Course 1: Teaching & Facilitating Learning - Level I
Teaching & Facilitating Learning - Level I

Skill Standard: D: Provide student instruction
Key Activities:
D1. Prepare and/or gather current instructional materials and equipment.
D2. Provide individual and group instruction.
D3. Initiate, develop, and implement student assessments.
D4. Modify instructional material and methods based on student and industry assessments and feedback.

Editor’s Note: Many professional-technical instructors are hired directly from industry and may not have an extensive educational background in teaching and learning. While this entire guide may be helpful for all new and experienced instructors, this teacher’s “survival” course is a first step in orienting new instructors to their new role in the college classroom. Other courses in this guide (Teaching and Facilitating Learning-Level II, Planning for Instruction, The Adult Learner, Learning Styles, Assessment for Learning) will build upon this primary course and delve more extensively into the skills and knowledge required by college instructors in the State of Washington in the 21st century. The focus of this Level I course and the subsequent Level II is on standard D2: Provide individual and group instruction. Level II will cover many of the same topics but in more depth and breadth and will emphasize facilitation skills and assessing instructional effectiveness.

COURSE DESCRIPTION:
Teachers will begin or expand their training as a skilled professional-technical educator in this introduction to vocational teaching at the community college level. Sometimes described as a “survival course,” this course will help new or nearly new instructor-learners to establish themselves as effective instructional leaders, communicators and facilitators in the professional-technical classroom or laboratory setting. Instructor-learners will learn about “successful beginnings,” being a positive role model for their students, and developing effective lessons based on identified student learning outcomes and competencies. New instructor learners will practice implementing a variety of instructional strategies and student assessments and begin to learn ways to evaluate the progress of diverse learners to meet course objectives. Focus is on four primary modes of instruction: lecture, discussion, demonstration, and small group work and ways in which instructors act as facilitators of learning in their classrooms. Instructor-learners will actively practice their teaching skills to begin to implement learner-centered instructional activities and lessons that they have devised.

LEARNING OUTCOMES: The instructor-learner will:
- Model appropriate attitudes, behaviors and technical skills that maximize student learning and meet current workplace requirements and industry skill standards.
- Design, deliver and/or facilitate well-organized learner-centered instructional activities and lessons that actively engage students and promote achievement of student learning outcomes.
- Implement at least four instructional strategies (lecture, demonstration, discussion, small group cooperative learning) that provide students regular opportunities to actively engage with course content to achieve course objectives.
OUTCOME ASSESSMENTS The instructor-learner will:

- Develop and write an instructional activity or lesson plan that facilitates learning with active learner involvement and aligns with stated student learning outcomes.
- Demonstrate teaching or facilitating a lesson incorporating group and/or individual instruction that effectively engages students and models current workplace requirements and industry standards.
- Produce a course syllabus that utilizes a variety of instructional strategies that meet the learning needs of diverse learners and provides opportunities for students adequately to practice, perform, and receive feedback on required skills, knowledge and abilities.

PERFORMANCE INDICATORS:

- Students are effectively oriented to the learning task, including outcomes, assessments, syllabus, and prior and related skills and abilities.
- Learning is facilitated with clear presentations, demonstrations, class discussions and active learner involvement.
- Learning activities and lessons are directed toward program and student outcomes and competencies and industry standards.
- Lesson plans are organized to provide regular opportunities for students to actively practice, perform, and receive feedback on all required skills.
- Instruction promotes the application, transfer, and retention of learning.
- Group and individual instruction accurately and effectively model and teach industry standards and workplace requirements.
- Student questions and discussions are effectively acknowledged, guided and integrated into the learning process in a positive way.
- Course syllabus contains essential information for student understanding of course policies, course content, and student assessments.

KNOWLEDGE AND SKILLS: The beginning instructor-learner will:

- Promote a positive learning environment from the first day of class.
- Explain the role of the instructor as that of leader, facilitator, and role model.
- Demonstrate a basic understanding of the learning process and of student-centered learning.
- Explain and present basic ideas and information and concepts in well-organized speech.
- Engage students with the learning through at least four primary modes: lecture, demonstration, discussion and small groups.
- Listen attentively, pose critical questions, and confirm and clarify communication.
- Demonstrate knowledge of the subject matter and competency in the field.
- Write course objectives, competencies and/or specific student learning outcomes.
- Write a course syllabus containing essential information.
- Begin to develop, implement and demonstrate effective lesson planning.
- Begin to assess peer and own instructional effectiveness.
- Begin to develop effective learning strategies for diverse learners.
<table>
<thead>
<tr>
<th>Essential Content</th>
<th>Discussion Topics and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s demeanor</td>
<td>• Teacher’s behavior sets the tone for the course. • Allow for self and student introductions. • Allow for student stories and individual attention. • Smile.</td>
</tr>
<tr>
<td>Empowering students</td>
<td>• Find out student goals and expectations for the course. • Correlate student expectations with stated student learning outcomes and course content. • Find out about the learners in the class before you get to the content.</td>
</tr>
<tr>
<td>First Day DO’s</td>
<td>• Plan and rehearse first lesson. • Be what you want students to be. • Start out with high expectations of all students. • Appear to be confident at all times. • Have syllabus and/or first day expectations, grading criteria written out for students to have. • Treat all students the same. • Model the appropriate language and behaviors you want students to use in class and in the workplace. • Smile. • Tell students about your credentials and experience and your personal desire for their success. • Be enthusiastic!</td>
</tr>
<tr>
<td>First Day DON’Ts</td>
<td>• Admit you are a raw beginner on the first day. • Try to be their friend or one of the “guys.” • Yell. • Tell ethnic, sexist jokes. • Be unprepared. • Talk too much and forget to focus on the learners.</td>
</tr>
<tr>
<td>Ice-breakers and Community Builders</td>
<td>• Use nametags or place cards. Be creative. • Community building exercises develop teamwork and a risk-free classroom environment. • (See Icebreakers and Community Builders attached.)</td>
</tr>
<tr>
<td>Have syllabus ready</td>
<td>• A syllabus is an outline, schedule and plan of action of a course or program over a certain period of time. It itemizes several policies and procedures for students to understand both the content of the course and the behavior and work expected of them. It should be passed out on the very first day of class. • Focus on expectations and outcomes. • Instructor’s philosophy of teaching and learning should be implicit or explicit. • Respond politely and honestly to student questions and concerns. • Recognize the difference between a program syllabus for an entire technical program and a course syllabus for each course in the program.</td>
</tr>
<tr>
<td>Syllabus development and essential information</td>
<td>• Full name of the course or program and course numbers; • Meeting times and dates and places (room numbers); • Instructor’s name, phone number, email address, office number, office hours.</td>
</tr>
</tbody>
</table>
LEARNING ACTIVITIES: These suggestions are for facilitating-instructors teaching this Level I course and for use by instructor-learners in their own classrooms:

- Develop and write a personal philosophy of teaching and learning.
- Prepare a variety of icebreakers and community building activities for the first day/week of class. Do one each class or at different times during the class day if you have a block program.
- Chart student expectations for the course and compare to stated student learning outcomes, course objectives and industry skill standards.
- Let students review your syllabus, get into groups and identify the questions they have. Allow class time to have each group address their questions to the instructor.
- Students analyze existing course syllabi from other courses.

SUPPORT MATERIALS: The following materials can be found at the end of this course module:

- Beginning with Students the First Class Day
- “Icebreakers and Community Builders” by Norma Goldstein

PRIMARY TEXTS AND RESOURCES:

- First Day (Video and pamphlet), Graeber/Harris Communications & Productions, Inc. 1995. First Day program (30 minute video and 30 page guidebook) is available for $39.95 plus $4.95 shipping and handling. Phone: 804-740-5460 or Email: sales@evp1st.com. Educational Video Programming, PO Box 29865, Richmond, Virginia 23242

ADDITIONAL RESOURCES:

- Several essays in College Teaching. See primary texts at the end of this course.
- The Beauty of Teaching (video), (27 minutes video), Teacher’s Video Company, Scottsdale, AZ. (1-800-262-8837).
<table>
<thead>
<tr>
<th>Essential Content</th>
<th>EFFECTIVE TEACHING</th>
</tr>
</thead>
</table>
| **What is Effective Teaching?** | • Role of the classroom instructor from the student’s point of view.  
• What are the attributes of a good teacher?  
• Understanding the difference between being a technician and being a teacher.  
• Facilitating student learning—not just direct instruction.  
• Assessment: understanding what the learners understand.  
• Helping students assess their own learning.  
| **Principles for Effective Teaching** | • Vary instructional methods.  
• Actively involve students.  
• Empower students.  
• Work toward achievable learning outcomes.  
• Provide adequate resources and motivation.  
• Focus on student learning rather than content.  
• Self-assess and assess student progress frequently.  
• Evaluate students based on learning outcomes.  
• Maintain flexibility.  
| **Effective Instructor Traits** | • Demonstrates concern for learners.  
• Demonstrates knowledge of subject and of teaching skill.  
• Demonstrates positive, approachable personality.  
• Shows professional attitude.  
• Remains a role model for students.  
• Core Value: commitment to student learning.  
• Is available for students as coach and mentor.  
• Uses examples.  
• Works toward meeting industry-specific skill standards.  
• Uses feedback as a method to improve the teaching and learning process.  
• Demonstrates active listening skills.  
| **Instructor Conduct** | • Is responsive and helpful to students.  
• Avoids bluffing, sarcasm or ridicule.  
• Demonstrates patience.  
• Avoids profanity.  
• Gestures, standing, sitting, circulating around room.  
• Smiling, speaking louder and softer.  
• Actively seeks out student input and questions.  
• Consistently assesses student learning.  
| **Role of the Instructor** | • Orient and instruct new students.  
• Assess effectiveness of instruction for students.  
• Modify and adapt learning approaches to accommodate student learning.  
• Evaluate student learning and administer tests.  
• Diagnose academic difficulties.  
• Review materials and select optimal resources.  
• Prepare for technical excellence.  
• Demonstrate dedication and support for all students.  
• Act as guide or facilitator, not “sage on stage.”  
• Role model for workplace expectations.  
• Co-learner with students. |
LEARNING ACTIVITIES: *The facilitating-instructor may use the following activities/assignments with instructor-learners:*

- Students pair off and describe the best teacher they’ve ever had and then conduct a brainstorm session of characteristics of effective teachers.
- Instructor-learners prepare their philosophy of teaching and learning at the beginning of the course and compare it with their later understandings.

