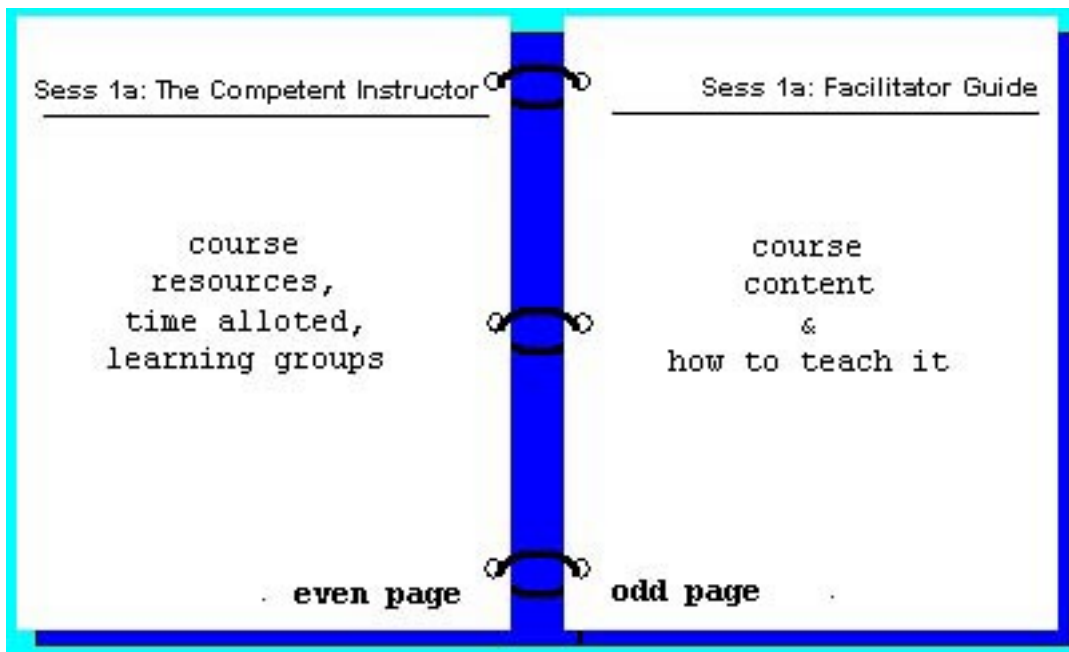


Facilitator Guide
for
The Competent Instructor

**Two-page format,
designed for 3-ring binder
displaying two pages side-by-side,
even pages on left &
odd pages on right**



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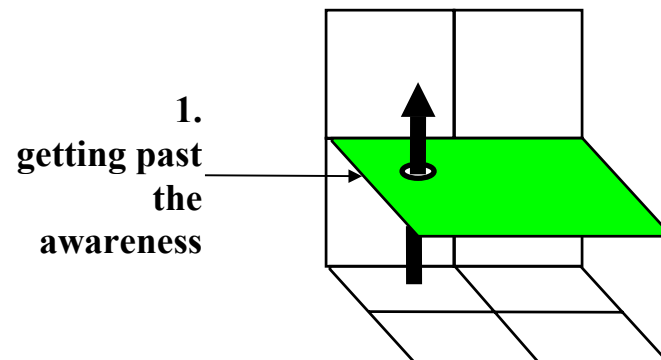
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Table of Contents

Finder

You can find information for the following sessions on the pages shown.

Page	Session
1	1a
9	1b
17	2a
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31	3a
37	3b
43	4a
49	4b
55	5a
61	5b
65	6a
69	6b



Preview

Scheduling options

Planners have two scheduling options for this course has six sessions.

When scheduled during

- regular daytime hours, it runs —
 - two sessions each day, for three consecutive days;
 - 8:30 AM to Noon, and 1:00 - 4:30 PM.
- off hours, it runs two sessions —
 - per week for three weeks: 5:30 - 9:00 PM., *or*
 - each day on three consecutive Saturdays;
 - 8:30 AM to Noon, and 1:00 - 4:30 PM.

Note: Each 210' session includes 195' class time + 15' total break time.

Session schedule

This matrix displays the schedule for The Competent Instructor course, by Day and Duration.

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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

Objectives for Sessions 1 & 2

Upon completing this course, instructor-trainees will —

- use a common set of defined thinking skills while planning, monitoring and evaluating instructional delivery.
 - introduce new information with a direct, sensory experience of objects, events, and persons.
 - manage instruction by applying guidelines for managing change, and
 - using the fishbone tool to plan, monitor, and evaluate three resources: materials, methods, milieu.
 - recognize or create instructional objectives that are adequate and complete, and improve those which are not.
 - accommodate differing learning styles and modes during instruction.
 - develop lesson plans which include analogies.
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Session 1a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
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05	05	All		Learner guide
05	10	Individual		Roster
10	20	All		Set of 5 ice breakers (in Appendix) Directions Objects Overhead projector (OHP)
10	30	All	1- 2	<i>Effective lesson elements</i> Chart paper Pens Ideas chart Post-Its

Session 1a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Introducing course and selves:</i> Who are we? What do we expect?</p>	<p>Introduce self and course: <i>The Competent Instructor</i> State course's purpose & target learners. Ask each learner in 15-20 seconds to —</p> <ul style="list-style-type: none"> • Tell name and job title • One thing s/he expects to learn. • Something unique or interesting about self.
<p><i>Verifying roster:</i> Are all here who enrolled?</p>	<p>Circulate roster to all learners, ask them to check accuracy, make corrections/additions, sign names, return roster in 15'.</p>
<p><i>Creating interest with ice breakers:</i> Is this course fun?</p>	<p>Select any two of 4 possible ice breaker activities included: Cartoon Sequence, Envelope Sorts, Designer Hat, Puzzle. Do them quickly to stimulate interest and involvement. Tell learners that they will build on these activities later in the sessions.</p>
<p><i>Agreeing on learning standards:</i> How will we learn together? How will we know we have arrived?</p>	<p>Point to page 1-1 in Learner Guide, labeled <i>Effective Lesson Elements</i>.</p> <ul style="list-style-type: none"> • Discuss and list on chart paper learners' expectations for their learning standards at each class session. • Explain learners' accountability related to the learning standards. • Post list of learning standards, and tell 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 each session.

