TEACHING TECHNIQUES

INSTRUCTIONAL METHODS

Introduction:

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.

Course Outline:

1. Teaching Technique Overview

    a. Different Abilities and Interests

    b. Course Introduction Summary

2. How Students Learn

    a. Personality Models: Nature and Nurture

    b. Perceptual Modality

    c. Information Processing

3. Brain Hemisphere Dominance

    a. Left verses Right Brain Hemisphere

    b. Identifying Learning Styles

4. Visual-Auditory-Kinesthetic (VAK) Learning Model

    a. Visual-Learning Style Preferences

    b. Auditory-Learning Style Preferences

    c. Kinesthetic-Learning Style Preferences

5. Choosing Effective Teaching Methods

6. Teaching Techniques in Evaluating and Grading

    a. Grading

    b. How to Grade

    c. Preparing and Giving Examinations

    d. Developing A Test Plan

7. Performance Test

8. Evaluating Students

9. Identifying Significant Skills and Necessary Knowledge

10. Preparing Class Presentation (Speech Courses)

11. Brief Summary

Course Objectives:

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 Techniques
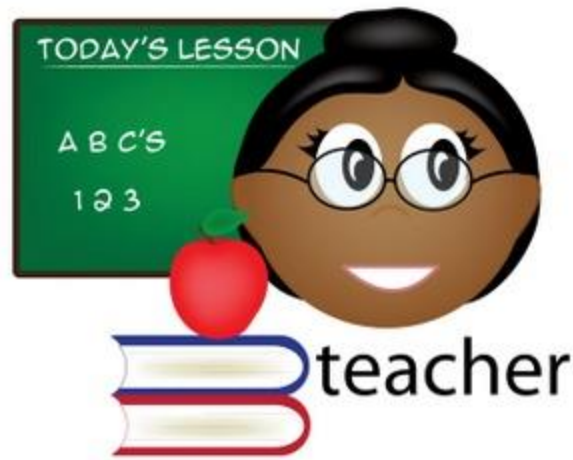
Overview

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.

Different Abilities and Interests

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.

Course Introduction Summary

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.

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.

Left verses Right Brain Hemisphere

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 verses 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; prefers 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

Identifying Learning Styles

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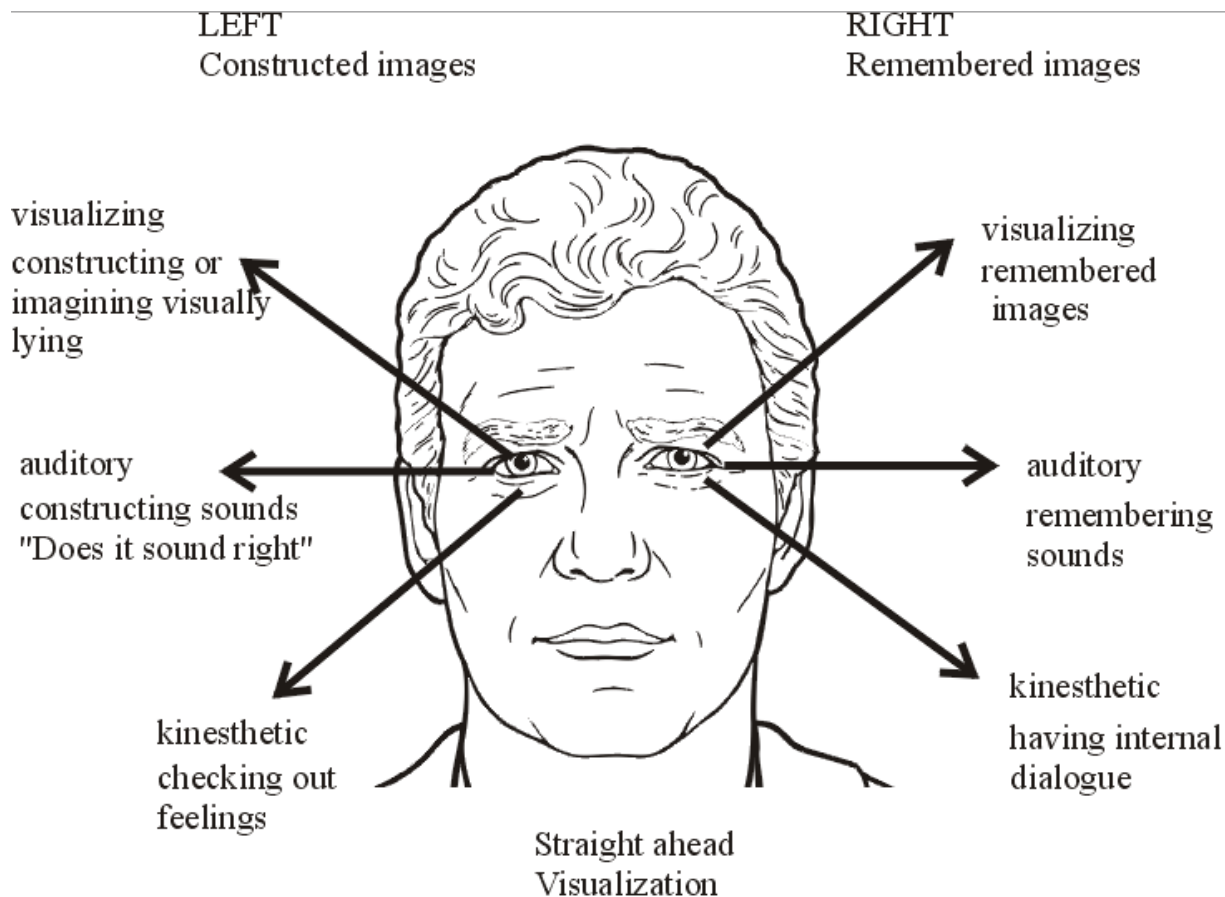
"Learning styles" have been defined as "the way in which an individual experiences the world, and how that individual processes and integrates new information. Much of our learning style is dependent on the way we receive sensory information about our environment, our preferences in absorbing it, and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

