

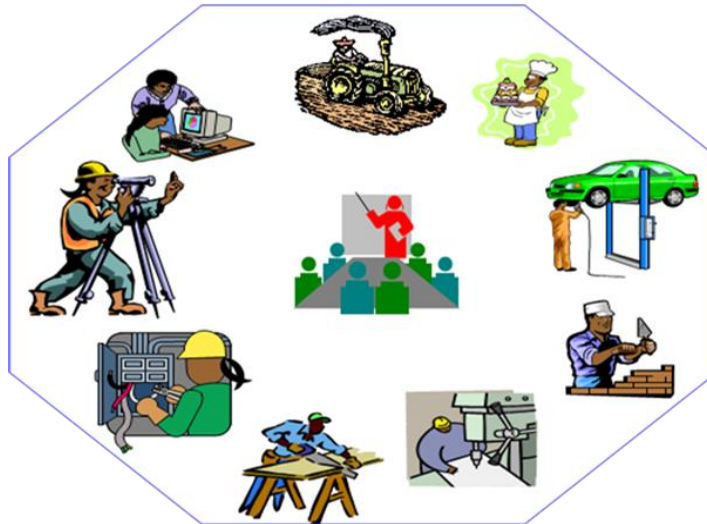


ANIMAL HEALTH CARE SERVICE

Level - III

Based on March 2018, Version 3

Occupational standards



**Module Title: - Providing Training through
Instruction and Demonstration of
Work Skills**

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Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Gathering information about learner characteristics
- Confirming a safe learning environment
- Gathering and checking Instruction and demonstration objectives
- Accessing relevant learning resources and learning materials
- Organizing access to necessary equipment or physical resources
- Engaging learners in the selection of the delivery techniques
- Notifying learners the learning program

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, able to:

- Gather information about learner characteristics
- Confirm a safe learning environment
- Gather and check Instruction and demonstration objectives
- Access relevant learning resources and learning materials
- Organize access to necessary equipment or physical resources
- Engage learners in the selection of the delivery techniques
- Notifying learners the learning program

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If your performance is satisfactory proceed to the next learning guide

1.1. Definition

The concept of learner characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Learner characteristics are important for instructional designers as they allow them to design and create tailored instructions for a target group. It is expected that by taking account of the characteristics of learners, more efficient, effective and/or motivating instructional materials can be designed and developed.

Learner characteristics can be personal, academic, social/emotional and/or cognitive in nature. Personal characteristics often relate to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning. Academic characteristics are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. Social/emotional characteristics relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, et cetera. Finally, cognitive characteristics relate to such things as attention span, memory, mental procedures, and intellectual skills which determine how the learner perceives, remembers, thinks, solves problems, organizes and represents information in her/his brain.

1.2. Different characteristic of learner

With respect to learner characteristics, there are often large differences between the characteristics of different learners and groups of learners such as children, students, professionals, adults, older people and disabled persons. These groups differ in their motivation, prior knowledge, expertise level, study time, and physical abilities. The differences within the learner characteristics have an impact on the structure of the instruction and the degree of support and guidance of the learning process.

Are preferred learning styles as reported by learners really suitable for tailoring instruction? If this is the case, learners with certain learning characteristics would get certain learning materials allocated to them. As a consequence the learners receive learning content that fits to their preferred learning style. This approach is contentious for a number of reasons, for example because

- what learners say that they do while studying does not usually correspond to what they actually do,
- even if this were not the case, learners prefer not only one learning approach, but rather certain learning styles for particular situations, and finally
- is that which is preferred actually what is best for the learner

The needs of learner represent the gap between what the learner wants to get out of the learning experience and his/her current state of knowledge, skill and enthusiasm. When facilitators establish a new learning environment, it is important that they assess preparedness of participants in all four domains. Each learner is unique and brings to the learning situation his/her own different learning style, knowledge set, pool of past experience and motivation. In learner centered instruction it is important for instructors to consider the level of knowledge and skill development attained by the learner prior to instruction. The best way to get this information is by asking the learners themselves. To determine the readiness of participants for learning, the instructor/facilitator should decide prior the first class or workshop, how to collect and use data on learner needs. The process of collecting and playing back these data can raise the level of participants excitement about the learning experience.

Even students with similar learning styles benefit when instruction is tailored to their learning preferences and personal interests. There are two strategies to help discover these preferences and interests. One strategy focuses on how students use their learning outside school; teachers might use it to complete meaningful and comprehensive assessments so that they can design learning activities and objectives for each student. The other strategy helps teachers collect information about students' learning histories, so that one teacher's efforts can begin where other teachers have left off.

Self-check 1	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choose the best answer (3 point)

- Learners character may be different by_____?
A. Personal B. Academic C. Social/emotional D. Cognitive E. All
- _____characteristics are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type and level
A. Personal B. Educational C. Social D. Cognitive

Test II: Short Answer Questions

- Give at least four example of social characteristic of learner (4 point)
- _____represent the gap between what the learner wants to get out of the learning experience and his/her current state of knowledge, skill and enthusiasm (4 point)

You can ask your teacher for the copy of the correct answers.

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

2.1. Creating the Safe Learning Environment

Whether we are adult learners or only beginning our journey through academia, we look for learning environments that are safe and positive. If we are going to optimize interaction among our learners, which can have tremendous effects on learning, all learners must feel that they can safely take those risks that are part of exploration and constructivism.

Recall what it was like to sit in a classroom full of fellow learners. Perhaps this was the first day of class, or in the case of a professional development workshop, a gathering of people that may consist of people you may or may not have ever worked with previously. It can be quite intimidating responding to a question asked by the teacher, or even asking a question of the teacher. As adult learners, reflecting on past learning environments that may have included ones that were somewhat toxic, we might sometimes feel that we are one step away from potentially being embarrassed by the teacher, or by other learners in the new learning environment.

As adolescents, learners may have seen school as a place where they perform for teachers who then judge them. But learning involves ongoing reflection by the learner as they work to add to or modify the existing frames of reference that they came into the learning environment with. For children, this involves being free to take such risks without being mocked in the classroom, or even later, outside the classroom. For the adult learner, being mocked is still a threat, but they also take on the risk of public disclosure of errors being made that could affect their professional stature.

Sadly, some learners may even see themselves as being judged smart or not smart. Students with this mind-set are less likely to become involved with learning that involves risk, including making mistakes, and when they do make mistakes, rather than correct them; they try to hide them. These learners will benefit from opportunities to learn in psychologically safe learning environments. Changing what a person knows requires critical reflection. In turn, critical reflection requires a trustful atmosphere where people



can make mistakes without worrying about suffering negative consequences. When we cannot create the safe learning environment, we must always be aware of the alternatives, including learners being lost in group think because nobody is willing to take the risk of asking questions or sharing knowledge that can make all the difference. In fact, groupthink may be the very reason why change is often difficult, as learners both young and old protect themselves from unfamiliar concepts and the possibility of looking bad.

Teachers can make their class culture one of **lifelong learning**. In this kind of classroom, both teacher and students give their best effort and are proud of their accomplishments. (Danielson, 2007) says that teachers should encourage students to build ideas and go past regurgitation to developing conceptual understanding. In this kind of classroom, the teacher has high regard for his or her students and the students in turn live up to high expectations and care about the content. A culture of learning starts in an individual classroom, but it can be fostered by a school-wide culture of learning. In this atmosphere, students assume responsibility for learning and they can have confidence in their abilities. Students come to realize that challenging their brains can be fun; they then take pride when they succeed even with high expectations.

Teachers and students create a class room atmosphere based on their interactions with each other. With an environment of respect and rapport, students will do well in their learning and will respect their teachers. It is important for students to leave a classroom with positive memories and interactions because their school future attitude can be changed by even one poor experience. Honesty and openness are key in a respectful environment. As teachers, we need to be careful how we handle incorrect or inadequate answers in order to maintain a safe environment where students feel comfortable taking a risk or trying something new, even if it ends up not working. Verbal and non-verbal communications set the tone for how students are to treat one another. Danielson (2007) referenced a speaker, Anna Quindlen, who said, "People will forget what you said. They will forget what you did. But they will never forget how you made them feel". It is the teacher's responsibility to set an example and to be proactive with guidelines for respectful treatment of others in the classroom.



- Teacher interaction with students: have genuine respect, care, and passion. Be ready for students who trust you to share personal information and sensitive things.
- Student interaction with other students: students care for and watch out for one another. They respect each other in a positive and genuine manner.

Tools used for creating suitable learning environment:

- In my classes, I always begin with explaining the imposter syndrome and what it means. This is followed by expressing how this concept relates to establishing a safe learning environment and the importance of allowing errors to occur. Errors are an opportunity to learn and I make this clear to my learners.
- As the learners are told, if they create an error, it is a good thing because we can back up a step or two and determine how the error was created. This is learning at its best. But reaching this stage requires that learners feel safe.
- Ask learners if they are familiar with what I call 'the Vegas rule.' Of course, at least one learner can recite its definition, which is 'What happens in Vegas stays in Vegas.'
 - ✓ For the learner in my classroom, this means, what happens during that learning session, unless it is good practices of course, stays in that room.
 - ✓ The goal is for learners to be able to want to work together in the next sessions and feel safe taking the risks that may add to or alter existing frames of reference.

Effect on learning

A threatening learning environment can cause the brain to:

- Lose its ability to correctly interpret learning clues from the environment.
- Stay with tried and true behaviors.
- Lose its ability to index, store, and access information.
- Become limited in its responses.
- Lose ability to perceive relationships and patterns.
- Become less able to use higher-level thinking.
- Lose long-term memory capacity (perhaps related to above).
- Overreact to stimuli in a phobic-like manner



In an unsafe learning environment, the learner is more aware of the need for survival and protection of self from embarrassing or humiliating situations than on learning. Increasingly psychological safety becomes more important as we move through our educational journey. For this very reason, I have always insisted that whenever possible, adult learners at different professional levels be allowed to learn with their colleagues, rather than with their supervisors.

For example, when teaching medical personnel new interns are put in classes with other interns and attending physicians in with attending. In this way, the intern is free to make an error and learn from it without feeling that their boss has witnessed an error that may be held against them during the residency program at the hospital. On the other hand, as the attending physicians update their own skills in my classes using simulation, they need not worry if new interns or medical residents in their programs are seeing them in their not so perfect state. As a facilitator, without the option of separating the levels of participants, one must constantly scan for possible situations where a learner could be put on the spot or be put in an awkward position.

2.2. Challenges and importance of establishing a safe learning environment

Indeed, becoming a facilitator of learning is a challenge. It requires teachers and educators to move away from passive means of instruction to more active strategies that energize the learning environment to maximize learning. However, one can have the greatest number of learning strategies on their tool belt and be willing to engage each of their learner's multiple intelligences and learning styles, but if the learning environment is not safe, learners may not fully engage with these activities. Activities that involve role play become situations to be avoided because of possible ridicule or the learner may just go through the motions with little effort and engagement. Project-based learning activities may also be met with little effort because the learners can be judged as inadequate. Negative learning situations and environments can linger and affect future learning. All learners need to be safe. Therefore, establishing the safe learning environment up front is extremely important. A critical addition to this that goes a long way to establishing this safe environment includes:

- Adding a 'linked outcome' on nearly my entire lesson plans.



- ✓ This includes the need to assess and support one another with respectful communication.
- ✓ It is not enough to simply state this condition at the beginning of the lesson.
- ✓ Instead, the facilitator should provide examples of good respectful communication and model this throughout the lesson.
- In addition, the facilitator will recognize respectful feedback or inquiry throughout the lesson provided by the learner along with the errors in learning that are cause for celebration.
- Celebrate that learners are getting it right and when they do not, celebrate that they are able to learn from their errors.

If we are to really make a difference for our learners, we must help create the optimal conditions for learning to occur. This optimization includes establishing the framework in which learning will reside. A teacher has the ability to create the best or the worst memories of learning, and shape the direction that the learner may take as they take on formal and informal learning opportunities. A final thought includes remembering that patience is needed in a positive, safe learning environment. Just as each of us hold memories of good and negative learning environments, some of your learners come into your setting feeling this chip. Understand that some may be on the defense because of past encounters with negativism, but it does not take long to win them over so long as you can show them that their input and experiences are important. Modeling the positive behaviors and communications is contagious and will expedite the process, but understand that this will need to be ongoing if we are to change the culture that may exist. Let's get it right and play it safe from the beginning.



Self-check 2	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Say True or False (4 point)

1. In an unsafe learning environment, the learner is more aware of the need for survival and protection of self from embarrassing or humiliating situations than on learning
2. Negative learning situations and environments can linger and affect future learning
3. All learners need to be safe

Test II: Short Answer Questions

1. List at least four effect of the threatening learning environment? (4 point)

You can ask your teacher for the copy of the correct answers.

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

Information Sheet-3	Gathering and checking Instruction and demonstration objectives
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3.1. Introduction

Effective instruction begins with the establishment of instructional goals and objectives. Goals describe learner outcomes expected upon completion of a course or instructional unit. Instructional goals should be general, observable, and challenging. To develop a greater appreciation for using geometry to solve real-world problems is an example of an instructional goal. Instructional goals should be directly related to the content being taught and the competencies being developed. Many instructors confuse the terms instructional goals and objectives, believing them to be synonymous. They are not. An instructional objective is a statement describing a proposed “change” of what the learner can do when (s)he has successfully completed a learning experience.

Objectives should be Specific, Measurable, Attainable, Relevant, and Timed (SMART). Objectives are specific or precise so that the instructor and learner can determine whether or not the objective has been met. If the objective is measurable, the instructor should be able to observe the action or change and thus provide feedback for improvement if needed. When writing objectives, instructors make decisions about the content and establish parameters to help define and limit the content. Learning can be defined as change in a student’s capacity for performance as a result of experience. The intended changes should be specified in instructional objectives. An objective can be defined as a clear and unambiguous description of your instructional intent. An objective is not a statement of what you plan to put into the lesson (content) but instead a statement of what your students should get out of the lesson.

Goal and objective specificity

Goals are extremely broad statements that are used to describe the purpose of schooling, a course, or a unit of instruction.

Objectives, on the other hand, are narrower statements of the intended learning of a unit or specific lesson. Generally, goals and objectives are written at three different levels. Here I label these three levels in descending order of specificity.

- Educational goals
- Informational objectives and
- Instructional objectives (written for specific lessons and exercises)

Informational objectives are abbreviations of instructional objectives. Instructional objectives contain all four components of a well-stated objective, but informational objectives specify only the student performance and the product. Consider the following examples:

Instructional objective: Given a list of alternatives on a multiple-choice test, the student will select the definitions for the terms triangle, rectangle, square, trapezoid, and circle with 100 percent accuracy. *Informational objective:* The student will select the definitions for the terms triangle, rectangle, square, trapezoid, and circle.

Examples of Goal and Objective specificity

Type	Example
Educational goal	he student will become a knowledgeable citizen
Informational objective	The student will match major industries to their respective region in the united states
Instructional objective	Given a list of industries and united states regions, the students will match each industry to its respective region with 90 percent accuracy

Teaching Model

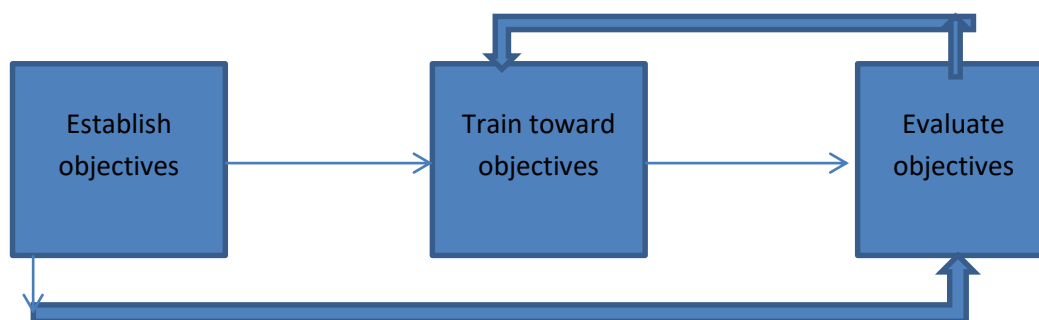


Figure 1: Training Model

Well stated objectives:

A well stated objective should include four components:

- performance,



- a product,
- condition, and
- criterion

The Performance

A well-stated objective must be written in terms of what students are expected to do, not what teacher is to do. Student learning is the purpose of instruction; well-stated objectives should always be written in terms of observable student performance e.g. the student will pronounce the new vocabulary words. The performance component in a well-stated objective specifies exactly what student actions should be observed as a result of instruction.

The Product

The product is what students will produce by their action. It is that product which will be evaluated to determine whether the objective has been mastered.

Examples are:

- The student will write the numerals to ten.
- The student will identify (underline) the nouns in a sentence.

The product then is the planned outcome resulting from the instructional process. It is what you want students to produce or be able to do.

The Conditions

This component of a well-stated objective includes the information, tool or equipment, and materials that will or will not be available to students; any special limitations or restrictions as to time and space; and any other requirements that may be applicable

Examples: -Given a list of 20 authors

-... After reading chapter 2...

The Criterion

The fourth and last component of a well-stated objective is the level of acceptable student performance. Here we state the level of behavior we will accept as satisfactory or the minimum level for showing mastery. The criterion level may be stated as follows:

As acceptable limits of time:

...within 10 minutes...

...in less than five minutes...

Usually standard is selected on the basis of past experiences and class expectations.

3.2. Classification of objectives

The most commonly used system for classifying objectives is the taxonomy developed by Bloom (Huitt, 2011). This system is divided into three major categories or domains of learning:

- The Cognitive domain
- The Affective domain
- The Psychomotor domain

Levels of Cognitive domain

Learning intent in the cognitive domain ranges from simple recall of facts to complex synthesis of information and the creation of new ideas. Dr. bloom has divided the cognitive domain into six categorization proceeds from simple to complex acts i.e. knowledge, comprehension, application, analysis, synthesis and evaluation. However, Bloom's two highest levels, synthesis and evaluation, have been combined into a single "creative" level.