SUPPORT MATERIALS: *The following materials can be found following this course module:*

- “My Instructor...”

ADDITIONAL READINGS AND RESOURCES:

- *Creative Teaching Methods,* (video), (28 minutes video), Teacher’s Video Company, Scottsdale, AZ (1-800-262-8837).
<table>
<thead>
<tr>
<th>Essential Content</th>
<th>EFFECTIVE COMMUNICATIONS FOR LEARNING Discussion Topics and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Learning</td>
<td>• What is learning?</td>
</tr>
<tr>
<td></td>
<td>• How do we know someone has learned?</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>• Message, decoding, feedback</td>
</tr>
<tr>
<td></td>
<td>• Listening: hearing and understanding</td>
</tr>
<tr>
<td></td>
<td>• Present subject matter in logical sequence</td>
</tr>
<tr>
<td></td>
<td>• Use examples and analogies to amplify and support key points.</td>
</tr>
<tr>
<td></td>
<td>• Stimulate thinking with comparisons and contrasts.</td>
</tr>
<tr>
<td></td>
<td>• Actively involve class—questions, reviews, exercises, labs, student presentations, etc.</td>
</tr>
<tr>
<td>Communicating with diverse learners</td>
<td>• Be sensitive to culturally diverse and Limited English Proficient (LEP) and English as a Second Language (ESL) speakers.</td>
</tr>
<tr>
<td></td>
<td>• See Ways to Promote Interaction... attached.</td>
</tr>
<tr>
<td>Active Listening</td>
<td>• About 70% of the working day is spent in some form of verbal communication.</td>
</tr>
<tr>
<td></td>
<td>• We listen at a rate of 300-500 words per minute.</td>
</tr>
<tr>
<td></td>
<td>• Students listen based on interest, mood, respect for speaker, and if information is important.</td>
</tr>
<tr>
<td></td>
<td>• (See How to Help Students Listen in Class attached.)</td>
</tr>
<tr>
<td>Active Learning</td>
<td>• Confucius:</td>
</tr>
<tr>
<td></td>
<td>• What I hear, I forget.</td>
</tr>
<tr>
<td></td>
<td>• What I see I remember.</td>
</tr>
<tr>
<td></td>
<td>• What I do, I understand.</td>
</tr>
</tbody>
</table>

SUGGESTED LEARNING ACTIVITIES:  The facilitating-instructor may use the following activities/assignments with instructor-learners:

- Develop an assessment grid on effective communications.
- Compare and contrast oral deliveries standing in front of the class and sitting at the table.
- Students give 2-3 minute impromptu speeches on relevant educational topics: how to sleep, their favorite restaurant or book, cleaning a car, wrapping a gift, etc.

SUPPORT MATERIAL:  The following materials can be found at the end of this course module:

- Learning and Communication prepared by Cal Crow, Center for Learning Connections
- How to Help Students Listen in Class
- “Ways to Promote Interactions of Linguistic Minority Students” by Lorrie Verpleaste and Kate Reynolds
<table>
<thead>
<tr>
<th>Essential Content</th>
<th>FACILITATING LEARNING Discussion Topics and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic learning premises for facilitating learning</td>
<td>• Student empowerment, ownership, discovery</td>
</tr>
<tr>
<td></td>
<td>• Intellectual courage, honesty and humility</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking and self-assessment</td>
</tr>
<tr>
<td></td>
<td>• (See A Learning Facilitators’ Workbook.)</td>
</tr>
<tr>
<td>Pedagogy vs. Andragogy</td>
<td>• Learners as receivers or learners as active participants</td>
</tr>
<tr>
<td></td>
<td>• Instructors as information givers or as facilitators of learning</td>
</tr>
<tr>
<td>Student-centered learning</td>
<td>• Consistent emphasis on outcomes</td>
</tr>
<tr>
<td></td>
<td>• Adapting instructional methods based on student learning</td>
</tr>
<tr>
<td></td>
<td>• Student self-assessment</td>
</tr>
<tr>
<td>Correct and incorrect assumptions about learning</td>
<td>• Student passivity, transferability of knowledge, stimuli and response, right answers, and contextualized learning</td>
</tr>
<tr>
<td></td>
<td>• (See Five Incorrect Assumptions attached.)</td>
</tr>
<tr>
<td>Cone of learning and retention rate</td>
<td>• Remembering what we say and do</td>
</tr>
<tr>
<td></td>
<td>• Being active and passive learners</td>
</tr>
<tr>
<td></td>
<td>• See Cone of Learning graphic attached.</td>
</tr>
<tr>
<td>Retaining learning</td>
<td>• Lecture-based classrooms = 40% of student attention</td>
</tr>
<tr>
<td></td>
<td>• Attention span averages 12-15 minutes maximum.</td>
</tr>
<tr>
<td>Motivating adults to learn</td>
<td>• Use active learning formats.</td>
</tr>
<tr>
<td></td>
<td>• Establish safe environment.</td>
</tr>
<tr>
<td></td>
<td>• Build fun into learning.</td>
</tr>
<tr>
<td></td>
<td>• Use variety in teaching.</td>
</tr>
<tr>
<td></td>
<td>• Provide plenty of social interaction.</td>
</tr>
<tr>
<td></td>
<td>• Ensure early success.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate expertise sharing.</td>
</tr>
<tr>
<td></td>
<td>• Provide sufficient practice.</td>
</tr>
<tr>
<td></td>
<td>• Encourage positive measurement of progress and self-assessment</td>
</tr>
<tr>
<td>Ways we learn and retain learning:</td>
<td>• According to William Glasser, we learn and remember:</td>
</tr>
<tr>
<td></td>
<td>• 18% of what we read</td>
</tr>
<tr>
<td></td>
<td>• 20% of what we hear</td>
</tr>
<tr>
<td></td>
<td>• 30% of what we see</td>
</tr>
<tr>
<td></td>
<td>• 50% of what we both see and hear</td>
</tr>
<tr>
<td></td>
<td>• 70% of what is discussed with others</td>
</tr>
<tr>
<td></td>
<td>• 80% of what we experience personally</td>
</tr>
<tr>
<td></td>
<td>• 95% of what we teach to someone else.</td>
</tr>
<tr>
<td></td>
<td>• The top five are more passive and the bottom three more active learning.</td>
</tr>
</tbody>
</table>

**LEARNING ACTIVITIES:**
- In groups and individually, develop and write various classroom assignments and critique them with the above ways of learning.
- View video teaching segments and evaluate according to active involvement of learners.
**SUPPORT MATERIAL:** The following materials can be found at the end of this course module:

- Pedagogy Versus Andragogy
- What I know about Learning - True or False by Norma Goldstein
- Cone of Learning, developed and revised by Bruce Hyland from materials by Edgar Dale.

**ADDITIONAL READINGS AND RESOURCES:**


---

**INSTRUCTIONAL STRATEGIES**

<table>
<thead>
<tr>
<th>Essential Content</th>
<th>Discussion Topics and Key Points</th>
</tr>
</thead>
</table>
| **Instructional strategies and the strengths and limitations of each** | • Lecture (with or without visuals)  
• Discussion  
• Demonstration  
• Cooperative learning and Small Group work  
• Individual conferencing |
| **Selected active learning and student-centered strategies** | • Brainstorming  
• Interactive lectures  
• Role plays  
• Student projects and demonstrations  
• Group work  
• Case studies  
• Project-based learning  
• Whole class and small group discussions |
| **Facilitation as teaching** | • Facilitating a laboratory environment  
• Assisting individual students working on different learning activities simultaneously  
• Group learning activities but student-focused  
• Building in assessment and self-assessment in all instructional activities. |
| **Demonstrations done by the instructor** | • Being a role model  
• Modeling significant technical and SCANS skills  
• Perform job with proper ease, speed and accuracy and all safety precautions.  
• Showing skills in step-by-step sequence slowly  
• Repeating the demonstration, using a student if available  
• Streamline oral explanations so speed of performance will not be slowed.  
• Allow students to ask questions at the completion of each step and repeat steps as necessary.  
• Focus on getting students to practice and demonstrate the skills. |
### Lectures
- Active lecturing and interactive lectures
- The person doing the talking is doing most of the learning.

### Lectures and giving and receiving feedback
- Avoid "sage on stage" syndrome.
- Ask real questions and exercise WAIT TIME for student response.
- Give students time to think or talk or write before continuing.
- Assess student understanding continually through questions and perception of student body language.
- Devise opportunities for students to apply the information immediately or to rehearse the learning.

### Using the textbook for lectures
- Avoid relying on the text too much after giving students a reading assignment.
- Get students actively involved after a reading assignment
- See Using the Textbook to Teach-When is it Too Much?... attached.

### Collaborative learning
- Focuses on carefully designed classroom experiences that emphasize individual student responsibility
- Has a framework of student-to-student interdependence
- Small group learning
- Model of think, pair, share
- See Cooperative Learning Strategy and Some Quick Cooperative Starters attached.

