

**THE MILITARY INSTRUCTOR:
A CHANGE IN THEIR PERCEPTION OF THEIR CHANGING ROLE**

BY

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Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of**

MASTER OF EDUCATION

**Department of Educational Psychology
University of Manitoba
Winnipeg, Manitoba**

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List of Abbreviations

AIM	Advanced Instructional Methods
CFSAS	Canadian Forces School of Aerospace Studies
CFATCTU	Canadian Forces Air Traffic Control Training Unit
AWC&CS	Air Weapons Control and Counter Intelligence School
AFPDTC	Air Force Professional Development Training Centre
CFTS	Canadian Forces Training System
JLC	Junior Leadership Course
QL6	Qualification Level 6
ADTECH	Air Defence Technician
QL5	Qualification Level 5

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ABSTRACT

Since 1988, graduates of courses conducted in the Canadian Armed Forces have indicated a recurring problem, that problem being instructors have "treated them like children" and "they don't need to be lectured to all of the time" (Validation, 1987, 1988). This problem originates from the Military Instructor's perception of his/her role - instructor centred, not student centred.

The purpose of this study was to see if the Advanced Instructional Methods (AIM) Course would change the instructor's perception of his/her role; improve his/her instructional ability; and increase instructors' awareness of other methods of instruction. The course is ten days long and covers, alternate methods of instruction, adult learning process, and understanding the learning needs of students.

The study was conducted over several years during which the selected instructors were presented the course, validation data collected and analyzed. Data was collected on change in instructor's perception of

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their role through an end course critique and an instructor questionnaire administered six months after the course was completed.

From the data collected it was concluded that: (1) AIM course provided awareness of other options open for instructing students; (2) AIM material did change instructor's perception of his/her role; (3) students and instructors both appreciated new methodologies; and (4) senior staff officers realize school instructors should receive more formal instructor training.

CHAPTER I

INTRODUCTION

In the last eight years the Canadian Armed Forces have undertaken to validate all of the courses that it conducts. Validation is the final, and perhaps the most important, process in the quality control of training. Validation ensures that course graduates have been trained as closely as possible to the operational requirements of their jobs. Also, it confirms that the correct number of personnel have been trained to fill the jobs available requiring that training. One question, on the validation questionnaire, asks graduates to indicate if they had any criticism of the following: course content; methods used to present the material; the instructors; or the equipment used.

Statement of Problem

Graduates of courses conducted at the Combat Training Centre, Gagetown, New Brunswick, (Validation, 1987, 1988) responded to the question about "criticisms of course" by repeatedly indicating questions about the

quality of their military instructors and the methods they used to conduct training. More specifically, the criticisms were: "don't treat us like children," "find proper instructors to talk at the level of the students," and "more attention by instructors to the level of understanding of each student would help enhance students understanding of the material" (Validation 1987, 1988). Grow (1991) also had similar responses from his students ranging from dislike to hatred. The responses led him to realize that "I would have to learn to teach differently or leave" (p. 126).

Elwood (1984), Melvin and Carrier (1986), and Altizer (1993) have stated that many instructors have little real formal training as instructors. Both Main (1984) and Elwood (1984) have indicated that military instructors are instructor centred (lecture method), and this may not be the correct method to be used today.

Purpose

The purpose of this study was to answer several questions raised by the graduates' criticisms:

- (1) Is the traditional (lecture) style of instruction the right methodology to be used for today's military students?
- (2) Have instructors improved in their instructional abilities? and
- (3) Have instructors' perceptions of their role changed or at least are they questioning them?

Assumptions

In light of the questions to be answered the following assumptions will be made:

- (1) Those instructors trained in advanced methods will apply the new techniques without relapsing into using the traditional (lecture) method only;
- (2) Those students receiving the training will be similar in nature to those in the validation studies.

Definitions

For the purpose of this study, the following definitions will apply. Traditional Method is defined as the instructor centred method of teaching used by

military instructors (lecture, demonstration - performance oriented). Teaching Strategy refers to the broad spectrum of methods that can be used to carry out instruction to students. The methods include: lecture, tutorial, case study, teaching interview, guided discussion, role play, gaming, and more. Teaching Tactics refers to the selection and use of visual aids, training aids, and models. Validation is the process by which the Canadian Armed Forces ascertains if the right people are receiving the correct training for the job. Graduate or Student applies to those students who have completed a course of instruction. Perception refers to the view/belief one has as determined by the meaning events have acquired through previous learning, by knowledge of the situation, and by motivation. The term Supportive Classroom, for the purpose of this study, is defined as a classroom that is comfortable and has an atmosphere conducive for learning. It is one that promotes good rapport between the instructor and students as well as between students. Seifert (1991) stated that "creating an effective atmosphere for learning involves showing students that you care

about them as people, not just as students" (p.12). Brookfield (1986) stated that "it was an essential task of the facilitator ... to set a climate for learning and to assist in the development of a group culture in which adults can feel free to challenge one another and can feel comfortable with being challenged" (p.14). Finally, Jones (1975) defined training as "the process of providing a person with the ability to overcome foreseen tasks and problems" (p. 2). He defined education as "the process by which a person is given the ability to combine his/her experience and training, and from them produce an acceptable response to a novel situation" (p. 4).

Limitations

Several limitations may restrict the conduct of the study, the conclusions of the study, or their application to other situations. These limitations are:

- (1) the researcher's inability to randomly select and assign subjects to experimental and control groups because instructors are assigned to a school by their career manager;

- (2) the time required to carry out a comprehensive study, train instructors, and have them use the material on a course. Other commitments (UN postings, course not loaded, instructors posted, retirement) may impact the study; and
- (3) poor return rate of questionnaires and or critiques. Response rates are difficult to predict and to control.

Implications

The Canadian Armed Forces is limited in the number of its personnel. Therefore, the personnel it does possess must be able to perform the operational requirements assigned to them. To perform those tasks, the personnel must be trained correctly and be able to apply the training in many varied situations.

With decreasing numbers, can the Canadian Armed Forces afford to waste time, resources (including human resources), and money by using a seemingly inappropriate method of teaching on the courses conducted? Is it losing people it could have retained? Is it keeping people who pass the course but cannot

apply the training to real life situations? Are students learning as well as the Canadian Armed Forces thinks they are?

Hypotheses

Therefore, this thesis purposes to show that:

(1) participation in the Advanced Instructional Methods course will heighten the Military Instructor's awareness or perception of the changing role of the instructor in the learning process; (2) participation in the Advanced Instruction Methods Course will improve instructors' instructional abilities; and (3) participation in the Advanced Methods Course will make instructors aware of other methods to use to instruct students.

Overview of Thesis

The thesis is organized into five chapters. Chapter I contains an introduction to the problem, gave the purpose of the study, defined those terms used, presented the limitations that may place restrictions on the outcome of the study, expressed justification for doing the study, and ended with the hypotheses.

Chapter II is a presentation of literature related to the problem presented and the course designed to overcome the problem. Chapter III contains the methodology that the researcher will use to investigate the problem. It will include the instrumentation and procedures deemed by the researcher as necessary to conduct the study.

Chapter IV contains analysis of the data collected from the study and displays results in the form of bar graphs, mean tables and written comments. Chapter V is a final presentation of results, discussion, conclusions, and any future studies.

CHAPTER II

REVIEW OF LITERATURE

As stated in the introduction, the Canadian Armed Forces have undertaken to validate all of the courses that it conducts. From the analysis of the data collected, the graduates have repeatedly indicated criticisms about the quality of instructors and the instructional methods employed.

Before looking at the specific validation reports, it must be stated that the validation study team took, as their guiding criteria, that if more than ten people stated any criticism about something it would be investigated. However, if that same criticism (or ones similar in nature) was mentioned in more than two validation reports, then it became a major element in the review of the areas criticised.

Specifically, in the validation report on the Crewmen Occupation Qualification Course (1987), of which there were one hundred respondents, forty-seven graduates raised the following criticisms: "drop the childish attitude; treat students as adults not children; training methods were insulting at times;

methods are out dated and need to be improved; some instructors need to grow up; instructors should get more involved to understand students' needs; and be a teacher NOT act like God." This theme was also indicated in the validation report of the Basic Artillery Technicians Course (1988) where the students (forty-eight) stated: "evaluation should be at students' level of understanding; and there should be more careful screening of instructors to ensure they teach at the level of the students, in order to enhance their learning." The same criticisms can be found in the validation report for the Armoured Vehicle General Purpose Course (1988) where graduates (thirty-one) stated: "don't treat students like children; be a teacher NOT God; and instructors should encourage students to learn." While in the validation report for the Observation Post Technicians course (1988), the main criticism by twenty respondents was that "instructors are too young, inexperienced, impatient, and with poor teaching ability."

The above mentioned statements about instructors and their methods are prime examples of the view of a

"Traditional Military Instructor" - a dependent relationship. Renner (1983) defined a dependent relationship as one with the instructor doing the telling and the learner doing the listening. Cobett (Kidd (Ed.), 1950) stated that force feeding can be just as deadly intellectually as it is physically. This emphasises one of the poorer qualities of a dependent relationship. Renner (1983) also said if an instructor follows a dependent relationship, the learner looks to him/her for all solutions. Therefore, failure or success of the course is placed on the instructor's shoulders. Many military instructors see their role as being responsible for changes in student learning but do not know how.

From a study done at the Combat Training Centre, Instruction and Experience (Elwood, 1984), it was stated that to be a military instructor a person required:

- (1) knowledge of instructional theory;
- (2) experience in applying instructional theories; and
- (3) technical and career experience.

Elwood (1984) went on to state that very few instructors attended the basic Classroom Instructors course given by the Training Development Centre in Borden, Ontario. It was seen as being inappropriate for Army instructors (p. 2). This ten-day course, now reduced to five days, teaches a person how to prepare a stand up lecture (knowledge) and a demonstration - performance (skill) period - show and tell. It is the traditional method of instruction - instructor up front talking and the student listening. One way instruction ... the instructor's way. Brookfield (1986) noted that "studies cited by Bligh (1972) indicate, however, that the lecture is of little use if the educator or trainer is seeking to promote critical thinking or to encourage adults to be more flexible in their attitudes" (p.12).

Main's (1984) study for the Australian Army provided support for Elwood's findings by indicating "there is no requirement to have attended a course designed to teach instructional skills and techniques . . . before starting instructional duties" (p. 23). He also expressed the theme that was commonly held by all in the military. It was "the general accepted

attitude that every officer and noncommissioned officer (man) by virtue of his rank is an instructor" (p. 23). He also stated from an Australian Training Information Bulletin (TIB44), "that which is necessary for job performance must be what is taught" (Main, 1984). From this he concluded that the instructor must be trained as part of his/her job, if his/her job is to prepare and conduct training.

In 1972, the Canadian Forces Training System (CFTS) Review Group undertook a study of the training system. They came up with the following proposals for improving the existing Canadian Forces Training System:

- (1) The Need to Clarify Instructor's Duties and Training (p. 7) There was little agreement by members and their views were polarized:
 - (a) the best trainer was simply the best technician; or
 - (b) that while technical expertise is needed, the instructor must be first and foremost a trained instructor; and

- (2) The Need to Improve Instruction and Training of Instructors (p. 7). There was overwhelming agreement of need but a complete lack of unanimity in the methods to achieve it.

The study group supported the belief in the need to ensure that instructors are primarily trained technologists, not trained instructors. Jones (1975) disagreed and considered that the source of many of the Canadian Armed Forces traditional problems may be the mistaken opposition to professionalism in training.

But what training is necessary for instructors to get the most out of the students? Will the traditional instructor suffice or is something new needed to instruct the adult students of today? Draves (1984) said teaching adults is difficult and the learning situation today's instructors find themselves in is fragile. He stated that every person is different and that:

"Adult mental learning state is not a blank chalkboard on which you, the instructor, can write as you wish. Neither is it an empty pail you can fill with your knowledge and ideas" (p. 7).

Verduin, Miller and Greer (1979) said every adult walks

into a classroom with his/her own set of values, experiences, beliefs and attitudes. If the goals of the instructor are not those of the learner or are not accepted as valid by the learner, the content will have little or no meaning for them. Reischmann (1986) emphasized this by stating:

"Professionals in adult education should recognize that they cannot set themselves up as the "gurus" of learning, thereby making students dependent on them. Rather, adult educators must accept that learning is the students business Reflection on this wide concept of learning helps adult educators in formal settings to take off the professional blinders that focus their attention on the teaching activity through which they can improve their will, knowledge or skill upon others, to be truly mature "adult" education - a shift in emphasis from teaching to learning."
(Abstract)

Therefore, today's new relationship is one of interdependence, where neither the instructor nor the student can do his role without the other (Renner, 1983). However, Brookfield (1986) stated that "unless an external source places before us alternative ways of thinking, behaving, living, we are comfortable with our familiar value systems, beliefs, behaviours" (p.19).

