



Award in Education and Training

Distance Learning support pack

COURSE INTRODUCTION AND FIVE REVIEW ACTIVITIES

(This pack to word process and return for assessment)

'Andragogic Education' - 11 Church Road, Great Bookham, Surrey, KT23 3PB

This pack belongs to:

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Welcome to the distance learning programme! (The FIRST activity starts on page 8)

Award in Education and Training

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These five review activities are designed to get candidates to appreciate some of the key elements of educational theory and practice, so that they can become even more effective in their educational / training role by making their own sessions, **relevant, interesting, engaging and challenging**;

This pack is designed to be used with the Days, 1, 2 and 3 Course Handbooks.

There are **FIVE** activities that can be completed in small stages for review by your tutor, so that you get early feedback and develop confidence in reflecting on and responding to the questions, activity by activity before undertaking the awarding organisations three assignments.

Ground rules for a taught course (recommended when you first meet new learners)

During the course, the only rules we all need to observe are based around **RESPECT** for each person, no matter what their social background, culture, sex or difficulties are. This will manifest itself in allowing everyone to speak and be heard, not using any stereotypical remarks about any social group etc. Think before you speak! Respect everyone's point of view – except if it is liable to cause offence. Use of inappropriate language is not acceptable. **Thank you for your consideration.**

Profile of the educator's qualifications and experience:

Our team of experienced educators are lecturers with senior management, commercial and examining body experience, with postgraduate qualifications.

Our principal educator has been educated to post-graduate level and has had experience in the following aspects of the Further, Higher and Adult Education sector, since 1987;

- **A member of the Education and Training Foundation**
- **Training Consultant for a variety of organisations;**
- Staff Development and Quality Assurance Manager for a College of Further Education and Lecturer since 1987. Subjects including; Teacher training on City and Guilds 6302, 7303, 7302, 7307, 7306, 7407 Certificate in Education and (University) Advanced Certificate in Education (all levels). Teaching practice observations;
- **Course tutor/lecturer since 1987 on the following courses; B/TEC National Diploma/Certificate in Business Studies; AVCE, GNVQ Intermediate & Advanced Business Studies; A' level Business Studies; HNC Business Studies; AAT (Association of Accounting Technicians) all levels; IAB (International Association of Bookkeepers) - all levels; GCSE Accounts; RSA/OCR Business Administration; CMS (Certificate in Management Studies); HNC Engineering;**
- Tutor for an off-shore (Channel Island) Business School – providing financial training for commercial organisations;
- **Previously a distance learning tutor for the IFS (Institute of Financial Services – finance and banking qualifications) and visiting lecturer for UMIST (University of Manchester Institute of Science and Technology).**

Introduction and useful information

Welcome to this teacher training course. If you wish to complete the three assignments you can achieve the **Level 3 Award in Education and Training (12 credits)**. This is an introductory qualification that will confer a **‘threshold license to teach’**.

Who are the qualifications for? For practitioners working in the post-16/14 education and training sector. It is good practice and often an employer requirement for those wishing to enter teaching in teaching and training adults in England. The qualifications are widely recognised as the standard for those beginning to teach in the non-regulated sector in England, as well as in other nations.

What do the qualifications cover? They allow learners to learn knowledge and skills required to enter teaching. They are part of a framework of qualifications for teachers in England. They do not form part of an Apprenticeship Framework.

What opportunities for progression are there? They allow learners to progress into employment as teachers/trainers, as well as to **EITHER** (usually) one of the following:

Certificate in Education and Training (36 credits) for ‘Associate Teachers’ or the;

Diploma in Education and Training (120 credits) for ‘Teachers in the full teaching role’. Visit www.cityandguilds.com and enter **6502** in to the search box or visit <http://www.aimawards.org.uk/> and enter **Award in Education and Training** in to their search box.

1. Learner entry requirements. The awarding body does not set entry requirements for this qualification. However, learners need to have the potential and opportunity to achieve the qualification;
2. Guided learning hours (GLH) for the course/completing the qualification are stated to be 48. During the course you should have completed the micro-teaching aspect of the course, which represents **half** of the work for the six credit unit 302. (Units A and C represent three credits each). After the course there are approximately ten to fifteen hours of assignment work to do to complete the three units. Personal support will be provided by email on a one to one basis until candidates are successful. **It is essential that management support is provided by the candidate’s own organisation, in terms of; time to do the work, monitoring of progress and setting target completion dates;**