Session 1a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
05	35	All	Trainee Reaction form
05	40	All	
15	55	All	<p>1-16 Agenda Course map 1-23 <i>Conducting Whole Lesson</i></p> <p>1-2 <i>Effective Lesson Elements</i> 1-24 <i>Lesson Plan for Folding a Paper Hat</i> 1-27 <i>Lesson Plan about Clustering</i> 1-30 <i>Lesson Outline for Developing Analogies</i> 1-32 <i>Conscious Competence 2-D</i> 1-33 <i>Conscious Competence 3-D</i> 1-34 <i>Phases of Conscious Competence</i></p> <p>1-38 <i>Objectives for Sessions 1 & 2</i></p>

Session 1a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Evaluating the course:</i> Do we know how to collect data and record data on eval. form?</p>	<p>Review Trainee Reaction form with learners to relate all its items to on-going class activities. Elicit questions about</p> <ul style="list-style-type: none"> • what to observe. • how to report learner responses on the form.
<p><i>Surveying what we know already:</i> What do we know before starting?</p>	<p>Distribute <i>before-course</i> questions to everyone.</p> <p>Point out that the <i>end-of-course</i> questions will cover the same objectives in alternate ways.</p>
<p><i>Orienting ourselves:</i> Where are we now? Where are we headed?</p> <p><i>Reading off class time></i></p>	<p>Identify what learners will learn and why:</p> <ul style="list-style-type: none"> • Show OH of course agenda. • Point to “road map” of the course. • Display OH for final task: <i>Conducting a Whole Lesson</i>, then say: “We’ll follow a well-traveled itinerary to reach our destination: being consciously competent as an instructor. • Tell learners to read before next session all of <i>Effective Lesson Elements</i>, and to study the lesson plan/outline examples in the learner guide. • Display OHs: <i>Conscious Competence 2-D</i>, <i>Conscious Competence 3-D</i> • Explain Conscious Competence process. • Refer them to <i>Becoming Consciously Competent</i>. <ul style="list-style-type: none"> • Show OH: Objectives for Sessions 1 & 2 • Explain to learners that — <ul style="list-style-type: none"> – 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. • Tell learners they will begin their learning tasks after they do some planning.

Session 1a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
15	70	All	<p>1-39 <i>Initial Instructing — Diagram</i> 1-41 <i>Observing Learning Events</i> C- 1 <i>Thinking Skills Defined</i> 1-47 <i>Evaluating Initial Instruction</i></p>
30	100	Concurrent trios, in which each person <ul style="list-style-type: none"> • instructs 2x • learns 2x • observes 2x 	<p>1-40 <i>Initial Instructing — Text</i> 1-39 <i>Initial Instructing — Diagram</i> 1-47 <i>Evaluating Initial Instruction</i> 1-46 Observation grid copies</p>
15	115	All	

Session 1a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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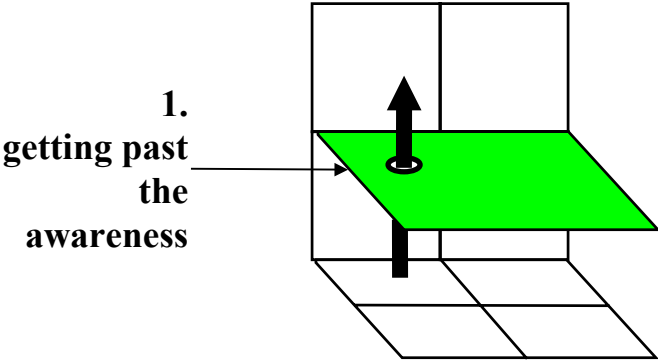
<p><i>Planning for initial instructing:</i> What do we need to get started?</p>	<p>Tell learners that</p> <ul style="list-style-type: none"> • the purpose of the next activity is to find out how they instruct right now, before they learn what this course will do for them as instructors. • they will need four inputs for this task: <ul style="list-style-type: none"> – Directions for the task: <i>Initial Instructing</i> – Copy of <i>Observing Learning Events</i>. – Copy of <i>Thinking Skills Defined</i>. – Directions for <i>Evaluating Initial Instruction</i>. <p><i>[Note: Do not use fishbone tool here.]</i></p> <p>Allow them 10 minutes to read these task-input documents. Describe PMI (+/ — / interesting) method to explore something as the basis for observing. 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.</p>
<p><i>Initial instructing:</i> How do we instruct right now?</p>	<p>Display OH: <i>Initial Instructing</i>.</p> <p>Ask if anyone has questions about the task. Respond and clarify any confusion over the directions. Assign learners to concurrent trios to instruct each other. Allow learners 5 minutes to select a topic to teach. Pick two volunteers to help you demonstrate process.</p>
<p><i>Taking a break :</i> Where are the phones, restrooms, and refreshments?</p>	<p>Tell learners where the phones, restrooms and refreshments are. Ask learners to return, ready to continue in 15 minutes.</p>

End of Session 1a

Notes

Session 1b: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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 1b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
10	125	Whole group, seated in trios	1-47 <i>Evaluating Initial Instruction</i> Observation grid notes
—	—	—	—
15	140	All	1-48 <i>Fishbone Diagram</i> 1-52 <i>Fishbone Diagrams</i> 1-46 <i>Observation Grid</i> 1-16 <i>Agenda</i>

Session 1b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Evaluating initial instruction:</i> How did we do?</p>	<p>Ask for feedback from “observer” role first, then from “learner” and finally from “instructor” role.</p> <p>Compare “first instruction” with “second instruction” to note any differences between learning styles and learning modes, but don’t get into the technical meanings or differences of <i>styles</i> vs. <i>modes</i>.</p>
<p><i>Transition</i></p>	
<p><i>Managing resources:</i> What do we need to manage to instruct learners?</p>	<ul style="list-style-type: none"> • Display OH <i>Fishbone Diagram</i>. Ask learners if this is a familiar diagram, and what they think it might have to do with instructing and learning. Ask them to scan “Fishbone Diagrams” in the Learner Guide. Ask them to recall what were some resources they relied on for their initial instruction. Record them by category on the <i>Fishbone Diagram</i> OH. • Compare Fishbone categories to those on observation grid. • Relate process of instructing to the process of managing resources. • Prioritize three Fishbone categories as most important for instruction: <ul style="list-style-type: none"> – Materials = content – Methods = process – Milieu = climate. • Tell learners that all 6 sessions of this course focus on managing these 3 basic instructional resources. Relate these session “themes” to the agenda. Tell learners that the “content” focus of this session is on the conceptual information we often refer to as “course material” — which ties back to Fishbone.

Session 1b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
10	150	All	1-58 <i>Pencil Defined</i> 1-59 <i>Example Defined</i> 1-60 <i>Learning Defined</i> 1-61 <i>Concepts and Metaconcepts</i> 1-64 <i>Concept Definitions</i> 1-67 <i>Concept Defined</i> 1-68 <i>Change Management Process</i> 1-71 <i>Improving Intelligence</i>
05	155	All	1-48 <i>Fishbone Diagram</i>

Session 1b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Forming concepts:</i> What material resources does a working task require?</p>	<ul style="list-style-type: none"> • Ask learners: “So, what is a concept? Let’s look at three definitions first.” <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 • Display definition of a concept: • “A (concept) is (name of larger known group to which it belongs) with (list of critical attributes).” • • Relate managing one’s learning to the process of managing change. Display OH. Refer to definition of intelligence. Display <i>Improving Intelligence</i> OH.
<p><i>Transition</i></p>	<p>Say: 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>Say: Now let’s examine what happens with the human resources. Point to <i>Men & Women</i>.</p> <p>Say: We will survey learning modes and styles to answer the question, “How do we prefer to learn?”</p>

Session 1b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
35	190	All	1-72 <i>Learning Zone</i> 1-73 <i>Assimilation & Accommodation</i> 1-75 <i>Sequencing Learning Events</i> 1-77 <i>Principles To Rehearse & Recall</i> 1-78 <i>Guidelines for Planning Your Lessons</i>
20	210	All	1-79 <i>Closure</i> 1-80 <i>Closure Action Plan</i> 1-38 <i>Objectives for Sessions 1 & 2</i>
30	—	All	<i>Note: Omit this event when sessions occur on separate days or evenings.</i>

