



Georgia 15 Hour Teaching Methodology CE Course

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Georgia 15 Hour Teaching Methodology CE Course (15 hours)

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▶ **Lesson 1: Theories of Learning and Motivation (3 hours)**

Introduction: In this Lesson we will study Theories of Learning; Cognitive Psychology, Behavioral Psychology, Teaching Methodology: Theories of Motivation; Extrinsic, Feedback and Grading; and Readiness, Microteaching, Intrinsic and Aversive

Objectives:

- Define cognitive learning
- Identify short-term memory and what affects it
- Identify long-term memory and how to improve it
- Define two main methods of conditioning
- Explain verbal motivation
- Identify Extrinsic Motivation
- Explain the teaching principles of Knowing versus Performance
- Identify the link between testing and feedback
- Explain the connection between reading material and hands-on lab work
- Explain the complete concept of microteaching
- Define Intrinsic Motivation
- Explain the concept of Aversive Motivation

Cognitive Psychology / Cognitive Learning: The Teaching Principles of Short-Term Memory and Long-Term Memory

■ Cognitive Learning

Cognitive learning is best described as thinking activity that causes a change in the behavior of a student.

The results of learning can be seen in the actions of the student once the student has processed the information given to them by a teacher.

The process can involve short-term or long-term memory of the student.

Cognitive behaviors are known as thinking behaviors.

Closely related to cognitive learning is behavioristic learning since we can observe behavior changes as a result of cognitive learning.

Teachers deliberately give information and activities to the student to cause changes in student behavior.

The goal of the Cosmetology Teacher is to achieve behavior changes that can be seen in the student once the student has been given information.

Using text book materials, demonstrating techniques and asking specific questions can induce learning that will be reflected in the students behavior.

Recognizing the behavior changes is a practical evaluation of changes in the students mind that has produced learning .

In addition, once the teacher observes the student doing an activity correctly that they have learned through various classroom activities, the teacher can then determine that successful learning has occurred within the mind of the student.

Learning greatly involves memory.

■ **Short-Term Memory**

Short-Term Memory (STM), can involve immediate recall such as, when a student looks up a definition of a word.

They can **immediately recall** it when asked to repeat the definition.

Short-term memory involves the amount of time taken to recall information and how much information was learned in that time period.

Experts agree that time can vary from 18 to 30 seconds for short-term memory.

Also, with short-term memory comes forgetting. There are several causes for forgetting.

Interference:

Interference is one of these causes.

If a student is reading lesson material concerning one subject and is for example interrupted by the teacher introducing a new topic, the chances of short-term memory forgetting is high.

Even if the interruption information is similar to what the student was reading it can still interfere with the retention of the read information.

Decay:

Decay is another problem with short-term learning.

Decay occurs when a student does not use what they have learned.

Without active use of information, the chance for **forgetting increases gradually over time**.

Another short-term memory problem is overloading.

Overloading:

Overloading means exactly what it says.

The learner tries to recall too much at one time.

Because the learner is not grouping information, the information can not be recalled easily and can sometimes be completely forgotten.

■ Improving Short-Term Memory

Being an important part of Cognitive learning, short-term memory must occur in the learner so interaction and information retention can occur.

There are ways to improve short-term memory in the learner.

■ Chunking is one method.

Chunking is the grouping of information into units or chunks.

The number of items can effect how much the learner will retain.

For example if the student is learning that for barrel curls, the proper procedure is to first section the hair, then comb the hair section, the roll the hair into the shape of a barrel, then secure the hair with a clip; the learner can chunk this information into the thought; **Comb, Curl, Clip**.

They would focus on the **3 Cs; Comb, Curl, Clip**.

■ Rehearsal is another method of short-term memory.

Rehearsal means to actively process in the mind, the information, by saying the information aloud to oneself and also, visualizing it in the mind.

It is an intrinsic (self involvement) method of learning. It could involve the spelling of a definition or term and visualizing it's meaning.

■ **Encoding is a human learning method.**

Encoding means to process information using reasoning that the information is meaningful to the student.

The importance level that the student perceives plays a part in learning the information.

The learner can encode the information as important and further use the other methods such as rehearsing and chunking resulting in successfully recalling the information.

■ **Teaching Principles that help Short-Term Memory**

■ **How to Teach Chunking**

It is extremely important to be consistent when constructing materials using methods to strengthen the students capacity to learn especially in chunking strategies.

A good rule is to group information specifically and not random.

Use about 5 items at a time in the grouping when using visual aids such as overhead projectors or hand outs.

Keep the list of terms and definitions to about the same amount, usually groupings of 5 to 7 words are comfortable to the learner.

Chunk together descriptions when possible such as the 3 Cs, as discussed earlier, representing comb, curl and clip.

Chunking practices have proven to be a highly successful method of learning especially in the field of Cosmetology.

■ **Interference**

Interference can come in several forms.

Note taking for example should not be done during a lecture.

There can be special pauses within the lecture of note taking if necessary but learning occurs best when listening without interruption of taking notes during the listening activity.

Students should be encouraged to translate the information in their own words as apposed to word for word from the lecturer.

■ **Rehearsal**

The student should be encouraged to recite allowed chunked material. As a class, together the students may say aloud and repeat after the teacher.

Encourage the student to visualize as they repeat aloud. Chunk the material into topical groupings.

■ **Encoding**

When teaching the student to recognize the importance of certain material over general material, the teacher can use study guides that have been constructed with this theory in mind.

Teaching the student to recognize important information can later help the student to become more self-reliant in the learning process.

■ **Long-Term Memory**

Long-term memory is where the groupings of short-term memories are stored.

It is a permanent storage area in the brain that contains **years, decades and a lifetime of memories.**

Long-term memory can be categorized into types, such as:

➔ **Personal Memory**

Personal memory consists of the recall of the time situation and context of an event.

➔ **Understanding Memory**

Understanding memory consists of the recall of the understanding of a specific rule or word or an idea of the event remembered.

➔ **How to**

How to memory consists of the recall of the use of an object of the event such as in the practical application of a hair styling device.

Short-term memory can be transferred to long-term memory.

This is accomplished by a combination of methods such as chunking, rehearsal and encoding.

➔ **Networking** is then used to distribute the information into a meaningful organized filing system or Network.

Networking is a theory used to explain the organization of information within the cognitive learning area of the brain.

■ **Long-Term Memory Loss**

Long-term memory loss is best explained as loss of retrieval of information rather than loss of the information itself.

There are various reasons behind the inability to retrieve information. Some are emotional aspects such as anxiety or depression.

■ **Increasing LTM Performance**

Using the senses is a great way to enhance long-term memory. We see this in learning terms and definitions.

- The **Key Word** technique focuses the importance on the word to be learned with its definition.
- The **Peg Word** technique uses rhymes to better learn facts in a particular order.
- The **Diagram Analysis** technique is when the student creates diagrams to organize the knowledge for recall.

The Teaching Principles of Behavioral Psychology / Behavioral Learning: Classical Conditioning and Operant Conditioning

Behavioral learning involves 2 main methods of practice. Those are Classical Conditioning and Operant Conditioning.

■ **Classical Conditioning**

Classical Conditioning involves association with learning events.

We receive information from our senses during a learning event that stores as a memory that we associate with that event.

We can associate feelings, odors, emotions, the way something looks or even sounds in the environment of learning situations.

For example; Elements of fear or anxiety could be experienced during a test. Then the next time you have a test, the association between taking a test and the learned feelings and emotions can return.

This process is called Classical Conditioning.

Specifically this particular example is **Learned Classical Conditioning**.

Some responses however, are not learned. They are natural.

Unlearned stimulus refers to something that triggers an unlearned response. It is a reflex.

To explain further:

There are Unconditioned Stimulus and Responses. An example of an unconditioned stimulus is a sudden noise.

An Unconditioned Response or Reflex to that noise is to be startled.

Being startled is an Unlearned Response or Reflex.

Stimulus Triggers the Response.

As mentioned earlier with the example of taking a test, that is an example of a **Conditioned Response**.

It is not a Reflex but a **Learned Response**.

There is a positive side to Classical Conditioning.

Even though some students may get nervous during a test, some may be conditioned by previous stimulus of a positive nature such as verbal reassurances or public praise for good test grades.

■ **Teaching Practices Based on Classical Conditioning**

- Repetition and practice
- Developing close stimuli/response association; choose activities that will closely and quickly associate the stimuli to the response
- Avoid teaching negative feelings about class activities
- Avoid instilling fear of tests or activities by having open discussions about lesson topics
- Construct lessons that bonds stimuli with positive responses

■ **Operant Conditioning**

Operant conditioning involves self operating.

The student has control over their behavior in whatever the environment around them offers.

One principal of Operant Conditioning is the **Bonus or Reward Principal**.

The student is made aware of the positive bonus or reward for successful completion of an activity.

This is positive and motivating to the student and the student works hard in the self operating realm to achieve acquiring the bonus promised to them.

The reward can be a **Primary Reward** such as food, a soft drink or a small gift.

Secondary Rewards are things that we value personally like good grades , money or an award of public recognition.

There are rules to these rewards.

■ **Rules In Using Reinforcement**

When using a bonus reinforcement, it is important that the reward is personally desirable to the student.

This is otherwise known as **The Rule of Personal Preferences.**

There is another rule involving **High Rate Activity.**

Observing what the student likes to do most often during down time can help determine what the reward could be for that student.

Give them something they truly enjoy.

You may notice a student likes to read novels.

This could be a good reward for that particular student next time they do a good job on an activity.

Rule of Do It Now

In order to form an association between the achievement and the reward, the reward must be given as soon as possible.

Rule of No Secrets

The teacher should leave nothing unknown to the student when it comes to what, how and why something is to be done.

Make clear what the reward will be.

Rule of Self Discipline

Let the student know that they may have to make voluntary self sacrifices to achieve the highest level of success.

Rule of Unpredictability

Have variety in your rewards.

When you give them and what you give should stay fresh and unpredictable.

Throw a few surprises in the mix of things and watch the interest level remain high.

■ **Teaching Practices in Operant Conditioning**

In the classroom environment, the teacher should encourage the student to display self operating behaviors.

The following principals, when carefully applied, can be used to gain positive results.

- Use positive reinforcement to increase student's positive responses
- Use primary and secondary rewards combined whenever possible
- Use the high rate rule of personal rewards for the best outcome
- Give rewards immediately upon earning them
- Customize reinforcement responses according to the results needed for each student individually

■ **Examples of Verbal Motivation**

- Fantastic job!
- You're very consistent with your nail polishing technique
- Everyone has earned free time to do each others hair the last hour of the day! Great job everybody!
- I know the chapter on hair coloring is a difficult one but we're all here to learn and you'll do great.

Teaching Principles: Theories of Motivation; Extrinsic, Feedback and Grading

■ **The Practice of External / Extrinsic Motivation**

An Instructor who teaches technically based knowledge has exact activities that must be performed accurately and in a precise progression.

The student learns how to do specific activities in an exact way.

This puts a lot of emphasis on the ability of the teacher to use motivational theories that will ultimately result in the students demonstrating of learned actions.