3. Age restrictions. The awarding body cannot accept any registrations for learners under 19 as these qualifications are not approved for anyone under the age of 19;
4. Legal considerations. Learners should be aware of regulations affecting those who deal with children, young people and vulnerable adults. E.g. Disclosure and Barring Service (DBS) checks, Special Educational Needs and Disability Act (2000) SENDA, Equality Act, Children's Act, Safeguarding Vulnerable Groups Act, Data Protection Act, etc.
5. All work must be **word processed** (where appropriate) using resource pack B (the assignment construction kit). This will allow candidates to submit the assignment work by email (as an attachment) and also allow candidates to demonstrate/become even more proficient at ICT skills (information and communication technology);
6. The course is designed to get you '**into**' the many aspects of training/teaching and learning **quickly and/or consolidate your existing experience, where appropriate**;
7. The qualification can **also** be used for those **new** to teaching in work based learning, further or adult education in a variety of roles, who wish to '**get into**' the **many aspect of teaching and learning quickly** and obtain a nationally recognised training qualification, **before proceeding** on to the Certificate or Diploma;
8. The course is designed for educators who would like a recognised qualification for teaching / training adults (post 16 generally, but can go down to age 14);
9. You may be interested in exploring the Education and Training Foundation's website - www.et-foundation.co.uk/supporting **The type of organisation who can access their support and programmes includes:**

Further Education Colleges, Independent Training Providers, Community Learning and Skills Providers, Employers funded to deliver training and Apprenticeships, Prisons, Independent specialist colleges, Sixth form colleges.

10. On the taught course 'micro-teaching' is a session where you teach in a subject chosen by you and / or assess your peers, for between 20 and 25 minutes. During your teaching session you are assessed by the tutor and advised on your performance;

11. **Please note that your teaching session is usually recorded for self-evaluation and quality assurance purposes.** If your session is recorded, you will be supplied with a video of your own teaching session for review. We also retain a copy of your teaching session on video. This will be held for up to two years approximately. **We operate in accordance with the Data Protection Act;**
12. Naturally, most candidates will like to complete the three assignments in the shortest time. It is possible to get the work done within a few weeks or months. However, from an administrative point of view, candidates have two years from the date of the assessed teaching session to successfully complete the three assignments. On-going support will be available during this time, with feedback usually within one working day, when needed.
13. **In your answers to the three assignment questions, (after you have completed the five underpinning knowledge activities), you will include reference to;**
- a) what you do now in your teaching role, if you are teaching already;
 - b) what you will do, (if not teaching/training at the moment);
 - c) what you would do in a full role of a teacher/trainer demonstrating **all** the professional responsibilities and strategies open to you and reviewed on the course;
 - d) the underpinning educational theory, where appropriate.

I hope that you enjoy the programme! Please contact the course tutor personally if you have any questions, at any time.

ACTIVITY 1 – In depth review of the Day 1 Course Handbook'

The following questions are designed for you to appreciate some fundamental concepts used to inform effective learning in your learners as well as to complete the formal assignment work.

Please complete and submit the whole (or appropriate part) of this document at any point, for assessment by your tutor. You can do this activity by activity. You don't wait until you have completed all the questions.

Please contact the tutor for guidance if required. E-mail is often the best contact medium, as it allows for a full and considered reply. Email communications will also allow you to confirm or develop the essential skills needed as a professional educator.

Marks awarded per question are identified by each question, in brackets (x).

It doesn't matter if any of your answers are incorrect. The tutor's job is to steer you in the right direction. These answers are NOT used as part of the assessment for the qualification.

Email to – c.peter@an-ed.co.uk

ACTIVITY 1 – start - Teaching philosophies – pedagogy (teacher centred teaching methods) and andragogy (learner centred teaching methods).

1. After reviewing the definitions of ‘Pedagogy’ and ‘Andragogy’, complete the table below by indicating if each teaching method listed on the left is either **generally** pedagogic (teacher centred) or andragogic (learner centred). (19)

Teaching method / learner activity	Pedagogic?	Andragogic?
1. EXAMPLE. Lecture (by the tutor);	YES	
2. EXAMPLE. Self (learner) evaluation in formal way (using prescribed assessment criteria);		YES
3. Tutor led discussions, e.g. through the use of ‘brainstorming’		
4. Researching and then writing; Essays, Reports, Projects		
5. The learners engaged in solving problems and developing plans by identifying problems, posing problems, defining problems, analysing data, reviewing, designing experiments, planning, applying information by working individually or in pairs or groups; using case studies, simulations (scenario based work – real or fictitious);		
6. Demonstration (by the teacher)		
7. Role Play (by the learner)		
8. Peer teaching (i.e. learners research, prepare and then formally teach their own colleagues, with the ‘teacher’ facilitating the event);		
9. Demonstration (by the learner – for peer teaching);		
10. Teacher led question and answer;		
11. Self evaluation in formal way (using prescribed assessment criteria);		
12. Peer evaluation in formal way (using prescribed assessment		

criteria);		
13. Pair and small group work in discussions, debates;		
14. Tutor led Power Point presentation;		
15. Writing a reflective journal / review of current practice linked to underpinning theory for example;		
16. Ice-breaker activity, where learners work in pairs or small groups to review their own feelings, knowledge or experiences of the topic perhaps;		
17. Distance learning (home study);		
18. Teacher led question and answer with the learners;		
19. Learners watching a video.		

