

## DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 4 Purpose and Objectives

SUGGESTED TIME: 1 1/2 hour

TRAINING AIDS NEEDED: Overhead projector, Workbooks, Flipchart, Transparencies (11)

OBJECTIVE(S): Upon completion of this you will be able to do the following:

- Define performance objective and instructional objective.
- Define behaviour, resultant behaviour and evaluation.
- List the three components of an objective.
- Discriminate between good and poor objectives and indicate each in a set of sample objectives.

### UNIT OVERVIEW

*Purpose:* To develop the concept that effective **training** is guided by measurable objectives. This building block ties to the Unit on Informing and Instructing and is the foundation for the units on Methods of Instruction and Evaluation.

*General Guidance:* “Go slow to Go Fast” Use lots of perception checks to make sure the participants are with you on the concepts. Place heavy emphasis on the idea that objectives must be measurable. Don’t be afraid to be critical of participant objectives that are not measurable. If the participants haven't learned objectives here they will have problems later.

*Cautions:* There is always someone who will contend that all training objectives can not be measured. Just remember if it can’t be measured, it can’t be tested. If it can’t be tested you won’t know if the participants learned. Before teaching this unit, be thoroughly familiar with Mager’s book, the reference on Secrets and the lesson plan. Be well versed on the exercises. They tend to cause a lot of discussion.

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 	<p><b>1. Introduction</b></p> <p>1.1. Introduce self and assistant.</p> <p>1.2. Present Unit Objectives. Refer participants to note taking guide.</p> <div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>PURPOSE AND OBJECTIVES</b></p> <p>Upon completion of this unit you will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Define <b>PERFORMANCE OBJECTIVE</b> and <b>INSTRUCTIONAL OBJECTIVE.</b></li> <li>• Define <b>BEHAVIOUR, RESULTANT BEHAVIOUR AND EVALUATION.</b></li> </ul> </div> <p>Note: There is test at the end of the unit.</p>	<p>Note that this follows from Unit 2 on Informing and Instructing/Training.</p>

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<div data-bbox="229 338 368 443" style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">TR 4-2</div> <div data-bbox="229 629 368 719" style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 20px;">Reference Material</div> <div data-bbox="229 1048 349 1178" style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 20px;">WB 4-3</div>	<div data-bbox="520 338 1114 607" style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; margin-bottom: 20px;"> <p><b>PURPOSE AND OBJECTIVES (Cont.)</b></p> <ul style="list-style-type: none"> <li>• List the 3 components of an OBJECTIVE.</li> <li>• Discriminate between good and poor objectives and indicate each in a set of sample objectives.</li> </ul> </div> <p data-bbox="427 629 1187 763">1.3 Lead a discussion of the undesirable games instructors often play with students? Refer to "SECRETS THAT WE HAVE KEPT FROM OUR STUDENTS" (Relate to public school or university)</p> <ul style="list-style-type: none"> <li>• Students have to guess at what the objectives really are.</li> <li>• Students only generally know what's expected of them.</li> <li>• Students don't know what subject matter to concentrate on (What to study? What is important?)</li> <li>• Students don't know where they are going with the information or a means of measuring or determining their progress.</li> </ul> <p data-bbox="389 1032 576 1066"><b>2. Presentation</b></p> <p data-bbox="427 1088 571 1122">2.1. Purpose</p> <p data-bbox="453 1126 1187 1261">The purpose answers the question "Why train?" Usually the result of a needs analysis or a performance problem. Helpful in defining the training course. Some may call it a Goal. Refer to the purpose of this course on WB 1-1</p> <p data-bbox="427 1283 871 1317">2.2. Methods of interactive instruction</p> <p data-bbox="459 1350 1177 1659">Later in the course we will have a unit on methods of instruction. For now we will only briefly mention the two principle methods we will focus on in this course. Interactive lecture and Demonstration/Practice. Both methods are interactive. Performance based training can contain both. For example, if you want to teach someone to play cricket or soccer, first the rules of the game (knowledge) must be taught (IL), then the necessary techniques (skills) demonstrated (D/P) by both instructor and trainee. More on this later.</p> <p data-bbox="459 1686 1177 1783">The ways that we incorporate the components in the instruction are the methods and media, i.e.; lecture, video, exercises, simulations, etc.</p> <p data-bbox="469 1816 1177 1917">2.2.1 Interactive Lecture - A method for delivering knowledge based training. Frequently used by lecturers without some of the essential parts.</p>	<p data-bbox="1225 1081 1382 1149">Examples on WB 4-6</p>

