

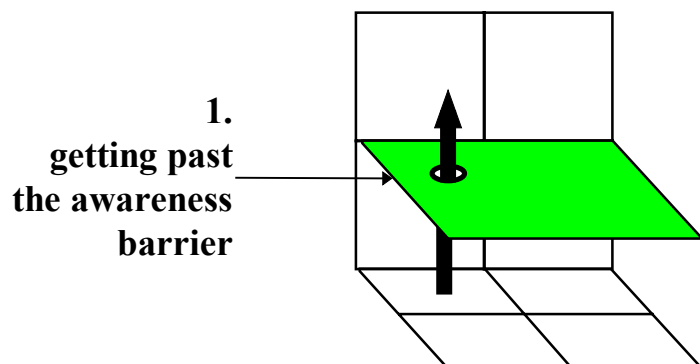
The Competent Instructor

This course has six sessions. Each session lasts for 210 minutes: 195' class time and 15' total break time.

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

Daytime course schedule runs...	Each session runs...	After-work course schedule runs...	Each session runs...
<ul style="list-style-type: none"> two sessions each day three successive days 	8:30 AM to Noon, 1:00 PM to 4:30 PM.	<ul style="list-style-type: none"> two sessions each weekend three successive weekends or two sessions per week three successive weeks 	8:30 AM to Noon, 1:00 PM to 4:30 PM. or 5:30 PM to 9:00 PM.

Phase of the Conscious Competence Process



Objectives for Sessions 1 & 2:

Upon completing this course, instructor-trainees will

- 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, *or* improve those which are not.
- accommodate differing learning styles and modes.
- develop lesson plans which include analogies.

The Competent Instructor

Time Used		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
Mins./Total						
Session 1a						
05	05	<i>Introducing course and selves</i> Who are we? What do we expect?	Introduce self. Name course. State course's purpose & target learners. Ask each learner in 15-20 seconds to tell <ul style="list-style-type: none"> • name and job title • one thing s/he expects to learn. • [optional] something unique or interesting about self. 	All		Learner Guide
05	10	<i>Verifying learner roster</i> Are all here who enrolled?	Circulate roster to all learners, ask them to check accuracy, make corrections/additions, sign names, return roster in 30'.	Individual		Roster
10	20	<i>Creating interest with ice breakers</i> Is this course fun?	Select any two of these ice breaker activities from Appendix B: <ul style="list-style-type: none"> • Nine Objects – Diagrams, • Eight Objects– Words, • Real Objects, • Thinking about Thinking. Do them quickly to stimulate interest and involvement. Tell learners they will build on these activities in later sessions.	All		Set of 4 Ice Breakers, directions, & objects, OH Projector
10	30	<i>Agreeing on learning standards</i> How will we learn together? How will we know we have arrived?	Point to page in learner guide labeled, "Effective lesson elements." <ul style="list-style-type: none"> • Discuss and list on chart paper: learners' expectations for their learning standards at each session. • Explain learners' accountability related to the learning standards. • Post list of learning standards, and ask learners to recommend changes as course progresses. • Tell learners to write other ideas on Post-Its, and put them up on Ideas chart for consideration when we review our learning at each session. 	All	1-2	<i>Effective Lesson Elements</i> chart paper, pen, Ideas chart, Post-Its
05	35	<i>Evaluating the course</i> Do we know how to collect and record data on evaluation form?	Now, examine Trainee Evaluation form with learners to relate all its items to on-going class activities. Elicit questions about what to observe and how to report learner responses on the form.			Trainee Evaluation form
05	40	<i>Surveying what we know already</i> What do we know before starting?	Distribute before-course questions to everyone. Point out that the end-of-course questions will cover the same objectives in alternate ways.			
15	55	<i>Orienting ourselves</i> Where are we now? Where are we headed?	Identify what learners will learn and why: <ul style="list-style-type: none"> • Show OH of course agenda; point to "road map" of TCI course. • Display OH for final task: <i>Conducting a Whole Lesson</i>, then tell them that we'll follow a well-traveled itinerary to reach our destination: being consciously competent as an instructor. 	All	1-16 1-23	<i>Agenda</i> TCI "road map" <i>Conducting Whole Lesson</i>

More...

The Competent Instructor

Time Used Mins./Total		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 1a						
		<i>Reading off class time>></i>	<ol style="list-style-type: none"> Tell learners to read before next session —all of <i>Effective Lesson Elements</i>, and —lesson plan/outline examples in the learner guide. Display OHs: <i>Conscious Competence 2-D</i> and <i>3-D</i> Explain Conscious Competence process, refer them to “Becoming Consciously Competent” Show OH: Objectives for Sessions 1 & 2, and explain to learners that —Objectives are definitions of the working tasks that an instructor must do on the job. —During this course, learning tasks lead to mastery of these working tasks. 	All	1- 2 <i>Effective Lesson Elements</i> 1-24 Lesson plans & outlines 1-32 <i>Conscious Competence 2-D</i> 1-33 <i>Conscious Competence 3-D</i> 1-34 <i>Phases of Conscious Competence</i> 1-35 <i>Becoming Consciously Competent</i> 1-38 <i>Objectives for Sess. 1 & 2</i>	
		<i>Transition</i>	<i>Say:</i> You will begin your learning tasks after you do some planning.			
15	70	<i>Planning for initial instructing</i> What do we need to get started?	<ol style="list-style-type: none"> Tell learners that the purpose of the next activity is to find out how they instruct right now, before they learn what this course will do for them as instructors. Tell the learners that they will need four inputs for this task: <i>[Do not use fishbone tool here.]</i> —Directions for the task: <i>Initial Instructing</i> —<i>Observing Learning Events</i> —List of defined thinking skills. —Directions for evaluating initial instruction. Allow them 10 minutes to read these task-input documents. Tell them merely to scan the list of defined thinking skills for now, just to know what the list includes, not necessarily to comprehend all the meanings. Describe PMI (+ / — / interesting) technique for exploring something as basis for observing. 	All	1-39 <i>Initial Instructing</i> GFX 1-42 <i>Observing Learning Events</i> C-1 <i>Thinking Skills ...</i> 1-47 <i>Evaluating Initial Instruction</i> 1-43 Observation #1	

