

M-410 Facilitative Instructor



Distance Learning Guide

Version 1.2

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What Is Expected Of Me?

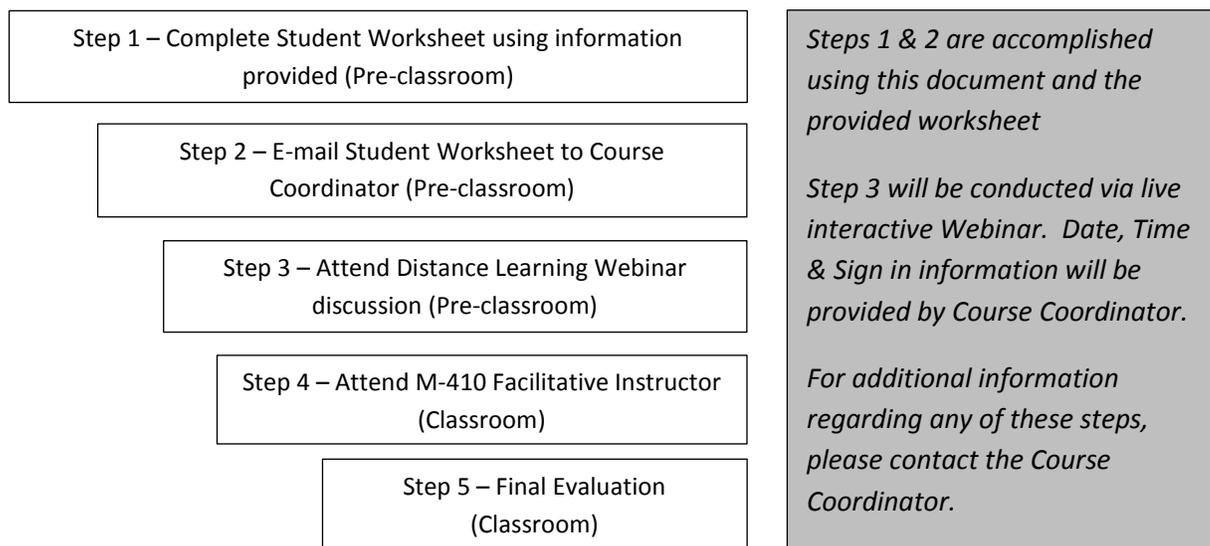
Welcome to the M-410 Facilitative Instructor course. This Distance Learning Guide will walk you through some information and exercises that should prepare you to get the most out of your classroom experience.

Participation in the M-410 experience starts now! Don't make the mistake of skipping over the Pre-classroom exercises. The work that you will do over the next several pages will be crucial in successfully completing this course and obtaining credit.

Despite the past experiences you may have had with completing Pre-Work, we hope you will open your mind to new and exciting ways of learning. The Student Worksheet, which you will complete using the following pages for reference, will be returned to the course coordinator for review. Ultimately, this time spent learning will result in a more efficient and fulfilling classroom experience as we use the information to provide a foundation for the things you will learn.

Road Map

This is a course map that will lay out the expected items that you must complete in order to obtain credit.



Using This Guide

This guide is to be used in conjunction with the Student Worksheet. The guide will provide you with information and directions that support answering the questions that are located on the Student Worksheet

I. Reading Assignment (pg-4) – read the provided document “Writing Instructional Objectives” (Appendix A). Then answer questions 1 & 2 on the Student Worksheet.

II. Course Coordination (pg-5) – read the definitions of each document and reference the appropriate document to answer questions 3, 4, & 5 on the Student Worksheet.

III. Presentation Outline Development (pg-6) – Watch the two videos (see provided links). Read the 8 elements to consider and reference the example outline (Appendix B). Then create an outline for **one** of the videos using the space provided in the Student Worksheet.

IV. Learning Style Assessment (pg-8) – Complete the learning style assessment found on the Student Worksheet. Follow the directions as outline in this guide and on the assessment. After taking the assessment, answer questions 6, 7, 8, & 9 in the Student Worksheet

V. Distance Learning (pg-9) – This information is provided as a reference to assist in attending Distance Learning training. These basic principles of conducting and attending a Distance Learning training can greatly modify the overall experience and learning environment.

