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Centre for Open and Lifelong Learning

FEEDBACK TUTORIAL LETTER

1st SEMESTER 2020

ASSIGNMENT 1

**Instructional and Learning Strategies A:
ILS410S**

Dear Students

I trust you are ok. Below is an indication of the way you needed to attend to the assignment questions.

QUESTION 1

As a trainer, it is very important to understand the difference between coaching, mentoring and tutoring as part of facilitating of individual learning. There will be times when you will act as mentor, coach or tutor. Explain how you will use the following technique in your trade area:

1.1

Tutoring

(5)

This technique is relevant with subject related matters, such as a trainee who fails to grasp the meaning of a concept or who do not understand well a particular topic. Having to sat with the trainee and clarify subject matter is what represent tutoring

1.2

Coaching

(5)

This technique relates to an acquisition of skills, it is more practical than theoretical. When a trainee fails a practical test for example in a workshop, assisting the trainee with the skills of getting the work done such as connecting a circuit or wiring automotive, constitutes coaching.

QUESTION 2

Learning is not a once-off process, but involving a series of events which takes time for them to be mastered. Various scholars have attempted to explain how learning takes place. Kolb (1984) suggests that learning occurs through the various stages. With the use of practical examples and relevant literature, explain how learning takes place according to the following stages:

2.1 Concrete experience

(10)

Trainees learn better by firstly exposed to an experience. They need to visualise or encounter a concrete situation or action that they can relate on. For example, for students to learn the components of the gearbox, students need to see a gearbox cut open.

2.2

Reflecting

(10)

Once trainees are exposed to an experience, they need to make an observation of what is happening and make reflection of what they have experienced. For example, once the

students are exposed to an opened gear box, they now need to take time to observe the different components of the gearbox they are at close with/they see.

**2.3 Abstract
conceptualisation**

(10)

At this stage, student needs to critique, question and explore more on what they have observed. They find reasons for what has happened and why happening in a particular way. They seek to understand the whole of the experience they were exposed to. For example, they may have observed that gearing involves pressing in the clutch pedal. At this stage, they will try to understand the reasoning besides pressing in the clutch pedal before gearing

**2.4 Active
experimentation**

(10)

At this stage students apply the theories into practice. It is an action-oriented stage where students try to practice, experiment and test in action all that they have experienced and observe. For example driving a car, using the knowledge and skills learned in the previous stages.

I trust the above information provides clarity on the assignment expectations.

**Regards
Elock Shikalepo**