### Group discussions
- Set positive tone
- Need to practice questioning strategies
- Motivates learners to ask questions and join in.
- See Group Discussion Strategy attached.

### Differences between instructional modes
- Level of student involvement in the learning
- Small group and large group activities

### Engaging diverse learners
- Importance of interaction for all learners
- Engage linguistic minority students (See related handout attached.)

---

**LEARNING ACTIVITIES:** These are suggested activities that the facilitating-instructor of this Level I course could use for new instructor-learners.

- Have class develop assessment criteria for effective lessons and delivery of instruction. Use these criteria for assessing lesson plans and instructional activities conducted in the class.
- Plan, develop and deliver learner-centered instructional activities and lessons.
- Identify and demonstrate a limited variety of teaching skills and strategies. This includes doing a formal demonstration, holding a discussion lesson, having students work in small groups, and conducting a lecture or presentation.
- Present the same lesson and learning outcome utilizing at least three distinct instructional strategies and assess the effectiveness (pros and cons) of each approach for learners.
- Lead a class discussion and/or demonstration.
- Give a mini-lecture using a text. Assess how actively students were engaged.
- Give a mini-lecture to the class and assess effectiveness based on specified criteria developed by the learners in class.
• Implement a small group learning activity.
• Design and deliver presentations and demonstrations and ask for student feedback on their effectiveness.
• Practice facilitating learning in a laboratory environment.
• Individual students and small groups conduct mini-lessons in class and have peer review sessions, citing specific criteria about what makes an effective lesson and ways to improve the lessons.
• Identify the pros and cons of different teaching strategies.
• Students keep an observation journal when on work-based learning or cooperative learning projects.
• Plan and implement a demonstration that actively promotes student involvement.
• Lead a discussion and respond to student questions and ideas.
• Deliver various mini-lessons and instructional activities using a variety of instructional methods.
• Give a lecture that promotes active questioning and participation for students.

SUPPORT MATERIALS: The following materials can be found at the end of this course module:
• Instructional Strategies and Learning Techniques
• Using the Textbook to Teach—When is it Too Much?
• Student-Centered Teaching Activities
• Human-Centered Instructional Strategies
• Quiz on Lectures and Lecturing
• Presentations Strategy
• Presentations Do’s and Don’ts
• Small Group Strategy
• Cooperative Learning Strategy
• Some Quick Cooperative Starters
• Quiz/Discussion on Demonstration Strategies
• Outline on Giving Demonstrations by U.S. Navy
• Group Discussion Strategy

ADDITIONAL READINGS AND RESOURCES:
• See the Planning for Instruction course in this guide for more on lesson planning and syllabus development and preparing instructional materials.
• Creative Teaching Methods (28 minutes video), Teacher’s Video Company, Scottsdale, AZ. (1-800-262-8837).
• Is Lecture Dead? FACTC Focus, 2001. Published by Faculty Association of Community & Technical Colleges, Spokane Community College.
<table>
<thead>
<tr>
<th>Essential Content</th>
<th>LESSON PLANNING</th>
<th>Discussion Topics and Key Points</th>
</tr>
</thead>
</table>
| Basic considerations of planning a lesson | • Time, techniques, involving students, visual aids, modeling, and thorough preparation.  
• See attached handout, Basic Considerations of Lesson Planning.  
• Lesson alignment to student outcomes.  
• See Student Learning Outcomes and Assessments and Outcomes Template in Section: #18 Websites and Resources of this guide. | |
| Model lesson plan format | • 4-Step method: Preparation, Presentation, Application, and Evaluation.  
• See attached Model Lesson Plan Format and Sample Lesson Plan.  
• See also Course #3: Planning for Instruction in this guide. | |
| Writing measurable student learning outcomes and/or competency statements and performance objectives | • Begin with active verbs.  
• Include domains of learning: cognitive, psychomotor, and affective outcomes and competencies.  
• Outcomes are broad statements about what students will know and be able to do at the end of instruction.  
• Competencies are statements specifically describing what a student must know and be able to do as a result of instruction.  
• A performance objective tells the conditions under which the learning will occur.  
• See Sample Student Learning Outcomes, Competencies and Performance Objectives attached. | |
| Lesson introduction | • Anticipatory set-the hook: create interest through a story, personal anecdote, current event, historical development, question or statement of fact  
• Preparing the learners  
• Connecting to what they already know  
• Purposes: To gain student attention, motivate students, and provide overview  
• Identifying safety issues  
• Identifying student learning outcomes | |
| Chaining | • Relating previously taught material to present material and present material to future learning. | |
| Teaching content and involving learners | • Outline or have students outline the information.  
• Include examples to aid student understanding.  
• Personal experiences add realism and practicality.  
• Ask oral questions to elicit class involvement and to check comprehension.  
• Use activities which create student involvement.  
• Use activities requiring students to perform specific behaviors.  
• Use transitions to signal to students that lesson is progressing to a new point | |
| Closure (Metacognition) and assessment | • Lesson review and summary: students verbally recapping the major points of the lesson  
• Finding and correcting misunderstanding and errors  
• Relating the content to learning outcomes  
• Identifying benefit to students.  
• Getting learners to reflect about their learning | |
Lesson assignment

- Opportunities for student practice
- Specific directions about what the student must do to apply current subject matter and to prepare for the next lesson of instruction
- Assignments as assessments

Multiple intelligences

- Matching instruction and assignments to accommodate the notion of Howard Gardner’s 8 intelligences: linguistic, mathematical, spatial, musical, interpersonal, intra-personal, kinesthetic, naturalist

LEARNING ACTIVITIES:

- Develop creative, learner-centered assignments that assess student learning outcomes.
- Adjust a lesson plan to accommodate diverse learner preferences and learning styles.
- Prepare a lesson and requisite learning materials that align with student learning outcomes.
- Design and implement a lesson that encourages learners to be actively involved.
- Develop learning tasks and assessments that match student learning outcomes and course objectives and provide opportunities for students to practice and receive feedback on skills.

SUPPORT MATERIALS: The following materials can be found at the end of this course module:

Lesson Planning, Basic Considerations
Sample Student Learning Outcomes, Competencies and Performance Objectives
Preparing Lesson Plans: Using the Appropriate Techniques
Model Lesson Plan format
Sample Lesson Plan- How to Pack a Box
Lesson Evaluation for Teaching #1
Lesson Evaluation #2

ADDITIONAL READINGS AND RESOURCES:

Lesson Planning (34 minutes video), Teacher’s Video Company, Scottsdale, AZ (1-800-262-8837)

PRIMARY COURSE TEXTS/RESOURCES:

ADDITIONAL READINGS AND RESOURCES:


LESSON PLANNING WEBSITES:

- [www.adprima.com/lesson.htm](http://www.adprima.com/lesson.htm)
  
  This site contains help on learning to write lesson plans. Topics include avoiding mistakes in writing plans, writing behavioral objectives, lesson planning and teaching questions, behavioral verbs, and other helpful information on teaching and learning.

  
  This IBM web page contains a Teacher’s Corner of lesson plans and student activities, including teaching the stock market.

- [www.techlearning.com](http://www.techlearning.com)
  
  Check out this site if you are interested in building your own home page. The Technology & Learning web site does contain true lesson plans and is a great resource for technology teachers.

  
  This is a great source for lesson plans and educational information. This will link to Lesson Stop, Teachers Helping Teachers, The Lesson Plan Page, Lesson Planning Page, and Columbia Education Center.

- [www.reach.ucf.edu/acg4401/Handouts/blooms.htm](http://www.reach.ucf.edu/acg4401/Handouts/blooms.htm)
  
  This site probes deeply into Bloom’s Taxonomy and gives sample verbs for stating learning outcomes and/or asking multi-level questions in accordance with Bloom’s taxonomy levels. The site also has a useful Task Oriented Question Construction Wheel based on Bloom’s Taxonomy.

  
  If you are teaching about Internet, you may want to send your students here. “Learn the Net: Internet Basics” are featured in this Internet 101 class.

[Some of this website data was compiled by Bonnie Sibert, Director, Business Education, Nebraska Department of Education.]
“Learning how to teach takes time and much practice. The biggest concept new instructors need to grasp is that their course and program depends on the learners. Lesson plans and classroom activities need not focus on whatever the teacher knows, but rather on what learners need to know to be successful. This is the paradigm shift of a decade ago. Focus on the learning and on learners is what teaching is all about. A smart instructor learns quickly that course content can be shaped for learners and can be “chunked” for easier learning. Trying different student-focused strategies helps the new instructor to become a learner of his/her new trade—teaching and learning.”

“New instructors should receive significant support to sustain themselves and their students during their first full year of teaching. Basically new professional-technical teachers want their learners to think as they do when on the job for which the teaching and learning are centered.”

-Norma W. Goldstein
Support Materials for Course 1: Teaching & Facilitating Learning - Level I
Beginning with Students the First Class Day

I. INSTRUCTOR DEMEANOR AND EARLY PREPARATION

1. You, the role model
2. Your high expectations of students
3. Treat all firm and fair.
4. One week’s well-planned lessons
5. Any work you give students during the first days, you should take, pretending you are a student.

II. FIRST DAY ORIENTATION

1. Introductions
2. What are student expectations? (of your class)
3. Topical course outline
4. Your expectations of students
   • Safety
   • Attendance/punctuality
   • Materials, tools and textbooks and who purchases these items
   • Other costs to students.
   • Special expectations, such as clothing, rules, shop behavior, housekeeping, etc.
   • Quality and quantity of work
5. Your grading policy (can include some or all of the following):
   • Written tests
   • Job performance
   • Attendance and punctuality
   • Attitude or conduct in class
   • Daily assignments
   • Care of tools
   • Use of materials
6. Grading criteria
7. Opportunities to find out students’ goals for the course
8. Opportunities for students to ask questions
Icebreakers and Community Builders
by Norma Goldstein, Ph.D., Renton Technical College

Icebreakers can be useful for building a sense of a community of learners in the classroom and can set the tone for the rest of the class and the course. They should be short, fun, interesting, and get students to think, to work together to come up with solutions, and offer a quick way for diverse students to get to know one another. The best icebreakers are ones that involve all learners and offer skills and knowledge that can be directly applied to the learning at hand.

