CHAPTER 6

INSTRUCTIONAL METHODS

INTRODUCTION

Instructional methods are educational approaches for turning knowledge into learning. Instructional methods are the “how to” in the delivery of training. The methods used in any learning situation are primarily dictated by the learning objectives decided upon by the course designers. In many cases a combination of methods is used to intensify the learning experiences.

As an instructor, you need to understand the following methods and your responsibilities in using them: lecture, lesson, demonstration, role-playing, team dimensional training, gaming and simulation, case study, facilitation, blended learning, and distance learning. The lesson method and the demonstration method are the two most commonly used methods in Navy training. However, for purposes of this chapter, all the methods are discussed as sequenced above.

LECTURE

The lecture method is an instructional presentation of information, concepts, or principles. Its main purpose is to present a large amount of information in a short period of time.

The lecture method is an efficient way to introduce a new topic of study or present background material students need for future classes. A lecture allows instructors to present a subject to a large audience because they use no visuals and there is no interaction between the students and the instructor. In fact, with the use of closed-circuit television (CCTV), audience size is essentially unlimited. A lecture may be presented to thousands of persons at a time through the use of a CCTV system.
Since the lecture method depends primarily on students’ listening and note-taking skills for the transfer of learning, you must have effective speaking skills. Your speaking skills may help you overcome some of the major shortcomings of poor student participation.

In preparing to deliver a lecture, set clear-cut goals and objectives. Make sure you have an in-depth knowledge of the subject matter, and find realistic examples and analogies to use with your explanations. As with any presentation, apply the laws of learning in your preparation and delivery.

Remember, the only feedback you will get is the nonverbal communications from your audience, if you can see them. Since your audience may quickly lose interest with no active part in the instruction, your lecture should last no more than 30 minutes. Lectures should be short, well organized, and to the point.

LECTURE WITH AUDIOVISUALS

A lecture with audiovisuals includes visual and/or audio learning aids. Navy training frequently uses this instructional method of presenting information, concepts, and principles. As you learned in the chapter on learning principles, most learning takes place through the sense of sight. It follows then that all students must be able to see the visuals being used, which may limit class size.

The visual aids you use can reduce the amount of explanation time required for students to grasp concepts, structures, and relationships. You simply cannot get some ideas across to students without the use of visual aids. For example, think how difficult an explanation of the operation of the internal combustion engine would be without the use of visual aids.

Lecturing with audiovisuals requires more preparation. That includes practicing with the actual visual aids in the place you will be using them. Plan your timing of the use of visual aids to keep the students’ attention and to stress important points. Since your explanation of the visual aids will require you to use effective instructional methods, decide which ones you will use. Then mentally rehearse those techniques and practice using the visual aids until you can present your lecture smoothly.
LESSON

The most often used method of classroom instruction within Navy training is the lesson method. The lesson method is interactive in nature and is primarily used to transfer knowledge or information to the students. This method not only includes audiovisual aids, it involves the use of two-way communication. The lesson method involves exactly what its name implies--teaching a lesson and teaching a lesson involves much more than just presenting information. When using the lesson method, you will follow a lesson plan written by curriculum developers. You will incorporate questions into your lesson to encourage student thinking and check for understanding throughout the lesson. Even though you have a lesson plan, you must anticipate students’ questions. That means you must have a thorough understanding of the subject matter.

The lesson method involves the use of training aids to support and clarify the main teaching points of your presentation. Follow the same procedures used in the lecture with audiovisuals method: prepare, plan the timing of their use, and practice. To strengthen the effect of training aids, ask questions that require students to analyze and evaluate concepts and principles while referring to the audiovisual materials. Your use of audiovisuals with the lesson method dictates a limited class size of between 5 and 40 students. Less than five students presents a problem in generating meaningful class participation. Besides the problem of poor visibility of training aids, more than 40 students presents the problem of keeping students actively involved in the lesson.

