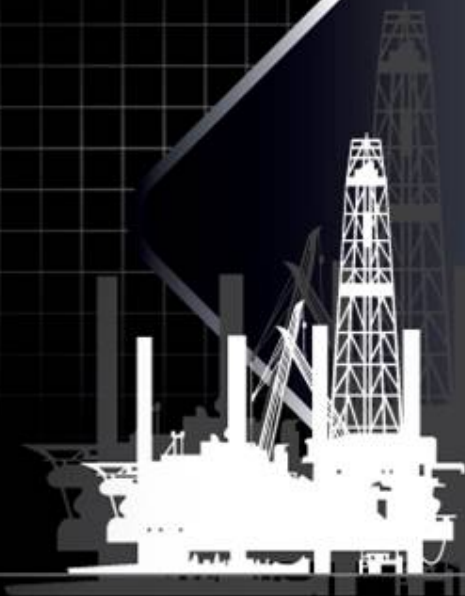




TRINITY
MEDICAL MANAGEMENT

**ADULT
PREFERENCES
REGARDING A
LEARNING
ENVIRONMENT**



LEARNING SETTING:

- ❖ **NOISE LEVEL**
- ❖ **LIGHTING**
- ❖ **TEMPERATURE**
- ❖ **STRUCTURE**
- ❖ **TIME OF DAY**

LEARNING STYLES:

- ❖ **AUDITORY**
- ❖ **VISUAL**
- ❖ **KINESTHETIC**

SOCIAL NEEDS:

- ❖ **LEARN ALONE**
- ❖ **LEARN WITH OTHERS**

MOTIVATION:

- ❖ **EXTRINSIC**
- ❖ **INTRINSIC**



❖ AN INSTRUCTOR MUST RECOGNIZE THE ADULT'S PREFERENCES IN THESE AREAS MAY AFFECT THEIR RESPONSIVENESS IN THE SESSION.

❖ EFFORTS SHOULD BE MADE TO ACCOMMODATE DIFFERENCES BY PROVIDING A VARIETY OF LEARNING ACTIVITIES IN WHICH PARTICIPANTS MAY FEEL COMFORTABLE.



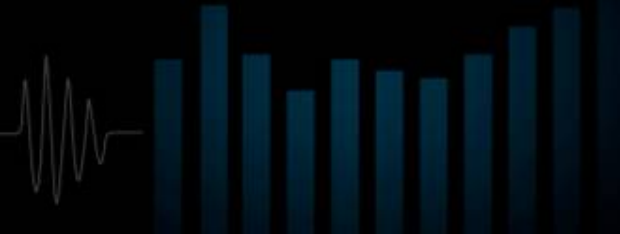
THE ULTIMATE EDUCATOR IS THE ADULT LEARNING EXPERT!

- ❖ **ADULT LEARNING THEORY IS GROUNDED IN THE NOTION THAT ADULTS ARE IN CHARGE OF AND NEED TO BE ACTIVE PARTICIPANTS OF THEIR LEARNING.**
- ❖ **ADULTS BRING A WIDE RANGE OF EXPERIENCES AND PERSPECTIVES TO ANY INSTRUCTIONAL SETTING, AND ARE MOST LIKELY TO BE MOTIVATED WHEN THEY SEE A CONNECTION BETWEEN THE LEARNING OBJECTIVES AND ACTIVITIES OF THEIR OWN WORK OR LIFE.**
- ❖ **ADULTS ALSO BRING PREFERENCES FOR HOW THEY LEARN AS WELL AS VARYING APTITUDES AND ABILITIES.**
- ❖ **ULTIMATE EDUCATORS PROVIDE OPPORTUNITIES FOR ADULTS TO USE WHAT THEY ALREADY KNOW AND APPLY WHAT THEY ARE LEARNING IN THE INSTRUCTIONAL SETTING.**



LESSON PLANNING PROCEDURES

- ❖ **AN EFFECTIVE INSTRUCTOR CONTROLS THE WAY TIME IS USED BY A SYSTEMATIC AND CAREFUL PLAN FOR PRODUCTIVE USE OF INSTRUCTIONAL TIME.**
- ❖ **SOMETIMES YOU WILL BE WORKING OFF OF A POWERPOINT PRESENTATION THAT HAS BEEN CONSTRUCTED BY SOMEONE ELSE.**
 - ❖ **THIS WILL PROVIDE YOU WITH AN OUTLINE AND PROVIDES THE ORGANIZATIONAL STRUCTURE NECESSARY TO CONDUCT YOUR INSTRUCTION.**