**Creative nametags:** Students select words to describe themselves using the letters of their first name on post-it notes. Students use these notes as nametags and introduce themselves explaining why they chose specific words.

**Find someone who...** There are various versions of this identifying game. This particular one is a list of activities to relate to members of the class and which may or may not be applicable. Each student is given a list of assorted activities and attributes and must find different people in the class for whom the activity is relevant or applicable. For example, find someone who owns a red car. The purpose of the activity is to have students experience a fun, quick and active way of learning about each other. [Takes 5 minutes. The person who matches up the most names “wins.” I usually give a prize of post-it notes or fancy pencils, etc.]

**Introduce your new friend... to the class:** This is a community builder that uses silent writing and questioning skills to learn about other members of the class. Students are paired and share one sheet of paper on which they are directed to have a written dialogue, the end of which will be an oral introduction to the class of the new friend that the student has just made. I also use this exercise to ask students to determine if they are a better “talker” or listener. [This is a silent dialogue until introductions start.] This can also be done verbally whereby students interview each other and then introduce their classmate.

**Scenarios:** Other ice breakers include theatre games in which students are given a scenario and act it out without talking, much like a game of charades. I like to use scenarios that touch students lives such as explaining lost homework, not understanding an assignment, arguing with a teacher over a grade, performing a lab, getting an A, etc.

**Sample questions for small groups to discuss:** [I usually put these in a cup in the middle of the table and student group members select their question to discuss with their small group. Questions are designed to solicit information about the learner to increase understanding among learners of their classmates and about their own learning.]

- Describe a deeply profound moment for you in a classroom.
- Who is your favorite teacher and why?
- What was the worst experience you ever had in a classroom?
• What is the best single moment of learning that you have experienced?
• Tell us something important that happened to you in elementary school.
• What is the best book you have ever read?
• What is the best group activity you have ever participated in?
• What is your best academic accomplishment?
• What part of your education and learning do you use the most in your
day to day home life?
• What part of your education and learning do you use the most in your
day to day work life?

**A whole class version of this activity:** Have students devise questions they would
like to ask their classmates or have students devise questions they would like to ask their
instructors. Students put these in a bowl and select one to answer to the class.

---

**My Instructor**

Adapted from the February 1992 Business Education Forum

The following list includes the qualities we all look for in teachers. It is a good
reminder of the things that are important to students.

• My instructor demonstrates a clear understanding of course content.
• My instructor presents material effectively.
• My instructor simplifies complex materials.
• My instructor is well-prepared for class.
• My instructor cares about me.
• My instructor is reasonable about assignments and the work load.
• My instructor explains difficult material clearly.
• My instructor readily maintains rapport with my class.
• My instructor motivates me to do my best work.
• My instructor allows me and other students to ask questions in class.
• My instructor answers students’ questions.
• My instructor conducts himself in a professional manner.
• My instructor is actively helpful when students have problems.
• My instructor is interesting and holds the attention of the class.
• My instructor makes good use of examples and illustrations.
• My instructor has clearly stated learning objectives.
• My instructor gives assignments that are interesting and stimulating.
• My instructor gives assignments that relate to the goals of this course.
• My instructor is among the best teachers I have known.
Learning and Communication
Prepared by Cal Crow, Ph.D., Center for Learning Connections, Highline Community College, Des Moines, WA

There are many variables involved in the learning process and many “types” of learners. The more we know about how people learn, the more likely we will be able to engage them in constructive communication. Following are examples of different ways of learning:

- **Feeling**: You probably learn best by becoming emotionally involved, and by being able to draw on previous experiences.

- **Observing**: You probably learn best by watching someone else, and by having examples to follow.

- **Thinking**: You probably learn best by having access to good information, and by being able to “think things over.”

- **Performing**: You probably learn best when you are actively involved, and when you have a chance to try things out.

- **Abstract-Random**: You probably learn best by interacting and sharing with others, and by using fantasy and imagination.

- **Abstract-Sequential**: You probably learn best through intellectual activity, and when you can get lost in your thoughts.

- **Concrete-Random**: You probably learn best when you can test and challenge convention and when you can be different from others.

- **Concrete-Sequential**: You probably learn best when things are predictable, and when you can work things out “step by step.”

- **Sensing**: You probably learn best when you are receiving information through the senses, and when you are on “solid ground.”

- **Intuition**: You probably learn best when you can envision possibilities, and when ideas come to you spontaneously.

- **Visual**: You probably learn best when you can see or visualize something.

- **Auditory**: You probably learn best when you can hear something.

- **Kinesthetic**: You probably learn best when you can be physically or emotionally active.

Everyone wants to feel competent, confident and connected. By understanding how others view their world, and responding accordingly, we can help increase these “three Cs” immeasurably.
How to Help Students Listen in Class
Adapted from Edgar Hargrow's *Activating Your Listening Skills*, 1999, Pasco, WA.

Listening is the ability to identify, define, paraphrase and respond accurately and appropriately [to the ideas and] feelings expressed by another.

- Edgar Hargrow, *Activating Your Listening Skills*.

In order to listen to a speaker, we begin by hearing and selecting oral messages and accompanying nonverbal signals. Statements such as the following may prove helpful:

- “This information is important…”
- “Please wait before you comment. I want you to hear this.”
- “What did you hear me say? Please paraphrase.”
- “Are you following me?”

It also helps to use the listener’s name. “Jim, have I answered all your questions about the assignment?” “Jane, what is the most important concept we have covered today?”

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>As a SPEAKER:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are students listening to you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you give students enough time to respond to a question?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you vary your pitch and pace?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you interesting to listen to?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you conscious of your timing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>As a LISTENER:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you interested in students’ thoughts and opinions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you listen primarily for facts, rather than ideas when someone is speaking?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How often do you ask students follow-up questions about their comments?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you address student comments and questions fully?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you easily distracted by unrelated sights and sounds when listening to a student?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do certain words, phrases or ideas prejudice you against a student so that you cannot listen objectively to what is being said?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you indicate to a student the quality of their question or comment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you try to answer a student’s question or comment yourself or do you ask other students in the class to address or comment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you indicate you will “find out”?</td>
</tr>
</tbody>
</table>
Pedagogy Versus Andragogy

Compiled and adapted by Marti Russell, 1990, from “Prepare to Work with Adult Learners” by David J. Kalamas in Professional Teacher Education Module Series.

All our interactions with other people are based primarily upon a set of preconceived assumptions we make about their motives, needs, beliefs, desires—their human nature. As teacher trainers, we carry these assumptions into our instructional setting, and they play a major role in how we instruct and what we teach. One way to examine these assumptions is in terms of the pedagogy/andragogy model which reflects a set of assumptions about teaching youth (pedagogy) and teaching adults (andragogy).

**PEDAGOGY**

The pedagogical position is based upon the idea that there is a specific, well-defined body of knowledge and skills that should be transmitted to learners. This teacher is assumed to possess all the knowledge and skills to be transferred to the learners, while the learner is viewed as a container for simply receiving, without question, all that the teacher transmits.

**ANDRAGOGY**

The andragogical position is based upon the premise that the knowledge and skills that serve a learner well today will not be the same in ten years. The body of knowledge is seen as a dynamic, living and evolving concept over time. Knowledge and skills, plus the application of them, is seen as constantly changing, sometimes quickly and sometimes slowly. This instructor is primarily responsible for providing assistance to learners. The learners decide what is important to learn, as well as when and how they will learn it.

One key to effective instruction is to make sure that we are operating from assumptions appropriate to specific learners and the learning situations.

Ways to Promote Interaction of Linguistic Minority Students

By Dr. Lorrie S. Verplaetse, Southern Connecticut State University and Dr. Kate M. Reynolds, University of Wisconsin-Eau Claire

**Create opportunities for real verbal interactions:**

1. Ask more questions (often and equally); not directives
2. Ask higher order questions to engage the learner cognitively.
3. Ask open-ended questions (often and equally).
4. Create opportunities for real verbal interactions.
5. Create comprehension check opportunities.
6. Use graphic organizers and activities to measure the learner’s understanding.
7. Enhance opportunities for various participant structures.
10. Create opportunities for ESL students to produce extended discourse.
11. Engage the learner one-on-one, and then move to classroom interactions.
Five Incorrect Assumptions About Learning

The following information is from *The Double Helix of Education and the Economy*, published by Teachers College Press, Columbia University, in 1992. The authors are Sue E. Berryman and Thomas R. Bailey, and was compiled by Cal Crow, Center for Learning Connections, Highline Community College, Des Moines, WA.

**Assumption # 1: People predictably transfer learning to new situations.**

Accepting this assumption requires us to acknowledge the “knowledge transfer problem.” Knowledge transfer means the appropriate use in a new situation of concepts, skills, knowledge, and strategies acquired in another. Extensive research, spanning decades, shows that individuals do not predictably transfer knowledge in any of three situations where transfer should occur. They do not predictably transfer school knowledge to everyday practice. They do not predictably transfer sound everyday practice to school endeavors, even when the former seem clearly relevant to the latter. They do not predictably transfer their learning across school subjects.