Session 1b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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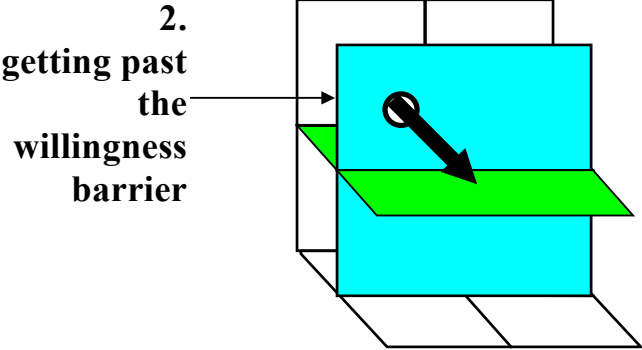
<p><i>Surveying learning styles:</i> How do we prefer to learn?</p>	<p>Review and discuss OHs: <i>Learning Zones, Assimilation & Accommodation, Sequencing Learning Events.</i></p> <p>Reinforce these positions:</p> <ul style="list-style-type: none"> • Learning involves change, and change involves some 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 type of learning styles, even though preferring one or two.
<p><i>Closing and Previewing:</i> What did we learn so far? What will we learn next?</p>	<p>Ask learners to recall what they have learned this session. Ask random learners this sequence of questions. Wait for learner to respond after each question.</p> <ul style="list-style-type: none"> • What is the label for one concept or procedure you have learned? • How do you explain it in your own words? • What ways do you plan to use it at work? • What do you 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. Display OH: <i>Objectives for Sessions 1 and 2.</i></p> <p>Remind learners to have their course materials and blank videotapes with them next session.</p>
<p><i>Breaking for meal.</i></p>	<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>

End of Session 1b

Notes

Session 2a: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
02	02	All	1-16	Agenda
03	05	All	1-38	<i>Objectives for Sessions 1 & 2</i>
10	15	All	1-48 1-75 1-72 1-77	<i>Fishbone Diagram</i> <i>Sequencing Learning Events</i> <i>Learning Zone</i> <i>Principles To Rehearse & Recall</i>
05	20	All		Kit of interesting objects: <i>model airplane, playing cards,</i> <i>puzzle, bell, geode,</i> <i>diskette, carving,</i> <i>nesting dolls, nutcracker, etc.</i>
10	30	All	1-48 2- 2 1-46 C-2 2- 5	<i>Fishbone Diagram</i> <i>Instructing How To Do a Task</i> <i>Observation Grid</i> <i>Thinking Skills Defined</i> <i>Evaluating Content Instruction</i>

Session 2a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<i>Overviewing the course:</i> Where are we now?	Display OH: <i>Agenda</i> . Relate agenda and objectives to map of the course, and show where we are now.
<i>Previewing session 2:</i> What will we learn now?	Display OH: <i>Objectives for Sessions 1 & 2</i> . Say: We will continue our quest for competence in these tasks.
<i>Reviewing session 1:</i> What progress have we made?	Ask learners to describe in their own words: <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 styles and modes. • How well the course meets learners' objectives.
<i>Creating interest:</i> How might an object be useful during instruction?	Ask learners: How might you use a physical object during instruction? Select an object, such as the model airplane, and hold it up as they respond. Learners may or may not connect the physical object to the Learning Line, and the concept of "sequencing learning events." It's okay, if they don't make this connection as yet.
<i>Planning to instruct how to do a task:</i> What do we need to get started?	Ask learners to plan for next event by fishboning the instructional resources: Display <i>Fishbone Diagram</i> OH. Ask them to write on their own copies. Tell learners: You will need five inputs for this task: <ul style="list-style-type: none"> • directions for Instructing How To Do a Task • copy of Observation Grid • copy of Thinking Skills Defined • directions for Evaluating Content Instruction • an interesting object. Allow them 10 minutes to read these documents. Tell them again 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.

Session 2a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics																																																																																												
75	105	Sequential tasks: each person <ul style="list-style-type: none"> • instructs once, • observes and reports to one other instructor, <i>and</i> • videotapes one instructor. 	2- 2 <i>Instructing How To Do a Task</i> 1-46 <i>Observation Grid</i> copy Chart, pens, objects For 11 participants, use this pattern for 11 rounds in 55' <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>ROUND</u></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">instruct</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> <td>B</td> <td>E</td> <td>H</td> <td>K</td> <td>C</td> <td>F</td> <td>I</td> </tr> <tr> <td style="text-align: left;">observe</td> <td>B</td> <td>E</td> <td>H</td> <td>K</td> <td>C</td> <td>F</td> <td>I</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> </tr> <tr> <td style="text-align: left;">videotape</td> <td>C</td> <td>F</td> <td>I</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> <td>B</td> <td>E</td> <td>H</td> <td>K</td> </tr> </tbody> </table> For 10 participants, use this pattern for 10 rounds in 50' <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>ROUND</u></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">instruct</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> <td>C</td> <td>F</td> <td>I</td> <td>B</td> <td>E</td> <td>H</td> </tr> <tr> <td style="text-align: left;">observe</td> <td>B</td> <td>E</td> <td>H</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> <td>C</td> <td>F</td> <td>I</td> </tr> <tr> <td style="text-align: left;">videotape</td> <td>C</td> <td>F</td> <td>I</td> <td>B</td> <td>E</td> <td>H</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> </tr> </tbody> </table>	<u>ROUND</u>	1	2	3	4	5	6	7	8	9	10	11	instruct	A	D	G	J	B	E	H	K	C	F	I	observe	B	E	H	K	C	F	I	A	D	G	J	videotape	C	F	I	A	D	G	J	B	E	H	K	<u>ROUND</u>	1	2	3	4	5	6	7	8	9	10	instruct	A	D	G	J	C	F	I	B	E	H	observe	B	E	H	A	D	G	J	C	F	I	videotape	C	F	I	B	E	H	A	D	G	J
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Session 2a: Facilitator Guide

