COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Create a slide of Attachment A.

Photocopy and 3-hole punch the handouts located at Attachments B, F, G, and H for each cadet.

Make three copies of the Methods of Instruction Puzzle located at Attachment C for the activity in TP1 on two different colours of paper. Description sheets should be colour A and Typical Application sheets should be colour B.

Prepare the Methods of Instruction Puzzles using the directions located at Attachment C.

Make one photocopy of the methods of instruction information sheets located at Attachment E.

Provide binders for each cadet to collect all work in this performance objective.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

INTRODUCTION

REVIEW

Nil.

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OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the methods of instruction and select the appropriate method of instruction for a given topic.

IMPORTANCE

It is important for cadets to be aware of the various methods of instruction when filling an instructional role. Being able to select and apply each method will help the cadets prepare and deliver an effective lesson.

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Teaching point 1 **Conduct an activity where the cadets will review methods of instruction.**

Time: 10 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to the review the methods of instruction previously taught in EO M309.02 (Identify Methods of Instruction).

RESOURCES

- Teaching = learning handout located at Attachment A,
- Methods of Instruction worksheet located at Attachment B,
- Methods of Instruction Puzzle located at Attachment C,
- Methods of Instruction Guide Attachment D (for instructor use only),
- OHP (if required),
- Envelopes,
- Binders,
- Pens / pencils,
- Tape, and
- Stopwatch.

ACTIVITY LAYOUT

Place the sample Methods of Instruction Puzzle (located at Attachment C) at the front of the classroom so it is easily accessible to all groups.

Set up two work stations and place the following at each station:

- Methods of Instruction worksheet located at Attachment B for each cadet,
- One envelope with the Method of Instruction Puzzle located at Attachment C, and
- One binder for each cadet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Show the cadets the slide of Attachment A and ask the cadets to:
    a. determine what the cartoon is implying; and
    b. consider why varying teaching techniques can assist with learning.

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3. Introduce the sample Methods of Instruction Puzzle by:
   a. pointing out the two top row categories: description and typical applications;
   b. identifying the first column as the six methods of instruction; and
   c. explaining the colour coding system by pointing out that all descriptions are colour A and all typical applications are colour B.
4. Have the groups race to complete the Methods of Instruction Puzzle, according to the following rules:
   a. Groups must place their pieces of the puzzle in the appropriate column and row.
   b. A group that is having difficulty may visit the sample located at the front of the classroom up to two times.
   c. A penalty of 30 seconds will be added to a group's time for each visit to the sample.
   d. The group that completes the puzzle correctly in the least time is the winner.



Attachment B is provided for the cadets who finish the puzzle early. Ask them to make personal notes on each method of instruction. It is not necessary to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching point 2 **Conduct an activity where the cadets will describe methods of instruction.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to introduce the cadets to methods of instruction.

RESOURCES

- Methods of instruction information sheets located at Attachment E,
- Methods worksheet located at Attachment F,
- Presentation aids,
- Markers,
- Pens / pencils, and
- Tape.

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ACTIVITY LAYOUT

Set up six learning stations, to include:

- Flip chart paper,
- Markers, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS

1. Write the following on the whiteboard / flip chart:

1. "Tell me, and I forget;

1. Show me, I may remember; Involve me, and I will understand." - Chinese Proverb

2. Ask the cadets the following questions:
   a. What are some possible meanings of the quote?
   b. What are the connections between learning and instruction?
3. Divide the class into six groups and assign each group a method of instruction, to include:
   a. group discussion,
   b. guided discussion,
   c. role-play,
   d. experiential learning,
   e. problem-based learning, and
   f. case study.



If the class size is small, divide the class into three groups and assign two methods to each group.

4. Have the groups title the flip chart paper with their given method of instruction.
5. Have the cadets write the following headings on the flip chart paper:
   a. description,
   b. applications,
   c. preparation and development, and
   d. pros and cons.
6. Have each group brainstorm and record ideas relating to each section of their flip chart paper.
7. Distribute the assigned method of instruction information sheet to each group.
8. Have each group read their method of instruction information sheet and add details to their flip chart paper.

