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ABSTRACT

This module on guiding student study is one of a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. Addressed in the three learning experiences included in the module are making student assignments (in-class study assignments, independent study projects, and outside study assignments); evaluating the performance of a teacher in a given case study in guiding student study; and guiding student study in an actual teaching situation. Each learning experience includes an objective, one or more learning activities, and a feedback activity. (MN)

MODULE C-6

Guide Student Study

Second Edition

Module C-6 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas

Each module provides learning experiences that integrate theory and application, each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College, Colorado State University, Ferris State College, Michigan, Florida State University, Holland College, P.E.I., Canada, Oklahoma State University, Rutgers University, New Jersey, State University College at Buffalo, New York, Temple University, Pennsylvania, University of Arizona, University of Michigan–Flint, University of Minnesota–Twin Cities, University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials. Lois G. Harrington, Cathenne C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources, Cheryl M. Lowry, Research Specialist, for illustration specifications, and Barbara Shea for art work. Special recognition is extended to George W Smith Jr., Art Director at AAVIM, for supervision of the module production process.

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THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

The information that your students learn in your classroom is important. Equally important to them, however, may be the study habits they develop there and carry with them after they have left the structured learning environment. If students are asked to work independently on assignments, then these assignments must be seen as worthwhile extensions of the classroom experience.

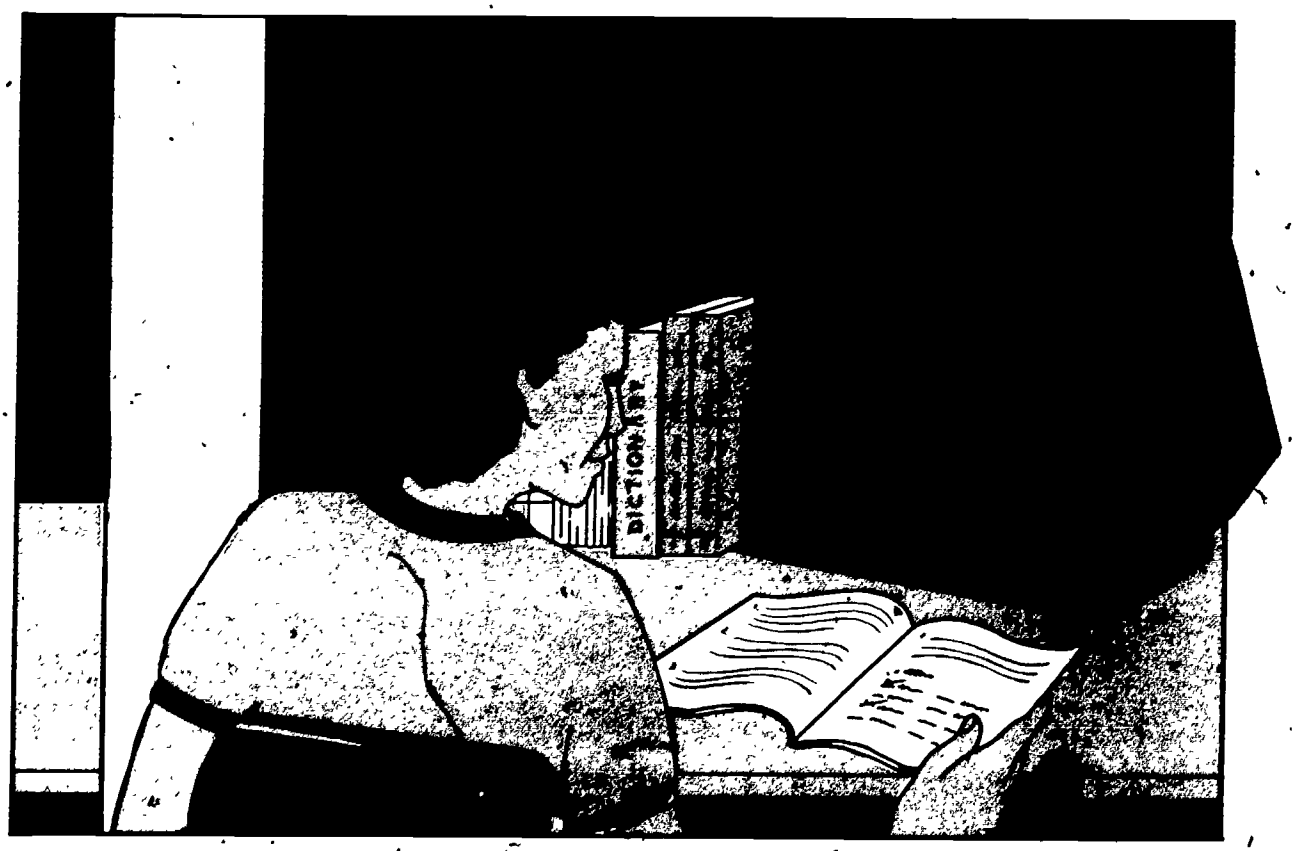
Routine "homework"—which is assigned each day at the end of the class session, collected at the beginning of the next period, only to disappear without a trace—may have as its main effect the stifling of student interest, while contributing little to student learning.

There are a number of obstacles to obtaining good results from the typical assignment. Many students are unable to study effectively outside of class because of distractions, family responsibilities, a lack of books or other resource materials, or a lack of family help or cooperation. Other students, who seemingly have every advantage—quiet and comfortable home surroundings, plenty of books and magazines, helpful family, and other resources—may not be able to study effectively at home simply because they have never developed good study skills and habits.

Increasingly, teachers are allotting blocks of classroom time to assist students with study assignments in an environment that is quiet, conveniently organized and businesslike, and where students have access to rich resource materials. With the assistance and direction of the instructor, the students can not only work successfully on the assigned topic, but can learn and practice effective study techniques.

Teachers are also breaking away from basic reading, study, and practice-exercise assignments and developing more challenging outside activities that involve observing, constructing, collecting, and solving complex problems. Teachers are now using the total school, the home, and the community as resources for assignments.

This module is designed to give you skill in designing study assignments that will motivate your students to learn and that will enrich and extend the classroom instruction. You will also learn how to supervise group study and to help your students develop good study habits. These study habits will stand them in good stead as they continue their training and will carry over to learning experiences outside school and into their occupational activities.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, guide student study. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–41 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the performance of a teacher in a given case study in presenting student assignments (*Learning Experience I*).
2. After completing the required reading, critique the performance of a teacher in a given case study in guiding student study (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

1–3 peers to role-play students to whom you are presenting an assignment, and to critique your performance.

A locally produced videotape of a teacher giving an assignment that you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped assignment.

Learning Experience II

Optional

References on developing effective study skills that you can review to improve your own study techniques.

A teacher experienced in supervising group study whose performance you can observe.

Learning Experience III

Required

An actual teaching situation in which you can guide student study.

A resource person to assess your competency in guiding student study.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

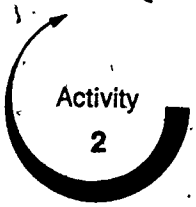
The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

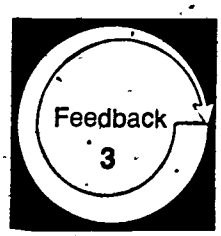
OVERVIEW

After completing the required reading, critique the performance of a teacher in a given case study in presenting student assignments.

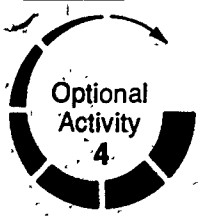
You will be reading the information sheet, Making Student Assignments, pp. 6–17.



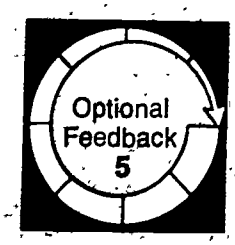
You will be reading the Case Study, p. 18, and critiquing the performance of the teacher described.



You will be evaluating your competency in critiquing the teacher's performance in presenting student assignments by comparing your completed critique with the Model Critique, p. 19.



You may wish to present an assignment to a group of peers.



If you gave an assignment to peers, you may wish to have your peers evaluate your competency, using copies of the Assignment Checklist, pp. 21–25.

You may wish to view a locally produced videotape of a teacher giving an assignment and to critique that teacher's performance.

Activity 1

Good study assignments should be interesting, challenging, and designed to increase students' study skills. For information on (1) the use of student assignments in instruction and (2) the procedures for developing and presenting an assignment, read the following information sheet.

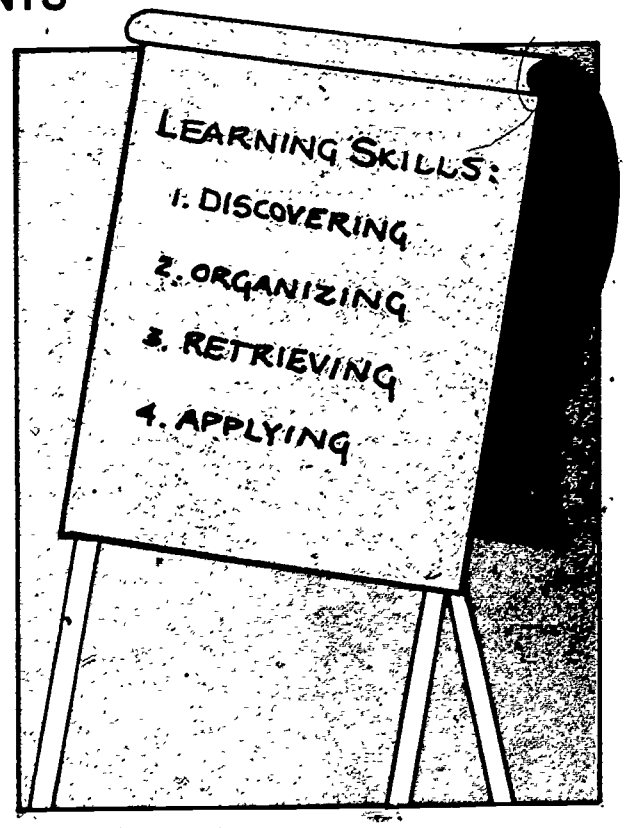
MAKING STUDENT ASSIGNMENTS

One effective way in which to teach students how to study is to give them continual opportunities to practice their study skills. You can help students develop good study habits—and to learn how to learn—by planning lessons or developing learning activity packages that incorporate opportunities to complete **individual study assignments**—not only in the classroom, but at home, within the school, and in the community.