**Assumption #2: Learners are best seen as passive vessels into which knowledge is poured.**

Many people think of schooling as transmitting an authoritative, structured body of knowledge, rules, and principles. From this perspective, education means conveying what experts know to be true, rather than encouraging inquiry, discovery and wonder. The student receives the word and the teacher controls the process.

The assumption that the teacher is the pourer and the student the receptacle has unfortunate consequences. 1) It reduces or removes opportunities for exploration, discovery and invention. Students need experiences to help them engage in choice, judgment, control processes, and problem formulation. They also need chances to make mistakes. 2) It places control over learning in the teacher’s, rather than the learner’s hands. Passive learning creates learners dependent on teachers for guidance and feedback. This undercuts their ability to develop confidence in their own initiative, cognitive skills, and sense-making abilities.

**Assumption #3: Learning is the strengthening of bonds between stimuli and correct responses.**

American education reflects a behaviorist view, in which learning is described as the strengthening of bonds between stimuli and the learner’s responses to those stimuli. This psychological theory has 1) led to the breakdown of complex tasks and ideas into components, subtasks, and items that could be studied and examined separately; 2) encouraged rote and routine learning and repetitive training; and 3) led to a focus on the “right answer” and the counting of correct responses. The result is that students have been asked to learn disconnected subroutines, items, and subskills without an understanding of the larger context which gives them meaning. This type of instruction maximizes inattention, forgetting, and passivity. Current information indicates that learners of all ages seem to learn better in complex and meaningful environments.

**Assumption #4: What matters is getting the right answer.**

Focusing on the right answer discourages instruction in problem solving. Facts are important, but by themselves constitute an impoverished understanding of a domain; a “single right answer” focus limits students’ abilities to think about the domain in different ways. When the focus is on the right answer, students resort to surface level thinking. Their concern is about what the teacher wants, or
what will be on the test, rather than on how they can improve their learning. Also, while students who get the right answers appear to be learning, teachers often fail to check behind these answers to insure that students actually grasp the principles they are expected to learn. Finally, when the most important thing is the right answer, teachers and students view wrong answers as failures, rather than as learning opportunities.

Assumption #5: To insure their transfer to new situations, skills and knowledge should be acquired independently of their contexts of use.
Context is critical for understanding and thus for learning. This means the learning must be coherent and interpretable, and must come out of the experiences of those doing the interpreting, i.e., the students. Part of good teaching is to present information in a context that generates meaning for students.
What I Know About Learning - True or False

Take this quiz/discussion catalyst prior to reading William Reinsmith's article Ten Fundamental Truths About Learning. Then go back and analyze your responses.*

Name__________________________________________________Date____________

1._____ The learner is a "receptacle" for knowledge.

2._____ The learner creates his or her own learning actively.

3. _____ Each person is a unique learner, i.e. constructs meaning in his or her own way.

4._____ Individual brains establish new patterns of synaptic connection to established ideas.

5._____ Every student learns all the time, both in and out of the classroom.

6._____ Learning occurs best in the context of a compelling problem.

7._____ Direct hands-on experience fosters better learning.

8._____ Building lasting cognitive connections requires considerable periods of reflection.

9._____ Learning occurs best when in an enjoyable context.

10.____ Effective learning is social and interactive.

11.____ It is not helpful or important to quiz students often.

12.____ Mind mapping means linking established concepts to new situations. Instructors should let students make the connections themselves.

*See Additional Readings and Resources, page 1.10, for a complete citation.
EXPERIENCE AND LEARNING

WE TEND TO REMEMBER....

OUR LEVEL OF INVOLVEMENT

10% of what we read
20% of what we hear
30% of what we see
50% of what we hear and see
70% of what we say
90% of what we both say and do

READING
HEARING WORDS
LOOKING AT PICTURES
WATCHING A MOVIE
LOOKING AT AN EXHIBIT
WATCHING A DEMONSTRATION
SEEING IT DONE ON LOCATION
PARTICIPATING IN DISCUSSION
GIVING A TALK
DOING A DRAMATIC PRESENTATION
SIMULATING THE REAL EXPERIENCE
DOING THE REAL THING

CONIC OF LEARNING

Developed & revised by Brucy Hyland from material by Edgar Dale.
Instructional Strategies and Learning Techniques

Below are several ideas from which to develop effective learning assignments and classroom activities.

- Audiotapes
- Brainstorming
- Bulletin boards
- Buzz groups
- Case Studies
- Committees
- Community study
- Computers
- Debates
- Demonstrations
- Discovery
- Discussions
- Displays
- Dramatizations
- Drill and practice
- Exhibits
- Field trips/research
- Films
- Filmstrips
- Flannel boards
- Flip charts
- Games
- Graphics
- Assignments
- Illustrated talks
- Independent study
- Information sheets
- Investigation/reporting
- Laboratory work
- Large group/small group instruction
- Library research
- Listening
- Listing or diagramming
- Models
- Online research
- Oral recitations
- Panels/symposiums
- Problem-solving
- Programmed materials
- Projects
- Question and answer
- Reading out loud
- Resource persons
- Reviews
- Role-playing
- Simulations
- Slides
- Speaking
- Step-by-step procedure panels
- Supervised study
- Team teaching
- Television
- Transparencies
- Verbal illustrations
- Videotapes
- Visual illustrations
- Work-study
- Writing

Add your own ideas to this list.
Using the Text to Teach: When is it too much?
List of Teaching Strategies Using the Textbook

By Norma W. Goldstein, Ph.D., Renton Technical College

Using the textbook needs to be part of your lesson planning; however, it must not be the only lecture strategy used. There are many effective ways for students to learn from the textbook—if the instructor uses it wisely and well. The guiding principle is that in order to get the most from the text, students need to “process” or think about or do something with the material for them to retain the information.

1) **SELECTIONS:** Only read SELECTED portions of the book for emphasis.

2) **FOCUSED READING:** Tell students PRIOR to reading assignment what specifically to look for, so the reading assignment has some meaning and purpose and their minds are actively reading.

3) **PARAPHRASE:** Ask students to read PORTIONS of the text. (This is simply to wake them up and to add a different voice to the room.) THEN ask them to paraphrase what it said. This latter part is the key: LET THEM SAY IT IN THEIR OWN WORDS!!!!

4) **PROVIDE OUTLINE:** When you assign a reading, hand students an outline to complete so that they are able to work with the information in the format you have established.

5) **STUDENTS OUTLINE:** Ask students to prepare an outline of the reading. This way they learn organization skills as well as the data itself. They share this with the group.

6) **SYNOPSIS:** The paraphrase is verbal; the synopsis is both written and verbal. Have students do the reading and then in class have them write a one paragraph synopsis of what they read. Have them read these orally. It is of great interest to hear the different versions and understandings.

7) **SMALL GROUP WORK:**
   - Have students work together to PRESENT the information in the text.
   - Have the group draw a picture of what’s in the textbook material.
   - Have the group draw a flow chart of a process.
   - Have students create a collage of the content of the text.

8) **ROLEPLAY:** Have students roleplay different aspects of the text chapter.

9) **BRAINSTORM:** Students do the reading prior to the lecture. In class, brainstorm what’s in the text and then circle key points and ask questions to flesh out the important concepts.

10) **QUIZ:** Give students a quiz on the reading and then use the quiz as a means for discussion and going over the material. Yes, this is different from a lecture or reading it out flat...Graded or not.
11) **STUDENTS CREATE QUIZ:** Let students (in groups or individually) come up with quiz questions to ask the class the next day (also a good example of #2 – focused reading.) Give the quiz. These can be graded or ungraded.

12) **CONCRETE TO ABSTRACT or ABSTRACT to CONCRETE:** Start out with the specific details in the text and lead to the general and more abstract or visa versa. OR focus on some concrete details in the material and then use that as a SYMBOLIC EXAMPLE of the rest of the material.

13) **SET CONTEXT:** No matter how you use the text, it is your role to put the material into context for your students. Relate the information to what you are covering now and the to whole unit. This is probably the most important thing you have to do with new text material.
Student-Centered Teaching Activities
by Norma Goldstein, Ph.D., Renton Technical College

BRAINSTORMING - on the whiteboard or on flip chart.

GROUP WORK/PROJECT WORK - for example, on what's involved in an investigation for a legal issue? Or, develop a calendar and promotional materials (business course).

GROUP BRAINSTORM TIMED COMPETITION - for example on chronic diseases and terminal diseases (health occupation).

INTERACTIVE LECTURE - Asking questions, getting students to pair up temporarily, having students pause and write, etc. - engaging learners throughout the lecture.

ACRONYMS - Ex.: You would write CHRONIC vertically and students would identify characteristics from those letters.

STUDENT-LED MINI-LECTURES/REPORTS - After assigned reading, students present/lecture on a small segment of the learning.

USE OF OVERHEADS - by instructor and/or student.

ROLE PLAY - For example, pass out cards identifying the roles: doctor, technician, dentist, patient, student, employer, etc. and a situation.

WORKING IN PAIRS - This is a perfect way to have students review the reading homework and to review sections on the outline.

WRITING - Ask students to write and explain a section of the chapter or of the outline and then present to the class.

STUDENT-MADE QUESTIONS - Have them individually or in groups make up test questions or quiz questions based on the reading.

• The idea is not to use all of these methods at the same time, but to use them at different times to vary lectures. It does mean planning differently.
Human-Centered Instructional Strategies

Overview of Strategies:

The term “instructional strategy” is used to refer to a wide range of possible methods and techniques of teaching. These strategies include very general approaches to teaching, such as lecture, as well as the discrete components within any Instructional event (such as questioning strategies or the use of feedback). In the category of general approaches to Instruction, we have organized the corresponding Instructional strategies to human-centered strategies, and media-based strategies.