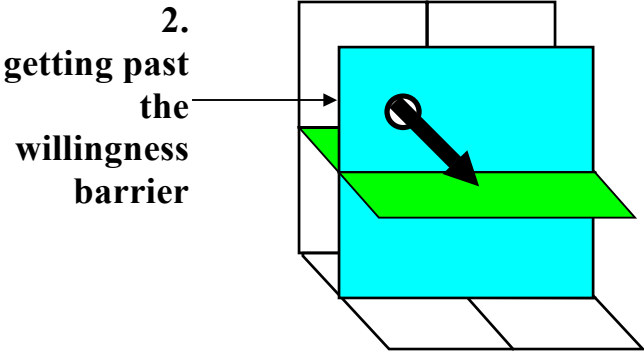
Course events	Learning activities which instructor facilitates
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<p><i>Instructing How To Do a Task:</i> How do objects ground our learning?</p>	<p>Display OH: <i>Instructing How To Do a Task</i>. Ask if anyone has questions about the task. Respond and clarify any confusion over the task's directions. Assign code letters to learners to instruct, observe, and videotape "content" in successive 5-minute rounds. Post letters & names on chart.</p> <p>Pick a physical object to help you demonstrate instructing a how to do a task. <i>Suggestion:</i> Demonstrate how to load cassette into video camcorder. Allow learners 5 mins. to select their own concepts and objects to help them demonstrate instructing concepts.</p> <p>For 12 participants, use this pattern of rounds:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">ROUND</th> <th style="border-bottom: 1px solid black;">1</th> <th style="border-bottom: 1px solid black;">2</th> <th style="border-bottom: 1px solid black;">3</th> <th style="border-bottom: 1px solid black;">4</th> <th style="border-bottom: 1px solid black;">5</th> <th style="border-bottom: 1px solid black;">6</th> <th style="border-bottom: 1px solid black;">7</th> <th style="border-bottom: 1px solid black;">8</th> <th style="border-bottom: 1px solid black;">9</th> <th style="border-bottom: 1px solid black;">10</th> <th style="border-bottom: 1px solid black;">11</th> <th style="border-bottom: 1px solid black;">12</th> </tr> </thead> <tbody> <tr> <td>Instruct</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> <td>B</td> <td>E</td> <td>H</td> <td>K</td> <td>C</td> <td>F</td> <td>I</td> <td>L</td> </tr> <tr> <td>Observe</td> <td>B</td> <td>E</td> <td>H</td> <td>K</td> <td>C</td> <td>F</td> <td>I</td> <td>L</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> </tr> <tr> <td>Video</td> <td>C</td> <td>F</td> <td>I</td> <td>L</td> <td>A</td> <td>D</td> <td>G</td> <td>J</td> <td>B</td> <td>E</td> <td>H</td> <td>K</td> </tr> </tbody> </table> <p><i>(See opposite page for patterns of fewer persons.)</i></p> <p>Ask each <i>observer</i> to take less than 2 minutes to report PMI results. 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.</p>	ROUND	1	2	3	4	5	6	7	8	9	10	11	12	Instruct	A	D	G	J	B	E	H	K	C	F	I	L	Observe	B	E	H	K	C	F	I	L	A	D	G	J	Video	C	F	I	L	A	D	G	J	B	E	H	K
ROUND	1	2	3	4	5	6	7	8	9	10	11	12																																									
Instruct	A	D	G	J	B	E	H	K	C	F	I	L																																									
Observe	B	E	H	K	C	F	I	L	A	D	G	J																																									
Video	C	F	I	L	A	D	G	J	B	E	H	K																																									
<p><i>Taking a break:</i> End of Session 2a</p>	<p>Ask learners to return, ready to continue in 15 mins.</p>																																																				

Notes

Session 2b: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
15	135	All	2- 5 <i>Evaluating Content Instruction</i> <i>Observation Grid</i> notes
05	140	All	—
20	160	Pairs or trios	2- 6 <i>Creating Instructional Objectives</i> 2- 7 <i>Instructional Objective Defined, Examples...</i> 2- 9 <i>Practice Writing Objectives</i>
05	165	All	Model airplane

Session 2b: Facilitator Guide

Course events	Learning activities which instructor facilitates
<p><i>Evaluating content instruction:</i> How do objects affect learning how to do a task?</p>	<p>Ask group to share their general observations about the content they learned from each instructor, using PMI results.</p> <p>Ask learners: What effect on learning the content did</p> <ul style="list-style-type: none"> • physical objects have? • learners' interest have? • learning styles and modes have? <p>Ask learners: 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 how to do a task at work, its purpose, and one thinking skill it requires? <p>Ask each “instructor” – how did the videotaping affect <i>your concentration</i> on the content?</p>
<p><i>Transition</i></p>	<p>Ask learners:</p> <p>Do you think you can write an instructional objective that defines one thing you taught or learned during this activity?</p> <p style="text-align: center;"><i>Note:</i> It's OK, if they can't yet!</p>
<p><i>Creating instructional objectives:</i> How do we define learning tasks?</p>	<p>Ask learners to read the directions on OH: <i>Creating Instructional Objectives.</i></p> <p>Ask them to work with partner(s) while they practice writing objectives.</p> <p>Allow 15 minutes for practice, and 5 minutes for evaluating results.</p>
<p><i>Transition</i> <i>Creating interest:</i> Why should we learn about analogies?</p>	<p>What are the benefits of a bridge? What are the benefits of a transportation vehicle? How might these benefits be alike?</p> <p>Ask learners to focus on the model airplane, and consider how it represents the concept of moving passengers from A to B.</p> <p><i>Purpose:</i> Introduce the model airplane as the basis for an analogy.</p> <p>Say: But before we develop this analogy, we need to examine the concept of analogy.</p>

Session 2b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
10	175	Two groups	2-11 <i>Analogy – Bridge between Physical and Abstract Reality</i>
10	185	All	2-19 <i>Developing an Analogy Using a Table</i> Chart paper Pens
10	195	All	1-75 <i>Sequencing Learning Events</i> 2-11 <i>Analogy — Bridge...</i>

Session 2b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Defining concept of analogy:</i> What is it?</p>	<p>Refer learners to the two examples of analogy in Learner’s guide. Divide group into two halves – assign half to read</p> <ul style="list-style-type: none"> • bicycle example, <i>or</i> • cloth example. <p>Allow 5 minutes. Tell those in bicycle group to stand and pair up with someone from cloth group.</p> <ul style="list-style-type: none"> • Each learner asks partner: What is an analogy? • Break up pair, form new pair, and ask: What is an analogy? <p>Then sit down.</p>
<p><i>Developing an analogy:</i> What familiar relationship can we use to understand this concept?</p>	<p>Ask: How is a course of instruction like a transportation vehicle? Chart brainstormed ideas, such as</p> <ul style="list-style-type: none"> • 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, • building the plane, etc. <p>Now arrange the results in parallel columns on chart paper, and ask learners to prepare same parallel structure. See <i>Developing an Analogy</i>.</p>
<p><i>Relating analogy to Learning Line:</i> Why does analogy work as a bridge between real and mental worlds?</p>	<p>Ask: How does using analogy relate to sequencing learning events on the Learning line?</p> <p>Conclude by sharing list of other potential analogies.</p> <p>Tell learners that you expect them to include an analogy in their final lesson during last two sessions.</p>

Session 2b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
12	207	All	Learning guide 1-79 <i>Closure</i> 1-80 <i>Closure Action Plan</i>
03	210	All	2-23 <i>Objectives for Sessions 3 & 4</i> 4- 2 <i>Creating Developmental Questions</i>

Session 2b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Closing the learning session:</i> What did we learn so far?</p>	<p>Ask learners to recall what they have learned this session. Ask random learners this sequence of questions. Wait for learner to respond after each question.</p> <ul style="list-style-type: none"> • What is the label for one concept or procedure that you have learned? • How do you explain it in your own words? • What ways do you plan to use it at work? • What do you predict what will happen when you put it to use at work? <p>Tell learners to summarize on closure action plans.</p>
<p><i>Previewing next session:</i> What will we learn next time?</p>	<p>Preview major learning points for next session. Display OH: <i>Objectives for Sessions 3 and 4.</i></p> <p>Remind learners to have their course materials and blank videotapes with them next session.</p>
<p><i>Outside reading:</i></p>	<p>Assign learners to read <i>Creating Developmental Questions</i> before coming to Session 4.</p>

End of Session 2b

Notes

Session 3a: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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

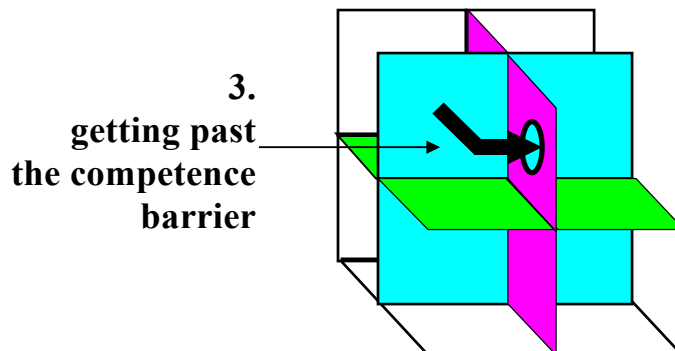
Objectives for Sessions 3 & 4

Instructor-Trainees will —

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

Note

Set up physical objects for next activity before starting this session.



