REGIONAL CADET INSTRUCTOR SCHOOL (PRAIRIE)

MENTOR

ALTERNATE METHODS OF INSTRUCTION

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UTILIZE ALTERNATE METHODS OF INSTRUCTION

Introduction

The experienced instructor should have a detailed knowledge of various methods of instruction available and the advantages and disadvantages of each.

Alternate methods of instruction (AMI) apply all the same principles as a standard knowledge lesson and skill lesson, which is why an instructor must be conversant in the basics before they will be successful with AMIs. AMI is a different approach to the body of a lesson. This means that all AMIs have an introduction and conclusion no different than any other lesson.

Selection Factors

The approach to a lesson is often the choice of the instructor, so a number of factors must be considered when choosing an appropriate method of instruction for a class.

    a.   <u>Level and Abilities</u>: The method selected must be suited for the mass population of the students level and abilities. For example: if the students have a limited reading ability, a self-paced or other reading methodology may not be suitable.

    b.   <u>Enabling Objectives</u>: Knowledge, skill, or attitudinal performance objectives call for different teaching methods. The performance objective will dictate the method of instruction; the method or approach must be compatible with what is to be learned.

    c.   <u>Level of Learning Required</u>: The experience and judgement of a course writing board and SMEs is required to make an appropriate selection. At the LHQ it is the responsibility of the Training Officer to be able to interpret and provide guidance by using the CTS, CTP or QSP.

    d.   <u>Need for Transfer of Learning</u>: Training and the method of instruction chosen must permit trainees to transfer lessons learned in the classroom to on-job situations. Fully explaining course objectives, using proper instructional technique, selecting materials that enhance what is being taught, and maximizing the similarity between the training environment and the real job may ensure transfer of learning.

    e.   <u>Facilities</u>: Methods must suit the available facilities.

f.   <u>Resources</u>: The method of instruction chosen should be both cost effective and efficient both short and long term.

g.   <u>Time</u>: The method chosen must be the best use of available time.

h.   <u>Instructors</u>: If an instructor is not familiar or comfortable with a given method, it may have an adverse effect on training. Training and evaluating instructors can overcome this.

i.   <u>Substantiation</u>: Whenever a board selects a method of instruction for an EO, it must write down the reason for its choice. If circumstances change or the selected method proves unsatisfactory, recommendations for change can be made based on an understanding of the original logic.

FLOOR Model

Alternate methods of instruction usually rely on the high interaction between the trainees therefore; class control becomes one of the largest hurdles for the instructor. By incorporating the rules of conduct formally in the control statement of the introduction an instructor can stop a lot of problems before they begin. We recommend posting this in the classroom and referring to it in your introduction.

F	Focus	- on the aim - no sidebars, side conversations
L	Listen	- to others - disagree with the idea, but not the speaker
O	Offer	- be willing to participate
O	Opinion	- it's natural to have one - remember others have the same right - no "yeah, but…"
R	Respect	- for others regardless of position/rank - possibly most important thing to remember

Conclusion

Alternate Methods of Instructions are extremely under used in not only the cadet program but in most organized learning environments. Why? Instructors do not think of them and they involve a high level of preparation by the instructor. The largest factor may be that without practice AMIs are difficult to perform for the instructor. Do not let this deter you from expanding your comfort levels to include alternate methods of instruction, you will only become better for it.

Alternate Methods of Instruction

1. Small Group Activity (SGA)

2. Guided Discussion

3. Role Play

4. Educational Game

5. Field Trip

6. Case Study

7. Guided Discovery

8. Simulation

9. Demonstration

10. Tutorial

11. Seminar

12. Independent Study

13. Study Assignments

14. Distributed Learning

15. Debate

16. Mentoring

17. Skill Lesson

18. Knowledge Lesson

SMALL GROUP ACTIVITY

1. Small group activities are the employment of people in classroom activities, typically in a group of 10 or less. It is ideal for any types of teaching points the trainee may have life experience with, reviews, or refreshers, and can easily be adapted to any level of training you wish. No matter what choice you make in terms of the selection of small group activity, always try to maximize the conditions under which learning occurs.

2. The responsibility for learning must rest with the individual student. Learning can only occur within the individual, and she/he must be the final determination of whether change will, in fact, take place. Thus the old axiom, which states that "if the learner hasn't learned, the teacher hasn't taught" can never be altogether true. The fundamental responsibility of every instructor is to create around the student those conditions, which will be conducive to learning. This is, in effect the role of the instructor.

3. Small Group Activities (SGA) are one approach to the creation of conditions conducive to learning. The rationale rest upon the premise that learning is partly a function of attitudes, and education or training is a matter of overcoming resistance to change. This can be accomplished by discussing issues or problems and, in many instances, arriving at decisions about how they might be handled. Because the group resolves the problem itself with each student participating, members are committed to the solution through the functioning of group norms endorsing their new ideas or behaviours. Under this rationale, two purposes are assumed to be accomplished; (a) students get new insights into problems by hearing many different viewpoints and by having their own ideas critiqued and (b) they learn new ways of behaving to which they are committed because of group discussion and decision. The various methods used in SGAs are merely devices for accomplishing these purposes.

4. In your own classes, you will discover a multitude of ways to employ SGAs, as they are relatively straight forward in nature. A word of caution is needed, however. Do not make your SGA so simple that the class will complete the assignment in 'record time'. They will get nothing out of that, except discovering that there are still more ways to waste time in a classroom. It can also be used as a threshold knowledge type of exercise to discover what a group knows about a subject. This method is very successful with new subjects as well, it can be used with material that students have experienced the instructor is just formalizing the material with concepts and terminology. Whatever the employment tactic you chose, there are several fundamental issues to consider in your plan.

5. <u>Advantages</u>:

    a. Instructors learn the value of the method very quickly

    b. Students prefer this method to lecture method

    c. The strengths and weaknesses of the group are easily observed

    d. Aids to team/group development

6. <u>Disadvantages</u>:

    a. Instructor must be experienced with teaching and subject

    b. Relies heavily on student participation, which can be difficult if they do not want to participate

    c. If time is not highly controlled the aim will not be achieved

    d. This method is not used enough!

7. <u>Suggested Topics</u>:

    a. Roles of an instructor, follower or leader

    b. Problem trainees

    c. Visual and verbal aids

    d. Topics that concepts are sufficient: when they need to come up with a specific order or words, SGA will not work

8. <u>Materials you might need</u>:

    a. Whiteboards and/or Flipcharts and markers

    b. Work areas for each group

    c. Supporting items like handouts or reference books

    d. Grouping list

9. How to create a SGA:

   In preparing for the SGA follow the 3-part lesson plan format:

   > 1 – Introduction
   > 2 – Body – Supervision and Group Results
   > 3 – Conclusion

Introduction

Lesson Objective – What

Let the class know what is being taught and what the trainee will be required to do at the end of the class and on the job. This is the performance statement.

