

DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 7 Methods of Instruction

SUGGESTED TIME: 1 hour

TRAINING AIDS NEEDED: Overhead projector, transparencies (7), flipcharts

OBJECTIVE(S): Upon completion of this unit you will be able to:

- Describe the two principal methods of instruction normally used in training.
- State the significant difference between the two.
- Select the best method to be used in teaching a specific objective.

UNIT OVERVIEW

Purpose: To build on Units 2 and 4 with descriptions of the two most common methods of interactive instruction used in training and how to decide which to use.

General Guidance: Be familiar with units 2 and 4 and link to them. Relate to how the two methods are used in teaching this course. Emphasise the strong link with objectives. Also the need for interaction and feedback.

Cautions: This unit is a lot of lecture. Get your energy level up or the unit will drag. Be very familiar with the test questions.

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 	<p>1. INTRODUCTION</p> <p>1.1 Introduce self and assistant</p> <p>1.2 Present unit Objectives. (Refer students to note-taking guide)</p> <div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Upon completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • Describe the two principal methods of instruction normally used in training. • State the significant difference between the two. • Select the best method to be used in teaching a specific objective. </div> <p style="text-align: center; margin-top: 10px;">There is a post test at the end of this unit.</p>	

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<div data-bbox="217 338 355 501" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> WB 7-2 TR 7-2 </div> <div data-bbox="217 1077 363 1227" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> FC 7-1 </div> <div data-bbox="217 1240 336 1368" style="border: 1px solid black; padding: 5px;"> WB 7-2 </div>	<p data-bbox="416 338 1114 562">1.3 Purpose for Training To change behaviour by teaching new knowledge and skills based on well defined objectives. (To solve individual or organisational performance problems)</p> <p data-bbox="443 584 1145 719">Training is a problem solver. Individuals and organisations have performance problems that are addressed by training. We need to keep the purpose of training in mind as we develop training.</p> <p data-bbox="443 757 1161 891">Training should INSTRUCT, TEACH NEW KNOWLEDGE AND SKILLS with instruction based on WELL DEFINED performance and instructional OBJECTIVES. We may also conduct training to refresh skills.</p> <p data-bbox="443 929 1145 1032">What role should students have in training? They should be ACTIVE participants - responsible for their own learning.</p> <p data-bbox="443 1070 1102 1137">Remember that three questions need to be answered for students when beginning training:</p> <div data-bbox="507 1137 978 1301" style="border: 2px solid black; padding: 10px; text-align: center;"> <p>WHERE AM I GOING? HOW WILL I TRAVEL? WHEN HAVE I ARRIVED?</p> </div> <p data-bbox="443 1312 1134 1379">Ask the participants how do we answer each of these questions?</p> <p data-bbox="443 1417 1134 1552"><i>Where am I going?</i> The unit on objectives was directed at answering this question. At the beginning of training, we give the students the performance and instructional objectives .</p> <p data-bbox="443 1590 1169 1794"><i>How will I travel?</i> The objectives give a clue by the verb that is used. Remember the discussion on the types of objectives? The objectives and the content determine the Method of Instruction. We need to tell the students what we will be doing during the instruction and what they can expect. No surprises.</p> <p data-bbox="443 1832 1161 1935"><i>When have I arrived?</i> We use interactive methods with feedback, and testing and evaluation at the end of training, to achieve a desired competency level.</p>	<p data-bbox="1193 595 1398 663">Refer to purpose on WB 7-2</p> <p data-bbox="1193 768 1414 835">Link to Unit 4 on Objectives.</p> <p data-bbox="1193 1149 1422 1252">Put FC up and leave for duration of unit.</p> <p data-bbox="1193 1402 1370 1469">Use as a feedback check.</p>