Because the lesson method of instructing is versatile, it may employ many different instructor techniques. Regardless of the techniques used, the lesson method involves three basic elements: the introduction, presentation, and review or summary. As an instructor, you have specific responsibilities for each element.

In the introduction, you must create interest in your topic and establish why students need to pay attention and learn the material. Begin by introducing yourself and explain your background and experiences with the topic. Explain the objectives of the lesson
and stress the importance of the students’ being able to master them. Remember the laws of readiness and effect as you prepare your students for learning. Motivation is the key. If you can help students see how they will benefit from your training, you give them reason to pay attention and learn. Get the students to share experiences that show why they need to learn the material. That helps to establish their responsibility for learning. Ask questions to break down barriers early in the training session. Then establish ground rules by providing students with an overview of what you expect of them and how you will conduct the lesson. Last, make a smooth transition into your presentation.

The introduction represents only a small amount of the time spent in a lesson, but its importance cannot be overemphasized. Students will form their first impression of you and the material during your introduction. Since you only get one chance to make a first impression, make a good one. Use the introduction to get the attention of and to motivate every student in your class.

The presentation is the part of the lesson in which you teach the lesson objectives. The lesson plan outlines the learning objectives and provides all the technical support you need for your presentation. As you use this material in your teaching, apply the law of primacy. Begin teaching the new information at a level that your students can understand; move from the known to the unknown. Teach information in a logical sequence, making associations to previously learned information. Use examples and analogies to appeal to different learning styles and to reinforce the learning process. Actively involve your students throughout the presentation. Ask questions, plan group exercises, and encourage discussions and note taking. Use training aids at appropriate times to support explanations and to stimulate and maintain student interest. Many times, the training aids may prompt student questions and lead to a class discussion. While you want to encourage discussions, keep in mind that you have a limited amount of time to teach each lesson. Make effective use of the training time allotted. Do not get bogged down in discussions that do not relate directly to the lesson objectives. Control the pace of the instruction so that you will have enough time to properly cover and summarize your lesson.

In the review or summary, recap the information taught in the presentation. Go over the main discussion points of your lesson; do not try to re-teach it. Ask questions that help students mentally review what has been taught. As your students respond, reinforce important points (safety, steps of procedure, concepts, terminology, etc). Clarify and correct misconceptions and errors so that students do not leave the class with an inaccurate
understanding. Finish your lesson strongly with positive statements about the importance of the topic, its relationship to the job, and the responsibilities of the students.

The lesson method is the most flexible and perhaps the most useful of all the methods in the training environment. The use of questions and visual aids contribute to maximum class activity and better maintains student attention. Student involvement builds teamwork and helps students understand their responsibility toward learning. The lesson method develops more positive attitudes and provides motivation, not only from the instructor’s viewpoint but also from the viewpoint of the group itself. As a Navy instructor, resist the temptation to lecture only; instead use the positive aspects of active student involvement.

DEMONSTRATION

The basic, and most often used, method of instruction for teaching skill-type subjects is the demonstration method. It covers all of the steps your students need to learn a skill in an effective learning sequence. This method always includes – at a minimum – a demonstration step and a performance step and allows you to use other steps as needed.

DEMONSTRATION STEP

Related to every Navy skill, mental or physical, is a body of background knowledge students must know to perform the skill properly. You can best teach some kinds of background knowledge in a standard lecture classroom with adequate provisions for comfortable seating and for the display of training aids. You must present other kinds of background knowledge by actual demonstrations conducted in laboratories.

