Great teaching is an art. It can be learned and usually requires practice.

Techniques that will make you a better Instructor

- Teaching should be conducted to reach the broad goals of the training program or curriculum.
- A curriculum is planned to meet some broad important goal.
- Objectives are planned to meet the goal of the curriculum.
- Lesson plans are prepared so learners will meet the objectives.
- Activities are included in the lesson plan to give practice so learners can learn the objectives.
- Instruction is conducted to facilitate the learning.

So, don’t be an activity teacher . . .

- Be a curriculum teacher!
- Never forget what you are working for . . . To reach the goal(s) of the curriculum or training program.
The 4 Ms -- Of Lesson Objectives

- Manageable -- The lesson objective should be a size and scope that can be taught in a single lesson.
- Measurable -- An effective objective should be written so that success can be measured.
- Made First -- The objective should guide the learning. It should be come first in instruction.
- Most Important -- An effective objective should focus on what is most important.

Make your objective important

- Some teachers write it on a flip chart and post it on the wall or bulletin board for the length of the lesson so everyone can see what the lesson is about.
- It should be posted in the same place everyday and pointed out everyday by the teacher.

Some Techniques that will set you apart

- The Hook -- In the introduction, tell a quick, engaging story or offer an interesting and useful analogy that connects the lesson to learners’ lives and helps them “see” the meaning of what learning the content means.
- Name the Steps -- When possible, give learners solution tools -- specific steps which they can use to solve the problems or do the tasks. Breaking the task into steps.
Board - Paper -- Model for learners how to track the information they need to retain from their lessons, ensure that they have an exact copy of what they need.

Circulate -- In the classroom, move about the classroom to engage and hold learners accountable.

Work the 4 corners -- Make a point to speak to students in all four corners of the classroom. When you lecture or address students, look them in the eye and speak directly to them.

While Circulating

Break the plain -- Get past that imaginary line that runs the width of the classroom about five feet in front of the board. Do it within the first 5 minutes.
- Get away from the lectern! Don't hide behind it or lean on it. Move away and about the classroom.
- If at all possible have access to any place and any learner in the classroom.

Engage when you circulate.
Move systematically.
Position for power where you can see everyone. Stop moving when you make an important teaching point!

Announcements

Portfolio Project is due to be sent in on April 16th.
This gives you another week to procrastinate.
What different methods can you choose from?
- Go to: http://www.lions.odu.edu/~dnethe/Courses/ots402/methods.htm
Advanced Instruction Methods

The Algorithm
Programmed Instruction
Behavior Modeling

Objectives

- Describe the following advanced training techniques used in off-the-job training.
  - The Algorithm
  - Programmed Instruction
  - Behavior Modeling
- Explain when to use each of the three techniques.

The Algorithm

- In mathematics, computer science, and related subjects, an algorithm is an effective method for solving a problem using a finite sequence of instructions.
- It is a process that can be used to learn new information and skills.
The Algorithm

- A form of logic that begins with the most general case and, by the use of a series of decisions and actions, leads the learner to diagnose a path to a specific conclusion.
- The logic is represented as a chart, which is constructed so that the learner follows no unnecessary paths. (Breaking the task into steps.)
- This saves time and avoids the risk of an overload of unnecessary information.

An Algorithm Used as IN Diagnostic (or Problem-Solving) Activities

- A technician might use an algorithm as a guide to isolate a fault in a complex electrical circuit.
- Alternatively, an algorithm may be used during training to explain the logic of a set of activities.
  - Learners may commit it to memory and use it as a task breakdown when they return to the job.
- It can also serve directly as a job aid.

When Should You Use an Algorithm?

- When an objective is to learn a skill involving diagnosis.
- When the language description of the skill is long or complicated.
- When learners are more familiar (and comfortable) with diagrams than prose descriptions.
Algorithm to Design a Course Using ISD

Use an Algorithm as an Activity for Students

- You can have students develop an algorithm as a "discovery learning" activity where they gather information and create a flow chart that represents a process of association.

I had a graduate student who had his HS students "design" their whole Advanced Marketing Course, prepare a flow chart on a butcher board poster, then the class used it to study the course that semester.

Programmed Instruction
Programmed Instruction

- It typically consists of self-teaching with the aid of a specialized textbook or teaching machine that presents material structured in a logical and empirically developed sequence or sequences.