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<p data-bbox="229 320 347 450"><b>WB 4-3</b></p> <p data-bbox="223 790 357 898"><b>TR 4-3</b></p> <p data-bbox="225 1373 346 1503"><b>WB 4-4</b></p> <p data-bbox="225 1532 362 1639"><b>TR 4-4</b></p>	<p data-bbox="485 342 1161 443">2.2.2 Demonstration/Practise - The principle method for delivering skill based training. This method produces a high level of retention by the participants.</p> <p data-bbox="440 483 1094 685">2.3. Components of interactive instruction</p> <ul data-bbox="491 517 1094 685" style="list-style-type: none"> <li>• Instructional objectives - Where are we going?</li> <li>• Content - What I need to know to get there.</li> <li>• Interaction - I have these questions.</li> <li>• Feedback - So I need to improve on this.</li> <li>• Post Test/Evaluation - Did we achieve objectives?</li> </ul> <p data-bbox="440 725 1155 790">2.4 Objectives Solicit response from trainees about what is an objective.</p> <p data-bbox="475 831 1145 963"><b>An objective is a statement of action resulting in a desired product or outcome, with specific details of conditions and standards, that can be observed, measured and attained.</b></p> <div data-bbox="501 992 1114 1223" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p data-bbox="517 1003 743 1039"><b>An objective :</b></p> <ul data-bbox="549 1048 1088 1200" style="list-style-type: none"> <li>• <b>Results in a product or outcome</b></li> <li>• <b>Is specific</b></li> <li>• <b>Is observable</b></li> <li>• <b>Can be measured</b></li> </ul> </div> <p data-bbox="517 1240 893 1305">"I can see you do it." "I can count, weigh, measure it"</p> <p data-bbox="491 1346 1114 1476">Why do we, as instructors, need objectives?</p> <ul data-bbox="517 1379 1114 1476" style="list-style-type: none"> <li>• Prevent the wasting of time, money, effort.</li> <li>• Prevent frustration for both trainee and instructor.</li> <li>• To answer questions:</li> </ul> <div data-bbox="549 1503 932 1659" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p data-bbox="576 1518 919 1637"><b>Where am I going? How will I travel? When have I arrived?</b></p> </div> <p data-bbox="954 1518 1107 1637"><b>Objectives Method Post Test</b></p> <p data-bbox="491 1675 1054 1877">As instructors, we use objectives to:</p> <ul data-bbox="517 1709 1054 1877" style="list-style-type: none"> <li>• Tell what is to be learned.</li> <li>• Specify critical elements to be tested.</li> <li>• Determine instructional approach and aids.</li> <li>• Guide development of the instruction.</li> <li>• Develop interactive instruction components.</li> </ul> <p data-bbox="459 1883 1114 1946">In training, achieving the objective assumes a change in behaviour.</p>	<p data-bbox="1206 524 1377 622">Fill in the blanks on WB 4-3</p> <p data-bbox="1206 992 1382 1090">Fill in the blanks on WB 4-3</p> <p data-bbox="1206 1368 1417 1570">This information is in the WB. Don't read to participants. Stress the Where, How and When.</p> <p data-bbox="1206 1682 1350 1744">In WB. Summarise.</p>

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<div data-bbox="228 338 347 465" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">WB 4-4</div> <div data-bbox="228 472 363 577" style="border: 1px solid black; border-radius: 15px; padding: 5px;">TR 4-5</div>	<p>2.5. Definitions</p> <div data-bbox="539 387 1157 763" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>2.5.1. <b>PERFORMANCE OBJECTIVE:</b> The total combination of several competencies that are required to perform a task.</p> <p>2.5.2 <b>INSTRUCTIONAL OBJECTIVE :</b> A competency that we want the student to achieve during a specific instructional unit, lesson or block of instruction</p> </div> <p><i>Refer the participants to the Performance and Instructional Objectives for the TFI course and briefly discuss the relationship.</i></p>	
<div data-bbox="228 920 363 1025" style="border: 1px solid black; border-radius: 15px; padding: 5px;">TR 4-6</div>	<div data-bbox="539 920 1169 1335" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>2.5.3 <b>BEHAVIOUR:</b> The <u>action</u> or reaction of an individual under specified <u>circumstances</u>.</p> <p>2.5.4 <b>RESULTANT BEHAVIOUR:</b> The behaviour the learner <u>exhibits</u> at the time training <u>ends</u>.</p> <p>2.5.5 <b>EVALUATION:</b> A <u>standard</u> or test by which the resultant behaviour is <u>measured</u>.</p> </div>	<p>More examples on WB4-6</p> <p>Point out key words.</p>
<div data-bbox="228 1440 363 1545" style="border: 1px solid black; border-radius: 15px; padding: 5px;">TR 4-7</div>	<p>2.6 Components of an objective</p> <div data-bbox="547 1435 1093 1630" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p><b>Three components of an Objective.</b></p> <ol style="list-style-type: none"> <li><b>1. Action/Resultant behaviour</b></li> <li><b>2. Condition(s)</b></li> <li><b>3. Standard</b></li> </ol> </div> <p>2.6.1. Action/resultant behaviour - is performance. What the student does that demonstrates satisfactory achievement of a given objective. It is something that must be OBSERVABLE and MEASURABLE.</p>	

