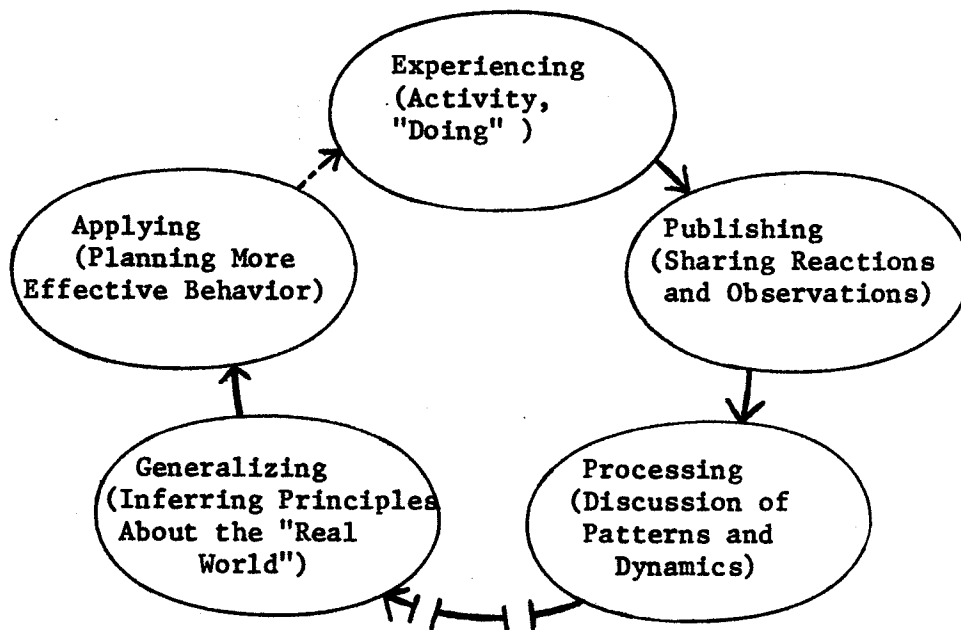


the mini-lesson/feedback sessions to provide a context in which the learner can take responsibility for his own learning creates a learning process which is highly experiential in nature.

Experiential learning occurs when a person engages in some activity, looks back at the activity critically, abstracts some useful insight from the analysis and puts the result to work. . . . We call it an *inductive* process: proceeding from observation rather than from a priori 'truth' (as in the *deductive* process). . . . A *structured* experience provides a framework in which the inductive process can be facilitated. The steps follow those of a theoretical cycle:

FIGURE 6

THE EXPERIENTIAL LEARNING CYCLE



(Pfeiffer & Jones, 1980, p.3)

Pfeiffer & Jones go on to describe each of the five steps in the experiential learning cycle in more detail.

Experiencing

The initial stage is the data-generating part of the structured experience.

Publishing

The second stage of the cycle is roughly analogous to inputting data, in data-processing terms. . . . The intent here is to make available to the group the experience of each individual. . . .

Processing

This stage . . . [involves] the systematic examination of commonly shared experiences by those persons involved. This is the "group dynamics" phase of the cycle, in which participants essentially reconstruct the patterns and interactions of the activity from the published individual reports. . . .

Generalizing

An inferential leap has to be made at this point in the structured experience, from the reality inside the activity to the reality . . . outside the training session. . . . Participants are led to focus their awareness on situations in their . . . work lives that are similar to those in the activity that they experienced. Their task is to abstract from the processing some principles that could be applied "outside". . . .

Applying

The final stage of the experiential learning cycle is the purpose for which the whole structured experience is designed . . . The facilitator helps participants apply generalizations to actual situations in which they are involved. . . .

(1980, pp.3 - 7)

The stages of the mini-lesson/facilitation session are analogous to the steps in the experiential learning cycle. For the participant in the Instructional Skills Workshop the actual conduct of a ten-minute mini-lesson constitutes the 'experiencing' step. Each workshop

participant is actively involved in one or another of the roles of instructor, learner or camera operator. The instruction of the mini-lesson produces "a common data base for the discussion that follows . . . whatever happens in the activity, whether expected or not, becomes the basis for critical analysis" (Pfeiffer & Jones, 1980,p.4). Immediately following the instruction of the mini-lesson, participants commit their observations to paper by completing a "Mini-Lesson Observer Worksheet". While group members do not actually share their observations with each other at this time, they are preparing to "share what they saw and/or how they felt during the event" (Pfeiffer & Jones,1980,p.4). This stage of the mini-lesson/feedback session is roughly analogous to the 'publishing' step of the experiential learning cycle. The discussion-feedback session which follows the completion of the "Mini-Lesson Observer Worksheet" incorporates the substance of both the 'processing' and the 'generalizing' steps of the experiential learning cycle. During the discussion-feedback session, a number of the key issues regarding the instructor-learner interaction during the mini-lesson are analysed through group discussion and the use of short segments of video-tape which illustrate or

support relevant points. The importance of critical analysis is highly stressed by the facilitator during the discussion-feedback session. The following excerpt from a workshop handout illustrates the importance of critical analysis of the lesson.

The Lesson

It is not enough just to note that a lesson was fun or interesting or impressive-looking. Those things are important, but they do not by themselves make a good lesson.

- * Did the lesson produce demonstrable learning through skillful planning and use of a learning objective, pre- and post-test, and active student involvement?
- * Did it demonstrate growth in skill at using learning aids, materials, processes and domains of learning beyond the starting level of the participant at the beginning of the program?

As part of the discussion-feedback session, participants are encouraged to abstract from the experience within the workshop setting principles which can be applied in their day-to-day classroom situation. Concurrently, they are actively discouraged from avoiding the 'here and now' reality of the workshop setting by hypothesizing or pontificating about what it's *really* like in their normal classroom situation or by discrediting the workshop experience, insisting that it is not reality. One of the techniques which workshop facilitators are encouraged to use to support the participants' process of

'generalizing' is referring the participants to appropriate handouts and resource material which expand their knowledge base and relate their experience within the workshop to their classroom work. In the final stage of the mini-lesson/feedback session (which corresponds to the 'applying' step of the experiential learning cycle) the instructor of the mini-lesson is provided with the opportunity to plan more effective instructional behaviour by setting performance objectives for the next mini-lesson which he will instruct. This objective-setting process not only completes the mini-lesson/feedback session, it also focusses the workshop participant in a most concrete way on the activity to follow the experience which he has had in the workshop.

THE IMPORTANCE OF FEEDBACK

Feedback, the eighth phase of an act of learning in Gagné's schema (see Figure 1, p.24), is a process and skill which is integral to the workshop design. The giving of high quality feedback is at the core of the mini-lesson cycles. The process is started, as was pointed out earlier, during the work on design skills in the first session where feedback is directed at the participant's

written exercises (namely, an instructional objective, a lesson plan, or an evaluation strategy) rather than at the participant himself. By introducing the use of feedback in this context, it tends to be less threatening to workshop participants. By the third, fourth and fifth workshop sessions participants are familiar with the concept of feedback. During these sessions the participants become increasingly confident and skilled in providing each other with specific, objective, behavioural feedback regarding each others' performance.

During the mini-lesson cycles, feedback regarding instructional behaviour is provided at three distinct levels:

- a) verbal feedback during the discussion led by the workshop facilitator following the mini-lesson;
- b) written feedback in the form of the completed observer worksheets is provided to the workshop participant so he can review the observations of his fellow participants at his leisure;
- c) video-tape feedback which provides specific visual and audio information with regard to the participant's instructional behaviours and

the learners' reactions to those behaviours.

The written feedback regarding the participant's lesson plan complements the feedback he receives during the workshop session. It is important that the participant be given a sound information base on which to base decisions about altering or modifying his instructional behaviour.

The element of choice is important to comment on here. At all times, each individual in the workshop setting is given the opportunity to *choose* to modify, retain, adopt, or discard certain instructional behaviours. At all times during the workshop, his stance must be *respected* by the facilitator conducting the workshop. The participants are encouraged by the facilitator to respect each individual's stance as well. Whether or not an individual chooses to modify certain behaviours or retain his established way of doing things is left entirely in his hands. Of course, by virtue of the fact that the individual is participating in a group process and being provided with specific, objective information about his own performance, there is pressure on him to strive to improve his performance as an instructor. Pressure notwithstanding, it is the individual's sole prerogative to

make the decisions with regard to whether or not he changes his behaviours.

SUMMARY

In a more general vein, it should be noted that the entire workshop has been designed to model principles it purports to espouse. During the workshop, the emphasis is on learning rather than on teaching. The job of the facilitator is to structure the environment and activities in such a way that learners learn what they need to learn. This operating principle is made very explicit at the outset of the Instructional Skills Workshop. Participants are continually reminded about what they are learning regarding good instruction and how this learning can be applied to their own instruction.

CHAPTER 6

THE FACILITATOR TRAINING WORKSHOP

The Facilitator Training Workshop is conducted every three to four months in the Lower Mainland and elsewhere at the request of various colleges or institutes throughout the province. Most of the description that follows will relate specifically to the centrally conducted Facilitator Training Workshop.

The Facilitator Training Workshop is an intensive 5-day workshop designed to train participants to conduct the Instructional Skills Workshop at their home institutions. Most workshop participants are experienced instructors from the community colleges or Provincial Institutes who have been selected by their college administrations to participate in the Facilitator Training Workshop or recruited informally by previous workshop participants. Thus far, most participants in the Facilitator Training Workshop have not participated in an Instructional Skills Workshop at their own institution prior to attending a Facilitator Training Workshop.

