Teaching Templates©

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Table of Contents

What are Teaching Templates?

Teaching Templates are a series of sequenced & filtered templates which aid the instructional developer to present material in an educational manner to his/her students. Instructional material is presented utilizing adult learning principles to ensure learning.

Who are they for?

All Subject Matter Experts and instructional developers charged to develop educational material for use in the classroom or for the internet.

Why do we do things this way?

This purpose of this document is to assist you in creating and maintaining your course for classroom and for the Internet. Delivering engaging media rich content can be very difficult and time consuming. We have chosen the method of template choreography because it simplifies the development of content layout when designing courseware that works reliably over a wide range of teaching situations.

Research indicates that adult learn if they perceive their learning will help them perform tasks or deal with problems they encounter in the life activities.

There are certain assumptions that we make regarding this new learning tool. It will not replace good instruction, not take the place of faculty mentoring, nor impart learning without incorporating basic instructional methodologies. Utilizing instructional techniques will ensure that your content promotes learning.

To this end, subject matter experts or instructional developers should view these templates as another tool and medium from which to impart knowledge. Serious consideration regarding review of current learning objectives, instructional sequencing, content components, and associated learning materials must be well though out before the process of development begins.

This can be a daunting task. It is our hope that our efforts will make your job easier and enhance your student's learning experience…

What do Teaching Templates do?

- *For fast acting relief, try slowing down. - Lily Tomlin*

Teaching Templates ensure learning by using proven principles to construct and present your material in a logical, engaging and educational manner.

What do Teaching Templates not do?

This technology will never take the place of good instruction. This technology will not make you a better teacher. This is just another tool for you to use. Like any other tool, it takes time and patience to use it effectively. Furthermore, using this tool is like trying to shoot a series of moving targets. Change is the name of the game and the nature of technology. So, keep an open mind, experiment and have fun!

What is required of you?

- To be sure in hitting the target, shoot first, and call whatever you hit the target. – Ashleigh Bright

Patience, persistence & perseverance are fundamental when developing courseware. This work should be viewed as a constantly evolving project. Development of your courseware should be done over a period of weeks. Modifications to your original content should come after a series of thoughtful reflections and updates.

To ensure ease of use, the following skill checklist should be reviewed.

Skill Checklist:

	Yes	No
Basic Computer Skills:		
Can send an attachment via email		
Can create a word document		
Use Email		
Upload files from my computer		
Download files to my computer		
Basic Internet Skills:		
Navigate the Internet		
Print information from web page		

Any skills not presently know should be learned. Contact your Administrator to determine how you might obtain these skills.

Remember, working with technology is like trying to hit a series of moving targets. Technology's nature is change. Be prepared to continually improve your skills and modify your courseware as needed. Do your best but don't get caught up with perfection. It's an impossible task.

A word about adult learners. . .

• As one cat said to another: Birthdays are like fur balls – the more you have the more you gag. Marla Morgan

Adults are a special breed of cat. Adults come to an education setting with a wide range of experiences, which can serve as a basis of new learning. Adults need to know what learning will occur, how learning will be conducted, and why learning is important.

Adults are motivated to learn and are ready to learn to the extent they perceive learning will help them perform tasks or deal with problems that can relate to their life situations.

Adult's previous experiences may color their experiences, beliefs, biases and mental habits which may need to re reassessed in order to promote alternate way(s) of thinking.

Finally, adults like to be responsible for their own decisions and learning. They need to be provided the tools and opportunities for independent and self-directed leaning.

The ADDIE Model

● Behold the turtle. He makes progress only when he sticks his neck out.
James Conant

Teaching Templates have been developed around the ADDIE model of instructional design. These steps are as follows:

Step One – Analyze

Consider, in detail, your content so you can discover the essential components that make up your course.

Step Two - Design

Design requires you to break your content into logical, sequenced modules that build upon themselves

Step Three – Develop

Developing requires construction of individual content for each module. Any demonstrative aids which may help ensure that learning takes place should be gathered during this step. Demonstrative Aids can include: video, audio, illustrative or textural examples.

Step Four – Implement

Test out your course. If possible, have several students or subject matter experts review your work on various computers and browsers view and note their comments and concerns.

