



PRESENTATION GUIDES

WED 462 - Instructional Methods
and Materials

Spring 2009

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Presentation Guide

Orientation

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Visuals

A. Name and title of course

0.1

B. Administrative Considerations

1. Roll/name tents
2. Location of class meetings
3. Days of meetings/holidays
4. Timekeeper
5. Student information cards
6. Course product/appearance/
academic portfolio
7. Grading

**Grade
sheet**

C. Class Introductions

D. Learner's and Instructor's Guide

1. Organization
 - a. Syllabus
 - b. Course Product Outlines
 - 1) Two-pocket folder (blue)
 - a) Administrative and Developmental
Curriculum Materials

- b) Illustrated Presentation-discussion Materials Packet
- c) Demonstration Materials Packet

2. Assignment sheets

- 1) Delivery Schedule
- 2) Dates
- 3) Reading assignments completed **before** coming to class
- 4) Discussion topics parallel objectives

3. Organization of “Unit”

- a. Introduction - Unit Three
- b. RPO/LOLA
- c. LOLA #4
 - 1) Learning objective
 - 2) Learning activities
 - a) Reading assignments
 - b) Illustrated Presentation-discussion
 - c) Assignment
 - (1) Written assignment-
last learning activity
 - (2) **Bold print**
 - (3) Corresponds with
entries in syllabus
and course product
 - d) “Illustrated Presentation-discussion Materials Packet” (pp 99-104)

E. Miscellaneous

1. “Try” doesn’t count
2. “Monkey business”
3. Starkweather
4. Language Skills
 - a. Reading
 - b. Writing
 - c. Listening
 - d. Speaking
5. Retention curve
6. Award what is earned
7. 90% don’t come by
8. It is a business

Unit One - Review

Visuals

Objective #1 - Review the HPI Program Development Process

A. Review LOLA

p 13

B. HPI Program Development Process

1. Workplace-Learningplace Concept

Two circles

2. Phases

1.1

a. Analysis

- 1) Workplace words
- 2) Occupational **structure**?
- 3) Worker **do**?
- 4) Need to **know**?

b. Conversion

- 1) Word transition
- 2) Structure transition
- 3) Activity transition
- 4) Knowledge transition

c. Implementation/Development

- 1) Learningplace words
- 2) Programmatic materials

3. HPI Program Development Process

pp 14-5

a. Comparison with general

model

- 1) Purpose
 - a) Recipe
- 2) Phases
 - a) Analysis
 - b) Conversion
 - c) Implementation
- 3) Worksheets
- 4) Highlighted items
 - a) RPO/LOLA
 - b) TLS
 - c) TAS
 - d) LOS
 - e) LM
 - f) Course/Unit Syllabus
(abbreviated)
 - g) Illustrated Presentation-
discussion
 - h) Demonstration

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Unit One - Review

Visuals

Objective #2 - Write Selected HPI
Program Development Worksheets

En route Objective #1 - Write a Task
Listing Sheet

A. Review RPO/LOLA

pp 20-1

B. Purpose - **Establish the basis for**
developing a *competency-based*
HPI program

C. Definition of a competency-based
HPI program

D. Components of Worksheet

E1.1

1. Abbreviated

2. Title

3. Body

a. List of tasks

b. **One** task

E. Definition/Characteristics

E1.2

F. Sample Tasks

E1.3

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Unit One - Review

Visuals

Objective #2 - Write Selected HPI
Program Development Worksheets (cont'd)

En route Objective #2 - Write a Task
Analysis Sheet

A. Review RPO/LOLA

pp 27-8

B. Purpose - **Establish the basis for**
developing the *knowledge-* and
performance-related learning
activities of a learning objective.