To present background knowledge and develop proper attitudes, vary your use of the learning techniques discussed in earlier chapters. Use the following techniques when giving an actual demonstration:

- Observe safety precautions. Rigging a safety line, donning a safety mask, or tagging an electric cable may take a few more seconds, but you have not wasted the time. Instead, you have impressed the students with the importance of exercising extreme care in dealing with potentially dangerous equipment.
• Position the students and training aids properly. If you direct the students to gather around a worktable or a training aid, make sure every student has an unobstructed view.
• Show and explain the operations. Perform the operations in step-by-step order. Whenever possible, explain and perform the steps (process) simultaneously. Do not hurry; you will not normally emphasize speed in performing operations or in moving from one operation to another in the demonstration step. Make certain the students understand the first step before you proceed to the second, and so on. Repeat difficult operations. Pause briefly after each operation to observe student reaction and to check student comprehension.
• Give proper attention to terminology. Call each part of a training aid by its proper name each time you call attention to it. Getting students to retain the correct nomenclature requires more than just mentioning the name. The following suggestions should prove helpful:
  o List the names of parts.
  o Refer students to any available chart that shows the parts and names of parts.
  o Conduct a terminology drill on the parts of the training aid while the aid is being assembled or disassembled, as appropriate.

• Check student comprehension carefully. Ask questions during the demonstration step that require the students to recall nomenclature, procedural steps, underlying principles, safety precautions, and the like. Watch the class for reactions indicating lack of attention, confusion, or doubt; but do not depend solely upon visual observations.

When teaching skills, such as donning an Self-Contained Breathing Apparatus (SCBA), in which a distinction between right and left is important; ask an assistant instructor or a well-coached student to help you. Ask the assistant to stand so that the class may see what he or she is doing. Then direct the assistant in performing the activity while you observe the reaction of the students.
Remember the law of primacy when performing the demonstration step. Always proceed from simple to complex in logical sequence; show the correct way to perform the steps the first time you demonstrate them. Along with teaching a skill, develop proper attitudes, such as the desire to perform safely.

**REPEITION STEPS**

When using the demonstration method, you will always provide a demonstration step and a performance step. Generally, you will include one or more repetition steps between the demonstration step and the performance step.

In deciding how many and what kinds of repetition steps you should include, you must consider several elements, the most important being the complexity of the skill. As a general rule, the more complex the skill, the greater the need for repetition steps. Also consider the nature of the skill. For example, some skills involve visual signaling in which speed is important. You may need to have students learn how to perform a skill correctly and then have them work on their speed after they have mastered doing it correctly. Other skills may involve ease of manipulation, conservation of materials, and safety. Always consider the ability of the students to acquire the skill and the amount of time available for training. Four types of repetition steps used with good results in Navy schools are described in the following paragraphs:

**Instructor Repetition Step**

When using this step, repeat the job without noticeable interruptions, restating the procedure and the important safety factors as you perform the steps. This step has two important purposes: to show continuity (how the procedural steps follow each other under actual operating conditions) and to set standards of ease, speed, and accuracy. Related techniques of instruction are as follows:

- Introduce the step properly. Motivate the students to pay close attention by explaining the nature of the step and by stressing the primary and secondary values.
- Perform the job with the proper degree of ease, speed, and accuracy. Streamline your oral explanations to the point that they do not hinder your performance. The proper degree of speed is the standard speed you expect the majority of students to attain by the end of the scheduled practice period. A lower standard may fail to challenge the average and fast learners;
a higher standard may cause many students to feel the goal is impossible to reach.

- Avoid any activity that might break the continuity of your performance. For example, discussion or questions during this step may distract you as well as the students. However, give students an opportunity to ask questions at the conclusion of the instructor repetition step. You may need to include more than one instructor repetition step.

**Student Repetition Step**

In the student repetition step, select a student to repeat the job. Restate the procedure and the important safety factors as the student performs the steps. This step will motivate the students by proving that they can do the job with the instruction given. It will also show you those areas of instruction you need to strengthen.

