

Council for Technical Education and Vocational Training



School of Health Science

Bharatpur-10, Chitwan, Nepal



TEACHER'S DIARY



Council for Technical Education and Vocational Training

School of Health Science

Bharatpur-10, Chitwan, Nepal

Personal Details

Name :

Position :

Subject :

Phone No. :

E-mail:

Institutional Details

Teaching Subject :

Faculty :

Section :

Academic Years :



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Ref. No.:

Dear Teachers

Greeting from SOHS,

I am very pleased to tell you that SOHS is continuously striving to provide quality education at affordable fee. We are moving towards to develop School of Health Science as the Hub for PCL level institution. Master plan & Five year strategic plan has been developed, parameters are analysed & standards are identified to perform in coming five years to make SOHS as the model TVET school.

To move towards our vision & to perform our mission, we found poverty is one barrier among many others. To mitigate such barriers we are providing subsidy fee quota for more than 70% students.

This diary will be one of the standard for quality education. I wish this will be helpful for my teachers.

At last I would like to thanks to EVENT Project, SDP, TITI, all my teachers, instructors for their valuable contribution to keeps SOHS on right track & on right pace.

With the best regard,

Achyut Raj Dahal

Principal

Helpful Tips for Teachers

1. Be punctual.
2. Inform students & school authority prior to your leave.
3. Take students attendance regularly.
4. Inform examination section for absent & irregular students.
5. Use various evaluation technique & note down obtained marks. Various evaluation techniques include oral questions, quiz, home words, class tests, practical performance & internal examination
6. Develop lesson plan. It helps your better performance.
7. Write the topic you taught at the end of attendance column. Illustration is given in next page.
8. Collect stationery & marker from storeroom.
9. Keep diary confidentially & maintain privacy.
10. Evaluate your students regularly, keep evaluation records.
11. Proposed evaluation scheme for 1st & 2nd year student.

Attendance: 50% weightage.

Internal assessment: 50% weightage.

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Part I

Writing Pad

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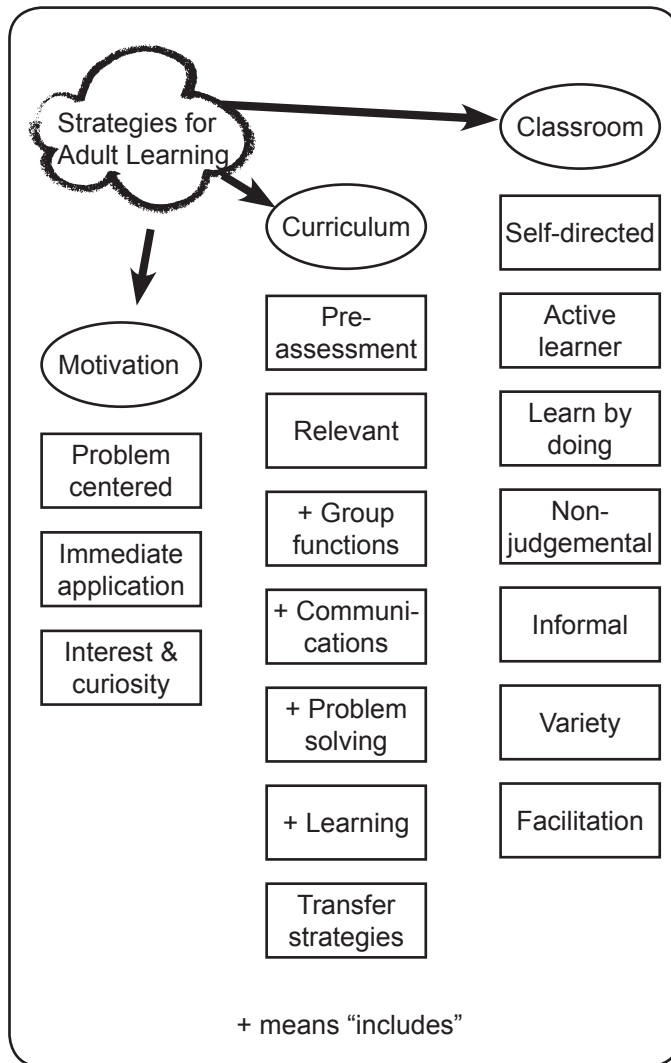
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SOEHS

Part II

Skill Cards

Apply Adult Learning Strategies



adults would prefer the learning environment to be quite a bit different from a primary school.

Strategies for adult learning

The foremost of Knowles' theories was the Andragogy (adult learning) is different from pedagogy (children's learning). In particular, adults are aware of their abilities and their experiences and they require more involvement in the learning process.

How do adults learn best? While there are different theories of learning, adults seem to prefer the following strategies (Goad, 1982; Hanson, 1981; Zemke and Zemke, 1997):

Motivation Strategies

- The learning is problem-centered. The problems must be realistic and relevant, and address real-life concerns.
- The skills being learned can be immediately applied.
- Learner interest and curiosity is stimulated early in the training.

Curriculum Strategies

- The design of the training focuses on real-world, relevant problems.
- The curriculum is built on a pre-assessment of the participant's experiences. Adult learners often resist new information or skills when the information is in conflict with what they have experienced.
- The curriculum includes information about how groups function and how group actions affect others, both of which are particularly important for those who work in organizational settings.
- The curriculum includes information and skills on improving communications, both at a personal and organizational level.
- The curriculum emphasizes the development of more effective problem-solving methods.
- The curriculum includes information and skills on how to learn. These are skills that the learners will always need both professionally and personally.
- Transfer strategies for on-the-job performance are addressed.

Classroom Strategies

- The learning is self-directed. Adults prefer to take

Introduction

Typical adults in the working world participate in many projects per year. Each of these projects requires the adult to consult with others—to obtain information, to seek solution to problems, to generate or evaluate ideas, or to apply their experiences. Their usual approach is freewheeling, discovery-oriented, and problem solving.

When these same adults enter a classroom for training, they are presented with a completely different approach based on pedagogy (the science of teaching children.) They sit in one of 30 seats and act bored while a trainer gives a lecture.

Andragogy, the concept of adult learning defined by Malcolm Knowles (1972, 1975, 1978), is based on the assumption that adults want to learn. But, most

responsibility for their own learning and to have control over the process.

- Learners are actively involved in the learning experience, not passive recipients of information.
- The learning is by doing. Adults want to be involved. The majority of training activities should be focused on problems and exercises that require the learner to do something other than just listen.
- The learning environment is non-judgemental. Learning flourishes in a win-win, environment. Tests should be carefully designed to focus on learning—not on assigning a mark. Checking if the learner has met learning objectives is far more effective—IF those learning outcomes are clear and have been communicated.
- The learning environment is informal. Trying to intimidate adults causes resentment and tension, and these inhibit learning.
- The learning involves variety because variety stimulates. It is a good idea to try to appeal to

all five of the learners’ senses, particularly the visual, the kinesthetic, and the auditory. A change of pace and a variety of learning techniques help to reduce boredom and fatigue.

- Facilitation is more effective than lecturing. The trainer guides rather than dictates the learning process. Adults prefer self-directed learning activities.

The need for pre-assessment

It is a critical mistake to design any adult training program without carefully assessing the entry-level of the participants. Successful group work or problem solving activities may depend on participants having similar values, beliefs or experiences.

Conclusion

Adult learning is different from childhood learning. The wise trainer realizes this and designs adult training programs for adults—not children.

Performance Guide		
Apply Adult Learning Strategies		
	YES	NO
Motivation Strategies		
1. The learning is problem centered.	_____	_____
2. Skills taught can be immediately applied.	_____	_____
3. Learner interest and curiosity are stimulated early in the training.	_____	_____
Curriculum Strategies		
4. The training design focuses on relevant problems.	_____	_____
5. The curriculum is built on a pre-assessment of participants.	_____	_____
6. The curriculum includes information about group functions.	_____	_____
7. The curriculum includes information about communications.	_____	_____
8. The curriculum emphasizes problem-solving methods.	_____	_____
9. The curriculum includes information on learning.	_____	_____
10. Transfer strategies for on-the-job performance are addressed.	_____	_____
Classroom Strategies		
11. The learning is self-directed.	_____	_____
12. Learners are actively involved.	_____	_____
13. The learning is by doing.	_____	_____
14. The learning environment is non-judgmental.	_____	_____
15. The learning environment is informal.	_____	_____
16. A variety of learning methods is used.	_____	_____
17. The trainer is a guide, rather than a lecturer.	_____	_____
To meet the needs of adults in your training, all steps should be checked “YES.”		

Gender – an Overview



Introduction

Throughout history, when people live together they start to distribute work tasks among themselves. In an ideal situation the individual capabilities and the needs of the group match. For example, you are good with numbers, you like it, and the group needs an accountant.

Advantages of such a work task distribution are:

- People can specialize in one area of work.
- The level of performance of a specialist is higher than that of a layperson.
- Distribution of work tasks allows a society to develop faster and to a higher level.

On the other hand this distribution of work tasks bears also some risks:

- Tasks become roles.
- Once roles are established, they are not questioned anymore. One tends to forget the reason for the establishment of certain roles. Decisions suddenly become god-given or are seen as natural.
- Societies change and the change of roles doesn't keep up with these changes.
- Certain people or groups are not happy with their roles.
- Roles restrict the freedom of choice.
- Certain roles are valued less than others.

Often the criterion for the distribution of work tasks in a society is the gender of a person. The problems that come with such an approach are discussed in this concept card.

Gender defined

There are two kinds of differences between women and men, sex and gender. Sex is the physical difference that males and females are born with. This cannot be changed. Gender is different.

Gender means the social role given to a woman or a man in a society. In Nepal you hardly find female taxi drivers though it's a common sight in many cities in Europe. This has nothing to do with the ability of a Nepali woman to drive a taxi. It's socially just not accepted for a woman to do this job in Nepal.

Gender related questions bring to light differences between men and women based on social expectations and roles imposed on them by society. Different social roles for women and men are often related to the access and control in decision making about; resources, the amount of income and political influence. **Gender** related roles are **socially constructed** and **not bio-logically determined**.

In almost all societies being in female means playing a subordinate role

Gender roles

Everywhere men and women have different responsibilities for the tasks necessary for the survival and development of their family and community. The responsibilities of women largely tend to be concerned with the maintenance of the family and managing the household: processing food (collecting fuel and water etc.), looking after the children, caring for the sick and old. A man's role is mainly seen as earning an income and participating in public life. The gender roles that have evolved over the years reflect a patriarchal social system that favors men. Women have less access to power and money. They are less likely to own land or property. Often they have an inferior status both legally and culturally.

Surveys conducted all over the world highlight that one half of the world's population, women, are grossly underrepresented in:

- the paid workforce
- management positions
- all levels of political activity.

To address these problems two major approaches are pursued:

- **Women in development** - WID
- **Gender and development** - GAD

Women in development

In the women in development (WID) approach the focus of attention is on women and on women only. Special programs try to improve the situation of women. Programmes may focus on income generating or literacy.

The WID approach accepts the existing social structure and does not question the source or nature of women's subordination.

Unfortunately, this approach often led to an increased

marginalisation of women. Experience from projects working with a WID approach has shown that income generating or literacy activities alone do not necessarily bring about improvement in the situation of women. For example loans taken by women for income generating activities were mis-used by male relatives due to their authority in the households. Within the WID approach, women had access to resources - money/loan, but they did not have control about how it could be used given the existing relationship between men and women within their household.

Gender and development

Now it is believed that the situation of women can only be improved by taking the situation of men into consideration at the same time. Instead of women's development the term gender and development (GAD) is used.

The objective of the approach is to work towards a change in society by reexamining social structures and institutions. One seeks to empower women in partnership with men. An important aspect of GAD is involving men and women in all programme activities. Men and women due to their different social roles and provide complementary insights to the same question. For example, in forestry when asked what type of seedlings were needed,

- the men replied - fast growing ones to give timber.
- the women replied - ones to provide good fodder for the animals.

For the well being of the family and community both are necessary.

To support the gender and development approach a number of frameworks are used. They include:

- **The gender division of labor.** Different kinds of works undertaken by men and women are identified. Values given to each work task are analyzed. These values and assigned tasks vary from one culture to another. This framework helps to highlight inequalities between the work of men and women and looks into conflicts that arise because of these inequalities.
- **Access and control.** This builds on the gender division of labor analysis and gives deeper insights into the male/female power relationships in society. For example, women may have access to money but lack control of it.
- **Women's 'triple role'.** This classifies the work done by women as, reproductive, productive and community work. It supports a further look at the way different work is valued and how this affects the way men and women set their priorities. For example, childcare may not be a priority for men but vital for women.
- **Practical and strategic needs.** Practical needs refer to the immediate material condition of women, (i.e. poor nutrition). Strategic needs refer to women's position in society relative to men. It examines the way gender determines power, status and control

over decision-making, (i.e. access to education).

Gender and poverty

Poverty is increasing for women. The United Nations has estimated that there were 50% more women living in poverty in the mid-1990's than 30 years before. Yet, women play a key role in the maintenance of households, in a productive and reproductive capacity. Increasingly women account for a growing proportion of the paid labor force. Despite this contribution women continue to face many barriers – social, economic, cultural and religious - which prevents their equal participation in society. The result is an underused and undervalued human resource potential. The consequence is that women feel undervalued. Their vulnerability and suffering is immeasurable.

- In the world out of 130 million children not attending primary school, 70% are girls.
- Two-thirds of the world's illiterate adults are women.
- Women do about 60% of the world's work in return for less than 5% income.

A global movement for woman's right

A word that frequently comes up with gender or women's issues is *feminism*. Sometimes using this word raises strong feelings in men and women. Why? Many people associate this word with favoring women unjustly. What does feminism really mean? Feminism is a global social movement working to change the social status of women and to advocate for the rights of women. Within the feminist movement there are many different approaches. For example, liberal feminism's main focus is on legal changes within the existing social structures. Radical feminism takes a more political approach to change the 'patriarchal' systems in society.

The feminist movement recognizes that women are not a unified group but a diverse one with different needs.

