Model Answers for Before-Course Questions

Introduction   Model answers to before-course questions for *The Competent Instructor* appear here.

1. How did you find out about *The Competent Instructor(TCI)*?
   List the source of information from which you learned about it:
   ☐ Catalog
   ☐ Word of mouth
   ☐ Other_____(e.g., online)

2. Who initiated your enrolling in *TCI* course?
   ☐ I did it myself.
   ☐ My manager/supervisor recommended that I enroll.
   ☐ I and my manager/supervisor negotiated it as part of career plans.
   ☐ A co-worker who took the course suggested it.

3. How soon after you complete this *TCI* course do you expect
   to use what you learned?
   ☐ Within 3 days
   ☐ Within 3 weeks
   ☐ Within 3 months
   ☐ Sometime after 3 months
   ☐ I don't know right now.

4. This course is designed for technical experts who are new to instructing, *or*
   for technical instructors who want to learn advanced teaching skills.
   What is *your status*?

   Check all that apply:
   ☐ I am totally new to instructing.
   ☐ I have never formally conducted a course of instruction.
   ☐ I conducted one course of instruction once.
   ☐ I have taught one course more than twice.
   ☐ I have taught several different courses.
   ☐ I have taught many courses repeatedly.

   More…

More… Model Answers for Before-Course Questions

5. This course is *not* designed for people who want to make persuasive presentations to an audience in a non-instructional situation.

    Check all that apply: I have —
    ☐ no experience in presenting before an audience.
    ☐ never made a presentation at our work site.
    ☐ made one presentation once.
    ☐ made the same presentation more than twice.
    ☐ made several different presentations.
    ☐ presented repeatedly to many different groups.

6. This course has no prerequisites, but you bring with you much knowledge and many skills.
    What are your top three *strengths* for instructing?
    List in your own words:

    6.1_____*These responses will help you scope the learners'*_____

    6.2_____*entry-level knowledge, skills, and self-confidence.*_____

    6.3_____

    What are your top three *needs* for instructing effectively?
    List in your own words:

    6.4_____*These responses will help you scope the learners'*_____

    6.5_____*entry-level knowledge, skills, and self-confidence.*_____

    6.6_____

    More…

More… Model Answers for Before-Course Questions

7. Finally, please tell us what you know already about instructing effectively,
    so we can build on it. *Please respond to the following questions and items*.

    You are preparing to observe some instructors to see how well they conduct different
    courses of instruction. Since you can only focus your attention on a limited set of
    information during any observation, you need to adopt a "view point" for each visit.
    What different view points would you adopt?

    7.1 List the different view points you would adopt for this series of observations.

    *Any major instructional resource category that the new instructor must manage will be
    acceptable:*   content, process, climate/milieu *are expected answers.*

    7.2 Describe what changes occur during a learning experience,
       and *tell who is responsible* for learning within a course of instruction.

    The learner gains knowledge and skills in a joint responsibility with the instructor.
    The learner is responsible for managing the learning tasks.
    The instructor is responsible for managing the instructing tasks.

8. You are drafting a course proposal to instruct employees to complete their performance
    appraisal forms. You need to make sure that resources are available and adequate to satisfy
    the course requirements.
    Write here the types of instructional resources you will list in your proposal.

    Accept the six major resource categories: machines, methods, materials, men & women,
    measures, environment (milieu)*, as listed by Ishikawa's fishbone tool.*

    More…

More… Model Answers for Before-Course Questions

9. You are drafting a course proposal to instruct employees to complete their performance appraisal forms. Read all of the following activities in group A, group B, and group C. *Select one group only* (Group A, B, *or* C), *then tell which of the three activities* (1, 2, or 3) *you would rather do*, and *why*.

In each of these groups, Activity 1 is direct, sensory experience. Activity 2 is a representational experience. Activity 3 is a metacognitive experience. The responses to these items will help you determine where learners are locating themselves on the Learning Line.