Where

Where will it be useful to the trainee in their position and/or everyday life. Where the lesson fits in the course.

Why

Why the lesson is important to the trainees, why should they learn what is taught in the lesson, why you are teaching the period.

Approach

This is how you are going to approach this lesson. Introduce your approach and the purpose of the SGA. There should be no vagueness or questions in their minds with regards to how you are approaching the material and what is expected of them - Participation.

Control Statement

This is a large part of your introduction. This part is the rules of the room and the SGA. Clearly state where they will be working, materials they will be using, time limits for the activity and the groups they will be working in. The clearer you are in your introduction/instructions the more successful the activity will be and the more on task the students will be. (See directions portion)

Directions / Control Statement

Lesson Preparation

You must plan your SGA having an idea of how you see things happening in the class, what to do in case of questions or difficult participants, and classroom restrictions including visual aids you intend on using. An essential part of your preparations include the provision of a handout (a DS solution). The need for this is twofold; firstly, it is a synopsis of the salient points of your lesson and secondly, is a guide for any instructor to take over from you for whatever reason. To this end, the handout must be neat, complete, and relevant to the points you are trying to bring out in the SGA.

Simple Design

Keep your SGA simple and easy to understand. Do not over explain or under explain. We recommend taping your instructions and listening to them to critique their effectiveness. If you think your instructions sound confusing, they are. You can always use an OHP or flipchart to display your instructions. No matter what you do, like military writing, remember Accuracy, Brevity, and Clarity.

> **Try this:** "Working in your group, come up with as many ways as possible to…."
> "You can brainstorm or discuss it however you wish…."

Student Directions

Where can they go wrong? What are their limits in terms of noise or what they can do? Who speaks when they return with their final product?

> **Try this:** "You can work in the coffee room if you wish. I would ask that you keep the noise level to a minimum"
> "Feel free to discuss this matter openly"
> "When you return, have a spokesperson appointed for the group"

Final Product

How do you want to see the final product? On paper, on slides, on a board, or verbally are some examples of a final product.

> **Try this:** "Put your group answers on the flipchart, use large letters so the people in the back of the room can see"

Time Limit

State how long they have to complete the assignment. Due to the nature and flexibility of the SGA, you must be specific with timings. SGAs have a tendency to go over time if the instructor does not enforce their timings.

> **Try this:** "It is now 1325hrs, return here in 15min, at 1340hrs ready to present."

Body – Supervision

Get Class on Track

If necessary, you must get them started, or at least headed in the right direction. You might have to supply an answer or part of one, to get them thinking the way you want them to think. We caution you here that the more you give, the more the class will want from you, so choose how you divulge your info. Remember, they should know something about the topic, so they may just be testing you to see how much they can get from you.

> **Try this:** "You seem to be having difficulty getting started. Why don't you start with this?"
> "Have you found the reference for the first question?"
> "Don't forget to be specific with your answers."

Facilitator Focused

What you do and how you do it is always an issue for discussion. You have a role to play in the development of the team or group, and the general rule is that you help the group become self-sufficient, thereby eliminating much of your involvement. The group will always need you, as nothing can ever replace the instructor, but your role diminishes as the group develops.

> **Try this:** "If you need me, I'll be..."

Body - Group Results

The group must have their product or process discussed in order to "harvest learning". The group should produce a list or provide a suitable answer to the problem posed. Discussion of their results is vital to success, as it can highlight both strengths and weaknesses in the end result. Any additional information if required may be added at this time, as well as any missed teaching points can easily be added by the instructor.

The group's work must be tied to the DS solution as provided by the handout. This enables the group to move up the educational ladder IAW Bloom's Taxonomy of Educational Objectives, and gives the group ownership of the subject. Displays of knowledge confirm that learning has occurred, either there or prior to the lesson, and deficiencies can be addressed if further SGAs, review, or additional assignments.

Conclusion

Check the Weak Areas

A brief coverage of weak areas that become apparent throughout the lesson.

Review

A quick repetition of the What part of the lesson intro, as seen by the instructor.

Handout

In order to reinforce the learning that takes place in the SGA, it is recommended that a handout be provided. The handout normally covers all of the teaching points. The handout does not have to be anything spectacular. It could simply be a compilation of the teaching points in point form, but consider that the students may use it as a reference in the future.

Re-motivation

Let the trainees know how they did in the lesson and restate the Why part of the lesson.

GUIDED DISCUSSION

1. The guided discussion is a method of instruction used with a small group (4-12 people) that achieves the aim through maximum participation by trainees. The instructor uses lead-off questions (LOQ) and follow-up questions (FUQ) in an effort to direct and stimulate trainees thought processes.

2. A guided discussion is an instructor planned and guided learning experience in which the sharing of information by the group leads to the achievement of the teaching points and performance objective. Always remember a guided discussion is a definite teaching period with a set aim to be achieved. It must not become just a 'fun discussion' or worse still 'an exchange of prejudices'.

3. Uses of the Guided Discussion:

    a. Develop imaginative solutions to problems

    b. Stimulate thinking and interest and to secure trainee participation

    c. Emphasis main teaching points

    d. Supplement lectures, reading, video or laboratory work

    e. Determine how well the trainees understand concepts and principles

    f. Prepare trainees for application of theory or procedure

    g. Summarize, clarify points or review

    h. Prepare trainees for instruction which is to follow

    i. Determine trainee progress and the effectiveness of prior instruction

4. Advantages:

    a. Increase trainee interest and motivation

    b. Increase trainee acceptance and commitment

    c. Utilize trainee knowledge and experience

    d. Results in more permanent learning due to high degree of participation

    e. Provides setting in which the instructor and trainees can get to know one another better than they could otherwise do in a large group.

5. <u>Disadvantages</u>:

   a. Requires a extremely skilled and flexible instructor

   b. Sometimes requires preparation by the trainees

   c. Limits content

   d. Consumes time

   e. Restricts the size of the group to 4 –12 people

6. <u>Suggested Topics</u>:

   a. Characteristics of good/bad leadership

   b. Principles of a healthy lifestyle

   c. Technology affects lifestyle

   d. Topics that are option based work very well, as long as it is reasonable that the average student has experience with the subject

7. <u>Materials you might need</u>:

   a. Whiteboard and/or Flipchart

   b. Tables and chairs that can be put in a format conducive to flow of conversation

   c. A pad of paper and pen for the instructor

8. <u>How to create a Guided Discussion</u>:

   In preparing for the guided discussion follow the recommended the following procedure:

   1 – Introduction
   2 – Body (Lead Off Question #1)
   3 – Body (Lead Off Question #2)
   4 – Conclusion

Introduction

Remember all lessons have the five parts of an introduction, depending on the approach the intro may look a little different.