Session 3a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
02	02	All	1-16	<i>Agenda</i> Course map
03	05	All	2-23	<i>Objectives for Sessions 3 & 4</i>
15	20	All	1-38	<i>Objectives for Sessions 1 & 2</i> Learning categories Post-It pads Prizes for winners: <ul style="list-style-type: none"> • M&Ms • Life-savers, etc.
05	25	All		Newspaper
15	40	All One volunteer	3- 2	Newspaper Handiwipes <i>Modeling Process</i>
			3- 6	<i>Task Instruction Input</i>

Session 3a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<i>Overviewing the course:</i> What progress have we made so far?	Display OH: <i>Agenda</i> . Relate agenda and objectives to map of the course, and show where we are now.
<i>Previewing this session:</i> What will we learn this time?	Display OH: <i>Objectives for Sessions 3 & 4</i> . Say: These are the tasks you will become consciously competent to perform.
<i>Reviewing last session:</i> What did we learn last time?	Display OH: <i>Objectives for Sessions 1 & 2</i> to prime learners for review game. Ask learners to prepare answers to review questions. <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 the creator’s name and a point value of 100, 200, 300, 400, or 500.
<i>Creating interest:</i> Why should we learn how to model a task?	Ask: 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 instructing help.
<i>Learning modeling:</i> What are the phases in the modeling process?	Ask for a volunteer to learn how to fold a paper hat. Demonstrate the four-phase modeling process to the volunteer, as others observe silently. Check for understanding by asking questions: Did you know <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?” Refer to <i>Task Instruction Input</i> . Emphasize the need to include in any lesson: content, procedure, rules, cues, and criteria for accepting output from value added during the working task.

Session 3a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
20	60	Trios	1-48 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	Concurrent trios	3- 5	<i>Practicing modeling</i> <i>Observation Grid</i> copy
15	105	All	—	

Session 3a: Facilitator Guide

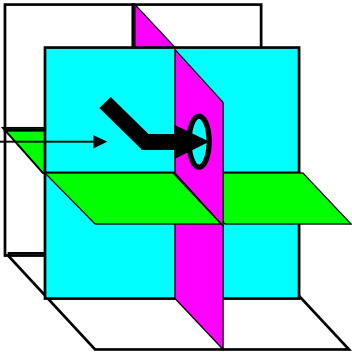
Course events	Learning activities which instructor facilitates
<i>Planning to practice modeling:</i> What resources do we need to manage?	<p>Ask learners to plan for the next event by fishboning resources for these steps:</p> <ol style="list-style-type: none"> 1. Read directions for instructing modeling. 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.
<i>Practicing modeling:</i> Have we got it now?	<p>Respond briefly to any concerns learners may have about their task.</p> <p>Tell learners to begin practicing modeling during the next 30 minutes, in three rounds of 10 minutes each*, following this pattern:</p> <p>Display OH: <i>Practicing Modeling</i>.</p> <p>*Announce “This round ends in two minutes.” —</p> <ul style="list-style-type: none"> – after 08 minutes, – after 18 minutes, <i>and</i> – after 28 minutes.
<i>Taking a break:</i> End of Session 3a	Ask learners to return, ready to continue in 15 mins.

Notes

Session 3b: Facilitator Guide

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.	Lunch	Lunch	Lunch
100 min.	Session 2a	Session 4a	Session 6a
15 min.	Break	Break	Break
95 min.	Session 2b	Session 4b	Session 6b

3.
getting past
the competence
barrier



Session 3b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
50	155	One volunteer from each trio	3- 4 <i>Instructing Using Modeling</i> Blank videotape Camcorder, tripod <i>Observation Grid</i> copy
35	190	All	VCR, Monitor Videotape recordings <i>Observation Grid</i> notes 3- 6 <i>Task Instruction Input</i> Chart paper Pens
17	207	All	Learner guide 1-79 <i>Closure</i> 1-80 <i>Closure Action Plan</i>

Session 3b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Instructing modeling:</i> How independent are we in using this method?</p>	<p>Tell learners to stay in same trios, review directions, and ask volunteers to conduct the first four sessions for videotaping. Allow 10 minutes each. Say: We will view and evaluate two of the first four videotapes before conducting further demonstrations. Ask other trios to act as normal learners during the 4 rounds. Tell them to record their own reactions as learners on the observation grid, but to wait to give general feedback after viewing the videotapes. Operate the camcorder for all videotaping sessions, and keep quiet!</p>
<p><i>Viewing videotapes:</i> What do we look like through the camera eye?</p>	<p>Ask learners to view first videotape. Pause tape to discuss as needed. Tell them to review and evaluate their observation notes. After the videotape ends, ask for random feedback:</p> <ul style="list-style-type: none"> • What did you observe about the modeling process? • What did you like? What needs improving? <p>Emphasize <i>task input information</i> on process, rules, cues, 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.</p>
<p><i>Closing the learning session:</i> What did we learn so far?</p>	<p>Ask learners to recall what they have learned this session. Ask random learners this sequence of questions. Wait for learner to respond after each question.</p> <ul style="list-style-type: none"> • What is the label for one concept or procedure that you have learned? • How do you explain it in your own words? • What ways do you plan to use it at work? • What do you predict what will happen when you put it to use at work? <p>Tell learners to summarize on closure action plans.</p>

Session 3b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
03	210	All	2-23 <i>Objectives for Sessions 3 & 4</i> 4-2 <i>Creating Developmental Questions</i>
30	—	All	<i>Note: Omit this event when sessions occur on separate days or evenings.</i>

Session 3b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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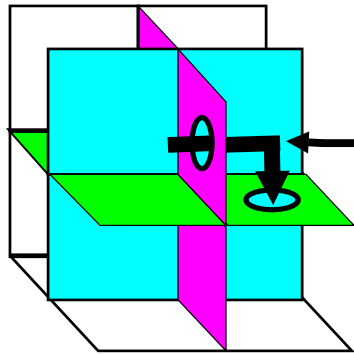
<i>Previewing next session:</i> What will we learn next time?	Preview major learning points for next session. Display OH: <i>Objectives for Sessions 1 and 2.</i> Remind learners to have their course materials and blank videotapes with them next session.
Outside reading:	Remind learners to read <i>Creating Developmental Questions</i> before coming to Session 4.
<i>Taking lunch</i>	Ask learners to return, ready to continue in 30 minutes.