Specific scientifically based practices are taught by the Cosmetology Teacher that in other fields of teaching are not present.

This explanation refers to external or extrinsic motivation.

It is up to the teacher to apply the external motivation necessary to each individual student to achieve the learning involved in technical learning.

External motivation involves the transfer of knowledge from the teacher to the student.

The teacher's responsibility to the student is to:

- direct the learning progression
- manage the lesson topics, as well as
- control the information given to students

There are certain practices of learning that can successfully achieve these responsibilities.

■ **Explaining Purpose**

One of the most important practices in motivation is explaining the purpose behind learning the specified material in a unit of study before the student begins the topic.

The teacher never must assume that the student knows any amount of knowledge about the given subject.

Although the teacher possesses a treasure trove of knowledge and experience, it is necessary to keep in mind that the student is at the basic learning level.

The teacher must approach the student at the basic learning level of every topic.

It is a good idea for the teacher to review learning objectives for themselves to be able to set their mind on the level of learning that will be provided throughout the unit.

■ **Knowing Versus Performance**

We just learned about the importance of revealing purpose to the student.

A close second, is the action of the learned material.

It is one thing to know and understand a certain service technique, but to show proper action of the physical application of it is another matter.

There must be a correlation between knowing and performing the learned activity.

A student can know the theory behind a certain hair service but if they never physically perform the service, the student has not fully learned.

The same statement also applies when the student can perform the service satisfactorily but can not explain why the exact procedure is necessary to achieve the desired results.

So we see how performance and knowing go hand in hand. It is both motivating and confidence building for the student to have the inclusion of both aspects of this practice.

■ **Time Period Between Knowing and Performance**

One of the best ways to keep student motivation levels high is to keep the time period between learning and doing as short as possible.

A quick progression of activities on the teacher's part will create a high level of motivation and with consistency of this practice will maintain this high level of motivation.

An effective progression of activities can include:

- Explain WHAT is to be learned
- Explain WHY it is to be learned
- Have the teacher to DEMONSTRATE the activity
- Have the student to PERFORM the activity
- Have the teacher to CRITIQUE the student's performance, and
- Have the student to REPEAT the activity including any corrections

Keeping with the practice of short time periods between knowing and performance is a great way to keep high levels of motivation and to prevent boredom.

It can be discouraging to the student to feel like all they do is talk about theory and never do the practical application.

Hands on involvement is a key to any technical learning program.

■ **Student Level**

There can not be enough emphasis put on the subject of the student's level of understanding.

Every student is different and responds to material resources in various ways.

But the tried and true practice of variety in teaching ultimately never fails.

When choosing materials such as books, videos, lectures and demonstration activities it is best to keep a variety of different levels of difficulty.

Also, as some students benefit most in the practical application demonstration, others may benefit substantially from reviewing theory as they participate in their demonstrations.

■ Feedback

When a student is given an assignment, whether it be a written exam, practical exam or another type of study quiz, it is the most motivating to the student to receive the results of their assignment or test as soon as possible.

This practice keeps the motivation level highest.

If the teacher does not immediately provide the student's test results, it will ultimately undermine the level of motivation and manifest negative feelings from the student in relation to the activity and the teacher.

A delay in feedback tends to create anxiety, anger and even fear in the student.

■ Test and Grading

There are two basic approaches to tests and grading:

- Criterion-Referenced and
- Norm-Referenced

Criterion-Referenced

This approach to grading involves what we remember most in the public school system. It requires the teacher to use letter grades that correspond to a number point system.

The teacher predetermines the material to be tested, whether the practical application of the test may be repeated until achieved and / or bonus points to give the student more chances of success.

Norm-Referenced

This approach is fairly self defined from the terminology of "Norm".

It is the type of approach that uses the comparison of the student's outcomes against one another.

What was the normal class achievement overall on the test?

For example: The teacher may use a percentage scale. The student may be in the top 20 % of the class. Letter grades can also be assigned to the student. The student may be told that 35% of the class made an A.

This is more of a performance based average than a point system.

■ Homework

It is of the utmost importance that a well thought out homework assignment closely correlates to the exact topic of study that the student is learning.

The connection must be direct to the entire combination of pretesting, study material and classwork regarding subject matter.

There are specific guidelines when working with this approach:

- The student must be made aware of the relationship between the homework and the evaluation expectations
- The student must be clear on what the assignment is and how to complete it
- The teacher must grade assignments and give the correct answers to the assignment questions or activities
- The teacher must provide grades in a timely manner
- The teacher should provide varied and interesting homework assignments

■ Reading Material

The content of chosen reading material by the teacher is the cornerstone of learning for the student.

The content and the use of this material can greatly motivate the student's learning.

A winning combination of reading material, lectures and practical applications can prove to be the most successful approach to the learning event.

■ Hands-On

In the field of Cosmetology, Esthetics, Manicuring or other technical service vocations, the hands on experience has no substitution.

Once the student has read material, watched videos and observed the teacher's demonstration, they are ready to be self involved in their own hands-on experience and ready to apply the knowledge for themselves.

On the floor of the lab room is where the teacher is in high demand to attend to the student in a one on one atmosphere.

All of the talents of the teacher are utilized in all ways of verbal and practical application.

Complex on the spot evaluation is required by the teacher regarding the student's performance. Immediate verbal and practical feedback must be consistent, professional and appropriate at all times.

There must be a controlled plan of positive motivation implemented and sustained throughout each individual student.

The perception of the student is greatly active at this point and can be very sensitive to teacher responses.

Teaching Principles: Motivation: Readiness, Microteaching, Internal and Aversive Motivation

■ Floor Readiness and Motivation

Students very often become apprehensive in doing floor activities when they face profound expectations.

There are specific types of expectations practices defined by teachers:

- The *we insist* practice meaning that there is only one way to perform it
- The *we prefer* practice meaning that among several ways to perform it one is best
- The *you suggest* practice meaning that the student chooses one of several ways of performance, and
- The *you create* practice meaning that there are no concrete standards and the student may invent one

It is easy to ascertain why lower student motivation would accompany the *we insist* practice as apposed to the *you create* practice.

The difficulty level is always perceived as higher with an exact action per action approach to an insisted means of an application where as a more loosely woven progression of events can be applied when a student creates his custom approach to the activity.

There are also levels of readiness involved in the student's learning.

A high level suggests that the student has mastered the topic.

A moderate level suggests that the student knowledge is somewhat incomplete.

The low readiness level suggests that the student lacks a significant amount of knowledge and is overall not ready to perform the task.

■ **Microteaching**

Microteaching is a dynamic form of teaching that is highly effective in student learning. It has been proven that motivating students becomes easier when utilizing the principals of microteaching.

The following is a description of one form of microteaching.

This approach can involve these steps:

- **ONE:** The teacher decides precisely the student's practical lab-activity goal.

- **TWO:** The teacher identifies the reading assignment, develops study material, creates the evaluation activities and organizes a list of necessary teaching tools such as videos and other instructional aids.
This is to include a step-by-step procedure sheet which is simply a description of the each step of the activities.
The development of an advanced organizer is the result of the teacher's accumulated instructional documents.

- **THREE:** The teacher performs a demonstration of the activity and narrates each step.
This should be video taped and should be held at a five minute limitation.

- **FOUR:** The teacher distributes the advanced organizer, discusses the content, assigns reading material, study guides and test questions.
The procedure sheet and evaluation sheet comes later.

- **FIVE:** The teacher lectures students on subject matter and describes the desired activity.
Then the procedure sheets are distributed to the students along with the evaluation sheet.

- **SIX:** The students view the video taped procedure and go immediately to the lab floor to perform the task.
The teacher provides feedback with each step of the task.
The teacher uses their evaluation sheet to comment on the task.
The teacher may even video tape the student for the student to be able to review their own performance.

- **SEVEN:** At the end of the practical lab task, the teacher meets with the student to give a verbal evaluation.
At this time, if the student has been video taped, they review the tape and time is allowed for the student to critique their own work.

- **EIGHT:** The student reviews the original teacher's video of performing the proper procedures of the task.
- **NINE:** The student then returns to the lab floor to perform the task again in a more correct way.

Students have been shown to prefer teachers who apply these motivational practices to their techniques.

These teachers are well organized and use positive motivation.

A systematic process of the intentional application of learning techniques and motivational approaches is the reinforcement behind the success of the full classroom experience for the teacher and the student.

The teacher is the mediator between the student and learning.

The outcome of the success of a learning program falls firmly on the shoulders of the talent of the teacher to adequately apply positive and appropriate learning principals.

■ **The Practice of Internal / Intrinsic Motivation**

Internal / intrinsic motivation is motivation that comes from the student.

The student supplies their own self controlled and self generated motivation.

It involves recognizing one's own abilities to cause things, like learning, to happen.

The student realizes they purposely do things to bring about their learning of new things.

This self controlled system it is called metacognition.

The student's feeling of responsibility in the learning process becomes clear and they know what personal action they have taken to achieve the end result.

There are several different ways to act out intrinsic motivation:

- Specific attributes
- Global attributes

When acting out the specific attribute approach, the student refers to specific activities or skills he possesses when he explains how good or bad he is at something.

It is the partial attitude stance of the student.

When acting out the global attribute approach, the student refers to a whole group of activities or skills he may not feel he possesses when he explains how good or bad he is at something.

It is the all inclusive attitude stance of the student.

One factor in determining why students have these different mind sets, could be their level of self confidence.

It also could be their level of book knowledge in contrast with their hands-on knowledge.

On the other hand, the student may have a great amount of self confidence due to his vast amount of hands-on experience in accordance with his head knowledge.

Whether positive or negative, these attitude can be channeled in an all inclusive global way or a singling out specific way.

The teacher must listen and watch for these attributes to come about and be prepared to direct the student accordingly to the direction that will most profit the student in his learning program.

The student that does not possess as much self motivating skills will benefit most from a teacher who's guidance strengthens the student's self motivating attitude.

It is possible that the student might place the entire learning responsibility on the teacher when the student lacks sufficient intrinsic motivation.

The teacher must teach the student to rely on his own motivation and that learning must happen from within the student.

■ **Aversive Motivation**

There are students that have behavioral problems.

These problems sometimes appear in the classroom as bad behavior.

There are a wide range of unacceptable student behaviors that are easy to recognize that may involve others or themselves.

The teacher must take immediate action to curtail the behavior and prevent future behavioral problems.

If the problem of the student is a scholastic problem such as incomplete homework assignments, there must be specific rules of punishment regarding that issue.

If the problem is tardiness, then an appropriate plan of losing hours for the day may be implemented.

Often times rewarding for good behavior motivates the student to not engage in unacceptable behavior, but there will be times when aversive steps must be taken to correct bad behavior.

Consistency and fairness from the teacher will ultimately be a successful plan of action whether positive or negative reinforcement is applied.

Summary

So we see, if presented correctly, that all these factors; lectures, reading assignments, study guides, procedure sheets, videos, evaluation tools, homework and hands-on lab work can directly affect the result in student learning.

Purposeful actions of motivation by the teacher and student must harmoniously exist and compliment the entire learning program.

