

TUTORS ASSIGNMENT CORRECTION GUIDE

MODULE 3 Instructional Techniques

UNIT 3.1 Instructional/Learning Strategies

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Unit 3.1 Instructional/Learning Strategies

This Guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.



Assignment 1

Unit 3.1 Instructional learning/strategies

To be completed and returned to your tutor for assessment.

Name: _____ Due date: _____

Question 1:

Answer true (T) or false (F) to the following:

- _____ Culture and customs impact on the effectiveness of a particular form of instruction
- _____ Learning how to make earthenware pots would classify as a predominantly cognitive skill
- _____ The ***most effective*** learning activity to learn pottery would be to attend a lecture by a well-known potter and artist
- _____ Developing an appreciation of jazz is an example of affective domain learning
- _____ Learning can be enhanced by including opportunities for active participation by the trainee
- _____ Learning will take place more readily if the student lacks motivation
- _____ Trainee anxiety can prevent effective learning
- _____ Well designed instruction will ignore skills and knowledge already possessed by the trainee
- _____ Effective instruction requires a match between the outcome to be achieved and the instructional/learning strategy
- _____ Effective instruction can ignore consideration of individual trainee characteristics and learning styles

Question Two:

Complete the sentences below using the appropriate word from the given list.

ADULT	RAPIDLY
ACTIVELY	RELEVANT
ACQUIRE	SPAN
FREQUENT	RATES
INDIVIDUAL	SWITCHING OFF
INFORMAL	TOLERANT
KNOW	FAILURE
MEANINGFUL	PROGRESS
MOTIVATED	TRAINER
PREVIOUS	

Principles of Learning**1. Adults must want to learn**

- (a) Adults are less _____ than children of learning for its own sake.
- (b) Before adults will apply themselves to learning they must have a desire to _____ the new knowledge or skill.
- (c) Adults are not normally well _____ to learn something that may be useful in the longer term.

2. Adults will learn only when they feel a need

- (a) Adults want their learning to be _____ to their lives.
- (b) Adults learn more _____ the more closely the learning task resembles the actual skills they are to finally attain.
- (c) Adults learn more rapidly the more _____ the material being studied.

3. Adults learn much more by “doing.”

- (a) While adults can learn by listening and watching, they're learning and retention increases greatly if they are _____ involved in the learning process.
- (b) Excessive “chalk and talk” will result in trainees “_____”.

*“I hear and I forget
I see and I remember
I do and I understand”
Old Chinese Proverb.*

4. Adults learn by solving realistic problems.

- (a) Adults expect to be given practical problems related to their _____ experience.
- (b) Problem solving activities, which make reference to true-to-life situations, work best for _____ learners.

5. Prior experience can assist learning.

- (a) Adults learn by building on what they already _____.
- (b) Learning can be facilitated by relating new knowledge and skills to the related prior knowledge and skills of _____ trainees.

6. Adults may react negatively to an environment that resembles a school classroom.

- (a) Adults learn much more in an _____ environment.

7. Adults respond to a variety of teaching methods.

- (a) Adults (and children) have a limited attention_____.
- (b) Adults (and children) take in information in different ways and at different _____.
- (c) To allow for these limitations and differences the_____ should employ a continuing variety of teaching methods.

8. Adults want guidance but not grades.

- (a) Adults want feedback on _____ being made and normally respond positively to sincere praise and guidance from the trainer.
- (b) Adults are normally reluctant to be tested or graded, often because of fear of _____ .

This assignment represents 25% of your total assessment for this Unit.



Assignment 1

Unit 3.1 Instructional learning/strategies

Guidelines for the correction and weighting of questions for Assignment 3.1-1

Question 1

True Culture and customs impact on the effectiveness of a particular form of instruction

False Learning how to make earthenware pots would classify as a predominantly cognitive skill

False The *most effective* learning activity to learn pottery would be to attend a lecture by a well known potter and artist

True Developing an appreciation of jazz is an example of affective domain learning

True Learning can be enhanced by including opportunities for active participation by the trainee

False Learning will take place more readily if the student lacks motivation

True Trainee anxiety can prevent effective learning

False Well-designed instruction will ignore skills and knowledge already possessed by the trainee

True Effective instruction requires a match between the outcome to be achieved and the instructional/learning strategy

False Effective instruction can ignore consideration of individual trainee characteristics and learning styles

1 mark each = total of 10 marks

Eight correct responses must be indicated to demonstrate the level of competency required for this section.

