Basic Instructional Techniques

- Questioning
- Planning OJT
- Discussion
- Lecture

Questioning

Questioning Objectives

- Explain the question-and-answer dynamic.
- Plan basic questioning techniques.
Value of Questions

• Essential tools in promoting learning.
  – Skill in using questions is basic to good instruction and communication.
• Help the instructor monitor him- or herself to see if the teaching points are being made.
• Help the instructor monitor students’ learning during the instructional.
• Asking questions is a method to encourage learner participation in the lesson.
• They are used to help shape a discussion by leading the learners toward the desired solution.

Should the instructor plan questions?

• You should . . . And write them into your lesson plan.
  – In the T-Form Lesson Plan, put them in the right column.
• Use them to make sure you are making your teaching points so that students understand them.

One way to plan questions . . .

• Benjamin Bloom developed a classification of levels of intellectual behavior important in learning.
• It included 6 levels of knowledge:
  – They began with basic knowledge and progressed in proficiency to the ability to evaluate a concept and access its viability and usefulness based on existing knowledge and past experience.
• Instructors can use it to plan the questions they will use in their lessons.
Bloom’s 6 Levels of Learning

- Knowledge -- Basic memorization
- Comprehension -- Understanding the memorized facts.
- Application -- Ability to apply the knowledge
- Analysis -- Ability to break a concept into components, recognizing the relationships between components
- Synthesis -- Ability to develop a new concept by applying previous knowledge.
- Evaluation -- Ability to evaluate a new concept and assess its viability and usefulness based on existing knowledge and past experience.

How to Plan Questions?

- Look at the objective.
- Determine the required level of learning it requires.
- Now plan a series of questions that will test their level of learning up to that level.
- Write them in your lesson plan at the appropriate location you would use them.

You should not focus your questions on a higher level of understanding. If they only need to be able to apply the concept, do not ask them to explain the advantages or disadvantages of doing so.

Let’s look at one...

Objective: Create a calendar in Microsoft Outlook according to Outlook 2007 For Dummies, Chapter 1.

- This objective calls for the application... “Create a calendar...”
- Questions:
  - What is Microsoft Outlook? (Knowledge)
  - What can MS Outlook do for you? (Comprehension)
  - What would be the first thing you would do to create a calendar using MS Outlook? (Application)
The Question and Answer Dynamic

- The exchange of information between the instructor and the learner are formed by a dynamic relationship among
  - asking
  - listening
  - responding.

Now let’s look at how to ask the questions during a presentation . . .

Open vs. Closed Questions

- Open: "Can you tell me a capital of a state?"
- Closed: "Can you tell the capital of Virginia?"

Which type question you use depends on your instructional purpose.
Series of open-to-closed questions
Funnel-Shaped Series of Questions

- Initial Open
- Less Open
- Relatively Closed
- Closed

Can you tell me a capital of a state?  
Can you tell me a capital of a state in the South?  
Can you tell me the capital of Virginia?

Question Techniques
The Overhead Question

- Most often used by instructors.
- Ask the question. Remember to use stem-plus-query.
  - "There are many causes of human conflict. What do you believe are the main causes?"
- Wait for the learner to volunteer an answer.

You leave the question hanging over the learners’ heads, stimulating thought.

Question Techniques
The Direct Question

- Call on a learner by name to answer.
- Pause (Count to 2 or 3)
- Ask the question

Mark . . .
. . . (pause for count of 2)
What is the capital of Canada?
Question Techniques
The Combined Question

- Used to get involvement but not waste time waiting for a student to volunteer and answer.
  - Ask the question
  - Pause . . . (count of 3)
  - Name a person to answer

What is the capital of Arkansas?
Pause . . . (count of 3)
Walter?

Question Techniques
The Rhetorical Question

- When the instructor asks a question and then answers it him- or herself.

Instructor: “What assignments are required for LiveText?”
Pause . . . (count of 2 or 3)
Presentation Assignments 2 and 3.

Question Techniques
The Relay Question

- When a learner asks you a question . . . Pass it back to the group or to an individual.
  - A learner asks a question.
  - The instructor relays it back to the class or to an individual in the class

Learner: Do we have to have questions written in our lesson plans?
Instructor: Class, do you think we should write questions in our lesson plans? (pause for 3 count)
Sandra, what do you think? Don't overuse this type of questioning.
Some Questioning Dos . . .