Attention Step (optional)

Makes students focus on the topic. This can take many forms from a simple statement to pictures, charts, diagrams, slides, video or other media.

Lesson Objective – What

What you will be teaching in the lesson and what the trainee will be required to do at the end of the lesson. This is the performance statement.

Where

Where will it be useful to the trainees in their position and/or everyday life. Where the lesson fits in the course.

Why

Why the lesson is important to the trainees, why should they learn what is taught in the lesson, why you are teaching the period.

Approach

This is where the introduction may be a little different than a straight knowledge lesson because it may have to be more detailed. Explain the areas for discussion to include the main teaching points and maybe the supporting teaching points. If you need to define any key concepts or unfamiliar terms this is a good place to do that. As well as explain the approach you are taking with the lesson in a simple statement.

Control Statement

This is what is required of the trainee in regards to class participation. Establish your rules for the class; this is usually the FLOOR Model. This is also a good place to remind them that are discussing the topic with each other and not directing their comments to you as the instructor.

Body – LOQ #1

Flexible management of the guided discussion by the instructor enables the students to reach the planned lesson objective. This is done through asking questions and allowing the students respond to the questions through exploring and discussing with each other.

Questioning

Lead Off Questions (LOQ)

a. Choose your questions carefully, try to use How or Why (Long answer questions)

b. This is to initiate the discussion. Craft them in such a way that they elicit thoughtful responses and **NOT** yes/no or one word answers.

c. Must be written out <u>verbatim</u> on a whiteboard or something similar

d. Make it short, clear, simple

e. You need one LOQ for all related teaching points

f. Sit back and let the student's think and respond!

Follow-Up Questions (FUQ)

These questions are created to draw out the supporting teaching points and are used similarly to the LOQ but are for the instructors use only. The intention is to have a question for every supporting teaching point so the students explore the entire subject and meet the learning objective. These questions are written in your lesson plan and will only need to be asked if the LOQ does not promote a discussion on all aspects of the topic.

Spontaneous Questions

These are used to get more information or clarification from the group or a single student. They are very helpful to bring a quiet student into the discussion. The spontaneous question is used a lot to bring the class back on track when they have gone off topic or having a hard time bringing out the teaching points you need to come out.

Anticipated Responses

For every prepared question that you have you should answer that question yourself while writing your lesson plan. This will help you determine if it is a good question and you will be able to anticipate how the class might respond to the question. You should have no less than three anticipated responses per question.

Controlling

Your job during the discussion is to encourage participation from all students present. The objective is to have the class talking and listening to each other rather than just responding to the instructor's questions.

Intervene

You must intervene when:

a. The discussion drifts from the topic

b. An inappropriate response

c. One or two students dominating the discussion

d. A lengthy pause

Summarizing

Prior to moving onto the next stage in the lesson you must always do a confirmation, in a guided discussion this looks a little different than in a standard knowledge lesson. Instead of asking confirmation questions you are going to quickly summarize the points that the students have brought out during that Lead Off Question. Since you are taking the points that the students spoke about that support the teaching points of the class it is important to take good notes. When you summarize do not change the wording from what the student said. Remember an advantage to guided discussions is high acceptance from the students; this will only happen if you use their words. It is suggested not to use the students name when summarizing the point.

Summarizing is an opportunity for the instructor to have the floor for a brief moment in the lesson prior to moving to the next stage. So take this time to show relationships between the points and the teaching points in order to make clear connections for the students.

Body – LOQ #2

This is now your second stage of your lesson. You are going to follow the exact format you used in the first stage with a second LOQ. Chances are if you have divided your stages appropriately this stage will feel like it going smoother than the first stage. Rules and expectations have been created in the first stage and people will be more at ease and willing to talk to each other. This also means you will really have to watch the clock, remembering you have to summarize the second stage and do the conclusion.

Conclusion

Remember all lessons have three parts to the conclusion and this is no different for a guided discussion.

Check the Weak Areas

A brief coverage of any weak areas that became apparent throughout the lesson. This may seem strange for a guided discussion but this is where you would take the opportunity to clarify any statements that were made during the discussion for example clarification of policy. This should take about 30 seconds.

Review

Review the lead off questions and provide clear relationships between what was brought out during the class and the teaching points. Remember for some learners a guided discussion is not formal enough for them to fully understand the main teaching points, usually due to past learning environment experiences, this is the instructor's opportunity to clarify or guide thinking. This should be no longer than about 1 minute.

Re-motivation

Instil in the class a desire to retain and use what they have learned from the discussion and link to the why statement in the introduction. Comment on their level of participation that contributed to the success of the lesson. Have a definite close to the lesson. This should take about 30 seconds.

Example of Pages 2 & 3 of a Guided Discussion

Lesson Objective - Negative press coverage affects CF member's morale.

MTP   Negative press coverage affects public perception

Question	Anticipated Responses
MTP, LOQ 1: How does negative press coverage affect public perception?	- What the public thinks - What they say about us - How they act towards us
STP 1, FUQ: How does negative press coverage affect what the public thinks of us?	- Swayed by sensationalism - Think we're all killers - Stop trusting, lose faith in us - Think we're overpaid cry-babies
STP 2, FUQ: How does negative press coverage affect what the public says about us?	- Start quoting from biased editorials - Call us undisciplined - Talk down to us - Say they don't need us
STP 3, FUQ: How does negative press coverage affect how the public acts towards us?	- Give us dirty looks - Shun us, or even spit at us - Don't allow their kids to play with ours - Vote for politicians who promise to downsize

Stage 1 Summary   a. Include students' ideas that support MTP
b. Add new information if needed
c. Relate all information to **MTP**

Transition   Now that we've discussed the public aspect, let's focus our attention on the personal perception.

(Note: MTP – Main teaching point, STP – Sub teaching point)

Example of Pages 2 & 3 of a Guided Discussion

Lesson Objective - Negative press coverage affects CF member's morale.

MTP   Negative press coverage affects personal perception.

