the learner's expectations met? How do I know?
3. What were some of the indications of changes in knowledge, skills, or attitudes?
4. What training methods worked well? Why? Which ones were not successful? Why?
5. Were the facilities and equipment satisfactory? How might they be improved?
6. What improvements can be made in the material?
7. Did everyone participate?
8. Did I stimulate discussion?

### Enhancing Motivation

**Figure 6: Learner Feedback on Instruction**

The items below deal with characteristics of instructors which are important for effective learning. Indicate your rating of your instructor by circling the appropriate point on the scale.

The instructor was actively helpful when you had difficulty.	Not Helpful 1	2	3	Very Helpful 4
The instructor showed sensitivity to students' feelings and problems.	Not Sensitive 1	2	3	Very Sensitive 4
The instructor was flexible in the methods used in the class.	Not Flexible 1	2	3	Very Flexible 4
The instructor made students feel free to ask questions, disagree, express their ideas, etc.	Intolerant 1	2	3	Encouraging 4
The instructor was fair and impartial in dealing with the students.	Unfair 1	2	3	Very Fair 4
The instructor's speech was adequate for teaching.	Poor 1	2	3	Excellent 4
The instructor gave praise when merited.	Never 1	2	3	Always 4
The instructor showed enthusiasm for the subject.	Never 1	2	3	Always 4
The instructor used enough examples or illustrations to clarify the material.	Never 1	2	3	Always 4
The instructor presented material in a well-organized fashion.	Never 1	2	3	Always 4
The instructor distributed a useful outline(s) of the course.	Never 1	2	3	Always 4
The instructor followed the course outline.	Very Little 1	2	3	Closely 4
The instructor presented the material in an interesting way	Not Interesting 1	2	3	Very Interesting 4
Considering everything, you would rate this instructor as:	Poor 1	2	3	Excellent 5

Please add other information that may be

helpful to improve instruction in this course. Used by permission of Alberta Vocational Centre, Edmonton.

## Guidelines for Feedback on Micro-Teaching Sessions

### PEER EVALUATION

1. Before the presentation, the objectives for the lesson must be placed on the blackboard or flip chart.
2. After each presentation, the group leader will lead a discussion which will focus on the strengths and areas that need improvement in the preceding presentation.

The following is a list of questions which may form the basis for discussion:

1. Can the students likely explain, demonstrate, or apply the concept taught?
2. If teaching aids were used, how effective were they?
3. What did you like about this presentation?
4. What would you like to see changed for the next lesson?
5. What other teaching techniques could have been used to present this lesson?
6. Comment on the quality, clarity, and complexity of the questions the presenter asked.



## LEARNING ACTIVITY

- A. Think of your own ability to help others learn. Identify three of your "strong" skills. Identify two skills which you feel need to be strengthened.

## **II. THE PROGRAM/COURSE CONTENT**

Frequent evaluations of your program's content and delivery will let you know if the content is relevant, useful, of interest to the learners, and appropriately delivered.

Refer to the information that follows for suggestions and sources.

Course Evaluation Questionnaire <sup>18</sup>

Thank you for participating in this course. We hope the time you spent with us was useful and productive. To help us plan future courses, please take a moment and fill out this questionnaire.

Course Title: \_\_\_\_\_

Date: \_\_\_\_\_

1. How would you rate your knowledge of the topics addressed in the course, *prior* to your attendance?  
     low           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           high
2. How would you rate knowledge of the topics addressed in the course, *now*?  
     low           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           high
3. How would you rate the course in terms of:
  - a) clarity of presentation  
     poor           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           excellent
  - b) organization of presentation  
     poor           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           excellent
  - c) the facilitator's knowledge of the material  
     poor           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           excellent
  - d) level of content  
     too easy       \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           too hard
  - e) amount of learner participation or group work  
     too little     \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           too much
  - f) relevance to your work or interests  
     irrelevant    \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           \_\_\_\_\_           very relevant
4. Were the handouts appropriate? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Was there enough time to cover all the topics adequately?  
     Yes \_\_\_\_\_ No \_\_\_\_\_  
     If no, which topics needed additional time? \_\_\_\_\_
6. What new knowledge did you gain from the course that you will be able to *apply* in the near future?
7. What were the strengths of the course?
8. What were the weaknesses of the course?
9. Please make constructive comments that might be useful in improving the course.
10. If more courses were to be offered, what topics would you be interested in?
11. Other comments?