Conclusion– women and man working together

The gender and development approach opens up opportunities to value the different roles of men and women together with their varied experiences and views. Most importantly, it gives a voice to women who because of social practices and traditions have been ignored. An opportunity is created to renegotiate roles and decision-making processes. A vital aspect of working with such an approach is being able to respect the other woman's or man's point of view. Respecting does not necessarily mean agreeing, but giving value to the other person's viewpoint. When men and women can respect each other's position, an environment is created to work out differences. This process of negotiation will enable men and women to redefine their social roles and positions. By working together, and sharing in decision-making processes men and women have the potential to achieve a more equitable and sustainable development.

Principles of the Teaching-Learning Process



Introduction

Learning is NOT an activity or experience. Learning accompanies experiences. An instructor must plan for meaningful learning experiences, and the plan must focus on the desired learning outcome. Learning requires constant adjusting to the

individual needs of the learner. It is important to know the basic condition of learning: how learning takes place, and what factors influence learning.

A theory is a rule that governs our environment. A rule is a statement of relationship between two or more concepts. A learning theory is a rule that tells us about the relationship between the act of teaching and the act of learning.

For thousands of years, much has been written about learning. The back of this Concept Card contains some of the more famous thoughts.

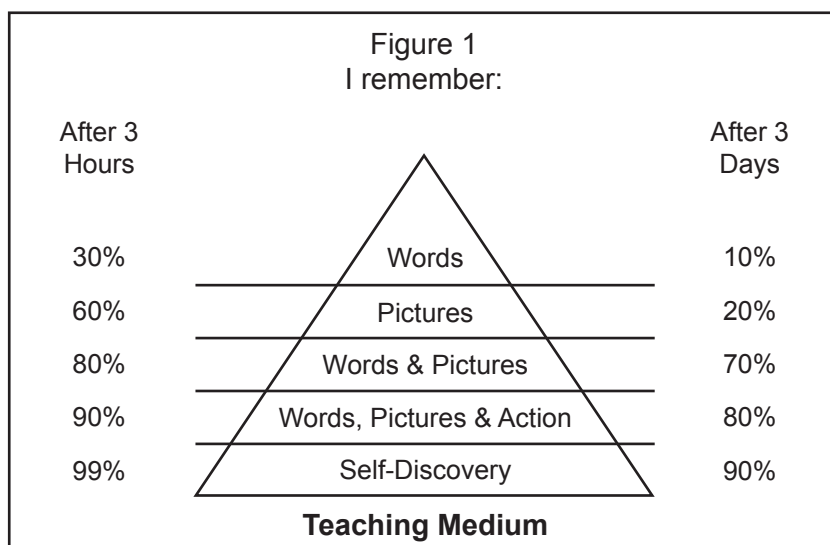
Theories

Learning theories generally agree that the following theories can be applied to any teaching-learning situation:

1. **Effect:** learning is strengthened if the result of learning is satisfying. Learning may be weakened if the learning is difficult or frustrating.
2. **Reward:** Positive reinforcement and reward work better than negative.
3. **Anxiety:** Anxiety or fear may create distracting emotional states and reduce learning and performance.
4. **Intensity:** The more exciting the activity, the more learning occurs. Use visuals! Use learner activities! Keep a fast pace! Do not lecture!
5. **Sensory involvement:** People learn best when as many senses as possible are stimulated. Visuals play a very important role in helping people to learn (see Figure 1 on the back of this Concept Card.)
6. **Learning by doing:** Most people learn best when they are allowed to "DO" something. Try to get your learners "doing" something early in the lesson.
7. **Active Learner:** Active learner participation brings about more learning than having the learner passive.
8. **Relatedness:** Things are more easily learned when the new information is linked to what is

already known.

9. **Primacy:** How we learn something the first time is remembered. Instructors must teach the subject correct--the first time!
10. **Readiness:** People learn best when they are ready to learn. Prepare your learners. Tell them why the content is important.
11. **Relevancy:** People learn best when they believe the content is relevant to them. Early in the lesson, stress how the content is relevant to the job.
12. **Motivation:** Internal motivation leads to more effective learning than external.
13. **Practice:** Practice does not make perfect, but perfect practice makes people perfect. The strength of learning depends on the recency of practice. Allow learners to practice/repeat important skills at various times during the year. Distributed practice is more effective than a single practice session.
14. **Step by step:** Most people learn best when complex material is broken down and taught in a step by step, logical sequence. This is especially true for skills.
15. **Reflection:** Learning is not complete until the learner has been allowed (or guided) to look back and reflect upon the learning.
16. **Transfer:** The ability of a learner to transfer what is known to unknown situations is increased by allowing the learner to discover relationships.
17. **Memory:** Memory is limited. Do not require memorization of useless facts. Allow learners to use references if this is what they do on the job.
18. **Physical environment:** A pleasant surrounding, a proper sitting arrangement, enough light and ventilation, can increase learning.
19. **Planning:** the research is clear. Teachers who invest time for planning have students who learn more.
20. **Feedback:** All students need feedback as a vital part of the learning process to improve their performance.
21. **Questioning:** Many studies show that the number and variety of questions asked by the teacher is directly related to student achievement.
22. **Assessments:** Assessments should be both formative and summative in nature. Frequent assessments are more effective than one or two assessments per term.
23. **Time-on-task:** It is no surprise that the more time spent on instructional related activities during a class, the greater the achievement.
24. **Delivery:** Research favors the creative teacher who is constantly challenging and even surprising the students.



“Knowledge which is acquired under compulsion has no hold on the mind.”

Plato

“Learning is not a spectator sport.”

Anonymous

“For learning to take place with any kind of efficiency students must be motivated. To be motivated, they must become interested. And they become interested when they are actively working on projects which they can relate to their values and goals in life.”

Gus Tuberville, President
William Penn College

“The only kind of learning which significantly influences behavior is self-discovered or self-appropriated learning--truth that has been assimilated in experience.”

Carl R. Rogers
humanistic psychologist

“You cannot teach a man anything. You can only help him discover it within himself.”

Galileo Galilei (1564-1642)
astronomer and Physicist

“The teacher if he is indeed wise does not bid you to enter the house of his wisdom but leads you to the threshold of your own mind.”

Kahlil Gibran (1883-1931)
Syrian poet and painter

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

Albert Einstein (1879-1955)
physicist

“The biggest enemy to learning is the talking teacher.”

John Holt, educator

“The art of teaching is the art of assisting discovery.”

Mark Van Doren
American poet

Design Training Sessions (The 5D Method)

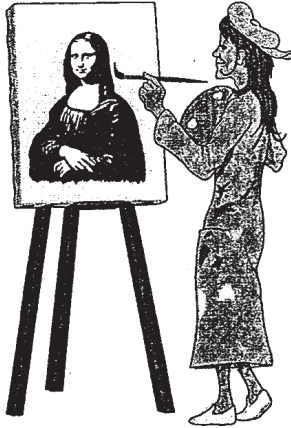


Table 1- The 5D Questions

1. What must the learner be able to do on the job?
2. How do you do it?
3. What must the learner do in class to show he/she is ready to perform on the job?
4. What information will enable the performance?
5. How can instruction help?
 - A. What learner activities or experiences will help?
 - B. What visuals or job-aids will help?
 - C. What other instructor input will help?
 - D. What future projects or problems will help?

Introduction

Dozens of books and hundreds of articles have been written on "How to design effective training sessions." This Skill Card presents a simple design tool that takes the mystery out of good training design. At first, the tool seems too simple to work, but work it does. When used by a trainer with a little bit of creativity and some time for preparation, this tool can lead to learner-centered training sessions that really work!

Concept

Based on a training design concept developed by Ruth Sizemore House, a corporate training consultant from Atlanta, Georgia, designing effective training sessions is as easy as 1-2-3-4-5, A-B-C-D. All the trainer has to do is answer five questions (the fifth question has four parts.) These questions are listed in Table 1.

This design process places the emphasis on the learner and on learner-centered activities, visuals and aids. Instructor input is planned last and ONLY if additional input is needed.

1

The primary purpose of training is to improve performance on the job. Notice the word "do" in question 1. The word "do" implies performance. For a successful training, we must have a clear picture of the performance that is expected of the learner. To design an ideal training session, we should know two things. First, how is the learner currently performing on the job? Second, we must know what performance is desired? Knowing these two items allows the trainer to plan activities that will achieve the desired performance in a minimum amount of time. For the trainer, the above means that every training session should focus on a specific skill.

Example:

Skill: Take oral temperature

The nurse will take oral temperature according to the hospital procedures manual on patients of all ages and record the temperature correctly on the patient's chart. If

the temperature is out of the normal range, the nurse will immediately notify the supervisor.

2

For every skill, the trainer must be prepared to demonstrate the performance expected of the learner. In most cases, this means that some form of performance guide or checklist is available for each skill. Developing a performance guide requires observing an expert worker actually performing the skill. The step-by-step procedure is recorded in simple clear statements. In many cases, this means that for each skill, time standards or other important criteria for acceptable performance must be available.

3

Again, in question 3 the key word here is "do." Training should never end before the learner has successfully demonstrated, the performance expected upon return to the job. This demonstration of new skills often takes on the form of a performance test. This test should closely simulate actual working conditions. Criteria for the performance test should be same (or even higher) than those expected back on the job.

Example:

The learner must take and chart one correct temperature reading per day on a simulated patient for a one-month period of time.

Many instructors call this statement a **TPO**-Terminal Performance Objective.

4

For every skill, the trainer must be determined what other information will enable the performance. In most cases, trainer did not analyze the other necessary knowledge, and other related skills and attitude. We must analyze the skill carefully to identify the "must know" information, and other related skills. If we are not careful in this regards, our learners may have difficulty in performing the skill. Refer the skill card "Develop Enabling Objectives" to identify other important information.

5

Question 5 does **NOT** say, “How can the instructor help?” Here, the word “instruction” implies all components of the teaching-learning process. Some of these components are:

- The learner
- Other learners
- Instructional materials
- Instructional resources (text-books, journals, etc.)
- Equipment and supplies
- Subject matter experts
- The instructor

Question 5 has four sub-questions that must be answered in sequence:

A

This planning tool forces us to begin with learner activities. We already know what the learner must do in class to show us they are ready to perform back on the job. Now we ask what learner activities will **HELP** the learner prepare for the final performance test. Typically, the answer to this question is to provide some form of practice activities. Guided practice, independent practice, games; simulations are effective depending on the skill being learned. The trainer, at this point, will usually identify more than one activity or experience that will benefit the learner.

Examples:

- *Read the Nursing textbook section on taking oral temperature*
- *Observe a demonstration by an advanced learner*
- *Take a written test on thermometer reading*
- *Study the handout on Proper Charting*

B

A picture is worth a thousand words. In training, the importance of good, clear visuals can not be over emphasized. For many skills, a good visual or set of visuals can provide the only instruction needed by the learner. For more complex skills, aids or “job-aids” can provide the key to performance. A job-aid could be a small flipbook containing visuals and text, which describes exactly what the learner should do given any circumstance. A checklist can also be a job aid.

The wise trainer analyzes the skill, and prior to the training, develops key visuals and job-aids that greatly assist the learning process. Another very effective learning strategy is to allow the learner or a group of learners to develop their own visuals or job aids to assist their performance.

Examples:

- *Make a diagram of a standard thermometer showing all graduations*
- *Study the Performance Guide*

C

For an experienced trainer who has done a good job answering questions 5A and 5B, the answer here may be **NOTHING!** In other words, good learner activities and

experiences combined with effective visuals and job-aids may completely eliminate the need for most instructors input.

Even when instructor input is still needed, the wise trainer will think of creative methods and techniques that can substitute for lectures. Peer instruction, guest speakers, library assignments, experiments, independent study—all can take the place of a dull lecture and result in **MORE** long-term learning and better performance.

Examples:

- Assign advanced learner to coach new learner
- Observe the learner demonstration of proper technique.

D

Every individual skill taught should be reinforced at various times during the training. The best way to do this is to assign projects and problems that require the learner to apply the skill with other skills under real-words conditions. Starting with simple, structured projects and, over time proceeding to ill-structured, real world problems, is an excellent way to produce competent and confident graduates.

Conclusion

Designing effective training sessions is no mystery. Specify what is to be learned (the skills) and how the skill is performed. Specify what the learner must do during training to prove they are ready to perform on the job. Put the learner and effective visuals and job-aids at the center of your instruction.

It really is as simple as:

1-2-3-4-5, A-B-C-D!

Performance Guide		
Design Training Sessions – The 5D Method		
Did the trainer, in sequence:	YES	NO
1. Specify what the learner must be able to do on the job?	___	___
2. Specify how the new skill is performed and to what standard of performance?	___	___
3. Specify what the learner must do in class to prove that he/she is ready to perform back on the job?	___	___
4. Determine the information that will lead to the in-training performance?	___	___
5. Design the instruction that will lead to the in-training performance?	___	___
A. Design learner activities or experiences that will help?	___	___
B. Design (or assign to be designed) visuals or job-aids that will help?	___	___
C. Design other instructor inputs that will help?	___	___
D. Design future projects and or problems that will help?	___	___
For a successful training design, all items should be marked “YES.”		

Use Basic Platform Skills



Introduction

“The ability to express an idea is nearly as important as the idea itself.”

Bernard Baruch

The impact of a speech is strongly affected by how the speech is delivered.

If you want your

audience to be enthusiastic about the ideas you present, you must be enthusiastic yourself!

Purpose

Effective platform skills help:

- build credibility into everything we communicate
- establish rapport with the audience
- deal with nervousness during a presentation
- make consistent the three elements of speaking (verbal, vocal & visual).

Effective Communication

A. Mehrabian conducted a research on the following elements of speaking:

1. **Verbal** - the words.
2. **Vocal** - the intonation, projection and resonance of voice.
3. **Visual** - basically the face and the body.

He found that the degree of consistency between these three elements was the primary factor that determines the believability of a presentation. In consistent messages, the content of the message, the enthusiasm of the voice, the animation of the face and body, reflect the confidence and conviction of what is said.

When we are nervous or under pressure, we tend to block our content and give a very inconsistent message. For example, someone who looks downward, speaks in a halting voice and says, “I am excited to be here”; is giving an inconsistent message. His/her words will not be believed.

Key Elements

Vocal delivery and the visual elements as well as the personality and openness of the speaker are the main ingredients of good interpersonal communications.