Various lists include over 50 such strategies, such as lecture, demonstration, discussion, small group activities, cooperative learning, laboratory activities, one-to-one tutoring, reading and writing assignments, and programmed Instruction. While there is a wide variety of such strategies, there are common approaches that cut across many of these activities. Five such strategies have been detailed below: lecture, demonstration, discussion, small group and cooperative learning activities, and individualized instruction.

It should also be noted that the final strategy chosen for teaching a given competency will most likely be a combination of several strategies. For instance, it may start with a lecture and demonstration, followed by small group activities. The final, overall strategy is outlined in a unit plan, with each activity detailed in a lesson plan.

Lecture:

The lecture method is the most widely used (and abused) instructional strategy. While it is often used inappropriately, it is nonetheless an effective, efficient method of delivering information. It provides a mechanism for providing instructions, sharing experiences, providing information, or organizing and summarizing information found in other resources. It is generally characterized by the presentation of facts, principles and procedures. A good lecture generally includes an attention getting or motivational beginning, highlighting of key points, examples and counter-examples of key points, and a summarization.

As a delivery strategy, the lecture has several advantages. It is very efficient, as it can present a large amount of information to many students in a very short period of time. It can also act as an effective advanced organizer for students, giving them a framework into which they can interpret additional information they get from other sources. It provides a mechanism that can provide students with exposure to information that is not available in other resources. It also requires less time developing a lecture than it does for many other strategies. Finally, when presented by a gifted speaker, it can be extremely entertaining and motivational, as well as informative.

There are, however, several disadvantages with the lecture strategy. It is primarily a non-interactive strategy, not allowing the student to interact or practice the skills being taught. It puts students who do not have good listening skills (or students with hearing and/or visual problems) at a disadvantage. In addition, it is entirely controlled by the
instructor. It does not allow students any control over the pace of information, nor does it allow the student to follow their own interests or preferred sequence. Accordingly, the lecture is a powerful delivery strategy, but its limitations need to be accommodated through additional strategies.

**Demonstration:**

When students are taught a procedure to create some product or perform a skill, a demonstration is often used. A procedure may be a simple set of steps, or a complex network of smaller procedures and decisions. In general, large complex procedures are taught by first teaching the smaller, component procedures. Once the smaller procedures are learned, the larger one can be taught in a more concise manner.

A procedure is most effectively demonstrated by starting with a simple example. Practice activities should be provided that reflect the way the procedure was carried out with the simple example that was demonstrated. As students become proficient, more complex examples can be demonstrated, followed by appropriate practice for the students. It is critical that students be given an evolution from simple to more complex examples, that they be given opportunity to practice, and that they be given appropriate feedback.

All procedures should be introduced by first stating the process that will be taught. If it is possible to list the steps that occur, this should be done. A demonstration is the actual carrying out of the procedure. This should be done by frequent referral to the set of listed steps, indicating how the step is being executed, what information is needed to execute it, and what the outcome is. Alternatives to the outcome of each step should be addressed. Students should also be shown the outcome of the inappropriate execution of certain steps, especially ones that reflect common errors.

**Discussion:**

The discussion strategy is a method of involving all of the students in a class in sharing information about a topic or problem, or address answers (or a solution strategy) to problems that have been encountered. The primary factor in discussion activities is that students are actively engaged in the process (whereas students are passive during the lecture process). The discussion strategy can be used with a whole class or a small group; it can be guided by the instructor, or unstructured and student led. (Effective questioning techniques should be the goal of new instructors.)

**Small Group and Cooperative Learning activities:**

In small group activities, students work together to achieve a common goal. A great deal of research has been conducted in this area in the past decade, and several models have been created that show significant results in student achievement and improved attitudes towards school and the subject, as well as promoting cross-ethnic relationships. Several of the models are broadly referred to as cooperative learning. In cooperative learning, students are generally grouped heterogeneously, with group size ranging from 2 or 3 to as large as 5 or 6. Students are then given very specific directions on how they are to conduct their group activity. The focus is on sharing information, individual accountability, and group leadership activities. One important point is that the skills and roles which are required are specifically taught to the students before an activity starts.
Some ways in which cooperative learning has been used in teacher education include:

- **Jigsaw learning**: This approach provides each student within a group a part of the information required (such as parts of an article to read). The class period can be broken into three parts. First, students read the information and prepare a short presentation. Second, students meet in their groups, presenting the information, and preparing a complete summary of the material (or answers to study questions). Then, the activity is concluded with a full class discussion.

- **Informal groups**: At any point in a lecture or discussion activity, students can be organized into informal groups of 2 or 3 to stimulate learning and discussion. Students can be asked to review a critical point to check their understanding, or discuss the application of procedures or methods being presented. This method can also be used for peer teaching as a preliminary check of the approach a student is developing for teaching an entire unit. This approach can provide students with direct feedback on their skills, often generating discussion points for the class as a whole, and provides the teacher with feedback on points that need to be elaborated.

- **Study teams**: Students can be placed in study groups prior to an assessment activity, with each student being responsible for a certain set of study questions. These can then be presented and discussed by the group as a whole.

- **Group Projects**: One of the most common uses of group activities, students form long-term topic teams to research an issue or to create some product. It is important to provide a method of individual as well as group reporting and assessment. Students engage in discussion, planning, sharing of information, editing, and peer-evaluating.

This list is by no means exhaustive. There are many ways in which these techniques can be effectively applied. All of these techniques, however, require careful planning in the development of student materials, in establishing procedures for grouping students, how to initiate (and terminate) activities, how to ensure that the process continues, ensuring that all students participate equally, that students are taught how to perform the roles they are asked to perform, and that discussions of the activities by the class as a whole are conducted at the conclusion of the activity.

**Individualized Instruction**

The term individualized instruction is used to describe a wide variety of strategies and approaches for delivering instruction. What is common to these approaches is that the student is provided with materials that can be gone through at his or her own pace, and that there are frequent provisions for providing feedback. Common forms of individualized instruction include programmed instruction manuals, computer assisted instruction, as well as reading assignments accompanied with study guides. Research has shown that properly developed individualized instruction can be very effective; there is a strong relationship between achievement and student opportunities to learn, active student participation, performance monitoring, and feedback. Developing these materials, however, is often very time consuming.
Effective individualized instruction generally includes the following: well structured subjects, information that is presented in small steps, the incorporation of student practice after each step, guidance for students during initial practice, adaptive strategies that branch students to appropriate content and feedback, learner control, and the opportunity for students to engage in high levels of successful practice.

Quiz on Lectures and Lecturing
By Norma W. Goldstein, Ph.D., Renton Technical College

Name__________________________________________  Date__________________

1. What's the most effective learning time for students in a lecture classroom? Circle the correct answer
   a) the first 5 minutes
   b) the first 15 minutes
   c) the last 5 minutes

2. Name at least 3 teaching methods that you can use to make your lectures more interactive?
   a)
   b)
   c)

3. Identify the pros and cons of lecturing:

   Pros   Cons
   ________________________________________________________
   ________________________________________________________
Presentations Strategy
Adapted by Marti Russell, 1990, from How to Teach Adults by William A. Draves.

The essence of a good presentation is not so much what you say, but HOW you say it!!! When designing a presentation, think of it in terms of a conversation—one that is fresh every time, has plenty of interaction, and focuses as much on the listener as on what is being said. The second most important principle to remember when designing a presentation is to keep it short and sweet-end on time!

Three important aspects in your presentation development are:

- **Content**— Determine what is relevant and important and concentrate on that. Another point to consider regarding content is the audience’s degree of familiarity with the topic.

- **Preparation**— There should be three parts to your presentation: the introduction, where you outline what you will be talking about; the main body of the presentation; and the ending, including a summary of the important concepts covered. Suggestion: Try to repeat the most significant ideas several times, in a different way each time, throughout the presentation.

- **Delivery**— Be sure to speak clearly, project your voice, and use your words wisely. Work to reduce the “uhhs” and “ers” or any pet words or phrases that could become distracting and repetitious to listeners. Practice, practice, practice!!!

Presentation Do’s and Don’ts

**Don’t...**

- Begin without an introduction.
- Have a lack of contact with your audience.
- Use a monotonous voice.
- Use repeated hesitations.
- Get into private quarrels with other authorities.

**Do...**

- Fit the material into the time allotted.
- Use interesting, relevant examples.
- Stimulate the audience’s interest.
- Improvise when necessary.
- Provide for breathing spaces and time for questions.
- Provide for closure, but also provide transition to next lesson.
- Develop a range in voice, gestures and physical movement.
- Listen to yourself.
Small Group Strategy

Compiled and adapted by Marti Russell, 1990, from How to Teach Adults by William A. Draves.

Utilizing small groups within the instructional setting is beneficial. Intra-group activities will provide participants with a different perspective on the subject, allow them to act in different “roles”, and to discuss concepts with one another. It not only can lead learners to a greater understanding of new information, but also allows for creative breaks to refresh and stimulate learners.

Here are some typical and not so typical ways to use small groups to enhance your instruction:

• **Brainstorming** — The process of generating a WIDE variety of ideas, suggestions, and possibilities. All ideas are initially accepted and written down, to be distilled and refined later.

• **Role playing** — Two or more learners act out a real or hypothetical situation, usually taking roles not associated with that person.

• **Case incidents** — Participants assume different positions when analyzing a real life situation or case incident to develop the pros and cons surrounding it.

• **Committee** — Participants form committees to decide policy, study, or formulate ideas on a specified topic.

• **Sensitivity group** — Members of the group interact in a variety of sensitivity exercises for the purpose of bringing out feelings and sharing experiences with one another in a different way.

• **Task force** — Each group participates in a specific mission or component necessary to the accomplishment of a given task.

• **Panel** — Learners are selected to engage in a discussion in front of the rest of the class. One person usually serves as moderator.

