Assessment Requirements

Unit G6K – Knowledge of how to Make Learning Possible through Demonstrations and Instruction

Content:

Separate areas of demonstration which encourage learning. To include:

a. demonstration is particularly applicable to learning manual skills.
b. learning to do something usually involves:
    i. purpose – the aim or objective
    ii. procedure - the most effective way of completing the task
    iii. practice – all skills require practice to improve
c. practical tasks are more quickly learnt through demonstration.
d. emphasis is required to body movements when demonstrating.
e. the demonstrator should encourage learners to ask questions.
f. emphasis should be placed upon key points whilst demonstrating.
g. any demonstration should ensure that all safety aspects are covered.

Types of learning which are best achieved and supported through demonstrations. **To include:**

a. types of learning:
    i. psychomotor – measurement of manual skill performance
    ii. cognitive – learning involving thought processes
    iii. affective – demonstration of feelings, emotions or attitudes
b. demonstration - involves learning to do something (Psychomotor Domain).
c. combination of instruction and practical demonstrations are very effective means of learning practical skills.

How to structure demonstration and instruction sessions. To include:

a. Before the demonstration and/or instruction ensure that the following good practice is recognised:
    i. identify key points
    ii. relate theoretical underpinning knowledge to key points
    iii. rehearse to ensure that all equipment is working
    iv. ensure all students can see even small equipment and processes
    v. time the demonstration
    vi. consider how to make students participate
    vii. consider how to emphasise safe working practices
b. During the demonstration and/or instruction good practice is to:
    i. give a clear introduction
    ii. identify any tools/equipment
    iii. determine the current audience level of knowledge
    iv. complete the demonstration correctly (do not show how not to do it)
    v. stress key points and show links between them
    vi. monitor safety aspects
    vii. check learner understanding
c. After the demonstration(if possible)
    i. enable the audience to practice the techniques
    ii. provide feedback on their performance

How to identify individual learning needs

a. Diagnose the learning needs of your audience to include:
    i. what competencies they already have
    ii. what experience they have of the subject area

iii. what competencies they need to achieve
iv. what demonstration techniques are best suited to their needs
v. how you will assess their needs have been met

What factors are likely to prevent learning. To include:

i. language barriers
ii. physical barriers
iii. specialist knowledge
iv. pace of learning
v. method of delivery
vi. environmental factors
vii. teaching styles
viii. dyslexia

How to check learners understanding and progress

a. Questionnaires.
b. Verbal questioning.
c. Observation.
d. Assessment.
e. Role play.
f. Projects/assignments.
g. Multi-choice questions.
h. Simulation.
i. Tests.

How to organise information and prepare materials

a. Identify the course aim.
b. Identify the subject aim.
c. Identify the lesson aim.
d. Complete a lesson plan - plan the teaching.
e. Identify a series of 'cues' to be used during the lesson.
f. Logically organise the information.
g. Use suitable resources and equipment to maximise learning opportunities.
h. Assess the learners progress and understanding.

Instructional techniques

a. types of instructional techniques to include:
   i. lectures
   ii. handouts
   iii. team teaching
   iv. peer teaching
   v. discussion – individual, group and peer
   vi. question and answer
   vii. multimedia
   viii. seminars
   ix. case studies
   x. project/assignments

Environmental factors that affect learning

a. environmental factors that should be considered before demonstration/instruction to include:
   i. loud noises
   ii. bright colours
   iii. bright lights
   iv. strong smells
   v. atmosphere

vi. temperature
vii. classroom seating
viii. classroom layout
ix. bright lights

Health and safety factors that affect learning

a. health and safety factors that should be considered before demonstration/instruction to include:
   i. assessment of risk and hazards
   ii. condition of electrical/electronic equipment
   iii. position of cables and wires
   iv. safety of equipment used in demonstration/instruction
   v. condition of classroom equipment/furniture/structure
   vi. suitable protective clothing/equipment

Analysis of demonstration/instruction

a. Analysis of demonstration/instruction to include:
   i. feedback from students
   ii. feedback from colleagues
   iii. organisational quality assessment
   iv. feedback from external organisations
   v. awarding body requirements

Developments in learning. To include:

i. multimedia based materials
ii. web based materials
iii interactive materials

How to choose and prepare appropriate materials. To include:

a. putting information in order
b. deciding whether the language used is appropriate
c. type of material i.e. paper and technology based etc.