The factors that make your presentation animated, interesting and engaging are:

1. Voice
2. Body language
3. Controlling nervousness.

Voice

The speaker’s voice should have the following characteristics:

- **Volume:** Clear and audible, even at the rear of the room.
- **Pitch:** Pitch is the high or low tone of the voice. Inflections should be used for interest. Avoid a monotone pitch.
- **Rate:** Rate is the speed at which a person speaks. Speak about 125 words per minute. Slow down for good effect at important points.
- **Pauses:** Pauses give added weight to the preceding words. Use pauses at the end of an idea and at the end of a paragraph (normally 1-2 seconds).
- **Pronunciation:** Use correct pronunciation. Practice difficult words before the presentation.
- **Filler words:** Avoid or reduce filler words like ‘I mean’, ‘yeah’, ‘okay’, ‘you know.’

Also avoid using vocalized pauses (filler words) such as pauses with ‘uh’, ‘er’, ‘un’, etc.

Body language

(Non-verbal Language)

Not only is what you are saying important, but also how you are saying it. Your presentation should be animated, interesting and engaging. Your body language should be consistent with your voice.

- **Personal appearance:** Listeners always see you before they hear you, so your dress should be appropriate to the audience and not distracting.
- **Attitude:** Be your natural self. Use natural styles.
- **Posture:** Keep your posture erect and relaxed.
- **Body movement:** Use smooth and natural motions, not fast and jumpy.
- **Gestures:** What do you do with your hands, while delivering the presentation? Hand gestures should appear natural and spontaneous and not robotic.
- **Facial expressions:** The expressions on your

face should be enthusiastic and confident.

- **Eye contact:** Eye contact helps to establish and build rapport. Use uniform eye contact for 1-3 seconds per person for a reinforcing effect. Slowly scan the audience, section by section.

Controlling nervousness

Nervousness is the result of a desire to do well. Being nervous is quite normal. However, the following 'TIPS' can help to reduce or deal with nervousness.

- Be prepared. Organize the presentation.
- Create a vision. Before entering the classroom conduct an imaginary presentation. In your vision, imagine you have just given an excellent presentation that was well received by your audience.
- Take a couple of deep breaths before standing up to speak.
- Make the 'Introduction' the best you can. A strong first 3 minutes can help a lot to reduce nervousness. Write out your first few sentences.
- Think positively. Assume that the people in the audience are your friends.
- Focus on relaxing--try meditating before a speech.
- Use visual aids, if possible. Always have one chart posted that you can quickly glance at, that shows your outline or key points.
- Begin with a question that requires the audience to respond--this gives you a moment to relax and puts you in control.

Conclusion

Achieving excellence in interpersonal communication is a complex process made up of several basic skills. A message will be believed if the verbal, vocal, and

visual elements of the communication are consistent. A lively and expressive voice reinforced by a relaxed and natural body language can help the speaker deliver a message that will be believed. Finally, always remember the words of John Molloy:

"You never get a second chance to make a good first impression!"

Performance Guide					
Use Basic Platform Skills					
1: Needs Improvement;		3: Acceptable;		5: Excellent	
Voice		1	2	3	4 5
Volume	- Clear and audible.				
Pitch	- Inflection timely.				
Rate	- Average (125 wpm).				
Pauses	- Appropriate.				
Pronunciation	- Correct.				
Filler words	- Minimum.				
Non-verbal Language		1	2	3	4 5
Posture	- Erect and relaxed.				
Personal appearance	- Clean and appropriate.				
Gestures	- Natural.				
Eye contact	- Uniform.				
Facial expressions	- Confident, relaxed				
Movement	- Slow and timely.				
Nervousness Control		1	2	3	4 5
Appeared relaxed.					
Strong introduction.					
Well organised.					
Visuals used.					
Total Score _____ out of 15					

Give an Illustrated Talk

Introduction

An experiment was conducted in California. A college course was taught by both regular professors and professional actors who had been carefully briefed in the subject. The students did not know about the experiment. At the end of the term, the examination results were compared and the overwhelming evidence was that those instructed by actors had learned more than those taught by the subject experts.

Giving a lesson on only requires knowing which content to transmit but, also, how to transmit it. In other words, an effective lesson needs to be carefully prepared, structured and rehearsed before being presented in a dynamic, active manner.

Purpose

Illustrated Talk (IT) is an instructional method used in presenting knowledge using verbal and visual illustration. The knowledge presented may be facts, theories, principles or concepts. IT differs from a lecture which is a presentation of knowledge without using visual illustration.

IT is recommended when

- dealing with abstract knowledge.
- introducing a subject or giving oral directions that will lead to other techniques that involve the learners activity.

IT is not recommended

- with learning that involves feelings of learners.
- when the learner is required to integrate the material with previous learning or experience.

Advantages

- uses the visual sense.
- the method is familiar to most audiences.
- it can be used with groups of almost any size.

Disadvantages

- it is a passive method for the learner.
- the learning effectiveness is low if limited to IT only.

Planning

Once you have decided that the most appropriate way of presenting your topic is the IT, consider the following preliminaries:

- **Identify your purpose.** Is your IT meant to inform, to persuade or to entertain. If you are not clear at this point, the IT you plan may not work.
- **Develop your enabling objectives.** Clear identify what information, concepts, rules and principles need to be presented.
- **Analyze your audience.** Parameters such as age, level of understanding, expected pre-requisites, knowledge, the social category of audience, may

strongly influence the elaboration of the content, the wording, the choice of illustrations and the type of language to be adopted.

- **Brainstorm/Mindmap your skill or topic.** Get the best out of your topic (and of yourself). Consider your topic from various approaches, analyze its components, closely examine all possible points.
- **Plan your handouts.** Planning the broad content of your handouts, the degree of elaboration, their exact purpose, will help you design the main lines of your presentation and orient the selection of your illustrations, examples and visual aids.
- **Decide on duration:** But stick to one basic rule: **Limit straight IT to 20 minutes.**

The planning of your IT is not complete unless consideration has been given to:

- learners involvement;
- learners feed-back activities;
- learners' most probable questions.

They must be included in the preparation.

Structure

The basic concept of the IT is to emphasize a limited number of main ideas by repeating them:

Tell them what you are going to tell them.
Tell them.
Tell them what you have told them.

These three sentences underline the structure of the IT:

1. Introduction
2. Main body
3. Conclusion

Introduction of the IT

You must gain your audience's interest. This can be achieved through various ways by:

- **An introductory exercise:** a game or a fun-filled activity.
- **A lead-off story or interesting visual:** a work-related anecdote, fictional story, cartoon or graphic.
- **An initial case problem:** a short problem around which the IT will be structured.
- **Questions:** ask oral questions related to the IT topic to motivate listening for getting answers.
- **A preview of the content:** highlights or "coming attractions" of the IT. Preview the main points you are going to develop.
- **Relating the topic to the audience:** people pay attention to things, which affect them directly.
- **Arousing the curiosity of your audience:** a series of statements that progressively arouse curiosity about the subject.

The introduction should take 10 to 20 percent of the total duration of the IT. Plan a smooth transition into the next step.

Main body

With the main body of your IT, you must convince your audience about the importance of acquiring and using the information presented. At the same time, you must help memorization by carefully **organizing** the information. This can be done by applying the following principles to your development:

Select carefully 2 or 3 main points and arrange them strategically by selecting other:

- Chronological order (time pattern)
- Spatial order (direction pattern)
- Causal order (cause-effect relationship)
- Problem solution order (existence of a problem and of a workable solution)
- Topical order (divide into sub-topics which become main points).
- **Keep main points separate** and clearly independent of each other.
- **Balance the amount of time** devoted to each main point.
- **Use the same pattern of wording** for all main points wherever possible.

Example:

Ineffective

- I. Regular exercise increases...
- II. Your sleeping pattern is improved by regular exercise.

Effective

- I. Regular exercise increases...
- II. Regular exercise improves your sleeping pattern.

Conclusion of the IT

You have convinced your audience with the main body. But your goal is not achieved if you fail to **have your audience remember** your main points.

First of all, avoid an abrupt termination:

- **Prepare** your audience by giving them a signal for the coming end.

Then, “hammer the nail in”:

- **Reinforce** the central idea
 - by summarizing your main points
 - by referring to the introduction.
- **Mark the full stop** with either:
 - a quotation
 - a “dramatic” statement.

The conclusion should take 5 to 10% of the total time of the total time of the IT.

Illustration

Let us concentrate now on how to support your message with both verbal and visual illustrations.

Verbal illustrations.

Most commonly used verbal illustrations are:

- analogies (make similarities appear between known and unknown)
- frames of reference (create links with previous knowledge)
- anecdotes (illustrate your topic with an amusing or interesting related story)

Visual illustrations.

Your visuals are meant to reinforce your presentation, not to confuse it.

After selecting them, be critical about their use. Too many, or not appropriate ones, may negatively affect your IT.

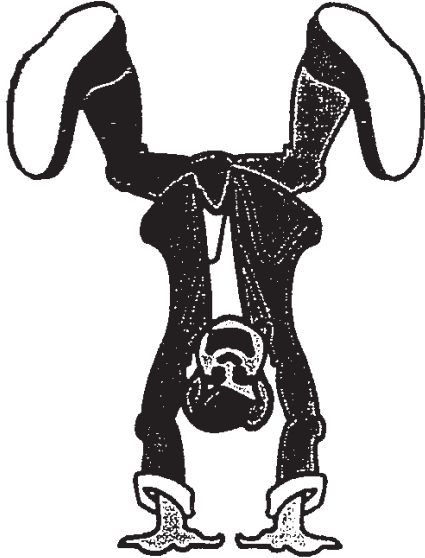
Among the variety of visual aids, most commonly used to illustrate an IT are models, photographs, charts, drawings, transparencies, graphs, chalkboard, slides, video tapes, computer generated graphics, without forgetting the body language of the speaker. For proper use, refer to the respective Skill Cards.

Conclusion

Delivering an Illustrated Talk is an art. But, renowned artists admit that art is 95 percent of work and 5 percent of genius. We can hope for genius but we cannot escape preparation. Let’s make sure we have exhausted the planning and preparing phase before meeting the audience.

Performance Guide		
Give an Illustrated Talk		
	YES	NO
Has the instructor:		
1. stated a clear purpose to the IT?	_____	_____
2. developed the objectives?	_____	_____
3. analyzed the audience?	_____	_____
4. brainstormed/mindmapped the topic?	_____	_____
5. prepared the handouts?	_____	_____
6. prepared examples and visual aids?	_____	_____
7. incorporated main ideas, preview and review statements?	_____	_____
8. structured the introduction?	_____	_____
9. developed a strong conclusion?	_____	_____
10. rehearsed with visuals?	_____	_____
11. checked on total duration not longer than 20 minutes?	_____	_____
12. planned for participants’ involvement and feedback?	_____	_____
13. prepared answers to most probable questions?	_____	_____
For a thorough planning of the Illustrated Talk, each step must be checked “yes”.		

Introduce a Lesson



Introduction

"Great is the art of beginning".

- Longfellow

First impressions are critically important. A lesson needs a strong introduction because the first three minutes of the introduction set the pace for the whole lesson. The introduction should be effective enough to gain attention and stimulate a desire in the learner to learn what is to come. Only learners who are ready to learn will learn.

Purpose

A good introduction:

- attracts the attention and arouses the interest of the learner
- establishes links with past and future lessons
- provides the aim of the lesson and objectives to be achieved
- points out the importance of the skill
- describes what will happen during the lesson.

Techniques

There is no single best technique for introducing a lesson. The secret of giving great introductions lies in variety and creativity. The lesson introduction is the best place for the actor that lives in every teacher to come out and ACT! Following are a few techniques to help you get started:

Gain attention and interest

There are many useful techniques for getting the attention of your learners. Here are a few:

- Be enthusiastic! If you appear bored, your learners will soon follow.
- Show real objects, cartoons, models and high impact

visuals. Move to the center of the class and closer to the learners.

- Use appropriate humor, jokes, a short story, a poem, a personal story, a news event, related to the topic.
- Ask a challenging question.
Why can a bird sit on an electrical wire without being killed?
Why is the sky blue?
- Surprise or startle the learners with an unexpected statement or action.
- Perform a role-play and then ask, *What happened?*
- Ask a series of questions.
Have any of you broken any bones?
What did it feel like when you had a fracture?
How did you know you had a fracture?
What were the symptoms?
- Give an interesting demonstration.
- Distribute an interesting handout.
- Show a nice product and ask,
Would you like to be able to build this?

Provide for a review

The lesson introduction provides an excellent opportunity to link the old with the new. Review the previous lesson and describe how the new skill or concept builds upon that experience.

Give your learners a preview of how the new skill fits into the overall program or course.

Provide lesson objectives

Allow time to thoroughly discuss your expectations of your learners. Discuss the objectives of the lesson. Ask questions about the objectives until you are convinced that all learners know exactly what they must be able to do.

Provide an overview and/or key points

Now is the time to tell the class a little about the lesson. Here, you should:

- Describe the activities that will soon follow.
- Hand out an advanced organizer that provides a clear structure for the lesson (such as a model, outline or mind map.)

Every session needs to be structured in terms of ideas and topics. One way of doing this is to think of the questions or problems that the session will answer or solve. These questions or problems will of course be related to the learning objectives. Using the example of fractures, the instructor could say,

Today class, we are going to learn the following:

How you can identify a fracture of you hand/leg?

What you should do when you find a person who has a broken hand?

How you can provide first aid for the fracture of a hand/leg?

The transition

A good introduction never just abruptly stops. When you have completed your introduction, you would never say

That is the end of my introduction.

You should design a smooth transition statement that will lead you into the first part of your actual lesson. For example: If, during the introduction, you had listed the key points of the lesson, your transition statement could be:

If there are no other questions, let us begin with point number one.

Another example: Suppose your introduction ended with showing the product that the trainees will be able to produce after they learn the skill. A good transition statement could be

OK! In order to be able to produce this, we have to know a few definitions. Definition number one is...

Your trainees should never realize when the introduction is finished and when the main lesson begins--it should be a smooth transition.