Appendix A (pg-11) – *Writing Instructional Objectives*, an article written by Babbi J. Winegarden, Ph.D. This short document discusses the basic principles used in writing an instructional objective.

Appendix B (pg-17) – This is a provided example of a presentation outline for delivering a 12-15 minute presentation on the topic of changing a light bulb.

Send Completed Worksheet to Course Coordinator – Send a copy of the completed worksheet to the Course Coordinator. This may be done by e-mail or fax. Pay close attention to the due dates on your M-410 acceptance letter.

The Student Worksheet is a separate document from this Distance Learning Guide.

You must return the completed Student Worksheet to the Course Coordinator, prior to attending the Distance Learning Webinar, in order to receive full credit for this course.

If you any questions, please contact the Course Coordinator!

Course Coordinator

Mark Skudlarek
mskudlar@blm.gov
 Phone: 208-387-5590
 Fax: 208-387-5556

I. Reading Assignment

You can complete the reading assignment by going to this web address or referencing Appendix A:

http://training.nwccg.gov/pre-courses/m410/Writing_Instructional_Objectives.pdf

Instructional Objectives provide the road map for learning. Understanding how these objectives are written will better prepare you for supporting students to achieve in the classroom.

Take a few moments to read the article “*Writing Instructional Objectives*”. In it author Babbi J. Winegarden, Ph.D, describes Instructional Objectives. How you must, “Begin with the end in mind...”

You can find the article in Appendix A or at the website listed above.

Then answer question 1 & 2 on the ***Student Worksheet*** .

Classroom Application – During your week at M-410 you will be required to participate in three presentations that will require you to write Instructional Objectives.

II. Course Coordination

You can complete this assignment by using the following references:

Course Coordinator's Guide: <http://www.nwcg.gov/pms/training/PMS907.pdf>

Field Manager's Course Guide: <http://www.nwcg.gov/pms/training/fmcg.pdf>

Wildland Fire Qualification System Guide: <http://www.nwcg.gov/pms/docs/pms310-1.pdf>

Coordinating an NWCG course can vary in complexity. These documents provide support in knowing what is required when delivering an NWCG course. Each of these publications contains useful and often essential information specific to the course you are coordinating.

Field Manager's Course Guide (PMS 901-1) –

This document is designed to provide administrative information concerning the National Wildfire Coordinating Group (NWCG) training curriculum. The document is update bi-annually. Often the information provided in this document will supersede the content of the instructor guide for the course you are coordinating. It is important to reference the most current version of this document prior to delivering an NWCG course.

Course Coordinators Guide (PMS 907) –

This document provides administrative information to training specialists, course coordinators, lead instructors and other managers presenting a training course. The content provides general instructions for course planning, management, presentations, and follow-up.

Wildland Fire Qualification System Guide (PMS 310-1) –

This guide establishes minimum requirements for training, experience, physical fitness level, and currency standards for Wildland fire positions. Any organization or agency providing resources to fill a national interagency request for all types of Wildland fire incidents will meet the minimum NWCG requirements described in this guide.

Use the links above to reference these documents and answer questions 3, 4, & 5 on the ***Student Worksheet***.

Classroom Application – We will be discussing the role of a “Course Coordinator” during a pre-course Webinar. Information regarding how to join that Webinar will be provided by the Course Coordinator for this delivery of M-410.

III. Presentation Outline Development

You can complete this assignment by studying the content below and then using the following links to access a short video:

Ted Talk – “How To Tie Your Shoes” by Terry Moore:

http://www.ted.com/talks/terry_moore_how_to_tie_your_shoes

Ted Talk - “How Great Leaders Inspire Action” by Simon Sinek

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Presentation Outlines provide the road map for the instructor. An outline is a systematic way of organizing content for a presentation. Creating an outline helps ensure you are delivering your message in a logical manner that will be easily understood by your audience. As with writing objectives, outlines have application beyond delivering NWCG courses.

For the purpose of this course, we will be discussing eight elements of a presentation outline.