Question	Anticipated Responses
MTP, LOQ 2: How does negative press coverage affect our personal perception?	- What we think of ourselves - What we might say - How we act
STP 1, FUQ: How does negative press coverage affect what we think?	- Start to believe the media - Get mad at bad apples - Start to think some of us not properly trained - Lose track of our role
STP 2, FUQ: How does negative press coverage affect what we say?	- Get mad and say stuff we might regret - Complain, dwell on negative - Bad mouth our leaders - Shift blame onto politicians
STP 3, FUQ: How does negative press coverage affect how we act?	- Start acting stressed - Distrust each other - Increases solidarity - Decrease production output, slacking off, etc

Stage 2 Summary   a. Include students' ideas that support MTP
b. Add new information if needed
c. Relate all information to **MTP**

Transition   Into conclusion

Guided Discussion Worksheet

Lesson Objective:

Main Teaching Point	Anticipated Responses (should be 3 sub pts or more)
LOQ (use How or Why)	
Sub Teaching Point 1 – FUQ	**Anticipated Responses**
	Participant Inputs
Sub Teaching Point 2 – FUQ	**Anticipated Responses**
	Participant Input
Sub Teaching Point 3 - FUQ	**Anticipated Responses**
	Participant Input

ROLE PLAY

1. Role-playing can be defined as "a method of interaction that involves realistic spontaneous behaviour in an imaginary situation". In this type of instructional method students are required to act the role for which they are being trained. They are supplied with information that would normally be available in the real-life situation and are then presented with a problem by Directing Staff.

2. Upon completion of the event/scenario the DS who has watched the whole performance normally debriefs trainees. If available video taping the role-play can be very helpful with trainee development.

3. Never lose sight of the fact that role-play is a method of instruction and the objective is to teach <u>not</u> to act out skits.

4. <u>Uses of Role-Play</u>:

    a. Encouraging initiative and self-reliance

    b. Training in human relations skills

    c. Training in sensitivity to people and situations

    d. Stimulating discussion

    e. Training in group problem solving

5. <u>Advantages</u>:

    a. Can evaluate trainees in as near to a real-life situation as possible before they certify & send them to employ their skills

    b. Students are allowed to 'experiment' with their new skills in a low threat environment

    c. Attitudes can be formed/learned by doing

    d. No better way to instruct human interaction skills

    e. Prepares students to meet 'real' demands of their new job

    f. Offers students insight into how it feels to be on the 'other side of the interaction' (e.g. be the boss, or the problem trainee)

6. <u>Disadvantages</u>:

   a. Some people find role-playing far too threatening and simply can't do it

   b. Instructors must be very skilled particularly in managing the scenario

   c. It is organizationally complex to set up, particularly for large classes

   d. Instructor has to be able to think on their feet enough to link how the scenario plays out to the main teaching points

7. <u>Suggested Topics</u>:

   a. Interviewing and Counselling

   b. Morale and esprit de corps

   c. Office training

   d. Problem trainees

   e. Principles of leadership

8. <u>Examples of Scenarios</u>:

   a. "It's your first day as a desk clerk and a customer approaches to register for a room with his pet baboon. You know that the hotel manager does not like pets in the rooms. The guest is a well-known actor. What do you do?"

   b. "Coffee breaks are too long in your office and your boss has told you that you had better do something about it. You know that productivity is higher in your office so breaks are really a low priority for you. However, your next promotion might be on the line if it looks as if you cannot handle it. The class is your staff – what do you do? (or say?)".

9. <u>Materials you might need</u>:

   a. Scenarios, may have to be on separate sheets of paper

   b. Rotation schedule

   c. Props

   d. Rules, rules, rules

10. How to create a Role-Play

Writing a lesson plan for a role-play has the same principles as any knowledge lesson. It has an introduction, body (the role-play), and a conclusion. Keeping these principles in mind will guide you in the correct direction.

Start with a clear understanding how you want the teaching points to unfold during the body of the lesson and that will guide you towards the types of scenarios that will be suitable. Another key factor to consider is how many students are in the class, the objective is to get all trainees involved in role-playing at some point during the class.

It is your job as the instructor to link the scenarios to the teaching points. This can be done by the instructor doing it at the end of each scenario, however by asking thorough questions of the students an instructor can get all the teaching points from the students. By asking the students to draw out the teaching points you are going to create a higher 'buy in' because you are making the teaching points the students ideas, as well as they just experienced the scenario so why can't they relay to the rest of the class what they were feeling during the scenario.

EDUCATIONAL GAME

1. An educational game is a game used to teach material. It is easy to make a game that reviews material that has already been taught however the real art is making a game that teaches new material.

2. It is important that good games practices be observed during training. Instructions should be complete and clear. Participants should be invited to ask any questions for clarification before the game starts. Fair play and discipline must be observed throughout the game. The trainer must be firm and fair in all decisions and consistent in the method of starting and ending a game. This method should be known at the beginning of each game.

3. <u>What is a game?</u> Games have five characteristics:

    a. Conflict – It is an element of struggle, either between players (chess), against luck (dice), between teams (hockey), or even against the person leading the game (black-jack, Clue);

    b. Control – Games always have rules. They can be simple (tic-tac-toe), complex (playing the stock market), fixed (scrabble), or flexible (they may vary from turn-to-turn like marbles, or round-to-round like Jeopardy);

    c. The End – Some games are short, other can be played for days or weeks. What distinguishes a game from simple 'playing' is the rule that specifies the moment at which play will end (competition hockey as opposed to shinny);

    d. Artifice or Creation – A game is not reality though it can simulate everyday life (playing house) or not (memory); and

    e. Teaching Points – Unlike other games where we may play for fun or to fill time, educational games are specifically designed to meet a lesson objective.

4. <u>Advantages</u>:

    a. Change of pace from lecture

    b. Students forget they are learning

    c. Keeps the students talking about the class afterwards

    d. Aids to team/group development

5. Disadvantages:

    a. Instructor must be experienced and strong enough to keep control

    b. Can run out of time if not careful

    c. A lot of preparation and creativity by the instructor

    d. May need a helper to judge or keep score

    e. Not used enough!

6. Suggested Topics:

    a. Seven enemies of survival

    b. Parts of the uniform

    c. Parts of an aerodrome, sailboat, compass …

    d. Canada food guide

    e. Topic that they may already have some experience with or that by crafting your questions correctly they could come up with the answer.

7. Materials you might need:

    a. Rules

    b. Team list

    c. Scoreboard

    d. Supporting items for the game (flipcharts, flash cards, buzzers …)

    e. Depends on how creative you have been

8. How to create an Education Game:

As always this is a period of instruction so the lesson plan format must be followed, introduction, body, and conclusion.

When preparing an educational game you should use the following procedure that are used for other types of alternate methods of instruction:

        1 – Introduction - Game Rules (Control Statement)
        2 – Body - The Game
        3 – Conclusion

Introduction

The introduction is not going too much different than any knowledge lesson you teach until you get to the control statement (see the SGA introduction and the IT Manual). The control statement is the rules of the game.