Hints and Tips

1. Design the lesson introduction LAST. Design all other activities for the lesson before even thinking about the introduction.
2. Prepare the introduction in detail. Write out the first few sentences word by word.
3. Think about the learner's needs and interests.
4. Write questions that you will ask or may be asked.
5. Rehearse your introduction.
6. Keep the introduction relatively short (five to ten minutes are normally enough.)
7. Obtain feedback on the introduction by observing the behavior of your learners.
8. Involve the trainee in the introduction to the lesson through role-playing.

Conclusion

A lesson well begun is a lesson half-finished! The next time you plan a lesson introduction— Take a risk. Do something unusual or unexpected. Be creative. Surprise your learners. Be that actor you always wanted to be!

Go for it!!

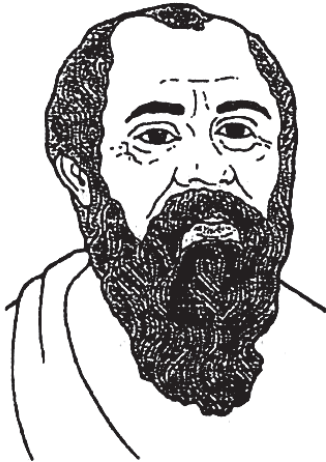
PERFORMANCE GUIDE

Introduce a Lesson

	YES	NO
Does the Introduction:		
Gain the learner's attention and interest?	_____	_____
Instructor is enthusiastic		
Visuals or real objects used		
Challenging questions asked		
Appropriate humor or stories used		
Starting statements made		
Role-playing is used		
Questions are used		
A demonstration is used		
A handout is provided		
The final product is shown		
Provide for a review?	_____	_____
Link the lesson with the previous lesson		
Provide lesson objectives?	_____	_____
Clearly state the objectives		
Ask questions about the objectives		
Provide an overview and/or key points?	_____	_____
Describe activities that will follow		
Provide an advanced organizer		
State the key points of the lesson		
End with a smooth transition to the main lesson?	_____	_____

For a successful lesson introduction, all of the items should be checked "YES".

Use Oral Questioning



Introduction

A class without dialogue is a dead class. To initiate a discussion, to provoke critical thinking, to check which message has reached the trainee, the instructor asks questions. Oral questioning is an effective teaching technique. Applied properly, it contributes fundamentally to the learning process.

Asking good questions is not easy. The purpose

of this Skill Card is to discuss how to formulate good questions and how to react to trainees' responses.

Purposes

The instructor asks questions to:

- Involve learners;
- Assess the knowledge of the learner and get evidence of what they have learned;
- Challenge existing ideas;
- Identify learners having difficulty;
- Ensure complete understanding of the subject matter.

Types of questions

The two most common types of questions are:

Closed questions

Closed questions are restrictive--only a "yes" or "no" or one very short answer is required. Examples are:

Can you weld?

What is the capital of France?

Closed questions are useful for starting questioning exercises.

Open questions

Open questions are thought provoking and challenging. They allow different answers.

Examples are:

Why is wool warmer than cotton?

Why does a hard disk give faster access than a floppy disk?

Open questions normally begin with "What?" "When?" "How?" "Where?" and "Which?"

Thinking activities

Questions stimulate different types of mental activities,

such as:

Completing--*Today, our lesson will be on _____?*

Defining--*What is the definition of brainstorming?*

Listing--*Name all of the steps in doing this skill.*

Observing--*Tell me how many safety violations you see here.*

Reciting--*What is our famous quote from William Blank?*

Selecting--*Which of these tools is a vise grip plier?*

Analyzing--*What is the most critical part of this process?*

Comparing--*What does this skill have in common with the one we learned yesterday?*

Explaining--*Why do the angles not add up to 180 degrees?*

Organizing--*How could you arrange this information better?*

Sequencing--*In what order should these steps be performed?*

Applying--*What would happen if we used kerosene instead of fuel oil?*

Examples--*State other examples where this same technique would work?*

Forecasting--*Based on last year's production, how much profit will we make this year?*

Generalizing--*Now that you have passed this course, how will you make use of your new skills?*

Judging--*Which procedure works the best?*

Level of questions

Make sure you develop and ask questions that require different levels of thinking:

Remember level

Name the capital of Nepal?

Who is the General Secretary of the UN?

Apply level

What could happen if you add water to acid?

Why do you believe this is true?

What type of color harmony is this?

Preparing questions

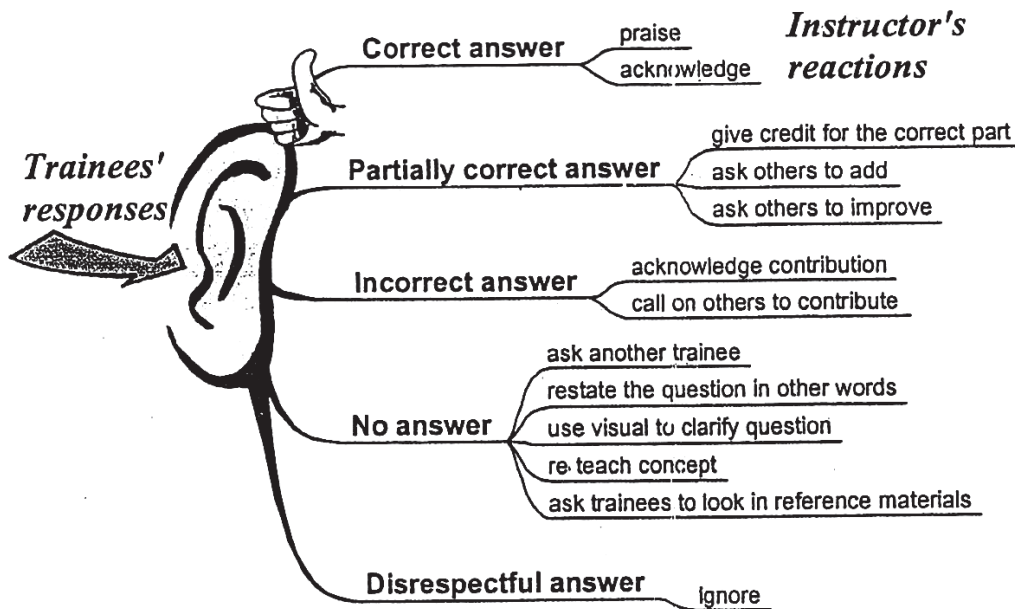
In addition, experienced teachers prepare their questions ahead of time.

- Be clear about the objective of your questioning.
- Ask a question only if you are interested in the answer.
- Check if trainees have *enough experience* and *previous knowledge* to give reasonable answers.
- Formulate the questions word by word and in writing.
- Use simple language.

Questioning procedure

Sequence of oral questioning

Start with closed and easy questions and continue with open, abstract ones.



Evidence--What proof do you have that...

Relevance--Yes, but how does it apply here...

Examples--Can you give me an actual example of this...

Hints and Tips

- Use simple language and vocabulary.
- Make sure that you are asking only one question at a time.
- Prepare questions in advance.
- Pose questions where different answers are possible.

1. Ask a question to the whole class.
2. Wait for at least 3 seconds.
3. Make sure that everybody has understood the question. (Observe trainees' reaction.)
4. Wait for a few more seconds.
5. Address the same question to a specific trainee.
6. Search for consensus on the correct answer.

Handling trainees' responses

The most important thing to do is to *listen* to the answer. Look on the back of this Skill Card at the graphic showing four possibilities and the reactions of the instructor.

Handling trainees' questions

In a good questioning exercise, it is normal that trainees come up with questions, too.

Usually instructors are tempted to respond themselves. A good way to stimulate participation is to refer questions to other learners.

Note: No one is required to know everything. Do NOT give vague or even wrong answers. You only can gain credibility if you promise the students to search for the right answer - and then deliver it as soon as possible!

Probing

Probing is the technique for "digging" into the learners mind to see what is actually there!

Effective techniques are:

Silence--Allow the learner time to think and possibly tell you more.

Encouragement--Please go on...

Elaboration--Tell me more...

Clarification--What do you mean by...

Challenge--But if that were true, what would...

- Encourage further explanation.
- Allow time for the learner to think and respond.
- Listen--listen--listen.

Precautions

- Small groups or individual trainees can dominate the discussion. Provide every learner with equal opportunities for answering.
- Shy, quite and/or weak trainees are reluctant to participate. Call on learners by name--do not allow the same learners to dominate.

Conclusion

Socrates (469 - 399), a Greek philosopher and one of the fathers of the art of questioning, used this method for one purpose: to make people think sharply.

Asking good questions is a challenging and worthwhile activity, both for the trainees as well as for the instructor!

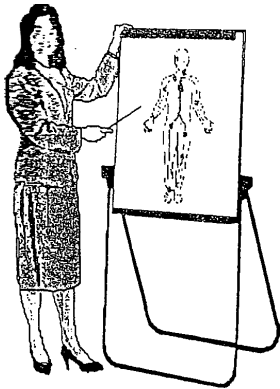
PERFORMANCE GUIDE

Use Oral Questioning

Did the Instructor:

1. Prepare questions prior to class?
2. Formulate questions using simple words?
3. Ask only one question at a time?
4. Ask primarily open questions?
5. Pause 3 seconds after asking question?
6. Respond properly to correct answers?
7. Ask for clarification when needed?
8. Encourage

Use Flip Charts



Introduction

A successful training depends upon how well the trainer and trainees communicate. Well-used media can help to increase understanding. Many visual media are available. The flip chart is one of the simplest and most reliable of all. It is a very quick and effective way to add visual impact to any training.

Uses

Use flip charts to:

- provide an outline of the topic;
- show the key points of your presentation;
- show diagrams, charts and graphs.
- capture the results of group discussion.

Advantages

Flip charts are:

- portable;
- easy and convenient to use;
- relatively inexpensive;
- independent from electricity;
- excellent for recording trainees/trainer's suggestions;
- flexible (sheets can be torn off and given to the trainees to use);
- easily stored for future use.

Disadvantages

- Flip charts can accommodate only limited information.
- Materials may not be visible to large groups.
- Handwriting "on-the-go" may not be neat.
- Spelling must be done "on-the-go."
- Corrections are difficult.

Tools required

Easel

The easel should have a strong back plate behind the entire pad. The back plate should be tilted and not positioned straight up and down. Legs should be braced and strong enough to provide stability. The easel should be capable of holding at least 20 sheets of paper.

Pad

The paper pad is about 27" wide and 34" long. It should match with the easel. Select a paper that does not allow the markers to "bleed" through to the next sheet.

Markers

Select markers that have a broad (6-8mm) chisel tip. Sharp pointed markers produce lettering that is difficult to see from a distance. Use water-based markers to prevent bleeding through onto the next sheet of paper.

Types of flip-charts

"On-the-go" flip chart

The instructor writes on the chart during the instruction.

Pre-prepared flip charts

The instructor prepares the flip chart before the presentation. This method works best for complicated drawings or charts.

Learner prepared flip chart

Trainees can prepare flip charts for discussions (reporting from group works, field trips, etc.)

Printing

Effective printing on flip charts involves five factors.

Consistency

Consistency refers to the style of writing.

- Write in block letters or in *slant letters*. Script is difficult to read.
- Use either upper/lower case letters or all capital letters.
- Be consistent with the angle, size and style of letters.
- Space letters, words and lines evenly (See Figure 1 on the back of this Card.)
- Use letters that are about 2-4 cm. high.

Color

The consistent use of color in the chart can make a difference in the presentation, understanding and acceptance of the content. Good use of color depends on how and where the color is used. Markers are usually available in black, blue, red and green. Black and blue have the highest contrast on white paper—green and red are more difficult to see.

- Do not use more than three colors on one chart.
- Use combinations of:
 - Black + blue
 - Black + green
- Avoid combinations of:
 - Red + green
 - Yellow + any color

- Use red for underlining, bullets, arrows and to emphasize.
- Write keywords in red, IF your other words are in black or blue.

Motion

- Make letters with a fluid, sharp, crisp motion.
- Practice making most letters with a downward motion of one or two strokes.

Position

- Stand in front of the chart with your body centered on the left half of the chart
- Do not talk with your back to your audience while writing.

Time

- Do not turn byour back to the trainees longer than necessary.
- Avoid unnecessary periods of silence, which can interrupt a good discussion.
- For legibility, take four or five extra seconds to write each line. Added time significantly increases the quality of writing.
- Write key words or phrases only.
- Use common abbreviations and symbols.

Practice

Select a style and stick to it. To get satisfying results, most people need a lot of practice.

Reveal techniques

Revealing is a process of covering up pre-drawn material and then gradually “revealing” it at the appropriate time to the audience. Perform revealing in different ways.

Fold the bottom up technique

1. Bring the bottom of the page up to cover the points on the same page (Use masking tape or Blu-Tak to hold the page up). Make sure you have one sheet of blank paper between the two charts.
2. Release the page to reveal the next point.

Cover paper technique

1. Place a separate cover paper over key points. Hold in place with tape or Blu-Tak.
2. Tear off the cover paper carefully to reveal the points.

Figure 1
Spacing Letters, Words and Lines



Hints and tips

There are dozens of “tricks” that will make your flip chart use look more professional. Here are a few.

- Number, paper clip & flag the important pages of your presentation to locate them easily. When you are asked a question, this will make it easy to go back to the important charts later in the presentation.
- Always have blank sheets available.
- Tear off the important sheets and put them on the wall.
- Prepare lengthy messages and drawings in advance.

Conclusion

The flip chart is a versatile and portable instructional media. You can use flip charts for many purposes and in many ways. They are cheap and work without electricity. Flip charts are appropriate media in many situations: in the classroom, in the workshop and even outside in the field. Used creatively, flip charts add impact to any presentation.

PERFORMANCE GUIDE

Use Flip Charts

Did the Instructor:

1. place the easel so that it was visible to all?
2. prepare complex drawings previously?
3. use letters at least 2 cm high?
4. use a consistent style of printing?
5. write key words or phrases only?
6. use good color combinations?
7. use colors for emphasis?
8. store the flip charts properly?

For effective flip charts, all steps should be checked “YES.”

