

MODUN 7

PRACTICE TRAINING

objective

Completing this module you will be able:

- To organize effectively practice activities for adult training.

Pre-requirement

You need to complete Module T1: “*Modular Training – Approach and reviews*”; Module T2: “*Outlines of Adult Training*” và Module T4: “*Classroom Arrangement*”

Methods

- Self-study for identifying the requirements and steps of practice training.
- Defining methods and main activities of practice training.
- Self-assessment

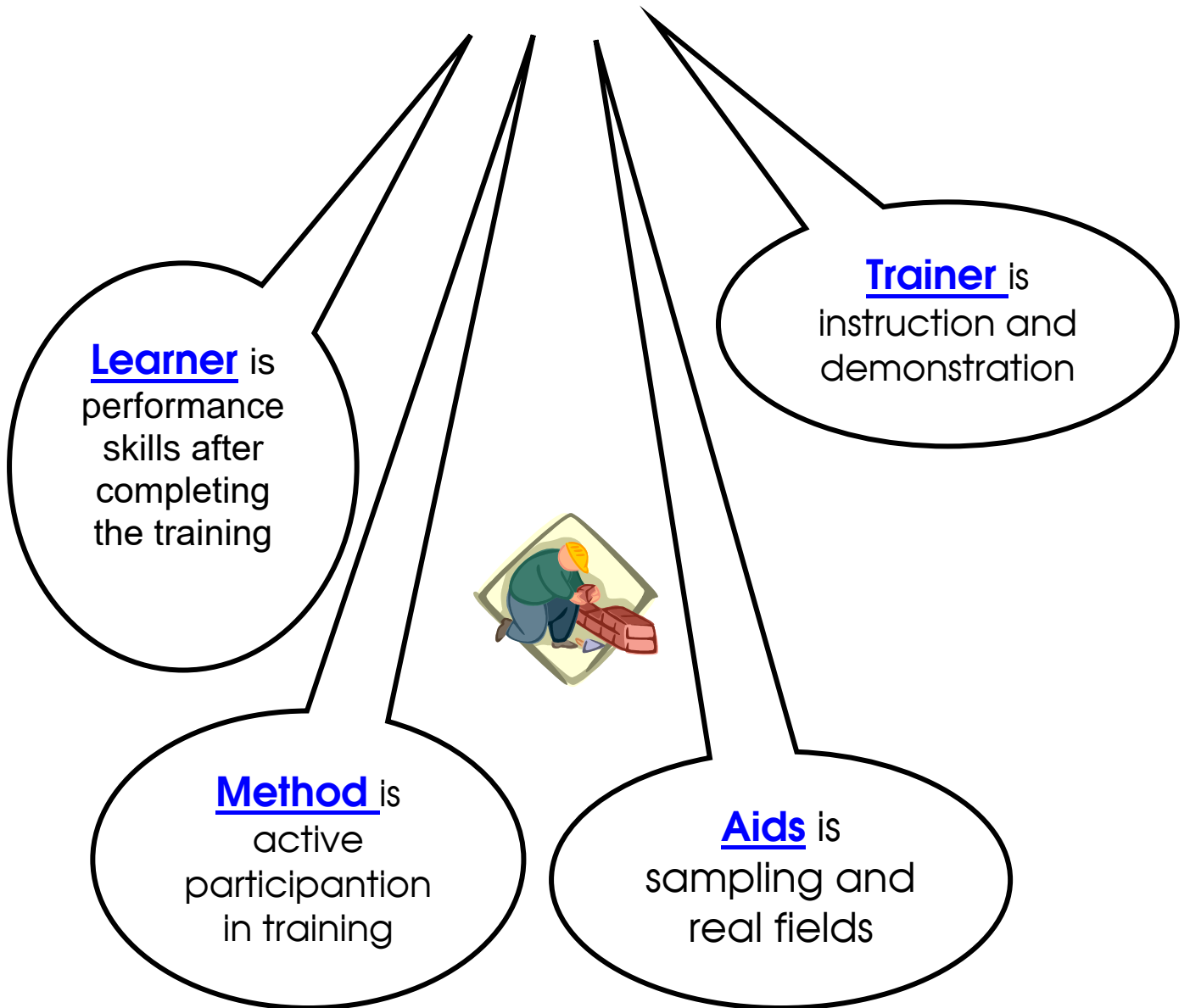
Training Aids

- Module T7: “*Practice (Adult) Training*”



