

Module 11 Practical Teaching

Unit 11.2 Supervised Lessons

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Introduction

About this unit

Welcome to Unit 11.2 Supervised Lessons, the second of two units in Module 11 Practical Teaching.

This unit consists of four sections:

- *Section 1: Getting started*, which as its name suggests, helps you to draw together what you have learnt from previous modules and prepare for delivering and evaluating your own lessons.
- *Section 2: Planning your lessons* where you will review material from modules 3 and 4 as appropriate and prepare plans for three theory and three practical lessons.
- Section 2 contains Assignment 1, which requires you to submit the lesson plans to your tutor, for comment.
- *Section 3: Delivering your lessons*. You will deliver the 6 lessons (3 theory and 3 practical) and prepare a self-evaluation of them.
- Section 3 contains Assignment 2, which requires you to submit the self-evaluations to your tutor, for comment.
- *Section 4: Preparing for final assessment*. This requires you to prepare a 500 word report and submit it to your supervisor. The report will:
 - discuss your own, and the tutor's reports
 - revise your own report (Assignment 2) if appropriate
 - review the TVET curriculum.

How to use this unit

In addition to basic information, this unit includes activities and three assignments to be completed and submitted to your tutor. Assignments 1 and 2 are submitted to your tutor first. You will then review them and submit them with Assignment 3 to your TVET supervisor.

The activities will not be considered as part of your assessment for the unit. Their purpose is to assist you reflect and organise yourself as you proceed through the unit.

This book is not thick, but don't be misled by its apparent lack of content. The purpose of this module is to bring together the things you have done during your course, and this book will refer you back to previous modules rather than repeat the content here.

How you'll be assessed

You will be assessed on your response to three written assignments. Your TVET instructor will:

- review and assess your practical teaching assignment package (your lesson plans) ie Assignment 1
- review and assess your self-evaluations ie Assignment 2
- return the practical teaching assignment package to you with written feedback.

To complete the practical teaching assignment, you are asked to:

- negotiate with a tutor at your workplace to make classes available for you to teach
- negotiate with a tutor at your workplace to observe your practical teaching lessons
- negotiate with the tutor to assess your teaching assignment outcomes by means of your written reports
- have the tutor review the reports with you, then make amendments where appropriate and submit the assessment report to your TVET instructor
- package the written assignment with a 500 word critique of the TVET curriculum and return it to your TVET instructor.

Please contact your tutor regarding the time allowed for their completion.

Finding your way

As you work through the text you'll see symbols in the left margin of some pages. These icons guide you through the content.



Read



Important- take note!



Activity



Assessment task



Competency

The curriculum of this training program for Technical and Vocational teachers is competency based. The competency for each unit is expressed as a number of learning outcomes and assessment criteria. Assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has its own specified criteria. Recognition of prior learning is encouraged. If you feel confident that you have the necessary level of competence to successfully complete the assessment criteria below, you may be able to take the assessment without studying the unit.

Learning outcomes

When you have completed this unit, you should be able to:

- deliver, under the supervision of a tutor, a minimum of three theory lessons which you have prepared
- deliver, under the supervision of a tutor, a minimum of three practical lessons which you have prepared
- evaluate the student learning outcomes of the supervised lessons
- complete a written report on the outcomes and effectiveness of the practical teaching assignment.

Assessment criteria

Prepare a lesson plan for each supervised lesson indicating:

- learning objectives related to the students
- media to be used
- materials required
- teaching strategies
- key points
- student activities
- evaluation
- feed back
- follow-up activities

Evaluate each lesson discussing:

- student involvement
- achievement of objectives
- effectiveness of media used
- effectiveness of instructional strategies.

Report on the outcomes of the training experience and the effectiveness of the supervised teaching experience in the instructor development process.

The assessment criteria have been translated into three assignments. These are located at the end of this unit, and you will be referred to them as you proceed through the topic, or as directed by your course administrator.

Other resources

- Modules 3 and 4 in this course.

Section 1



Getting started

What's required?

This unit gives you the opportunity to plan and deliver lessons thus applying the principles and techniques you have covered in this module so far. In particular, you may want to use some of the techniques and strategies you observed in Unit 11.1 *Observation lessons*. This will help you to consolidate your understanding and reflect on skills and techniques that you can use in similar situations.