Give and Receive Feedback

Introduction

Instructors are communicators. They perform in front of small and large audiences. It is important for the instructor's development to know how he/she is perceived by others. One way to improve personal behaviour and performance is by receiving information - feedback - from the audience. Feedback is not criticism, especially not negative criticism. It has its own rules. To avoid bad feelings, anger to frustration, both the person who gives feedback as well as the person who receives it must follow them.

Feedback

Feedback consists of individual comments about the performance or behaviour of somebody. Feedback is not information about who somebody is, it is information about how somebody's behaviour and performance is perceived by others. Negative comments are neither encouraging nor do they help the performer in changing his/her performance. Feedback is effective only if suggestions and proposals for changing are given. This is a challenge for the giver of the feedback.

Affirmative Feedback

- Acknowledgements (thanks for your input...)
- Positive comments (good job, we can see that you worked hard; well done, this is an excellent chart; your message is clear...)
- Mentioning the good points (I can read your letters easily; you have used the colours systematically; your presentation is structured...)

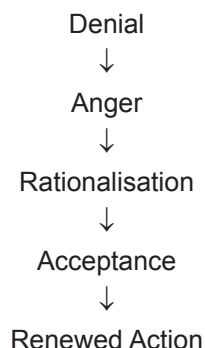
Developmental Feedback

- Suggestions for improvement (if you will increase the size of your letters they will be much easier to read; use the available space; shift the whole to the center; change the volume of your voice; ask one question at a time...)
- Recommendations (the learners could give the answer in writing; groupwork would be an appropriate method; the information could be given on a handout...)
- During feedback two parties are involved: the receiver and the sender(s). While the receiver is supposed to listen only. He/she asks questions if the message is not clearly understood.

Receiving Developmental Feedback

In her studies with persons who were informed about their incurable disease (cancer), Kubler Ross identified the following chain of reactions and feelings after the

individuals received the message (feedback):



The aim of the following guidelines is that the receiver starts with the rationalization of the received information and not with denial or anger.

Guidelines for Giving Feedback

- Be clear about what you want to say in advance
- Start with the positive (most people need encouragement)
- Be specific (avoid general comments)
- Refer to performance that can be changed (people can change their posture but not their height)
- Allow freedom to change or not to change
- Offer alternatives (negative feedback is ok, but only if suggestions are given)
- Be descriptive rather than evaluative (tell what you have seen, don't tell what was 'good' or 'bad')
- 'Own' the feedback (begin the feedback with "I" or "in my opinion")
- Give the feedback as soon as you can

Don't forget: Feedback is also telling about what the giver's values are !

Guidelines for Receiving

- Listen to the feedback rather than immediately rejecting or arguing with it
- Make sure that you understood the feedback
- Don't rely on one source (an individual opinion is not always shared by everybody)
- Ask for feedback that you want but don't receive
- Decide what you will do as a result of the feedback

The Amount of Feedback

Too much feedback can confuse the receiver. You have to decide about the 'right' amount. Sometimes little is needed sometimes more. The actual situation will tell you what the appropriate and meaningful amount of feedback should be.

Checklist For The Sender

DOs

- Look at the receiver
- Consider the feelings of the receiver
- Give the receiver a chance to ask
- Vary the tone and the speed at which you speak so that your voice is interesting to listen to
- Speak clearly
- Respect your receiver

DON'Ts

- Don't complicate what you are saying
- Don't ridicule or attack your receiving
- Don't pretend or exaggerate
- If feedback makes only you feel better, don't give it

AMOUNT	EFFECT
None	No correction, no change, no improvement
Too much	Breakdown, fear, afraid of making mistakes
Too little	Development could go in a wrong direction
Only negative	Loss of confidence, loss of motivation, frustration
Only positive	Gives the impression that everything is ok and perfect, no option for varieties

Above all, try to:

CATCH PEOPLE DOING THINGS RIGHT !

This is the best way to motivate learners to improve their performance.

Feedback Criteria

Feedback should be:

Specific

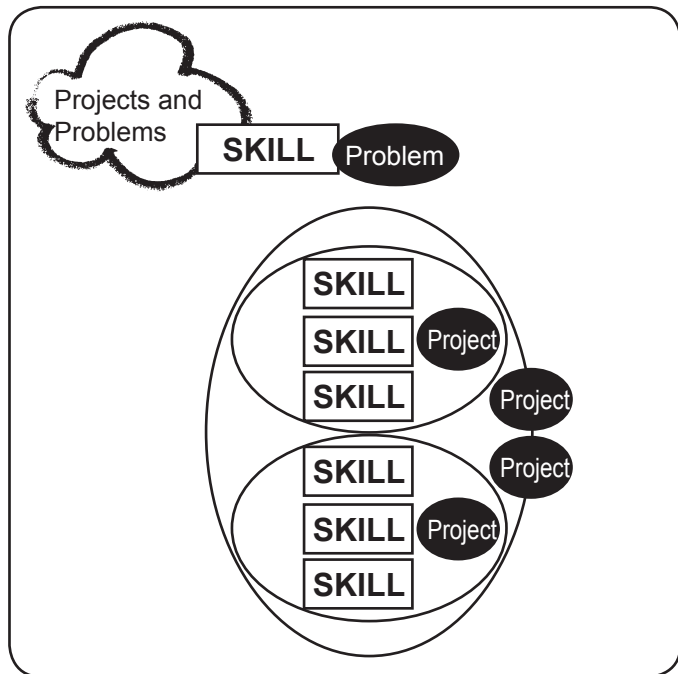
right amount

Not too much, not too little

not only negative, not only positive

A mixture makes the soup smell well. If the soup is tasty it's easy to swallow.

Assign Projects & Problems



Introduction

In many training programs, the magic element is missing. In these programs, the instruction stops after each individual skill in the curriculum has been taught. Students graduate from such programs, competent in skill performance yet missing the magic element.

What is this magic element ? It is the challenge and opportunity for the learner to apply the skills that have been learned-to apply them in real world situations and under real world conditions.

What is this magic element ? It is the challenge and opportunity to work with other learners in a team-first as a contributing member, then later as a team leader. Without such application, learning is not complete.

What is this magic element ? It is the challenge and opportunity to look back on what has been learned and select skills and concepts, even having to modify them at times, to solve real world problems.

What is this magic element ? It is quite simple. The magic element is nothing more than carefully designed projects and problems given to the learner at the appropriate time.

When is this appropriate time ? Read the Concept Card, A Spiral Journey: Effective Occupational Training to find out the answer.

Definitions

Project: A structured experience, given to a learner or group of learners, which requires specific occupational skills to be applied combined with cognitive skills such as creativity, planning, decision making, estimating, and communicating.

Examples:

- Plant a vegetable garden
- Build a storage barn
- Install a sink
- Build a solar heater
- Examine a patient
- Build a short-wave radio
- Rebuild an engine
- Design a house

Projects typically require the learner to apply many related individual skills. Of course, the focus is on doing !

Problem: A challenge provided to a learner or group of learners which requires the application of specific occupational skills, combined with cognitive skills such as trouble-shooting, problem-solving, research, and brainstorming.

Examples:

- Can you fix my radio ?
- My stomach is hurting. Can you help ?
- What happened to my maize crop ?
- Why is the engine making a funny noise ?
- My coat is torn. Can you fix it ?
- Why is the wall cracked ?
- Notice that problems have a very "real world" sound to them.

Many of the problems above are quite complex and require the application of many specific skills.

Example:

- Now that you have learned to repair a brake cylinder, What you do if you could not find a repair kit ?
- Any time you ask the learner what he or she would do "IF" something unusual occurred, you are presenting a problem. The trick here is not to just ask, but go ahead and require the learner to perform the skill under those unusual conditions.



Purpose

Projects and problems allow our learners to:

- Apply individual skills to real world situations
- Improve cognitive skills
- Improve interpersonal skills
- Improve communications skills
- Strengthen self-responsibility and self-esteem

Advantages

Projects and problems:

- Being indirect to nature, contribute more toward long-term learning
- Are more interesting and exciting than direct instruction
- Allow the learner “hands-on” experiences with materials and equipment.

Disadvantages

Projects and problems:

- Require time to develop
- Require materials and supplies
- May not come out as expected thereby wasting both time and resources.

Development

Table 1 illustrates how projects and problems are developed over time. In the early phases of training, projects and problems given are quite simple. Learners take the individual skills they have learned and apply them directly. The learner either works alone or as a member of a team. Such activities promote near transfer of learning. This means that the learner will be able to do very similar projects or problems when faced with the same conditions on the job.

Towards the end of the time in the training, projects and problems become quite complex-ideally,

Time in training	Beginning	→	End
Learner role	Team member		Team leader
	Simple		Complex
	Direct application of skills	Selection of skills	Selection and modification of skills
Learning transfer	Near transfer		Far Transfer

like those encountered on the actual job. Learners are required to look at the project or problem carefully, select the skills to be used, possibly modify the procedures for the skills, and function as a team leader. Such learning

promotes far transfer. The learner will be able to adapt his/her learning to many new and unusual situations on the job. This is exactly the type of graduate that business and industry are looking for.

Who designs ?

While the instructor usually presents most problems, the learners themselves can design effective projects. In fact, assigning a group of learners to design a projects presents them with a challenging problem !

Procedure

Select projects and problems that are similar to those encountered on the job. Make sure you assignment will fit within your curriculum and budget constraints.

Involve learners wherever possible, unless you are simply providing them with a problem.

Allow adequate time for your teams to plan, estimate, generate ideas, discuss and decide what to do. Each team should prepare a budget and time schedule.

Obtain learner input into how the activity should be evaluated. This will focus their attention on the most critical parts of the assignment.

During the implementation phase, monitor the work closely, yet do not take control. YOU must allow that some mistakes will be made.

Finally, evaluate according to the agreed upon criteria and debrief the activity with the learners.

Conclusion

Any time you plan skill-based instruction-either one lesson or a complete training program - do your learners a big favor - include the MAGIC !

PERFORMANCE GUIDE

Assign Projects or Problems

Did the Instructor (and/or the students):

1. Propose Projects/Problems (P/P) similar to a real job ?
2. Involve learners in selecting the P/P ?
3. Insure that P/P fit within curriculum and budget ?
4. Allow enough time for planning the P/P ?
5. Approve the budget and time schedule for each P/P ?
6. Obtain learner input on evaluation criteria ?
7. Monitor without taking control ?
8. Evaluate according to the control ?
9. Debrief the activity ?

For successful projects and problems, all questions should be answered “Yes”.

Construct Knowledge Tests



Introduction

Testing is an important part of the instructional process. Properly constructed and used, tests can provide motivation, spot learning problems and tell us about our teaching effectiveness. If tests are not constructed or used properly, the results are meaningless or even harmful to the learner. Since 1968, Norman Gronlund has provided much of the should advice on test construction contained in this Skill Card.

Planning

Determine test purpose

Decide if the test is to be used for placement to monitor learning progress, to diagnose learning difficulties or to assign grades at the end of instruction. You can use a test for more than one purpose, but you should be clear.

Identify learning outcomes

Collect the learning objectives that will be tested. See if each is stated with an appropriate action verb. Rank the learning objectives in order of importance (high, medium, low.)

Determine test length

It is a good idea to develop at least two or three test items for each important learning objective. Enabling objectives of low importance should receive at least one test item. For a summary test at the end of instruction, selecting test items for every objective may not be possible. For such a test, limit testing to the most important objectives. Either test using a sample of the most important objectives or randomly select from all objectives.

Check Item Difficulty

Construct a test with items of varying degrees of difficulty. Item difficulty should relate to the skill being tested. If the skill is difficult, the test item should be difficult. If the skill is easy, the test item can be easy. Test items should not be made difficult (or tricky) just to obtain high and low scores ! Test items that can easily be answered by all learners

should be eliminated from a test. Likewise, review and revise test items that are missed by most learners. Your teaching may be the problem ~ To determine test item difficulty, the instructor should maintain records of test results (see the related Skill Card Analyze Objective Test Results.)

Review test items

Review each test item with the following questions in mind:

1. **Does the item test for a significant learning outcome ?** If the answer is "No" do not use the item. Trivial questions have no place on a test.
2. **Is the item an appropriate type of test item ?** Match the type of test item to the knowledge being tested. A matching test item may be more effective than a multiple choice item for some objectives.
3. **Is the questions or statement clear ?** Have a colleague read the item. Make sure there are no tricks or confusing statements.
4. **Is the language simple ?** Simplify-simplify. Edit-edit. Remember, you should be testing for a specific knowledge and not just for the ability to read. The reading level should be set for the lower reading abilities of your learners.
5. **Are the items free from clues ?** Many times, items contain clues that can provide answers to other test items. Sometimes, the wording or structure of the item can give hints as to correct response.
6. **Is each item independent ?** Do not base the answer to one item on a previous answer. Each item should stand-alone.

Constructing

Arranging the test items

There are three basic ways to arrange test items.

1. Group related items. Group together test items that relate to one learning objective. Consider giving these items a heading on the test. Such grouping helps the learner to concentrate on one area at a time. It also helps the instructor analyze in which areas learners are having difficulty.
2. Keep same type items together. Where possible, keep all of the same type test items together. For example, keep all of the same type test items together. For example, keep all multiple choice items together and separated from matching test items.
3. Place items in order of increasing difficulty. It is always desirable to start a test with a few easy items. This has a motivating effect on the learner.

Of course, you may not be able to arrange a test using all three ways! Select which method is appropriate for your

test.

Provide test directions

Test directions should be simple and clear and provide information:

- The purpose of the test
- The time allowed to finish the test
- How to mark or record the responses
- Whether or not to guess if unsure of an answer
- What resources are allowed (calculators, references).

The following is an example of the directions provided for a multiple choice test:

Directions:

- This test covers the material discussed during weeks 1-4. The results of this test will count 25% of your final mark in the course.
- You have 45 minutes to complete the test.
- For each item, select the answer that best completes the statement or answers the question.
- Make your answer by circling the letter of that answer.
- If you are unsure of an answer, do not guess as there is a penalty for incorrect answers.

On tests where there are two or more different types of test items, provide general directions at the beginning of the test and then specific directions for each part. If answer sheets are used, be very clear about their use. If the learners have never used an answer sheet before, they should receive a demonstration of how to use them.

