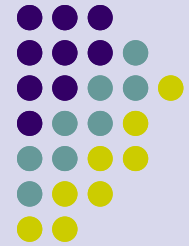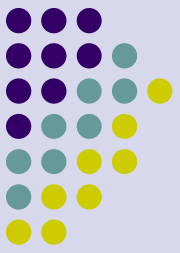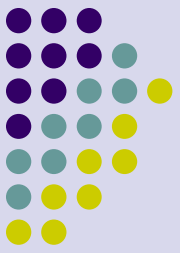# Quality in the Classroom

Presented by

Nat Byrom

Introduction

- If students leave your class wondering how they can get the last few hours of their life back, who's to blame?
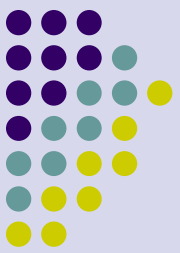
Introduction

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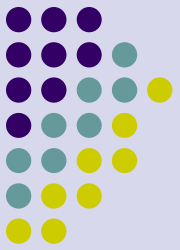

It's probably you sport…

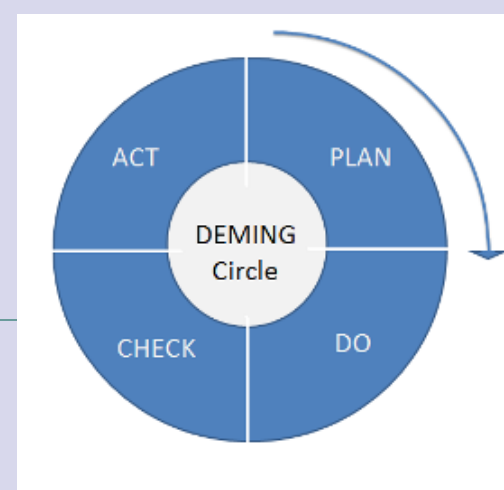# Introduction

- A successful learning event involves many aspects of atmosphere, attitude, content and delivery going right.

It doesn't just happen…
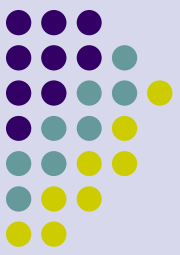
My **<u>objective</u>** is to introduce you to or remind you of our responsibility to our students.

TQM "Refresher"

- **Plan:** Define the subject to be addressed, collect relevant data, and ascertain the best path forward.

- **Do:** Develop and implement the action; decide upon a measurement to gauge its effectiveness.

- **Check:** Confirm the results through before-and-after data comparison.

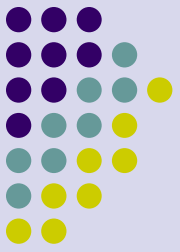- **Act:** Document the results, plan and implement improvements. Start the cycle again.

Remember… the goal is _continuous_ improvement

TQM "Refresher"

- Correlates to:

Analysis ← PLAN

Design ← PLAN

ACT

Development ← DO

Implementation ← DO
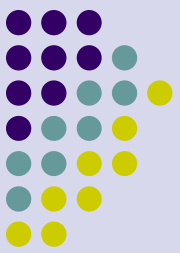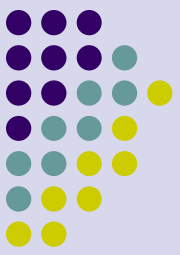
Evaluation ← CHECK

Introduction

- For a course to be effective, instructors should be concerned with <u>100% </u>of the learning experience… try putting yourself in the students' seats for a while.

Introduction

- The Learning Environment
- The Class Schedule
- Feedback Loops
- Course Design
- Understanding Your Target Audience
- Audience Participation

The Learning Environment

- Lighting
  - Most overlooked aspect of classroom setup
    - Industrial age designs vs. educational design
    - "It's a training class for gosh sakes…"
  - Color and intensity affects alertness/ drowsiness and feelings of well-being
  - Can affect students with dyslexia (artificial vs. daylight)
  - Rooms without windows?
  - Misplaced fixtures can "washout" projection displays
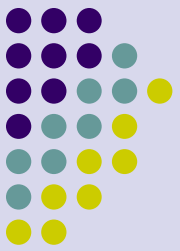 - Glare on PC screens
  - Lamp-up time
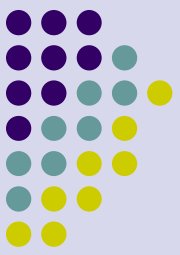
The Learning Environment
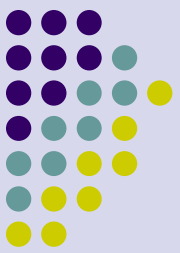
- Acoustics/ sound