There is a place in the teaching/learning process for in-class study assignments, independent study projects, and outside study assignments. Well-chosen study assignments can make several unique contributions to the work of the vocational-technical classroom, as follows:

- Outside study assignments extend the limited time available to instructors and students during the school day, they provide additional time to cope with the amount of material to be learned
- By covering some of the routine or practice elements of subject matter learning, study assignments free the teacher and students to use classroom or laboratory time to interact about the important, creative, active, and personal aspects of the vocational-technical subject.
- Interesting outside study assignments can enrich learning by providing experiences to students that are simply not available or not possible within the confines of the school itself.
- Independent study projects allow students to work at their own pace, and in their own way, toward individual goals and interests.
- Carefully thought out study assignments can provide students with practice experiences in (1) how to learn, (2) how to locate information, (3) how to organize information for solving problems, (4) how to retrieve the information they have in order to apply and use it, (5) how to organize their time and effort, and (6) how to establish an environment conducive to learning.

All these benefits of student study are possible, but they depend on the thorough preparation of meaningful assignments by you, the teacher, and on the development of positive attitudes toward learning on the part of the students.



Good study assignments cannot be created at a moment's notice or when the class is about to end. You must **plan** them—using the help and ideas of the students. In planning a lesson, unit, or learning activity package, you should try to keep in mind which of the learning activities can best be done with your guidance and which can best be done independently outside the classroom. Some activities may involve both, such as assignments that should be started in the classroom with your supervision, but that can be completed at home.

In some cases, students should be involved in the formulation of their assignments. This is particularly true in the case of independent study, but other in-class and outside projects[1] can also be developed by you and students working together or, in the case of more advanced or mature students, by the student alone.

1. To gain skill in helping students to design and complete their own projects, you may wish to refer to Module C–9, *Employ the Project Method.*

Above all, in-class and outside study should be associated with repeated pleasant experiences, and students should find reward in what they accomplish. You must design assignments that are based on instructional objectives, student needs, and student interests. Study assignments must under no circumstances be used as **punishment** for poor behavior at the secondary level or for lack of achievement. Assignments must not become associated with unpleasantness or anxiety. On the contrary, students should feel that study will greatly enhance their chances for occupational success and provide opportunities for personal development.

Types of Assignments

We have already mentioned three types of assignments, classified by the conditions under which the assignment is to be done: **in-class study assignments, independent study projects,** and **outside study assignments.**

Outside study need not be an interruption of the student's normal home life. It can be an accepted and natural life activity in which there is no sharp distinction between schoolwork and personal interests and activities. If you and the students can work together to develop a deep interest in learning, the process will continue long after the formal assignments are forgotten.

You should realize, however, that for some students, outside study is difficult or virtually impossible. The postsecondary student who is married, with children demanding his or her attention at home. The adult student who works and goes to school. The student whose farm chores take first priority. The student whose family thinks going to school is a waste of time. The postsecondary student living in a dorm or apartment with a lot of partying going on. For these students—even if they are motivated to study—finding the time and place to do so may be difficult.

One solution to such difficulties, especially at the secondary level, has been to lengthen class periods to allow students time to study at school. Within the school, students have access to the materials and books they need. Thus, they are able to get assistance from an instructor if difficulties arise, instead of trying to rely on peers or members of the family for help.

Not only will the conditions under which the assignment is completed vary, but the amount of student individualization will also differ, depending on the objectives of the exercise and the type of program involved (e.g., competency-based vs. more traditional). At times, everyone in the class can be given exactly the same assignment and can be expected to complete it in the same way (e.g., the reading of a chapter in a text, the memorization of a series of important formulas, or the solving of a sheet of practice problems).

Still other types of assignments can be highly individualized. That is, each student may select a personal project and formulate plans for accomplishing it. This will, of course, be true in a highly individualized program. In a competency-based program, for example, students might all be working on somewhat different assignments, depending on their individual learning styles, paces, needs, and interests.

In short, assignments can also be classified according to three levels of individualization: (1) the **single assignment,** which everyone is expected to complete in exactly the same way; (2) an assignment that gives the individual student **some freedom** in devising a method of approach and, to some extent, the result to be reached; and (3) a broad assignment that defines the basic problem, with each student developing an **individual project or activity** and setting individual goals. All of these approaches are useful and valid as long as they contribute to the achievement of the objectives of the program.

Types of Assignment Activities

The sections that follow describe some of the general types of assignment activities that you might incorporate into your instructional plans—whether for lessons, units, or learning activity packages. These activities may be completed in class, as independent study projects, or as outside study assignments, depending on the nature of the instructional objectives, and the needs and abilities of the students. It may be helpful to you to translate the suggestions given here into specific ideas for the service area in which you are involved.

Reading and writing. The most often assigned activities are those involving reading a certain number of pages in a required or supplemental text or completing certain activities in a workbook. These activities can have value.

By having students read the necessary background material in their texts prior to class, you can use class time to expand on that material, demonstrate the skills involved, and interact with students concerning their questions and concerns. By having students do exercises in a workbook, you can give them the opportunity to try to apply their knowledge and skill in a practice situation. Thus, they can reinforce their knowledge and skill and identify areas in which they are still experiencing problems.

Too often, however, reading and writing assignments are the only kinds of assignments given. This should not be the case. They should be just one of the many kinds of assignment activities used; the other activities described in this section should also be considered as you plan your assignments.

Observing. This type of assignment brings students in touch with other people or objects and allows them to organize information about them in a meaningful way. For example, students in a child-care program might be assigned to observe a group of children at play to determine how their ability to share toys varies with their age. Students in distributive education might take a walk through the downtown area of their community to observe how color or movement is used in window displays. Students in agriculture might gather data on the height of corn in selected fields in order to gain information on local growing conditions.

The purpose of this type of assignment is to get students interested in their surroundings in order to learn something particular about them. Students who are told merely to "go watch your younger brothers and sisters play" may end up with no more knowledge after they complete the assignment than before starting. Thus, you need to supply some kind of structure for any observation process. This might take the form of a checklist, a question sheet, a tally sheet for recording frequency of occurrence, or a final report form.

Collecting. Many students, especially those of secondary-school age, like to collect things—stamps, books, buttons, rocks, insects, and so on. A study assignment can be a natural extension of a student's desire to collect and identify things. It can also be combined very effectively with observation, particularly when the student needs to gather various objects together to observe their similarities or needs to study something very closely in order to discern its special characteristics.

The variety of collections in which vocational-technical students may be interested is almost unlimited. Labels from packaged foods, fabric swatches, printed advertisements, specimens of lawn weeds, and samples of building materials are just a few of the possibilities. Mature students can develop rather sophisticated collections of materials or specimens for detailed study and analysis.

Memorizing. Just about every vocational-technical area will have some information, data, formulas, numbers, or words that students will need to memorize. We memorize much-used information in order (1) to save the time required to look it up, (2) to avoid carrying around a set of reference books, or (3) to have the information instantly available when the situation requires an immediate response.

Children learn the alphabet, the multiplication tables, or the books of the Bible by sheer memorization. The professional cook has memorized the table of measures. The secretary has memorized the Gregg characters. The electronics technician has memorized the relationship between voltage, current, and resistance.

Practicing. Practice assignments should be given to students after they have mastered the basic techniques needed to perform a skill. First, you should demonstrate the process in class. Next, students should attempt the process under your guidance

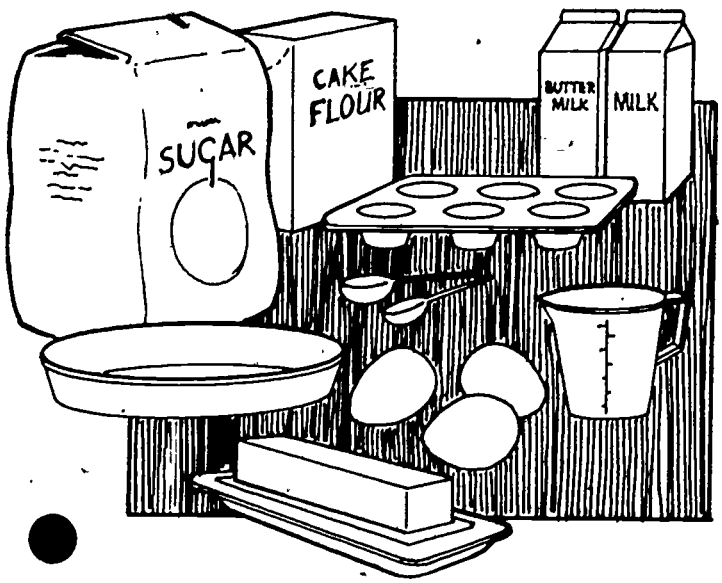
Then, students should practice the skill on their own to refine their execution until their performance of the basic techniques involved becomes habitual and smooth.

Keep in mind that "practice makes perfect" only if students practice in a perfect way. It is just as easy for students to learn misinformation and poor techniques through practice as it is to learn the correct way of doing things. Therefore, you need to make sure that students have mastered the basics of a skill before they begin to practice it on their own.