Reproducing

Items should be spaced on the page so that they are easy to read and to score. All parts of an item should be on the same page. If answers are to be marked on the test, provide room on the left side to make scoring easier. Always check the master copy of the test for mistakes before making copies.

Administering

Consider the following points before giving the test:

- Provide proper working conditions
- Keep interruptions to a minimum
- Arrange for enough space between learners
- Give oral and written directions (and examples on the chalkboard)
-

To guess or not ?

Normally, guessing is OK for tests. An exception to guessing is when the instruction is so precise that this precision should be reflected in the testing. For example, in many health care or medical courses, the learners are taught, "When in doubt-DON'T." In this situation, do not encourage guessing on a test. Use the following formula to correct for guessing on multiple choice test:

$$\#correct = \#Right - (\#Wrong / \#of\ alternatives\ per\ test\ item).$$

For example, if we give a test where there are four choices per test item(A, B, C, D) and a learner has 38 right answers and 12 wrong, then the number of correct responses is calculated to be $38 - (12/4) = 35$. In this example, guessing caused the loss of three correct responses.

Conclusion

Testing is an important part of the teaching-learning process. A good test helps us to improve our instruction and spot learner difficulties. Testing should not be a contest between the instructor and the learner-such a contest-everyone loses.

Performance Guide		
Construct Knowledge Tests		
Did the instructor	Yes	No
• In planning the test:		
1. Determine the purpose of the test ?	___	___
2. Identify learning outcomes to be tested ?	___	___
3. Determine test length ?	___	___
4. Check each item:		
5. Is the difficulty appropriate ?	___	___
6. Does it test for significant learning ?	___	___
7. Is the type of item appropriate ?	___	___
8. Is the statement clear ?	___	___
9. Is the language simple ?	___	___
10. Is it free from clues ?	___	___
11. Is it an independent item ?	___	___
• In constructing the test:		
12. Arrange test items by (check one):		
13. Related knowledge ?	___	___
14. The same type of item ?	___	___
15. Increasing difficulty ?	___	___
16. Provide clear test directions ?	___	___
• In reproducing the test:		
17. Space items so that they are easy to read ?	___	___
18. Keep all parts of an item on one page ?	___	___
19. Provide space for marking answers ?	___	___
• In administering the test:		
20. Provide for proper working conditions ?	___	___
21. Keep interruptions to a minimum ?	___	___
22. Arrange for enough space between learners ?	___	___
23. Give oral and written directions ?	___	___
All appropriate items should be marked "Yes"		

Assess Performance - Procedure

YES



Introduction

"Human competence is the ability to perform. Knowledge alone is of little value."

William Blank

Knowing is not enough-our students must be able to **Do** something -- To Perform. What do we mean by perform or **performance**:

An observable procedure, which requires knowledge, skills and attitudes, of doing something to an acceptable standard of performance, which leads to a product good or service.

For many skills, the procedure used in doing the skill is more important than any product developed. When a student is first learning to do a skill that is complex or dangerous-the procedure is very important.

The first term to understand from this definition is procedure:

A procedure is the series of steps, done in proper sequence, which accomplishes a skill.

Here we have another word. A step is:

A step is the smallest identifiable part of a skill.

If the skill is "Take blood pressure", a few of the steps would be:

Identify the patient

Explain the procedure to the patient

Position the patient

Prepare patient's clothing

Attach blood pressure cuff

Another very important phrase in our definition is "to an acceptable standard of performance." This standard normally comes to us from the real world-business or industry. The standard could be the time required to

accomplish the skill or the degree of quality of the product, or both.

A simple item called a checklist or performance guide is the best way to assess procedure.

Another very important phrase in our definition is "to an acceptable standard of performance." This standard normally comes to us from the real world-business or industry. The standard could be the time required to accomplish the skill or the degree of quality of the product, or both.

A simple item called a checklist or performance guide is the best way to assess procedure.

When to use

You should consider developing a performance guide whenever:

- You want to be sure your students can use the tools or equipment properly
- The time to perform a skill is important
- There are health or safety hazards involved in the procedure
- Expensive materials could be wasted if the procedure is done improperly

Construction

1. **State the skill clearly.** The skill name should appear at the top of the guide and be worded the same as it is in the curriculum guide.
2. **State the conditions of the test.** Students need to know about the administration of the test and what they will or will not be allowed to use. Will the test be in the lab or on an actual job site? Will hand tools or power tools be allowed? Will the tools and equipment be ready to go or will the student be required, as part of the tests, to gather them up? Briefly address all of these questions at the top of the guide.
3. **Develop a list of steps in performing the skill.** There are many ways to develop this list:
 - A. If a skill analysis has been done previously, the list of steps should be available.
 - B. Some textbooks list the steps involved in performing a skill.
 - C. Observe an expert or yourself performing the skill a number of times and write down each step in order. Then, using your list, try the steps again

and see if the list is clear. Next, try the list with students and again, see if it is clear.

It is important that your list or steps:

1. Must contain ALL of the necessary steps
2. Must especially contain the safety steps
3. Must be in the correct order of performance
4. Should be capable of being answered Yes or No

4. **State each step as clearly as possible.** Use the following guidelines for writing each step:
 - A. Write each step clearly and simply, using common industry terms.
 - B. State each step in observable performance terms.
 - C. Steps should not be trivial or cover common knowledge.

The wording for each step should begin with an action verb and complete the sentence: "Did the student..."

Bad example: Talk to the patient.

Good example: Explain the procedure to the patient.

5. **Indicate critical or safety steps.** Sometimes you should not allow a student to continue with a procedure. Doing so could injure the student or damage expensive equipment or materials. On the guide, indicate which steps will terminate the performance if not performed well (use an asterisk by the number.)
6. **Make the list of steps reasonable in length.** Your guide should not be too short (3 or 4 steps) nor too long (over one page.)
7. **Attach the rating scale.** A checklist normally has a place to check Yes and No besides each step.
8. **Format the guide.** A checklist normally contains places for the following information:
 - Student's name
 - Date of the test
9. **Provide clear directions for using the guide.** See the example below:

Directions: Check the YES or NO space to indicate whether the student performed each step as indicated or not.

10. **State the minimum acceptable level of performance required.** Every test, even performance tests, has a minimum score. Below is an example of a normal minimum level of performance:

Minimum Acceptable Level of Performance: All steps must be checked YES or NO. If any item receives a NO, the student must review the learning material, practice the skill

under supervision, and request another performance test.

11. **Revise the performance guide periodically.** Keep track of how well the guide works. If students constantly have difficulty with certain parts of the guide, first look at your teaching methods to make sure you are explaining AND demonstrating the proper technique. Then examine the wording of the steps on the guide.

Uses

Give the performance guide to students before the instructor demonstration so that they can follow along. Make the guide into an effective transparency./ The students during their practice use the guide. Finally, use the guide to assess student performance.

Conclusion

One of the most important jobs of any vocational-technical instructor is to make sure that students are using the correct procedure in trying to do any skill--in particular those skills which could involve injury to themselves or others. The best way we know of measuring procedure is to use a very simple guide to performance called a checklist.

Performance Guide		
Assess Performance - Procedure		
Name _____ Date: _____		
Use the following criteria to rate your performance guides:		
Directions: check the YES or NO space to indicate whether the learner performed each step as indicated or not.		
	Yes	No
1. Is the skill stated clearly ?	___	___
2. Are the conditions of the test stated ?	___	___
3. Are the steps in the skill listed clearly ?	___	___
4. Are the steps in the skill in the correct order ?	___	___
5. Are critical or safety steps shown ?	___	___
6. Is the guide reasonable in length ?	___	___
7. Is there a rating scale (1-5, Yes-No)?	___	___
8. Is there a place for the students name and date of the test ?	___	___
9. Are there clear directions for using the test ?	___	___
10. Is the minimum acceptable level of performance stated ?	___	___
For a quality performance guide, all items should be checked "YES".		

Evaluate Performance - Product

Introduction

The primary difference between academic or general studies and vocational-technical programs is the role performance plays in evaluation. In academic programs knowledge is most important and knowledge testing is typical. In occupational programs, knowledge is still important and knowledge is also tested but, since the focus of the programs is on skills, the most important test is the performance test. The performance test will show if the learner has mastered the skill if the learner has mastered the skill and can perform efficiently and safely. In other words, a good performance test will show if a learner is competent enough to perform the same skill in the real world.

What do we mean by **performance** ?

An observable procedure, which requires knowledge, skills and attitudes, of doing something to an acceptable standard of performance, which leads to a product, service or decision.

Product defined

There are frequent times in learning skills when the instructor only needs to look at the finished product to tell how well the learner has performed. For many tasks, the product is more important than the procedure. Evaluating a product requires a different approach than the one used to evaluate procedure. Although similar to a performance guide, a **product-rating instrument** has some unique differences.

Let us begin with a definition of the word **product**:

The object created after, or service provided during the performance of a task.

The product may be an object we can see, food we can taste and smell, clothing we can feel, or music we can hear. A product can also be a service. A doctor gives you a physical exam. A mechanic inspects your motorcycle. There is no concrete product here--only a service.

But, whether the product is an object or a service, it can be objectively measured. As instructors and experts in an occupational area, we often can glance at an object and tell if its OK or not. This is because we have many years of experience. Our learners do not have this experience. Therefore, we must help them learn to think how a product can be broken down into specific criterion.

When to use ?

You should evaluate the product if:

- The result is more critical than the procedure
- There is more than one acceptable procedure

- The procedure is difficult to observe (developing film in a darkroom.)

How to construct ?

1. State the skill clearly. The skill should appear at the top of the rating instrument and be worded the same as it is in the curriculum guide.
2. State the conditions of the test. Inform learners about what they will or will not be allowed to use. Will the test be in the lab or on an actual job site ? Will hand tools or power tools be allowed ? Will the tools and equipment be ready to go or will the learner be required, as part of the test, go gather them up ? Briefly address all of these questions at the top of the rating instrument.
3. List the important product criteria. **Criteria** is defined as:

The specific characteristics or attributes of an object that can be observed or measured, that relate to quality and assist in separating "good" objects from "bad" objects.

As an example, suppose the skill is to "Cook Rice." What are the criteria for "good cooked rice?" Here are a few:

- Taste
- Serving temperature
- Presence of foreign materials
- Presentation
- Stickiness

Use the same criteria for a skill in your program as used in the real world occupation.

Where do you find these criteria? Your own expertise is the best place to start. Ask other instructors to check your list. Textbooks may also help. Information from a task-analysis may be available. Keep asking yourself "Here I listed everything that could be used to tell a good object from a bad one?"

4. State each criterion as clearly as possibly. Use the following guidelines for each criterion:

Write each criterion clearly and simply, using common industry terms. One or two words are normally sufficient.

List all criterion in a logical sequence. For our rice example, this could be the order in which a customer in a restaurant would evaluate our dish.

5. Make the criteria list reasonable in length. You should have a minimum of four or five criterion for a product and no more than 10-15 if possible.

6. Attach a rating scale. A product-rating instrument has a place to rate each criterion. There are many types of rating scales for an instructor to use.

A numerical scale is the simplest form.

- 5 - Excellent, meets all standards
- 4 - Very good, meets most standards
- 3 - Good, meets some standards
- 2 - Fair, meets a few standards
- 1 - Poor, not up to standards

Experts say that most rating scales should only contain five different levels of quality. More than five makes the scale difficult to use.

A graphic scale is also common (See Figure 1).

Place a check mark somewhere along the graphic scale to indicate the level of performance.

The most complicated and the most objective rating scale is the descriptive graphic scale (See Figure 2). Using our "Cook Rice" example.

This type of scale, while taking the most time to construct, provides the learner with a clear statement of what is expected. With this scale, a learner can evaluate his/her own product easily.

Notice in Figure 2, a space is provided for "Comments." This gives the instructor space to write down observations and suggestions that could help the learner improve the next performance.

If you allow tolerances use a descriptive graphic scale. Tolerance is defined as:

The degree to which a learner can deviate from a standard and still be successful.

You can not expect a product to be perfect. A good instructor should inform the learner of the tolerances allowed. These tolerances should confirm to those allowed in business or industry. Figure 3 shows an example, using our "Cook Rice" skill:

Again, this scale leaves little room for misunderstanding.

7. Format the rating instrument. A rating instrument normally contains places for the following information:

- Learner's name
- Date of the test

8. Provide clear directions for using the text. Example below:

Directions: Rate the performance using the criteria listed below. For each criterion, place a check mark along each scale where you think the performance is best described.

9. State the minimum acceptable level of performance required. Every test, even a performance test, has a minimum acceptable score. For a rating instrument, if every criterion is accompanied by a 5 point maximum

scale, a normal minimum level of performance would be a rating of 4 times the number of criteria (equivalent to 80%). If you have 10 criterion, the minimum level of performance would be 40. You may also wish to indicate that EACH criterion has a minimum level of performance (usually a 2). If a learner scores a 1 on any criterion, more practice is called for. Here is an example.

Minimum Acceptable Level of Performance: All criterion must receive a rating of 2 or above, and the minimum total score is 4 times the number of criteria.

10. Revise the rating instrument periodically. Keep track of how well your instrument works. If learners constantly have difficulty with certain parts of the instrument, first look at your teaching methods to make sure you are explaining AND demonstrating the proper technique. Finally, examine the wording of the criteria and the descriptions used on each rating scale.

Conclusion

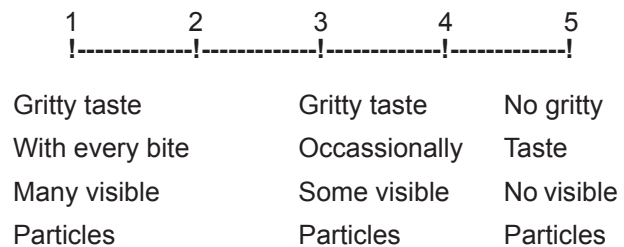
Performance involves both procedure and product. Each is different. You are evaluate either with the proper tools. To evaluate products, a product-rating instrument is more appropriate. This test requires time to develop, but it alone will allow the learner to evaluate his/her own performance.

