



# DESIGNING EFFECTIVE INSTRUCTION

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October 26, 2020

## — Today

- Questions from last class
- Comments from last class
- Learning domains
- Plan and design instruction
- Homework responses – assessment, engagement
- How to apply the concepts

## —— Questions and Comments

- Respond to questions
- What kinds of activities engage you? (from homework)
- How will you know that participants understand the content?

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I ***hear*** and I forget  
I ***see*** and I remember  
I ***do*** and I understand

Confucius proverb

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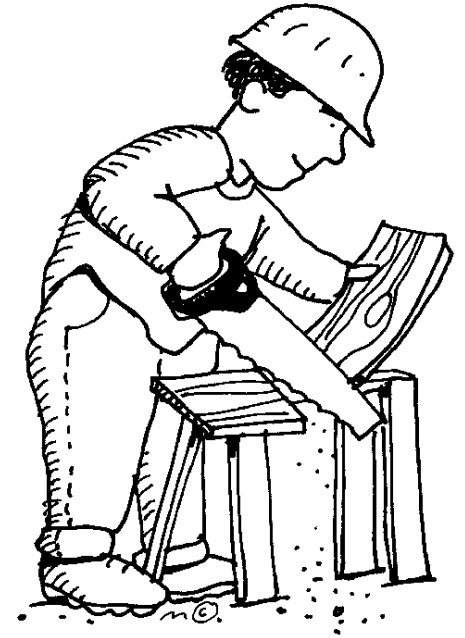
*We learn by example and by direct experience, because there are real limits to the adequacy of verbal instruction.*

Malcolm Gladwell

# — Learning Domains



Cognitive – head  
Psychomotor – hands  
Affective – heart



## — Cognitive Domain

Intellectual outcomes involve learning and applying facts, theories and concepts.

For example, students will be able to explain a policy.

HEAD

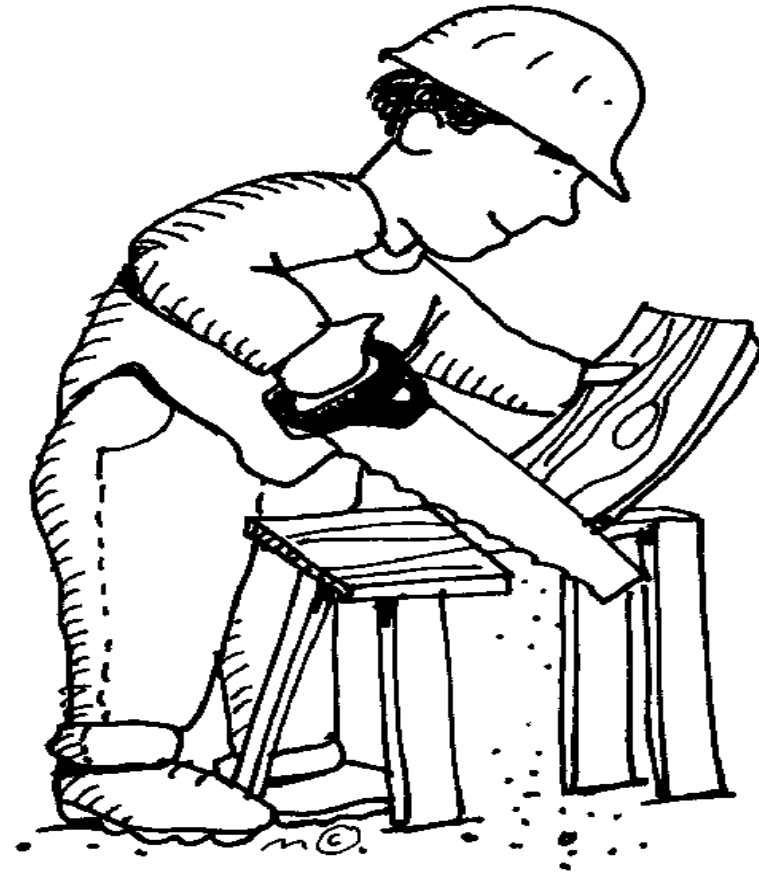


# —— Psychomotor Domain

Skills-based, including large and small motor skills

For example: learners can find the policy online

HANDS





# Affective Domain

Attitudes and values change or are reinforced. This kind of learning appeals to the spirit.

For example: learners want to do their best to support a project.

HEART



## Activity

In small groups of 3 – 4, select which domain(s) you will need to address in your training:

Cognitive

Psychomotor

Affective

Why did your group choose that domain?

## — Break

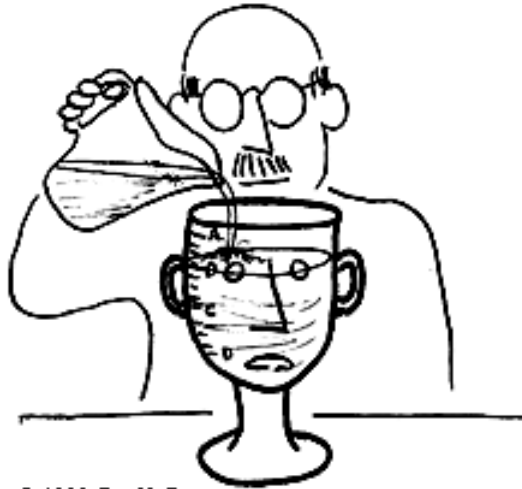
Please take a 20-minute break from our session.

Use this time to stretch and move around.

## —— Pause for Reflection

- What is important to remember from the learning so far?
- How does information about learning styles and learning domains inform your professional practice?
- What is the purpose of the training?

## — Teaching styles that match against the learner's stage (Grow, 1996)



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## —— Pause for Reflection

- What is different about this training approach that you have been participating in?
- How might you apply some of the techniques we have employed in this training?

## —— Pause for Reflection

Brain-based research informs us that engaging certain parts of the brain greatly facilitate learning. Certain parts of the brain light up when stimulated through **music or art**.

Let's apply this knowledge to online learning.

**In small groups, discuss for 10 minutes:**

- \* How can you incorporate music into your lessons?**
- \* How can you incorporate images into your lessons?**

## Questions?

- Write down questions
- Or raise your hand and ask
- Or send questions by email at any time, to be answered at our next class



## Next Class

- We will learn about instructional and facilitation skills.
- Think about what you have learned so far.
- How will you know that participants understand the content?
- The next slide is a sneak preview of the class on *Facilitation Strategies*.

## Match or Mismatch?

S4: Self-Directed Learner	<b>Severe Mismatch</b> Students resent authoritarian teacher	<i>Mismatch</i>	Near Match	<b>Match</b>
S3: Involved Learner	<i>Mismatch</i>	Near Match	<b>Match</b>	Near Match
S2: Interested Learner	Near Match	<b>Match</b>	Near Match	<i>Mismatch</i>
S1: Dependent Learner	<b>Match</b>	Near Match	<i>Mismatch</i>	<b>Severe Mismatch</b> Students resent freedom they are not ready for
	T1: Authority Expert	T2: Salesperson, Motivator	T3: Facilitator	T4: Delegator



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