Main (1984) went on to say that an instructor,

without professional preparation, will probably emulate a teacher he/she has known (whether good or bad). They then pass on those good or bad traits to their students. He stated that in order to be an effective instructor they must have an understanding of:

- (1) the current theories of learning;
- (2) the methodologies or strategies and tactics of teaching;
- (3) the student's motivation; and
- (4) the learning environment.

These points were emphasized by the United States Army Signal Corps (1985) in its instructor's course material. It stated that, to be an effective instructor and to get a message across to students, one should be able to look at the classroom situation and determine if the proper environment for learning is present. A positive mental attitude toward subject and students, coupled with an understanding of what learning is and what promotes it, will help create a proper environment.

Main (1984) emphasized that an instructor of adults must have a good knowledge of the subject

material. However, if he/she has not been trained in the above mentioned areas, the likelihood is that learning may NOT result from his/her instruction. Dickinson (1973) confirmed that knowledge of the subject is essential. He also indicated that a background of training in the principles and practice of teaching adults would enable instructors to create a much more satisfying and effective learning situation.

The Journal of Computer Based Instruction (1992) stated that:

"Learning is a complex phenomenon influenced by academic ability, learning styles, learning environment, content, delivery methods and attitudes toward course content and the Instructional strategy" (p. 12).

Educator Frank C. Pearse (Draves, 1984) stated the ideal instructor is:

"People centred, more interested in people than things; more interested in individuality than uniformity; more interested in finding solutions than in following rules. The Teacher must have understanding, flexibility, patience, humor, practicality, creativity and preparation" (p. 7)

Torrence (1992) reemphasized the idea that to be an effective instructor it is important to know how adults learn.

To be effective, an instructor must select a teaching strategy to fit the situation. Grow (1991) stated that "there is more than one way to teach well. With some exception, good teaching is situational - it varies in response to the learner" (p.127). Seifert (1991) added that by varying teaching methods a teacher helps the effectiveness of learning. Teaching strategies include: lecture, tutorial, case study, role playing, gaming, brain storming, computer assisted learning, and many more (Main, 1984). He emphasized that selection of a strategy should enrich the learning experience by allowing the students to experience feelings of achievement, recognition, responsibility, and personal growth. Cartier (1992) stated that we should not forget that "it is you, the instructor, teaching through a medium (method) from whom the students learn" (p. 12). In addition Clark, Steel, Niemiec, Walberg (1992) expressed the view that "the behaviour that teachers exhibit [things they do] in the classroom promote student achievement" (p. 22). Fleming and Levie (1993) stated that "Effective training programs focus attention on the tactics of

learning and promote identification of instructional goals, permit the students to experience the effects of cognitive strategies and develops the student's cognitive knowledge of specific learning strategies" (p. 195). Elwood (1994) wrote a follow up article to his study where he proposed attention and supplements to the instructor development system. He stated that the Instructional Technique course "... is recognized as basic, there is a need for a formalized follow up to answer development of instructional skills" (p. 3). Further, he stated that to try to implement the modification "would require a fundamental shift in cultural values, attitudes and practice. There would no longer be a place for the imposed system but there would need to be a new respect for the instructor to accept responsibility for instructional improvement" (p. 4).

Subsequent to the present study of the role of the instructor, several commandants (principals) of Canadian military schools raised a question. The question was - "What other ways could their instructors instruct and get the same results?" These other ways

should take the students' needs and experiences into consideration.

From the Commandant's question concerning instructional methodology, the Advanced Instructional Methods (AIM) course was developed. The course was designed to give the military instructor (officer and men) the needed tools to improve their instructional ability. The course was developed to meet the following objectives:

- (a) to perform a variety of methods of instruction;
- (b) to counsel personnel on how to improve their effectiveness as instructors;
- (c) to conduct and evaluate performance checks (final exams) and enabling checks (end of lesson tests); and
- (d) to apply adult learning styles in the selection and conduct of teaching methods.

To meet these objectives, a needs analysis was performed, using the comments from instructors, their immediate supervisors, and the school commandants. Part of this needs analysis was to examine the needs of

the target population - the group of students for whom the instruction was intended. The data gathered about the target population allowed the design team (Training Development Officer employed with Air Command Headquarters) to make important decisions about: instructional strategy; the structure of the course; and the pace of the instruction (Manual of Individual Training 1992, Vol. 8, pp. 2-8 & 2-9). From the data collected in the needs analysis and follow-up consultations, by the design team, with the people concerned, the following subject areas (Appendix 1) were agreed upon as being required to meet the objectives:

- (a) Instructional Methods - Included in this area were seventeen (17) methodologies with their advantages and disadvantages, how to prepare and use the lesson plans developed, and exercises or presentation time for each student to practice/participate in selected methods;

- (b) Training Aids - In this area the different types of training aids from overhead projectors to computers were discussed. Instructions on when and how to use each aid effectively were also discussed;
- (c) Monitoring/Peer Coaching - This area included how to be an advisor to students (Geiger, 1992; Horgan & Simeon, 1991; Horgan, 1992) as well as how to peer coach fellow instructors to help them grow in their effectiveness and efficiency;
- (d) Counselling/Interviewing - Included in this area was information on how to recognize and to handle problem trainees (Kaeter, 1994), how to handle resistances to change (Blanchard, 1992), and how to prepare for and carry out counselling interviews;
- (e) Exam/Testing - This area included: how to prepare different types of questions (multiple choice, short answer, true/false, essay), and how to select the appropriate types of questions for the material covered;

- (f) Role of the Instructor - Included in this area were the principles of instruction, the principles of learning, how an instructor should best interact with students, the characteristics of a good/bad instructor, and the instructor's perception of his/her role in today's world (the need to change);
- (g) Communication - This area included questioning techniques, ice breakers, how to speak - the communicator process and classroom management, and the art of listening;
- (h) Learning Process - This area included learning styles, adult learning characteristics, things to consider when selecting a method, how transfer of learning takes place and its importance, how perception plays a role in learning, and how scheduling affects the learning curve (Brookfield, 1986; Kowalski, 1988; Manual of Individual Training, Vol. 9, 1992); and

- (i) Group Dynamics (small/large group interaction) - This area included: the size of a group and its importance, when to use a small group, how to arrange the group (informal group leaders), group performance, the advantages and disadvantages of group dynamics, and the concept of leadership/followership (most of us are more often followers than leaders and a group member is influenced by his/her attitudes, perceptions and individual differences) (Lee, 1991). Senge, Roberts, Ross, Smith and Kleiner (1994) stated that encouraging learning is the prime task of leadership, and perhaps the only way that a leader can genuinely influence or inspire others.

Summary

The Australian Army policy is similar to Canada's in deducing that there has been no requirement for mandatory training for instructors beyond that minimal method of instruction elements found within courses today. This differs from teachers in the civilian

world, as civilian teachers enter teaching on their own accord and they must complete teacher qualifications before being qualified to teach. This training is necessary because education research is dynamic and learning is a complex process involving both the instructor and the student. Jones (1975) stated that many of the Canadian Armed Forces' traditional problems may be due to mistaken opposition to professionalism in training.

An instructor exerts a strong influence on his/her students and if the instructor is not effective, then learning is less likely to occur. To be effective, an instructor must:

- (1) understand the characteristics of how students learn;
- (2) be able to facilitate learning not hinder it;
- (3) provide a supportive learning environment;
- (4) know current theories of learning;
- (5) be able to employ appropriate strategies and tactics of learning; and

- (6) understand influences on student motivation, so an optimum learning situation is created and maintained.

All of these attributes of an effective instructor were supported by Draves (1984) who emphasized that "most students' complaints came NOT from the teacher's knowledge of the subject, but the teacher's ability to share that knowledge" (p. 17). The United States Army Signal Corp (1985) stated that a positive mental attitude toward subject and students, coupled with an understanding of what learning is and what promotes it will help create a proper learning environment.

From the review of literature there is much evidence to illustrate that teaching or instructing is a dynamic and complex process that requires the instructor to be well versed in the process for learning to be successful. The literature further substantiates that formal training is required to make an instructor effective in his/her changing role. (See hypotheses page 12).

Main (1984) concluded that there was a need to conduct formal training to prepare individuals for job

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performance. He emphasized that there was a weakness in the present training system "because few instructors have been formally trained beyond the most basic level. To be effectively prepared the instructor must be given in-service training and ongoing instructor training throughout his career" (p. 32).

CHAPTER III

METHODOLOGY

Background

With these previously identified areas of concerns in mind the developmental group designed a ten day (seventy hours) course intended to provide the tools to foster peer coaching and to change the instructors' perception of their role, accordingly (see Appendix 2). This change in perception was needed to increase their effectiveness and efficiency as instructors.

Basically, the course was designed to: present the methods; give opportunities to practice the methods; and give and take peer criticism of their ability to instruct.

Proposed Study

Therefore, it was proposed that a longitudinal study, using the Advanced Instructional Methods (AIM) course, be conducted. It was used to ascertain if the content is what is required by military instructors to increase their effectiveness as instructors and to

ascertain whether it helped change their perceptions about what their role as an instructor should be.

Setting

Canadian Forces Schools involved in instructing courses beyond the basic qualification course, such as leadership, Aerospace courses, and qualification courses for promotion were selected. From these schools, at least twelve of the typical Canadian Armed Forces school instructors were selected to undergo the training. They were asked to provide feedback.

Sample

The instructors selected displayed the diversified characteristics of rank, formal experience and training that is common for those found in most Canadian Forces schools (see Table 1 and Table 2).

However, there were specific factors or special differences involved with the instructors from each school. For example, all of the instructors at the Canadian Forces School of Aerospace Studies (CFSAS) had been students on the previous course, while the instructors at the Canadian Forces Air Traffic Control Training Unit were made up of six instructors from the

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school and six training personnel from the field units. Each of these sets of instructors had a different point of view of instruction - the school wanted the authoritarian style - "tell them"; while those from the field wanted a more cooperation style - "get them involved." As for the Air Weapons Control and Counter Intelligence School (AWC&CS) all were school instructors, and were working or rewriting Training Standards for Qualification Level Six course (for Sergeant) and the Qualification Level Three course for their privates. Their attitude was that they had heard about the new methodology, wanted to use them and therefore, wanted to be taught how to use them. In the case of the Air Force Professional Development Training Centre (AFPDTC) the instructors were involved with the change from an authoritarian style of leadership to a more cooperation style using Blanchard's leadership styles. The Commandant felt that the AIM course was the needed step to help change the mind set of his instructors.

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SCHOOL INSTRUCTOR'S

RANK STRUCTURE

School	Number of Students	Rank Structure					
		Maj	Capt	WO	Sgt	Mcpl	Cpl
CFSAS	11	4	7				
CFATCTU	12		7	2	3		
AWC&CS	12		1	3	5	2	1
AFPDTC	17			5	12		
TOTAL	52	4	15	10	20	2	1

TABLE 1

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SCHOOL INSTRUCTOR'S

EXPERIENCE

School	TDC-1		Experience		
	Yes	No	Nil-6 Mos	6 Mos-2 Yrs	2 Yrs-Up
CFSAS	3	8	2	6	3
CFATCTU	8	4	2	5	5
AWC&CS	7	5	3	3	6
AFPDTC	10	7	3	8	5
TOTAL	28	24	11	22	19

TABLE 2

Procedure

The study involved a shift in emphasis from

traditional instructor centred to student centred techniques. It followed the procedures described below. The procedure encompassed two parts; Pre-Conduct and Conduct.

Pre-Conduct of the study involved conducting the Advanced Instructional Methods (AIM) course for the selected instructors at the selected school. Instructors were given the opportunity to observe and practise the subject material presented to them. Their initial reactions were recorded on the individual Course Critique (Appendix 3). Instructors were able to complete the critique day by day as the subject material was presented. The Course Critique was handed in on the last day of the course, at which time it was reviewed and any major points of concern were discussed with the students. This immediate feedback gave the students a feeling that their views were important and that action would be taken regarding their ideas. Therefore, from this feedback the students may take more firm ownership of the subject material just covered.

Conduct of the study began six months after the

completion of the Pre-Conduct phase, and hopefully after the instructors have conducted a course employing the new techniques learned. The instructors, all of whom are graduates of the AIM course, were sent the Instructor Questionnaire (Appendix 5) and the covering letter (Appendix 4). The questionnaire was to gather information regarding the course content, the quality of the instruction given, changes needed to update requirements, changes in perception, and the need for future instructors to obtain this training. It should not have taken the instructors more than forty-five minutes to complete the survey questionnaire.

Analysis of Data

The data collected through the longitudinal study were analyzed by qualitative as well as quantitative means. Course Critiques from the courses conducted were analyzed by using the responses to the questions in Table 3.

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COURSE CRITIQUE QUESTIONS - PRE CONDUCT

Question 11	Were you satisfied with the results you achieved on the course?
Question 12	Can you apply the material that was presented?
Question 18	Rate the overall quality of instruction.