Figure 1 - Graphic Scale



Figure 2 - Descriptive Graphic Scale

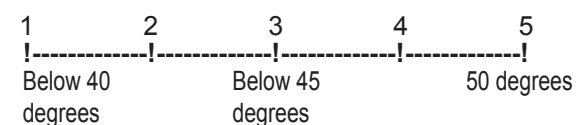
Criterion: Foreign Material



Comments:

Figure 3 - Tolerances

Criterion: Serving Temperature (Celsius)



Write Simple Objectives (SO)

Introduction

One of the most important changes a teacher can make to improve the quality of his/her instruction is to become clear about the learning desired. This Skill Card introduces a sample system of writing simple objective (SO) that can help any teacher clarify what needs to be learned, therefore making it easy to plan what and how to teach.

The unclear topic

Many teachers plan their lesson around a topic or sub-topic. Often, these topics are provided to the teacher in a curriculum document (syllabus, curriculum guide, etc.) Sometimes, the topics simply come directly from a textbook (chapter heading.) Example topics are:

- marine turbocharged engines
- Blood pressure

Each topic above represents a very large body of knowledge. It is too much for a single lesson.

The more clear sub-topic

Each topic could be further divided into sub-topics:

Marine turbocharged engines

Principle

- Main components
- Operating guidelines
- Maintenance

Blood pressure

- Definition
- Units of measurement
- Measuring instruments
- Normal ranges
- Procedure

Often, the curriculum document will also provide this breakdown. If not the teacher must apply his/her own experience to take the "whole" and break it into "parts". Each part can then be taught and learned.

Do or Know ?

The next step towards a SO is to be clear about the domain of the learning. Ask the questions:

At the end of the lesson, will the learner be expected to be able to DO something or only KNOW something ?

In the example of :

Marine turbocharged engines

Main components

When asked this question, the teacher said that only the theory was important for this lesson. The answer was KNOW.

In the example of:

Blood pressure

Procedure

The teacher replied that the student must be able to actually DO the skill. The answer to this simple question gives us the clue needed to go to the next step.

The magic action verb

Selecting a good action verb is possibly the most important step in writing a SO. There are thousands of possible verbs. Many for KNOW and many for DO.

Again, using the example of:

Marine turbocharged engines

Main components

The teacher said "KNOW" was the desired outcome. What then are some possible action verbs for KNOW ? List, name, identify, match, draw, label are just a few. There are long lists of common action verbs available to help the teacher with this decision.

The selection of the verb specifies how the student will be assessed at the end of the lesson.

Using the example of:

Blood pressure

Procedure

The teacher specified that "DO" was the desired outcome. Possible action verbs for DO are measure, calculate, make, take, obtain...

The teacher selected the verb "take" as the one that best fit.

With this verb, by the end of the lesson, the student should be able to actually take blood pressure.

TOPIC	SUB TOPICS	DOMAIN	ACTION VERBS	SIMPLE OBJECTIVE
Marine Turbo-charged	Principle	KNOW?	List Describe Label Match Draw	By the end of the lesson, each learner will be able to: Draw the components of a marine turbocharged engine, label all parts and briefly describe the function of each component.
	Components			
	Operating Guidelines			
	Maintenance			

TOPIC	SUB TOPICS	DOMAIN	ACTION VERBS	SIMPLE OBJECTIVE
Blood Pressure	Definition	KNOW?	Measure Calculate Make Take Obtain	By the end of the lesson, each learner will be able to: Take the blood pressure of a simulated patient.
	Units of measurement			
	Measuring instruments			
	Normal ranges			
	Procedure			

Write SOs for a Skill

A critical step in the lesson planning a given skill is to determine what knowledge, other related skills, and attitudes are needed by the learner. We must analyze the skill carefully to identify the “must know” information. If we are not careful in this process, our learner may have difficulty in performing the skill.

Procedure

The simplest way to begin to develop SO is to start with the performance guide. If you do not have a performance guide for your skill, now is the time to stop and develop one. A separate Skill Card is available. As an example for this Skill Card, We will look at a partial performance guide shown in Table 1. The skill is “Take an oral temperature”.

Using this example, lets develop some SOs.

1. Examine one step at a time

Look carefully at the each step of the performance guide. Read it. Think about it. Think about doing it. If necessary, observe some one doing it.

2. Analyze the step for technical knowledge

Ask yourself, “What must the learner KNOW to be able to do this step?” In our example, the learner must first know what materials are required for the skill. A good SO could be:

List the materials needed for taking an oral temperature.

Another possible SO would be:

Describe the typical location where materials for taking an oral temperature are stored.

Look at step 6. What knowledge is important here ? An SO could be:

Explain why an oral thermometer must be shaken down prior to using..

If it is important that the learner memorize the complete procedure, step-by-step, the following SO should be used:

List in sequence, the steps required to take an oral temperature.

Such a SO should ONLY be used if memorization is absolutely necessary.

Remember that knowledge consists of facts, definitions, concepts and principles. Each step should be checked to see if any of these apply. Look at step 6 again. Should the learner know the principle of a thermometer ? Would knowing the principle help understand why step 6 is necessary ? A SO could be:

Explain how a thermometer works.

3. Analyze the step for related skills.

In order to do some skills, other related skills may be required. Look at step 7. In order to do this step, the learner must be able to read the thermometer scale. This is a skill in itself. A good SO would be:

Read the thermometer to within plus or minus 0.2 degree.

Look at step 12. What related skill is required? Yes, the learner must be able to read a watch. A SO would be:

Tell time to within one second.

Believe it or not, some of our learners may not have this skill. If we do not at least check for it, then these learners will not be able to perform the skill.

Any time a step indicates using equipment, instruments, tools or machines, it is a good idea to write an SO for it. That way, neither the instructor nor the learner will be surprised.

Now look at step 4. Think about how you will teach this step. how will you know your learners can do this step ? A good SO could be:

Explain to a patient the procedure you are about to perform.

This is a communication skill. Your learners must be able to communicate clearly with a patient in terms they can understand.

Table 1

Performance Guide

Example purposes only

Take an oral temperature

Did the health care person:

1. Collect the materials ?
2. Obtain the chart of the patients ?
3. Identify the patient ?
4. Explain the procedure ?
5. Wipe the thermometer with alcohol ?
6. Shake down the thermometer ?
7. Check the reading ?
8. Wait for three minutes ?

When analyzing for skills, don't forget the cognitive skills such as problem solving and decision making. Look at step 4. What if the patient is asleep ? Ther learner must be able to make a decision about what to do. A SO could be:

Explain the conditions under which taking a temperature may be delayed.

4. Analyze the step for safety

Look at step 3. Can you see a possible safety SO here ? How about :

Explain what could happen if a procedure is performed on the wrong patient by mistake ?

Look at step 6. Here, a safety SO could be:

Describe the toxic effects of mercury.

Another could be:

List the procedure used for cleaning up and disposing of a broken thermometer.

Safety should always be of great concern to us. The last thing we want to happen is for one of our learners to be injured. Therefore, be very serious in identifying safety SOs. After all SOs have been developed, they should be arranged in a logical order for teaching.

Conclusion

Being able to develop a simple objective is the first step in becoming a master teacher. Take that step now !

Develop Enabling Objectives

Introduction

A critical step in the lesson planning process is to determine what knowledge, other related skills, and attitudes are needed by the learner for a given skill. We must analyze the skill carefully to identify the “must know” information. If we are not careful in this process, our learner may have difficulty in performing the skill.

Definition

An enabling objective (EO) is defined as:

A statement expressing a knowledge, skill or attitude that if mastered will “enable” the trainee to accomplish a terminal performance objective.

Purpose

The purpose of an EO is simple. An EO tells clearly, what is important--to teach and to learn.

Writing EO's

To be clear, an EO should be written in a standard format. The EO always begins with the unwritten statement “*The learner will be able to...*” The written EO then begins with an action verb that is carefully selected to communicate what is expected by the learner. Look at the two verbs below:

Define--Repair

Which is more complex. To define something only requires a learner to memorize a definition. To repair something could be an involved process. The first EO indicates that some knowledge is required. The second EO implies that some skill is required. Table 2 lists some commonly used action verbs for knowledge and skills.

Procedure

The simplest way to begin to develop EO's is to start with the performance guide. If you do not have a performance guide for your skill, now is the time to stop and develop one. A separate Skill Card is available. As an example for this Skill Card, We will look at a partial performance guide shown in Table 1. The skill is “Take an oral temperature.”

Using this example, lets develop some EO's.

1. Examine one step at a time.

Look carefully at the each step of the performance guide. Read it. Think about it. Think about doing it. If necessary, observe something doing it.

2. Analyze the step for technical knowledge.

Ask yourself, “What must the learner KNOW to be able to do this step?” In our example, the learner must first know what materials are required for the skill. A good EO could be:

Did the health care person:	YES	NO
1. Collect the materials?	___	___
2. Obtain the chart of the patient?	___	___
3. Identify the patient?	___	___
4. Explain the procedure?	___	___
5. Wipe the thermometer with alcohol?	___	___
6. Shake down the thermometer?	___	___
7. Check the reading?	___	___
8. Wait for three minutes?	___	___
All steps must be checked “YES”.		

List the materials needed for taking an oral temperature.

Another possible EO would be:

Describe the typical location where materials for taking an oral temperature are stored.

Look at step 6. What knowledge is important here? An EO could be:

Explain why an oral thermometer must be shaken down prior to using..

If it is important that the learner memorize the complete procedure, step-by-step, the following EO should be used:

List in sequence, the steps required to take an oral temperature.

Such an EO should ONLY be used if memorization is absolutely necessary.

Remember that knowledge consists of facts, definitions, concepts and principles. Each step should be checked to see if any of these apply. Look at step 6 again. Should the learner know the principle of a thermometer? Would knowing the principle help understand why step 6 is necessary?

An EO could be:

Explain how a thermometer works:

3. Analyze the step for related skills.

In order to do some skills, other related skills may be required. Look at step 7. In order to do this step, the learner must be able to read the thermometer scale. This is a skill in itself. A good EO would be:

Read the thermometer to within plus or minus 0.2 degree.

Look at step 12. What related skill is required? Yes, the learner must be able to read a watch. An EO would be:

Tell time to within one second.

	For knowledge		For skills
Simple	Moderate	Complex	
Define	Interpret	Plan	Test
Repeat	Apply	Design	Inspect
Record	Use	Assemble	Troubleshoot
List	Demonstrate	Revise	Set up
Recall	Practice	Create	Measure
Name	Operate	Propose	Build
Relate	Sketch	Organize	Construct
Discuss	Analyze	Judge	Analyze
Describe	Calculate	Evaluate	Operate
Recognize	Compare	Rate	Repair
Identify	Diagram	Assess	Modify
Locate	Inspect	Score	Diagnose
Tell	Solve	Choose	Estimate

Believe it or not, some of our learners may not have this skill. If we do not at least check for it, then these learners will not be able to perform the skill.

Any time a step indicates using equipment, instruments, tools or machines, it is a good idea to write an EO for it. That way, neither the instructor nor the learner will be surprised.

Now look at step 4. Think about how you will teach this step. How will you know your learners can DO this step? A good EO could be:

Explain to a patient the procedure you are about to perform.

This is a communications skill. Your learners must be able to communicate clearly with a patient in terms they can understand.

When analyzing for skills, don't forget the cognitive skills such as problem solving and decision making. Look at step 4. What if the patient is asleep? The learner must be able to make a decision about what to do. An EO could be:

Explain the conditions under which taking a temperature may be delayed.

4. Analyze the step for safety.

Look at step 3. Can you see a possible safety EO here? How about:

Explain what could happen if a procedure is performed on the wrong patient by mistake?

Look at step 6. Here, a safety EO could be:

Describe the toxic effects of mercury.

Another could be:

List the procedure used for cleaning up and disposing of a broken thermometer.

Safety should always be of great concern to us. The last thing we want to happen is for one of our learners to be injured. Therefore, be very serious in identifying safety EO's.

Sequence EO's

After all EO's have been developed, they should be arranged in a logical order for teaching.

Conclusion

Developing EO's helps two people. First it helps the instructor decide what is important to teach and what teaching sequence is best. Second, it helps the learner focus on learning the "must know" information. In other words, EO's are a major part of a well planned lesson.

Performance Guide
Develop Enabling Objectives
Use the following criteria to rate your EO's
In examining each step of the performance guide for the skill, did you:
1. identify related technical knowledge?
2. identify related skills?
3. identify safety concerns?
In writing your EO's did you:
4. begin the EO with an action verb?
5. use an action verb that is appropriate
Finally, did you:
6. sequence all of your EO's?
7. write the EO's on your lesson plan format?
For a successful lesson plan, all items should be checked "YES".

Write Terminal Performance Objectives

Introduction

"If you do not know where you are going, how will you know you have arrived?" Anonymous

Many, many instructors set out to teach their students skills and yet, they have no clear idea about their destination. By destination, we mean the actual learning outcome desired—the actual performance we will expect all students to be able to do. The result is at the end of the lesson, some students can perform—some cannot.

Definition

A terminal performance objective (TPO) is a statement that:

- describes an intended outcome;
- describes intended outcome in terms of student performance;
- describes intended student performance at the time the instruction ends;
- describes student performance rather than teacher performance or instructional procedure.

Robert F. Mager, 1994

An Evaluation Statement

A TPO is a clear statement, which describes how the learner will be evaluated at the end of the lesson.

TPO vs. Industry Performance Standard

Even though they look similar, TPOs and Industry Performance Standards for a skill are different. A performance standard is established for the work context. A TPO is developed for a training context. For any given skill, the TPO should be closely related to the industry performance standard. In many instances they are identical. On occasions however, the TPO may be either less or greater than the industry performance standard. Airline pilots and police officers usually train to a higher standard of performance than expected of them in actual work.

TPO Terminology

TPO's contains six parts or components. These six components of the TPO are sometimes called by different names—yet the meaning is the same. The table below shows the terms we will be using in this module. To the right of our terms, other terms are listed that are sometimes used.

	OUR terms	Modern	Classic	Optional	Optional
Component 1	Given:	Conditions	Environment		
Component 2	Cue:	Signal	Event		
Component 3	Who:	Performer	The learner	"Job Title"	
Component 4	What:	Performance	Behavior	Skill	You will
Component 5	Within:	Time			
Component 6	How well:	Criteria	Standards		

TPO Criteria

All TPOs should meet the following criteria:

GIVEN

The "Given" statement will describe any condition or variable that can affect the overall performance level.