End of Session 3b

Notes

Session 4a: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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



4.
practicing
competence
independently

Session 4a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
05	05	All	1-16	<i>Agenda</i> Course map
05	10	All	2-23	<i>Objectives for Sessions 3 & 4</i>
60	70	Two groups, one in each room, for 2 concurrent rounds		Break out room. Set up for each room: <ul style="list-style-type: none"> • Camcorder • Tripod • Blank videotapes
01	71	All	—	
04	75	All	4-2	<i>Creating Developmental Questions</i>

Session 4a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<i>Overviewing the course:</i> What progress have we made so far?	Display OH: <i>Agenda</i> . Relate agenda and objectives to the course map, and show where we are now.
<i>Previewing this session:</i> What will we learn this time?	Preview OH: <i>Objectives for Sessions 3 & 4</i> . Say: These are the tasks we are becoming consciously competent to perform. Tell learners we will delay review until we learn how to create developmental questions.
<i>Instructing modeling,</i> concluded	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 5 “learners.” Put one group in break out room; other group stays. Tell each group to rotate “instructors” every 10 minutes. Tell group in break out room to return after final 10-minute demonstration. Volunteers operate the camcorder for videotaping each demonstration.
<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.
<i>Forming the concept:</i> What is a developmental question?	Ask a volunteer to define a developmental question. Refer them to learner guide, <i>pages 4-2ff</i> . Ask: How are Jeopardy-type questions different from developmental questions?

Session 4a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
10	85	Individuals	4-11	<i>Objectives for Sessions 1-3</i> Post-It pads Learning categories
15	100	All		Prizes for winners <ul style="list-style-type: none"> • M&Ms • Life-savers, etc. 4-12 <i>Interaction Model:</i> <i>High Expectations for Trainees</i>
15	115	All	—	

Session 4a: Facilitator Guide

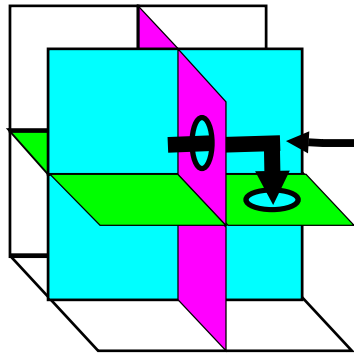
Course events	Learning activities which instructor facilitates
<i>Creating developmental questions: How do we use the concept?</i>	<p>Display OH: <i>Objectives for Sessions 1 -3</i> to prime learners for Review Game.</p> <p>Tell learners to —</p> <ul style="list-style-type: none"> • create at least three developmental questions for Review Game. • base questions on the objectives for sessions 1-3. • write question on sticky side of Post-it, and put answer on other side, along with the creator’s name and a point value of 100, 200, 300, 400, or 500. • when done, stick three answers on game board under best category label.
<i>Reviewing sessions 1-3: Playing Review Game. Do the developmental questions work?</i>	<p>Play Review Game until a clear winner emerges, or until 15 minutes pass.</p> <p>Conclude with this thought:</p> <p style="padding-left: 40px;">“We expect new instructors to do more than elicit recall or recognition of memorized knowledge from learners.</p> <p style="padding-left: 40px;">“Instructors need to use tactics which teach and elicit higher order thinking skills which relate to working tasks.”</p> <p>Refer to set of instructor behaviors on <i>High Expectations</i> model.</p> <p>Say: We will examine some of these behaviors along with “climate for learning” when we return from break.</p>
<i>Taking a break:</i>	Ask learners to return, ready to continue in 15 mins.

End of Session 4a

Notes

Session 4b: Facilitator Guide

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.	Lunch	Lunch	Lunch
100 min.	Session 2a	Session 4a	Session 6a
15 min.	Break	Break	Break
95 min.	Session 2b	Session 4b	Session 6b



4.
practicing
competence
independently

Session 4b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
02	117	All	—
13	130	All	<p data-bbox="854 537 1052 569">Model airplane</p> <p data-bbox="760 611 1097 642">1-48 <i>Fishbone Diagram</i></p> <p data-bbox="760 684 1097 716">1-57 <i>Fishbone — Milieu</i></p>
20	150	All	<p data-bbox="760 909 1256 982">4-12 <i>Interaction Model: High Expectations for Trainees</i></p> <p data-bbox="760 1245 1146 1276">1-71 <i>Improving Intelligence</i></p> <p data-bbox="760 1392 1138 1423">4-13 <i>Pygmalion Guidelines</i></p>

Session 4b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Creating interest:</i> Why must we create a climate for effective learning?</p>	<p>Ask: How would you like to improve every learner’s productivity? Say: The secret is managing classroom climate! You’ve seen it happen before. You can make it happen, too.</p>
<p><i>Forming the concept:</i> What resources do we need to manage creating a climate for effective learning?</p>	<p>Refer learners to jet plane analogy and the need to make passengers safe and comfortable during their “flight” to their ticketed destination. Use <i>Fishbone Diagram</i> OH to list learners’ suggestions for Milieu resources, based on their observations about climate during past sessions. Display <i>Fishbone — Milieu</i> OH to stimulate ideas. Emphasize several comfort levels of a climate for effective learning: environmental & physical, social, and psychological.</p>
<p><i>Demonstrating behaviors:</i> How do we equitably express high expectations?</p>	<p>Demonstrate 3 or 4 “high expectation” behaviors.</p> <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. <p>Display OH: <i>Improving Intelligence</i>. Say: Everyone can improve their strategies! Summarize the “self-fulfilling prophecy” research: Display OH: <i>Pygmalion Guidelines</i></p> <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. • <i>Note:</i> Lows and Highs both improve.

Session 4b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
45	195	Foursomes or small groups	1-48 1-23 1-2 1-24ff 4-14	<i>Fishbone Diagram</i> <i>Conducting Whole Lesson</i> <i>Effective Lesson Elements</i> Lesson plans and outline <i>Planning To Conduct a Guided Practice</i>
12	207	All	1-79 1-80	Learner guide <i>Closure</i> <i>Closure Action Plan</i>
03	210	All	4-15	<i>Objectives for Sessions 5 & 6</i>

Session 4b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Planning a guided practice:</i> How do we use developmental questioning to monitor learning within a climate which supports effective learning?</p>	<p>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.</p> <p>Display OH: <i>Conducting Whole Lesson</i> for context of planning this phase.</p> <p>Review: <i>Effective Lesson Elements</i> and exemplary lesson plans and outline.</p> <p>Focus learners on the guided practice phase in OH: <i>Planning Guided Practice</i>.</p> <p>Emphasize: This is the most likely part of the lesson for asking developmental questions to evaluate individual learning performance as learners practice tasks.</p> <p>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> <p>Learners will demonstrate on video the Guided Practice phase as part of the whole lesson they will conduct during last two sessions.</p>
<p><i>Closing the learning session:</i> What did we learn so far?</p>	<p>Ask learners to recall what they have learned this session. Ask random learners this sequence of questions. Wait for learner to respond after each question.</p> <ul style="list-style-type: none"> • What is the tag for one concept or procedure that you have learned? • How do you explain it in your own words? • What ways do you plan to use it at work? • What do you predict what will happen when you put it to use at work? <p>Tell learners to summarize their closure action plans.</p>
<p><i>Previewing next session:</i> What will we learn next?</p>	<p>Preview major learning points for next session. Display OH: <i>Objectives for Sessions 5 and 6</i>.</p> <p>Remind learners to bring lesson demonstration materials and blank videotapes to next session.</p>