8 Elements To Consider

- **Objective(s) –**
What students are expected to demonstrate or know and what will be learned.
- **Schedule –**
A time line that allows for an introduction, the actual presentation (lecture, demonstration, assembling into groups, etc.), evaluation of performance, and review of the objective(s).
- **Materials and Equipment –**
Includes the instructional equipment you will need in order to make your presentation (projector and computer, flipchart, etc.), and any equipment (props, handouts, etc.) you plan on using as part of your presentation.
- **Presentation or Instruction Focus Points –**
Any specific knowledge and skills necessary for students to know in order to demonstrate proficiency required to meet objective.

- **Instructor's Actions –**
Procedures for presenting or instructing focus points (questions to ask, discussions to generate or ideas to brainstorm, examples, demonstrations).
- **Student's Actions –**
What the student does in response to the instruction given (task performed, procedure described, responses in a discussion, etc.).
- **Evaluation and Completion Standards –**
Evaluation basis for determining if the learning objectives have been met.
- **References –**
Sources of knowledge and additional information.

Reference the example provided (Appendix B). Then use one of the links above to watch a presentation. Complete a Presentation Outline for the presentation you watched using the space provided on the **Student Worksheet**.

Classroom Application – It is recommended that you use the principles of presentation outline development to prepare for each of your presentations during your week at M-410. There will also be further discussion about the advantages of using a Presentation Outline and a chance for you to ask questions regarding this topic.

IV. Learning Style Assessment

You can complete this assignment by doing the learning style assessment in the Student Worksheet:

Complete the “Learning Style Assessment” and answer question 6, 7, 8, & 9 on the ***Student Worksheet***.

The “Learning Style Assessment” helps to determine whether you are a ***visual, auditory*** or ***kinesthetic*** learner. It is not designed to put you into a rigid category. It provides insight into what styles of learning are most appealing to you as a student. This will be discussed during the classroom portion of M-410.

Classroom Application – We will spend the majority of our time together at M-410, learning about how adults learn. Understanding your own learning style can help you to relate to students in the classroom. Additionally, the answers to your questions (Student Worksheet 6-9) will help the M-410 Cadre to modify this class in a way which supports your ability to succeed.

V. **Distance Learning**

There are two primary types of distance learning courses: Synchronous courses and asynchronous courses.

Synchronous Distance Learning:

Synchronous distance learning occurs when the teacher and participants (students) interact in different places but during the same time.

Examples: Group chats, web seminars (webinars), video conferencing, and phone call-ins (conference calls).

Asynchronous Distance Learning:

Asynchronous distance learning occurs when the teacher and participants (students) interact in different places and during different times.

Examples: Message boards, e-mail, pre-recorded video lectures, online courses, and standard mail.

Both styles of distance learning have benefits and drawbacks. Sometimes the two styles are combined during the delivery of a course in order to gain the benefits of each and overcome the drawbacks of both. A good example is the way in which this course is being delivered. You are experiencing Asynchronous Distance Learning by completing this pre-work assignment and sending it in to the course coordinator. This allows you to work at your pace and on your schedule. Later you will be asked to participate in Synchronous Distance Learning via a Webinar, where you will discuss the things you accomplished during this pre-work.

Some things that may help you in preparing to participate in Synchronous Distance Learning:

1. Make sure you convert the course start time to your local time zone. Many webinars or video teleconferences take place across time zone boundaries. Ensure that you are aware of what time the actual event will take place.
2. Create a conducive learning environment for participating in the course. Do what you can ahead of time to minimize possible distractions. Log out of email, put the phone on auto-answer, hang a sign on the door “in training!” (*Hint: Most webinar software can tell if you have minimized your presentation and are doing other work on the computer. Remain engaged or you might get called on.*)
3. Make sure you have a high quality speakerphone that can be muted. In addition to logging into a virtual classroom with your PC you may also use a phone to dial into an audio bridge. Some computers also have built in microphone functions. Be sure to only use one or the other. Having your computer microphone on at the same time you are dialed into an audio bridge will cause feedback issues. Choose One! Understand how to mute your audio and run the other features of the phone or computer that you may be asked to use.
4. Join the virtual classroom 10-15 minutes prior to the course start time. Once the course starts, the time for troubleshooting connection issues has passed. Connecting 10-15 minutes prior to the start time allows you to ensure all the electrons are flowing so you can participate without complication
5. Print out any materials that are relevant to the training and have it available at the start of the course. It is important that once the training begins that you are present and ready. Have materials ready prior to the course beginning.