We discussed the Teaching Principles of Cognitive Psychology / Cognitive Learning: The Teaching Principles of Short-Term Memory and Long-Term Memory.

We then discussed the Teaching Principles of Behavioral Psychology / Behavioral Learning: Classical Conditioning and Operant Conditioning.

Throughout this lesson you were reminded to be consistent and attentive when applying the learning theories in your own classroom situations. We hope this has been a renewing and refreshing enhancement of your teaching skills.

References and Resources

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▶ **Lesson 2: Instructional Planning and Curriculum Development (3 hours)**

Introduction: We will study Instructional Planning and Curriculum Development, Goals and Objectives; Teaching Methodology: Curriculum Components and Document Structure

Objectives:

- Explain the components of a Course Outline document
- List the components of a Unit Outline document
- Explain the additional elements contained in a Lesson Outline document
- Identify the components of building an Instructional Plan
- Explain the process of Curriculum Selection
- List the events of the eight step planning process
- Explain the purposes of goals and the 3 main types
- List and define the 3 basic domain performances
- Explain the inclusions of an evaluation tool

We will now focus on Teaching Principles: Instructional Planning and Curriculum Development

One of the most important tasks for teachers is instructional planning.

Although the curriculum may change from school to school, the planning process remains very much the same.

There are meticulous strategies involved and a good teacher will always be a good instructional planner.

In this lesson, we will analyze the components of a sample curriculum.

There is quite a complicated process of development involved in instructional planning but once mastered is irreplaceable.

In a matter of speaking, the teacher conducts somewhat of a treasure hunt.

The teacher knows the way to the treasure but she must get the student to go down the path and find it.

She is allowed to provide maps, information and detailed instruction to help the student in his journey to finding the hidden treasure.

The plan of action must include the knowledge of the location of the treasure, the way to get to the treasure, and the logging of the successes of the treasure hunters along the way.

It must be a full and complete package with no details left out.

In the real world, we will take for example the Cosmetology Teacher.

She must take the rules and regulations that the State, Governing Agencies and Schools provide and in turn produce a comprehensive and productive instructional plan.

The teacher is the direct link between the curriculum and the student.

■ Concepts in Content

During our discussion, the **Course Curriculum** is also referred to as the **Instructional Plan**.

There is a distinct concept used when building a plan of instruction.

The selected illustration gives an example of the basis of this concept.

This shows the basic planning process.

COSMETOLOGY CURRICULUM 1500 Hours															
COURSE Hair Shaping								COURSE Hair Coloring							
UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

We can see that all things stem from the core curriculum which in this case is Cosmetology.

For every course of study there are a number of units of instruction.

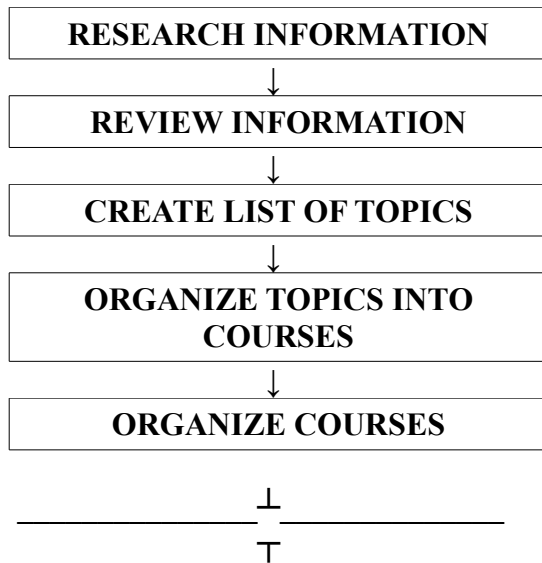
Each unit of instruction subdivide into daily lessons.

The further down the chain you get the more detailed are the forms of instruction.

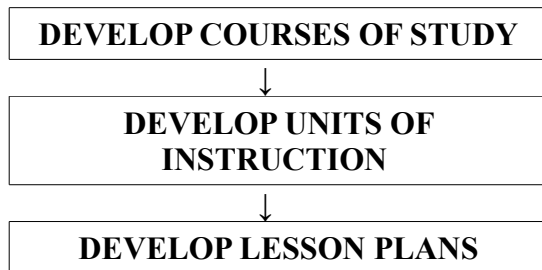
Delving into the core curriculum, we can see **eight** different steps involved in curriculum design.

The following chart gives a brief idea of the process.

SELECT & ORGANIZE CONTENT



DEVELOP PROGRAM



The two main processes when creating an overall instructional plan are:

- **Select Curriculum**
- **Develop Program**

■ Selecting Curriculum

Most schools already have a chosen State Board Approved Curriculum of Study that they have in place. In this study, we will cover all that is involved in all facets of creating course curriculum.

By the time the college or beauty school sees it, the producing entity of the curriculum has already put in extensive hours of research, review, organizing and structuring these courses.

While there are many approaches to selecting curriculum, there are several typical steps that most directors follow.

- **RESEARCH:** This involves in-depth assembling and collecting literature in the field of cosmetology, health, psychology, biology, business and many other fields of expertise. Many companies use existing lesson plans and text books in their quest to develop curriculum.
- **REVIEW:** Once this information has been collected, a big task ahead is to sort through and organize all of the assembled resources.
- **TOPIC LISTING / COMPETENCY CHARTING:** Once the full range of information is gathered, a list of competencies must be made including a list of topics that must be taught within the field of Cosmetology that is pertinent to Occupational Cosmetology.
- **ORGANIZE TOPICS:** Once the listing process is complete, then you sort the topics into head topics and sub topics.
These sub topics are groupings that naturally fall under a leading topic.
- **SEQUENCING TOPICS:** Sequencing is the natural progression of the topics that usually make the most common sense.
The sequence needs to be a progression of events whether it is scientific procedure or a services.
For example: It would be best to learn what the hair is made of and the way it behaves to different ph factors before getting into the topic of color.
It is always best to use common sense approaches when developing complex curriculum involving learning technical skill.

■ Developing A Program

We just identified the selection process of course content for course curriculum.

Now we turn to Instructional Program Development.

There are three main steps:

- **Courses:** Developing courses involves creating outlines that include major groups of topics, goals, time allotments and materials, supplies and facilities.
- **Units:** Developing units involves sub-sectioning courses into one topic (or several closely related topics).
- **Lesson Plans:** Developing lesson plans involve the detailing of specific learning events within a class session. This usually focuses on one or several similarly related issues.

We now focus on the Teaching Methodology: Goals and Objectives of an Educational Program

■ Goals and Objectives

The process of defining the goals and objectives of an educational course begins in step six of the eight step planning process.

A clear idea of what students are expected to learn from the course must be established in order to deliver the information.

When communicating, it is necessary to use the proper terminology when referring to the construction, development and completion of an educational program.

Let us look at specific terms regarding this issue.

There are **three main parts** of purpose within the pattern of a program:

- **Course Goals:** A course is within the overall curriculum.
The course goals are specific learning outcomes expected to be achieved from practicing the course content.
- **Unit Objectives:** A unit of instruction falls within a course.
Changing from goals to more specific objectives occurs at this level.
- **Lesson Objectives:** The lesson falls within a unit of study.
These instructional objectives are even more specific than those of a unit.
These are the objectives that are in the daily lesson plans .

■ **Three Domains of Performance**

We have thus far discussed the construction and design of an educational program.

Let us turn for a moment and examine the types of performances that will result from activating these designs.

This refers to the domain within the student that is activated by a properly put together learning presentation.

There are **three basic domains** of performance.

These are:

- **Cognitive**
- **Psychomotor**
- **Affective**

■ **Cognitive**

To operate within the cognitive domain, the student must access knowledge of specific information that is related to their performance. They will use principles, concepts and problem solving generalizations.

There are **six** performance levels within the cognitive domain, they are:

- Knowledge: Recognition and recall of facts
- Comprehension: Interpreting the facts into a correct translation
- Application: Using the interpretation in a new event situation
- Analysis: Dividing knowledge into parts, making all elements clear and understood
- Synthesis: Accessing these clear elements and recombining them into a new entity
- Evaluation: Deciding about information, making a judgment based on rationalizing criteria

■ **Psychomotor**

To operate within the psychomotor domain, the student must access knowledge of specific skills, such as manipulating tools or supplies.

It is the skill performance that is regarded as psychomotor.

The psychomotor skills usually develop over time.

One of the primary goals of a cosmetology course is to enable students to master their psychomotor skills.

High levels of performance should be required by the teacher throughout the training process.

The teacher will need to call upon her own psychomotor skills when demonstrating techniques.

The student should be given ample opportunities for independent practice under close supervision.

■ **Affective**

To operate within the affective domain, the student accesses emotional feelings, attitudes and ideas toward people or things.

Objectives in this domain are often times hard to make clear due to the obvious challenges of individual personalities.

Even more challenging would be to evaluate objectives in the affective domain.

The affective domain plays a very important part of the overall learning experience because ultimately it affects how the student will perform in class and later in the workplace.

Sample objectives are:

- The student will display respect to all clients.
- The student will demonstrate cooperation by regarding safety guidelines in the classroom.
- The student will follow personal hygiene standards.
- The student will display patience when performing service to our clients that can't make a decision.

■ **Evaluation**

We have learned many things about the importance of performance domains and objectives, but unless these objectives are measurable they can't serve their purpose.

Making the objectives measurable allows teachers, program planners, schools and licensing agencies to be able to know to what extent the student has acquired knowledge.

There must be tools of evaluation that reflect the knowledge inside the mind of the student.

Evaluation tools must:

- Indicate a desired student behavior
- State the conditions under which the behavior will be demonstrated
- Specify how well the student will perform that behavior
- Indicate by what tool the evaluation will be made

There is a basic pattern used to blueprint a course of study within a Cosmetology curriculum.

Let us begin with an example using the topics of General Theory and Salon Management.

The content of these topics would include scientific procedures, technical skills, and all sorts of specific knowledge needed in Occupational Cosmetology.

CURRICULUM											
Cosmetology											
COURSE General Theory						COURSE Sanitation					
UNIT Hair Shaping			UNIT Skin Diseases			UNIT Bacteriology			UNIT OSHA		
L	L	L	L	L	L	L	L	L	L	L	L
E	E	E	E	E	E	E	E	E	E	E	E
S	S	S	S	S	S	S	S	S	S	S	S
S	S	S	S	S	S	S	S	S	S	S	S
O	O	O	O	O	O	O	O	O	O	O	O
N	N	N	N	N	N	N	N	N	N	N	N
A	A	A	A	A	A	A	A	A	A	A	A
C	C	C	C	C	C	C	C	C	C	C	C
T	Y	T	T	T	T	Y	T	T	T	T	T
I	I	I	I	I	I	I	I	I	I	I	I
V	V	V	V	V	V	V	V	V	V	V	V
I	I	I	I	I	I	I	I	I	I	I	I
T	T	T	T	T	T	T	T	T	T	T	T
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

As we can see from the illustration, The Course of Study is sub-divided into Units.

Units are sub-divided into Lessons and Lessons are sub-divided into Activities.