- Programmed instruction allows students to progress through a unit of study at their own rate, checking their own answers and advancing only after answering correctly.

I used it when I taught OTED 400

- I have a programmed assignment that includes 6 lessons for how to write performance objectives. You can find it at:
  - [http://www.lions.odu.edu/~dnethert/Courses/oted400/pos.pdf](http://www.lions.odu.edu/~dnethert/Courses/oted400/pos.pdf)

Programmed Instruction

- This is a process that individualizes learning by allowing each learner to control his or her direct interaction with the program material.
  - A Programmed Learning package consists of carefully designed and pretested material presented in small units called frames.
  - Each frame requires an answer from the learner, who receives immediate feedback concerning that response.
  - The learner progresses through the material at a pace that fits his or her ability and motivation.
Two Basic Formats

Programmed instruction has two basic formats:
- a linear format
- a branching format

Linear Format

- A linear format uses frames that are very simple, contain limited and sharply focused information, and are often repetitive.
- This pattern ensures that the vast majority of learners will answer each frame correctly and that correctness and repetition will make the need for remedial work unnecessary.

Branching Format

- Linear programs demotivate some learners because of their inflexibility, lack of challenge, and repetition.
- A branching format uses frames that have much more information content.
  - The learner answers a multiple-choice question at the end of the frame.
  - The answer then determines whether the learner proceeds straight on to new information or branches off to complete one or more remedial frames before returning to new information.
Programmed Instruction Today

- Today, programmed instructional curricula are generally created for (and taught with) personal computers (today’s teaching machines).
- A single program may consist of thousands of small units of instruction (also known as frames of instruction).

When to Use Programmed Instruction

- The performance objective is to convey information rather than to change attitudes or behavior.
- The subject matter is stable and is required by many learners.
- You cannot conveniently gather learners in one location.
- You have a critical requirement for standardized OJT performance.
- You have wide differences in learner ability.
- You have sufficient time & resources to prepare the program
  – (100 hours to prepare a program requiring 1 hour to learn is not uncommon).
Behavior Modeling

“Do as I do.”

Behavior Modeling as an Instructional Method

- Social learning theory, which provides the foundation for behavior modeling, asserts that most behaviors are learned by observation and modeling.
- It is more appropriate for teaching skills and behaviors than for teaching factual information.

The idea of modeling behavior as a training method is used a lot in job shadowing training.

- Restaurants use it to train their wait staff
  - Some retail stores use it to train their sales staff.

Research suggests that behavior modeling is one of the most effective techniques for teaching interpersonal and computer skills.
Behavior Modeling

- Behavior Modeling = demonstrating positive models of the behavior-based skills to learners.
- With the models as the reference, each learner participates in role plays or practice where he or she demonstrates the correct behaviors.
- In a nutshell, the request "Do as I do" delineates behavior modeling.

When Should You Use Behavior Modeling?

- Whenever there is only one correct and/or efficient way of doing something (e.g., operating a lathe).
- When the learning objective is to develop a behavior.
- When there is a critical requirement for standardized performance (e.g., preparing input for a computer).
- When learners will accept the prescriptive nature of the instruction.
- When the instructor has adequate observation, feedback, and rewarding skills.

Good Behavior Model Training Programs

- Well planned behavioral modeling training lessons do the following:
  - Identify the key behaviors
  - Create the modeling display
  - Provide opportunities for practice
  - Facilitate transfer of training
Identify the key behaviors

- Identify the tasks that are not being adequately performed due to lack of skill or behavior.
- Identifying the key behaviors that are required to perform the task.
- A key behavior is one of a set of behaviors that are necessary to complete a task.

Key Behaviors

- In behavior modeling, key behaviors are typically performed in a specific order for the task to be completed.
- Key behaviors are identified through a study of the skills and behaviors:
  - necessary to complete the task
  - used by employees who are effective in completing the task.

