

Unit	1062
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Unit Introduction

By the end of this unit you will be able to demonstrate knowledge of:

- Applied learning
- Training
- Instructing

Section 1062-1: Applied Learning

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

- 1.1 Characteristics of competency-based training
- 1.2 Characteristics of adult learning
- 1.3 Use and adjust for learning styles
- 1.4 Application of the domains of learning

Key Point 1.1: Characteristics of Competency-based Training

Competency-based training systems have eight main characteristics:

1. Focus on specific usable skills
2. Recognition of Current Competence
3. Multiple entry and exit points
4. Modular training
5. Criterion referenced assessment
6. Personalized
7. Immediate application
8. Flexible delivery

Focus on specific usable skills

Competency in the workplace is the goal. How long it takes for a learner to achieve the competency is irrelevant in competency-based training.

Recognition of Current Competence

What matters in a competency-based training program are that as a result of the training you receive, you will leave being able to demonstrate a skill. The importance is not on how you learned the skill rather that you have learned and can demonstrate this skill in a practical setting. Focusing on outcomes means that the learner receives credit for prior learning or experience as long as the learner can prove competency in any given area.

Multiple entry and exit points

The training system is flexible. This means that learners only need to learn where there are gaps. In a competency-based model, learners do not need to retrain for a skill that they already know.

Modular training

Training is designed in modules so that separate learning topics can be broken into different modules. This supports the “multiple entry and exit” points which allows learners to skip certain modules for which they have shown competency.

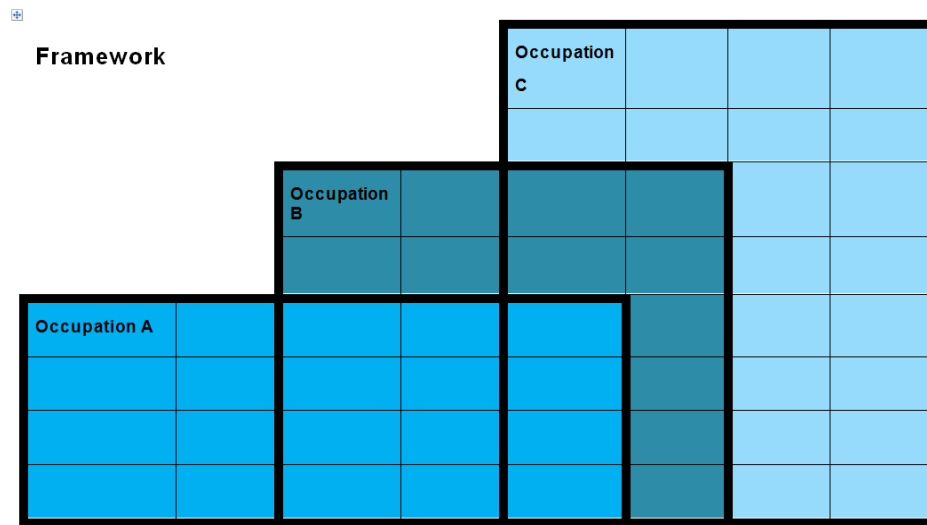


Figure 1: Modularized Training

Criterion referenced assessment

There are no marks in competency-based training. The student either “meets the outcome” or records an “outcome not yet met” result in any given standard of performance.

Personalized

Training can be delivered in a number of flexible methods to suit the learner or the organization. This training is sometimes referred to as an “Individual educational training plan”.

Immediate application

Only the knowledge, skills and attributes required to do the job are taught which means the skills learned can be directly applied to the skills required within the occupation of the learner when training is completed.

Flexible delivery

Competency-based training often is delivered as “on the job” training. The modular training format allows for a wide variety of delivery methods to be considered, ranging from instructor-led to a self-paced program, whichever best suits the learner and the skills being taught.

Key Point 1.2: The Characteristics of Adult Learning

Andragogy is the art and science of teaching adults. As a Trainer, you need to remember that adult learners are different than children in the way they learn.

Knowledge of adult learning characteristics helps maximize the learning experience.

