

Never mind video; it's a rodeo show!



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Dr Dolf Steyn

16 June 2008

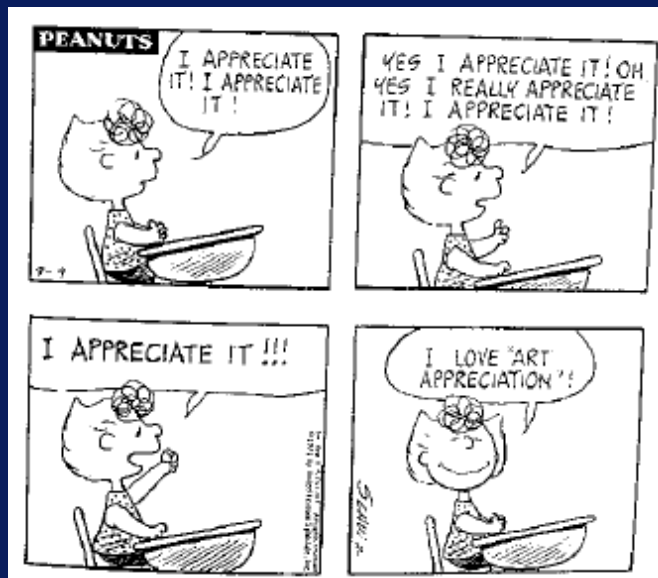
Who are we?