Example: Given a power saw and a set of blueprints...

Example: Given a recipe and a work order...

The given statement will NOT refer to teaching or instructional methodology or simply be a tool or equipment list.

Non-Example: Given a lecture and a demonstration...

Non-Example: Given flour, salt, sugar, eggs, spoons, bowls...

CUE

The TPO "Cue" statement will identify the signal(s) or event(s) that leads to the performance.

Example: On normal rounds and/or every two hours

Example: A work order

WHO

The "Who" statement will contain the job title of the performance and the words "will be able to."

Example: The Baker will be able to...

Example: The Nurse will be able to...

Non-Example: The learner will...

WHAT

The "What" statement will contain the observable performance to be exhibited by the end of the training (single action verb and the object of the verb.)

A performance

- is specific;
- is observable;
- has its own unique procedure;
- can be broken down into two or more steps;
- can be performed in a limited period of time;
- has a definite start and end point;
- when completed results in a product, service, or decision;
- is something a worker is normally paid to do.

Example: The Baker will be able to bake French bread...

Example: The nurse will be able to take oral temperature...

Non-Example: The Nurse will understand types of temperature...
 “Understanding” is not observable.

Non-Example: The Welder will be able to cut and braze metal...
 “Cut” and “Braze” are two verbs. A TPO contains only one verb.

WITHIN

The “Within” statement will state the fixed time limit for the performance.

Example: The Baker will be able to bake French bread within one hour.

Example: The Nurse will be able to take oral temperature within 10 minutes.

Non-Example: The Nurse will be able to take oral temperature as soon as possible.

The time required for the performance of a skill has nothing to do with the training schedule.

HOW WELL

The “How well” statement contain only the most important performance criteria to be measured.

The last component of our TPO statement tells the learner “How well” the skill must be performed. There are two ways to write this part of the TPO. The first way is the easiest but requires that you provide the learner with a reference document that contains all of the important criteria.

Reference document available

For example, if you have developed a performance guide, then you would simply write:

Who: The Nurse will be able to

What : Take blood pressure

Within: 3 minutes

How well: According to the performance guide provided

Another possibility could be that you have some set of specifications from a manufacturer or from an industry.

Who: The Tire Mechanic will be able to

What: Balance wheels

Within: 1 hour

How well: According to the factory specifications provided,

In both examples above, note the word PROVIDED. This means you must acutally provide your learners with these reference documents as part of the learning process.

No reference document available

Where no performance guide or other reference document exists, it is up to the instructor to identify the most important criteria for the performance.

Who: The Tire Mechanic will be able to

What: Balance wheels

Within: 1 hour

How well:

- When road tested, steering wheel must not vibrate at speeds up to 120kph

- Vehicle should not be damaged during balancing
- Abnormal tire wear noticed during balancing must be noted on the work order

Who: The Plumber will be able to

What: Repair a leaky faucet

Within: 30 minutes

How well:

- Faucet will not leak when gently turned off
- Faucet and sink area will be clean and undamaged

Remember: Only list the most important criteria for the performance of the skill.

Complete Example

Skill: *Take blood pressure*

Given an actual patient, during normal rounds or upon the request of the Head Nurse or a doctor, the Nurse will be able to take the blood pressure of the patient during normal rounds within 5 minutes.

- Patient must first be identified
- Pressure reading must be within ± 2 mm within that read by the instructor
- Pressure outside the normal range must be immediately reported to the Head Nurse
- Pressure reading must be legibly noted on the Patient's chart

To make TPO writing easier, the TPO above can also be written by using a template (Table 2.)

Conclusion

A TPO is quite possibly, the most important statement an instructor can develop. Take the time—do it right!

COMPONENT	TPO
Given:	<i>An actual patient</i>
Cue:	<i>during normal rounds or upon the request of the Head Nurse or a doctor</i>
Who:	<i>The Nurse will be able to</i>
What:	<i>Take blood pressure</i>
Within:	<i>5 minutes</i>
How well:	<ul style="list-style-type: none"> • <i>Patient must first be identified</i> • <i>Pressure reading must be within ± 2 mm within that read by the instructor</i> • <i>Pressure outside the normal range must be immediately reported to the Head Nurse</i> • <i>Pressure reading must be legibly noted on the patient's chart</i>

Develop a Lesson Plan

Introduction

It is a simple fact: The trainer who enters the class or workshop with well-developed plans and materials is more likely to ensure that learners reach their learning objectives.

Design training session

A trainer should first answer the following questions before he/she begins the designing or planning process. This process places the emphasis on the learner and on learner-centered activities, visuals & aids. Trainer input is planned last and ONLY if additional input is needed.

1. What must the learner be able to do on the job?
2. How do you do it?
3. What must the learner be able to do by the end of the training?
4. How can instruction help?
 - A. What learner activities or experiences will help?
 - B. What visuals or job-aids will help?
 - C. What other instructor input will help?
 - D. What future projects and or problems during the training will help?

The 6-Steps for lesson planning

The following instructional sequence can be used for lesson planning or a lesson plan format should cover the 6-steps.

1. Preparation

The step is done prior to beginning actual instruction. In this step, the trainer should:

- develop/review the objectives
- make sure you can perform the skill (develop a performance guide!)
- select the teaching methods
- prepare materials and media
- gather needed tools and equipment
- prepare the class or workshop

2. Presentation

This step begins when the trainer enters the classroom or workshop and is divided into three parts:

Introduction

The introduction should be designed to inform and motivate the learner.

Main body

The body of the presentation uses many varied methods and media to deliver the lesson content. The key part of the presentation may be an effective demonstration of the skill being taught.

Summary

The summary is designed to reinforce key points, provide an opportunity for questions and prepare the learner for the application phase.

3. Application

Two conditions must exist for learning a skill: ample practice and feedback. Activities must be designed to allow the

learner adequate time for practice under close supervision at first and then independently later.

4. Evaluation

Evaluation provides the learner the opportunity to demonstrate that he/she has mastered the skill and is ready to move on to the next skill.

5. Reflection

After all learning activities have taken place, it is the time to conduct a debriefing about the lesson. This debriefing should cover both the learning activities, the key points of the lesson and the outcomes gained. It is time to discuss what the learner plans to do with the new skill.

6. Cognition

Simply learning to do a skill one way (according to one procedure) is usually not sufficient. A good training program will require the learner to take the newly acquired skill and perform it under different conditions. Problem solving and critical thinking should be required of all learners for most skills.

Formats for lesson plan

On the back of this card there are formats for lesson planning. The formats can be modified according to your needs. The main elements of lesson planning are:

- Topic/skill
- Objectives/TPO
- Main activities
- Methods and media
- Who is involved (Teacher or Learners or both)
- How long will be the activities
- Total time

Importance of a lesson plan

- Achieve optimum results for the given time
- Prepare and organize the lesson
- Stimulate the teacher to be creative
- Serve as a reminder for the teacher
- Help the teacher to be systematic and orderly
- Direct the teacher back to the lesson
- Reduce nervousness
- Gain insight into effective preparation of lesson
- Help supervisors and principles to check the content, methods, and effectiveness.

Prerequisites to Lesson Planning

- Knowledge of the subject matter
- Knowing the participants
- Familiarity with different instructional strategies and materials
- Understanding of the objectives

Conclusion

Planning is a substitute for good luck! Will you be the instructor who plans or the instructor that relies on luck? Your learners deserve careful planning!

Example formats for lesson planning:

Example 1:

Skill Topic:			
Objectives:			
What? (activities, key points)	How? (Method/Media)	Who?	How long?

Example 2:

Subject or Unit		Est. Time	Theory	Practical
Task, Skill, or Topic				
TPO	(What will the learner be required to do to demonstrate mastery of the skill?)			
Given	(Under what conditions will the learner be required to perform the skill)			
What	(What will the learner be required to do?)			
How well	(Describe how well the skill must be performed--list specific criteria.)			
Enabling Objectives	(safety, definitions, facts, principles, concepts, procedures, processes, structures)			
Preparation (prior to class)				
Instructor/Resources			Learner	
(tools, equipment, books, handouts, performance guide)			(assignments, projects, readings)	
Presentation				
Activity	Key Points or Visuals			Time
(motivation, overview, question)	(transparencies, flip chart, chalkboard, cards, real object)			

Example 3:

Trade:

Name of the trainer:

Total hours:

Topic/skill:

Date:

Terminal Performance Objectives:

S.No.	Enabling Objectives	Activities	Time	Methods	Who		Media	Evaluation	Remarks
					T	L			

Learning Design Form 5D

TASK/SKILL:		Time:
1 What must the worker be able to do on the job?	Cues, desired performance, criteria, typical problems, critical incidents	
2 How do you do it?	Checklist, performance guide, procedure, process	
3 What must the learner be able to do by the end of the training?	Terminal Performance Objective Given: Cues: Who: What: Within: How well:	
4 What information will enable the performance?	Enabling objectives (facts, concepts, procedures, processes, principles) (remember–find–apply), related skills	
5 How can instruction help?	Reading, group activity, guided practice, independent practice, assignment, role-play, peer tutoring, brainstorming, research, case studies	
A. What learner activities or experiences will help?		
B. What visuals or job-aids will help?	Visuals or job aids, performance guide, transparencies, flip charts, wall charts, slides, photos, videos	
C. What other instructor input will help?	Introduction, demonstration, illustrated talk, coaching and feedback, debriefing	
D. What future practice, projects and or problems during the training will help?	Distributed practice, projects, problems (individual <u>and</u> team)	

		Est. Time:	#
Chalkboard, Slides	OHP	Pin Board, Flip Chart	

NOTES:

Part III

Lesson Plan

School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

Lesson Plan No.:

Subject:

Faculty:

Date:

Year:

Time/Period:

Skill/Topic:

Objective:

S. No.	What? (activities, key points, questions)	How? (Method / Media)	Who?	How long?

Total Time:

School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

Lesson Plan No.:

Subject:

Faculty:

Date:

Year:

Time/Period:

Skill/Topic:				
Objective:				
S. No.	What? (activities, key points, questions)	How? (Method / Media)	Who?	How long?

Total Time:

School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

Lesson Plan No.:

Subject:

Faculty:

Date:

Year:

Time/Period:

Skill/Topic:				
Objective:				
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Total Time:

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S. No.	What? (activities, key points, questions)	How? (Method / Media)	Who?	How long?

Total Time:

School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

Lesson Plan No.:

Subject:

Faculty:

Date:

Year:

Time/Period:

Skill/Topic:				
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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

Lesson Plan No.:

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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Total Time:

School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

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Total Time:

School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

Lesson Plan Format

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Objective:

S. No.	What? (activities, key points, questions)	How? (Method / Media)	Who?	How long?

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Part IV

Student Attendance Sheet

Student Attendance

Faculty Year Section.....

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Signature of Teacher:

Part V

LogBook

School of Health Science

Bharatpur-10, Chitwan, Nepal

LOGBOOK

Year :

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School of Health Science

Bharatpur-10, Chitwan, Nepal

LOGBOOK

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Name of Teacher :

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School of Health Science

Bharatpur-10, Chitwan, Nepal

LOGBOOK

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Checked by:

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School of Health Science

Bharatpur-10, Chitwan, Nepal

LOGBOOK

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Checked by:

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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Part VI

Internal Assessment Sheet

School of Health Science

Bharatpur-10, Chitwan, Nepal

Internal Assessment

F.M. :

P.M. :

Trade/Year :

Subject :

S.N.	Name of Student	Mark Obtains	Mark in Words	Remarks	S.N.	Name of Student	Mark Obtains	Mark in Words	Remarks
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Name of Teacher :

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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Name of Teacher: Signature of Teacher:

School of Health Science

Bharatpur-10, Chitwan, Nepal

Internal Assessment

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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Trade/Year : F.M. :
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S.N.	Name of Student	Mark Obtains	Mark in Words	Remarks	S.N.	Name of Student	Mark Obtains	Mark in Words	Remarks
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Name of Teacher : Signature of Teacher :

School of Health Science

Bharatpur-10, Chitwan, Nepal

Internal Assessment

F.M. :

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Trade/Year :

Subject :

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School of Health Science

Bharatpur-10, Chitwan, Nepal

Subject :

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School of Health Science

Bharatpur-10, Chitwan, Nepal

Internal Assessment

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School of Health Science

Bharatpur-10, Chitwan, Nepal

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Part VII

Evaluation Sheet

Evaluation Sheet

Roll No.	Name of Student	Date	F.M.	Type of Exam	Date	F.M.	Type of Exam	Date	F.M.	Type of Exam	Date	F.M.	Type of Exam
			
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School of Health Science

About Us

School of Health Science is CTEVT constituent school, established at Bharatpur-10 Chitwan, Nepal in 1997. It is approximately 180 KM southwest from Kathmandu (capital of Nepal) by road and is well connected with air transport. The building premises of former Institute of Medicine ANM campus Bharatpur was renovated by Republic of Korea through Korean International Cooperation Agency (KOICA), inaugurated on Tuesday 4th February 1997 (2053/10/12 BS) and dedicated to Nepal Government on 2nd December 1997 (2054/08/17 BS). At the same time KOICA has provided teaching learning material, equipment and other physical facilities. The school started instructional activities from March 1st, 1997 (2054/11/17 BS) with 50 students of PCL in General Medicine. From 1997 to 2005 the school was managed by joint cooperation between CTEVT and Korean NGOs. Now it is managed by School Management Board chaired by Chief District Officer of Chitwan.

Under the CTEVT umbrella, this is the first school in Nepal to produce certificate level manpower for health sector. Currently the school is offering certificate level course in three distinct health science viz. General Medicine, Medical Laboratory, Pharmacy and Ophthalmic Science.

Vision

School of Health Science is recognized as a "Centre of Excellence" in producing competent health professionals in Nepal.

Mission

School of Health Science produces competent and confident skill health workforce required for the promotion and development of quality health services in Nepal.

Goals

- Run quality Medical and Allied Health Courses
- Develop TVET Medical and Allied Health Course Hub.
- Generate Income
- Develop Academic and Carrier Counselling Services
- Develop and maintain physical infrastructure
- Provide Community services