



*2-2: Employing The Four-step
Method Of Instruction As It Relates
To Psychomotor Training*



Four-step Method of Instruction

- Preparation
- Presentation
- Application
- Evaluation



Step 1: Preparation

- Consists of two parts
 - Preparing the instructor
 - Preparing the student



Step 1: Preparation

- Preparing the instructor
 - Evaluate the audience
 - Research skill or topic and gather references learning material
 - Create or review a lesson plan
 - Create a safe and comforting learning environment



Step 1: Preparation

- Preparing the students to learn
- Establish an ACID BASE
 - **A**ttention
 - **C**uriosity
 - **I**nterest
 - **D**esire
 - **B**egin
 - **A**ssociating
 - **S**tudents and
 - **E**xperiences with lesson content



Instructor's Role

- Introduce the skill or topic
- Gain the students' attention
- State the learning objectives
- Inspire students by stating the reason the information is important
- Prepare students to listen for key points



Instructor's Role

- Generate curiosity
- Create attention
- Generate desire
- Create interest
- Create continuity



Step 2: Presentation

- Purpose
 - New information and skills are presented and demonstrated
- Techniques for presentation
 - Use an orderly, sequential outline
 - Can combine with application step
 - Present concepts and procedures
 - Demonstrate psychomotor skill
 - Promote student motivation



Step 2: Presentation

- Tested methods
 - Select appropriate presentation style
 - Present skills demonstrations
 - Use appropriate training aids and props
 - Explain operations
 - Emphasize key points
 - Explain concepts, philosophies, principles, and their implications



Step 2: Presentation

- Tested presentation methods
 - Proceed from known to the unknown, simple to the complex
 - Use textbooks and other reference materials
 - Apply active learning principles
 - Summarize key points and concepts
 - Require students to take notes or answer oral questions



Step 3: Application

- Purpose

- Students apply learned skills to practical situations
- Help reinforce student learning



Step 3: Application

- Most student learning takes place here
- Students demonstrate psychomotor skill
- Actively involves the students in the learning process
- Provides the opportunity to practice and master critical skills in a nonemergency learning environment



Step 3: Application

- **Methods**

- Have students perform the task or activity under supervision
- Observe performance closely
- Check and correct errors
- Instill correct habits in students
- Check key points and safety points
- Develop interactive discussions



Step 4: Evaluation

- Purpose
 - To evaluate the learning process
 - To evaluate student learning
 - To evaluate teaching effectiveness



Step 4: Evaluation

- Methods

- Have students perform tasks unassisted
- Conduct performance testing
- Ask prepared questions
- Have students demonstrate and explain tasks
- Have students observe and critique other students performances



Step 4: Evaluation

- Methods

- Conduct final examinations
- Evaluate student notebooks, projects, assignments and activities
- Have students complete course and instructor evaluation forms
- Have instructors complete course evaluation forms



Step 4: Evaluation

Without the evaluation step, the instructor cannot determine if learning has taken place