- Knowledge learning** refers to the simple recall of previously learned materials. This may involve the recall of terminology, basic principles, generalizations, and specific facts. Knowledge level objectives can be expressed with such verbs as identify, define, list, match, write, describe and state. Knowledge level examples are:
 - The student will list the names of 10 districts of Oromia regional state.
- Comprehension** is the lowest level of understanding and may involve changing the form of previously learned material or making simple interpretation. Comprehension level objectives can be expressed with such verbs as translate, convert, paraphrase, rewrite summarize, explain and differentiate. Examples are:
 - After reading a short story, the student will summarize the major plot
 - After studying the Kashmir issue, the student will explain the condition in Kashmir that led to the war
- Application** entails the use of learned information in new and concrete situations. It may involve the application of rules, general ideas, concepts, laws, principles and theories. Application level objectives can be expressed with such verbs as use, operate, produce, solve, show, compute and prepare. Examples is:

- The student will prepare a graph showing the Pakistan's imports for the last 5 years.
- iv. **Analysis** entails breaking down material into its component parts so that it can be better understood. It may involve identification of components, analysis of relationships between parts, and recognition of organizational principles and structures. Analysis level objectives can be expressed with such verbs as select, separate, subdivide, identify and break down. Examples are:
- Given a sentence, the student will identify the major parts of speech; the student will break down a story plot into various subplots.
- v. **Creation** entails combining components to form a new whole or to produce an evaluation based on specified criteria. Creation level objectives can be expressed with such verbs as design, plan, compose compare, conclude, explain and interpret. Examples are:
- The student will compose an original story form an unusual situation.
 - Given the materials, the student will design a hat.

Levels of Affective Learning

Objectives in the effective domain are concerned with emotional development. Thus the effective domain deals with attitudes, feelings, and emotions and they vary according to the degree of internalization sought. The effective domain presented here has been adapted from the work of Krathwohl et al. (1964), and it too combines the two highest levels, organization and characterization, into a single labeled “commitment.” The detail categorization is as given below:

- i. **Receiving** involves being aware of and being willing to freely attend to a stimulus (listen and look). Receiving level objectives can be expressed with such verbs as follow, select, rely, choose, ask, hold, give and locate. Examples are: the student will listen for respect words (please, thank you, sir, madam, etc) in stories read aloud in class. When the student asked will point to various plants.
- ii. **Responding** involves active participation. It involves not only freely attending to a stimulus but also voluntarily reacting to it in some way. It requires physical, active behavior. Responding level objectives can be expressed with such verbs as read, help, answer, practice, report, greet, tell and perform. Examples are: the

student will volunteer to help with a class mathematics project. The student will report that poetry is enjoyable to read

- iii. **Valuing** refers to voluntarily giving worth to an object, phenomenon, or stimulus. Behaviors at this level reflect a belief, appreciation, or attitude. Valuing level objectives can be expressed with such verbs as initiate, ask, invite, share, join, follow, read, study and work. Examples are: when given a center choice, the student will ask to go to the science learning center. The student will join at least one discussion of a school related subject.
- iv. **Commitment level objectives** can be expressed with such verbs as alter, integrate, relate, synthesize, act, listen, use and verify. Examples are: The student will defend the importance of at least one governmental educational policy. The student will freely alter a judgment in light of new evidence.

Levels of psychomotor learning

Objectives in the psychomotor domain relate to the development of muscular and motor skills and range from beginning to expert performances. In this text three levels of learning are included in the psychomotor taxonomy.

- i. **Imitation** refers to the ability to carry out the basic essentials of a skill when given directions and under supervision. At this level the total act is not performed with skill, nor is timing and coordination refined. Imitation level objectives can be expressed with such verbs as construct, dismantle, drill, change, clean, follow and use. Examples are: Given written instruction, the student will construct at least five geometric models. The student will follow basic instructions for making a simple table.
- ii. **Manipulation** refers to the ability to perform a skill independently. The entire skill can perform in sequence. Conscious effort is no longer needed to perform the skill, but complete accuracy has not been achieved. Manipulation level objectives can be expressed with such verbs as connect, create, fasten, weigh and sketch. Examples are: Given several different objects, the student will weigh each. Given an oral description of an object, the student will sketch it.
- iii. **Precision** refers to the ability to perform an act accurately, efficiently, and harmoniously. Complete coordination of the skill has been acquired. The skill has been internalized to such an extent that it be can be performed unconsciously.



Precision level objectives can be expressed with such verbs as adjust, align, focus, calibrate, construct, manipulate and build. Examples are: The student will accurately adjust a microscope. Given the materials, the student will construct a usable chair.

3.3. Writing Instructional Objectives

After considering the domain and level of instruction, it is time to actually write the instructional objective. I like to think of instructional objectives like a vehicle that helps deliver the learner from where they are to where they need to be! With that analogy in mind, consider that the vehicle has four wheels, representing four components (the abcd's of objective writing): audience, behavior, condition, and degree.

- Who is this objective for?
- What will be measured?
- What are the conditions of the performance?
- What are the criteria or standards of performance? It may be like learning your ABCs, but it is as easy as 1, 2, 3! Follow these three steps to formulate your instructional objective statements.

For instructional objectives to be effective, they must be clearly written and provided to the learners. Subsequent instructional sequences (events) and activities should be focused on helping learners achieve the stated objectives. Instruction and assessment of learner outcomes should also be focused on helping learners achieve the goals and objectives of the course or program. Objectives are useful for providing a sound basis for selecting instructional materials and delivery strategies, developing and negotiating measurable results and outcomes, and for communicating the focus of the course or program to the learner. A good instructional objective is functional, definite, attainable, measured, and accepted by the learners.

**Self-check 3****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choice best answer (3 point each)

1. One is different from other
 - A. Receiving
 - B. Responding
 - C. Valuing
 - D. Analysis
2. One is different from others
 - A. Knowledge learning
 - B. Comprehension
 - C. Application
 - D. Receiving
3. _____ is the level of acceptable student performance
 - A. Performance
 - B. Product,
 - C. Condition
 - D. Criterion

Test II: Short Answer Questions

1. List the four components of well-stated objectives (4 points)
2. List the three domain of learning (3 points)
3. List the three Levels of psychomotor learning (3 point)

You can ask your teacher for the copy of the correct answers.

Note: Satisfactory rating - 9 points

Unsatisfactory - below 9 points

Information Sheet-4	Accessing relevant learning resources and learning materials
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4.1. Training and Learning Resources

The purpose of utilizing teaching and learning resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values. Therefore, we can list the following examples of their common goals:

- Student motivation,
- Developing creativity,
- Evoking prior knowledge,
- Encouraging the process of understanding, decoding, organizing and synthesizing the educational content, logical thinking and reasoning, communication and interaction, and
- Contributing to the development of different skills and the acquisition of values of students, as well as the retention of desirable knowledge, skills and attitudes.

Whether or not these teaching and learning resources will achieve their purpose, role and numerous duties, it all depends, first and foremost, on their correct use within the educational process, which is why it is so important to define the basic principles of the aforementioned process.

Teaching and learning resources can be differentiated according to their different characteristics that are apparent at first glance, their different communication systems or using the senses utilized by students in the process of receiving the information as a typology criterion. In the field of didactic theory, as well as in teaching practice, the classification of teaching and learning resources into visual, auditory and audio-visual resources is almost universally accepted.

4.2. Characteristics of Training and Learning Resources

Even outside the context of training, training and learning resources have their own value and a different impact on individuals. For example, viewing a photograph or

painting can evoke different memories and emotions or encourage creativity in an individual. If the aforementioned is applied to the teaching process, we might deduce that the goal of using teaching and learning resources should be directing the reaction, primarily caused by these resources, towards the achievement of the set goals and objectives of teaching. Amongst the listed groups of teaching and learning resources, visual teaching and learning resources often receive precedence in the teaching process. The reasons behind this are their advantages that especially come into play during their practical use in teaching, specifically:

- Availability in textbooks,
- Multiplicity,
- The fact that, in most cases, they present the essence of a subject matter related to the curriculum, and
- Ease of application.

In addition to this, it has been empirically proven that visual information is retained in memory for much longer than the information transmitted via the oral-writing route and that students tend to visualize regardless of their learning style. The visual teaching and learning resources used in the teaching process are numerous, thus it is necessary to differentiate between and classify them.

“Visual training and learning resources” could be divided into pictorial and written resources. **Pictorial** teaching and learning resources include various pictorial and graphic representations that can be effectively used in teaching, such as paintings, caricatures, graphic novels, photographs, maps, drawings, timelines, schematics, tables, charts and diagrams. Taking into account the well-known saying that a picture is worth a thousand words and the fact that students are more motivated and stimulated if their curriculum is presented graphically, it is not surprising that pictorial resources are considered very important in the process of teaching and learning, the fact made most evident in textbooks.

The second group of visual teaching and learning resources consists of **“written teaching and learning resources”**. These resources are also numerous and can include all kinds of written records, from scientific and technical texts to poetry and prose.



Specifically, written teaching and learning resources includes textbooks, manuals, curricula, documents, legal regulations, legal acts, directives, parts of printed media (dailies, weeklies and monthlies), parts of scientific works, fiction (novels and short stories), and poetry.

“Auditory training and learning resources”: The second group of teaching and learning is comprised of “auditory teaching and learning resources”, which, unlike the visual resources, are not numerous. Given the general positive effects of music on human frame of mind and reasoning, as well as its power to indicate different worldviews, political and social problems, it is clear to see why auditory resources are most often defined as especially stimulating and motivating learning and teaching resources. Those auditory teaching and learning resources which can be used effectively in teaching include audio recordings such as political and other speeches, testimonies, various types of musical compositions, radio shows, vernacular and so on.

“Audio-visual resources” constitute the third group of teaching and learning resources. Due to the fact these resources are a combination of sound, image and text, they contribute to a dynamic and lively way of introducing various representations of events, people and atmospheres into teaching. Audio-visual teaching and learning resources most often include films and educational television shows. Educational television shows are those television shows whose purpose is to deal with and represent the type of content that is connected to the legally prescribed curriculum. Seeing as this type of television show is unfortunately quite rare, especially when it comes to secondary schools, it would be pointless to further discuss their roles and possibilities of their use in teaching. On the other hand, owing to the hyper production of the film industry, there are numerous commercial and documentary films covering various topics that can be effectively used in teaching. Film is a powerful medium and, as such, it can influence thoughts, emotions and values, especially in young people, and this is why today an increasing amount of literature addresses the use of film as a teaching and learning resource.

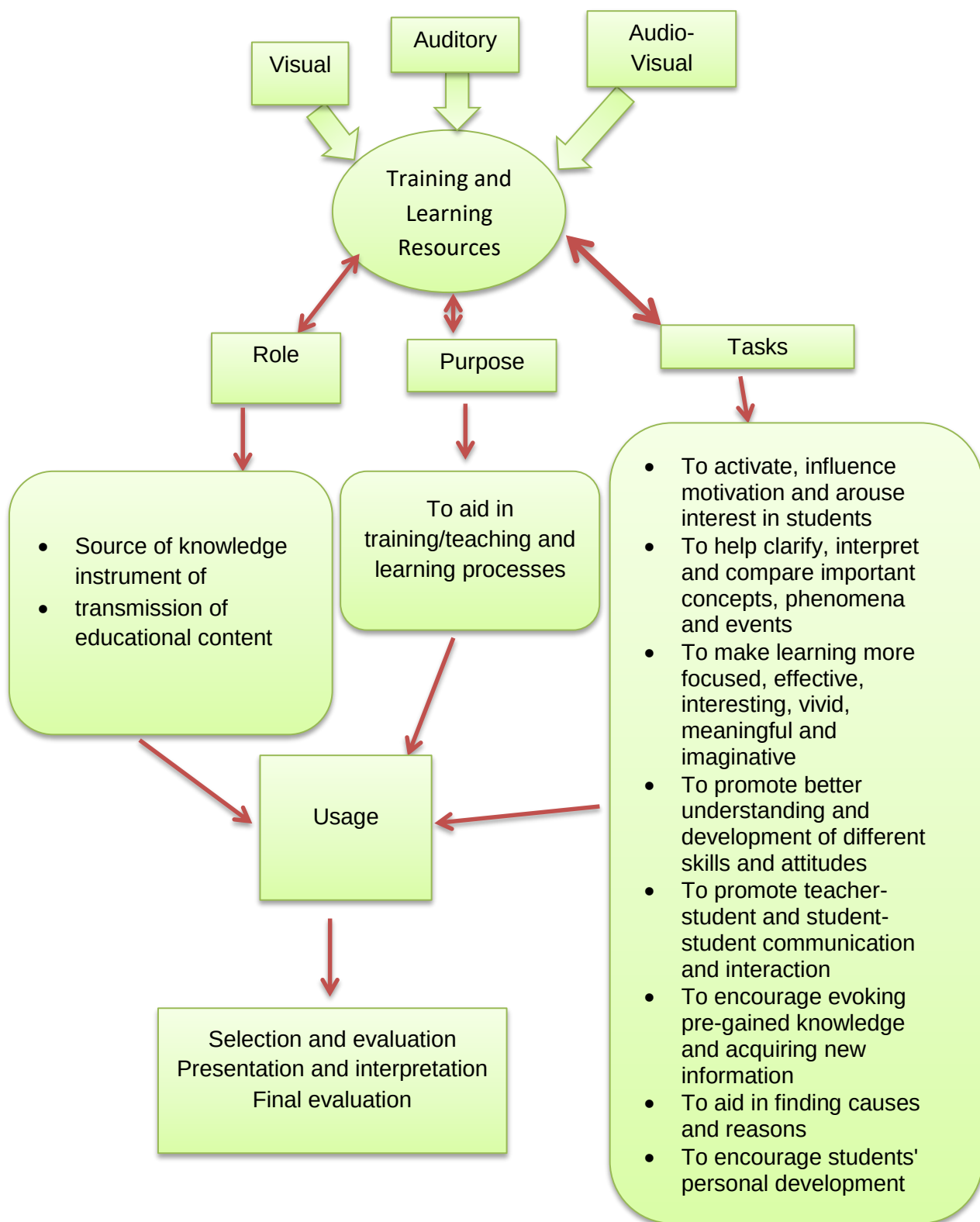


Figure 2: Overview of Types, Roles, Purposes, Tasks and Usages of Teaching and Learning Resources

4.3. Methods of Employing Teaching and Learning Resources in the Teaching and Learning Process

There is a large number of various and easily accessible teaching materials today, owing primarily to the internet. However, if these resources are to be used in teaching, it is necessary to follow the stages of working with teaching and learning resources, the first of which is, as already pointed out, selection and evaluation. **Selection and evaluation** are carried out bearing in mind several key factors:

1. **Students' characters and interests.** No two students are the same and differences such as gained knowledge, cultural heritage, social position, imagination and affinities influence the way an individual observes/analyses an individual teaching and learning resource.
2. **Characteristics of teaching and learning resources.** Every resource has its own specific qualities that make it unique and which should be considered if the resource is to be used in teaching. For example, factors such as composition, colour, presentation and size, should be considered in the selection of pictorial teaching and learning resources. It is also necessary to consider the fact students are going to be demotivated by pictorial teaching and learning resources which are too complex, too small or presented in an unclear way.
 - The selection of written teaching and learning resources should involve factors such as clarity, comprehensibility, length of text and the language used, which can be too complex or unsuitable and therefore inappropriate for students of a certain age.
 - On the other hand, when selecting an audio-visual teaching and learning resource, especially film, we should consider whether its merit lies solely with creating an experience or if its content is also valuable.
 - To be specific, for the sake of being attractive and dynamic, some events are often exaggerated in commercial films whilst others are ignored; irrelevant and false events are inserted, and certain events are unduly criticized whilst a positive emphasis is put on others with no solid or true foundation.
3. Using teaching and learning resources can be counterproductive if students fail to find the meaning of what is being represented by the resource, if they do not understand it or if they cannot use it independently. It should also be noted that

certain teaching and learning resources, such as paintings, photographs, caricatures and films, largely depend on the subjective experience of the author who conceived and developed them, but they also depend on the experience of those who “read” them (students or teachers). On the other hand, tables, maps, diagrams, laws, legal documents and documentary films most often communicate scientifically proven facts or results that leave little room for interpretation by the author and therefore by their “readers”.

4. As a source of knowledge, teaching and learning resources should be helpful in attaining the various goals and objectives of teaching. Nevertheless, what is most often the case is choosing those resources that are related to the curriculum and which represent the key factors related to a particular moment, epoch, or a particular central thorny question or problem. Arguably, the role of teaching and learning resources is communicating facts, events and problems, but we should, at the same time, be careful not to ignore their role in promoting empathy and creativity in students and the possibility of representing, for example, the way people lived in a certain age, their worries, prejudices and doubts.

The presented **selection** and **evaluation** of teaching and learning resources is the longest and most demanding step in using the teaching and learning resources. This step is followed by their **presentation** and **interpretation**, the purpose of which is attaining the set goals in carefully planned steps.

1. The first step in the interpretation of a teaching and learning resource begins by determining its type (photograph, painting, drawing, table, document, film or poem), its source, its name and the name of its author, analysing its motives and finally determining the reasons for its use in the teaching process.
2. The second step in this interpretation is based on collecting and classifying the important information contained in the selected teaching and learning resource. It is important to use different methods in this step, such as analysis, critical observation and evaluation, whilst isolating and emphasizing the kind of information that contributes to the achievement of the set goals and objectives of teaching.
3. The last step in the presentation of teaching and learning resources consists of synthesizing the data collected in the previous step. The aim of synthesizing is to



interconnect the most important presented and interpreted information or partial information created by the teaching and learning resource, which then leads to new knowledge, and skills and value profiling. This can be achieved through different means: through a teacher's verbal presentation or a student's independent oral presentation and/or practical work.

Evaluation represents the final stage of working with teaching and learning resources. The purpose of evaluation is to evaluate the effectiveness of a particular teaching and learning resource in attaining the goals and objectives of teaching; in other words, its contribution to the processes of understanding, linking and interpreting, developing desirable skills and adopting certain values of students.

The Internet as a part of Teaching and Learning Process: The internet is an unavoidable medium if looking for a quick way to find necessary information related to any area of human activity. It is now an essential part of every home and workplace. Using the internet produces necessary information in a short time, it is used for communication, to browse various databases, check the latest news, comment on events and even gain additional knowledge or education.

**Self-check 4****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. List two roles of Teaching and Learning Resources (2 point)
2. List at least two factors which affect the election and preparation of Teaching and Learning Resources (2 point)
3. List the three types of Teaching and Learning Resources (6 point)
4. List at least four common goals of Teaching and Learning Resources (4 point)

You can ask your teacher for the copy of the correct answers.

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

Information Sheet-5	Organizing access to necessary equipment or physical resources
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5.1. Introduction

One of the modern aims of school administration is creating conditions for progressive change in accordance with the changing goals patterns and changing systems of the society. The institutional plan seeks improvement in all directions. It endeavors to touch the human and physical resources to make optimum utilization for the institution. The material equipment of the school is as a body to the soul, machinery to the factory and tool to the workman. The nature and quality of the curriculum offered in a school is closely related to the available resources, and more importantly how well they are used. In this unit we consider the management of physical resources in a school, which is the important responsibility of the School Head, for developing the appreciation of resources and the involvement of everyone in their management.

