

## Welcome to Our Course

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### Registration information

Welcome to the class of students who have registered for the course, *The Competent Instructor*,

- at [insert site here: e. g., Embassy Suites Hotel, Seattle, WA ]
  - on [insert session dates here: e.g., Feb 15-17, 2008 ]
  - from [insert session start-stop times here: ] for each session.  
e.g., 8:30 PM through 4:30 PM
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### Purpose

*Why do we need you to answer this set of “before-course” questions?*

We will compare your answers to these questions with your answers to similar questions at the end of the course, to determine what changes the course has effected.

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### Recommendation

*What if you can’t answer a question or item?*

We realize that you may feel pressure to “know the right answers” as you go through this set of “before-course” questions.

Please relax, and do the best you can.

If you do not know any answer, or it simply makes no sense to you now, then please write “ I don’t know” for that question or item. It is okay *not to know* now.

When you take the course, you will fill in any learning gaps you have now, before you answer the “after-course” questions.

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### Deadline

*When should you be finished with your answers?*

Please bring your answers with you to the first class session, [insert day and date here. ] e.g., **on Tuesday morning, Feb. 17.**

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### Getting ready for the course

*How should you prepare for a successful learning experience?* You are going to practice teaching and instructing each other during these sessions together, taking different roles as *instructor, student, observer*. Imagine yourself in each role as you take part in these practice opportunities.

1. Choose an interesting topic and teach two individuals what it's about, what it does, *and* how it relates to thinking skills, in three minutes or less.
2. Use an object to teach someone how to do a work-related task, what it's for, and how it relates to thinking, in three minutes, while being videotaped.\*
3. Model a work-related task, in five minutes or less, while being videotaped\*, after you see instructor demonstrate a teaching process called *modeling*.
4. Conduct an interactive lesson with your "students" during which you ask them questions to check their learning about something taught in the class earlier, in 10 minutes or less, while being videotaped.\*

\* **Bring a blank VHS videotape cassette, half-inch 60 minutes.**

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## Before-Course Questions

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**Introduction** Before-course questions for this course of instruction, *The Competent Instructor*, appear here.

1. How did you find out about *The Competent Instructor*(TCI)?  
List the source of information from which you learned about it:
  - Catalog
  - Word of mouth
  - Other \_\_\_\_\_ (e.g., online)
  
2. Who initiated your enrolling in *TCI* course?
  - I did it myself.
  - My manager/supervisor recommended that I enroll.
  - I and my manager/supervisor negotiated it as part of career plans.
  - A co-worker who took the course suggested it.
  
3. How soon after you complete this *TCI* course do you expect to use what you learned?
  - Within 3 days
  - Within 3 weeks
  - Within 3 months
  - Sometime after 3 months
  - I don't know right now.
  
4. This course is designed for technical experts who are new to instructing, *or* for technical instructors who want to learn advanced teaching skills.  
What is *your status*?  
  
*Check all that apply:*
  - I am totally new to instructing.
  - I have never formally conducted a course of instruction.
  - I conducted one course of instruction once.
  - I have taught one course more than twice.
  - I have taught several different courses.
  - I have taught many courses repeatedly.

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5. This course is *not* designed for people who want to make persuasive presentations to an audience in a non-instructional situation.

*Check all that apply:* I have —

- no experience in presenting before an audience.
- never made a presentation at our work site.
- made one presentation once.
- made the same presentation more than twice.
- made several different presentations.
- presented repeatedly to many different groups.

6. This course has no prerequisites, but you bring with you much knowledge and many skills.

What are your top three *strengths* for instructing?

List in your own words:

6.1 \_\_\_\_\_

6.2 \_\_\_\_\_

6.3 \_\_\_\_\_

What are your top three *needs* for instructing effectively?

List in your own words:

6.4 \_\_\_\_\_

6.5 \_\_\_\_\_

6.6 \_\_\_\_\_

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7. Finally, please tell us what you know already about instructing effectively, so we can build on it. *Please respond to the following questions and items.*

You are preparing to observe some instructors to see how well they conduct different courses of instruction. Since you can only focus your attention on a limited set of information during any observation, you need to adopt a “viewpoint” for each visit. What different viewpoints would you adopt?

7.1 *List the different viewpoints you would adopt for this series of observations.*

7.2 *Describe what changes occur during a learning experience, and tell who is responsible for learning within a course of instruction.*

8. You are drafting a course proposal to instruct employees to complete their performance appraisal forms. You need to ensure that resources are available and adequate to satisfy the course requirements.