One of the advantages of this step is the great amount of student interest generated when a student performs the job. The other students will put themselves in the selected student’s place and perform the job mentally. Related techniques of instruction are as follows:

- Introduce the step properly. Motivate the students to pay close attention by explaining the nature of the step and what the selected student must do. In teaching a mental skill involving computation, set up the problem as part of the introduction. Always use new values (not those used in your demonstration step) in the problem the student will solve.
- Call upon a student from the average learner group to perform the job.
- Give the selected student adequate directions. These directions should include where to stand, what to do, and how to hold and manipulate training aids. Direct the student in the use of any other techniques that would benefit the class.
- Correct errors, but do so in a constructive fashion. Remember that the selected student is under some degree of mental pressure. Give the student an opportunity to correct his or her own errors before calling upon other students to help. Avoid the use of mechanical guidance. When the student has completed the job provide positive reinforcement and feedback.
- A variation of this step is to have the student explain each step and its importance before performing it or as they perform it or to have the other students tell you what the next step is and why it is important. You can then correct misunderstandings and reinforce the most important information before or while the selected student performs each step.
Group Performance Repetition Step

When using the group performance repetition step, repeat the job slowly, one step at a time, while all the students observe and imitate you, one step at a time. Use this step for teaching simple and non-dangerous physical skills, such as knot tying, sending semaphore, and performing the manual of arms. To use this step, you must be able to readily see the students’ movements and they must be able to see yours. Also use this method to teach mental skills, such as solving mathematical or maneuvering problems or completing forms. The following are related techniques of instruction:

- Position the students properly. Their position should provide an unobstructed line of vision both for you and them.
- Introduce the step properly. Explain the general plan. Stress the need for close observation and exact imitation; the need for the students to keep in step and not to get ahead of you; and the need for students to hold and manipulate training aids (if any are used) so that you can easily see each student’s work.
- Perform the job properly, one step at a time. For the first repetition, explain the movements or operations as you perform them. For subsequent repetitions, you may use briefer directions. Use the technique discussed in the section on the demonstration step.
- Correct errors. Call attention to errors, demonstrate the correct movements, and then require the students to repeat the movements correctly. Remember that this is a repetition step only. It does not take the place of the performance step, during which students practice individually until they have attained the required standards of proficiency.

Coach-pupil Repetition Step

The coach-pupil repetition step requires you to divide students into small groups. If a group consists of two students, one (as the pupil) performs the job while the other (as the coach) checks the “pupil’s” performance. After the pupil has acquired a certain degree of proficiency, they reverse positions. This step is particularly useful in imparting skills in which performance involves potential danger to personnel or equipment; for example, firing small arms or troubleshooting electronics equipment. You use a job sheet with this repetition step. The following are related techniques of instruction:

- Introduce the step properly. Assemble the students in one group, and give all necessary preliminary instructions. Include
the location of each coach and pupil group in the training area, the time allowed each pupil to practice, and the specific duties of each student, both the coach and the pupil.

• Position the small groups properly. Make a preliminary check to ensure that all groups are in their assigned positions and that the coach-pupil relationship is being observed.

• Maintain adequate supervision. Although theoretically the coaches are acting in the capacity of assistant instructors, they are still students. Maintain close supervision over all groups to ensure the students are observing safety rules and regulations and are making good use of the available time.

PERFORMANCE STEP

The performance step is the step in which the students practice under your supervision until they have attained the required proficiency. During this step, the students apply what they have previously learned as a result of the preceding demonstrations. Consequently, the term application or supervised application may be used to identify the activity in which the students are engaged.

The performance step involves many kinds of application. Some skills (knot tying, welding, machinery repair) result in a finished product. The application of such skills consists of students practicing a procedure until they reach the required standards of ease and precision.

Normally, speed is not important. Other skills (typing, visual signaling, radio code receiving) involve speed and accuracy. The application of these skills consists of students practicing until they reach the required proficiency in both speed and accuracy.