5.2. Physical Resources: Meaning and Identification of Elements

A school can function only when adequate material equipment is there. Now we proceed to discuss the tangible or physical equipment as resources of a school, viz., the school plant, furniture and the subsidiary equipment. The duties of a School Head consist of looking after the following physical resources

- Main school building with its various sections and departments
- Garden and lawns
- Playgrounds
- Hostel building
- Staff quarters
- Outhouses and miscellany

The main school building can be divided into two major sections:

- Academic
- Administrative

Academic

Assembly hall, Library, Museum, The Medical Section, which should include (The Doctor's Room, The Dispensary and the Sick Room or bedroom for the patients),

Students' Common Room Section, which should include (common room for the pupils (separate for boys & girls), (ii) lunch room (for boys and girls), Toilets separate for boys and girls, Activities section, which should include: I. Games room, Photography club Room etc.

Administrative Section

Principal's Room, Visitors' Room, Office, Record Room, Staff Room, Committee room, Guidance and Counseling room, Accountant office, Head clerk office, Examination section, garden and farms, etc. Suppose you are head of a school and you wish to make a survey for the identification of physical resources for management purposes, assign the task between your staff to the resources and distinguish the categories of physical resources. A head has to manage the following resources in an institution:

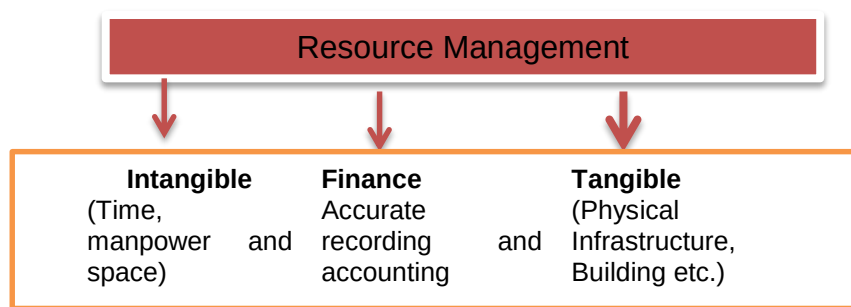


Figure 3: Resource management

5.3. Management of physical resource

5.2.1. Need and Advantages

Resources are essential to get our work done. Everything that we see and touch is a resource, which perhaps we could use. Management of resources by the school head requires considerable skills. Resources have to be looked after properly. The school delegates this responsibility and monitors the performance of the individuals concerned and ensures the provision of storage and appropriate management. There are many benefits your will derive from a more effective management of resources. By managing the school resources more effectively. The head will achieve easier access, achieve the curriculum objectives and higher goals of good administration. In order to accomplish greater satisfaction amongst pupils and staff, the school head must plan, anticipate, consult, supervise and act in a timely manner to ensure that all the required physical resources are identified, developed and fully in a responsible manner.

5.2.2. Principles of Management of Physical Resources

Some of the principles, which we need to apply in the management of physical resources are as follows:

- all possible resources should be identified and used appropriately
- there should be the maximum use of all available resources
- local resources should be sought and manufactured where possible
- the use of resources should be carefully maintained and controlled

5.2.3. Essential Characteristics

Physical Resource Management in a school campus should have the following seven Prominent Characteristics:

Adequacy: A school must possess adequately all the facilities necessary for curricular and co-curricular activities. For this purpose the following four points need special attention:

- Site and surroundings,
- Area,
- Plan,
- Design of construction

Safety: A school plant must be able to protect and secure the life and things of the people inside. It must have proper ventilation and light.

Coordination: All the sections of the school campus must function separately but connected mutually so as to help and not interfere with each other's functions.

Efficiency and Unity: The whole campus must be planned in such a way that the management is efficient and convenient.

Beauty: The campus must be beautifully designed and decorated so as to present a cheerful atmosphere.

Adaptability: It must be planned in a flexible way so as to leave scope for modifications and growth in accordance with the need.

Economy: The school plant should be economical in original cost, upkeep and operations.

5.2.4. Procedures management of physical resources

Making a Survey of Resources

The head of the school should make a survey of the existing physical resources as well as the resources that can be made available with the help of the supporting staff. The resources are of these categories:

- Physical resources of the school building, e.g., equipments in library, laboratory etc.
- Resources easily available in the community, e.g., public library, museum, hospitals, banks, government departments and important private establishments including factories. The Head should make the best use of community resources for the benefit of students. Students must visit places of educational interest in the locality.

Making an Analysis of the Present Position of Resources

The head should analyse the present situation to review whether -

- The school building is spacious enough to cope with the present needs
- The equipments and furnitures are adequate.
- The laboratory and library facilities are proper.
- The institutional programmes needs reshuffling and changes and the institution needs additional adjuncts like hostel, staff quarters, school bus, more playfields etc.

The head should call regular meetings of staff in order to identify the areas of improvements in physical resources needed for better management.

Preparing Improvement Programme Projects

In the process of preparation of improvement programmes, discussion with the staff should **be** followed by enlisting the physical resources with details about each programme. The programme may be classified into –

- Short term programmes
- Long term programmes

Each improvement programme needs to be defined in terms of financial implication if any and from the point of view of urgency of the problem and availability of resources.



Self-check 5	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Write short answers

1. List at least four principles of managing physical resources (4 points)
2. List the seven essential characteristics of physical resource managements (4 points)
3. List the two types of improvement programmes (2 points)

You can ask your teacher for the copy of the correct answers.

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points

Information Sheet-6	Engaging learners in the selection of the delivery techniques
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6.1. Introduction

Student engagement is defined as “the student’s psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote”. Engagement strategies are aimed at providing positive learner experiences including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, sharing resources actively, creating course assignments with hands on components, and integrating case studies and reflections.

A teacher's role is to engage students in learning. This shouldn't just be based on A's on tests, but should be meaningful intellectual stimulation and interactive/engaging activities. Danielson (2007) states that lack of engagement can sometimes just lead to bored students, but other times it can lead to more serious behavioral and discipline problems. Rather than let students be disengaged, teachers should encourage active participation, genuine contribution, and activities which maximize learning. Even if students are not physically engaged in the learning, they must always be mentally engaged.

6.2. Engaging students in learning and interaction

Elements of engaging students in learning

Activities and Assignments

These should challenge students to think deeply and broadly, as well as breaking routine thinking. To test the engagement level of students, teachers can look at the quality of the work produced. Students should also be able to choose how to show what they know by means of Differentiated Instruction. Rather than a written test, students could write a paper, make a video, draw a diagram, or express their understanding in another form.

Grouping of Students

When putting students into groups, teachers need to do so purposefully and meaningfully. Any time students are to work together; there is an element of classroom management involved. Group work can, and should, maximize learning of students. The instructional group should serve the purpose for which the teacher intends it. Varying group styles is a good way to keep kids on their toes and engaged.

Instructional Materials and Resources

Teachers can use almost anything as a resource, but the item itself does not determine the level of student engagement; the teacher's use of materials and resources dictates whether students will be engaged or not. Everything teachers use will have an impact on students, so it is important to select resources which are appropriate for the students' age and ability levels.

Structure and Pacing

The lesson should proceed in a logical sequence at a pace appropriate for the students present. Students need to know where they are in the structure of the activity. Goals and objectives presented ahead of time can help them. Even if timing is rushed, it is essential to leave some time for reflection and for closure of the lesson in order to reinforce learned material and give students an opportunity to process and review.

Interaction and engagement are closely related and even used interchangeably. Student engagement is developed through interaction, and fostering interaction is important in online learning. On reviewing research in the higher education context, (Chickering and Gamson, 1987) proposed a framework to ensure students' engagement: "Seven Principles for Good Practice in Undergraduate Education." The seven principles identified in this framework list that students are more engaged when the instruction:

- increases the contact between student and faculty,
- provides opportunities for students to work in cooperation,
- encourages students to use active learning strategies,
- provides timely feedback on students' academic progression,
- requires students to spend quality time on academic tasks,
- establishes high standards for acceptable academic work, and



- addresses different learner needs in the learning process. Several of these seven principles apply to the online learning environment even though they were proposed for the face-to-face classroom.

Types of interaction

Learner-Content Interaction

The first type of interaction is interaction between the learner and the content or subject of study. This is a defining characteristic of education. Without it there cannot be education, since it is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind. It is this type of interaction that I believe is at least partly involved in what Holmberg (1986) calls the "internal didactic conversation" when learners "talk to themselves" about the information and ideas they encounter in a text, television program, lecture, or elsewhere.

Learner-Instructor Interaction

The second type of interaction-regarded as essential by many educators, and as highly desirable by many learners-is interaction between the learner and the expert who prepared the subject material, or some other expert acting as instructor. In this interaction, distance instructors attempt to achieve aims held in common with all other educators. First having planned or been given a curriculum, a program of content to be taught, they seek to stimulate or at least maintain the student's interest in what is to be taught, to motivate the student to learn, to enhance and maintain the learner's interest, including self-direction and self-motivation. Then instructors make presentations-or cause them to be made. These may be presentations of information, demonstrations of skill, or modeling of certain attitudes and values. Next instructors try to organize students' application of what is being learned, either the practice of skills that have been demonstrated, or manipulation of information and ideas that have been presented. Instructors organize evaluation to ascertain if learners are making progress, and to help decide whether to change strategies. Finally, instructors provide counsel, support, and encouragement to each learner, though the extent and nature of this support varies according to educational level of the learners, the teacher's personality and philosophy, and other factors.

Learner-to-instructor interaction leads to higher student engagement in online courses. The use of multiple student-instructor communication channels may be highly related to student engagement. Rapport and collaboration between students and instructors in an interactive and cohesive environment, including group work and instructive feedback, are important for student engagement resulting in learning success. Students often contact instructors about assignments, course materials, and grades; but to be more effective, online instruction should include opportunities for students to interact with one another and instructors pertaining to what makes their learning meaningful.

Learner-Learner Interaction

This is inter-learner interaction, between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor. Through the history of education the class or educational group has more often than not been organized for reasons that have nothing to do with learners' needs. At present many classes are organized because the class is the only organizational form known to most teachers and because in the short term-though not usually the long term-it is the cheapest way of delivering the teaching acts of stimulation, presentation, application, evaluation, and student support. However, learner-learner interaction among members of a class or other group is sometimes an extremely valuable resource for learning, and is sometimes even essential and leads to student engagement.

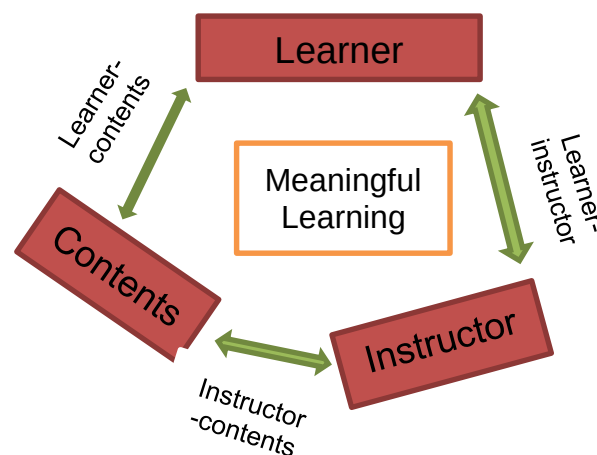


Figure 4: Types of interactions

**Self-check 6****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. _____ is defined as “the student’s psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote” (4 points)
2. List at least four elements engaging learner in learning (4 points)
3. List at least five principles learners engaged in instructions (5 points)
4. List three types of learner interactions (3 points)

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

You can ask your teacher for the copy of the correct answers.

7.1. Introduction

All learning activities whether formal, non-formal or informal undertaken throughout life, which results in improving knowledge, know-how, skills, competencies and/or qualifications. Learning delivery comprises means and resources used to structure the learning experience.

Key Elements of Learning Delivery

Self-directed Learning: Recognizing Learners as Partners

Learners are not mere receivers of institution intervention but have a central role as partners in their own learning journey. As the main clients of the institution program, the Program offerings are designed to be responsive to the needs of the Learners. The Program:

- Respects the Learners' views in terms of what, how, and where they learn.
- Provides Learners with ample opportunities to reflect on their own learning and their central role in it.
- Empowers Learners as key institution stakeholders

Recognition of Prior Learning

Recognition of Prior Learning (RPL) refers to the “acknowledgement of a person’s skills and knowledge acquired through various training, work or life experiences, which may be used to grant status or credit”. According to Smith and Clayton (2009), learners benefit from Recognition of Prior Learning.

- They are better able to appreciate personal skills and knowledge gained from various experiences and contexts.
- It helps create ‘an approach to learning and doing.’ By contextualizing the knowledge and skills offered, learners will have greater success in the program of study and on the job.

Collaborating with the Learner: Individual Learning Agreement (ILA)

The individual learner agreement is an agreement between the Learning Facilitator and the Learner to guide them through the learning process. The ILA is based on the Learner’s:

- Broad learning goals
- Specific learning objectives
- Plans or strategies to reach his/her learning objectives
- Time frame

The ILA is a planning and assessment tool.

- After enrollment, the Learner sits down with a Learning Facilitator for a counseling session to develop an ILA.
- The ILA is based on a Learner's prior learning, past experiences, and current and future needs.
- The ILA determines the support a Learner receives: selection of learning modules and supplementary learning materials, scheduling, and other learning support strategies like study groups
- The Learner and Learning Facilitator regularly review and update the ILA.

7.2. Approach of teaching and learning

Adult Learning and Constructivism

Adult learning and constructivism encourage active learning, independent learning, experiential learning, and cooperative learning.

The constructivist approach to teaching asserts that a Learner gains and builds knowledge through experience.

- It recognizes that life experiences are rich resources for continued learning. Learning Facilitators are expected to analyze the Learner's past experiences and relate these to current lessons.
 - ✓ Ideally, Learning Facilitators do not only hold lectures or drills, but also facilitate group discussions, simulations and role-playing, and other activities that build on what Learners already know or have experienced.
 - ✓ Learning Facilitators assess which modules/lessons could be learned independently, and which ones require more scaffolding and facilitator-led learning support.
 - ✓ Based on Learners' age and experience, Learning Facilitators can organize small collaborative groups, including for project-based work, study groups, buddy systems for learning and counseling.



Experiential learning is crucial for skills training

A Learner should be able to practice the competencies s/he is trying to acquire. For instance, for carpentry training, a Learner imbibes the skills best when s/he builds an actual table or chair using appropriate equipment and tools. A Learner benefits from immediate feedback, correcting errors or improving the way s/he designs, and consequently builds the table or chair.

Contextualized Teaching-Learning Process

Contextualization refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all Learners. Contextualization is done by referring to local culture, history, and everyday reality in lessons. Activities that connect strongly with the community and practice beyond the classroom are important. For example, the Learning Facilitator can make use of local traditions and practices as lesson themes. S/he can invite local leaders and elders to talk about community concerns, or entrepreneurs to discuss emerging business opportunities.

The learning environment also needs to be contextualized.

- A good learning environment is suitable and conducive to teaching-learning, welcoming to everyone, and a source of pride for its users.

Project-Based Learning

Projects and portfolios are opportunities that allow learners to study an area more thoroughly, develop new skills and understanding, and demonstrate to others what they know and can do. A project covers various competencies from multiple learning strands.

- Having project-based learning (PBL) as a core methodology, with the use of portfolios for both reflection and assessment, helps provide “evidence of learners’ skills of collecting, analyzing, and reporting information in a practical way.”
- A project should cover competencies from multiple learning strands in the Curriculum. The learner is encouraged to focus on topics that they find interesting and relevant, and useful for their school and community.



- A learner working towards the employment exit will be encouraged to develop a career and employment plan for their project, while those working towards the entrepreneurship exit can create a business plan.

Seamless Integration of Learning

Learning becomes more meaningful when Learners are able to use and apply what they learn. As such, learning sessions are designed with subject areas that are integrated with the skills training, work readiness, and learning-to-learn skills. Lessons are holistic, practical, and current. Ideally, they are also problem-centered or project-centered rather than subject-centered. Integration is achieved when Learning Facilitators and Skills Trainers coordinate and collaborate. For instance, they can plan lessons together, exchange teaching learning materials, do curriculum mapping, and practice team teaching – to integrate basic education and skills training.

Competency-Based Framework for Learning/Skills Training and Immersion The alternative learning system education and skills training (ALS-EST) component is anchored on a competency-based approach to teaching, learning, and assessment. This is aligned with technical education and skill development authority's competency standards for middle-level skilled workers. The implementing schools identify the units of competency for each skill area. These are structured around descriptors for acceptable work performance and are packaged into qualifications corresponding to critical jobs and occupations in the industry sectors. The Program recognizes that immersion is a powerful learning delivery strategy as it gives Learners opportunities to practice his/her skills in real work environments.

7.3. Delivery Modes and Teaching-Learning Strategies

Institution and Learning Facilitators are encouraged to innovate and try new ways of teaching and learning. They can choose which mode or combination of modes is most appropriate for their target Learners.

Face to Face (F2F): The whole learning session takes place between the facilitator and the learner/s in one place in real time, in a group learning session or individualized tutorial.



Independent: The learner learns by himself/ herself using learning tools and self-instructional materials/modules. It may involve interactive /computerbased instruction.

Peer Learning: It is a broad sweep of activities ranging from discussions, study groups, tutoring or mentoring using a buddy system, collaborating on a project and community activities.

Blended: It is a teaching-learning combination involving: computer/internet-based instruction, face-to-face facilitator aided learning, and independent study.

Radio- Based Instruction (RBI): The main objective of this program is to provide learning opportunities to radio listeners through broadcasts of ALS lessons in a local community radio station. This is managed by the radio station with the Learning Facilitators.

Immersion: It is a simulated workplace experience for the students to develop industry based competencies.

7.4. Delivery Plan

The Delivery Plan is used by the trainer or facilitator to guide and manage delivery to a group. It includes:

- individual and group learning objectives or outcomes for the segment of the learning program to be addressed
- the number of learners and their specific support requirements
- content of sessions as specified in the Session Plans
- timelines or duration of activities within sessions
- learning resources, learning materials and learning
- activities to be used in sessions
- other resource requirements
- WHS considerations, including incident or hazard
- reporting and emergency procedures.



Self-check 7	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choose the best answer (4 point)

1. The individual learning agreement is based on the Learner's:
 - A. Broad learning goals
 - B. Specific learning objectives
 - C. Plans or strategies to reach his/her learning objectives
 - D. Time frame
 - E. All
2. _____ refers to A Learner should be able to practice the competencies s/he is trying to acquire.
 - A. Experiential learning
 - B. Constructivism
 - C. Contextualized
 - D. All

Test II: Write briefly

1. _____ refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all Learners (3 points)
2. List at least four mode of delivery (4 points)
3. List at least three elements of learning delivery (3 point)

Note: Satisfactory rating - 4 points

Unsatisfactory - below 4 points

You can ask your teacher for the copy of the correct answers.

