

TEACHING TOOLS SORTED BY TYPES OF LEARNING

Trainers address three types of learning: knowledge (K), skills (S), and influencing attitude (A). Trainers frequently shorten this to the KSA acronym. (If you want the research on this, it is called *Bloom's Taxonomy*.)

<p style="text-align: center;">Knowledge (K)</p> <p>Bloom called this <i>cognitive</i>. This type of learning involves the development of intellectual skills. If you want people to gain knowledge about something, furnish them with information through these activities:</p> <ul style="list-style-type: none"> ✓ Articles ✓ Lecturettes ✓ Diagrams ✓ Audiotapes ✓ Buzz Group 	<p style="text-align: center;">Skills (S)</p> <p>Bloom called this <i>psychomotor</i>. This type of learning refers to developing both mental and physical skills.</p> <p>If you want people to be able to do something and acquire a new skill, help them experiment by using these activities:</p> <ul style="list-style-type: none"> ✓ Case studies ✓ Demonstrations ✓ Role playing ✓ Videos and practice ✓ Exercises ✓ Worksheets 	<p style="text-align: center;">Attitude (A)</p> <p>Bloom called this <i>affective</i>. This type of learning refers to how you deal with things emotionally, such as feelings, motivation, and enthusiasm.</p> <p>If you want people to change their values or priorities, assist them to inquire into and observe the old versus the new by using these activities:</p> <ul style="list-style-type: none"> ✓ Instruments ✓ Role plays ✓ Debates ✓ Structured games ✓ Exercises ✓ Self-analysis
<p>Teaching Tools to facilitate learning Knowledge Objectives include:</p>	<p>Teaching Tools to facilitate learning Skill Objectives include:</p>	<p>Teaching Tools to facilitate learning Attitudinal Objectives include:</p>
<p>Lecture A one-way organized, formal talk is given by a resource person for the purpose of presenting a series of events, facts, concepts, or principles. (<i>Warning: Lecture as the sole medium of training leads to a retention of approximately 15 percent.</i>)</p> <p>Lecturette A mini lecture because I believe all lectures should be interactive and so brief that it's over before anyone notices.</p> <p>Guided Note-taking Create handouts that have spaces available to add information. Information is gleaned during a lecturette, while watching a role play, or while viewing a video.</p> <p>Panel A group of three to six people present their views on a particular topic or problem.</p>	<p>Demonstration with Return Demonstration A resource person performs a specified operation or task, showing others how to do it. The participants then practice the same action. Instructor role play</p> <p>Simulations A training environment that closely represents the real environment to allow participants to practice skills.</p> <p>Video, DVD Use clips from training or commercial videos for participants to identify issues, solve problems, and rewrite the scripts. Be sure to follow copyright laws.</p> <p>Live or Computer-Based Simulation Participants practice skills in a learning environment that simulates the real setting in which those skills are required</p>	<p>Role Playing The spontaneous dramatization of a situation or problem is followed by a group discussion.</p> <p>Simulation A simulation, which could be computer-based, emulates a real learning environment, with the focus on attitudes, beliefs, and feelings related to the situation presented.</p> <p>Group Discussion A group of five to 12 people have a relatively unstructured exchange of ideas focused on the attitudes, beliefs, and values they hold about a specific issue or problem.</p> <p>Brainstorming A process for identifying a large number of ideas without judgment.</p>