Please return this form when completed to: \_\_\_\_\_

<sup>18</sup> Reprinted from: Wright, C.R. (1987), *Course Developer's Manual*, Edmonton, Alberta. Instructional Design, Grant MacEwan Community College.

## COURSE EVALUATION SOURCES OF INFORMATION

### 1. COLLEAGUES

who may act as subject area experts or observers in the class.

### 2. GRADUATES

who may provide information about the relevance of the course content to their careers.

### 3. OUTSIDE EVALUATORS

who may observe classes or look at course materials, learning aids, etc.

### 4. PROFESSIONAL OR COMMUNITY ASSOCIATIONS

who may provide information about the skills required by graduates.

### 5. SELF-ANALYSIS

which can provide useful information about professional needs, development of skills, and self-evaluation.

### 6. COURSE MATERIALS (TEXTBOOKS, OUTLINES, OBJECTIVES, EXAMS)

which are relevant sources for an evaluation of course content and organization.

### 7. ADMINISTRATORS

who can often supply information about a course's contribution to the program, or the skills or knowledge a student should have upon completion of the course.

### **III. THE LEARNERS**

The basic purpose of evaluation is to stimulate growth and improvement. Whatever other worthy purposes exist are only facets of the all-inclusive effort to assess present conditions as a basis for achieving better ones. Evaluation that does not lead to improved practice is sterile.

Homer Kempfer

## TYPES OF QUESTIONS for EVALUATION

There are two types of evaluation tools or questions:

### Objective and Subjective

An **objective** assessment tool/question has only one correct response. No interpretation or analysis is required.

A **subjective** evaluation tool/question may have many possible responses. Interpretation or analysis is required by both the learner and the evaluator.

## OBJECTIVE

### 1 MULTIPLE CHOICE

This type of question begins with a main idea and ends with a series of alternatives (choices) only *ONE* of which is clearly correct. Avoid stating ideas in negative form. NOTE: Instructions for answering should be clearly stated.

INSTRUCTIONS:      Circle the letter which corresponds to the correct answer.

When confronted with a tough moral dilemma on the job, an employee should first take into consideration:

- a.            the personal effects of the decision
- b.            the legal aspects of the decision
- c.            the financial effects of the decision
- d.            the difficulties involved in implementing a decision

INSTRUCTIONS: In the space on the left, write the letter which corresponds to the right answer.

To satisfy your audience's information needs, you should: \_\_\_\_\_

- a) decide whether to appeal to their emotions or to reason
- b) be brief
- c) find out what the audience wants to know
- d) use brainstorming techniques

### TRUE OR FALSE

This type of question expresses a *single* statement simply, clearly, and precisely. Statements should be entirely true or entirely false, not partially one way or the other. The truth of the statement should *NOT rest* on trivial details or tricky phrases. Again, instructions for answering should be clear.

INSTRUCTIONS: In the space to the left, write T if the statement is true; F if the statement is false.

\_\_\_\_\_ In the workplace, it is necessary to put all messages in writing.

\_\_\_\_\_ Each link in the communication chain is a potential source of distortion or misunderstanding.

\_\_\_\_\_ Being on time for meetings is considered good manners in all cultures.

### 3. COMPLETION

This type of question is similar to multiple choice questions in that both begin with a statement or main idea. With completion questions, however, the student must correctly fill in the answer which completes the statement. No choices are given to the student. S/He must recall the answer. Again, instructions for answering must be clearly stated.

INSTRUCTIONS: Read each statement below and complete the statement correctly.

Task analysis is based on the premise that \_\_\_\_\_.

The student cannot attain the performance objective if a \_\_\_\_\_ in the task analysis has been omitted.

Each step in a sequence of behaviours (task analysis) must specify in \_\_\_\_\_, the exact behaviour the student must perform.

## 4. MATCHING

This type of question often asks the student to match terms with their definitions. The terms are listed in one column and the definitions are scrambled in a random order in another column. Each definition is given a number or letter, and students must match the term with the number/letter of its corresponding definition.

## INSTRUCTIONS:

In the space at the left, write the letter of the definition which matches the term. THE FIRST ONE IS DONE FOR YOU.

___c___ Line Graph	a.	a.	Presents data as wedge-shaped sections of a circle
_____ Table	b.	b.	Shows horizontal or vertical bars representing quantities of the same item at different times
_____ Bar Graph		c.	Shows the relationship between two sets of numbers plotted in a continuous line using two axes at right angles
_____ Flow Chart		d.	Shows a large amount of specific related data in a brief space and in rows and columns
_____ Pie Graph		e.	Presents events, activities, and procedures and shows the sequence of related actions

## TYPES OF QUESTIONS for EVALUATION

### SUBJECTIVE

NOTE: Subjective evaluation calls for *analysis and judgment* on the part of *both* the learner and the teacher.