- To identify the requirements and steps of practice training.
- To define methods and main activities of practice training.
- Undertake self-assessment

In Practice (Adult) training,
The **MOST IMPORTANT**
for



REMEMBER 1

“The things we have to learn for practice, we learn by doing”

Aristotle

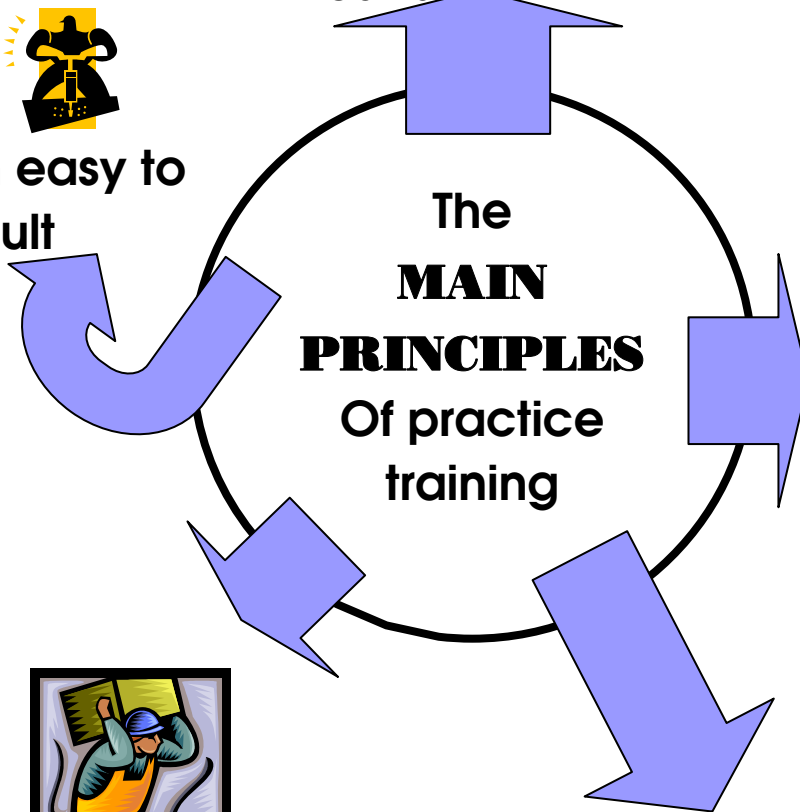


“**Speak:** easy to forget
See: may remember
Do: will understand”