- Really
- For feedback purposes

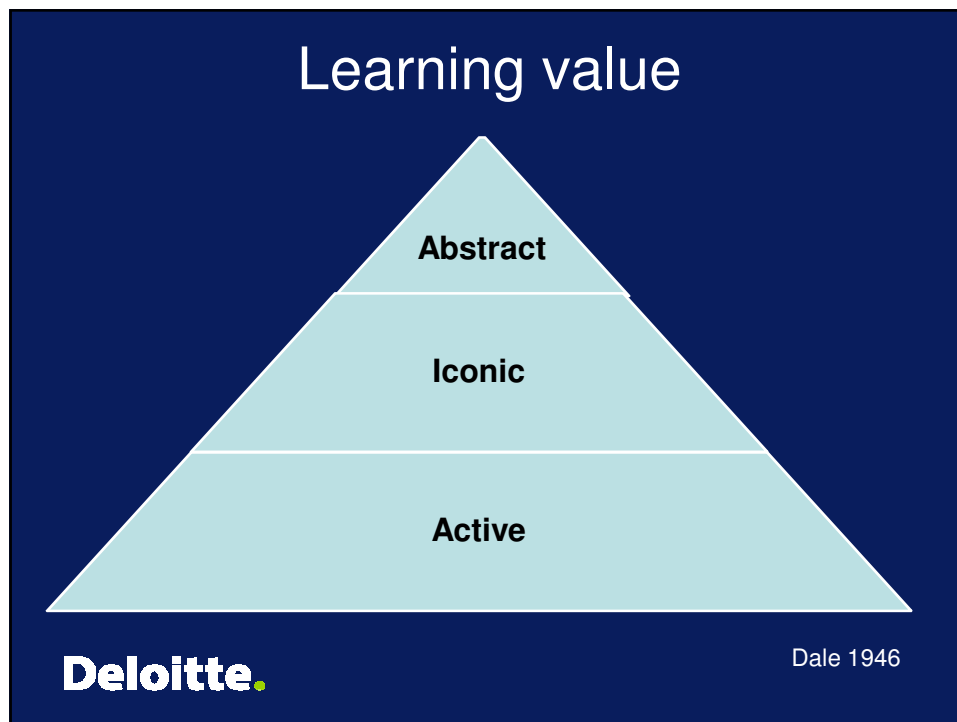
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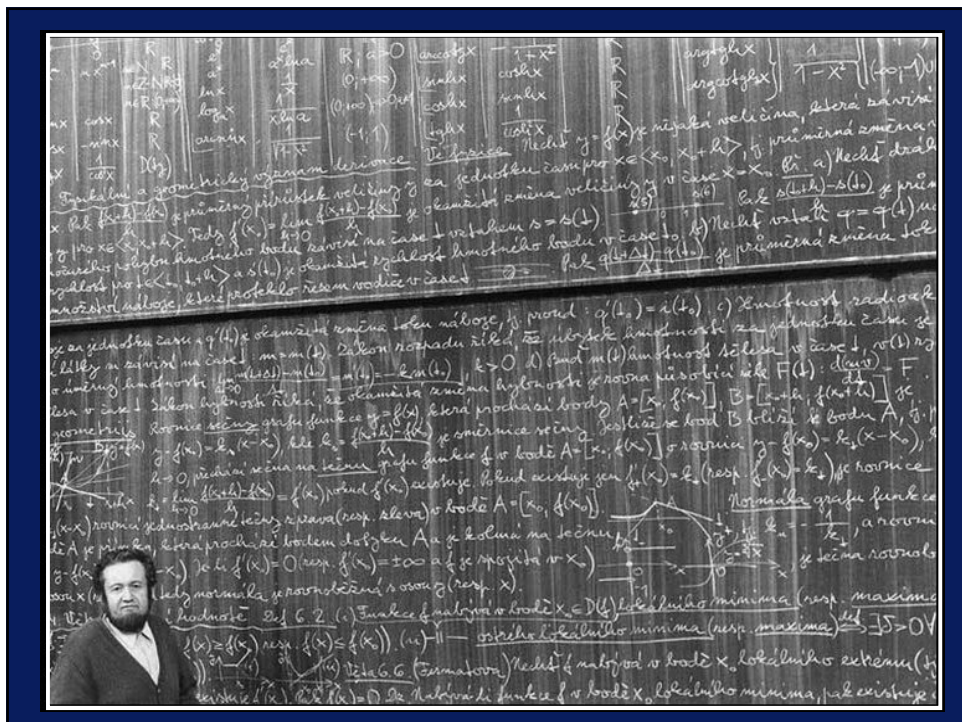
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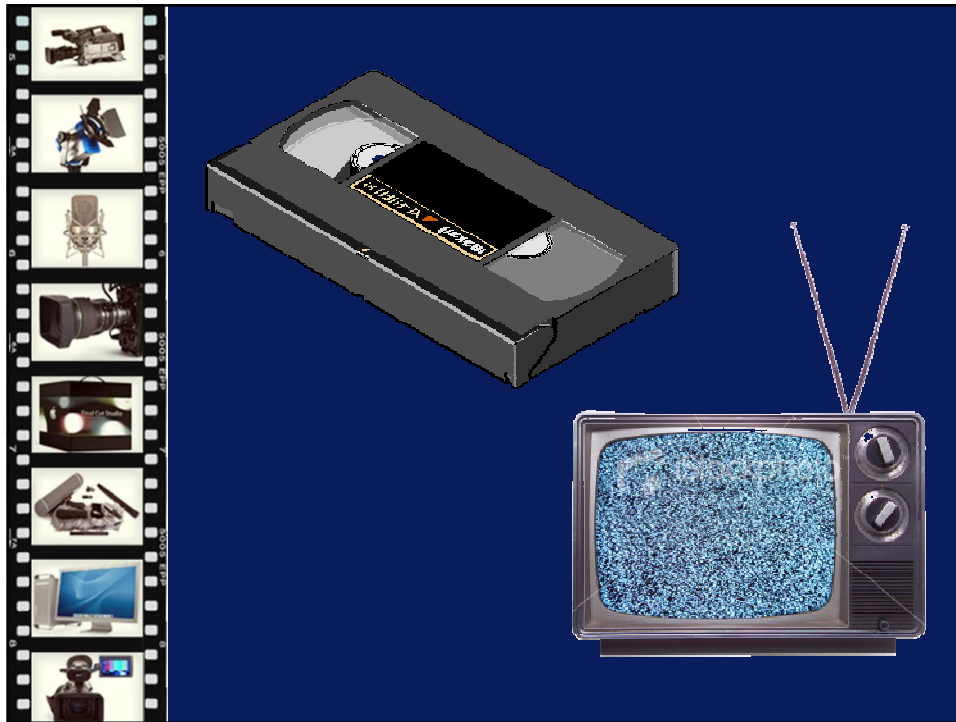


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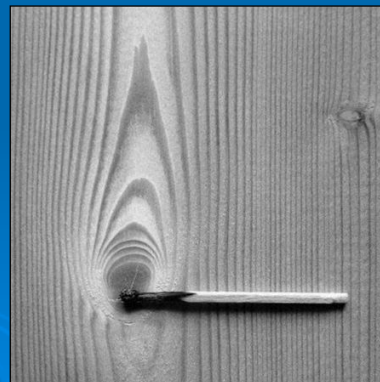
- ## Adult learner needs
- Active
 - Experience based
 - Life-centred
 - Solution driven, and
 - Problem based.
- Ference and Vockell (1994)
- Deloitte.**





