

"You Don't Have To Take or Pass a Test To Get Your Certificate" [Pay Now To Get Your Certificate](#)

8 HR. TEACHING TECHNIQUES

INSTRUCTIONAL METHODS

The benefits of problem-based learning include skill development in areas such as problem-solving, critical thinking, creative insight, decision-making, conflict-resolution, and higher reasoning, as well as in written and oral communication. By working through various challenges instructor will acquire their student's knowledge of problems and concepts through their own initiative, and gain greater respect for themselves and their fellow students. Instructors will allow the Students to also engage in problem-based learning through a cooperative-learning approach, in which students work in groups that determine different solutions to the same problem. This adds the further benefits arising from cooperative effort, including interpersonal and communication skills. And students come to recognize that a problem may inspire more than one reasonable solution.

After completing this course, the instructor should be able to:

- Compare and contrast several methods of teaching and explain their advantages and disadvantages.
- Discuss the use and importance of the senses relating to instructional materials for classroom teaching
- List Gardner's original seven categories of multiple intelligence
- Describe common characteristics of effective teaching methods and instructional materials.
- Explain how instructional materials can be used both appropriately and inappropriately

Teaching strategies are the methods by which instructors impart information and skills to their students.

Instructional aids are accessories, such as books or images, which facilitate student's learning abilities.

Many factors influence how students learn and how they will benefit from specific types of teaching methods or instructional materials. Students naturally vary, for example, in their interest toward a subject, their reasons or need to learn it, their ability to attend to or maintain interest in a lesson, the way they absorb information, and the duration to which they retain that absorbed information.

Consider how students at different levels of ability or interest will respond to a variety of different learning methods and instructional materials. Some students will easily identify essential items from the information you present; some will not. More highly motivated students will learn at an accelerated pace. Students with poor reading comprehension may need non-print images such as photos or diagrams to support the text. Similarly, you may encounter students with poor English-language skills, physical, or emotional disabilities that make certain instructional methods or aids a poor choice.

This course will introduce you to a number of different ways to think about intelligence and learning styles and how different students learn best. Remember that all students have the ability to learn, but different learners require different teaching methods and instructional aids. Recognizing your students' needs is a critical part of lesson development. This course will help you provide effective, varied resources that address students' abilities and disabilities and fulfill learning potential.

HOW STUDENTS LEARN

There is currently no one, overall, inclusive theory of learning styles (sometimes called "cognitive styles" or "personality"); instead there are a variety of theories. Most agree that multiple factors working together produce varying characteristics of learning abilities in different individuals. The following section discuss some of the factors that have been determined to shape a student's learning style, focusing primarily on three influential models of learning and intelligence: brain hemisphere dominance and theory of multiple intelligences.

The research data comes from three main ideological viewpoints or schools of thought:

- Personality Models.
- Perceptual Modality
- Information Processing

Personality models: nature and nurture

Personality models suggest that the way we perceive, organize, and retain information is primarily the result of our environment (nurture) and our genes (nature). "Nature-only" would mean that a person is only what he/she was genetically born with; that the environment had no role in determining or shaping intelligence.

"Nurture-only" would attribute nothing to genes, and everything to life experience.

While the "nature versus nurture" debate has been framed as a classic controversy of "either-or," it is a safe conclusion that both play a considerable role. Most experts accept the following three facts about the transmission of intelligence:

- Both heredity and environment contribute something to what we refer to as "intelligence"
- Heredity and environment interact with one another
- Environmental factors can interfere with the realization of the full potential of a person's intelligence, regardless of the person's heredity

So, what we consider intelligence appears to be the unique and complex interplay between our biological being (genetics) and the environment.

Perceptual Modality: the five senses

Perceptual Modality describes the individual's biological mechanisms or reactions to the world around him. It is the most basic way we interact with the world around us, taking in information through our sensory organs. In making decisions related to the selection of materials and teaching methods, consider these facts:

A student's capacity to learn relies on his or her ability to absorb information through the five senses, which include smell (olfactory), sight (visual), hearing (auditory), touch (tactile), and taste

(gustatory).

Good teaching methods and instructional aids take advantage of

The way the senses work and may do any or all of the following:

- Bring about deeper understanding
- Improve memory retention
- Emphasize important ideas
- Hold the student and instructor's attention
- Imprint a picture in the mind
- Increase rate of learning
- Clarify complex ideas

Research data suggests that students naturally emphasize what they learn from visual cues over those absorbed through hearing alone. In fact, a picture is estimated to increase retention by three times over words alone. Pictures and words, used together, cement ideas into consciousness more solidly than either alone. That means students hearing a lecture will tend to remember more about it if they see visual cues periodically throughout the lesson, and even more if they take notes.

Problem-based learning is an instructional method that develops the problem-solving skills needed to accomplish tasks both in the professions as well as in everyday life. In problem-based learning, students encounter a problem or issue and perform research in an attempt to reach a solution. As in everyday experiences, the process may begin with insufficient information. Students develop hypotheses in response to the problem. They gather and evaluate data from a variety of print, multimedia or Internet sources, and then revise their hypotheses in response to the data they encounter. A problem may have one or more solutions, and students' perception of the problem may change through synthesis, evaluation and communication with others.

Information processing: brain hemisphere dominance

Another important factor in understanding learning styles is the theory of brain function, which characterizes the way an individual's brain processes information, solves problems, and creates memories. Each side of the brain reasons and functions according to different strategies, with one side typically dominating.

Dominance refers to a preference for using one hemisphere of the brain over the other hemisphere. You may have heard people referred to as "right brain" or "left brain" dominant individuals, referring to the way that part of the brain organizes and processes information.

Listed below is information processing styles that are characteristically used by your right or left brain hemisphere.

Information Processing Style

The Left Hemisphere (LH) of the brain is rational, analytical, and verbal. It is most adept at language, math, logical analysis, and the processing of serial sequences of information. The Right Hemisphere (RH) is the intuitive, creative, mostly non-verbal part of our brain that uses symbols and images. The Right Hemisphere is holistic and intuitive, and responsive to visual imagery.

Individuals with left-brain dominance are described as successive processors. They prefer to learn in a sequential step-by-step manner, and are considered analytical in learning style. They are good at "connecting the dots." Individuals with right brain dominance are referred to as simultaneous processors, and are considered holistic or global learners. They typically see "the big picture" before details. The hemispheres can be further subdivided, into Forebrain (FB) and Hindbrain (HB) sections, with specific characteristics associated with each sub-section.

Strengths and weaknesses relating to brain hemisphere dominance

You can see from this description that left-brain strategies tend traditionally to be emphasized in the classroom, and right brain students may have felt left out or unable to compete academically. The left-brain, for example, is responsible for the linear and sequential processing of math, so the left-brained person tends to be comfortable with linguistic and mathematical endeavors. Left brained students will easily memorize vocabulary words or math formulas, and they tend to be good spellers, as the left brain pays attention to sequencing, spelling, agreement, and punctuation in writing. Left-brain learners have little trouble expressing themselves in words. They are punctual and deadline-conscious.

You can see that much of the educational system seems to favor or reward a left-brain style of information processing, except for actions related to creativity, which is governed by the right brain. When you process on the left side, you use information, piece-by piece, to solve a math problem or work out a science experiment. When you read and listen, you look for pieces, so that you can draw logical conclusions. Right brain people, in contrast, are "big picture" people; rather than working from pieces to the whole, they work from the whole to the pieces. They may know the right answer to a math problem by intuition, but not be sure how to calculate it. They may work "backwards;" for example, writing papers first and outlining them later, if it is required. Right brain learners may not be punctual or conscious of deadlines.

The best way to reach both kinds of learners is to combine left brain and right-brain activities. For example, assign projects that have both creative and analytical elements, and accompany text with images. The table summarizes some aspects of right and left brain dominant learning:

Left/Successive/Analytic versus Right/Simultaneous/Global Information Processing Style

Left/Successive/Analytic	Verses	Right/Simultaneous/Global
Linear -From parts to whole -Sees details first -Arranges pieces logically, then draws conclusions	VS	Holistic -From whole to parts -Sees big picture first
Sequential -Linear, sequential, logical processing	VS	Random -Random processing; May jump from one topic to another; will get things done, but not in a particular order
Symbolic -Processes symbols in language and mathematics. -Memorizes formulas easily	VS	Concrete -Difficulty reading using phonics; prefer to see words in context. -Need visual images and hands-on activities.
Logical -Linear, sequential, logical processing	VS	Intuitive -Uses instinctual or intuitive reasoning
Verbal -Express themselves easily with words	VS	Nonverbal -Thinks in images, may have problems finding the right words
Reality-based -Individual adjusts to reality; rule-conscious	VS	Fantasy-oriented -May be unaware of rules; creative problem Solver

LEFT (Analytic)	RIGHT (Global)
Successive (Left) Hemispheric Style	Simultaneous (Right) Hemispheric Style
Learning style emphasizes: -Verbal Meaning of Words -Sequential -Thinks in linear fashion -Logical -Planner -Remembers names -Prefers quiet while studying Rational	Learning style emphasizes: -Visual -Tone of Voice -Random -Thinks in varied order -Emotional -Impulsive/spontaneous -Remembers faces -Intuitive -Prefers background music while studying

Be aware that right-brain students may have trouble reading, especially if they learned to read using a system of phonics rather than seeing words in context. Because right brain students may be poor spellers, they may take more time to write a paper and have more difficulty with

proofreading. Advise right-brain students to reinforce their memory of information through the use of visual images, writing new information down, and/or illustrating it-making mental images of things they hear or read to help them remember. Right-brain learners will tend to learn well anything with which they become emotionally involved because emotion is processed on the right side of the brain.

To balance your presentation to right-brain learners:

- Create opportunities for hands-on activities, using something real whenever possible.
- Have students visit with you routinely, to assess progress and provide feedback.
- Present an overview (the big picture) before you begin a lecture.
- Recommend that all students (especially those with a dominant random nature) make lists and schedules
- Recommend that students always read instructions or directions before beginning a task
- Remind students to refer to the dictionary, and use the spell checker on the computer. Right-brain learners may lose points by not proofreading an assignment for spelling.
- Because the right side of the brain is color-sensitive, you might try using colors to emphasize points or a set of steps in sequence,
- Emphasize pictures and diagrams, charts and graphs, video, film, discussion, and music.

Visual-Auditory-Kinesthetic (VAK) learning model

"Learning styles" have been defined as "the way in which an individual experiences the world, and how that individual processes and integrates new information. Much of our learning style is dependent on the way we receive sensory information about our environment, our preferences in absorbing it, and making sense of the information.

According to the VAK learning model, from the field of accelerated learning, these preferences can be **visual, auditory or kinesthetic**:

Visual: Involving the transfer of information through observation; pictures, photos, diagrams, demonstrations, handouts, flip chart

Auditory: the transfer of information through listening; lectures, discussion

Kinesthetic: involving the physical; hands-on; practical (from the Greek "kineo" meaning "move," and "aesthesia"(meaning "sensation"); action.

A preference for a visual learning style means a need to see the information in a written or visual format. An auditory learner would prefer having new information explained by the instructor, and then discussed by the class. While learners use all three dimensions to absorb information, one or more is typically dominant, although the individual may prefer one sensory filter or learning style for one type of task, another for learning a different type of task.

According to this model, the majority of people have a dominant or preferred way of learning, but most individuals use all three or a blend of the styles. That means most students are able to

take in information from more than one channel or sensory dimension. For example, in a class of 30 people, the majority will be able to take in information a number of ways, and can learn with the presentation of visual, auditory, or kinesthetic methods. A few, however, (estimated at 20%) will be visual-only, audio-only or kinesthetic-only learners, requiring that one type of presentation to learn effectively.

Not surprisingly, schools systems have historically tended to favor auditory or visual learners, and neglect or punish kinesthetic learners, who tend to drop out of the system at a higher rate than any other group. Instructors should be able to present information in all three ways so that each type of learner sees something of their preferred style of learning, and has the information reinforced by the two other types of learning styles. Remember that a preference for one style does not mean that the other two information channels are useless.

The following table is a simplified learning style indicator showing typical preferences for each type of learner:

VAK Learners table:

	VISUAL	AUDITORY	TACTILE
	Show me	Tell me	Let me try
Selecting a car	Read reviews	Ask friends	Test-drive
Cooking a meal	Use a recipe	Ask your mom	Trial and error
Choosing an outfit	Look at catalogs	Ask sales staff	Try things on
Learning to use new equipment	See instructions and a diagram	Hear verbal explanations	Try it out
Gift choice	A book	A CD	Tennis racquet
Explaining something	Watch this	Listen to this	Do this
Finding your way around a new city	Use a map	Ask directions	Use your intuition and a compass

Visual-learning style preferences

- Visual learners are associated with either linguistic or spatial dimensions: Visual-linguistic learns best through reading and writing.
- Visual-spatial learners may not read or write well, absorbing information best from visual images, like charts or diagrams, a demonstration, or a video. Visual spatial learners often have a very good spatial sense and rarely get lost. For all visual learners, the act of taking notes (not necessarily the studying of those notes) is useful, as it reinforces the material they are hearing.
- Visual learners tend to remember more of a lecture if they see it, as well as hear it, being delivered.

For these students:

- Use visual aids

- Provide an outline
- Have students take notes
- Ask students questions
- Provide handouts that leave white areas where students can write notes
- Use boards or flip charts to note information
- Tell students what the information objectives of the lecture are

Auditory-learning style preferences

Auditory learners may not read and write well. They may move their lips, or speak out loud, when they read. They may talk to themselves and prefer to hear, rather than read, instructions.

For these students:

- Always preface new information with an introduction of what you are going to present, and end with a round-up of the material covered.
- Use educational tasks that involve hearing, such as lectures, discussions, and brainstorming sessions.
- Question students about the material you are teaching.

VISUAL AUDITORY TACTILE

Show me Tell me let me try/ here are some examples:

Selecting a car, Read reviews, Ask friends, Test-drive, Cooking a meal

Use a recipe, Ask your mom, Trial and error Choosing an outfit, Look at catalogues. Ask sales staff, Try things on Learning to use new equipment, See instructions and a diagram Hear verbal explanations Try it out Gift choice A book ACD Tennis racquet Explaining something

Watch this, Listen to this, Do this Finding your way around a new city

- Use a map, Ask directions Use your intuition and a compass
- Use educational tasks that involve hearing, such as lectures, discussions, and brainstorming

sessions

- Questions students about the material you are teaching

Kinesthetic-learning style preferences

Kinesthetic learners are associated with the dimensions of touching (tactile) or moving (kinesthetic). These students tend to maintain greater concentration of a lecture if they take notes, use visual images such as doodles and diagrams, and may find color highlighters useful. They tend to be "big picture" people, for example, scanning material initially to get the overall picture, and focusing less on the details.

- Allow breaks where students can do something physical
- Use colored markers or chalk to highlight information on boards and charts
- Use diagrams and visual images to emphasize points

Choosing effective teaching methods

As we have discussed Teaching and learning occur through many different means, with not all instructors at the same levels of ability in all methods of teaching, and not all students able to benefit equally from different teaching methods. Teaching methods and instructional aids must be relevant and appropriate to the type of information and learner. Ideally, the teacher maximizes learning potential for the greatest number of students in the class as possible, by selecting effective teaching styles that the majority of students understand and appreciate, and from which they can benefit.

Instructional methods are strategies used by instructors to communicate lesson objectives. Long before classes begin, the instructor decides what methods are most appropriate to his or her topic, teaching style, and students' needs. The best instructors are those who are skilled in many teaching styles and methods, and can choose those strategies that best suit the topic at hand and the students' learning styles. This course will introduce some important elements of decision-making, planning, and preparation that go into lesson development and classroom presentation.

As an educator, you can respond to different learners with one of the following strategies;

- (1) Identify a person's individual learning style and adapt instruction toward that person's strengths and preferences
- (2) Use a variety of different instructional styles, methods, and materials and adapt the course design to reach all kinds of learners.

In choosing a wide variety of materials and methods, do not rely too heavily on any one mode of instruction or type of instructional aid to convey information, but include as many different methods as is possible and practical. This "one size fits all" method assumes that if a learning activity doesn't fit that person's natural style, the person will still be able to achieve a set of pre-defined instructional objectives through the use of multiple educational styles and instructional aids.