Confucius



From easy to
difficult



Active
participation

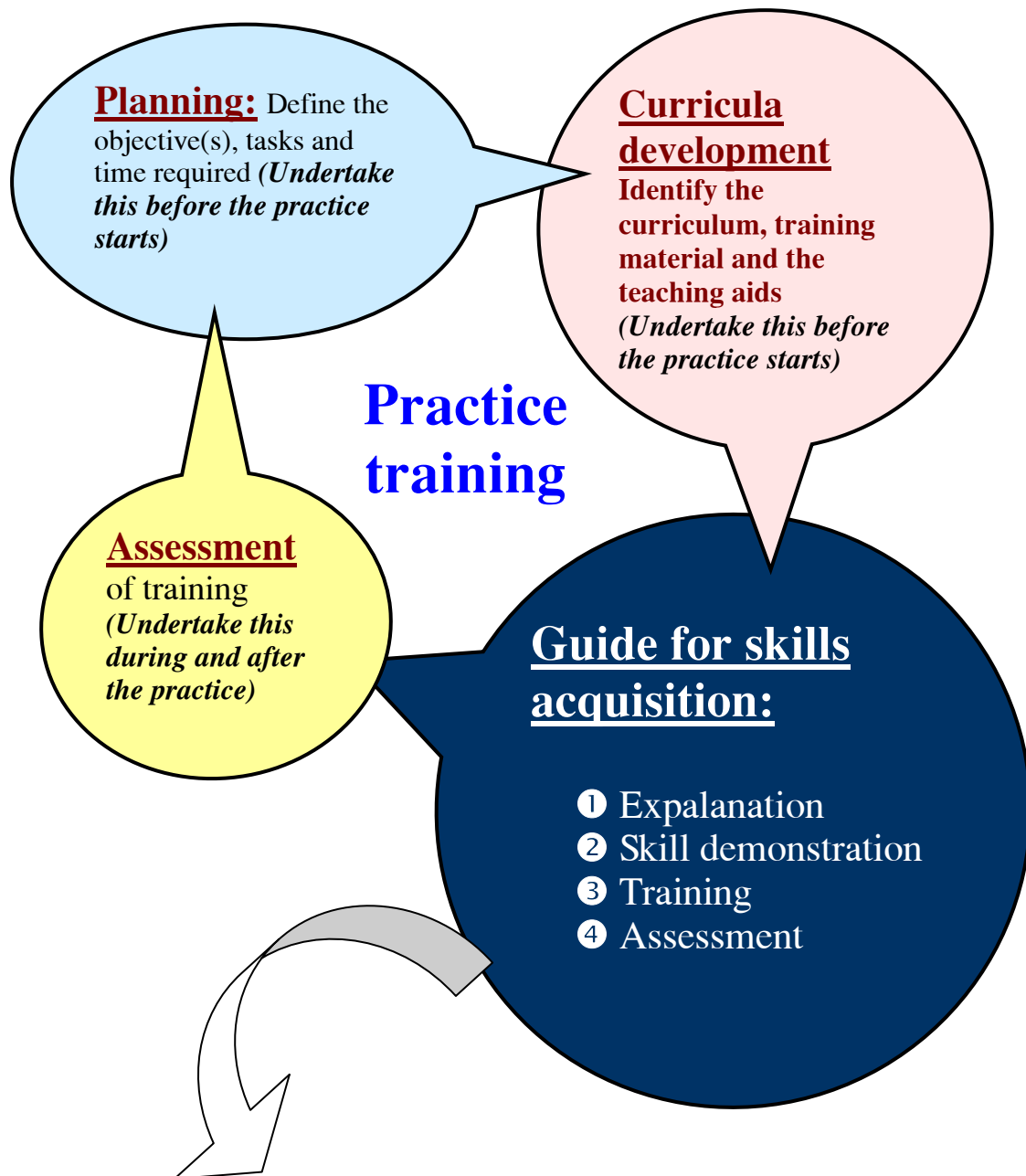


Self-pace



Continuing reinforcement

Practice training consists of **four related activities** in which the activity for skill acquisition is the essential and most important once:



Define 4 steps and their contents related to the **Guide for skills acquisition**

1

Expalanation

*Learners can describe
the tasks and
procedure and
indicators for final
achievement*

Instructor summaries:

- Practice task(s)
- Skills to be gained
- The ways to achieve skills
- Indicators and procedure of achievement assessment

2

Skill demostration

*Learners can
undertake the
necessary actions,
steps, operations etc.*

Demonstration by instructor:

- Demonstrates device operations, processes etc.
- Explains how to operate the device etc.
- Learners observe and ask questions if required

3

Training

*Leanrners master
skills*

Training by learners:

- Operate the device (f.e.) under the supervision and facilitation of the instructor.
- Do excersices
- Exchange work place and tools etc.

4

Assessment

*Pratice results/skills
acquired*

Learners:

- Undertake themselves assessment of achievements

instructor:

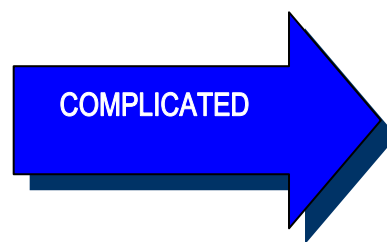
- Summaries the achievement
- Gives comment and lessons leant

Recommendations for instructors

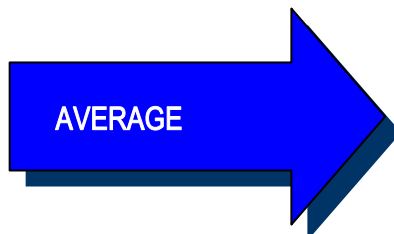


Define the skills **levels**: this is important for mobilization of time, equipment etc. for teaching and assessment process.

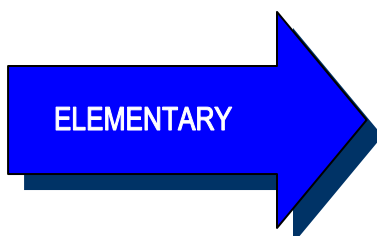
There are 3 skill levels:



For example:
Plan funding mobilization and project implementation.



For example:
Draw out the system of commune rural roads



For example:

- Identify the North (direction)
- Define the borders of the regions in the commune
- Draw out the main geographical and administrative positions



After identifying the content and skill levels, define **steps of acquiring skills**. These steps should be explained and clear to the learners.