You will need to carefully review the material in:

- Module 3 Instructional techniques and
- Module 4 Learning Resources

So that you can highlight important principles and skills used in delivering effective lessons. The activities in this module are designed to help you in this process.

You'll need to do some careful planning, not only in regard to organising the teaching sessions, but also in terms of deciding what information you will need to collect prior to the session, during the session and at the end of the session to facilitate the preparation of your assessment.

Among things you will need to investigate are:

- the characteristics of the learners you will be teaching
- what you will be teaching and the learning outcomes students are expected to achieve
- how these learning outcomes relate to the previous and coming topic(s)
- appropriate methodology and teaching strategies
- suitable teaching aids and resources
- how you will evaluate the effectiveness of the teaching session and your performance
- how you will collect student feedback.

First, you should read the assignments carefully so you are clear about the outcomes you are expected to produce. Then, with a clear idea of

what's expected, start working through Sections 1 to 3 in this booklet which will guide you through the process encouraging you to review, organise, implement, reflect, evaluate and record.

Unit 11.1 referred to an old saying in educational circles:

*"I hear and I forget
I see and I remember
I do and I understand."*

Now is the time to take it a further step. This unit is about *doing* so that you can *consolidate* and *understand*.



Activity 1

Negotiate arrangements

Assignment 1 requires you to deliver at least three theory and three practical sessions in your area of subject expertise. Talk to your tutor about whether you can make these arrangements yourself or whether they will be made for you.

Remember, to complete the practical teaching assignment, you are asked to:

- negotiate with your tutor at your institution to make classes available for you to teach
- negotiate with your tutor at your institution to observe and evaluate your practical teaching lessons
- negotiate with your tutor at your institution to assess your teaching assignment outcomes by means of your written reports
- have your tutor at your institution review the reports with you

Make sure you have given yourself enough time to prepare the lessons prior to delivery. Preparation will require that you review your modules as discussed above, interview the teacher and / or the tutor about the class

The curriculum for this unit requires you to have access to:

1. a classroom
2. laboratory / workshop and / or demonstration space
3. safety equipment
4. audio-visual equipment
5. a minimum of ten students

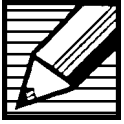
6. student and instructor evaluation instruments
7. a computer, printer and Windows software package.

Gaining access to these facilities will be part of your negotiations also.

There is some space below for you to insert the preliminary details of your negotiations, the program, and to do your planning.

[illegible]

Discuss your answers with your tutor.



Activity 2

Plan the evaluation

Assignment 2 requires you to prepare a 200-word evaluation of each of your lessons. We mentioned above that the evaluation could include things like:

- student involvement/ relationship with students
- achievement of learning outcomes
- student results
- effectiveness of student activities - use of classroom time
- effectiveness of media used
- effectiveness of instructional strategies.
- content: appropriateness, significance, accuracy

Now is a good time for you to list your initial thoughts on the methodology(s) you will use to evaluate your lessons.

Discuss your answers with your tutor.



Activity 3

Assignment 3 requires you to produce a final report (500 words) on the outcomes of the training experience and the effectiveness of the supervised teaching experience in the instructor development process.

Now is a good time for you to list your initial thoughts on the data you will collect to do this.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Summary

Planning is the key to success in this unit.

You will need to plan:

- what you will teach
- how, when and to whom you will deliver your lessons
- the evaluation of your lessons and your performance
- a final report

Section 2



Planning your Unit Plan/lessons

Collect background information

You will need information about the teaching context in which you will be participating. The context includes:

- the characteristics of the student group
- the course and subject and where the students are up to (topics to be covered)
- the aims and / or behavioural objectives of the sessions you will be teaching
- the training environment and methodology - is it face-to-face or flexible delivery, formal or informal?
- availability of resources – library, audio visuals, etc
- teaching strategies you will use



Activity 4

The characteristics of the student group

Unit 3.1 describes a range of factors to be considered in planning course delivery in the TVET environment. They included:

- adult learning principles and learning activities
- different methods of instruction and the merits of each
- characteristics of instructional strategies

Unit 3.5 provided information on how to prepare Unit Plans.