Question 2

1. Adults must want to learn

- (a) Adults are less ***tolerant*** than children of learning for its own sake
- (b) Before adults will apply themselves to learning they must have a desire to ***acquire*** the new knowledge or skill
- (c) Adults are not normally well ***motivated*** to learn something which may be useful in the longer term

2. Adults will learn only when they feel a need

- (a) Adults want their learning to be ***meaningful*** to their lives
- (b) Adults learn more ***rapidly*** the more closely the learning task resembles the actual skills they are to finally attain
- (c) Adults learn more rapidly the more ***relevant*** the material being studied

3. Adults learn much more by “doing”

- (a) While adults can learn by listening and watching, their learning and retention increases greatly if they are ***actively involved in the learning process***
- (b) *Excess “chalk and talk” will result in trainees “switching off”*

4. Adults learn by solving realistic problems

- (a) Adults expect to be given practical problems related to their ***previous*** experience
- (b) Problem solving activities which make reference to true-to-life situations work best for ***adult*** learners

5. Prior experience can assist learning

- (a) Adults learn by building on what they already ***know***
- (b) Learning can be facilitated by relating new knowledge and skills to the related prior knowledge and skills of ***individual*** trainees

6. **Adults may react negatively to an environment which resembles a school classroom**
- (a) Adults learn much more in an *informal* environment
7. **Adults respond to a variety of teaching methods**
- (a) Adults (and children) have a limited attention *span*
- (b) Adults (and children) take in different information in different ways and at *different rates*
- (c) To allow for these limitations and differences the *trainer* should employ a continuing variety of teaching methods
8. **Adults want guidance but not grades**
- (a) Adults want feedback on *progress* being made and normally respond to sincere praise and guidance from the trainer
- (b) Adults are normally reluctant to be tested or graded, often because of fear of *failure*

1 mark each
Total of 18

No more than one incorrect response in each section is acceptable.

Total 28

This assignment should represent 25% of the total assessment for the unit.

The second assignment will represent 30%

The third and final assignment will represent 45%

You will need to calculate the marks achieved for this assignment as a percentage of 25.

Example:

A student who achieves a score of 26 would have a percentage mark of 92% for this assignment. However, as this assignment represents only 25% of the final assessment, this figure needs to be adjusted.

Here's how to do it:

Step 1

Convert 26 to a percentage - $(26/28 \times 100 = 92\%)$

Step 2

Turn this percentage into a figure that represents 25% of the total assessment.

$$\begin{aligned} &92 \times 25 \text{ divided by } 100 \\ &= 2300 \text{ divided by } 100 \\ &= 23 \end{aligned}$$

You may choose to tell the student they have received 92% for this assignment and that it represents 25% towards their total assessment, with the following assignments being designed to accrue 30% and 45% respectively.

When the second and third assignments have been calculated, you simply add the three figures together to achieve the total percentage, but one that has been weighted appropriately to accommodate the level of knowledge and skill required in each.

Assessment Instrument

Module 3 Instructional Techniques

Unit 3.1 Instructional/Learning Strategies

Assignment No. 3.1 – 2

This assignment requires written responses to the questions which must cover:

- Selecting a scheduled training session to be presented to a group by the trainee and nominating the size of the group involved

Stating in detail how the trainee will conduct the session:

- the topic to be taught
 - the learning outcomes expected from the training
- the training environment
 - workshop, laboratory or other
- the method/s of instruction planned
 - reasons for the planned approach
- training aids to be used
- how the training aids will be used during the lesson
- presenting examples of the training aids developed by the trainee for the session



Assignment 2

Unit 3.1 Instructional learning/strategies

To be completed and returned to your tutor for assessment.