Characteristics of adult learners

As a Trainer, remember the following characteristics of adult learners:

- Adults bring a lot of life experiences to the classroom and active forms of learning help adults connect better with what they are learning
- Adult learners want to relate what they learn to what happens in their everyday life
- Adult learners prefer to have some degree of control over their learning
- Adult learners have a well-developed self-image of their life through their work, social life, or previous experience. This influences their attitude towards taking a course or program.



Adults bring many life experiences to the classroom and active forms of learning help adults connect better with what they are learning.

Adults:

- Are different ages
- Have varied abilities
- Come from a wide variety of job experiences
- Come from different cultural backgrounds
- Have different personal goals
- Range in educational backgrounds from no formal schooling through to many years of education
- Have well developed personalities
- Have varied personal experiences

Adult learners want to relate what they learn to what happens in their everyday life. Adults:

- Tend to be practical learners
- Study to improve their performance in other social roles
- Let their schoolwork take a back seat to other responsibilities, such as jobs and families
- Expect their class time to be well-spent

Adult learners prefer some degree of control over their learning.

Adults:

- Take a course because they want to learn
- Believe the decision to take a course is an important one
- Believe that taking a course will be helpful in their life

Adult learners have a well-developed self-image of their life through their work, social life, or previous experiences. This influences their attitude towards taking a course. Adults may:

- Feel embarrassed about returning to the classroom
- Have negative impressions of their own abilities
- Have negative impressions of course and instructors

When do adult learners learn best?

Adults learn best when:

- They feel comfortable and attempt tasks that allow them to succeed within the contexts of their limited time and demanding lives
- They have a say in their own learning goals and learning activities
- They have opportunities to learn from their peers as well as their Coach or Trainer
- There is a variety of options appropriate to their learning styles
- They are able to use their previous experiences while learning
- Their learning is practical to their own lives

Key Point 1.3: Learning Styles

There is controversy in the training world if learners have a learning style. Regardless, there are four learning preferences related to how we learn including:

- Visual
- Auditory
- Kinesthetic
- Reading

Visual	Learning through visuals including pictures or spatial activities.
Auditory	Learning through hearing including sounds or music.
Kinesthetic	Learning through hands on activities or doing something.
Reading	Learning through reading and writing what you want to learn.



Adults learn in different ways; however, people generally show preferences, and rely on one style above others. One of the key elements in getting and keeping learners actively involved in their learning is understanding of the different learning styles. Knowing that people learn in different ways helps the Instructor structure the lesson to meet as many learners' needs as possible.

At the same time, keep in mind that to master kinesthetic skills, learners have to have hands-on practice. All the discussion about the 'why and what ifs' may suit some learners, but will not transfer the skills to the learner's hands.



Learning Point

Jane is a terrific Instructor. She is instructing a new class of adult learners today on a topic she is very passionate about. She uses her favourite style of delivering material which is a mixture of lecturing, critical thinking discussions and visual aids. The problem is the learners do not seem to be very engaged with the material. What can Jane do?

Key Point 1.4: Domains of Learning

People use the following domains of learning when they learn:

- Cognitive
- Psychomotor
- Affective

Cognitive	Thinking	“Head”
Effective	Emotion/Feeling	“Heart”
Psychomotor	Physical/Kinesthetic	“Hands”

Cognitive

Cognitive deals with the head, knowledge, and theory. At the lowest level, this involves memorizing facts or lists, moving through the ability to comprehend, apply, analyze, and synthesize. At the highest level, this involves evaluating and judging.

Cognitive knowledge can be assessed by written or verbal tests, and through interviewing techniques.

Psychomotor

Psychomotor deals with the hands and performing physical skills. At the lowest level, this involves performing step-by-step individual skills (such as in a military drill), moving to being able to perform independently (student practice), to combining series of skills. At the highest level, this involves performing skills automatically as required.

Psychomotor skills can be assessed through observation and the use of checklists and rating scales.

Affective

Affective deals with the heart, attitudes, and feelings. At the lowest level, this involves awareness, leading to acceptance and responding, seeing value and worth, and internalizing. At the highest level, this involves characterizing the idea, feeling, or attitude that becomes part of a person’s character.

Changes in the affective domain can be assessed through interviewing techniques and observation.

