

Course Description — The Competent Instructor

Preview

Abstract *The Competent Instructor* is a three-day interactive course which prepares instructors to conduct existing courses of instruction. It is *not* a course to prepare presenters or designer-developers.

Prerequisites This course has no prerequisites.

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Course Duration and Delivery Schedules

Course duration in hours This course takes 21 hours to conduct – 3.5 hours for each of six sessions.

Duration	Day 1	Day 2	Day 3
100 min.	Session 1a	Session 3a	Session 5a
15 min.	<i>Break</i>	<i>Break</i>	<i>Break</i>
95 min.	Session 1b	Session 3b	Session 5b
30 min.	<i>Meal</i>	<i>Meal</i>	<i>Meal</i>
100 min.	Session 2a	Session 4a	Session 6a
15 min.	<i>Break</i>	<i>Break</i>	<i>Break</i>
95 min.	Session 2b	Session 4b	Session 6b

Course delivery options

The modular course structure permits various delivery schedules during normal working hours or after working hours:

- three full days, usually within the same week.
 - three full days, one week apart.
 - three successive Saturdays.
 - six half-days, spaced over a three-week period.
 - six evenings.
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Daytime schedule

This table includes options for scheduling the course *during* normal daytime working hours.

Daytime course schedule runs...	and each session runs...
• two sessions each day	8:30 AM to Noon,
• three successive days	1:00 PM to 4:30 PM.

After hours schedule

This table includes options for scheduling the course *after* normal working hours.

After-hours course schedule may run...	and each session runs...
• two sessions each weekend	8:30 AM to Noon,
• three successive weekends	1:00 PM to 4:30 PM.
or	or
• two sessions per week	5:30 PM to 9:00 PM.
• three successive weeks	

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Intended Learners

Targeted learners

The designer intended *The Competent Instructor* for persons who are responsible for instructing workers to perform working tasks, but who have not received advanced training or coaching in the art of instruction.

This group includes people who have

- never formally instructed others.
 - instructed others, but want to improve.
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Non-intended learners

The designer has specifically *not* intended this course for persons who are responsible for

- presenting information effectively, *or*
- persuading others to a particular point of view.

Choose another course to serve these needs, such as *The Competent Presenter*.

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Assumptions about Course Enrollees

List of assumptions

The designer assumed that these conditions exist for most people who enroll in this course of instruction. Enrollees —

- are able to read and write at Grade 12 level.

- are unaccustomed to taking an active part in courses they have attended at their place of employment.

- intend to use the knowledge and skills they gain from this course —
 - to instruct others in their work place.
 - within three months after completing the course.

- will be competent, but *not expert*, instructors after taking this course.

- mistakenly think that the art of instruction is —
 - easy to do
 - easy to learn
 - can be done with minimal support.

- will need additional courses if they intend to —
 - do persuasive presentations.
 - design new courses themselves.
 - deliver instruction by means other than group facilitation.

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Levels for Evaluating Instructor Competence

Evaluation levels

This instructional program evaluates instructor competence at three levels, by providing —

- directions for trainees to collect and record data on the Trainee evaluation form.
- demonstration projects and before-course/after-course questions to determine competence gained by trainees who complete the course.
- survey questions for course graduates to answer after three months of instructional opportunities at their work sites.

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Course Objectives

Course objectives The objectives for this course define the working tasks for which trainees are competent to perform after they complete this course, *The Competent Instructor*.
This table lists the course's terminal objectives.

After completing Sessions...	instructor-trainees will be able to...
1 and 2	<ul style="list-style-type: none">• use a common set of defined thinking skills as they plan, monitor, and evaluate instruction.• introduce new information with a direct, sensory experience of objects, events, and persons.• use the fishbone tool to plan, monitor, and evaluate three instructional resources: materials, methods, milieu.• apply guidelines for managing change.• recognize or create instructional objectives which are adequate and complete, and improve those which are not.• accommodate differing learning styles and modes during instruction.• Develop lesson plans which include analogies.
3 and 4	<ul style="list-style-type: none">• use the four-phase modeling process to demonstrate new skills.• include information on process, construct, fact, rules and guidelines, cues, <i>and</i> standards for acceptance, besides new concepts, actions, and situations.• sequence lesson plans according to the five-phase process, <i>Conscious Competence</i>.
5 and 6	<ul style="list-style-type: none">• demonstrate high-expectation behaviors for all learners.• use effective questioning to monitor learning progress.• create climate for effective learning.• Structure reinforcement patterns into lesson plans.