Game Rules - Control Statement

The rules of your game are going to clearly outline what the parameters of the game are and what the objective is in order to win the game.

This seems simple however you must verbally relay your directions clearly and as briefly as possible. If the game includes different rounds wait until the beginning of each round to explain the rules of that round. Ensure everyone knows the point system and how to collect points. If there is time limits ensure you clearly communicate how they know the time. Any parameters must be clearly communicated in order to keep the game fair. As well as the winner should be clear at the end of the game. Think of game show hosts and what they do and say at the beginning of each game and round of play.

Your rules should be flexible enough that if you have to modify or add rules during the game it does not change the game too much. You would start changing rules if the game isn't working, one team is severely dominating, or for safety reasons.

As well you want to end the game with a bang. This may be a bonus round where the game is for any teams taking. This will help with motivation of the students, especially if one team is losing by a lot.

Always remember the student's objective may be to win the game, but the instructor's objective is to teach and keep motivation high throughout.

Body - The Game

Once done explaining the rules you can then begin playing the game. While the game is being played the instructor has many roles: the host, the timekeeper, the judge, the cheering fans, and the teacher. Never lose sight that the objective of the game is to teach, so if information needs to be corrected or clarified only you can do that. For example if a question is asked of Team #1 and they get if wrong and Team #2 gets it wrong during the 'steal', as the instructor you have a responsibility to give the class the correct answer with an explanation.

Conclusion

The conclusion has the same components as a knowledge lesson (see other AMIs and the IT Manual). As with the role-play you may need to make the review portion of the conclusion strong so the students clearly understand what they learned during the period of instruction.

Be sure that the students are leaving with no animosity towards each other due to wins and loses. This can be easily done during the re-motivation statement of the conclusion.

FIELD TRIP

1. A Field Trip is a planned learning experience in which students observe "real life" operations that illustrate what was discussed or learned in the classroom. The Field Trip can also very successfully be used to teach new material as well.

2. Uses of a Field Trip:

    a. To reinforce and clarify classroom learning

    b. To inject variety into the training situation

    c. To allow students to view operations or equipment which cannot easily be shown in the classroom (e.g. 4-stroke engine)

3. Advantages:

    a. Demonstrate how theories taught in the classroom apply in operation

    b. Provides a break in routine

    c. Sets the stage for assignments, projects, and reports

    d. Students can view the realities of employment in specific fields

    e. Some topics are easier taught in the real environment

4. Disadvantages:

    a. Requires time and resources to organize

    b. Can be uneconomical use of instructional time

    c. Instructor can lose control of what is learned

5. Suggested Topics:

    a. Parts of an aerodrome

    b. Life aboard a Navy ship

    c. Affiliated unit history

6. <u>Materials you might need</u>:

   a. Handouts

   b. Extra staff

   c. Subject matter expert (SME)

   d. Transport

7. <u>How to create a Field Trip</u>:

   A Field Trip is a combination of a tour and a lesson, so remember that just like any lesson ever taught it has an introduction, body, and conclusion. It is very reasonable to have an instructor do the introduction, the SME do the tour/body of the lesson and then the instructor take over to do a formal conclusion. By having some formal control over the lesson the instructor can fill in any holes that the 'tour guide' may have missed to meet the lesson objective.

   When planning a tour that the instructor is relying on a outside expert to teach, ensure you are clear with the tour guide as to what your objective is and why you have chosen a Field Trip as a method of instruction. This will help with the tour guide giving the class what they need for the objective and teaching points of the class. The danger of a Field Trip is teaching points may be missed by the SME or guide, remember the objective of the lesson must be met or it is longer an AMI but instead an interesting afternoon.

CASE STUDY

1. The Case Study presents students with real life challenges. It helps bridge the gap in the classroom between theory and practice by applying previously learned concepts and principles. In the Case Study students meet a simulated, real-life situation in the classroom in order to achieve an educational objective. The Case Study, typically written, is an account provided to students, usually as a homework assignment, which serves as a basis for class discussion. Usually, a case will describe a problem already faced by others in a given field.

2. Uses of the Case Study:

   Due to its versatility, the Case Study lends itself to a wide variety of teaching conditions. Some schools use the Case Study exclusively, especially graduate schools of business. The assumption is that the best way to prepare for a business career is to have experience in analyzing data and making decisions. Students in these courses are given complex cases to analyze and to solve. The quality of the analysis and the reasoning behind the suggested decisions are often more important than arriving at a single solution. In the classroom, students participate in collective analysis and decision-making. As more and more cases are analyzed, students begin to form generalizations that they can apply to new situations. Thus, Case Studies can substitute for a period of on-the-job training (OJT).

   The Case Study may serve as an out-of-class written assignment, with students asked to bring solutions to class along with a rationale for their decisions. These solutions may form the basis for class discussion, and may also be turned in for the instructor to grade. A variation like this may overcome the need for relatively small classes in the pure Case Study method.

   Never rule out the Case Study method in the Cadet organization, it could be a very effective way to teach the more experienced cadets.

3. Advantages:

   a. Challenges students to apply what they know and comprehend to a realistic situation

   b. Takes the students out of the role of passive listeners and makes them partners with the instructor in applying concepts and principles

   c. Enables the students to think, reason, and employ data in a logical fashion, just as they will in a real job

d. Case Studies are flexible in approach. It can be the basis of an entire curriculum, a course, or simply an individual lesson.

e. Excellent way for students to progress to the next level

f. Develops problem solving skills

g. By interacting with others, students learn to respect the opinions of others

4. <u>Disadvantages</u>:

a. May not work with students who are too immature

b. May not work with large classes

c. Will not work where students are learning a procedure or a single solution which has been accepted as "correct"

d. Do not lend themselves to development of objectives at the knowledge level, where the lecture and reading are usually more efficient

5. <u>Suggested Topics</u>:

a. Problem solving

b. Planning an exercise

c. Correcting behaviour

d. Healthy Lifestyle

6. <u>Materials you might need</u>:

a. Large board (whiteboard, chalkboard)

b. A case to study

c. Tables and chairs that can be put in a format conducive to flow of conversation

d. A very clear lesson plan

7. Types of Case Studies:

   a. Capstone Method – A case or a series of cases is often used at the end of a body of instruction to help show the application of the course content.

   b. The Short Case or "Problem" – A realistic problem situation, often a page or less in length, is used as a discussion vehicle. The primary objective is not to find a "correct" solution to the problem posed, but to understand the principles involved. The problem posed should be sufficiently interesting and difficult to involve all the class members for the time allotted. Because the written problem provides the discussion vehicle, the class can also be broken up into smaller groups.