LG #32**LO #2- Conduct instruction and demonstration****Instruction sheet**

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Using Interpersonal skills
- Following the learning program and/or delivery plan
- Briefing learners on any OHS procedures
- Using delivery techniques
- Applying coaching techniques
- Using communication skills
- Providing opportunities for practice
- Providing and discussing feedback

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, able to:

- Use Interpersonal skills
- Follow the learning program and/or delivery plan
- Brief learners on any OHS procedures
- Use delivery techniques
- Applying coaching techniques
- Use communication skills
- Provide opportunities for practice
- Provide and discussing feedback

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to “Operation sheets
7. Perform “the Learning activity performance test” which is placed following “Operation sheets” ,
8. If your performance is satisfactory proceed to the next learning guide,
9. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”

1.1. Definition

Interpersonal skills are those essential skills involved in dealing with and relating to other people, largely on a one- to-one basis. The need of interpersonal relationships that emphasized on the social and emotional development of students have also become the focus of the study. The role of interpersonal communication skills is seen from the teachers' ability to master various forms of skills which includes speaking skills, classroom control, teaching techniques and the use of effective communication.

The Importance of Interpersonal Skills: Interpersonal relationships skills played an important role in creating attractive teaching and learning process in addition to creating intimacy atmosphere, share feelings, love and caring attitude. Good interpersonal skills can lead to:

- Less litigation
- Creating a friendly environment for patients and staff
- Increased productivity of the staff
- Effective time management
- Improvement in patient care
- Development of good reputation for the institute or hospital
- High quality of training for employees and trainees

1.2. Methods of Assessing and developing Interpersonal Skills

Methods of Assessing Interpersonal Skills

There are many models to assess interpersonal skills either by direct observation, feedback from patients, 360° reviews and videotaped consultation.

Direct Observation

Direct observation can be useful to assess patient care, medical knowledge, practice-based learning, interpersonal and communication skills, professionalism, and systems-based practice. The following methods are used:



- Mini Clinical Evaluation Exercise (Mini CEX) which is designed to assess the clinical skills, attitudes and behaviors of trainees.
- Direct Observed Practical Skills (DOPS), which is designed to provide feedback on procedural skills.
- Objective Structured Clinical Examination (OSCE), which is a performance-based test to measure candidates' clinical competence.

Feedback

Feedback from trainee is essential in providing instructors with better understanding of their interaction with patients as well as highlighting areas where they can improve, which leads to strengthening the trainee-instructor relationship.

360° Review

This method is important in getting feedback from work colleagues. A minimum of seven people are needed to make this exercise a valid and reliable tool. It is best to minimize the number of people who are familiar to the reviewer. The wider the range of people, the more useful feedback you will get. This method gives an excellent insight into the work behaviors. It is mostly anonymous feedback; therefore the results are more valid and representative of the experiences of the interaction of doctor/instructor/trainee with different work colleagues.

Methods to Develop Interpersonal Skills

As with any human skill, interpersonal skills can be improved through conscious effort. Therefore, the following steps could be adapted to develop interpersonal skills:

- The inclusion of these skills in the curriculum of all undergraduate schools;
- Inclusion in the assessment of an entry to specialty training;
- Be part of annual appraisal trainer in training;
- Be used as a part of exit assessment for postgraduate students;
- Including these skills in the senior trainers appraisal and revalidation process;
- Teaching these skills through courses and workshops as part of continuous education.



Self-check 1	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. List at least five the importance of interpersonal skills (5 point)
2. List the three methods of assessing interpersonal skills (3 point)
3. List at least four methods of developing interpersonal skills (4 points)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 6 points

Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answers.

Information Sheet-2	Following the learning program and/or delivery plan
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2.1. Learning Program

When developing your training plan, there are a number of considerations. Training is something that should be planned and developed in advance.

The considerations for developing a training program are as follows:

- Needs assessment and learning objectives
- Consideration of learning styles
- Delivery mode
- Budget
- Delivery style
- Audience
- Content
- Timelines
- Communication
- Measuring effectiveness of training

Needs Assessment: The first step in developing a training program is to determine what the organization needs in terms of training. Once you have determined the training needed, you can set learning objectives to measure at the end of the training. There are three levels of training needs assessment:

- **Organizational assessment:** In this type of needs assessment, we can determine the skills, knowledge, and abilities a company needs to meet its strategic objectives. This type of assessment considers things such as changing demographics and technological trends. Overall, this type of assessment looks at how the organization as a whole can handle its weaknesses while promoting strengths.
- **Occupational (task) assessment.** This type of assessment looks at the specific tasks, skills knowledge, and abilities required to do jobs within the organization.
- **Individual assessment.** An individual assessment looks at the performance of an individual employee and determines what training should be accomplished for that individual.

Learning Styles: Understanding learning styles is an important component to any training program. For our purposes, we will utilize a widely accepted learning style model. Recent research has shown that classifying people into learning styles may not be the best way to determine a style, and most people have a different style depending



on the information being taught. An effective trainer tries to develop training to meet the three different learning styles:

- **Visual learner.** A visual learner usually has a clear “picture” of an experience. A visual learner often says things such as “I can see what you are saying” or “This looks good.” A visual learner is best reached using graphics, pictures, and figures.
- **Auditory learner.** An auditory learner learns by sound. An auditory learner might say, “If I hear you right” or “What do you hear about this situation?” The auditory learner will learn by listening to a lecture or to someone explaining how to do something.
- **Kinesthetic learner.** A kinesthetic learner learns by developing feelings toward an experience. These types of learners tend to learn by doing rather than listening or seeing someone else do it. This type of learner will often say things such as “This feels right.”

Most individuals use more than one type of learning style, depending on what kinds of information they are processing. For example, in class you might be a visual learner, but when learning how to change a tire, you might be a kinesthetic learner.

Delivery Mode: Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. An orientation might lend itself best to vestibule training, while sexual harassment training may be better for web-based training. When choosing a delivery mode, it is important to consider the audience and budget constrictions.

Budget: How much money do you think the training will cost? The type of training performed will depend greatly on the budget. If you decide that web-based training is the right delivery mode, but you don’t have the budget to pay the user fee for the platform, this wouldn’t be the best option. Besides the actual cost of training, another cost consideration is people’s time. If employees are in training for two hours, what is the cost to the organization while they are not able to perform their job? A spreadsheet should be developed that lists the actual cost for materials, snacks, and other direct costs, but also the indirect costs, such as people’s time.

Content Development: The content you want to deliver is perhaps one of the most important parts in training and one of the most time-consuming to develop.



Development of learning objectives or those things you want your learners to know after the training makes for a more focused training. Think of learning objectives as goals—what should someone know after completing this training? Here are some sample learning objectives:

- Be able to define and explain the handling of hazardous materials in the workplace.
- Be able to utilize the team decision process model.
- Understand the definition of sexual harassment and be able to recognize sexual harassment in the workplace.
- Understand and be able to explain the company policies and structure

After you have developed the objectives and goals, you can begin to develop the content of the training. Consideration of the learning methods you will use, such as discussion and role playing, will be outlined in your content area. Development of content usually requires a development of learning objectives and then a brief outline of the major topics you wish to cover. With that outline, you can “fill in” the major topics with information. Based on this information, you can develop modules or PowerPoint slides, activities, discussion questions, and other learning techniques.

Timelines: For some types of training, time lines may be required to ensure the training has been done. This is often the case for safety training; usually the training should be done before the employee starts. In other words, in what time frame should an employee complete the training? Another consideration regarding time lines is how much time you think you need to give the training. Perhaps one hour will be enough, but sometimes, training may take a day or even a week. After you have developed your training content, you will likely have a good idea as to how long it will take to deliver it. Consider the fact that most people do not have a lot of time for training and keep the training time realistic and concise.

Communication: Once you have developed your training, your next consideration is how you will communicate the available training to employees. In a situation such as an orientation, you will need to communicate to managers, staff, and anyone involved in the training the timing and confirm that it fits within their schedule. If it is an informal training, this might involve determining the days and times that most people are in the office and might be able to participate.

Measuring Effectiveness: After we have completed the training, we want to make sure our training objectives were met. One model to measure effectiveness of training is the Kirkpatrick model, Donald Kirkpatrick, *Evaluating Training Programs*. His model has four levels:

- Reaction: How did the participants react to the training program?
- Learning: To what extent did participants improve knowledge and skills?
- Behavior: Did behavior change as a result of the training?
- Results: What benefits to the organization resulted from the training?

The Learning Program provides a documented guide to support a cohesive and integrated learning process for the learner. It includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk or segment
- learning resources, learning materials and activities for each chunk or segment
- number and duration of training sessions or classes required and overall timelines
- delivery methods for each chunk or segment WHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required.

2.2. Delivery Plan

In planning to teach a subject to a class, it is imperative that as a teacher and facilitator for learning, you are able to articulate the:

- Reasons in teaching your subject to them.
- Activities that assess (or online assessment activities) whether they are learning or have not learned in your subject. These activities assist students determine

whether they have or have not developed the skills and attitudes that the subject aims to achieve among the learners. The assessment activities will facilitate to:

- inform students:
 - ✓ how well they are learning in class and
 - ✓ how they are helped through the instructional activities in developing the skills and attitudes that the subject aims to hone in them
- provide feedback to each student on their learning in class.
- Strategies in order to effectively facilitate learning (or online teaching strategies) of each student. These strategies must help students develop the skills and attitudes that the subject, through the essential topics, aims to hone in each student.
- Topics that ensure the development of skills and attitudes that the subject targets to hone in them. These topics among all other topics that can be taught to students are considered “non-negotiable” topics of the subject. These are topics categorized to be “essential topics” in learning the subject. Thus, these essential topics are a MUST in teaching the subject. These non-negotiable topics ensure the development of target skills and attitudes that students should embody. These skills and attitude are then categorized as “essential skills” and “essential attitudes” that shall be accomplished by every student in learning the subject.

The Delivery Plan is used by the trainer or facilitator to guide and manage delivery to a group. It includes:

- individual and group learning objectives or outcomes for the segment of the learning program to be addressed
- the number of learners and their specific support requirements
- content of sessions as specified in the Session Plans
- timelines or duration of activities within sessions
- learning resources, learning materials and learning
- activities to be used in sessions
- other resource requirements
- WHS considerations, including incident or hazard
- reporting and emergency procedures.



Self-check 2	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. _____ is the first step in developing a training program is to determine what the organization needs in terms of training (4 points)
2. List at least five what you have to consider when you develop learning program (4 points)
3. List three levels of training needs assessment (3 points)
4. List at least three styles of learning (3 points).

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

You can ask your teacher for the copy of the correct answers.

Information Sheet-3**Briefing learners on any OHS procedures****3.1. Provide information on health and safety procedures**

All employers are under a legal and moral obligation to make staff aware of the health and safety information they are expected to comply with, and the workplace hazards and risks that are likely to impact on them. Job roles and responsibilities Every job will have roles and responsibilities attached to the position outlining the work to be done, and responsibilities for items such as cash, equipment, service delivery and other issues relevant to the role. This information can be obtained from the Job Description for the position. This information should be explained to new staff as part of their Induction and Orientation.

OHS roles and responsibilities for individual positions

The OHS roles and responsibilities for each job position must be provided to new staff as part of their Induction and Orientation. Examples of OHS-related roles attached to individual workplace jobs may include: Participation in the workplace OHS structure such as:

- Attending designated OHS meetings
- Being designated as an office bearer within the venue's OHS structure – for example, the tasks associated with being: –
 - ✓ Health and Safety Representative/OHS representative
 - ✓ Secretary of OHS Committee
- Being the person in a department or area designated as the “Safety Officer”, “Area Warden” or similar
- Provision of OHS training support to internal venue trainers specializing in OHS issues.

Examples of OHS-related responsibilities attached to individual workplace jobs may include:

- Operating equipment and systems (as identified in the Job Description) in a safe manner
- Identifying and reporting unsafe situations with equipment and systems (as identified in the Job description)

- Providing service and maintenance to equipment and systems (as identified in the Job Description)
- Following the venue requirements for internal reporting of accidents, injuries and (where applicable) “near misses” Complying with workplace SOPs designed to ensure workplace safety.

3.2. Generally applicable OHS responsibilities for employers and employees

Employer responsibilities

OHS legislation outlines employer and employee responsibilities. Employer responsibilities across all business types should include:

- Providing safety training and clear safety rules
- Encouraging a Health and Safety Committee or similar body. The aim of the committee is to identify areas in the workplace where changes should be made so as to create a safer working environment. This may include upgrading equipment, equipment, training and safety matters
- Maintaining an injury register to record accidents for insurance and monitoring purposes Adhering to all workplace agreements and contracts in relation to the work employees are required to undertake.
- Where staff are being asked to perform tasks they are not familiar with or have not been trained in, there is a higher risk of injury
- Providing information and written instructions in appropriate languages other than English where significant workers are from a non-English speaking background
- Providing all necessary safety equipment to allow staff to perform required work safely. This may include gloves, masks, ear protectors, goggles, protective clothing and footwear
- Maintaining a safe workplace for their employees and monitoring health and safety issues. For example, equipment and machinery must be maintained and must conform to safety standards
- Providing well-lit and ventilated places to work
- First aid must be provided to all employees when and where necessary. This covers employees when they are coming to and from work via the shortest



practicable route, provided the accident is not self-inflicted or of a malicious or willful nature.

Employee responsibilities

All employees across all industries have the following responsibilities:

- Work in a way to ensure personal safety, and the safety of others including colleagues and/or customers
- Use safety equipment in accordance with the manufacturer's instructions and the directions or training of the employee
- Use all safety equipment when and where required according to workplace instructions and training
- Follow all occupational health and safety procedures, practices and protocols in line with establishment requirements and the training received in relation to these
- Report accidents, injuries or illness to the appropriate person and record same on nominated forms or documentation
- Report any equipment in need of repair so appropriate service and maintenance can be provided
- Adhere to all legally imposed OHS requirements
- Not interfere or get in the way of a person, such as a first aid provider, who is trying to assist another in need.

Participative arrangements for health and safety

Workplaces should (and may be required by law) to apply a cooperative and collaborative approach to workplace safety, known as „participative arrangements“. Participative arrangements involves workers participating in deliberations, decisions, implementation and monitoring of workplace OHS. This approach means management and/or business owners consult with employees about workplace safety and are obliged to take the views and concerns of workers into account when addressing workplace safety issues. Participative arrangements acknowledge:

- Workers are often best placed to identify workplace risks and hazards
- Workers are often best placed to contribute solutions to identified workplace risks and hazards
- Workers are often best placed to monitor the implementation of workplace risk controls

- Workers often have viable and effective contributions to make regarding workplace safety.

3.3. Make health and safety information accessible to staff

It is part of the „duty of care“ requirements for any business to ensure it provides up to date OHS information to its staff. Given OHS information is a dynamic field, constant attention must be paid to updating this workplace information and ensuring only current information is made available to staff.

How and where: Relevant health and safety information, procedures and policies should be:

- Placed on the workplace intranet:
 - ✓ Ensuring any out of date information is deleted
 - ✓ Creating new fields and files, as appropriate, for new information and/or requirements
- Located in all staff rooms in the form of one or more of the following:
 - ✓ Wall posters detailing the basics of any changes to existing requirements, and or the key points of new requirements
 - ✓ These posters should also direct staff to additional. More comprehensive information available such as staff meetings, in house training or discussions with supervisors
 - ✓ Copies of new or revised information such as providing multiple copies of information for staff to pick up and take with them
 - ✓ Inclusion in to staff room handbook or manuals ensuring „old“ versions are removed
- Embedded within all workplace training notes and materials the training should:
 - ✓ Explain the new/revised requirements in detail
 - ✓ Describe why the new information now applies. Information is always best understood by staff when they know why it is a requirement
 - ✓ Show how the new/revised requirements apply to individual staff positions so workers understand how they should apply the new/revised requirements to their everyday workplace activities



- ✓ Provide opportunity for practice where requirements are of a practical nature
- Included in staff handbooks using version control protocols to ensure the current version is always available.
- Inserted into the workplace “Policies and procedures” manual adopting version control protocols
- Included into the Induction and orientation procedures for the business so new staff are made aware of any new/revised safety information applicable to them and their roles and responsibilities.

OHS library

The formation of an OHS library is to be encouraged in all workplaces. This “library” needs only be a shelf or a filing cabinet. It does not need to be a formal library or a complete room. A staff member should be allocated responsibility for maintaining it and ensuring the currency of all articles, materials, forms and information.

Checking the OHS website

It should be standard practice for a nominated person to regularly access the relevant OHS authority website to check for new material. New materials should be downloaded and included in the workplace information sources available to staff. Where there is any uncertainty about new/revised OHS requirements, these should be clarified with Officers of the authority.

**Self-check 3****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choice the best answer (3 points)

1. One of the following is indicate in Participation in the workplace OHS structure
 - A. Attending designated OHS meetings
 - B. Being designated as an office bearer within the venue's OHS structure
 - C. Being the person in a department or area designated as the "Safety Officer", "Area Warden" or similar
 - D. Provision of OHS training support to internal venue trainers specializing in OHS issues
 - E. All
2. One of the following is OHS-related responsibilities attached to individual workplace jobs
 - A. Operating equipment and systems (as identified in the Job Description) in a safe manner
 - B. Identifying and reporting unsafe situations with equipment and systems
 - C. Providing service and maintenance to equipment and systems
 - D. All
3. One of the is not Participative arrangements for health and safety
 - A. Workers are often best placed to identify workplace risks and hazards
 - B. Workers are often best placed to contribute solutions to identified workplace risks and hazards
 - C. Workers are often best placed to monitor the implementation of workplace risk controls
 - D. Workers often have viable and effective contributions to make regarding workplace safety.
 - E. All
 - F. None

Note: Satisfactory rating - 6 points**Unsatisfactory - below 6 points**

You can ask your teacher for the copy of the correct answers.

Information Sheet-4	Using Delivery Techniques
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4.1. Definitions

Methods of training- is ways or means by which teachers import or convey a given subject matter (content) to the learner and enable him or her to acquire knowledge that develop skills, and form attitudes, habits, convictions, characters, and value systems. Thus, methods are tools for the teacher to transmit the message to the learners and make them interact with the external factors in the teaching and environment. They have to be selected and be applied to achieve the intended educational objectives. In other words, one may consider **Methods of training** as series of discrete steps the trainer uses or takes to achieve educational objectives. They are the sum total of the teacher's work with learners to determine learners' goals, to plan, organize, guide and facilitate their roles in carrying out their goal—seeking activities and to evaluate their achievements. Other educators consider methods of teaching as follows: (it is more comprehensive and an all- inclusive definition). **Training method** is the rational ordering and balancing of lessons in light of knowledge and purpose of the several elements that enter into educational process by taking into consideration the nature of the learning and materials of instruction and the total learning situation including steps, procedures, subject matter and instructional activities. As it can be seen from the above definitions, **training methods is a sequential arrangement of contents and activities on the basis of their appropriateness to students'** developmental levels and educational outcomes aimed at. It is an orderly planned progress towards a given and coordinated system of principles for the performance or conduct of practice. Example: Lecture method, discussion, etc.