TABLE 3

In addition, Question twenty-one, "What part of the course did you find particularly interesting?" provided qualitative data on how the students' felt about the course. It also gave an indication if their perception of an instructors' role had changed.

From the final questionnaire, those given after six months, the following questions, in Table 4, were used.

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FINAL QUESTIONNAIRE - CONDUCT

Question 9E	The course contained information, ideas, and methods of teaching that were new.
Question 9F	We now feel confident enough to apply the techniques/knowledge learned.
Question 9G	As a result of the course we feel our basic instructional techniques have been improved.

TABLE 4

As with the Course Critique, an open-ended question, Question four, "Have you any suggestions for improving course", will be used to present the students' views of the course and their growth. In addition to these two questionnaires any comments forwarded by the school commandants or senior instructors were also used as

qualitative data.

More specifically the data were analyzed in the following sequence:

- (a) Data converted to bar graphs;
- (b) Find mean;
- (c) Find percentages for each area of response on bar graph;
- (d) Find percentage of responses above and below 3 on scale (middle);
- (e) Correlate written responses;
- (f) Repeat subparagraph a through f for the instructor questionnaire;
- (g) Compare data obtained from critique and instructor questionnaires; and
- (h) High-light differences, similarities, increased indication of perception shift.

Conclusion

Once all of the Course Critiques and Questionnaires have been reviewed and the results tabulated, an Instructional Design Review was undertaken. The students' comments were taken into consideration to strengthen those areas they found

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weak and to reevaluate those areas they found hard or not needed. Their responses should indicate if their perception of an instructor's role had been influenced. Results will be discussed for their implications for future use of the AIM course, future review of this program, and for the problems and needs of military instruction in general.

CHAPTER IV

ANALYSIS OF DATA

To date, the Advanced Instructional Methods (AIM) course has been conducted at the following four Canadian Forces Schools:

- a. Canadian Forces School of Aerospace Studies (CFSAS), August 1991, for twelve students;
- b. Canadian Forces Air Traffic Control Training Unit (CFATCTU), April 1992, for twelve students;
- c. Canadian Forces Air Weapons Control and Counter Intelligence School (AWC&CS), April 1993, for twelve students; and
- d. Air Force Professional Development Training Centre (AFPDTC), September 1994, for seventeen students.

Quantitative data were collected using Questions eleven, twelve and eighteen from the Course Critique (see Table 3) and Questions nine E, nine F and nine G from the Instructor Questionnaire, which was sent out six months after the course ended (see Table 4). Qualitative data were collected using Question twenty-

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one, "What part of the course did you find particularly interesting?" from the Course Critique and Question four, "Have you any suggestions for improving the course?" from the Instructor Questionnaire.

For interpretative purposes the scale used for each of the questions in the Course Critique and the Instructor Questionnaire are:

a. Course Critique

(1) Question 11

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not at				Extremely
all				

(2) Question 12

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not at				Completely
all				

(3) Question 18

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Very				Excellent
Poor				

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- b. Instructor Questionnaire - Question nine E, nine F, and nine G - the scale is the same.
1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree.

Canadian Forces School of Aerospace Studies - Serial One

Responses from the students to Course Critiques questions were:

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CFSAS

Frequency of Response

Question	1	2	3	4	5
11	1	4	3	3	0
12	0	3	5	2	1
18	0	1	4	5	1

TABLE 5

Insert Figure 1, 2 and 3 about here

Instructor-Perception Change

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Table 6 displays the means for each of the questions:

CFSAS COURSE CRITIQUE - PRE CONDUCT

Mean

Question	Mean
11	2.7
12	3.09
18	3.55

TABLE 6

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Table 7 displays the percentage of affirmative responses:

CFSAS COURSE CRITIQUES - PRE CONDUCT

Percentage of Affirmative Responses

Question	Number of Students	Number of Response	Yes (3, 4 & 5)	Percent
11	12	11	6	54.55
12	12	11	8	72.73
18	12	11	10	90.09

TABLE 7

In addition to the quantity replies, the students also submitted some qualitative comments about the course and its value. The comments were:

- a. Question 11 - learned some interesting teaching methods; learned some new techniques and saw some ideas to develop for my own course;
- b. Question 12 - new teaching methods were appreciated; will use teaching techniques;
- c. Question 18 - instructors knew the material
- d. Question 21 - new techniques were interesting and appreciated the chance to practise them.

Quantitatively, the frequency of negative responses for Question eleven, the low mean of 2.7 indicates that some students had difficulty visualizing the need or value of the training. In addition the low percentage of affirmative responses suggest a resistance to change. Qualitatively, the statements indicated the student who responded positively were interested in the new material and were appreciative of the opportunity to practice them.

After six months (February 1992) the follow up

Instructor-Perception Change

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Instructor Questionnaire was sent out to the students of the course and their responses were:

CFSAS QUESTIONNAIRE - CONDUCT

Frequency of Responses

Question	1	2	3	4	5
9E	0	2	1	3	2
9F	0	2	2	4	0
9G	0	2	1	6	0

TABLE 8

Insert Figure 4, 5 and 6 about here

Instructor-Perception Change

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Table 9 displays the mean for each question:

CFSAS QUESTIONNAIRE - CONDUCT

Mean

Question	Mean
9E	3.63
9F	3.25
9G	3.63

TABLE 9

Table 10 displays the percentage of affirmative responses.

CFSAS QUESTIONNAIRE - CONDUCT

Percentage of Affirmative Responses

Question	Number of Student	Number of Response	Yes (3, 4, 5)	Percent
9E	12	8	5	62.5
9F	12	8	4	50
9G	12	8	6	75

TABLE 10

As with the Course Critiques, the Instructor Questionnaire also collected qualitative statements

Instructor-Perception Change

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about the course and its value. Some of these comments were:

- a. Question 9E - learned some new material;
- b. Question 9F - confident to apply techniques but need more practise; picked up some good points;
- c. Question 9G - reminded me of some of the blunders made.

Quantitatively the mean between Question twelve and Question nine F rose by 0.16 which would indicate a small increase in usage and value. Qualitatively, the statement indicated that the students felt they had learned some new material and they could apply them.

Canadian Forces Air Traffic Control Training Unit - Serial Two

CFATCTU was the school selected for the second serial of the AIM course in April 1992. The students' responses are contained in Table 11.

Instructor-Perception Change

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CFATCTU COURSE CRITIQUE - PRE CONDUCT

Frequency of Response

Question	1	2	3	4	5
11	2	1	5	3	1
12	0	2	5	4	1
18	0	1	1	8	2

TABLE 11

Insert Figure 7, 8 and 9 about here

Instructor-Perception Change

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Table 12 displays the mean for each of the questions:

CFATCTU COURSE CRITIQUE - PRE CONDUCT

Mean

Question	Mean
11	3.17
12	3.33
18	3.92

TABLE 12

Instructor-Perception Change

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Table 13 displays the percentage of affirmative responses:

CFATCTU COURSE CRITIQUES - PRE CONDUCT

Percentage of Affirmative Responses

Question	Number of Student	Number of Response	Yes (3, 4, 5)	Percent
11	12	12	9	75
12	12	12	10	83.3
18	12	12	11	91.7

TABLE 13

Qualitative data collected from the Course
Critiques revealed:

Instructor-Perception Change

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- a. Question 11 - expected more; the course will benefit me;
- b. Question 12 - most of the material can be used in present position and doubtless, the rest will be used later; difficult to apply some methods due to time constraints; maybe helpful away from job, after hours; most of the material could be used at some point in the field training process;
- c. Question 18 - instructors were knowledgeable; enjoyed the charisma and presentation style;
- d. Question 18 - teaching methods; tutoring, counselling, peer coaching, fit into monitors job in field; testing classroom session very thought

Instructor-Perception Change

63

provoking, good insight; case study of communication process, more on how to utilize in job.

Quantitatively, the negative responses to Question eleven decreased by two (2) from the first serial, the mean rose by 0.47 which indicates there was a small increase in usage and value. Qualitatively the students, due to their different backgrounds, indicated a mixture of replies ranging from material can be used to difficult to use because of time restraints.

Instructor Questionnaires were sent out six months after the serial ended (November 1992) and their responses were:

Instructor-Perception Change

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CFATCTU QUESTIONNAIRE - CONDUCT

Frequency of Response

Question	1	2	3	4	5
9E	1	3	1	3	1
9F	0	1	3	4	1
9G	1	2	0	6	0

TABLE 14

Insert Figure 10, 11 and 12 about here

Instructor-Perception Change

65

Table 15 displays the mean for each question:

CFATCTU QUESTIONNAIRE - CONDUCT

Mean

Question	Mean
9E	3
9F	3.56
9G	3.22

TABLE 15

Table 16 displays the percentage of affirmative responses:

CFATCTU COURSE CRITIQUES - PRE CONDUCT

Percentage of Affirmative Responses

Question	Number of Student	Number of Response	Yes (3, 4, 5)	Percent
9E	12	8	6	75
9F	12	8	8	100
9G	12	8	6	75

TABLE 16

Qualitative statements were also gathered from the instructor questionnaire about the course and its

value. Their responses were:

- a. Question 9F - from a theory stand point can apply but need more practice;
- b. Question 4 - need more time to present using techniques; need more time in peer coaching, interviewing; this course was very good and many instructional concerns I had were answered.

General comments by students that were not Classroom Instructor (TDC-1) qualified found the course the best they had attended. This is substantiated by the two statements from the Senior Staff Officer Operational Training, Air Command Headquarters, in the initial letter of intent - "many of the Advanced Instructional Methods (AIM) course teaching modules would fulfil a much needed instructor training requirement" and "there was an unanimous agreement at the Air Traffic Control conference that an AIM course would address most of the field and school instructors' training needs."

Instructor-Perception Change

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Quantitatively, the mean between Question twelve and Question nine F rose by 0.23 which would indicate a small increase in usage and value. In addition, there was an increase in the mean from serial one to serial two of 0.31 which is a further indication of increased value of training. Qualitatively, the statements indicate that students felt better about the material but more time was required to practice it.

Air Weapons Control and Counter Intelligence School - Serial Three

AWC&CS was the School selected for the third serial of the AIM course, in April 1993. The students' responses are contained in Table 17.

Instructor-Perception Change

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AWC&CS COURSE CRITIQUE - PRE CONDUCT

Frequency of Response

Question	1	2	3	4	5
11	0	0	1	8	3
12	0	0	3	7	2
18	0	0	0	9	3

TABLE 17

Insert Figure 13, 14 and 15 about here

Instructor-Perception Change

70

Table 18 displays the mean for each of the questions:

AWC&CS COURSE CRITIQUE - PRE CONDUCT

Mean

Question	Mean
11	4.17
12	3.92
18	4.25

TABLE 18

Instructor-Perception Change

71

Table 19 displays the percentage of affirmative responses:

AWC&CS COURSE CRITIQUES - PRE CONDUCT

Percentage of Affirmative Responses

Question	Number of Students	Number of Response	Yes (3, 4 & 5)	Percent
11	12	12	12	100
12	12	12	12	100
18	12	12	12	100

TABLE 19

Qualitative data was also collected from the course critique and revealed:

- a. Question 11 - need more time on methods;
good range of training

Instructor-Perception Change

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methods, a real eye opener;
will be of great benefit
during up coming course
conduct;

- b. Question 12 - defiantly, AD Tech QL6 program
has to be built using all the
new methods; will be able to
apply most material, some not
feasible due to time
constraints;
- c. Question 18 - outstanding job well done -
makes you realize there is
more to teaching than just
presenting a simple lesson to
students; good rapport between
students and instructors,
relax atmosphere, students
were treated as adults;
- d. Question 21 (open ended)
all will be used to build QL6
program; it helped our school
moral; fact stressed

Instructor-Perception Change

73

throughout course that instructor is there for the students to learn; gained knowledge to help us in future instruction; will be used to look at other curriculum and up date them.

Quantitatively, the responses to Question eleven were all positive, a decrease of three (3) from the second serial and five (5) from the first serial. The mean rose by 1.47 from the first serial and one (1) from the second serial. This increase would indicate a substantial increase in usage and value.

Qualitatively, the statements indicate a real taking to heart of the material and realization that there is more to teaching than stand-up lectures.

In November 1993, the Instructor Questionnaire was sent out to the students and their responses were:

Instructor-Perception Change

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AWC&CS QUESTIONNAIRE - CONDUCT

Frequency of Response

Question	1	2	3	4	5
9E	0	0	1	1	10
9F	0	0	1	7	4
9G	0	0	0	5	7

TABLE 20

Insert Figure 16, 17 and 18 about here

Instructor-Perception Change

75

Table 21 displays the means for each question:

AWC&CS QUESTIONNAIRE - CONDUCT

Mean

Question	Mean
9E	4.75
9F	4.25
9G	4.58

TABLE 21

Instructor-Perception Change

76

While Table 22 displays the percentage of affirmative responses.