8. How to create a Case Study:

   General

   Know the case better than your students; you are the expert so be prepared. The following sequence will be of more value to you in learning about the method and in preparing your lesson.

   a. Determine your objective

   b. Select a case that supports your objective

   c. Analyze the case in every detail

   d. Determine the individual case elements (analysis format) for use in the class presentation

   e. Develop a lesson plan

   Lesson Plan

   Since the method doesn't lend itself very well to Bloom's lower level cognitive taxonomy (e.g. knowledge level), your lesson objective should be written to at least at the comprehension level.

   The main teaching points will be the individual case elements of the analysis format.

   You must create a classroom environment that will enable the group to actively discuss the case. Consider the physical arrangement of the room. Any of the arrangements for the Guided Discussion might be useful here, for example chairs in a circle, or tables in a diamond shape.

Introduction

Start the introduction no differently than any other type of lesson. Once you get to the Approach Statement and the Control Statement you introduce the case, the case process is reviewed, students are encouraged to participate, roles are established (if appropriate), and overall goal or task of the group is clarified. Students should have a clear idea at this time of the perspective from which they will analyze the case.

Development

You must learn to accept individual differences among students and their options. Make a sincere and obvious attempt to understand each student and their comments. The chances are good that such an attitude will be contagious and cause students to become interested in the comments of others. You must be capable of distinguishing between fact and opinion.

Role of the Case Leader

a. While you may want to do all the talking – don't. If you lecture during your case study, you will lose the class. The case study is intended to stretch the mind, so let the students think about it.

b. Be a good listener. Not an easy thing to do. You must be able to interpret the meaning of individual comments your students make.

c. While you may feel your opinion is the only one that counts, don't force it upon your students. Let them share theirs.

d. Don't argue, give advice, take sides, or make morale judgments.

e. Try to grasp why certain group members aren't participating and tactfully attempt to bring them into the discussion.

f. Remember, no two people see the case or the facts in the case the same way. Group members need to understand this as well.

g. Remember also, that the most verbose students aren't necessarily the ones who best understand what's fundamental to the case, though they may think they know.

h. Here are four things you can do to promote the productivity of the discussion:

    i. Act as a recorder and illustrate the ideas of the students on the chalkboard. Keep your board neat. You will find it helpful when summarizing.

ii. Restate and summarize what is said. Periodic summaries of the class discussion will aid progress towards a solution.

iii. Ask probing questions. Remember that questions can be overused. A good case discussion is not a series of questions asked by you and answered by the students. Good questions stimulate and guide the discussion.

iv. Draw upon your knowledge of the facts when students are in need of additional fact. Clarify, when appropriate. Do this without forcing the discussion to a particular conclusion.

i. If the discussion is going too quickly and many thoughts being incompletely though out and expressed poorly, the leader can slow down the discussion by frequently rephrasing what has been said and then question for depth.

j. From time to time class interest may decline and may need to be built or sustained. A change of pace is often helpful, try modifying your questioning, illustrating from your experience, or turning to a new aspect.

Role as the Questioner

a. Ask questions whenever there is a need to invite progress into group thinking.

b. Every comment from a student doesn't need to be met by a question.

c. Avoid answering directly any student question about the case that can be passed on to another student or the group for an answer or comment.

d. Here are some questions which may be helpful in case discussion:

i. To maintain an attitude of suspended judgment: "What weight did you give to the fact that…?"

ii. To define the basic problem and important facts: "Can we solve this problem before we take up the questions of…?" or "Suppose the facts that you refer to were not the case…?"

iii. To transfer previous information to the solution of the problem: "Is there any other way of looking at it? and "Why do you suppose that occurred?"

iv. To transfer by reviewing past experiences of they relate to the problem: "Have we seen or experienced anything in the past that presents problems similar to this one?" or "Was there anything in you prior experiences that may help here?"

v. To confront assertions: "Why?" or "Can we be sure of that without further checking?"

vi. To stimulate orderliness of an analysis: "How does your idea bear on the matter that has been discussed?" or "Let's leave that now and take it up when it's more appropriate," or "Let's summarize," "… please summarize."

Use of the Chalkboard/Whiteboard

a. To present an effective case study, you are going to have to use the chalkboard or whiteboard efficiently. You can also use OHP or flipcharts. Remember keep it neat.

b. A major part of your job as a case leader is to be a recorder. Usually, you will perform the role of recorder. However, if the objective is such that you take a less participatory role, then one of the students can record the information. Only let the students record if they have a lot of experience with case studies.

c. Typically, the main points of the lesson and the individual case elements of the analysis format are the same – Facts, Assumptions, Problems, Solutions (FAPS)

i. Identify *facts* relevant to the case study.

ii. Determine *assumptions* relating to the situation.

iii. State *problems* relating to the case.

iv. Predict *solutions* relating to the case.

Your Chalkboard/Whiteboard would look like this:

CASE ELEMENTS

<u>FACTS</u>	<u>ASSUMPTIONS</u>	<u>PROBLEM (S)</u>	<u>SOLUTIONS</u>

This is a good opportunity to use colour to your advantage. Studies show that we respond predictably to specific colours:

Black – What has already happened, what can't be changed
Blue – Indicates a conservative approach
Green – Stimulates interaction
Red – Heightens emotions

By using colour the instructor can guide the students thinking a little bit easier. Black is the Facts, Blue the assumptions, Green will help identifying the problems and Red will assist in coming up with plausible solutions.

Conclusion

Depending on your objective, there may or may not be a single right answer in a case study. Again, if the objective is a process objective, the instruction will centre on the students working through the problem-solving process. Typically, with a process objective it is more important to engage in a good exercise of decision making than in an endless search for one right answer. In this instance, there is no school solution to the case, so don't suggest anything which indicates a cut and dry approach. If, on the other hand, the objective is a content objective, then the instruction will focus on the material, product or end result.

The summation of the lesson's conclusion is <u>vital</u>. It is here that the final main teaching points and lesson objective is developed by summarizing the case and relating it to the concept or principle to be illustrated. Also, future applications of the concept/principle are also emphasized. All of this is easily accomplished within the conclusion of the lesson plan format.

Example of a Case Study and its FAPS

Note: The objective of this lesson is to stress the importance of "Passage of Information" in the workplace. Everyone in the chain of command must keep others informed of changes in the workplace, this eliminates conflict and upheaval.

