The Theory (Information) Lesson Session & The Skill Lesson Session

OTS 402.502

Something to Remember

• Instruction is NOT just talking!
  – It is NOT public speaking
• It involves engaging the learner with activities, demonstrations, practice, thinking.
• The learner’s behavior is expected to change as a result of instruction.
• Engage the learner
  – mentally
  – physically

Objectives

• Identify the two instructor-centered instructional models you must master in this course.
• State the components of a skill-session lesson.
• Identify the parts of a skill-session lesson plan
• Write a skill-session lesson plan.
Two Principle Instructional Models

- Theory (Knowledge) Session Model
- Skill Session Model

The Theory or Knowledge Lesson

Objectives

- List the steps of a Theory Lesson according to page 2.3 at http://www.lions.odu.edu/~dnethert/Courses/oted400/lsnplans.pdf
- Plan a theory session presentation.
When should a Theory Lesson be presented?

- When teaching something that is primarily information
  - Facts
  - Knowledge
  - Principles

What are the steps in the Theory Lesson Session?

- Introduction
- Explain
- Activity
- Summary
- Evaluation
- Conclusion

You can have one or more of these EAS segments in a lesson.

What do you do in the "Introduction"?

- Gain interest
- Orient
- Preview the session
- Motivate
- Check for prior knowledge
The Introduction

- State the PO
- Check for understanding
- Explain WHY?
- Check for prior knowledge or skill

Title: Marketing Mix
PO: Given a case study that describes a company’s marketing plan, identify the components of the marketing mix according to Marketing Today, pages 25-27, by Hanson and Benges, 2005.

Introduction:
Show PO on PPT Slide 1.
Ask questions to make sure:
Helps make sure that we understand how the company plans to market its products.

The Body

- Explain step
- Activity step
- Summary step

Note: This is known as an EAS segment.
There can be one or more of these in a Knowledge Lesson presentation.

The Body -- Content and Activities

- Explain
- Activity
- Summary

They all cover the same content.

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The Conclusion

- The Evaluation
- The Conclusion
  - Review
  - Clarify
  - Finish

Multiple EAS Lesson

The Summary, Evaluation, and Conclusion

Summary: The marketing mix is an important concept for marketers to consider. It defines the basic strategies of how the company will merge all the tools of marketing to guide the company as it markets its products and services to its customers.

Evaluation: Pass out the case study of a company's marketing plan and have students identify the marketing mix used according to the PO standard.

Conclusion:
- Review or recapitulate. Briefly go over the main items of your topic. Stress important or key points.
- Link to next lesson, Market Identification and Segmentation.
- Clarify. Ask questions to clear up any misunderstandings or problems.
- Finish.

References:
- Marketing Today, by Herson and Benges, pp. 25-27, 2005
- Virginia 2005/2006 Competency-Based Task/Competency List Marketing 8120
Lesson Plan Format

Lesson Plan Attachments

• Power Point Slides/Overhead Transparency Masters
• Handouts
• Activity Materials
• Evaluation Materials
  – Tests
  – Checklists
  – Rating Scales

Remember -- The Information Lesson Plan includes the following

• Introduction
• Body (EAS)
  – Content -- The Information (Explain it)
  – Activity -- What instructor and learners do
  – Summary
• Evaluation
• Conclusion
• References
• Attachments

At least one of these EAS segments.
The Skill Session Lesson

Skill Session Model

• Used to teach skills (manipulative processes)

• Involves demonstrating how to do the task.

Three Types of Skills

1. Gathering information and acting on it,
   – usually by sight
   – with some type of muscle movement.
2. Following procedures
   – psychomotor activities linked to a series
3. Diagnosis
   – Forms of troubleshooting and problem definition

Knowing the types of skills helps:

• Become more aware of the aspects of the skills to emphasize
• Reminded of the appropriate learning aids that you can or should use
Differences with Theory Session Lesson

• When applying the theory-session model, a trainer must contrive an activity that enables the instructor to observe whether or not the learner has attained the performance objective.

• With the skill-session model you can actually see the learner perform the task and apply the content.

In the skill-session model, the physical activity (the behavioral component of the objective) is what the session is all about.

Task Breakdown

• Basically a step-by-step definition of the task, arranged so that each skill step is a building block on which to place the subsequent skill steps.

  – Adequate performance of all steps ensures adequate learning of the task.

