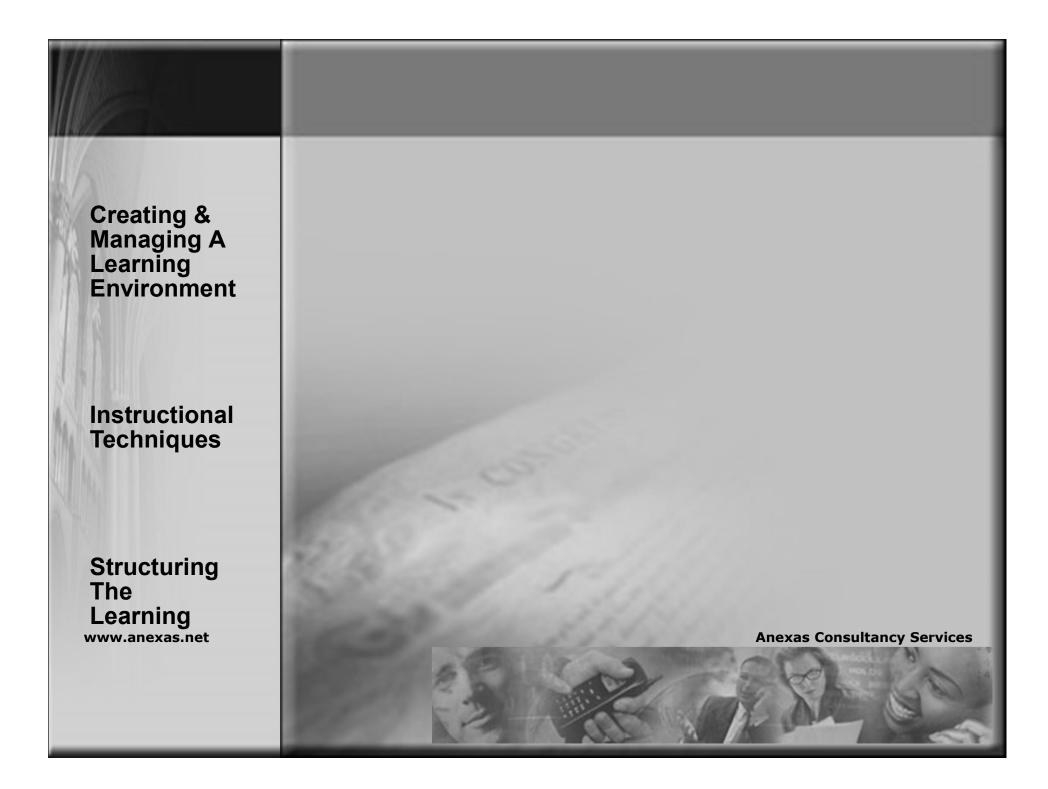


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Instructional Techniques

Structuring
The
Learning
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- Create A Climate For Learning
- Facilitate Adult Learning
- Ask Questions To Manage A Group
- Elicit The Group's Help In Dealing With Problem Behaviour
- Use Verbal Reinforcers

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Transition

Topic Introduction

Focus Attention On The Topic

Provide Clear Directions

Closure

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- Classroom Preparation
- Qualities Of Effective Instructors

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- Classroom Preparation
- Qualities Of Effective Instructors
 - Open To Change
 - Understanding Participant Needs
 - Accepting All Learners
 - Flexible
 - Sense Of Humor
 - Democratic
 - Involved In The Class
 - Knowledgeable About The Subject

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- Classroom Preparation
- Qualities Of Effective Instructors

Instructor Competency

- Instruction is a process. Your mastery of instructional skills will enable you to help your group achieve desired learning objectives or outcomes
- How do I measure my competency as an instructor?
 - Outcomes in terms of your learners
 - Outcome of an individual topic or activity to find out whether learning objectives were met
 - Outcome of the entire course for overall course objective

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Characteristics of adult learning