■ **Course Components**

A Course of Study will list and define the following:

- A description of the course
- Prerequisite, if any, needed to take the course
- Goals for each topic and competency
- Course goal statements
- Time allotments per topic and/or competency
- Instructional materials, supplies and equipment

■ **Description of the Course**

The course description defines:

- Information about what the student can expect to achieve from the course
- How one course relates to another
- Who is eligible to take the course
- How does the completion of the course prepare them for the job market

■ **Prerequisites**

A complete list of prerequisites are provided for the student upon registering for a class.

Usually there are prerequisites required. Normally this is covered at the time of admission to a college and not addressed as part of the course description, but there are exceptions.

Usually a reading proficiency level high enough to read and comprehend the subject material is the main concern.

This is usually substantiated by a high school diploma or general education degree.

■ **Content**

A list is made of the curriculum topics and then organized into a progressive sequence.

The Advisory Committee that is developing the curriculum uses this list as the basis for the units.

The units are further sub-divided into daily lesson plans and activities.

■ **Goals**

Goals refer to a more broad, general outcome.

Objectives refer to a more specific, more narrowed outcome.

Broad statements are used to list the goals of a course such as, what the student can expect to achieve while objectives statements are used to list specifics such as, identify skin diseases.

Here are more examples of course goals:

- To acquire knowledge and develop technical skills in the practice of Professional Cosmetic Art
- To acquire knowledge and apply rules of safety and sanitation in a professional salon.
- To practice good work habits with co-workers while working in a professional environment

The idea of a broad outcome that is describe in the example list of goals represents the fundamental idea of course goals.

■ **Time Allotments**

The amount of time that it takes to complete the course units, lessons and activities is the time that is allotted for credit for that course. This is determined by the State Board of Cosmetology.

Schools and other program entities will develop curriculum but the State Board must approve it for time allotment credits.

■ **Materials, Supplies and Equipment**

When determining what is included in a course of study, there must always be a list of materials that are to be used such as: reading materials, textbooks, study guides, instructional supplies, tools and equipment.

These must be a part of Course Outline document that is generated for each course.

■ **Course Outline Documents**

Course Outline documents are generated to reflect all of the necessary official information.

On the following page is a sample of a Course Outline Document.

COURSE OUTLINE (Sample)

COURSE TITLE: General Theory

COURSE DESCRIPTION: General theory includes the fundamental knowledge of licensed cosmetologists. This is to include bacteriology, sanitation, hair shaping, coloring, manicuring, skin care and professional ethics.

PREREQUISITES: 10th grade reading level recommended. Completion of an introductory biology course is recommended.

COURSE CONTENT:

- Student Orientation
- Personal Hygiene
- Implements used
- Chemical Ingredients
- Types of Hair
- Anatomy
- Sanitation
- Ethics

COURSE GOALS: (partial list):

- To acquire knowledge, understanding, skills and appreciation of the theory and practice of Cosmetic Art.
- To acquire good work habits of safety and sanitation
- To acquire a thorough knowledge of products and product chemicals that pertain to salon services in order to better protect the general public

TIME ALLOTMENT: 150 Hours

REFERENCES AND RESOURCES:

Milady's Standard Textbook of Cosmetology (1996) Albany, NY, Milady Publishing Company
American Red Cross, Standard First Aid (1979) New York, Doubleday
Professional Cosmetology Practices (1978) Stillwater, Oklahoma, State Dept.
Videos: *Personal Hygiene for the Professional Service Worker*, Kimberly Clark
Sanitation by the Book, Richard Pax

EQUIPMENT: VCR

Sterilizing Chemicals for Haircutting Implements
Back Bar Hair Products
Anatomic Mannequin

SUPPLIES:

Illustrations of Implements
Sanitation Charts
Shampoo and Conditioner, towels
Sanitizing Chemicals

■ Units

Units of study are a sub-division of the course.

Within a unit is a topic with sub-topics. The sub-topics are made into daily lessons.

For example:

We name a UNIT Sanitation.

The topics within that unit cover many aspects of sanitation.

They will include implements used in sanitation, procedures of sanitation, and the chemical make-up of sanitizing agents.

The lessons will be broken down into workable daily lessons that include activities.

Those activities are the most detailed events of the entire curriculum plan.

Let us focus on the **derivation of units** of instruction.

The unit information is derived from sources that were included in the original research.

This can include textbooks, magazine articles, scientific research papers and trend reports.

The **validation of the unit topics** is of great importance. Having credible information is the key to a topic being valid for the topic that is to be taught.

The topic must be:

- **Significant:** A topic is considered significant when experts agree that the topic helps the cosmetology student build competency. The topic will be considered significant when it relates directly to the listed course goals
- **Relevant:** A topic is considered relevant when it has direct application to performing the job
- **Continuity:** A topic is considered to have continuity when it is a part of pulling an idea together with other ideas within the Unit
- **Practicality:** Is the topic within the teacher's ability to teach in reference to time and resources

■ Unit Outline Documents

Unit Outline documents are generated to reflect all of the necessary official information.

On the following page is a sample of a Unit Outline Document.

UNIT OUTLINE (Sample)

UNIT TITLE: Sanitation

COURSE: General Theory

TIME ALLOTMENT: 20 Hours

OVERVIEW: The student will acquire the knowledge and understanding of sanitation rules and guidelines set forth in the salon and by the State. All laws relating to sanitation and sterilization will be practiced and studied including tasks that will make a health work environment.

OBJECTIVES: The student will...

- Explain State Laws of Sanitation
- List Sterilization Procedures
- Choose Proper Chemicals
- Identify Safety Procedures
- Explain Bacteriology

ACTIVITIES:

- In the science lab, look at bacteria under microscope
- Read chapter 4 in textbook on bacteriology
- Have students make their own display of implements and cleaning supplies used in a salon

RESOURCES:

- Standard Textbook of Cosmetology, Milady's
- State Board Sanitation Regulations Handbook
- Illustration of bacteria
- Wet sanitizers
- Video "Stay Alive, Sanitize"

■ Lesson Planning

Although lesson planning follows some of the same format ideas of the other outline documents, there are several more fine details to keep in mind.

The lesson outline reflects the one on one ideas that the teacher will be using as a guide for classes.

The outline should include a well thought out introduction as well as a summary.

There will be homework assignments as well as tests and evaluation activities scheduled on the document.

A teacher can get creative in her personally designed lesson plan but it should always have a solid basis of certain elements similar to those found in the previously discussed outlines.

The following is a sample of a well prepared Lesson Outline document.

Lesson Outline (Sample)

COURSE: General Theory

UNIT: Sanitation

LESSON TOPIC: Sterilization of Implements

TIME ALLOTMENT: ____ Hours

INSTRUCTOR: _____

OBJECTIVES: The student will...

- Identify implements that need to be kept in a sanitary condition
- Explain chemical sanitation procedures
- List ingredients contained in chemical sanitizers
- Demonstrate sanitation procedures

INTRODUCTION: Display a photo of a bacterial skin infection caused by unsanitary conditions. Pose the question, "How could have this been prevented?". Ask for feedback from the students to get their current ideas about the subject of sanitation and the spread of infection.

ACTIVITIES:

- Set up a table with salon service implements. Set up a table next to that with chemical sanitizers. Demonstrate procedures and have students repeat those actions.
- Have the class to interactively read certain sections from the textbook and have a Q and A session about their ideas and any past experiences or knowledge of poor sanitation and skin infections.
- Hand out copies of rules regarding the storage of chemicals

SUMMARY: Review the main points of the lesson:

- a. Implements that must be sanitized
- b. Chemical sanitizers
- c. Active ingredients in chemicals
- d. Procedures

HOMEWORK: Read Chapter 5 of the Textbook for tomorrow.

RESOURCES:

1. Standard Textbook
2. Chart showing bacteria
3. Chemical sanitizers
4. Implements
5. Video

EVALUATION: True or False Quiz

1. Brushes need to be cleaned of all visible hair and debris before submerged into the wet chemical sanitizer.

Answer True

2. There are no specific rules to storing chemicals in the salon.

Answer False

3. Combs should not be soap and water cleaned before submerging them into the wet chemical sanitizer

Answer False

4. Sanitizing implements prevents the spread of disease.

Answer True

Summary

We have learned the importance of knowing the composition of the Cosmetology Curriculum.

We have discussed, in detail, the structure of Outline documents that are used within the sub-divisions of a course, a unit and a lesson.

Having a well put together plan is the ultimate tool of the teacher in her quest to have success in the classroom.

We have discussed the teaching principles and responsibilities of instructional planning.

We can now explain the elements of the curriculum content as well as the steps of development in the instructional program.

A well planned educational program is the cornerstone of learning and an indispensable tool for the professional teacher.

It is our goal to have refreshed your desire to reach *your* highest goals in your career as a teacher.

References and Resources

Milady's On Becoming A Cosmetology Teacher A Training Program For Instructors of Cosmetology, (2006) Albany, NY, Milady Publishing Company

Cosmetology Hairstyling Teacher-Training, (2008) Bronx, NY, Milady Publishing Co.

V-Tecs Guide for Cosmetology, (2005) Columbia, SC, Dept of Education

Develop Program Goals and Objectives, (2006) Athens, GA, NCRVE

Cosmetology Hairstyling Teacher Training, (2007) Bronx, NY: Milady Publishing Company

▶ **LESSON 3: Instructional Material and Elements of the Lesson (3 hours)**

Introduction: We will learn about Teaching Aids: Instructional Material and Equipment; and Effective Teaching Methods: Applications and Elements of the Lesson

Objectives:

- Identify basic types of print material
- List the purpose of print material
- Identify types of audiovisual aids
- List the purpose of audiovisual aids
- Define the importance of evaluating student levels
- Explain how the student uses the human senses in the learning process
- Identify types and differences referring to teaching equipment and student equipment
- List the main parts of a lesson
- List the parts of the main body of the lesson
- Explain Transitions
- Describe Monitoring and Feedback
- Define Pacing
- Explain Summarizing

Let us focus on teaching aids for Cosmetology teachers.

In the field of Cosmetology, the educational setting is such that there is a great dependency on teaching aids and equipment.

With this in consideration, the teacher must possess a keen ability to choose suitable teaching materials.

The teacher must be properly trained in the selection of printed material, audiovisual products and hardware equipment.

There is a logical approach to the purposeful selection of teaching aids and specific guidelines and strategies concerning selection.

Instructional materials and teaching aids include:

- Textbooks
- Workbooks
- Printed Flip Charts
- Study Guides
- Videos and DVDs
- Posters
- Overhead Projectors / Transparencies
- Filmstrips
- Mannequins
- Anatomical Models
- Wigs

Any type of physical instrument that delivers educational value to promote learning in the student can be included in this list of teaching aids.

Even a scrapbook of hair show photos can become a teaching aid when used in proper conjunction with a lecture or demonstration.

When a physical instrument is used for entertainment, however, it is then not referred to as a teaching aid.

Things to Consider

One of the strongest considerations as to when and what to choose for an instructional aid, is defining the objective for determining the resource(s) to be used.

The objectives of the learning topic greatly dictate all instructional aspects.