Name: _____ **Due date:** _____

Identify a training session you are scheduled to present to a group of trainees, stating the size of the group involved.

State how you will conduct the training session by describing:

- the topic to be taught:
 - learning outcomes you expect from the training
- your training environment:
 - workshop/laboratory
 - workplace
 - other
- the method or methods of instruction you plan to use:
 - reasons why you have chosen this approach (use the summary of advantages and disadvantages to assist you)
- the training aids you will use and how you will use them:
 - include any examples of training aids you have developed for this session

This assignment represents 30% of your total assessment for this Unit.



Assignment 2

Unit 3.1 Instructional learning/strategies

Guidelines for the correction and weighting of questions for Assignment 3.1-2

Question 1

Assignment No. 3.1 – 2

This assignment requires written responses to the questions which must cover:

- Selecting a scheduled training session to be presented to a group by the trainee and nominating the size of the group involved.

The topic selected should be for a lesson that could be comfortably accommodated within one session, and be within the area of the Trainee's area of expertise. The size of the group must be stated as the instructional strategy nominated needs to match the group size.

1 mark

Stating in detail how the trainee will conduct the session:

- the topic to be taught
 - the learning outcomes expected from the training

The actual learning outcomes must be specified and include the conditions under which the student will be expected to achieve the stated standard.

2 marks

- the training environment
 - workshop, laboratory or other

This should include a description of the training facility, including equipment necessary and any special requirements

2 marks

- the method/s of instruction planned
 - reasons for the planned approach

This section should outline the instructional strategy which is planned to be used, and valid reasons given for the choice. This should be considered in consideration of the nominated class size. E.g. If the strategy chosen is a demonstration, then it could be considered viable if the class size was appropriately small.

5 marks

- training aids to be used

This should include identification and a description of the aids to be used. The selection should be appropriate to the topic being addressed, the class size and the instructional strategy chosen.

5 marks

- how the training aids will be used during the lesson

Should include how, why and when the aids will be used.

5 marks

- Presenting examples of the training aids developed by the trainee for the session.

Presentation at a seminar session of the actual aids that would be used and a brief explanation to the group of why they were selected.

5 marks

Total 30 marks

Total marks attained for this assignment to demonstrate competency would be 25 out of the total of 30, which represents 83%. Half marks should be attained in each of the sections. If this is not achieved, the trainee should be asked to resubmit the assignment without penalty.

This assignment represents 30% of the total assessment for the unit.

The first assignment represented 25%

The third and final assignment will represent 45%

The mark for the first assignment required modification to represent a total of 25% of the final figure. As this assignment has an actual mark of 30 and the percentage of the final assessment is also 30, no calculation is required on this mark.

Assessment Instrument

Module 3 Instructional Techniques

Unit 3.1 Instructional/Learning Strategies

Assignment No. 3.1 – 3

This assignment requires you to complete a table and to develop a plan for a print-based self-study learning programme.

To demonstrate competence in these tasks, you will need to:

- Complete the table by nominating, as the best option in each case, instructional strategies and media for the given learning outcomes.
- Prepare a plan for a print based, self study learning programme which includes:
 - Selecting a topic in the trainee's industry or employment field (other than that selected in Assignment 2) for which the trainee is responsible for the training programme development.
 - An objective
 - An outline of the content
 - The sequence of steps the student should take
 - Explanations or samples of activities/exercises
 - Supporting material (diagram photos etc.)
 - Interaction points
 - Method of assessment



Assignment 3

Unit 3.1 Instructional learning/strategies

To be completed and returned to your tutor for assessment.

Name: _____ Due date: _____

Question 1

Against each of the following expected learning outcomes, and considering the conditions under which the instruction might be given, nominate the instructional strategy that you believe would be the best option and suggest any form of media that you feel would be relevant. Give brief reasons for your selection.

	Learning outcome	Instructional Strategy and media
1	60 students must be familiar with the orientation procedures of their education facility.	
2	20 students must determine the most relevant and critical elements that should be incorporated in their new curriculum.	