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 1a					
30 100	<p><i>Initial instructing</i></p> <p>How do we instruct right now?</p> <p>02' Review directions</p> <p>05' Model demonstration</p> <p>05' Select topic</p> <p>18' Play rounds</p> <p><i>Note:</i> Before roleplaying rounds begin, tell how we will evaluate the results, to prepare ourselves as observers and evaluators.</p>	<ol style="list-style-type: none"> 1. Display OH: <i>Initial Instructing</i>. 2. Ask if anyone has questions about the task. Respond and clarify any confusion over the task's directions. 3. Assign learners to concurrent trios to instruct each other. 4. Allow learners 5 mins. to select a topic to teach. 5. Pick two volunteers to help you demonstrate the process, as below: <p style="margin-left: 20px;">Round Who does what in each trio</p> <ol style="list-style-type: none"> 1. A instructs, B learns, C observes & takes notes: 3 min. 2. A instructs, C learns, B observes & takes notes: 3 min. 3. B instructs, C learns, A observes & takes notes: 3 min. 4. B instructs, A learns, C observes & takes notes: 3 min. 5. C instructs, A learns, B observes & takes notes: 3 min. 6. C instructs, B learns, A observes & takes notes: 3 min. 		<p>1-40 <i>Initial Instructing</i>. TXT</p> <p>1-39 <i>Initial Instructing</i>. GFX</p> <p>1-47 <i>Evaluating Initial Instruction</i></p> <p>1-43 <i>Observation Grid</i> copies</p>	
15 115	<p><i>Taking a 15' Break:</i></p>	<p>Tell where the phones, restrooms and refreshments are .</p> <p><i>Say:</i> We will continue in 15 minutes.</p>			<p>Concurrent trios, in which each person –instructs 2x –learns 2x –observes 2x</p> <p>All</p>
End of Session 1a					

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials	
		Duration 100 min. 15 min. 95 min. 30 min. 100 min. 15 min. 95 min.	Day 1 Session 1a <i>Break</i> Session 1b <i>Meal</i> Session 2a <i>Break</i> Session 2b	Day 2 Session 3a <i>Break</i> Session 3b <i>Meal</i> Session 4a <i>Break</i> Session 4b	Day 3 Session 5a <i>Break</i> Session 5b <i>Meal</i> Session 6a <i>Break</i> Session 6b	
Session 1b						
10 125	<i>Evaluating initial instruction</i> How did we do?	1. Ask for feedback from “observer” role first, then from “learner” and finally from “instructor” role. 2. Compare “first instruction” with “second instruction.” 3. <i>Purpose:</i> to note any differences between learning styles and learning modes, but don’t get into the technical meanings or differences of styles vs. modes.	Whole group seated in trios	1-47	OH Projector <i>Evaluating Initial Instruction</i> <i>Observation Grid</i> notes	
	<i>Transition</i>	Display OH <i>Fishbone Diagram</i> , and <i>ask:</i> Is this a familiar diagram? What do you think it has to do with instructing and learning?	All	1-48	<i>Fishbone Diagram.</i>	
15 140	<i>Managing resources:</i> What do we need to manage to instruct learners?	1. Tell them to scan <i>Fishbone Diagrams</i> in the Learner Guide. 2. <i>Ask:</i> What were some resources you relied on for your initial instruction? 3. Record their responses by category on the <i>Fishbone Diagram</i> OH. 4. Compare Fishbone categories to those on observation grid. 5. Relate process of instructing to the process of managing resources. 6. Prioritize three Fishbone categories as most important: <ul style="list-style-type: none"> • Materials = content • Methods = process • Milieu = climate. 7. Show <i>Agenda</i> and <i>Say:</i> All 6 sessions of this course focus on managing three basic instructional resources. These session “themes” relate to the course Agenda. 8. <i>Say:</i> The “content” of this session focuses on the conceptual information we often refer to as “course material”—this ties back to Fishbone.	All	1-52 1-41 1-68 1-16	<i>Fishbone Diagrams</i> <i>Observation Grid</i> <i>Change Management Process</i> <i>Agenda</i>	

More...

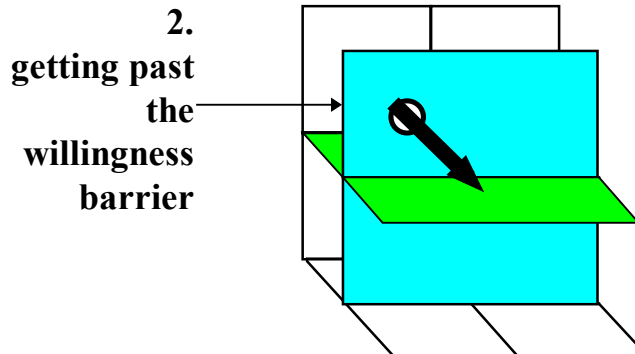
The Competent Instructor

Time Used		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
Mins./Total						
More...Session 1b						
10	150	<i>Forming concepts:</i> What material resources does a working task require?	<p><i>Ask:</i> “So, what is a concept? Let’s look as three definitions first.”</p> <p>Display definitions of <i>pencil, example, learning.</i></p> <p>Refer learners to reading in Guide:</p> <ul style="list-style-type: none"> • Concepts and Metaconcepts • Concept Definitions <p>Display definition of a concept: “A (concept) is (name of larger known group to which it belongs) with (list of critical attributes).”</p> <p>Relate managing one’s learning to the process of managing change.</p> <p>Display OH.</p> <p>Refer to definition of intelligence. Display <i>Improving Intelligence</i> OH.</p>	All	1-58 1-59 1-60 1-61 1-64 1-67	<i>Pencil, Defined</i> <i>Example, Defined</i> <i>Learning, Defined</i> <i>Concepts and Metaconcepts</i> <i>Concept Definitions</i> <i>Concept, Defined</i>
05	155	<i>Transition</i>	<p><i>Say:</i> We have examined conceptual information as part of the “content” focus of our initial instruction experience.</p> <p>Display <i>Fishbone Diagram</i> OH again.</p> <p><i>Say:</i> Now let’s examine what happens with the human resources.</p> <p>Point to <i>Fishbone-Men & Women.</i></p> <p><i>Say:</i> We will survey learning modes and styles to answer the question, “How do we prefer to learn?”</p>		1-51 1-52	<i>Fishbone Diagram</i> <i>Fishbone Diagrams</i>

More...

The Competent Instructor

Time Used Mins./Total		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 1b						
35	190	<i>Surveying learning modes & styles</i> How do we prefer to learn?	<ol style="list-style-type: none"> 1. Review and discuss OHs: <i>Learning Zone, Assimilation & Accommodation, Sequencing Learning Events, Principles To Rehearse & Recall, Guidelines for Planning Lessons</i> 2. Reinforce these positions for planning lessons: <ul style="list-style-type: none"> • Learning involves change, and change involves some discomfort. • Every mature learner moves along the Learning Line for any first-time learning. • A variety of input learning <i>modes</i> accommodates all members of a learning group. • Every mature learner moves flexibly among different types of learning styles even though preferring one or two. 	All	1-72 1-73 1-75 1-77 1-78	<i>Learning Zone</i> <i>Assim-Accom.</i> <i>Seq. Learning Events</i> <i>Principles To Rehearse & Recall</i> <i>Guidelines for Planning Lessons</i>
20	210	<i>Closing and Previewing</i> What did we learn so far? What will we learn next?	<p><i>Say:</i> Let's see what have you learned this session. Ask random learners this sequence of four questions: [Wait for learner to respond after you ask each question.]</p> <ol style="list-style-type: none"> 1. What is the tag for something you have learned during this session? 2. How do you explain it in your own words? 3. What ways do you plan to use it at work? 4. Predict: What will happen when you put it to use at work? <p>Tell learners to make summary notes on their Closure Action Plans. Preview major learning points for next session. <i>Display OH: Objectives for Sessions 1 and 2.</i> <i>Say:</i> Bring your course materials and blank videotapes to next session.</p>	All	1-79 1-80 1-38	Learner Guide <i>Closure</i> <i>Closure Action Plan</i> <i>Objectives for Sess. 1 & 2</i>
Total session lasts for 3.5 hours.						
30		<i>Breaking for meal</i>	<p>Ask learners to return, ready to continue in 30 minutes. Before taking your meal break, set up table of objects for next activity.</p>	All		