In teaching students to lay a bead of welding, for example, it is a good idea to guide their progress until they succeed in laying an acceptable bead at least once. Later, when they are practicing on their own, students will know what the desired result looks like and how they feel when they are doing it correctly.

Problem solving. Problem-solving assignments may vary from a simple choice to a complex problem involving many variables. This type of assignment activity is suitable for either individual or group work. In group situations, slower and more capable learners can work together to obtain a single solution.

An example of a simple problem involving only one or two variables might be a case study assignment in which students are asked to choose what they should buy after being given specific details about what they need and how much money they have to spend. Or a student might be given a cake recipe that calls for the use of a round pan and be asked to determine how much baking time to allow if the cake batter is baked in a cupcake pan. Students can work on these types of problems individually and then compare their answers with those of others in the class or with a model answer.



An example of a more complicated problem involving several variables would be an independent research assignment in which the student is expected to apply a principle, or some other information he/she has learned, to a new situation. A student in distributive education, for example, might be asked to determine where a new store should be located in the community.

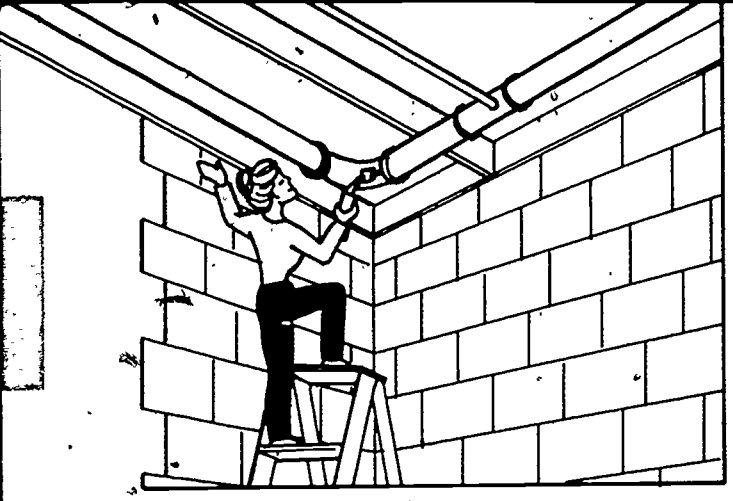
This assignment might involve taking a count of people who pass along a given street at various times during the day, possibly combined with a survey of their shopping habits. Careful records would have to be kept so the student could review these before making a decision and could justify his/her choice to you or to another student.

A problem-solving assignment for students in agriculture might involve displaying a group of weeds and asking them to determine which type of pesticide should be used to eliminate these weeds from a field of a given size in a particular area. This type of assignment would require the students to identify the weeds, the types of pesticides that can effectively control them, the effects of these pesticides on the crop and the environment, and the relative cost of each. Then each factor must be weighed to determine which type of pesticide should be used.

A problem for students in the building trades might be to draft a plan for a residence or other building that suits the needs of a particular group of people. For example, a student who is designing a house might talk to his/her family or neighbors about their needs, their tastes, how much money they want to spend, where the house should be located, and so on. Then the student could be asked to draw up a floor plan and a sketch of the house and present it to the "client" for approval. This type of problem can give the student an opportunity to apply his/her design skills in solving a realistic problem.

Making, doing, constructing, creating. This type of assignment activity is excellent for the student who likes manual activities and who enjoys concrete, rather than abstract, activities. Students' own interests should furnish good clues concerning what specific projects they would like to undertake. Examples of this type of assignment include the following:

- Making or experimenting with a recipe
- Designing a simple dress pattern
- Rearranging furniture in a room or redecorating a room
- Modernizing a kitchen or bathroom
- Rewiring or replumbing a house
- Growing a new lawn
- Overhauling a car or tractor



Students might also construct something in school for classroom use, such as a model, mock-up display, videotape, slide/tape, or other useful items It is essential, of course, that these latter kinds of student activities relate directly to the objectives of the program.

Studying the community. Assignments that are community-centered can give students firsthand knowledge of their environment and their relationship to it. The local community is an excellent laboratory for student learning and experimentation—one too often unused by instructors. Students can, for example, do the following:

- Investigate the number of jobs, related to their occupational area, that are advertised in the local newspapers over a period of time
- Survey business persons about employment trends in the community
- Investigate the utilization of new processes in their occupational specialty
- Do comparative studies of merchandise pricing in different stores or neighborhoods
- Investigate local building practices
- Get information about industrial safety practices
- Determine what health services are available in the community
- Collect needed information for a topographic map-drafting assignment

Assignments that give students a better understanding of the community can often lead them to participate actively in serving, influencing, or changing it. For example, a student in a child-care class who discovers a need for a day-care center in the neighborhood may eventually work on a campaign to establish one.

A student in industrial education who is interested in a proposed housing development may want to sit in on the city council's hearings concerning the proposal, visit the site during construction, or talk to the occupants after the development is completed. An agriculture student might work in an inner-city housing development to teach tenants how to grow their own vegetables.

Opportunities for students to tutor or to become community service volunteers are frequent. They are also an excellent way to enrich the lives of students and others in the community as well. These experiences may also give students an understanding of the social context into which their occupation fits.

Making the Assignment

Simply planning an assignment that is interesting and will help students achieve a particular objective is not sufficient, however. For the assignment to be completed effectively, students must be given adequate preparation—sufficient explanation. Specifically, when you give an assignment to your students, you need to meet the following guidelines

- Let students know the purpose of the assignment. Be specific and detailed. Set reasonable limits. Keep students from wandering off in unproductive directions by providing clear guidelines.
- Allow for student initiative. Point to possibilities beyond the specific assignment and the minimum requirements.
- Try out the assignment yourself to make sure it is reasonable in scope and in difficulty.

- Write an information sheet or an assignment sheet if it will help students complete the assignment more easily.
- Help students organize the materials and the time they need to complete the assignment.
- Show the students that you are willing to work with them.
- Let students know that their work will be reviewed.
- Let students know the criteria by which their work will be evaluated.

Explain the purpose of and guidelines for the assignment. You must be sure that students understand not only what is to be studied, but also why it is to be studied. What is the information to be used for? How is it to be applied? How will it help students accomplish an objective? It is essential that there be a mutual agreement (a kind of formal or informal contract) between you and the students concerning what the assignment actually consists of and what results are expected. Such an agreement may be formed on an individual or group basis.

In either case, the agreement should be specific, clear, and detailed. For example, don't leave students with the vague notion that they are to "watch the paper for a while to see what jobs are available." Which papers? What kinds of jobs? How long is "a while"? What is to be done with the information when it is found? This kind of assignment is too vague, too unstructured, too frustrating to really motivate and direct students.

Allow for student initiative. It is, however, possible to be so rigid and restrictive in your assignments that students aren't allowed to explore some interesting avenue of knowledge because "that isn't what the instructor wants." Supplementary activities, which will allow students to take some initiative in completing assignments, should be encouraged.

For instance, consider a student who is assigned to review the classified section of the *Gazette* each day for two weeks and clip all the job advertisements for which he/she qualifies. This student might also be interested in comparing the *Gazette*'s ads with those appearing in the *Tribune* over the same period of time. Students should understand that a specific assignment can be a base from which they can launch additional projects. And they should be given credit for whatever related work they choose to do on their own.

Try out the assignment. By trying out each assignment yourself, you can identify and correct any problems in the assignment itself (e.g., length, difficulty) or in the directions for completing it. You might find, for example, that you can condense a whole page of problems into one or two typical examples that get the point across. You might discover that the assignment is too difficult—that it assumes knowledge that students lack. Or you might discover in your directions that there are some details you forgot to explain.

Write an information sheet. Often students need special information to guide them through an assignment. In this kind of situation, an information sheet that you have prepared in advance can help students complete the assignment more easily. In planning the study assignment, you should consider preparing an information sheet if one or more of the following conditions apply:

- The information that students need is not accessible to them.
- The information needed is available only from scattered sources.
- The available information needs to be adapted to the level of understanding and to the appropriate approach for the students.
- The information that students need is a specific application of the general information available in reference sources.
- The students will need to study, at a later time, the material presented in class.
- The information that students need is basic and will be used for more advanced courses or on the job.

Samples 1 and 2 are information sheets that might be the basis of class assignments in (1) practicing the packing of auto parts for shipping in a simulated situation or through the solving of case study problems and (2) preparing and presenting a speech for a vocational student organization. Note that each sheet is directly related to the assignment and presents very clearly and succinctly some information that students would find valuable as they prepare for the activity. The sheets are organized into a series of points, which makes the information easy to grasp.

Write an assignment sheet. An assignment sheet provides opportunities for students to apply knowledge and skills in a practice situation. The purpose of an assignment sheet is to direct and motivate students to do something—usually as a follow-up to something they have learned in class. Depending on the instructional objective, an assignment sheet might consist of one or more of the following:

- A series of questions to be answered
- Problems to be solved
- An occupational task to be performed
- Data to be organized (e.g., bills to be made up, charts to be drawn)
- An observation to be made and data to be collected and recorded
- An investigation or experiment to be conducted
- Data to be interpreted
- Drawings to analyze
- A procedure or plan to be made

Samples 3 and 4 are assignment sheets. Notice that each has (1) a title that identifies the subject of the assignment, (2) an introduction that ties the assignment into previous assignments and motivates the students, (3) clear directions concerning what the students are to do (with reference to readings or materials to be used if necessary), and (4) a series of questions to answer or activities that students must actually perform in order to answer the questions.