Section 1062-2: Training

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

2.1 Attributes of expertise

2.2 Criteria for selection of training delivery methods

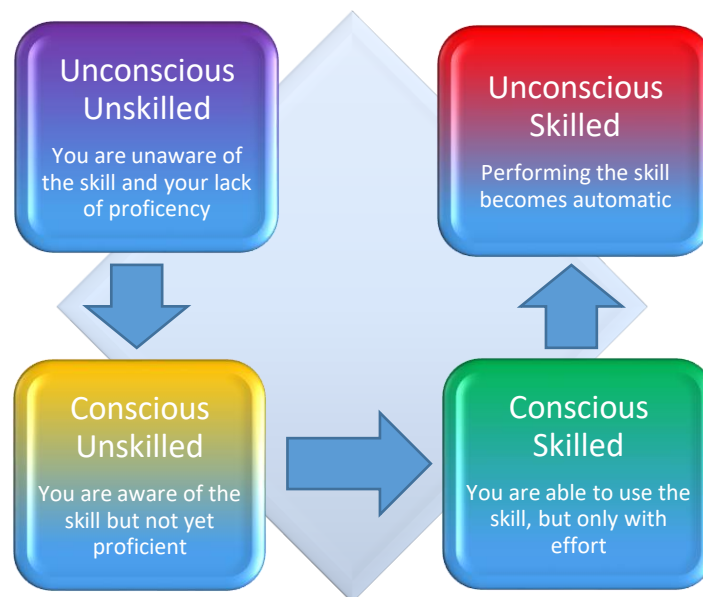
2.3 Roles of a Trainer

Key Point 2.1: Stages of Competence

As a Trainer, you need to be able to demonstrate knowledge of the stages of competence to be able to gauge the progress or the ability level of your learners. Knowing the stages of competence or skill of your learners will help you determine what level of activities they can safely undertake, and the level of supervision they require during the training activities.

The following are the stages of competence:

- Unconscious unskilled
- Conscious unskilled
- Conscious skilled
- Unconscious skilled



Unconscious unskilled

Unconscious unskilled is described as the state where the individual does not understand or know how to do something and does not necessarily recognize the deficit. The individual may deny the usefulness of the skill.

The length of time an individual spends in this stage depends on the strength of the practice and commitment to learn.

Conscious unskilled

Under conscious unskilled, although the individual does not understand or know how to do something, they do not recognize the deficit as well as the value of a new skill when addressing the deficit. Making mistakes can be integral to the learning process at this stage.

Conscious skilled

Conscious skilled is described as the state where the individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps and there is heavy conscious involvement in executing the new skill.

Long-term practice is the best way to move from being consciously skilled to being unconsciously skilled.

Unconscious skilled

Unconscious skilled is described as the state when the individual has had so much practice with a skill that it has become "second nature" and they can use or perform the skill easily. At this stage, the individual might be able to teach others the skills.

Key Point 2.2: Delivery Methods

As a Trainer, you will teach learners a wide range of knowledge, skills, and attributes. If your learners are to be empowered, they must be able to organize their own learning and participate actively.

When considering teaching, learning methods, and materials to use, it is important to decide early on what you will do and what you expect the learners to do. It is very common to find Trainers standing in front of a blackboard or overhead projector, or standing in a field and talking to the learners. As the Trainer, you need to meet your learners' needs.

As discussed earlier, the more involved the learners become in their learning, the more likely they are to learn. This is especially true for adult learners who already have a wide range of experience. This suggests that learning should involve your learners actively.

Four main criteria when selecting delivery method

The following are the four main criteria to consider when selecting the delivery method, no matter what lesson plan template is used:

- Objectives
- Content
- Learners
- Resources

Objectives

List all the possible methods which could be used to meet the objectives.

Content

Narrow down the list to ensure the content is adequately covered.

Learners

Consider the learners' needs, capabilities, etc. This will reduce the list further.

Resources

The resources available will determine the final selection of methods to be used, since there is no point choosing methods that are not practical or feasible.

LOTUS Model

A good tool to help you choose the delivery method or resources to use to teach a specific topic is the LOTUS model.