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Course Structure

Introduction This course is an instructional system for managing instructional information. The resources which the instructor manages during instructional tasks fall into these six basic categories:

- men and women
 - measures
 - methods
 - materials
 - machines
 - milieu.
-

Description The course structure has three basic parts. The focus of each part is the competent management of one of these most critical resources. This table tags and describes each basic part. We discuss these three resources next.

Basic Part	Description
materials	course data and information
methods	course processes and guided practices
Milieu	course climate for learning

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Materials

List of concepts

The course data and information that instructor-trainees must have to perform instructional tasks focus on these concepts:

- *concept*, as one of seven visual information fields.
 - *instructional objective*, as definition of a working task.
 - *lesson*, as phases of the conscious competence process.
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List of printed instructional materials

The list of printed instructional materials included in this course follows:

- facilitator guide.
 - learner guide.
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Presentation method: structured writing

The developer has analyzed, organized and presented all the instructional materials for the course facilitator and the enrollees by applying the principles and guidelines of the structured writing method.

This document is an example of structured writing.

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Methods

The conscious competence process The major method the designer emphasizes in this basic course is *not the lecture*, which has been so typical of highly technical course designs. Instead, the designer focuses on an empowerment process – the five phases of the conscious competence process:

1. Orientation
 2. Persuasion
 3. Instruction, guided practice, and closure
 4. Independent practice
 5. Evaluation
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Two versions This course includes two versions of the conscious competence process:

- the modeling process, *and*
- the lesson.

The modeling process The modeling process is the leanest form of empowerment. The instructor demonstrates new knowledge and skills, and gradually transfers his/her own expertise to the learner.

The lesson This course emphasizes the lesson as the basic learning process. Each phase of the lesson engages adult learners, no matter what their learning styles. The

- opening event presents the working task in a competent manner.
- benefits for becoming competent persuade and motivate the learner to manage the change process profitably.
- instruction phase transfers the form and function of the working task.
- guided practice and the closure activities move the learner from dependence upon the instructor to independent action.

More...

More... Methods

Interactivity This course maximizes the human resources in the learning group by structuring many interactive practice sessions, wherein participants play various roles in the instructional process.

Practice Frequent practicing of skills and knowledge in visual, auditory, and tactile modes assists learners to remember how to integrate their new knowledge back at the work site, assuming each learner is passionately motivated.

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Milieu

Importance of high expectations

The diversity of the multi-cultural work force demands a climate/milieu for adult learning that is —

- flexible,
- innovative, *and*
- interactive.

Managers need to have high expectations for every worker.

Instructors must reflect this same Pygmalion perspective:

“You get what you expect – so expect more, and you will get it!”

In this course, instructor-trainees learn how to demonstrate

“high expectation” behaviors equitably among all learners in their courses.

Milieu: climate-setting opportunities

This instructional system includes effective milieu/climate-setting opportunities. The course design —

- emphasizes thinking strategies which everyone can –
 - learn.
 - refer to with a common set of definitions.
 - use with confidence.
 - urges instructors to shift from the role of “sage on stage” to the role of “guide on the side.”
 - gives instructors confidence that they have the thinking strategies to solve any problem that arises in the learning space — even if they cannot possibly know all the answers in a fast-paced information age.
 - encourages instructor to ask questions of the learners that the instructors themselves don’t know the answers for.
 - gradually sensitizes trainees toward instructing in one-on-one, then small-group, then large-group settings.
 - They receive respectful feedback from their colleagues, and from videotape recordings of their own demonstrations.
 - gives each instructor-trainee a safe and supportive climate in which to focus on the integration of the elements of an effective lesson.
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Notes