Techniques of training- refers to how well and effectively the trainer applies and follows specific steps, procedures, ways and manner in training or performing specific teaching acts. It is related to the details of specific elements of procedures required in the execution of instruction or training such as specific ways of presenting instructional materials, conducting instructional activities, maintaining classroom discipline, questioning techniques, reinforcements, mechanisms, etc.

4.2. Classification of Methods of Training

There are different kinds of classifications of methods of training. For instance, methods of teaching are classified as traditional and modern methods depending on:

- The nature of the involvements of students and teachers;
- The consideration of educational/training objectives and
- Their modernity (time in use)

Accordingly, methods of training are considered as traditional if the objectives of teaching are taken as “filling in the minds of the learner with knowledge” whereas the consideration of the individuality of the learner and guiding the instructional activity to draw out the potentialities of the learner makes methods of training modern. In the traditional methods the trainer dominates the classroom activities by making students passive listeners specifically in the traditional methods the teacher:

- Conducts recitation (learning by heart or memorization by mechanical repetition) of what is to be learned;
- Is assumed to be a know all and source of knowledge;
- Motivates learning through warning of failure and punishment;
- Gives lessons/ tasks without involving students;
- Evaluates the performances of students by hearing the recitation/ reproduction of what was learned.

In the traditional methods (usually recitation and formal or unmodified lecture methods) the student-trainer relationship are autocratic type. They are teachers-dominated or centered ones. In terms of time, they are the oldest methods of teaching. The modern methods attempt to involve the students actively and develop skills and values in addition to the acquisition of knowledge. The students’ participation in the teaching-learning process especially in planning, organizing and performing the different tasks under the guidance of their instructors (s) is very high. In this category of methods, much attention is given to directing students’ efforts towards learning by doing rather than through memorization or recitation of the learned materials. Encouragements and guidance’s in the activities are given instead of warning of failure and punishment. The modern methods include problem- solving, group discussion, project work, student’s independent activities/ study, individualized instruction, etc. they have activities that require making analysis, reasoning and forming generalization on the basis of the data



collected. Applications of what are learned in particular and new situations are common activities. The methods enhance democratic teacher student relationships.

Both the traditional and modern methods are used today. The traditional methods are useful in teaching and memorizing rules, theorems, theories, drama, formulas, medical instructions, etc. The modern methods are also useful in making instruction applicable, solid and durable. They make the use of modern instructional technologies possible and are student- centered. They are based on recent psychological and scientific findings. Whatever, the classifications are the different methods of teaching are tools for the teacher in his/her interaction with the students and the materials to be taught under a certain classroom condition. He/she must select the methods and use them in his/her teaching.

The different methods of training are to be selected by considering specific criteria. The common criteria to be considered include:

The established instructional objective: Training is goal-directed purposeful activity of a teacher. As a process of facilitating learning, the instructional objectives to be achieved must be given high value in the selection of methods of teaching. As it has been researched out by educators, some methods are appropriate to achieve objectives of cognitive domain, while others are appropriate to the effective or the psychomotor domains.

The needs, interests, ability, etc. of the learners: Considering students' ability and motivation is the other factor to be taken into account. Students' abilities to involve in the different activities their attention span and their motives in learning through a method or combinations of methods need to be considered students' earlier experiences, their abilities, maturity level, readiness the will to participate and handle the activities must be taken account whenever one selects the methods of teaching on a topic.

The condition (facilities) of the school and concrete classroom: The selection of methods of teaching cannot be done without considering the availability of instructional materials and equipment, the required time to accomplish the tasks, etc. this is important because some methods require longer time while others don't. Some methods demand the use of different teaching aids, large classrooms well furnished



with light and with ventilation, etc. if these and others are not checked, the instruction cannot be conducted smoothly.

The trainer's personality: All teachers may not handle all methods equally. Some teachers have the ability, competence and skills of using some methods better than others.

The contents of the lessons and the class size: The contents to be taught dictate the teacher to use certain methods better than others. Some contents may be totally new and technical while others may not be. Similarly, the class size (number of students per section) will affect choices of methods. For instance, large groups (**N>20**) learn better when the lessons are presented by lectures, demonstration, group discussion, questioning and answering methods. Small groups (**N 5-20**) learn when the methods of teaching are field trips, case study, seminar, laboratory/workshop, etc. while individualized methods (**N<5**) include methods such as projects/assignment, tutorials, distance learning, etc. Therefore, the selection of methods of teaching cannot be done before considering very important factors. Thus, the selection of methods of teaching cannot be done before considering the above mentioned very important factors. As no educational objectives are achieved only by one content and a single activity, no one methods is best (right) for all students, objectives, teachers, contents and conditions.

4.3. The Commonly Applied Delivery methods

Although there are large number of method of training that can be used at various levels in training different subjects, the common methods of training that will be discussed in this section are:

1. The lecture method
2. The demonstration method,
3. The discussion method
4. The role play method
5. The questioning-answering method
6. The project method
7. The problem –solving /discovery/method
8. The field trip method
9. The independent study method



10. The team teaching method

11. The case study method

The Lecture Method:

It is the oldest training methods. This is identified as a method of explanation or clarification of contents to students verbally. It is a method where the teacher is more active and students are made passive. It is usually a one-way communication where the teacher narrates or presents on social or natural events, processes, procedures, etc. by citing authorities in the field of the subject but not students.

A. The Merits of the Lecture Method

The lecture method benefits the trainer who selects, refers, plans, or outlines, organizes and presents the material. It is a method which is usually used to:

- Introduce new topics;
- Revise the already taught material;
- Help students integrate the new lesson with the earlier ones;
- Make correction on common errors; and
- Arouse interests of the learners; etc.

All these advantages of the method depend on the trainer's ability and skill of planning, organizing, delivering lessons and asking questions. Therefore the merits of lecture method include;

- It is an effective way to introduce new information, methods of doing something, procedures of work, etc.
- It helps to summarize major concepts, principles, theories, etc. of a lesson effectively;
- It is a suitable training method to demonstrate models and to clarify matters that confuse students;
- It saves time and helps to overcome shortages of manpower and materials;
- It ensures a systematic acquisition of knowledge; etc.

B. Demerits of the Lecture Method

The lecture method as a method of training has the following limitations:

- It is less effective in stimulating students' interests;

- It is sometimes a boring approach for it doesn't combine mental and physical activities;
- It gives no real social experience by giving emphasis to facts, principles and theories being too formal;
- It is an approach where skill learning is so minimal;
- It doesn't encourage students' activities that demand efforts from the students;
- It doesn't promote creativity: does not help students to develop responsibility;

The Demonstration Method: Definition, Nature and Categories

The Demonstration method is visualized presentation that involves showing how to perform an act or to use procedure, or showing experimentation important processes, events and procedures of work. The method uses real objects, natural phenomena, models and processes to show and tell. It involves verbal explanation and practical illustrations handling or operating equipment or materials in the classroom, in the laboratories, workshops and outside the classrooms. It is a method of teaching that develops both mental and motor skills of the learners. It involves observation, imitation, participation and practices.

A. Advantages of the Demonstration method:

The demonstration method:

- make individuals more likely to believe what they see than what they hear or read;
- makes use of real objects or models;
- makes pacing flexible and the demonstrator can move at a pace desired by the students;
- makes repetition possible until students learn the skill completely;
- involves students in the actual activities and makes them learn from their own practice;
- motivates students when performed well;
- Links theory and practice and fosters creative thinking;
- makes supervision and prevention of errors possible;
- gives opportunities to students to make use of the same equipment / tools as their teachers;

B. The limitations of the Demonstration Method

The demonstration method has the following limitations;

- most of the time heavy objects are difficult to transport;
- if small objects are used, there is a strict limitation on the number of students who can adequately observe the demonstration;
- if a limited number of materials are available, some members of the groups may not be occupied while one individual is going through the process of imitating what he/she has seen being demonstrated;
- usually a certain pace suits to the trainer and not to individual students;
- Sometimes, it is costly in terms of trainers' time, rooms, etc.
- Some activities may not be slowed down for they may have effects on students and the teacher (E.g. chopping an onion).

The Group Discussion Method: Definition, Nature and Situation for Use

The group discussion method is a two-way verbal interaction between a teacher and students or between students. It is a free exchange of information, ideas or opinions on a particular subject. It makes students active participants and work together with their friends and the trainer in small panels or larger groups.

Merits and Shortcomings of the Discussion Method

The group discussion method as a two-way communication has the following **advantages**:

- In discussions different views and opinions are forwarded. This enables students to comprehend an issue from different angles;
- It exposes students to valuable experiences which develop their skills of listening and speaking
- It gives the students an opportunity to analyze and synthesize facts at a higher intellectual development;
- It provides the possibility of constant feedback between the teacher and the students.

In general, group discussion enhances personal growth and competence. Students develop their communication skills, professional attitude and intellectual abilities.



The shortcomings of the discussion method are related to preparation and presentation. Group discussions have to be planned properly before the discussions. If group discussion is not well-planned properly before the discussions, only few students may dominate the situation.

In group discussion method, the teacher acts as an adviser or assistant. He/she groups the students in to:

Ability groups-where students of similar ability are seated together to carry out similar work. This type of grouping reduces the individual differences that exist between students. The group becomes more effective in teaching languages and mathematics for they require similar understandings. It is grouping students as fast, average and slow learners. They communicate easily.

Arbitrary groups – groups which may be organized according to the existing seating arrangements or by taking lists of names from record offices. It is done randomly.

Mixed ability groups – groups deliberately organized by mixing different students of different abilities, it is usually composed of the slow, the average and the bright learners. The grouping helps students to share their experiences and makes the division of labor to be materialized. It is common in science projects and unit works.

Compatibility groups – consist of students who like each other and consequently work well together. Very often compatibility groups achieve a higher standard of work. Some unfortunate students whom no one works with may suffer from the practice. This type of grouping may work better in-group works, which may be given as a project form than a group discussion.

The Role-play Method

The role-playing method is an approach which is carried out by the guidance of the teacher and it is presented before observers. It involves the spontaneous acting out of a prescribed role in a given realistic situation by two or more actors. Thus, it can be defined as follows: Role-playing method is unrehearsed dramatization in which the players attempt to make situation clear to themselves and to the audience by playing the role of participants in the situation. There is no script to be studied.

A. Merits of the Role-Playing Method

- The learners acquire more direct experiences of feelings and concepts than reading, discussing and attending lectures.
- It has the loss and expense, which would result from practicing in real-life situation.
- Motivation is seldom a problem and concentration is easy to maintain, because everyone is interested and readily perceives the application of the episode to him/her. On top of that, everyone in the audience quickly identifies with one or another of the characters and follows.
- It provides practical experiences in human relations and serves as a means for changing attitudes. It also provides opportunities to see oneself. It brings reality to classrooms and it does so dramatically and convincingly.
- It brings theory to life and teaches that one's perception of a situation is not always like others.

B. The disadvantages include that:

- It has a considerable time only to teach one point;
- It requires the direction of a highly competent and understanding instructor;
- If not introduced and handled properly it can degenerate into silliness as some students try to "ham it up";
- Some students not understanding the technique, may regard it as a childish playacting;
- It can degenerate into belittlement and become hurtful to sensitive students;
- It is sometimes difficult to get involvement, especially if students don't feel comfortable and feel threatened by being in front of others. It shouldn't be used in a class or training program until a climate of mutual trust between participants has developed;
- It takes a considerable amount of time to prepare the role-players and observers for their roles as players and observers.

The role-playing method is usually used to rehearse cognitive skills, which have been acquired by other methods. It helps to see situation through the eyes of other people. It is considered as "a reality practice"- hypothetical but representative. There is no self-censorship. Extraneous factors are common. The very feelings of the players will have a



coloring effect. The role-playing method promotes an understanding of attitudes, feelings and situations. It enhances participation of students and helps them to increase self-confidence, to put themselves in the other person's position, etc.

The Questioning and Answering Method

It is a method of posing a series of question to students in order to promote thinking and understanding. As a method, it is informal assessment technique, which is used with large groups of students. It is a way of ascertaining the existing level of learning or entry behavior in the introduction to a lesson and/or assessing the learning that has taken place at the end of a lesson.

The project Method

It is a method where students are usually given an individual topic for an in depth analysis. They often have to work independently done a kind of research and report either in writing or verbally to a group. The project could involve a group of students working together on different aspects of the same problem. The project method has a great application in teaching practical subjects. The projects involve a number of skills and direct with actual life problems. The projects could be on construction of model houses, growing crops, preparation of food, collection of insects, rocks, cultural materials, plants, seeds, sample products, etc. there are a lot of project types.

The project method provides the following advantages;

- It provides a conducive environment for learning through practice and independently;
- It gives satisfaction and happiness to students;
- It provides situation to create unity of different subjects;
- It provides sufficient opportunities to the students to work co-operatively for common purpose;
- It cultivates virtues like tolerances, independence, open-mindedness, resource fullness, etc.
- it discourages cramming and memorization; it stresses problem-solving, thinking and reasoning;
- it provides freedom to work enthusiastically on self-chosen project;



- It makes learning durable, and makes students get the joy and learn in a natural way.

According to authorities, it has the following shortcomings or problems:

- A project method is time-consuming – since students are left to work out their projects by themselves, they may take much time to complete the work.
- It is very expensive in terms of getting financial and materials required.
- It requires highly trained teacher who are well-rounded in many fields of study.
- The materials required for project method may not be available easily and cheaply.
- The assignments may be limited to a certain area of study. Therefore, it creates a problem of assessment of what students have learned in a particular area of study.
- It is difficult to identify the share of work of individual members of the group if it is a group project.
- Overuse of a group project method creates a dependency of an individual on a group.

The problem Solving Method

Problem-solving is an instructional method whereby the teacher and students attempt in a conscious, planned and purposeful effort to arrive at some solution to same educationally significant difficulty. It is a combination of many methods where trial and error approach is applied. The students are expected to collect data on the basis of the problem, process the data and analyze it to come up with solutions. Problem solving is a skill that can be learned. It is a method where students are placed in situation (s) requiring self-directed learning under the teacher's general guidance.

The field Trip Method

Field trip method is planned visit to places outside of the regular classroom to obtain information directly and study real situations. The visits can be used to develop critical thinking and broaden the horizons of the learners as they see different things and activities. They can also be used to make the relationship between the school and community program closer.



Every field trip has three major parts. They are:

- Pre-trip discussion period;
- The trip itself; and
- The post-trip discussion period.

Pre-trip discussion- is a phase where the teacher is required to select the place to be visited and discuss about the visit with the students and the concerned bodies.

Trip itself: - on trip the teacher should draw the students' attention to points of interest. He/she should mix with the students, be observant and must ensure the students to be adequately protected.

Post-trip discussion: After the trip, it is important to hold a post-trip discussion period to summarize what was seen and draw conclusions about what was learn. It is a stage to determine the value of the total experience to the group by raising question for further study.

The Student Independent Study Method

A method of teaching, where the student is allowed to work independently according to his/her ability, plan and pace. The method is established on the assumption that learning is best achieved when it is individualized. As a method, it permits the learner to learn mainly through his/her own active involvement in practical and purposeful learning actives. This method provides opportunities for self-planning, self-responsibility, self-pacing and success in action. The method is applicable in correspondence or distance education program. The teacher gives guidance when he/she is requested.

Team Teaching method

Team teaching is plan where two or more teachers plan, organize and teach the same group of students cooperatively. It can be defined as, "Any form of teaching in which two or more teachers regularly and purposefully share responsibilities for planning, organizing, presenting, and evaluating lessons prepared for the group of students.

Case study Method

It is an examination of a real or simulated problem, which is structured so that learning can take place or be reinforced. As a method, it is very often used in science,



management and business study course to analyze what went wrong in a given situation and to consider how failure could be avoided. It tends to be used in situations where rules or laws cannot be applied or where there is some ambiguity. E.g. why did the farm in the community fail to produce sufficient wheat?

Advantages of case study

The method:

- Can be an individual or group activity;
- Can be in class or at home;
- Can provides opportunity to study real things;
- Can help to study current situations.
- It needs to have clear learning intentions;
- The aftermath of the study needs to reinforce learning;
- It needs to be well-structured; and
- It demands a good deal of preparation.

Self-check 4
Written test

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choose the best answer (4 point)

1. _____ is visualized presentation that involves showing how to perform an act or to use procedure, or showing experimentation important processes, events and procedures of work.

A. Problem solving

B. Demonstration

C. Group discussion

D. Case study

Test II: Fill blank space

1. _____ refers to how well and effectively the teacher applies and follows specific steps, procedures, ways and manner in teaching or performing specific teaching acts (3 points)
2. List at least four criteria which considered to select teaching methods (4 points)
3. List at least five delivery methods (5 points)
4. List at least four advantages of demonstration delivery method (4 points)

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

You can ask your teacher for the copy of the correct answers.

5.1. General information General Information on Coaching

The Promise of Coaching: Education holds a clear affinity for coaching as a method for improving trainer practice and learner outcomes. In fact, support for coaching can be found across research and literature from general education and special education focused on infants, toddlers, young children as well as learners in the K-12 school setting. Despite the fact that coaching research suggests that it does not necessarily lead to improved outcomes among teachers and learners seminal research remains one of the most resounding messages about the potential for coaching.

Coaching also is included as an aspect of effective implementation across various fields, including education, health services and nursing. Implementation frameworks from these different fields promote the idea that coaching helps practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings.

Who Is a Coach? Who Is Coached?: Frequently, the role of the coach is performed by a range of adults. For example, general education and special education teachers with expertise in instructional practices and school psychologists often assume the role of coach. Although new general and special education teachers oftentimes are coached, experienced teachers may benefit from coaching as well. In the context of early learning, parents or caregivers may be coached. Coaching also has occurred within the juvenile justice setting, with experts in behavior serving as coaches for facility-level leadership teams and juvenile correction officers.