End of Session 4b

Notes

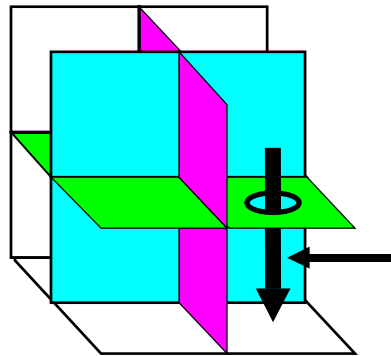
Session 5a: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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

Objectives for Sessions 5 & 6

Instructor-Trainees will —

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



**5.
acting
competently
without being
aware**

Session 5a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
01	01	All	1-16	<i>Agenda</i> Course map
02	03	All	4-15	<i>Objectives for Sessions 5 & 6</i>
12	15	All	1-38 2-23	<i>Objectives for Sessions 1 & 2</i> <i>Objectives for Sessions 3 & 4</i>
05	20	All	—	
02	22	All	1- 2	<i>Effective Lesson Elements</i>

Session 5a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<i>Overviewing the course:</i> What progress have we made so far?	Display OH: <i>Agenda</i> . Relate agenda and objectives to map of the course, and show where we are now.
<i>Previewing this session:</i> What will we learn this time?	Preview OH: <i>Objectives for Sessions 5 & 6</i> . Say: These are the tasks we will be consciously competent to perform.
<i>Reviewing last session:</i> What did we learn last time?	Display OH: <i>Objectives for Sessions 3 & 4, Objectives for sessions 1 & 2</i> to stimulate review discussion. [<i>Do not play Review Game this session.</i>]
<i>Creating interest:</i> Why is it important to tie it all together for the learner?	Tell learners: We often break down a complex working task into smaller, simpler tasks that are easier to learn. <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.
<i>Transition</i>	Say: The lesson is the basic integrative structure of instruction. So what is a lesson?
<i>Reviewing the concept of the whole lesson:</i> What is the sequence of events in conducting an effective lesson?	Refer learners to Table of lesson elements in <i>Effective Lesson Elements</i> of the learner guide. Remind them that only five of the elements are critical for mastery <i>within the course</i> , while the instructor is present: <ul style="list-style-type: none"> • orientation, • persuasion, • instruction, • guided practice, <i>and</i> • closure.

Session 5a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
08	30	All	5- 2 <i>Detailed Course Schedule</i> 5-29 <i>Facilitator Guide Excerpts – Scheduling Templates</i>
50	80	Individuals	1-23 <i>Conducting Whole Lesson</i> Set of developmental questions 1-48 <i>Fishbone Diagram</i> Chart to list names and times for demos.
15	95	All	—

Session 5a: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>Scheduling learning events:</i> How do we fit everything in?</p>	<p>Refer learners to scheduling templates in learner guide. [See added note about reinforcement on next page.] Review the decision-making process by which instructor allocates essential learning time frames for 12 learners to practice for 25 minutes each:</p> <ul style="list-style-type: none"> • Calculate total class time each session at 210 minutes, less 15' for break. • Subtract break time, closure time, and overview-review time from 2 sessions. • Essential learning time remaining for both sessions equals 365 minutes. • We adjust session durations to allow for breaks and lunch at convenient times. • Consider consequences of running concurrent groups, losing interactivity. • 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>.
<p><i>Planning the whole lesson:</i> What resources do we need to manage to conduct the whole lesson?</p>	<p>Remind learners that they have already planned their guided practice, and prepared a set of developmental questions to use at earlier session.</p> <p>Display OH: <i>Conducting Whole Lesson</i>. Tell them to schedule their learning events into the time frames suggested, in order to limit lessons to 25 minutes each. Recommend they use the fishbone diagrams to ensure that they have all needed resources.</p> <p>Tell learner-groups to reserve four 25-minute periods to conduct their 4 lessons, by listing their names in sequence on chart. Recommend all take break as scheduled.</p>
<p><i>Taking a break</i></p>	<p>Ask learners to return, ready to begin lessons in 15 min.</p>

End of Session 5a

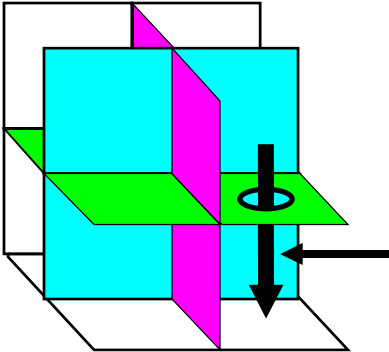
Reinforcing learning

Follow these guidelines to structure reinforcement patterns into lesson plans:

- Ask learners what reinforcement activities they observed during this course.
 - Tell them to scan the course's *Detailed Schedule*, pages 5-2 to 5-28, to note how the designer scheduled reinforcement patterns therein.
 - Point out these features:
 - Previewing, overviewing, reviewing
 - Closing
 - Closure Action Plans
 - Repetition within guided practices.
-

Session 5b: Facilitator Guide

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>Lunch</i>	<i>Lunch</i>	<i>Lunch</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



5.
**acting
 competently
 without being
 aware**

Session 5b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
100	195	Group of four: each person instructs once, observes 3x — <ul style="list-style-type: none"> • A B C D • E F G H • I J K L 	1-23 <i>Conducting Whole Lesson</i> Lesson plan notes Prepared set of developmental questions <i>Observation Grid</i> copies Blank videotape Camcorder, tripod List of names in sequence End-of-course questions After-course survey