Broadly speaking, the performance step involves several instructor duties. You must brief the students on the application activity and expected standards and proficiencies, organize the students into working groups, supervise the activity, re-teach as necessary, evaluate the results, and keep records. The following instructional techniques elaborate on these duties:

• Give the students a clear understanding of the work required of them. That includes definite answers to questions of what they must do and when, where, how, and why they will perform the required work.
o **WHAT** must be made, done, or practiced? Tell the students exactly what they must do. For complex skills, supplement oral instructions with instruction sheets—job sheets for physical skills and problem sheets for mental skills.

o **WHEN** should the required work be done? Give specific periods in the class schedule, a specified time limit, or a specific date for work completion.

o **WHERE** should the required work be done? Tell students whether it is to be done in a classroom, workshop, laboratory, or operating space.

o **HOW** should the required work be done? Explain the procedures to follow as well as the style of work, degree of neatness, or degree of proficiency required.

o **WHY** should the required work be done? Explain how the work will affect the mission of their unit and the Navy as well as their future career.

- Provide adequate supervision. Make sure students follow the correct procedural steps, observe safety precautions, observe good housekeeping rules, take advantage of available time, and develop good work habits.

- Re-instruct the students when necessary. Teach students to be self-reliant; but if a student gets stuck at some point, help the student get started on the right path. If several students appear to be having the same difficulty, call them aside and re-instruct them as a group.

- Evaluate the results. Determine whether or not the students have met the required performance criteria. Provide feedback to students regarding their performance in order to reinforce desired behaviors and correct areas that need improvement.

- Maintain required progress records. Keep a record of the day-to-day progress of students, or give performance tests at periodic intervals and record the results. Even when the curriculum does not specify graded applications, keep some progress records.

Do not overlook the law of effect. Students naturally want to succeed, to know their progress, and to be recognized by those in authority over them. Encourage wholesome competition, and frequently advise the students of their progress.
ROLE-PLAYING

Role-playing requires the students to assume active roles in a simulated situation followed by a group discussion. It is particularly useful in teaching the development of leadership, counseling skills, and team dynamics.

Many Navy jobs, such as those performed by personnel in supervisory or administrative billets, require two different kinds of skill. One skill pertains to their occupational specialty, and the other skill is human relations.

Personnel can acquire this latter skill only through practice. The practice may involve the handling of actual human relations situations during on-the-job training or practice in handling simulated human relations in a school. From a training standpoint, the simulated situation is preferable because instructors can note and correct student errors. Errors made in a real life situation usually result in serious consequences, such as failure to get the job done, dissatisfaction, blame, and even reprimand. The role-playing method, therefore, is designed to impart human relations skills without the risk inherent in training by other methods. This type of learning is called experiential. The student has the opportunity to experience parts of the training in a physical or emotional sense before they discuss it.

To use this method, first describe the situation. Then select students to play the parts of the principal characters and give them a short time to think through what they are going to say and do. Next, let the students enact or role play the situation. Finally, under your direction, allow the group to analyze the enactment. Help them to evaluate what the characters said and did, how they felt, how they reacted, and how they might have acted or reacted differently.

Successful role playing provides a chance for every student to take part in the lesson. It provides vivid experiences both for the participants and for the observers. Remember, however, that students can completely develop their human relations skills only through experience.
TEAM DIMENSIONAL TRAINING (TDT)

Team Dimensional Training (TDT) is a product of a research effort conducted by the Naval Air Warfare Center Training Systems Division (NAWCTSD) that spanned over 10 years. This effort is known as TADMUS, which stands for Tactical Decision-Making Under Stress. The program launched in the late 1980s because of two tragic incidents at sea which are identified below:

- In 1987, a missile struck the USS Stark and this incident led to a heightened readiness and tension aboard all U.S. military ships operating in the Persian Gulf.
- In 1988, with tensions in the area already high, the USS Vincennes mistakenly shot down an Iranian airbus.

TDT is a process that enables team members to diagnose and correct their own performance problems, thereby enabling them to adapt quickly to unfolding events, and to learn from and build upon their previous experiences together. The TDT process involves a structured approach, which includes: a pre-briefing observation of team performance, a diagnosis of performance, and a de-briefing. These TDT process terms are explained below (Fig. 6-1).