  – Additionally, the breakdown should support each step with explanatory points, which answer the "how," "why," "when," and "where" and describe as well the vital knacks involved in the task.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wash your hands.</td>
<td>Protects from contamination.</td>
</tr>
<tr>
<td>2. Gather the ingredients.</td>
<td>Must get everything ready so you be assured what you need.</td>
</tr>
<tr>
<td>3. Gather the utensils and mixing bowls.</td>
<td></td>
</tr>
<tr>
<td>4. Preheat the oven to 350 degree F.</td>
<td>Be sure you set the temperature correctly. Do this at the beginning because it takes time to heat and you want it ready when you are ready to bake the cake.</td>
</tr>
<tr>
<td>5. Butter and flour the baking pans.</td>
<td>Measure the mixture accurately.</td>
</tr>
<tr>
<td>6. Pour cake mix into a large mixing bowl and add 2 cups of water. Each addition.</td>
<td>Take care to not drop pieces of egg shell into the mix.</td>
</tr>
<tr>
<td>7. Mix with electric mixer for 2 minutes.</td>
<td>Go that the pudding in the mix is fully incorporated.</td>
</tr>
<tr>
<td>9. Pour batter into baking pans.</td>
<td></td>
</tr>
<tr>
<td>10. Bake for 25-30 minutes.</td>
<td>The time may vary due to the atmospheric conditions and the efficiency of the oven.</td>
</tr>
<tr>
<td>11. Test dominoes at 25 minutes with a toothpick.</td>
<td>Toothpick should come out dry, if sticky the cake needs to bake a little longer.</td>
</tr>
</tbody>
</table>
Next, Write the Performance Objective

- Make the training objective(s) of the session perfectly clear to yourself and to anyone else who may see your session plan by writing out the objective(s).
  - Task or behavior
  - Condition under which the learner must perform the task. (the “givens”)
  - Standard used to measure success in learning the behavior.

Skill Session Lesson Structure

Multiple Segments for Skill Lesson
Skill Session Model

- **The Introduction**
  - *(The Anticipatory Set)*
- **Body**
  - This is where you transfer the bulk of the information
- **Conclusion**
  - Your finish

The Skill Session Introduction

- State the Performance Objective.
- Explain Why it is important to learn.
- Make sure your learners understand it.
- Check for prior knowledge.

Skill Session Body

- Show (Demonstrate)
- Show/Tell (Demonstrate and Explain)
- Check for understanding
- Allow practice
Skill Session Conclusion

• Evaluate Learning
  – Use oral or written test, or some performance activity that will demonstrate the level of learning achieved.
  – The test based on what the PO says.

• Conclusion
  – Review or recapitulate. Briefly go over the main items of your topic. Stress important or key points.
  – Link to subsequent sessions.
  – Clarify. Allow time for questions to clear up any misunderstandings or problems.
  – Finish. Leave your learners in no doubt that you are done.
Lesson Title and Performance Objective

Title: Four-in-Hand Neck Tie Bunny

PO: Tie a Four-in-Hand knot, given a fore-in-hand tie.

- Performance objective has:
  - Task: Tie a Four-in-Hand knot.
  - Condition: Given a fore-in-hand tie.
  - Standard: must be tied in a true Four-in-Hand knot, drawn snug to the neck with the large end covering the narrow end.

Lesson Introduction

- Introduction must include:
  - State the Performance Objective (or “PO”)
  - Make sure students understand it.
  - Explain why the lesson is important to learn.
  - Check for learner’s prior knowledge.

Lesson Body

- Content (Left side) -- Steps that must be performed to accomplish the task.
- Right side has the Activities that must be followed to teach the lesson so the learner can perform the task to standard.
Summary, Evaluation, and Conclusion

- Summarize the main points
- Evaluate the trainees to find out if they can perform the task to standard under the conditions stated in the PO
- Conclusion -- review the key points, Answer and questions, end the lesson.

References and Attachments

- References: where the instructor can go to get smart so he or she can teach the lesson.
- Attachments: Any handouts, assignment sheets or other information the student will receive in the lesson.

Let's see one...
Summary

- We have covered the Theory Session Lesson and the Skill Session lesson.

Theory session with Multiple EAS blocks

- I E A S . . . E A S E v C

Skill session with Multiple EAS blocks

- I S S T C P . . . S S T C P E v C

Summary (Cont.)

- You can have complex lessons that include both Theory and Skill segments.

Complex lesson plan is one in which the performance objective is more complex and would require two or more segments on instruction.

- Explain -- Activity -- Summary
- Show -- Show/Tell -- Check -- Practice
- Includes two or more of the above segments

Lesson Plan Checklist

- Added to Web Site
Next Week

- Spring Break -- No class
- On March 19th Please be here.
  - Advanced Instructional Techniques
    - The Case Study
    - The Role Play
- Read Chapter 15 in your text
- You should write Theory Session and Skill Session Lesson Plans for Portfolio.

Go home!