

## **INSTRUCTORS AIDE-MEMOIRE**

### **INSTRUCTOR/STUDENT RELATIONS**

DO:

1. SET A GOOD EXAMPLE
2. RECALL HOW YOU FELT WHEN YOU WERE A STUDENT
3. TAKE RESPONSIBILITY FOR YOUR ACTIONS
4. RESPECT YOUR STUDENTS
5. OFFER EXTRA HELP
6. KNOW YOUR SUBJECT MATTER

DON'T:

1. RIDICULE YOUR STUDENTS
2. TAKE YOUR PERSONAL PROBLEMS INTO THE CLASSROOM
3. TALK OVER THE HEADS OF OR BENEATH THE LEVEL OF YOUR STUDENTS
4. WASTE THE STUDENT'S TIME
5. APOLOGISE FOR THE MATERIAL BEING PRESENTED
6. BLUFF KNOWLEDGE OF SUBJECT MATTER

### **HOW TO HANDLE PROBLEM STUDENTS:**

1. GET THEM ACTIVELY PARTICIPATING IN THE LESSON, KEEP THEM BUSY
2. LET THEM KNOW THAT YOU HAVE CONFIDENCE IN THEM
3. COMPLIMENT THEM PUBLICLY, MAKING SURE NOT TO DEMEAN THE REST OF THE TROOPS
4. DISCUSS THEIR WEAKNESSES WITH THEM PRIVATELY, POSSIBLY IN A COUNSELLING SESSION
5. MAKE A GENUINE EFFORT TO MOTIVATE THEM AND UNDERSTAND AND MOTIVATE THE STUDENT.

### **STUDENT MOTIVATION**

SOME SUGGESTIONS:

1. MOTIVATE THROUGHOUT A LESSON
2. SHOW BOTH AN IMMEDIATE AND LONG TERM NEED OF THE KNOWLEDGE
3. MAINTAIN INTEREST BY USING A VARIETY OF TEACHING METHODS AND TECHNIQUES
4. USE QUESTIONS TO GET THE STUDENTS MOTIVATED
5. USE CURRENT EVENTS TO ILLUSTRATE A NEED TO LEARN
6. COMPLIMENT STUDENTS FOR A JOB WELL DONE, AND ALWAYS FINISH ON A POSITIVE
7. CAPITALISE ON YOUR OWN AND YOUR STUDENTS KNOWLEDGE

**REMEMBER** – THE BEST MOTIVATION IS YOUR OWN ENTHUSIASM FOR YOUR SUBJECT.

### **STUDENT COUNSELLING**

BEFORE THE COUNSELLING SESSION

1. CHECK THE STUDENT'S RECORDS
2. TALK TO HIS/HER OTHER INSTRUCTORS
3. GET AS MUCH BACKGROUND INFORMATION AS POSSIBLE
4. ARRANGE A DEFINITE TIME AND PLACE FOR THE INTERVIEW

DURING THE COUNSELLING SESSION

1. FIRST, PUT THE STUDENT AT EASE (MAKE HIM/HER FEEL COMFORTABLE)
2. ENCOURAGE HIM/HER TO TALK ABOUT HIS/HER PROBLEM
3. ASK QUESTIONS
4. BE PATIENT AND LISTEN TO WHAT HE/SHE HAS TO SAY
5. DON'T ACT SURPRISED OR OFFENDED BY WHAT HE/SHE SAYS
6. HELP HIM/HER SOLVE THEIR PROBLEM(S)
7. WITH THE STUDENT, DECIDE ON A COURSE OF ACTION TO BE TAKEN

AFTER THE COUNSELLING SESSION

1. FOLLOW UP BY MAKING SURE THAT THE PROBLEM HAS BEEN SOLVED OR IF ADDITIONAL COUNSELLING SESSIONS ARE NEEDED.
2. MAKE SURE NOT TO MAKE THE STUDENT FEEL THAT HE/SHE IS BEING WATCHED OR HARASSED WHILST FOLLOWING UP.