Unit 3.6 examined trainee characteristics in more detail, emphasising that:

‘The success of your lessons will in part depend on how well you have analysed the characteristics and differences of your trainees’.

Review these Units and discuss relevant aspects in respect to the students you will teach. Find out if and how content and delivery of the subject material has been adapted to suit the needs of the group or individuals within the group.

(Continued)

Record important points in the space below.

Discuss your answers with your tutor.



Activity 5

What is the students' current knowledge?

Educational objectives provide trainees with precise information about what is expected, so that they are more focused on working towards that objective, and possibly to get there more quickly through processes such as Recognition of Prior Learning (RPL).

However, it is equally important to know where the students are starting from. Trainees come to a session with a range of previous experiences and knowledge, and you need to consider this in your planning. Learning is a cumulative process – the learner builds on what he/she already knows.

This information is the foundation of our progress. We shall not be able to deliver effective lessons unless we start from some common ground. Two of the communication ground rules listed in Unit 3.6 were:

- evaluate existing knowledge, and
- move from the known to the unknown.

Two possible scenarios could happen if you begin teaching without first finding out just how much the students know already.

The first is that they already know the content or skills and are bored and almost impossible to interest and motivate. Boredom is the major enemy of the teacher.

The second is that they do not have a sufficient background and are confused and lost.

Neither scenario is acceptable.

There are two important things you need to know. One is “where are we going?” but equally important is “where have we come from?” The “roadmap” is incomplete without both pieces of information, because you will almost certainly begin the lesson with a quick revision of previous material. Teaching involves presenting trainees with new or additional information, but it also requires helping them to compare and integrate the old and the new.

It follows, too, that at the end of the lesson you should provide a link to the next lesson, but we shall look at that aspect later.

Record the information you have learnt about the students’ current position below.

Discuss your answers with your tutor.



The behavioural objectives of the sessions you will be teaching

Unit 3.2 introduced the concept of behavioural objectives in technical and vocational learning. It said that:

'A statement which describes what learners should be able to do when they complete a learning activity, the conditions under which learners will demonstrate their competency, and how it will be measured, is called a behavioural objective.'

We know that the three parts commonly found in a behavioural objective are:

1. the **performance**, or outcome. This is defined in terms of learning outcomes and assessment criteria or performance criteria
2. the **conditions**, and
3. the **standard**

Be sure your behavioural objectives are:

- significant
- clear
- measurable



Activity 6

When you begin negotiating to organise your units/lessons, you will have to be able to present the tutor with an outline of the educational objectives you hope to be able to achieve in the plans. Have a first attempt at defining them here.



The training environment—is it face-to-face or flexible delivery, formal or informal?

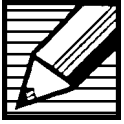
The training environment that you are working in will have an enormous impact on the way you prepare your lessons.

If you are planning lessons for a flexible delivery format, as I am doing here, it is possible to jump from one topic to another, not necessarily in any sequence, secure in the knowledge that it can all be put together logically later.

If you try planning to do that in a more formal, classroom-based situation, you will see disastrous results. For example, if you wanted to teach students in a classroom how to prepare a piece of timber for some furniture, it is most unlikely that you would show them how to plane it before you had it cut to size. On the other hand, if you were preparing a booklet for flexible delivery, the order of preparation is not significant, because that is all addressed at the final draft stage.

Similarly, an informal teaching environment will require different planning to a formal environment. The teaching environment may be determined, in part, by the student population and by the content. To go back to our previous example, it is unlikely that you would teach students to use heavy-duty wood machining tools in a relaxed, informal atmosphere because of the danger involved. Also, mature students will be more aware of safety implications than a younger group because of their wider range of life experience.

The environment will also have some implications for whether you allow the students to get involved in activities early in the process or whether you demonstrate the skills so that you keep control of the situation. For example, if you have a group of young students learning about magnetism, you can use a discovery learning approach. However, if they were to learn how to use a complex machine, a discovery learning approach would almost certainly cause major problems.

**Activity 7**

List here the implications of the training environment for the lessons you are planning. Are they significantly different for the theory and the practical lessons?