3	Teach a small group of trainees what safety clothing should be worn for specific tasks and ensure they know how to wear it.	
4	Ensure that all employees in a manufacturing plant understand the different classes of fire and know which fire extinguisher to use on what fire.	
5	Instruct a group of 12 students how to set a table for a formal, five-course dinner.	
6	Teach a new intake of 20 nurses, what their basic routine for a day would be.	

7.	Students must be able to find the latest information and techniques applicable to their field of study.	
8.	Students unable to attend regular classes need to be able to classify different types of chemicals related to agriculture.	
9.	Students need to be able to produce a short training video.	
10	A group of adult, evening class students, wish to qualify in oxy acetylene welding	

Question 2

Select a topic in your industry or employment field (other than the one you selected for Assignment 2) for which you are responsible for the development of a training program.

Prepare a ***plan*** for a print-based self-study learning program for the selected topic.

The plan should include:

- an objective
- an outline of the content
- the sequence of steps the student should take
- explanations of, or samples of activities/exercises
- supporting materials: diagrams, photographs etc.
- interaction checkpoints
- method of assessment.

This assignment represents 45% of your total assessment for this Unit.



Assignment 3

Unit 3.1 Instructional learning/strategies

Guidelines for the correction and weighting of questions for Assignment 3.1-3

Question 1

Against each of the following expected learning outcomes, and considering the conditions under which the instruction might be given, nominate the instructional strategy that you believe would be the best option and suggest any form of media that you feel would be relevant. Give brief reasons for your selection.

The following are suggested responses only. Providing the instructional strategies are appropriate to the class size and outcomes required, and valid reasons are given for their selection, full marks should be allocated.

	Learning Outcome	Instructional Strategy
1.	60 students must be familiar with the orientation procedures of their facility.	<ul style="list-style-type: none"> • <i>Short lecture</i> • <i>Video</i> • <i>Hand out with layout / map / instructions</i> • <i>Brief tour of students in groups if possible - simultaneously with video.</i> <p><i>This combination of lecture, plus the actual tour and a reference sheet should accommodate the large group, the need for all to be instructed simultaneously and the possibility of different learning styles.</i></p>

2.	20 students must determine the most relevant and critical elements that should be incorporated in their new curriculum.	<ul style="list-style-type: none"> • <i>Advance organiser issued in the form of a brief statement a week before to alert students to the objective of the exercise and to give them time to discuss it.</i> • <i>Total group discussion to clarify the task and identify the sections that should be incorporated, followed by small group discussion on the individual sections, then a plenary session to bring together all the elements and clarify issues raised.</i> <p><i>This task needs the considered input of all students so it is important for all individuals to have the opportunity to think about it, uncontaminated by group opinion.</i></p> <p><i>Small group discussion allows for viewpoints to be put in a less threatening atmosphere, while the total group plenary is necessary to achieve a consensus.</i></p>
3.	Teach a small group of trainees what safety clothing should be worn for specific tasks and ensure they know how to wear it.	<ul style="list-style-type: none"> • <i>Brief discussion and handout with illustrations of all clothing concerned and its specific purpose</i> • <i>Video of applications of safety clothing in industry</i> • <i>Actual clothing and equipment available</i> • <i>Trainees to try on clothing for accurate adjustment.</i> <p><i>Trainees need to see the equipment being worn in an actual industry situation to be aware of real need. Access to the clothing needs to be organised to ensure trainees know how to apply it properly. Handout notes for reference.</i></p>

4.	<p>Ensure all employees in a manufacturing plant understand the different classes of fire and know which fire extinguisher to use on what fire.</p>	<ul style="list-style-type: none"> • <i>Coloured hand out notes with explanations</i> • <i>Demonstration of how to use equipment and the effects on the different types of fires.</i> • <i>Video for recapitulation after demonstration</i> <p><i>Most fire departments can be approached to offer demonstrations to groups as it is impractical for students to actually use the equipment themselves.</i></p> <p><i>Coloured handouts are required, as colour coding of extinguishers is an integral element of identification.</i></p> <p><i>A video is an excellent reference for use between visits to or by the fire department as it can illustrate both types of fire and the correct use of extinguishers.</i></p>
5.	<p>Instruct a group of 12 students how to set a table for a formal five course dinner</p>	<ul style="list-style-type: none"> • <i>Practical demonstration</i> • <i>Live Work</i> <p><i>As this is a low risk activity, it is safe for Trainees to actually do the task, once instructed, in a real life situation. This allows them to observe the consequences of their work, yet does not threaten either client or student. If a live situation is not available, then a simulated experience would be useful</i></p>