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Distribute the Methods worksheet to each cadet.

9. Display charts around the room.

10. Have each group present their method of instruction. Allocate about 1–2 minutes for each group presentation.

11. Instruct the cadets to fill in the Method worksheet, making short notes, as each group presents their method to the class.



It is not necessary for the cadets to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching point 3 **Conduct a group discussion on the application of methods of instruction.**

Time: 20 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

Some examples of the types of lessons that lend themselves easily to a specific method of instruction are:

Interactive Lecture. Lessons with facts or dates, including history lessons.

Demonstration and performance. Any drill or skill, such as first aid and rope work.

In-class activity. Lessons that lend themselves easily to using brainstorming, worksheets and group work. This type of lesson is used to reinforce instructional topics such as instructional technique and environmental stewardship.

Practical activity. Map and compass, and cool-down and warm-up activities for sports.

Game. Lessons that include labelling or defining terms and performance-based lessons.

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Field trip. Visit an elemental museum, visit an airport or ship, and visit a college to view possible careers.

Group discussion. Benefits of healthy living, qualities of a good leader and environmental issues relevant to Canada.

Guided discussion. Explain personal integrity and explain decision-making processes.

Role-play. Influence behaviours, leadership scenarios, and history.

Experiential learning. Participating in citizenship activities and attending weekend training.

Problem-based learning. Teambuilding activities and leadership styles.

Case study. Characteristics of a leader and various events in history.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.



Attachment G contains a list of possible criteria to consider when choosing methods of instruction. Distribute Attachment G to each cadet before discussing the questions.



Distribute the Method of Instruction Summary handout located at Attachment H. As the methods of instruction are being discussed, the cadets may record ideas for each one on the handout.

To facilitate the discussion, record ideas on a flip chart / whiteboard.

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SUGGESTED QUESTIONS:

What methods of instruction do you like to participate in most? Why? Provide an example.

What methods of instruction were used to instruct this lesson? What evidence do you have?

Would you choose a different method of instruction for this lesson? What and why?

What criteria do you consider most / least important when choosing a method of instruction? Why?

Ask the following questions for each method of instruction:

1. What is an application of this method?
2. Why would you choose this method?
3. Does anyone disagree?
4. Would this application apply to another method of instruction? Why or why not?
5. Are there any other lessons that would fall into this method of instruction?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed in IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

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CLOSING STATEMENT

It is pertinent to have an exposure to the various methods of instruction in order to be flexible as an instructor. Familiarity with these methods may improve the instructor's ability to select activities that are appropriate for lessons. While many lessons may be taught using more than one method of instruction, choosing the most appropriate method of instruction is key.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

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Teaching = Learning?



Note: From Tiger Comics by Bud Blake. Retrieved March 10, 2009, from http://www.kingfeatures.com/features/comics/tiger/about.hml