TEACHING TECHNIQUES IN EVALUATING AND GRADING

Evaluation is a necessary and important component of education. Without the cosmetology, manicurist or estheticians instructor evaluation, the student is not able to track what he or she has

learned, nor can the instructor be sure of what has been taught. Evaluation serves not only to provide a look back, but to enable the instructor to see that the students have attained the learning objectives set out at the beginning of the course; it also serves as a look forward. Instructors can use their evaluations of student Performances to track if the student is doing well and what is needed to assure the passing of the state board exam.

Evaluating student performance usually involves the awarding of a particular grade. Evaluating the student and assigning a grade greatly benefits the student, as it provides feedback to the student regarding the way he or she is learning, and what expectations the instructor has regarding how the student is supposed to learn, including at what pace or level of ability. Additionally, evaluations point out areas of particular strength or weakness. Evaluations also benefit the instructor, helping him or her learn what to grade, how to grade it, and why.

Grading

Identifying the educational progress of the student is one reason for grades and evaluation tools. Measuring skill, knowledge, and other less tangible characteristics, such as attitude, is an important element of grading, as well. The guidelines surrounding grading and performance evaluation must be fair and understandable to everyone participating in the process. When grading and evaluation are arbitrary, students and/or instructors become unhappy and programs suffer. It is for this reason that schools, universities and accredited training programs of all kinds have to establish uniform Criteria for grading and evaluating students.

Grading serves several vital functions in the educational environment.

Grading provides a means of immediate feedback to the student about his or her learning process. In order to be meaningful, however, the grade has to be associated with the educational objectives the instructor has determined for the course. When the objectives are clearly defined, the instructor can begin to determine how to measure the achievement of those objectives. For example, in a cosmetology course, if the objective is to enable Students to pass the state board examination, a consideration of the skills and knowledge needed to pass that examination must go into the development of the objectives for the course, as well as the determination of how to measure the objectives.

Grading can be a very difficult part of teaching, for many instructors.

Instructors do not want to hurt student's feelings or damage their sense of self-esteem. In some cases, instructors act out of a desire to be liked, believing that awarding poor grades will result in animosity from students. The process of grading can be difficult, but is very important for an instructor to master. In fact, when grading is implemented in a fair, equitable manner, it can even have a motivating effect, compelling students to attend to a subject and study hard.

In cosmetology, manicuring or esthetics, there are three main areas to be assessed or evaluated: theoretical knowledge, practical skill and attitude. Theoretical knowledge covers information students learn from textbooks, class lectures, and discussions. Practical skills are those skills needed to practice the profession, and are typically learned in labs, practice work, and performance or demonstration.

Practical skills in cosmetology manicuring and esthetics include everything from cutting and coloring hair to conducting safe and Hygienic pedicures to practicing sanitary skin care.

The State Board generally establishes the basic requirements for accredited cosmetology, esthetics and manicuring courses, including what Percent of coursework is theory, and what percent is practical Knowledge. Students are evaluated on both theoretical knowledge and practical skills, with each area requiring different testing formats and types of grading or assessment.

Grading is the single most contentious topic between student and instructor; it is critically important that instructors are able to clearly articulate their rationale for grading before and throughout the process. Grading must be impartial, and should encourage students to achieve their goals in their practitioner field. It should also strive to avoid damaging students' self-confidence. In each case, the instructor must establish and maintain high standards of expectation in the classroom and for individual students.

The obligation does not end there, however. The instructor also has to assist students in meeting high expectations through thoughtful course design and careful evaluation. Unfortunately, classrooms are filled with people who are, above all, human, and thus subject to various influences in their grading. These influences, however, must be avoided if the instructor and student are to flourish in the educational environment.

While it is difficult to quantify any further the characteristics that make up a good grading practice, it is much easier to instruct on how not to grade. Instructor must make sure that they use the same grading scheme to grade and not just out of feeling. The grade assessment must be on the student performance.

Another example of how not to grade is consistently giving low or high grades to a particular student based on the instructor's like or dislike of that student. This grading scheme has nothing to do with the student's actual performance and more to do with how the instructor perceives the performance based on their personal feelings about the student again, this grading method is fraught with danger for the instructor and must be avoided at all costs.

A third type of grading to avoid is grading based on the instructor's personal values regarding the importance of a particular skill.

For example, an instructor might be so wrapped up in the proper way a cosmetologist do a roller set that he or she ignores the substance of an individual's examination answer, based on the roller set. A way to avoid getting caught in this grading trap is to be clear about your expectations for students, and inform them regarding the elements you will consider when grading. This will ensure that you and your students remain focused on the objectively laid out criteria, rather than whether the student used the "proper" roller set method.

Grading by assumption is yet another trap an instructor can fall into, putting either a positive or negative spin on the grading, depending on whether the instructor has had good or bad experiences with a particular student in the past for example, if a student routinely gets "A's" on examinations, the instructor may grade the student's work without paying close attention to details, missing the fact that the student actually performed at a "C" level on a particular examination.

When an instructor has a negative experience with a particular student, it can influence the grading of that student as well. On past performances or a negative relationship can validate a grading scheme, creating inconsistencies in grading and evaluation that must be avoided. This type of grading is based on the person feeling then the actual student performances. Another danger involves grading students for work that the instructor cannot verify, meaning that the instructor grades based on work that is not evident or he or she did not see, an example of this is if the student is working on a practical roller set and the instructor has to sign off on it. In this case, the instructor assigns grades with no real value or meaning because he or she did not actually observe the work that is associated with the grade.

Some instructors do not like to award low grades, giving all students high marks. They may want their students to have high self-esteem, or may want the students to like them. Clearly, giving students a false sense of accomplishment by awarding high grades that are not appropriate serves no one in the long term, nor does it help them pass the state board examination. The student may graduate from the program without a real understanding of the concepts and skills needed to function as a cosmetologist manicurist or esthetician. Additionally, students may not have the skills necessary to pass the State Board examination. Therefore, the instructor must at all times keep the objectives of the course and the learning institution in mind. It is not the instructor's responsibility to be liked or make friends. Rather, it is to produce students who can be sent into the field as competent cosmetologist's manicurist and estheticians; individuals who are able to open up shops, follow sanitation rules and policy or work in established salons in a competent and comfortable manner.

Finally, instructors may be afraid to grade altogether. They may not want to disappoint students or make them angry. Ultimately, however, this destroys the educational experience of the student, who needs an objective assessment of his/her learning to ensure that he or she leaves school with the skills needed in a cosmetology career. It is important for the instructor to avoid these traps and ensure that he or she gives students a fair, objective assessment and grade.

A student needs to be able to understand not only what is expected of them at the beginning of the course, their status along the way and at the end of the course. If all students receive "A's", but cannot pass the state board examination, the student, the instructor, and the institution will suffer, and, ultimately, so too will the profession.

Before the instructor can progress to grading, however, he or she has to define a set of skills and abilities to measure. For example In cosmetology, this can include knowledge and skills relating to shampooing, coloring, permanent waves, and hair straightening procedures, and cutting

techniques, among others. Thus, the instructor, in addition to considering what learning objectives he or she personally thinks are important, must also keep in mind what their institution considers important criteria and that criteria must be met. Consequently, before an instructor can consider what to grade or how to grade, he or she must consider what educational objectives to measure; create a program to teach those objectives, and, ultimately, a program to test those objectives.

In order to be meaningful, grading has to be fairly implemented and easily understood by the students. It also has to take place at appropriate times during the course of study. Grading during the course of the semester might serve to provide some immediate feedback regarding in what areas the student should concentrate. Grading during the course of study can also serve to motivate the student, particularly in the case of positive marks or grades, or provide constructive feedback.

In addition to the two types of grading, there are also two types of evaluation that take place with grading—outcome or formative evaluation and summative evaluation. Outcome or formative evaluation determines what the student knows before instruction and what they have learned through specific lessons. This is best accomplished by pre-testing the student to determine his or her knowledge base prior to a course of study, and then post-testing the student after completion of the course of study, to determine what he or she has learned. This method provides a ready comparison between the pre- and post-knowledge stages.

Summative evaluation, on the other hand, involves assigning grades after testing is complete. Summative evaluations can take place throughout the course, using quizzes, midterms, and other examinations, both written and practical. Summative evaluation focuses only on the current learning, not on a comparison between what the student knew at a previous point and what he or she now knows.

So what is the difference between a Summative Evaluation and Learner Assessment?

Although both might look at the same data, a Learner Assessment generally looks at how an individual learner performed on a learning task. It assesses a student's learning -- hence the name Learner Assessment. For example, you might assess an entire class of students, but you are assessing them individually to see how each did.

A Summative Evaluation, on the other hand, looks at more than one learner's performance to see how well a group did on a learning task that utilized specific learning materials and methods. By looking at the group, the instructor can evaluate the learning materials and learning process. For example, here you may find that, as a group, all of the students did well on Section A of some instructional materials, but didn't do so well on Section B. the instructor would indicate that the students should go back and look at the assignment of Section B.

How to grade

In determining a grading scheme, the instructor will have to address several questions. First, to what extent should written tests, quizzes or performance tests be used? In many areas of cosmetology, written tests can have great value in terms of testing memory and recall, as well as providing experience for a state or other licensing examination. Second, how should performance

on a project be evaluated? Is speed of completion going to be a factor, or is accurate completion the primary goal, or some measure of both?

Third, should the quality of homework and other assignments influence a student's grade, and to what degree? The instructor may decide to assign regular homework assignments to ensure that students are progressing in the subject area. Timely and regular completion of these assignments may be a factor in deciding what grade to assign. Finally, should students be evaluated solely on current performance or on their degree of improvement?

PREPARING AND GIVING EXAMINATIONS

Emphasize what students are expected to learn as described in the state content standards and curriculum. The test should reflect this content. By concentrating on the state standards, you will be less likely to feel that you have to "stop everything" to drill students on test prep.

By teaching to the standards, not only are you preparing students for the test, you also are ensuring that they're exposed to the content and skills they need to progress and advanced.

Developing a test plan

A test plan is a list of the content areas that will be covered by a test, and the weighting or value associated with each area or objective. "Weighting," means: attributing a level of importance to each content area by associating it with a "weight." Different subject areas are weighted differently to reflect differences in difficulty or complexity of information and time required to learn the subject. It also often includes the format of questions.

An instructor may be able to use the same criteria across many activities, or may require a different scale of criteria for each unique performance. When rating a performance on a number of dimensions or factors, consider the following: will you be adding up all relevant scores? Will they be weighted equally? If you want to weight all scores equally for a final score, rating systems should share the same scales.

Test plan objectives must conform to course objectives, and the amount of time or questions associated with each subject on the test plan should reflect the amount of class time spent teaching that particular content area. A test plan benefits both the student and teacher by clarifying what information is important, and how knowledge or skills must be demonstrated on the exam. It can be distributed to students and used by them as a study guide.

The test plan, in its broadest sense, is an outline of the course and the substantive areas to be covered. Each of these areas is associated with the relative weight, or importance, accorded those subject areas, the type of questions that will be used to test each subject area, and the total number of given questions. Designing appropriate tests is a matter of careful planning. The instructor must outline the content to be included in the examination, and attribute the weight attached to each element. The Examination should also be balanced, focusing more questions on the course elements that are weighted more heavily and fewer questions on those subject areas

that are considered less important.

The layout should ensure that learning over the span of the course is tested proportionally according to the test plan.

Proper weighing of examination topics and questions requires careful consideration of the amount of class and study time spent on particular topics in addition to what the instructor, personally, thinks is important. The worst thing for an instructor to hear from a student is "you tested us on something we never learned in class," or "we spent a day on that and three quarters of the test was on that topic." A carefully drafted test plan is essential to ensure the objectives are tied to the examination format and questions, and that all these areas, together, actually track what the student learned during the course of study. Because the ultimate objective of the cosmetology course is to pass a state board examination, course design and testing should ensure that students learn the elements related to licensing. Other considerations include the duration or length of time the exam takes, how many questions to include, and what types of questions should be included, i.e., multiple choice, short answer, essay, or true/false.

PERFORMANCE TEST

Performance tests measure actual levels of skill and abilities required in performing the day-to-day tasks of a cosmetologist manicurist or esthetician. Performance tests, like other test lay out, must be fair, designed so that all students have a chance to succeed, and are evaluated according to objective criteria. When designing a performance examination, the instructor should consider the following:

- Identify the techniques necessary for salon work.
- Identify the knowledge these techniques require.
- Consider which areas of performance to evaluate
- Select appropriate test objectives
- Assign a time limit for completion of each objective
- Prepare necessary equipment for the examination
- Organize the equipment
- Design score sheets or checklists and evaluation tools

Before an instructor can design a test or evaluation, it is important he or she defines exactly what will be measured; in other words, what educational objectives need to be met, and how to assess whether or not they have been met. As stated earlier, these objectives are typically driven by the particular institution of learning; however, the instructor may have great latitude in determining the objectives for a course.

In order to design an effective test, the instructor needs to identify what the student is expected to know. The instructor should first identify what skills, abilities and knowledge the cosmetology manicurist and esthetician student should expect to gain from the course. Once the instructor has identified what they expect the student to attain through the course, he or she must determine which of these skills and abilities are most important, and how students can be tested on them. Finally, the instructor designs test questions to evaluate the students' learning.

Domain and the psychomotor domain.

These domains also have subcategories in them arranged from the most simple to the most Complex, reflecting Bloom's belief in how learning progresses.

The cognitive domain includes memory, recognition and understanding, along with the subcategories of knowledge, comprehension, application, analysis, synthesis and evaluation. Testing at the knowledge level is based on simple recall of facts, methods or procedures. Testing at the comprehension level requires a deeper understanding of the subject matter. An application level test question requires the student to take what they have learned, apply it to a specific situation, and arrive at an answer. While it is not necessary for an instructor to follow that format, specifically, a well-written examination will have a variety of questions testing different types of knowledge.

To illustrate the difference between knowledge, comprehension and application level questions,

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

consider the following:

On A Knowledge Level:

The concept of porosity refers to:

- A. How fine or coarse hair is
- B. The speed with which hair absorbs a solution
- C. The flexibility of the hair
- D. Hairs per square inch

Knowledge level questions involve the recall of simple facts or information from memory. There is little if any analytical or critical thinking involved.

On A Comprehension Level:

When straightening a client's hair, the stylist applies ammonium thioglycolate, which breaks down the _____ and _____ in the hair, enabling the stylist to relax the hair.

Comprehension level questions are more difficult to answer than knowledge level questions. The comprehension level question requires that the student demonstrate a certain understanding of the course materials and how they relate to one another in order.

Application Level

A client comes in with hair bright red color in her hair. She tells you that it was supposed to be a honey blond color. The hair is dry and brittle, and she tells you the color was just done two days before. She wants you to fix it. What are the factors you have to consider, and how do you advise her?

Application level questions are the most difficult of all the question types to include on an examination. The application level question requires the student to bring up information from memory, understand the concepts and theories, and then apply that knowledge to a problem, situation, or set of facts.

Application level questions require a significant degree of comprehension and understanding.

Types of assessment

Testing or assessment may be diagnostic, formative or summative.

Diagnostic assessments attempt to measure students' abilities and deficiencies before instruction begins, and then adjust the curriculum to meet each student's specific needs. Diagnostic assessment is typically un-graded, so as not to penalize students for their academic weaknesses before the curriculum is taught. Outcome evaluations are a particular kind of diagnostic test used to assess the effectiveness of instruction. Instructors develop a pre-test to assess the level of knowledge or awareness of an issue or topic, teach the information, and then post-test to see if the instruction was effective.

Formative testing includes any type of pre-testing or assessment "along the way." Formative tests are often diagnostic, and typically not graded, but used to understand the extent of students' knowledge and gaps in theoretical knowledge or skill sets. (Some theorists consider diagnostic assessment a part of formative assessment, while others consider it a qualitatively different form of testing.) Like diagnostic testing, formative testing is typically not graded, and is used as a diagnostic tool.