For example: If the teacher is going to teach about the layers of the hair, then common sense would suggest, at minimum, to present a resource of printed material showing the layers of the hair.

Even better, play a DVD of a scientist's view through a microscope or animated illustration detailing the layers of the hair.

For today's student, in a world of highly evolved technology, the most up to date teaching aid available is always the best choice.

The “**buffet**” approach of a *mix* of standard textbooks, lectures and audiovisual aids is most successful in reaching students of all levels withing the same classroom environment.

■ Defining Student Levels

As we said, the buffet approach, using a mix of resources, can prove to be more overall successful due to the fact that each student's ability to learn varies.

One student may learn almost everything he knows about hair styling by watching instructor demonstrations.

The same student may have a less than average reading comprehension therefore making his learning connection mostly through watching visual displays.

The student may increase his understanding from the resource of printed material such as a poster or audio/visual aid such as a DVD showing the step by step procedures of a service.

Although it's a daunting task, the teacher must take each student as an independent challenge, to identify their learning strengths and weaknesses.

This evaluation must be reflected in the choices of material selection by the teacher in order to retain a steady increase of learning for each student.

Adjustments are often made throughout the course of study, especially at the daily lesson level.

In addition to learning comprehension, there can be a concerns about the students who do not speak English, physical disabilities and visual or hearing impairments.

All instructional materials and teaching aids must compliment the needs of the student.

It would serve no purpose to give a non-English speaking student an audio tape to review if it is not in his natural language of communication.

The teacher must be skilled in recognizing all of these matters and have superior technique in incorporating these proper choices.

■ Student Learning

There are basically four learning styles that are used in the learning process.

- **The Human Senses:** The human senses, as long as they are healthy and in good working condition are the main sources of perception used in learning.

One acquires and retains much information through their five senses but mainly three of the five senses are used when set in a classroom environment:
Sight (visual), Sound (auditory) and Touch (tactile).

Realizing this theory of learning allows teachers to explore many avenues of creativity with their teaching styles.

For a motivated teacher, that means literally endless possibilities of individualization in their productive learning environments.

- **Attention Span:** Staying focused and sustaining that focus are important elements in the learning process.
Once again, the students will vary in capability but through the identification and evaluation of these varying degrees instructional adjustments can be determined.
- **Group Learning:** Many students enjoy congregating within a group setting when learning. The freedom to discuss opinions and ideas is a very desirable approach especially in a technical learning environment.

There will be some students however who do their best work when staying independent. Either arrangement benefits from well chosen teaching aids determined by the instructor.

- **Active Reinforcement:** Especially with new students, active reinforcement from the teacher is positively motivating and is a basic necessity to the long term outcome of the success of the student.

It has been proven that setting a cornerstone of trust and concern from the teacher to the student in the formative first days to weeks, is irreplaceable.

The teacher must positively reinforce learning skills and student attentiveness while consistently rewarding excellence.

Reinforcement also includes multiple teaching aids that confirm and reinforce facts and knowledge as it refers to theories or procedures.

Instructional aids will show agreement on topic issues and reinforce the theory at hand.

■ **Types of Instructional Aids**

There are about as many instructional aids in the educational market place as there are students.

But for our purpose, we will break it down into three categories:

- Print
- Audiovisual
- Equipment

■ **Print**

Printed material is overall heavily reliant upon reading comprehension.

Although much printed material in the field of Cosmetology will have images and illustrations to explain certain technical applications and procedures there is no doubt that reading comprehension is a must for printed material to be useful to the student.

That is one reason why a reading comprehension level must be defined by the program committee when determining the eligibility prerequisites for the registrars of a Cosmetology course.

Printed material will include:

- Textbooks
- Workbooks
- Pamphlets / Brochures
- Newspapers, Documents and Clippings
- Reference Books

Textbooks are most certainly the most common printed material used in educational instruction.

They contain basic fundamental theories and principle of Occupational Cosmetology.

Even though specialists recommend not to solely rely on textbooks as their only resource they are an unparalleled teaching aid.

Workbooks contain activity sheets, assignments and quizzes that correspond to the textbook chapters. They are designed for concrete theoretic learning that facts and procedures that are studied within the correlating textbook.

Pamphlets and Brochures are often produced by entities such as professional organizations, federal and state agencies, industrial and commercial firms and civic organizations.

It takes research to see what printed pamphlets are available and how to acquire them.

Newspapers, Document and Clippings are valuable when gathering updated information.

The most up to date information will be in your national and local newspapers, magazines and beauty articles.

Teachers can use the paper or magazine itself, or clip articles from them.

This resource is a great way to bring balance to an educational program presentation.

It brings refreshing updated information to the student as well as provides interesting contrast to standard textbook learning.

Reference Books are a great resource for teachers and students. For example, a medical textbook that contains terms on nail diseases can be a great resource. The medical book is too expensive for each student to own one, but used as a resource book in class is very practical.

■ **Audiovisual**

Audiovisual materials are among the most frequently used instructional aids.

There are many reasons for this but the strongest is the accurate representation of complex technical knowledge that can be displayed.

The use of vivid pictorial and verbal communications are clearly effective in this learning medium.

Films and Filmstrips are usually produced professionally and are high in quality.

Selection of films must be made with these virtues in mind:

- Quality
- Match to lesson objectives
- Properly present it as a learning activity/presentation, with an introduction and a summary

Videotapes and DVDs can be similar in all ways to filmstrips. They are more technologically advanced and opens the door to school produced recordings.

Chalkboards are still a common aid in the structured classroom. Teachers love it's ease and availability. Because of it's readiness, some teachers find it indispensable.

Charts, Posters and Images can really say what many words can not. Using them in conjunction with corresponding textbooks and lectures can be a great asset to an learning environment.

■ **Equipment**

In the technical field of Occupational Cosmetology, there is an abundance of equipment used. Some equipment is for the facilitating of learning and there are tools used in the Cosmetology profession.

In keeping the two separate, we will look at Instructional Equipment for the facilitating of learning.

All of the hardware that is necessary to play DVDs, show filmstrips, mannequins, flip chart stands and chalkboards and chalk are included.

Equipment for the students personally are in the other section.

That would include all tools of the trade. Some of these tools are shampoo bowls, combs, scissors, hair rollers and blow dryers.

Through the years there have been many opinions and theories about teaching techniques.

Scientific studies have been conducted on this matter.

The findings of these studies suggest that the most productive teaching involves procedures that are:

- **Active**
- **Systematic and**
- **Direct**

Also, certain other elements of Active, Systematic and Direct teaching are included in these methods:

- Begin the lesson with a brief review of previously learned material or a prerequisite subject review
- Define a list of goals
- Introduce new material in small sections, step by step, with student practice after each step or section
- Give clear and precise instructions and directions with full explanations
- Provide an abundance of active student practice
- Ask many questions, gather feedback, and evaluate feedback

- Demonstrate the first practice as a guide
- Develop systematic evaluation tools and answers
- Book work should include clear and precise instructions as well as specific evaluation tools

■ Lesson Content

When talking about lesson content, there is of course the generated document of the Lesson Outline with specific guide cues to keep the teacher on track, but the main components of the lesson are rather basic, they include:

- **The Introduction**
- **The Main Body and**
- **The Summary**

The Introduction

The introduction component of the lesson contains orientation of the topics to be learned. It includes instructional tasks and the explanation of the purposes of the tasks.

And since lessons are methodically planned in a progression, there should be a review of previous learning addressed in the introduction.

There should be precise lesson objectives stated and how they relate to the Occupational Cosmetologist.

There is a time at the beginning of class that there is a transition within the mind of the student that prepares the student to begin the learning process.

It is called the **Anticipatory Set** because this time period gets the student set for learning and it is a time for anticipating what is to be learned.

The teacher has control over this time and decides how she wants to set the anticipation.

The teacher may want to pose a question, tell a story or display a photo or all of those things together.

What ever the teacher decides, the stimulation of the interest of the student is what she is after.

An attention grabbing technique is acceptable at this point in time to begin the learning time segment.

After the anticipatory set is delivered, the lesson objectives should follow.

The teacher should use as much time as necessary to inform the students clearly of what the objectives are.

Explain the relevancy of each objective and the ultimate accomplishment expected at the end.

Main Body

The Main Body of the Lesson is the life and activity of the topic itself.

The parts of the main body are:

- **Instructional Input**
- **Modeling**
- **Check for Understanding**
- **Guided Practice and**
- **Independent Work**

Instructional Input: Instructional Input can include reading material, lectures, or discussions. All sources are the information delivery system.

Modeling: Modeling refers to visual learning.

This can be demonstrations or watching videos, mannequins or live models.

In Cosmetology, it is crucial to use modeling activities in the body of the lesson and allow the student to imitate what they see.

Checking for Understanding:

Checking for understanding is also a crucial part of the body of the lesson.

Checking allows the teacher to make corrections in the student's behavior at the time of the mistake.

The student will not repeat wrong moves over and over if the teacher corrects him immediately and this can only be done if the checking process is active.

Checking during floor work is absolutely crucial as well as checking progress through evaluation questionnaires.

In combination, even better.

Guided Practice:

Guided practice is exactly that.

During a hands on procedure activity, the teacher stands by and guides each step that the student makes.

When conducted professionally, the guided practice can be a positive and motivational experience for the student.

This one on one method imparts confidence and importance to the student in a personal way.

The teacher acts as a coach and what team can succeed with out a great coach?

Independent Work:

Independent work comes after successful guided practice.

It gives the student the opportunity to work toward mastering techniques and procedures.

But again, only after a thorough check by the teacher using observation and questionnaires.

Summary of a Lesson

The lesson summary comes at the very end of all learning for that lesson.

It usually includes a brief review and brings all thing together in a condensed overview.

It summarizes main topics.

Tips for lesson summaries include:

- Utilize a teaching aid such as a chalkboard or marker board to write major topical points
- Distribute previously prepared handouts listing major topical points
- Ask students to review their notes and have the student state one key point he learned
- Conduct a Q & A segment
- Give a quiz

One or all of these things can be contained within the lesson summary.

The main focus is to leave the students with closure and confidence that they have learned from the lesson.

■ Teaching Functions For Academic Success

Other orientations of well designed lessons include:

- **Active Teaching**
- **Clarity**
- **Pacing**
- **Transitions**
- **Monitoring and Feedback**

Active Teaching

Active teaching refers to the teacher actively and directly being involved in the instructional delivery of the lesson.

The active teacher will follow structured lesson plans, provide a balance of instructional work and one on one work for students, maintain order in the classroom and demonstrate attention to all tasks and events.

Clarity

It is accurate to say that unclear presentations are not worth much to the class participant.

No one is interested in an unclear objective or unclear presentation.

This must be avoided and therefore requires forethought and purpose from the teacher.

When presenting a new topic, clarity is established by spending an abundance of time demonstrating and guiding.

Repetitions of explanations of procedures, for example, help clarify knowledge to the student.

Immediate follow up questions increase clarification.