Figure A-1 Teaching = Learning

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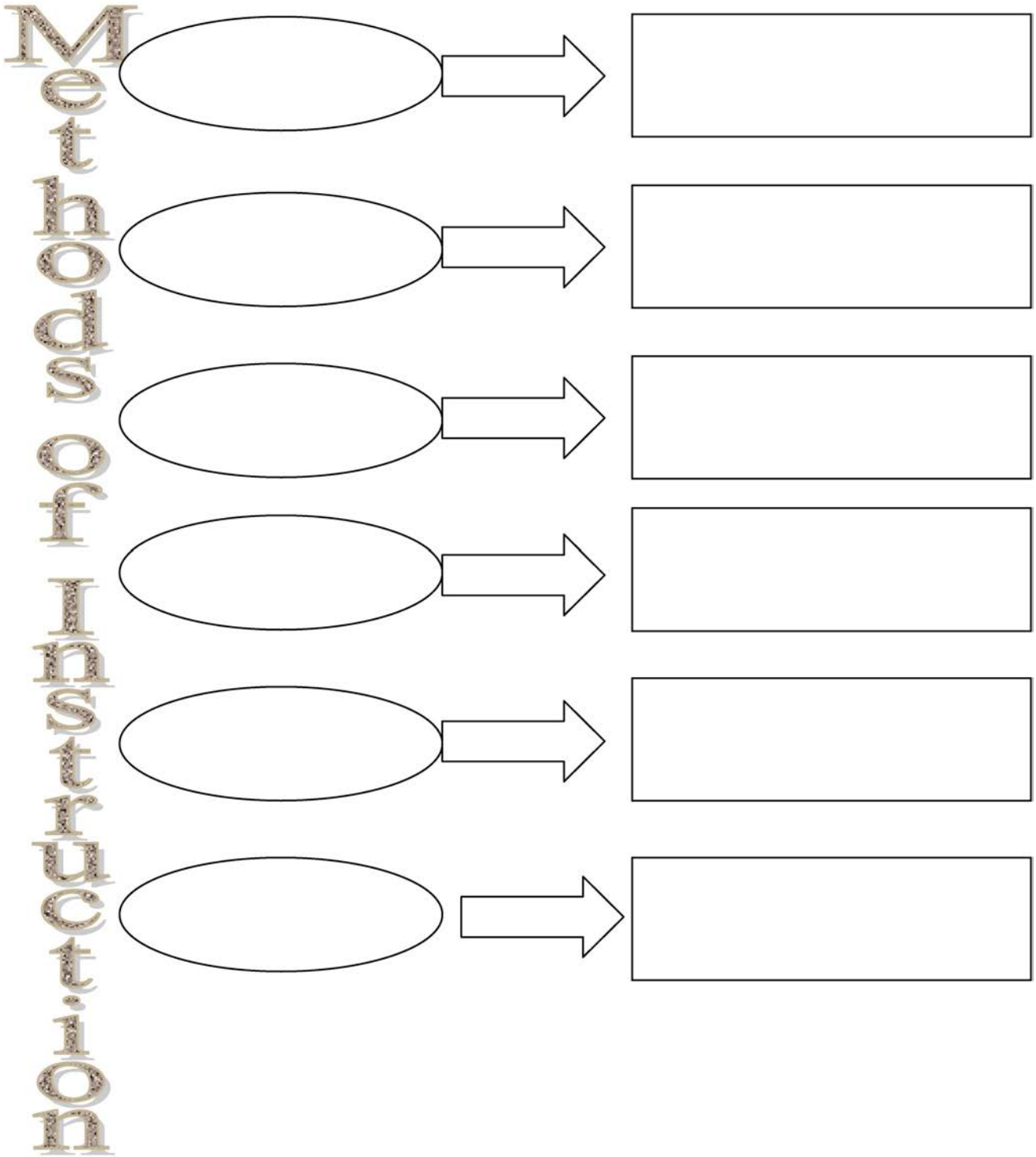
Name: _____

Place 6 methods of instruction in the circles. Then list two characteristics of each.



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METHODS OF INSTRUCTION PUZZLE

Directions

1. Photocopy three copies of Attachment C using coloured paper.



The top right-hand corner of each page indicates the colour paper to be used for each copy. The colours correspond with different sections of the puzzle as illustrated in Figure C-1.

2. Cut out each piece of the puzzle.
3. Refer to Attachment D to help with the assembly of the puzzle.
4. Assemble one puzzle to demonstrate to the class (as illustrated in Figure C-1).

	Description	Typical Applications
Interactive Lecture	COLOUR A	COLOUR B
Demonstration and Performance		
In-Class Activity		
Practical Activity		
Game		
Field Trip		

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure C-1 Methods of Instruction Puzzle

5. Put the other two sets of the puzzle pieces in two envelopes.

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Interactive Lecture	Demonstration and Performance	In-Class Activity
Practical Activity	Game	Field Trip

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DESCRIPTION

TYPICAL APPLICATIONS

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DESCRIPTIONS

Is used with one or more participants to practice skills, apply strategies, and enhance teams. Supports learning through a challenging activity that allows for skill practice or knowledge confirmation.	A method where theoretical knowledge is reinforced through participation in an activity in a real-life setting.
An instructor-driven method that combines both lecture and interaction to meet lesson objectives. Examples include videos with discussion, games, learning stations, brainstorming, debating, group work and the completion of handouts.	This method involves observing the instructor and performing and rehearsing the task under the supervision of the instructor.