- **Pre-brief**: The purpose of the pre-brief is to focus the observing team on the teamwork process they are about to evaluate. This is where the goals of the drill are discussed. The team also organizes and coordinates any “prompts” which are used to simulate casualties or impose certain conditions on the

![Figure 6-1: Team Dimensional Training Process](image)
trainees. Critical procedures and a timeline of events are set and a checklist is created. When the observing team is ready, they impose the drill.

• **Observe Performance:** This step begins when the drill is called away. The observers allow errors to unfold naturally. They record detailed examples of actions of the team.

• **Diagnose Performance:** At this point, the training team discusses their observations taken. The evaluating training team selects, categorizes (safety, procedure, etc.), and prioritizes examples for presentation to the trainees. The last part of this step is to conduct a self-evaluation of the training team itself. Did they plan the drill correctly? Was the timing realistic? What could have been done to improve the training experience for the trainees?

• **De-brief:** In the de-brief, the trainers recap key events with the trainees. By using effective questioning and feedback techniques, the trainers guide the team in the self-critique process. They also help the trainees set their own goals for overcoming performance and safety issues.

TDT’s focus is to provide a common framework for instructors to teach and improve team performance. TDT has proved to lower repeat mistakes, reduce errors, increase trainee participation in de-briefs, and increase learning amongst teams. Team Dimensional Training (TDT) is:

• **Teamwork:** A systematic way of identifying and evaluating teamwork behaviors critical to team performance.

• **Structured:** A process of preparing a structured de-brief to support team learning.

• **Self-correction:** A method of guiding teams through a process of self-correction using effective feedback skills.

**GAMING AND SIMULATION**

The most recent generation of learners entering the Navy has grown up playing video games. This generation has no problem learning how to manipulate hundreds of video-game characters in a variety of crises that require split-second decisions. The popularity of these highly complex games demonstrates that individuals can learn just about anything if they are motivated enough to do so.

Both gaming and simulation allow learners to make real-time decisions and see the consequences of those decisions. They require learners to apply problem-solving skills. The outcome of the game or the simulation is often the learning goal itself.
The best part about gaming and simulation is, of course, that they are hands on and fun! Other benefits of using games and simulations for instruction are:

- Providing realistic and risk-free practice.
- Increasing learners’ ability to understand and remember content.
- Encouraging active learning.
- Stimulating interest by engaging the physical senses.
- Fostering team building and healthy competition through multiplayer games.

CASE STUDY

When using the case study method, focus the attention of the students upon a specific case, which may be hypothetical or real. Collisions at sea, fires, flooding, grounding, and aircraft casualties all make good case studies. You will normally present the class with case studies in printed form. You may also present case studies through the use of pictures, films, role-playing, and oral or slide presentations.

After presenting a case study, divide the class into groups to analyze why or how the incident happened and how it may be prevented in the future. Have each group briefly explain their conclusions so that the class can learn if more than one correct alternative exists.

The main objective is for students to learn from experience and develop problem-solving skills. Use case studies to help students identify safety violations that have led to incidents, accidents, or casualties and how they may be prevented in the future. Proper planning and organization are your keys to getting results in using this method of instruction.
FACILITATION

Do you know what it means to serve as an instructor in a facilitation role? The definition of an individual performing in a facilitation role is, “Someone who aids or assists in a process, especially by encouraging people to find their own solutions to problems or tasks.”

Facilitation is one of the many roles an instructor fulfills in the Navy learning environment. In your facilitation role, you will not play the traditional role of instructor as a presenter of knowledge with all of the answers. Instead, you will put the learner in charge of his or her own learning and become a learning resource. When you facilitate learning vs. instruct, you:

• Make the learner the center of instruction.
• Give the learner as much control over the learning process as possible.
• Act as a guide on the side.

The purpose of facilitation is to make things easier for students to achieve their learning objectives. Facilitation leverages existing student knowledge and/or skills to create synergistic learning experiences.

DISCUSSION

The skill of guiding discussion is integral to almost any learning event. When the instructor uses thought provoking and probing questions to get students to share their knowledge, experiences, or thoughts with the other students. Discussion may be used to preface a learning event, during the body of a lesson, and/or in the de-brief.