In writing an assignment sheet, try to avoid questions or problems that the students can answer by mere recall or by copying directly from printed material. And remember that questions, like directions, should be clear. In addition, they should focus on one idea so that students can write concise, brief answers, rather than lengthy essays that place undue emphasis on writing ability.

Help students organize materials and time. Before students start an assignment, you should make sure they take time to organize. They need to answer questions such as the following: What do they need? How long will the assignment take? When is it due? Answering these questions will help students avoid false starts and unproductive activity.

For example, a student can't photograph the use of color in downtown window displays if he or she has forgotten to bring any film for the camera. And a student cannot complete an assignment that will take two hours if he or she waits until a one-hour study hall he/she has prior to class on the day on which the assignment is due.

Show students you are willing to work with them. Remember that your role is to encourage students—to work with them in realizing their goals. This means not only in formulating an assignment, but in carrying it out as well. Students who need additional help should feel that they are free to see you during office hours, after class, or during supervised study periods. Often, if you and a student tackle a difficult task together, the student will understand how to proceed and can continue on his/her own.

Let students know that their work will be reviewed. Perhaps the most important part of giving an assignment is making sure that students realize that their work will be reviewed and evaluated. What happens to each assignment after it is completed is very important to the way in which students view their work. Even the most conscientious students will find it difficult to expend effort if they feel that no one will ever look at their work and know whether they have done a good job or not.

Students feel justifiably betrayed when they work hard to complete an assignment and the instructor makes little or no effort to review their work. It should come as no surprise to such an instructor when the students soon lose their enthusiasm for completing assignments.

Best results are achieved when students can see that study assignments are carefully reviewed and when high-quality work is rewarded. A completed assignment may, for example, be used as a basis for a class report, as a topic for class discussion, or as a part of a classroom exhibit. The results of assignments should be treated as important and should be evaluated with care. Good work should be rewarded, and the knowledge gained should be put to use as soon as possible.

SAMPLE 1

INFORMATION SHEET

Packing Auto Merchandise for Shipping

In many businesses, a large portion of the merchandise sold has to be prepared for shipment. If the articles are not packed, tagged, and labeled properly, many of them will be damaged in shipping, and much confusion will arise as to their destination. Therefore, all auto parts workers must be able to identify, label, and pack parts for safe shipment.

Good packing for shipping creates good public relations. Happy customers mean return business; return business means more profit; more profit for the boss means more take-home pay for the employee.

Packing

When packing merchandise for shipment, a container should be used that is strong enough to protect the type of merchandise being shipped. Before beginning to pack, you should have a complete shipping list and description of each item to be packed for shipment. Obtain each item listed from the stockroom and place it in a stack convenient to the packing counter.

As each piece is placed in the container, check it against the list to ensure that all merchandise is placed in the container. When the container is full, packing material should be placed around the goods to make the contents as compact as possible. (If the articles completely fill up the space, packing material may not be needed, as its purpose is to take up extra space left in the container.)

Labeling

After the packing has been completed, the packing slip should be placed in the box or attached securely to the outside. The outside address should be placed on the container before sealing or tying to avoid sending the package to the wrong customer. When more than one package is being shipped to the same customer, the container in which the packing slip is placed should be clearly labeled, "Packing Slip Enclosed." (It is also a good idea to number the packages and indicate on the packing slip the number of the container in which each item has been placed.)

Sending the Invoice

Before shipping a package, be sure that an invoice has been prepared. The invoice should be **mailed** to the customer, **not included** inside the package. (An invoice may be placed in an envelope and attached to the container if it is convenient to have it accompany the shipment.)

Routing the Shipment

After the containers have been packed, tagged, and invoiced properly, they are ready to be delivered to the shipper. Instructions for routing the shipment are usually given by the customer on the order. If no instructions for routing are given on the order, you must select the best mode of transportation.

It is not enough merely to get the goods to the customer. You must see that the merchandise is delivered in the minimum amount of time and at the minimum cost. Routing the shipment is of the utmost importance! In order for you to select the best mode of transportation, you should be familiar with the types of routing services in the area you serve. You should also be familiar with the regulations that govern the traffic of the type of shipments you make.

SOURCE. Adapted from *Standards and Formats for Industrial and Instructional Materials* (Austin, TX. Vocational Instructional Services, 1972), pp. 65–66.

SAMPLE 2

INFORMATION SHEET

Techniques for Good Speaking

1. **Talk conversationally**—A good speech is merely the projection of a good conversation, the only difference being that the speech is made in front of people. Good speakers do not make speeches—they simply talk to their listeners with animation and with sufficient volume to be heard easily by everyone.

   The person who gets up and attempts to act like an orator, with exaggerated gestures and fancy figures of speech, may be listened to once, but he/she will hardly have the opportunity to appear a second time before the same group. The most welcome speaker carries on an interesting, stimulating, provocative conversation with the audience—a conversation that has an objective and conveys an educational point, tells a worthwhile story, or transmits currently important information.

2. **Talk animatedly**—To develop an interesting personality in your speaking style, you need some "zip" and sparkle in your voice. You need a dynamic quality in your manner to produce an electric vibration in your audience. Raise your voice an octave higher, then move it up and down. If you are talking to "live wires," talk in a live-wire style.

   Avoid a deadpan poker face and manner, unless you are delivering the eulogy at a funeral. If you speak with an expressionless face, your speech will fall flat regardless of the quality of your message. People in the audience must be warmed up by your personality and speaking style. Exercise your smile muscles. People are naturally attracted to the person who smiles. Smile before you begin to speak, and people will tend to like you. Look pleasant, and people will tend to like what you are saying.

   If you feel your message strongly, you have little need to worry whether people will listen to you. Speak with animation and life in your voice. Put pep into your manner and spirit into your style. Speak with sparkle and enthusiasm, with sincerity and earnestness. Don't forget that enthusiasm and sincerity in your speaking voice and a genuinely cheerful smile can cover a multitude of minor sins or defects in your presentation.

3. **Talk at different speeds**—Some thoughts can be given in a rush of words, others require a slow, deliberate, and pointed delivery. Above all, use pauses well. Always pause after a sentence or thought unit to allow your audience time to "let it sink in." Pause after a particularly important word or phrase, for the same reason. If you see that your audience is having strong reaction to something you said, pause—give them a little time to absorb it before you go on. If you've said something funny and your audience laughs, wait for them to enjoy their fun before continuing.

4. **Get eye contact and keep it**—The best and most important way to get personal contact with your audience is to look at individuals directly. Do it exactly as you would in an informal conversation. Begin by looking at one person, talk to him or her directly, then shift to another person. The effect is better if you shift your gaze directly from one side of the room to the other side and to various parts of your audience. If you need to look at your notes, pause to do so. Then establish your eye contact again as you resume speaking.

SAMPLE 3

ASSIGNMENT SHEET

Lead-Acid or Secondary Cells

In the experiment on primary cells, we found that an electric current will flow through a wire connecting two dissimilar metals that are surrounded by an electrolyte solution (dilute acid or alkali). In this experiment, we will use two similar metals. This type of cell is called a secondary, or lead-acid, cell.

READINGS: Review the Black text, pp. 346–348, and the information sheet, "Primary Cells." Then study the diagram on p. 350 of the Black text to see how the cell is to be hooked up in this experiment.

MATERIALS: Assemble on your work bench:

1 voltmeter (0–10 V. range)
1 dry cell
1 glass tumbler
1 flashlight bulb, 1½ V.
2 strips lead, 1" × 4"
2 lengths of bell wire, 12" ea.
sulphuric acid

PROCEDURE:

1. Scrape the strips of lead until they are bright. Mark one "A" and the other "B." Strip all ends of the bell wire. Punch a nail hole in one end of both lead strips about ¼" from the end. Connect one wire to each strip, making sure of good connection.
2. Fill a tumbler about half full of water and SLOWLY ADD SULPHURIC ACID WHILE STIRRING WITH GLASS ROD until tumber is ⅔ full. NOTE: SULPHURIC ACID IS **ALWAYS** TO BE ADDED TO WATER, NOT THE REVERSE. Be sure that the acid does not get on your clothes or any part of your body. Wear safety goggles to be sure that the acid does not get in your eyes.
3. Connect the voltmeter to wires as shown in the diagram on p. 350 of Black, and place both strips in the tumbler of acid and water about 1" apart. Is there any deflection (movement) of the pointer of the voltmeter? _____
4. Remove the voltmeter and connect the center dry cell terminal to "A" and the outside terminal to "B." What action takes place? _____

   _____

   At which strip does this action occur? _____

   _____

   What changes in appearance take place in either strip? _____
5. Remove the cell after about five minutes and reconnect the voltmeter with the + terminal connected to "A." Is there any deflection of the pointer of the voltmeter? _____

   _____

   If there is any deflection of the pointer, what voltage is indicated? _____
6. Remove the voltmeter and place the 1½ V. flashlight bulb in the circuit. Did the bulb light up? ___ If it did, how long did it burn? _____

CONCLUSION:

1. From this experiment the conclusion has been reached that a voltage of about _____ V. can be made to exist between the two lead plates of a lead-acid cell provided: _____

   _____
2. It was found that the strip (plate) that was connected to the + terminal of the dry cell became the _____ plate of the lead-acid cell and that its color was _____

   _____

SOURCE: Adapted from *Standards and Formats for Industrial and Instructional Materials*, pp. 136–137.

SAMPLE 4

ASSIGNMENT SHEET

Reading Charts

Now that we have discussed how to read various forms of charts, you should be able to extract a great deal of information from them. This assignment will give you some practice in using charts. Turn to the chart on page 66 of your textbook. Examine each section of the chart carefully before you start to answer the questions. All your responses should be based on the information found in the chart.