Table 1: Steps of acquiring skill

(For example: Investigate the damages of the road: pot-hole measurement)

No.	Steps	Yes	No
1.	Identify the position of the damage		
2.	Define the border of pot-hole		
3.	Identify the shape of the pot-hole		
4.	Measure the sizes of the pot-hole		
5.	Take note		
6.	Define the area (calculate)		
7.	Identify % of pot-hole areas per road surface area.		
8.	Evaluate the status/condition of the road by "pot-hole" indicators.		

All steps must be undertaken and met "Yes"



Instructor should demonstrate skill(s). Reffer **steps of skill demonstration**:

Table 2: Steps of skill demonstration

<i>Instructor DID (✓):</i>	Yes	No
<u><i>Before demonstration</i></u>		
• Arrange the practice place/field		
• Prepare tools, equipment, spareparts and other teaching aids.		
• Set up the List of skills to be assessed *		
• Put the teaching aids in accessible area		
• Try out the demonstration before training starts		
<u><i>During the demonstration</i></u>		
• Briefing the skills to be acquired		
• Analyze the List of skills to be assessed *		
• Ensure all learners can see and hear		
• Demonstrate steps slowly		
• Use the teaching aids to make complicated steps clear and simple.		
• Emphasize safety and key operation notices		
• Attract learners by questions		
• Repeat a part or whole the demonstration if required.		

All steps much be undertaken and met "**Yes**"



Instructor should prepare the **List of skills to be assessed** for observe and evaluate the training process. Acquired skills can be mesured by level of fluency, time used, material required, safety rules acceptance etc. Should identify the indicators minimum required for observable skills.

Reffer this List through an example “*Resources mobilization for rural road maintenance*”

Table 3: List of skills to be assessed

Practice content: *Resources mobilization for rural road maintenance*

Participant name: *Nguyen*

Course:

<i>Content</i>	Max. Mark	Mark (<i>sample</i>)
Identify the tasks of the maintenance	5	4
Define correctly the volume of works to be done	5	4
Define correctly the volume of material to be used	5	3
Can mobilize the workers	5	5
Can mobilize the funds from defferent sourses	10	7
Time is appropriate	5	4
The mobilization is clear	5	4
Total	40	31

The minimum total marks is **30**



Read the following questions and use them when necessary:

Questions:

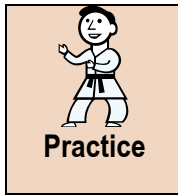
- What the learners have to see
- What the learners have to observe
- (*speak to learners*) what is demonstrating
- Why it is important
- Where is the mistake made by learner(s)
- How to do it correctly



Study two ways of arranging practice training. There are often 2 places of practicing: ***In Door*** (class/workshop) and ***Out Door*** (at field, on job etc.)

Both arrangements have **main** requirements:

- For the *In Door* practice, the arrangement should meet the minimum requirements of classroom (see Module T4: “*Classroom Arrangement*”)
- For the *Out Door* practice the field should meet standard requirements (has all conditions for successful practice)



Select one skill to be taught related to the rural road maintenance and lay down the steps of skills acquisition (Follow the Table 1):

Name: -----

(*Resources mobilization for rural road maintenance, for example*)

TT	Steps	Yes	No
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



It is recommended that some following action verbs can be used for identifying and expressing steps of skills acquisition:

Action verbs

<i>Simple actions</i>		<i>Average</i>		<i>complicated</i>
Define	Discuss	apply	Build	plan
List	Identify	Present	Calculate	Design
Split	Explain	Demonstrate	Draw out	Evaluate
Repeat	locate	Operate	Lập biểu đồ	forecast

Note: try to avoid some verbs which are not strongly observable and measurable like *Understand, know, , appreciate, interest, etc.*



1. Fulfill the blank places for completing the requirements for steps of Guide for skills acquisition

1

Expalanation

Learners can describe the tasks and procedure and indicators for final achievement

Instructor summaries:

- Practice task(s)
- Skills to be gained
- The ways to achieve skills
- Indicators and procedure of

2

Skill demostration

Learners can undertake the necessary actions, steps, operations etc.

Demonstration by instructor:

- Demonstrates device operations, processes etc
- Explains the how to operate the device etc.
- Learners and

3

Training

Learners master skills

Training by learners:

- Operate the device f.e. under the supervision and facilitation
- Do
- Exchange work place and tools etc.

4

Assessment

Pratice results/skills acquired

Learners:

- assess of achievements

instructor:

- Summaries the achievement
- Gives comment and lessons leant

Passed

Not passed