



BRENTWOOD
OPEN LEARNING COLLEGE

Assignment Cover Sheet

Student Name:	Simon Morris
Student Number:	26497
Course:	Advanced Skills for Practical Trainer Level 3
Assignment NO:	Unit 2
2	

Marking Criteria:

We expect the learners to write minimum one well expressed point in three lines against each allocated mark. This means one needs to write 15 lines with 5 well expressed points to get high grades for a 5 marks question.

For high grades use examples and illustrations where appropriate.

Please insert your completed assignment (in word format) here:

Increasing Your Experience

Assessment 2

1. Short Questions: (20)

I. What are the different ways to use technical media to aid learning process?

Using media requires that the instructor step outside of the traditional lecture method and facilitate learning by encouraging students to learn through the media. This approach works best when students are primed. If students are not adequately informed about what they are expected them to learn, they will struggle to make the connection between the learning objectives and the media that they are exposed to.

II. How are adult learners different from young learners?

Adult learners are very independent, while Young Learners aren't. It is possible (and beneficial) to let adults work things out for themselves, organise themselves and even decide the direction of the lessons. With Young Learners, on the other hand, it is necessary to oversee the classroom, giving clear instructions and dealing effectively with learning strategies and classroom management. In terms of learning, Young Learners need to be given a wide variety of activities which relate to the different senses. Activities in a Young Learner classroom should be short. With adults it is possible to spend more time on learning tasks, so it is possible to engage more deeply with the learning materials. Finally, the biggest difference between teaching adults and teaching Young Learners is what the students bring to the classroom. Young Learners bring enthusiasm,

curiosity and energy, while adults bring life experience. While Young Learners are still learning about the world around them, adults have already had a lifetime of experiences and have their own ideas and opinions. Though there may be several differences between teaching English as a Foreign Language to adults or to Young Learners, the fundamental practices will remain the same. Encourage communication and authentic language use, utilise your students' previous knowledge and, above all, maintain a fun atmosphere in the classroom and you will be successful no matter the age of your learners.

III. What are the copyright rules to consider when developing a customized training programme?

You need to check with the course creator / provider if you are allowed to customise the course. If creating your own course from scratch you should make sure you reference all the facts and figures. Make sure if using media photo or film you again make sure you have the correct copyright permissions to use them.

III. How can you avoid an over planned and over prepared training session?

Anything to do with training will always start with a training needs analysis. This will show shortages or knowledge in certain areas and by whom. This is a must use tool before planning any training. If the staff already have the knowledge and understand then you don't need to waste time or money. The TNA will also pinpoint who needs the training, so you can look at specific staff members and learning styles.

- Once created run through your workshop
- Time yourself.
- Create quizzes, group discussion or tests just in case you need to stretch the course out a little more.
- Practice, practice and practice
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IV. What are the numerous options you will consider when designing your own training materials?

When I am Designing and delivering a course of your own is a special milestone for many educators. It is often indicative of professional autonomy in one's institution and the classroom. It's also a very fun and exciting process, especially when it relates to a subject you feel passionate about and enjoy.

Learning Outcomes:

Are the learning outcomes related to the course?

Are they relevant?

Can students meet these outcomes throughout the duration of the course?

Do the learning outcomes cover the entire learning process?

Design:

What are some factors that will influence your decision in what to teach?

What are the best possible ways to teach the material?

Consider the following:

- Primary material

- Tools

- Timelines

- Deadlines

- Topics

- Deliverables

Holistically, the design of the course should fit nicely with all the learning outcomes.

Planning and Analysis:

Consider timing and logistics

Are there any situational logistics that you might encounter throughout the semester?

Are there any resources/individuals that you can leverage to help you with these logistics?

Delivery:

Identify teaching methods/strategies

Do these methods help you best in delivering your learning outcomes and overall course design?

Are these methods inclusive?

Do these methods tailor to the students' needs as learners?

Will others be involved in the process?

Can you foresee any issues arising from these decisions?

Assessment:

How do we know students learned?

How can students best apply knowledge gained from the learning outcomes?

Consider the following:

- Timelines

- Deadlines

- Relevancy

Is the assessment realistic?

Is the assessment manageable?

Evaluation:

How do we know the course is successful?

What were the right decisions?

What are some decisions to reconsider next time?

Consider the following evaluations:

- Administrators

- Peers

- Students

- Self

2. Outline the steps involved in designing a customised training programme. (10)

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- 1. Perform a Training Needs Assessment to find out knowledge and experience shortfalls in your staffing.**
- 2. Keep Adult Learning Principles in Mind understanding the different types of learning styles.**
- 3. Develop Learning Objectives**
- 4. Design Training Material to make sure it keeps everyone awake and interested.**
- 5. Develop Your Training Materials creating quizzes, test and discussions.**
- 6. Implement the Training consider how you are going to implement the course.**
- 7. Evaluate the Training test it with colleagues, family and friends and ask them what they think.**
- 8. Make sure you keep up to date with any new legislation this will also help with the TNA.**

Student Statement:

By submitting this assignment, I confirm that this is my own work.

Student Signature	Simon Morris (By sending this via email I confirm the above	Date	28 th March 2019
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For Tutor / Assessor Use Only

Total Marks	
Marks Obtained	
Percentage / Grade	