	Children	Adults
- Experience	Minimal experience base to judge new experience or learning	Considerable experience base to judge new experience or learning
Self Concept	Dependent upon others - parents, teachers, school	Dependent on achievements as independent self directed individuals
Readiness to Learn	Dependent upon physical maturity & overall growth & development	Dependent upon perceived importance of what is to be learned – need to know
- Time	Postponed application of learning	Immediate application of learning to solve personal, social or occupational problems

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- Characteristics of adult learning
- Characteristics of adult learning situations
- How an instructor can use the needs of adult learning as motivators
- Describe a learning objective
- How learning objectives facilitate learning

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- Characteristics of adult learning
- Characteristics of adult learning situations
- Design of course / program is problem-centred rather than contentcentred
- Encourages the active participation of learners
- Draws upon and uses experiences of learners
- Climate is collaborative (learner-learner and learner-instructor) rather than the authoritative
- Instructional activities tend to be experimental rather than just the dissemination of information
- Evaluation needs to be a reappraisal or reassessment of learning needs and interests – continuous improvement

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- Clarify Objectives
- Test Understanding

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Questioning techniques to manage a group

Creating & Managing A Learning Environment **Create A Climate** Techniques for handling problem behavior For Learning **Facilitate Adult** Learning **Ask Questions To Manage A Group Elicit The Group's** Help In Dealing With Problem **Behaviour Use Verbal** Reinforcers **Anexas Consultancy Services** www.anexas.net

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Techniques for handling problem behavior

Guidelines for sharing responsibility for Group Management:

- Observe signs of problems
- Share observations with the group
- Ask for verification & suggestions
- Make a decision based on consensus

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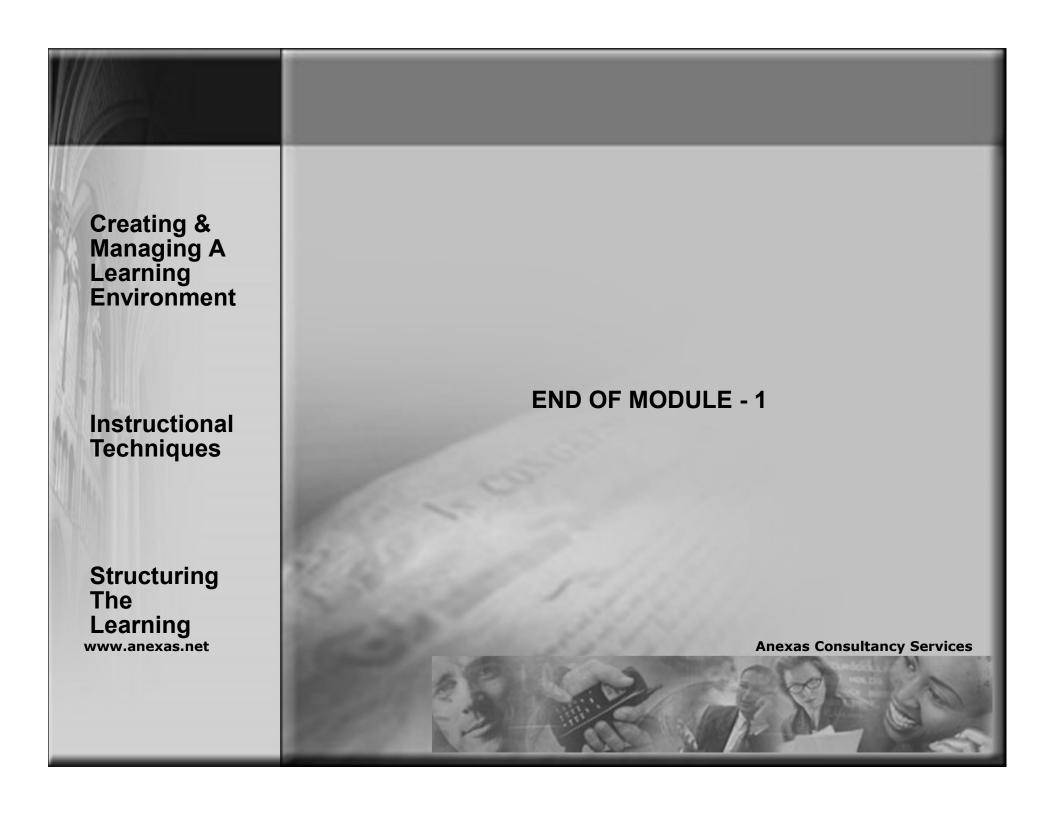
Use Verbal Reinforcers