LESSON PLANS:

- ❖ **PROVIDE DIRECTION TOWARD THE ATTAINMENT OF SELECTED OBJECTIVES.**
- ❖ **THE MORE ORGANIZED A TEACHER IS, THE MORE EFFECTIVE THE TEACHING, AND THUS THE LEARNING IS.**



STAGE 1: PRE-LESSON PREPARATION

- ❖ **1. GOALS**
- ❖ **2. CONTENT**
- ❖ **3. STUDENT ENTRY LEVEL**



STAGE 2: LESSON PLANNING AND IMPLEMENTATION

- ❖ 1. UNIT TITLE**
- ❖ 2. INSTRUCTIONAL GOALS**
- ❖ 3. OBJECTIVES**
- ❖ 4. RATIONALE**
- ❖ 5. CONTENT**
- ❖ 6. INSTRUCTIONAL PROCEDURES**
- ❖ 7. EVALUATION PROCEDURES**
- ❖ 8. MATERIALS**



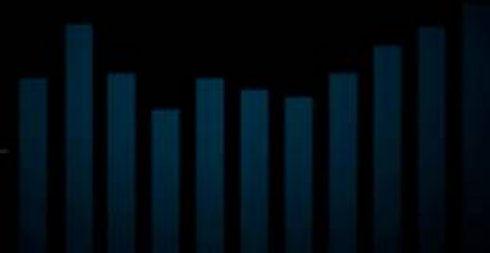
- ❖ **LESSON PLANNING INVOLVES MUCH MORE THAN MAKING ARBITRARY DECISIONS ABOUT “WHAT I’M GOING TO TEACH TODAY.”**
- ❖ **MANY ACTIVITIES PRECEDE THE PROCESS OF DESIGNING AND IMPLEMENTING A LESSON PLAN.**
- ❖ **SIMILARLY, THE JOB OF SYSTEMATIC LESSON PLANNING IS NOT COMPLETE UNTIL AFTER THE INSTRUCTOR HAS ASSESSED BOTH THE LEARNER’S ATTAINMENT OF THE ANTICIPATED OUTCOMES AND EFFECTIVENESS OF THE LESSON IN LEADING LEARNERS TO THESE OUTCOMES.**



- ❖ **EVEN TEACHERS WHO DEVELOP HIGHLY STRUCTURED AND DETAILED PLANS RARELY ADHERE TO THEM IN LOCK-STEP FASHION.**
- ❖ **SUCH RIGIDITY WOULD PROBABLY HINDER, RATHER THAN HELP, THE TEACHING-LEARNING PROCESS.**
- ❖ **THE ELEMENTS OF YOUR LESSON PLAN SHOULD BE THOUGHT OF AS GUIDING PRINCIPLES TO BE APPLIED AS AIDS, BUT NOT BLUEPRINTS, TO SYSTEMATIC INSTRUCTION.**
- ❖ **PRECISE PREPARATION MUST ALLOW FOR FLEXIBLE DELIVERY.**



BASIC PRINCIPLES OF INSTRUCTION:



INVOLVE STUDENTS QUICKLY

❖ THIS CAN BE DONE IN A VARIETY OF WAYS:

- ❖ HAVING THEM ANSWER QUESTIONS ABOUT THE TOPIC
- ❖ RELATE PERSONAL EXPERIENCE ABOUT THE TOPIC
- ❖ HAVE THEM DEMONSTRATE A PARTICULAR ACTION OR PROCEDURE



IDENTIFY THE VALUE AND IMPORTANCE OF THE SUBJECT

- ❖ **NOT ALL STUDENTS COME TO ALL CLASSES WITH A CLEAR IDEA OF WHY THIS SUBJECT IS IMPORTANT.**
- ❖ **THE INSTRUCTOR MAY NEED TO HELP THEM UNDERSTAND THE SIGNIFICANCE OF THE COURSE.**
- ❖ **THE SOONER THIS IS DONE, THE SOONER THE STUDENTS WILL BE READY TO INVEST TIME AND ENERGY IN THE TASK OF LEARNING THE SUBJECT MATTER.**



SET EXPECTATIONS

❖ THIS CAN INVOLVE SUCH THINGS AS:

- ❖ WHAT THE TEACHER CONSIDERS APPROPRIATE AMOUNTS OF STUDY TIME AND HOMEWORK FOR THE CLASS,
- ❖ THE IMPORTANCE OF TURNING HOMEWORK IN ON TIME,
- ❖ EXPECTATIONS ABOUT IN-CLASS BEHAVIOR,
- ❖ HOW THE TEACHER WANTS TO RELATE TO STUDENTS, AND
- ❖ HOW MUCH INTERACTION AMONG STUDENTS IS DESIRED.