Step Five – Evaluate

Make modifications as needed or schedule review at periodic intervals. Repeat above sequences as needed. Keep an open mind and constantly monitor for elements that will improve your course.

And now a word from our filters. . .

As noted in our introduction, we use a series of filers that allow you to choose, sift and sort your content so that your subject matter utilizes instructional methodology to ensure learning. As we proceed each Filter will be discussed in greater detail.

An overview of the filtering process is as follows:

Filter One: Define Terminal Learning Objective(s)

Filter Two: Content Type Classification

Filter Three: Listing Elements of Content Classification

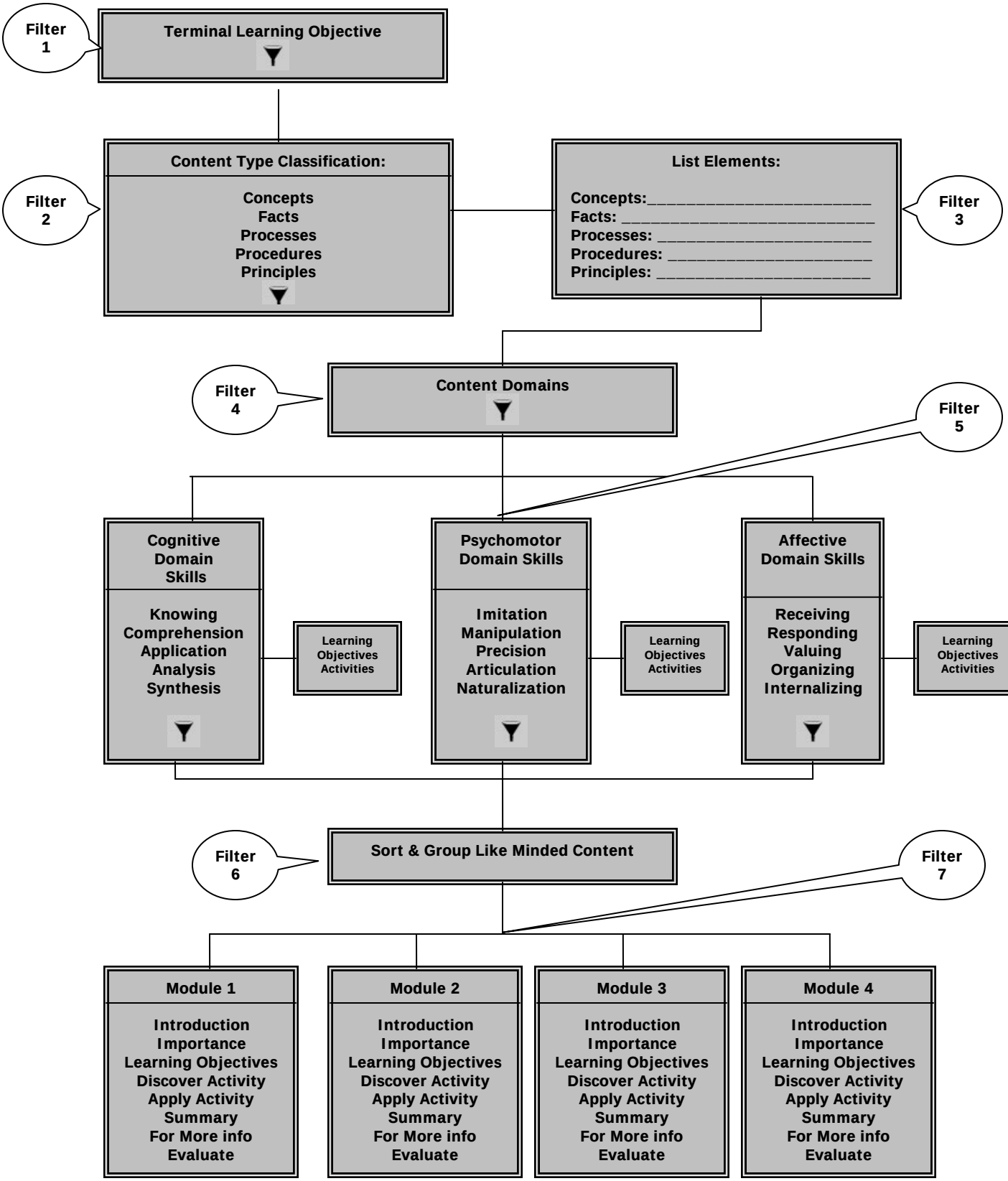
Filter Four: Content Domains

Filter Five: Skills Levels within Content Domains

Filter Six: Sorting and Grouping

Filter Seven: Creation of Individual Modules

A semantic of this process can be found on the next page.