The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials																																
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Duration</td> <td style="text-align: center;">Day 1</td> <td style="text-align: center;">Day 2</td> <td style="text-align: center;">Day 3</td> </tr> <tr> <td style="text-align: center;">100 min.</td> <td style="text-align: center;">Session 1a</td> <td style="text-align: center;">Session 3a</td> <td style="text-align: center;">Session 5a</td> </tr> <tr> <td style="text-align: center;">15 min.</td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> </tr> <tr> <td style="text-align: center;">95 min.</td> <td style="text-align: center;">Session 1b</td> <td style="text-align: center;">Session 3b</td> <td style="text-align: center;">Session 5b</td> </tr> <tr> <td style="text-align: center;">30 min.</td> <td style="text-align: center;"><i>Meal</i></td> <td style="text-align: center;"><i>Meal</i></td> <td style="text-align: center;"><i>Meal</i></td> </tr> <tr> <td style="text-align: center;">100 min.</td> <td style="text-align: center;">Session 2a</td> <td style="text-align: center;">Session 4a</td> <td style="text-align: center;">Session 6a</td> </tr> <tr> <td style="text-align: center;">15 min.</td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> </tr> <tr> <td style="text-align: center;">95 min.</td> <td style="text-align: center;">Session 2b</td> <td style="text-align: center;">Session 4b</td> <td style="text-align: center;">Session 6b</td> </tr> </table>	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			
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																																		
Session 2a																																					
15 15	<p><i>Overviewing the course,</i> <i>Previewing session 2,</i> <i>Reviewing session 1</i> Where are we now? What will we learn now? What progress have we made?</p>	<p>Display OH: Agenda. Display OH: <i>Objectives for Sessions 1 & 2.</i> Relate agenda and objectives to the course road map, and show where we are now. Ask learners to describe in their own words:</p> <ul style="list-style-type: none"> • Fishbone as a tool for managing learning resources • Learning Line for sequencing learning events • Comfort-Learning-Panic zones • Learning modes and styles. • How well the course meets learners' objectives. 	All	<p>1-16 1-38 1-51 1-75 1-72 1-77</p>	<p>Learner Guide <i>Agenda</i>, TCI road map Objs. for Sess. 1 & 2 <i>Fishbone Diagram</i> <i>Seq. Learning Events</i> <i>Learning Zone</i> <i>Principles To Rehearse & Recall</i></p>																																
05 20	<p><i>Creating interest:</i> How might an object be useful during instruction?</p>	<ul style="list-style-type: none"> • Ask learners: how might you use an object during instruction? • Select an object, such as the model airplane, and hold it up as they respond. <p><i>Note:</i> Learners may or may not connect the object to the Learning Line, and the concept of "sequencing learning events." It's okay if they don't as yet.</p>	All		<p>Kit of interesting objects: model plane, cards, puzzle, bell, geode, diskette, etc.</p>																																
20 40	<p><i>Planning to instruct how to do a task</i> What do we need to get started?</p> <p>05' Fishboning 02' Pointing out task-input docs. 13' Read task-input documents</p>	<ol style="list-style-type: none"> 1. Tell learners to plan for next event by fishboning instructional resources, then Display <i>Fishbone Diagram</i> OH. 2. Tell them to write on their own copies. 3. <i>Say:</i> You will need five inputs for this task. <ul style="list-style-type: none"> • Directions for the task: Instructing How To Do a Task • Observation Grid copy • List of defined thinking skills. • Directions for evaluating of content instruction • An interesting object. 4. Allow them 13 minutes to read these task-input documents. 5. <i>Say:</i> Just scan the list of defined thinking skills to see what's there. 	All	<p>1-52 2-2 1-41 C-1 2-5</p>	<p><i>Fishbone Diagrams</i></p> <p><i>Instructing How To Do a...</i> <i>Observation Grid</i> <i>Thinking Skills ...</i> <i>Evaluating Content Instruction</i> Interesting objects</p>																																

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

More...Session 1a

65 105	<p><i>Instructing How To Do a Task:</i> How do objects ground our learning?</p> <p>08' Review directions 03' Model demonstration 04' Select task & object 50' Play rounds</p> <p><i>Observing Content</i></p>	<p>Display OH: <i>Instructing How To Do a Task.</i> <i>Ask:</i> Does anyone have a ny questions about the task? Respond and clarify any confusion over the task's directions. Assign code letters to learners to instruct, observe, and videotape "content" in successive 4-minute rounds. Post letters & names on chart. Demonstrate how to load cassette into video camcorder. Allow learners 4 mins. to select tasks and objects they will be using to instruct others how to do a task. For 12 participants, use this pattern of rounds:</p>	Sequential tasks: each person instructs once, observes and reports to one other instructor, <i>and</i> videotapes one instructor.	2-2 1-41	<p><i>Instructing How To Do a Task</i> <i>Observation Grid</i> copy Chart, pens, objects</p> <p><i>Observation Grid</i> notes</p>
--------	---	--	---	-----------------	---

	Round	1	2	3	4	5	6	7	8	9	10	11	12
2' Instruct or observe	Instruct	A	D	G	J	B	E	H	K	C	F	I	L
+2' Report by observer	Observe	B	E	H	K	C	F	I	L	A	D	G	J
4' Videotape	Videotape	C	F	I	L	A	D	G	J	B	E	H	K

While others perform, each person "relaxes" and observes silently. Trainees have 10'-15' between roles.

Directing option
4' extra with 11 pp.

	Round	1	2	3	4	5	6	7	8	9	10	11
2' Instruct or observe	Instruct	A	D	G	J	B	E	H	K	C	F	I
+2' Report by observer	Observe	B	E	H	K	C	F	I	A	D	G	J
4' Videotape	Videotape	C	F	I	A	D	G	J	B	E	H	K

For 11 participants, use this pattern for 11 rounds in 44'

Directing option
10' extra with 11 pp.