Subjective evaluation asks the learners to demonstrate their *understanding* of and their ability to *apply* what they have learned. The teacher establishes the criteria and the scope of the application.

Learners must *analyze* the information they have and make a *judgment* as to what information they must use to respond according to the pre-set criteria.

The teacher *analyzes and judges* the learners' responses based on those criteria.

Each learner's response may be developed and presented in a different way, but all learners' *responses must meet the criteria* to be acceptable.

**When you use subjective evaluation,**

1. Make sure you clearly and specifically *define the task* for the student.
2. Indicate the *direction and the scope* of the response desired.
3. Use questions that have *clearly acceptable answers*, not questions that ask only for opinions or attitudes.
4. Use **more** questions that can be *answered specifically and briefly*, rather than fewer questions that are broad and general in their scope.
5. Start questions with phrases such as: compare and contrast, present the arguments for and against, give the reasons for, explain how (or why), give an example of, describe, etc.

Example

In two paragraphs, present arguments for and against the following statement:

"It is easier to communicate with members of our own sex."

**CRITERIA:**

CONTENT:

Main-idea sentences .....	2
3 examples "for" .....	3
3 examples "against" .....	3

METHODS:

Clear .....	3
Concise .....	2
Concrete .....	2
Correct .....	5

20 marks total

## TYPES OF EVALUATIONS

### NORM-REFERENCED EVALUATION

Norm-referenced evaluation relies on the *general level* or *average* among students.

This kind of evaluation measures and compares the capability of one student against the capabilities of others. For example, a specific achievement test is designed to show the student's position—low, average, high—in relation to others who took the test.

### CRITERION - REFERENCED EVALUATION

Criterion-referenced evaluation is designed to identify a student's ability to *perform* a task according to some pre-established criterion or standard. This kind of evaluation measures the capability of the learner to achieve the objective, independent of the capabilities of other learners.

For example, a student pilot must demonstrate his/her ability to take off or land an aircraft according to certain standards. The quality of his/her performance is compared NOT to the performance of others but to the level specified as acceptable by the objectives.

## CRITERION-REFERENCED EVALUATION

This kind of evaluation is often used to assess the ability of a learner to *perform* a certain task. Acceptable performance may involve knowledge, skills, and attitudes.

The evaluation process looks at:

- \* the conditions under which the performance will occur
- \* the criteria\* by which the performance will be tested
- \* what the learner is expected to be able to do
- \* learner's observable behaviour

NOTE: The *criteria* to be used in assessing achievement and the *conditions* under which achievement will be assessed are clearly stated and made public in advance.

**Thus, learners will know exactly how their performance will be evaluated.**

\*criteria: standards by which an individual learner's performance is measured according to pre-set *observable* requirements.

## TYPES OF EVALUATION PROCEDURES

### I. Written

- A. Unit papers
- B. Reports
- C. Assignments
- D. Group work
- E. Projects
- F. Case studies

### II. Oral

- A. Class discussions
- B. Reports/presentations
- C. Quizzes

### III. Tests and Examinations

- A. Short quizzes
- B. Mid-unit tests
- C. Mid-term tests
- D. Unit tests
- E. Final examinations

### IV. Performance Tests

- A. Identification - oral/written
- B. Skill sampling - checklists
- C. Demonstration
- D. Role play
- E. Observation

## **GUIDELINES FOR CREATING EVALUATION TOOLS**

When composing your testing tools, include one element from each of the following:

### **WHAT**

cognitive domain (content questions)  
affective domain (attitude survey)  
psychomotor skills (rating scale)

### **WHERE**

natural conditions (everyday life, workplace)  
artificial conditions (classroom)

### **WHY**

position compared with others (norms)  
achievement of an objective standard (criteria)

### **WHEN**

during the class (formative or in-process evaluation)  
end of unit/course (summative evaluation)

**WHATEVER KIND OF TEST YOU GIVE, MAKE SURE IT IS VALID, RELIABLE, OBJECTIVE, AND PRACTICAL.**



*Select the most appropriate evaluation for the learner, the course and the teacher.*

## LEARNING ACTIVITY

- A. What factors would you consider when choosing evaluation methods/techniques?
  