Goals of Coaching: Despite the diversity that exists with coaching, the goals of this form of professional development remain focused on two areas:

- Improving teaching practice, with a particular emphasis on increasing the use of practices shown to be highly effective, including evidence-based practices
- Improving learner academic and behavioral outcomes through improved teaching practices

5.2. Effective Coaching—Improving Teacher Practice and Learner Outcomes

Defining Effective Coaching Practices: Experimental and qualitative research supports the idea that several specific coaching practices are linked to improved teacher practice. In fact, these coaching practices can be effective in the early childhood setting as well as in the K-grade 12 classroom. Although an emerging line of research exists on coaching teachers of infants, toddlers, and the very youngest learners, less is known about the impact of these coaching practices on these children. Despite this point, coaching practices with the strongest evidence for improving trainer practice and learner outcomes include the following:

- Observation
- Modeling (also referred to as “demonstration”)
- Performance Feedback
- Alliance-Building Strategies also referred to as “relationship-building strategies”)

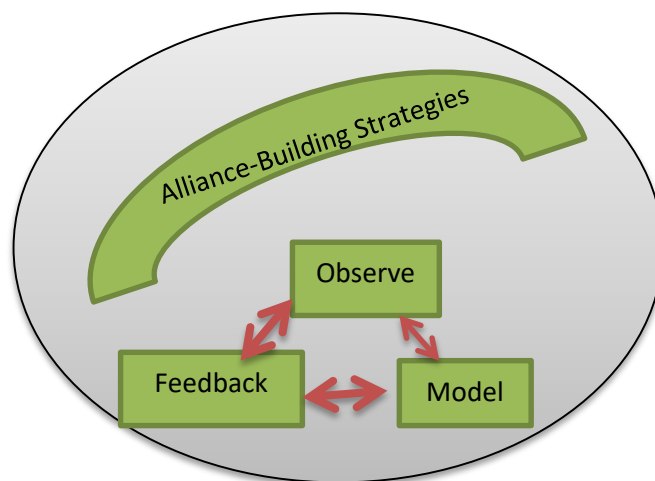


Figure 5: Effective Coaching Practice

Observation

Observation refers to direct monitoring of the trainer in a learning environment. The primary purpose of observation is to enable a coach to engage in other coaching practices such as modeling or providing performance feedback. For example, observation allows the coach to collect data on the teacher’s use of an evidence-based practice; or, it may provide opportunities for the coach to model the use of that same evidence-based practice. Given that observation is considered as the entry point for using other coaching practices, it is often studied in tandem with other coaching practices.

Modeling

Modeling occurs when a coach demonstrates how to use the practice. Modeling is most typically used by a coach when a teacher is not correctly using a practice with the learner or does not know how to use that practice. However, modeling may also occur when learners are not present (i.e., during a training or during a post observation meeting with the teacher). The primary purpose of in-classroom-situated modeling is to help the teacher better understand how the accurate use of a practice “looks” and how it impacts the performance of the learner.

- Modeling can support improvements in teachers’ academic practices and behavioral practices
- Coaching that integrates modeling supports improvements in learner academic outcomes
- Modeling also supports improvements in learner behavioral outcomes

Performance Feedback

Providing performance feedback is a third critical coaching practice and entails the coach’s presentation of data to the trainer on his or her teaching practice. Some studies of performance feedback also suggest early learning outcomes may also improve. In addition, research on feedback suggests the following:

- Feedback is most effective when it is specific, positive, timely, and corrective, if warranted
 - ✓ Specific feedback, as opposed to general feedback, includes precise information about teaching practices that benefit learners. General feedback (e.g., “Great teaching!”) may not explain to teachers why some teaching practices are more effective than others. Specific feedback clarifies how teachers’ practices directly impact learning (e.g., “During small-group instruction, four out of five learners were actively engaged in the task you assigned”).
 - ✓ Positive feedback includes overt statements of praise for the teacher’s use of specific practices (e.g., “Good job using ‘stating behavioral expectations’ during the morning meeting”).
 - ✓ Corrective feedback, used only when warranted, involves the use of statements and questions that suggest that a change to teaching practice

is needed (e.g., “Learners were redirected seven times in the 20-minute lesson. How can we increase praise for learners while reducing redirections?”).

- ✓ The timeliness of feedback also seems to be important. Feedback is considered timely when it is delivered within roughly the same day of an observation.
- Coaches can use several delivery mechanisms for providing feedback
 - ✓ While feedback can be discussed in a face-to-face postobservation conference, it also may be provided via bug-in-ear technology. This technology allows for a coach to observe (i.e., visual and provide feedback).
 - ✓ Some recent research draws on the use of video-based technology to present written and verbal feedback. It is unclear, however, whether this format for providing feedback improves both teacher practice and outcomes among learners of all ages, as much of this research focuses on early learners.
- Feedback may be based on informal or formal data that are presented verbally, graphically, or both.
 - ✓ Formal data may consist of learner engagement data, whereas informal data may consist of qualitative notes on the learning environment.
 - ✓ Graphs, charts, and oral feedback are frequently used to deliver feedback. Such feedback may be particularly powerful when used to develop action plans, goals, or to help teachers engage in problem solving processes as they attempt to implement new practices

Alliance Building Strategies

A final critical coaching practice includes the development of a positive teacher–coach relationship, also referred to as alliance. Strong alliance between teachers and coaches establishes a solid foundation for subsequent work between the dyad. Within the early learning environment, alliance has been referred to as a “collaborative partnership”, which is a cornerstone of productive coaching. Some research from early learning suggests that alliance is also important across coaches, teachers, and families.

Research on teacher–coach alliance offers the following conclusions:

- Alliance is shaped by several factors:
 - ✓ interpersonal skills
 - ✓ collaboration skills
 - ✓ the coach's expertise in area in which he or she is coaching. An alliance may also be shaped by teachers' perceptions of coaching as evaluative.
- Specific strategies can be used by coaches to build alliance
- Positive teacher-coach alliance correlates with improved teacher practice; however, it is unclear how alliance impacts learner outcomes
- The use of specific alliance building strategies can lead to increased use of behavioral interventions by teachers.

**Self-check 5****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choose the best answer (4 point)

1. Alliance is shaped by _____
 - A. interpersonal skills
 - B. collaboration skills
 - C. the coach's expertise in area in which he or she is coaching
 - D. All
2. Coaching practices with the strongest evidence for improving trainer practice and learner outcomes include _____
 - A. Observation
 - B. Modeling
 - C. Performance Feedback
 - D. Alliance-Building Strategies
 - E. All

Note: Satisfactory rating - 4 points Unsatisfactory - below 4 points

You can ask your teacher for the copy of the correct answers.

6.1. Communication

According to the Concise Oxford Dictionary communication means ‘the act of imparting, especially news’, or ‘the science and practice of transmitting information’. These definitions clearly show the link between ‘training’ and ‘communication’: teachers are constantly imparting new knowledge, or transmitting information. Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. In addition, teacher communication skills are important for a teacher in delivery of education to students.

Hubley has shown us that communication is a *complex process*. At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what s/he wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. To be effective, teachers have to try to minimize these *barriers to communication*. We do this in a number of ways – for example,

- by making sure that the room is quiet and well lit;
- by speaking slowly and clearly; by only using words which the students should be able to understand.

However, the most important way to overcome the barriers is *two-way communication*. This means getting regular feedback from the receivers (the students in this case): do they really understand what we are trying to put across?

Communication does not only take place by means of words; *non-verbal communication* (or *body language*) is equally important. This kind of communication is usually subconscious – we use it without thinking about it; that is why we say that ‘it is difficult to lie in body language’. If teachers really attend to the body language of their students they will know when they are bored or confused. From the body language of their teachers students pick up whether they are confident and enthusiastic.

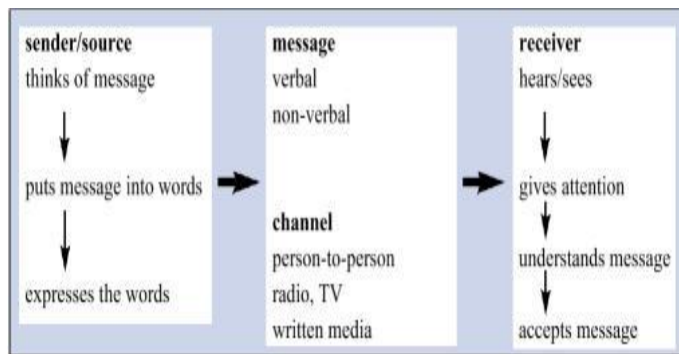


Figure 6a. Communication

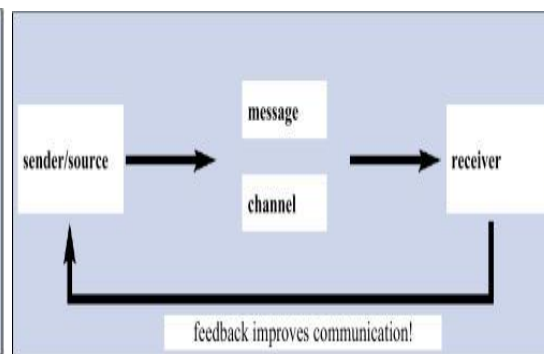


Figure 6b. Ways of Communication

6.2. Teaching Styles

Person to Person Communication: Presentation Skill

There are different styles of teaching. Some teachers like to talk, and expect the students to write down what they say and to learn it (this style encourages superficial learning and rapid forgetting!). Other teachers see their role as one of helping the students to learn at a deeper level - to understand new ideas and concepts so well that they can apply them in a work situation. Either way, these teachers will do a better job if they communicate well with their students.

An important element of communication in teaching is the use of teaching aids. We have all heard the saying: 'What I hear, I forget; what I see, I remember; what I do, I know'. Pictures, written posters and practical demonstrations improve communication and we should use them as much as possible. Most of us have access to paper, posters, a chalkboard, or an overhead projector. We can use these to prepare aids for our lessons: summaries of important facts, or pictures and diagrams. The overhead projector is particularly useful, because it allows us to face our students while using it. How can I know whether I am communicating well as a teacher? Communication is a skill – and we improve our skills by getting feedback on the way we perform them. We can get such feedback by asking an experienced colleague to sit in on our teaching, and to give us feedback. We can also ask someone to record us on a videotape as we train, which we then inspect critically afterwards. In either case the feedback will be better if we use a checklist to judge our performance.



Written Communications: Handouts

Teachers communicate by speaking, but also by writing. We have seen how we can improve the overhead projector transparencies we use, if we write them carefully. The same is true of the *handouts* that almost all trainers prepare for their students.

What is a handout? It is *not* a photocopy of a journal article, or of some pages out of a textbook. Rather, it is a document which the teacher writes him/ herself. It may be a summary of important points to be learnt; or a guide to students on work they have to do, or references they have to look up. Teachers may use handouts for students to refer to during a lesson, and students will definitely use them in their self-study time. Because handouts are such an important way of communicating with students, they must communicate effectively. These days many teaching institutions have websites where teachers put their handouts for the students to find. It doesn't matter whether the handout is on paper or on a website - it still needs to be well written. All health workers need to communicate well, if they are to do their work well. Unfortunately, many are never taught how to do this. Teachers of health workers, therefore, also have to teach their students to be better communicators.

6.3. The Role of Communication Skills in Training Process

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable (Freddie Silver). Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process. Good communication skills of teacher are the basic need of academics success of students, and professional success of life. Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students to learn and promote their academics. Student need to understand



that what is right, and what is wrong while it totally depend upon the communication skills of trainers which he adopt in class-room.

Good communications minimize the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. Loss (2000), recommended that teacher communicate in clear and understandable manner.

Communication is a dynamic process which need of mind and courage to face the other and convey his/her message in effective way. Communication process is successful when we deliver the message in clear and understandable way. Effective communication need to convey and accept his/her message in all kind of situation and circumstances. Good communication is considered a strong tool for effectiveness in the teaching profession. As variety of skills are needed for good teaching and teachers. A study conducted by Ehindero & Ajibade, (2000) indicates that for effective teaching, teacher requires good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality. No one can teach effectively until having these basics skills of teaching.

Different research revolves that there is significant co-relation between communication skills and supervisor perception of job performance. Furthermore, Student's character building and academic background totally depends upon the professional attitude of teachers. If teachers adopt positive professional attitude towards the students in their academic and as well as their social achievements, then students can easily promote their academic level. Trainer has the responsibility to teach and practically prepare students for the purpose that they can cope with all type of situations. It also comes under the responsibilities of teacher to behave as role model to the students.

Communication means the process which one adopts while sharing his / her views with others. For a trainer it is necessary to have good communication skills for the good learning of the students. Trainers need good communication skills for facilitating the students and achieving good professional goals. Effectiveness of teaching is not

dependent on technicality but on the method adopted by the trainer while training to the students. Trainers need clear communication for the good understanding of students and avoiding the problems for students while learning from their lecture. It is also needed by the trainers to understand first himself before teaching to students (Loss, J. 2000). Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every concern to our life. Performance of teachers in classroom totally depends upon the communication skills. If the trainer has good communication skills then he can easily convey his /her message or deliver the lecture in an understandable manner.

The concept of communicative competence has evolved a lot, encompassing areas of knowledge today increasingly wider. Council of Europe considers that there are six components in communication skills: language skills, socio-linguistic competence, discourse competence, socio-cultural competence, strategic competence and social competence. Communicative competence is considered by many authors as a global capability comprising communicative capacities of individuals acquired throughout life. They can be improved by applying a special methodology that would help develop communicative competence. The concept of competence is subject to several different approaches depending on the area it evokes. Educational field suggests a specific approach for this. In science education are many definitions of the concept of competence:

- Competence is always associated with a situation or with a set of situations and also with experience of a person or group of persons;
- Skills development is based on the mobilization and coordination by a person or group of people of a wealth of resources: personal resources and resources for specific circumstances of the situation and its context
 - ✓ Competence is built in case of a complete and social acceptable processing of the situation;
 - ❖ Competence resulting from the processing of dynamic and constructive situation; competence should not be confused with the process; process consists in processing the situation by a person or

group of persons; a person or group of persons are declared competent after processing situation;

- ❖ Competence is not predictable and therefore cannot be defined a priori; it depends on a person or group of persons, on their own knowledge and understanding the situation. What they imagine can do in this situation, available resources, constraints and obstacles that comes in this situation, are depending of their areas of expertise etc.

Interaction between teachers and students can contribute to effective communication in the classroom or may be the source of problematic situations and even school violence. In the centre of this approach in action is the teacher and he knows how to communicate with his students. Hoy and Winstein (in Evertson, Weinstein, 2006) by a synthesis of different perspectives from the literature reveals three important aspects that put a teacher in position to be considered a "good teacher" by his students:

- the ability to establish positive interrelations with students (to demonstrate that "cares" for them);
- ability to exercise authority and provide structure and clarity of rules without doing so in a rigid, threatening way, or following the use of punishment; and
- the ability to make learning fun by using creative teaching strategies.

**Self-check 6****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choice best answer (3 point)

1. One of the following is not role of communication in teaching process
 - A. Make the things easier and understandable
 - B. Cause failure of students to learn and promote their academics
 - C. Minimize the potential of unkind feeling during the process of teaching

Test II: Short Answer Questions

1. List at least four channel of communication (4 point)
2. List the style of teaching (3 point)
3. _____defined as the transmission of a message that involves the shared understanding between receiver and sender (4 points)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

You can ask your teacher for the copy of the correct answers.

7.1. Introduction

Practical work' as any teaching and learning activity which involves at some point the students in observing or manipulating real objects and materials. It is widely recognized by science educators, that much of the learning associated with a practical activity takes place through the process of talking about the observations and measurements that have been made, and what they might mean, both with other learners in the class and with the teacher. So a typical practical activity will be followed by a period of discussion of the observations and measurements made, of patterns in them (such as similarities, differences, correlations and trends), and of how they might be interpreted and explained. This is so closely linked to the preceding practical activity that it does not make much sense to separate them and regard them as two distinct teaching and learning activities – even if, for practical reasons, the discussion takes place in a subsequent lesson, or in a different place (a classroom rather than a laboratory). Instead, we should see the whole activity – the data collection phase and the data interpretation phase – as constituting a practical task.

Following this line of reasoning, it then follows that, cognitively, there is nothing uniquely distinctive about practical work which marks it off from other kinds of science learning activity. The same kind of discussion as might follow a practical activity can take place in a lesson where there is no data collection because the phenomena which the teacher wants to explore with the class are ones that s/he can assume are already well-known to pupils from their everyday experience. For example, imagine a teacher beginning a lesson on the idea of inertia in Newtonian mechanics. S/he might ask the class if they have ever found themselves having to stand in a bus or train, because it was crowded – and to say what they remember happening (and feeling) as the vehicle started off, or when it braked. From their shared experiences, s/he might then draw out the idea that objects are somewhat resistant to changes in their motion. There has been no practical work in the sense of in-class data collection. But the cognitive processes involved are the same as when data collected by the students are discussed and reviewed. The aim is to draw students' attention to a phenomenon, to isolate parts of it for particular



scrutiny, and to talk towards a way of thinking about it. The aim is to develop a link between an observation and a way of thinking about it – between the world and a mental representation of the world.

Making links between two domains of knowledge: As the preceding sub-section has argued, the role of practical work in the teaching and learning of science content is to help students make links between two ‘domains’ of knowledge: the domain of objects and observable properties and events on the one hand, and the domain of ideas on the other.

7.2. Providing practice

According to Millar et al., 2002, the possible intended learning outcomes (learning objectives) of a practical task intended to improve students’ scientific knowledge are:

- identify objects and phenomena and become familiar with them
- learn a fact (or facts)
- learn a concepts
- learn a relationships
- learn a theory/model

Identify objects and phenomena and become familiar with them (objectives 1):

Main aim is to enable students to observe an object or material or event or phenomenon, to note some aspects of it, and perhaps be able later to recall these.

A fact (objectives 2): simply means a ‘quickly decidable sentence’, in other words an observation statement that can be readily agreed, and is expressed in everyday language. Examples: common salt dissolves in water but chalk does not, or that pure water boils at 100 °C.

Concepts (objectives 3): Might be developed using practical work are electric current, resistance and potential difference.

A ‘relationship’ (objectives 4) means a correlation or trend – that is, a pattern linking two or more observable properties or characteristics. This might be between observable features of the situation, but could also involve abstractions (for example, modeling situations in terms of variables, relationships involving conceptual terms).



For all objectives, but most particularly for objectives 3-5, the qualification implied by the introduction ‘to help students learn’ is important. It is unlikely that a student would grasp a new scientific concept or understand a theory or model as a result of any single practical task, however well designed. Coming to an understanding of these is more likely to be a gradual process of acquiring deeper and more extended understanding of an abstract idea or set of ideas. Whilst a practical task may contribute usefully to this, it will only be part of a broader teaching strategy.

Many students do have incorrect expectations about matters of fact – and practical work can challenge these. It may do so more effectively if the students’ predictions have been declared in advance, and when the practical task can fairly unequivocally endorse one prediction and refute another. The predict-observe structure also makes the practical task more purposeful. Otherwise a practical task designed to enable the students to observe an object or phenomenon can easily become rather dull and uninspiring, unless the event itself is a particularly memorable one. Predictions, of course, are only valuable if they are more than mere guesses, and are derived from ideas about the situation.