• **Debate** — Learner teams of two to four each present and argue the pros and cons of opposite viewpoints.

• **Interview** — A guest speaker is invited to attend class, and members prepare specific questions for the speaker to answer.

• **Listening team** — The large group is divided into groups of three— a speaker, a listener, and an observer. Speaker relates his/her ideas on topic with the listening person questioning, repeating, and restating key phrases. The observer watches the whole thing for a pre-determined length of time, and then relays what he/she heard and observed to the other two members.

• **Network group** — Class participants meet together, formally or informally, to talk and share.

• **Reaction panel** — Small number of learners react to a talk, film, or other presentation with their observations.
Cooperative Learning Strategy

Cooperative Learning Groups

- Positive interdependence
- Individual accountability
- Heterogeneous
- Shared leadership
- Shared responsibility for each other
- Task and maintenance emphasized
- Social skills directly taught
- Educator observes and intervenes
- Groups process their effectiveness

Traditional Learning Groups

- No interdependence
- No individual accountability
- Homogeneous
- One appointed leader
- Responsibility only for self
- Only task emphasized
- Social skills assumed and/or ignored
- Educator may ignore group functioning process
- No group processing of effectiveness
Some Quick Cooperative Starters
Adapted from Cooperative Learning Center, David W. Johnson and Roger T. Johnson, University of Minnesota, Minneapolis, MN 55455

Here are some ideas to get you started for cooperative learning groups.

- **Turn to Your Neighbor.** 3-5 minutes. Ask the students to turn to a neighbor and ask something about the lesson: to explain a concept you’ve just taught; to explain the assignment; to summarize the three most important points.

- **Reading Groups.** Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands and agrees with the answers). They must come up with three possible answers to each question and circle their favorite one.

- **Jigsaw.** Each person reads and studies part of a selection, then teaches what h/she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows his/her part thoroughly.

- **Focus Trios.** Before a film, lecture, or reading, have students summarize together what they already know about the subject and come up with questions they have about it. After, groups answer questions, discuss new information, and formulate new questions.

- **Drill Partners.** Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all.

- **Reading Buddies.** Students tell about their reading assignments to each other.

- **Worksheet Checkmates.** Have two students, each with different jobs, do one worksheet. The Reader reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both agree on an answer, the Writer can write it.

- **Homework Checkers.** Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. They make certain everyone’s answers agree, then staple the papers together. You grade one paper from each group and give group members that grade.

- **Test Reviewers.** Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

- **Composition Pairs.** Student A explains what h/she plans to write to Student B while Student B takes notes or makes an outline. Together they plan the opening or thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

- **Board Workers.** Students go together to the chalkboard. One can be the Answer Suggester, one the Checker to see if everyone agrees, and one the Writer.

- **Problem Solvers.** Give groups problems to solve. Each student must contribute to the solution. Groups can decide who does what, but they must show where all members contributed.
Quiz/Discussion on Demonstration Strategies

Demonstrations can be a very effective teaching and learning strategy which can be done a variety of ways, fostering active student involvement. Have students identify at least five different ways to teach someone to do something hands-on, for example, how to sew on a button, how to use a VCR, how to stretch properly, etc. The first one is done for you and represents the traditional demonstration mode. Suggested responses are also given below.

LESSON TOPIC: How to ...

1. Instructor demonstrates the skill and talks through each step. Students listen.

Suggested responses:

1. Instructor shows a video, models the behavior and then assigns students to repeat it independently.
2. As the instructor models the behavior, students take notes on the required steps. Students then perform the activity individually using their notes as guide.
3. Instructor models the behavior, verbally explaining each step, and then asks one student to repeat the demonstration as the instructor repeats the steps. The class observes.
4. Instructor models the behavior, verbally explaining each step, as the class observes. Students then practice individually or in pairs or small groups.
5. After modeling the behavior, the instructor calls two students to perform the activity, one guiding the other as the class observes.

NOTE: Your demonstration techniques should allow for active student involvement and leadership.

What do you think? (Discuss with class.)

1. In which methods are students more actively involved?
2. Which methods are more learner-centered?
3. Which methods are most effective?

Mini-lesson opportunity: Tying a shoe!

I usually do a demonstration about giving demonstrations through tying a shoe. I model up to 8 different ways to do this. Then I assign instructor-learners to get into groups of 3 or 4 and present a mini lesson demonstration of something available in the classroom. The content of the lesson is not of vital importance. One group one year did a great job of how to buckle a belt. They use any props available in the classroom at that time. They give a group mini-demonstration for the class as application of the skill of giving a demonstration.
Outline on Giving Demonstrations

This outline was prepared by the Department of the Navy and the Trident Training facility in Silverdale, Washington and provides the basis for the delivery of demonstrations in Navy classrooms and laboratories. According to the Navy Instructor Manual (1992), demonstration is the basic and most often used method of instruction for teaching technical skills. Demonstration, repetition, and student practice are emphasized.

1) Procedures and Guidelines
   a) Procedures
      i) Introduction
      ii) Presentation
         (1) Knowledge objective if required
         (2) Demonstration
         (3) Repetition step
      iii) Review/summary
   iv) Performance
      (1) Student practice
      (2) Student performance
   v) Critique
   vi) Assignment
   b) Guidelines
      i) Practice or rehearse the demonstration
      ii) Ensure that all materials are at hand
      iii) Ensure that all students can see and hear
      iv) Use questions throughout the demonstration
      v) Conduct a brief review of the steps upon conclusion of the demonstration as necessary

2) Method/techniques for presenting
   a) Instructor demonstration step
      i) Position students and training aid
      ii) Instructor shows and does each step slower than normal in step-by-step sequence
         (1) Tell and do simultaneously where possible
         (2) Do not hurry steps
         (3) Repeat difficult steps
         (4) Pause briefly after each step
         (5) Use student if necessary
         (6) Observe safety precautions and stress key points
         (7) Ensure visibility of materials by all students
         (8) Ask questions throughout steps to check student understanding
         (9) Use proper terminology
   b) Instructor repetition step
      i) Purpose
         (1) Show continuity of operation
         (2) Set standards of ease, speed and accuracy
      ii) Procedures
(1) Introduce instructor repetition step to class
   (a) Allow discussion only after repetition step is completed
(2) Perform job with proper ease, speed and accuracy
   (a) In accordance with conditions and standards
   (b) Streamline oral explanations so speed of performance will not be slowed
   (c) Follow all safety precautions
   (d) Allow students to ask questions at completion of repetition step
   (e) Repeat steps as necessary

c) Student repetition step
   i) Purpose: motivate students, build confidence, stimulate interest
   ii) Introduce step to entire class
   iii) Tell purpose of step
   iv) Explain what students must do
   v) If mental skill, tell students the problem that must be solved
   vi) Call average student to the front of classroom. (Do not ask for volunteers.)
   (1) Tell where to stand
   (2) Give specific directions
   (3) Put student at ease
   vii) Have student repeat job steps
   viii) Supervise and correct errors in a constructive fashion, but allow student opportunity to correct own errors
d) Instructor / student repetition step
   i) Introduce step to class
   ii) Purpose: actively involve as many students as possible
   iii) Solicit procedure from students
   (1) Students must include how to do, safety precautions, and proper sequence of doing job
e) Coach and pupil repetition step
   i) Pair students off or put in small groups
   ii) Designate one coach and one pupil
   iii) Pupil performs job
   iv) Coach corrects errors
   v) Instructor supervises
   vi) Students reverse roles and complete job again
f) Group performance repetition step
   i) Rearrange class if necessary
   ii) Introduce step to class
   iii) Issue materials
   iv) Instructor does each step slowly explaining
   (1) What to do
   (2) How to do it
   (3) Stress safety
   v) Students follow instructor by doing each step after instructor does it
   vi) Instructor ensures each step is accomplished, then does next step
   vii) Instructor should ask questions, supervise and correct errors
g) Performance step
   i) Where students practice under supervision until they have attained required proficiency
Group Discussion Strategy
Adapted by Marti Russell, 1990, from How to Teach Adults by William A. Draves.

Group discussion is a good educational strategy for adult learners. It can set a positive instructional climate, and foster warmth, rapport, and interest within the group. It also produces interaction among learners, and serves as a motivational tool encouraging learners to springboard further into the subject matter. It can also serve as a form of feedback on learner's progress with the new information.

Here are some suggestions in designing and facilitating a good discussion:

• Arrange group in circle.
• All participants (you too!) should be seated.
• Don’t make any speeches, nor allow any.
• Allow a good 15 minutes for the discussion to take off.
• Set a clearly defined question before the group, perhaps set in personal terms. (e.g. “Are you a good employee?”)
• Keep discussion on course. This is your job as the facilitator!
• Every once in a while, summarize what has been said.
• Provide participants with a sense of progress or satisfaction regarding the discussion. Add some shape or form to ideas that were verbalized so participants can see what occurred, and end on a positive note.
• Close discussion with an overall summary and compliments for a job well done!

Lesson Planning, Basic Considerations

• Keep presentation short (15-20 minutes).
• Beyond that, break it up with... practice sessions, questions, other participatory interactions.
• Determine level of learners.
• Involve students as much as possible.
• Use a variety of techniques (3-5 each session).
• Use frequent, relevant examples.
• When appropriate, use visual aids e.g. flip charts, chalk/white board, video, slides, transparencies (viewfoils) models, etc.
• Provide frequent opportunities for success.
• Model skills you are teaching.
• Provide for maximum time on task.
• Prepare thoroughly.
Sample Student Learning Outcomes, Competencies and Performance Objectives
Submitted by Norma Goldstein, Renton Technical College

These are samples for information literacy and job search.