### **LESSON TECHNIQUES**

#### **THE DEVELOPMENTAL APPROACH**

MAKE THE INSTRUCTION EASY TO FOLLOW:

1. BEGIN YOUR INSTRUCTION AT THE STUDENT'S LEVEL
2. RELATE THE INSTRUCTION WITH WHAT THE STUDENTS ALREADY KNOW
3. ALLOW THE STUDENTS TO KNOW WHERE THIS LESSON FITS INTO THEIR OVERALL TRAINING
4. PREVIEW EACH STAGE OF THE LESSON
5. TEACH EACH STAGE
6. REVIEW THE STAGES AND TIE THEM INTO THE BIG PICTURE

ENCOURAGING UNDERSTANDING:

1. ENCOURAGE THE STUDENTS TO THINK AHEAD
2. ASK QUESTIONS, THE ANSWERS TO WHICH REQUIRE JUDGEMENT AND UNDERSTANDING
3. ENCOURAGE STUDENTS TO ASK QUESTIONS AND GIVE FEEDBACK

GET THE STUDENTS TO PARTICIPATE:

1. USE DISCUSSION WHEN APPLICABLE
2. ASSIGN PROBLEMS AND PROJECTS
3. ENCOURAGE VOLUNTARY PARTICIPATION

MAKE YOUR INSTRUCTION REALISTIC:

1. GIVE LOGICAL EXPLANATIONS RATHER THAN SAYING "IT'S JUST HOW IT'S DONE"
2. AVOID UNNECESSARY THEORY
3. PRESENT PROBLEMS AND PROJECTS THAT ARE AS CLOSE AS POSSIBLE TO THE ACTUAL SITUATION
4. USE THE ACTUAL EQUIPMENT WHENEVER PRACTICAL

## THE SEQUENCE OF A LESSON

COVER THE FOLLOWING POINTS IN A LESSON:

INTRODUCTION. GET THE STUDENTS READY TO LEARN:

1. DIRECT THEIR ATTENTION TO THE SUBJECT.
2. SHOW HOW THE INFORMATION WILL BE OF VALUE TO THEM
3. TELL THEM THE MAIN POINTS THEY WILL LEARN
4. EXPLAIN THE METHODS AND TECHNIQUES YOU WILL USE TO TEACH THE MAIN POINTS.
5. REVIEW KNOWN INFORMATION RELATED TO THE LESSON.

INFORMATION. TEACH THE MATERIAL. USE THE MOST APPROPRIATE METHODS AND TECHNIQUES OF INSTRUCTION:

1. THE LECTURE METHOD
2. THE GUIDED DISCUSSION METHOD
3. THE DEMONSTRATION PERFORMANCE METHOD

PRACTICAL APPLICATION. LET THE STUDENT USE THE INFORMATION:

1. BEFORE THE BODY OF THE LESSON, JUDGE HOW WELL THEY UNDERSTAND THE INFORMATION, EXPLAIN WHAT YOU WANT THEM TO DO, AND EXPLAIN HOW YOU WANT THEM TO DO IT.
2. DURING THE BODY, SUPERVISE EACH STUDENT, JUDGE THE STUDENTS UNDERSTANDING, RETEACH INDIVIDUAL STUDENTS IF IT'S REQUIRED AND MINIMISE DISTRACTIONS.
3. AFTER THE BODY, RETEACH WEAK AREAS, POINT OUT THE GROUPS STRENGTHS AND ANSWER QUESTIONS.

EVALUATION. CHECK STUDENTS PROGRESS FREQUENTLY:

1. USE TESTS, QUESTIONS AND OBSERVATIONS TO ESTIMATE CLASS PROGRESS.
2. USE THIS ESTIMATE TO ADJUST YOUR RATE AND DEPTH OF TEACHING.
3. EVALUATE THE STUDENTS UNDERSTANDING AND SKILL AS WELL AS KNOWLEDGE OF FACTS.

SUMMARY. REVIEW WHAT YOU WANT THE STUDENTS TO REMEMBER:

1. REVIEW EACH MAIN POINT, RELATING IT TO THE STUDENTS OVERALL LEARNING.
2. RE-EMPHASISE THE IMPORTANCE OF THE SUBJECT.
3. IF APPLICABLE, GIVE OUT AN ASSIGNMENT

## PLANNING A LESSON

PLAN THE LESSON AS FOLLOWS:

1. DEFINE THE OBJECTIVES ( WHAT YOU WANT THE STUDENTS TO LEARN )
2. RESEARCH ( CONSIDER THE LEVEL OF THE STUDENTS AND THE INSTRUCTIONAL OBJECTIVE )
3. ORGANISE ( MUST BE IN A LOGICAL SEQUENCE THAT THE STUDENTS CAN EASILY FOLLOW )
4. PLAN YOUR CLASSROOM ( CHOOSE THE METHOD(S), TRAINING AIDS, CLASSROOM LAYOUT AND THE STUDENT ACTIVITY ( IF APPLICABLE ))