Formative testing considers assessment an integral part of instruction, rather than just an end product at the close of a course. Testing is not something done to students, but equally, for students benefit. In formative testing, test data becomes part of a feedback loop that is used to change curriculum and enable students to learn more effectively. Formative testing often helps instructors pinpoint areas where students need to show improvement, and can help instructors make decisions regarding students' education.

Summative assessment usually takes the form of a test given at the end of a unit of instruction, to assess students' progress toward an overall goal. It is a comprehensive examination of the students' areas of accomplishment and deficiencies.

Summative testing involves assignment of grades after the examination. The most effective summative testing shares the following characteristics:

- **Relevance:** also referred to as "authenticity." Test items reflect objectives related to the theoretical world of the classroom as well as practical applications or knowledge and skills.
- **Variety:** It is best to use a variety of testing methods as students may naturally excel in one area or another, or be deficient in a specific skill or theoretical area. Some students have specific anxiety or phobia regarding one method of testing. Assessment should be in each of the three learning domains, and should reflect higher-level analysis or thought processes, as well as rote recall.
- **Quantity:** assessment techniques are repeated frequently enough to assure validity and reliability in results.
- **Testing:** should produce a representative sample of students' work.
- **Quality:** assessment techniques are valid and accurate and reflect course objectives
- **Reliability:** assessment techniques ensure consistency of that result. This means that other instructors viewing the same performance would produce the same grade according to the given standards and criteria. Quality and reliability need not go together; tests can be accurate but not reliable; reliable but not accurate.

Examples of Types of test questions

Students are typically evaluated through written or practical testing

Of the following kinds:

True/false

True/false testing presents a statement, asking if the item is correct or incorrect. Some advantages to true-false testing are that it takes little time to write tests in this format, and also minimal time to grade. Guessing is a disadvantageous aspect of true-false testing, as students who do not know the answer have a 50-50 chance of getting the answer right. To make questions more difficult, students may also be asked to correct false statements presented to them.

Statements, or "stems" of questions, should be similar lengths.

Avoid unnecessarily confusing wording or giving the answer away to students by avoiding words such as "never" or "always" and "not" in the stem of the question. Some instructors prefer to begin writing a test using all true statements, and then revise about one-half of them, making them false. Avoid "trick" questions that grade interpretation of the question more than factual information. Use clear, simple language and avoid vocabulary words with which students may not be familiar.

Make sure items are unambiguously true or false, and ask students to write the entire word ["true" or "false"] or circle the correct item, rather than writing just "T" or "F," which may appear similar depending on students' handwriting. You may also choose an elaboration of instructions to clarify statements, such as:

"Mark true those statements you think are true, and mark false those which are partially or completely false."

Matching

Matching tests examine students' ability to recall information and associate concepts with one another. Use clear, careful wording in matching instructions. For example, it is useful to identify each set of concepts with a title, for example "List 1": and "List

"Choose the item in List 1 that is most closely associated with the item in List 2."

List 1

1. Red
2. Green
3. Blue

List 2

- a. The color of a stop sign.
- b. The color of the sky.
- c. The color of grass.

Key points in matching tests:

- Keep items in the same format and list all sets of questions and answers on one page
- Include a greater number of answers than the number of questions to increase the degree of difficulty.
- Keep exams relatively short, no more than 20 questions, and make each individual item or set question and correct answer brief.

Completion

Completion (or fill in the blank) testing requires students to supply from memory words or phrases suggested by a description or statement with missing terms. Completion tests may be time consuming to write, but take little time to grade.

Key points in completion tests:

- Keep sentences and paragraphs short and to the point
- Provide clues but avoid giving the answer away
- Ensure that the correct answer is the only correct, or most correct, answer
- Use appropriate vocabulary words and degree of complexity
- Do not divide a question, or question and answer, between two pages

Multiple choices

Multiple choices consist of a phrase or statement, called the "stem," and more than one possible response, of which one is correct (or most correct) and a number of incorrect (or less correct) responses. Multiple choice tests can vary considerably in degree of difficulty according to the amount of similarity among responses.

Depending on the way it is written, a multiple choice exam can be an efficient test of knowledge, or a reasonably easy guessing game.

In writing multiple choice questions, the stem of the questions should be emphasized over the responses, and it should be written in the affirmative, rather than the negative manner. Avoid the use of "always" or "never," which tends to disguise answers. Answers should be presented in a random order so that the correct answer is not in the same physical location among the foils. Similarly, take care not to hint or provide answers to other test questions within the context of multiple choice questions. Stems, correct answers, and incorrect responses should all be the same length and in similar form. Confirm that the foils and correct answers are of similar length and complexity; don't give away answers by making foils obviously ridiculous.

Essay Questions

Essays question require answers in the form of a short sentence, paragraph or short composition. Essay questions can be particularly useful in measuring student knowledge and comprehension, as well as determining whether the student can apply analytical skills and knowledge learned to practical situations. Further, essay questions can aid the student in developing critical written communication skills, which are essential in virtually any professional practice.

Some instructors look unfavorably upon essay questions, because they do tend to require more work on the part of the instructor. Additionally, essay questions are problematic because what is evaluated, the weight placed on various factors and other subjective factors unique to the individual instructor come into play, resulting in inconsistencies in grading. Further, because essay questions inherently require more time to answer, only a limited number can appear on a test, resulting in the testing of a smaller than desirable knowledge base related to a given examination. Another point that the opponents of essay question testing make is that cosmetology, esthetician and manicurist is largely concerned with behavioral and cognitive abilities and the performance of certain sets of skills, which essay questions do not adequately measure. While this may be correct, the essay question can be valuable in assessing the student's ability to explain various procedures or apply their knowledge to specific factual scenarios.

Some examples of essay questions reflecting the different levels of question, knowledge, comprehension, and application, are as follows:

Knowledge Level

Describe the difference between a color and color filler?

Comprehension Level

A client comes in with gray hair which has a distinctly blue tint. What is the reason for this? What treatment would the stylist recommend and why?

Application Level

The stylist gives a new client a haircut. The client's hair is shoulder length, medium textured, and straight, after the haircut, the client's hair looks as though it's been cut with a razor. What are the possible causes of this scenario? What can the stylist do, if anything, to correct it? What should the stylist do to avoid this problem in the future?

True/false questions

True/false questions, like essays, have advantages and disadvantages unique to that particular type of question. Because they are typically drafted as a short sentence or two at the most, a large number of true/false questions can be included in a test. Additionally, the instructor can probably draft a test of true/false questions relatively quickly, allowing for a shorter period of time required to write the test. Additionally, the time required to answer true/false questions is probably the shortest of any test question format. Because a large number of questions can be used, a broader cross-section of the curriculum can be tested using this method.

If the instructor decides to include true/false questions on an examination, there are some suggestions to increasing their usefulness as a testing tool:

- write all the statements as true statements initially
- keep all the content statements short
- avoid using "always" or "never" in the statement
- use clear, concise and direct wording

Matching questions

Another type of question that an instructor might use in drafting a cosmetology, esthetician or manicurist examination is matching. Instructor in favor cite the advantages, which include that the matching question can test recall and associations; that students learn and store information in the memory together for later recall and use. The disadvantages include the fact that one incorrect match typically guarantees that there will be an additional wrong answers for every mismatched pair. Another disadvantage to matching questions is that matching results in fewer remaining choices, resulting in more guesswork regarding the right answer.

Some considerations to keep in mind when drafting matching questions are:

- Make sure that the items in a set are common to each other
- Make sure sets have no more than fifteen or twenty items
- Keep sets short so completion time remains short
- Ensure the numbers of possible matches are greater than the number of problems
- Keep all items and matches on one page

Completion questions

Completion, or fill in the blank questions, are those in which the instructor writes a statement with missing information and the student is required to complete the statement. Proponents of

this type of question believe they are a good measure of recall learning. Additionally, a large amount of material can be covered in a short period of time using completion questions, making the completion question a particular favorite with many instructors.

Opponents of completion questions, on the other hand, believe they provide too many clues to the right answer, and therefore are not an accurate measure of true learning. Further, these examinations require a significant amount of time to draft and score, increasing the total amount of time needed by the instructor to create and evaluate the exam.

Some important considerations for drafting completion questions are:

- Draft the question to ensure only one correct answer
- Ensure appropriate language and reading levels
- Keep questions short
- Ensure that the language used is clear and concise
- Include enough clues in the statement without giving away the answer
- Avoid writing styles that hint at the answer
- Keep paragraphs clear and concise
- Ensure the completion question begins and ends on the same page

Examples:

Knowledge Level

1. The action of a neutralizer is to _____.
2. Overuse of bleach can lead to _____.

The knowledge level question, as a completion question, produces simple recall from memory, allowing the student to correctly fill in the blank with relative ease.

Comprehension Level

1. Acid balanced rinses are formulated to prevent color fading. Two things the rinse does to the hair which aid in prevention of fading are: _____ and _____.

Comprehension level completion questions utilize more advanced processing and understanding of concepts to answer the question.

Comprehension level completions typically require filling in more than one blank.

Application Level

2. A client of yours is home bound due to accident. The accident has left her weak and her flexibility and ability to bend are limited. You are going to work on the client's hair in their home. In this case, you would choose to do a _____ shampoo, because _____.

Application level completion questions require the most advanced knowledge of key concepts and principles as well as an analytical process in which the student engages that enables him or her to successfully answer the question.

Multiple choice questions

Multiple choice questions are probably the most popular question type for examinations, for a variety of reasons. First, their scoring is completely objective, making them a beneficial and useful measure of student learning. Second, a large amount of material can be covered in a short

time. Third, student guessing is controlled by the number of "foils" or wrong answers inserted in the question. Finally, the difficulty of each question can be controlled by the degree of similarity between the right answer and the foils. Multiple choice proponents like that the knowledge and learning tested goes beyond mere recall; questions can be drafted to test not only simple recall, but knowledge, comprehension, and application as well.

Multiple choice questions are typically drafted with a choice of three or four possible answers.

When drafting multiple choice questions, some tips to make them more effective are:

- Ensure the stem is the largest part of the question
- Keep questions equal in length to one-another
- Ensure that the questions are not completely mindless, to increase the level of difficulty
- Do not write questions that provide the students with answers to other test questions (students who read the exam through first may use this technique to find the answers to other questions)
- Draft the question in the affirmative
- Do not use "always" or "never" in either the stem or the foils of the question.

Test analysis

An analysis of the examination can help the instructor determine, in retrospect, whether the questions drafted were easy, moderately difficult, or very difficult for the students to answer. In some cases, an instructor may find a question he or she considered "easy" was rarely chosen as the right answer, proving the question was actually difficult, in the instructor's post-examination analysis.

Easy questions are drafted with the expectation that most students will get the correct answer. These questions motivate the student to continue with the test more than separating out those who know the curriculum from those who do not. A certain amount of test questions should be of the easy variety. The easy questions are identified in the post examination analysis by the proportion or number of students who got them right. If most students got the correct answer, the question can properly be categorized as "easy." Easy test questions function primarily to test recall. They are typically located among the first questions in an exam.

The medium difficulty question makes up the bulk of a well drafted examination. These types of questions are identified, again, by how many students get them correct. The best students in a class will get almost all the medium questions correct. The average student will get many of the medium difficulty questions correct, and the below average student will get only a few correct. In sum, the medium difficulty question serves as a barometer to differentiate or sift out the knowledge levels of students in the course. Medium level questions test recall and comprehension.

The difficult questions, while not making up a significant portion of an examination, should appear near the end of an examination. Only the best students will get many of the more difficult questions correct. Average students are likely to get a small number correct, and below average students are less likely to get the more difficult questions correct.

Analyzing the examination in this fashion will, in addition to helping the instructor categorize the questions as easy, medium or difficult, help the instructor determine if the test, as a whole, was fair, and assess its actual level of difficulty.

Foil Analysis

In addition to analyzing the test questions overall, the instructor will want to analyze the multiple choice questions. In the same way that a side-by-side comparison of students' performances on a particular examination question can help the instructor determine if the exam or questions were easy or difficult, a comparison of the foils will achieve this goal, as well.

Easy questions will have foils that are clearly wrong; with even below average students likely to get the correct answer. Moderately difficult questions typically have two foils, which are clearly wrong, but the remaining foil and right answer will be quite similar. Finally, difficult questions will have four partially correct choices, but only one of which is the best answer. Only the best students in the class are likely to get these difficult questions correct.

In addition to evaluating students according to these measures, there are other ways to assess cosmetology, manicurist or esthetician student performance. Because written tests may have little to do with what cosmetology students actually do on a day-to-day basis in the field, other, more descriptive evaluations can have great value in assessing the knowledge and abilities of cosmetology students.

Short answer and essay

Essay questions do not provide any part of student responses.

Instead students write answers of varying lengths, anywhere from a short sentence or phrase to a paragraph or number of pages, providing basic information and explaining their understanding of specific concepts. Essay questions can be particularly useful in assessing abilities that require a series of specific steps within a general context, or combining a test of both theoretical and practical skills.

Tests may be objective or subjective. Some examples of objective tests are true-false, multiple choice, and fill-in-the-blank. Objective tests typically require students to recall information learned and apply it to test situations, while subjective tests are more often used to evaluate working vocabulary, as well as cognitive processes, and explanatory or reasoning abilities, which go beyond simple recall. Some examples of subjective texts are short answer, essay and oral exams.

Essay questions may be used less frequently than the other types of testing discussed above due to its difficulty and subjectivity in grading. While some teachers are inclined to grade "harder" than others in any kind of testing situation, objective tests like multiple choice or fill in the blank (where there is one unequivocally right answer and the rest are wrong) are not open to interpretation in grading to the same degree as essay tests, where answers are not absolutely correct or incorrect.

Students rely on instructors to grade tests consistently, without reference to the individual being

tested, but this is not always the case. Teachers may be subconsciously influenced by positive or negative factors associated with the student. Ideally, essay tests should be graded without knowledge of the student's name, but know that unhappy students may legitimately question your grading criteria. To keep students anonymous, you may want to request that students put their name on a page of the test that you avoid or fold over.

Essay questions take more time for students to answer than matching, multiple choice, or fill in the blank. Questions should be selected carefully, as students can only cover a limited number of topics. Instructors may want to limit the amount of writing in each essay question from a number of paragraphs to pages. This will force students to prioritize the importance of information overall. Each essay question should be a composite of many pieces of correct information. In grading a question, it is useful to plot a "plus" or "minus" for each significant phrase or statement that makes up the question.

Demonstration/performance testing

Yet another type of assessment is performance testing. Performance tests combine cognitive (intellectual) and behavioral learning or skills through the use of demonstration or performance of the abilities. Performance tests are a common requirement in cosmetology, manicurist and esthetician as the skills they test are central to these fields of practitioner study and training. Effective demonstration or performance testing pinpoints critical tasks or knowledge and appropriately tests students in those specific areas.

Demonstrations or performance examinations that test practical skills can and should be given repeatedly, so students are able to show improvement over the length of the course and learn in what areas they are accomplished or deficient. Demonstration or performance testing should mimic as closely as possible the actual ability required, providing a similar environment, with all the necessary tools, and equipment, and a reasonable time frame.

Performance or "demo" testing provides:

- Complete instructions
- Consistent surroundings
- Student identification of tasks and theoretical knowledge
- Appropriate equipment and tools
- Adequate time period
- Limited further directions or assistance, if required
- Points of observation and assignment of assessment score

Demonstrations can be graded according to many variables, including level of skill, degree of accuracy, quality of the presentation and result, attention to detail, safety, and timeliness.

STUDY GUIDE

The purpose of a study guide is to help you synthesize and summarize the information. The student might think of a study guide as a mini outline. It is especially useful for difficult or complex concepts or subject areas. The primary advantage of a study guide is that it reduces the

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

amount of information to be learned. Also, memory is improved by putting the information in your own words and organizing it in ways that are meaningful to you. The study guide is best used for the student and the instructor as well. These are typically formatted much like the outlines student themselves develop in preparation or study of a course. In the study guide, the instructor focuses on what information he or she believes is important, which will provide the student with guidance regarding the subject matter and where to direct their attention. The instructor test plan and study guide should include content and objectives of each subject area the number to test questions and question type.