Key players: WO Loney, Lt Blitzfeld, Capt Comstock, & the NCM

Replaced by a Computer

Lt Blitzfeld was assigned to the 419 Tutor Assault Sqn located at Pat Bay BC six months ago. This was her first base assignment after completing her technical training. She had initially graduated with honours from a civilian university, which was positively oriented towards business management skills. Lt Blitzfeld was assigned to the Assault Sqn avionics section. She performed well in her job and was a real go-getter. After only three months she proposed a plan to Capt Comstock, her supervisor. Since the 419 Tutor Assault Sqn has recently gained access to some advanced computer software from the base ADP section, the Lieutenant proposed a way to use these programs to increase efficiency within her section. Capt Comstock gave the okay to the plan and it was initiated two weeks later.

At first things went great. The avionics section she was in charge of saw an improvement in aircraft turn around statistics, which demonstrated the plan had merit. But, then things began to go downhill. Essentially, the plan had eliminated most of the duties of WO Loney. WO Loney was the WO of Avionics and was not even aware of the computer plan being formulated before it was put into action. He had six months remaining before retirement and until recently, had worked hard at his job. After the computer started doing most of his work for him, he developed a poor attitude saying all he wanted to do was get out. This attitude affected the other NCM. They developed similar attitudes doing only the minimum amount of work.

FACTS

WO unaware of the plan to replace him

Computer took over most of his duties

WO productivity declined

Subordinates doing minimum amount of work

WO attitude affected morale in the section

The computer did improve productivity

WO has six months to retire

Lt new to the unit

Subordinates following bad example of WO, nothing done

Capt initially OK'd the plan

ASSUMPTIONS

WO is unhappy with solution

Because WO not working, troops sympathetic, doing same

WO using this opportunity to go into "slump"

Lt is a "computer geek" who wants to improve work output

Lt assumes all want to use the computer

WO angry and his bad attitude is transparent

Bosses have no plan for WO for his last six months

Rest of the section fears for their jobs, too

PROBLEMS

No job for the WO

No job fulfillment for the WO

Lt changes work conditions too quickly (after 3 mths there)

Lt thinks all are "tech minded" like her

Capt should coach Lt; investigate the situation more. Look at big picture

Enlisted pers have poor attitudes; morale problems exist

People are not accepting changes too openly

This entire section has morale problems

SOLUTIONS

WO must be involved in the decision process form the start

Find a suitable job for the WO for last six months

Education in the workplace; initiate better two-way communication

GUIDED DISCOVERY

1. The instructor presents a problem, a question or a task and then guides the trainees toward a solution or answer to the problem. The instructor may give hints, redirect the trainee's approach to the problem, or answer questions as they arise.

2. Uses of the Guided Discovery:

    a. Present material the trainee would be able to figure out on their own with minimal assistance

    b. Review complicated material

3. Advantages:

    a. Stimulates thinking

    b. Increases understanding

    c. Gives trainees a chance to find answers themselves

    d. Presents a challenge

    e. Increases participation

4. Disadvantages:

    a. Instructor must give very clear direction

    b. May need extra staff for supervision

    c. Time consuming

5. Suggested Topics:

    a. Canoe strokes

    b. Sailing

    c. Map and Compass

    d. Building improvised shelters

6. How to create a Guided Discovery:

    Use similar methods to a skill lesson; however stand back more to allow the trainee time to figure out the skill on their own.

SIMULATION

1. A simulator is a complex training device that tries to capture many significant features of the operational environment. It should have as much fidelity as possible in order to maximize the degree of transfer from the training situation to the job situation.

2. The Simulation Method can be described as a means of reproducing, in a specially created environment, a representation of the real situation. It reproduces, as far as possible, operational conditions that enable the trainee to practice directly, safely and economically, tasks that cannot be practiced on the job itself. An example would be the first stages of flight training simulated in a flight simulator.

3. <u>Advantages</u>:

    a. Intimate involvement with problems is achieved

    b. Attitudinal results are possible because of the high personal involvement

    c. Saves wear and tear risk of damage to the "real thing"

    d. Instructor can watch the trainee "work"

4. <u>Disadvantages</u>:

    a. Actual simulators are expensive

    b. High usage can cause reliability problems

    c. Some distortion of reality may be present due to the developer's bias

5. <u>Suggested Topics</u>:

    a. First Aid

    b. Search and Rescue

    c. Fire fighting (e.g. on board ship)

6. <u>How to create Simulation Method</u>:

    Similar principles as Educational Game and Role Play, just remember to always have an introduction, body, and conclusion.

DEMONSTRATION

1. Demonstration is a method of instruction where the instructor, by actually performing an operation or doing a job, shows the trainee what to do, how to do it and through explanations bring out why, where and when it is done.

2. Uses of Demonstration:

    a. Teach manipulative operations or procedures

    b. Teach troubleshooting

    c. To illustrate principles

    d. Teach teamwork

    e. Set standards of quality

3. Advantages:

    a. Minimizes damage

    b. Saves time over participatory methods

    c. Can use with large groups

    d. Promotes safety

4. Disadvantages:

    a. Requires careful preparation and rehearsal

    b. Requires special classroom viewing arrangements

    c. Requires equipment and training aids

5. Suggested Topics:

    a. Safety procedures

    b. Care and Maintenance of tools

6. How to create a Demonstration:

    This is similar to a skill lesson without the practice of the skill by the trainees. Once the trainee is doing the skill it is Demonstration-Performance.

TUTORIAL

1. Tutorial is a method of instruction in which an instructor works directly with an individual trainee.

2. Uses for Tutorial Method:

    a. To teach highly complex skills and operations

    b. Operations involving danger or expensive equipment

    c. Provide individual remedial assistance

3. Advantages:

    a. Permits adaptive instruction

    b. Stimulates active participation

    c. Promotes safety

    d. Highly motivating

4. Disadvantages:

    a. Requires highly competent instructors

    b. Demands more time and is less cost effective

5. Suggested Topics:

    a. Ground School

    b. National Star Certification Exam preparation

    c. Remedial training

6. How to create a Tutorial:

    Due to the personalized natural of this method the instructor is going to approach this however will work for the trainee. Just ensure your objectives are clear and validate that learning has occurred.

<u>SEMINAR</u>

1. The seminar is a tutorial arrangement involving the instructor and group, rather than instructor and individual.

2. <u>Uses of the Seminar</u>:

   a. Provide general guidance for a group working on an advanced study, problem, or research project

   b. Exchange information on techniques and approaches being explored by members of study or research group

   c. Develop new and imaginative solutions to problems by the group

3. <u>Advantages</u>:

   a. Provides motivation and rapport

   b. Stimulates active participation

   c. Permits adaptive instruction

   d. Develops oral communication skills

4. <u>Disadvantages</u>:

   a. Requires highly competent instructors

   b. Poses evaluation problems

5. <u>Suggested Topics</u>:

   a. Instructor weekend

   b. All listed in tutorial

6. <u>How to create a Seminar:</u>

   Remember this is done with more advance topics so treat the participants as such. It may be a day of workshops and assignments. Just ensure your objectives are clear and validate that learning has occurred.

