Tutorial ID: 1516

Tutorial Title: Elevate your instruction: Practical tactics to maximize military learning

Tutorial Outline:
Block 1: Introduction and ROI of Quality Instructors (15 minutes)
1. 0:00 - 0:03 (Direct) Introduction; history of this research and ties to cognitive readiness
2. 0:03 - 0:05 (Interactive) Who were your best instructors? How did they impact you?
3. 0:05 - 0:10 (Direct) Background research on expert instruction and the ROI of instructor development
4. 0:10 - 0:14 (Direct) What makes a quality instructor (hand out rubric)
5. 0:14 - 0:15 (Direct) Sign-posting and goal-setting for the remainder of the seminarBlock 2: Instructional Tactics (30 minutes)
6. 0:15 - 0:20 (Indirect) Overview of instructional tactics
      Discuss the differences between instructional strategies vs. tactics
      Highlight the 5 categories of instructional tactics
7. 0:20 - 0:30 (Interactive) Participants complete "jigsaw" activity to learn about different tactics
      (1) Compare and Contrast - Example topic: Direct vs. Indirect Tactics
      (2) Concept Maps - Example topic: Quality Instructor
      (3) Card Sorting - Example topic: Bloom Verbs
      (4) Metacognitive Prompts - Example topic: Asking Questions
      (5) Socratic Seminar - Example topic: Online learning best practices
8. 0:30 - 0:43 (Interactive) Participants "teach" back to the group
9. 0:43 - 0:45 (Independent) Write down something you can apply to your own workBlock 3: Scenario-Based Learning (20 minutes)
10. 0:45 - 0:50 (Direct and Indirect) Principles of designing effective scenario-based learning
11. 0:50 - 0:63 (Direct and Indirect) Describe and Demo some scenario-based learning methods
      Sand Table Exercise (STX)
      Role-play- Example topic: Dealing with a difficult student
      Tactical Decision Games (TDG) and Ethical DGs
      Decision-Forcing Case (DFC)
12. 0:63 - 0:65 (Independent) Write down something you can apply to your own workBlock 4: Assessment techniques and conclusion (25 minutes)
13. 0:65 - 0:65 (Gain Attention) So far we haven't had an assessment; so it's time for a test...(joke!)
      You can't manage what you don't measure
14. 0:65 - 0:70 (Interactive) Overview of assessments
      Set a baseline
      Check compliance
      Assign a grade
      Make a decision
      Establish context (pre-test)
      Check general outlook
      Check learning progress
      Enhance learning
      Formative vs. Summative assessments
15. 0:70 - 0:85 (Indirect) Demonstration of exemplar (non-standard) assessment methods
      Checklists
      Rubric
      BARS
      Situational Judgment Tests
      Metacog Prompts and Card Sorting and Concept Maps
16. 0:85 - 0:90 (Indirect) Debrief and end

Learning Objectives:
1. Define and describe essential education principles (andragogy) and techniques
2.Develop rational arguments to defend the value and ROI of instructor development
3.Describe higher-order thinking and its military relevance (human dimension)
4.Apply new scenario-based training, instructional tactics, and assessment methods

Audience intended for tutorial: This tutorial will aid anyone involved with education or training, particularly individuals who design or deliver learning experiences (face-to-face or technology-supported). The content of the tutorial will be tailored to a Defense-centric audience, but

Pre-requisites needed to attend: No prior knowledge of educational theory is required; this session will support practitioners of all backgrounds and experience levels.

Tutorial Abstract: The impact of instructors cannot be understated. Research findings reveal that "...the most important factor affecting student learning is the teacher" (Sanders, Wright, & Horn, 1997, p. 61), and typical results show that a one standard deviation increase in teacher quality raises student outcomes by approximately .20-.24 standard deviations (Rockoff, 2004); roughly, that means a 35% increase in teacher quality raises student outcomes by about 8-9%. When discussing instructional technologies, the message is much the same: Delivery and interaction methods have a profound effect on learner outcomes.This tutorial summarizes the existing research on instructor effectiveness, and it translates those concepts into a military setting. We'll explore existing research that argues for increased instructor skill development, and we'll highlight those attributes that comprise an effective military instructor. We will also practice some of the core skills, including exemplar instructional tactics, scenario-based learning methods, and assessment techniques.Notes: (1) Although focused on human teachers and trainers, the tutorial's principles can also apply to instructional technologies. (2) Because this tutorial emphasizes instructorship skills, it will include judicious use varied techniques. (3) This tutorial builds upon work that was originally sponsored by the Marine Corps and Office of Naval Research.

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Biography: Sae Schatz, Ph.D., is an applied human-systems researcher, learning science professional, and cognitive scientist. Her work focuses on human-systems integration (HSI), with an emphasis on human cognition and learning, instructional technologies, adaptive systems, human performance assessment, and modeling and simulation. Frequently, her work seeks to enhance individuals' higher-order cognitive skills (i.e., the mental, emotional, and relational skills associated with "cognitive readiness"). Recently, Dr. Schatz led the authorship and execution of the Marine Corps' Making Good Instructor Great course and accompanying instructor tool kit; this effort sought to enhance the cognitive readiness of Marine instructors and give them the teaching tools to foster these competences in their students. In addition to her research, Dr. Schatz mentors graduate students, teaches in the Modeling and Simulation graduate program at the University of Central Florida (UCF), and facilitates professional seminars for business and government clients.