  Vocal communications are the basis for most learning activities in the classroom

  - Instructor Volume

  - Noise

  - Distance

  - Student Ability

The Learning Environment

- Visuals/ Displays
  - LCD Panels
    - High definition
    - Small rooms
  - Projectors/ Screens
    - Large rooms
    - Effected by lighting
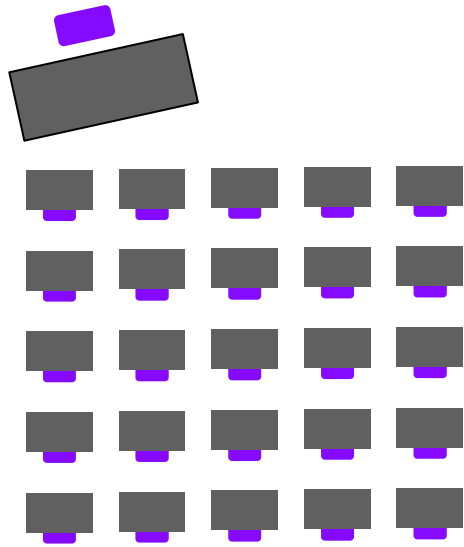
The Learning Environment

- Seating
  - What kind of experience are you setting up for?
    - What is the focus?
      - Instructor
      - Student
    - How much interaction?
      - Groups
      - Instructor- student
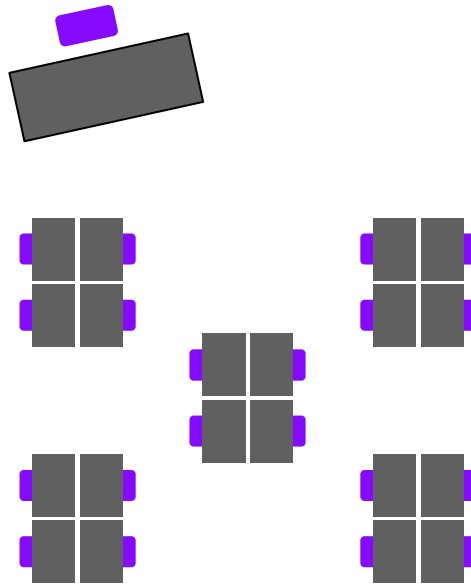   - Objectives?
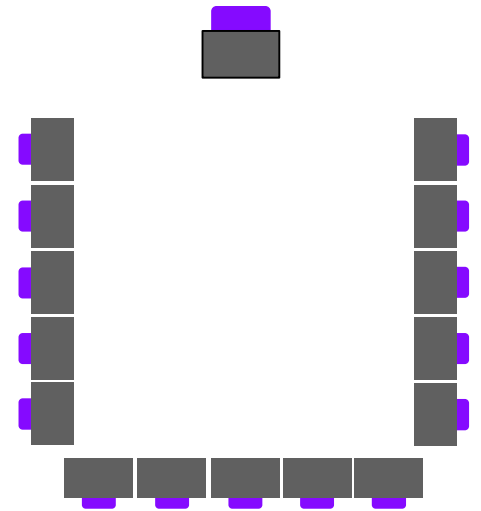   - Knowledge
      - Skills
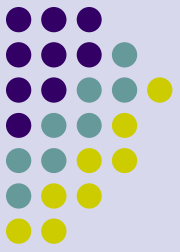
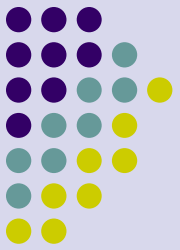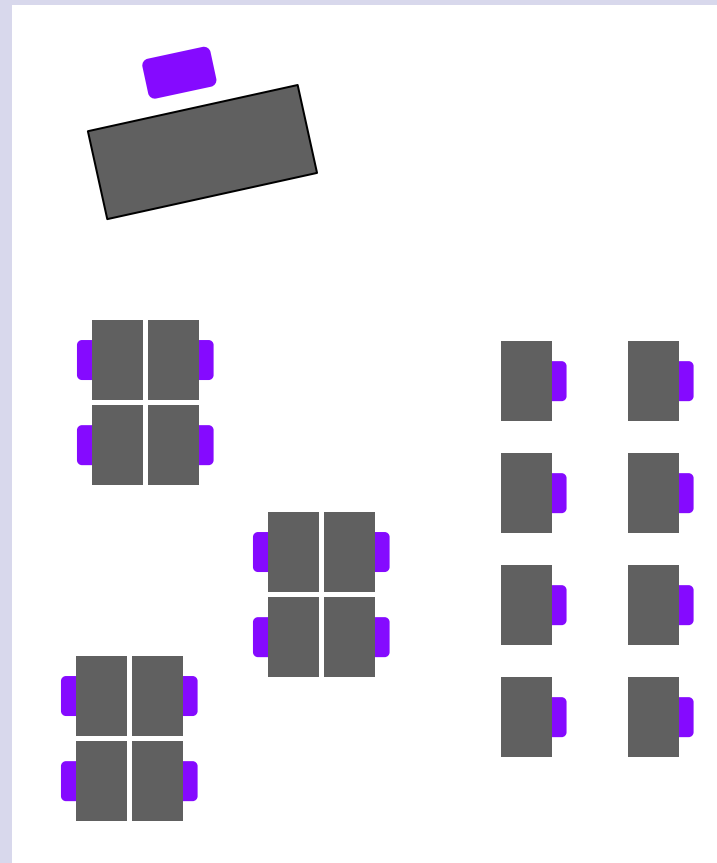# The Learning Environment