GRADING ON: PRACTICAL SKILLS

Cosmetology, manicurist and esthetician is a hands-on profession; one in which a licensed practitioner will work with a variety of clients, on a variety of different concerns each day. In order to ensure that their practical skills are adequate, these skills must be evaluated by the instructor. In addition to learning proper techniques for various procedures, the student's communication skills, ability to interact with others, and ability to handle the stress and difficulties associated with a specific work environment will need to be evaluated as well.

Therefore, to evaluate practical skills, instructor-centered evaluation forms, involving a description of student behaviors and activities, in addition to written examinations, can prove useful in evaluating students' theoretical knowledge and performance. There are many types of evaluative techniques that can be used to examine performance-based skills. They are commonly referred to as "descriptive scales." The most commonly used descriptive scales in the field of cosmetology; esthetician and manicurist are the following methods: the Likert scale which is a rating scale measuring the strength of agreement with a clear statement. It is often administered in the form of a questionnaire used to gauge attitudes or reactions.

The Likert scale encourages the instructor to observe the student's behavior in the natural environment, such as a clinical setting, using a very systematic approach. The Likert scale is a five-point scale, with options ranging from "strongly agree" to "strongly disagree," alternatively, from "poor" to "excellent".

Cosmetology performance skills that might be evaluated on the Likert scale include the following:

Skill/Activity	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Points	5	4	3	2	1
Greeted client warmly and smiled					
Called the client by name					
Introduced					

him/herself to the client					
Shook the clients hand					
Escorted client to the appropriate station					
Offered to take the client's coat					
Seated the client					
Offered the client water or coffee					
Performed a professional consultation					
Listened attentively					
Asked follow up and confirmation questions					
Considered client suggestions					
Recorded comments on client card					

There are many other descriptive rating scales, similar to the Likert scale, but with fewer categories. Other rating scales may incorporate the ability to compare student behavior or performances against those of other students. These attributes may, then, be rated "exceptional," "above average," "average" and "below average," or, the instructor may choose to use a scale of "never" and "always" to measure the particular performance associated with this scale.

The instructor can use the rating scale to determine how the student performs:

	Exceptional	Above Average	Average	Below Average
Prompt attendance				
Positive attitude				
Professional Appearance				
Accepts constructive criticism				
Cooperative				
Shows initiative				
Engages in problem solving				
Sets high standards				
Achieves quality results				
Attention to detail				
Good communication skills				
Appropriate interactions with				

customers, coworkers and supervisors				
Follows all prescribed rules and regulations				
Cares for equipment and implements				
Works independently				

A third descriptive scale that can be used to evaluate performance-based skills is a "checklist." This is another variation of the rating scale, but uses only two categories, which may be defined as "adequate" and "inadequate," or "satisfactory" and "unsatisfactory." The checklist is probably the most commonly used descriptive scale.

	Adequate	Inadequate
Properly drapes client		
Washes hands before and after client services		
Disinfects work station		
Sweeps and cleans work station		
Disinfects shampoo bowl and chair before use		
Washed implements thoroughly		
Rinses implements		
Properly stores implements in sanitizer		

Another commonly used descriptive scale used to evaluate student performance on practical skills is the performance checklist. This measure is widely accepted as the most objective type of descriptive scale. While it is time-consuming to prepare, its degree of consistency among a variety of graders makes the performance checklist a very reliable indicator. Because the performance checklist removes opinion-based, or subjective, evaluation from the testing instrument, it is useful in assessing whether a particular level of competence has been reached by the student.

Many cosmetology, manicurist and esthetician professionals view the performance checklist as a valuable tool in preparing students to take the state board examination. Ideally, a performance checklist will contain from one to seven skill or behavior subsets, to be evaluated according to specific standards and criteria, to determine competency at a particular skill level. There are a number of different ways the performance checklist can be utilized. For example, the instructor can rate the student in a "yes" or "no" fashion; asking whether or not a specific criterion has been met. If the instructor finds that evaluation level too limiting, he or she can expand the performance checklist to include a number scale, in which the lowest number signifies an inadequate performance and the highest number a perfect performance.

Individual differences in an instructor's background and experience, and factors related to age, ability, skills, attitude, personality and perception tend to be minimized using the performance

checklist. The instructor merely records whether or not the particular skill was demonstrated as required. An example of practical skills for a manicurist that could be evaluated by using the performance checklist might look like this:

There are five steps required of a nail technician, in conducting proper table preparation.

Table Preparation

- ___ Sprayed table with disinfectant and wiped
- ___ Placed clean towel over cushion
- ___ Placed bowl of warm, soapy water by client
- ___ Placed implements on clean towel
- ___ Arranged items to be used in order from left to right

In assessing student performance, an instructor might award a "3," to each step completed by the student perfectly. If cuing or minor additional direction was needed by the student to complete the step, score that step a "2." If the student attempted the step but was not able to perform the step correctly, score the performance of that step a "1." If the student missed or did not attempt the step, score that step a "0." Assessments of each student are important, not only for the student, but for the instructor as well. Evaluating the student's understanding, skill and ability also provides the instructor with feedback on their ability to teach different topic areas and subject matter involved in the course.

When developing an assessment plan, the instructor should:

1. Choose content
2. Develop standards and expectations related to content
3. Decide how those expectations will be communicated to students
4. Develop assessments to measure performance expectations:
5. Use the assessment as feedback to aid student performance and your own teaching

STANDARDS

Standards address the following issues:

- Student knowledge: required concepts and information
 - Student skills: what students should know how to do at the end of the course?
 - Student communication: how well a student can articulate what he/she has learned?
 - Student knowledge and skill transfer: applying information and skills in new and different ways
- Standards need to be clearly articulated so that all affected by them understand what they are, and how they will be applied.

This can be accomplished by developing and providing clear performance descriptions, as well as offering samples of work that do and do not meet specific standards. By these means, students can more fully understand and appreciate the standard, and how to meet it.

EXPECTATION OF COMMUNICATION PERFORMANCE

The only way for a student to know what kind of performance is desired by the instructor is for the instructor to share his or her expectations about that performance. It is crucial on the instructor to communicate to the students his or her goals for the class, and how those goals will

be evaluated.

There are a variety of ways the instructor can share his/her expectations with the student. A course syllabus, for example, can clearly illustrate the objectives of the course, and how those objectives can be met. Another very simple method is to begin each lesson with an explanation regarding the purpose of the day's lesson. In cosmetology, such a statement might be:

Such a statement clearly communicates what the student will be expected to know and to do after that particular lesson.

A syllabus or course guide should include a complete listing of all the standards a student is expected to meet by the end of the course. In addition to the basic categories, however, the syllabus or course guide should include each of the steps that a student must master as part of the overall skill set. In addition to identifying the particular items on which a student will be evaluated, however, the instructor should also ensure that the student is informed on how to meet the standard, what level of skill or mastery is expected. Once the method of communicating performance expectations to the students is decided, the instructor must develop the assessment.

Develop assessments to measure performance

There are several categories of evaluation that can be used assess student learning. These are:

- Selected response assessment
- Constructed response assessment
- Performance assessment

Selected response assessments include a few different types of question formats, including multiple choices, true/false, and matching. These assessment types allow the performance levels to be set rather easily, as well as allowing the instructor to gauge the students' degree of learning relatively effectively. The problem with selected response assessment tools is the potential for students to arrive at the right answer by guessing (especially with true/false questions), and the question of whether or not the student will be able to transfer that theoretical knowledge, by applying in to real-life situations.

Constructed response assessments include question formats such as completion or fill in the blank, short answers, and visual depiction. These types of questions allow for a more in-depth assessment of a student's understanding. Performance assessments measure the practical skills a student learns. In cosmetology, manicuring and esthetician performance assessments may be conducted for a range of skills, including cutting and coloring hair, permanent waves, straightening hair, manicuring nails and skin care.

There is a wealth of information on assessment tools and instruments that can be utilized in cosmetology instruction. In these cases, the instructor might need to adapt the assessment tool to his or her specific course or particular use, but this is much less time-consuming and involved than trying to create a brand new assessment tool or model.

If an instructor can find no appropriate assessment scheme for measuring a specific set of skills or knowledge, he or she may develop his or her own assessment scheme. In doing so, the instructor must confirm that the assessment scheme is appropriate to course standards and learning objectives. Additionally, the assessment must delineate what specific learning and skills

the student should have achieves upon completion of the course. Assessments must be fair and equitable for everyone, regardless of culture, race, and gender, and should be easily understood by both student and instructor. The assessment should distinguish between levels of performance, measure what it is supposed to measure, and provide useful feedback, for students to gauge and improve their performances. If an assessment meets these criteria, chances are good it will be a useful tool for the class and instructor.

In sum, to develop a valid and effective assessment tool, the instructor will need to decide on the format, determine what standards the assessment will measure, specify performance indicators, and articulate the task to be measured.

Different types of assessment tools

In order for an assessment tool to be truly useful to both the student and instructor, it must convey certain information. A good assessment tool identifies which areas of student learning have been mastered, and which areas require improvement. It should identify and distinguish between performance skills that have been achieved, and those that need further practice. Additionally, assessment tools can help the instructor identify whether the teaching methods employed had the desired effect. Did the lessons provide results in the areas expected? If not, the instructor may need to reevaluate the lesson or objectives. This is particularly important if students fail to demonstrate the acquisition of specific knowledge or achieve the level of performance-based skills that were anticipated.

There are many different types of assessment tools and methods available to the instructor. It is up to the individual to examine them, and determine what method would be most effective for their classroom and learning environment.

Some examples of effective assessment tools are:

Demonstrations: this assessment form can include many different audio/visual forms. In the cosmetology, manicuring and esthetics this text, demonstrations can be quite valuable, providing an opportunity for the student to show how to perform various procedures in the salon.

Goal setting: this assessment form can involve the student and instructor in a planning session at the beginning of the course, where the student, with the instructor's guidance, sets various performance and information goals for the semester.

Feed- back: these are an organized opportunity for the student to give immediate feedback at the end of a class session regarding what they learned that particular day.

KWL: this technique involves the student identifying what he or she knows (K) about a given topic at the beginning of the lesson, as well as what they wish (W) to know about the topic. After the lesson, the student identifies what he or she has actually learned (L).

Peer evaluations: students evaluate each other according to a set of specified criteria. In order for this method to be effective, it must be carefully structured. Peer evaluations can be very useful in cosmetology, manicuring and esthetics as a means for students to watch and learn from each other.

The students can be asked, "What were the steps in this procedure?" "Did student 'A' complete

all the steps?"

"What did student 'A' do well?" "What could student 'A' have done differently or better?" "What steps did student 'A' forget?" etc....

Problem-solving activities: a problem is presented and the students must come up with a solution. This method could be well utilized in a cosmetology, esthetics and manicuring course, with the instructor presenting a particular client problem, and the students either individually or in small groups having to assess the problem and come up with an answer or solution.

Self-evaluation: this assessment tool can also be useful in the cosmetology esthetics or a manicuring setting, particularly if there are a set of objective standards for the student to meet. That list can serve as the springboard for self-assessment and discussion with the instructor regarding ways to improve learning or performance of practical skills.

Creating rubrics

Rubrics can be used in many ways. Once created, an established rubric can be used or slightly modified and applied to many activities. Reviewing, re-conceptualizing, and revisiting the same concepts from different angles improves understanding of the lesson for students. Think of a writing rubric, good writing does not change with the project. Because the essentials remain constant, it is not necessary to create a completely new rubric for every activity.

Tools used by instructors to score performance tasks are also known as rubrics. They enable the student to obtain feedback on their performance, telling them what is expected of them in order to improve. A rubric, in order to be effective, should articulate the knowledge and skill to be assessed, explain the points that can be assigned, and provide indicators for levels of performance.

Two types of rubrics can be used to assist with assessment activities: analytic and holistic. Analytic rubrics deal with each segment of a work separately. Holistic rubrics, as the name suggests, deal with the whole work, and do not analyze the component parts. The analytic rubric identifies and evaluates the component pieces of a whole. This rubric can be effective for evaluating things that are easily separated into parts or steps. Recipes, for example, are ideally suited for analytic rubrics. So are storyboards.

In cosmetology, manicuring and esthetics an analytic rubric can be created for a variety of skill sets perm, coloring, cutting, pedicure, microdermabrasion etc. The holistic rubric, on the other hand, identifies and evaluates student work as a whole. In this example, an entire story would be evaluated, rather than individual components of the story, such as plot, character, narration, theme, etc. In cosmetology, manicuring and esthetics the holistic rubric could be used to evaluate competence in an entire skill area, rather than individual skill subsets.

As with other assessment tools, once the criteria are drafted and plugged in, the instructor has to decide how much weight to give each factor. In a weighted rubric, certain elements are assigned a higher point value than others, based on what the instructor determines are the most crucial skills or knowledge areas for the student.

Rubrics can be an extremely valuable tool for assessing student performance and learning, evaluating student performance over a range of criteria rather than on a single component or

score.

Information related to the rubric can be distributed to the student in advance, so he or she is prepared for the evaluation, according to appropriate criteria. Information about rubrics enables students to understand very clearly what skills they are supposed to master and what knowledge they are to learn. Additionally, understanding the different levels of learning reflected in the different dimensions of the rubric will help clarify to the student areas in which they are deficient.

The advantages of using the rubric include that they keep both the teacher and student focused on what activities are to be taught and assessed; and that they can be reused for a variety of activities.

DEVELOPING COURSE CURRICULUMS

The course outline can be considered the strategic plan for the course. It is an agreement between the instructor, students, and institution that states course objectives. A course outline should be well organized and clear, providing the basic information and requirements for the course. It should also include a description of the course, its format, order of presentation (instructional sequence), and the amount of time dedicated to each unit of the Curriculum. Course description, including outline of course content, and areas covered. At its most basic, the course outline may take this format:

Course

Time:(in credit hours)

Description:

Objectives: The student will....

Activities:

Resources:

Criteria for Evaluation: [tests, etc.]

More often, the course outline is a fairly detailed syllabus of course information with a comprehensive description of the overall course, including major topic areas covered. It typically also lists the schedule for class sessions, showing the amount of time allotted to each topic, over the length of the course. While course outlines are typically written by instructors, they are in reality a collaboration between the teaching institution and the instructor, as courses must meet the objectives set out by the school and the state board.

The course outline is reviewed to determine whether the course meets the institution's mission objectives, and the academic standards and requirements set by the school.

More detailed course outlines also tell students:

- What is going to be taught, when, and how?
- Dates and times of class sessions
- Time dedicated to each area of study or competency: (typically, the amount of time specified at the state level or by the educational institution.
- Instructional methods/course format and presentation
- Strategy for the integration of theory and practice

- Instructor's office hours and contact information
- Prerequisites for taking the course (information and skills, i.e., previous coursework).
- A list of all subject areas covered in the course; listed in the order they will be presented
- Types and dates of graded assignments and course requirements for success
- Required and supplemental course materials, including books, videos, and reference materials
- Tools, equipment, lab facilities, and related instructional materials or supplies required
- Implements/equipment - function, proper use, and maintenance
- Processes:
- Professional ethics, health and safety requirements (state and federal laws), skill areas
- Goals associated with specific topic areas, as well as practical requirements or competencies in key areas
- Statement of course objectives

Assessing performance

Your course outline should show the standards and criteria by which you assess and track the progress of students. (Assessing performance is an important element of class design.

Course outline checklist:

- a. _____ The subject matter is arranged in a logical order
- b. _____ The course is associated with learning objectives
- c. _____ Appropriate time is allotted for each area
- d. _____ Teaching methods or format are specified
- e. _____ Subject matter is divided into theoretical versus practical training
- f. _____ Grading procedures (or other methods by which students' progress can be tracked and evaluated)
- g. _____ Materials, equipment, tools, and/or lab facilities are listed
- h. _____ Prerequisites are listed
- i. _____ References, texts, and/or multi-media resources are listed

The following is an example of a type of course outline:

Theory of Cosmetology I

2008-2009

Course Information

Organization:

Division:

Course Number COS 101

Title Theory of Cosmetology I

Credits:

Developed by:

Lecture/Lab Ratio:

CIP Code:

Assessment Mode:

Semester Taught:

GE Category:

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

*Separate Lab:**Intensive Writing Course:**Prerequisites None**Educational Value*

This course provides beginning knowledge of cosmetology for those preparing to become a licensed cosmetologist.