*Write here the types of instructional resources you will list in your proposal.*

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9. You are drafting a course proposal to instruct employees to complete their performance appraisal forms. Read all of the following activities in group A, group B, and group C. *Select one group only (Group A, B, or C), then tell which of the three activities (1, 2, or 3) you would rather do, and why.*

Group A [*If you select this group, skip Group B and Group C.*]

- 1 Catching a softball
- 2 Sketching on paper how to catch a softball
- 3 Coaching a child to catch a softball safely

Why? \_\_\_\_\_

Group B [*If you select this group, skip Group A and Group C.*]

- 1 Preparing barbecued ribs
- 2 Illustrating a recipe for barbecued ribs
- 3 Teaching a friend how to barbecue ribs

Why? \_\_\_\_\_

Group C [*If you select this group, skip Group A and Group B.*]

- 1 Using a personal computer to prepare a newsletter
- 2 Drafting a job aid which illustrates how to apply desktop publishing software to newsletter production
- 3 Training people to use desktop publishing software

Why? \_\_\_\_\_

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10. Directions: Match the correct definition with each thinking skill below by writing its number in the “?” column:

Skill	?	#	Definition
Analyzing		1	Arranging elements (esp. events) according to units of time
Applying		2	Arranging elements (events, objects, subjects) in a series
Evaluating		3	Breaking up any whole into its parts to find out their nature, proportion, function, <i>or</i> relationship
Grouping		4	Determining whether gaps exist in one's information, and if so, what information is needed to fill them
Observing		5	Estimating the consequences of events or behaviors, based on the recognition of patterns that repeat with high probability
Ordering		6	Forming a whole by bringing together separate parts
Questioning		7	Judging the significance, value <i>or</i> worth of information after an action sequence
Sequencing		8	Linking together concepts within contextual patterns which frequently have gaps
Synthesizing		9	Putting together elements with the same or similar properties <i>or</i> functions
		10	Repeating a selected arrangement of elements
		11	Using one or more of the senses to collect data; seeing, smelling, tasting, hearing, touching, feeling motion, feeling pressure, feeling heat
		12	Applying means taking knowledge from the original setting where learned, and fitting it into a new setting, while maintaining the same relationships among the critical elements.

11. For an existing course of instruction in word processing, *correct each objective* that is incomplete or inadequate:
1. Given a desktop publishing system, trainee will improve the quality of printed materials.
  2. Trainee will use a personal computer and MS Word to create a four-page report without any spelling errors.
  3. Trainee will type, save, retrieve, and print a two-page document.

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12. U.S. law requires you to conduct a course in environmental safety to everyone at your site.  
*Briefly describe* how you could ensure that everyone mastered the basics of the law.
  
13. You are about to teach a beginners' course in desk-top publishing applications for personal computers. Briefly describe *how* desk-top publishing for beginners is like some other common experience, and *why* it is similar.
  
14. You observe several model demonstrations of work skills, then you record the phases or stages in each demonstration.  
*List in order* the phases which an effective instructional process includes to model a work-related skill.
  
15. Your manager assigns you to conduct a beginners' course for custodians at a local work site. You look through the Instructor's Guide for other information, besides "content knowledge," that beginning custodians need to know. What do you expect to find, besides "content knowledge?"  
*List* these other categories of information.
  
16. You compare several lessons printed/copied from an instructional manual. You discover some common elements in every effective lesson.  
*List* the elements one commonly finds in effective lessons.

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17. If you think Tracy has *high potential* for learning, as an instructor you would treat Tracy in these ways: [ *List them here.*]
18. If you think Pat has *low potential* for learning, as an instructor you would treat Pat in these ways: [ *List them here.*]
19. You know from watching programs like “Jeopardy” that most questions demand the contestant to recall information from memory.  
What questions could an instructor ask of learners to get them to do more with information than merely recall it from memory? [ *List two or three here.*]
20. You are going to teach Course Y to X number of students for W hours at Z number of sites.  
How would you create a “climate” for learning that works every time and in every site?
21. An effective instructor facilitates both learning and remembering.  
How do you make it easy for students to remember what they have learned in your course of instruction?

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### Participant

Please sign your name in this space, then PRINT your name and the date.

*Signature:* \_\_\_\_\_

*Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

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End