C. Components of Worksheet

E2.1-2

1. Title

2. Heading

3. Body

a. Performance steps

b. Standards of Performance

c. Technical Information Topics

d. Tools/Equipment

e. Materials/Supplies

- f. Computer Software
- g. Technical References

D. Performance Steps

1. Definition **E2.3**
2. Content of performance-related learning activities, i.e., demonstration, practice, performance test
3. Verb-noun
4. Summative
5. Sequential/mutually exclusive
6. Example: “Mix dry ingredients”

E. Standards of Performance

1. Definition **E2.4**
2. Not “how to”
3. **NO** introductory verb
4. **Answer to question**, “when is the performance step done correctly?”
5. 1:1 ratio; PS/SofP
6. “Bullet” statements
7. One or more phrases/statement

F. Technical Information

1. Definition **E2.5**

2. Source of content for **knowledge-related** learning activities, i.e. knowledge acquisition, knowledge review, knowledge test
3. Relationship to task
4. Judgment-forming, decision-making ability; informed decision
5. Head-Hand Theory
6. “Task specific” technical information
 - a. **“MUST KNOW”** to do
 - b. Directly related to task
 - c. If appropriate, always considered “technical”
 - 1) Terminology
 - 2) Safety
 - 3) Legal
 - d. Examples
 - 1) Anecdote: wiring plug on pump at lake

E2.6

G. Tools/Equipment

1. “Hardware” worker has to perform task
2. Differentiate tools and equipment
3. Capital, 3 years, non-expendable
4. Mowing example

H. Materials/Supplies

1. Materials/supplies worker has to perform task
2. Differentiate materials and supplies
3. Commodities, expendable
4. Mowing example

I. Computer Software

1. Computer software needed by the worker to perform the task

J. Technical References

1. Informational sources worker has available for reference
2. Books, manuals, charts, microfiche
Internet

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Unit One-Review

Visuals

Objective #2 - Write Selected HPI
Program Development Worksheets (cont'd)

En route Objective #3 - Write a Learning
Objective Sheet

A. Review RPO/LOLA

pp 33-4

B. Purpose - Continue the process of
establishing a *competency-based*
HPI program

C. Components of Worksheet

p 37

1. Title

2. Heading

3. Body

a. Learning objective

b. Learning activities

D. Four Steps to Creating Objective

E3.1

1. *Identify* an activity

2. *Establish* the performance conditions

3. *Cast* the activity into the future
(desired behavior)
4. *Establish* the evaluation criteria

E. Types of Learning Objectives

1. Continuum
2. Expanded version
 - a. *More* complex
3. Basic version
 - a. *Less* complex
4. Hybrid

F. Expanded Learning Objective

p 37

1. Title
 - a. Mirrors task title
2. Performance Conditions
 - a. Environment Statement
 - 1) Optional
 - 2) Workplace/Learningplace
 - b. Hardware
 - 1) Required
 - 2) Tools/equipment/materials/
supplies
 - 3) Common basic/expanded
 - 4) Task Analysis Sheet
 - 5) Workplace/Learningplace

c. Software

- 1) Optional
- 2) Technical references
- 3) Learning aids
- 4) Task Analysis Sheet
- 5) Workplace/Learningplace

d. Miscellaneous

- 1) Optional
- 2) “. . .in the presence of the instructor”
- 3) “. . . with a partner”

3. Desired Behavior

- a. First appearance of the learner in the HPI program development process
- b. “Cast the activity into the future”
- c. “The learner will. . .”

- 1) Phrase establishes basic paradigm

E3.2

a) Point “A” ~ Point “B”

- (1) Point “A” - Learner
in the *present*
- (2) Point “B” - Learning
objective in the *future*
- (3) Relationship of learner
to learning objective
defined in terms of *time*

and *space* with writing of *desired behavior* component of learning objective; that is, the “casting of the activity into the future.”

(4) Symbiotic Relationship

(a) Concept of “learner” becomes a reality with creation of learning objective; that is, learner defined by existence of learning objective.

Conversely, learning objective defined by presence of learner.

One does not exist without the other.