Levels' used in the English and Welsh educational system

2. How might a training provider / trainer / educator find out from a prospective learner about their educational achievements and knowledge? (2)

3. Why might a training provider find the information from a prospective learner about their educational achievements and knowledge useful? (2)

4. What does **A P E L** stand for? (4)

4a. What does IAG stand for? **Google** "IAG in FE" or **visit** <http://www.teachingtimes.com/articles/iag-strategy-question-answer.htm>

5. Case study: (4)

You (as a trainer) will be running a 'level 3' course soon.

You have many applicants. You have issued a 'pre-course' assessment form and found that two applicants include;

a) a 19 year old who has a LEVEL ONE qualification.

b) a 42 year old who has NO FORMAL qualifications at all.

QUESTION - What do you do? E.g. accept them both or reject them both, or ? Explain your decision on the following table.

Accept? Why?	OR	Reject? Why?
1) The 19 year old:		
1) The 42 year old:		

6. What might be the consequences for you and your educational organisation of NOT conducting any pre-course assessments / APEL / IAG with your learners **before** they join your course? (4)
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Teaching and learning – effective practical teaching strategies;

7. Please complete the table below, as you think appropriate; (7)

Please rank (i.e. put in order) the following teaching methods in order of promoting the best recall rates – i.e. the ability of learners to remember the important learning points later on.

i.e. 1 = BEST recall rate etc. 7 = WORST recall rate

- A. Practice by doing
- B. Reading
- C. Peer teaching (i.e. learners research, prepare and then formally teach their own colleagues, with the 'teacher' facilitating the event))
- D. Lecture
- E. Audio-visual (e.g. put on a DVD for your learners lasting 30 minutes)
- F. Demonstration (by the teacher)
- G. Discussion groups

Teaching method / activity	Your response i.e. rank each method 1 to 7	Research answers (To be provided by the tutor, after submission)
A Practice by doing	(E.g. 1)	
B Reading	(E.g. 7)	
C Teaching others	(E.g. 5)	
D Lecture		

E Audio-visual		
F Demonstration		
G Discussion groups		

The brain – differences in ‘wiring’, leading to your own preferred styles of learning

8. Looking at the operation of the brain in **Lesley Dodd’s** article, our primitive brain has three instinctive reactions to stress – what are they? (3)

9. Looking at the ‘Limbic System (as a part of our ‘neo-cortex’ - new brain), what conditions do we as educators need to have in place in the design and delivery of our own teaching sessions? (3)

10. Looking at ‘Brain-based Learning’ would you say that you are generally a left hand brain thinker or a right brain thinker and why do you think this? The following quiz may help - <http://frank.mtsu.edu/~studski/hd/learn.html> (2)

11. Continuing to look at 'Brain-based Learning' and reflecting on the English educational system for children **ages 4 to 7 years old**, would you say that the learning environment is generally a right hand brain or a left hand brain environment, for the children, and why? (2)

12. **Continued.** Reflecting on the English educational system for children ages **11 to 16 years old**, would you say that the learning environment is generally a right hand brain or a left hand brain environment, for the children, and why? (2)

13. **Continued.** What 'labels' might children get from their school, aged 11 to 16 years old, if they are very right-hand brain thinkers in a very left-hand brain learning environment and why? (4)

You may wish to review the lists of famous people who have the 'gift of dyslexia' as being a very right hand brain thinker has been associated with being dyslexic.

14. **Please complete the ‘Honey & Mumford’ learning styles questionnaire.** When you have completed the questionnaire – score yourself and then fit your 4 scores on to the ‘preferences’ table, headed ‘LSQ – Profile based on general norms for 1302 people’. Then read the 4 learning style descriptions and what it means for learners with strong preferences for learning in particular ways.

Please list your four scores here;

ACTIVIST –

REFLECTOR -

THEORIST -

PRAGMATIST -

a) Do you agree with the descriptions of aspects of the way **you** learn? Explain if appropriate. (2)

b) What are the implications for teachers when planning and delivering their sessions? (2)

c) How might a learner’s educational progress be affected by educators **NOT** addressing all four learning styles in their sessions, where appropriate? (2)

What teaching methods could successfully be used for each of the four learning styles?

15. Looking at the “**EXERCISE: We can usually accommodate all of the 4 learning styles to a greater or a lesser extent**” (near page 50), can you select any **FIVE** of the teaching methods (out of the 60 listed) listed under **any** of the columns and;

a) Describe what teaching method you are looking at, and then;

b) What teaching methods could successfully be used for each of the four learning styles? - (times five). (5)

E.g.

a) **Lecture** would suit **reflectors and theorists**

b) **Role play** would suit **activists and pragmatists**

c) **Brainstorming** would suit **activists, ETC.**

Your answers below:

a)

b)

c)

d)

e)

16. Considering the ‘**What are the barriers to engaging adult learners**’ article (near page 52), list and describe six barriers to learning that **you** have encountered as a teacher, or a learner **AND** how **you** (might) reduce their impact on effective learning with your own learners – i.e. provide workable solutions to those barriers identified on the following table. (12)

Barriers to learning (for the learners)	Possible solutions
<i>E.g. lack of confidence & self esteem</i>	<i>Use pair work (after considering personality types) to work on problem solving activities, such as practical work, case study, peer teaching, simulations etc. i.e. TASK centred activities, rather than personality centred.</i>
1.	
2.	
3.	
4.	
5.	
6.	