The criteria for choosing teaching strategies will include the following:

- Objective of lesson
- Size of class
- Nature of the subject matter
- Age of the students

**Activity 8**

List here how the content will influence the methodology you use.



Doing it—planning the unit lessons

The assessment requirement for this section asks you to prepare two Unit Plans and the minimum of three lessons you will be presenting. The curriculum from each unit this module lists specific requirements for the content of the plan. It says that the plan(s) must include:

- objectives related to the TVET curriculum
- media to be used
- materials required
- teaching strategies
- key points
- student activities
- evaluation
- feed back
- follow-up activities

All of these have been discussed in some detail in previous modules. Unit 3.6, in particular, was devoted entirely to lesson planning. The table below will remind you of the module(s) where the details are provided.

Content	Module(s) where discussed
Objectives related to TVET curriculum	Modules 3.2, 3.3
Media to be used	Module 4.2
Materials required	Modules 4.1, 4.2
Teaching strategies	Module 3.1
Key points	Module 3.6
Student activities	Module 3.6
Evaluation	Modules 3.3, 3.4, 3.6, 4.2
Feed back	Module 3.6
Follow-up activities	Module 3.6
Unit Plan	Module 3.5

Review the information on Unit planning in Unit 3.5 before preparing your Unit Plan. The suggested format for a Unit Plan is included. A quick revision of lesson planning is presented below.

Class lessons are developed out of the Unit Plan with each lesson covering a very specific aspect of Unit Plan. Remember that a Unit is a well-developed portion of the course centring on a single topic cluster of occupational competencies. The Unit Plan will consist of a series of lessons to be presented over a number of class sessions. The document describes the sub-topics, objectives, student activities, procedures, etc.

Implications for the lesson planning

What this translates to is a need for you to:

1. focus on the objectives
2. decide on appropriate content, perhaps dividing it into the three categories of:
 - must know
 - could know
 - nice to know
3. choose methodology(s) to suit the above
4. choose media to suit the above
5. check current knowledge / recall
6. plan for revision, summarising and feedback
7. plan how you will evaluate the complete process. If the outcomes have been achieved, how will you know?

We have included two sample lesson plans for you to use, but you may modify them or use something else which you find more helpful. You may also wish to refer to the lesson plan(s) you developed for Assignment 1 in Unit 3.6 and do more work on it.



Lesson planning - review

In Unit 3.5 a summary was provided to help you develop the body of your lesson. It is worth repeating it here.

Introduction

The introduction should stimulate a desire in the students to learn, just as an appetiser sharpens the appetite for the food to follow. Interesting introductions could include stories, problem-solving exercises, canvas of students for related experiences and many other strategies. Review Unit 5.5.

Develop the body of the lesson

Since each training session varies greatly, it is impossible to give any set guidelines for the body of your lesson. However, a number of basic principles and suggestions can be made:

- Try not to leave activities unfinished at the end of the lesson.
- Every lesson must have a beginning, middle and an end.
- Use a variety of training methods during each session, but don't overdo it! Get the trainees talking, demonstrate a skill, and get the trainees working. Remember to encourage active learning wherever possible.
- Reinforce what is being learned through revision, feedback and problem exercises.
- Vary the pace. Alternate periods of intense work with periods of reflection and discussion. Break up the lesson with occasional pauses of a minute or two to allow trainees to gather their thoughts, catch up or simply relax.
- Encourage participation of the trainees; involve them through questions, group work, and/or encourage them to help each other.
- Be flexible. If a practical session is working well, let it continue. If your presentation is not working, cut it short. Observe reactions of the trainees and invite feedback so that the trainees can help you vary the pace and structure of the session.
- Use training materials. Use the simplest that will do the job. A number of instructional aids will enhance your presentation, but too many make it very hectic for the instructor. Take care to have a "back-up" system if you are relying heavily on audio-visual aids. Make sure the training materials are integrated into your lesson and not just "tacked on" simply to add variety.
- Start and finish on time – a lesson should have a position conclusion and should not simply end with the ringing of the bell.

Conclusion

It is necessary to watch the clock to make sure that adequate time is reserved for this. It can take any of the following forms.

1. Revision of what has been covered in the lesson
2. Students reporting on activity.
3. Reading through or looking at some of the work produced.
4. Indicating the topic of the next lesson.