Modeling display

- The modeling display provides the key behaviors that the learners will practice to develop the same set of behaviors.
- Videotape is the predominant method used to present modeling displays,
  - Computerized modeling displays are also being used
  - They can be performed by the instructor or an assistant.
### Effective Modeling Display

**Six Characteristics**

- Clearly presents the key behaviors with no distractions.
- The model must be credible to the learners.
- An overview of the key behaviors is presented.
- Each key behavior is repeated. The learner is shown the relationship between the behavior of the model and each key behavior.
- A review of the key behaviors is included.
- The display presents models engaging in both positive use of key behaviors and negative use (ineffective models not using the key behaviors).

### Practice -- Feedback

- The process for practice and feedback differs depending on whether you are teaching a behavior or a skill.
- The practice of a skill is actually doing that skill.
  - The feedback would be comments on using the correct technique or key behaviors and would be on-going.
- The practice of a behavior is placing learners in situations (such as role plays) in which they have to use the key behaviors.
  - The feedback would come after the role play and reinforce behaviors performed correctly as well as information needed to improve behaviors.

### Transfer of Training -- Using Application Planning

- Application planning prepares trainees to use the key behaviors on the job.
- Application planning could involve having all participants prepare a written document identifying specific situations in which they should use the key behaviors.
- Some training programs actually have learners complete a "contract" outlining the key behaviors they agree to use on the job.
- The trainer may follow up with the trainees to see if they are performing according to the contract.
# Behavior Modeling Lesson Plan

**Lesson:** Behavior Modeling

**Objective:**
- Students will learn to identify and model appropriate behavior in various scenarios.
- Students will practice identifying and correcting inappropriate behavior.

**Materials Needed:**
- Visual aids (pictures or videos)
- Behavior charts
- Reward system

**Procedure:**
1. **Introduction**
   - Review the importance of behavior modeling in everyday life.
   - Discuss examples of good and bad behavior.

2. **Presentation**
   - Use visual aids to demonstrate appropriate behavior in different situations.

3. **Activity**
   - Divide the class into small groups.
   - Each group will practice modeling behaviors in a given scenario.
   - Groups will take turns acting out the behaviors.

4. **Discussion**
   - After each activity, discuss what was learned.
   - Ask students to reflect on their own behavior.

5. **Application**
   - Have students create their own behavior charts.
   - Assign roles for each day to consistently practice.

6. **Conclusion**
   - Recap the importance of modeling good behavior.
   - Announce the next lesson.

**Assessment:**
- Student participation during activities.
- Completion of behavior charts.

**Homework:**
- Practice modeling behaviors in a journal entry.

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**Teacher Notes:**
- Encourage students to ask questions about behavior modeling.
- Provide additional resources for students who are struggling with behavior issues.

**Parent Communication:**
- Share the importance of modeling behavior at home.
- Encourage parents to practice the skills taught in class.

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**Behavior Chart Example:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Behavior In Focus</th>
<th>Reward System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Punctuality</td>
<td>Stickers</td>
</tr>
<tr>
<td>Tues</td>
<td>Responsibility</td>
<td>Star Stickers</td>
</tr>
<tr>
<td>Wed</td>
<td>Cooperation</td>
<td>Small Prizes</td>
</tr>
<tr>
<td>Thurs</td>
<td>Respect</td>
<td>Big Prize</td>
</tr>
<tr>
<td>Fri</td>
<td>Safety Awareness</td>
<td>Certificate</td>
</tr>
</tbody>
</table>

**Reward System:**
- Stickers
- Star Stickers
- Small Prizes
- Big Prize
- Certificate
Summery

- We cover three more advanced instructional methods:
  - The Algorithm
  - Programmed Instruction
  - Behavior Modeling

- The most useful to you will probably be Behavior Modeling
Remember . . .

- Behavior Modeling is demonstrating positive models of the behavior-based skills to learners.
- With the models as the reference, each learner participates in role plays or practice where he or she demonstrates the correct behaviors.
  - There is feedback
  - The is Application Planning for Transfer

Next Week -- April 9

- Contract Learning
- Growth Groups
- Adventure Learning
- Distance, Open, and Flexible Learning
- This is in Chapter 18
- Portfolios are due to be sent Apr 16th.

Portfolios . . . Due April 16

- Do not email them.
- Make a CD with each Lesson plan in a separate directory. All files pertaining to that lesson plan in that directory.
- Mail it to me using the Teletechnet mail system.
- If you do not use Teletechnet mail it through the US Mail to:
US Mail Address

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Thanks for coming!