MOVING BEYOND THE LECTURE

TABLE OF CONTENTS

Criteria for Developing Learning Objectives .................................................. 1
SMART Learning Objectives ........................................................................... 2
Dale's Learning Cone of Experience .............................................................. 3
Suggested Instructional Strategies ................................................................. 4
The Kolb Circle of Learning ............................................................................ 5
Teaching Strategies and the Learning Circle ................................................... 6
Learning Modes and Capacities for Living ....................................................... 7
Adult Education Learning Techniques ............................................................. 8
Presentation Methods and Activities ............................................................. 9
Checklist for Effective Teaching ...................................................................... 10
CRITERIA FOR DEVELOPING LEARNING OBJECTIVES

(Checklist)

1. Relevant to learners needs?
2. Consistent with overall learning goals? Program philosophy?
3. Consistent with knowledge and skills of instructors?
4. Stated in behavioral terms? State what the learner should be able to do? State how should the learner be able to respond?
5. Stated in clear language?
6. Narrow and specific?
7. Achievable in terms of time constraints?
8. Achievable in terms of learning resources?
9. Suitable for evaluating learning results? Do they imply how instructors can know whether the objective has been achieved?
Learning Objectives Should be Written Using the Acronym SMART

S - SPECIFIC. Objectives should be written in very specific terms to avoid confusion. They define results to be accomplished.

M - MEASURABLE. How will we know they are accomplished?

A - ATTAINABLE. Objectives should be challenging, yet attainable.

R - RELEVANT. Objectives should be relevant to the topic to be taught.

T - TIME BOUND. Objectives should consider the amount of time for the session.
DALE'S LEARNING CONE OF EXPERIENCE

Below is an outline of the advantages and disadvantages of specific learning methods a faculty member should become acquainted with. It shows graphically various learning activities grouped by levels of abstraction (right column below) and indicates their relative effectiveness as teaching methods (left column below).

CONE OF LEARNING
WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT
(developed and revised by Bruce Hyland from material by Edgar Dale)

You will note that the instructional techniques classified in Dale’s Cone of Experience range in a hierarchy of levels from the simple to the complex. That is to say, a teaching method that appeals to only one sense, such as reading or hearing, is simple, but one that appeals to more senses or a combination is complex and more likely to result in a retention of learning.
Suggested instructional strategies for use with each level of Bloom's Taxonomy:
TEACHING STRATEGIES AND THE LEARNING CIRCLE

Direct or Concrete Experience
Activities which involve the learner in the experience either physically or emotionally. Hands-on, uses the senses, engages the learner effectively. May have to be vicarious experience. “Here and now” data.
- Recalling past experience
- Role play
- Demonstration
- Observation
- Case studies
- Films
- Interviews
- Self-tests

Reflections on Experience
Activities which require the learner to step back and look at experience, get perspectives of others, make connections to other experiences.
- Structured small group discussions
- Reflective papers
- Journals
- Copying notes
- Asking learners how they react to a session
- Asking learners to make connections to other learning
- Asking learners to discuss class session with other people
- Socratic dialogue
- Formulating questions

Abstractions or Principles
Information from authoritative sources. Using research and specialized knowledge from the law and other disciplines to develop principles. “There and then” data.
- Print (benchbooks, journal articles and other readings)
- Authoritative guidelines (checklists, rules, procedural steps, chronologies)
- Lectures
- Films
- Quick reference guides
- Forms, charts, documents
- Flowcharts

Application
Opportunities for the learners to try out principles or theories in problem-solving.
- Role play
- Individual and group projects
- Video-taping of practice session
- “What if” situations
- Devising plans of action
- Problem-solving activities
LEARNING MODES AND CAPACITIES FOR LIVING

Concrete Experience
- Contributes to increased affective functioning
- Enlarges repertoire of appropriate emotional responses
- Promotes higher order sentiments, including capacity of intimacy
- Promotes valuing

Reflective Observation
- Sharpens perceptual capabilities
- Potential for reducing capacity for empathy
- Increases perspective taking
- Contributes to ability to discern and assign meaning
- Increases tolerance

Abstract Conceptualization
- Develops sophisticated symbolized proficiency
- Enables us to think in abstractions
- Permits appreciation for many higher order concepts (i.e., God, love, Justice)
- Helps in discriminating between facts
- Helps in defining reality
- Sharpens analytical and digital thinking
- Increases capacity for logic

Active Experimentation
- Increases behavioral complexity
- Helps refine actions, nuance
- Behavior becomes more congruent with knowledge
- Develops self-control
- Actions become more appropriate for circumstance
- Control of temper and violent behavior

As one matures and transits the circle repeatedly, constantly recycling and integrating the dialectic conflicts among the four modes, one moves to greater creativity and growth. The capacities increasingly impact on each other and contribute to each other, i.e., as one's perceptual capacities increase, so does one's behavioral repertoire.