SKILLS DEVELOPED IN THE WORKSHOP

Because most Facilitator Training Workshop

participants have not had instructor training in the past, they need to build instructional skills in addition to developing facilitator skills and skills in operating video-tape recording equipment. For this reason, there are two distinct categories of performance objectives for the Facilitator Training Workshop:

1. the performance objectives related to the design, conduct and evaluation of instruction as described in the handout materials for the Instructional Skills Workshop (see Appendix A); and
2. the objectives related to the skills of functioning as a facilitator of the Instructional Skills Workshop. These facilitation skills objectives (described in Appendix E), are summarized briefly here:
 - a) giving good quality performance feedback;
 - b) providing supportive encouragement and applying positive reinforcement techniques;
 - c) using video-tape segments in support of verbal feedback regarding instructional performance;
 - d) encouraging workshop participants to use a variety of participatory instructional techniques;
 - e) encouraging workshop participants to *experiment* with the design, conduct and evaluation of instructional

- sessions in each of the learning domains;
- f) encouraging and supporting the use by workshop participants of appropriate instructional devices which support the learner's achievement of the instructional objectives; providing observations and suggestions regarding the instructor's use of devices;
 - g) managing the workshop group's use of time in such a way that a smooth and steady flow of activities occurs and the group adheres to the workshop schedule;
 - h) reviewing the mini-lesson plans prepared by workshop participants;
 - i) handling all administrative procedures attendant to conducting a workshop at their home institutions; and
 - j) arranging for, setting up, and testing all required instructional devices.

THE PROCESS AND CONTENT OF THE WORKSHOP

In attempting to develop these competencies, the Facilitator Training Workshop is structured in a manner similar to that of the Instructional Skills Workshop. The

primary difference between the two workshops will be described in the description of the activities which take place in the mini-lesson/facilitation cycles which are conducted during Days 2,3, and 4 of the Facilitator Training Workshop. What follows is an account of the activities which occur on each day of the workshop and some observations regarding their purpose and significance.

Day 1

Within fifteen minutes of the beginning of the workshop, the twenty participants are distributed in work groups of five participants and one trainer. Group norms are established, and expectations regarding the workshop are clarified. The purpose of the Facilitator Training Workshop and the procedures by which the purpose will be accomplished are clarified during this introductory session.

During the latter part of the morning, the trainer conducts a mini-lesson regarding the operation of the video-tape equipment. This mini-lesson, which is video-taped and discussed by the group, has two primary functions: first, it is designed to model the mini-lesson/facilitation procedures which will be used during Days 2,3, and 4 of the workshop. In addition, it is designed to introduce

the facilitator trainees to the video-tape recording equipment. Familiarizing participants with these devices at the outset eliminates a major source of anxiety. This session is immediately followed by a practice session during which each of the participants has the opportunity to examine and practise operating the video-tape equipment. Thus, by noon of Day 1, participants have established and clarified why they are there, and are familiar with the operating procedures of the workshop and the equipment to be used during the workshop. The afternoon of Day 1 is devoted to the skills involved in the design of instruction. It is comprised of a set of exercises similar to those used during the first and second sessions of the Instructional Skills Workshop. Alternatively, some groups decide to proceed immediately in the afternoon of Day 1 with mini-lesson/facilitation cycles. This option has been built into the design of the workshop because of experience with workshop groups who have resisted doing design exercises during the afternoon of Day 1. In most cases their perception of the calibre of their design skills is inaccurate, but experience has shown that it is better to move directly into a cycle of mini-lesson/facilitation sessions which objectively demonstrates the

actual level of each individual's design skills (when he submits his lesson plan) than to attempt to convince a resisting group that it would be beneficial for them to devote the entire afternoon to the series of design exercises.

By the end of Day 1 participants have become familiar with the mini-lesson/facilitation session model as well as the video-tape recording equipment used extensively during the ensuing three days, and they have practised the basic design skills which they are expected to apply during the evening in preparing a mini-lesson plan for Day 2. They are also expected to read two short handouts on feedback (Appendix G) in preparation for Day 2.

Days 2, 3, and 4

Days 2, 3, and 4 appear very similar in their design. Each is comprised of a cycle of five mini-lesson/facilitation sessions. That is, each workshop participant conducts a mini-lesson during each day. The mini-lesson/facilitation session is similar to that described in the Instructional Skills Workshop, but in the Facilitator Training Workshop another layer or function is added on. Whereas in the Instructional Skills Workshop the five participants in any given mini-lesson function in the roles

of

Instructor (1),

Learners (3),

Camera-person (1) (optional),

in the Facilitator Training Workshop, another role is added. The five participants in the Facilitator Training Workshop function in the following roles during each mini-lesson/facilitation session:

Instructor (1),

Facilitator (1),

Camera operator (1) (optional),

Learners (2 or 3).

The actual sequence of events in a mini-lesson/facilitation session (see Appendix H) is as follows:

1. preparation for the mini-lesson;
2. conduct of the mini-lesson. During the mini-lesson, while the instructor is conducting the instructional session, the facilitator observes, records observations and notes V.T.R. counter numbers to return to during the "take-up". The camera operator video-tapes the session, times it, gives a two-minute warning, turns off the video-tape unit after ten minutes and rewinds the video-tape in preparation for the discussion-

feedback session.

3. As soon as the instructional session has been completed, each participant including the instructor records his observations regarding the conduct of the mini-lesson on a "Mini-Lesson Observer Worksheet" (Appendix D).
4. The individual functioning in the role of facilitator then leads a discussion-feedback session regarding the conduct of the mini-lesson, interspersing the discussion with short sections of the video-tape which illustrate or support the salient points. This discussion-feedback session is, in turn, video-taped by the trainer.
5. At the conclusion of the discussion-feedback session the completed worksheets are submitted to the instructor of the mini-lesson, the instructor submits his lesson plan to the trainer for review and the instructor is given a copy of the "Instructor Worksheet" (Appendix E) on which he is encouraged to set new performance objectives for the mini-lesson which he will conduct on the following day.
6. The trainer distributes a copy of the "Facilitator Feedback Worksheet" (Appendix I) to each member of the

group. Each participant (including the facilitator and the trainer) records his observations regarding the facilitation of the discussion-feedback session by the facilitator.

7. The trainer then leads a discussion-feedback session regarding the performance of the facilitator, interspersing the discussion with video-tape highlights.
8. At the conclusion of that discussion-feedback session, the facilitator completes a "Facilitator Worksheet" (Appendix J) on which he records his objectives for the next session which he will facilitate on the following day.

Each mini-lesson/facilitation session requires an hour to an hour and a quarter to complete. The complexity and level of challenge of the mini-lessons conducted by participants during the first day of mini-lesson sessions is generally considerably lower than that which is witnessed on the third day. Indeed, it is a primary function of the trainer to encourage participants to take risks - to attempt lessons (a) in learning domains with which they are unfamiliar, (b) which contain or address subject matter or skills with which they have a low level

of familiarity, or (c) using techniques or devices with which they are unfamiliar. Participants are actively encouraged by the trainer to take risks, and thus responsibility for their own development and growth.

It is not by accident that there are three cycles of mini-lesson/facilitation sessions built into the workshop design. Many workshop participants experience performance changes roughly analogous to the stages of Kurt Lewin's model of the three phases of change which he labelled 'unfreezing, moving (changing), and refreezing'. Lewin's model is summarized by Sashkin:

In any social situation there exists a field of social forces that maintains people's behavior within certain limits. This is a "quasi-stationary equilibrium." To alter the behavior of persons in the situation the equilibrium must be shifted to a new level. Unfreezing involves altering the limits of the equilibrium by creating the awareness of a need for change and a desire for change. Moving involves actively manipulating certain of the social forces, decreasing those pressing toward a less desirable level of behavior, and increasing those pressing toward a more desirable level of behavior. Thus, the equilibrium is stabilized at this level, insuring that the social forces will remain stable and will not revert to the prior state. Lewin (1958) notes that "the unfreezing of the present level may involve quite different problems in different cases" (p.211).

Most generally, the system involved (person or organization) must be made aware of the forces in the situation and of a need for change. In other words, a "felt need" regarding the undesirability of present behavior must become conscious. Often this involves 'pain'.

(1980, p.261)

During the first cycle of mini-lesson/facilitation sessions on Day 2, participants experience a degree of 'unfreezing'. Each participant is encouraged to examine and analyze his own performance and to compare his performance (both as an instructor and as a facilitator) with that of each other participant in the group. Each is then encouraged to strive for a higher quality of performance during the second round of mini-lesson/facilitation sessions on Day 3 of the workshop. This setting of new goals and attempting to achieve them is similar to Lewin's category of 'moving' or 'changing'. Again, after the second round of mini-lesson/facilitation sessions, each participant is encouraged to set new goals for himself, to again stretch and challenge himself, both as a facilitator and as an instructor. During the third round of mini-lesson/facilitation sessions on Day 4, the 'moving' or 'changing' stage continues, but a consolidation of gains is also in evidence. By discarding certain performances and incorporating other ways of functioning into their behaviour patterns, participants are not only changing or moving forward, but also 'refreezing' or consolidating their gains.