INDEPENDENT STUDY

1. Independent Study is a method of self-instruction using printed and/or audio-visual or computer-based media, often presented through programmed instructional packages (PIPs) to be completed prior to, during, or following a course.

2. Uses for Independent Study:

   a. Provide remedial instruction or make-up for late arrivals

   b. Maintain previously learned skills which are not performed frequently

   c. Provide training on equipment and procedures which have become obsolete

   d. Upgrade production

   e. Accelerate or enrich training of more capable trainees

   f. Provide common knowledge and skill background for trainees prior to onset of course

   g. Permit learning by those who cannot attend a course

3. Advantages:

   a. Reduce failure rate

   b. Improves end-of-course proficiency

   c. May permit trainees to skip material already mastered

4. Disadvantages:

   a. Requires local or commercial preparation

   b. Requires lengthy programmer training

   c. Requires considerable lead time

   d. Poses administrative problems, e.g. materials not received in time by trainee or material changing after mail out of PIP.

5. How to create a Seminar:

   This is done through writing out procedures in a workbook style or textbook style, ensuring the learning objective is being met by reading or doing exercises.

STUDY ASSIGNMENT

1. Study assignment is a method in which the instructor assigns the study of books, periodicals, manuals, handouts, auto-visual materials, or any combination. The assignment is a completion of a project or research paper, or; prescribed problems and exercises for the practice of a skill.

2. Uses of the Study Assignment:

    a. To orient trainees to a topic prior to classroom work

    b. To capitalize on individual differences in ability and background

    c. To provide for the review of material or to give practice

3. Advantages:

    a. Increase coverage of material

    b. Reduce classroom time

    c. Permits individual attention

    d. Reduces need for instructor to cover all material in class

4. Disadvantages:

    a. Requires careful planning and follow-up

    b. Poses evaluation problems

    c. Reduces non-standard results

5. How to create a Study Assignment:

    Be creative, but always remember there has to be a way to mark the assignment that is fair.

DISTRIBUTED LEARNING

1. Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom

2. Uses of Distributed Learning:

    a. Asynchronous (e.g. Email)

    b. Synchronous (e.g. Chat rooms)

    c. Plain old telephone system (POTS)

    d. Whiteboards

    e. Video conferencing

    f. CD-ROM

    g. Application sharing

    h. And the list goes on and on…

3. Advantages:

    a. Trainees do not have to come to the instructors

    b. Can be done from home and on own time

    c. Is spread over a period of time

4. Disadvantages:

    a. Need technical support staff (maybe at all computer locations)

    b. Instructor must be qualified to teach online (Distributed Learning Instructor)

    c. Not everyone is comfortable with this medium

    d. Very time consuming to create a course and maintain it

DEBATE

1. The definition of debate according to the Canadian Oxford Dictionary is 'to consider different sides of a question'. This is an excellent tool in the classroom and can be done as formally or informally as the topics allows.

2. <u>Uses of a Debate</u>:

   a. Assists in bringing values and attitudes to the surface

   b. Can assist with development of leadership in the trainees

3. <u>Advantages</u>:

   a. Have a pro and con panel and allows for questions for the audience

   b. Nice break in routine

   c. Allows for high class interaction

   d. Provides a higher level of learning

4. <u>Disadvantages</u>:

   a. Requires careful management

   b. Requires a lot of preparation from trainees

   c. Some trainees may be too shy, others too boisterous

5. <u>How to create a Debate</u>:

   This is a hybrid of a role-play and a case study, so use those two methods as your guide and modify it, as you need to.

MENTORING

1. The definition of mentoring according to the Canadian Oxford Dictionary is 'an experienced and trusted adviser or guide in a leadership role to a subordinate'.

2. Uses for Mentoring:

    a. To teach a new job

    b. To provide the example

3. Advantages:

    a. One-on-one learning

    b. The instructor provide the example and then watch the trainee work and provide immediate feedback

    c. Can be a more relaxed learning environment

4. Disadvantages:

    a. Can be time consuming

    b. Requires a lot of staff if more than one trainee

5. How to create Mentoring:

    Create a syllabus (objectives) for the trainee that will become the "checklist" for the trainee to refer to fro reference later. Ensure the mentor has time to do the job effectively or it will become frustrating for the mentor and the trainee.

    Mentoring is one step before On the Job Training (OJT).

SKILL LESSON

1. The outstanding difference between knowledge lesson and a skill lesson is how the teaching points are presented. A knowledge lesson the teaching points are explained where as the skill lesson teaching points are demonstrated.

2. <u>Uses for a Skill Lesson</u>:

    a. Psychomotor skill

3. <u>Advantages</u>:

    a. Simplifies skills

    b. Builds confidence in the trainees

    c. Relatively simple to plan

    d. Promotes safety

4. <u>Disadvantages</u>:

    a. Best with small groups

    b. May need more staff

    c. Uses a lot of material

    d. Can be time consuming

5. <u>Suggested Topics</u>:

    a. Knots and lashings

    b. Folding a map

    c. Stripping and assembling a rifle

6. <u>How to create a Skill lesson</u>:

    See the Instructional Technique Manual

KNOWLEDGE LESSON

1. The Knowledge Lesson is a formal or semi-formal presentation in which the instructor presents a series of events, facts, principles, etc.

2. Uses for a Knowledge Lesson:

    a. After learning about all these AMI don't rule out a lecture sometimes it is the most appropriate method

    b. To orient trainees and generate interest

    c. To introduce a subject or give overview

    d. Give direction on procedure

    e. To present basic or background material

    f. To introduce a demonstration, discussion or performance

    g. To illustrate application of rules, principles, or concepts

    h. To review, clarify, emphasize or summarize

3. Advantages:

    a. Saves time over AMIs

    b. Permits flexibility of class size

    c. Requires less rigid space requirements

    d. Permits adaptability and versatility

    e. Permits better control over content and sequence

4. Disadvantages:

    a. Involves one-way communication
    b. Poses problem in skill teaching
    c. Encourages course member passivity
    d. Poses difficulty in gauging course member reaction

5. How to create a Lecture:

    See the Instructional Technique Manual

References:

Canadian Forces Training Development Centre – Advanced Instructional Technique Course

Regional Cadet Instructional School (Prairie)– Instructional Technique Manual

Royal Canadian Sea Cadet Phase III Handbook

Royal Canadian Army Cadet Reference Manual

Royal Canadian Air Cadet Level Three Handbook

Canadian Forces Training Development Centre – Distributed Learning Instructors Course

Canadian Forces Training Development Centre – Instructor Supervisor Course