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<p data-bbox="228 405 363 600">  WB 7-2  TR 7-3 </p> <p data-bbox="228 1088 347 1216">  WB 7-2 </p> <p data-bbox="228 1597 347 1724">  WB 7-3 </p>	<p data-bbox="395 331 659 360">2. PRESENTATION</p> <p data-bbox="456 405 911 434">What methods of instruction are there?</p> <div data-bbox="496 454 1145 763" style="border: 1px solid black; padding: 5px;"> <p data-bbox="456 472 823 501">2.1 Methods of Instruction</p> <p data-bbox="512 508 624 537">Lecture</p> <p data-bbox="512 544 724 573">Demonstration</p> <p data-bbox="512 580 1046 609">Programmed Instruction (Basically I.L.)</p> <p data-bbox="512 616 935 645">Case Study (Information giving)</p> <p data-bbox="512 651 1015 680">Group Activities/exercises (Practise)</p> <p data-bbox="512 687 1046 716">Role playing (Demonstration/Evaluation)</p> <p data-bbox="512 723 1126 752">Simulation (Demonstration/Evaluation/Testing)</p> </div> <p data-bbox="512 786 1126 848">The terms conference and seminar are also used, but they are usually just information sharing.</p> <p data-bbox="512 887 1158 987">Usually a combination of methods is used to meet the training objectives. Most training involves both knowledge and skill.</p> <p data-bbox="456 1025 1158 1126">2.2. We will concentrate here on just the two methods we mentioned in unit 4. Interactive Lecture (I.L.) and Demonstration Practise (D/P)</p> <p data-bbox="504 1164 903 1193">Lets look at a description of each.</p> <p data-bbox="504 1232 1158 1294">REFER PARTICIPANTS TO WORKBOOK. POINT OUT KEY WORDS IN EACH DESCRIPTION</p> <p data-bbox="504 1332 1102 1361">Neither one is better than the other. Each has a use.</p> <p data-bbox="456 1400 983 1429">2.3. How do we decide which method to use?</p> <p data-bbox="512 1467 1142 1529">The objectives are the clue. The OBJECTIVES help determine which method of instruction we should use.</p> <p data-bbox="480 1568 1158 1641">2.3.1. The Interactive Lecture is best for teaching knowledge or cognitive objectives.</p> <p data-bbox="480 1680 1174 1809">If the student is to learn BACKGROUND KNOWLEDGE, and be able to IDENTIFY, INTERPRET, or RECALL INFORMATION we would use the Interactive Lecture method.</p> <p data-bbox="480 1848 1102 1910">What were some of the verbs we discussed in unit 4? Describe, list, identify.</p>	<p data-bbox="1206 472 1398 535">The list is in the Workbook.</p> <p data-bbox="1222 622 1398 723">What methods have you seen used?</p> <p data-bbox="1206 1126 1422 1256">USE THE FLIPCHART TO CAPTURE KEY WORDS.</p> <p data-bbox="1206 1323 1398 1424">Ask for student response on when to use.</p> <p data-bbox="1206 1693 1398 1722">WB 7-3 INST.</p> <p data-bbox="1222 1832 1414 1895">Ask participants to suggest verbs.</p>

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	<p>2.3.2. The Demonstration/Practise method is used to teach manipulative or psychomotor type skills with operational objectives.</p> <p>If the objective asks the student to perform an OPERATIONAL TASK, the D/P method is applicable. Some verbs for D/P: Demonstrate, Operate, Adjust.</p> <p>2.3.4 Frequently both methods are necessary for activities in which the student must learn certain background knowledge about a task before proceeding to learn the actual performance of the task.</p> <p>(Elicit responses of examples: driving a car, using a computer)</p> <p>What method of instruction did you use in your second presentation. I.L., D/P or both?</p>	
	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><i>We Retain</i></p> <hr style="width: 50%; margin: auto;"/> <ul style="list-style-type: none"> - 10% of what we read. - 20% of what we hear. - 30% of what we see. - 50% of what we see and hear. - 80% of what we see, hear and practise doing. </div> <p>Retention of learning is important and directly related to how we learn. Much research has been done on how adults learn.</p> <p>A good example is the American Red Cross Multi-media First Aid course. Retention is consistently 70% 3 years after taking the course.</p>	<p>DON'T GET HUNG UP HERE !!</p>
	<p>Now lets look at a comparison of the two methods.</p> <p>EMPHASISE THE INTERACTION AND FEEDBACK POINT OUT SIMILARITIES AND DIFFERENCES</p> <p>The I.L. method is essentially a way of presenting facts, concepts and information. The D/P method is used to teach operational skills. The facts, concepts and information taught in I.L. may be needed to perform the tasks in the D/P method. Much of training is a combination.</p>	<p>To ensure clear understanding, go slowly through the comparisons.</p>

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	<p>2.4 Designing Instruction</p> <p>The reference materials contain a procedural guide and flow chart for the steps in developing instruction. This process will work regardless of the method of instruction.</p>	
	<p>Start by describing the job to be performed. Defining the job in performance terms helps define the performance objectives. Evaluate the target audience to determine their deficiencies. This then becomes the training need.</p> <p>Using the steps in this process will result in training that meets the training need.</p>	<p>Briefly review the procedural guide and flow chart.</p>
	<p>3. SUMMARY:</p> <p>3.1. The objectives help to determine the method to use.</p>	
	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Selection of Training Method</p> <p style="text-align: center;">The instructional objectives aid in determining what method of instruction to use.</p> <ul style="list-style-type: none"> • Interactive lectures are best for knowledge oriented objectives. • Demonstration/Practise is used for operational/manipulative type skills. </div> <p>3.2. I.L. is best for knowledge oriented objectives to develop background information and knowledge.</p> <p>3.3. D/P is used for operational type objectives to develop skills at performing a manipulative or operational task.</p>	
	<p>3.4 COMPARE THE 4 KEY AREAS</p> <p>CONTENT I.L. - Presentation-lecture D/P - Demonstration</p> <p>INTERACTION I.L. - Worksheets, note-guide D/P - procedural guide exercise. (step by step)</p> <p>FEEDBACK I.L. - during review D/P - observation by instructor and student.</p> <p>TESTING I.L. - Verbal or paper and pencil test D/P - perform tasks.</p>	

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  	<p>Sometimes it is necessary to apply more complex forms of these two. The point is...we must select and apply the method which will best help the student.</p> <p>4. REVIEW Review the unit objectives and answer any questions.</p> <p>5. EVALUATION</p>	