Colour A

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DESCRIPTIONS

Colour A

Involves a wide variety of potential activity-based learning that can be used to support learning objectives. Encourages participation. Examples include learning stations, videos, brainstorming, debating, group work, and the completion of handouts.	This method includes a wide variety of activity-based learning opportunities that can be used to introduce new experiences.

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TYPICAL APPLICATIONS

Colour B

Used to: • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • carry out an application; • confirm learning; or • demonstrate a process.	Used to: • introduce / illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the situation; or • allow viewing of operations or equipment that cannot easily be shown in the classroom.
Used to: • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; or • illustrate the application of rules, principles or concepts.	Used to: • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; or • teach safety procedures.

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TYPICAL APPLICATIONS

Used to:	Used to:
• teach both knowledge and skill lessons; • reinforce instructional objectives; • introduce a subject and generate interest; • give background information; • illustrate application of rules, principles or concepts; or • create interactivity during a lecture.	• carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • teach manipulative operations; or • teach procedures.

Color B

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METHOD OF INSTRUCTION

Interactive Lecture

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Interactive lecture is an instructor-driven method that combines both lecture and interaction to meet lesson objectives. The lecture portions of the lesson are offset with relevant activities such as videos with discussion, games, learning stations, brainstorming, debating, group work or the completion of handouts.	Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points. Prepare participatory questions to encourage cadet participation. Prepare evaluative questions for confirmation of teaching points. Obtain or develop training aids to clarify main points. Prepare an in-class activity to avoid lecturing too long. Practice delivering the material.	Interactive lectures can be used with different sizes of groups to: • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; • illustrate the application of rules, principles or concepts; or • introduce a demonstration, discussion or performance.	Begin the lesson and each new TP with an attention-getter. Use presentation aids such as: • flip chart, • whiteboard, and / or • electronic media. Pay attention to signals of alertness, such as: • cadets' facial expressions, and • cadets' body language. Deal with alertness problems by: • asking for questions; and • posing questions to the group. Use visual training aids at opportune moments. Integrate interesting facts with lesson material to maintain interest. Use participatory questions or a short activity to avoid lecturing too long. Use questions to confirm each teaching point. Confirm the lesson using questions or an activity.

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METHOD OF INSTRUCTION

Demonstration and Performance

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Demonstration and Performance During demonstration and performance, the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. **Demonstration Method** A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and explains why, where and when it is done. **Performance Method** A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Break the task down into smaller sequential steps. Practice the lesson to ensure that steps are accurate and clear. Prepare a handout outlining the steps, if necessary. Organize the training area so that all cadets can: • see the demonstration, and • perform the task.	**Demonstration Method** Demonstration can be used to: • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; • set standards of workmanship; • explain a theory or concept; or • teach safety procedures. **Performance Method** Performance can be used to: • teach hands-on operations or procedures; • teach operation or functioning of equipment; • teach skills; or • teach safety procedures.	Introduce the lesson by demonstrating what the cadets will be able to do at the end. Explain where the skill can be applied and why it is important. Provide a handout outlining the steps if the process is complex. Explain and demonstrate each step in a sequence. Allow cadets maximum time to practice the steps as soon as possible. Positively reinforce everything the cadets do correctly. Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary. Have cadets perform the skill as confirmation. Encourage the cadets to practice beyond class time.

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METHOD OF INSTRUCTION

In-Class Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. In-class activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. Examples of in-class activities include learning stations, videos, brainstorming, debating, and group work.	Create an activity that involves all cadets, which can be conducted within the time allocated. Clearly specify the objective of the activity. Obtain all materials necessary to complete the activity. Write out specific instructions describing what participants are supposed to do. Write out specific directions for conducting the activity. Arrange for assisting staff, if necessary, to help conduct the activity. Prepare handouts for cadets containing background information. Organize the training area into work / learning stations.	An in-class activity can be used for both knowledge and skill lessons to: • reinforce instructional objectives; • introduce a subject and generate interest; • present background information; • give direction on procedures; • introduce a demonstration, discussion or performance; • illustrate the application of rules, principles or concepts; • create interactivity during a lecture; or • review, clarify or summarize information.	Introduce the activity to the whole group. Brief participants on what will be expected of them. Stress timings. Ensure all resources are available. Begin the activity. Supervise and assist the groups as required. Conclude the activity. Confirm the TP or lesson. Debrief the cadets.