Despite the inherent difficulty of helping students to make links between observations and ideas, and the weakness of much current practice, practical work is not an ‘optional extra’ in developing students’ understanding of scientific concepts and explanations (objectives 3-5), but a necessary component.

Strategies for improving practical work intended to develop students’ scientific knowledge have a common aim – to make the students think as well as act. Effective tasks are those where students are not only ‘hands on’ but also ‘minds on’. Increasing their prevalence requires first that teachers become more aware that making links between the domain of objects and observables and the domain of ideas is demanding, and then helping them to design practical tasks which take this demand more explicitly and fully into account – tasks which ‘scaffold’ students’ efforts to make these links. This in turn requires that teachers analyse more carefully the objectives of the practical tasks they undertake, and become more aware of the cognitive challenge for their students. The starting point for improving practical work is therefore to help teachers become

much clearer than many are at present about the learning objectives of the practical tasks they use.

Alternatives to practical work: To what extent, it might be asked, could practical work to develop students' scientific knowledge be replaced by non-practical learning activities, such as video-recordings of real objects and events, or computer simulations? For learning objectives 1-2, their contribution is limited. Video-recordings of events and processes can be used to let students see events that could not be produced in the school laboratory, or to view events several times in order to look closely at different aspects of them. But they cannot wholly replace first hand practical experience. The fundamental reason is that a real event contains more information than any representation of it. All representations (video recordings, photographs, diagrams, verbal accounts) are selective, to a greater or lesser extent. They communicate some aspects of the event but not others.

Effective practical work to develop students' knowledge and skill: The idea of 'effective' practical work has come into the preceding discussion at several points. It may be useful to clarify what we mean by the term 'effectiveness'. Effectiveness' usually refers to the link labelled (2): do students learn what we intended them to learn? But in order to be effective in this sense, a task must first be effective at level (1), that is, the students must do (and be able to do) the things the task designer intended them to do. A common criticism of practical work in the teaching laboratory is that it becomes 'recipe following', with the students often not thinking about why they are doing what they are doing. The provision of detailed 'recipes' is a reflection of the teacher's (or task designer's) concern with effectiveness at level (1). Whilst this is a necessary condition for effectiveness at level (2), it is not a sufficient one.

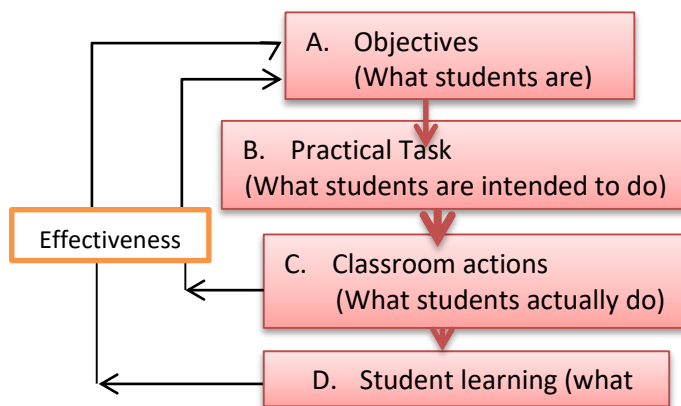


Figure 7: The process of developing and implementing a practical task



Self-check 7	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. List the five the possible intended learning outcomes (learning objectives) by practical work (according to Millar et al., 2002) (5 points)
2. _____ means a correlation or trend – that is, a pattern linking two or more observable properties or characteristics (3 point)
3. _____ observation statement that can be readily agreed, and is expressed in everyday language (4 points)
4. List at least four alternatives to practice work (4 points)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating – 8 points Unsatisfactory - below 8 points

You can ask your teacher for the copy of the correct answers.

Information Sheet-8	Providing and Discussing feedback
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8.1. Introduction

In a broader sense, the term feedback means all dialogue to support learning in both formal and informal situations. Also it defined as information provided by an agent (e.g. teacher, peer, books, parents, self, experience) regarding aspects of one's performance or understanding, thus being a consequence of performance. More specifically feedback is defined as information about the gap between the actual level and reference level of a system parameter, which is used to alter the gap in some way. In other word feedback is the process of guiding the students to close the gap between their current and desired performance. Studies on formative assessment indicate feedback and learning to be inseparable, as feedback motivates students by reinforcing and recognizing their effort and leads them to a deeper understanding of the topic.

Feedback provided during formative assessment guides students to close to gap between their current and desired performance and enhance their learning and satisfaction. To get positive impact of feedback, it should be effective and timely. Perceptions and preferences of students for feedback may vary based on their attitude, cognitive style, gender and many other factors. Teachers may have different perceptions than the students about feedback.

Feedback is a valuable tool for indicating whether things are going in the right direction or whether redirection is required. In the world of healthcare professionals, it is intended to provide doctors with information about their practice through the eyes of their peers. Feedback is a valuable tool for doctors to gather information, consolidate their awareness of strengths and areas to improve, and aims to support effective behavior. Giving and receiving feedback is not an easy task and poses significant challenges for both sides.

As a general rule, it seems that learners value feedback more when it is given by someone they respect as a role model. Appropriate feedback contributes significantly in



developing learners' competence and confidence at all stages of their professional careers; it helps them think about the gap between actual and desired performance, and identifies ways to narrow the gap and improve. For health professionals in particular, it promotes reflective and experiential learning, which involves “training on the job”, and reflecting on experiences, incidents and feelings. More importantly, feedback aims to develop performance to a higher level by dealing with underperformance in a constructive way.

8.2. Give and Receive Feedback Effectively

Types of feedback

Informal feedback is the most frequent form. It is provided on a day-to-day basis, and is given on any aspect of a doctor's professional performance and conduct, by any member of the multidisciplinary team. It is usually in verbal form.

Formal feedback comes as part of a structured assessment; it can be offered by any member of the multidisciplinary team, but most frequently by peers or superiors. It is usually in written form.

Formative feedback, “for learning”, is about a learner's progress at a particular time through a course or during the acquisition of a new skill. It provides opportunities to gain feedback reflect and redirect effort (where appropriate) before completing a final assessment. It gives you the experience of writing or performing a task without it having a direct impact on your formal progress and relies on continuous encouragement.

Summative feedback, “of learning”, measures performance, often against a standard, and comes with a mark/grade and feedback to explain your mark. It can be used to rank or judge individuals

Common sources of feedback

In professional life, your patients and anyone working with you as a member of the multidisciplinary team can give you feedback. Feedback in these cases is meant to be given reciprocally, i.e. you will also need to give feedback to your peers.

- Educational or clinical supervisors
- Trainees
- Peers and colleagues



- Patients

Barriers to effective feedback

Various factors can impact on effective feedback and act as barriers. It is important to be able to identify and overcome them. Effective feedback is dependent on communication skills and as such, it is vital that the message intended by the sender is understood by the receiver in the same terms.

- Generalized feedback not related to specific facts
- Lack of advice on how to improve behaviour
- A lack of respect for the source of feedback
- Fear of upsetting colleagues Fear of damaging professional relationships
- Defensive behaviour/resistance when receiving feedback
- Physical barriers: noise, or improper time, place or space
- Personal agendas
- Lack of confidence

8.2.1. Giving feedback

Tips for and principles of giving effective feedback

When preparing to give feedback, think about what you would like to achieve. What do you want to highlight, what went well and where could there be some improvements?

Planning in advance is crucial to the process: Planning should encounter to whom you are giving feedback. There is no “one-size fits all” approach; feedback should be tailored to each individual and the corresponding situation. It is of vital importance that you reflect carefully about how you want to convey your message and focus on a couple of key points without overwhelming the learner. The learner might not be ready (i.e. not receptive), which could have adverse effects. Therefore, think about how they will react to the feedback and what your response might be. Generally, you will provide one-on-one feedback and you must make sure to give it privately. On some occasions, it is possible to give group feedback but then you need to restrict your feedback to the group as a whole without singling out individuals. It is best to ensure that feedback is given in a timely manner, i.e. as soon after the event as possible, and most organizations will have a regular feedback scheduled (weekly or monthly). However, should the situation mandate it, you can schedule an ad hoc session. Feedback and reflection work best when the memory is still fresh. When feedback is given with great delay (i.e. months



after the incident), then its objectivity will be debated. In preparing for the feedback, think of specific situations and, if you want to highlight some negative actions, potential alternatives. Do not bring up past actions unless you wish to underscore a certain behaviour or pattern. Also, focus on tasks, actions and objective events rather than personality traits, which tend to be more subjective.

Emotions are deduced through facial expression. Thus, smile in the correct manner to express warmth and goodwill.

Eye contact creates a feeling of connection but can also be too intense. Make eye contact without staring.

The way we feel about different people effects the way we speak. The tone and the volume of your voice can give away how you feel. Try to match body language, how you use your voice and tone in a natural way.

Avoid looking strict by keeping your arms crossed or like you don't care by sitting slumped. An open posture gives the expression of an open conversation.

Stressed situations make us breathe faster; when we are tired, it is easy to sigh more. Long breaths make us calmer and are likely to make people around us calmer. Try to take a few deep breaths before giving feedback.

Smartphones and screens with emails, Facebook messages, recent meetings or phone calls: there are so many things to steal our attention and this can only be evident. The person in front of you will notice when you are looking at the screen, and you are less likely to hear and understand what they are saying. Focus your attention on the person in front of you when giving feedback and when you are listening. After giving the feedback, reflect on how it went. Did it go as you expected and how do think it was perceived by the learner? Sometimes, you can misjudge the delivery of your feedback but make sure you learn from this for the next time. Every learner is different and requires a different approach.

In the end, remember to summarize the session in a letter/e-mail and to follow up on what has been discussed. Feedback aims to improve performance and it is advised that time is given to the recipient of feedback to rectify behaviours, then proceed with a follow up session to measure whether or not that is happening, and then make adjustments as you go.

8.2.2. Receiving feedback

A learner-centred approach is often recommended to effectively receive feedback. This involves adopting an open-minded listening strategy, reflection and a willingness to improve one's performance. The recipients of the feedback are asked to evaluate their own performance and assess how their actions impact others. This approach works best when the feedback is ongoing, regular, supportive, and originating from a wide range of reliable and valid external sources. When this is not the case, the learners may not have sufficient understanding to self-assess and correct behaviours that may hinder their development. However, when constructive feedback is used wisely, it can positively impact the learners' personal and professional development.

It is very helpful to receive feedback from leaders/teachers in real time and firsthand. When the learner is unable to respond positively, however, this often inhibits the feedback providers from giving direct face-to-face, personalized feedback on a regular basis. Learners' responses to criticism may present in negative ways (i.e. anger, denial, blaming or rationalization), particularly when they discount their own ability to take responsibility for their learning. It is important to view feedback as a means to reflect on strengths and weaknesses, and build on previously learned competencies. The result will be increased confidence and independence, while facilitating a stronger rapport with colleagues, other medical staff and patients.

In order for feedback to be effective, it has to be received well. How a recipient interprets and reacts to feedback is very important to the outcome of the teacher–learner relationship and future learning opportunities. Differing interpretations or uptakes of feedback may be based on a number of factors that include: personality, fear, confidence, context and individual reasoning processes. Effective communication is key to a successful feedback interaction.

Tips for receiving feedback

Be a good listener: First, truly listen to what the feedback provider is saying, instead of immediately preparing a response, defence or attack. The feedback provider will feel more comfortable giving feedback if you are approachable and welcoming.



When in doubt, ask for clarification: If you did not hear it clearly the first time, politely ask for it to be repeated, then restate it in your own words. This will help you understand more about yourself and how others interpret your actions.

Embrace the feedback session as a learning opportunity: Assume that the feedback is constructive until proven otherwise, then consider and use those elements that are truly constructive. Thinking about your own actions in the context of the feedback provider's comments is beneficial to making appropriate changes.

Remember to pause and think before responding: Your aim is to have a professional conversation that benefits you. Focus on understanding the feedback first, not on your immediate innate reaction. Reflection, and particularly self-reflection, is essential to feedback acceptance. **Avoid jumping to conclusions, and show that you are invested in the learning process and keen to improve:** Ask for clarification and examples if statements are general, unclear or unsupported. It is important to validate the feedback by inviting details and specifics about the criticism. Assuming the feedback provider's comments as reality, in the context of their perceptions and impressions, defuses your own negative feelings in the face of criticism.

Think positively and be open to helpful hints: You will get more out of the feedback session if you accept the comments positively (for consideration) rather than dismissively (for self-protection). You may disagree with the criticism if the facts are incorrect but this should be done in a graceful manner.

Learn from your mistakes and be motivated: Ask for suggestions of ways you might modify or change your behaviour. Do not be afraid to ask for advice on what and how to do differently. Seek to meet expectations and promptly address the undesired behaviours.

Be a good sport and show appreciation: Be respectful throughout the discussion and thank the person giving feedback. Being polite and appreciative will encourage future feedback.

Be proactive: Try out some of the suggestions, and make careful notes regarding any improvements and changes in behaviour. Following-up with the feedback provider enables the receiver to share how the feedback was helpful.



Self-check 8	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Short Answer Questions

1. Define feedback (4 point)
2. List four types of feedback (4 point)
3. List sources of feedback (4 point)
4. List at least four Tips for and principles of giving effective feedback (4 point)
5. List at least four Tips for and principles of receiving effective feedback (4 point)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10points

You can ask your teacher for the copy of the correct answers.

Operation Sheet- Teaching Technique

Sequence of group discussion

The following sequence is provided as a step-by-step example of group discussion.

Step 1: setting the topic (take the following case as topic)

Step 2: fostering open process

Step 3: involving all participants

Step 4: asking questions or offering ideas to advance the discussion

Step 5: summarizing or clarifying important points, arguments or ideas

Step 6: wrapping up the session

Case: Which species have been prioritized for care following an incident in the dairy farm?



LAP TEST	Performance Test
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Name..... ID.....

Date.....

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within **1** hour. The project is expected from each student to do it.

Task- Create grouping perform discussion and finalize your conclusion

LG #33
LO #3- Conduct instruction and demonstration
Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Using measures to ensure learners
- Monitoring learner progress and outcomes
- Reviewing and adjusting the relationships

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, able to:

- Use measures to ensure learners
- Monitor learner progress and outcomes
- Review and adjust the relationships

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If your performance is satisfactory proceed to the next learning guide,

Information Sheet-1

Using measures to ensure learners

1.1. Introduction

Training is all about improving individual and group performances and in turn influencing the overall performance of your business. It is important to evaluate the effectiveness of the training and ensure that the original learning goals were achieved. Also, I realize that many benefits of training are not measurable. Factors like job satisfaction, the enjoyment of learning, and helping employees understand that they are valued assets worthy of development may seem intangible—and can be very powerful. When you plan training and development for your organization, you expect to gain improved skills and productivity, greater retention rates, and an improved brand. After you deliver any type of corporate training, you must ask these questions:

- How effective was the training in helping learners gain relevant knowledge and skills?
- Were the learners able to apply what they learned to improve their performance at work?
- What other benefits did the training program achieve?

The answers to these questions help you determine whether the training was worth your organization's investment and answering these questions requires measuring the outcomes.

Reason of Measure Training Effectiveness: Organizations should ensure that employees can demonstrate a positive impact of training through improved productivity and overall skill development. With the growing focus on continual learning and development, businesses are keen on identifying reliable metrics and methods to measure the effectiveness. After all, you would not want to deliver training that does not provide expected results.

1.2. Measuring or Evaluating Training Effectiveness

Post-training quizzes, one-to-one discussions, employee surveys, participant case studies, and official certification exams are some ways to measure training effectiveness. The more data you collect on measurable outcomes, the easier it will be to quantify your company's return on investment. Before training

begins, it is helpful to plan what factors you will be measuring and how you will collect these data. Fortunately, some proven methodologies for measuring training effectiveness already exist. Here are the four levels of measurement and the key indicators to look for at each level according to Donald Kirkpatrick approach.

- Reaction
- Behavior
- Learning
- Results

Level 1 – Reaction: This level measures how learners have reacted to the training, the relevance and usefulness of the training. Use surveys, questionnaires or talk to learners before and after the course to collect their feedback on the learning experience.

Topics to cover during your discussion:

- Was the course content relevant and easy to follow?
- Ask questions about the learning and key takeaways.
- Discuss the strengths and weaknesses of the program.
- Understand if the training was able to accommodate the learner's pace and learning style.

At the end of Level 1, you should have a good understanding of how well the training was received and determine any gaps in the training content.

Level 2 – Learning: Measure the knowledge and skills gained by learners as a result of the training. To measure this level, you can use a combination of metrics such as:

- Test scores during and after the training
- Evaluation of applied learning projects
- Influence on performance KPIs
- Course completion and certification
- Supervisor report and feedback

At this stage of evaluation, you will be able to determine if the training is meeting its set objectives, what are the specific skills that can be developed with this training, and the scope for improvements in content and method of delivery.

Level 3 – Behavior: Understand how the training has impacted the learner's performance and attitude at work. Evaluate how the training has influenced the learner's performance and delivery at work by using a combination of these methods:



- Self-assessment questionnaires
- Informal feedback from peers and managers
- Focus groups
- On-the-job observation
- Actual job performance key performance indicators (KPIs)
- Customer surveys, comments, or complaints

Topics to cover in your assessment include:

- How has learning been implemented at work?
- Are the learners confident to share their new skills and knowledge with their peers?

Level 4 – Results: Measure the tangible results of the training such as reduced cost, improved quality, faster project completion, increased productivity, employee retention, better marketing leads, increased sales, and higher morale. Key metrics to measure are:

- Improved business results
- Increased productivity and quality of work
- Employee retention
- Higher morale
- Customer satisfaction index

How Much Measurement Makes Sense?

Implementing all levels of the Kirkpatrick model can be an expensive and time-consuming process. You don't have to measure everything. Measure only what it takes to substantiate a confident decision about the value returned on the training.

Leslie Allan suggests adding levels as follows, according to the type of training and your goals:

- Level 1 (Reaction) for all programs
- Level 2 (Learning) for “hard-skills” programs
- Level 3 (Behavior) for strategic programs
- Level 4 (Results) for programs costing over \$50,000



Self-check 1	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test II: Short Answer Questions

1. List the reasons of measuring effectiveness of training (4 point)
2. List at least four ways to measure the effectiveness of training (4 points)
3. According to Donald Kirkpatrick approach there are four level measurement of training. List four of them (4 points)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 6 points

Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answers.

