

2-9: Methods Of Instructional Delivery

Types Of Instructional Delivery

- Instructor-led training
- Technology-based training
- Other instructional methods

Lecture Method

- Instructor's role
- Effective method for providing
 - Facts
 - Rules/regulations
 - Clarifications
 - Examples
 - Definitions

Lecture Method

■ Advantages

- One speaker can reach people in any size group
- Format is familiar to students
- They are aware of what to expect and what is expected of them
- Delivered through distance learning
- Extend beyond the limits of one classroom

Lecture Method

■ Disadvantages

- Limited student/instructor interaction
- Lack of student feedback
- Limited use of senses

■ Overcoming the disadvantages

- Generate student interaction
- Include discussion, illustration, demonstration, and activities
- Avoid presenting too much information at once
- Provide supplemental information

Illustrated Lecture Method

- Using visual aids to illustrate main points
- Directed toward the student's senses of sight and hearing

Discussion Method

■ Benefits

- Allows interaction between instructor and students
- Instructor talks with the group, not to the group
- To be effective, students must have a basic knowledge of the subject
- Works best for small groups of 10-15 students

Discussion Method

- Guided discussion
 - Instructor presents a topic
 - Ideas are discussed in an orderly exchange and are controlled or guided
 - Gain knowledge from other members, modify their ideas, or develop new ones

Problem Solving Conference

- Directs group thinking towards a solution
- Students must know the scope, limits, purpose of the conference
- Goal is to develop understanding and recognition of the topic

Problem Solving Conference

- Cannot be spontaneous
- Willingness to share ideas and trust group's consensus
- Instructor must not enter into the discussion except to state or restate problems, questions, state the case, or summarize

Demonstration Method

■ Purpose

- The act of showing how to do something or how something operates
- Basic means for teaching psychomotor skills

Demonstration Method

■ Guidelines

- Know what it is and its learning objective
- Practice every step
- Check all equipment and accessories
- Demonstrate the skill once at normal speed
- Repeat step-by-step while explaining each step slowly
- Allow students to ask questions and clarify any misunderstandings

Multiple Instructors

- Requires advance planning and preparation time
- Combines the knowledge and expertise of several instructors
- Exposes students to a wide variety of teaching methods and styles

Case Studies

- Description of a real incident or problem
- Should be relevant to risks/hazards facing organization
- Includes information such as
 - Description of situation and facts
 - Chain of events including participant actions
 - Incident outcomes

Case Studies

- Guidelines for conducting
 - Instructor introduces the case study
 - Student participation
 - Reviewing case study
 - Analyzing situation and facts
 - Discussing the case study
 - Review lessons learned
 - Strategize solutions for use on future problems/incidents

Role-play

- A scenario in which students portray characters to simulate real world interpersonal communications
- Useful to teach and reinforce the affective domain

Role-play

- Guidelines for conducting
 - Instructor responsibilities
 - Student participation

Brainstorming Sessions

- Students given a problem or situation and a timeframe to determine a solution
- Effective only when students have adequate knowledge of subject matter

Brainstorming Sessions

- Guidelines for conducting
 - Instructor responsibilities
 - Student participation

Simulations

- Allow participation in situations that represent real life
- Guidelines for conducting
 - Instructor responsibilities
 - Student participation

Field and Lab Experiences

- Opportunity to inspect, use, test, and evaluate equipment or processes
- Guidelines for conducting
 - Instructor responsibilities
 - Student participation

Technology-based Training

- Increased number of nontraditional students
- Increased use of personal computers
- Increased demand for specialized courses with limited enrollment
- Decreased funding in training budgets
- Improved sophistication in delivery systems

Types

- Computer-based training
- Computer-assisted instruction
- Web-based training

Types

- Browser-based training
- Blended electronic learning
- Interactive television

Security Issues

- Begins when the student enrolls
- Assign a password that provides access
- Instructor correspondence precautions
 - Messages misdirected or sent to the entire class

Self-directed Learning

- Students complete objectives at their own pace
- Responsibility placed solely on the student
- Instructors are not involved
- Meet to examine progress
- May require using technology based training aids

Individualized Instruction

- Match methods with objectives and individual learning styles
- Based on
 - Student needs and preferred learning styles
 - Required learning objectives or competencies
 - Instructional strategies and media that fit the needs of the student

Individualized Instruction

- **Instructional methods used**
 - Learning activity packets
 - Tutorial instruction
 - Programmed learning