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METHOD OF INSTRUCTION

Practical Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice skills or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Organize the training area so that all cadets will have space to perform the task safely. Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages. Prepare a handout outlining the steps, if necessary. Arrange for assisting staff, if necessary. Plan for composition of groups.	If it is used to teach new material, it must be combined with other methods to ensure cadets have the necessary background information to complete the activity. The practical activity method can be used to: • carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • introduce a subject; • teach manipulative operations; • teach procedures; • teach troubleshooting; • illustrate principles; • teach equipment operation; or • teach safety.	Review background information. Distribute the handout, if necessary. Introduce the activity to the group. Stress safety. Brief the cadets on what they will be expected to do. Brief assisting staff on what they will be expected to do. Begin the activity. Supervise the cadets and provide assistance, if necessary. Watch for safety infractions and stop the activity, if necessary. Conclude the activity. Debrief the cadets.

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METHOD OF INSTRUCTION

Game

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through a challenging activity that allows for skill practice or knowledge confirmation.	Develop a simple game with the following characteristics: • is fast to play; • is easy and quick to organize; • has few rules; • uses minimal equipment; and • involves maximum participation. If possible, use variations of games cadets know from childhood or television. Determine the following when developing the rules of the game: • individual or team play, • how to change leaders, • what the leader will do, • what the followers will do, • timings for the game, • how to signal the start and stop of the game, • how to ensure safety. Obtain the resources needed to play the game. Organize the training area to play the game.	Games create variety and arouse interest but must also support learning. Games can be used to: • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • develop strategies and tactics; • carry out an application; • demonstrate a process; • practice interpersonal skills; and / or • confirm learning.	Brief the cadets on the following: • the objective of the game, and • rules of the game. Play the game. Supervise closely to : • ensure that the game is played in the manner expected; • ensure that the game is played safely; and • ensure maximum participation. End the game. Debrief the cadets.

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METHOD OF INSTRUCTION

Field TripField Trip

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples include trips to areas of local interest, flying / gliding, hiking and / or sailing.	Specify the objective(s) of the field trip. Determine the time and location of the field trip. Obtain necessary authorizations. Determine the timings. Determine the activities or demonstrations needed to achieve the objectives. Determine if trained personnel will be available to assist. Arrange the following, if necessary: • transportation, • supervision, and • meals. Determine if the cadets will be allowed to use equipment or participate in a training activity. Determine if all cadets can take part at once or if they need to rotate through. Divide the cadets into groups, if necessary. Ensure safety.	The field trip is used to: • introduce / illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the training situation; or • allow cadets to view operations or equipment that cannot easily be shown in the classroom.	Inform cadets as soon as possible of the following: • time of the field trip, • location of the field trip, and • timings for departure. Brief cadets on the following prior to departure: • objectives of the field trip, • timings and groupings for activities and demonstrations, and • how they will participate during the field trip. During the field trip ensure the following: • the safety of all cadets, • maximum participation, and • the objectives are met. After the field trip: • debrief the cadets; and • confirm that objectives have been met. Express appreciation to the facilitators of the field trip.

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Guided Discussion

Description:

A method in which learners are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material. Learners discuss issues to expand their knowledge of the subject.

Applications:

- Develop imaginative solutions to problems (eg, through brainstorming).
- Stimulate thinking and interest and secure learner participation.
- Emphasize main teaching points.
- Supplement lectures, reading or laboratory exercises.
- Determine how well learners understand concepts and principles.
- Prepare learners to apply theory or procedure.
- Clarify or review points.
- Determine learner progress and the effectiveness of prior instruction.
- Foster attitudinal change.