17. Considering the article “**LESSON PLANNING – CONSIDERATIONS Domains (AREAS) of Learning - Bloom’s Taxonomy (i.e. ‘STEPS’) of Learning**”, can you list **three** teaching methods that will address **EACH** of the **THREE** learning domains; (9)

1) Cognitive domain covers mental skills (Knowledge - HEAD),

E.g. case study

1)

2)

3)

2) Affective domain covers growth in feelings or emotional areas (Attitude - HEART),

E.g. role play

1)

2)

3)

3) Psychomotor domain covers manual or physical skills (Skills - HANDS).

E.g. production of an 'end product' – a hair style or a widget perhaps?

1)

2)

3)

18. Out of the three learning domains, (head, heart and hands), which **ONE** might be the most important to plan for and deliver early on, and why? (4)

19. Bearing in mind that the first level in the heart, (the **affective domain** - attitudes and the socialisation process) gives learners the **motivation** to want to engage with their teachers (and to remain engaged), by establishing relevance and providing interesting and challenging teaching and learning strategies, **what teaching methods** (and why) could you use (in your own

Activity 1 - Total marks achieved - out of a total available – 98

ACTIVITY 2 – Review of the Day 1 Course Handbook – Quiz (out of 24 marks)

Please provide answers to the following questions, you may examine your course resources. Marks awarded per question are identified by each question.

1. What are the differences between 'Pedagogy' and 'Andragogy'? (4)
2. Name each of the four learning styles. (4)
3. A lecture would suit which type of learning style? (1)
4. Role-play would suit which type of learning style? (1)
5. List three barriers to learning. (3)
6. Complete the following phrase: (3)
'Proper planning and preparation, **p** **p** **p**
7. What distinguishes an aim from an objective? (2)
8. Name the three learning domains. (3)
9. Describe which areas/aspects of learning each domain (above) addresses. (3)

END OF ACTIVITIES 1 AND 2 – Please SUBMIT for review by email. Thank you.

ACTIVITY 3 – construction of a lesson (session) plan

- 1. Produce a lesson (session) plan.** Considering the chapter on lesson planning in the Activities 1, 2 & 3 Course Handbook, can you **construct and submit** your own lesson plan using the proforma provided, for a real or fictitious lesson. **(Bearing in mind that your assessed teaching sessions need to last at least one hour each).**

Tips for completing the lesson plan successfully

- **Please review the “Lesson Planning case study” (near page 41 in the Activities 1, 2 & 3 course handbook) – note the following;**
 - a) The lesson plan is an aid **for you**, to massage your own confidence and to make the learning experience for your learners effective, **i.e. relevant, interesting, engaging and challenging.**
 - b) The lesson plan needs to contain **sufficient detail** so if you were away ill (for example), a stranger, who knows your subject, could pick up your lesson plan and replicate the lesson if you had been there;
 - c) The **aims and objectives** need to be **written** from the **LEARNERS** perspective (NOT the tutors’), where the **AIMS** are a general statement of the intent / outcomes of the lesson and the **OBJECTIVES** explain **HOW** the aim/s will be met so that they can be **MEASURED**. Note that the **SMART** mnemonic (Specific, Measurable, Achievable and Timely) contains **TWO** very different aspects, i.e.
-

1) **Specific and Measurable** (related to the activities / tasks that you have set for your learners during your session). Is the task clear and specific to the aims and learning outcomes (and intelligible to the learners – written simply and concisely)? **Then**, can the result of the learners work be tangibly identified? I.e. seen, heard, smelt, felt – using a person's physical senses. The objectives will need to be written using **VERBS** (doing words), related to an outcome that can be measured.

2) **Achievable, Realistic and Timely** – are the tasks / activities achievable for your learners, bearing in mind what you have already taught them? Is the task realistic and timely in terms of where they are now in the learning programme?

d) The objectives should be a shortened version (perhaps) of the text written in the 'learner activities' column. I.e. whatever the learner activities are they must be the same as the objectives and vice-versa. This can easily be done by copying and pasting in a word processed document.

e) Note that on the lesson plan case study in the Activities 1, 2 & 3 Course Handbook, the four learning styles and three learning domains have been identified under the learner activities column. It is very important to address the needs of the activists, especially early, on as well as to provide affective domain (the heart) opportunities to make people feel comfortable and secure on a social basis as well as finding the topic relevant and interesting, early on. I.e. you will switch people on and / or keep people switched on during your session, using 'andragogic' (learner centred) teaching methods, where appropriate.