Classroom Application – You will be asked to participate in a Distance Learning portion of this M-410. Completion of the Distance Learning components is mandatory in order to receive credit for the course. Additionally, we will discuss during class the benefits of using Distance Learning. You will have an opportunity to ask your instructor(s) questions that you have regarding Distance Learning.

Writing Instructional Objectives

Babbi J. Winegarden, Ph.D.

Assistant Dean for Educational Development and Evaluation

UCSD School of Medicine

Department of Medical Education

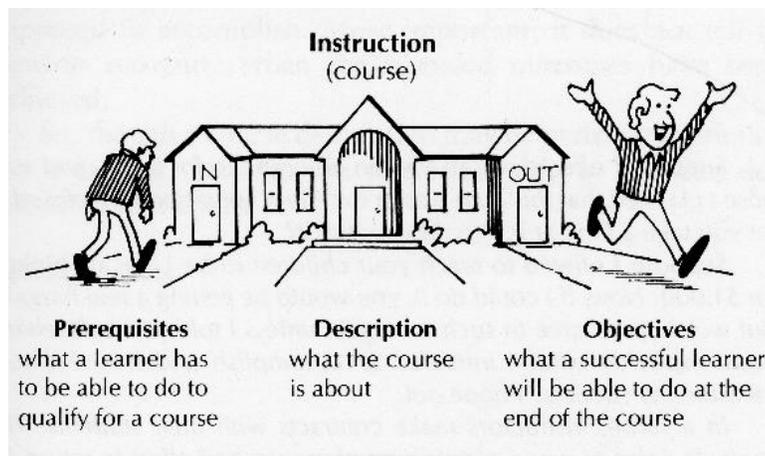
Begin with the end in mind...

An *objective* is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended *result* of instruction, rather than the *process* of instruction itself.

(Mager, p. 5)

Course Description, Goals and Objectives

It is important to be able to differentiate the course description from the course objectives. A course description simply tells what the course is about. You might consider the GOALS of the course to be linked to the course description; they are broad educational statements fitting the mission and description of the course. Specific measurable objectives, however, tell what the learner will be able to do upon successful completion of the course. *Begin with the end in mind...*



(Mager, p. 11)

Why are well-written objectives important?

First, they provide some basis and guidance for the selection of instructional content and procedures. Second, they help in evaluating the success of the instruction. Third, they help the student organize his/her efforts to accomplish the intent of the instruction.

How Does One Write a Good Objective?

Most of us are fairly proficient at writing a course description and course goals. We have a good sense of what we want the course to be about. Writing behavioral objectives, however, can take some practice. So let's begin with just two simple rules.

1. Rule #1: A good objective communicates your intent well and leaves little room for interpretation. There are words that we often use that are open to many interpretations, and there are words that we can use that leave less to the imagination. So, when writing behavioral objectives, stick to the words that leave less room for interpretation. Consider the following:

WORDS OPEN TO MANY INTERPRETATIONS	WORDS OPEN TO FEWER INTERPRETATIONS
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to sort
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to build
to believe	to compare
to have faith in	to contrast

The verbs below may prove useful as you write your instructional objectives and are based on Blooms' Taxonomy of cognitive behavior: For more information on Bloom's taxonomy, visit:

<http://faculty.washington.edu/krumme/guides/bloom.html>

Knowledge		Comprehension	
Cite	Recite	Associate	Express
Count	Recognize	Classify	Extrapolate
Define	Record	Compare	Interpret
Draw	Relate	Compute	Interpolate
Identify	Repeat	Contrast	Locate
Indicate	Select	Describe	Predict
List	State	Differentiate	Report
Point	Tell	Distinguish	Review
Quote	Trace	Explain	Translate
Read	Write	Estimate	
Application		Analysis	
Apply	Predict	Analyze	Distinguish
Calculate	Practice	Appraise	Experiment
Complete	Relate	Contract	Infer
Demonstrate	Report	Criticize	Inspect
Dramatize	Restate	Debate	Inventory
Employ	Review	Detect	Question
Examine	Schedule	Diagram	Separate
Illustrate	Sketch	Differentiate	Summarize
Interpret	Solve		
Interpolate	Translate		
Locate	Use		
Operate	Utilize		
Order			
Synthesis		Evaluation	
Arrange	Integrate	Appraise	Measure
Assemble	Manage	Assess	Rank
Compose	Plan	Critique	Recommend
Construct	Prepare	Determine	Review
Create	Prescribe	Estimate	Score
Design	Produce	Evaluate	Select
Detect	Propose	Grade	Test
Formulate	Specify	Judge	
Generalize			

2. **RULE #2:** There are three characteristics that help communicate intent when writing an objective: Performance, Conditions, and Criterion.

Performance: An objective always states what a learner is expected to be able to *DO*.

Conditions: An objective often describes the conditions under which a student is able to *DO* or perform the task.

Criterion: If possible, an objective clarifies how well the student must perform the task, in order for the performance to be acceptable.

...Other ways to think about writing instructional objectives include the following:

1. Who
2. Will do
3. How much (how well)
4. Of what
5. By when

Or

ABCDs of Writing Objectives

- A-Audience: The who. "The student will be able to..."
- B-Behavior: What a learner is expected to be able to do or the product or result of the doing. The behavior or product should be observable.
- C-Condition: The important conditions under which the performance is to occur.
- D-Degree: The criterion of acceptable performance. How well the learner must perform in order for the performance to be considered acceptable.

Learner objectives can relate to Cognitive, Affective, and Psychomotor domains.

Here are some examples of fairly well-written objectives: There is always room for improvement...

Cognitive:

By the end of the Neurology curriculum, the learner will describe in writing a cost- effective approach to the initial evaluation and management of patients with dementia (an approach that includes at least six of the eight elements listed on their handout).

By the end of their internal medicine ambulatory clerkship, each third-year medical student will have achieved cognitive proficiency in the diagnosis and management of

hypertension, diabetes, angina, chronic obstructive pulmonary disease, hyperlipidemia, alcohol and drug abuse, smoking, and asymptomatic HIV infection, as measured by acceptable scores on interim tests and the final examination.

The student will be able to name the five stages of mitosis. (Not all objectives need all components specified above. This is a nice, clearly measurable objective).

The student will be able to describe protein folding and its relation to protein function. The

student will be able to define stress; discuss typical neurobiological and behavioral responses to stress and their implications for physical and mental functioning.

Affective:

By the end of the HIV curriculum, all residents will have identified their attitudes and beliefs regarding HIV patients who are drug abusers and will have discussed with their colleagues and attending physicians how these might influence their management of such patients.

Interact with others with honesty, civility, and respect.

Maintain composure when dealing with hostile or difficult patients. These skills can be assessed by direct or videotaped observation by an instructor.

From UCSD's Curricular Objectives

Behaviors

To demonstrate:

- Compassion and sensitivity in the care of patients and respect for their privacy and dignity.
- Respect for patient autonomy.
- The ability to build therapeutic relationships with patients.
- Honesty and integrity in all interactions.
- Responsibility and trustworthiness in the execution of all duties.
- The ability to accept criticism and to understand the limitations of one's own knowledge and skills.
- Adherence to all of the principles of UCSD's Professionalism Code.
- Demonstrate a commitment to excellence and ongoing professional development.

In addition, graduates of the UCSD School of Medicine should possess the following:

- Dedication to the well-being and needs of patients.
- Dedication to lifelong learning and an appreciation for the role of science in medical advances.
- Dedication to continual enhancement of clinical skills.
- An understanding of the threats posed by conflicts of interest in the practice of medicine and the performance of research.
- A commitment to promote the health and well-being of the communities they serve.
- The willingness to lead when leadership is required.

Psychomotor Skill:

By the end of the curriculum, all medical students will have demonstrated proficiency in assessing alcohol abuse by utilizing all four of the CAGE questions with one simulated and one real patient. These skills can be assessed by direct or videotaped observation by an instructor.