Description

Introduction to the basic manipulative skills in manicuring, professional image and conduct and personal hygiene. Includes basic sciences in bacteriology, sanitation and physiology pertaining to the head, face, hands and arms. Theory and use of electricity and light as applied to cosmetology. The course also includes laws and rules governing cosmetology.

Textbooks

Milady's Standard Cosmetology. Publisher: Milady. Year: 2002. Required
Beauty College - 2 - Theory of Cosmetology I
Equal Opportunity Employer and Educator

Competencies and Performance Standards**1. Identify laws, rules and regulations of North Carolina State board of Cosmetology***Learning Objectives**What you will learn as you master the competency:*

- a. List regulations for cosmetologists.
- b. Demonstrate proper safety habits when working with chemicals that relate to hair
- c. Describe laws and rules governing cosmetology.
- d. Comply with laws and rules governing cosmetology.

Performance Standards*Competence will be demonstrated:*

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner lists regulations for cosmetologists.
- Learner demonstrates proper safety habits when working with chemicals that relate to nails.
- Learner describes laws and rules governing cosmetology.
- Learner complies with laws and rules governing cosmetology.

2. Analyze basic sciences of bacteriology, sterilization, and Sanitation related to cosmetology.

Learning objectives

What you will learn as you master the competency:

- Describe the relationship of bacteria to the spread of disease
- Describe the difference between sanitation, disinfection and sterilization

Performance Standards

Competence will be demonstrated:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner describes the relationship of bacteria to the spread of disease
- Learner describes the difference between sanitation, disinfection and sterilization

3. Demonstrate basic manipulative skills in hair coloring and various hair treatments.

Learning objectives

What you will learn as you master the competency:

- Demonstrate basic manipulative skills in color filler.
- Demonstrate basic manipulative skills in bleaching.
- Demonstrate basic manipulative skills in cream oil bleach.
- Demonstrate basic manipulative skills in protein conditioner.
- Demonstrate basic manipulative skills in contribution of color.

Performance Standards

Competence will be demonstrated:

- During supervised practical.
- During mock board exam.
- On completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

Learner demonstrates basic manipulative skills in color filler.
 Learner demonstrates basic manipulative skills in bleaching.
 Learner demonstrates basic manipulative skills in cream oil bleach.
 Learner demonstrates basic manipulative skills in protein conditioner.
 Learner demonstrates basic manipulative skills in contribution of color.

4. Demonstrate theory and use of electricity and light as applied to cosmetology:

Learning objectives

What you will learn as you master the competency:

- Analyze hair and scalp conditions.
- Apply basic scalp treatments.
- Demonstrate basic scalp manipulations.
- Demonstrate basic hair and scalp corrective treatments.

Performance Standards

Competence will be demonstrated:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner analyzes hair and scalp conditions.
- Learner applies basic scalp treatments.
- Learner demonstrates basic scalp manipulations.
- Learner demonstrates hair and scalp corrective treatments.

5. Display a professional image.

Learning objectives

What you will learn as you master the competency:

- Maintain good personal hygiene.
- Interact professionally with clients.
- Dress appropriately for the salon field.

Performance Standards

Competence will be demonstrated:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner maintains good personal hygiene.
- Learner interacts professionally with clients.
- Learner dresses appropriately for the salon field.

6. Demonstrate effective business administration skills.

Learning objectives

What you will learn as you master the competency:

- Demonstrate effective reception desk procedures.
- Perform inventory of supplies and equipment.
- Practice effective telephone techniques.

Performance Standards

Competence will be demonstrated:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner demonstrates effective reception desk procedures.
- Learner performs inventory of supplies and equipment.
- Learner practices effective telephone techniques.

Types of Instruction

- Classroom Instruction
- Demonstration
- Supervised Practical
- Theory Group Work

Grading Information: Grading Scale

- A 91% - 100%
- B 81% - 90%
- C 75% - 80%
- D Below 75%

Developing learning outcomes for the course of study

Course development is typically structured around learning objectives, succinct statements telling what behaviors learners should be able to accomplish at the end of a course or instructional unit.

Learning objectives identify what information and abilities students should achieve as a result of this course, naming the most significant and relevant goals and objectives that are the framework for course content.

Learning objectives drive curriculum development. They communicate to students the expectations of the course, identifying the types of achievement or areas of accomplishment students must demonstrate to show competence or understanding. Clear learning objectives make

students accountable for their progress or lack of progress toward a goal, providing both a standard and criteria for the assessment and evaluation of students.

There are three levels of learning outcomes or objectives, distinguished primarily by their degree of specificity in regard to students' abilities or areas of knowledge, ranging from the general to specific, and reflected in the verbs that are used to describe particular areas of knowledge or abilities:

- Course objectives or outcomes: the highest and most general level, indicating what the student will do at the end of the course of study.
- Unit objectives or outcomes: what the learner will achieve after a series of lessons on a specific subject or subjects
- Lesson or instructional objectives: the most specific type of outcome, directed at the daily lesson plan level.

The development of a course outline and course content is closely integrated with the use and clarification of learning objectives, which are also referred to as learning outcomes, behavioral objectives, competencies, or performance objectives. In each case, learning objectives are expectations of student learning that provide a context and framework for student performance, and standards and criteria for determining if those objectives have been realized.

Learning objectives are three-part statements describing scholastic expectations for each student. They consist of a student behavior or "action statement," which describes what the learner will be doing, and at what level of mastery; a condition statement, which describes under what circumstances the learner will complete the measurable, observable behavior or action statement; and the performance criteria or criterion statement, which describes the quality or quantity required for successful or passing performance, and may mention a time-frame or standard of quality or quantity.

Learning Objectives

Learning objectives explain the reasons the course is important. They are typically drawn from mission statements and express the purpose for the course, as well as the means of measuring performance or success in the course and competency of students in the subject matter. Learning objectives are stated in terms of student achievement, and state exactly what students must do to show expertise in skills and theoretical knowledge.

Action statement

Learning objectives typically state what the student should be able to do after completing the course. They are action statements about student behavior that should closely approximate actual tasks required of cosmetologists. Learning objectives should be detailed and focused, and be written in terms of a specific observable product or outcome. Performance objectives can be written many different ways, but are often written in the following form:

The student will...

The action statement is one of the most significant parts of the performance objective because it states what the student will be able to do as a result of the instructional unit or course. The verbs used in writing learning objectives are extremely important.

Choose verbs that are highly descriptive and clearly and concisely identify a quantifiable behavior. Use specific rather than ambiguous verbs. For example, use, "identify," "locate," or "compute," and avoid, "know," "understand," or "comprehend."

Condition statement

Performance conditions or condition statements express the terms or conditions of testing or assessment under which the student will be asked to demonstrate ability or expertise in theoretical knowledge and/or the performance of skills. Performance conditions describe the resources, tools, and equipment the learner will need to complete the quantifiable behavior, as well as the conditions or context under which the student must perform. **The condition statement should include these details:**

- Context or situation
 - Equipment, tools, facility or implements required
 - Reference materials or texts used
 - Equipment or instructional aids provided to assist the student
-
- Student behavior/ action statement
 - Performance condition/ condition statement
 - Performance criteria/ criterion statement
 - Knowledge or skill to be gained
 - Under what conditions or in what context
 - Evaluation based on standard criteria; often in the form of a percent or grade
- A condition is usually specified by the term "provided" or "given," for example:
- Given a set of questions or series of problems...
 - Given a list of conditions...
 - Provided a choice between...

In some cases, objectives are written without conditions of performance.

In such a case, the condition is considered implied.

Criterion statement

Criterion statements are also referred to as competencies, levels of expertise, or levels of mastery. They specify the specific criteria for successful or acceptable performance; i.e., the standards, in quality or quantity, by which the achievement may be assessed, and define the qualifications for success or failure, with specifications relating to time periods, levels of efficiency, accuracy, speed, or quality of performance or work. They also may include the formula for quantifying success or passing achievement.

Criteria statements should be quantifiable, making clear at what level a student must perform an activity to be considered successful or pass the course.

The following steps summarize the process for developing clear, well-defined learner

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

outcomes:

- For each instructional objective, distinguish each individual task or activity that can be completed or achieved by the student
- Identify the desired learning or performance objective in behavioral terms
- For each objective, identify the context and conditions under which the student must perform
- Identify the student's required level of expertise or mastery
- Identify the criteria and assessment methods for evaluating that specific objective

Common problems or mistakes in learning objectives include the following:

- Lists subject areas or topics but not learning objectives
- Outcomes are phrased in vague or unmeasurable terms
- Quantity or quality of outcomes is unreasonable or not feasible within the specific time- frame, environment, etc.

The outcome is actually a combination or cluster of outcome, which must be disentangled from one another

Learning objectives serve no purpose if they are not measurable or student achievement is not assessed. Remember that learning objectives should be quantifiable, so avoid using verbs that are ambiguous or difficult to quantify; verbs like "know," "comprehend," "study," "understand," "appreciate," "acquaint," "realize," and "learn," for example. Learning objectives must do more than just describe learning activities. Good learning objectives are those that can be evaluated to determine student mastery of course content.

One rule of thumb for learning objectives is to be smart, specific, measurable, acceptable to the instructor and institution, realistic in goals, and timely.

Use this list to confirm the course effective learning objectives:

- Is the learning objective quantifiable or measurable?
 - Are learning objectives associated with course objectives?
 - Is the learning objective written in observable outcomes?
 - Is the learning objective stated using an accurate, relevant, and active verb that describes the desired level of performance
 - Do learning objectives measure a set of behavioral outcomes
 - Do learning objectives correspond with instructional activities and evaluation
 - Do learning objectives specify the conditions and context for successful performance
- Behavioral objectives are often written in terms of instructional domains (cognitive, affective, or psychomotor). The following section on Bloom's taxonomy will introduce you to these concepts.

Domain/Target/Focus Chart

Domain	Target	Focus
Cognitive	Knowledge, intellectual skills	Mind

Affective	Attitudes, feelings, values	Spirit
Psychomotor	Motor skills and manipulation	Body

Cognitive domain

The cognitive domain is associated with mental skills or knowledge.

It is related to performance requiring specific knowledge or information, theoretical principles, established concepts, and problem-solving abilities or practices. Within the cognitive domain are six levels of performance, listed from simple to increasingly complex.

Level	Defined by	Key Verbs	Typical Task
Knowledge	Testing recall of data and recognition of factual statements ;remembering of previously learned material; recall of accurate, appropriate information	Define Label Select List State Know	Name Define Who/what/when? How many? How much? Yes/No question
Comprehension	Understand the meaning and be able to explain it in your own words; translation, restatement, interpretation, extra polation; the ability to understand the meaning of information	Classify Indicate Explain Summarize Interpret Infer	Provide an example Cause and effect Distinguish Compare/contrast Summarize Translate
Application	Application of original information to novel situation; use of learned material in new environments or situations; may involve the applications of principles, concepts, laws, or theories	Use Predict Apply Solve Modify Compute	Solve a problem Apply this principle Put into practice Compute
Analysis	Breaking concepts or information into elemental components to understand its structure and relationship among parts; distinguishing between fact and suggestion or deduction;	Distinguish Identify Compare Analyze Contrast Outline	What rationale is provided for this conclusion? What is the writer's view point? What evidence supports that theory?
Synthesis	Combining elements or components in novel way; creating a new pattern or structure; learning outcomes are typically creative	Design Develop Solve Create Organize Reconstruct	Write a report Build a model. Develop a theory Combine Design Create
Evaluation	Application or assessment based on specific criteria or rationale; judgments regarding value and relevance of concepts or materials; ability to judge value of material for specific purpose based on specific criteria	Determine Evaluate Defend Judge Appraise Conclude Interpret	Provide reasons for and against Appraise the system used in this model

Note that the same verbs can be used at different levels of cognitive complexity. While many students will be able to function at the more simple cognitive domains, it is important to produce graduates who are critical thinkers and decision makers, operating at the more complex cognitive levels. Graduates who function at higher cognitive levels operate beyond the basic transmission of facts, or ability to recall what is taught, the most qualified professionals in cosmetology manicuring and esthetician are those who are able to analyze and synthesize information, drawing accurate and relevant conclusions based on their observations and the information provided them.

Affective Domain

The affective domain relates to the development of attitudes and values that are associated with success, but affective objectives are more difficult to assess or measure, as they relate to the demonstration of attitudes or feelings toward other people, concepts, and things. In so many cases, professional success is based on more than specific knowledge and skills; much of job performance is associated with affective factors, which are hard to quantify, such as the following attitudes and values desired in students and professionals:

- Positive attitude
- Getting along with others
- Having a good work ethic
- Enjoying their job

The affective domain can be broken down into categories as well.

These are listed in order from the most simple to the most complex:

- Receiving
- Responding
- Valuing
- Organization
- Characterization

Affective Domain Chart

<i>Category or Level</i>	<i>Definition</i>	<i>Key words</i>
Receiving (phenomena): awareness, perception, attention to and reception of (nonverbal) and verbal information Responding (to phenomena)	Awareness or attention to something in the environment Showing new behavior as a result of specific experiences; related to motivation	Asks Chooses Describes Follows Selects Answers Assists Performs Practices Reports
Valuing; assessment of worth or value	Showing commitment or personal involvement	Completes Demonstrates Differentiates Justifies Proposes
Organization	Integrating a new value into one's own	Arranges

	personal values or priorities	Combines Compares Modifies Prepares
Characterization or internalizing	Acting consistently according to a new value	Acts Discriminates Qualifies Verifies Questions

Any time you include standards for performances or actions such as these, you are considered elements of the affective domain:

- Good work ethic: appropriate habits and attitudes, pride in good work
- Appropriate appearance and grooming
- Appropriate relationships with employers
- Appropriate relationships with fellow employees
- Personal and business standards related to ethics
- Appropriate relationships with clients - customer relations
- Communication skills

Psychomotor domain

The psychomotor domain is associated with the development of manual or physical skills. Objectives relating to it include the performance of specific abilities, and development of competencies and skills associated with the use of tools, supplies, equipment, and materials. Manipulative skill training in the psychomotor domain is central to success and comfort in cosmetology, manicuring and esthetician. It is of paramount importance that objectives in practitioner programs allow students to achieve competency and mastery over psychomotor tasks.

Students will need to practice under instructor supervision to gain confidence and competency, and require sufficient time to practice and develop their skills.

Category or Level	Definition
Imitate	Observe and repeat a skill or procedure
Manipulate	Perform a skill or produce the action in a recognizable way by following instructions instead of observation
Precision	Perform the skill or produce the action, accurately and exactly, in an expert manner
Articulation	Modify the skill or action to adapt to novel situations, may include the combination of more than one act skillfully practiced in sequence
Naturalization	Completion of one or more skills or actions with comfort and ease; skill becomes automatic with little physical or emotional energy expended

Category or Level	Type of Action
Reflex or involuntary action	Reaction
Fundamental movements	Applicable to young children (crawling, reaching)
Perception	Response to stimuli (catch, write)
Physical abilities	Actions that can be developed and (stop, react)
Skilled movements	Advanced learned movements(hit, dive)
Non-discursive communication	Effective body language(interpret, express)

LESSON PLAN DEVELOPMENT

In the same way that a course outline indicates the content and objectives of the course, the daily lesson plan describes the content and objectives of the lesson. A lesson plan is a clear blueprint, often developed by and for the instructor that is the guide for teaching the lesson. In many cases, instructors are provided only very general guidelines regarding course and unit requirements, which the instructor or a committee must translate into meaningful lessons objectives, content, and activities. The lesson plan is the most detailed aspect of the planning process. Class time is limited, so instructors should make the best use of it.