Discussion is an activity in which people talk together to share information about a topic or problem or to seek possible available evidence or a solution. When you use discussion, make sure the seating arrangement allows all participants to have eye contact with each other. You can keep the class together or break it up into smaller groups which later interact with the other groups. This method necessarily limits class size.
This method involves an interchange of ideas by the students while you facilitate by providing guidance. Used alone or in combination with other methods, discussion stimulates every student to think constructively. It also encourages students to share their personal experiences and knowledge with their classmates and to contribute ideas as a means of solving problems.

**DIRECTED DISCUSSION**

Initiating discussion and channeling students’ thinking and responses along predetermined lines is called “directed discussion.” This method is useful in teaching skills such as problem solving and understanding cause-and-effect relationships.

Directed discussion is often used in training that is conducted for the purpose of developing favorable attitudes toward a subject or situation. When that is your purpose, directed discussion gives students more freedom to express their opinions. The success of directed discussion depends to a large extent on your leadership as an instructor.

Facilitation and instructing are different in that with facilitation, you are not trying to impart your knowledge as the SME. As a matter of fact, the combined experiences of the class usually exceed that of the instructor in the facilitation role. You will use your instructor guide as a blueprint of where the discussion should go. This may be done with questions or setting up exercises.

While serving in the facilitation role, your job is not to teach. It is to ensure the discussion follows a pre-determined course to meet the objectives. Properly guided through methods like directed discussion, the class will teach itself. Just ensure that the purpose is clear to the student and there is a thorough de-brief.

As in previous methods discussed, the success of a directed discussion depends on careful planning by the instructor. Remember that some elements of the discussion method are included in every other method of instruction except for a straight lecture. Your goal in using the discussion method is to actively involve your students in the learning process. The old Chinese proverb, “I hear and I forget, I see and I remember, I do and I understand,” certainly applies in the training arena. Therefore, strive for maximum student involvement.
**BLENDED LEARNING**

Blended learning commonly refers to the students interacting with their instructor in a technology setting, typically an electronic classroom. The instructor’s computer has control of the peripheral learners’ computers using a Local Area Network (LAN) in some cases establishing an Intranet. This method of instruction is not to be confused with distance learning, in which the instructor does not occupy the same classroom as the students.

In a blended learning environment, you are physically in the same location as your students. You guide them through the lesson using traditional classroom methods and using computer-based training content delivered on the individual student workstations via the Intranet. In this delivery environment, there are two categories of computer-based training:

**Asynchronous CBT.** Generally, as learners complete self-paced CBT in the classroom together, they will be directed to perform certain performance assessments. In some cases, the instructor will grade these performance assessments and then enter the completion date and grades into the Learning Management System (LMS). Once a learner has completed all of the self-paced modules and performance assessments, you should notify Student Control/Student Management so that the seat is available for the next learner.

**Synchronous CBT.** Synchronous CBT allows learners to interact with an instructor via the Internet or face to face. The instructor and learners are all logged on at the same time, viewing the same content. The learners can ask questions by raising their hands, via email, a discussion board, or chat room.

**INSTRUCTOR DUTIES TO THE STUDENTS**

No matter if the learning event you are conducting is a role play, a case study, self-paced computer-based training, guided individual practice, a game, a simulation, a demonstration, a lecture, a lesson, or Team Dimensional Training, there are
specific duties that you, the instructor, must perform for all of them. You will need to adapt your skills for the various learning environments. The six duties you have as a Navy instructor are to:

**PREPARE**

- Determine how many students you will have.
- Decide which students will perform each role.
- Logistics:
  - Do you have enough of the right equipment in working order?
  - Is there enough space?
- Conduct a walk-through.
- Ensure the exercises or scenarios meet the objectives.