2) Personalize

3) Integrate

d. *Interesting question*: Do you have another learning objective if the *desired behavior* statement remains the same, but the *performance conditions* change?

4. Evaluation Criteria

a. Product Statement

- 1) **WHEN** objective **DONE**
CORRECTLY?
- 2) Common basic/expanded
- 3) Synergistic effect
- 4) Present tense

b. Process Statement

- 1) Past tense

c. Oral Quiz

- 1) Knowledge test
- 2) Past tense

d. Time

- 1) Basis - experienced practitioner
- 2) Quantitative
 - a) Absolute #
 - b) Range
- 3) Qualitative
 - a) Reasonable time
- 4) Past tense

e. Repetitions-over-time

- 1) Retention curve
- 2) Confidence
- 3) Past tense

2. Basic Objective

a. Less complex

b. Common elements

1) Performance conditions

a) Hardware statement

2) Evaluation Criteria

a) Product statement

3. Hybrid Objective

p 56

G. Illustrate spiral concept development

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Unit One - Review

Visuals

Objective #2 - Write Selected HPI
Program Development Worksheets (cont'd)

En route Objective #4 - Write a Learning
Module

A. Review RPO/LOLA

pp 60-1

B. Two-fold purpose - To identify and
organize *knowledge and performance-*
related learning activities for a given
learning objective and to *establish a*
basis for developing instructor-led,
individualized or hybrid learning
materials

C. Components of the Worksheet

p 64

1. Title

2. Heading

a. Components

b. Programmatic

c. Derived from . . .

3. Body

- a. Learning objective
- b. Learning activities

D. Basic Paradigm (See En route Objective #3) **E4.1**

1. Point “A” ~ Point “B”

- a. Point “A” - Learner in *present*
- b. Point “B” - Learning objective in *future*
- c. Symbiotic Relationship

2. Components

a. Learner

- 1) “•”
- 2) Learner defined by objective
- 3) Located in “present”
- 4) Definition: *Can’t do, but wants to*

b. Learning Objective

- 1) Derived from task
- 2) Located in “future”

3. Challenge

4.2

E. Basic Organizational Model

1. Learning Activities

a. Definition

4.3

b. Order 4.4

- 1) Defined order or random?
 - a) TAS/technical information

- 2) Overall sequence

- a) *Knowledge-related*
learning activities **precede**
performance-related
learning activities

- 3) Within sequences

- a) *Knowledge acquisition*
learning activities **precede**
informational review and
information test
- b) *Demonstration* **precedes**
practice which **precedes**
performance test

c. Phrasing 4.5

- 1) Number of activity
- 2) Verb/noun phrase
 - a) Learner-oriented verb
- 3) Estimated Time
 - a) Individual learning activities
 - b) Total

1. Knowledge-related Learning Activities

a. Philosophic consideration

- 1) “Information” vs “knowledge”

- (a) Information
 - (1) Environmental stimuli
 - (2) “Out there”
- (b) Knowledge
 - (1) Information that has been “assimilated”, “internalized”, “processed”,
 - (2) “Inside”
- 2) Emphasis on knowledge
- 3) Derived from Technical Information Topics section, TAS
- 4) Head-Hand Theory (review)
 - a) Cognitive-motor
 - b) “Control towers”
- 5) Types
 - a) Knowledge *acquisition*
 - (1) Activities in which learner acquires requisite information
 - (2) Examples
 - (a) Read. . . .
 - (b) Take fieldtrip. . . .
 - (c) Listen to guest presenter. . .
 - (d) View videotape . . .