LOTUS stands for Learner, Objectives, Types, Use, Size up.

The LOTUS model can also help you choose resources and evaluate them after the lesson.

L - Learner

Think about your learners and their learning styles.

O - Objectives

Think about the objectives of the lesson and how the resources you select will help reach them.

T - Types

Think about the types of learning that should be taking place (knowledge, skills, and attributes) and how the resources you select will address these elements of competence.

U - Use

Use the resources as planned.

S - Size up

After the lesson, summarize how well the resources supported the learning objectives and how they were received by the learner.



Learning Point

Marcus has selected a very fun engaging resource for his learners to perform during his class. When Marcus introduced the activity to the class, everyone was very excited and while the activity was going on every learner enjoyed it, but Marcus wasn't sure that the learners achieved what he wanted out of the activity.

What can Marcus do to make sure the learners achieved what he set out to do with the activity?

Key Point 2.3: Roles of a Trainer

There are three different roles as a Trainer and it is critical that you understand how to move between the three different roles to maximize your learners' progression. Sometimes, the Trainer will use the three roles during a day of training, depending on the tasks and the learner.

The three roles of a Coach or Trainer are the following:

- Teacher
- Coach
- Mentor

Teacher

When you hear the word "teacher," you may think of the classroom. The role of the teacher is to introduce a new skill, knowledge, or even a certain attribute when the learner has no prior experience. A teacher is someone who introduces something new.

A teacher:

- Is "in front" of the learners explaining a new concept
- Directs the learning, breaking it down into simple and easy to understand steps
- Demonstrates first, and then works very closely with the learners to watch them try to reproduce the new concept
- Provides a high-level of supervision making sure the learner feels comfortable with the concept
- Asks questions of the learner to evaluate how well a concept is understood
- Answers questions from the learner
- Is part of an unequal relationship "I'm showing you"

Coach

When you hear the word "Coach," you may think about sports teams. The role of the Coach in sports is to guide the team to success. This is also true for Trainers. Coaching is the process of giving learners feedback so they can improve their performance. It is task-related, in the sense that the Coach is working with the student on a specific objective to be achieved. Coaching is often 1 on 1.

A Coach:

- Observes the learner
- Shares what he/she knows
- Gives specific, direct feedback to help the learner reach higher levels of performance

A Coach has a set agenda to reinforce or change skills and behaviors. For example, when observing a participant perform a backcut, it is time to coach. The Coach observes the steps and gives direction and correction. A more direct approach is particularly important whenever safety is a factor. A good Coach is firm yet supportive and positive, even when correcting. Coaches always need to be aware of personal and professional boundaries.

Mentor

Mentors focus on the learner rather than the task. A mentor is like a sounding board, giving advice but letting learners make choices about what they do. Mentoring is related to personal development. Mentors help learners discover their own way.

A mentor:

- Talks to the learner
- Asks questions and listens, but allows learners to find the answers themselves

Mentoring is a two-way, power-free relationship. Mentors provide advice and share knowledge and experience, but they don't have an agenda.

A group discussion where participants are asked "What factors can contribute to the mental well-being of a worker?" is an example of an activity where mentoring would be a good approach. The Trainer, through the discussion, leads the learners to a complete list.



There are a number of ways to help you remember the difference in the roles including:

A **Teacher** is: In front of the learner

A **Coach** is: Beside the learner

A **Mentor** is: Behind the Learner

Another way of looking at it is:

A **Teacher** is: "I do"

A **Coach** is: "We do"

A **Mentor** is: "You do"

Section 1062-3: Instructing

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key point:

3.1 Instructional techniques

Key Point 3.1: Instructional Techniques

As a Trainer, you need to be able to demonstrate application of various instructional techniques to help your learners learn through a variety of methods and activities. The more diverse you can make your lessons, the more likely you will be successful with enhancing the skills, knowledge, and attributes of your students.

Selecting an instructional technique

A key factor to consider in choosing an instructional technique in a lesson is the fit between the technique and the main learning style represented by a learning objective.