1. What kind of chart is this?
   _____ Time chart
   _____ Flow (sequehce) chart
   _____ Tree chart

2. Check the things you see on the chart.
   ____ Airplane
   ____ Truck
   ____ Farmer
   ____ Policeman
   ____ Cans of food
   ____ Person cooking food
   ____ Fish
   ____ Tractor

3. With these things in mind, check the title that best fits this chart.
   _____ Food Crops
   _____ Food: From Farm to Table
   _____ The Grocery Store
   Tell why you chose the title you did. _____
   _____

4. Does food go directly from the field to the table? Answer yes or no. _____

5. Tell three things the farmer does to the crops before they go to the factory. Put these in order as they happen.
   a. _____
   b. _____
   c. _____

6. What happens to the vegetables **after** they are canned or packaged and **before** they get to the warehouse? _____
   _____

7. What kinds of things must the person in charge of getting the vegetables from the factory to the warehouse have to think about before deciding what kind of transportation to choose? Is it better to send them by air, by truck, or what? _____
   _____

8. About how far do you think it might be from the warehouse to the grocery store? Why do you think so? _____
   _____

9. Check the things that the grocery clerk does when he/she gets the cans or packages of food.
   ____ Sees how many are there
   ____ Unpacks them
   ____ Takes them to the customer
   ____ Puts them on the shelves

10. What part does your family play in this process? Tell three things that you or someone in your family must do.
    a. _____
    b. _____
    c. _____

11. Does the farmer get his/her money from your family? Explain your answer. _____
    _____

12. Since food does not go directly from the farm to your home, how does this affect its price? Is the price higher or lower than the amount the farmer was paid for the crop? Why? _____
    _____

13. How are the people in the grocery store paid? Where does the money come from? _____
    _____

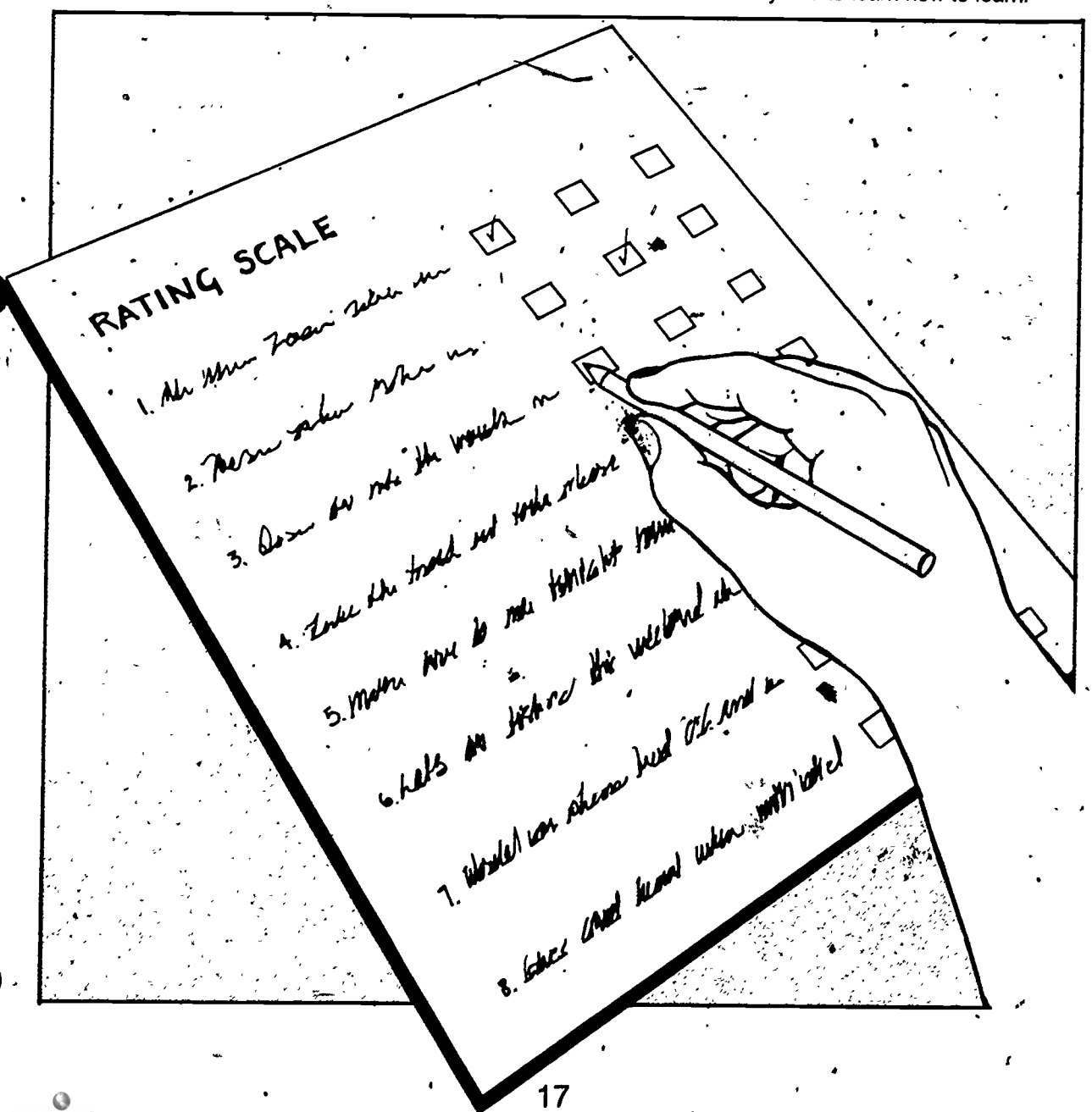
14. Number these steps in the order that they happen:
    __ Food is on the table.
    __ Farmer grows the food.
    __ Food goes to warehouse.
    __ The truck takes the crop to the packing house.
    __ Someone in your family cooks the food.
    __ The food is put in cans and packages.
    __ Food goes from the warehouse to store.
    __ Someone in your family buys the food.
    __ The grocery clerk puts the cans of food on the shelf.

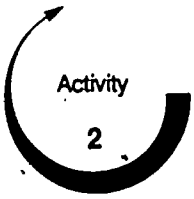
Let students know how their work will be evaluated. In the process of planning and making an assignment, you must also decide how it is to be evaluated. Who will evaluate the work? Will the work be reviewed and graded by you alone? Will it be evaluated by the entire class?

What standards must be met for the work to receive a satisfactory rating? You need to clarify, first for your own thinking, the qualities that you will look for in the finished work. And you need to inform the students about what those criteria are. Sometimes a checklist or rating scale can be used to help objectify the evaluation standards. The checklist, including the evaluation criteria, can also be given to students before they begin the assignment so they, too, will know what the final results should be.

What rating system will be used? Students deserve more than a bald letter grade on the completed assignment—a letter that may communicate very little. When evaluating a student's work, you need to try to indicate why he or she received a certain rating. When possible, a short, personal conversation with the student about the quality of his/her work is a good way to ensure mutual understanding and maintain personal contact.

Even in the case of the most routine assigned paper, a written comment—such as "good work" or "much improved since last week" or "re-read p. 97 and I think you will avoid this mistake"—will surely make the student understand that his/her efforts are taken seriously and that someone is interested in his/her progress. Thus will the student be motivated to continue to study and to learn how to learn.





The following case study describes how a vocational-technical instructor prepared and presented an assignment to her students. Read the case study and then **explain in writing** (1) the strengths of the instructor's approach, (2) the weaknesses of the instructor's approach, and (3) how the instructor should have treated her responsibilities.

CASE STUDY

"Students," Miss Brougher said toward the end of her Friday clothing class, "I want to explain your assignment for next week. You have all selected a garment to construct and have gotten your patterns On Monday, we will begin learning how to make pattern alterations so that your garments will all fit perfectly I have here a short information sheet that I have prepared on how to make pattern alterations I'd like you each to read this over the weekend so we can be ready to go on Monday. Class dismissed"

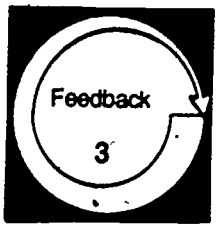
On the following Monday, Miss Brougher was dismayed to discover that a number of the students had not read the assignment. Consequently, she postponed her presentation for 15 minutes to give everyone a chance to review the sheet. Then she made her presentation on the steps involved in altering patterns, using lots of visuals. She allowed and encouraged questions, and she ended class by briefly reviewing the key steps.

At the end of the class session, Miss Brougher passed out another assignment. Using the information sheet they'd gotten on Friday, students were to alter given pattern pieces according to the directions given on the assignment sheet she had just handed out. The assignment sheet had spaces provided for students to record the process they followed. Miss Brougher told the students that the assignment was to be completed by the next class session on Tuesday.

Tuesday arnved and, again, many students had not completed the assigned work. Miss Brougher did not want to waste any more class time by allowing them to complete work there that should have been done at home. So she collected the assignments from those who had them, delivered a scathing lecture on the importance of doing assignments, and then proceeded with her lesson plan for the day.

At the end of class, she announced, "Class, I wasn't going to give you any assignment tonight . . . but you will just have to learn to take responsibility for finishing assignments on your own time. Therefore, here's your assignment. Read pp. 34–68 in your text, and answer all the questions in writing. Due tomorrow."

After class, she glanced at the completed assignments she had received that day. But there were so few that she decided it wasn't worthwhile to review and grade them. She certainly hoped that everyone would get the message and turn in the assigned work on Wednesday.



Compare your written critique of the instructor's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Miss Brougher started off on the right foot. To prepare students for the new material to be presented, she evidently developed a useful information sheet. This would have been an excellent way to introduce the new topic—if the students had actually read it.