- Spread the questions among the learners.
- Use the direct question for inattentive learner.
- Use easy questions at the start of the session and for shy and quiet learners to encourage participation.
- Write questions in your lesson plan.
  - Put them on your slides.
- Rephrase your question if the student does not understand it.

Some Don’ts

- Don’t question learners in a regular order, from left to right, front to rear.
- Don’t use long, involved questions.
- Don’t use leading questions that hint at the answer.
  - “You always include an introduction, don’t you?”
- Don’t overuse yes/no questions.
- Don’t use ambiguous questions that are open to different interpretations.

On-the-Job Training
OJT Objectives

• Describe three causes of ineffective on-the-job training.
• List the advantages of on-the-job training.
• Explain the process of “shaping.”
• Explain “modeling”.
• List the information a plan for on-the-job training session.

Why learn to do On-the-Job Training (OJT)

• Is widely in use today.

• In fact, it is probably the most popular method of training because:
  – it requires only a person who knows how to do the task
  – the tools the person uses to do the task.

What is On-The-Job Training (OJT)?

• Training that is given in the workplace, normally during work hours, in a one-on-one session.
• Often given by the manager, supervisor, or a lead employee.
• A popular way to train new employees in some industries such as retailing.
  – Used by all companies to some extent.
OJT

• May not be the most effective or the most efficient method at times, but it is the easiest to arrange and manage.

• Because the training takes place on the job:
  – It is realistic and no transfer of learning is required.
  – It is often inexpensive because no special equipment is needed other than what is normally used on the job.

The Other Side . . .

• OJT takes the trainer and materials out of production for the duration of the training time.

• It is prohibitive in some environments due to safety or other production factors.

Causes of Ineffective OJT

• The trainer:
  – does not have enough time to conduct good training.
  – does not accept the responsibility to assist when asked.
  – does not have the skills to plan and conduct OJT correctly.
  – passes on bad habits and the wrong way of doing the skills.
**OJT Advantages**

- Can use the skills immediately after learning them.
- It is a strong emphasis on skill development.
- Usually a 1-to-1 trainer to learner ratio.
  - Allows close attention to detail and individualized feedback.
- Immediate transfer of learning to use on the job.
- Continuing relationship between trainer and learner.
  - Allows monitoring of performance
  - Provides opportunity for rewards on success for extended period.

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**OJT is Instruction!**

- That means it must be planned and presented by a person who knows how to teach using the OJT Method.
- It is not OJE (On-the-Job Experience)!
- It is not just OJS (One-the-Job Shadowing)

  **It is TRAINING!**

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**OJT Process**

- OJT is almost always skill training
  - So we use the Skill Session Process

**The Skill Session Model**

- Introduction
- Show
- Tell
- Check
- Pract
- Conclusion
After the OJT Session

- Shaping
  - Where the instructor monitors performance and offers appropriate rewards
  - You can gradually increase the learner’s expertise.

The OJT Lesson Plan

- Prep just like for a class.
- Prepare a lesson plan like for a Skill Session -- only it may just be in your hand writing.

Don’t take short cuts in training as it degrades the quality of the results.

As my old First Sergeant said, “If it is worth doing, it is worth doing right!”

Discussion
Discussion Objectives

• Explain what a discussion is and is not.
• Explain when you should use a discussion.
• Explain how to conduct a discussion.
• Explain how to cope with the problems characteristic of a discussion.

What is a “discussion”?

• When you are looking for feedback so that you can judge whether the learners are moving toward the learning objective for the lesson.
• The discussion is the “Activity” in a knowledge lesson.

Discussion -- Used when you think a discussion will help to achieve a specific learning objective. Usually this is to:

• Either critical thinking or reasoning.
• Exhibit independent thinking.
• Improve communication and/or social skills.
• Change attitudes.
• Cover specific content that is not critical.
• Include a group size of 4 (when everyone knows something about the subject) and up to 15 (when members know very little about the subject or when depth is not required.)
Preparing is required!

- Focus on your lesson objective. What needs to be accomplished?
- Is discussion appropriate to achieve the objective?
- Write your key teaching points into the content side of the lesson plan.
  - Include different connections among the points you expect to be made.
  - Include connections between the discussion and the job world.

Three Discussion Plans

- Content-Focus
  - Used for a structured discussion.
- Broad-Focus
  - Leads to a semistructured discussion.
- The Strategy-Focus
  - Relies on the instructor's ability to manage the processes of questioning, paraphrasing, observing behavior, giving feedback, and keeping a visual record of important learning points.