Session 5b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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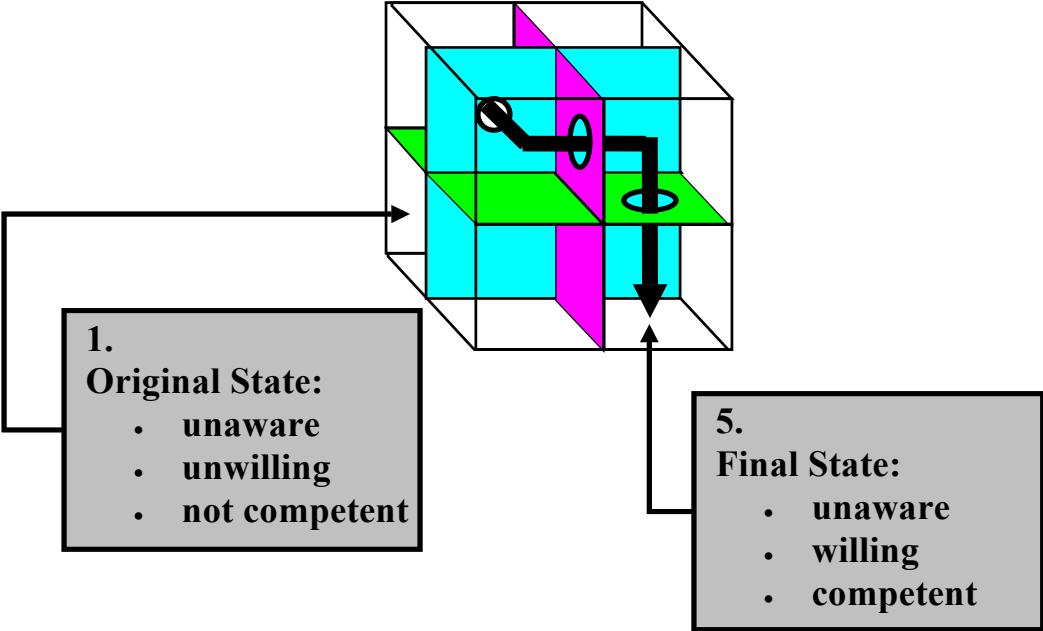
<p><i>Conducting the whole lesson:</i> How independent are we in integrating the parts of an effective lesson?</p>	<p>Display OH <i>Conducting the Whole Lesson</i></p> <p>Remind each “instructor” to —</p> <ul style="list-style-type: none"> • conduct a whole lesson for a maximum of 25 min. • preface the 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. <ul style="list-style-type: none"> • conclude the lesson with closure questions for random learners. • take less than one minute to report how you feel the lesson went. <p>Ask observers to report on climate, process and content within 4 minutes.</p> <p>Change videotapes while observers are reporting their results.</p> <p>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><i>Note: Each person evaluates videotape of lesson on own time. Do not debrief videotapes during class time.</i></p> <p><i>Note: Distribute post-course questions and after-course survey to all learners. Remind them when and how to return responses.</i></p>
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End of Session 5b

Notes

Session 6a: Facilitator Guide

Duration	Day 1	Day 2	Day 3
80 min.	Session 1a	Session 3a	Session 5a
15 min.	Break	Break	Break
100 min.	Session 1b	Session 3b	Session 5b
30 min.	Lunch	Lunch	Lunch
100 min.	Session 2a	Session 4a	Session 6a
15 min.	Break	Break	Break
110 min.	Session 2b	Session 4b	Session 6b



Session 6a: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
100	100	Group of four: each person instructs once, observes 3x — • A B C D • E F G H • I J K L	1-23 <i>Conducting Whole Lesson</i> Lesson plan notes Prepared set of developmental questions <i>Observation Grid</i> copies Blank videotape Camcorder, tripod List of names in sequence
15	115	All	—

Session 6a: Facilitator Guide

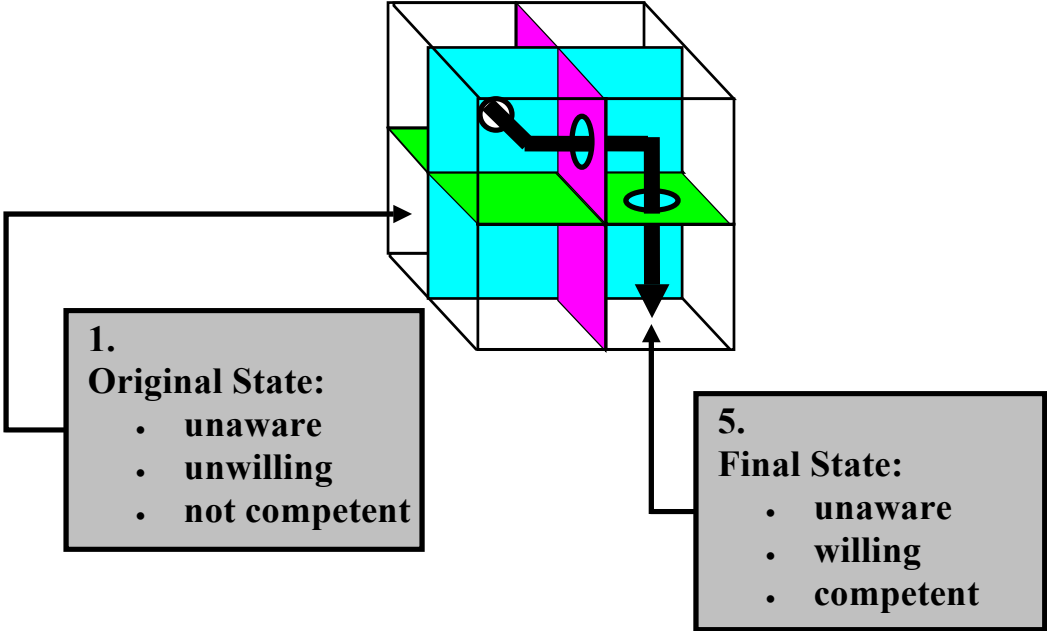
Course events	Learning activities which instructor facilitates
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<p><i>More... Conducting the whole lesson:</i> How independent are we in integrating the parts of an effective lesson?</p>	<p>Tell next group of four “instructors” to continue as in earlier session:</p> <ul style="list-style-type: none"> • Conduct a whole lesson for a maximum of 25 min. • 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>Ask observers to report on climate, process and content within 4 minutes.</p> <p>Change videotapes while observers are reporting their results.</p> <p>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><i>Note: Each person evaluates videotape of lesson on own time. Do not debrief videotapes during class time.</i></p>
<p><i>Taking a break</i> End of Session 6a</p>	<p>Ask learners to return, ready to continue in 15 minutes.</p>

Notes

Session 6b: Facilitator Guide

Duration	Day 1	Day 2	Day 3
80 min.	Session 1a	Session 3a	Session 5a
15 min.	Break	Break	Break
100 min.	Session 1b	Session 3b	Session 5b
30 min.	Lunch	Lunch	Lunch
100 min.	Session 2a	Session 4a	Session 6a
15 min.	Break	Break	Break
110 min.	Session 2b	Session 4b	Session 6b



Session 6b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page Materials, Machines, Metrics
100	100	Group of four: each person instructs once, observes 3x — <ul style="list-style-type: none"> • A B C D • E F G H • I J K L 	1-23 <i>Conducting Whole Lesson</i> Lesson plan notes Prepared set of developmental questions <i>Observation Grid</i> copies Blank videotape Camcorder, tripod List of names in sequence

Session 6b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<p><i>More... Conducting the whole lesson:</i> How independent are we in integrating the parts of an effective lesson?</p>	<p>Tell last 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 min. • 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>Ask observers to report on climate, process and content within 4 minutes.</p> <p>Change videotapes while observers are reporting their results.</p> <p>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><i>Note: If last group needs observers, ask for volunteers from earlier groups.</i></p> <p><i>Note: Each person evaluates videotape of lesson on own time. Do not debrief videotapes during class time.</i></p>
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Session 6b: The Competent Instructor

Event duration in minutes	Elapsed time in minutes	Type of learning group	Page	Materials, Machines, Metrics
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10	225	All		Trainee Reaction forms Pencils Cake and frozen yogurt to celebrate!!
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Session 6b: Facilitator Guide

Course events	Learning activities which instructor facilitates
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<i>Evaluating the Course:</i> How did we do?	<p>Tell learners to complete Trainee Reaction forms. Remind learners when and where to return the After-course test and survey.</p> <p>Thank learners for their cooperation and risk-taking, and welcome them to the world of professional educators, instructors, and trainers!</p>
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End of Session 6b, End of Facilitator Guide

Notes