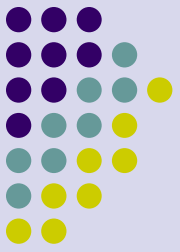Columns/ Rows   PODS   Horseshoe
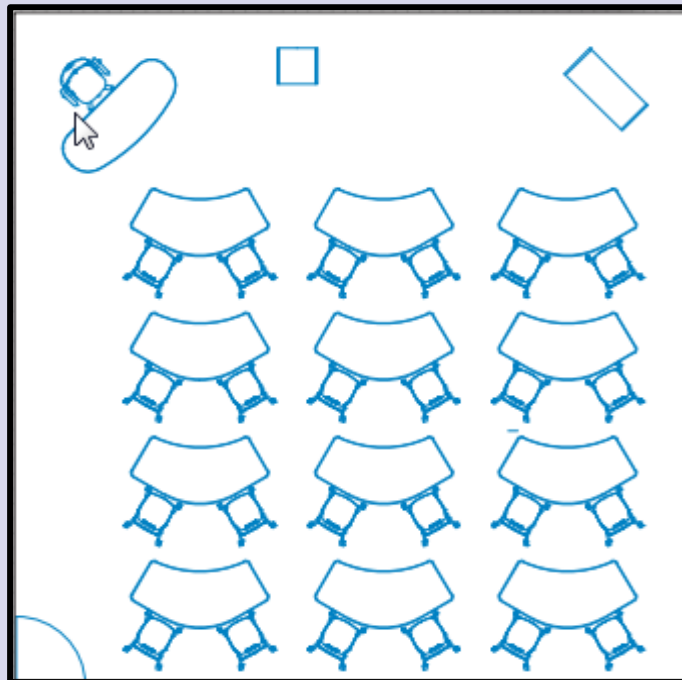
The Learning Environment

FREEBIRD

The Learning Environment

- Furniture
  - Tables/ Desks
    - Think past the rectangle…
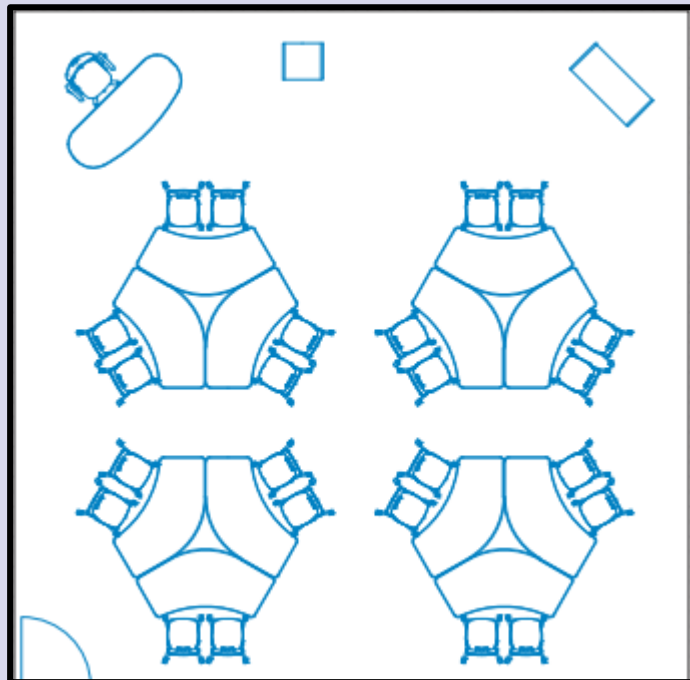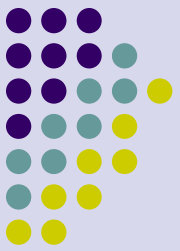
The Learning Environment