Improving clarity when teaching includes:

- Stating goals and objectives
- Focus on one point at a time
- Avoid ambiguous descriptions
- Present material in steps
- Present material in a progression

- Provide outlines or overviews when the topic is complex
- Make sure that practical application procedures are specific
- Give detailed explanations of points at each step
- Provide examples
- Ask questions that check for student understanding
- Get feedback from students that summarizes what they have learned
- Reteach the student anything they need to see or hear again

Pacing

Pacing refers to the length of time activities and events take to be accomplished.

This can include the number of pages covered, or the number of concepts learned.

In what ever way you monitor the pace of your class, you set a comfortable pace so that the average student can follow along.

There will always be the necessity to perform one on one coaching and that can be done at intervals during class activities.

Overall it is much better to have a rather quick pace and introduce new material quickly instead of dragging out an activity for too long.

Studies show a higher achievement in learning when attention is placed more on keeping with a quicker pace than a slower pace.

Keep in mind this is for the average student, and there are exceptions.

Transitions

This simply refers to the changing of one activity to another.

Transition should happen frequently in an active classroom of learning.

The importance of variety in the classroom environment is made clear during these transitions and it is where the students reveal their best and worst learning experiences.

Some students have high level of learning events during group discussions where others get little from them.

So, the focus is to make the transition a pleasant and smooth event for all students.

Teachers can make transitions more smooth by:

- Announce transitions ahead of time
- Do not change the scheduled transition time
- Have predetermined rules for the activity
- Establish routines for that specific activity

Monitoring and Feedback

It is necessary to monitor the students during instructional tasks. We must track the progress of the student at all times.

Monitoring truly can happen almost constantly. The teacher can monitor students during the introduction as well as during the practical floor work.

The most effective technique of monitoring is asking questions. This requires feedback from the student and the student is trained in this manor to communicate their level of knowledge.

Monitoring requires feedback and the feedback is evaluated by the teacher.

Monitoring keeps the students alert to their own actions and attentive to the objectives set forth at the introduction of the lesson.

Summary

In this lesson we have discussed the topics of Effective Teaching Methods: Applications and Elements of the Lesson. We have learned about active, systematic and direct teaching procedures. We have reviewed the main parts of the lesson structure, it's introduction, main body and summary elements.

We have learned how various instructional materials effect student learning. We have also been reminded of the importance of clarity in expectations, smooth transitions and student monitoring.

All of these aspects of teaching make up only part of the Cosmetology Teacher's knowledge, skills, talents and abilities. It is refreshing to consider the benefits of varying applications and approaches to instructional aid use.

References and Resources

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▶ **Lesson 4: Students Abilities and Instructional Methods (3 hours)**

Introduction: In this lesson we will talk about Teaching Methodology: Students Abilities and Disabilities: and Methods of Instruction: Lectures Demonstrations and Discussions

Objectives:

- Identify learning disability
- Identify problems in the classroom associated with LD
- List LD manifestations
- List teaching methods that help LD students
- List basic responsibilities for teachers
- Explain the benefits of lecturing
- Define the phases of lecturing
- List the basic steps of demonstrations
- Explain practical guidelines for demonstrations
- Explain the benefits of group discussions
- Define Symposiums and Brainstorming

What is a Learning Disability?

A learning disability (LD) is a permanent condition which affects how people with average or above average intelligence take in, store, or express information.

Although their overall intelligence is high and they can do many things, one or more significant processing deficits cause academic difficulties.

Incoming or outgoing information may become scrambled as it travels between the eye, ear, or body, and the brain.

Students with LD have strengths and weaknesses. Some may learn well by listening, while others are visual or hands-on learners.

Reading or writing could be difficult for some, while math or organization may be affected for others.

It is important to identify what learning disabilities are NOT.

Because the definition specifies that the person must have at least average intelligence, learning disabilities are not a form of mental retardation.

They are not related to physical disabilities, psychological or emotional disorders, and they are not the result of cultural or ethnic differences.

Students who are under prepared for college or who are still learning English may experience some of the same difficulties in school as those with LD, but their problems are not the result of a processing deficit.

■ Symptoms of LD

Students with LD display a host of problems.

The following are descriptions that are specific to each given area:

Reading:

- Reading rate may be slower.
- Words may be hard to identify or similar words may be easily confused.
- Comprehension could be low, or the person may not recall what was read.

Math:

- Frequent computation errors or transition of numbers.
- Incomplete mastery of basic facts
- Trouble with word problems, Difficulties remembering the steps.
- Mistakes sequencing operations.
- Difficulty understanding abstract concepts, or speed may be compromised.

Writing:

- Frequent spelling mistakes.
- Difficulty with sentence structure.
- Inability to copy correctly from book or blackboard.
- Organizing one's thoughts could be difficult.
- Poor or slow penmanship may be a problem, or weak vocabulary could affect writing.

Organization/Study Skills:

- Time management difficulties.
- Getting organized could be a problem.

- Those with spatial disorientation may feel lost.
- Trouble following directions.
- Short attention span.
- Difficulty taking notes, or misreading social cues and non-verbal messages may cause difficulties.

Do Learning Disabilities change over time?

The pattern of strengths and weaknesses will always be with the person; however, LD is often inconsistent.

It may present problems one day, but not the next.

It may cause difficulties in some academic areas, or surface in several subjects.

It could be more pronounced under stressful conditions, such as during timed tests.

As students learn more about their unique learning styles, they can often learn to use their strengths and support services to minimize the effects of their learning disabilities.

■ The Teacher

The cosmetology teacher can review the student's records to check for evaluation records from school psychologists or any special education programs listed.

The records will reflect any special information and helpful teaching approaches that have been successfully working for the student in the past.

This information should include teaching strategies and other treatments for the student with learning disabilities.

■ How to Identify the Learning Disabled Cosmetology Student

Student's are different and disabilities are different.

Teacher's are also different.

There may be teachers in the students educational history that have used certain terms that can often describe a student with LD.

They may use the following adjectives:

- careless
- clumsy
- daydreamer
- disorganized
- doesn't listen
- forgetful
- inattentive
- inconsistent
- indifferent
- impulsive
- sloppy
- unmotivated

Unfortunately these words are used often in the recorded histories of the LD student.

The student does not intentionally perform these behaviors and are many times unaware of them.

There are numerous manifestations of LD by the student in the classroom, such as:

- difficulty in recalling a picture image from their textbook that they are trying to recreate in the lab
- confusion with left and right, top and bottom
- dyslexia: confusing letters and numbers
- inability to repeat verbal quotes
- difficulty recalling information for exams
- difficulty taking notes from lectures
- difficulty copying information, for example: from the chalkboard to their notepad
- omissions: leaving letters out of words
- inversions: letters written upside down
- reversal: letters written backward

- translocation: letters in a word written in a confused order
- frequently crossing out words or frequently erasing
- Spatial organization: while writing, not leaving a space between two words but instead, running them together, or problems with writing between the lines of the paper
- transmodal problem: can verbally communicate the correct answer but cannot write the correct answer / or can quote correctly what the teacher said, but cannot identify it in writing on a multiple test questionnaire
- difficulty in completing homework or classwork on time, but when given a verbal evaluation, they perform well
- difficulty remembering objects in detail; for example: recalling the different sizes of perm rods
- frequently losing their place as they read
- difficulty remembering simple procedures of tasks for example: measuring fluids
- difficulty remembering the complicated mechanics of procedures for example: sectioning and wrapping procedures for a permanent wave

The teacher will observe the LD student and find that he is consistently inconsistent. The student will have a sincere desire to learn and achieve but often fails due to his LD.

■ **Teaching Methods and Instructional Guidelines That Help LD Students Learn**

Visual Processing:

For the LD student who has trouble remembering what he has seen, the teacher should encourage the student to use a tape recorder to record lectures.

A micro tape recorder is small and easy to operate.

The student can review lectures as often as he needs to in order to assist in his learning and remembering precise procedures or information.

The teacher should also give this student oral tests.

When given multiple choice written tests, the teacher should read the choices to the student.

Another way to assist the LD student is to pair him up with others and have a willing student read aloud from the textbook.

Auditory Processing:

For the LD student who has trouble remembering what he hears, the teacher should increase visual learning.

Enhance and increase the use of visual aids such as overhead projectors.
Increase hands on learning.

Hands on learning is usually very well received with LD students who have trouble remembering what they hear.

They must see it to remember it.

Since this student may not be capable of taking notes during a lecture, the teacher should provide written notes prepared on the topic to give to the LD student or make photo copies of other student's notes.

Kinesthetic Processing:

For the LD student who has problems with illegible writing or motor skills, the teacher should give the student multiple choice evaluations as apposed to essay styled testing.

These students will also require small learning steps in the lab.

They will need generous time completing manipulative skills and will not be able to complete as many patrons as the other students within the same time frame.

Success however, has been achieved by implementing the teaching technique of microteaching.

Video taping the students performance so they can observe and critique themselves, proves to be very helpful in their learning.

Cognitive Reasoning :

For the LD student who has problems with applying what they are taught, whether it be from lectures or textbooks, the teacher will observe a large amount of problems.

The teacher will see that the student will not be able to readily recognize the differences in short haircuts and medium haircuts.

They will not readily see the difference in hair textures.

They can not readily resolve to a solution for overprocessed hair such as applying conditioner.

The teacher must resort to the utmost of personal attention to the students learning.

The teacher should:

- subdivide the material into its simplest form
- have the student read aloud the material
- have the student re-read aloud the material
- have the student to state it in his own words
- have the student to decide what he is going to do
- have the student do it
- have the student evaluate himself
- the teacher then gives step-by-step very specific feedback
- the teacher needs to reinforce the correct sequences
- the teacher must take very small subsections and teach / evaluate / and re-teach the same small subsection over and over until student performs accurately and the teacher must do this in a short amount of time to infuse the information and reduce confusion

There is an abundance of interaction within any learning environment.

Communication and interaction occurs from teacher to student, from student to teacher, from student to student and from teacher to teacher just to name a few.

There are many decisions, planing and activities for everyone.

There are nine basic responsibilities for the teacher.

They are:

- Conducting class lectures
- Conducting small group lectures
- Instructing individuals
- Lead class discussions
- Observe students progress and evaluate them
- Communicate expectations
- Assign classwork and homework
- Assist students who have missed classes to catch up
- Adjust teaching plans as needed

An organized systematic plan is necessary for smooth operation of a classroom and to get the most out of the topics of learning.

Along with a systematic plan there is room for intuition from the teacher as to how well the plan is going and how well are the students receiving the activities.

Knowing a wide variety of teaching methods is necessary in order to apply the best approaches to various learning events and unexpected situations.

Making instructional decisions is based on transmitting knowledge using an appropriate style for the given situation.

■ Oral Presentation Methods

Formal Lecturing

Lecturing is similar to giving a speech.

It is frequently used and easy to learn.

The students generally record the lecture by writing notes but can also record the lecture on an audio recording.

There are some positive aspects of lecturing such as:

- They are time efficient
- They have flexibility and can be used for any topic
- Most teachers are easily skilled in speech representations
- Lectures are a safe presentation because it keeps the teacher in control
- Lectures can include demonstrating with models which clarifies specific techniques

Even though they are greatly informative, lectures are best utilized when paired with other teaching methods because they are not considered highly motivating.