Preparation and Development:

Reading material should be provided to learners in advance so that learners are familiar with the concepts that will be discussed.

To begin, an instructor should introduce the topic and scenario; outline the main discussion points; state the what, where and why of the lesson; and create an open environment.

During the body of the lesson, the instructor poses open lead-off questions to guide the discussion toward the aim. The instructor concludes the lesson by reviewing all the main points contributed by both the learner and instructor and by relating points back to the lesson aim.

Advantages:	**Disadvantages:**
• Increases cadet interest. • Increases cadet acceptance and commitment. • Uses cadet knowledge and experience. • Results in more permanent learning because of the high degree of cadet participation.	• Requires highly skilled instructors to redirect discussion using rephrased comments or summaries. • Requires preparation by cadets. • Limits content. • Consumes time. • May not accomplish goals. • Can get off topic. • Some members may not participate.

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Group Discussion	
Description: A method to discuss issues and share knowledge, opinions and feelings about a topic in small groups. The instructor's questioning is flexible and minimal, and encourages reflection on personal experiences and opinions through peer interactions.	
Applications: • Develops imaginative solutions to problems. • Emphasizes main teaching points. • Determines individual progress and the effectiveness of prior instruction. • Prepares individuals for application of theory or procedure.	
Preparation and Development: Prepare an issue or problem that will interest the cadets and stimulate discussion. Organize cadets into small groups. Put groups in circles or horseshoes. Pose a lead-off question and encourage participation of all cadets.	
Advantages: • Increases cadet interest. • Increases cadet acceptance and commitment. • Uses cadet knowledge and experience. • Results in more permanent learning because of the high degree of cadet participation.	**Disadvantages:** • Requires highly skilled instructors. • Requires preparation by cadets. • Limits content. • Consumes time. • Restricts size of group. • Requires selective group composition.

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Problem-Based Learning

Description:

A method that facilitates the learning of principles and concepts by having learners work on solving a problem drawn from the work environment. Instructors must pose thought-provoking questions and guide cadets without influencing their decisions.

Applications:

It allows learners to:

- learn through practicing what they will have to do on the job;
- learn by imitating others' behaviour;
- learn from the feedback of others; and
- learn through practice and reflection on each scenario in which they participate.

Preparation and Development:

This method is usually conducted with small groups of 5–7 learners or with pre-established teams.

Instructors prepare carefully constructed problems that are realistic.

During the lesson, learners analyze the problem and work toward solving it.

Instructors facilitate learning by posing questions to get learners thinking and talking (eg, What are the clues, facts and any guesses about the problem and its causes? What other information is needed?). The instructor should ensure that all learners participate because discussion is key to learning, but they should try not to influence decisions. Instructors may also challenge learners' thinking by questioning learners without leading them to the correct answer (eg, What does this mean? What are the implications?).

Advantages:	**Disadvantages:**
• Encourages participation by cadets. • Maintains relevance to performance objectives. • Many resources are involved. • Problems are realistic for learners to relate to.	• Critical thinking skills are required. • Broad knowledge of the subject matter is required. • Instructors must be experienced in facilitating learning.

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Role-Play	
Description: A method of interaction in which learners play out and practice realistic behaviors by assuming specific roles and circumstances.	
Applications: It allows learners to: • practice responding to various situations that are similar to those they will encounter; and • develop human interaction skills.	
Preparation and Development: Begin the lesson by clearly explaining the objective of the lesson (what, where, when and why). It is critical to explain that role-playing is a learning process and learners are not expected to play their roles perfectly from the start. This will help put learners at ease. The instructor must clearly explain each role the learners will play. This is followed by a demonstration of the role-play either on video or through a live performance by instructional staff. Learners are paired or grouped together and the role-plays are cycled through. The instructor does not interfere during the role-play unless learners veer off topic, require cues or assistance, or a safety issue arises. Following each role-play, the instructor debriefs the learner on their performance. Correct behaviours should be positively reinforced, and areas requiring improvement identified.	
Advantages: • High participation, interactive delivery. • May lead to discussions. • Experience is developed in a supportive environment. • Can be very versatile depending on the topic.	**Disadvantages:** • Participants can be easily sidetracked. • Needs a lot of preparation and controls must be clarified. • Competent, experienced and prepared instructors are needed. • Not always successful due to group composition.