END OF ACTIVITY 3 – Please SUBMIT for review by email. Thank you.

LESSON/SESSION PLAN – to word process and submit

Course / Programme of Study	Subject
Group	Session time & place
Date	Tutor
Aim/s: <i>By the end of the session the learner will develop an understanding/appreciation of</i>	
Objectives: <i>(Must BE SM (ART) – Specific and physically Measurable, (Achievable, Realistic & Timely) i.e. explain <u>HOW</u> each objective will be achieved and demonstrated – e.g. <u>by</u> review & discussion, completion of a test etc.). The objectives will be shortened versions of the ‘learner activities’ detailed on the next page.</i> <i>By the end of the session the learner should be able to.....</i>	
Basic/Key Skills Outcomes Relates only to the Basic/Key Skills curriculum	Health & Safety

Time (approx)	Activities		Resources	Assessment of learning
	Tutor	Learner		
Start - 0		(Address all the 4 learning styles, the heart and the head, as well as 'intrinsic motivation' – if possible in this column) These learner activities must also be the same as the objectives.		e.g. Q&A, – & discussion formative summative exercises

Differentiated Learning

Identify specific needs: (e.g. for slower learners in this session) Extension Work: <i>(e.g. for faster learners)</i>	Point in session Point in session	Materials Materials
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Review of Herzberg's presentation

Please note that unless you intend to join us at our centre to undertake your assessed micro-teaching session, you will need to use this 'Peer Assessment' form, to critically assess the presentation on the DVD supplied (on motivation, using the key theories already examined in the days 1 and 2 course handbooks). **Note this video is also available on YouTube, in two parts.**

1) <http://www.youtube.com/watch?v=o87s-2YtG4Y>

2) <http://www.youtube.com/watch?v=qtYi4102OvU>

Review of the 'Herzberg' presentation – use this form

Session date:	Delivered by: Frederick Herzberg
Title of session: Motivation Theory	Length of session: 23 mins
Strengths. <i>Aspects that you thought worked well, such as; you found the session relevant (especially early on, via review of pictures, case studies, videos, etc.), generally andragogic (learner led), use of pair & team work to naturally address all four learning styles as well as the affective domain (heart) in Blooms learning domains, technical, resource pack, etc.:</i>	
Areas for development: <i>Aspects that you thought didn't quite work, such as; you didn't find the session relevant (early on especially), generally pedagogic (teacher led), your learning style/s as well as the affective domain (heart) in Blooms learning domains weren't addressed, technical, resource pack, 'less is more' etc.:</i>	
Action required to improve the same session for the future. <i>Suggestions for improvement. How could the list of items above be rectified? E.g. for early relevance; use of case studies – picture, video, verbal or written, early pair and team work to address all four learning styles as well as the affective domain (heart) in Blooms learning domains, resource pack – make it smaller and more concise or larger with more information for the reflectors and theorists, less content and more time to explore, discuss and internalise the topic etc.:</i>	

See example on the next page.

Review of the 'Herzberg' presentation - example

Session date:	Delivered by: Frederick Herzberg
Title of session: 'Motivation'	Length of session: 23 minutes
Strengths: • Predominately a lecture style presentation and use of knowledge: this pedagogic style 'played' to the cognitive domain and would be preferred by theorists and reflectors • The subject matter was thought provoking and challenging; the nature of the subject would have appeal to the pragmatist to go and try out new ideas but as it was about getting across a theory this was aimed at the cognitive domain. He was giving his audience the opportunity and motivation to take away his ideas and put them into practice(intrinsic motivation); • He used a blackboard to demonstrate certain ideas and to accentuate his arguments; again stimulation the theorist and using the cognitive domain; • There was a lot of movement around the stage and maintaining eye contact with the audience; this gave the idea he will work with his audience • Use of a jokes and the icebreaker at the beginning; this went someway to putting his audience at ease and create a learning environment. By being light hearted in places an atmosphere of intrinsic learning was being created.	
Areas for development: • The learning style was predominately a lecture with a small amount of use of aids; this centred on the cognitive domain and had a bias to stimulating the reflector and pragmatist; • Use more visual aids: there is a need to stimulate the learners more this will ensure that the activist and pragmatist are not isolated and become bored with the learning; • Use a question and answer session: to get people more involved and stimulate the affective domain; • Have discussions: this again will involve people, satisfy the activist and pragmatist and stimulate the affective domain. Activating the affective domain makes people feel at ease with their environment and want to learn the subject. Where a learning environment is	

created your students have an intrinsic motivation to learn;

- Get feedback from the audience: get an understanding they have grasped the theory being taught. This will engage activists and the trainer gets to understand what the learning has been.

