

End-of-Course Questions

Directions

Now that you have completed this course, *The Competent Instructor*, please tell us what you know about instructing effectively.

- Respond to all the following questions and items.
- Write response in the space provided, but continue on the back, if you wish.
- Return your set of responses to your Facilitator before leaving the course.

1.0 Directions: Match the correct definition with each thinking skill below by writing its number in the “?” column:

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

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- 2.0 You are preparing an observation form to use when you visit an instructor to see how well she or he conducts a course of instruction. You need to adopt a “viewpoint” for each visit. What different viewpoints would you adopt?
List the different viewpoints you would adopt for a series of observations.
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- 3.1 *Describe* what changes occur during an effective learning experience.

- 3.2 What does the instructor manage, and what does the student manage?
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- 4.0 The “fishbone” is a management tool.
How does it help an instructor to plan, monitor, and evaluate the instructional process?
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- 5.0 You are required to conduct a course in *Environmental Safety Compliance* to everyone at your work site.
Briefly describe how you could ensure that all participants mastered the basic requirements, no matter what their preferred learning style or learning mode.
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- 6.0 For a course of instruction in word processing, re-write the objectives below so they are complete and adequate:
- 6.1 “Given desktop publishing software, trainee will improve the turnaround time for drafting, editing, and printing a student guide.”

 - 6.2 “Trainee will create a student handout, using a personal computer and MS Word to integrate graphics with text.”

 - 6.3 “Trainee will create, save, edit and print an instructor’s guide in *landscape* format with five columns.”
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7.0 You are about to teach a beginners’ course in negotiation skills to new first-level managers.

7.1 *Briefly describe* how negotiating by new managers is like some other common experience.

7.2 *Briefly describe* why negotiating is similar to that common experience.

8.0 You observe several classroom demonstrations of work skills, then you record the phases which each demonstration includes.

List in sequence the phases that you should include in an effective demonstration to model a work-related skill.

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9.0 You are assigned to conduct a course for beginning food-service workers. You look through the Instructor's Guide for other information, besides "content knowledge," that new food-service persons need to know. What do you expect to find, besides "content knowledge?"
List these other categories of information.

10.0 You compare several printed "lesson plans" from an instructional manual. You discover some elements are common to every effective lesson.
List the elements one commonly finds in any effective lesson.

11.1 If you're an instructor, and you think someone in your course has *high* potential for learning, you would treat that person in these ways:

11.2 If you're an instructor, and you think someone in your course has *low* potential for learning, you would treat that person in these ways:

12.0 You know from watching programs like "Jeopardy" that most questions demand that one recall information from memory. What kinds of questions could an instructor ask of students to get them to do more with information than merely recall it from memory? [*List 2 or 3 here.*]

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13.0 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?

14.0 Examine the following activities in group A, group B, and group C.
Mentally re-organize the three activities (1, 2, or 3) in each group
in order of the level of abstraction from the real world, *then*
check the items as directed:

14.1 Group A *Check the activity which is "most concrete:"*

- 1 Sketching on paper how to save a document to storage device
- 2 Saving a document created on a personal computer
- 3 Coaching a colleague to save a document safely

14.2 Group B *Check the activity which is "most abstract:"*

- 1 Teaching a friend how to connect the cables of a new computer system
- 2 Connecting cables of the new computer system
- 3 Illustrating a procedure to connect computer system components

14.3 Group C *Check the activity which is "most representational:"*

- 1 Using voice mail to leave a message for a co-worker
 - 2 Training people to use voice mail to leave a message
 - 3 Drafting a job aid which illustrates the procedure for using voice mail to leave a message for a co-worker
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15.0 An effective instructor helps students remember what the instructor teaches.
How do you help students remember back at work what they have learned
in your course of instruction?

Participant Please sign your name in this space, then PRINT your name and the date.

Signature: _____

Name: _____ *Date:* _____

Please return these responses to your Facilitator before leaving.

End