Striking the delicate balance between too much and not enough information is difficult. You must have time to complete all essential activities or topics, and still provide time to take questions from students. If you feel rushed, you may be trying to squeeze too many objectives or activities into the lesson. Introducing too many ideas in a short time is counter-productive, so limit lesson subject matter to a reasonable number of topics. If the lesson is too long for one session, divide the topic into multiple lessons rather than trying to put everything into one class session.

Lesson should always review prior information and introduce new elements or activities. Make sure each lesson is logical and builds on information in previous lessons. The most effective instructors use a variety of exercises, activities, teaching formats, and strategies to maintain interest during each daily lesson and over the entire course. Also limit the amount of entirely new information you introduce in a lesson. Lectures may be useful and effective in meeting certain learning objectives, but limit them to the length of time students are able to maintain interest in that type of presentation. Provide information for more motivated learners to review on their own if they have an interest.

Lesson plans vary enormously; some instructors include highly detailed information; others do not. The lesson plan typically includes the course, unit, and lesson title (which may be referred to as "subject" and "topic"), as well as a description of the theoretical and practical information that will be covered in that session of the course.

Lesson plans usually include an introduction to the material, or another type of preparatory statement providing orientation to the lesson, giving students an idea of what is to come and what will be expected of them. The introduction should include a statement of lesson objectives, stated in the format discussed earlier, and reasons these objectives are important. Lesson objectives dictate the basic knowledge, skills, and attitudes, or cognitive.

Lesson plans establish the objectives for the lesson, and bridge the transition between prior and new subject matter, but their main goal is to require the instructor to organize the lesson subject matter and materials and help the instructor prepare for the class. There are many benefits to formal lesson plan development; the lesson plan helps instructors prepare for the day, know their subject matter and how to present it. Doing without one is a disservice to the instructor and his or her students.

Remember that lesson plans should always be based on and revolve around students' needs and interests, and that they should be flexible. For example, if many students do not understand a concept after an initial explanation, it must be repeated in a more effective way. Instructors must be willing to change the lesson plan if students are not meeting learning objectives. Change in lesson planning should be student-focused. That means evaluating the value of what is taught according to the extent to which it affects student performance in one or more learning areas.

The lesson plan should also be flexible enough to reflect changes in the industry; ideally the lesson plan should be updated each time the lesson is taught. Try to keep lesson plans in a legible format so they can be followed without a great deal of effort, but also be easy to update, for example by leaving white space on the page, in margins, or adding lines for written notes that can be used to revise outdated information and keep the lesson topical for the next group of students.

While lesson plans vary according to the teacher's experience and expertise, they are often written as a series of tasks or steps for achieving specific objectives. Lesson plans commonly include information regarding teacher and student preparation, a description and objectives of the lesson, format or style of presentation, safety precautions and sanitary guidelines, as well as some kind of summary, assignment, and feedback mechanism to check students' understanding. Lesson plans benefit students, letting them know what is expected of them, and where and how to seek help if they have any questions or difficulty with the material, both in and out of the classroom.

Lesson plans may also include or involve the following:

Locations and schedule for class meetings or labs
Presentation notes discussing the instructional format and lesson strategy lecture followed by class discussion and practice quiz, and can include detailed lesson subject matter and instructional aids.

Instructional aids and course materials that will be used to emphasize points in the lesson. Also note books or articles related to the topic that students may find interesting or useful.

Time frame: the amount of time or duration of each subject area of the lesson, including a schedule with approximate times of subject matter and activities. The plan may also note activities or information that takes less or more time to present than anticipated.

New concepts, topics, or skills that will be covered in the lesson,

Prepared items for the teacher and student, including material, instructional aids, and equipment required by teachers and students during the course of the lesson. It may also include safety precautions related to the use of particular implements or equipment. Note any books or equipment that is the responsibility of students to bring to class. Include any listing of items required for demonstrations.

Resources or reference materials. Lesson plans should have detailed information regarding assignments, and note workbook or text book chapters or pages of significance that should be referred to as homework or pointed out in class.

Activities associated with the subject area: Instructional activities are the processes and experiences through which students learn lesson objectives. Most activities are attempts to approximate the experiences students will encounter. This may entail learning the actual acts themselves (learning to cut or style hair, for example) or reading about these acts, taking a field trip to learn about them, watching a movie about them, or doing homework related to the act of cutting or styling hair. The most effective instructional activities stimulate student interest and provide variety in the daily schedule.

In planning learning activities, consider the prior knowledge or skill level required to perform the task successfully. Activities should build on prior knowledge and the steady development of skills. Also be certain that the activity, behavior, or performance gives students adequate time to practice the behavior and provides students with feedback regarding their performance, particularly regarding issues or subject areas that require further improvement and practice.

A summary of the information presented in the lesson:

In the summary of the lesson, which is presented near the close of the class session, instructors should summarize the main points of the lesson and why they were significant.

May be followed by evaluation procedures such as an oral or written practice test

Review questions for the students at the close of a topic, assessing to what extent lesson objectives were achieved. this is also used to stimulate discussion

Required homework or practical assignments: Students should be assigned meaningful practical and theoretical tasks to complete in their own time or during practical sessions. Homework may include any learning activities or processes that students are able to complete on their own, in their own time. Instructions should be written in clear terms, so there is no confusion regarding the assignment.

Standards and criteria to evaluate the students: Any grading or evaluation standards, and how they are calculated, including quizzes, tests, projects, or other critical feedback should be given to students

Evaluating students

Student coursework is typically assessed using a range of grading systems appropriate to each type of knowledge:

- Theoretical knowledge
- Practical abilities
- Manner or attitude

A grading system requires the development of measuring instruments, such as exams, or quizzes, as well as evaluations related to project performance, homework, attendance, and/or degree of improvement, to assess the student's progress. It is a 3-step process that involves:

- Identifying significant skills and necessary knowledge
- Writing questions for those skilled, knowledgeable students with good recall of information can decipher and "guessing".
- Assessing each student's level of mastery and assigning a Grade or score

Identifying significant skills and necessary knowledge

Choosing what to test is an important consideration. Instructors should be sure to test the most substantive or significant information and necessary tasks and reasoning skills, and be able to assess performance on a consistent scale for all students. You should have a very specific idea of what you're evaluating, and the learning objectives associated with target skills and knowledge. In some cases, simple recall of memorized information may be appropriate. In other cases, a specific sequence of steps, method, or procedure must be recreated, and/or reasoning skills and higher level cognitive tasks are called for.

The overarching purposes of testing are to identify educational development and measure knowledge or ability achieved. Testing or assessment is a way of determining to what extent students have met lesson, unit, or class goals. Fair testing treats all students equally, meaning that the same level of knowledge will be rewarded consistently. While accrediting institutions typically set, standards and criteria, there must be general agreement and common interpretation of testing instruments and student responses.

In sum, testing or assessment, according to Kellough and Kellough, must serve one or more of the following purposes:

- Assist student learning
- Identify students' strengths and weaknesses
- Provide decision-making information
- Assesses effectiveness of an instructional plan or program

(Used to improve plan or program)

- Assesses teaching effectiveness (used to improve teaching Effectiveness)

PREPARING CLASS PRESENTATION (SPEECH COURSES)

Presentation Style: Each individual identifies specific attributes that they want to convey-such as confidence, trust, or passion-and learns to exhibit those qualities every time they communicate. You can use student response system to poll students on a series of questions in order to gauge their comprehension of presented material. Some systems include the ability to get feedback from students while the lecture is in progress, which allows you to quickly identify topics that need more explanation.

Using presentation software, such as PowerPoint or Keynote, you can create a class presentation with an organized outline. The outline can serve as a touchstone for class discussion and allows students to spend less time taking notes and more time responding to the lecture. Some instructors make presentations available to students before class; this allows students to print out a copy, or download a copy onto a laptop, for note taking during the lecture. Some technologies also allow you to record audio of your class lectures that can be synchronized with your lecture notes; in some cases, students can add their own notes in class by using laptops that are synchronized to your presentation.

Instructional materials and equipment, known as teaching aids, are physical items used as teaching resources that facilitate a student's ability to learn. Vital tools in cosmetology instruction, instructional aids include a vast variety of materials, media, and equipment that, carefully chosen, can contribute significantly to the classroom experience.

Great care and attention should go into the selection and/or creation of instructional materials, as thoughtfully developed and presented "props" can be of considerable value, with the potential to powerfully enhance the learning process. While good instructional materials and equipment support the learning experience, poor use of materials or inappropriate aids can confuse students about lesson objectives.

Instructional aids may be drawn from a variety of sources, including printed information or images from cosmetology textbooks, pamphlets, brochures, or materials related to other fields, businesses and industries. In choosing materials, consider what instructional aids used in the lesson will best illustrate subject matters and impress itself upon your student. Good visual aids tend to be highly visible, often brightly colored or outlined. They should be durable, well constructed, and easy to move (portable) and use. Ultimately, they must be understandable to the student, avoiding concepts or terminology with which he/she is unfamiliar.

Instructional materials should add variety to the educational program and maintain student's interest. In a repetitive lesson, for example, you might use two different instructional aids to emphasize or teach the same point, rather than one. Use of repetition can be very effective, but

can also engender listlessness in the class, Given the mind-boggling variety of teaching materials available to the instructor, it is quite feasible for an instructor to utilize instructional aids from each of these three categories:

- Printed materials
- Audio and/or visual materials
- Cosmetology, manicuring and esthetician tools and equipment

Selecting instructional materials:

Sources for instructional materials are everywhere, but word-of mouth is perhaps the best way to learn about effective instructional aids. You may discover useful tools in a casual discussion with coworkers, paging through professional journals, in advertising, at regional or national conventions, or perusing educational aid catalogues available in the consumer or specialty education market. The greater variety and number of resources you encounter, the better your ability to choose excellent resources for your students. Keep an eye open for all kinds of cosmetology materials, teaching aids, and hardware, from commercial as well as noncommercial sources.

It is understood that cosmetology, esthetician and manicurist instructors do not always have the latitude to choose their own instructional materials and equipment. The decision-making process is often collaboration among a variety of key players. It is generally a good idea for all individuals involved to review the instructional materials individually, and ideally, rate them on the same rating scale, then meet to review all responses. The decision should be made after sufficient discussion and exchange of ideas and opinions, but in a timely manner, to provide enough time for instructors to get comfortable with new materials or develop courses that utilize those materials.

Cosmetology instruction materials can be commercially produced or original, developed by instructors themselves. Typically, textbooks and workbooks are commercial products, rather than individually developed resources. Many cosmetology, esthetician and manicurist materials are readily available at reasonable prices. If needed materials or resources are not available, for example, because it is a new subject area that is not yet associated with instructional aids, the instructor can make an effort to bridge these gaps through the development of materials like worksheets that include text and images that will impress themselves on students in a memorable or easy to understand way.

Criteria for printed materials

The primary assessment criteria for printed materials are the credibility and reputation of the material and its source, meaning the author, publishing agency, and manufacturer of the printed materials.

While word-of-mouth can also be very useful, the accuracy and validity of written information should be confirmed by a knowledgeable independent source, like, for example, material that is discussed or published in trade journals, which typically undergoes a professional review process. New materials, like just published textbooks, have no record, but are usually test-marketed, with some written review, assessment, or rating according to specific criteria.

Incorporate the material into the course if you think it will be a good addition to the lesson plan; make sure it goes along with the State board requirements, Enhancing the course and facilitating learning objectives. Judge the suitability of the subject to determine its compatibility with the existing content of the course, the mode of learning, method of instruction, and the students' capabilities. You may need to secure permission, if necessary, to use the materials for instruction purposes. Other criteria to consider include:

- Aesthetic qualities: print and visual attractiveness
- Quality of writing
- Expense: is there a fee for use of the text? (Include any potential, hidden, or less obvious costs)
- Contemporary: outmoded information is of little use in cosmetology instruction
- Memorability

Types of printed materials/ Reference and Textbooks

Reference books and textbooks are common resources in cosmetology manicurist and estheticians instruction. Textbooks are compilations of printed materials and images developed into an organized curriculum, or set of lessons, to facilitate learning. Reference books, like encyclopedias, are authoritative compilations of detailed information about a specific subject or subjects that students are likely to consult as needed, and are less frequently than a textbook.

Textbooks are typically a primary source for cosmetology, estheticians and manicurist students, so it is useful for each student to have his/her own copy, and provide extra copies in case a student forgets his/her text (although this should not become a habit). The selection of a textbook, and in many cases, its accompanying workbook, is one of the most critical decisions made in lesson development. In many cases, the textbook is a core around which lesson plans are based. The textbook should never be the sole resource of a course, however, but should be supplemented with a variety of other materials.

Textbooks are chosen based on subject matter, organization, and "readability," which refer to the level of comprehension expected from print materials, as calculated by a formula, and usually expressed as a grade. In choosing printed materials, assess reading comprehension ability in students and the degree of difficulty in content. Consider and note difficult vocabulary words, unnecessarily long sentences, or too much complexity in the ideas presented. Readability can include:

- Aesthetic appeal: are the materials attractive and easy to read? Is the print large enough to read comfortably?
- Order: Is the sequence, or chronological way items are presented, logical and clear?
- Depth: What is the level of complexity or philosophical weight of the items presented?

Written resources are useless unless students are reasonably good readers, able to comprehend the ideas presented in the lesson and meet lesson objectives. Textbooks that do not match students' reading levels are inappropriate. Teachers should also review textbooks in light of changing technology and recent innovations that may make otherwise useful textbooks or reference books outdated. In this case, instructors should be prepared to note outdated

information in class and substitute accurate up-to-date facts.

Because reference books may be expensive and used only infrequently, they typically need not be purchased by each student, but all students should be able to consult and use reference materials as an informational resource. Reference materials should be made readily available to all students through a library or resource center, where relevant reference books and related materials should be put "on hold" for students' use. Mini-libraries or resource centers can be easily installed by designating a "study area" in a specific location, and making common reference materials and textbooks available so students can visit the area and use materials at their own convenience. Students may want to clarify concepts or lessons learned in class or have an opportunity to study a topic on their own in greater depth.

Teachers should prepare a list of reference books and related materials that will be used over the course of the class so students can acquaint themselves with these resources and learn where they can be found. Instructors should teach and/or review how to use textbooks and reference books effectively, including sections like a glossary or index, as well as how to research a subject using library resources. Knowing how to use a library system and reference materials are among the most useful tools a student can learn.

Workbooks

Workbooks tend to discuss established objectives of a lesson, typically emphasizing basic facts and figures regarding a topic. Workbooks can be very useful because they combine a substantial amount of information, assignments, directions, news, notes, and exercises regarding a topic into one easy-to-use resource. Workbooks are usually written to accompany a specific textbook. Many provide a teachers' edition with additional information for the instructor to use in preparing or teaching a lesson.

Workbooks may contain useful definitions, written exercises and activities, practice problems, assignments, and questions, and even quizzes and tests. They commonly provide lesson review or testing at the end of a section. Most workbooks have a place for students to write answers and notes within the workbook, itself.

If students write their answers in a notebook, instead, workbooks can be reused economically.

Good workbooks can be used to facilitate learning in students with a wide range of abilities and interests. They allow students to work at their own pace, with extra credit or advanced skills training in optional sections, and offer flexibility for slower learners who can take extra time to complete exercises or review a section.

Workbooks can be useful "filling in the gaps" when a student is absent. Exercises and problems can be studied and completed at home, or be assigned as a supplement to catch up with missed work.

Worksheets and Handouts

Worksheets and handouts are information sheets designed, in many cases, by the instructor, when he or she wants to fill a specific information need or clarify a point and cannot find readymade materials. Developing handouts allows an instructor the freedom to directly tailor a

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

lesson to his/her students' needs.

Worksheets or instruction sheets can provide procedures or practices related to a lesson in an efficient way that saves time and ensures that students have the correct information in front of them. (Some note takers tend to perform poorly in class because they cannot dependably rely on their notes as informational and study guides.) A written outline of the day's lecture is a good record of the lesson that students can study and use for review. Project sheets are a specific kind of handout that provides information regarding new techniques, including an outline of the necessary steps and procedures for completing it safely.