Group A
☐ 1 Catching a softball
☐ 2 Sketching on paper how to catch a softball
☐ 3 Coaching a child to catch a softball safely
Why?_____

Group B
☐ 1 Preparing barbecued ribs
☐ 2 Illustrating a recipe for barbecued ribs
☐ 3 Teaching a friend how to barbecue ribs
Why?_____

Group C
☐ 1 Using a personal computer to prepare a newsletter
☐ 2 Drafting a job aid which illustrates how to apply desktop publishing software to newsletter production
☐ 3 Training people to use desktop publishing software
Why?_____

More…

More… Model Answers for Before-Course Questions

10.	Directions:	Match the correct definition with each thinking skill below by writing its number in the "?" column:

Skill	?	#	Definition
Analyzing	3	1	Arranging elements (esp. events) according to units of time
Applying	12	2	Arranging elements (events, objects, subjects) in a series
Evaluating	7	3	Breaking up any whole into its parts to find out their nature, proportion, function, or relationship
Grouping	9	4	Determining whether gaps exist in one's information, and if so, what information is needed to fill them
Observing	11	5	Estimating the consequences of events or behaviors, based on the recognition of patterns that repeat with high probability
Ordering	2	6	Forming a whole by bringing together separate parts
Questioning	4	7	Judging the significance, value or worth of information *after* an action sequence
Sequencing	1	8	Linking together concepts within contextual patterns which frequently have gaps
Synthesizing	6	9	Putting together elements with the same or similar properties or functions
Patterning	10	10	Repeating a selected arrangement of elements
Predicting	5	11	Using one or more of the senses to collect data; seeing, smelling, tasting, hearing, touching, feeling motion, feeling pressure, feeling heat
Telling the meaning of sentences	8	12	*Applying* means taking knowledge from the setting in which it is originally learned, and fitting it into a new setting, while maintaining the same relationships among the critical elements.

11.	For an existing course of instruction in word processing,
	correct each objective that is incomplete or inadequate:

1.	Given a desktop publishing system, trainee will improve the quality of printed materials.	*How, with what behavior, in what time period, to what standards?*

2.	Trainee will use a personal computer and MS Word to create a four-page report without any spelling errors. *Within what timeframe?*

3.	Trainee will type, save, retrieve, and print a two-page document. *To what standards of acceptability?*

More…

More… Model Answers for Before-Course Questions

12. U.S. law requires you to conduct a course in environmental safety to everyone at your site.
Briefly describe how you could make sure everyone mastered the basics of the law.
*Instruct and create guided practices in visual, auditory, and tactile modes; include
conceptual and procedural knowledge based on experiential event.
Emphasize the benefits and advantages of environmental safety.*

13. You are about to teach a beginners' course in desk-top publishing applications
for personal computers. Briefly describe *how* desk-top publishing for beginners is like some
other common experience, and *why* it is similar.   *Look for A:B::C:D patterns.*

14. You observe several model demonstrations of work skills, then you record the phases or
stages in each demonstration.
List in order the phases which an effective instructional process includes
to model a work-related skill.
*1. I'll do it, you'll observe.   2. I'll do it, you'll help.
3. You'll do it, I'll help.   4. You'll do it, I'll observe.*

15. Your manager assigns you to conduct a beginners' course for custodians at a local work site.
You look through the Instructor's Guide for other information,
besides "content knowledge," that beginning custodians need to know.
What do you expect to find, besides "content knowledge?"
List these other categories of information.
   Look for: action, situation, process, concept, cues, guidelines, construct, standards.

16. You compare several lessons printed from an instructional manual.
You discover some common elements in every effective lesson.
List the elements one commonly finds in effective lessons.
*1. Orientation   2. Persuasion   3. Instruction, guided practice, closure
4. Independent practice 5. Evaluation are the critical elements.
You may also expect to see* pre-test, post-test, *setting up* behavioral norms.

More…

More… Model Answers for Before-Course Questions

17. If you think ^Tracy has *high potential* for learning, as an instructor
    you would treat Tracy in these ways: [*List them here*.]
    Give equal opportunities to respond, give feedback, stand within arm's length,
    give help without being asked, give praise, use courteous words, wait at least
    five seconds before ending a response opportunity, pose developmental questions.

18. If you think Pat has low potential for learning, as an instructor
    you would treat Pat in these ways: [*List them here*.]
    Look for the same behaviors as above.

19. You know from watching programs like "Jeopardy" that most questions demand
    the contestant to recall information from memory.
    What questions could an instructor ask of learners to get them to do more
    with information than merely recall it from memory? [*List 2 or 3 here*.]
    Questions which evaluate student's comprehension, application, analysis, synthesis,
    or evaluation of the subject matter.

20. You are going to teach Course Y to X number of students for W hours at Z number of sites.
    How would you create a "climate" for learning which works every time and in every site?
    Include physical, social, psychological elements of comfort and safety.

21. An effective instructor facilitates both learning and remembering.
    How do you make it easy for students to remember what they have learned in your course
    of instruction? *Through frequent, spaced intervals of repetition in several different modes.*

END