AWC&CS QUESTIONNAIRE - CONDUCT

Percentage of Affirmative Responses

Question	Number of Students	Number of Response	Yes (3, 4 & 5)	Percent
9E	12	12	12	100
9F	12	12	12	100
9G	12	12	12	100

TABLE 22

As in the other two schools, qualitative statements were also gathered from students regarding

Instructor-Perception Change

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the course and its value. Their responses were:

- a. Question 9F - more practice time
required; new techniques
to be employed in QL5,
QL6 courses;
- b. Question 4 (open ended) -
definite asset to all
instructors; good course;
should be three weeks
long to take full
advantage of instruction
(7 of 12); course makes
for better instruction.

A general comment was forwarded from AWC&CS Standards Officer regarding the outcome of the course. It was: "Some of the methods of instruction have been employed on our QL6 course. Its success had been tremendous. The students (of the QL6 course) thought it was Great and some of the instructors (not on the AIM course) had a few reservations but they were quickly overcome as guided discussion became successful. Good Job!."

Instructor-Perception Change

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Quantitatively the mean between Question twelve and Question nine F rose by point 0.33 which indicates a slight increase in usage. In comparison the difference in mean between Question nine F on the first serial and on the third serial is one (1), a significant difference. Qualitatively, the response was more favourable for the course providing a definite asset to instructors and certainly changed the way they looked at instructing.

Air Force Professional Development Training Centre- Serial Four

The fourth serial was conducted for the instructors at the new Air Force Professional Development Training Centre in Bordon, Ontario, September 1994. Responses to the course critiques questions were:

Instructor-Perception Change

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AFPDTC COURSE CRITIQUE - PRE CONDUCT

Frequency of Response

Question	1	2	3	4	5
11	0	2	9	2	3
12	0	1	6	8	1
18	0	1	9	5	1

TABLE 23

Insert Figure 19, 20 and 21 about here

Instructor-Perception Change

80

Table 24 displays the mean for each of the questions:

AFPDTC COURSE CRITIQUE -PRE CONDUCT

Mean

Question	Mean
11	3.38
12	3.56
18	3.37

TABLE 24

Instructor-Perception Change

81

Table 25 displays the percentage of affirmative responses:

AFPDTC COURSE CRITIQUES - PRE CONDUCT

Percentages of Affirmative Responses

Question	Number of Students	Number of Response	Yes (3, 4 & 5)	Percent
11	17	16	13	81.3
12	17	16	15	93.75
18	17	16	15	93.75

TABLE 25

Qualitative data, in the forms of statements from students, was collected and they are:

Instructor-Perception Change

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- a. Question 11 - lots of good information that should fit easily into course; opened new horizons;
- b. Question 12 - understand concept - now need to see and use; some material can be added to our new course;
- c. Question 21 - opened horizons; try new ideas until proven wrong; more enthused to use the new methods than being nailed to the front; changed perception of what an instructor is.

A general comment was received from the School Commandant regarding the course. It was "The Staff received maximum benefit and left with valuable tools to employ in their role as instructors at the Training Centre" and "... an open invitation exists to see what has grown from the seeds he sowed."

Quantitatively, there was a return of some

Instructor-Perception Change

83

negative responses to the questions with a correspondent decrease in the mean from the third serial of 0.79 but an increase over serial one of 0.68. This would indicate a small downward trend of usage and value but to the level of serial one. Qualitatively the students indicated training opened new horizons and changed their perception of what an instructor is.

The Instructor Questionnaire for the AFPDTC serial were issued in April 1995, and their responses are indicated in Table 26.

Instructor-Perception Change

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AFPDTC QUESTIONNAIRE - CONDUCT

Frequency of Responses

Question	1	2	3	4	5
9E	0	0	7	8	0
9F	0	3	8	4	0
9G	0	2	8	4	1

TABLE 26

Insert Figure 22, 23 and 24 about here

Instructor-Perception Change

85

Table 27 displays the means from each question.

AFPDTC QUESTIONNAIRE - CONDUCT

Mean

Question	Mean
9E	3.5
9F	3.1
9G	3.27

Table 27

Instructor-Perception Change

86

Table 28 displays the percentage of affirmative responses.

AFPDTC QUESTIONNAIRE - CONDUCT

Percentage of Affirmative Responses

Question	Number of Students	Number of Response	Yes (3, 4 & 5)	Percent
9-E	17	15	15	100
9-F	17	15	12	80
9-G	17	15	13	86.7

TABLE 28

As with the other three schools, qualitative statements

Instructor-Perception Change

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were also gathered from students regarding the course and its value. Their responses were: after graduation of our first Junior Leaders Course, which incorporated the new methodologies, the students gave the instructing staff rave reviews; I feel it is time we move our methods into the twenty-first century; many of the people we have to instruct have university courses and do not require to be spoon fed; most people posted to schools do not have the proper training; teaches you new ways to get to students; the old lecture method does not put students at ease for a proper learning atmosphere; students feel more important when they take part in the teaching process; and good information covered, gone are the days of only lecturing.

Quantitatively, there was a decrease in the mean between Question twelve and Question nine F of 0.46 which would indicate either a downtrend of value of course or that the numbers and experience level of students has a bearing. There is only a slight increase in the mean between Question twelve of serial one and Question nine F of

the fourth serial. Qualitatively, the students indicate that it was time to move the methods into the twenty-first century; new material provided new methods to get to students; and their students liked the new way of teaching.

COMPARISON OF DATA

Table 29 compares the mean for the three questions from the course critique (Pre Conduct) and the Instructor Questionnaire (Conduct).

As the table shows the mean (Pre Conduct) continued to increase from CFSAS to AFPDTC but Question eighteen the mean is down. The difference between the mean from CFSAS to AFPDTC is 0.68 for Question eleven, Question twelve the difference is 0.47 while for Question eighteen the difference is 0.18. The mean for each question rises from serial one to serial three, 0.95 to a 1.12 difference but falls for serial four.

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COMPARISON PRE CONDUCT - CONDUCT

Mean

Question	CFSAS (Mean)	CFATCTU (Mean)	AWC&CS (Mean)	AFPDTC (Mean)
Pre 11	2.7	3.17	4.17	3.38
Con 9E	3.63	3.0	4.8	3.5
Pre 12	3.09	3.33	3.92	3.56
Con 9F	3.25	3.56	4.3	3.1
Pre 18	3.55	3.92	4.25	3.37
Con 9G	3.63	3.22	4.6	3.23

TABLE 29

Instructor-Perception Change

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The following three Tables (30, 31 and 32) display the combined percentage of affirmative response for each of the questions from the Course Critiques.

Insert Table 30, 31 and 32 about here

The tables show that the increase in percentage of affirmative responses are: Question eleven, 26.75 points; Question twelve, 21.02 points; and Question eighteen, 2.84 points.

As for the course critique questions, Tables 33, 34 and 35 (combining percentage of response) were also produced for the question from the Instructor Questionnaire.

Instructor-Perception Change

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COMBINED PERCENTAGE OF AFFIRMATIVE RESPONSE

Question 11 - Pre Conduct

Unit	Numbers of Student	Number of Response	Yes Answers	Percent
CFSAS	12	11	6	54.55
CFATCTU	12	12	9	75
AWC&CS	12	12	12	100
AFPDTC	17	16	13	81.3
TOTAL	53	51	40	78.43

TABLE 30

Instructor-Perception Change

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COMBINED PERCENTAGE OF AFFIRMATIVE RESPONSE

Question 12 - Pre Conduct

Unit	Numbers of Student	Number of Response	Yes Answers	Percent
CFSAS	12	11	8	72.73
CFATCTU	12	12	10	83.3
AWC&CS	12	12	12	100
AFPDTC	17	16	15	93.75
TOTAL	53	51	45	88.24

TABLE 31

Instructor-Perception Change

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COMBINED PERCENTAGE OF AFFIRMATIVE RESPONSES

Question 18 - Pre Conduct

Unit	Numbers of Student	Number of Response	Yes Answers	Percent
CFSAS	12	11	10	90.91
CFATCTU	12	12	11	91.7
AWC&CS	12	12	12	100
AFPDTC	17	16	15	93.75
TOTAL	53	51	48	94.12

TABLE 32

Instructor-Perception Change

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The following three tables show an increase in percentage points of affirmative responses from serial one to serial four. Question nine E, 37.50 points; Question nine F, 30 points; and Question nine G, 25 points.

Insert Table 33, 34, and 35 about here

Instructor-Perception Change

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COMBINED PERCENTAGE OF AFFIRMATIVE RESPONSE

Question 9E - Conduct

Unit	Numbers of Student	Number of Response	Yes Answers	Percent
CFSAS	12	8	5	62.5
CFATCTU	12	8	6	75
AWC&CS	12	12	12	100
AFPDTC	17	15	15	100
TOTAL	53	43	38	88.4

TABLE 33

Instructor-Perception Change

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COMBINED PERCENTAGE OF AFFIRMATIVE RESPONSES

Question 9F - Conduct

Unit	Numbers of Student	Number of Response	Yes Answers	Percent
CFSAS	12	8	4	50
CFATCTU	12	8	8	100
AWC&CS	12	12	12	100
AFPDTC	17	15	12	80
TOTAL	53	43	36	83.7

TABLE 34

Instructor-Perception Change

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COMBINED PERCENTAGE OF AFFIRMATIVE RESPONSE

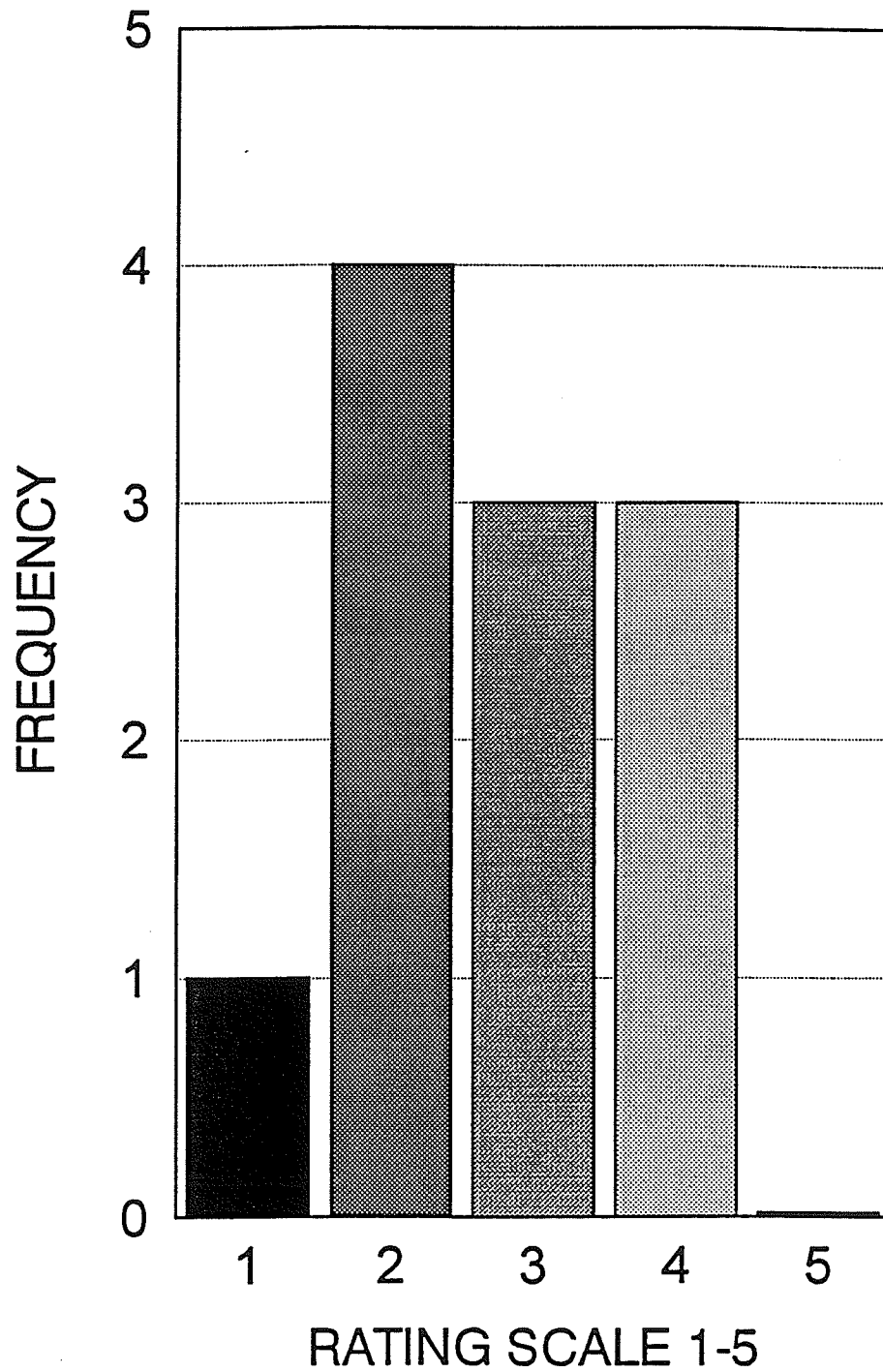
Question 9G - Conduct

Unit	Numbers of Student	Number of Response	Yes Answers	Percent
CFSAS	12	8	6	75
CFATCTU	12	8	6	75
AWC&CS	12	12	12	100
AFPDTC	17	15	13	86.7
TOTAL	53	43	37	86.7