Content-Focus
Used for a structured discussion.

- Use a series of questions based on content.
  - This gets learners started focusing on the content and discussing it.
- The content should be well defined and uncontestable.

You know what "content" is, right?
The information or process called for in the performance objective or curriculum.
Content-Focus Question
Examples

• “Today, we are going to continue to talk about the ‘Learning Principles.’
  – How can you divide a block of information into logical steps?
  – How can parts be unified into a whole?
  – How can we avoid ‘massed learning’?
  – What will promote ‘active learning’?

All of these questions deal with the lesson’s content – learning principles.

Broad-Focus
Leads to a semistructured discussion.

• The content is less incontestable, and there is the possibility that there are a wide range of views on the content.
• Plan some general questions to get the discussion started and moving.
  – “What do you know about . . .”
• The instructor should develop the ability to develop questions on the fly and use contributions of the learners.

Broad-Focus
Questions

• Today we are going to learn the four causes of poor performance at work.
  – From your experience, what causes poor performance?
  – Do you work with any workers who could care less about work?
  – Why do they feel that way?
  – Do they get adequate rewards?
  – What are some of the symptoms of their problem?
The Strategy-Focus

- Use very broad questions that are related to the performance objective.
- Use secondary questions and probing as the discussion progresses. You try to guide the discussion to get to the focus of the objective. – In this way it is not structured.

Discussion Tips

- Choose topics that are recognizably important to the learners.
- Master all relevant content yourself . . . You have to prepare!
- Choose topics that learners are knowledgeable about like on a previous lesson, reading assignment, or case study.
Objectives

• Explain what a lecture is.
• Explain when you should use a lecture.
• List the advantages and disadvantages of a lecture.

What is a lecture?

• It is not a speech!
• It is a dynamic learning process that requires:
  – Audience participation
  – Exciting visuals
• A lecture is the “activity” in a Theory Session.
• Instead of an E A S use an E S S F P S segment.

Using a Lecture

• Use question and answers period.
• Ask for examples to explain or exemplify points.
• Incorporate experiments and demonstrations within lectures as appropriate.
• Use plenty of examples, both verbal and graphic.
Advantages of Lecture

- Low cost.
- Most audiences are familiar with the method.
- Ease of administration.
- Conserves time . . . Cover a lot of material.
- Orderly presentation of information.
- Accommodates a large audience.
- Easy to include training aids and visual aids.

Disadvantages of Lecture

- One-way communication.
- Passive learners can avoid participating.
- Insensitive to individual learner differences.
- Does not proved immediate feedback . . . usually.
- Often is dull and boring.
- Lacks group activities.
- Requires speaking ability.
- Most people are not auditory learners and are easily distracted.

The Term Project

- Go to Course web page and find the link
- Assignment 1 -- Portfolio

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade Points</th>
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<tr>
<td>Essay (term project)</td>
<td>60</td>
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<tr>
<td>Final Exam</td>
<td>4</td>
</tr>
<tr>
<td>Your Final Essay Plan (Your Choice)</td>
<td>8</td>
</tr>
<tr>
<td>Your Second Final Essay Plan (Your Choice)</td>
<td>8</td>
</tr>
</tbody>
</table>

Choose one of these two options:

- Submit three additional lesson plans (3 x 15 bonus points each). Submit on CD
- Submit documentation of a teaching of at least three students in a 10-minute video representation. Submit on CD

Total Points: 100
So how many lesson plans?

- Theory Session Lesson Plan
- Skill Session Lesson Plan
- First choice of a Method Lesson Plan
- Second Choice of a Method Lesson Plan
- Optional Assignment:
  - 3 Additional Method Lesson Plans
  - 1 Presentation with a lesson Plan

So it is either 7 lesson plans or 5 lesson plans, depending on the option you follow.

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Be sure to read the Portfolio Assignment carefully!

- www.lions.odu.edu/~dnethert/Courses/ots402/portfolio.pdf

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If you choose Option 2, be sure to follow the Evaluation Sheet!
When due?

- Due in the mail April 16th.
- If you choose Option 1, the lesson plans, you may email the portfolio to me in one email, not in separate emails.
- If you choose Option 2, you must put the whole thing on a CD and mail it to me.

That’s it today!