<p>Face-to-Face Group Discussion A group of five to 20 people have a relatively unstructured exchange of ideas about a specific problem or issue.</p> <p>Buzz Group A large group is divided into small “huddle” groups for the purpose of discussing the subject matter at hand.</p> <p>Case Study A small group analyzes and solves an event, incident, or situation presented orally, in written form, or through computer-based means.</p> <p>Sequential Case Studies Participants are given a portion of a case study. Depending on the decision they make on the first portion, a second, third and perhaps even a fourth set of data is distributed. All groups may end up in different places.</p> <p>Field Trip Visit a jobsite, plant, or organization that is relevant to the topic of study.</p> <p>Magic tricks Use magic tricks to help you make an analogous point within the training.</p> <p>Interviews Participants ask questions of a resource person who attends the training session at a designated time. Purpose is to obtain another perspective, hear from the expert, or add knowledge.</p> <p>Props Enhance Lectures, Lecturettes, Demonstrations and the like, with Props. Examples: Bring tools: “As a team player I am most like a ____.” Bring chunks of two by fours for participants to write the skills they have acquired and “build” the final structure. Etc. etc.</p> <p>Skits A short presentation presented by small groups to demonstrate skill or knowledge learned.</p> <p>Costumes Can be used by the trainer to make a point or play a role. Partial costumes, hats for example, could be analogies for the different roles people play on the job.</p>	<p>Trial and Error Participants are encouraged to figure out individually or in groups a way to do a hands-on task effectively. The tasks may be simulated or set in “real-life” settings.</p> <p>Skill Practice Exercise Participants repeat the performance of a skill with or without the aid of an instructor.</p> <p>Behavior Modeling A model or ideal enactment of a desired behavior is presented via an instructor, videotape, or film, and is usually followed by a practice session on the behavior.</p> <p>Electronic Performance Support Systems (EPPSS) EPSS computer programs provide support at the time a specific action is needed. “An EPSS may be a hypermedia database, a question-and-answer online help system, or a more complete tutorial”</p> <p>Game An individual or group performs an activity characterized by structured competition that provides the opportunity to practice specific psychomotor skills (such as hitting a ball). These are usually done live.</p> <p>Relays Teams set up in a relay to compete to be the first to complete a set of instructions. Good for review of concepts to test skill acquisition.</p> <p>Card games As many variations as there are cards! Various pieces of data can be palced on cards to solve a problem.</p> <p>Board-game adaptation Many baard games such as Trivial Pursuit can be adapted to the content of the training.</p> <p>Game-show adaptation Game shows such a <i>Jeopardy!</i> Can be adapted to the content of the training.</p> <p>Case Study A small group analyzes and solves an event, incident, or situation presented orally, in written form, or through computer-based means.</p> <p>In-basket Exercise In a form of simulation that focuses on the “paper symptoms” of a job, participants respond to materials people might have in their in-baskets in a work situation.</p>	<p>Storytelling Participants “tell their stories” about an experience that all or most group members have in common and/or an experience that opens vistas unknown to the rest of the group.</p> <p>Debate Two people or two groups present conflicting views, which helps to clarify the arguments between them.</p> <p>Role Plays Participants act out roles, attitudes, or behaviors that are not their own to practice skills or apply what they have learned. Frequently an observer provides feedback to those in character.</p> <p>Role Reversal Participants assume the role of the person with whom they interact daily, for example, their bosses.</p> <p>Metaphor Analysis Participants construct metaphors-concrete images-that describe, in a parallel yet different way, a phenomenon being discussed.</p> <p>Exercise, Structured Experience People participate in planned exercises or experiences, towards learning about and discussing their feelings, beliefs, values, and attitudes.</p> <p>Reflective Practice This practice involves thoughtfully reflecting on one’s actions, including the assumptions and feelings associated with those actions, which can be done individually or as a part of a small group discussion.</p> <p>Listening Circle The main focus of this activity is to listen closely to what each participant is saying about a question or topic that is raised and to suspend his or her own thinking about the topic at the same time. A person speaks only when they have the symbol (where possible, from indigenous peoples) to talk, which is passed around the circle while the other learners listen intently to what is being said. The keys to this process are to ask all participants to guard against thinking about how they want to respond, and to make connection to what others are saying, and above all, to just listen.</p>
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<p>Symposium People qualified to speak on different phases of a subject or problem offer presentations.</p> <p>Computer-Based Tutorial Participants are presented information and guided through the content via computer-based programs. The most common way of stimulating interaction with the learner is through questions that require learner response.</p> <p>Computer-Based Drills These drills provide a way for learners to determine what knowledge they have gained through practice exercises. The drill cycle begins by selecting an item which is then displayed. The learner responds to the item, the program judges the response, and the learner receives feedback about the response. Drills are often a part of computer-based tutorials.</p> <p>Web-Based Searching Participants search the internet for information related to specific topics using search engines such as Google (www.google.com), or Yahoo (www.yahoo.com).</p> <p>Email and Listservs Information and questions can be shared between and among instructors and learners via email or listservs. While email allows more for one-on-one interaction, a listserv provides communication among all participants and instructors.</p> <p>Audio and Video Conferencing This two-way communication system allows learners to interact in real-time with each other and outside resource people, with the expressed purpose of gaining specific knowledge. These types of conversations can be done via telephone, satellite, or through Web-based means.</p> <p>Debate Two people or two groups present conflicting views, which helps to clarify the arguments between them.</p> <p>In-basket Exercise In a form of simulation that focuses on the “paper symptoms” of a job, participants respond to materials people might have in their in-baskets in a work situation.</p>	<p>Critical Incident Participants are asked to describe an important incident related to a specific aspect of their lives. This incident is then used as a basis for analysis.</p> <p>Drawing Learners are asked to draw a concept or an idea as individuals or in groups. They then discuss with the whole group why they drew what they did.</p> <p>Writing a script Participants can script a role play for other participants based on the content.</p> <p>Survival problem solving Usually used as a team-building activity in which a team is placed in a situation that represents danger. Team members need to work together using specified criteria to make decisions.</p> <p>Observation After an individual or group systematically observes and records an event using a specific focus (for example, leadership style, group interactions, instructor behavior), the data are analyzed and discussed (either one-on-one or in a group format).</p> <p>Quiet Meeting Participants who know each other will sit quietly and reflect on a topic or question, sharing from time to time an idea on the area presented. No reaction is given to these comments, although others are free to share their ideas also. The power of this technique is in the silence, not the talking or listening.</p> <p>OnLine Forums and Real-Time Internet Relay Chats Online forums and chat rooms can be designed in such a way that participants are raising and discussing critical questions, debating ideas, and challenging each other’s ways of thinking.</p> <p>Computer-Based Simulations This is a Web-based tool that reproduces a real-life situation, with the focus on analyzing and making decisions related to that situation.</p>	<p>Listening to Music This practice uses music as a stimulus for participants to write down feelings and memories related to what is being taught or discussed.</p> <p>Online Forums and Chat Rooms Online forums and chat rooms are designed to allow a discussion related to feelings, attitudes, beliefs, and values learners hold related to the topic or area being shared or studied in having computer-based conversations of this nature, instructors need to build first a sense of trust and caring among the participants.</p> <hr/> <p style="text-align: center;">Self-Directed Learning</p> <hr/> <p>Self-analysis Usually a series of questions with correct answers to review knowledge. May also be a set of thought-provoking concepts or questions that allow participants to examine their personal attitudes.</p> <p>Journaling Participants keep a written record of thoughts, feelings, reactions, successes, plans, and action items.</p> <p>Research Challenge given in the classroom for participants to track down the correct answer between sessions. Can be used to locate information on the internet as well.</p>
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<p>Critical Incident Participants are asked to describe an important incident related to a specific aspect of their lives. This incident is then used as a basis for analysis.</p> <p>Drawing Learners are asked to draw a concept or an idea as individuals or in groups. They then discuss with the whole group why they drew what they did.</p> <p>Posters Participants create posters to make a point, summarize information, and so on.</p> <p>Observation After an individual or group systematically observes and records an event using a specific focus (for example, leadership style, group interactions, instructor behavior), the data are analyzed and discussed (either one-on-one or in a group format).</p> <p>Quiet Meeting Participants who know each other well sit quietly and reflect on a topic or question, sharing from time to time an idea on the area presented. No reaction is given to these comments, although others are free to share their ideas also. The power of this technique is in the silence, not the talking or listening.</p> <p>Game An individual or group performs an activity characterized by structured competition that provides the opportunity to practice specific thinking skills and actions (such as decision-making). Games are done both live and through computer-based means.</p> <p>Crossword puzzles Computer software can take a list of terms from the session and arrange clues and words into a crossword puzzle.</p> <p>Online Forums and Real-Time Internet Relay Chats Online forums and chat rooms can be designed in such a way that participants are raising and discussing critical questions, debating ideas, and challenging each other's ways of thinking.</p> <p>Computer-Based Simulations This is a Web-based tool that reproduces a real-life situation, with the focus on analyzing and making</p>	<p>Suggestion Circles In circles of no more than 12 people, participants are asked to provide high-quality, concisely stated solutions to a specific problem posed by one of the members within a time frame of no more than 5 to 10 minutes</p> <p>Problem-Based Learning The content for the instruction is centered on fundamental or critical problems of practice. Participants focus on solving the presented problems with the end product being enhanced problem-solving skills, contents knowledge related to the problems presented, and improved thinking skills. Problem-based learning can be carried out face to face, through computer-mediated formats. Or a combination of both.</p> <p>Problem-solving Clinic Participants bring real-world problems for the rest of the group to solve.</p> <p>Socratic Dialogue Through interaction with an expert, whose role it is to provide ide examples and guiding questions, learners are challenged to solve problems through clear reasoning and thinking.</p> <p>Simulations Participants are asked to solve problems in activities that closely mimic real life situations. The feedback given as they move through the simulation is life-like and immediate, especially in computer-based simulations</p> <p>Reflective Practice This practice involves thoughtful reflection on one's actions, focusing on alternative ways one would approach a similar problem or incident, which can be done individually, as part of a small group discussion, or some combination of the e two.</p> <p>Web-Based Applications Sharing Learners work collaboratively on solving real-life or simulated problems using software applications like spreadsheets and whiteboards.</p>	
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Self-Directed Learning	Self-Directed Learning	
<p>Read ahead Materials provided to participants to read prior to the session.</p> <p>Research Challenge given in the classroom for participants to track down the correct answer between sessions. Can be used to locate information on the internet as well.</p>	<p>Story starters Participants are given a partial situation and then complete it practicing the skills and knowledge they are learning in the training.</p> <p>Teach backs Participants are given a small portion of content that they study and “teach back” to the rest of the participants. This can be conducted in small groups or the larger group.</p> <p>Research Challenge given in the classroom for participants to track down the correct answer between sessions. Can be used to locate information on the internet as well.</p>	

Why use activities as Teaching Tools?

1. **Activities are energizing.** Use games in your design to give people a break, time to stretch (their brains, as well as their bodies), to relieve stress, and to just get energized.
2. **Activities get people working together.** Build rapport among participants to increase the amount of knowledge floating around the room. More learning occurs when everyone is sharing and learning from each other. As the trainer/facilitator, you have a body of knowledge, but the compile knowledge of your group far outweighs what you know.
3. **Activities promote learning by doing.** Your participants retain the knowledge better if you can engage as many of their senses as possible.
4. **Activities provide you with a way to reinforce information.** It would be pretty boring if you stated the same things over and over in the same way, even though you know that repetition is good. Activities allow participants to experience the same information in another way.
5. **Activities are motivational.** Learners respond because they are actively involved. It is a pleasant way to learn.