This tremendous compression of the processes of change

raises another major issue that is experienced in each Facilitator Training Workshop. That is, the workshop functions not only at a cognitive and skills level, but also at a feelings or emotional level. In many cases experienced instructors are, by implication, forced to call into question basic principles of operating - assumptions with regard to instruction and their own self-perceptions as instructors which they have held dear for long periods of time. Many instructors react emotionally to the experience. As Sashkin points out, some experience a good deal of 'pain'; others feel confused. A major function of the trainer is to be sensitive to the emotional level at which individuals are operating, as well as to their performances in the technical skills of instruction and facilitation. It is important that the trainer be able to 'be with' each participant continually during the mini-lesson/facilitation sessions. 'Being with' implies supporting, nurturing and encouraging each participant while remaining open to his concerns and sensitive to 'where he is at' at any given point during the discussion-feedback sessions.

It is the responsibility of the trainer to provide the context in which each individual participant has the

opportunity to grow during the workshop. However, growth is extremely unlikely, if not impossible, when a person is overly threatened or confused with regard to what it is he is expected to achieve. Personal or professional *growth* is accomplished through a process of movement which involves disequilibrium or dislocation. Such an experience is often accompanied by discomfort, if not actual emotional anguish or turmoil. Helping the participant to work through that discomfort is a major task of the trainer.

The concept of understanding introduced in Chapter 4 (p.53) might help to clarify this extremely important function of the trainer. Taken in its most literal sense, the concept 'understanding' denotes *standing under* (or in) the world of the other person - not crowding the other out of it, not forcing one's way in, but simply looking out at the universe from his perspective. The process of recognizing and understanding another person's point of view and stance is one of *standing under* - looking at the world, to the extent that it is possible, from his vantage point, seeing the world as he sees it. By doing so, the trainer can be more truly sensitive to each participant's individual needs and capabilities to grow.

As Greenleaf points out (see Chapter 4, p.48), a

major technique for being able to understand another person is that of *active listening*. Active listening is a process of listening, not only with one's ears, but also with one's eyes and heart - seeing what the person is saying non-verbally as well as verbally. Seeing whether the individual's facial expressions and body movements are congruent with what he is communicating with words. Listening with one's heart is very close to the concept of 'being there' explored in Chapter 4 (pp.53,54) - listening with one's whole being, controlling the temptation to respond in order to fill 'dead air space', allowing the other person to talk a point through, to emote if necessary.

The role of trainer is a complex and difficult one to perform. It demands a high order of instructional design skills, a knowledge of a broad range of instructional techniques and devices (and an ability to use them appropriately), skill in evaluating learning outcomes, the capability to provide high quality written feedback with regard to each of those categories of skills in reviewing participants' lesson plans, a mastery of group facilitation skills (and the ability to use each subset of those skills appropriately within the context of the group

dynamic), and skill in using video-tape recording equipment to provide visual feedback to participants with regard to their performance.

Each of the variables listed above is a *knowledge* or *skill* which can be observed and which can be measured. More important than any of the skills or knowledge is a *characteristic* which the director looks for in selecting trainers. This characteristic is part of the life stance, or attitudinal make-up which the individual brings with him to the workshop setting. Conyne (1975), in a short paper discussing training components for group facilitators, calls this attribute 'humanness'. Describing this human quality, Conyne writes:

Specific attention should be given to the group facilitator as a human being who interacts with others. It is the person who defines the role. Greenwald's discussion (n.d.) of toxic and nourishing individuals is germane here. He suggests that the toxic individual extracts nourishment from others, while the nourishing person generates enrichment. Facilitator training can focus on giving trainees the opportunities to grow as individuals - in a sense, to become more nourishing.

(1975,p.139)

In identifying individuals from amongst the participant groups in Facilitator Training Workshops to function as trainers in subsequent workshops, the training team and the program director look for the inherent 'humanness'

in other individuals - the qualities of the caring servant-leader described in Chapter 4 (pp.46-54). Indicators of that quality of 'humanness' include the risk-taking behaviours of participants, the participant's openness to receiving constructive feedback regarding his performance, and the participant's capability to provide support for other participants and to be sensitive to their needs.

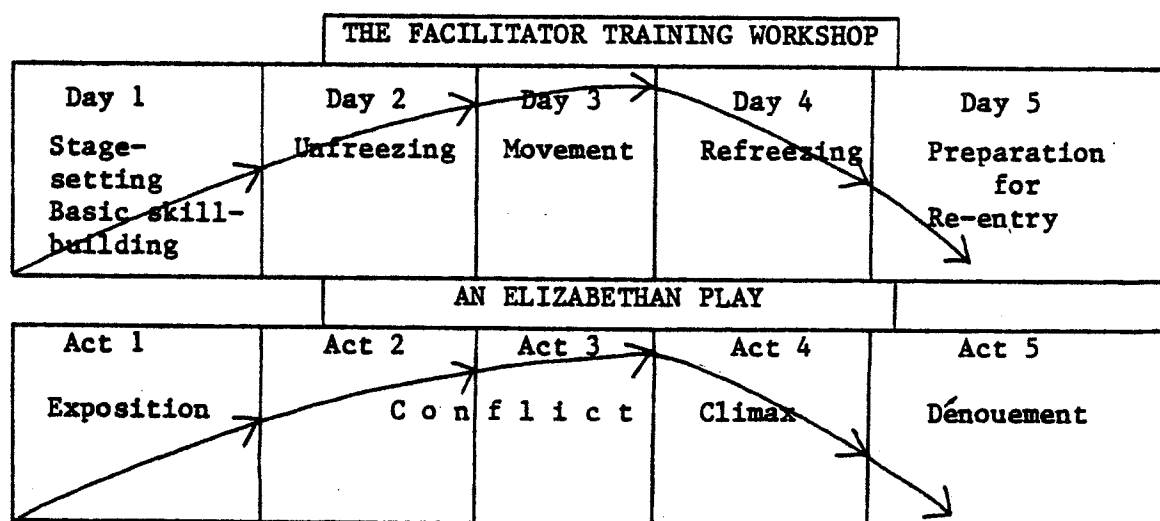
Day 5

If the 5-day workshop were compared with a 5-act Elizabethan play (see Figure 7), the first day of the workshop, during which the primary activities are stage-setting and skill-building, would relate to the exposition stage of the play in the first (and sometimes the second) act. The 'unfreezing' which may have started in Day 1 and continues in Day 2 of the workshop, and the 'movement' which takes place in Days 2,3, and (sometimes) 4 of the workshop correspond to the conflict and weaving of the plot stage in acts 2 and 3 of an Elizabethan drama. Day 4, when the 'refreezing' occurs, (that is, when the participant not only accomplishes significant movement but becomes aware of the movement or development which he has accomplished) could be regarded as analogous to

the climax of the play. Day 5, then, during which the primary activity is preparation for re-entry to the individual's normal work setting would correspond to the dénouement of the play, during which the plot is unravelled and resolution of the conflict is achieved. Having completed the intense skill-building work of Days 1 through 4 of the workshop, on Day 5 the workshop participants devote their remaining energies to resolving difficulties, issues or concerns which they may have experienced in reviewing the materials provided to them for taking the workshop back to their home institutions and conducting it on-site.

FIGURE 7

STAGES OF ACTIVITY IN THE FACILITATOR
TRAINING WORKSHOP COMPARED WITH THE
PROGRESSION OF AN ELIZABETHAN PLAY



The evening assignment on Day 4 directed participants to review the instructional materials for the Instructional Skills Workshop and to note their questions and concerns for discussion on Day 5. When participants arrive at the workshop on the morning of Day 5, they immediately set to work in the same small work groups in which they have been functioning throughout the week. Their task during that session is to identify and resolve each participant's concerns about the instructional material which he will be using when he conducts the Instructional Skills Workshop at his home institution. Concerns which remain unresolved following the small group discussion are dealt with in a larger, plenary discussion which follows. At this point in the morning (about mid-way), workshop participants regroup into subgroups from each participating institution to plan their strategy for implementing the Instructional Skills Workshop when they return to their home institutions. Institutional work team plans are shared briefly in a plenary session, then the remainder of the morning is devoted to an evaluation of the workshop (both written and verbal) and a group lunch.

The shifting from the small work group setting to the plenary, then to institutionally-based work teams and back

once again to the plenary group setting is part of the process of re-orienting workshop participants from their concentration on skill-building in the small work group setting to preparing for taking the workshop back to their home institutions, and carrying out their responsibility to implement the workshop. Day 5 has been structured in such a way as to encourage the individual to focus ahead on the situation at his home institution, as opposed to being preoccupied with the situation in which he has functioned during the preceding four days.

THE CONCEPT OF FACILITATION

Most participants in the Facilitator Training Workshop come to the workshop with a very limited concept of what it is about. Most are aware that it is an event of five days' duration and most have some understanding of the fact that the event is designed to train them to be able to train other instructors in instructional skills when they return to their home institutions. Many, if not most, participants coming into the Facilitator Training Workshop have no concept of what a facilitator is and what a facilitator does. Even those who have come from a secondary or elementary school teaching background bring with

facilitator (or, at other levels of the program, the director or the trainer) occupies centre stage, the learners remain in the audience cheering - being entertained, rather than taking to the stage and becoming performers in their own right. If participants in the Facilitator Training Workshop are to develop as facilitators, it is essential that they take responsibility for their own learning - that they be placed centre-stage - that they be the performers. Then, in turn, the trainer must take the role of director and stage manager, providing the setting in which the participants can engage in the learning process, and providing the setting whereby each individual can extract from the situation the feedback information he needs to be able to make decisions about his own performance and to attempt to refine it or modify it. A definition of the word "facilitate" from the American College Dictionary helps explain the term as it is used in the context of the Instructional Skills Program: "To make easier or less difficult; to help forward (an action, a process, etc.); to assist the progress of (a person)." The trainer helps forward and assists the progress of each individual participant in the Facilitator Training Workshop by creating the context and the situation in which

learning and growth can take place, and by functioning as a catalyst within that situation to stimulate and maintain the process whereby each individual is provided with the opportunity for growth.