When she discovered that some students had not read the sheet, she made her first mistake. She should not have punished the students who had read the assignment by postponing her presentation for 15 minutes to let the errant students read the sheet.

What, do you suppose, were the students who had already read the assignment doing during these 15 minutes? They could, of course, review the sheet, but that shouldn't take 15 minutes. If the class ready and motivated to begin, it is not helpful to curb that motivation.

And why didn't some of the students read the sheet as assigned? Possibly it was because, in making the assignment, Miss Brougher failed to convince them of its relevance and importance. Her directions in presenting the assignment were very brief. Perhaps these students assumed that, since she would cover the topic in class thoroughly anyway, it would be a waste of time to read the sheet. Do her presentations simply repeat reading assignments or do they go beyond them?

The presentation she finally did make on Monday **seems** to have been well done. She presented the information step by step. She used a lot of visuals. She encouraged questions. She provided a review. And she planned to follow up on the presentation with a practice activity. These are sound instructional practices.

However, in introducing the practice assignment, she again erred. Her explanation of the assignment was far too brief and sketchy. After she had spent time in preparing a good information sheet, an interesting and relevant practice activity, and a thorough assignment sheet to guide students' work, it is a shame that she undermined the value of the assignment by failing to provide adequate instructions and motivation for completing it.

Or, perhaps we are assuming too much. Was it a good information sheet? A thorough assignment sheet? Did Miss Brougher first try out the assignments herself? Perhaps one reason students failed to complete the assignments was that they were too difficult or took too long for the time allotted.

Furthermore, she needs to be more open to questions during times other than lesson presentations. After each of the three assignments made, she summarily dismissed the class without allowing either questions or comments. If clarification were needed, she would have no way of knowing it. This kind of action on her part will not help her reach her stated goal of having responsible students.

And finally, she tried to "motivate" students by delivering a "scathing lecture on the importance of doing assignments." And when she made the last assignment, she associated the giving of an assignment with **punishment**: "I wasn't going to give you any assignment tonight . . . but." The implication is that, now that they've failed to perform as expected, they will have to do this **bad** thing: work at home on their own. The assignment itself seems unreasonable. Do students really need at this point to read 35 pages of the text?

These are not effective ways to motivate students to do assignments, nor are they likely to convince students that there is joy in learning. Not only has she failed to convince the shirkers of the reasons for completing assignments, she has consistently punished those students who have been completing the work. First she made them sit for 15 minutes while others completed the assignment in class. Then she failed to review and grade their second assignment.

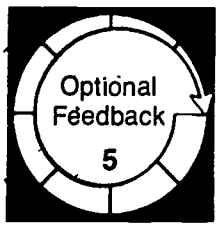
Let us hope that, in the future, she can build on her initial strengths—devising interesting assignments that contribute in a meaningful way to the accomplishment of the instructional objectives—and realize the need to do a better job in communicating to students the reasons for completing those assignments.

Level of Performance: Your written critique of the instructor's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Making Student Assignments, pp. 6-17, or check with your resource person if necessary.

You may wish to ask one to three peers to role-play students. These peers will serve two functions: (1) they will role-play the students to whom you are giving an assignment, and (2) they will evaluate your performance, if you choose to have them do so. First plan a lesson, or select a previously prepared lesson plan that includes a study assignment to help students achieve the lesson's objective. Remember that there are several options in giving assignments:

- A single assignment can be given, which everyone is expected to complete in exactly the same way.
- An assignment can be given that gives the individual student some freedom in devising a method of approach and, to some extent, the result to be reached.
- A broad assignment can be given that defines the basic problem, with each student developing an individual project or activity and setting individual goals. The teacher gives assistance, advice, and consent.

In working with peers, it is not necessary to actually present the selected lesson to the group. You can simply describe briefly what the lesson was about, ask them to assume that they have just reached the point at which the assignment is to be given, and then prepare them to complete the assignment. You would then explain to your peers that they will not be expected to actually do the assignment but are just to participate in your presentation of the assignment.



Multiple copies of the Assignment Checklist are provided in this learning experience, pp. 21-25. If you wish to have your peers evaluate your performance, give a copy to each peer before presenting the assignment in order to ensure that each knows what to look for in your presentation. However, indicate that, during the presentation, all attention is to be directed toward you and that the checklists are to be completed **after** the presentation is finished.

Your institution may have available videotapes showing examples of teachers giving assignments. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in presenting an assignment, using the criteria provided in this module or critique forms or checklists provided by your resource person.

ASSIGNMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In presenting an assignment, the teacher:				
1. involved the class in formulating the assignment	☐	☐	☐	☐
2. explained the purpose of the assignment to the class	☐	☐	☐	☐
3. related the assignment to the student performance objective being taught	☐	☐	☐	☐
4. described the assignment to the class in specific, detailed, and clear terms	☐	☐	☐	☐
5. helped the class think through the assignment, organize materials, and schedule time to complete the assignment	☐	☐	☐	☐
6. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐
7. geared the assignment to the individual and group needs, interests, and abilities of the class	☐	☐	☐	☐
8. suggested supplementary activities beyond the specific assignment that class members might wish to do	☐	☐	☐	☐
9. explained to the class how the work was to be evaluated	☐	☐	☐	☐
10. allowed time for questions concerning the assignment or the method of evaluation	☐	☐	☐	☐
11. arranged for facilities, equipment, or resources to be available if needed to complete the assignment	☐	☐	☐	☐
12. provided an information sheet and/or assignment sheet, if needed to complete the assignment	☐	☐	☐	☐
13. let the class know, through words and actions, that he/she was available to work with individuals on the assignment	☐	☐	☐	☐
14. let the class know that the work would be carefully reviewed and evaluated	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to discuss this with the group or check with your resource person if necessary.

NOTES

ASSIGNMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In presenting an assignment, the teacher:				
1. involved the class in formulating the assignment	☐	☐	☐	☐
2. explained the purpose of the assignment to the class	☐	☐	☐	☐
3. related the assignment to the student performance objective being taught	☐	☐	☐	☐
4. described the assignment to the class in specific, detailed, and clear terms	☐	☐	☐	☐
5. helped the class think through the assignment, organize materials, and schedule time to complete the assignment	☐	☐	☐	☐
6. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐
7. geared the assignment to the individual and group needs, interests, and abilities of the class	☐	☐	☐	☐
8. suggested supplementary activities beyond the specific assignment that class members might wish to do	☐	☐	☐	☐
9. explained to the class how the work was to be evaluated	☐	☐	☐	☐
10. allowed time for questions concerning the assignment or the method of evaluation	☐	☐	☐	☐
11. arranged for facilities, equipment, or resources to be available if needed to complete the assignment	☐	☐	☐	☐
12. provided an information sheet and/or assignment sheet, if needed to complete the assignment	☐	☐	☐	☐
13. let the class know, through words and actions, that he/she was available to work with individuals on the assignment	☐	☐	☐	☐
14. let the class know that the work would be carefully reviewed and evaluated	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to discuss this with the group or check with your resource person if necessary.

NOTES

ASSIGNMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In presenting an assignment, the teacher:				
1. involved the class in formulating the assignment	☐	☐	☐	☐
2. explained the purpose of the assignment to the class	☐	☐	☐	☐
3. related the assignment to the student performance objective being taught	☐	☐	☐	☐
4. described the assignment to the class in specific, detailed, and clear terms	☐	☐	☐	☐
5. helped the class think through the assignment, organize materials, and schedule time to complete the assignment	☐	☐	☐	☐
6. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐
7. geared the assignment to the individual and group needs, interests, and abilities of the class	☐	☐	☐	☐
8. suggested supplementary activities beyond the specific assignment that class members might wish to do	☐	☐	☐	☐
9. explained to the class how the work was to be evaluated	☐	☐	☐	☐
10. allowed time for questions concerning the assignment or the method of evaluation	☐	☐	☐	☐
11. arranged for facilities, equipment, or resources to be available if needed to complete the assignment	☐	☐	☐	☐
12. provided an information sheet and/or assignment sheet, if needed to complete the assignment	☐	☐	☐	☐
13. let the class know, through words and actions, that he/she was available to work with individuals on the assignment	☐	☐	☐	☐
14. let the class know that the work would be carefully reviewed and evaluated	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to discuss this with the group or check with your resource person if necessary.

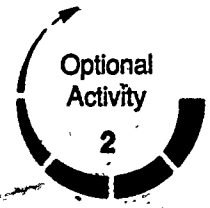
NOTES

Learning Experience II

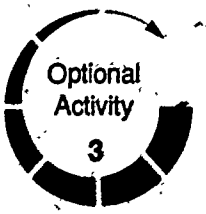
OVERVIEW

After completing the required reading, critique the performance of a teacher in a given case study in guiding student study.

You will be reading the information sheet, Guiding Student Study, pp. 28–31.



You may wish to locate and review one or more supplementary references on developing effective study skills.



You may wish to observe a skilled teacher conducting supervised group study.

You will be reading the Case Study, p. 33, and critiquing the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in guiding student study by comparing your completed critique with the Model Critique, p. 35.

Providing students with meaningful assignments to complete is one way to help them learn how to learn. Read the following information sheet to learn about two other strategies that you can use: (1) reviewing specific study skills with students and giving them opportunities to apply those skills and (2) using in-class supervised study sessions to reinforce good study habits.

GUIDING STUDENT STUDY

Learning is a continuing process of life. It is not simply confined to the classroom or restricted to the direction of the teacher. Rather, it involves many of the activities and experiences of every mentally active person. **Effective** learning is greatly affected by the environment in which it is undertaken and the conditions surrounding the learner. Thus, students need to create the right study environment and conditions—in other words, they need to **learn how to learn.**

We want students to develop favorable attitudes toward study and learning so that they will want to learn in our classes and will continue to learn and use their knowledge after having left the influence of the school. Students who develop favorable attitudes toward study are more likely to remember what they have been taught and to learn more about the subject as they continue in the occupation.