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<p data-bbox="229 342 347 465"><b>WB 4-4</b></p> <p data-bbox="229 846 363 947"><b>TR 4-8</b></p> <p data-bbox="229 1126 363 1227"><b>TR 4-9</b></p> <p data-bbox="229 1552 363 1653"><b>TR 4-10</b></p>	<p data-bbox="456 315 1174 517">2.6.2. Condition(s) - Specify the setting within which the student is expected to perform. The work environment must be described. This may include a description of tools or equipment the student is to use. Specify job aids or manuals that will be provided and the environmental conditions which may affect the task to be done.</p> <p data-bbox="456 557 1169 725">2.6.3. Standard - The standard of performance describes the degree of proficiency that must be attained for the objectives to be met. It is the acceptable standard a student must meet if he or she is to complete an objective successfully. It can include criteria of quantity, quality, time or cost.</p> <p data-bbox="456 741 1134 808"><i>Present first objective on overhead and discuss the three components.</i></p> <div data-bbox="456 831 1007 1077" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p data-bbox="483 860 671 898"><b>Objective</b></p> <p data-bbox="483 907 983 1059"><b>At the completion of this unit , the participant will be able to complete an Evaluation of Damage.</b></p> </div> <p data-bbox="1031 947 1114 976">Action</p> <div data-bbox="456 1093 1007 1429" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <ul data-bbox="520 1115 1018 1406" style="list-style-type: none"> <li>• <b>Form 1034</b></li> <li>• <b>10 slides of cases of flood damage.</b></li> <li>• <b>10 minutes</b></li> <li>• <b>Answer correctly 8 of 10 (80%)</b></li> <li>• <b>Mark each example. 1 for major damage, 2 for minor damage and 3 for no damage.</b></li> </ul> </div> <p data-bbox="1031 1144 1158 1173">Conditions</p> <p data-bbox="1031 1279 1134 1308">Standard</p> <p data-bbox="456 1447 1166 1514"><i>Present second objective on overhead and discuss the three components.</i></p> <div data-bbox="496 1552 975 1854" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p data-bbox="520 1574 683 1612"><b>Objective</b></p> <p data-bbox="520 1621 943 1823"><b>Given an otherwise properly functioning TV receiver of any model, the student must be able to adjust the ion trap to achieve a uniform raster within a period of five minutes.</b></p> </div>	

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<p data-bbox="236 412 352 539">WB 4-5</p> <p data-bbox="236 663 371 768">TR 4-11</p> <p data-bbox="236 1149 352 1276">WB 4-6</p> <p data-bbox="236 1422 352 1518">WB 4-7</p> <p data-bbox="236 1518 371 1592">Exercise</p> <p data-bbox="236 1592 352 1720">WB 4-7</p>	<p data-bbox="427 331 1153 365">2.7. Word misinterpretations in the construction of objectives.</p> <p data-bbox="475 405 1145 573">2.7.1. Discuss Overt and Covert objectives. Overt - Open and observable, not concealed or hidden. No additional indicator is needed. Covert - Hidden or concealed, not observable. Need and overt indicator of covert action.</p> <div data-bbox="576 602 971 864" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p data-bbox="611 613 735 656"><b>Verbs</b></p> <p data-bbox="655 667 858 701"><b>Action verbs</b></p> <ul data-bbox="667 719 807 801" style="list-style-type: none"> <li>• <b>Overt</b></li> <li>• <i>Covert</i></li> </ul> <p data-bbox="655 815 946 848"><b>Generalized verbs</b></p> </div> <p data-bbox="467 887 1129 1122">2.7.2. Discuss the abstract statements: Is there anything misleading in using these words within an instructional objective?  <ul style="list-style-type: none"> <li>• Many interpretations.</li> <li>• Misleading.</li> <li>• Vague.</li> <li>• Not observable and measurable.</li> </ul> </p> <p data-bbox="480 1167 1107 1267">2.7.3. Discuss examples of objectives. Ask participants for possible verbs to use in stating Instructional Objectives they might use.</p> <p data-bbox="509 1301 1158 1402">How do you make a covert objective overt? Include an indicator of the product of the verb in the objective. An indicator is an action that can be seen or measured.</p> <p data-bbox="427 1442 895 1543">2.8 <b>Exercise 1 on WB 4-7</b> Have participants complete exercise. Review answers on WB 4-7 Inst.</p> <p data-bbox="427 1581 1187 1957">2.9. Discuss the types of instructional objectives using the examples. Use examples Unit 4 Objectives and WB 4-6  <ul style="list-style-type: none"> <li>• Knowledge - Information (facts, numbers, history, etc.), concepts, processes and procedures are presented. The trainee is asked to recall and recognise. Unit 4-1,2 &amp; 3.</li> <li>• Comprehension - The trainee is asked to relate the knowledge that they have learned to specific job/task situations. Unit 4 -4</li> <li>• Application - The trainee is asked to apply or use the knowledge in a situation. This is where skill development takes place. Unit 4-5</li> </ul> </p>	<p data-bbox="1211 887 1445 954">Refer to abstract statements WB 4-5.</p> <p data-bbox="1211 1167 1434 1200">Examples WB 4-6</p> <p data-bbox="1211 1301 1418 1447">Unit 4 Objective 4 has a covert verb with an overt indicator.</p> <p data-bbox="1211 1509 1334 1543">5 minutes</p> <p data-bbox="1211 1715 1430 1783">This is also a level of complexity.</p>