CHAPTER 7

THE TRAINING TEAM WORKSHOP

The Training Team Workshop has undergone more changes since the inception of the Instructional Skills Program than either of the other two workshops which comprise the program. It is, as well, the least formally designed of the three workshops in the Instructional Skills Program. Nonetheless, it is a key component in the overall diffusion strategy of the Instructional Skills Program, for it is in the Training Team Workshop that individual trainers acquire the skills necessary to carry out facilitator training in the Facilitator Training Workshop.

DURATION OF THE WORKSHOP

The Training Team Workshop is now of three days' duration. Based on the experience of four rounds of Training Team Workshops, three days appears to be the most appropriate workshop duration for training new trainers. The first Training Team Workshop (which was held in July and August, 1979) was five days in length, but the *first* Training Team Workshop was a special case. Only one of the five trainees was in any way acquainted with the Instructional Skills Program. All of the other

participants in the first Training Team Workshop had been totally unacquainted with the program prior to arrival at the workshop. Hence the need for the extra two days of training in order to fully acquaint each individual with (a) the process of the workshop, (b) the design of the workshop, and (c) the goals and purposes of the program, as well as the development of the entire range of instructional and facilitation skills required for each of those individuals to function as a trainer in the Facilitator Training Workshop which was held in August, 1979.

The second training team (that is, the team which conducted the Facilitator Training Workshop in October and November, 1979) was recruited entirely from the participant group in the preceding Facilitator Training Workshop. Because each of the individuals was fully familiar with the procedures and purposes of the Facilitator Training Workshop, having recently been a workshop participant, the second Training Team Workshop was reduced to two days in length. It was found that two days was too short a time period, not only for each individual to work at refining and developing his skills as a trainer, but also, for the group to develop as a training team. Of four teams trained to date, the second team was probably the least cohesive as a group.

For this reason, the third and fourth Training Team Workshops - conducted in January, 1980 and April, 1980 - were lengthened to three days. Again, the training teams for the third and fourth rounds of the workshop were selected from previous participant groups in the Facilitator Training Workshop. Experience with these latter two rounds of workshops has shown that three days is an adequate period for each individual to be provided with a substantial opportunity to develop instructional and facilitation/training skills to a sufficiently high degree to feel confident in taking on the role of trainer in the Facilitator Training Workshop which followed.

THE TRAINING TEAM

The three-day time frame contributes substantially to the team cohesiveness which is fostered by the workshop director. Indeed, that feeling of community is crucial to the accomplishment of the overall program goals. The title of the workshop - "Training Team Workshop" - has been chosen purposely to convey the importance of the team functioning as a *team*. By working intensively on their own and each others' skills, participant groups in the Training Team Workshop are forged into a team with a sense of community and a strong commitment to each other and to

the program.

This sense of community is fostered and strengthened during the Training Team Workshop and during the Facilitator Training Workshop by a simple, yet powerful mechanism - eating meals together. Lunches during the Training Team Workshop tend to be a time of camaraderie and reflection - a time for team members to get to know each other better - to talk about themselves, their work back at their home institutions, their families, and so on. During the Facilitator Training Workshop, a breakfast meeting of the training team is held each day throughout the workshop. This breakfast meeting is a time when each member of the team can use the rest of the team as a resource: to air problems and difficulties and to seek ideas and suggestions from the other members of the team. The breakfast meeting provides the program director with an opportunity to set the tone, direction, and purpose of the day, to troubleshoot problems that trainers may be having, and to provide support for each of the trainers.

Both the lunches during the Training Team Workshop and the breakfasts during the Facilitator Training Workshop have a deeper meaning and purpose than simply providing an opportunity for people to exchange information and

ideas. Partaking of food together is a highly symbolic act. 'Kinship', 'fellowship', and 'communion' are three words which come to mind - each conveys an aspect of what the act of eating together in a group symbolizes in Western society. Each of these feelings contributes to the overall group cohesion and sense of commitment on the part of each individual within the group to the program, to each other and to the participants in the Facilitator Training Workshop with whom they will be interacting.

The feeling of community within the training team is also enhanced by the task itself. As the objectives and demands of the task which the team is embarked upon come clearly into focus during the three days of the Training Team Workshop, a sense of mission develops in the team. The energy level of the group increases. The mounting enthusiasm of each member of the training team is accompanied by an increase in self-questioning. As he comes to grips with his responsibilities as a trainer, the workshop participant discovers his strengths through his own introspection. These strengths are confirmed through his supportive interaction with the other team members.

SELECTION OF THE TRAINING TEAM

The way in which trainer trainees are selected is an

important aspect of the Instructional Skills Program. Usually during the breakfast meeting on the second or third morning of the Facilitator Training Workshop the program director raises with the training team the issue of selection of the next training team. At that time, the trainers are not asked by the director to identify potential candidates for the next training team. They are asked, rather, to begin to establish their criteria for the selection of the training team, a task which they will be asked to perform at the end of the workshop week.

Thus, from a point early on in the Facilitator Training Workshop, the training group is reminded of what constitutes a good trainer. This serves two functions. Firstly, each trainer begins to think about the criteria which he would apply to the selection of individuals for the role, thus reminding himself of what a good trainer is and, thereby, affecting positively his own performance as a trainer during the remainder of the week. Secondly, he shares his thinking with the other members of the team (thereby expanding and enriching their concept of the competent trainer) and, in turn, applies their criteria to his own thought process.

Each of the last three training teams has identified

evidence of growth as the primary selection criterion. The evidence which the training groups have cited includes such factors as (a) risk-taking, (b) self-disclosure, (c) experimentation, and (d) the quality of the individual's interaction with the other members of his work group (e.g., openness to receiving feedback, levelling, empathy, and sensitivity to others' needs). Secondary selection criteria which have been identified by previous training groups include (a) mastery of facilitation skills, (b) mastery of instructional skills, (c) interest in functioning as a trainer, (d) enthusiasm, and (e) whether or not the individual has run or has participated in Instructional Skills Workshops at his home institution.

SKILLS DEVELOPED IN THE WORKSHOP

The skills developed in the Training Team Workshop are similar to those of the Facilitator Training Workshop. Each participant in the Training Team Workshop is already familiar with the process and has already been involved in at least a week of intensive work on his skills as an instructor and facilitator. The primary difference between the Training Team Workshop and the Facilitator Training Workshop is that in the Training Team Workshop participants function in the role of trainer as

well as in the roles of facilitator, instructor, and learner. Mini-lesson/facilitation/feedback sessions are conducted in a manner similar to that outlined in the description of the Facilitator Training Workshop, with the director added to the group to videotape and provide feedback to the participant functioning in the role of trainer.

During the three days of the Training Team Workshop the group works through three sets of five mini-lesson/facilitation/training feedback cycles. The purpose of conducting three complete sets of cycles is to provide the maximum opportunity for each participant to work on his skills. Much of the effort and energy of the group is concentrated on improving the skills involved in creating high quality feedback sessions.

THE ROLE OF THE DIRECTOR IN THE WORKSHOP

At the level of the Instructional Skills Workshop the task of the facilitator is to get the group of instructors to help each other by providing information, observations, and suggestions regarding each others' performance. The facilitator supports and stimulates with questions, observations and video-tape segments. The facilitator chairs the discussion in as unobtrusive a manner as possible.

At the level of the Facilitator Training Workshop the task of the trainer is to get the group of facilitator trainees to provide high quality feedback to each other regarding their performance as facilitators. The trainer must model the style he expects the participants to exhibit, both during the Facilitator Training Workshop and back home when they conduct Instructional Skills Workshops. The trainer must develop each of the participants to a high enough level of skill that he in turn gets the group to provide the feedback necessary to improve each participant's instructional skills. In other words, the trainer is functioning at one step removed from the instructional action of the workshop.

At the level of the Training Team Workshop, the task of the director is to create the situation wherein each participant can refine his skills as an instructor, a facilitator and a trainer. The director operates at one more step removed from the action. For example, the director may want to get a message through to the participant who has just instructed a mini-lesson. He must do so by raising questions regarding how the trainer handled the feedback session on the facilitator's handling of the feedback session regarding the instructor's performance.

To simply intervene directly and either make commentary or raise questions about the instructor's instructional performance would be to subvert the performance of the other group members at the level of facilitator and trainer. The director must constantly keep in mind that it is his job to focus discussion on the performance of the trainer. To raise issues with regard to participants' performance in the roles of facilitator or instructor, the director must focus attention on how the trainer conducted the feedback session for the facilitator.

FEEDBACK

Perhaps more at the level of the Training Team Workshop than in either of the other two workshops, the importance of feedback is paramount. An expanded range of feedback techniques is used in the Training Team Workshop (e.g., coding of group members' verbal behaviours using the Flanders Interaction Analysis model, sociogramming of the interaction patterns of the group members, charting of verbal occupation of 'airspace' on time tracks at 30-second intervals). A wide range of techniques is used to provide each group member with as many different perspectives regarding his behaviours and his performance as is possible.