FORMAT FOR UNIT PLAN**UNIT PLAN****Subject** _____ **School** _____ **Teacher** _____**Unit Topic** _____**Overview** _____**Grade** _____**Duration** _____

Learning Objectives	Content	Learning Activities	Resources	Evaluation

LESSON PLAN for Theory Class	
Program / course	Group
Lesson title	Lesson / Unit No.
Lesson type	Time allocation
General Objective:	
Teaching Strategies..... Materials..... Media.....	Student activities
Introduction	Media
Development Step1..... Step 2..... Key points (things to remember)	
Conclusion a. Reinforcement of what was taught b. Pointing the way forward	

Evaluation

How did you do?

How did the students respond to the lesson?

Were the objectives met?

Did the teaching strategies work?

LESSON PLAN FORMAT (for Practical Class)

Course:

Subject:

Topic:

No of students:

Objectives:

Time	Key Points	Teacher Activities	Student Activities
.....
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Evaluation of lesson.....
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.....



Summary

- Planning is the key to success in this unit. This was included in the summary to Section 1, and it is still important.
- Lesson planning involves (in part) analysing the characteristics and differences of the trainees.
- Behavioural objectives are important, as they specify what you want the trainees to achieve and influence your choice of methodology.
- Consider the training environment also when planning the content and methodology of your lessons.

Section 3



Delivering / evaluating your lessons

By this stage you should be well advanced with all of the planning work for this unit.

Use the checklist below to mark your planning.

I have:	
<ul style="list-style-type: none">researched the characteristics of the learners, the context and the content	✓
<ul style="list-style-type: none">planned my practical teaching sessions	✓
<ul style="list-style-type: none">negotiated with my tutor to view my lesson plans, observe my teaching and provide me with feedback	✓
<ul style="list-style-type: none">negotiated with my tutor to discuss my written evaluation of my lessons	✓

Remember that your self evaluation (about 200 words), is expected to cover:

- student involvement
- meeting of objectives
- student results
- effectiveness of media used
- effectiveness of instructional strategies

You will need to consider beforehand how you will collect information for your evaluation so that you can incorporate this in your lesson plan.

200 words is not much; you will have to be concise.

Each of these topics would have been included in your formal lesson plan, so that you and your tutor both know which criteria will be used. Let's look at each of the topics briefly.

Student involvement

The student's learning is more important than what the teacher does. Adult learning principles recommend active involvement where all the appropriate senses are continually stimulated. Ideally, your lesson plan will capitalise on opportunities for the learners to do something after your introduction and explanation.

Part of your lesson planning was to analyse the characteristics of your learners. Another part was to list the student activities that would happen during your lesson(s). These could include:

- oral responses to the instructor's questions
- asking questions if unclear about an aspect of the subject
- completing worksheets prepared in advance
- working in small groups to discuss issues
- performing a particular task
- presenting some information to the group
- researching information in the library
- individual reading followed by discussion
- brainstorming
- role play
- simulated exercise

The list could go on and on! As a general rule, lessons will be more successful if they have a higher component of student participation. Your not-so-simple task is to coordinate and evaluate it.

Another very important part of student involvement is the feedback provided during the lesson. Even silence is a form of feedback, but may not be the type you are striving for.

Assess whether your objectives were appropriate, measurable and clearly stated.

Meeting of objectives

If your objectives are well written, your task to see whether they have been met should be fairly easy. Assess whether your objective were appropriate, measurable and clearly stated. We know from Unit 3.2 that an educational objective has three components. They are:

- the performance, i.e. what the learner is expected to do
- the conditions i.e. important conditions under which the performance is to take place, and
- the standard, which describes how well the learner will be expected to perform

Another aspect that should be of concern is whether the learner had the time during the lessons or practical sessions to complete all of the objectives.

Student results

This topic is not a lot different from the previous one. Did you expect ALL of the learners to meet ALL of the educational objectives planned for the lesson(s)?

An alternative may be that you expected 90% of the students to achieve all of the objectives, and the other 10% to have opportunities for follow up activities.