❖ THE FIRST DAY ALSO OFFERS AN OPPORTUNITY TO FIND OUT WHAT EXPECTATIONS THE STUDENTS HAVE OF THE TEACHER AND THE CLASS.



ESTABLISH RAPPORT

- ❖ ALMOST ANY CLASS WILL BE MORE ENJOYABLE FOR BOTH THE TEACHER AND THE STUDENTS IF THEY KNOW EACH OTHER A BIT.**
- ❖ THIS EXCHANGE CAN BE STARTED WITH INTRODUCTIONS, SHARING SOME BACKGROUND INFORMATION ETC.**



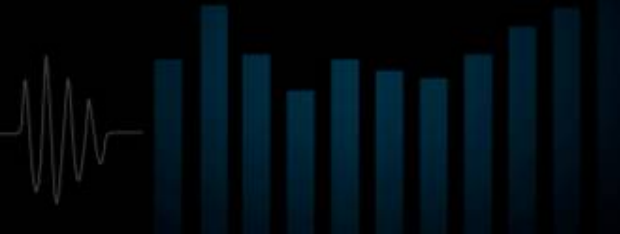
REVEAL SOMETHING ABOUT YOURSELF

- ❖ **SOMETIMES STUDENTS CAN RELATE TO THE TEACHER MORE PRODUCTIVELY IF THEY CAN SEE HIM OR HER AS A HUMAN BEING, i.e., AS SOMETHING MORE THAN JUST AN AUTHORITY FIGURE OR SUBJECT MATTER EXPERT. SHARING PERSONAL STORIES AND BEING ABLE TO LAUGH AT YOURSELF CAN HELP THIS PROCESS.**



ESTABLISH YOUR OWN CREDIBILITY

- ❖ SOMETIMES THIS HAPPENS AUTOMATICALLY, BUT AT OTHER TIMES STUDENTS NEED TO KNOW ABOUT THE TEACHER'S PRIOR WORK EXPERIENCE, TRAVEL EXPERIENCE, OR RESEARCH AND PUBLICATIONS IN AN AREA. HAVING THIS KNOWLEDGE CAN HELP STUDENTS GAIN CONFIDENCE THAT THE "TEACHER KNOWS WHAT THEY ARE TALKING ABOUT."**



ESTABLISH THE “CLIMATE” FOR THE CLASS

- ❖ DIFFERENT INSTRUCTORS PREFER DIFFERENT CLASSROOM CLIMATES: INTENSE, RELAXED, FORMAL, PERSONAL, HUMOROUS, SERIOUS, ETC.**
- ❖ WHATEVER CLIMATE YOU WANT, YOU SHOULD TRY TO ESTABLISH THIS EARLY AND SET THE TONE FOR THE REST OF THE SEMESTER.**



PROVIDE ADMINISTRATIVE INFORMATION

- ❖ **THIS OFTEN TAKES THE FORM OF GOING THOROUGH THE SYLLABUS, PRESUMING YOU HAVE A SYLLABUS WITH THIS INFORMATION IN IT:**
 - ❖ **WHAT READING MATERIAL THE STUDENTS WILL NEED;**
 - ❖ **WHAT KIND OF HOMEWORK WILL BE INVOLVED;**
 - ❖ **WHAT YOUR OFFICE HOURS ARE;**
 - ❖ **WHERE YOUR OFFICE IS LOCATED;**
 - ❖ **HOW THE CLASS GRADE WILL BE DETERMINED;**
 - ❖ **WHAT YOUR POLICIES ARE REGARDING ATTENDANCE, LATE PAPERS, MAKE UP EXAMS, ETC.**



INTRODUCE THE SUBJECT MATTER

- ❖ **GENERALLY THIS INTRODUCTION WILL BE FACILITATED BY STARTING WITH SOME KIND OF OVERVIEW OF THE SUBJECT.**
 - ❖ **WHAT IS IT?**
 - ❖ **WHAT ARE THE PARTS OF THE SUBJECT?**
 - ❖ **HOW IS IT CONNECTED TO OTHER KINDS OF KNOWLEDGE?**