Most students and teachers agree that it's best to keep lectures short.

It's not always easy to concentrate for long periods of time so many teachers break up lectures into segments with activities in between.

The lecture should begin with a list of expectations.

Tell the student what they will learn and why they need to know it.

The lecture utilizes the daily lesson plan that the teacher has created for that day.

It is organized in advance and is systematic.

The teacher must be keenly aware of her tempo or pace that she is keeping while conducting the lecture.

Too slow of a tempo will bore the listener and create a feeling of detachment but too fast will create discouragement and a feeling of pressure and fatigue.

Gesturing and pauses could be helpful during the lecture to give variety or show emphasis. Physical actions prevent boredom for the observer. Direct eye contact is good.

■ **Lecture Preparation**

Lecture preparation is effective when certain guidelines are used, they are:

- Organize the content into 3 to 5 major concepts
- Organize the content chronologically or in a logical progression

- Time allotment should be 10 to 15 minutes
- Classroom activities should be planned that implement concepts within the lecture
- Summarize all learning objectives at the end of the lecture

Interactive Lecturing

Interactive lecturing is a basic and popular method of teaching.

The interactive lecture involves the repetition of 3 basic phases and in this order:

- **Teacher speaks**
- **The teacher asks questions**
- **The students respond**

Phase 1: Teacher speaks:

This is used in conjunction with the “3 to 5 concepts” theory of content preparation.

The teacher uses the concept topics as subsections of the lecture.

It is a popular way of teaching content that requires learning step by step procedures.

The teacher speaks phase is where the information is established.

This should be brief in order to see how well students understand.

The teacher doesn't want to get too far ahead before evaluating the level of understanding of the covered material.

Phase 2: The teacher asks questions:

The teacher stops lecturing in order to ask questions designed to assess student learning.

This can include asking the students to:

- Explain what they just learned
- Summarize the main points of the information
- Explain in their own words the information they were just given

This phase of interactive lecturing draws the student into the lecture function and when the student becomes a part of the activity they are more attentive because they anticipate needing to supply a response.

Phase 3: The students respond:

It is important that each student is eventually called upon to respond at some point to a question.

If only a few of the same students constantly answer questions, then others will tend to start tuning out the lessons.

■ **Demonstrations**

Demonstrations are the most loved and most anticipated events in classroom learning.

There is no substitute for modeling a procedure for the class, specially in the field of cosmetology.

There are four basic steps:

- **Preparation:** Before the lesson the teacher prepares the student with information as to what they are about to see.
- **Presentation:** During the lesson the teacher shows skills, procedures and emphasizes key points
- **Application:** Following the demonstration, the teacher gives the students time for supervised practice
- **Evaluation:** The teacher evaluates each students performance of the skill

Demonstration Guidelines

The teacher must:

- Physically show and verbally explain each step
- Demonstrate slowly, one step at a time
- Explain any new terms
- Talk to the students, make eye contact with them
- Teach in “positives” not “negatives”, tell them what to do, not what NOT to do
- Show the best technique not several acceptable techniques
- Ask questions throughout the demonstration, even though you are still demonstrating to see if you should go further or do over

- Watch for non verbal reactions for student understanding
- Ask explanatory questions that require answers beyond yes or no

Motivation can be strong within the participating student. A student who participates is a student who learns.

■ **Group Discussions**

For the adult learner, it is important to give them the freedom of expression.

They are not like the child learner because they are voluntarily present and have life experiences that can benefit their learning processes.

Group discussions are an effective teaching tool for adult learning.

The following is a list of benefits that group discussions can offer:

- It involves all students
- Enriches knowledge
- Allows for choice
- Compliments differing temperaments
- Discussions are based on a problem or question that always has a solution or answer
- Allows for differences of opinions and all answers are acceptable

For this activity, the teacher should make sure the discussions stay on track.

There are exciting topics in the cosmetology world that can be discussed with great enthusiasm.

Some specific topics include:

- Hygiene and grooming
- Telephone techniques
- Hair cutting decisions
- Trends in fashion, hair and makeup
- Recent magazine articles
- Celebrity trends
- Hair shows coming to town

■ **Symposium**

A symposium is when several speakers have a prepared presentation on a certain topic.

They will show different aspects concerning the same topic or issue.

They could be specialists in cosmetology such as salon owners, product manufacturers or health specialists.

They will have a question and answer session and possibly other interactive activities throughout their presentations but are overall much more formal than a regular group discussion.

■ **Brainstorming**

This is a fun way to get creative with new ideas or hear other's opinions.

The students as a group are encouraged to start a discussion no matter how far fetched it may be.

They are to feel free to call out ideas and not wait to be called upon before speaking.

There can also be a special brainstorming meeting with a specific topic to discuss.

There can be a lot accomplished by group brainstorming.

Summary

In this lesson we have learned many important aspects of learning disabilities and the many aspects of lecturing, demonstrating and discussions involving both teachers and students.

We have realized that problems in the classroom have positive solutions for our LD students and there is hope for their futures.

The teacher who observes, evaluates and implements appropriate teaching methods for the learning disabled student will achieve success in assisting the student to be successful in the completion of the cosmetology course.

The leadership of the teacher couldn't be more important than what has been represented within these topics. We see that the teacher is the heartbeat of class operation and student learning.

Thanks to the hard work and dedication of cosmetology teachers we will continue to see a high quality of future cosmetic art professionals sustaining the beauty industry! Thank you!

References and Resources

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▶ **Lesson 5: Hands-on Approaches and Test Construction (3 hours)**

Introduction: In this lesson we will study Methods of Instruction: Hands-on Approaches and Media Approaches; and Test Planning, Test Structure and Test Analysis.

Objectives:

- Define Cooperative Learning
- List the types of Hands-on Approaches
- Explain the key elements of Lab Work
- Define the purpose of Simulation
- Explain the benefits of Role Playing
- Describe Peer Coaching
- Explain the main elements of a test plan
- Define the objectives of the 3 basic groupings of learning domains
- Identify types of testing
- Identify types of performance evaluation and how they are structured

■ Cooperative Learning

The definition of cooperative learning is as follows:

A group method of learning in which students work in small groups to complete an instructional task.

Every student in the group must contribute to the group score.

This method is well suited to mixed-ability groups because it requires performance from every member and thus, facilitates cooperation, sharing, and peer assistance in learning.

Its purposes include:

- through collaborating with group members, the students learn from each other in order to increase achievement
- cooperative learning promotes a team attitude as apposed to a competitive attitude as is sometimes present in some structured educational settings
- teaches collaboration skills

Procedures of structuring the cooperative learning method include 4 phases:

Phase 1: Planning

- List and explain academic objectives: academic and collaborative skills
- Determine group size: (4 or 5 students being the educational standard)
- Create groups with students who have different levels of ability: (“mixed-ability” groupings)
- Prepare the room for the groups in a specific and accommodating arrangement
- Choose the type of material and the arrangement of that material, such as location, to promote interdependence: (interdependence is defined as - mutually dependent; depending on each other)

Phase 2: Prepare Students

- Assign specific roles and responsibilities to each student to promote interdependence
- Clearly define the academic task
- Explain openly and clearly that the group is to work interdependently and define the reward system
- Define the evaluation and accountability system that will be used for each student
- Verbally encourage intergroup cooperation
- Explain to the students what the goals and objectives are in order to be successful

Phase 3: Monitoring and Intervention

- Monitor students' behaviors
- Give Assistance when needed

Phase 4: Evaluation and Processing

- Announce for the students to finish up and stop the task. Have students verbally summarize their work and end with the teacher's summary
- Evaluate students cooperation
- Evaluate groups cooperation

In a Cosmetology class, cooperative learning is very successful for achieving results in mastering practical procedures such as hair color application.

An example of a typical cooperative learning plan can consist of the following:

- Phase 1: Planning
- Phase 2: The teacher informs the groups that the assignment is not complete until each student can make 100 percent on a test on hair color application. The teacher tells the team members to keep teaching each other until every student can answer all questions correctly. The teams self tests and then evaluates their team score.

■ Hands-On Approaches

Laboratory Floor Work

Reportedly, one of the most exciting times in learning for the student is the opportunity to go to the laboratory room and do hands-on work.

In conjunction with illustrated lectures, demonstrations and printed materials, the hands-on lab work elevates student learning in a personal and direct way.

There is a profound impact to the student when he puts in to action the things that he has seen and heard.

On the laboratory floor is where the student applies head knowledge to hands-on action.

It is here that the fullness of learning practical skills is truly understood by the student and can be evaluated by the teacher.

Observations by the teacher during monitoring can be used to determine if goals and objectives are being met and if teaching approaches are effective.

This is a time when the teacher can make any needed adjustments to her methods and apply customized learning techniques for individual student learning.

During lab work, the teacher should maintain her availability to the student in order to promptly answer questions or to assist with problems.

Circulating throughout the classroom makes the teacher easily accessible for the students as well as allows her to monitor students levels of understanding.

Effective monitoring involves asking the students questions such as:

- What procedure are you completing?
- What is your next step?
- What safety hazards may come into play during the procedure?
- How do they plan to set up the necessary equipment?

Ineffective monitoring involves:

- Too much involvement, especially unwanted or unwarranted assistance
- Taking over and not allowing the student to work through his difficulties
- Not allowing the student to finish a project or resolve a problem

It is not out of the question to allow students to make a mistake as long as it does not put them or anyone in an unsafe situation.

Allowing mistakes is a strategy that can actually benefit the students' personal learning and can ultimately increase their intrinsic motivation level.

Intrinsic motivation you will remember is one's internal motivation that drives them to succeed without relying on external motivation.

During lab work, the teacher should make quick checks with short verbal evaluations of the work. Evaluations should determine:

- if objectives are being met
- if the quality of the performance is acceptable
- if recurring mistakes are being made
- if there speed is up to a professional level

Goals For Individualizing Instruction:

During lab work, there are general guidelines for individualized instructional goals:

- When a student is ready to move forward, either in knowledge or skills, they should be permitted to move on when they are ready without having to wait for others
- A student should be allowed to learn at his own rate
- A student should be given the amount of teacher assistance that they need

During lab work, there are general guidelines to individualize lab work:

- Individualize the task according to the ability of the student. This may include giving a more challenging task to a more capable student or giving a more specialized task to a more creative student
- Vary the type of assistance to the student according to what you know motivates the student such as: giving partial answers or ask a question in response to a question. This will initiate the student to think critically to come up with their own answers and promote learning.
- Give quick demonstrations to a student to review a specific skill within a procedure
- Visit each student during lab work at least once

Projects

Projects can be given to individuals or small groups. There can be follow up projects to a completed main project assignment. Projects may be assigned or the student may choose from a list.

Simulation

Simulation is defined as a method involving the creation of a realistic environment, using lifelike problem-solving activities that are related to real experiences that may exist in the present or occur in the future.

These guidelines should be considered when designing simulations:

- Define the activity to be simulated
- Set the objectives and goals
- Set the rules of the activity
- Develop a process to debrief students about the simulation

Role Playing

Role playing is defined as a method of instruction in which students act-out situations in which people are in conflict or faced with a dilemma.