Participants in the Training Team Workshop are provided with the opportunity to acquire skills in giving good feedback and to build skills in developing and maintaining an environment in which other group members can give good quality feedback. They learn to identify the characteristics of good feedback and to recognize those characteristics in a group setting. Pfeiffer and Jones (1972) have itemized a number of the characteristics of good feedback;

Feedback is more constructive when it has the following characteristics:

- It is descriptive rather than evaluative.
- It is specific rather than general.
- It takes the needs of the system (two-person, multi-persons) into account.
- It focuses on modifiable behavior.
- It is solicited rather than imposed.
- It is well-timed.
- It is validated with the receiver.
- It is validated with others.

(Pfeiffer & Jones, 1972, p.199)

Other characteristics of effective, constructive feedback which are incorporated into the Training Team Workshop are:

1. that it is free from inference regarding the motives or the feelings of others in the group;
2. that it is phrased in as simple a manner as possible (i.e., it is jargon-free); and

3. that it is given in a caring manner (i.e., only as much information is provided to the receiver as the receiver can hear, accept, and act upon at a given time, and the information is phrased in such a manner that the receiver is not purposely hurt by it).

The essence of a good feedback session is summarized in a brief statement contained in a handout prepared for the Training Team Workshop by J.E. Anderson, a program director.

The Feedback Session

It is not an analysis of or discussion about a lesson or facilitation session!

Rather, it is a process of helping an instructor in his or her own professional growth. The content of the process is specific, behavioural feedback based on our own personal experience with the work that he or she has just done. The dynamic of the process is our own sense of caring for him or her as a person.

SUMMARY

Most participants in the Training Team Workshop tend to find it paradoxically both an exhilarating and an energy draining experience. The intensity of the workshop requires of each participant a tremendous investment of time and energy. During the three days of the workshop each individual conducts three mini-lessons and receives feedback concerning his design and instructional skills.

He conducts three facilitation sessions, facilitating the feedback to three other instructors with regard to their mini-lessons, and three facilitation sessions in the role of trainer, providing feedback to three other participants with regard to their performance as facilitators. Each day every individual in the workshop participates twice in the role of learner, once in the role of instructor, once in the role of facilitator, and once in the role of trainer. The concentration of effort required of each participant is extremely high and demanding. Yet, because of the very demanding nature of the workshop, it tends to elicit a high quality response from each participant in it. Because of his substantial investment in the process, each participant tends to feel a sense of ownership of the workshop, and a strong commitment to the Instructional Skills Program as a whole.

CHAPTER 8

CONCLUSIONS

What has the program accomplished since its inception in 1979?

Since the inception of the Instructional Skills Program in 1979, four Facilitator Training Workshops have been held at the Langara Campus of Vancouver Community College and four more have been conducted at other locations in the province. Ninety-six experienced instructors from twelve community colleges and three Provincial Institutes have been trained to conduct the Instructional Skills Workshop at their home institutions. Thus far, Instructional Skills Workshops have been conducted on at least seven campuses, and plans are underway for several more at a number of locations. That is the bright side of the picture.

Portrayed differently, the picture looks like this: Although fifteen of the twenty post-secondary, non-university institutions in British Columbia have been involved in the program during the past year, Instructional Skills Workshops are known to have been conducted at only five thus far. Of the 96 facilitators trained since July, 1979, only about fourteen are known to have conducted

Instructional Skills Workshops at their home institutions - over 80 per cent of the trained facilitators have yet to implement a workshop.

What are the major weaknesses of the program?

These facts point to a number of the weaknesses of the program.

1. It is difficult to sustain the momentum generated during the Facilitator Training Workshop when workshop participants return to the indifference toward the program and bureaucratic barriers to its implementation which exist at their institutions. Because there are no full-time personnel associated with the program, centrally-based support for local campus activities is sporadic at best.
2. Scheduling of workshops is dependent upon availability of personnel and Ministry of Education funding. Thus it is difficult to plan more than six months ahead.
3. The quality of facilitation may dilute with each succeeding ripple outward from the program director. The evidence from the Facilitator Training Workshops as well as the experience of having conducted about twenty Instructional Skills Workshops at the Vancouver Vocational Institute Campus indicates that dilution of

quality is not a major concern. The problem is that because there is no centrally-based means of quality control, there is no way of knowing whether quality is maintained.

What are the principal strengths of the program?

The fact that the program is not centrally based and continually staffed was conveyed above as a weakness - it is also a strength. Because the program is not institutionalized, it is not bureaucratized - it is highly decentralized and it is in the hands of the people for whom it is intended. Since it is not regulated by an accrediting body, it is highly flexible and responsive to needs in the field.

Notwithstanding these concerns, the program is continuing to move forward. A major strength is the key notion of 'peers training peers'. This mode of operating has resulted in a strong sense of commitment to the program on the part of a small but growing group of instructors. As this group of twelve to fifteen people expands, the program is taking root at an increasing number of campuses.

Perhaps the principal strength of the program is the synergy generated by the cumulative experience of those involved in it and the growing sense of community among the small but expanding group at its core. This synergy results in a program which is dynamic. As new people

become involved in the program, new ideas for its refinement are generated. It is not always possible to predict the direction in which the program will evolve. At times, like a poem or a novel in the making, it takes on a personality and a momentum of its own. In the past two years, the evolution of the Instructional Skills Program has been continual and unpredictable. Robert Frost describes something of this phenomenon in his description of "the figure a poem makes":

Like a piece of ice on a hot stove, the poem must ride on its own melting. A poem may be worked over once it is in being, but may not be worried into being. Its most precious quality will remain its having run itself and carried away the poet with it. Read it a hundred times: it will forever keep its freshness as a metal keeps its fragrance. It can never lose its sense of a meaning that once unfolded by surprise at it went.

(1964,p.viii)

The continuing evolution of the workshop has been the result of an accumulation of small insights and discoveries which have occurred both in the heat of the battle during a workshop and as a result of quiet reflection completely removed from the workshop setting. Many of those intuitive insights have developed into techniques or devices as a result of a good deal of hard work, but they could not be worried into being. In many cases, their

simplicity, their practicality, and their originality surprised their authors as they unfolded. But it is these very intuitive insights which have contributed to the continuing evolution and the continuing freshness of the Instructional Skills Program.

Whither the Instructional Skills Program?

Even though the program will evolve partly as a result of its own momentum and partly in response to the continually changing environment in which it functions, it is important to plan its evolution on the basis of the best forecasts available. At present, the minimum life-span of the program envisioned is three to five years if the program is to effect substantial change in the quality of instruction throughout the colleges and institutes. Activities planned for the coming year include:

1. four centrally-run Training Team Workshops (five participants each) and Facilitator Training Workshops (twenty participants each);
2. eight Facilitator Training Workshops (five participants each) at various campuses throughout the province;
3. one or more 3-day refresher workshops for previously trained facilitators (twenty participants each);
4. a professional development event for the corps of trainers;

5. the secondment of a program director from his usual job as an instructor for part of the year to function as a roving trainer and animateur;
6. the continuing update and redesign of the training materials;
7. continuing promotion of the program through professional contacts with administrators and instructors, attendance at conferences and meetings, and dissemination of program information via the mails.

Within a year the number of trained facilitators is expected to have more than doubled. The number of Instructional Skills Workshops being conducted at local campuses is expected to increase dramatically as momentum builds. The corps of trainers will have expanded from about twenty at present to nearly double that many, and there will be four or five program directors (currently there are two). The maintenance of a clear understanding of the purpose of the program is likely to be a concern during the upcoming period of expansion. The transmittal of the underlying principles and values to each new training team will be an important task of the program director. It is the hope of the writer that this paper will contribute to that process.

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APPENDICES

INSTRUCTIONAL SKILLS WORKSHOP

PERFORMANCE OBJECTIVES

The instructional objectives listed below describe the learning outcomes which this instructional skills workshop is designed to accomplish.

WRITING INSTRUCTIONAL OBJECTIVES

1. When designing instruction, given a desired learning outcome in any subject area with which you are familiar, in all instances be able to accurately describe in writing the desired terminal performance of the learner, the conditions under which the performance is to take place, and the criteria of acceptable performance.
2. At the outset of an instructional session, be able to accurately convey specific learning outcomes (instructional objectives) to the learners.

LESSON PLANNING

3. Given an instructional session to design in any subject area with which you are familiar, be able to write a lesson plan which includes those elements essential to the effective conduct of the lesson arranged in a sequence in accord with accepted principles of learning.

EVALUATION

4. Given an instructional objective which specifies the desired terminal performance of the learner, the conditions under which the performance is to take place, and the criteria of acceptable performance, be able to design a pre-assessment and post-assessment strategy for testing the learner's achievement of the instructional objective.
5. During practice sessions in an instructional skills workshop, be able to employ a number of simple techniques to test for learning (e.g., having the learner reply to questions, paraphrase, summarize, demonstrate the skill, apply the knowledge).