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Experiential Learning	
Description: A method using knowledge and skills to meet objectives. There are four stages to this method: concrete experience, reflective observation, abstract conceptualization, and active experimentation.	
Applications: The method teaches: • practical skills, • transferable skills, • problem solving, and • process or principle.	
Preparation and Development: Step 1: Concrete Experience. Individuals have an experience and take time to identify and define it. Step 2: Reflective Observation. Provides time for individuals to reflect on visual, emotional, and cognitive aspects of the experience. Step 3: Abstract Conceptualization. Individuals work to understand and make connections between the experience and prior experiences. Step 4: Active Experimentation. Individuals look ahead to plan the application of skills and knowledge acquired for future experiences.	
Advantages: • Knowledge is shared by the participants. • Most participants will create new knowledge. • Everyone is actively involved in the teaching and learning process. • Numerous resources are used.	**Disadvantages:** • Expensive as it uses many resources. • Requires a lot of planning, preparation and organization prior to the activity. • The instructor must master the subject developed. • May not be a good process for learning details.

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Case Study

Description:

A method using a written problem, situation or scenario to achieve a performance objective.

Applications:

- Used for learning principles, attitudes and concepts.
- Develops critical thinking and promotes teamwork.

Preparation and Development:

Give a problem that matches the experience level of the cadets.

Provide time to analyze it.

Responses to the problem should be recorded under four headings:

1. Facts,
2. Assumptions,
3. Problems, and
4. Solutions.

Advantages:	**Disadvantages:**
• Cadets can help each other learn. • High energy. • Relates to real-life applications. • Can be used for past, present and future applications.	• Must be well organized and facilitated to ensure learning takes place.

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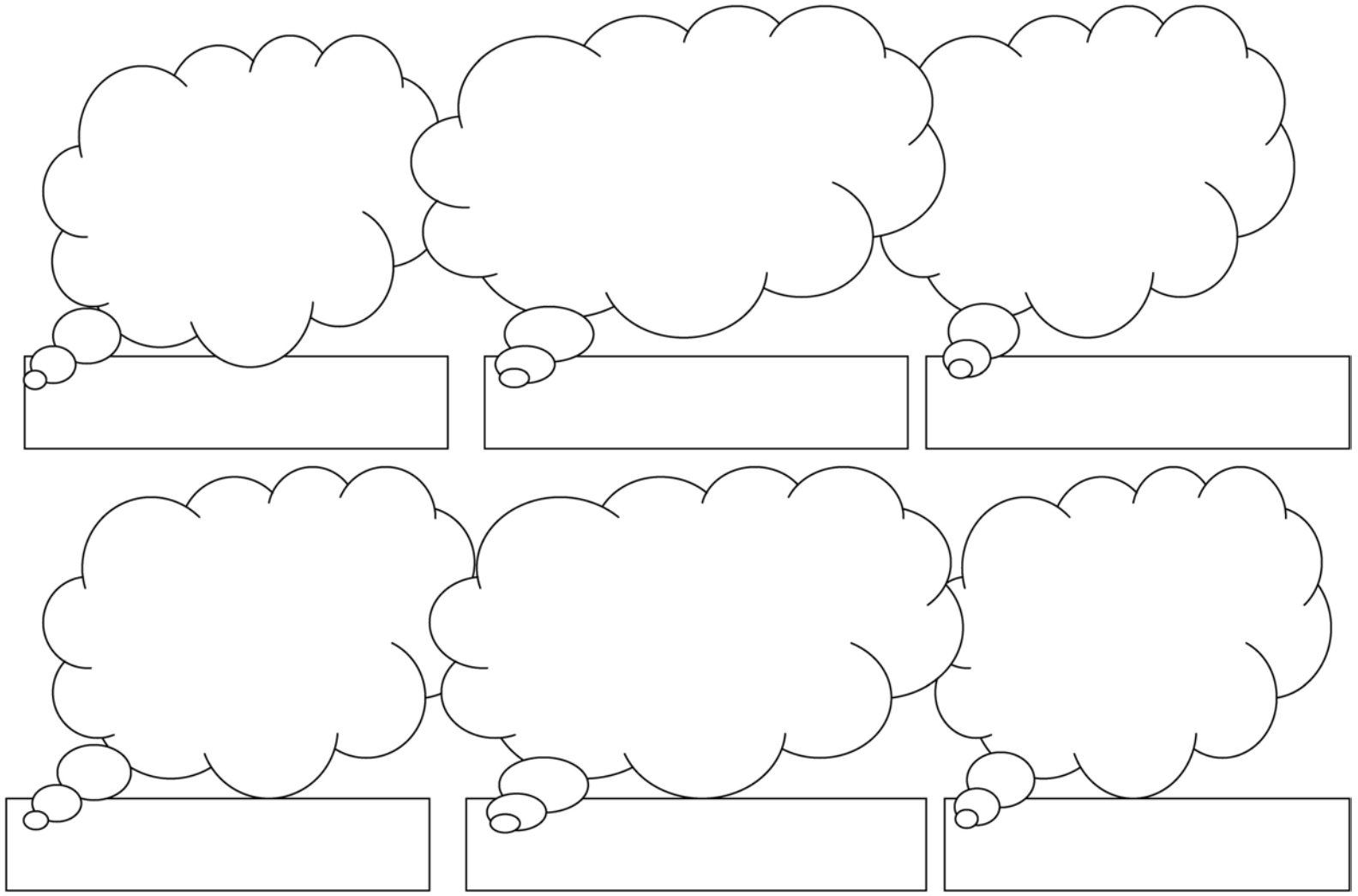
Methods