## THE LECTURE METHOD

USE THE LECTURE METHOD TO:

1. INTRODUCE A SUBJECT ( PRIMARY )
2. SUMMARISE SUBJECT MATTER
3. PRESENT THE MAXIMUM AMOUNT OF INFORMATION IN A SHORT TIME
4. EXPLAIN OR GIVE DIRECTIONS
5. MOTIVATE

HOW TO MAKE THE LECTURE EFFECTIVE:

1. CULTIVATE AN EFFECTIVE DELIVERY
2. REHEARSE BEFORE THE LESSON
3. STATE THE MAIN POINTS ( BE DIRECT )
4. SUPPORT EACH MAIN POINT WITH EXAMPLES, ANALOGIES, COMPARISONS, STATISTICS, ETC ( USE OF KNOWN COMPARED TO THE UNKNOWN )
5. SUMMARISE EACH POINT
6. SHOW THE STUDENTS THE RELATIONSHIP OF EACH POINT TO THE WHOLE LESSON
7. SUMMARISE THE MAIN POINTS

## THE GUIDED DISCUSSION METHOD

USE THE GUIDED DISCUSSION METHOD TO:

1. EXCHANGE IDEAS
2. DEVELOP UNDERSTANDING
3. STIMULATE INTEREST
4. SOLVE PROBLEMS

HOW TO DEVELOP A MAIN POINT BY CLASS DISCUSSION:

1. MAKE SURE THAT YOU KNOW SPECIFICALLY WHAT POINT YOU WANT TO DEVELOP
2. BEGIN WITH GENERAL, RELATIVELY SIMPLE QUESTIONS.
3. CONTINUE WITH A SERIES OF QUESTIONS WHICH ARE INCREASINGLY MORE SPECIFIC AND DIFFICULT
4. FINALLY, ASK THE KEY QUESTION, WHICH THE ANSWER IS THE MAIN POINT THAT HAS BEEN DISCUSSED.
5. BRIEFLY REVIEW THE MAIN POINT AFTER IT IS DEVELOPED.

HOW TO MAKE A GUIDED DISCUSSION EFFECTIVE:

1. STUDENTS MUST HAVE SOME KNOWLEDGE OF THE TOPIC
2. THE STUDENTS MUST ACHIEVE THE OBJECTIVES THEMSELVES, THE INSTRUCTORS SHOULD REALISTICALLY STAY OUT OF THE SPOTLIGHT.
3. DISTRIBUTE THE QUESTIONS EVENLY THROUGHOUT THE GROUP
4. USE THE PROPER QUESTIONING TECHNIQUE (ASK, PAUSE, NOMINATE, ASSESS, REPLY )
5. DON'T OVER CONTROL OR MONOPOLISE THE DISCUSSION
6. REMEMBER THAT YOU MUST BRING ABOUT THE DISCUSSION – DON'T MERELY GET ANSWERS TO QUESTIONS.

7. STUDENTS SHOULD CONTRIBUTE INFORMATION TO THE DISCUSSION WITHOUT WAITING TO BE FORMALLY RECOGNISED, BUT SHOULD WAIT IF SOMEONE ELSE IS SHARING THEIR POINT OF VIEW.
8. AN ACTIVE EXCHANGE OF INFORMATION BETWEEN STUDENTS IS NECESSARY FOR AN EFFECTIVE DISCUSSION.

### THE DEMONSTRATION PERFORMANCE METHOD

USE THE DEMONSTRATION PERFORMANCE METHOD TO TEACH A SKILL, PROCEDURE OR PROCESS.

HOW TO MAKE A DEMONSTRATION PERFORMANCE EFFECTIVE:

1. PREPARE. THE INSTRUCTOR SHOULD GO INTO THE LESSON WELL PREPARED, AND HAVE REHEARSED THE DEMONSTRATION AT LEAST ONCE.
2. PRESENT. APPLY THE WHOLE-PART-WHOLE PRINCIPLE WHEN DEMONSTRATING AND DO A THOROUGH JOB OF EVALUATING.
3. PERFORM. SUPERVISE STUDENT'S PRACTICE AND EVALUATE STUDENT'S ABILITY TO PERFORM CORRECTLY.
4. SUMMARY. GIVE CONSTRUCTIVE CRITICISM AND SUMMARISE THE DEMONSTRATION.