As a vocational-technical teacher, you need to help your students to develop their study skills, through specific instruction in how to study and through your monitoring of their study habits during in-class supervised study sessions.

Study Skills

One decided weakness in many educational systems is that learning is fragmented. Students learn math in math class, English in English class, and they are not asked to apply those skills in other classes. It is, therefore, not surprising that students learn to think of those basic skills in a vacuum. In other words, while they are in English class, they are careful to use the correct verb tense. It's an abstract exercise, relevant to that class. Frequently, however, they do not, nor are they asked to, apply those same rules of grammar in their other classes.

Similarly, students often are taught study skills—including listening skills, library skills, test-taking skills, outlining skills, note-taking skills, text-reading skills, dictionary skills—in junior high or in English classes. There is a unit on study skills. A separate unit. They are tested on the unit, and then they are done with it. There is no planned practice and no carry-over to other classes or future classes.

If students are to be taught to study, these study skills must be reinforced in all classes, year after year. Practice opportunities must be provided. This does not mean that every teacher in every class in every year must provide a unit on study skills. It does mean, however, that study skills must be reviewed as appropriate and that their application must be required.

For example, you as a vocational teacher should assign some activities that require students to use the **library.** There is no subject in the world in which it would not be appropriate for students to do some library research. And in making these assignments, you can appropriately review with students how to use the library effectively.

Before you give that first assignment requiring students to read **text material,** you can remind them of how to get the most from their reading, for example:

- How to use a table of contents
- How to form an initial general impression of what is contained in the reading assignment by reading headings, opening and closing paragraphs of chapters, and first and last sentences of paragraphs
- How to skim over a page to locate a particular bit of information
- How to vary their reading speed according to the type of material being read
- How to summarize in their own words what they have read
- How to take notes and organize them so that they can remember the general information covered under each heading and can locate more specific information later if they need it
- How to draw inferences from what they read
- How to organize information from several sources, compile it, and interpret it

When you are presenting new vocabulary, you should sometimes have students use the **dictionary** to define the terms, instead of always providing them with a completed glossary of terms. When

a student encounters an unfamiliar word, you should encourage him/her to use the dictionary to learn what the word means.

If you always define words for students, you will not teach them how to find out what a word means when you are no longer present. However, if you yourself go automatically to the dictionary when you encounter a new term and if you require students to use the dictionary to look up new words, then students may begin to habitually use the dictionary as a learning tool.

As necessary, you should review with students how to use the dictionary effectively, for example:

- How to locate a word quickly
- How to determine the pronunciation of a word
- How to select the correct definition from the several definitions given for a word

Before you give that first lecture, you should remind students how to **listen** to that lecture so that they understand and retain its content. You could use the chalkboard to record key points that they should put in their **notes**. You could collect their notes periodically to ensure that they are taking notes and that the notes are complete, accurate, and well organized. You could provide them with outlines of the material you are going to cover so that they can see the relationship between outlined material and fully expanded material.

When students have their first written **test** coming up, you could remind them of how best to study for and complete an exam, including.

- How to space out studying, rather than cramming
- How to determine which topics to focus on
- How to approach the test (e.g., importance of reading and following directions, writing legibly, reviewing responses for accuracy)
- How to determine how much time to spend on each test item (e.g., knowing to skip an item if they do not know the answer immediately and then to return to it after they have finished the rest of the exam)
- How to use the test results as a learning tool

If you wish students to **memorize** certain material, you need to do more than just indicate exactly what is to be memorized and by when. You need to make sure that they know how to memorize. You could help students learn how to use association in memorizing. In other words, to remember the difference between the terms *stationery* and *stationary*, students can associate the letter e with the word *envelope*.

Another technique you could teach students to use is mnemonics (pronounced nimonics). A mnemonic device many of us learned as youngsters helped us remember the lines on the treble clef in music—Every Good Boy Does Fine. Use of these techniques will simplify the memorization process and will help ensure retention of the information over a long period of time.

And it would not hurt to remind students that, when they are **studying** at home, there are certain conditions that should be met if their studying is to be productive, including:

- Proper lighting
- Comfortable (but not too comfortable) environment
- Clean, clear working area (e.g., desk, table)
- All needed tools (e.g., pencils, pens, rulers, erasers, pencil sharpener, paper)
- A schedule of work, with timeframes and deadlines, to structure their efforts

By taking advantage of the opportunities that arise in your normal vocational instruction, you can help students to develop good study habits. You do not need to become a study-skills specialist, and you do not need to take large amounts of class time to provide study-skills units. You simply need to identify those moments when it would be appropriate to review for students the skills involved in effective studying, and you need to ensure that they relate those skills to the normal tasks at hand.

Supervised Group Study

Supervised group study allows students to study in the classroom under your direction. The classroom has some advantages for student study because (1) it is an environment relatively free from distractions (e.g., the TV), (2) equipment and resources are available, and (3) you are on hand to answer questions and work individually with students.

A supervised group study session can be helpful to you in that you can observe students' study behavior and pay closer attention to individual needs. It is an excellent time for you to allow students to practice good study habits in an environment favorable to learning.

Although supervised group study is more often used in secondary vocational classrooms, it has some application to postsecondary instruction as well. It is particularly useful with groups of adults who have not been in school for a long time or for teaching material that involves especially difficult information. In individualized, competency-based instructional programs at all levels, there is usually quite a bit of in-class supervised study going on.

The study environment. During in-class supervised study sessions, you are partially responsible for creating and maintaining the correct study environment—one that is pleasant and businesslike. This includes providing adequate lighting, good ventilation, comfortable seating, and quiet working conditions. No environment is perfect, however, and students must learn to discipline themselves by clearing a work or study space, free from distractions, and then concentrating on the task at hand.

You are also responsible for ensuring that all the equipment, texts, and other resources that the students will need are available—in sufficient numbers and in good operating condition. Students cannot be asked to quietly and efficiently look up the definitions for a new set of terms if there are ten students and only three or four dictionaries.

Study structure. You can structure student learning during such a session by first making sure that students are given a clear and complete explanation of the assignment. You can develop broad questions to guide students in their search for information or help students generate a list of study questions to guide their work. You can also help the students clarify their overall and immediate goals so that they will feel a sense of accomplishment and closure as they work through the assignment. You can provide time for students to ask questions to clarify the assignment, if necessary.

Once students are aware of what it is they need to know and what their purpose is in wanting to know it, you can remind them of what resource materials are available to them in the classroom or resource center. Students should understand what information is available in encyclopedias, periodicals, textbooks, pamphlets, information sheets, and audiovisual media. And they should be encouraged to tap relevant references and resources as they study.

Individual attention. The supervised group study session is not a free time for teachers. This is not a time in which, while the students are busy, you can work on your own assignments—developing lesson plans, grading papers, and so on. These sessions are opportunities for you to get to know more about each student's interests, abilities, and personal characteristics.

You should be moving about the room, quietly and inconspicuously, and offering individual assistance as it is needed, including:

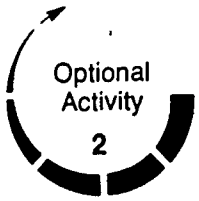
- Monitoring student progress and identifying students who need help
- Answering a student's question
- Helping a student locate an appropriate resource
- Providing remedial instruction if needed (e.g., reviewing for a student the formula for determining board feet; showing a student how to define a word using context clues)
- Asking a student questions to stimulate his/her thinking
- Providing reinforcement for students' efforts

If, however, a student has a genuine study problem, you should probe deeper into the cause of the problem and try to help the student overcome it. Assume that one of your students, Mary Novak, is having a reading problem. Is she having difficulty concentrating? Is she skipping over words? Is her vocabulary inadequate? Does she use the dictionary when she needs to? Are the reading problems the result of undiagnosed poor eyesight, personal problems, or a lack of interest in the assignment?

By working with this student individually, you can identify the exact source of the problem and, together, plan how to overcome it. This individual contact can be one of the real values of the supervised group study session—both for you and for the students.

Discussion. Following the supervised group study session, you may want to conduct a class discussion in which students can share their individual discoveries with one another. The main purpose of the concluding discussion should be to pull together information and to shed some light on the questions or problems that students worked on during the study session. You need to encourage all students to participate in the discussion so that each feels a sense of accomplishment.

By beginning the study session with a clearly defined assignment, by working with individuals throughout the study session to keep the work progressing smoothly, and by bringing the period to a close with a summary discussion that brings the work to a final resolution, you will have conducted a study session from which students can have derived genuine benefit.



In order to teach students how to study efficiently, you should have developed good study techniques and study habits yourself. For information on how to improve your own study techniques, you may wish to read one or more of the many references available on that topic.

By checking at the public library, your school or university library, or a local bookstore, you should be able to locate a variety of such references. The latest copy of *Books in Print* includes over 160 citations on the topic (see Study, Method of), and that does not include the numerous references—now out of print—that you may find on your library's shelves.

You may wish to arrange through your resource person to observe a skilled teacher conducting supervised group study. Note especially the types and amount of individual help the teacher gives students during the study session, the way the study area is organized, and the degree to which students seem able to locate and use resource materials.

If possible, you may wish to arrange through your resource person to meet with the teacher after the study session to discuss such matters as the following:

- The methods this teacher uses to teach effective study techniques
- The types of lessons, assignments, or situations for which supervised study is most appropriate
- Problems encountered in the group study situation, and ways to handle them

The following case study describes how a vocational-technical instructor planned for and conducted a supervised group study session. Read the case study and **explain in writing** (1) the strengths of the instructor's approach, (2) the weaknesses of the instructor's approach, and (3) how the instructor should have treated his responsibilities.