CONDUCTING INSTRUCTION

6. During practice sessions in an instructional skills workshop, be able to conduct an instructional session:
 - a) which provides the learners the opportunity to practise and demonstrate the desired skills;

- b) in which the learners have a high degree of participation (i.e., 50% or more of the verbalizing during the session is done by the learners);
 - c) in which one or more of the common participational instructional techniques (e.g., coaching/demonstration/practice, case study, simulation/gaming, instrumented learning, structured experiences, role play, discussion) is used;
 - d) in which one or more of the common instructional aids (e.g., chalkboard, flip chart, overhead projector and screen) is used competently;
 - e) in which closed-ended, open-ended, and directed questions are used effectively to elicit information, stimulate discussion, and test for acquisition of knowledge.
7. During practice sessions in an instructional skills workshop, be able to conduct an instructional session with apparent ease.

GIVING BEHAVIOURAL FEEDBACK

8. During practice sessions in an instructional skills workshop, be able to accurately describe instructional behaviours (your own and others') verbally and in writing using behavioural terminology.

DESIGN SKILLS HANDOUTS

AN INSTRUCTIONAL DESIGN MODEL*

The model portrayed in the diagram which follows is a procedural guide for the design of instruction.

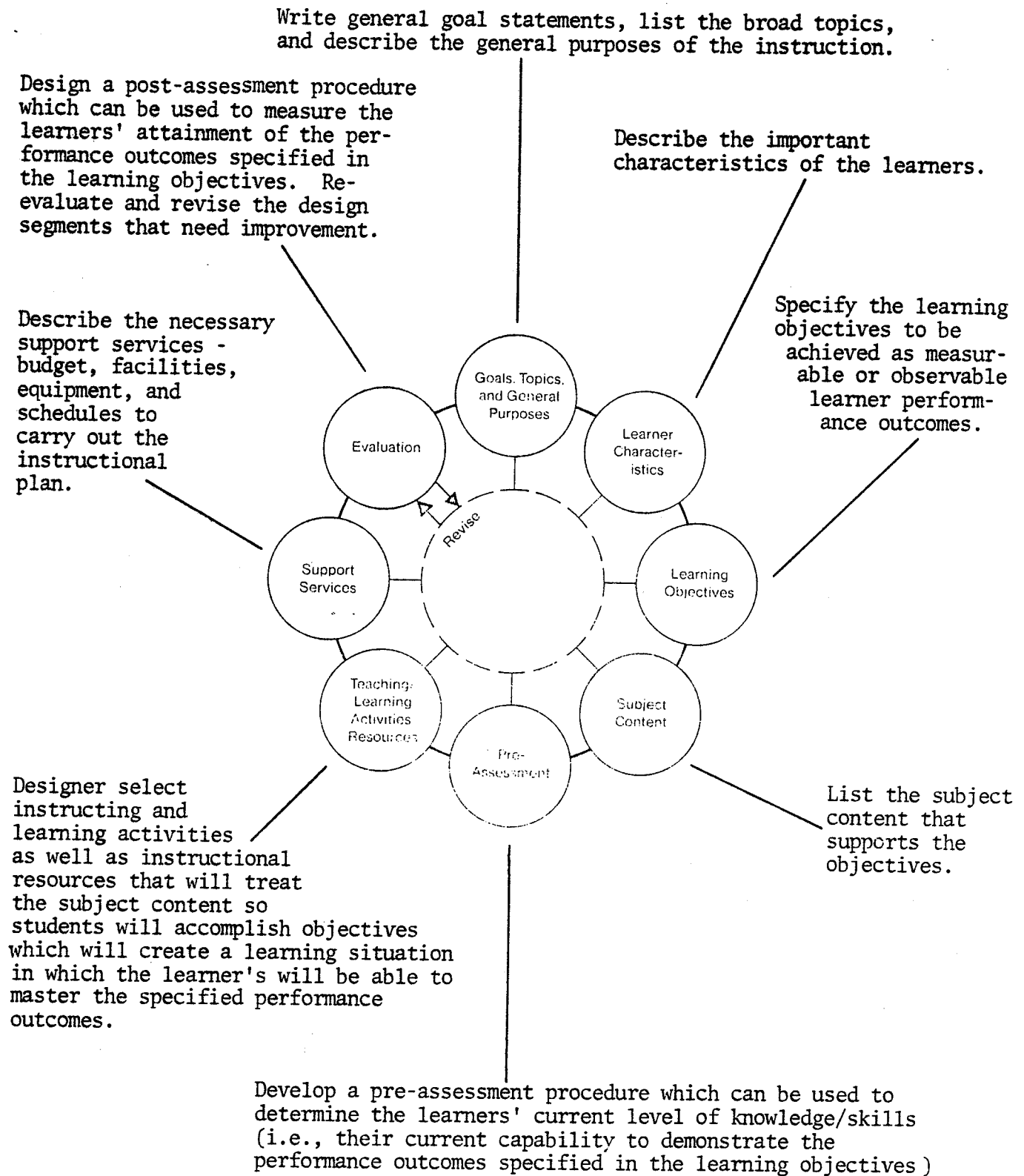
It is applicable to all levels of education and training, all subject matters, any length of instructional unit, and any setting. This is not a "lock-step" model. More than one stage of the instructional design process can occur at the same time. Furthermore, any phase of the design process can occur at any particular time.

The two major functions of the model:

- * to guide instructional designers and instructors (in many cases one person carries out both functions) through the major steps involved in designing instruction.

- * to provide an overall structure with which to view and study the instructional design process.

The knowledge required to be able to effectively carry out each of the steps of the instructional design process can be found in the handout materials which deal specifically with instructional objectives, lesson planning, and evaluation of instruction.



* From: Kemp, Jerrold E. Instructional Design: A Plan for Unit and Course Development. Second Edition. Belmont, CA: Fearon Publishers, Inc., 1977.

INSTRUCTIONAL OBJECTIVES

FACT SHEET

A. Definition

An instructional objective is a description of a performance which the learner must be able to exhibit before she/he is considered competent.

B. The importance of objectives

Clearly defined objectives:

- * constitute a sound basis for the selection or design of instructional materials, content, or techniques
- * create a basis for determining when the purpose of the instruction has been accomplished
- * provide the learner with the means to organize her/his own efforts toward accomplishment of the learning task(s).

C. Characteristics of good instructional objectives

An explicit instructional objective conveys concisely and precisely:

- * Performance - what the learner will be able to do at the end of the learning activity (i.e., the learner's terminal behaviour)
- * Conditions - the significant conditions under which the learner will demonstrate her/his mastery of the objective.
- * Criteria - the quality or level of performance that will be considered acceptable (i.e., how the learning will be observed and/or measured)

STEPS IN WRITING INSTRUCTIONAL OBJECTIVES

There is nothing particularly complicated or mysterious about writing good instructional objectives. Most ineffective objectives are either too vague or overly specific. The key to writing useful objectives is to specify the desired learning outcome accurately enough that you'll know when the learner has learned.

To accomplish this end, start by writing a statement which conveys in general terms the intended learning outcome of the instruction. Don't try to write a perfect objective on the first try. A general statement will do.

Now think of what you will accept as evidence that the learner has learned. Reword and refine your general statement until it describes precisely what the learner will be doing when demonstrating mastery of the objective.

Once you have described what the learner will be doing, you must then describe the important conditions or constraints under which the learner will be required to perform. Specifically, you need to describe what the learner will have to do it with or to, and what, if anything, she/he will have to do without.

Lastly, it's important to have spelled out how you, the instructor, will know when the performance is good enough for you to be satisfied.

One final note: don't try to cram too much into any one objective. Write a separate statement for each important intended learning outcome and write as many as necessary to describe all intended learning outcomes.

- (2) What do you want the learners to be able to do as a result of the instruction? (i.e., what are your precise instructional objectives?)
- (3) What do the learners already know?
- (4) What is/are the most appropriate instructional technique(s)?
- (5) What is the most appropriate sequence of topics and tasks?
- (6) How will you know that (and when) the desired learning has taken place?

D. Organizing the content of instruction

How should the instructional activities be sequenced in order to achieve the highest possible level of learning?

That depends.

It depends on the kind and level of learning that you want the learners to acquire. Many psychomotor skills can best be mastered by repeated practice combined with feedback. Facts are often most efficiently imparted through the use of printed material. Concepts and theories frequently evolve in the minds of learners as a result of discussion, debate, dialogue, and other forms of testing out ideas. Changes in attitudes usually result from the integration and synthesis of new information by the learner - this sorting and sifting process is often gradual and difficult to observe or measure.

It depends on the learners' sophistication as learners - how well the learners have learned how to learn. If the learners are highly skilled in the processes of learning, it may be best to plunge them into a discovery learning situation with very little guidance or support. If, on the other hand, they lack confidence and/or competence as learners, a much more structured, directive approach may be in order.

It depends on the setting in which the learning is to take place. A sequence of activities appropriate to the academic classroom might be useless in the laboratory or on the shop floor.

It depends on the level of learning which the learners bring to the instructional session. A mixed group of adult learners often includes several people who possess some of the knowledge, skills, or attitudes that the instructor intends to impart to the entire group. When this is the case, the instructor can assume the role of facilitator of the exchange and sharing process

amongst the learners instead of operating from the premise that only she/he can assume responsibility for the learning which takes place.

What works in one setting may not work in another.

What works with one group of learners may be a fizzle with another group.