TABLE 35

CFSAS

COURSE CRITIQUE - QUESTION 11

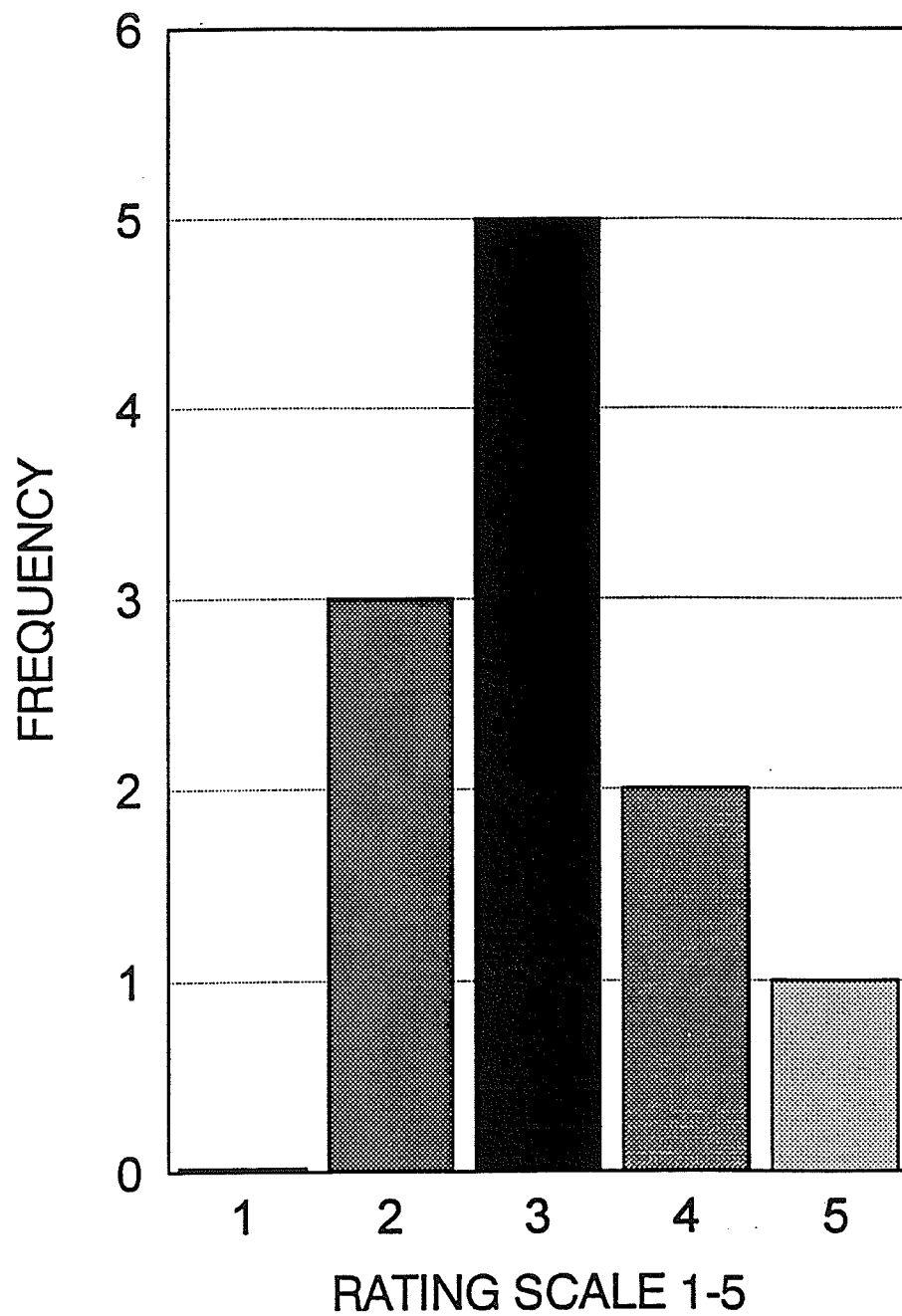


MEAN 2.7, MODE 2

FIGURE 1

CFSAS

COURSE CRITIQUE - QUESTION 12

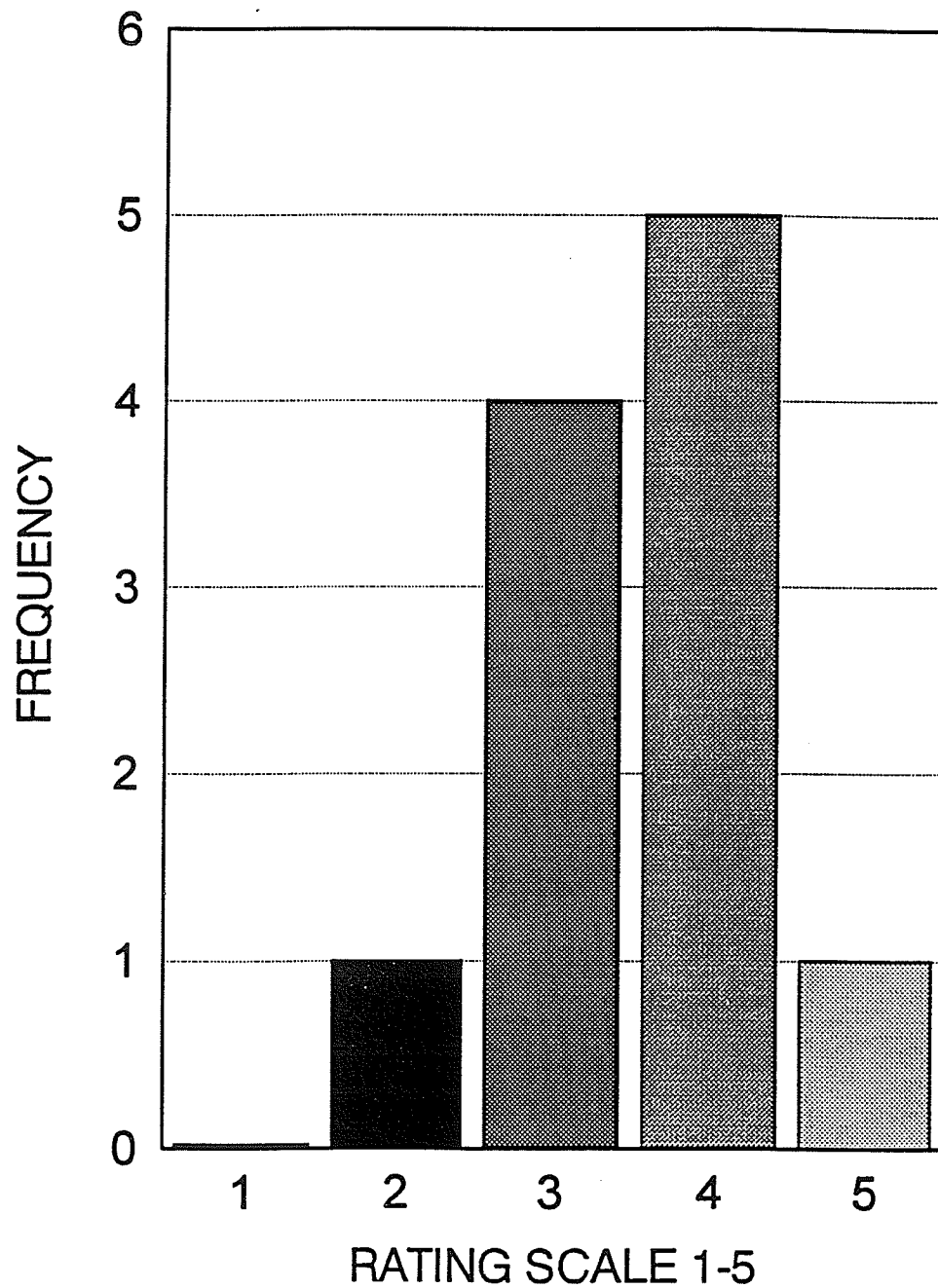


MEAN 3.09, MODE 3

FIGURE 2

CFSAS

COURSE CRITIQUE - QUESTION 18

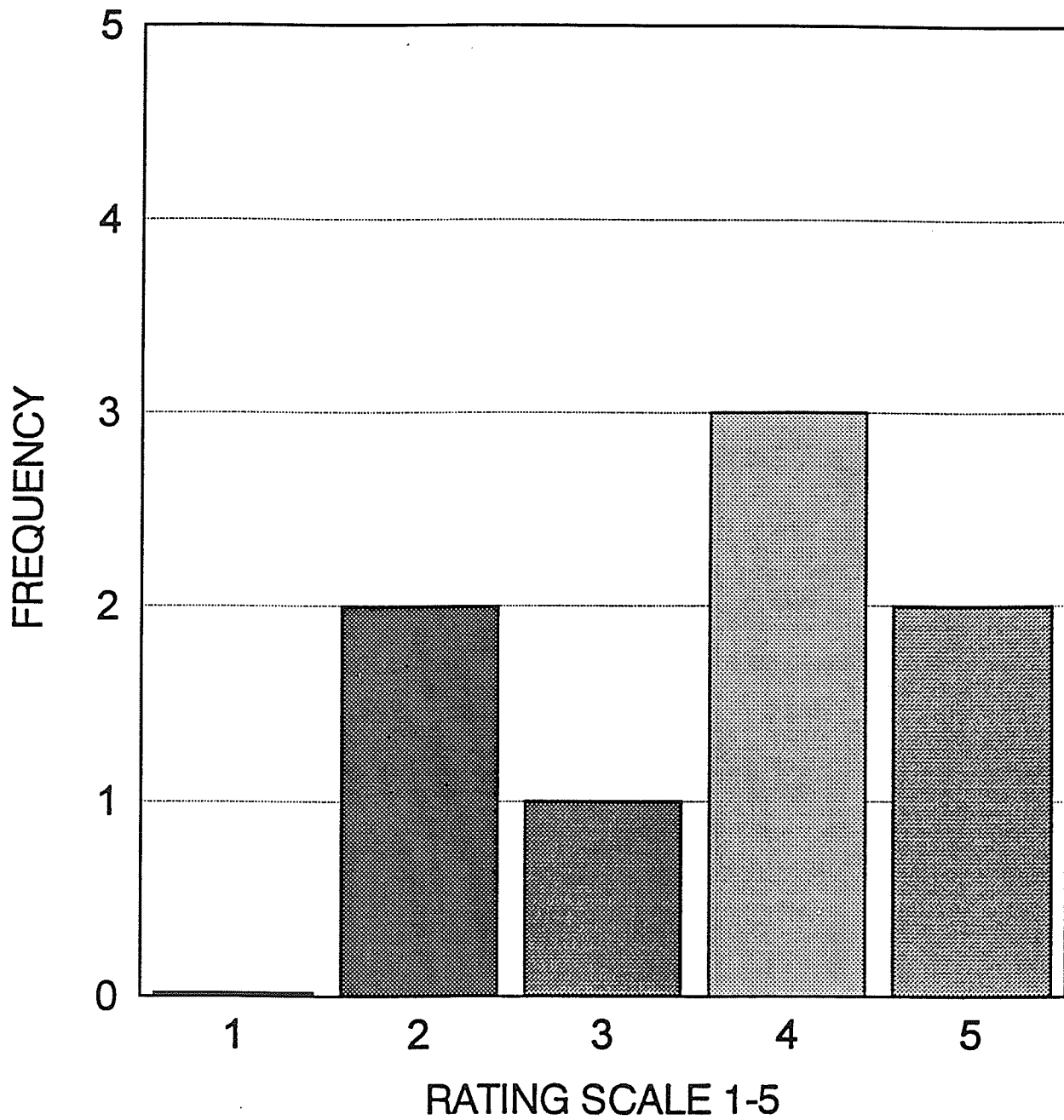


MEAN 3.55, MODE 4

FIGURE 3

CFSAS

QUESTIONNAIRE - QUESTION 9E