While some techniques are suitable for all three learning types (knowledge, skills and attributes), others work better for a particular type. For example, learning skills often involves demonstration and practice. Attitudes are more affected by techniques such as role-playing and group learning. The list below of instructional techniques is not exhaustive but is meant to generate ideas.

Instructional technique	Main purpose	Type of learning
Brainstorming	Come up with a new idea	Knowledge and attitude
Buzz groups (small groups)	Discuss topic or solve a problem with small groups	Knowledge and attitude
Case study	Present a real-life situation to analyze and offer a solution	Knowledge
Demonstration	Transmit a skill	Skills and knowledge
Group discussion	Present a topic for discussion	Knowledge
Group learning	For small groups to learn about different topics and share later	Knowledge and attitude
Lecturing	Impart information	Knowledge
Practice and drill	Practice repetition of an operation	Skills
Role-play	Learn through acting out, affect change in	Skills, knowledge and attitude

These commonly used instructional techniques are explained below.

Brainstorming

Brainstorming is a technique to list as many answers to a question or solutions to a problem as possible. This technique is excellent for:

- Actively involving the entire group because all responses are recorded
- Solving difficult problems
- Tapping the group's knowledge and experience
- Using as a decision-making process where lack of time is a factor

As the Trainer, you would introduce a problem or an issue affecting the training or the workplace. You allow the learners to come up with solutions or ideas. Sometimes you need to offer suggestions or assist in making sure the brainstorming is productive in meeting your training objectives.

As a wrap up, you would help the group evaluate their responses against the objectives you had laid out for the learning.

Buzz groups (small groups)

A Trainer uses buzz groups to have several groups discuss different problems or topics.

To use the buzz group method, the class is divided into subgroups of three to six people to discuss an assigned topic or to solve a problem. A representative from each subgroup is selected to report findings to the class as a whole.

As the Trainer, you will assign the groups and give specific instructions for the discussion. You will set time limits for the discussion and float around the groups while they are having their discussions. Once the discussion is completed, ask each group to report their ideas or solutions. Make sure that all the information is well-summarized so each group learns from the other group's discussion.

Case study

Many learners learn better from real-life examples such as those in case studies. Trainers can use case studies effectively to introduce new concepts or review topics previously covered. Case studies can be useful in the classroom and in the field.

Case studies are used when Trainers want learners to explore how what they have learned applies to real world situations. Cases come in many formats from a simple question such as "What would you do in this situation?" to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your objectives and on the learners' level.

Demonstration

Demonstrations are an important part of instructing practical skills. They give learners an opportunity to practice and Trainers the information about skill levels for assessment and planning. Demonstrations usually require a great deal of preparation.

The following are the steps for preparing a demonstration:

1. Analyze the skill.
 - Breakdown the skill into smaller parts
 - Follow a logical sequence
 - Progress from simple to complex
2. Plan the demonstration.
 - Decide what materials you will need
 - Plan to demonstrate the skill three times
 - Plan for participants to do the skill themselves
3. Practice
 - Check to make sure that every step is visible and accurate

Group discussion

In a group discussion, the class discusses a topic of interest. As the Trainer, you will present a topic and the participants discuss it. It is important that you keep the discussion on track and encourage participation from all learners.

Group discussions are a good method to wrap up field activities or a day of classroom training. They give learners the chance to benefit from other learners' experiences. They are also a good tool to keep learners engaged in their learning by sharing their beliefs or questions on a specific topic selected by the Trainer.

Group learning (indoor and outdoor)

Group learning is an instructional technique in which learners work together in small groups to reach the learning objective. Group work can be as simple as a five-minute, in-class exercise involving pairs of learners, or as complex as course-length projects in or outside of the classroom.

Other characteristics of group learning include the following:

- Group projects are selected and designed for teamwork
- Learners usually work and learn best in groups of three to six
- Group learning requires cooperation and relying on others
- Each learner is accountable for contributing
- Each learner is accountable for trying to reach the learning objective
- The Trainer can have either a Coach or Mentor role

Lecturing

Lecturing is sometimes called direct instruction. It is the part of the lesson where the Trainer gives important information. When lecturing, the Trainer is primarily talking to the whole group and may use visual aids. A lesson plan helps direct the flow of a lecture.