Demonstrate effective use of rapport-building techniques, including empathic listening, facilitation, clarification, validation, reflection, and appropriate nonverbal cues. These skills can be assessed by direct or videotaped observation by an instructor.

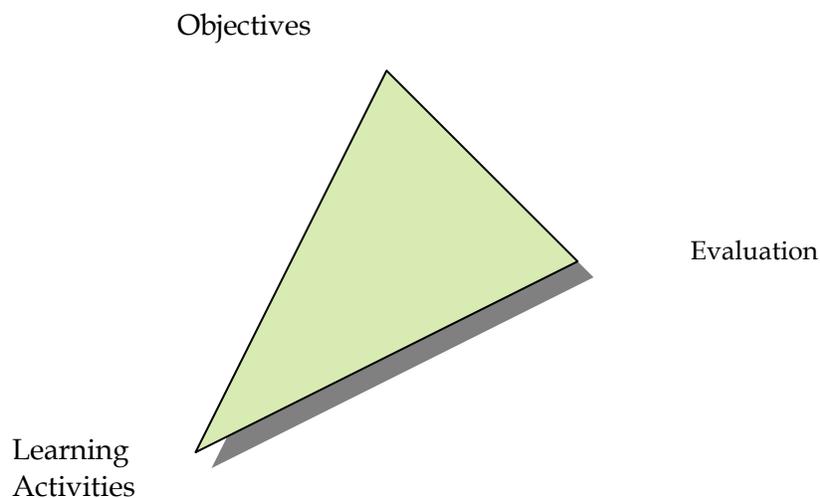
Assess patient's expectations, values and goals. These skills can be assessed by direct or videotaped observation by an instructor.

Use proper hand-washing technique prior to starting the physical exam. These skills can be assessed by direct or videotaped observation by an instructor.

Perform a basic psychiatric interview, including risk of suicide and potential of harm to self or others. These skills can be assessed by direct or videotaped observation by an instructor.

Some objectives involve more than one domain:

The learner will be able to: orally present (skill) a new patient's case in a logical manner, chronologically developing the present illness, summarizing the pertinent positive and negative findings as well as the differential diagnosis and plans for further testing and treatment (cognitive).

We end with the Magic Triangle:

If we begin with the end in mind, the objectives inform the learning activities and evaluation confirms that the expected learning did indeed occur.

References

<http://www.uams.edu/oed/resources/objectives.asp#abcde>

<http://med.fsu.edu/education/FacultyDevelopment/objectives.asp>

<http://faculty.washington.edu/krumme/guides/bloom.html>

http://meded.ucsd.edu/Catalog/overview/curricular_obj.html

registrar.mc.duke.edu/forms/GoalsObjectives.pdf

Kern, D.E., Thomas, P.A., Howard, D.M., & Bass, E.B. (1998). Curriculum Development for Medical Education: A Six-Step Approach. Johns Hopkins University Press: Baltimore, Maryland.

Mager, R. F. (1984). Preparing Instructional Objectives (2nd edition). Lake Publishing Company: Belmont, California.

EXAMPLE PRESENTATION OUTLINE FORMAT

Objective(s):

- Demonstrate how to safely change a burned-out light bulb within 5 minutes.

Schedule:

- 2 min. instructor introduction and introduce objective
- 5 min. instructor presentation (lecture, demonstration)
- 3 min. student performance (evaluation of completion standards)
- 2 min. review of objective and questions
- Total: 12 min.

Materials and Equipment:

- Ladder, good and bad light bulbs, light fixture

Presentation or Instruction Focus Points:

- Safe use of a ladder
- Knowledge of electricity (circuit breaker)
- Proper wattage
- Proper positioning and placement of bulb

Instructor's Actions:

- Demonstrate recognition of bad bulb.
- Give examples of good vs. bad ladder placement.
- Discuss appropriate wattage (consequences).
- Demonstrate proper handling of light bulb.

Student's Actions:

- Climb ladder safely.
- Select proper wattage.
- Properly install light bulb.

Evaluation and Completion Standards:

- Successfully change light bulb without injury within 5 minutes.

References:

- Home improvement manual
- Manufacturers' product instructions