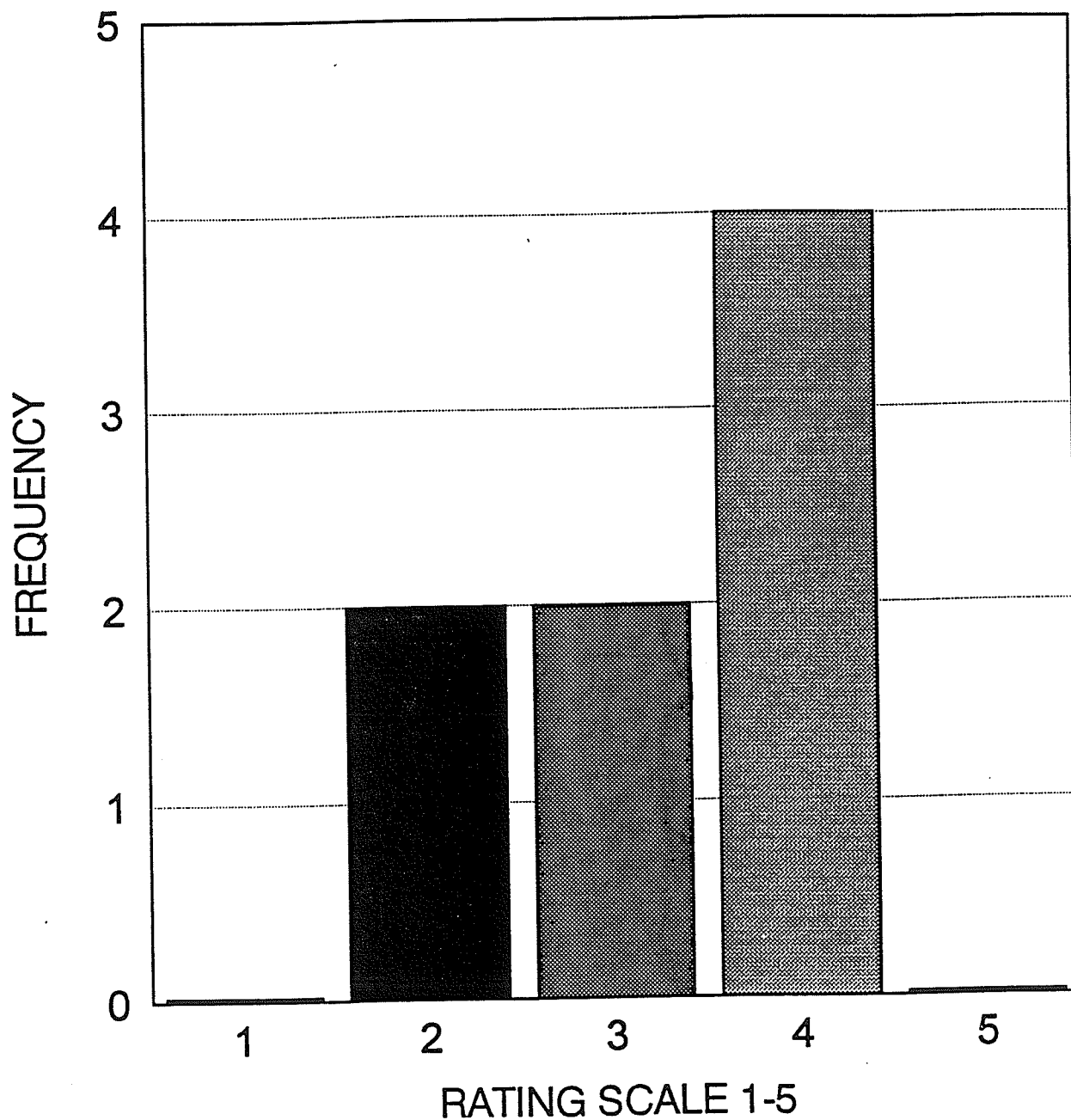


MEAN 3.63, MODE 4

FIGURE 4

CFSAS

QUESTIONNAIRE - QUESTION 9F

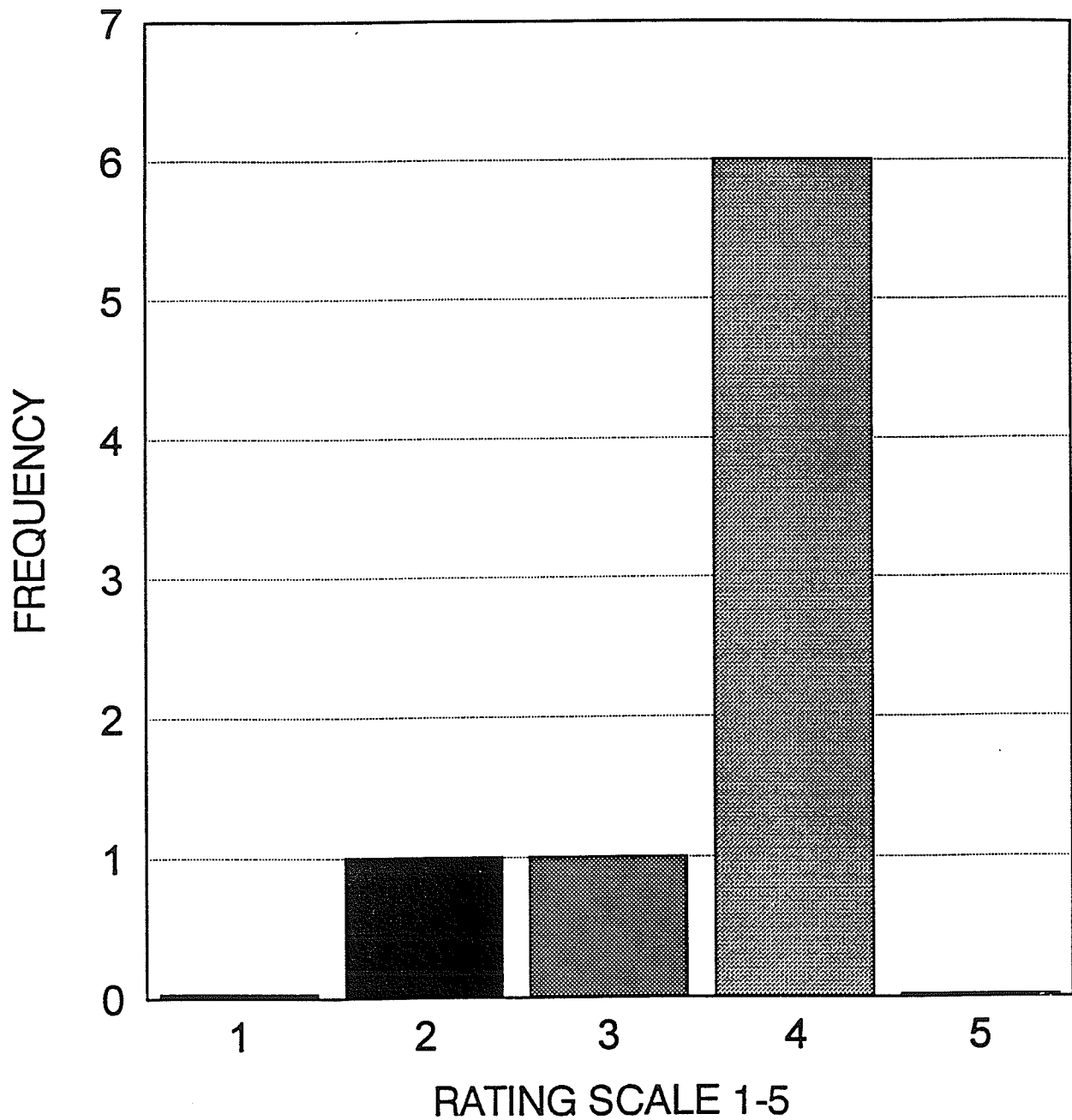


MEAN 3.25, MODE 4

FIGURE 5

CFSAS

QUESTIONNAIRE- QUESTION 9G

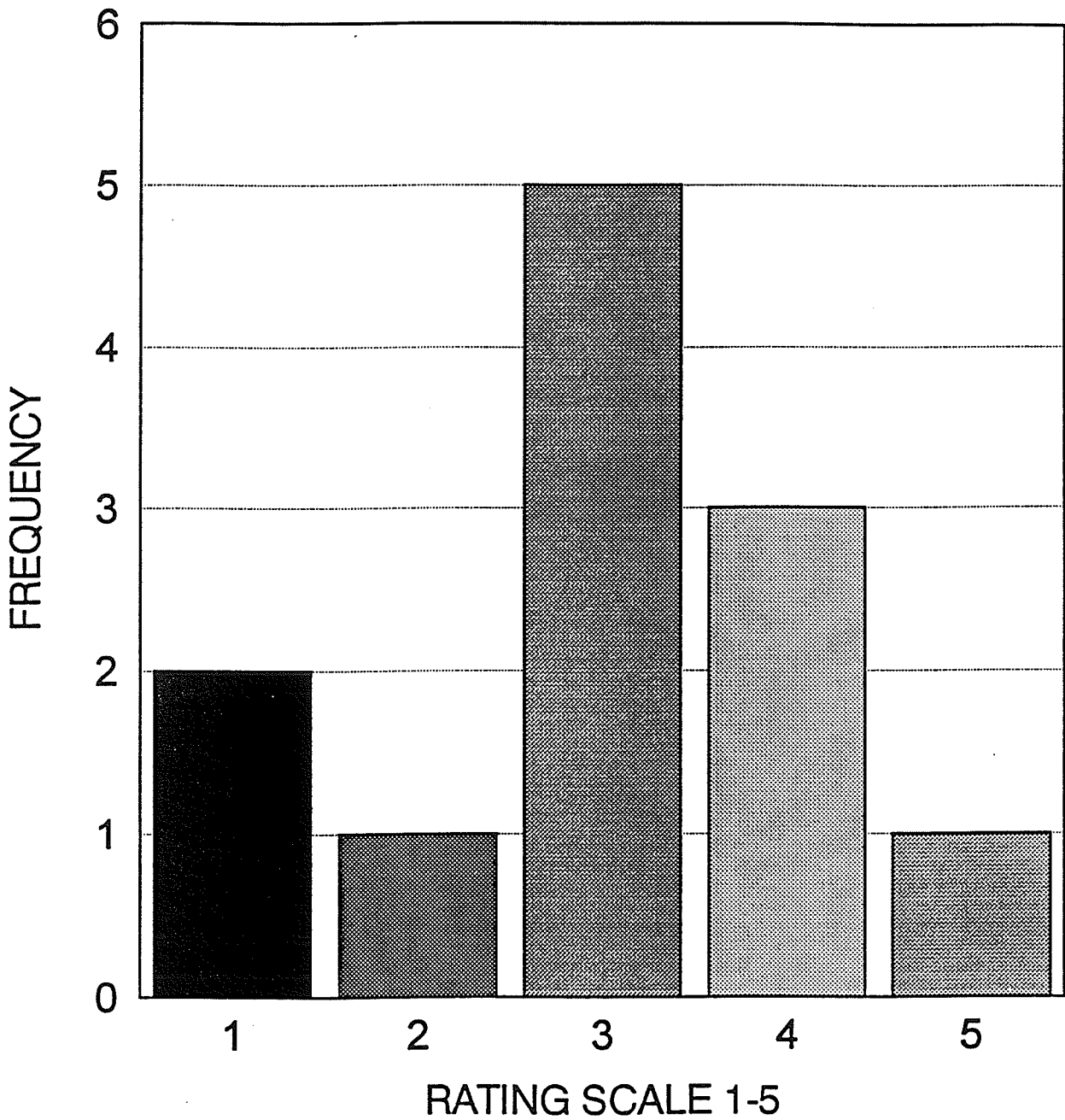


MEAN 3.63, MODE 4

FIGURE 6

CFATCTU

COURSE CRITIQUE - QUESTION 11

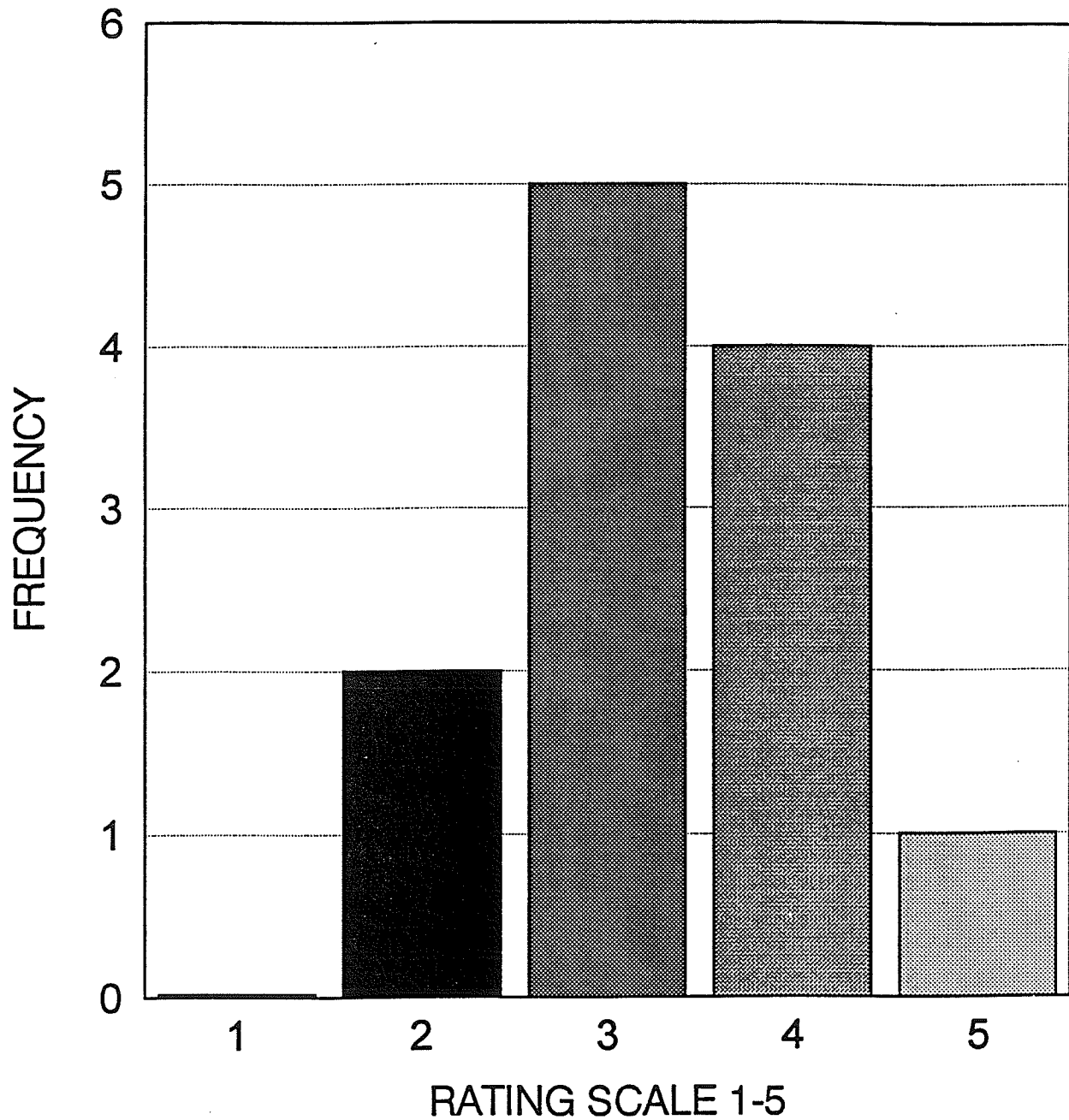