- b) Knowledge *review*
 - (1) Illustrated presentation-discussion
 - (2) Source of content
- c) Knowledge *test*
 - (1) “Pass”?
 - (2) Where academia stops!!!
 - (a) Faulty assumption: if you know, you can do
 - (3) HPI: must address performance

2. Performance-related Learning Activities

- a. Derived from performance steps, standards of performance, TAS
- b. Head-Hand Theory (review)
 - 1) Cognitive-motor
 - 2) Control towers
- c. Emphasis on performance
- d. Types
 - 1) Demonstration
 - (a) “Gather around, boys. . . .”
 - (b) Focus on “how to do”
 - 2) Practice
 - (a) *Marriage, wedding, union* of knowledge and performance

- (b) Timeline
 - (1) Performance early in practice
 - (2) Performance near end of practice
- 3) Performance test
 - (a) Emphasis on performance
 - (b) Process, product
 - (c) “Pass?”: “Under these conditions, the learner did this activity, this well”
- e. Summary question **E4.6**
- f. Sequence of learning activities **E4.7**
- g. Learning objective with learning activities **E4.8**

F. Adaptations of Basic Organizational Logic

- 1. Knowledge-related learning activities
 - a. “Pre-test”
 - a. “Post-test review
 - b. KA+KA+KR+KT; ~ KA+KA+KR. . . .
- 2. Performance-related learning activities
 - a. Nurses/orange example
 - b. D_{1-4} , P_{1-4} , PT_{1-4} ; ~ D_{5-11} . . .

3. Multiple sequence approach
 - a. Adapting to needs of special populations

Presentation Guide

Unit Two - Review

VisualsObjective #3 - Write a Course/Unit
Syllabus (Abbreviated)

A. Review RPO/LOLA

pp 87-8B. Purpose - Introduce the purpose,
goals, learning objectives, and
course product(s)

C. Components of a Syllabus (abbreviated)

3.1

1. Body

a. Purpose

b. Goals

c. Prerequisites

d. Learning Objectives

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Unit Three - Implementation

Visuals

Objective #4 - Lead an Illustrated
Presentation-discussion

A. Review RPO/LOLA

pp 94-5

B. Purpose - **Review** and **synthesis** of
knowledge in preparation for the
knowledge test.

C. Organizational Model

4.1

D. Relationship to Task Analysis Sheet

E. Illustrated Presentation-discussion

4.2-3

F. Sources of Content of the Knowledge
Review

4.4

G. Learning and the Five Senses

4.5

H. Illustrated Presentation-discussion Guide

4.6

- I. Illustrated Presentation Materials Packet **p 99**
1. Title Page
 2. Table of Contents
 3. Introduction
 4. Learning Module
 5. Illustrated Presentation-discussion Guide
 6. Presentation Evaluation

Presentation Guide

Unit Three - Implementation

VisualsObjective #5 - Give a Demonstration

- | | |
|--|----------------|
| A. Review RPO/LOLA | p 106-7 |
| B. Purpose - show “how to” perform the steps of a process. | |
| C. Organizational Model | 5.1 |
| D. Relationship to Task Analysis Sheet | |
| E. Demonstration | 5.2-3 |
| F. Sources of Content for a Demonstration | 5.4-5 |
| G. Demonstration Outline | 5.6 |
| H. Demonstration Materials Packet | p 111 |
| 1. Title Page | |
| 2. Table of Contents | |
| 3. Introduction | |
| 4. Learning Module | |
| 5. Demonstration Outline | |

6. Demonstration Evaluation

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Closure

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A. Review of Assignments

1. Written

a. Course/unit syllabus with developmental worksheets

b. Presentation/demonstration materials packets

2. Presentation/demonstration

B. Scheduling of Presentations/Demonstrations

C. Presentations/Demonstrations

1. “Walk-through” of the Process

a. Preparatory activities

1) Responsibility for organization
/management of the learning site

a) Classroom

b) Other

b. Presentation/demonstration

1) Presentation of packet

2) Opening

a) Introduction

b) Learning module

3) Presentation/demonstration

- 4) Timing; 2 minutes; 1 minute; cut
- 5) No penalty for not finishing
- 6) “Live theater”
- 7) Group comments

D. Administration of CIE