The purpose of lecturing is to provide a general overview of a subject and give background information for activities that follow. The content covers the "must-knows" and sets the scene for a demonstration. Lectures allow the Trainer to explain rules, principles, or concepts.

Practice and drill

There are a variety of methods that can be used during practical sessions including the following:

- Military drill
- Student practice

Military drill

Military drill is used to introduce a new skill.

When conducting a military drill, remember to:

- Position yourself to monitor the whole group
- Proceed step-by-step through the drill
- Do not allow students to jump ahead
- Use the "stop freeze" technique on the whole group
- Correct all errors before proceeding to the next step
- Ensure skill is practiced correctly by each student

Student practice

Learner practice will allow the Instructor to evaluate the learner's performance. If learners are still having difficulty, the Instructor can revert to military drill to reconfirm the skills.

Other characteristics of learner practice include the following:

- Learners proceed at own speed
- It's not step-by-step
- Requires minimum direction
- Trainer can use "stop freeze" technique on individual learners
- Trainer can correct errors quickly and return to monitor the group

It's important for a Trainer using this method to remember that every learner wants and needs your attention.

Role-playing

Role-playing is a powerful technique that encourages learners to look at situations from other points of view. It gives learners the opportunity to practice skills in a safe environment where they can get feedback for improvement.

Role-playing helps learners to develop and combine existing skills to improve:

- Communication skills
- Human relations skills
- Problem solving skills

By creating situations that resemble real-life situations, the learner is able to practice, identify mistakes, and try different options.

Role-playing also gives learners the opportunity to experience or view situations from different perspectives. For example:

- A learner learns how he/she might react in a dangerous situation
- An observer of a role-play sees how negative body language changes the behaviour of another person

To be effective, a role-play exercise must be well-planned and prepared. The following are part of the planning and preparation process:

Set up the situation

Everyone needs an outline of the situation or scenario. This may include a story line or history of what has happened to this point or a description of a problem to be solved. Set the time frames and discuss roles. If some will observe, make clear what they should be looking for. Give role players a written character description and a minute or two to get into the role.

Act out

If possible allow room and furniture and props to be arranged to suit the situation. Make sure all observers can see. It is important to have no communication between the observers and role-players. The Trainer should also allow the situation to play out before a discussion. Step in at the end of the time frame or if the role-players run out of steam.

Discuss

It is important to follow the role-play with a debriefing session with questions such as the following:

- What happened?
- Did it work?
- Was a solution reached?
- How did the players feel about what happened?
- What would they do differently?
- What did the observers see and feel?

A well-planned and organized role play exercise can have a great impact on the learners. It is one of the best techniques for dealing with attitudes and feelings.



Learning Point

Lisa has a very interesting class. Half the class is very loud and energetic, and the other half is quiet. Everyone in the class is very knowledgeable on the topic she is teaching but she is struggling to get the quieter learners engaged and the louder learners to quiet down.

What is an instructional technique she should try to solve her problem?

Self-Quiz

1. When do adults learn best?
 - When there is pressure to learn
 - When there are no timelines
 - When they determine their learning goals
 - When they work on learning material on their own

2. Which is NOT a characteristic of adult learning?
 - Adult learners generally like to learn material on their own
 - Active forms of learning help adults connect better with what they are learning
 - Adult learners want to relate what they learn to what happens in their everyday life
 - Adult learners prefer to have some degree of control over their learning

3. What are the four learning styles?
 - Visual, Reading, Auditory, Spatial
 - Cognitive, Affective, Psychomotor, Visual
 - Visual, Auditory, Kinesthetic, Reading
 - Visual, Spatial, Kinesthetic, Auditory

4. What are the three learning domains?
 - Visual, Auditory, Kinesthetic
 - Cognitive, Affective, Psychomotor
 - Kinesthetic, Affective, Physically
 - Cognitive, Effective, Psychomotor