Information Sheet-2**Monitoring learner progress and outcomes****2.1. Introduction**

Monitoring requires reflection. Reflection leads to conclusions about the extent of success or improvement, and allows for explanations for lack of improvement. It also provides a basis for establishing future goals and a sense of achievement. When teachers help students reflect on and monitor their progress towards achieving their learning goals, they are asking students to think about their learning. Students also need to build an informed and insightful understanding of their own behaviour and learning. Students need a straightforward way to regularly review and record their progress throughout the semester, and they need to develop strategies to easily identify what counts as evidence of progress towards a goal. Evidence needs to be both specific and manageable.

2.2. Monitoring and reporting the learner progress**Support activities**

Some ways of supporting students to reflect and monitor their goals include:

- Students using portfolios, learning logs, learning journals and other simple devices to reflect on their recent work and how they have progressed towards achieving their personal learning goals. Students may reflect on their learning at either set times each week or at times suitable to them. There may be regular prompts to respond to, such as:
 - ✓ This week I have learned...
 - ✓ I am now able to do...
 - ✓ For next week I am focusing on...
 - ✓ I will know I am getting better when...
- Using a spontaneous '60-second Think' in the classroom at any time. Teachers just ask students to stop and have a '60-second Think' about how their learning is going right now and how they are progressing towards achieving their personal learning goals. It is important that teachers time the 60 seconds to allow quiet thinking time.

- Deciding on rubrics or sets of easily understood criteria that describe qualities of successful achievement and show progress towards achieving their personal learning goals. These rubrics or criteria can:
 - ✓ help students picture the type of knowledge, skill and behaviour they need to have developed
 - ✓ help them to identify evidence
 - ✓ keep track of their progress towards achieving their goals.
- Providing regular opportunities for students to comment on their personal learning goals, so it is clear that the process is ongoing, not one-off or something that can be left until the end of the semester. Teachers can also extend the monitoring process to include input or evidence from the student's class teachers, peers or family.
- Most secondary school students use a school planner or study planner to record important dates, times and information. Students could use their planner to record relevant information about their learning as evidence of progress. Some of these planners also include advice on study skills and habits to give students strategies and language for identifying and reflecting on learning goals. They may also offer suggestions for planning and improvement.
- Using proformas as a way to keep students focused on their big picture learning goals and to have them track their progress over time. For example, teachers create a proforma including the headings of 'Learning Goals' and 'Week' (columns for each week in a term) with space for brief comments on progress.

Reporting on personal learning goals

When students report on their progress towards achieving their personal learning goals, they need to create a summary statement of their learning and the degree to which they achieved their goals. To report on their personal learning goals, students use:

- evidence collected throughout the monitoring process
- reflections on their learning
- feedback received from peers, parents and teachers or other relevant people.

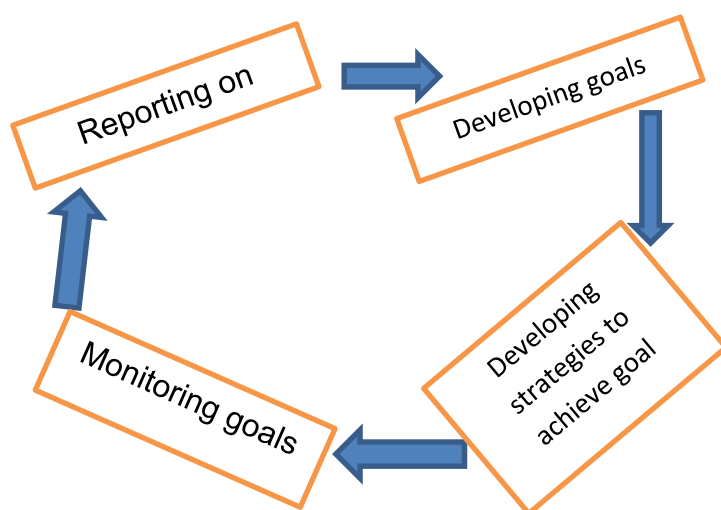


Figure 8: Developing, monitoring and reporting on learning progress

Student comments on the report card are the culmination of the monitoring process – a summation and final evaluation of progress made towards achieving the goals set at the beginning of the semester.

Teachers need to allow time for students to reflect on their progress and prepare their report. It is important that this becomes an exercise that helps students to think about:

- what they have achieved
- their learning process
- their strengths in the learning process
- areas for improvement and the next steps to take in their learning.

Although reporting on their learning goals takes place towards the end of the semester and can be seen as the end point of a process, it can also be regarded as the beginning of the next cycle of developing, monitoring and reporting on personal learning goals for the following semester.



Self-check 2	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Say True or False (4 point each)

1. Reflection leads to conclusions about the extent of success or improvement, and allows for explanations for lack of improvement
2. List the sequences of learning progress

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 4 points

Unsatisfactory - below 4 points

You can ask your teacher for the copy of the correct answers.

Information Sheet-3**Reviewing and adjusting the relationships****3.1. Introduction**

Adult trainees are usually experienced professionals who in many cases have decided to either re-orientate their careers or specialize through training. In both cases, the adult trainee has experience to share and might have a high responsibility position outside the training.

The trainer must be aware of such a reality, and therefore must avoid infantilization of trainees by underestimating their capacity to be responsible for both their time management and their learning process during the training. The trainee can freely choose his/her level of engagement in the training. Such engagement will depend on the motivation that the trainer is able to instill in the group dynamics rather than on the hierarchical relationship that the trainer might be tempted to create with the trainees. Instilling trust in the training process is fundamental for a constructive relationship between the trainer and the trainees.

3.2. Relationship between Trainer and learner

The trainer-trainee relationship must remain an adult relationship between responsible persons. A hierarchical behavior would be a guarantee of failure. The trainee will play “the child role”, while not seriously believing in such a dynamic. Such a role would jeopardize learning and trainees’ true engagement in the process. Furthermore, the group will have a tendency to antagonize the trainer. It will be difficult to make the message go through. There is a mirror relationship between the trainer and the group. Although the trainer might have a role in sharing knowledge, the trainer is not there to show how much he/she knows, but rather to provide trainees with the necessary skills to perform in a given area. Therefore, the trainer shall abstain from diverting from the subject matter of the training. Focus is a must.

The level of attention of trainees will depend on the relationship that the trainer creates with the group in the first minutes of contact, eye-contact, shaking hands are the first trust-setting acts. The trainer will have to put himself/herself in the shoes of the trainees



to understand what types of difficulties they might encounter in their daily working life, and how such context affects the learning process of trainees. Ignoring such a contextual analysis would jeopardize the trainer's chances to be "taken on board by the group".

The trainer needs the group's empathy to be trusted and listened to. To keep the level of attention of trainees focused throughout the training, the trainer has to keep a constant attention on their facial expressions and constantly ask them questions related to the content and/or ask them to provide inputs that support the content presentation (we refer here to substance training where content is highly technical rather than open-ended trainings). Asking questions usually also allows assessment of the level of technical knowledge of participants, thus allowing the trainer to adapt his/her presentation to the level of participants' knowledge. The group senses when the trainer is not genuine and is trying to bluff at questions-answers sessions. In practice this means that in case the trainer does not know the reply a question it is better to tell the group that the reply will be provided at a later stage after checking documents out. This is a different case from the one in which the trainer has not fully understood the question. Here, the trainer might ask whether the question was properly understood to the trainee concerned.

There are cases where the group is heterogeneous. When the group is characterized by different levels of knowledge and experience, the trainer shall keep a good balance between beginners and the "experts" of the group. In practice, this means avoiding to focus too much on the "strongest". First, because the risk is that the trainer might make mistakes if these perspectives/experiences of the "experts" in the group are wrong (for example, in cases where experiences do not comply with the legal texts). Second, the trainer might lose the control of the group dynamic as other trainees will sense that the trainer is somehow carried away by few people only. The group dynamic will be disrupted and the trainer's credibility diminished. More experienced participants can share their experiences with group, that it is always enriching, but the trainer must remain in control of the group dynamic and training objectives, and avoid being carried away.

**Self-check 3****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Say True or False (4 points)

1. The level of attention of trainees will depend on the relationship that the trainer creates with the group
2. Asking questions usually also allows assessment of the level of technical knowledge of participants
3. When the group is characterized by different levels of knowledge and experience the trainer in practice should focus too much on the “strongest”

Test II: Choice the best answer (4 points)

1. One of the following is used to keep the level of attention of trainees focused throughout the training,
 - A. The trainer has to keep a constant attention on trainee facial expressions
 - B. Constantly ask them questions related to the content
 - C. Ask them to provide inputs that support the content presentation
 - D. All

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

You can ask your teacher for the copy of the correct answers.

LG #34	LO #4- Review personal training performance and finalize documentation
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Instruction sheet
This learning guide is developed to provide you the necessary information regarding the following content coverage and topics: • Reflecting and developing personal performance • Maintaining learner records This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, able to: • Reflect and develop personal performance • Maintain learner records
Learning Instructions:
1. Read the specific objectives of this Learning Guide. 2. Follow the instructions described below. 3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them. 4. Accomplish the “Self-checks” which are placed following all information sheets. 5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks). 6. If your performance is satisfactory proceed to the next learning guide,

1.1. Introduction

Performance management (PM) includes activities that ensure that company performance is managed in accordance with its corporate and functional strategies and objectives. PM can focus, for example, on the performance of an organization, a department or an employee. Today, PM is considered a comprehensive process, where all aspects of an organization are seen to have an effect on performance. All in all, effective PM requires more than measuring and reporting in isolation. For example, many of the current approaches to PM highlight the need for learning. This learning point of view is also emphasized by Otley (1999), who suggests that PM aims to focus employee attention and motivate behavior for the ultimate purpose of implementing the organization's strategy.

In order to achieve a competitive advantage through human resources, organizations must successfully utilize their human capital. Human resources literature has mostly concentrated on traditional practices of recruitment, training, development, communications and rewards. Its purpose is to employ these practices towards achieving desired strategic goals, and most importantly, to enhance an organization's financial performance. This means not only moving away from concentrating purely on employees, but also taking into consideration the organization's overall needs for human resources. It thus becomes relevant to connect human resources to other functions and to broader organizational goals.

Human resource management (HRM), which is primarily concerned with the management of people within organizations, should thus seek out sets of policies and practices that have a reasonable chance of producing capabilities that are valuable to the company. Formal classroom training and knowledge transfer may thus not be the best or only solution for this type of HRM. Instead, **reflective work practices**, where individuals learn from their own professional experiences, may be the most important source of professional development and improvement. Reflective work practice refers to



the actual ways in which reflection manifests through individual and collective actions within the organizational structure.

1.2. Reflective practices and performance management

Human resource management (HRM) is considered a dynamic and evolving practice used to enhance organizational effectiveness. Organizations are aware that human resources have value, but many do not recognize the true importance of HRM practices. Improving knowledge, competencies, skills and attitudes is necessary to improve the overall efficiency and effectiveness of the organization. Continuous professional development should not just include attending courses and gaining qualifications, but also the integration of learning and work as well as learning from wider experiences, both on and off the job.

For this reason, different forms of workplace learning (e.g., mentoring and peer-mentoring, communities of learning, job rotation and coaching) have been seen as a “medicine” for continuous and rapidly changing learning and development challenges. Today, HRM should be seen as a combination of structured and unstructured learning and performance-based activities that develop individual and organizational capacity to cope with and successfully manage change.

HRM is understood as the development of the meta-skills that can be learned only through experience. Modern work calls for informal and self-directed learning—individual responsibility, ability and willingness to share expertise as well as continuous development. Enabling participation and a commitment to participate, constructing and sharing knowledge, socially supporting and taking care of workers’ well-being, as well as reflecting experiences, practices and processes, are seen as relevant tools for promoting organizational learning. The challenge is knowledge transfer and making tacit knowledge explicit. Formal learning and training are not answers to this problem, and the emphasis on organizational learning and development of employees has transferred from training to reflection in work.

The concept of reflection, as developed within adult learning theory, contributes to HRM by showing the significance of both problem solving and problem posing for individual and organizational performance, as well as by assessing progress towards goals, identifying strengths and weaknesses, and devising approaches to overcome perceived obstacles. While reflection is something that individuals have at their disposal, its mere existence does not necessarily determine organizational influence. It is rather how reflection is used, that is, how an organization draws on and mobilizes such competence in order to get things done. Reflection in a workplace context is called reflective work practice. When we place reflection into the workplace, it is seen as a powerful tool for making sense of events and experiences by recognizing, analyzing and making evaluative hypotheses, as well as planning developmental actions. Reflective work practices can sharpen professionals' perceptions of their methods and approaches to challenging situations, identify the gaps between theory and practice, help evaluators improve their professional practice through critical thinking and decision-making, and at their best, contribute positively to job satisfaction. Reflective work practice refers to the actual ways in which reflection manifests through individual and collective actions within the organizational structure. In practice, this means that members of the organization learn and are encouraged to pay attention, slowdown in order to dialogue, and explore the connections between actions as well as their consequences.

Reflective work practice consists of:

- an individual's reflective capacity,
- reflective dialogue taking place in groups and teams,
- reflective management control, and
- reflective experiment.

Reflective capacity is based on meta-skills, like self-reflection, managing emotional reactions and self-regulatory behavior. These are the tools for becoming aware of and organizing and reconstructing experiences.

Reflective dialogue aims to expose meaning constructions based on how another person thinks and acts, thus creating a shared understanding. Dialogue is a process of discovering and interrogating to achieve understanding or agreement. Through dialogue, individual and collective assumptions and knowledge are examined and further developed.

Reflective management control refers to the implementation of an organization's strategy by using the potential of reflective practices. Management control and performance management (PM) define the “infrastructure” for reflection to be implemented in everyday work. In practice, this means that an organization's work processes, values, measurements and rewards should encourage a reflective working style, planning and administrative solutions should build in time and space for reflection, and the organization should follow-up on the results of the reflective practices. Also, the findings of Matsuo (2012), indicating that reflective practice is facilitated by clarifying the mission of the unit, supports the importance of goals and strategies to attain the benefits of reflection.

Reflective experiment, in turn, intertwines thinking and acting. Through reflective experimenting, ideas and principles are applied and explored in practice, and new experiences are acquired to be reflected. Other factors that facilitate reflective work practices are supporting workplace culture and managers' involvement in reflection.

Though reflection is discussed within various theoretical fields, what is still missing is a more holistic managerial perspective. Indeed, the interaction between reflective learning and managerial authority is potentially significant to both learning and management theory. Although it now seems to be common knowledge that organizational learning includes both learning and performance, theories on work-related learning are still dominated by an output approach, and the processes and their contingencies within the organizational institutions remain fairly unexplored. We propose that PM offers an incisive and practical framework for understanding organizational learning possibilities in developing opportunities for organizing reflection. PM can play an important role in implementing and facilitating reflective practices. Meaningful and supportive infrastructure for reflective practices, aligned with strategy and development plans for employees and teams, enables development of key competencies, knowledge sharing and attainment of business goals. This type of reflective practice at work can be called a productive reflection. It is making the kinds of changes in work practices that enhance productivity, personal engagement and meaning in work. It places learning and developing as central to work organizations and calls for redesigning daily work in a way that enables reflective practices.



Self-check 1	Written test
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Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: Choose the best answer (4 point)

1. One the following is classified under workplace learning?
A. Mentoring and peer-mentoring B. Communities of learning
B. Job rotation and coaching D. All

Test II: Short Answer Questions

1. _____ refers where individuals learn from their own professional experiences (4 point)
2. List the four components of reflective work practice (4 point)
3. _____ refers to the implementation of an organization's strategy by using the potential of reflective practices (4 point)
4. _____ is a process of discovering and interrogating to achieve understanding or agreement (4 point)

You can ask you teacher for the copy of the correct answers.

Note: Satisfactory rating - 10 points Unsatisfactory - below 10 points

You can ask your teacher for the copy of the correct answers.

2.1. Introduction

Effective, continuous record keeping lies at the heart of our best teaching and learning. It enables us to plan, to organize, and to create the best learning environment for each child. Record keeping is an effective tool for tracking contributions made by individual students in our classroom, for assessing students, for informing students and parents about growth over time, and for setting goals—by both students and teachers. Keeping track of our students with classroom observations and systematic notes yields information that cannot possibly be gleaned from a traditional checklist, report card, or standardized test. Information from classroom record keeping may be shared with parents throughout the year so that they too can see specific examples of student progress. The sharing of information from anecdotal notes, field notes, or other forms of record keeping enables teachers and administrators to assess student progress on a larger scale— within a district, for example.

2.2. Keeping learner records

Teachers create their own recordkeeping systems to fit the environment in which they teach, their beliefs about teaching and learning, and their time constraints. The system may be different in every classroom. Classroom record keeping might include:

- individual student reading lists and/or writing records
- individual student proofreading or editing lists
- individual portfolios
- student self-evaluations
- teacher's notes on the status of the class
- teacher/student conference anecdotal records
- notes on teacher/student/parent conferences
- individual student journal entries about the student's learning process
- checklists
- letters by students about their
- growth as learners

- narrative reports by teachers and students
- report cards student observations and anecdotal records—“kid watching”
- home reading records
- tape recordings of oral reading
- running records
- oral responses (retelling stories, sequencing, and summarizing)
- oral reading to determine strategies used by individual students
- reading-response journals
- writing notebooks
- folders to collect work in progress
- teacher notebooks for teacher reflection
- student artifacts

Generally, teachers in the professional realm need to keep track of class room events, student progress and non-instructional tasks in an organized, effective, efficient way. With experience, this task should become routine and not take much extra effort. Keeping accurate record is important in order to register and keep track of student work and to document which parts of the curriculum students have or haven't learned. Records must:

- Align with a plan for assessment
- Provide feedback for students
- Give information on students' progress

Records can have multiple forms. They might be formal records in a school database or learning management system. They could also include anecdotal notes in student portfolios. Accurate record-keeping involves a grade book, skills inventory, results of student assignments and records of non-instructional activities such as permission slips, lunch, trip forms and the like.

Elements of record keeping

1. student completion of assignments

- ensure students are learning materials
- be effective, efficient and complete
- students participate in record keeping

2. student progress in learning

- keep up with documenting process
- students contribute and understand how they are progressing

3. non-instructional records

- lunch tickets, attendance, hall passes, field trip forms
- accurate, effective, efficient

**Self-check 2****Written test**

Name..... ID..... Date.....

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I: choice best answer

1. One of the following is not classified under student progress in learning records
 - A. keep up with documenting process
 - B. Students contribute and understand how they are progressing
 - C. Field trip forms
 - D. All
2. One of the following is included in classroom record keeping
 - A. individual student journal entries about the student's learning process
 - B. checklists
 - C. letters by students about their
 - D. All

Test II: Write short answers

1. List and describe three elements of learner records (4 points)

Note: Satisfactory rating - 6 points Unsatisfactory - below 6 points

You can ask your teacher for the copy of the correct answers.

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