The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

~William Arthur Ward

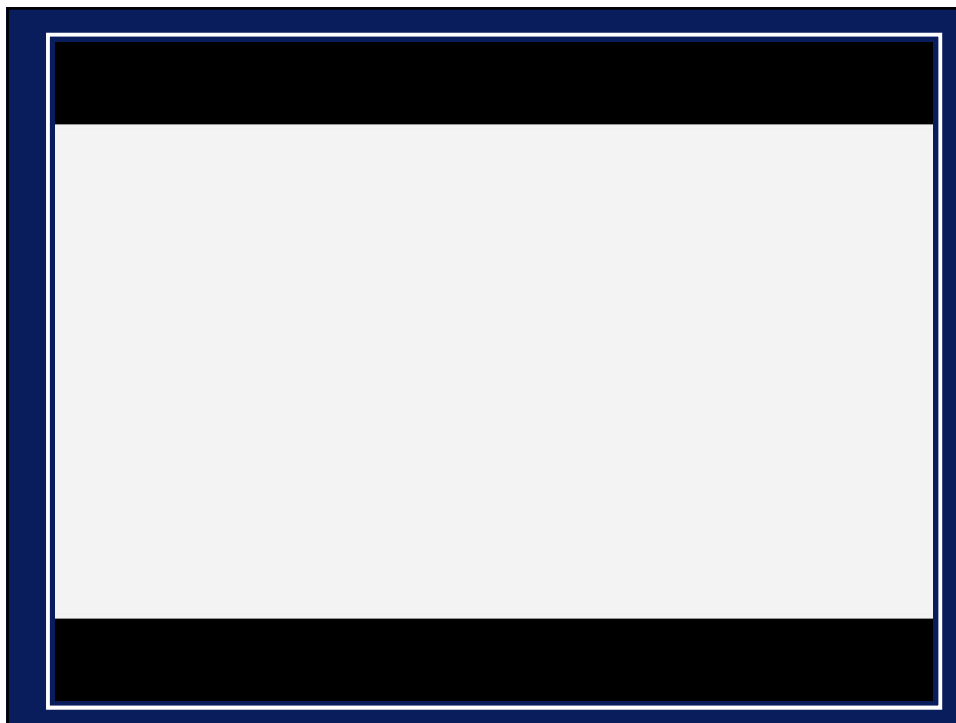


The art of teaching is the art of assisting discovery.



~Mark Van Doren





How many nails can you balance on the stand supplied?