Another alternative may be that learners were not necessarily expected to meet the objective on their first attempt, but that they could have another attempt. If you were asking them to type at 45 words per minute for example, does it matter how many attempts they have?

Effectiveness of media used

You can evaluate the effectiveness of the media by:

- observation during the lesson
- inviting feedback (oral and / or written) from groups and users
- setting exercises and assignments designed to identify what learners gained from the presentation

It is important to realise that media used in lessons should not be expected to stand alone. They should be an integrated component of the lesson or practical; their purpose is to stimulate the senses through active learning. The use of media will be enriching for the learners provided that the media used have impact, are used for a purpose and are skilfully integrated into the session delivery.

Effectiveness of instructional strategies

Measuring (or evaluating) the instructional strategies focuses on the success of the lesson overall. It is a response that calls for comments from the learners or your educational administrator on the quality of:

- your delivery
- your methodology
- the content
- the facilities
- the form(s) of assessment
- the relevance of the session to the trainee's needs

Formative/summative evaluation

You will remember that these were discussed in Unit 3.4 *Measurement and Evaluation*.

Formative evaluation refers to assessing the worth or providing information about something—instructional materials, course content etc. in order to make on going changes. Implicit in the process of formative evaluation is the requirement that the activities being evaluated can be modified during or because of the conduct of the evaluation. Formative evaluations are characterised by flexibility and a commitment to making improvements as soon as they are seen to be necessary.

Summative evaluation assesses the worth or provides information on a programme at the programme's completion. Summative evaluations have little flexibility. They may be designed with improvement in mind, but any changes aimed at improving things are made at the end of the evaluation.

What we all need to remember is that the purpose of an evaluation is to improve the teaching / learning process. If we use the information provided to refine the training process, we can be assured that our learner's needs are being met through quality programmes.

On the next five pages are two sample forms you could use—one to formalise the evaluation of a practical session and another to formalise the evaluation of a theory session. If you find them useful, that's great, but feel free to modify them or use some other format acceptable to your tutor.

<i>EVALUATION OF PRACTICAL TRAINING SESSION</i>			
Trainer:		Time allowed:	
Session topic		Start time:	
INTRODUCTION			
Did the teacher: <ul style="list-style-type: none"> • introduce self to the learners? • clearly state the objectives of the session? • emphasise quality? • emphasise safety standards? • check on students previous experience before introducing the session? • motivate and encourage the learner • give the learner written job instruction / task breakdown information? 	Yes	No	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEVELOPMENT			
Show the skill			
Did the teacher: <ul style="list-style-type: none"> • organise materials and equipment • show and explain items to be used? • work so that all students could see • show and explain the use of special equipment? • maintain an appropriate pace • keep work space neat and tidy • explain housekeeping standards? • display skill in using the technique demonstrated, 	Yes	No	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Show and tell about the skill			
Did the teacher:	Yes	No	N/A
• ensure that the learners(s) could see clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• show and tell one skill one step at a time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• emphasise key points?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• follow the task breakdown without backtracking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• highlight correct methods, good housekeeping and safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ensure the learner could ask questions?			
Check understanding of the skill			
Did the teacher:	Yes	No	N/A
• ask the learner to perform the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ask the learner to describe all skill steps and key points?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practise the skill			
Did the teacher:	Yes	No	N/A
• have everything ready and properly arranged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• have the learner correct errors as they occur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ensure correct methods, good housekeeping and safety instructions were followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• structure adequate learner practise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• test the learner according to assessment criteria?			
CONCLUSION			
Did the learner	Yes	No	N/A
• briefly revise critical steps and key points?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• obtain student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ensure that the learner felt comfortable and confident and was aware of sessions to follow?			

FURTHER COMMENTS.....

.....

COMPETENT / NOT YET COMPETENT

ASSESSED BY:

STUDENT EVALUATION QUESTIONNAIRE 1

Course: Date:

Course leader:

Please tick (✓) the box that most closely describes your impression of each factor on the continuum running from left to right.