5. Which learning domain deals with the heart?
 - Affective
 - Cognitive
 - Psychomotor
 - Kinesthetic

6. Joe has been working as a hook tender for 25 years in all types of coastal terrain and conditions, and has used every type of harvesting system. He is often asked to train new workers because it is well-known that he has “seen it all.” What attribute of expertise does this describe?
- Unconscious incompetence
 - Conscious incompetence
 - Conscious competence
 - Unconscious competence
7. Samantha is able to consistently scale log values without making mistakes. When she is scaling, she is very focused on her work and very rarely requires someone else’s help to come up with the accurate scaling. What attribute of expertise does this describe?
- Unconscious incompetence
 - Conscious incompetence
 - Conscious competence
 - Unconscious competence
8. Jeff is a new faller trainee who just completed three days of the new faller training course. Yesterday he felled his very first tree, while receiving step-by-step instruction from his trainer. While driving with his trainer this morning, Jeff made the following statement: “Today I will fall the large cedar in our quarter, and I want you to leave me to do it by myself.” What attribute of expertise does this describe?
- Unconscious incompetence
 - Conscious incompetence
 - Conscious competence
 - Unconscious competence
9. Peter recently learned how to splice cable. Since then, he has been practicing his splicing technique with short lengths of cable during the one-hour drive to the worksite in the morning and at the end of the day. He is constantly asking the more experienced workers in the truck for feedback and advice on how to do things better, and it is starting to pay off. What attribute of expertise does this describe?
- Unconscious incompetence
 - Conscious incompetence
 - Conscious competence
 - Unconscious competence

10. What is LOTUS used for?

- Help an instructor develop a lesson plan
- Help an instructor select a delivery method
- Help an instructor select a learning style
- Help an instructor select a form of assessment

11. What are the four main criteria when selecting a delivery method?

- Objective, Material, Learners, Resources
- Objective, Content, Learners, Room availability
- Outcomes, Content, Logistics, Resources
- Objective, Content, Learners, Resources

12. What are the three roles a Coach or Trainer can take during training activities?

- Inspector, supervisor, coach
- Teacher, coach, mentor
- Boss, peer, qualified assistance
- Guide, mentor, friend

13. What is a key factor when selecting an instruction technique?

- The fit between the technique and the engagement level of the learners
- The fit between the technique and the time of the lesson
- The fit between the technique and the main learning style represented by a learning objective
- The fit between the technique and the size of the class



Now check your answers on the next page.

Self-Quiz Answers

1. When do adults learn best?

Answer: **When they have a say in their own learning goals and learning activities**

2. Which is not a characteristic of adult learning?

Answer: **Adult learners generally like to learn material on their own**

3. What are the four learning styles?

Answer: **Visual, Auditory, Kinesthetic, Reading**

4. What are the three learning domains?

Answer: **Cognitive, Affective, Psychomotor**

5. Which learning domain deals with the heart?

Answer: **Affective**

6. Joe has been working as a hook tender for 25 years in all types of coastal terrain and conditions, and has used every type of harvesting systems. He is often asked to train new workers because it is well-known that he has “seen it all.”

Answer: **Unconscious competence**

7. Samantha is able to consistently scale log values without making mistakes. When she is scaling, she is very focused on her work and very rarely requires someone else’s help to come up with the accurate scaling.

Answer: **Conscious competence**

8. Jeff is a new faller trainee who just completed three days of the new faller training course. Yesterday he felled his very first tree, while receiving step-by-step instruction from his trainer. While driving with his trainer this morning, Jeff made the following statement: “Today I will fall the large cedar in our quarter, and I want you to leave me to do it by myself.”

Answer: **Unconscious incompetence**

9. Peter recently learned how to splice cable. Since then, he has been practicing his splicing technique with short lengths of cable during the one hour drive to the worksite in the morning and at the end of the day. He is constantly asking the more experienced workers in the truck for feedback and advice on how to do things better, and it is starting to pay off.

Answer: **Conscious incompetence**

10. What is LOTUS used for?

Answer: **Help an instructor select a delivery method**

11. What are the four main criteria when selecting a delivery method?

Answer: **Objective, Content, Learners, Resources**

12. What are the three roles a coach or trainer can take during training activities?

Answer: **Teacher, coach, mentor**

13. What is a key factor when selecting an instruction technique?

Answer: **The fit between the technique and the main learning style represented by a learning objective.**