MEAN 3.17, MODE 3

FIGURE 7

CFATCTU

COURSE CRITIQUE - QUESTION 12

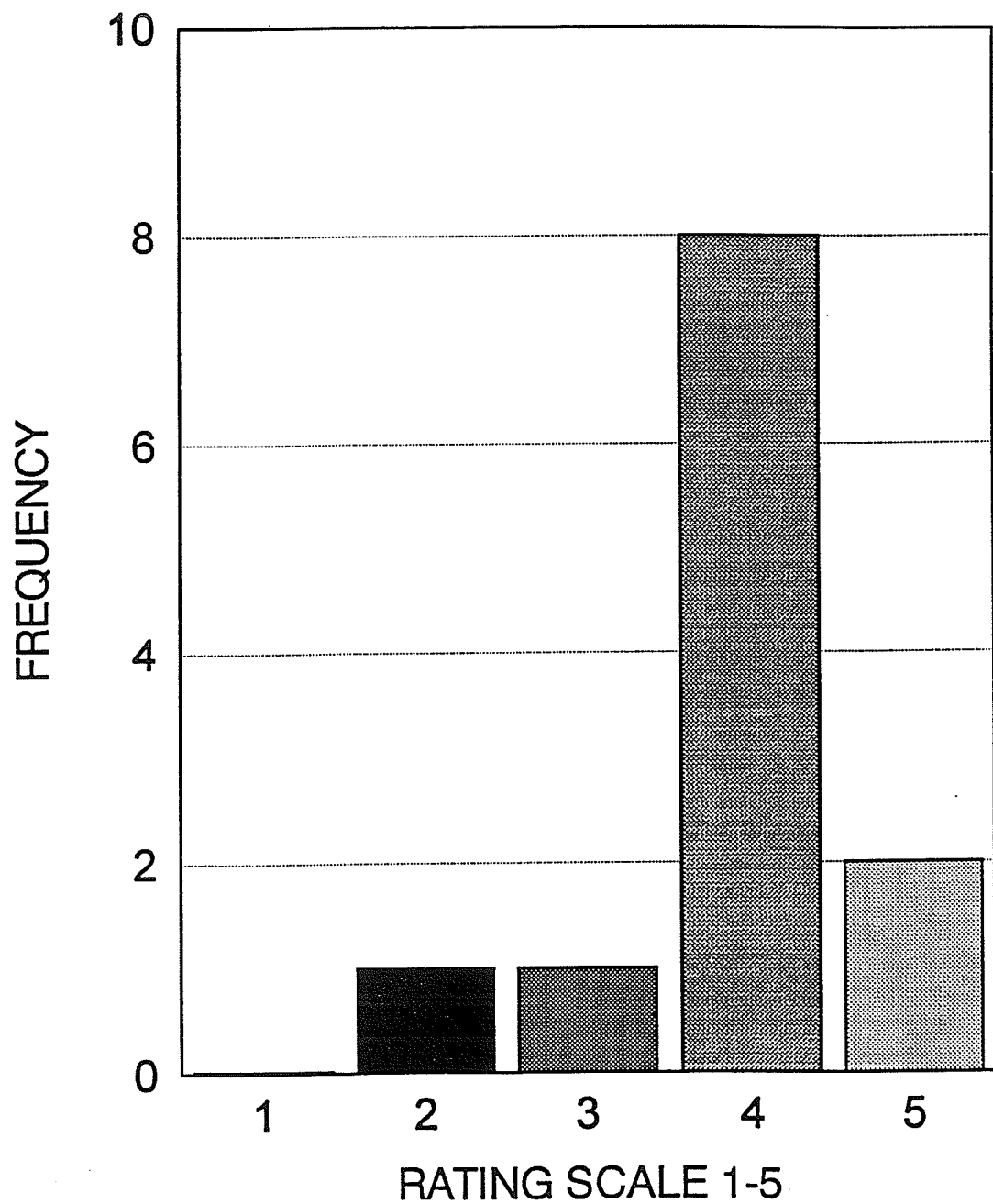


MEAN 3.33, MODE 3

FIGURE 8

CFATCTU

COURSE CRITIQUE - QUESTION 18

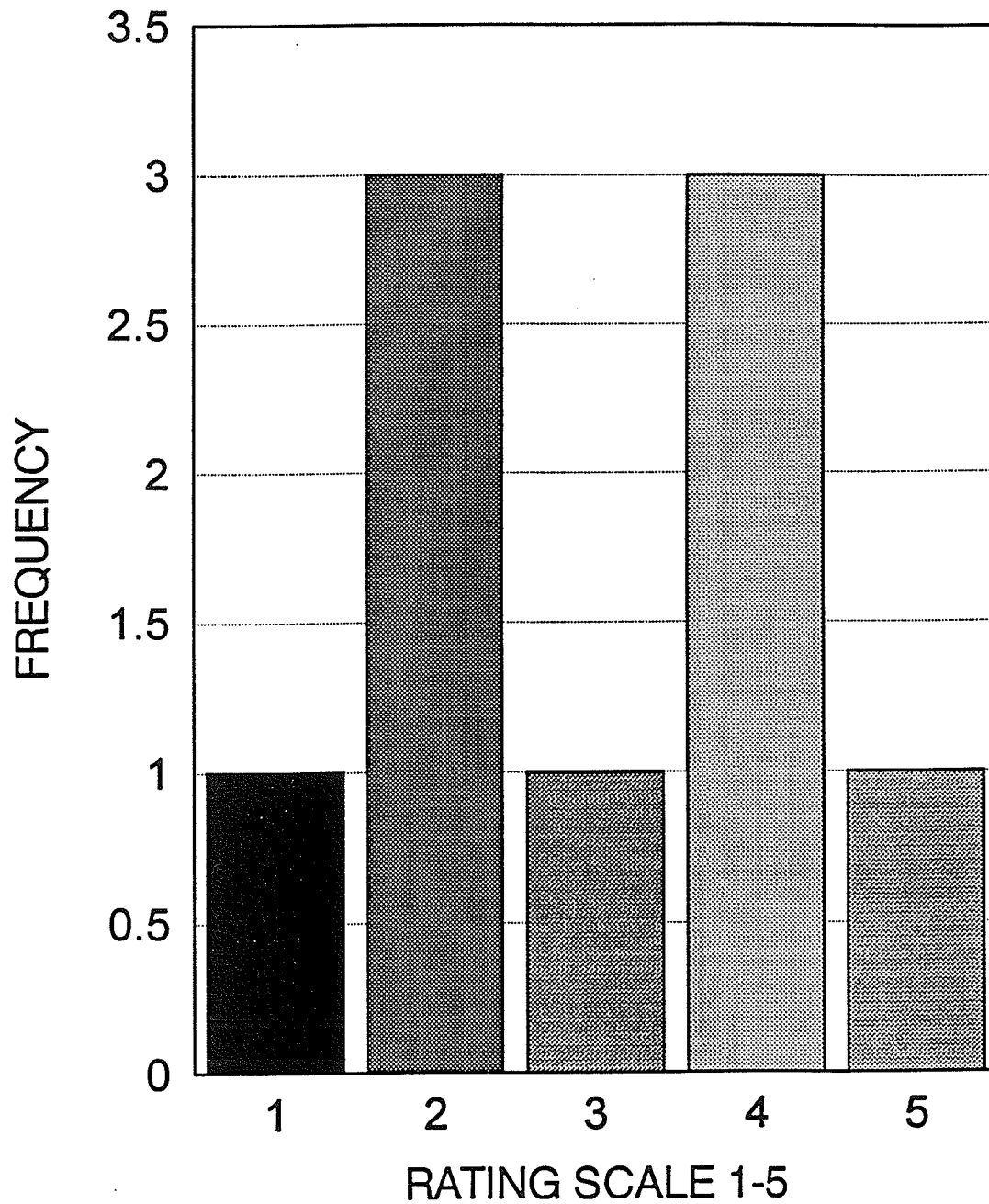


MEAN 3.92, MODE 4

FIGURE 9

CFATCTU

QUESTIONNAIRE - QUESTION 9E

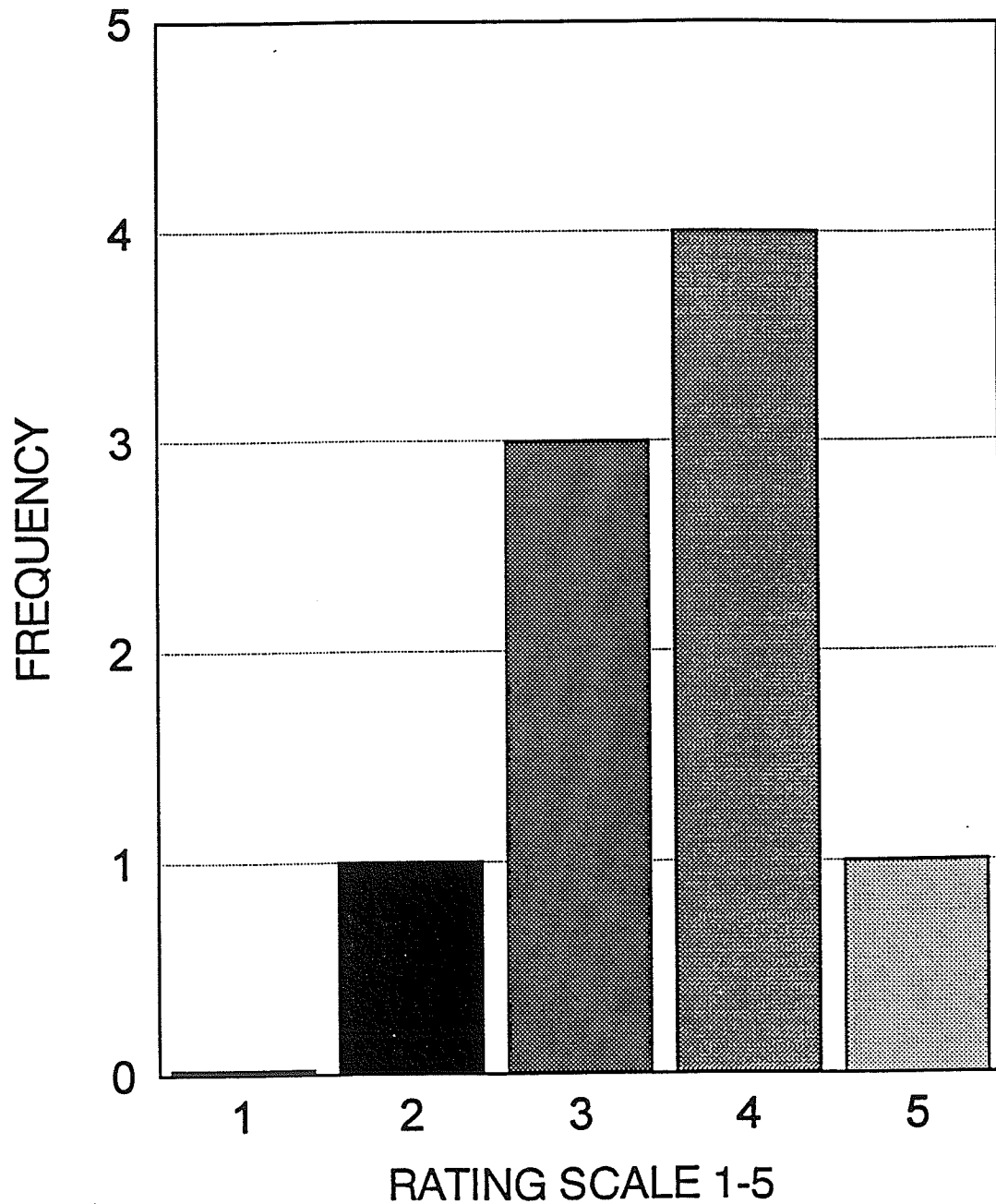


MEAN 3, MODE- BIMODAL 2&4

FIGURE 10

