FEEDBACK TUTORIAL LETTER

1st SEMESTER 2019

FOR

Test 1

Instructional & Learning Strategies A ILS410S
Feedback Letter: Test 1 ILS410S 2019

Dear Students

Herewith, the feedback to Test 1 of the Course. Generally, most students performed well and obtained good marks above the pass requirement of 50%. I would like to highlight a few questions that students appeared not to understand correctly.

2.3 Trainers need to know the characteristics of their trainees and how these characteristics influence the way trainees learn. Mention two characteristics of your trainees, and explain how you cater for each of these characteristics. (4)

The above questions required students to mention and explain any two characteristics (e.g. the level of the trainees, feedback, prior knowledge, etc), and not the learning styles (auditory, visual, etc.) Some students presented the learning styles instead of the characteristics as required by the question. Student should thus differentiate between trainees learning styles and ‘trainees’ characteristics.

3.3 With an example from your trade area, explain ‘skills-based learning session’. (3)

Some students have given a practical example drawn from their trade area, without first explaining the concept. The ideal way to answer the question was to explain ‘skills-based learning session’ and then give an example of such session from own trade area.

4.3 Name and explain three evaluation methods that you can use/incorporate in your training programme. (6)

It appears students did not differentiate between the assessments methods of the training session (such as a lesson of a specific topic in a day or week), and the assessment methods of evaluating the training programme (such as the overall performance of trainees for Automotive). Students should thus learn to differentiate between the tools for assessing trainees’ progress while in training, and the tools for assessing the effectiveness of the training that they went through.

For evaluating the effectives of the training sessions or lessons, common tools include, tests, assignment, practical, etc.

For evaluating the effectiveness of the programme, common tools to be used include questionnaires, informal discussions, interviews, etc. And this is what was required by the question.

Other than the clarification made above, next follows the sample answers to the questions that featured in the Test.
Question 1

1.1
Individual learning is the type of learning strategies during which the trainer takes into account the individual uniqueness of each trainee. (2)

1.2
- When continuing the development of talented and skilled staff members (1)
- Grooming individuals who show potentials for management or leadership responsibilities (1)
- Retrain and prepare an individual for a new job or function (1)
- Assimilate new individuals into the organisations by educating them about the norms, culture and politics of the organisations (1)

Any relevant three answers

1.3
Coaching involves the training of individuals to master skills necessary for performance. It focus on the trainer demonstrating tactics, techniques and skills, modelling and explaining the tricks and clues as formulas for required by trainees to perform. (2)

Tutoring is a facilitation technique during which a knowledgeable person assists trainees who experience problems in a certain learning area. It focuses mainly on developing trainees’ subject skills (2)

Sub-total: 9 marks

Question 2

2.1
a) Facilitator (1)
b) Trainees (1)
c) Content (1)

(Any correct/relevant answers, 1 mark for each answer)
Concrete experience: People learn by getting exposed to an experience or event that they want to learn.  

Reflective observation: People learn by observing what happened during the experience stage, and narrating results.  

Abstract conceptualization: At this stage, people interrogate, question and analyse their observations and reflections in order to have a complete understanding of what is going on.  

Active experimentation: People learn by proving their observations and conceptualisation (thinking) into practice.  

2.3  
The level of trainees: Trainees occupies different age categories that the trainer should be cognisant of, so that the trainer can apply appropriate methodological, pedagogical or disciplinary intervention appropriate to the age of the trainee being dealt with.  

Experience of the trainees: Trainees like the acknowledgement and recognition of their previous industry experience. Trainers should accommodate the previous experience of trainees during the facilitation.  

Feedback: Trainees need regularly feedback to direct them on their progress and identify areas of further improvement. Trainers should always give feedback to trainees on matters of facilitation.  

(Any correct two characteristics, and explained)

Grand Total: 15 Marks

Question 3

3.1  
It should start with action verb  
It should be clear  
It should be specific  
(Any correct two answers)

3.2  
Depend on the students’ topics  
a) Topic  
b) Correct, well written three objectives  

3.3  
These are sessions in which the training is entirely based on the acquisition of a specific skill. Thus, such a training session may not be conducted in the usual classroom as it is not conducive for the
acquisition of the specific skills. Rather, the training session will be shifted to an appropriate venue that will facilitate the acquisition of desired skills.

3.4

- Being enthusiastic and supportive to the learners (1)
- Encouraging active participation and promoting discussions (1)
- Treating learners with dignity and respect (1)
- Giving acknowledgement for good work (1)
- Giving interesting activities that stimulate learning (1)
- Providing immediate feedback with useful suggestions for improvement (1)

Any correct three answers

3.5

- The facilitator should listen to what the learner says instead of constantly telling the learner what to do (1)
- A learner-centred approach should be used as opposed to teacher-centred approach. (1)
- The facilitator may not need to show off her/his expertise but rather highlight the expertise of the learners (1)
- The facilitator should encourage learners to share their expertise and promote discussions (1)
- The facilitator should use questioning skills effectively (1)

(Any correct three answers)

Sub-total: 15 marks

Question 4

4.1

- Progress check indicates maturity and growth (1)
- Observable improvement by students in key performance areas (1)
- Taking responsibility for own learning (1)
- Readiness to experiment with other methods (1)
- The agreed period has come to an end (1)
4.2

- Helps to indicate whether the overall training outcomes have been achieved or not (2)
- The feedback on progression and achievement provide an indication whether the learning relationship should come to an end or a lot still needs to be done (2)

(Any two applicable answers)

4.3

a) Questionnaires

A questionnaire is an instrument consisting of a series of questions that the instructors use for the purpose of gathering information from trainees. (2)

b) Interviews

It is a discussion between the trainer and trainees on the subject that relates to the training programmes. (2)

c) Informal discussions

It is sharing of ideas between trainers and trainees in an informal setting without formalities, on matters of training sessions. (2)

Sub-total: 11 marks

Grand total: 50 marks (50x2=100 marks)

End of Feedback Letter

Regards

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