Action required to improve the same session for the future:

- Use a more andragogic teaching style: more group discussions, peer learning and student feedback;
- Outline the aims and objectives of the session so students understand what they are going to achieve from it;
- Assess the knowledge of the subject of students: this can be done with pair or small group work at the beginning of the session to do an icebreaker. This will relate to the affective domain and create an environment for learning for students. This will also create intrinsic motivation among students as the trainer has started to create an environment for students to become motivated and want to learn the subject;
- Have a resource pack available from the beginning to engage the theorist and reflectors;
- Carry out a short lecture using more visual aids to engage the theorist and reflector and stimulate the cognitive domain;
- Follow this by getting groups to discuss the theories explained and ask them to answer questions relating to their work place. By getting groups to consider the theory in their work place they is intrinsic motivation as they are being given an environment to control their own learning and how they can put this into practice. This is stimulating exercise for the activist and pragmatist.
- The ideas from each group should be fed back to the wider group and the trainer facilitates the session where peer challenge is encouraged. The facilitator poses questions to stimulate the challenge. This is an intrinsic motivational learning session and aids the socialisation process of the group stimulating the affective domain. The trainer assess the feedback to gain an understanding of the learning from students;
- Get students to complete a short assessment about what they have learnt and how this will be practiced in the workplace; trainer gets an understanding of what has been learnt and the trainee considers the practical applications of the learning.

Activity 4: In depth review of the Day 2 Course handbook' material

Motivation. See the Day 2 course handbook, pages 5 to 12 (approximately) and the twenty minute DVD of Professor Frederick Herzberg. Note this video is also available on YouTube, in two parts.

1) <http://www.youtube.com/watch?v=o87s-2YtG4Y>

2) <http://www.youtube.com/watch?v=gtYi4102OvU>

1. Define what you think motivation is, (in general – ignore any theory at the moment). (2)

2. Define **extrinsic** Motivation. (2)

3. Give some examples of extrinsic motivation. (4)

4. Define **Intrinsic** motivation. (2)

5. Give some examples of intrinsic motivation. (4)

6. Looking at Herzberg theory of motivation, what did he say that the two sets of needs that people have, were? (2)

7. What are the factors that Herzberg says will make people comfortable and avoid dissatisfaction? (5)
8. What are the factors that Herzberg says will allow true (intrinsic) motivation? (6)
9. Why do you feel that exaggerating the 'hygiene' factors will not stimulate true motivation? (2)
10. Describe what you understand by the terms 'job enrichment' and 'job loading' in the context of Herzberg's theory. (5)
11. **After viewing the 20 minute film** of Herzberg, reflect on his style of presentation, i.e. what teaching method did he use predominantly? (2)

12. Did his style of presentation work for you? Why/not? (2)

13. What teaching aids did he use? (2)

14. Please note any quotes that strike a chord with you. (not marked)

15. Reflect on Herzberg's theory and consider what relevance it might have for maximising learning in education, particularly in the 3 learning domains (head, heart and hands) reviewed through the Activities, 1, 2 & 3 course handbook, **especially the cognitive and affective domains. (5)**

Teaching and learning aids and methods.

16. List and describe at least **three teaching aids** that you do (or could) regularly use, giving the advantages and disadvantages of each. (9)

To find out more, write this phrase into the Google search engine "effective use of teaching aids" and select 'DCU. Office of the Dean of Teaching and Learning' – (which should be the first item on the list) and will point you to this PowerPoint presentation at - <http://odtl.dcu.ie/talks/2002-2003/training2003/Basic%20Skills%20Course/Session%2001%20-%20Teaching%20Aids.ppt>

The following website also may help.
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/visuals.htm>

Please complete the following table with your responses to this question.

Teaching aid	Advantages	Disadvantages
e.g. The overhead projector (OHP)	good for large groups easy to create easy to transport very interactive – can react to learners immediately easy to update cheap	impermanent; they may deteriorate with age require less common equipment need electricity

Teaching aid	Advantages	Disadvantages
1)		
2)		
3)		

17. Using the table below, list and describe at least **three teaching methods** that you regularly use, giving the advantages and disadvantages of each. (9)

Input the following phrase in to Google; teaching methods advantages and disadvantages

The following website may be useful (if the link is still operating); http://main.ccghe.net/assets/CCGHE/Documents/S1-Teaching_Techniques.pdf

Teaching method	Advantages	Disadvantages
e.g. Lecture (including a non-interactive 'Power Point' presentation)	Effective lecturers can communicate the intrinsic interest of a subject through their enthusiasm. Lectures can present material not otherwise available to learners. Lectures can be specifically organized to meet the needs of particular audiences. Lectures can present large amounts of information. Lectures can be presented to large audiences. Lecturers can model how professionals work through disciplinary questions or problems. Lectures allow the instructor maximum control of the learning experience. Lectures present little risk for learners. Lectures appeal to those who learn by listening.	Lectures fail to provide instructors with feedback about the extent of learner learning. In lectures learners are often passive because there is no mechanism to ensure that they are intellectually engaged with the material. Learners' attention wanes quickly after fifteen to twenty-five minutes. Information tends to be forgotten quickly when learners are passive. Lectures presume that all learners learn at the same pace and are at the same level of understanding. Lectures are not suited for teaching higher orders of thinking such as application, analysis, synthesis, or evaluation; for teaching motor skills, or for influencing attitudes or values. Lectures are not well suited for teaching complex, abstract material. Lectures requires effective speakers. Lectures emphasize learning by listening, which is a disadvantage for learners who have other learning styles.