Write a method of instruction in each rectangle. Listen to each group present their method. In each cloud, list some characteristics defining the method.



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METHOD MADNESS

Topic: _____

Group Members: _____

Discuss the factors below in order to reach a decision on adopting a method of instruction.

Is the objective to: • provide theory? • manual or procedural skills? • develop concepts? • instill desired attitudes? • develop teamwork?	**What is the type of content:** • Knowledge? • Theory? • How difficult is it?
Know your cadets by determining the: • existing skill, knowledge and attitude level of the students, • class size, • behaviour, • qualifications, • experience, and • skill level.	**Establish Materials / Equipment / Facilities:** • What? • Where? • Available? • Time? • Is it critical?
Consider cost: • Are funds available? • Is it cost effective?	**Know your ability as an instructor by determining:** • Existing skill, knowledge and attitude level? • Behaviour? • Availability? • Qualification? • Experience? • Skill level?

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METHODS OF INSTRUCTION SUMMARY

Interactive Lecture. The instructor presents material such as events and facts and the cadets participate by responding to questions and engaging in discussion.

Examples:

Demonstration and performance. The instructor demonstrates a movement or skill, showing the cadet what to do, and explains, why, where and when it is applied. Then the cadets are given time to practice the movement or skill.

Examples:

In-class activity. A variety of activities that reinforce instructional topics.

Examples:

Practical activity: An interactive way to allow cadets to experience skill-based lessons.

Examples:

Game. Fun and challenging activity that allows for skill practice or knowledge confirmation.

Examples:

Field trip. Complements theoretical knowledge required by using concrete examples and allowing cadets to observe real-life applications of learning objectives.

Examples:

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Group discussion. Cadets learn from peer responses, which provoke them to examine their own thoughts and experiences.

Examples:

Guided discussion. The instructor directs and stimulates the cadets' learning through a series of structured questions.

Examples:

Role-play. Cadets are assigned roles requiring them to interact with others in responding to various realistic situations.

Examples:

Experiential learning. Allows cadets to acquire new knowledge or skills through direct experience.

Examples:

Problem-based learning. Cadets analyze a problem and apply the steps in the problem-solving method.

Examples:

Case study. The primary purpose may not be to find a correct solution to the problem or issue posed, but to understand the principles involved in reaching a solution or analyzing an issue.

Examples:

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