	Round	1	2	3	4	5	6	7	8	9	10
2' Instruct or observe	Instruct	A	D	G	J	C	F	I	B	E	H
+2' Report by observer	Observe	B	E	H	A	D	G	J	C	F	I
4' Videotape	Videotape	C	F	I	B	E	H	A	D	G	J

For 10 participants, use this pattern for 10 rounds in 40'

15 120	<p><i>Taking a Break</i></p> <p>End of Session 2a</p>	<p>Demonstrate camcorder operation to C while F watches. Prepare each <i>camcorder operator</i> by telling her/him to monitor what the previous camcorder operator does. Tell learners to return, ready to continue in 15 minutes.</p>			<p>Camcorder, tripod Videotape—blank</p>
--------	--	--	--	--	--

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials																																
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Duration</td> <td style="text-align: center;">Day 1</td> <td style="text-align: center;">Day 2</td> <td style="text-align: center;">Day 3</td> </tr> <tr> <td style="text-align: center;">100 min.</td> <td style="text-align: center;">Session 1a</td> <td style="text-align: center;">Session 3a</td> <td style="text-align: center;">Session 5a</td> </tr> <tr> <td style="text-align: center;">15 min.</td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> </tr> <tr> <td style="text-align: center;">95 min.</td> <td style="text-align: center;">Session 1b</td> <td style="text-align: center;">Session 3b</td> <td style="text-align: center;">Session 5b</td> </tr> <tr> <td style="text-align: center;">30 min.</td> <td style="text-align: center;"><i>Meal</i></td> <td style="text-align: center;"><i>Meal</i></td> <td style="text-align: center;"><i>Meal</i></td> </tr> <tr> <td style="text-align: center;">100 min.</td> <td style="text-align: center;">Session 2a</td> <td style="text-align: center;">Session 4a</td> <td style="text-align: center;">Session 6a</td> </tr> <tr> <td style="text-align: center;">15 min.</td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> </tr> <tr> <td style="text-align: center;">95 min.</td> <td style="text-align: center;">Session 2b</td> <td style="text-align: center;">Session 4b</td> <td style="text-align: center;">Session 6b</td> </tr> </table>	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			
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																																		
Session 2b																																					
15 135	<i>Evaluating content instruction:</i> How do objects affect learning how to do a task?	<p>Ask group to share their general observations about the content they learned from each instructor, using PMI results.</p> <p><i>Ask:</i> How was learning affected by —</p> <ul style="list-style-type: none"> • physical objects? • learners' interest? • learning modes and styles? <p><i>Ask:</i> How faithfully did each “instructor” follow the design objective —</p> <ul style="list-style-type: none"> • to use a physical object? • instruct in 3 minutes about how to do a task at work, its purpose, and one thinking skill it requires? <p>Ask each “instructor”: How did the videotaping affect your <i>concentration</i> on the content?</p>	All	2-5	<i>Observation Grid</i> notes <i>Eval. Content Instruction</i>																																
05 140	<i>Transition</i>	<p>1. <i>Ask:</i> Do you think you can write an instructional objective which defines one thing you taught or learned during this activity?</p> <p>2. <i>Say:</i> It's OK, if you're cannot!</p> <p>3. <i>Ask:</i> What does an instructional objective need to be</p> <ul style="list-style-type: none"> • adequate? • complete? 	All																																		
20 160	<i>Creating instructional objectives</i> How do we define learning tasks? When is an objective adequate and complete?	<p>4. <i>Say:</i> Please read directions on OH: Creating Instructional Objs.</p> <p>5. <i>Say:</i> Please work with a partner to practice writing objectives.</p> <p>6. <i>Say:</i> Please take 15 minutes for pairs activity, and 5 minutes for evaluating results.</p>	Pairs / trios	2-6 2-7 2-9	<i>Creating Instruc. Objs.</i> <i>Concept of Instruct. Obj.</i> <i>Practice Writing Objs.</i>																																

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

More...Session 2b

05 165	<i>Creating interest:</i> Why should we learn about analogies?	<i>Ask:</i> What are the benefits of a bridge? What are the benefits of a transportation vehicle? How might these benefits be alike? Tell learners to focus on the model airplane, and consider how it represents the concept of moving people from A to B. <i>Purpose:</i> Introduce the model airplane as the basis for an analogy about the processes of instruction and transportation. <i>Segue:</i> Before we develop this analogy,	All		Model airplane
--------	---	--	-----	--	----------------

10 175	Defining concept of analogy:	<p style="text-align: center;">we need to examine the concept of analogy.</p> <ol style="list-style-type: none"> 1. Refer learners to the two examples of analogy in Learner’s Guide. 2. Divide group into two halves: <ul style="list-style-type: none"> • assign one half to read the <i>bicycle</i> example in 5 minutes. • assign other half to read the <i>cloth</i> example in 5 minutes. 3. Tell those in the <i>bicycle</i> group to stand and pair up with someone from the <i>cloth</i> group. <ul style="list-style-type: none"> • Each learner asks partner: What is an analogy? • Break up pair, then form new pair. • Each learner asks partner: What is an analogy? Then sit down. 	Two groups	2-11	<i>Analogy – Bridge between Physical and Abstract</i>
--------	------------------------------	---	------------	------	---

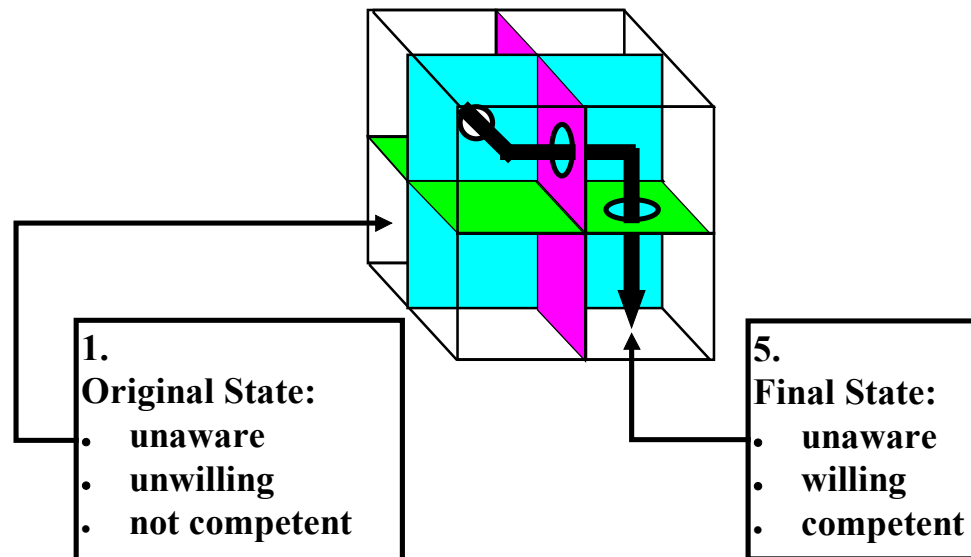
10 185	<i>Developing an analogy:</i> What familiar relationship can we use to understand this concept?	<ul style="list-style-type: none"> • <i>Ask:</i> How is a course of instruction like a transportation vehicle? • Chart brainstormed ideas, such as <i>planning the trip, getting a travel agent, buying tickets, getting to the right plane, piloting the plane, making passengers comfortable and safe, taking off and landing the plane on schedule, servicing the plane, building the plane, etc.</i> • Arrange the results in parallel columns on chart paper, and ask learners to prepare same parallel structure: 	All	2-19	<i>Developing an analogy</i> chart paper pens
--------	--	--	-----	------	---