Teaching method	Advantages	Disadvantages
1)		

ACTIVITY 5 – In depth review of the Day 3 Course handbook

Assessment

1) List responses to the following questions under both columns. (Some of these answers will be used in your portfolio work). (12)

Why do we assess our learners (as a teacher)?	What methods of assessment could we use (as a teacher)?
E.g. to check our own abilities as a teacher to teach the standards / syllabus effectively	E.g. Exam

1. What does VASC (and) R mean in educational assessment? (6)

2. List and describe when assessment may be carried out? (3)

3. Describe or define 'norm referenced' assessment. (2)

-
- Activity 5 - Total marks achieved - out of a total available – 34
-

What next to do to complete the requirements of the qualification?

Following successful completion of the exploration of the underpinning educational theory (using this pack) you will then be able to complete the Award in Education and Training assignments, which are subject to internal and external verification.

Appeals procedure

If you have any concerns about an aspect of the course, particularly in terms of the conduct of the **assessment** of your work, **then please follow this procedure;**

- 1) Contact your assessor / course tutor in the first instance;
- 2) If this doesn't help, then please write to; **The Internal Verifier**, 'Andragogic Education', 11 Church, Road, Great Bookham, Surrey. KT23 3PB

Please note that the awarding body DO NOT discuss/resolve assessment issues.

Glossary of terms in education

Term	Definition
Action plan	A formal agreement between a tutor and learner setting out what will be achieved with target dates
Aim	General statement outlining what the trainer hopes to achieve during the session or programme of training
Analyse	Examining something in detail to discover meaning and/or essential features
Andragogy	Learner centred learning situations facilitated by the tutor
AP(E)L	Accreditation of Prior (Experiential/Experience) and Learning

Action plan

A formal agreement between a tutor and learner setting out what will be achieved with target dates

Aim

General statement outlining what the trainer hopes to achieve during the session or programme of training

Analyse

Examining something in detail to discover meaning and/or essential features

Andragogy

Learner centred learning situations facilitated by the tutor

AP(E)L

Accreditation of Prior (Experiential/Experience) and Learning

Assessment

Process of measuring the achievement of learners

Assessment methods

Instrument chosen to assess a given outcome, e.g. written test, skills tests, observation of learner performance, reports and questioning

Assessment records

Documents used to record the outcome of an assessment, e.g. an organisation pro forma or observation report

Assessor

The person making a decision as to a candidate's competence

Associate Teacher

A person in a teaching role that carries fewer responsibilities than the 'full teaching' role and whose role and responsibilities are to teach mainly in one or more of the following ways:

- from a defined and prescribed programme and/or with fewer responsibilities in the design of learning materials and the course programme than the Full Teacher
- on a one-to one basis
- delivers a programme confined to a particular level or subject or type of learner
- delivers short courses of less than three months; which lead to non accredited and/or vendor specific awards; or that provide on successful completion less than three credits on accredited programmes.

Candidate

Person who is studying and being assessed for the awarding body qualification

Critical Path Analysis

Logical sequence of steps needed to go through to complete a final task

Coaching

Normally a one-to-one or small group activity which involves the tutor in a close observation of the learner's performance and giving advice and guidance

Communication

The transfer of information, from one person to another, with the intention of bringing about a response

Competence

Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)

Contact hours

The number of hours allocated for programme delivery; including group tutorials and the delivery of the theory aspect of the assignments

CPD

Continuous Professional Development

Diagnostic assessment

The assessment methods used to discover strengths and weaknesses in a learners work and determine future action

Discuss

An exploration of issues in either speech or writing

Demonstrate/demonstration

Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance

Diagnostic meeting

Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development

Diversity

Valuing the differences and characteristics of individuals

E-learning

Electronic learning – learning which is supported or enhanced through the application of information and communication technology

E-learning online

Electronic learning via an intranet or the internet

E-learning on-site

Electronic learning in the organisation's own learning environment using ICT

Equality

Ensuring the rights of learners to participate no matter what their characteristics. Defined in part by legislation.

Evaluation

Gathering information to give a measure of the effectiveness of the training that has been delivered

Explain

A reasoned account which justifies/clarifies an issue and/or points of an issue

External Verifier

Appointed by an awarding body such as to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards

Feedback

Written or oral information given to learners regarding their progress

Formative assessment

On-going assessment carried out throughout a programme of learning

Full Teacher

A person in a teaching role that carries the 'full range' of teaching responsibilities in the classroom and who teaches:

- from their own designed and evaluated programme materials
- across a range of levels, subjects and learner types
- across or contributes to a range of programmes of varying lengths.