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- Positive & Neutral reinforcers are important tools for motivating a group
- Use Positive Reinforcers to reward correct or appropriate responses
- Use Neutral Reinforcers to neutralize incorrect or inappropriate responses instead of "turning off" the participant with a negative statement

Creating & Managing A Learning Environment **Create A Climate Listening tips for instructors** For Learning **Facilitate Adult** Learning **Ask Questions To Manage A Group Elicit The Group's** Help In Dealing With Problem **Behaviour Use Verbal** Reinforcers **Anexas Consultancy Services** www.anexas.net

Creating & Managing A Learning Environment **Create A Climate** Tips for dealing with stage fright For Learning **Facilitate Adult** Learning **Ask Questions To Manage A Group Elicit The Group's** Help In Dealing With Problem **Behaviour Use Verbal** Reinforcers **Anexas Consultancy Services** www.anexas.net



Give Feedback

Ask Questions To Promote Learning

Use Prompting, Paraphrasing & Clarifying Techniques

Use Visual Aids As Instructional Tools

Use Examples & Analogies

Use Instructional Methods

Guidelines for providing feedback

Approach:

- Solicit the other person's impressions first
- Describe observed behavior
- Check for agreement or disagreement with your observations
- Give an opportunity for the other person to suggest alternate behaviors
- Share and explore ideas rather than give advice
- Close without pressure, leaving the other person with the option to change

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Feedback should be:

- Timely
- Specific and descriptive
- Non-evaluative
- Goal-oriented
- Limited
- Two-way

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Guidelines for preparing question

- Creative (Asking for ideas)
- Logical (analysing, defining, classifying, explaining, comparing, intepreting etc.)
- Memory-Sensory-Feelings

Unplanned Questions:

- Ask for explanation
- Explore relationships
- Explore interpretations

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Guidelines for Prompting, Paraphrasing, & Clarifying

Prompting (encourages elaboration)

Use to draw out more information or to get the participant to elaborate on what was said. Use reinforces as an effective prompting techniques

Paraphrasing (restate to verify interpretation)

Restating a participants response in different words to make sure you understand what was said and to encourage elaboration

Clarifying (use it to reduce vagueness)

Seeking direct clarification or stating what you think and ask for verification or ask for definition of key words

Case Study

Instructional Techniques **Give Feedback** Using the flipchart **Ask Questions To Promote Learning Use Prompting,** Paraphrasing & Clarifying **Techniques Use Visual Aids** As Instructional Tools Use Examples & Analogies Use Instructional Www.anexas.net Methods **Anexas Consultancy Services**

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Using the Notebook & LCD Projector

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Use examples & analogies to:

- Relate learning to skills
- Arouse participant interest
- Introduce a topic or activity
- Relieve tension
- Clarify a difficult concept
- Personalise information
- Make a presentation convincing
- Create a mental or visual image
- Make new learning seem familiar