Articles in newspapers, magazines, journals, and other publications

Articles in a variety of publications, including newspapers and periodicals, are categorized and indexed in ways that allow one to search for pertinent, timely, up-to-date information regarding cosmetology, manicuring and esthetician or related career opportunities. These publications can be used to supplement outdated information in textbook, or give up-to-the-minute topicality to a classroom subject. Trade journals and industry publications review cosmetology products and tools and provide accompanying information regarding their use. They also highlight new developments or technological innovations in the field.

In assigning sections of textbooks, workbooks, or other printed materials, be clear about the project, specifying page numbers and sections to be covered. Give students the rationale or purpose for each assignment, and discuss the desired objectives. Students expected to discuss a topic about which they have read may find it useful to take notes or outline the material as they read it.

Always review the lesson beforehand to determine areas of difficulty that might need special emphasis or explanation.

Audiovisual materials

Audio aids

Audio materials include cassette tapes, CD's, and DVD's.

Information can be presented through audiotapes or disks, together, in the classroom, or individually, as homework. Students may choose to listen to taped or digital information on their own, to clarify a difficult lesson; as a learning supplement, for students absent from class; or as a review, the night before a test.

Visual aids

Because educational research findings suggest that most learning is a product of visual stimulation, instructional aids that appeal to the sense of vision make practical sense. In many cases, images can be presented with more clarity than spoken or written material, making an impression more efficiently than verbal cues. Visual images are often the best way to clarify an idea or process. Using visual aids to emphasize certain lessons or topics may make them more interesting or memorable to the student.

Audiovisual and visual materials can be classified in a number of different ways. For the purposes of this discussion, they will be presented in two main categories: those that are projected and those that are not. In the first category are photographs and posters, flip charts,

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

chalk and multi-purpose boards, and three dimensional models. In the second category are films, slides, videotapes, computer software, overhead transparencies, and other projected media.

Non-projected visual aids

Some very useful visual aids, like chalkboards and multipurpose or dry-erase boards, are also very simple. Chalkboards are the backbone of classroom instruction and are readily available in many classrooms. While they may not have the same impact as transparencies or multipurpose boards, they are still, nonetheless, a useful tool in classroom instruction. Multipurpose or dry-erase boards are white magnetized boards that are used with special pens and ink that erases with a cloth or paper towel. The surface of a multipurpose board can also be used to project films, slides, or videos, as well as display magnetic or cut-out figures or letters.

Working most effectively with basic displayed visual aids like dry erase boards and flip charts requires some preparation and imagination.

Simple strategies, such as varying the size, color, and style of writing can have a substantial impact on a student's ability to remember written information.

Some of the most common uses for chalk and multipurpose boards are:

- Outline points in the lecture
- Write assignments for the lesson
- List or review lesson objectives
- Draw pictures or diagrams
- List new terminology or vocabulary words
- Announce the date of a test or quiz
- Demonstrate how to work through a problem
- Write key points of a video presentation

Using chalk and multipurpose boards effectively usually requires an instructor to start with a blank board. Wash the board between each lesson and have spare markers or chalk and erasers available.

Use appropriate chalks and/or markers, as the wrong type of writing utensil may write permanently on an un-compatible board. Grease or wax-based chalk, for example, may not come easily off some boards. All erasable markers are not interchangeable, but must be used with appropriate board material.

If you are planning to write a great deal on one board, develop a layout beforehand and practice using the space properly. Make sure all students copy necessary material off the board before you erase. Write clearly and preferably in print rather than script (or whichever is more legible). If a great deal of writing is required, you may prefer to do this work beforehand and review it as you speak, to save time writing. If so, use a pointer to refer to your written outline, and emphasize words by underlining them as you review their meaning.

Keep your body turned toward the class, except when you are writing. Do not speak "into the board," but turn your face toward students and speak clearly and loudly. Write in letters large enough for words to be seen clearly from the back rows of the class. It may be necessary to avoid using the bottom third of the board, as lower lines may not be visible to students in the back of the classroom. Confirm that all writing is visible to the whole class.

Finally, on a point of courtesy, avoid making unpleasant squeaks with chalk or markers and do not expect information on the board to be saved from one class to the next. If you intend to save written material, do not use forms of media that are transient by nature, like chalk and erasable boards. Instead use a format in which words can be written in a more permanent fashion, such as flip sheets or handouts, especially if you want to refer to the same information a number of times over the course.

Two and three-dimensional exhibits

Students in cosmetology, manicuring and esthetics commonly work with three-dimensional aids, including mannequins, live models, and pictures or models showing three-dimensional views (cut-away). Models or mannequins should be easy to use and as realistic as possible, with lifelike features and proportions, to increase their potential value for demonstrating the lesson. If models are shared, make sure everyone has a turn, and an unobstructed view.

In some cases, instructors may want to assign projects to students or develop their own displays showing a collection of two-dimensional bulletin board or three-dimensional materials (i.e., exhibit) or objects together, to convey a lesson or concept. Exhibits are typically set up on floor space, tables, or desk surfaces.

Both bulletin board and other types of displays can be set up briefly, as temporary exhibits, or for long-term displays. In working with none projected visual aids, like boards and exhibits:

- Keep them topical: Information should be as current and relevant as possible. Do not let information in audiovisual aids get dated
- Maintain clarity of images: They should be clear and striking, not difficult to decipher
- Maintain simplicity: Emphasize a few essential points, and do not obscure the topic with unnecessary information
- Be creative and encourage creativity in your students: Encourage them to develop their own exhibits on topics that interest them

Flip charts

Flip charts are large reams of paper, bound at one end, usually measuring about three feet in height, filled with white or neutral colored blank sheets. They are conveniently portable and storable, with perforated pages, in some cases, so they can be torn off easily and cleanly. Use of a flip chart typically necessitates an easel or stand for its use. Be sure you have a sturdy compatible stand. Different colored ink is also desirable. Pens can be purchased in many bright, easy-to-see colors.

Like boards, flip charts must be clearly viewed by everyone to be useful. Be sure all students have an unobstructed view of the flip chart. Use letters at least two inches in height, and try not to print on the bottom third of the chart, unless you are presenting information from a platform or have confirmed that all students can see all parts of the chart. After writing on the board, step back from it to avoid blocking students' views.

When using a flip chart, consider beforehand how you will use the board during the class.

Prepare any handouts or related supplies for distribution during the class. It can be especially

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

useful using flip chart images to illustrate a series of steps in a procedure, or compare and contrast between two images or diagrams. Important points can be illustrated on each sheet of paper, discussed, and later reviewed by flipping to the appropriate page.

Many different types of non-projected display items can be incorporated into flipchart use, for example, attaching photos, charts, or other images or figures to the page. In selecting materials:

- Write out any new or problematic terms.
- Choose images, such as charts or pictures that illustrate key lesson points.
- Consider the order of images used. Move from simple to more complex ideas and stress relationships among images.
- Always clarify and review the important points of the presentation, in summary, at the end of the session.

You may find it useful to lightly pencil in all the elements of your presentation before you are in front of a class. Then, as you present the material, trace the pre-existing pencil outline with a brightly colored marker to emphasize the material as you discuss it. Unusual colors or underlining helps words and ideas stand out.

Avoid printing in pale tones, like yellow, which may be difficult to read.

If you prepare flip charts in advance, use extra sheets of paper to cover up the information until you are ready to present it in class so pre-written pages do not distract from other points. As you complete each flip chart page, tape it to the wall or a board using masking tape (which is easily removable). This will give slower students time to finish writing notes, and you can refer to it easily when you review the point.

Criteria for visual and audiovisual materials

Visual and audiovisual materials usually support print materials, utilizing an image or visual dimension that is not presented in text alone. Good visual aids present an idea or procedure clearly, using vocabulary that all students understand. Material should be as memorable, interesting, and educational as possible, capturing and holding a student's interest. Effective visual aids:

- Are aesthetically pleasing
- Facilitate or explain complex ideas
- Demonstrate a relationship between two or more items
- Outline a process or procedure
- Are easily visible, often using bright or appealing colors
- Are easily understood, using terminology common to all students (new terminology should be defined and explained or discussed before use in the classroom)
- Are easily used in or portable to the classroom or other learning environment

Before viewing visual aids in the classroom, preview them to be sure they meet lesson criteria and objectives:

--Images should be clear and show enough detail to be descriptive. Audio or videotape is only as useful as the sound quality and images are clear and appealing.

--Note any materials that are "dated" or anachronistic due to their content or physical appearance.

Timeliness of audiovisual materials can be of significant concern in cosmetology, given rapidly changing technology and styles.

--Be sure you have the appropriate audiovisual equipment you need, meaning the hardware that goes with the visual aid. Does your institution have the appropriate projector, screen, or other devices required for the material?

Tell students what to expect, what to look for, and what they are expected to learn. Take extra time to explain difficult sections or aspects of the lesson. In reviewing the lesson, clarify confusing ideas or topics, ask for questions, and encourage discussion to assess whether the learning objectives have been reached.

Projected instructional materials

Slides and filmstrips

Old-fashioned filmstrips and slides can still play a useful role in the classroom. Slides are easy to use and store, but projection methods typically require a well-darkened room, which encourages sleepiness in some students. If at all possible, try to leave some light on to assist students taking notes. New presentation technologies like PowerPoint have made it even easier to create slides from publishing and word-processing programs, which can be viewed using computer software or a slide projector.

In your preparation for class, estimate the amount of time you will spend on each slide and its explanation or discussion. Each slide should have a description or explanation accompanying it. Some slides may take much longer to review or discuss than others. Test the projector beforehand, and confirm that the slides are in proper order and right side up. During the lesson, darken the room sufficiently for viewing, but not to obscure student's taking of written notes. Ask for questions regarding each slide, summarize, and discuss before moving on.

Transparencies and opaque projectors

Overhead projectors are a staple of classroom presentations as they are inexpensive, do not require a great deal of space, and provide flexibility and ease of presentation. In using transparencies, images such as photos or diagrams and written information are copied onto transparencies, which are then placed on an overhead projector, allowing light to pass through the transparent material, and projecting an image onto a screen or wall.

Overhead projectors are sometimes also equipped with a roll of clear film on which to write.

Opaque projectors can be used to project pages from books, magazines, or journals, as well as other solid materials (drawings, charts) onto a screen. Unlike traditional transparencies, which are best kept simple, opaque projectors are well adapted for more detailed or complicated images. Both types of projectors can also be used to project images on to a screen, wall, or flip chart, for tracing or viewing. You can also present information as you would with a chalkboard or flip chart, using overlapping transparencies to show a series of points.

Transparencies can be used in a light room, making it easier for students to take notes or discuss points presented in the lesson. Use of multiple layers and highlighting can embellish a basic image or picture, and using brightly colored markers, it is possible to create memorable permanent transparencies that can be used year after year. Additionally, temporary wet or dry erase pens can be used with the same transparency.

Naturally creative or artistic instructors may choose to prepare their own transparencies, as transparency kits are generally inexpensive and flexible. Using word processing or desktop publishing software, it is possible to generate hard copy that can be copied onto a transparency using a duplicating or copy machine. Be sure to use the transparency material that is compatible for this purpose (some transparent film will melt in a hot copier). Commercially prepared transparencies are also available for purchase.

In making and using transparencies:

- Prepare transparencies before class and practice your presentation using the projector and transparencies.
- Test the projector, setting it up in the position you will use it and practice focusing; you may

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

have to refocus slightly with each transparency.

- Mark the location of the projector and screen in the room in advance, and confirm the location before the class session begins, ensure that the light bulb works, and that you have an extra light bulb.
- As in the use of all visual materials, using bold lines and color to enhance the presentation
- Keep images and information simple and clean
- Use large bold, easy-to-read fonts, at least 18-point in size (about one-quarter inch in height or greater).
- Limit each line to no more than five or six words, and five or six lines per page.
- Vary font size and boldness to emphasize words or concepts, but limit different font or type styles to two or three at the most per page to avoid cluttering up the presentation.
- Leave space or room of at least one line between letters, words, and lines; do not crowd words or images together vertically or horizontally.
- Use a pointer to emphasize specific parts of the transparency as you present them.
- Write essential points in short phrases or outline form.
- Do not use the outer inch or two of a transparency, as these may be out of viewing range when the transparency is mounted on the projector.
- Use enough color to be interesting, but not so much that it becomes "busy" or cluttered.
- Do not use vertical lettering or italics, as they are much harder to read.
- Focus on one concept or point with each transparency.

Then use transparency overlays to present more complicated ideas or concepts using transparency layers.

- In creating your own media transparencies, select copy right-free illustrations or use clip art software packages that provide artistic images free or for a small fee.
- Turn off the projector after use and remove the transparency from the screen, to avoid heat damage to the transparency

PowerPoint

PowerPoint is a presentation graphics package. It offers word processing, outlining, drawing, graphing, and presentation management tools, and is relatively easy to use and learn.

The following is an overview of what you can do in PowerPoint:

- When you create a presentation using PowerPoint, the presentation is made up of a series of slides. The slides that you create using PowerPoint can also be presented as overhead transparencies or 35mm slides.
- In addition to slides, you can print audience handouts, outlines, and speaker's notes.
- You can format all the slides in a presentation.
- You can keep your entire presentation in a single file, including all your slides, speaker's notes, and audience handouts.
- You can import what you have created in other Microsoft products, such as Word and Excel into any of your slides.

PowerPoint can be used to develop sophisticated multimedia presentations that can be very effective in turning educational concepts into images that motivate learners. Instructors can create interesting slide shows with graphics, animations, and multimedia, and make them easy to present. New programs also offer the ability to use ink annotation tools-including a highlighter,

arrows, and two types of pens. You can also add impact with graphics like Clip Art and other on-line media. Use a variety of images, sounds, photos, and animations. It is possible to add notes and illustrations while giving the presentation, and choose colors and "pen types" that help make the information stand out.

Tips for using PowerPoint:

- Use only 2 fonts per presentation
- Keep each slide short and simple: do not use more than 4 bullet points
- Limit yourself to a few minutes per slide
- Use a limited number of colors with good contrast
- Limit slides to about 5 lines of text; limit bullet points to one line, or sentence, per bullet point
- Use large sans serif fonts
- Use high contrast color for text fields so they are easy to read; many people find it easier to read light text on a dark background
- Use vivid 8-bit images
- Do not overcrowd the slide
- Do not include too many points on any slide
- Keep charts simple with a few significant points; don't include everything on one chart
- Students should not have to strain to read anything
- Keep graphs simple, highlighting one trend or concept per graph
- Use different sizes and types of text, for interest, but avoid italics
- Add textures to make visual images interesting
- Use auto correct to check your spelling
- Do not include too many special effects or visual details
- Make images consistent in quality and sizes
- Don't clutter the image with clip art
- Use minimal animation
- Keep sound effects to a bare minimum

Video, television, and films

Videotapes have many of the advantages of slides, filmstrips, and movies, but do not require a darkened room, and are inexpensive, durable, and easily stored. Video education in cosmetology is very common and effective for certain subjects many videotapes offer step-by-step instructions for mastering a specific technical skill or learning about different procedures related to cosmetology, manicuring, or esthetics. Videotape is also useful in its ability to provide the student with feedback, by videotaping the student and highlighting his or her strengths or weaknesses, in review.

Videos and films have great practical potential for classroom use and can be instrumental in cosmetology manicuring and esthetics instruction, but not at the cost of a teacher. Educators should always remain in the classroom during the showing of a video or a film and follow the steps outlined below for classroom presentation of videos or film. It is relatively easy to find inexpensive videos covering a broad range of educational subjects and lessons. Always review the film in advance for accuracy and to be certain it meets your subject area needs.

When using a television screen or computer monitor in a classroom, choose one that is large enough to be viewed easily. A rule of thumb suggests calculating one diagonal inch multiplied by the number of students in the class. That means, using a 30-inch monitor (measuring diagonally) for a class of thirty students. If large monitors are not available, use one 19-inch screen for every 12 students. With larger classes, it is usually more effective to use a video projector on a large wall or screen.

Seats should be arranged to provide everyone clear viewing of the film or video. Make sure the projector doesn't block someone's view. Set the volume appropriately and demand quiet during the playing so everyone is able to hear properly.