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<div data-bbox="207 795 351 974" data-label="Image"> </div> <div data-bbox="204 1249 357 1411" data-label="Image"> </div>	<ul style="list-style-type: none"> <li>• Analysis - This is the utilisation of the knowledge and skill trainees have learned to examine and report on a specific situation or problem. WB 4-6 IO 6</li> <li>• Synthesis - Trainees are asked to solve a problem utilising their knowledge and skill, and information about a specific situation. WB 4-6 IO 10</li> <li>• Evaluation - Given information about a specific situation, trainees are asked to make an evaluation using their knowledge and skill. WB 4-6 IO 2</li> </ul> <p><b>3. Practical Application</b></p> <p><b>3.1 Exercise 2 on WB 4-8</b></p> <p>Ask the participants to construct a performance objective containing the three components of action, condition and standard using the following information.</p> <ol style="list-style-type: none"> <li>1. The resulting product is a fish ready for cooking.</li> <li>2. The trainee can use a recipe book.</li> <li>3. The fish will be ready to cook.</li> <li>4. Preparation time is restricted to 2 hours.</li> <li>5. Necessary utensils and ingredients are available.</li> </ol> <p>3.2. Allow 10 minutes for participants to work. Solicit examples of the objective from the group.</p> <p>“Given the recipe, necessary utensils and ingredients, the cook will be able to prepare a fish ready for cooking. He/she must have the fish ready for cooking within 1 hour following the recipe</p> <p>3.3. The action is "prepare fish". The conditions are largely understood in that he/she would be provided with a kitchen, the necessary utensils and ingredients, as well as the recipe specified in the statement. The standard is "ready to cook within 1 hour" and "following the recipe"(Action, condition and standard).</p> <p>3.4 Review</p> <p>Writing objectives is not difficult if a simple process is followed.</p> <ol style="list-style-type: none"> <li>1. State the purpose of the training.</li> <li>2. Write a statement that describes the knowledge/skills that the trainee must acquire and demonstrate. List each of the knowledge/skill/behaviour items separately.</li> </ol>	<p>Work in 2 or 3</p> <p>Examples WB 4-6</p> <p>10 minutes</p>

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<div data-bbox="236 577 363 674" data-label="Image"></div> <div data-bbox="228 674 371 741" data-label="Image"></div> <div data-bbox="228 757 371 869" data-label="Image"></div> <div data-bbox="236 880 363 1010" data-label="Image"></div>	<p data-bbox="464 331 1182 539">           3. List the tools, aids and circumstances/environment that the trainee will be available and influencing the action.            4. Describe the parameters or criteria that describe an acceptable level of performance.            5. Verify that the statements communicate clearly the intention of the training.         </p> <p data-bbox="427 573 786 640"> <b>3.5 Exercise 3 on WB 4-9, 10</b>            Work as individuals.         </p> <p data-bbox="392 712 1102 779"> <b>4. Review</b>            Review the unit objectives and ask for any questions.         </p> <p data-bbox="392 815 1169 920"> <b>5. Unit Post Test</b>            Have participants complete unit test and then briefly review the answers. See WB4-11.Inst for course answers.         </p> <p data-bbox="427 956 1145 1023">           Close the unit and review noon meal arrangements and return time.         </p>	<p data-bbox="1225 577 1358 611">15 minutes</p> <p data-bbox="1219 853 1417 947">10 minutes Answers on WB 4-9/11 Inst.</p>