**Student Outcomes:**
(Note the broad-based, comprehensive statements.)

- The student will be able to integrate information literacy processes to achieve career, academic, and personal goals.
- The student will demonstrate the ability to identify, evaluate and access relevant career resources.

**Competency statements:**
(Note the 1) **active verbs,** 2) **skills and knowledge** and 3) **criterion.**

- Students will **identify** and **implement** key job search strategies to industry standards and current business practices.
- Students will **access** current relevant employment resource information online to current industry standards.

**Performance Objective:**
(This is a well-worn term but may be useful for some evaluative tools. Note the 1) **active verbs,** 2) **specific learning skills and knowledge,** and 3) **conditions under which the skill will be learned or demonstrated.**)

- Using the online library catalog, students will **identify** at least three viable employment sources.
- Given a computer installed with Office 2000, students will **create** an electronic portfolio for their job search project after reviewing class samples.

*For further information and clarification on outcomes, please refer to Steve Quinn’s handouts, Student Learning Outcomes and Assessments and Outcomes Template in Section #18: Websites and Resources of this guide.*
Preparing Lesson Plans: Using the Appropriate Techniques

Adapted from *The Facilitative Instructor in the Learning Classroom*, Johnson County Community College, Instruction Module, 2001

Techniques for lessons depend on the types of students, their previous knowledge, the physical teaching environment and the available equipment and resources, and the desired student learning outcomes.

**To convey information, use:**
- lecture
- discussion group
- selected reading
- demonstration by an expert
- interviewing an expert

**To provide balanced presentation of a controversial subject, use:**
- discussion group
- various selected readings with differing points of view
- debate
- panel discussion
- simulation
- research assignments

**To involve people, use:**
- discussion
- field trips
- role playing
- guided experience
- written work
- case studies
- group work

**To teach a skill, use:**
- demonstration by an expert
- labs
- practice with feedback (coaching)
- shopwork
- guided experience
- written work (to outline each step)

**To pool thoughts and ideas, use:**
- discussion
- brainstorming
- group work

**To reinforce memory, use:**
- drill
- memory aids
- practice with feedback (coaching)
- written work
Sample Lesson Plan: How to Pack a Box
Submitted by Dan Pund, Warehousing Program, Renton Technical College

[Editor's note: This lesson plan was prepared by Dan Pund, instructor at Renton Technical College for his Warehousing Worker program. The class is comprised of 100% non-native English speakers and has specific emphasis on students acquiring English skills. We chose this demonstration lesson plan for its simplicity and clarity.]

LESSON PLAN
Program: Warehousing Worker
Course: Shipping and Receiving
Outcome/Course Competency: Students will demonstrate proper box-packing techniques according to industry standards.
Lesson: How to Pack a Box
Performance Objective: Given the materials necessary and an exacto knife, students will pack a box properly within requirements of industry standards.
Materials: Fragile items to be packaged, cardboard box materials, hand-out sheet.
Teaching Aids: Overhead projector, flip-chart, white-board, marking pens for overhead and flip-chart, eraser, television, and V.C.R.

Method/ Four-step Method:
I. Preparation (of the student): Introductory/Anticipatory set
   • Focusing exercise: Hand and arm stretch
   • Video: “Ace Ventura – Pet Detective” (about package mistreatment) 5 min.
   • Anecdotal Question – “Have you ever received a package containing something you ordered or treasured that was broken?” Discussion.

II. Presentation (of the skills):
   • Today, we are going to learn “How to Properly Pack a Box.”
   • One student keeps a running list of procedures on the white board, and another student keeps new vocabulary words on the flip-chart.
   • Instructor begins demonstration slowly, articulating each step. Students create a vocabulary list by oral discussion in class.
   • Safety issues: Instructor demonstrates and emphasizes correct holding of exacto-knife.
   • List should include all steps in the following list:
     1) Collect materials necessary
     2) Choose box size
3) Fold and tape box bottom  
4) Secure items for packing tightly  
5) Wrap items tightly with bubble-wrap and tape  
6) Place Styrofoam “peanuts” in bottom of box  
7) Place item in box  
8) Fill remainder of box with “peanuts”  
9) Fold top of box over and tape shut  
10) Label outside of box  

Key Points (Things to remember or say):  
- Students and instructor discuss vocabulary words and industry “buzz words” which students add to their glossary (i.e. fragile, handling, merchandise, “bubble wrap,” “peanuts,” tape gun, exacto-knife “blade,” etc.).  
- Safety issues using the exacto-knife and tape gun.  
- Discuss the importance of keeping items separated with “bubble wrap” and to wrap them tightly.  
- Discuss the importance of keeping the items in the middle of the box with “peanuts” on all sides.  
- Demonstrate the U.P.S. stress test. (Drop a box from 6 feet high and see if it breaks).  
- Talk about how this lesson leads into the next lesson on preparing shipping labels from U.P.S. and Federal Express software on the computer.  

III. Application: (Practice by the students under close supervision, guided practice)  
- Have a volunteer come up and do the task while another student reads the list that the class created.  
- Troubleshoot the list and the sequence of the demonstration as a class discussion.  
- Debrief the volunteer student and the class with feeling and evaluation questions.  
- Pair students off for guided practice. Students pack their boxes using the fragile item and packing materials available to them.  

IV. Evaluation (Test/performance to acceptable standards)  
- Students demonstrate proper handling of exacto-knives. (Teacher observation.)  
- Give students quiz to unscramble numbers to match the steps in proper order. Pass to 90% efficiency.  
- Student pack a fragile item in a box and complete the UPS stress test to test if packaging is sufficient to protect fragile item from breaking. Pass/Fail results  

Suggested Reading/Activities for Students:  
- Practice opportunities packing items during free time in classroom.  
Lesson Evaluation for Teaching #1

This evaluation was designed by a group of new instructors in an Elements of Teaching class, in Spring 1999, by Norma Goldstein, Renton Technical College.

Student __________________________________________ Date __________
Evaluator: __________________________
LESSON: ____________________________________________________________
Time began __________ finished ___________ Length ____________________

SPECIFY EXAMPLES WHERE IN THE LESSON THESE ATTRIBUTES WERE:

The lesson:
Were students actively involved in the learning? ___________________________
Was the lesson engaging and interesting? _________________________________
Was clear information given about the topic? _______________________________
Was the information pertinent and applicable? _____________________________
Was feedback to student understanding or of student performance included? __________
Did learners have an opportunity to apply the learning? ______________________
Was the lesson logical and sequential? Was it organized well? _________________
Was there good time management? ______________________________________
Was reflection or time to absorb the learning evident in the lesson? _________________
Did the lesson appeal to various learning modes and styles? ________________

The presenter:
Did the presenter demonstrate enthusiasm? _________________________________
Did the presenter model appropriate learning behavior? _______________________
Did the presenter and the learners accomplish the lesson goal? _________________
Did the presenter capture the learners' interest? ______________________________
Did the presenter use a variety of media? ________________________________

Students:
Was there a sense of satisfaction for students? _____________________________
Did the lesson and the learning spark students' imagination? _________________
How did the lesson indicate that students actually understood the learning and that it would be retained? ________________________________
Did the lesson get students to think? ______________________________________
Did the lesson lead or encourage students to do additional learning? __________

Assessment and evaluation:
Did all or some or any of the students learn the skill? _______________________
Did learners have an opportunity to demonstrate the learning? _______________
Was evaluation part of the lesson? _______________________________________
Were evaluation methods of student progress clear? _________________________

Evaluation comment: ________________________________________________ Grade __________
Sample Lesson Evaluation #2

This evaluation form was designed by a class of new instructor-learners in a Fall 1998 Elements of Teaching class at Renton Technical College as an assessment tool for their class lesson demonstrations.

**LESSON EVALUATION FOR TEACHING**

Instructor: __________________________ Date __________________
Evaluator: __________________________
LESSON: ____________________________________________________________
Time began __________ finished __________ Length ________________

<table>
<thead>
<tr>
<th>POINTS</th>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25)</td>
<td>Were students able to perform the skill?</td>
<td></td>
</tr>
<tr>
<td>(25)</td>
<td>Was the instructor prepared?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was lesson well-organized?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were there good transitions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were materials available?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handouts, AV???</td>
<td></td>
</tr>
<tr>
<td>(15)</td>
<td>Was the lesson interesting? Fun?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were students involved?</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>Was there application of the learning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was some of the lesson hands-on?</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>Was any of the learning or the lesson metacognitive?</td>
<td></td>
</tr>
<tr>
<td>(5)</td>
<td>Did the instructor manage time well?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan time well for the lesson?</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>Were various learning strategies used?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What were they?</td>
<td></td>
</tr>
<tr>
<td>(100)</td>
<td>Total Number of Points Earned</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation comment: ________________________________________________________________

Grade ______________

CURRICULUM GUIDE: TEACHING & FACILITATING LEARNING-LEVEL I 1.49
Model Lesson Plan Format

- Program: _____________________________
- Course: ______________________________

Student Learning Outcome or Course Competency:

- Lesson:_____________________________________________________

Specific learning objective: (Performance Objective)

- TOOLS & EQUIPMENT:
- MATERIALS:
- TEACHING AIDS:
- REFERENCES:

**METHOD/ Four-Step Method**

**I. PREPARATION (of the student): Introduction/Anticipatory set/The Hook**

**II. The LESSON:**  | Steps/Procedure | Key Points: Things to remember

---

1.50 CURRICULUM GUIDE: TEACHING & FACILITATING LEARNING - LEVEL I
II. The LESSON

Steps/Procedure

Key Points: Things to remember

III. APPLICATION

(Practice by students under close supervision, guided practice)

IV. EVALUATION

(Test/performance to acceptable standards)

Suggested Reading/Activities for Students: