

Lesson 3

Delivering Instruction



Key Terms

brainstorming
case study
coach-pupil exercises
conference
demonstration
discussion
gaming
group performance
independent exercises
lecture
practical exercise
role-playing
team practical exercises

What You Will Learn to Do

- Use effective teaching methods to deliver instruction

Linked Core Abilities

- Communicate using verbal, nonverbal, visual, and written techniques

Skills and Knowledge You Will Gain Along the Way

- Compare lesson objectives to learning objectives
- Distinguish among the seven teaching methods
- Identify the five types of practice exercises
- Define the key words contained in this lesson

Introduction

From time-to-time, you may be required to present a portion of the course content. When this occurs, you will need to know some of the finer points necessary to teach that instruction.

Recall that in the “Preparing to Teach” lesson, you learned how to prepare yourself to teach, develop learning objectives (consisting of tasks, conditions, and standards), and use training aids. In the “Developing Lesson Plans” lesson, you learned how to develop four-phase lesson plans (inquire, gather, process, apply). You may want to review all or a portion of that material before proceeding with this lesson.

In this lesson you learn different teaching methods and when to use each method, such as demonstration and lecture, five practical exercise formats, and the rehearsal process.

Types of Teaching Methods

The method of instruction is how you choose to conduct your class. Sometimes, the subject you are teaching dictates which method to use. There are many different types of instruction from which to choose. The following sections give you some ideas about different methods of instruction.

Key Note Term

lecture – teaching method designed to provide instruction on a task or topic

Lecture

The **lecture** is an informative talk given to a class (see Figure 12.3.1). During a lecture, the teacher does most of the talking; questions and answers usually occur at the end of the lecture. Because the teacher limits the interaction during the presentation, this method provides the fastest dissemination of information.

Figure 12.3.1: Lectures can be an effective method of teaching.

Courtesy of Barbara Stitzer/
PhotoEdit



Use lectures when the subject you are teaching is unfamiliar to your class and it is the best method for preparing students to practice the task. Generally, this method involves learning knowledge-based information. Knowledge-based information is that which you need to know or understand. Examples of JROTC subjects for which you might use a lecture are history, citizenship, or technology awareness.

When preparing for a lecture, be sure to research your topic, organize your thoughts using the outline of the lesson plan, and rehearse. Remember to use your training aids while practicing. Ensure that you are comfortable with your topic because you will be doing most of the talking.

The question and answer session at the end of the lecture gives your class the opportunity to ask for clarification or additional information, and it gives you the opportunity to reemphasize the lesson learning objectives.

Discussion/Conference

There are two names for this method of teaching. During a **conference**, the instructor involves the entire class in a **discussion** of the subject being taught by asking leading questions to get the class to think about and discuss the main points.

This method of instruction is more interesting than a lecture and is ideal for subjects such as current events, topics that require practical exercises (such as first aid and map reading), and topics where a majority of the class is having difficulty learning.

Experienced teachers recommend using a conference when conducting reviews because it enables them to ensure that the class is comfortable with the text material.

Demonstration

Demonstration is a method of instruction that requires class participation. Use this method to show the class how to do a task and to have them practice performing the task. This method holds the students' interest because they are actively involved in the learning process.

Advance planning and preparation are especially important for demonstrations to ensure that everything goes smoothly and to avoid interruptions or problems that would make the demonstration less realistic.

Practical Exercises

The **practical exercise** is a type of instruction where a learner performs, under controlled conditions, the operation, skill, or procedure being taught (see Figure 12.3.2). In a practical exercise, class members learn by doing. It is one of the most effective methods for teaching skills. Practical exercises are often used in conjunction with other methods, such as after a lecture or demonstration.

Demonstrations and practical exercises lend themselves to classes such as *Leadership Lab*, *First Aid*, *Map Reading*, and *Cadet Challenge*.

You will learn more about practical exercises later in this lesson.

Key Note Terms

conference – a teaching method where the instructor involves the entire class in a discussion of the subject being taught by asking leading questions to get the students to think about and discuss the main points

discussion – a teaching method where the instructor involves the entire class in a discussion of the subject by asking leading questions to get the students to think about and discuss the main points

demonstration – a teaching method that requires hands-on class participation

practical exercise – a maneuver, operation, or drill carried out for training a discipline

Figure 12.3.2: In this practical exercise, students are demonstrating their new learned CPR skills.

Courtesy of Frank Siteman/
The Picture Cube.



Key Note Term

brainstorming – a teaching method that consists of group problem-solving techniques involving the spontaneous contribution of ideas from all members of the group

Brainstorming

Brainstorming is a problem-solving technique in which instructors give participants a problem and have them bring into the discussion any ideas that come to mind. All ideas are gathered and recorded, without evaluation, before any are discussed. Preferably, the ideas are recorded someplace where all the participants can see them—for example, on a flipchart, whiteboard, or chalkboard.

In some situations, you may limit idea gathering to 5–15 minutes. After gathering the ideas, have the participants discuss them and decide on the best solution or course of action. It is your job, as the instructor, to facilitate this process.

To conduct a successful brainstorming session, you should

- **State the objectives and ground rules of the session up front so that the group members know of the session and what is expected of them.**
- **Encourage input from all group members.**
- **Recognize nonverbal cues that group members want to have input, and respond accordingly.**
- **Keep the session moving and on track.**
- **Avoid judging any ideas offered by the group during the idea-gathering phase.**
- **Facilitate the group by constructively evaluating the various ideas and in reaching consensus on a solution, idea, or course of action.**

Case Study

A **case study** is an oral or written account of a real or realistic situation, with sufficient detail to make it possible for the learners to analyze the problems involved and determine possible solutions. There may be many right answers.

Many case study exercises involve group discussions. In this case, you should follow the same rules as described for the discussion/conference. Be prepared to provide relevant and constructive feedback.

Key Note Term

case study – a teaching method that consists of an oral or written account of a real or realistic situation

Gaming

Gaming consists of activities where participants compete to try to achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson.

Learner-Focused Delivery

Learner-focused delivery, or learner-centered approach to instruction, is a process that begins with determining the needs of the student. It is when the learning objectives put the focus on the student and learning rather than the teacher and teaching methods. It is based upon the methodology known as instructional design using the ADDIE Cycle.

ADDIE is an acronym that stands for:

- **Analysis.** Establish the learner's current state of knowledge and skills in the subject area.
- **Design.** Detailed planning of the lesson with objectives based on learning outcomes.
- **Development.** Develop learning materials according to the design and learning styles.
- **Implementation.** Lesson is delivered as specified, monitored, and evaluated.
- **Evaluation.** Feedback the evaluation data to provide revision as needed.

Each student has different needs when it comes to learning. Each has different life experiences and a different knowledge base. Each student has a different way of learning or learning style. Some learn visually by observing or viewing information; others are auditory learners or learn by hearing or listening; and some learners are kinesthetic learners or learn by doing or are hands on learners. For learning to be most effective it should be tailored specifically to the individual student.

When developing a lesson plan, an instructor needs to consider a learner-focused delivery in choosing the type of teaching method that will be employed. For example, if most of the learners are auditory learners, the lecture method will be more effective. However, if some of the learners are kinesthetic learners, demonstrations with practical exercises will have to be added to the delivery plan. A learner focused delivery approach is more time consuming and requires more work but the results are more effective learning. Sometimes the instructor does not have the time or the resources to follow the ADDIE process. Nevertheless, to ensure effective learning, always use a combination of different teaching methods. For example, a lecture can be followed by a demonstration and a practical exercise. By combining several teaching methods to your delivery, you will be reaching more of your students and meeting their individual learning needs.

Key Note Term

gaming – a teaching method that consists of activities where participants compete to try and achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson

Practical Exercise Formats

In the best practical exercises, the tasks that learners perform should be as close as possible to those they will be expected to perform on their assessment or evaluation. The most common types of practical exercises are discussed in the following sections.

Group Performance/Controlled Exercises

In **group performance/controlled exercises**, learners work together at a fixed rate. Everyone does the same thing at the same time. One caution with this practical exercise type is that learners may imitate the performance without actually understanding it.

Independent Exercises

Learners work alone at their own pace in **independent exercises**. As the instructor, you will circulate around the classroom and supervise, providing assistance and feedback as necessary.

Role-Playing

In **role-playing exercises**, learners are given different roles to play in a situation, and they apply the concepts being taught while acting out realistic behavior. This type of exercise is especially useful for training interpersonal skills, such as leadership or counseling, or interactive skills in a realistic, but controlled situation.

Note

Role-playing can also be classified as a method of instruction.

Coach-Pupil Exercises

In **coach-pupil exercises**, learners work in pairs or small groups, alternately performing as instructor and student. Coach-pupil exercises are extremely useful when time is short or when there are too few instructors.

Team Practical Exercises

In **team practical exercises**, learners work together as a team to perform the desired tasks. This method integrates basic skills into team skills.

Reviews and Rehearsals

As part of your preparation for delivering instruction, you should rehearse prior to attempting to deliver the instruction. Even if you have delivered the instruction many times, rehearsing will help you get into the proper mindset and iron out any problems that you may have had in the past.

Key Note Terms

group performance – a controlled practical exercise where learners work together at a fixed rate

independent exercises – a practical exercise format where learners work alone at their own pace

role-playing – a practical exercise format where learners are given different roles to play in a situation, and apply the concepts being taught while acting out realistic behavior

Key Note Terms

coach-pupil exercises – a practical exercise format where learners work in pairs or small group, alternately performing as instructor and student

team practical exercises – a practical exercise format where learners work together as a team to perform the desired tasks

Reviews

If you have revised or adapted your materials, review them one last time to ensure you are comfortable with their content, format, and flow. It is also a good idea to look over your references and training aids again.

Rehearse

To help you rehearse, enlist family or friends to serve as an audience and to play the role of students. If possible, practice with all the equipment and training aids you will use in the classroom.

At the conclusion of your instruction, ask your audience to help you evaluate your performance to make sure that you iron out all trouble spots and are conducting the instruction at the proper pace (see Figure 12.3.3).



Figure 12.3.3: Having friends provide feedback after you rehearse your lesson is an effective way to fine-tune your presentation skills.

Courtesy of J. Marshall/The Image Works.

Conclusion

Teaching is more than just getting up in front of an audience and talking. You need to develop learning objectives and create a lesson plan identifying the best method for the presentation. Then you need to review the material and rehearse so you become comfortable delivering the instruction.

If you are asked to instruct others, creating a lesson plan, selecting the most appropriate lesson method, and rehearsing your presentation will increase your confidence level and allow you to conduct a well-received lesson.

Next you will learn the importance of adding variety in your lesson plan. You will also learn about cooperative learning strategies.

Lesson Review

1. Choose one type of teaching method and explain it.
2. Why would one type of teaching method work better than others for different topics and settings?
3. List the most common types of practical exercises.
4. What methods would you choose to review and rehearse before delivering instructions?