And yet, some general principles for organizing the content of instruction prevail. Effective learning usually results from lessons in which the activities are sequenced according to the following principles:

- * Simple - to - complex sequence
- * Known - to - unknown sequence
- * General - to - specific sequence
- * Concrete - to abstract sequence
- * Chronological sequence

SAMPLE INSTRUCTIONAL OUTLINE

INSTRUCTIONAL OBJECTIVE: Given two cords and a piece of dowelling, the learner will mount the cords and knot a twisted sinnet 15 cm. long without any errors in the direction of knots.

DAY 1

PAGE 1 OF 1

OBJ.	TIME	INSTRUCTOR'S ACTIVITIES	LEARNER'S ACTIVITIES	INSTRUCTIONAL AIDS
	1.	Introduces objective, writes it on board Asks for questions. What part of the objective is not clear? Answers Hands around a sample of twisted sinnet cords and dowels. Pre-assessment - ask whether anyone can do it?	Ask questions on clarification of objective	Chalkboard chalk
	2.	Puts 1st transparency on showing how to mount cords. Goes through it step-by-step. Ask learners to follow procedure using their cords and dowels. Check their work.	Learners mount cords	Overhead projector transparency
	3.	Ask how many can tie a half knot? Remind them that if they can tie a shoelace, they can tie a half knot. Go through steps of half knot.	Learners knot one-half knot	Overhead transparency
	4.	Ask learners to try one.	Learners knot sinnet	Step 3 on overhead transparency
	5.	Check their work. Explain that twisted sinnet consists of a series of half knots tied in. Instruct them to go ahead and assist.		
	9 min.	Check their work to see that it conforms to objective		

TESTING , MEASURING , EVALUATING , GRADING

THE PURPOSE OF EVALUATION

To determine what the learners already know or can do and what they don't yet know or can't do (pre-assessment).

To determine how well the learners have learned what you, the instructor, intended that they learn (post-assessment).

SOME TERMS AND DISTINCTIONS BETWEEN TERMS

MEASUREMENT, EVALUATION, AND GRADING

Measurement is a process of determining the extent of some characteristic associated with an object, phenomenon, or person (e.g., determining the length of a room, ascertaining the weight of an object).

Evaluation is the act of comparing a measurement with a standard and passing judgment on the comparison (e.g., "She's good enough", "it's too short", "he passed").

Grading: A grade is a label representing an evaluation. That evaluation should be based on measurement rather than on guesses, hunches, gut feelings, expectations, or bias. Traditionally, the purpose of a grade has been to say something about how well a learner has performed in relation to her/his peers. It should, instead, say something about how well the learner has performed in relation to the learning outcomes specified in the instructional objectives for the session, workshop, or course. Further, the learner should be informed at the outset of the precise basis on which the grade will be determined.

TESTS AND TEST ITEMS

Test: A test is an event during which someone is asked to demonstrate some aspect of her/his knowledge or skill. Though a test can consist of a single test item, a test generally consists of several test items.

Test Item: A test item calls for a single response or set of responses to a single stimulus or stimulus pattern. It is one sample of a behaviour or performance.

NORM-REFERENCED AND CRITERION-REFERENCED EVALUATION

Norm-referenced: When the performance of one learner is compared with that of other learners, and a judgment is made based on that comparison, a norm-referenced evaluation is being made (e.g., ranking class members, grading on

a bell curve, IQ testing, aptitude testing.)

Criterion-referenced: When a measurement of the performance of a learner is compared with some objective standard, a criterion-referenced evaluation is being made (e.g., the learner is able to spell 9 out of 10 words correctly, the learner is able to correctly assemble 3 widgets in 6 minutes, the learner is able to type an average of 60 words per minute for 5 minutes with no more than 5 errors.)

There are some uses of norm-referenced evaluation, but our concern in this workshop will be with criterion-referenced evaluation. When we want to know whether or not an instructional objective or criterion has in fact been achieved, only criterion-referenced procedures are appropriate.

EVALUATION STRATEGIES

The purpose of criterion-referenced measurement is to determine whether or not each learner has attained the instructional objective(s). Essentially, there are four different ways to carry out criterion-referenced measurement.

1. Measurement of learner product under artificial conditions.
The instructor creates a situation in which the learner must respond in a pre-determined way (e.g., content test, essay, classroom assignment.)
2. Measurement of learner product under natural conditions.
The instructor observes learner products under natural conditions where the instructor does not create a situation in order to bring about a particular response (e.g., an item produced by the learner in her/his home workshop, an unsolicited letter expressing a favourable attitude about a course.)
3. Measurement of learner performance under artificial conditions.
The instructor makes frequent observations of learner performance in the formal instructional setting, especially when skills are being learned and practised. To obtain such measures, the instructor sets a task for the learners to perform while she/he observes the procedures that they follow. The observations may be recorded on a performance-rating scale or a checklist.
4. Measurement of learner performance under natural conditions.
The instructor makes no attempt to direct learner behaviours, so they reflect fairly well the actual attitudes or performance of the learners (e.g., learner activities during rest periods and coffee breaks, a supervisor's assessments of the learner's on-the-job performance.)

INSTRUCTIONAL SKILLS WORKSHOPINSTRUCTIONAL SKILLS PRACTICEINFORMATION SHEET

Step #	Activity	Time (in minutes)
1	Getting ready for the mini-lesson - participants volunteer for roles: instructor camera operator learners - instructor "sets up"	5
2	Conduct of the mini-lesson - "instructor" conducts the instructional session - "camera operator" video-tapes session operates camera - "learners" collaborate with instructor in simulating real-life situation - workshop leader observes notes observations records VTR monitor numbers to return to during "take-up" times session gives 2-minute warning turns VTR unit off after 10 minutes rewinds video tape	10

Step #	Activity	Time (in minutes)
3	Completion of "Observer Worksheets" - each participant, including the "instructor," records her/his observations regarding the conduct of the mini-lesson	7
4	Discussion - feedback session - workshop leader leads a "take-up" discussion regarding the conduct of the mini-lesson - interspersed with short segments of video tape which illustrate or support salient points	13
5	Submission of completed worksheets to "instructor "	3
6	Submission of "instructor's" lesson plan to workshop leader for review	2
7	Completion of "Instructor Worksheet" by "instructor "	

INSTRUCTIONAL SKILLS WORKSHOP
MINI-LESSON OBSERVER WORKSHEET
INSTRUCTIONS

Please record your comments regarding the instructional session which you have just observed.

Be as specific as you can.

Describe behaviours wherever possible.

Try to avoid using judgemental terms and making inferences.

The purpose of this activity is two-fold:

- (a) to provide the instructor with feedback regarding her/his performance,
- and
- (b) to provide the observers with the practice needed to develop and refine their skills in giving feedback.

The worksheet itself has been put together to help you to be as specific as possible. Respond to as many items on the following pages as is appropriate to the instructional session which you are commenting on. Some items may not be relevant to a particular session, while other comments which you may wish to make are not provided for. Don't be constrained by the form! It's only a vehicle to help you focus your thinking.

INSTRUCTIONAL SKILLS WORKSHOPMINI-LESSON OBSERVER WORKSHEET

INSTRUCTOR: _____

LESSON NO.: _____

OBSERVER: _____

OBSERVER'S ROLE: _____

Did the learners know from the start what was expected of them?

Yes _____ No _____ Partially _____

If "No" or "Partially", what could the instructor have done at the outset to better inform the learners regarding the intended learning outcomes of the session? Be specific.

INSTRUCTIONAL TECHNIQUES

Sometimes a learning environment may be described as friendly, stressful, dull, confusing, stimulating, scary, challenging, too slow, positive, chaotic, or pleasant. Describe the atmosphere that the instructor created in this setting. Circle any of the above words if they help you describe the atmosphere or use your own descriptors.

What did the instructor DO that created this particular climate?

What did the instructor do to encourage participation by the learner?

USE OF REINFORCEMENT TECHNIQUES

In what ways did the instructor encourage the learners' attempts to participate and contribute?

How did the learners respond?

Can you suggest other reinforcing, encouraging or supporting techniques which the instructor might try?

What did the instructor do to provide the learners with the opportunity to practise the desired skills?

NON-VERBAL COMMUNICATION

Describe examples of the instructor's non-verbal communication which had an effect on the learning. For example:

Voice - tone, pitch, pronunciation, enunciation, volume,
modulation (varied, monotone), pace of speech

Facial expressions, eye contact

Gestures, movement, posture

Describe the effects.

Body Language

Effects

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

What, if anything, could the instructor have done to increase the quantity and quality of learner participation? Be specific.

Please comment on the instructor's ability to present material to the learners considering such items as: clarity, amount of material, order of material presented, use of examples, ability to paint a picture of words.

What suggestions do you have to help the instructor improve presentation skills?

USE OF QUESTIONING TECHNIQUES

What use did the instructor make of questioning techniques?

What did you observe happening as a result of the questioning techniques?

How did the learners respond?

What could the instructor have done to make more effective use of questioning techniques?

EVALUATING LEARNING GAINS

What, if anything, did the instructor do to test for the learning which was taking place?

Learning Tests

Effective?

Why?

If the instructor did not effectively test the quality and quantity of learning which was taking place, what might she/he have done to check out the learning? Be specific.

Did the learner know at the end of the session specifically what she/he had learned and what she/he still needed to master?

Yes

No

Partially

What led you to this conclusion?

INSTRUCTIONAL AIDS

What instructional aids did the instructor use during the instructional session?

Did each aid used
accomplish its desired
purpose?

Suggested variations,
alternatives, improvements?