- Furniture
  - Chairs
    - Simple
    - Comfortable (but not too comfortable)
    - Sturdy

Remember: "The mind cannot absorb what the backside cannot endure"

The Learning Environment

- Distractions

dis·trac·tion
dəˈstrakSH(ə)n/
noun
plural noun: **distractions**
1. a thing that prevents someone from giving full attention to something else.

The Learning Environment
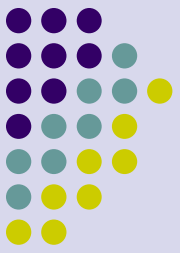
- Distractions
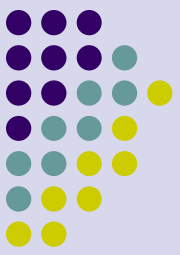 - In the classroom, mandatory "powering down" is simple… isn't it?
  - Product of varied digital stimulus (multiple short-term inputs)
  - Young brains are becoming habituated to distractions and to switching tasks, not to focus…

  "I click and something happens"

The Learning Environment

- Solutions
  - Begin class with "Break the Circuit" effort:
    - Hands-on exercise
    - Physical exercise
    - Group discussion on an unrelated topic
  - Go back to reading aloud in class (what, a book?)
  - Embrace the technology with:
    - Twitter "blasts"
    - Video snippets
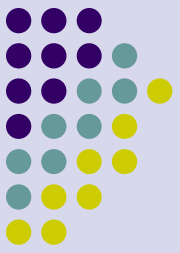
Class Schedules

- Content vs. Acuity
  - Monday, Monday
  - Time of day
    - Cognitive best in late morning
    - Eye-hand coordination best in late afternoon
    - Sleepiness abounds around 2 p.m.
    - Most easily distracted from noon to 4 p.m.
  - Circadian considerations
    - Work schedules
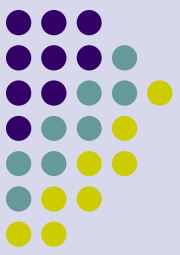
Feedback Loops

Feedback is the "Breakfast of Champions"

- Students
  - QC by Testing
    - Pre and Post Assessment (is the instruction effective)
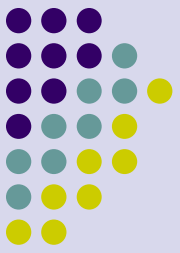   - Responses (are the questions effective?)
  - TurningPoint (immediate)
  - Surveys
    - Survey Monkey
    - ZOHO
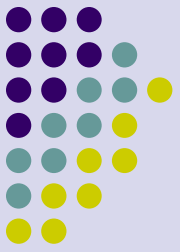   - SurveyGizmo

Feedback Loops

- Customer Focus
  - Industry Partners
    - Feedback questionnaire
    - Satisfaction survey
  - How are <u>MY</u> students performing?
  - Which of their KSA's match your needs?
  - Where are their weaknesses?
  - What can we improve to have them job-ready faster?

Course Design

- Instructional Objectives
  - Based on needs-analysis (remember customer focus?)
  - What does the instruction accomplish?
  - How will the student demonstrate competency?

Course Design

- Written Objectives

Must state:

    Performance, Conditions, Criterion

On the 25-yard range, be able to draw your service revolver and fire five rounds from the hip within three seconds. At 25 yards all rounds must hit the standard silhouette target.