- B. Select, from the samples in this study guide, *three* ways to evaluate:
  - a. Yourself as teacher/facilitator
  - b. Your learners
  - c. Your program content

**TEACHERS'**  
**DOs AND DON'Ts**  
**REGARDING EVALUATION**

**DO:**

1. Look at evaluation as a *series* of related teaching procedures to help learners improve their academic achievement.
2. Look at evaluation as a continuing activity that begins with the first unit or course.
3. Include several kinds of evaluation techniques.
4. Emphasize understanding and application rather than memory.
5. Use more than one type of objective question on a test: multiple choice, true or false, completion, matching.
6. Review every test with the group.
7. Use individual conferences with learners as part of the evaluation process.
8. Always consider the learners' need to check their own progress.
9. Note that *GRADING* is only a way of reporting evaluation.
10. Note that evaluation is *THE* main means of feedback for learners, teachers, and institutions.

**DON'T:**

1. DON'T view evaluation as a way of pitting the teacher against the student by exposing student weaknesses.
2. DON'T view evaluation as something that happens at the end of a unit or course.  
DON'T wait to provide help in improving learning.
3. DON'T become overly dependent on the written test.
4. DON'T show an obvious preference for either subjective (essay) tests or objective tests since each type serves a useful purpose.

**AND FINALLY...**

### **Do's and Don'ts for the New Teacher**

- Do maintain eye contact with the learners.
- Do be aware of audience cues for breaks, explanations, or fuller discussion.
- Do pay attention to such physical factors as room temperature, outside noise, and noise from chairs.
- Do start on time.
- Do give complete directions when giving assignments.
- Do allow enough time to develop skills.
- Do check supplies and audiovisual equipment before your session begins.
- Do establish program objectives from the beginning.
- Don't be afraid to ask questions.
- Don't be afraid of silence while you're waiting for answers to questions.
- Don't rely on technical jargon.
- Don't talk down to the learners.
- Don't openly criticize yourself or others.
- Don't include too many people for group exercises.
- Don't hesitate to say "I don't know" on the assumption that you have to be an expert.
- Don't ignore the role of the organization in reinforcing learning.

## RESOURCES (Non-Print)

*Focus on Adult Learners*. Calgary: Access Network, 1988. (Available in each CNC Learning Resource Centre.

*Focus on Adult Learners*, A manual to accompany the video series by Access Network.

Robinson, Russell D. *An Introduction to Helping Adults Learn and Change*, Wisconsin: Omnibook, 1991.

*Educating Rita*,

These first three items make up a unit which consists of an eight-part television production (a total viewing time of about two hours), a manual which accompanies and explains the series and, finally, a brief text on adult learning whose contents include topics such as Adult Learning, Adult Motivation, Adult teaching, Design for Learning, Developing Objectives and Conducting Evaluations. The volume by Robinson is excellent - an easy-to-read text with practical and immediately applicable concepts on adult learning/teaching.

NOTE: This resource package was originally produced in approximately 1996. Many of the referenced resources are not available, however, the content, direction, and methods are still very relevant today. New resources and reference books have been included at the end of the package and these and more are also available through the Learning Excellence and Innovation Department.

**RESOURCES (Print)**

Craigen, Jim and Norm Green. *Co-operative Learning in the College Classroom*. (Oshawa, ON: Durham Board of Education, 1996)

Craigen, Jim and Norm Green. *Co-operative Learning: Readings for the College Teacher*. (Oshawa, ON: Durham Board of Education, 1996)

Neff, R.A., and M. Weimer, ed. *Teaching College: Collected Readings for the New Instructor*. Wisconsin: Magna, 1990.

Ellis, Dave. *Becoming a Master Student*. Boston: Houghton Mifflin Co., 1994

Johnson, Glenn Ross. *First Steps to Excellence in College Teaching*. Wisconsin: Magna, 1990.

Magnan, B., comp. *147 Practical Tips for Teaching Professors*. Wisconsin: Magna, 1989.

Neff, R.A., and M. Weimer. *Classroom Communication: Collected Readings for Effective Discussion and Questioning*. Wisconsin: Magna, 1989.

Weimer, M., J.L. Parrett and M. Kerns. *How Am I Teaching: Forms and Activities for Acquiring Instructional Input*. Wisconsin: Magna, 1988.

Renner, Peter Franz. *The Instructor's Survival Kit*. 2nd ed. Vancouver: Training Associates, 1989.

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