The circle this becomes a helix or a cone, the four modes positioned at some distance forming the floor, and with distance decreasing as the modes are engaged at increasing levels of sophistication and complexity.
ADULT EDUCATION LEARNING TECHNIQUES

Pre-tests/Self-tests
Note-Taking Forms
Commitment Methods (i.e., gavel rotation, stop signs, hand raising)
Prizes (lottery tickets, book store gift certificates, etc.)
Games (i.e., jeopardy game show)
Team Competition
Break-Outs/Small Discussion Groups
Role-Playing [use of props (hats), costumes, (robe for judge)]
Reporting Solutions (i.e., transparencies, flipcharts, large “post-its”)
Audience Questions and Answers (index cards)
Brain Storming
Case Studies
War Stories
Panel Discussions/Debates
Open Forum
Demonstrations (video, live)
Handouts
Overheads/Transparencies/PowerPoint
Questionnaires
Outside Testimony
“Lecture”
# Presentation Methods and Activities

<table>
<thead>
<tr>
<th>Type of Presentation</th>
<th>Best Use</th>
<th>Audience Status</th>
<th>Special Aspects</th>
<th>For Best Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture</strong></td>
<td>To convey large amounts of information in a short time.</td>
<td>Passive—may produce inattention or boredom</td>
<td>Implies superiority of the speaker, which negates the adult education principle of mutuality</td>
<td>Break into 45-minute segments Allow questions throughout Integrate with other methods</td>
</tr>
<tr>
<td><strong>Debate and Panel Discussion</strong></td>
<td>To show controversy and diversity</td>
<td>Active psychological, emotional, and physical involvement, especially if questions are asked</td>
<td>Needs a moderator</td>
<td>Inform panel of program objectives Allow each panelist a set time for presenting views Actively engage each panelist in answering participants’ questions</td>
</tr>
<tr>
<td><strong>Small Group Activity</strong></td>
<td>To Convey: - Personal Experiences - Individual Knowledge - Specific Perspective - Consensus on Issues - Responses and Reactions</td>
<td>Every individual participates Shared ownership in educational outcome</td>
<td>Provides opportunity for learners to practice using the information conveyed</td>
<td>Must have: - Concrete objectives - Clear and written instructions - Assigned time allocations Must be integral part of the topic being conveyed 5-7 people per group; minimum of 3, maximum of 9</td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td>To model new skills</td>
<td>Drawn into program</td>
<td>Eases tension; learners may feel about trying out new information</td>
<td>Inform all players of the expected outcome; provide script</td>
</tr>
<tr>
<td><strong>Experimental Activity—Role Play</strong></td>
<td>To test new information and personal abilities in life-like situations</td>
<td>Learners are part of the program, giving them ownership and building trust in faculty, each other, and use of new information</td>
<td>Provides opportunity for learners to apply new information with little risk and no consequence for error</td>
<td>Preplan: - Have clearly stated instructions - Establish appropriate timeframes - Monitor the activity as it happens - Be flexible in outcomes - Tie the experience back to the information presented - Conduct structured discussions following activity</td>
</tr>
<tr>
<td><strong>Individual Activity</strong></td>
<td>To convey facts, directions, individual action plans, and application of new information</td>
<td>Learners are part of the program and gain ownership in its success</td>
<td>Learners are in control and can experience a sense of individual accomplishment and enhanced self-esteem</td>
<td>Volunteers should share work with faculty for discussion</td>
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Based on information contained in: Curriculum, Program and Faculty Development; Managing People, Processes and Product, Waldrop and Conner, 1994, JERITT
CHECKLIST FOR EFFECTIVE TEACHING

IS THE CONTENT...
_____ Relevant to the audience you are teaching?
_____ Practical for the responsibilities of the participants?
_____ Important, urgent, new, and/or critical to the audience?
_____ Focused (can be developed in time frame and structure of course)?

DO THE TEACHING METHODS...
_____ Provide learners an opportunity to acquire information, process it, structure it and try it out?
_____ Encourage learners to actively participate in the learning experience?
_____ Keep learner interest and provide variety?

ARE THE VISUALS...
_____ Used appropriately to make major points?
_____ Well prepared and add interest (readable, simple, clear)?
_____ Feasible within the time and space available?

DO THE MATERIALS...
_____ Provide support for the presentation?
_____ Enable the participant to concentrate on the presentation without worrying about excessive note-taking?
_____ Include critical case citations and/or bibliographic citations?
_____ Look good? Are they clear and readable?
_____ Provide a logical, practical format that enables participants to follow the presentation?