Transportation Process	Instruction Process
Map of travel territory	Mind map
Need/interest to travel	Motivation to learn
Travel objectives	Learning objectives
Travel agent	Subject Matter Expert
Airline	Learning Center/School
Passengers/Customers	Learners, target audience
Pilots	Instructors
Flight attendants	Facilitators
Planes	Courses of instruction
Gate attendants	Registrars
Mechanics	Curriculum evaluators
Plane designers	Instructional designers
Plane builders	Instructional developers

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 2b					
10 195	<i>Relating analogy to Learning Line:</i> Why does analogy work as a bridge?	<ul style="list-style-type: none"> • <i>Ask:</i> How does using analogy relate to sequencing learning events on the Learning line? • Conclude by sharing the list of other potential analogies. • Tell learners that you expect them to include an analogy in their final lesson. 	All	1-75 2-10	<i>Seq. Learning Events</i> <i>Analogy – Bridge...</i>
15 210	<i>Closing and previewing</i> What did we learn so far? What will we learn next?	<p><i>Say:</i> Let's recall what we have learned this session.</p> <p><i>Ask random learners this sequence of four questions:</i> [Wait for learner to respond after you ask each question.]</p> <ol style="list-style-type: none"> 1. What is the tag for something you have learned? 2. How do you explain it in your own words? 3. What ways do you plan to use it at work? 4. Predict" What will happen when you put it to use at work? <p><i>Say:</i> Please make summary notes on your <i>Closure Action Plans</i>.</p> <ul style="list-style-type: none"> • Preview major learning points for next session. • Display OH: <i>Objectives for Sessions 3 and 4</i>. • Tell learners to bring their course materials and blank videotapes to the next session, and to read <i>Creating Developmental Questions</i> before coming to Session 4. 	All	1-79	Learner Guide <i>Closure</i>
				1-80 2-23 4-2	<i>Closure Action Plan</i> <i>Objectives for Sess. 3 & 4</i> <i>Creating Dev. Questions</i>



Total session lasts for 3.5 hours.

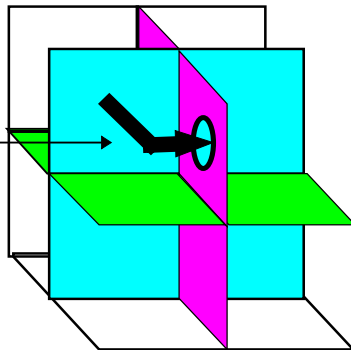
The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

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

Phase 3 of the Conscious Competence Process

3.
getting past
the competence
barrier



Objectives for Sessions 3 & 4:

Upon completing this course, instructor-trainees will

- use the four-phase modeling process to demonstrate new skills.
- include information on –
 - process,
 - construct,
 - concept,
 - fact,
 - rules and guidelines,
 - cues, *and*
 - standards for acceptance,
 besides new *concepts, actions, and situations*.
- sequence lesson plans according to the five-phase *Conscious Competence* process.

The Competent Instructor

Time Used		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
Mins./Total						
Session 3a Set up table of objects for next activity before starting this session.						
20	20	<p><i>Overviewing the course</i> <i>Previewing Session 3, and</i> <i>Reviewing Sessions 1 & 2</i></p> <p>05' Overview, preview 05' Prepare "answers" 10' Play review game</p>	<p>Display OH: <i>Agenda</i>, then display OH: <i>Objectives for Sessions 3 & 4</i>. Relate agenda & objectives to course road map: show where we are now. Display OH: <i>Objectives for Sessions 1 & 2</i> to prime learners for review game. Tell learners to prepare answers to review questions.</p> <ul style="list-style-type: none"> • Base questions on objectives for Sessions 1 and 2. • Write question on sticky side of Post-It, and put answer on other side, along with creator's name and a point value of 100, 200, 300, 400, or 500. 	All	1-16 2-23 1-38	<p><i>Agenda</i>, TCI road map <i>Objectives for —</i> <i>Sessions 3 & 4</i> <i>Sessions 1 & 2</i> Learning categories Post-It pads Prizes for winners M&Ms, Life-savers</p>
05	25	<p><i>Creating interest:</i> Why should we learn how to model a task?</p>	<p><i>Ask:</i> Have you ever watched an expert do something, then wondered why it seemed so easy for her, but so hard for you? Form a paper hat quickly and silently, without offering instructing help.</p>	All		Newspaper
15	40	<p><i>Learning modeling:</i> What are the phases in the modeling process?</p>	<p>Ask for a volunteer to learn how to fold a paper hat, then demonstrate the four-phase modeling process. Check for understanding by asking questions: "Did you know..."</p> <ul style="list-style-type: none"> • how/when to start?" • how/when to stop?" • what to do next?" • what to do 'when things go wrong'?" <p>Display OH: <i>Task Instruction Input</i> Emphasize this rule: <i>You must include all these in any lesson:</i></p> <ul style="list-style-type: none"> • content • procedural or situational action • rules • cues, <i>and</i> • standards for accepting value-added output from the working task. 	Volunteer, All	3-2	<p>Newspaper Handiwipes <i>Modeling Process</i></p>
					3-6	<i>Task Instruction Input</i>

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 3a					
20 60	<i>Planning to practice modeling</i> What resources do we need to manage?	Ask learners to plan for next event by fishboning resources for these steps: 1. Read directions for instructing modeling. 2. Read directions for practicing modeling. 3. Pick out an object to use while practicing modeling. 4. Plan their practice sessions for modeling, according to the elements of an effective lesson.	Trios	1-51 3 - 4 3 - 5 1 - 2	<i>Fishbone Diagram</i> <i>Instructing Using Modeling</i> <i>Practicing Modeling</i> <i>Effective Lesson Elements</i> Interesting objects Newspapers Blank viewgraphs Chart pads & pens
30 90	<i>Practicing modeling</i> Have we got it now?	Respond briefly to any concerns learners may have about their task. Tell learners to begin practicing modeling during the next 30 minutes, in three rounds of 10 minutes each*, following this pattern:	Concurrent trios	1-44 3 - 5	<i>Observation Grid</i> copy <i>Practicing Modeling</i>

End of Session 3a

Round	Who does what
1	A instructs B & C for 5 minutes, B & C give A feedback for 3-5'
2	B instructs C & A for 5 minutes, C & A give B feedback for 3-5'
3	C instructs A & B for 5 minutes, A & B give C feedback for 3-5'.

*Announce after 08 minutes, *and*
again after 18 minutes and 28 minutes:
“This round ends in two minutes.”