6.	Teach a new intake of 20 nurses, what their basic routine for the day would be.	<ul style="list-style-type: none"> • <i>Brief Lecture</i> • <i>Reference notes including a check list of tasks</i> • <i>Tour of their activity area.</i> <p><i>Checklists for future reference assists new nurses ensure they have covered all aspects of their duties.</i></p> <p><i>A tour ensures they know exactly where they have to perform certain duties.</i></p>
7.	Students must be able to find the latest information and techniques applicable to their field of study	<ul style="list-style-type: none"> • <i>Demonstrate and practical access to the Internet</i> • <i>Institute explanation /demonstration of the library cataloguing system and loan arrangements</i> <p><i>The Internet offers the greatest spectrum of information, but if not available, effective use of library resources and access to inter library loans would be invaluable.</i></p>
8.	Students unable to attend regular classes need to be able to classify different types of chemicals related to agriculture.	<ul style="list-style-type: none"> • <i>Distance education materials including coloured slides or photographs, which describe in detail, the characteristics and uses of the chemicals.</i> • <i>If possible, a visit to a local agricultural supplier to match the chemicals described with actual samples. (This is if it is not safe or practical to forward samples of chemicals with the written material.</i>

9.	Students need to be able to produce a short training video.	<ul style="list-style-type: none">• <i>Lecture</i>• <i>Demonstration</i>• <i>Access to Owners Equipment manual</i>• <i>Access to “How to” manuals</i>• <i>Practical work</i> <p><i>As video production allows for a great deal of individual creativity, it is only necessary to offer Trainees the set of criteria for a good training video, ensure they can operate the equipment, and then allow them to practice.</i></p>
10.	A group of adult, evening class students wish to qualify in oxy acetylene welding.	<ul style="list-style-type: none">• <i>Short lecture</i>• <i>Self study materials including video</i>• <i>Demonstration</i>• <i>Supervised practice</i> <p><i>Welding is a high-risk task so must have careful supervision at all stages of the task. Trainees will advance at very different rates as welding requires a high degree of manipulative skill. This makes it important to allow Trainees to progress at their own rate of competence.</i></p>

3 marks each

Total 30

Question 2

Select a topic in your industry or employment field (other than the one you selected for Assignment 2) for which you are responsible for the development of a training programme.

Prepare a **plan** for a print-based self-study programme for the selected topic.

The outcome of this assignment should be a plan that could be handed to another subject specialist of the same field, and a production manager, and the programme be developed as the originator intended. If all aspects listed below are covered adequately, this should be able to occur.

A guide for allocating marks has been provided and the weighting indicates the detail anticipated.

The plan should include:

- | | |
|---|-----------------|
| • An objective | 3 marks |
| • An outline of content | 3 marks |
| • The sequence of steps the student must take | 10 marks |
| • Explanations of, or samples of activities/exercises | 10 marks |
| • Supporting materials: diagrams/photographs etc. | 10 marks |
| • Interaction checkpoints | 5 marks |
| • Method of assessment | 10 marks |

Total 60 marks

TOTAL 90 marks

Total marks attained for this assignment to demonstrate competency would be 50 out of the total of 60, which represents 83%. Half marks should be attained in each of the sections. If this is not achieved, the trainee should be asked to resubmit the assignment without penalty.

This assignment represents 45% of the total assessment for this unit.

The first assignment represented 25%

The second assignment represented 30%

The total mark for this assignment is 90, which is half of the 45 % it represents. The mark achieved will need to be divided by two to convert it to this percentage. Total allocation of assignment weightings:

Assignment 3.3-1 25%

Assignment 3.1-2 30%

Assignment 3.1-3 45%

TOTAL 100%