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Inept

lacking in ability, faith, interest, or self-discipline to submit or persist

Fail

Trace

compliance with requirements, slavish reproduction

Conform

Copy

expert in reproducing, mastery of skill

Perform

Create

Conceptual mastery, explore beyond, invent, redefine

Own

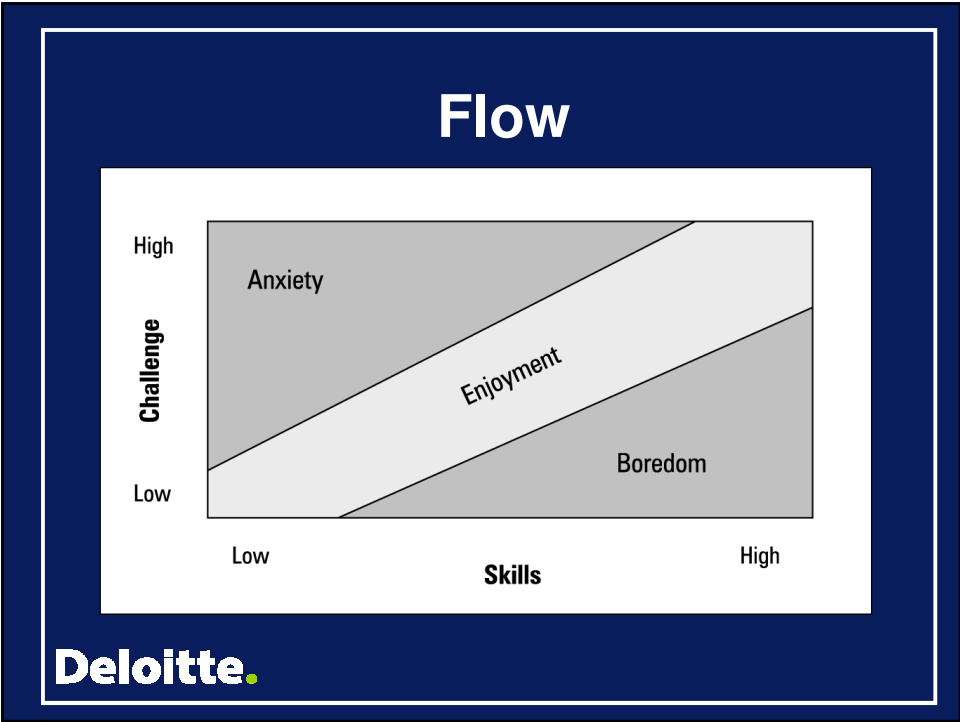
Inspired by JC du Plessis

Flow

Dr Mihaly Csikszentmihalyi

Anxiety	Enjoyment	Boredom
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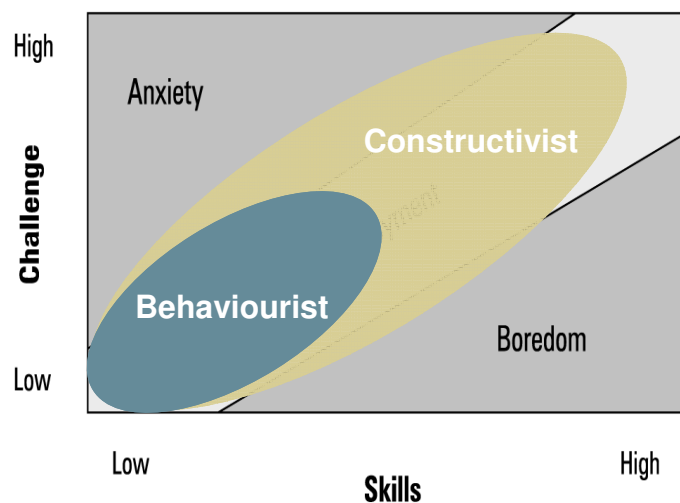
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Factors that make flow possible

- Challenge is optimised
- Attention is completely absorbed
- The activity has clear goals
- The activity provides clear and consistent feedback
- The activity is so absorbing that it frees the individual, at least for the moment, from other worries and frustrations.
- The individual feels completely in control of the activity.
- All feelings of self-consciousness disappear
- Time is transformed during the activity

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If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

~Donald D. Quinn

Let's do it!



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Basic Planning

Where does this course fit into the bigger picture?



Basic Planning

What competencies do you expect to instil?



Basic Planning

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What competencies can you expect from your students?

Which changes in behaviour do you want to bring about?



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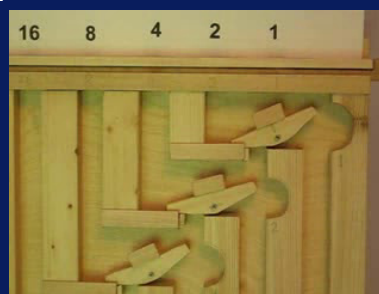
How will you know that they have achieved these goals?



Basic Planning

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What competencies can you expect from your students?
Which changes in behaviour do you want to bring about?
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What laws, themes or fundamental principles does the course involve?



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Identify instructional sub-units (Chunking)



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What kinds of learning experiences seem appropriate?

Consequence of memorisation

"...people who will:

- be hearers of many things and will have learned nothing*
- appear to be omniscient and will generally know nothing*
- be tiresome company, having the show of wisdom without the reality."*

Plato, 360 BC

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Lucidity

- Availability
- Clarity
- Context



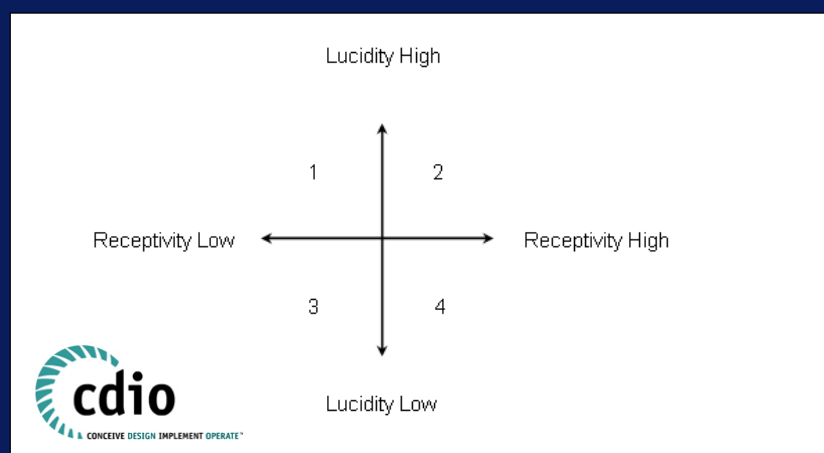
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Receptivity

Receptivity is a term used to indicate the degree to which individuals would be willing to participate in developmental interventions out of free will.

- Perceived need
- Change exposure

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What laws, themes or fundamental principles are involved?
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What kinds of learning experiences seem appropriate?

What support materials are available?

(guest speakers ?)

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How can you upscale student involvement?

It is natural to feel scared





...and get the hang of it



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