**BRIEF**

- Demonstrate any Steps if necessary:
  - Learners may need to see you demonstrate the steps to learn how to complete them appropriately.
  - Ensure you have their complete attention prior to the demonstration.
- Check for Understanding:
  - Wait until all points of your brief are covered prior to asking if everyone understands the directions.
- Distribute Materials:
  - Distributing materials too early will distract learners from listening to your brief, forcing you to re-brief or correct performance after the activity has begun.

**DO NOT DISTRIBUTE MATERIALS UNTIL AFTER YOU HAVE CHECKED FOR UNDERSTANDING!**

In select instances, it may be necessary for you to distribute materials before or during the brief. In this case, give learners a few moments to look them over before resuming your brief.
• Explain the Purpose:
  
  o What type of learning event is this?
  o Why are you doing this activity or exercise?
  o What is the desired learning outcome?
  o Establish clear rules, particularly when safety matters.

• Background:
  
  o Establish the setting.
  o Make it realistic and relevant for your learners.
  o Describe the background and characters.
  o Describe the operational situation.

• Tasks and Timeline:
  
  o Tell the learners exactly what is expected of them.
  o Explain to the learners the sequence you expect them to follow during the event. In some cases, these may be guidelines, rather than exact steps.

**MONITOR**

  • Monitor progress to ensure learning objectives are met.
  • Provide time checks.
  • Assess involvement of observers and intervene or prompt as necessary.

**DEBRIEF**

  Debriefing allows you to encourage insightful discussion and provide feedback to participants. Affective Questions and General Questions are formats to use for class debriefs.

  • Affective Questions:
    
    o Participants should be provided an opportunity to discuss their reaction to the material.

  • General Questions:
    
    o Small Group Discussion – Assign small groups and ask the members to discuss and present what they learned.
Open Audience Discussion – Invite the group as a whole to give reactions and feedback to the class material. Give learners guidelines on how to present their feedback, for example, give positive feedback first.

INSTRUCTOR EVALUATION OF PERFORMANCE

Instructor observations are often the most valued feedback. Follow these guidelines when giving feedback as an instructor:

- Give constructive feedback even when correcting.
- Own the feedback, for example, “It seemed to me...”

SUMMARY

Recap the objective of the training event and any key points brought up during the discussion.

DISTANCE LEARNING

Distance learning or distance education focuses on delivering instruction to learners who are not in the same physical or geographical location as the teacher or institution. Advances in technology have made distance learning commonplace in academia, corporate, government, and military settings.

Distance learning is typically broken down into two categories: synchronous learning and asynchronous learning. What distinguishes these two categories is typically the technology required.

In synchronous learning environments, the instructor and the students all convene at the same time. This can be accomplished via non-computer means such as phone conferences, teleconferences, or even Video Tele-Training (VTT). Synchronous learning via computers can take place through online communication software such as chat rooms or even specialized programs that provide an interface where students can interact with the instructor and other students on the internet. These can even involve screen-top web cameras and microphones.

Asynchronous learning environments are those where the group or class does not meet simultaneously at an established time. Classes of this type may make use of commercially available online
It is not unusual for distance learning classes to use techniques and features from both synchronous and asynchronous environments. For example, a class may convene online for one hour and communicate via chat and web audio and then use discussion boards and other asynchronous tools for the rest of the week to complete course activities. These courses are sometimes called hybrid classes because they are made up of both synchronous and asynchronous or both real-time and virtual learning environments.

**SUMMARY**

Every course you teach will require you to impart knowledge and develop the skills of your students. In teaching those knowledge and skills you may use different instructional methods. A combination of methods allows you to add variety to reach the diverse group of students you may have. Your skill and flexibility in using different instructional methods will be the determining factor in how effective training is in accomplishing the objectives of the course of instruction.

The types of instructional methods that are available to you will allow you to keep the training pace varied and actively promote learner mastery of the information. The learning objectives determine the primary method you will use in a given training setting. As a Navy instructor, you must be competent to use each of the methods dictated for your particular courses. That requires research, observation, and practice. You can never learn too much about training. Constantly strive for improvement and mastery, and you and your students will be the better for it.