

# *Methods Of instructional Delivery*

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# *LECTURE METHOD*

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## ❖ **INSTRUCTOR'S ROLE**

## ❖ **EFFECTIVE METHOD FOR PROVIDING :**

*Facts*

*Rules/regulations*

*Clarifications*

*Examples*

*Definitions*

# *LECTURE METHOD*

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## ❖ *ADVANTAGES*

- *One speaker can reach people in any size group*
- *Format is familiar to students*
- *They are aware of what to expect and what is expected of them*
- *Delivered through distance learning*
- *Extend beyond the limits of one classroom*

# *LECTURE METHOD*

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## **DISADVANTAGES**

- *Limited student/instructor interaction*
- *Lack of student feedback*
- *Limited use of senses*

# *LECTURE METHOD*

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## ❖ *OVERCOMING THE DISADVANTAGES*

- *Generate student interaction*
- *Include discussion, illustration, demonstration, and activities*
- *Avoid presenting too much information at once*
- *Provide supplemental information*

# *ILLUSTRATED LECTURE METHOD*

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- ❖ *Using visual aids to illustrate main points*
- ❖ *Directed toward the student's senses of sight and hearing*

# *DISCUSSION METHOD*

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## ❖ **BENEFITS**

- *Allows interaction between instructor and students*
- *Instructor talks with the group, not to the group*
- *To be effective, students must have a basic knowledge of the subject*

# *DISCUSSION METHOD*

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## ❖ **GUIDED DISCUSSION**

- *Instructor presents a topic*
- *Ideas are discussed in an orderly exchange and are controlled or guided*
- *Gain knowledge from other members, modify their ideas, or develop new ones*



# *PROBLEM SOLVING CONFERENCE*

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- ❖ DIRECTS GROUP THINKING TOWARDS A SOLUTION
- ❖ STUDENTS MUST KNOW THE SCOPE, LIMITS,  
PURPOSE OF THE CONFERENCE
- ❖ GOAL IS TO DEVELOP UNDERSTANDING  
AND RECOGNITION OF THE TOPIC

# *PROBLEM SOLVING CONFERENCE*

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- ❖ CANNOT BE SPONTANEOUS
- ❖ WILLINGNESS TO SHARE IDEAS AND TRUST GROUP'S CONSENSUS
- ❖ INSTRUCTOR MUST NOT ENTER INTO THE DISCUSSION EXCEPT TO STATE OR RESTATE PROBLEMS, QUESTIONS, STATE THE CASE, OR SUMMARIZE

# *DEMONSTRATION METHOD*

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## ❖ PURPOSE

- *The act of showing how to do something or how something operates*
- *Basic means for teaching psychomotor skills*

# *DEMONSTRATION METHOD*

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## ❖ GUIDELINES

- *Know what it is and its learning objective*
- *Practice every step*
- *Check all equipment and accessories*
- *Demonstrate the skill once at normal speed*
- *Repeat step-by-step while explaining each step slowly*
- *Allow students to ask questions and clarify any misunderstandings*

# *CASE STUDIES*

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- ❖ DESCRIPTION OF A REAL INCIDENT OR PROBLEM
- ❖ SHOULD BE RELEVANT TO RISKS/HAZARDS FACING ORGANIZATION
- ❖ INCLUDES INFORMATION SUCH AS:
  - *Description of situation and facts*
  - *Chain of events including participant actions*
  - *Incident outcomes*

# *CASE STUDIES*

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## ❖ GUIDELINES FOR CONDUCTING

- *Instructor introduces the case study*

- *Student participation*

  - Reviewing case study

  - Analyzing situation and facts

- *Discussing the case study*

  - Review lessons learned

  - Strategize solutions for use on future problems/incidents

# *ROLE-PLAY*

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- ❖ A SCENARIO IN WHICH STUDENTS PORTRAY CHARACTERS TO SIMULATE REAL WORLD INTERPERSONAL COMMUNICATIONS
  
- ❖ USEFUL TO TEACH AND REINFORCE THE AFFECTIVE DOMAIN

# *ROLE-PLAY*

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## ❖ GUIDELINES FOR CONDUCTING

- *Instructor responsibilities*
- *Student participation*



# *BRAINSTORMING SESSIONS*

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- ❖ STUDENTS GIVEN A PROBLEM OR SITUATION AND A TIMEFRAME TO DETERMINE A SOLUTION
  
- ❖ EFFECTIVE ONLY WHEN STUDENTS HAVE ADEQUATE KNOWLEDGE OF SUBJECT MATTER

# *BRAINSTORMING SESSIONS*

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## ❖ GUIDELINES FOR CONDUCTING

- *Instructor responsibilities*
- *Student participation*

# *SIMULATIONS*

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❖ ALLOW PARTICIPATION IN SITUATIONS THAT REPRESENT REAL LIFE

❖ GUIDELINES FOR CONDUCTING

- *Instructor responsibilities*
- *Student participation*

# *SELF-DIRECTED LEARNING*

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- ❖ STUDENTS COMPLETE OBJECTIVES AT THEIR OWN PACE
- ❖ RESPONSIBILITY PLACED SOLELY ON THE STUDENT
- ❖ INSTRUCTORS ARE NOT INVOLVED
- ❖ MEET TO EXAMINE PROGRESS
- ❖ MAY REQUIRE USING TECHNOLOGY BASED TRAINING AIDS

# *INDIVIDUALIZED INSTRUCTION*

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❖ MATCH METHODS WITH OBJECTIVES AND INDIVIDUAL LEARNING STYLES

❖ BASED ON

- *Student needs and preferred learning styles*
- *Required learning objectives or competencies*
- *Instructional strategies and media that fit the needs of the student*

# THANKS

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