15 105	<i>Taking a break</i>	Tell learners to return, ready to continue in 15 minutes.	All
--------	-----------------------	---	-----

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials			
		Duration 100 min. 15 min. 95 min. 30 min. 100 min. 15 min. 95 min.	Day 1 Session 1a <i>Break</i> Session 1b <i>Meal</i> Session 2a <i>Break</i> Session 2b	<div style="border: 1px solid black; padding: 2px;">Day 2</div> Session 3a <i>Break</i> <div style="border: 1px solid black; padding: 2px;">Session 3b</div> <i>Meal</i> Session 4a <i>Break</i> Session 4b	Day 3 Session 5a <i>Break</i> Session 5b <i>Meal</i> Session 6a <i>Break</i> Session 6b			
Session 3b								
50 155	<i>Instructing modeling</i> How independent are we in using this method? 10' Reviewing directions 40' Videotaping 4 volunteer sessions of 10' each	Tell learners to stay in same trios, review directions, and ask volunteers to conduct the first four sessions for videotaping. <i>Say:</i> We will view and evaluate two of the first four videotapes before conducting further demonstrations. <ul style="list-style-type: none"> • Tell other trios to act as normal learners during the 4 rounds, and to record their own reactions as learners on the observation grid, but to wait to give general feedback until after viewing videotapes. • Operate the camcorder for all videotaping sessions, and keep quiet! 	One volunteer from each trio	3 - 4	<i>Instructing Using Modeling</i> Blank videotape Camcorder, tripod 1-44 <i>Observation Grid</i> copy			
35 190	<i>Viewing videotapes:</i> What do we look like through the camera eye? 15' View tape 20' Discuss tape	Tell learners to view first videotape, pausing to discuss as needed. Tell them to review and evaluate their observation notes. Ask for random feedback after the videotape ends: <ul style="list-style-type: none"> • What did you observe about the modeling process? • What did you like? What needs improving? Emphasize <i>Task Instruction Input</i> on process, rules, clues, etc. List on chart paper the learners' ideas for critiquing their own videotapes. Tell them to incorporate any improvements in remaining lessons in next session. <i>Ask random learners this sequence of four questions:</i> <ol style="list-style-type: none"> 1. What is the tag for something you have learned? 2. How do you explain it in your own words? 3. What ways do you plan to use it at work? 4. Predict: What will happen when you put it to use at work? <i>Say:</i> Please to make summary notes on their Closure Action Plan. Preview major learning points for next session. Display OH: <i>Objectives for Sessions 3 and 4.</i> <i>Say:</i> Bring your course materials and blank videotapes to Session 4a, and read <i>Creating Developmental Questions</i> before coming to Session 4a.	All	3 - 6	VCR, monitor Videotape recordings <i>Observation Grid</i> notes <i>Task Instruction Input</i> Chart paper & pens			
20 210	<i>Closing and previewing</i> What did we learn so far? What will we learn next?	<ol style="list-style-type: none"> 1. What is the tag for something you have learned? 2. How do you explain it in your own words? 3. What ways do you plan to use it at work? 4. Predict: What will happen when you put it to use at work? <i>Say:</i> Please to make summary notes on their Closure Action Plan. Preview major learning points for next session. Display OH: <i>Objectives for Sessions 3 and 4.</i> <i>Say:</i> Bring your course materials and blank videotapes to Session 4a, and read <i>Creating Developmental Questions</i> before coming to Session 4a.	All	1-79	Learner Guide <i>Closure</i> 1-80 <i>Closure Action Plan</i> 2-23 <i>Objectives for Sess. 3 & 4</i> 4 - 2 <i>Creating Dev. Ques.</i>			
Total session lasts for 3.5 hours								
30	<i>Breaking for meal</i>	Tell learners to return, ready to continue in 30 minutes.						

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials																																
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Duration</td> <td style="text-align: center;">Day 1</td> <td style="text-align: center;">Day 2</td> <td style="text-align: center;">Day 3</td> </tr> <tr> <td style="text-align: center;">100 min.</td> <td style="text-align: center;">Session 1a</td> <td style="text-align: center;">Session 3a</td> <td style="text-align: center;">Session 5a</td> </tr> <tr> <td style="text-align: center;">15 min.</td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> </tr> <tr> <td style="text-align: center;">95 min.</td> <td style="text-align: center;">Session 1b</td> <td style="text-align: center;">Session 3b</td> <td style="text-align: center;">Session 5b</td> </tr> <tr> <td style="text-align: center;">30 min.</td> <td style="text-align: center;"><i>Meal</i></td> <td style="text-align: center;"><i>Meal</i></td> <td style="text-align: center;"><i>Meal</i></td> </tr> <tr> <td style="text-align: center;">100 min.</td> <td style="text-align: center;">Session 2a</td> <td style="text-align: center;">Session 4a</td> <td style="text-align: center;">Session 6a</td> </tr> <tr> <td style="text-align: center;">15 min.</td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> <td style="text-align: center;"><i>Break</i></td> </tr> <tr> <td style="text-align: center;">95 min.</td> <td style="text-align: center;">Session 2b</td> <td style="text-align: center;">Session 4b</td> <td style="text-align: center;">Session 6b</td> </tr> </table>	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			
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																																		
Session 4a																																					
10 10	<i>Overviewing the course, Previewing session 4 Where are we now? What will we learn this time?</i>	Display OH: <i>Agenda</i> . Preview OH: <i>Objectives for Sessions 3 & 4</i> Relate agenda and objectives to course map, and show where we are now. Tell learners we will delay review until we learn how to create developmental questions for a new “Jeopardy-type” game.	All	1-16 2-23	Learner Guide <i>Agenda</i> , TCI road map <i>Objs. for Sess. 3 & 4</i>																																
60 70	<i>Instructing modeling, Concluded</i>	<ul style="list-style-type: none"> • Tell learners to stay in same trios as before, so those who have not demonstrated modeling can do so now. • Divide trios into two concurrent groups, so one “instructor” has five “learners.” • Put one group in separate break out room; other group stays. • Tell each group to rotate “instructors” every 10 minutes. • Tell group in breakout room to return after final 10-minute demo. <p><i>Note:</i> Volunteers operate the camcorder for videotaping each demo.</p>	Two groups one in each room, for 2 concurrent rounds		Breakout room. For each group: <ul style="list-style-type: none"> • Camcorder • Tripod • Blank videotapes 																																
	<i>Transition</i>																																				
More...																																					

The Competent Instructor

Time Used		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
Mins./Total						
More...Session 4a						
01	71	<i>Creating interest:</i> Why must we ask developmental questions?	Tell learners that they need to ask questions to stimulate thinking skills which process information, not merely recall it from long-term memory.	All		
04	75	<i>Forming the concept:</i> What is a developmental question	Ask a volunteer to define a developmental question. Refer them to Learner Guide. <i>Ask:</i> How are “Jeopardy-type” questions different from developmental questions?	All	4 - 2	Learner Guide <i>Creating Dev. Questions</i>
10	85	<i>Creating developmental questions</i> How do we use the concept?	Display OH: <i>Objectives for Sessions 1-3</i> to prime learners for review game. <i>Say:</i> Create at least three developmental questions for Review Game. <ul style="list-style-type: none"> • Base questions on the Objectives for Sessions 1 through 3. • Write question on sticky side of Post-It, and put answer on other side, along with creator’s name and a point value of 100, 200, 300, 400, or 500. • When done, stick your 3 answers on game board under best category label. 	All	4-11	<i>Objectives for Sess. 1-3</i> Post-It pads Learning game categories
15	100	<i>Reviewing sessions 1-3:</i> Playing Review Game. Do the dev. questions work?	<ul style="list-style-type: none"> • Play Review Game until a clear winner emerges, or 15’ pass. • Conclude with this thought: “We expect new instructors to do more than elicit recall or recognition of memorized knowledge from learners. Instructors need to use tactics which teach and elicit higher level thinking skills which relate to working tasks.” • Refer to set of instructor behaviors on <i>High Expectations</i> interaction model. • <i>Say:</i> “We will examine some of these behaviors along with “climate for learning” when we return from break. 	All		Prizes for winners <ul style="list-style-type: none"> • M&Ms • Life-savers, etc.
					4-12	<i>Interaction model: High Expectations for Trainees</i>
15	115	<i>Taking a break</i>	Tell learners to return, ready to continue in 15 minutes.	All		
End of Session 4a						