Visual-Auditory-Kinesthetic (VAK) Learning Model

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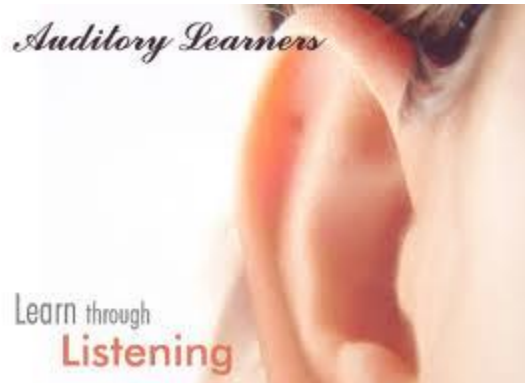
Auditory learners may not read and write well. They may move their lips, or speak out loud, when they read. They may talk to themselves and prefer to hear, rather than read, instructions.

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.

AUDITORY LEARNER CHARACTERISTICS

Auditory learners are those who learn best through hearing things. They typically notice and remember sounds. They are good at remembering things that they hear. They are also good with words and language. They often read to themselves as they study. They are also often distracted by noise and sounds. Look over these traits to see if they sound familiar to you. You may be an auditory learner if you are someone who:

- Likes to read to self out loud.

- Is not afraid to speak in class.

- Likes oral reports.

- Is good at explaining.

- Remembers names.

- Notices sound effects in movies.

- Enjoys music.

- Is good at grammar and foreign language.

- Reads slowly.

- Follows spoken directions well.

- Can't keep quiet for long periods.

- Enjoys acting, being on stage.

- Is good in study groups.

Auditory Learners Can Benefit from:

- Using word association to remember facts and lines.

- Recording lectures.

- Watching videos.

- Repeating facts with eyes closed.

- Participating in group discussions.

- Using audiotapes for language practice.

- Taping notes after writing them.

Visual Learner Characteristics

Visual learners are those who learn through seeing things. Look over the characteristics below to see if they sound familiar. A visual learner:

- Is good at spelling but forgets names.

- Needs quiet study time.

- Has to think awhile before understanding lecture.

- Is good at spelling.

- Likes colors & fashion.

- Dreams in color.

- Understands/likes charts.

- Is good with sign language.

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 aide 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 association 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.

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.

Brief Summary

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.