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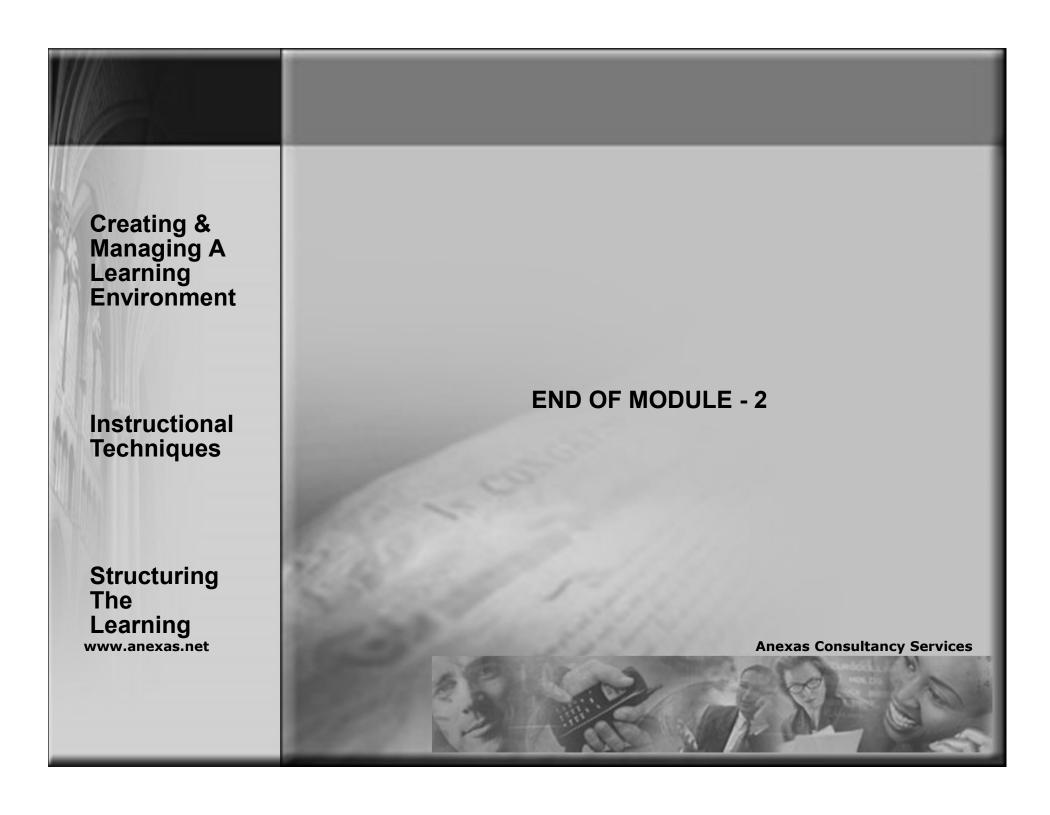
Use Visual Aids As Instructional Tools

Use Examples & Analogies

Use Instructional Methods

Instructional methods:

- Lecture presentation
- Discussion
- Brainstorming
- Case Study
- Role Play
- Games / Activities / Exercises / Energisers



Transition

Topic Introduction

Focus Attention On The Topic

Provide Clear Directions

Closure

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Guidelines for achieving transitions:

- Ask a series of questions to arouse interest before introducing a new topic
- Explain reason for moving on the new topic
- Use an anecdote or example that relates a topic to the next
- Use a visual aid

Transition

Topic Introduction

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Guidelines for introducing a topic:

- Explain the nature of the topic
- Review the learning objectives what participants can expect to gain as a result of the topic
- Relate the value and utility of the topic to the real world or why the learning will be helpful

Transition

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Focus Attention On The Topic

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Guidelines for focusing on the topic:

- Ask questions related to the topic
- Ask a participant to summarize
- Trace the progress of the discussion
- Refer to objectives
- Make the observation that the group is off track and ask their help in returning back to the objective
- Make the observation that time is limited. Express the need to get back to the subject. If necessary, set aside time later to discuss the topic off-line.

Transition

Topic Introduction

Focus Attention On The Topic

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Guidelines for ensuring closure:

- Summarise what the group has been doing or, preferably, ask a participant to summarize
- Summarise learning outcome and record on flipchart
- Relate summary to the original objectives
- Ask for feedback on comfort level of participants