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
		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			
Session 4b					
02 117	<i>Creating interest:</i> Why must we create a climate for effective learning?	<i>Ask:</i> How would you like to improve every learner's productivity? <i>Say:</i> Managing the classroom climate—the milieu—is the secret! You've seen it happen before. You can make it happen, too.	All		
13 130	<i>Forming the concept</i> What resources do we need to manage for creating a climate for effective learning?	1. Refer learners to jet plane analogy and the need to make passengers safe and comfortable during their "flight" to their ticketed destination. 2. Use Fishbone Diagram OH to list learners' suggestions for Milieu resources, based on their observations about climate during past sessions. 3. Display Fishbone Milieu OH to stimulate ideas. 4. Emphasize several comfort levels of a climate for effective learning: <ul style="list-style-type: none"> • environmental & physical • social • psychological 	All	1-51	<i>Fishbone Diagram</i>
				1-57	<i>Fishbone—Milieu</i>
More...					

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 4b					
20 150	<i>Demonstrating behaviors</i> How do we equitably express high expectations?	Demonstrate three or four “high expectation” behaviors, as time permits. <ul style="list-style-type: none"> • Giving everyone opportunities to take part in course activities. • Giving prompt and constructive feedback for all responses, right or wrong. • Moving around the learning space to be within arm’s reach of learners • Waiting at least 5 seconds for a response before moving to another person. 	All	4-12	<i>Interaction model: High Expectations for Trainees</i>
		Display OH Improving intelligence. <i>Say:</i> Everyone can improve their strategies!		1-71	<i>Improving Intelligence</i>
		Summarize the “self-fulfilling prophecy” research. Display OH: <i>Pygmalion Guidelines</i> <ul style="list-style-type: none"> • Do for “low expectation” learners the same things you do for “high expectation” learners. • Do equitably for all learners whatever you do to promote learning with anyone. • Expect high performance, because you get what you expect. 		4-13	<i>Pygmalion Guidelines</i>
	<i>Transition</i>	<i>Note:</i> Lows and Highs both improve.			

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 4b					
45 195	<i>Planning a guided practice</i> How do we use developmental questions to monitor learning within a climate which supports effective learning?	<ul style="list-style-type: none"> • Divide learners into 3 groups by asking them to choose colleagues who will collaborate on planning, delivering, and evaluating a lesson with effective learning climate. Recommend the Fishbone tool. • Display OH <i>Conducting Whole Lesson</i> for context to plan this phase. • Review <i>Effective Lesson Elements</i> and lesson plan/ outline examples. • Focus learners on the <i>Guided Practice</i> phase in OH <i>Planning To Conduct a Guided Practice</i>. • <i>Emphasize:</i> This is the most likely part of the lesson for asking developmental questions, and evaluating individual learning performance as learners practice tasks • Tell learners to write out a set of developmental questions to use during demo and connect them to the preceding <i>Instruction</i> phase of the lesson. <p><i>Note:</i> Learners will demonstrate on video the Guided Practice phase as part of the whole lesson they will conduct during last two sessions.</p>	Foursomes or small groups	1-51 1-23 1 - 2 1-24 4-14	<i>Fishbone Diagram</i> <i>Conducting Whole Lesson</i> <i>Effective Lesson Elements</i> Lesson plans & outlines <i>Planning To Conduct a Guided Practice</i>
15 210	<i>Closing and Previewing</i> What will we learn next?	Tell learners to recall what they have learned this session. [Wait for learner to respond after you ask each question.] <ul style="list-style-type: none"> • What is the tag for something you have learned? • How do you explain it in your own words? • What ways do you plan to use it at work? • Predict: What will happen when you put it to use at work? <p><i>Say:</i> Please make summary notes on your Closure Action Plan. Preview major learning points for next session. Display OH: <i>Objectives for Sessions 5 and 6</i>.</p> <p><i>Say:</i> Please bring lesson demonstration materials and blank videotapes to next session.</p>	All	1-79 1-80 4-15	Learner Guide <i>Closure</i> <i>Closure Action Plan</i> <i>Objectives for Sess. 5 & 6</i>

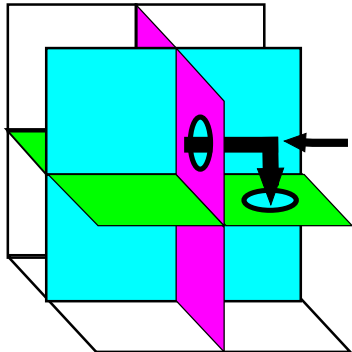
Total session lasts for 3.5 hours.

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

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

Phase 4 of the Conscious Competence Process



4.
practicing
competence
independently

Objectives for Sessions 5 & 6:

Upon completing this course, instructor-trainees will

- demonstrate high-expectation behaviors for all learners.
- use developmental questioning to evaluate learning progress.
- create climate/milieu for effective learning.
- structure reinforcement patterns into lesson plans.

The Competent Instructor

Time Used		Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
Mins./Total						
Session 5a						
15	15	<p><i>Overviewing the course, Previewing Session 5, and Reviewing Sessions 1-4</i></p> <p>Where are we now? What will we learn next? What did we learn last time?</p>	<ul style="list-style-type: none"> • Display OH: Agenda. Preview OH: Objectives for Sessions 5 & 6. • Link agenda and objectives to course map, and show where we are now. • Display OH: Objectives for Sess. 3 & 4, Objectives for Sess. 1 & 2 to stimulate review discussion. [Do not play Review Game this session.] 	All	<p>1-16</p> <p>4-15</p> <p>2-23</p> <p>1-38</p>	<p><i>Agenda, course road map</i></p> <p>OH: <i>Objectives for—</i></p> <p><i>Sessions 5 & 6</i></p> <p><i>Sessions 3 & 4</i></p> <p><i>Sessions 1 & 2</i></p>
05	20	<p><i>Creating interest:</i></p> <p>Why is it important to tie it all together for the learner?</p>	<p>Tell learners: We often break down a complex working task into smaller, simpler tasks that are easier to learn.</p> <ul style="list-style-type: none"> • Conscious competence for each of these simpler tasks does not necessarily equate to conscious competence for the whole complex task. • We need to integrate them into an efficient sequence of events. • This smooth integration assures transfer of learning to the work site. • Just as you need to help learners in courses you conduct to integrate learning task competence into final task competence, so too, this course requires you to integrate what you have learned. 	All		
<i>Transition</i>						
02	22	<p><i>Reviewing the concept of the whole lesson:</i></p> <p>What is the sequence of events in conducting an effective lesson?</p>	<p>The basic integrative structure of instruction is the lesson. So what is a lesson?</p> <p>Refer learners to Table of lesson elements in <i>Effective Lesson Elements</i> of the learner guide. Remind them that the just five of the elements are critical for mastery <i>within the course</i>, while the instructor is present: <i>orientation, persuasion, instruction, guided practice, and closure.</i></p>	All	1 - 2	<i>Effective Lesson Elements</i>
08	30	<p><i>Structuring Reinforcement Patterns into Lesson Plans</i></p>	<ul style="list-style-type: none"> • <i>Ask:</i> What reinforcement activities have you observed during this course? • Tell learners to can the detailed course schedule, pages 5-2 ff., to note how reinforcement patterns are scheduled. • Emphasize these features: <ul style="list-style-type: none"> – Previewing, overviewing, reviewing – Closing – Closure Action Plans – Repetition within guided practices. 	All	5 - 2	<i>Detailed Schedule</i>