Some members of the group play roles while others observe their performance and later critique the role playing scenario.

The teacher plans the role playing activity and creates an outline of follow-up questions.

The objectives that to be met through role playing are as follows:

- Stimulate interest
- Examining a realistic situation that better prepares the student when it happens in real life
- Gives insight to how effective the student can be in that situation
- Teach the student to assume new roles that they may have to face
- Experiencing behavior instead of talking about it
- Improving communication skills
- Induce sympathy of others attitudes and view points
- Learn personal expression
- Get the student acquainted with possible problems in the field of cosmetology
- Get the student to know in advance how they will react under real circumstances

Forms of Role Playing:

- Role reversal
- Character role playing
- Position role playing

Role reversal is defined as: a form of role-playing in which the group members assume the roles of the other persons with whom they must interact.

Character role playing is defined as: a form of role playing in which the participant becomes a specific person and acts like that person in a particular situation.

Position role playing is defined as : a role-playing method that resembles character role playing except that the facts about the person are not given. The role-player plays the role as he/she interprets it.

Precautions:

- Do not have the student portray a role that involves his own personal problems. This could result in emotional pain and be harmful.
- Do not use the students' name when evaluating the role playing, refer to the character
- Do not use students who do not volunteer
- Do not use embarrassing scenarios for role playing topics
- Direct students to play the role seriously
- Do not use role playing as a time filler. It should be used in conjunction with the lesson you are currently studying.

■ Peer Coaching

Peer coaching is defined as: a method involving students teaching each other. It is also called peer tutoring.

This method individualizes the instruction, pace and feedback for the student being coached.

Peer coaching is one on one and face to face.

This is usually experienced by the students as motivating and fun.

Certain steps must be followed such as:

- Prepare instructional material of the topic to be studied for the peer coach.
- Pair up students. This can be a high achiever with a low achiever or students with comparable abilities.
- Train students to be effective tutors.
- Monitor the progress of the tutors and students.
- Evaluate pairs. Rearrange the pairs if they are not functioning well.

One of the most crucial activities that the Cosmetology Teacher must master is that of measuring the knowledge learned by their students.

There are many ways to do this using teacher created testing and evaluating tools.

The teacher needs to know whether her teaching methods are effective.

Evaluations may be given throughout classroom activities, before testing and after testing.

Evaluation tools are created by the teacher and can be designed to evaluate any performance activity.

Evaluations may be used to help in determining final grades.

Assigning the final grade is referred to as summative evaluation.

Reviewing records of performance evaluations of the student can assist in determining final grades.

These evaluations reflect the overall progress of the student that include the complete picture of their performances.

This along with testing gives a more accurate reflection of the students' knowledge and learning.

The teacher must first determine what to teach.

The educational objectives must be decided upon in order to communicate to the student what behaviors are expected and what goals are to be accomplished.

This is where the teacher makes clear the skills that will be necessary for the student to master and what knowledge that the student will need to reflect in their feedback.

Precise and detailed information needs to be made clear when the learning objectives are set forth in the lesson plan and to the students.

The teacher must:

- Define both the knowledge and the skill they want to teach
- Make sure the content of their test is exactly what they intend to teach
- Develop test questions using instructional objective specific material, and
- Evaluate test and assign grades

■ Test Planing

Before writing test questions, it is necessary for the teacher to create a test plan.

This plan includes an outline of the content that will be in the test.

This outline will include weightings of importance that are assigned to specific content material.

Weightings are defined as: the percentage of importance.

This is determined by the teacher for the purpose of insuring that instructional objectives are emphasized both in the lesson and in the test.

The following chart is an example of what should be included as part of a test plan:

Domain Objective	Curriculum Area	Weightings	Number of test questions	Question	Question Type
			10		
	Permanent Color	50%			
Application			5	1-5	Multiple Choice
	Hair Analysis	50%			
Knowledge			4	5-9	True or False
Comprehension			1	10	Essay

This is the basic framework of test planning.

There should be test questions designed to show skills in all areas of the cognitive domain.

The cognitive domain is defined as: an arrangement of learning outcomes starting with the simplest kind of learning (knowledge) and progressing through comprehension, application, analysis, synthesis and evaluation.

So with this in mind, the teacher plans test questions that will reflect these learning accomplishments within the student.

When preparing test plans, the teacher should consult the study guide.

The study guide is prepared during lesson content development.

It can be developed simultaneously or just after content is created.

Study guides are for both the student and teacher to refer to throughout the lesson.

Test questions should be taken directly from this source because this will insure consistency.

This will maintain clarity of the level of importance of the topics.

When test planning, the decision of curriculum topic weightings and domain objectives can be easily established when consulting the study guide.

■ **Cognitive Domain Questions**

Cognitive domain test questions will include:

- **Knowledge level**
- **Comprehension level and**
- **Application level**

The Knowledge level test questions should consist of precise technical applications. Questions should require the student to recall specific facts they have learned.

The Comprehension level test questions should consist of understanding procedures. Questions should require the student to show that he understands the reason why the procedure is done in a particular way.

The Application level test questions should consist of a combination of knowledge, comprehension and to be able to apply these levels physically to a model or in a laboratory.

The question can consist of a scenario in which the situation is explained to the student and the student must decide on the application that needs to result from the problem.

The teacher has the responsibility of professionally structuring test planning with careful consideration to specific objectives within each learning domain.

■ **Types of Testing**

There are several basic methods of testing that are used in classrooms today, such as:

- **Essay questions**
- **True and False questions**
- **Matching questions and**
- **Completion questions**
- **Multiple choice questions**

Essay Questions:

The definition of an essay question is: a test item whereby the answer from the student requires writing and the scoring will vary from teacher to teacher.

Essay questions are a great source of showing the learner's ability to reason.

One concern though is the teacher's ability to evaluate the essay question.

This is considered a limitation of the essay method and therefore some students and teachers prefer the other methods.

The degrees of correctness may be so variable that it can increase the difficulties in appropriately grading the essay question for some teachers.

The teacher inevitably will use certain verbs pertaining to expectations of what she requires from the students.

They should be taught to the students so that they have a perfect understanding of what is meant.

A list of those verbs is as follows:

- Compare
- Contrast
- Describe
- Discuss
- Explain
- List
- Summarize

The definitions of the words should be made clear prior to testing and examples should be given to further explain their meanings.

The teacher must teach the student “how” to take the test and all expectations made clear.

True and False Questions:

This is a popular method among teachers and students.

It is a fact specific based approach and it has a short response time.

The short response time allows for the teacher to delve more into detailed aspects of the topic in order to cover more information.

The guidelines for True or False testing are as follows:

- Write all test questions as true statements.
- Make about 50% of the questions false
- Make the content clear and 100 % accurate
- Use minimally the words: always, usually and never
- Use no tricky statements

Matching Questions:

Matching questions seem like multiple choice questions because of the lay out of the design.

You have multiple choices in which to match up the answer to.

Where there are the same amount of matching answers as matching questions, there is a disadvantage for the student.

It is impossible to get only one answer wrong.

If there is one wrong then there must be a least one other answer wrong.

One advantage of matching is that it is a form of chunking which has been proven to be a positive method for memory recall.

Completion Questions:

A completion questionnaire is defined as: a form of testing whereby key words or phrases within a sentence are missing and are to be provided by the student.

Completion testing measures recall.

This method can cover a large amount of material in a short amount of time.

There must be very clear and precise sentences surrounding the desired answer in order to provoke the same correct response from all students.

This can be a time consuming task for the teacher and because of the possibility of multiple responses, this method is not as popular as other methods.

Multiple Choice Questions:

The most popular test question method is the multiple choice questionnaire.

The choices can be designed to be totally wrong or have levels of correctness.

These alternate answers are called foils.

This comes from the reference: to FOIL or to be FOILED: To prevent from being successful; thwart. To obscure or confuse.

Therefore, in multiple choice answers, there will be either one correct answer or one answer that is the most correct.

■ Test Analysis

When creating tests the teacher should write questions with varying degrees of difficulty.

There should be:

- **Easy**
- **Medium**
- **Difficult**

Easy questions should come at the beginning of tests. Their only use is for motivation since they do little to challenge the knowledge of the student.

Medium questions should represent the bulk of the questionnaire. These questions attend to recall and comprehension.

Difficult questions should represent the least of the test questions and should occur at or near the end of the test.

These questions attend to comprehension and application.

■ The Likert Scale

The Likert Scale uses the teacher's analysis of the behaviors of the student.

A **Likert scale** (pronounced 'lick-urt' or 'like-urt') is a type of psychometric response scale often used in questionnaires.

When responding to a Likert questionnaire item, respondents specify their level of agreement to a statement.

The scale is named after Rensis Likert, who published a report describing its use in 1932.

Sample Question presented using a five-point Likert Scale

A typical test item in a Likert scale is a statement. The respondent is asked to indicate his or her degree of agreement with the statement or any kind of subjective or objective evaluation of the statement.

Traditionally a five-point scale is used, however many psychometricians advocate using a seven or nine point scale.

The chemistry behind hair color is difficult to learn.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement.

Sometimes Likert scales are used in a forced choice method where the middle option of "Neither agree nor disagree" is not available.

Scoring and analysis

After the questionnaire is completed, each item may be analyzed separately or item responses may be summed to create a score for a group of items.

Hence, Likert scales are often called summative scales.

Data from Likert scales are sometimes reduced to the nominal level by combining all agree and disagree responses into two categories of "accept" and "reject".

Level of measurement

The five response categories represent an ordinal level of measurement.

The categories represent an inherent order (more to less, stronger to weaker, bigger to smaller), but the numbers assigned to the categories do not indicate the magnitude of difference between the categories in the way that an interval or ratio scale would.

The following is an example of the evaluation method called the Likert Scale

Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1
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Student Communication Behaviors					
1. Listens Attentively	5	4	3	2	1
2. Encourages Others	5	4	3	2	1
3. Is not Defensive	5	4	3	2	1
4. Asks Questions	5	4	3	2	1
5. Helpfulness	5	4	3	2	1

Rating Scale

The teacher may use a rating scale to evaluate student progress.

This can include items such as student:

- Initiative
- Work Habits
- Dependability
- Ethics
- Hair Shaping
- Hair Color

The rating scale can include a level system such as:

- 4-Exceptional
- 3-Above Average
- 2-Average
- 1-Below Average

Or the teacher can use an activity or performance checklist with the rating levels listed simply as:

- Adequate and
- Inadequate

Summary

In this lesson we have studied Cooperative Learning, crucial elements of learning in the Lab, and learning through Simulation, Role Playing and Peer Coaching.

We have studied test planning including learning domains, types of testing, types of performance evaluation and their structure.

There are about as many ways to approach student learning as there are students but we hope that this lesson has helped to refresh your knowledge and personal motivation.

We see once again that the teacher is the heartbeat of class operation and student learning.

We encourage you to continue your studies in this area to increase your creativity in test planning.

Thanks to the hard work and dedication of cosmetology teachers we will continue to see a high quality of future cosmetic art professionals sustaining the beauty industry! Thank you!

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