### TRAINING AIDS

WHEN USING TRAINING AIDS, REMEMBER TO:

1. SELECT THE MOST APPROPRIATE AID
2. ENSURE THAT YOU UNDERSTAND AND/OR CAN OPERATE THE AID
3. REHEARSE THE AID BEFORE YOU USE IT IN CLASS
4. KEEP THE AID OUT OF SITE WHEN IT ISN'T BEING USED
5. IF NECESSARY, EXPLAIN THE AID TO THE STUDENTS
6. ENSURE THAT THE STUDENT'S VIEW IS NOT OBSTRUCTED
7. TALK TO THE CLASS, NOT TO THE AID.

**CAUTION:** DON'T BUILD YOUR LESSON AROUND THE AID, OR IT WILL DISTRACT THE STUDENTS.

FACTORS TO REMEMBER WHEN SETTING UP THE CLASS ROOM ARE:

1. IS THE ROOM TEMPERATURE COMFORTABLE?
2. IS THE SEATING ARRANGEMENT SUITABLE?
3. IS THE CHALK/WHITE BOARD PREPARED?
4. ARE THE PROJECTORS SET UP?
5. ARE ALL THE NECESSARY AIDS SET UP?

USING A BOARD:

1. PLAN YOUR WORK IN ADVANCE
2. MAKE PRINTING AND DRAWINGS LARGE ENOUGH TO BE SEEN BY ALL OF THE GROUP
3. CHECK SPELLING
4. SHOW ONE IDEA AT A TIME, AND ERASE UNNECESSARY MATERIAL
5. DON'T CROWD YOUR WORK
6. DON'T ERASE UNTIL STUDENTS HAVE FINISHED COPYING

### INDIVIDUAL ASSIGNMENTS

USE INDIVIDUAL ASSIGNMENTS TO:

1. INTRODUCE NEW MATERIAL
2. PROVIDE A COMMON BACKGROUND FOR FUTURE WORK
3. SAVE CLASS TIME
4. AID WEAK STUDENTS
5. ENCOURAGE INITIATIVE AND RESEARCH

WHEN GIVING THE ASSIGNMENT:

1. RELATE THE ASSIGNMENT TO THE PERIOD OF INSTRUCTION
2. PUT THE ASSIGNMENT ON A BOARD OR ON A HANDOUT
3. EXPLAIN WHY THE ASSIGNMENT IS IMPORTANT
4. TELL THE GROUP WHAT REFERENCES THEY WILL NEED, AND WHAT THEY WILL NEED TO RESEARCH
5. MOTIVATE THE GROUP AND STRESS THE IMPORTANCE OF THE ASSIGNMENT

### CONDUCT OF EXAMINATIONS

BEFORE THE EXAM:

1. SELECT YOUR EXAM QUESTIONS, AND CHECK THE DETAIL
2. INSPECT EACH EXAM BOOKLET FOR COMPLETENESS AND CONDITION
3. OBTAIN NECESSARY EXAM MATERIALS, EG, PAPER
4. PREPARE THE CLASS ROOM
5. PASS OUT EXAM MATERIALS
6. READ AND CLARIFY EXAM INSTRUCTIONS/CONDITIONS

DURING THE EXAM:

1. MINIMISE DISTRACTIONS
2. ANSWER QUESTIONS TO LEGIBILITY ONLY
3. KEEP TIME TO GO POSTED ON THE BOARD
4. SUPERVISE, AND STOP THE EXAM AT THE END OF THE GIVEN TIME

AFTER THE EXAM:

1. COLLECT ALL EXAMS AND MATERIALS AND CHECK THEM FOR COMPLETENESS
2. SCORE THE ANSWERS
3. PREPARE THE CONSTRUCTIVE CRITICISM BY:
  - REVIEW THE ANSWER SHEET FOR QUESTIONS MISSED BY THE GROUP
  - PREPARING A LESSON PLAN RETEACHING THE WEAK AREAS
4. CONDUCT THE CONSTRUCTIVE CRITICISM BY:
  - ADVISE THE GROUP OF THEIR INDIVIDUAL SCORES
  - RETEACH THE WEAK AREAS, REMEMBERING NOT TO DISCUSS THE SPECIFIC QUESTIONS BUT STRESSING THE MAIN POINTS
  - SUMMARISING THE CRITICISM