Course Design

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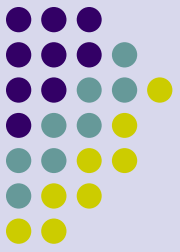
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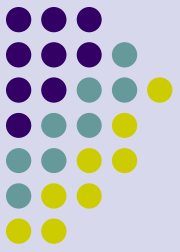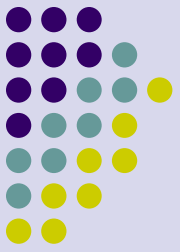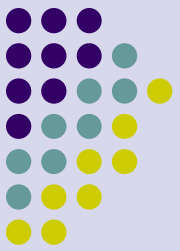
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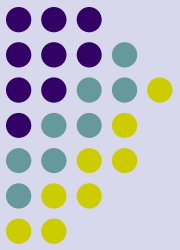
Course Design

- How are the skills/ knowledge best taught?
  - Consider:
    - The Course Objectives
    - The learners' capabilities and needs
    - The available resources

Course Design

Methods

- Instructor-led presentations
- Field Trips
- Brainstorming
- Demonstrations
- Reading, self-study
- Scenarios, problems

- Case studies
- Simulations
- Games
- Practice
- Project work/ research
- Teaching with group discussions
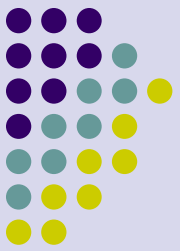
Course Design

- Is there opportunity for application?
  - Behavioral Learning- Initial skill learning is facilitated by immediate expert feedback
  - Cognitive Learning- Mastery established by learning from produced errors (feedback)
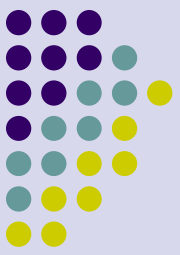
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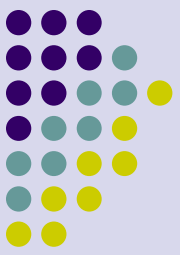 - Cognitive Learning- Mastery established by learning from produced errors (feedback)

Practice doesn't make perfect… <u>BUT</u> it will make better (especially if we experience some setbacks along the way).

Course Design

- Content vs. Time
  - Goal is effective mix of instructional activity types
  - Cognizant of individual student needs
  - Maximize class activities to prevent "zoning out"
  - Is the content realistic to amount of learning that can occur in a given period… (complexity/ retention)
   - Increases with level of interaction/ participation

"I hear, I forget. I read, I remember. I do, I understand."
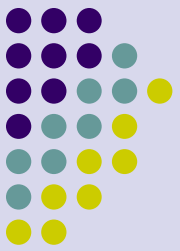
Your TPOP
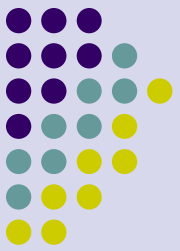
- How would you describe your students?

- Age range
- Gender distribution
- Range of education
- Reasons for attending
- Attitudes about course
- General beliefs
- General interests, hobbies

- Need gratifiers
- Age range
- Gender distribution
- Physical characteristics
- Terminology or topics to avoid
- Pre-existing skills, knowledge

Your TPOP
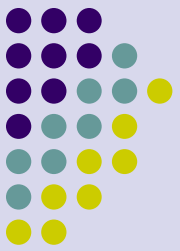
- Adult Learners
  - Active Participation
  - Should be held responsible for learning
  - Like to share experiences
  - Connect learning to previous experiences… incorporate new concepts or conflicting ideas slowly
  - What's in it for me? (WIFFM)
  - Preserve their self-esteem
  - Make learning fun and high energy, include practice
 - Small chunks, summarized frequently

Your TPOP

- Millenials (ages 20-36)
  - Maximize learning resources
  - Utilize gamification when possible
  - Provide frequent meaningful feedback
  - Training with meaning (Gen "Why")
  - Bite size chunks
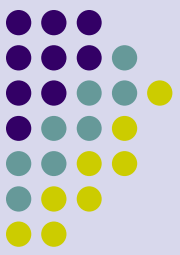
Audience Participation

- How do we foster student interest and willingness to engage?
  - Make students feel comfortable
  - Establish "buy-in"
  - Listening and Responding
  - Setting participation as an expectation
  - Teaching with discussions
  - Place emphasis on student ideas
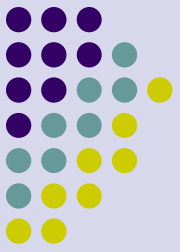 - Develop strategies to increase participation
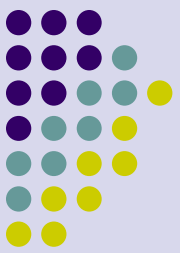
Wrap-up

- A successful learning event involves many aspects of atmosphere, attitude, content and delivery going right.

It doesn't just happen…

The instructor is ultimately responsible for the learning experience.

Finally…

- Do you remember that "one teacher" who left a lasting impression on you?