Filter 1
Terminal Learning Objective
Content Type Classification:
Concepts
Facts
Processes
Procedures
Principles
Filter 2
List Elements:
Concepts:_____
Facts: _____
Processes: _____
Procedures: _____
Principles: _____
Filter 3
Filter 4
Content Domains
Filter 5
Cognitive Domain Skills
Knowing
Comprehension
Application
Analysis
Synthesis
Learning Objectives Activities
Psychomotor Domain Skills
Imitation
Manipulation
Precision
Articulation
Naturalization
Learning Objectives Activities
Affective Domain Skills
Receiving
Responding
Valuing
Organizing
Internalizing
Learning Objectives Activities
Filter 6
Sort & Group Like Minded Content
Filter 7
Module 1
Introduction
Importance
Learning Objectives
Discover Activity
Apply Activity
Summary
For More info
Evaluate
Module 2
Introduction
Importance
Learning Objectives
Discover Activity
Apply Activity
Summary
For More info
Evaluate
Module 3
Introduction
Importance
Learning Objectives
Discover Activity
Apply Activity
Summary
For More info
Evaluate
Module 4
Introduction
Importance
Learning Objectives
Discover Activity
Apply Activity
Summary
For More info
Evaluate

Filter One – Terminal Learning Objectives

Terminal Learning Objectives


Chances are you already have or can describe a final exam or project, which imparts the knowledge, skills and attitudes necessary to successfully complete your course. Let's call this task our Terminal Learning Objective.

For example, at the end of my course, my student's Terminal Learning Objectives will be: To prepare and create breads, pies and cookies and other pastries.

EXAMPLE - Terminal Learning Objective(s)
To prepare and create breads, pies and cookies and other pastries.

Filter Two – Content Type Classifications

Content Type Classifications

Courses consist of information combined of Concepts, Facts, Processes, Procedures and Principles. Let's take a moment and define each element in greater detail.

Concepts: Concepts are mental representations or prototypes of objects or ideas for which multiple specific examples exist. They are made up of facts.

Facts: Factual information is unique and one-of-a-kind type information where each instance is identical to every other.

Processes: Possesses are descriptions how things work.

Procedures: Procedures are a series of clearly defined steps which result in achieving a job task.

Principles: Principles are the underlying scientific or theological precepts from which basic of reasoning or actions evolve.

Filter Three - Listing Content Type Elements

As you discern you're content type elements, begin to name the various elements within each category.

EXAMPLE - Terminal Learning Objective(s)
To prepare and create breads, pies and cookies and other pastries.

EXAMPLE: Listing of Content Type Elements	
Concepts	What is a pie? What is a cookie? What is a pastry?
Facts	Know the basic parts of a convection oven Identify the various cooking utensils required Enumerate the ingredients required
Processes	Baking in a Convection Oven
Procedures	1. Blend yeast packet and ½ box cookie mix 2. Add 1 cup water 3. Stir with spoon until blended
Principles	How does convection work? What makes dough rise?

Filter Four - Content Domains

Learning skills take place within 3 domains: Cognitive, Psychomotor, and Affective

Cognitive Domain Knowing or Understanding Skills	**Psychomotor Domain** Physical or Manual Skills	**Affective Domain** Attitude or Belief Skills
		

Filter Five – Skill Levels within Domains

Each domain can be further broken up into skills that can be associated with each domain:

Cognitive Domain	**Knowing or understanding activities**
	Levels of Learning:
	Knowing
	Comprehension
	Application
	Analysis
	Synthesis
	Evaluation
Psychomotor Domain	**Manual or physical activities**
	Imitation
	Manipulation
	Precision
	Articulation
	Naturalization
Affective Domain	**Attitude or Belief Skills**
	Levels of Learning:
	Receiving
	Responding
	Valuing
	Organization
	Internalizing