Introduce the video by stating its title and a brief description, as well as the reason you are showing it (i.e. the learning objective of the lesson). Tell the students how long the film or video will last and the main points on which they should focus. Explain any necessary terminology before the film. It is useful to hand out a vocabulary list, or glossary, defining new terms. Captions can be read out loud, to ensure that everyone has time to absorb the printed information.

In any visual presentation like a film or video, it is useful for students to know what to look for, so many instructors expect students to notice essential points of the lesson; for example announcing when an especially important part of the film is about to be presented. Other instructors, however, prefer not to speak over the film.

Summarizing and discussing the video or film after the showing is an integral part of the viewing experience. After the showing, review important points, writing key terms on a board or chart. Discuss the most important points of the film and lesson. Videos can also be followed with activities that demonstrate the presentation introduced in the video. Time after the film should also be used to evaluate the effectiveness of the film in achieving your lesson's objectives. It may also make sense to repeat the viewing of the video to emphasize important points; films often have more information in them than can be absorbed with one viewing.

Computer software and computer-generated materials

The role of the computer in cosmetology, manicuring and esthetics instruction is growing by the day. Visual information can be displayed on a computer monitor, and an increasing number of instructional aids are computer-generated, with greater use of computer monitors at work and study stations. Written materials and images in transparencies, handouts, and worksheets can be prepared easily using common software programs, and quizzes and tests can also be more easily developed.

Computers have revolutionized distance learning, and instructional methods can set up remotely using television, telephone, radio, microwave, satellites, and cable methods. CD-Rom assisted education is also a great learning resource, providing students with a fulfilling sense of learning on their own, at their own pace. In using any computer-assisted methods, always support computer learning with classroom review and discussion to ensure that students understand

essential lesson points. The hands-on nature of cosmetology, manicurist or estheticians suggests that the computer will not replace the teacher entirely in the foreseeable future.

Cosmetology, Esthetician and Manicurist tools and equipment

More so than many other subject areas or disciplines, cosmetology, estheticians and manicurist instruction depends on the use of specialized tools and equipment. Students will need to become proficient in a variety of cosmetology, Esthetics and Manicuring practices related to all of which rely heavily on implements used in these fields. Instructors must be familiar with a facility's instructional aids and equipment, such as overhead projectors and computers, as well as commonly used cosmetology, estheticians and manicurist tools and equipments, such as videos, mannequins, and models.

Instructors should be trained in the operation of any equipment, to ensure that they use it safely and appropriately. They should teach students how to make intelligent decisions regarding equipment rental or purchase. Maintenance should be readily available, if necessary, to repair and maintain the item over its lifetime of use. The instructor may or may not make purchasing decisions for the institution. If you have a role in that choice, give appropriate attention, time, and thought to choosing the equipment with which you work and teach. The tools or equipment should facilitate or enhance a student's ability to learn, and it should require minimum maintenance, care, and repair. Warranty and service issues are also an important consideration, as is the item's durability and safety record. Tools and equipment should always be inspected and tested before classroom use and used according to manufacturer instructions.

Types of Teaching Methods (LECTURES)

Lectures are monologues, or verbal presentations, in which the instructor delivers the subject matter of the course, the content of which is developed well in advance and delivered, often, with the use of written notes. While lecturing plays a significant role in many classrooms, it may be a highly effective strategy for only a small minority of students. Unless the teacher is a dynamic speaker with interesting information, he or she may not find a receptive audience. Repetition, for example, can be a useful technique for emphasizing information, but can be overused or abused. Pace of delivery can be as important as content: too slow, and students are bored; too fast, and the lesson flies over students' heads, discouraging them. Good lecturing strikes a delicate balance, as students will naturally vary in their ability to absorb the content of the lecture, and proceed through course material at unequal rates.

To keep students attending to the lecture, present items in a logical order and emphasize lesson objectives at the beginning and throughout the lecture. Introduce a written statement of purpose, outlining the essential points of the lesson, and explain the purpose of the presentation, telling students what lesson objectives are expected of them. It is also useful to reinforce lecturing with the use of instructional aids, such as worksheets or handouts, which can be handed out at the beginning of the lecture and referred to throughout the class.

Use eye contact throughout the lecture, and learn to keep it short and sweet. The best lectures do

All Rights Reserved. Materials may not be copied, edited, reproduced, distributed, imitated in any way without written permission from C.O. E. Continuing Education. The course provided was prepared by C.O.E. Continuing Education Curriculum Coordinator. It is not meant to provide medical, legal or professional services advice. If necessary, it is recommended that you consult a medical, legal or professional services expert licensed in your state.

not last longer than a student's ability to concentrate or absorb the information. At the end of a lecture, it is useful to provide a summary of the lesson that reinforces its main points; reviewing them in the order they were presented.

Ideally, lectured periods are followed by activities such as group discussion or demonstrations where students can review and discuss the theoretical content of the lecture and its practical applications.

Interactive lectures

Lectures are best used in combination with class discussion or other presentation methods that allow student participation, as questions or comments keep students interested in the subject matter. Interactive lectures are presentations directed primarily by the teacher, who typically speaks the majority of the time, but interspersed with student participation. Instructors can ask students factual questions about the material, or to share their opinions regarding some aspect of the lesson. This type of interaction keeps students alert, and their minds active.

Interactive lectures are typically organized along the following lines: the instructor speaks first, then asks questions about the material he or she just presented, and the students respond; but may be presented countless other ways, as well. Instructors may prefer that students call out questions, as they have them, during the presentation, or save them for a specific portion of the lecture time, at the end, for example. If students ask questions as they arise, the instructor learns what points need clarification, but some instructors find that many interruptions during the lecture can ruin the flow of the lecture, making it more difficult to follow.

The instructor should assess, through questions, how much of the lesson objectives students have absorbed and any confusion they may have about the subject matter. The instructor can ask students to explain, in their own words, the concepts just introduced, allowing the students to review and summarize essential points of the lesson, when students expect to be questioned about new material, they are more likely to pay attention. Expecting students to actively listen and participate in the discussion holds them accountable for the information in the lesson.

Class discussion

Class discussions allow students to work through projects verbally, sharing their knowledge, perceptions, and opinions. Like lectures, good discussions require some planning and forethought, but rely more heavily on student involvement than lectures or interactive lectures. In most discussions, the instructor acts as a guide, providing information and correcting misinformation as the conversation progresses, and raising questions that challenge the class to reach the right answer or answers. In some cases, students assist in facilitation by choosing questions and asking them of the group.

The best discussions involve everyone, but it may be a challenge to encourage quiet students to speak. Some students participate easily; other may be heard from rarely. It may encourage less forward students to participate if the class breaks into small groups, randomly, or based on shared opinions. Some useful discussion rules are:

- Avoid interrupting individual speakers or the group
- Don't allow the conversation to get too off-track on tangential issues or arguments. Comments

should not stray off topic, but stay with the objectives of the lesson

- While it is often useful to learn the range of opinions in the class, opinions should always be supported by factual information. In this way, discussions contribute to the knowledge base rather than spreading ignorance
- Realize the importance of listening skills in any discussion

Brainstorming

In 1941, an advertising executive, named Alex Osborn, who thought conventional business meetings were inhibiting the creation of new ideas, proposed a number of strategies to stimulate new ideas in conversation. In general, he was looking for ways to nurture and promote creative ideas. This method came to be known as "brainstorming." The rules guiding this technique follow:

- No criticism of any idea
- Try to generate a large number of ideas
- Build on each others ideas
- Encourage extreme or exaggerated ideas

Panel discussions and symposia

Panel discussions and symposia are more formal or stylized discussions, with specific guidelines governing their use. Panel discussions may be used to communicate differing points of view on a specific topic, explain a variety of issues, or help students understand a range of opinions relating to a topic or issue. The panel consists of a number of students, and the instructor acts as host/facilitator of the discussion. Typically, each panel member is responsible for a particular topic or topics. He or she will present an idea, perhaps in opposition to the other panel members, then, the class engages panel members with questions, guided by the instructor. In panel discussions, the host or facilitator guides the subject matter, to assure that lesson objectives are met.

In symposia, a number of speakers present information-often competing viewpoints, or a specific aspect of an issue or set of topics. Symposium members, unlike panel members, are usually highly skilled or expert in a specific subject area. In symposia, the presenters tend to guide lesson objectives, with the facilitator or instructor playing a smaller, less influential role. Symposia typically conclude with a discussion in which experts answer audience or students' questions.

Cooperative learning

Cooperative learning is a method of instruction that requires students to work cooperatively to complete projects. It is based on the philosophy that students learn best what they work through on their own, and from each other, and operates with the assumption that students who share project goals will encourage interest and involvement in the task.

Cooperative learning follows a multi-step model in which the instructor initially prepares the lesson plan and divides students into groups of four or five. Each group of students is assigned particular responsibilities and project objectives, including the criteria for success in the project.

The instructor's role is to listen to group discussions, breaking in, when appropriate, to refocus the conversation, reiterate lesson objectives, or bring up essential points. In the final step, the instructor concludes the session with a summary of the lesson, and evaluates the extent to which students achieved educational goals.

PRACTICAL DEMONSTRATION

Demonstrations refer to instruction methods highlighting the hands-on or technical aspects of cosmetology, esthetics and manicuring education, rather than the purely theoretical. Such methods or activities include step-by-step instruction, usually performed by the instructor or a guest expert. If the instructor is not well versed and comfortable in the technique, he or she should allow a skilled guest to teach that section of the lesson.

Demonstrations require excellent planning. All equipment or materials necessary to the demonstration should be gathered and organized well before the demonstration, and reviewed with the class at the beginning of the session. Arrange the classroom or facility in such a way that students will have no trouble seeing or hearing the demonstration, and set up the equipment and tools to approximate a professional environment that is as realistic as possible. If it is difficult for everyone to see at once, have a small number of students come up, a few at a time, to look closely at necessary details, for example, the application of solution onto a model's hair.

In developing a demonstration, remember that students learn at different rates. Identify the objectives of the lesson, in the beginning of the session, and discuss any special terminology in advance of the demonstration by explaining it and writing it on the board. The demonstration should focus on a specific fundamental process, analyzing it step-by-step, at an appropriate speed for all students. An explanation of each technique and its objective should accompany the demonstration of each step.

Observe nonverbal cues from students during the presentation to make sure their interest in not waning. Ideally, a demonstration should last no longer than 20 minutes to maintain students high level of concentration and attention to the subject matter. Demonstrate each task slowly, and question students throughout the task to assure they understand each step. Do not distract from the demonstration by passing items around room. Once the instructor has completed the demonstration, he or she can narrate the steps of the demonstration, while students demonstrate a portion of the process, or a student can narrate the step, while other students demonstrate the process. Students will feel more secure about the procedure the more they hear repetition of the explanation and review of the physical steps of the demonstration.

Checklist for demonstrations:

- List and explain all steps in order
 - Introduce new terminology and write in on the board
 - Introduce all equipment and write on the board
 - Discuss safety protocol
 - Initially introduce only one basic way to do the demonstration, even if competing ways exist.
- Use the safest method

- Monitor students for signs of boredom or confusion
- Ask students questions at the end of the demonstration, and encourage discussion to learn to what extent they understand or do not understand the main concepts of the lesson and the learning objectives.

Return Demonstration

It is especially useful for a demonstration to be followed immediately with students practicing the procedure or technique, when their memory is fresh, using their notes, if necessary, with the instructor reviewing the students' work. This is referred to as a return demonstration. Students demonstrate the specific steps of the procedure or technique, with guidance, after watching the instructor at least once, or one student can narrate the steps while another demonstrates the procedure in front of the class.

As repetition is a basic requirement for learning procedures, multiple practice sessions are ideal. This allows students to proceed at their own rate, correcting and learning from any mistakes made along the way. Near the end of the session, the instructor should assess each student's performance, evaluating each part of the demonstration with a grade or review of the work.

Laboratory (Lab)

Lab work emphasizes hands-on techniques and practical experience, and also requires a great deal of preparation. Discuss the procedure and furnish written instructions, beforehand, with information and images to support the lesson topic so students have a good sense of the job or project they will be undertaking before they launch into use of materials and equipment. To insure project success and safety, students should be guided in their work with complete written instructions and/or handouts that provide useful images along with instructive technical information. Using a combination of approaches can be very useful. For example, the instructor may begin with a verbal explanation supported by handouts that introduce and explain new terminology and step-by-step instructions, including all necessary technical and safety information.

Encourage students to ask questions, and ask questions of them before, during, and after the lab work is completed, but avoid needless chatter about other topics. Instructors should remain in the lab the entire session. During the lab session, the instructor should make rounds, checking each student's work, and assessing its quality. It is useful to ask students questions as you monitor their progress, for example: What is that procedure you are doing now called? What is your next step? What safety considerations are related to use of that equipment?

Monitor students' work closely, and assist, as needed, with suggestions and corrections. Use minimal guidance, however, allowing the students to work as independently as possible, and avoid "taking over" the project. It is acceptable for students to make mistakes only if they do not risk their or other students' safety or waste expensive materials. In case of error, the instructor should follow up with student/class by reviewing the correct procedure, noting the cause of the error, and ways to avoid or correct it. Instructors should use positive reinforcement methods, praising and complementing good form and improvement, and acknowledging good effort.

Remember that students vary enormously in the way they learn and work, and even their physical dexterity, and should be permitted to learn new concepts or skills at their own speed. A well organized and effectively managed lab can accommodate a range of abilities and all speeds of learners. Instructors will likely spend more time with students who require more assistance, but should visit each workstation at least two or three times per lab.

To address varying needs, provide extra credit or additional tasks for students who finish early. The instructor can also demonstrate necessary techniques a second or third time for students who need it, in a small group or one-on-one.

Role playing

Role playing is a learning tool meant to help learners understand the perceptions and opinions of others. In role playing, students act out a situation characterized by conflict, assuming another person's role or character, and attempting to think and act as that individual would in a specific situation. The instructor's role in role playing is to facilitate the process by setting up the scenario and leading the discussion that follows. Class members are either role players or observers, who will take notes, and review the interaction for the discussion portion of the class.

Role-reversal specifically helps students understand opposing viewpoints. In role-reversal, students act out roles in opposition to those they usually play. For example, the student may play the role of a particular person or position, like "the client," a person with whom they have necessary and constant interaction. An example of a scenario that lends itself to role playing or role reversal might be "How to respond to a dis-satisfied client."

Field trips

Field trips require students to leave the traditional classroom and attend a lesson in another type of environment, such as a professional salon or retail distribution center that provides a real-world context for their training. Common destinations for cosmetology estheticians and manicurist student field trips include trade shows, professional salons, and industry seminars. Trade shows and seminars provide an opportunity for students to learn about the latest trends and techniques, elements of business management, or salon operation, Even a visit to a beauty supply store can be illuminating and useful to students, as a way for practitioner to learn about floor design and equipment options.

Field trips encourage and motivate students, broadening their understanding of the professional world, and giving them the opportunity to see how different aspects of the industry and licensed professionals interact in the real world. This is especially useful when students are close to graduation, or trying to determine what practice niche suits them best. They are also a way to help instructors stay current and learn about innovations in the field.

Field trips add variety to the schedule, but are not meant as a holiday.

Prepare a checklist or work sheet to be completed by students, during the field trip, as they view specific areas of the facility or talk with specific people. You might ask:

How do they greet clients?

What is this salon's image?

How would you rate this salon's level of professionalism?

How is the salon decorated?

What do licensed professionals wear on the job?

Where do they advertise their services?

What product lines do they offer?

How much do you see management personnel?

How smoothly run are operations?

Evaluation and discussion of the field trip should occur as soon after the conclusion of the field trip as possible, and ideally the same day. If that is not possible, use the next session of class to follow up on the field trip by having students discuss what they saw. For example, after visiting a retail distribution center, students can discuss the range of product choices available to them and their decision-making process in selecting specific products.

Students on field trips bear a significant amount of responsibility to listen attentively and observe carefully what is around them. Special procedures related to parental permission or the use of "permission slips" may be required, depending on the ages of the students. Please check into your facility or institution's requirements regarding field trips before you plan a venture.

"You Don't Have To Take or Pass a Test To Get Your Certificate"
[Pay Now To Get Your Certificate](#)