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
More...Session 5a					
05 35	<i>Scheduling learning events</i> How do we fit everything in?	Refer learners to Schedule templates in learner guide. Review the decision-making process by which instructor allocates essential learning timeframes for 12 learners to practice for 25 minutes each: 1. Calculate total class time each session at 210 minutes, less 15' for break. 2. Subtract break time, closure time, and overview-review time from 2 sessions. <i>Note:</i> Essential learning time remaining for both sessions equals 365 minutes. 3. Adjust session durations to allow for breaks and lunch at convenient times. 4. Consider consequences of running concurrent groups, losing interactivity. <i>Note:</i> After 12 X 25-minute lessons (300 minutes), we have 65 minutes left. We have spent 15 minutes preparing you to plan, leaving <i>50 minutes to plan!</i>	All	5-26	<i>Scheduling Templates</i>
50 80	<i>Planning the whole lesson</i> What resources do we need to manage to conduct the whole lesson?	<ul style="list-style-type: none"> • Remind learners that they have already planned their guided practice, and prepared a set of developmental questions to use at earlier session. • Display OH <i>Conducting Whole Lesson</i>. • Tell them to schedule their learning events into the timeframes suggested, in order to limit lessons to 25 minutes each. • Recommend they use the fishbone diagrams to assure that they have all needed resources. • Tell learner-groups to reserve four 25-minute periods to conduct their 4 lessons, by listing names in sequence on chart. Recommend all take break as scheduled. 	Individuals	1-23 1-51	<i>Conducting Whole Lesson</i> Set of developmental QQ. <i>Fishbone Diagram</i> Chart to list names and times for demo
15 95	<i>Taking a break</i>	Tell learners to return, ready to begin lessons in 15 minutes. <i>Note:</i> This break is shorter, because the designer allotted 5 minutes to the activity about <i>Structuring Reinforcement Patterns into Lesson Plans</i> .	All		
End of Session 5a					

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

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

Session 5b

100 195 *Conducting the whole lesson*
How independent are we in
integrating the parts
of an effective lesson?

Tell each “instructor” to —

- conduct a whole lesson for a maximum of 25 minutes.
- preface the lesson with a brief description of her/his plan for creating a climate for effective learning.
- include an analogy.
- interact with learners during the guided practice, using prepared set of developmental questions.
- conclude the lesson with closure questions for random learners.
- take less than one minute to report how she/he thinks the lesson went.

Note: Distribute end-of-course questions and after-course survey to all learners. Remind them when and how to return responses.

Group of 4 — 1-23
each person
instructs once,
observes
thrice:
• **ABCD**
• EFGH
• IJKL

Conducting Whole Lesson
Lesson plan notes
Prepared set of
developmental questions
Observation Grid copies
Blank video tape
Camcorder, tripod

List of names in sequence
End-of-course questions
After-course survey

More...

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

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

Session 6a

<p>100 100</p>	<p><i>Conducting the whole lesson, Con'd</i> How independent are we in integrating the parts of an effective lesson?</p>	<p>Tell next group of four “instructors” to continue as in earlier session:</p> <ul style="list-style-type: none"> • Conduct a whole lesson for a maximum of 25 minutes; • Preface the lesson with a brief description of your plan for creating a climate for effective learning; • Include an analogy; • Interact with learners during the guided practice, • using prepared set of developmental questions. • Conclude the lesson with closure questions for random learners. • Take less than one minute to report how you think the lesson went. <p>Ask observers to report on climate, process and content within 4 minutes. Change videotapes while observers are reporting their results. <i>Note:</i> Each person evaluates videotape of lesson on own time. Do not debrief videotapes during class time. Ask others to act as learners for each demo, and make notes on observation grid to give to each “instructor.”</p> <p><i>Note:</i> Facilitator videotapes demos, or may ask for assistance from group.</p>	<p>Group of 4 — each person instructs once, observes thrice:</p> <ul style="list-style-type: none"> • ABCD • EFGH • IJKL 	<p>1-23</p>	<p><i>Conducting Whole Lesson</i> Lesson plan notes Prepared set of developmental questions <i>Observation Grid</i> copies Blank video tape Camcorder, tripod</p>
<p>15 115</p>	<p><i>Taking a break</i> End of Session 6a</p>	<p>Tell learners to return, ready to continue in 15 minutes.</p>	<p>All</p>		

The Competent Instructor

Time Used Mins./Total	Event	Learning Activities which Instructor Facilitates	Grouping	Page	Materials
--------------------------	-------	--	----------	------	-----------

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

Session 6b

100 215	<i>Conducting Whole Lesson, Con'd</i> How independent are we in integrating the parts of an effective lesson?	<p>Tell next group of four “instructors” to continue as in earlier session.</p> <ul style="list-style-type: none"> • Conduct a whole lesson for a maximum of 25 minutes; • Preface the lesson with a brief description of your plan for creating a climate for effective learning; • Include an analogy; • Interact with learners during the guided practice, using prepared set of developmental questions. • Conclude the lesson with closure questions for random learners. • Take less than one minute to report how you feel the lesson went. <p>Tell observers to report on climate, process and content within 4 minutes. Change videotapes while observers are reporting their results. <i>Note:</i> Each person evaluates videotape of lesson on own time. Do not debrief videotapes during class time. Ask others to act as learners for each demo, and make notes on observation grid to give to each “instructor.”</p> <p>Facilitator videotapes demos, or may ask for assistance from group.</p> <p>Tell learners to complete their Trainee Evaluation forms. Remind learners when and where to return the After-course test and survey. Thank learners for cooperating and risk-taking, and welcome them to the world of professional educators, instructors, and trainers!</p>	Group of 4 — each person instructs once, observes thrice: • ABCD • EFGH • IJKL	1-23	<i>Conducting Whole Lesson</i> Lesson plan notes Prepared set of developmental questions <i>Observation Grid</i> copies Blank video tape Camcorder, tripod
10 225	<i>Evaluating the Course</i> How did we do?		All		Trainee Evaluation forms

Total session lasts for 3.75 hours.