Now let's examine each Domain's skill in greater detail:

Descriptors of Levels of Learning in the Cognitive Domain	Illustrative Verbs
1. Knowledge - remembering previously learned material. The skill may involve recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.	**Knowledge** - enumerate, define, describe, identify, label, list, match, name, outline, recall, recite, recollect, relate, reproduce, select, state
2. Comprehension - the ability to grasp meaning of material. This skill may be shown by translating material from one form to another (words or numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects).	**Comprehension** - change, construct, convert, decode, defend, define, describe, distinguish, discriminate, estimate, explain, extend, generalize, give example, illustrate, infer, paraphrase, predict, restate, rewrite, solve, summarize
3. Application - the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories.	**Application** - apply, change, compute, demonstrate, develop, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, organize, predict, prepare, produce, relate, solve, transfer, use
4. Analysis - the ability to break down material into its component parts so that its organizational structure may be understood. This skill may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved.	**Analysis** - analyze, breakdown, classify, compare, contrast, determine, deduce, diagram, differentiate, distinguish, identify, illustrate, infer, outline, point out, relate, select, separate, subdivide
5. Synthesis - the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information).	**Synthesis** - categorize, combine, compile, compose, conceive, construct, create, design, devise, establish, explain, formulate, generate, invent, make manage, modify, organize, originate, plan, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, tell, write
6. Evaluation - the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them.	**Evaluate** - appraise, ascertain, choose, compare, conclude, contrast, criticize, decide, defend, describe, discriminate, explain, interpret, justify, relate, resolve, summarize, support, validate, write (a review)

Descriptors of Major Categories in the Psychomotor Domain	Illustrative Verbs for Stating Objectives
1. Imitation - early stages in learning a complex skill, overtly, after the individual has indicated a readiness to take a particular type of action. Imitation includes repeating an act that has been demonstrated or explained, and it includes trial and error until an appropriate response is achieved.	**Imitation** - begin, assemble, attempt, carry out, copy, calibrate, construct, dissect, duplicate, follow, mimic, move, practice, proceed, repeat, reproduce, respond, organize, sketch, start, try, volunteer
2. Manipulation - individual continues to practice a particular skill or sequence until it becomes habitual and the action can be performed with some confidence and proficiency. The response is more complex than at the previous level, but the learner still isn't "sure of him/herself."	**Manipulation** - (same as imitation), acquire, assemble, complete, conduct, do, execute, improve, maintain, make, manipulate, operate, pace, perform, produce, progress, use
3. Precision - skill has been attained. Proficiency is indicated by a quick, smooth, accurate performance, requiring a minimum of energy. The overt response is complex and performed without hesitation.	**Precision** - (same as imitation and manipulation), achieve, accomplish, advance, automatize, exceed, excel, master, reach, refine, succeed, surpass, transcend
4. Articulation - involved an even higher level of precision. The skills are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation.	**Articulation** - adapt, alter, change, excel, rearrange, reorganize, revise, surpass, transcend
5. Naturalization - response is automatic. The individual begins to experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. One acts "without thinking."	**Naturalization** - arrange, combine, compose, construct, create, design, refine, originate, transcend