[illegible]

INSTRUCTOR WORK SHEET

Presentation No. _____

HOW I'LL KNOW IF I'VE
ACHIEVED IT.

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible on each side of the central binding area. The paper appears to be from a notebook or a standard ruled document.

WORKSHOP OBJECTIVES

During the facilitator training workshop, following the conduct of a mini-lesson by another workshop participant, the facilitator will be able to:

- (a) give good quality performance feedback, i.e., write and verbalize constructive, accurate, specific, objective, behavioural observations about the performance of the instructor of the mini-lesson.

Indicators of acceptable performance:

- (i) concurrence of other group members;
- (ii) acceptance of the facilitator's observations by the instructor;
- (iii) the subsequent effort by the instructor to modify her/his performance.

- (b) provide supportive encouragement and employ positive reinforcement techniques.

Indicators of acceptable performance:

- (i) a gradual increase in the specificity, accuracy, and objectivity of the feedback contributed by the respective group members;
- (ii) a decrease in the number of judgemental comments made by the group members during feedback sessions;
- (iii) a continual rise in the level of confidence of the group members, as manifested in their increased participation in the feedback sessions and their increased receptivity to feedback regarding their performance as instructors and as facilitators;
- (iv) an increase in the quantity and quality of the risk-taking activities of each member of the group (e.g., the contribution of self-disclosing statements, experimentation with methods of giving feedback, and willingness to disagree with the opinions or observations of other group members).

- (c) support observations made by herself/himself and by other group members by playing back relevant substantiating segments of a video-tape recording of the instructor's mini-lesson.
- (d) encourage the use of a variety of participatory instructional techniques.

Indicators of acceptable performance:

- (i) gradual increase during the workshop in discussion during feedback sessions regarding alternatives to the technique(s) used by the instructor;
- (ii) increased experimentation by instructors with highly participatory instructional techniques during the latter stages of the workshop.

- (e) encourage the instructor to experiment with the design, conduct, and evaluation of instructional sessions in each of the three learning domains, viz., cognitive, psychomotor, affective.

Indicator of acceptable performance:

an instructor who is accustomed to instructing primarily in one particular domain attempts to design, conduct, and evaluate one or more mini-lessons in another domain.

- (f) encourage and support the use by the instructor of appropriate instructional aids which support the learner's achievement of the instructional objectives, and provide observations and suggestions regarding the instructor's use of aids.
- (g) manage the utilization of time by the workshop group in such a way that a smooth and steady flow of activities occurs and the group adheres to the workshop schedule.

During the facilitator training workshop and while conducting the Instructional Skills Workshop at her/his College or Institute, the facilitator will be able to: write suggestions, comments, and observations regarding the lesson plans which other workshop participants prepared for their mini-lessons.

When preparing to conduct an Instructional Skills Workshop for instructors at her/his College or Institute, the workshop facilitator will be able to:

- (a) arrange for all necessary printed materials and instructional supplies;
- (b) arrange for, set up and test all required instructional devices, including video-tape recording/playback equipment, an overhead projector and screen, and a flipchart easel;
- (c) arrange for a physical facility in which to conduct the workshop, and set up furniture, equipment, and supplies in such a way that the instructional environment is conducive to the learning process.

FEATURES OF EFFECTIVE FEEDBACK

- Describes behaviour you can see, not your inferences about its causes.
- Specific, rather than general or vague.
- Focuses on something the individual can change and/or something relevant to performance.
- Emphasizes strengths, i.e. where the person is "on target" more than where he/she is "off target".
- Given frequently, and generally as soon as possible after the event.
- Given at appropriate time and place: your goal is to be heard and understood.
- Given in a caring manner.
- Checked, to ensure understanding.

Thanks to:

Janet Mairs
Training Officer
Supply and Services Canada

FEEDBACK: giving, initiating and receiving it

Some of the most important data we can receive from, or give to others, consists of feedback related to behaviour. Such feedback can provide learning opportunities for each of us if we can use the reactions of others as a mirror for observing the consequences of our behaviour.

Such feedback data helps me as an instructor to become more aware of what I do, how I do it and what effect it has on the learners. This gives me material with which to modify and change my behaviour and to become a more effective teacher. Learners in turn can take advantage of the same benefits if given appropriate feedback by me. Learner-to-learner feedback can also follow this model and thus become one of the most meaningful (if often unintentional) learnings in an adult education setting.

What follows is a brief outline of some of the factors which may assist you in checking and developing your use of feedback; as a giver, receiver and model.

1. Refer to what a person does, rather than what we think he is. Example: "You were very quiet tonight Linda." NOT: "You are not interested in our discussion, are you?!"
2. Refer to what you see or hear, not to why you thought it happened. Example: "You suddenly went quiet when we talked about life planning." NOT: "You are probably afraid to think ten years ahead."
3. Describe the behaviour you are responding to in terms of "more or less" rather than "either/or". Example: Describe someone's participation or performance on a continuum of high to low, rather than "good" or "bad".
4. Feedback is most useful if given as soon as possible after the observation or reaction. This way the other person can relate it to the facts and emotions of the situation and make better use of the feedback.
5. Give feedback with the intention of sharing your ideas and information rather than giving advice. Example: "That was a close call - if you put the guard down you are less likely to get hurt." NOT: "You people better be more careful with the meatsaw."
6. Give just enough information for the other to digest. If we overload the other person with information it reduces the possibility that she may use it effectively. Giving her more than she can use, probably satisfies some need of our own rather than helping the other person to learn.
7. Decide on the value the feedback has for the receiver, not the amount of "release" it will give you. To be classed as "helping feedback" the information should be given as an offer, not as something forced upon the other person.
8. Feedback does not have to be given or received verbally. It can be communicated through gestures, eye contact, body stance, and distance between people. However, it is most effective if it comes in combination with the above points.

APPENDIX H

Instructional
Skills
Practice

&

Facilitator
Skills
Practice

INFORMATION SHEET

Step #	Activity	Time (in minutes)
1	<p>Getting ready for the mini-lesson</p> <ul style="list-style-type: none"> - participants volunteer for roles - <ul style="list-style-type: none"> instructor facilitator camera operator learners (2) - instructor "sets up" 	5
2	<p>Conduct of the mini-lesson</p> <ul style="list-style-type: none"> - "instructor" conducts the instructional session. - "facilitator" observes <ul style="list-style-type: none"> notes observations records VTR monitor numbers to return to during "take-up" - "camera operator" video tapes session <ul style="list-style-type: none"> operates camera times session gives 2-minute warning turns VTR unit off after 10 minutes and rewinds video tape. - "learners" collaborate with instructor in simulating real-life situation 	10

Step #	Activity	Time (in minutes)
3	Completion of "Observer Worksheets" <ul style="list-style-type: none"> - each participant, including the "instructor", records her/his observations regarding the conduct of the mini-lesson. 	7
4	Discussion - feedback session <ul style="list-style-type: none"> - "facilitator" leads a "take-up" discussion regarding the conduct of the mini-lesson <ul style="list-style-type: none"> - interspersed with short segments of video tape which illustrate or support salient points. - "trainer" video tapes this session 	13
5	Submission of completed worksheets to "instructor"	3
6	Submission of "instructor's" lesson plan to trainer for review	2
7	Completion of "Instructor Worksheet" by "instructor"	
8	Completion of "Facilitator Feedback Worksheets" <ul style="list-style-type: none"> - each participant (including the "facilitator") and the trainer records her/his observations regarding the conduct of the 'take-up' by the "facilitator" 	5
9	Discussion - feedback session <ul style="list-style-type: none"> - "trainer" leads a 'take-up' discussion of the performance of the "facilitator" <ul style="list-style-type: none"> - interspersed with video tape highlights. 	15
10	Completion of "Facilitator Worksheet" by facilitator.	

FACILITATOR FEEDBACK WORKSHEET

Facilitator _____

"Take-up" No. _____

Observer _____

1. The facilitator was alert to happenings in the group and appeared to be aware of the concerns of all participants.

YES NO SOMETIMES

Cite an example: _____

2. The facilitator controlled the time so that every participant could be heard.

YES NO

What did she/he do to bring this about? _____

3. The facilitator was sensitive to the feelings of all participants, particularly those of the instructor.

YES NO SOMETIMES

4. The facilitator helped the group to make progress on the task at hand.

YES NO SOMETIMES

How? _____

5. The facilitator encouraged participants to be specific and non-judgemental in focusing on the behaviour of the instructor.

YES NO SOMETIMES

Cite an example and describe its effect:

Example:Effect:

6. The facilitator modelled good feedback techniques.

YES NO SOMETIMES

How? _____

7. The facilitator helped the receiver of the feedback to benefit from the information given.

YES NO SOMETIMES

Example:

Effect:

_____	_____
_____	_____

8. When someone began to domineer or interrupt the flow, the facilitator intervened appropriately.

YES NO SOMETIMES

Example:

Effect:

_____	_____
_____	_____

9. The facilitator helped maintain good working relationships among the members of the group.

YES NO SOMETIMES

How?

10. The facilitator ensured that the receiver and the sender of feedback information understood each other.

YES NO SOMETIMES

How?

FACILITATOR WORK SHEET

Facilitator _____

"Take-up" No. _____

As a result of the feedback I've just received regarding my facilitation skills, I plan to set the following objectives regarding my performance as a facilitator for the next feedback session which I lead.

OBJECTIVE

HOW I'LL KNOW IF I'VE
ACHIEVED IT.