CASE STUDY

Mr Germane was busily adjusting the last few microscopes on the display table at the front of his practical nursing classroom as students found their seats When the class was all present, he began the lesson by reviewing with them some of the diseases they had been studying.

"I thought you might be interested in actually seeing some of the bacteria we've been studying, so I've set up these microscopes in front of the room. I'm going to hand out to everyone an information sheet with ten different drawings on it. Study the sheet for a while and try to compare the similarities and differences in the bacterial forms. Then, when you're ready, come up to the table and look at them under the microscope. You'll see that each drawing has a number. These numbers correspond to the numbers I've placed in front of each microscope.

"After you've finished using the microscope, I want you to look up some information on each type of organism. Use the resource books in the bookcases in the back of the room, or go to the library if you can't find what you need. I brought in a couple of bacteriology textbooks, and you can share them. There's also an encyclopedia back there and a dictionary, so that should keep you busy for the rest of the class."

In a few minutes, students began filing up to the microscopes and a line formed behind each one as the others waited their turn. A few students who weren't particularly interested in the course and never seemed to participate in discussion stayed in their seats and chatted.

Mr. Germane waited until everyone settled down again in the back of the room, and then he began reading his latest nursing journal. There was a really interesting article in it about the reappearance of typhoid fever in Europe. It was a long article, but the class was quiet. He would have had no problem finishing it before the end of class, except that a student interrupted him to ask him to explain something she had been reading in one of the bacteriology books.

"I really can't understand why you're reading this chapter anyway," Mr. Germane said. "Are you just kind of reading it on your own?"

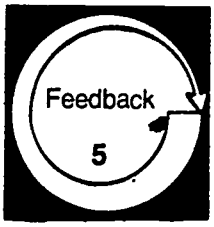
The student looked confused and told him that she hadn't been able to match any of the organisms under the microscopes with the drawings on her sheet, so she had decided just to do some reading in a book. "I never seem to be able to see anything under the microscope," she told him.

"Maybe I can help you," he said sympathetically. "Here, let's look at the drawings together, and we'll try to find these beasties under the microscopes." The student seemed relieved and shared her information sheet with him. He looked at it for a couple of minutes with a puzzled expression on his face.

"I don't understand this," he said. "Let me look at one of the other sheets." Then he went to the leftover stack of handouts and picked up another information sheet. "Class," he announced, "It seems that I made a mistake in the handout. The numbers of the drawings don't agree with the slides in the microscopes."

A few of the students began to put away their resource books in anticipation of the end of the class period. Mr. Germane told the class that they would have another supervised study session next week to make up for the one today. As they left, he felt annoyed at himself for making such a stupid mistake. But he couldn't help smiling when he realized that not one of them had been able to tell the difference when they looked under the microscope!

NOTES



Compare your written critique of the instructor's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

It looked as though Mr. Germane was preparing a really good study session for his class. The work was certainly relevant to what the group had been doing. And, properly planned and supervised, it should have strengthened students' knowledge of the subject and been interesting to many of them.

Introducing the study session with a short review of the material that had been covered was a good tactic, as was preparing an information sheet to guide student study. Providing reference materials and an opportunity for students to use them was also an excellent idea. However, a number of weaknesses in Mr. Germane's approach ruined the whole study period and wasted the time of the entire class.

First, he should not have limited his preparation to adjusting the microscopes. He should have taken one of the information sheets himself and tried to complete the assignment. At that point, he would have discovered the error in the numbering system and could have corrected it—perhaps by rearranging the numbers he had placed in front of each microscope.

Second, he should have spent more time explaining the assignment and clarifying exactly what he wanted as an outcome of the session. About how long should students be spending on reviewing the sheets initially? What procedure should students use so that everyone gets to use the microscopes with a minimal amount of waiting?

What specific kinds of information about the organisms should they be seeking in the resources? What should they do with that information? Actually, this assignment could have been improved with the use of an assignment sheet, designed to structure both their observation and their reading with specific questions to be answered or illustrations to be labeled.

Third, if he wanted students to use reference books, he could have taken that opportunity to remind them of how to use these books effectively: Exactly which books were available? How should they be used? What kinds of information does each contain? How can you locate information within the different books? What uses might the dictionary serve in this particular activity? Had he done this, perhaps the student wouldn't have encountered a problem with the bacteriology text.

Fourth, he should not have considered the study session to be a free period for himself. It is quite inexcusable that he should read—regardless of the professional nature of the material—while expecting students to work on their own.

He should have been actively working with the students, checking on their progress, giving assistance and encouragement, and asking questions about what they were learning. If he had been doing this, that would have given him another opportunity to discover and correct the error in the information sheet.

Last of all, it is true that he did try to help the student experiencing trouble with the bacteriology text. However, he failed the student in two ways. He got sidetracked from her initial question about the text when she indicated that she couldn't ever seem to see anything under a microscope. The student never did get the content explanation she had requested.

In addition, he didn't probe sufficiently about the reasons that she couldn't use the microscope effectively. Was she looking through it incorrectly? Is that just an excuse she uses to avoid doing an activity she dislikes or to avoid interacting with other students? Is her eyesight impaired? Identifying such problems is part of supervising study.

As a result of these errors, Mr. Germane may find that, at the next study session, even fewer students are interested in his display of bacteria and even more students would rather chat than work. His apparently careless attitude could be infectious.

Level of Performance: Your written critique of the instructor's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Guiding Student Study, pp. 28–31, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

In an **actual teaching situation,*** guide student study.

As you plan your lessons, decide when study assignments and supervised study could be used effectively to aid in meeting the lesson objectives. Based on those decisions, guide student study. This will include—

- planning and presenting study assignments (in class and outside) designed to help students meet lesson objectives
- conducting supervised study sessions in the classroom or laboratory
- directing student study using information and assignment sheets
- instructing students in effective study techniques, if necessary.

NOTE: Your resource person may want you to submit your written lesson plan(s) to him/her for evaluation before you present your lesson(s). It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person observe you guiding student study as part of one or more lessons.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment form, pp. 39-41.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in guiding student study.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Guide Student Study (C–6)

Name

Date

Resource Person

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning student assignments, the teacher:						
1. selected the assignment on the basis of the instructional objectives to be achieved	☐	☐	☐	☐	☐	☐
2. geared the assignment to the individual and group needs, interests, and abilities of the students	☐	☐	☐	☐	☐	☐
3. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐	☐	☐
4. involved students in formulating the assignment when appropriate	☐	☐	☐	☐	☐	☐
5. tried out the assignment in advance him/herself	☐	☐	☐	☐	☐	☐
In presenting student assignments, the teacher:						
6. explained the purpose of the assignment to the class	☐	☐	☐	☐	☐	☐
7. related the assignment to the student performance objectives	☐	☐	☐	☐	☐	☐
8. described the assignment to the students in specific, detailed, and clear terms	☐	☐	☐	☐	☐	☐
9. suggested supplementary activities, beyond the specific assignment, that students might wish to complete	☐	☐	☐	☐	☐	☐
10. explained to the students how their work would be evaluated	☐	☐	☐	☐	☐	☐
11. allowed time for students' questions concerning the assignment or the method of evaluation	☐	☐	☐	☐	☐	☐
12. provided an information sheet or assignment sheet if the students needed it to complete the assignment	☐	☐	☐	☐	☐	☐
13. let students know, through words and actions, that he/she was available to work with them on the assignment	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
14. let students know that their work would be carefully reviewed and evaluated	☐	☐	☐	☐	☐	☐
In helping students develop good study habits, the teacher:						
15. reviewed with students specific study skills, including, as necessary:						
a. listening skills	☐	☐	☐	☐	☐	☐
b. library skills	☐	☐	☐	☐	☐	☐
c. test-taking skills	☐	☐	☐	☐	☐	☐
d. outlining skills	☐	☐	☐	☐	☐	☐
e. note-taking skills	☐	☐	☐	☐	☐	☐
f. text-reading skills	☐	☐	☐	☐	☐	☐
g. dictionary skills	☐	☐	☐	☐	☐	☐
16. provided specific assignments that required students to apply their study skills	☐	☐	☐	☐	☐	☐
17. reminded students of how to schedule their study time and create a proper study environment	☐	☐	☐	☐	☐	☐
In conducting supervised group study, the teacher:						
18. created a proper study environment, including:						
a. controlling environmental conditions such as lighting, temperature, ventilation, and noise	☐	☐	☐	☐	☐	☐
b. creating an orderly, businesslike setting	☐	☐	☐	☐	☐	☐
c. providing appropriate seating and desk or table space	☐	☐	☐	☐	☐	☐
d. providing all necessary equipment, texts, and other resources	☐	☐	☐	☐	☐	☐
19. helped students think through the assignment, including determining:						
a. exactly what they are to do	☐	☐	☐	☐	☐	☐
b. how to organize their materials	☐	☐	☐	☐	☐	☐
c. how to schedule their time	☐	☐	☐	☐	☐	☐
d. what resources are available and which ones would be helpful in completing this assignment	☐	☐	☐	☐	☐	☐
e. overall and immediate study goals	☐	☐	☐	☐	☐	☐
f. study questions to answer	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
20. moved quietly and inconspicuously about the room providing individual help as needed	☐	☐	☐	☐	☐	☐
21. provided students with feedback to let them know whether they were progressing in the right direction	☐	☐	☐	☐	☐	☐
22. held a discussion to summarize what was achieved during the study session	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N.A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or **Feedback:** An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or **Feedback:** An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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