Descriptors of the Major Categories in the Affective Domain	Illustrative Verbs
1. Receiving – willingness to receive or to attend to particular phenomena or stimuli (classroom activities, textbook, assignment, etc.). Receiving has been divided into three subcategories: awareness, willingness to receive, and controlled or selected attention. From the teaching standpoint, receiving is concerned with getting, holding, and directing the student's attention.	**1. Receiving** – acknowledge, ask, attend, be aware, choose, describe, follow, give, hold, identify, listen, locate, name, receive, reply, select, show alertness, tolerate, use, view, watch
2. Responding – refers to active participation on the part of the student. The student is sufficiently motivated not to just be 1.2 Willing to attend, but is actively attending. Responding indicates the desire that a student has become sufficiently involved in or committed to a subject, activity, etc., so as to seek it out and gain satisfaction from working with it or engaging in it.	**2. Responding** – agree (to), answer, ask, assist, communicate, comply, consent, conform, contribute, cooperate, discuss, follow-up, greet, help, indicate, inquire, label, obey, participate, pursue, question, react, read, reply, report, request, respond, seek, select, visit, volunteer, write
3. Valuing – the student sees worth or value in the subject, activity, assignment, etc. An important element of behavior characterized by valuing is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable	**3. Valuing** – accept, adopt, approve, complete, choose, commit, describe, desire, differentiate, display, endorse, exhibit, explain, express, form, initiate, invite, join, justify, prefer, propose, read, report, sanction, select, share, study, work
4. Organization – bringing together a complex of values, possible disparate values, resolving conflicts between them, and beginning to build an internally consistent value system. The individual sees how the value relates to those already held or to new ones that are coming to be held. The integration of values is less than harmonious; it is a kind of dynamic equilibrium that is dependent upon salient events at a specific point in time.	**4. Organization** – adapt, adhere, alter, arrange, categorize, classify, combine, compare, complete, defend, explain, establish, formulate, generalize, group, identify, integrate, modify, order, organize, prepare, rank, rate, relate, synthesize, systemize
5. Characterization by a Value or Value Complex – internalization of values have a place in the individual's value hierarchy. The values have controlled one's behavior for a sufficiently long period of time to have developed a characteristic "life style." The behavior is pervasive, consistent, and predictable.	**5. Characterization** – act, advocate, behave, characterize, conform, continue, defend, devote, disclose, discriminate, display, encourage, endure, exemplify, function, incorporate, influence, justify, listen, maintain, modify, pattern, practice, preserve, perform, question, revise, retain, support, uphold, use

Filter Six – Sort & Group

Duplicate as needed

Group Number:	
Concepts:	List:
Facts:	List:
Processes:	List:
Procedures:	List:
Principles	List:

Filter Seven – Module Construction

● The have and the have nots can often be traced back to the dids and did-nots. - D.O. Flynn

Module Titles in sequence:

Note: Everyone has their own style of teaching and methods of conveying information. Some instructors "package" their content as lessons. Others use units, modules, exercises or examples to portray their content. What ever you call it, it imparts information to your students. We prefer to call our teaching segments modules.

Introduction- How does this segment fit within the course's construct?

Define Introduction:

_____

Importance – why is this segment important?

Define Importance:

_____

Learning Objectives – At the end of this segment, what do you want the student to learn and/or do?

Define Learning Objectives1:

_____

Time - How long should it take a student to complete this segment?

Define Time:

_____

For Further Information – Additional resources that the student might find that could further his/her interest in this topic.

Define Further Information List

_____

_____

Evaluation - Are their any tests associates with this Segment?

Tests:

_____

Summarize – Recap learning objectives

Define Summary

Summative: After each module or predetermined unit

Formative: After entire course has been taken

Putting it all together – Teaching Template Form

Duplicate as Needed:

Terminal Learning Objective:
At the end of this course my students will be able to: _____ _____ _____

Filters

☐ Cognitive Domain		☐ Psychomotor Domain	☐ Affective Domain	
☐	Knowledge	☐	☐	Receiving
☐	Comprehension	☐	☐	Responding
☐	Application	☐	☐	Valuing
☐	Analysis	☐	☐	Organization
☐	Synthesis	☐	☐	Internalizing
☐	Evaluation	☐		
	List Skills: Objectives & Activities	List Skills: Objectives & Activities		List Skills: Objectives & Activities

Module 1 – Title			
Introduction			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
Importance			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
Learning Objectives			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
Discover Activity – Duplicate as needed			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
Apply Activity – Duplicate as needed			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
Summary			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
For More Information			
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

Module 1 – Title			
Evaluation			
☐ Summative		☐ Formative	
Sequence	**Audio, Video, Image(s), Graphics, Animation**	**Current Content - Text**	**Corrected Content - Text**
Frame 1			
Frame 2			
Frame 3			
Frame 4			
Frame 5			
Frame 6			
Frame 7			
Frame 8			
Frame 9			
Frame 10			

1	Proceed:
Name:	
Date:	

2	Proceed with Recommended Revisions:
Name:	
Date:	

3.	Revise and resubmit for review:
Name:	
Date:	

Collateral Documents

Bibliography

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