COURSE FACILITATOR					
Effective course facilitator					Poor group facilitator
Interested in participants					Not interested in participants
Encouraged discussion					Avoided discussion
Clearly audible					Difficult to hear
Spoke logically and clearly					Left me confused
Made me interested in the subject					Bored me
Seemed to know the subject					Didn't seem to know the subject
Encouraged me					Put me down
THE SESSIONS IN GENERAL					
Were informative					Were obvious
Well organised					Poorly organised
Time went quickly					Time dragged
Too much new material					Too little new material
High standard of presentation					Poorly presented
Too much practical					Too much theory
YOUR RESPONSE					
I have gained confidence					I have lost confidence
I enjoyed contributing					I wanted to say nothing
I have learnt a lot					I have learnt nothing
My comments/opinions were welcomed					My comments/opinions were not sought
I felt valued					I did not feel valued
We became a team					We disintegrated

<i>THE COURSE</i>					
Course objectives were met					Course objectives were not met
My objectives were met					My objectives were not met
Vocationally useful					Vocationally useless
Interesting					Boring
Course length was too long					Course length was too short
Used adult learning principles effectively					Failed to apply adult learning principles

STUDENT EVALUATION QUESTIONNAIRE 2

Which aspects of the session did you find most useful and why?

Which sessions did you find least useful and why?

What “little things” did you appreciate?

How could the course be improved?

If any, which of the subject areas covered would you like followed up as a short course?

What other comments would you offer to help us?

Name (optional):

Thank you for your cooperation.



Self assessment

Being self-critical is a constructive process when we examine our planning in relation to the actual conduct of a session.

Following this is a checklist that will help you to ensure that your delivery substantially and comprehensively fulfilled your planning.

Self assessment checklist

INTRODUCTION		
Did I:		
• grab the interest of the learners?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• orientate the learners to the subject in general?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• determine their level of current knowledge?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• use past experience of the learner to introduce the session?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• preview what followed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• motivate the learner?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• clearly specify the educational objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• prominently display these objectives throughout the session?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• manage the time well?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• show enthusiasm and confidence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• pace the lesson appropriately?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
DEVELOPMENT		
Did I:		
• use group work where appropriate?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• help the group to 'discover' information?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• ensure visual aids had sufficient impact, variety and imagination?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• use visual aids and equipment effectively?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• use questions effectively?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

ACTIVITY		
• Did I provide for different abilities in the class?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Did I sequence the activity steps appropriately?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Did I give the students enough opportunities for practising the behaviour presented in the objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Were the activities of sufficient duration?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Did the activity steps reinforce the explanation steps?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Were the activities sufficiently imaginative to maintain interest?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Was there sufficient variety in the activities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
SUMMARY		
• Were the summaries presented at appropriate places in the session?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Were results recorded as a form of reinforcement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
CONCLUSION		
Did I:		
• Summarise the main points of the session?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• Ensure that the educational objectives had been achieved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Summary

Planning is the key to success in this unit.

- In any evaluation, the key point is what the student learns; i.e. were they able to meet the educational objectives?
- At the end of the lesson, if you have successfully integrated your presentation, including the use of audio-visual aids and student learning, you will have done well. Your ability to reflect and evaluate your own practise will help you to grow and develop professionally.



Assignment No. 11.2-1

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due Date: _____

Prepare a lesson plan for each supervised lesson you are to conduct.

You may use any appropriate format for your plans.

The lesson plans **must** include:

- objectives related to the TVET curriculum
- media to be used
- materials required
- teaching strategies
- key points
- student activities
- evaluation
- feed back
- follow-up activities

Submit the lesson plans to your tutor for comments.



Assignment No. 11.2-2

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due Date:** _____

Prepare a 200-word evaluation of each of your lessons. You could negotiate the exact format of this assignment with your tutor, but the evaluation should include at least the following:

- student involvement
- meeting of objectives
- student results
- effectiveness of media used
- effectiveness of instructional strategies

You may prefer to write the evaluations in dot-point form or use the checklist provided in this booklet.

Submit the lesson plans to your tutor for comments.



Assignment No. 11.2-3

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due Date: _____

Part one

Review / summarise your lesson plans (150 words). Submit the review with the lesson plans to your TVET instructor.

Part two

Review / summarise the evaluations (150 words). Submit the review with the lesson plans to your TVET instructor.

Part three

Prepare a 200-word critique of the TVET core curriculum. Submit the critique with parts one and two to your TVET instructor