Ground rules

Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme, e.g. respect for others viewpoint

Group

Learners being taught together (three or more)

Holistic report

A written statement reflecting a candidate's experience

Ice breakers

Fun and light-hearted ways of introducing learners to each other

ICT

Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)

Identify

Determining the factors or features of an activity, requirement, issue and/or a point

ILP

Individual Learning Programme (see also, Action plan)

ILT

Information and Learning Technology – the use of information and communication technologies to support learner activities

Inclusive

Avoiding and overcoming barriers to participation for all learners

Initial assessment

A way of ascertaining learning styles. Assessment methods used to discover strengths and areas for development in a learner's work and determine future action. A means of measuring a learner's ability, e.g. a literacy test Institution/organisation

Instruct/ instruction

Where the tutor tells the learner what to do to achieve a particular skill or objective

Internal Verifier Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards

Internet

Worldwide computer network

Intranet

An organisation's own network

IT

Information Technology – the computer infrastructure, hardware and software used to process data and deliver information

Justify

To give reason and/or explanation for an activity, process, theory etc

Learner/learner

Person who is being taught or trained. (Similar to student, candidate)

Learning sessions

A period of input by a teacher using a variety of methods such as lessons, practical etc

Learning programme

Scheme of work, programme of work or study, schedule of a course

Learning style

Particular way in which an individual prefers to learn

Mentor

Person giving one-to-one support to a learner

Methods of assessment

Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assignments, tests etc

Micro-teaching

Short delivery to peers in a learning setting

Motivation

How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self-fulfilment

Multi-media

The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way

Non-contact hours

This covers the candidate's individual tutorial support time, developmental activities, research, self-study and teaching practice. Can also mean a trainers time for administrative tasks.

Non-verbal communication

Any communication that does not involve the spoken word, e.g. body language, facial expression

Objective

A statement of what will be learned/achieved as a result of the training received. SMART. Needs to be physically measurable so the tutor and the learner know when it has happened

On-the-job

In the working environment

Pedagogy

Tutor centred learning

Peer group

Others within the candidate's learning group

Plenary session

Reviewing stage where all the learners involved in an exercise/activity are assembled together to share their views and conclusions

Points of referral

Individuals and organisations that provide information and support for learners e.g. about funding, or opportunities to access learning

Pro forma

Blank form for use by candidates/assessors

QTLS / QTS

Qualified Teacher, Learning and Skills / Qualified Teacher Status

Qualitative

Quality information obtained by open questions, reports and discussions

Quality assurance

A means of checking learners' work by internal and external verification

Quantitative

Quantity information obtained by closed questions, results from tests and other data gathering techniques, often reduced to numbers

Rationale

The defining aim and/or reason for a unit or outcome

Reliability

Consistency of measurement achieved by the use of an assessment method

Safeguard

Protecting young people and vulnerable adults from abuse or neglect, and ensuring that learning environments support their well-being

Session plan (Lesson plan)

Plan prepared by the trainer prior to delivery of a training session

Skills

An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social

Skills analysis

See Task analysis

SMART

Specific, **Measurable**, Achievable, Realistic, Timely

Summarise

A brief account of the main issues/points explored and/or examined

Summative assessment

An assessment made to determine the final level of achievement. Often done by a final test or examination

Synchronous learning

Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time

Task analysis

Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)

Teaching practice

The time allocated for candidates to demonstrate and build confidence in teaching/ training other learners. This could include where a candidate has sole responsibility for an individual or a group, teaches in front of/within a group to different groups/learners/levels, from pre-prepared or own designed curriculum materials, whether in paid or unpaid employment

Teaching/ training cycle

System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate

Teacher/Trainer/Tutor

Person who is helping the learner to achieve a desired state/standard/competence. Person who is advising, supporting and assessing the candidate

VACSR

Valid, Authentic, Current, Sufficient, and Reliable

Validity

Extent to which an assessment method measures what it is supposed to measure

VARK

Visual, Aural, Read/write, Kinaesthetic – learning preferences

Visual aid

Visual support material used to enhance the learning session, e.g. overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment).

Assessment

National standards and rigorous quality assurance are maintained by the use of assignments. Each Section within the qualification will be assessed through the awarding body assignments, marked internally by the centre. Quality assurance is provided by the centre and monitored by the awarding body's external verification system, to ensure that national standards are maintained.

Each assignment will be graded **pass or refer**.

The assessments provided are **mandatory** and alternatives are not acceptable. All work presented by candidates must be word-processed.

Assessment of candidates' achievement in the qualification will be the responsibility of a designated tutor.

When marking candidates' work, the tutor should use his/her professional judgment to ensure that **all** parts of the assignments have been successfully completed. Word counts are given as a guide only and may be increased/decreased at the discretion of the centre, providing all the criteria have been met by the candidate.