CFATCTU

QUESTIONNAIRE - QUESTION 9F

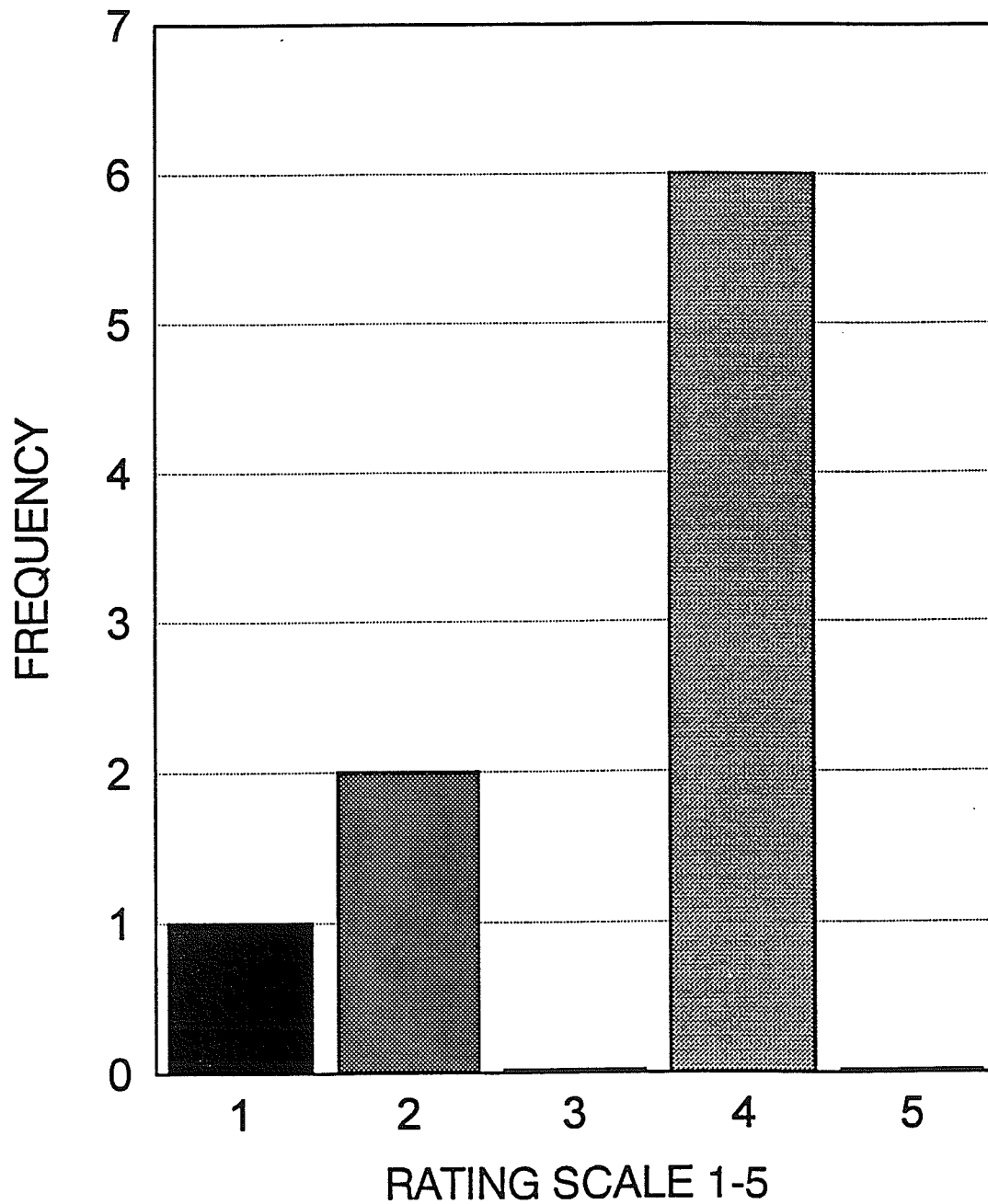


MEAN 3.56, MODE 4

FIGURE 11

CFATCTU

QUESTIONNAIRE - QUESTION 9G

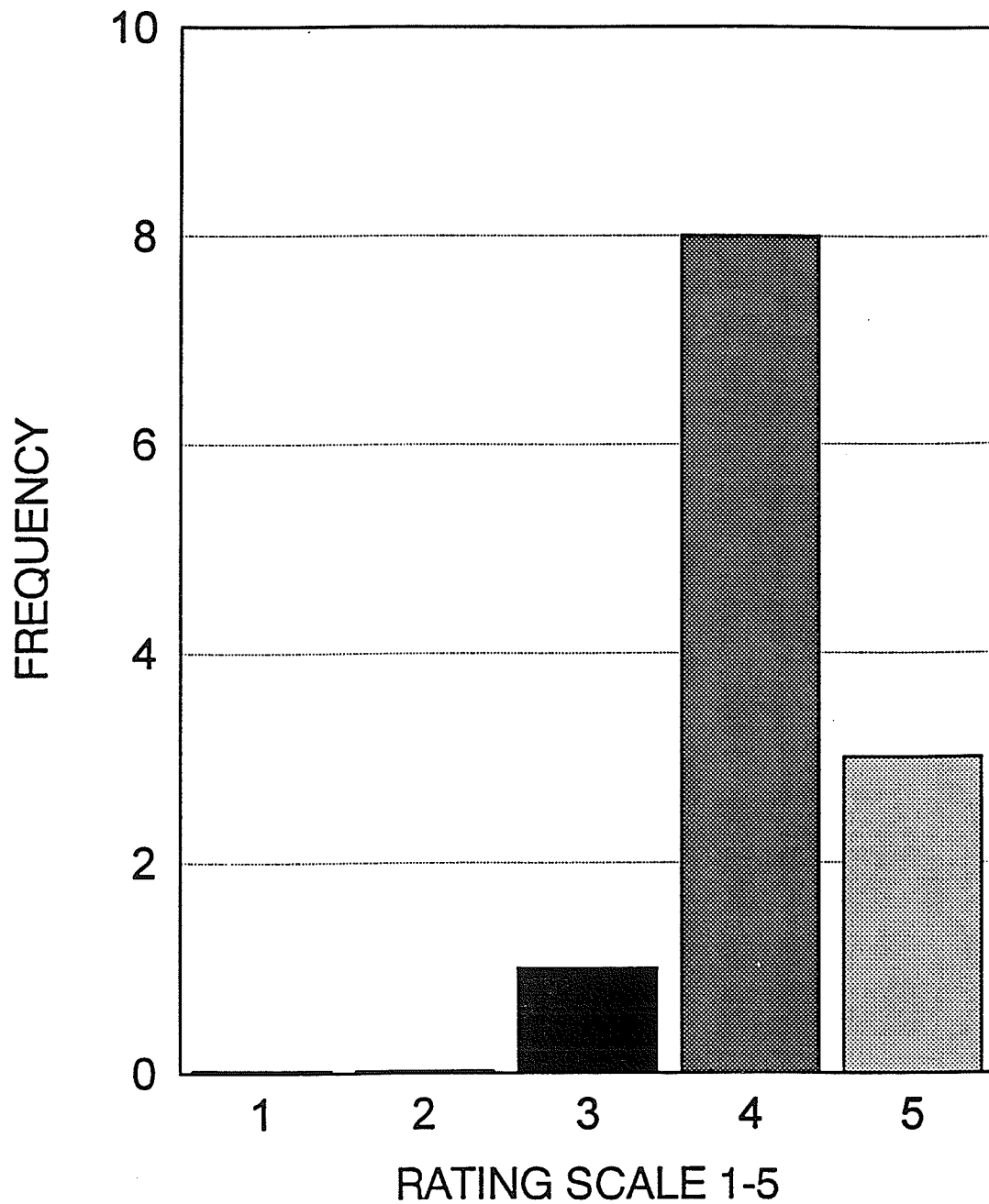


MEAN 3.22, MODE 4

FIGURE 12

AWC&CS

COURSE CRITIQUE - QUESTION 11

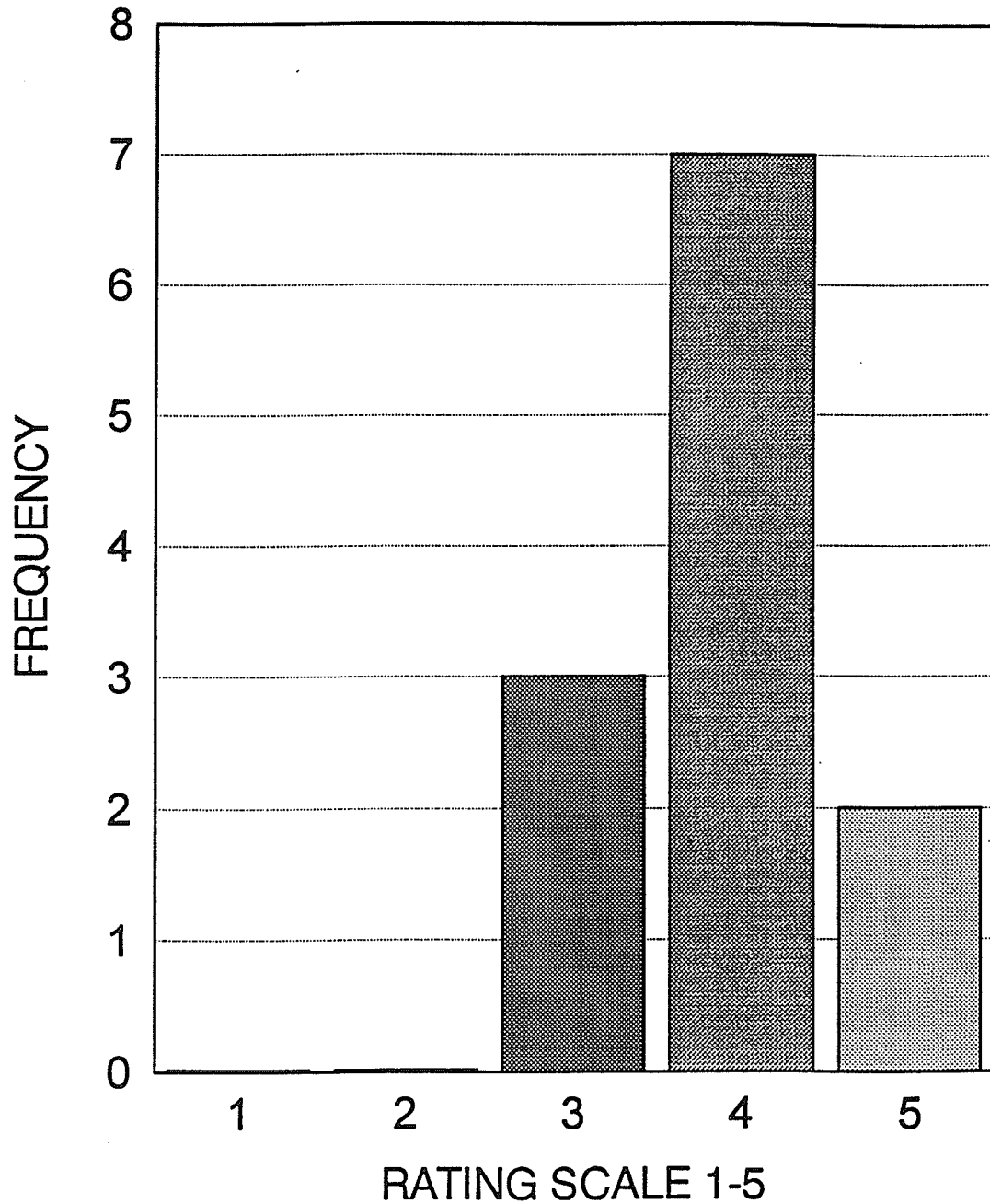


MEAN 4.17, MODE 4

FIGURE 13

AWC&CS

COURSE CRITIQUE - QUESTION 12

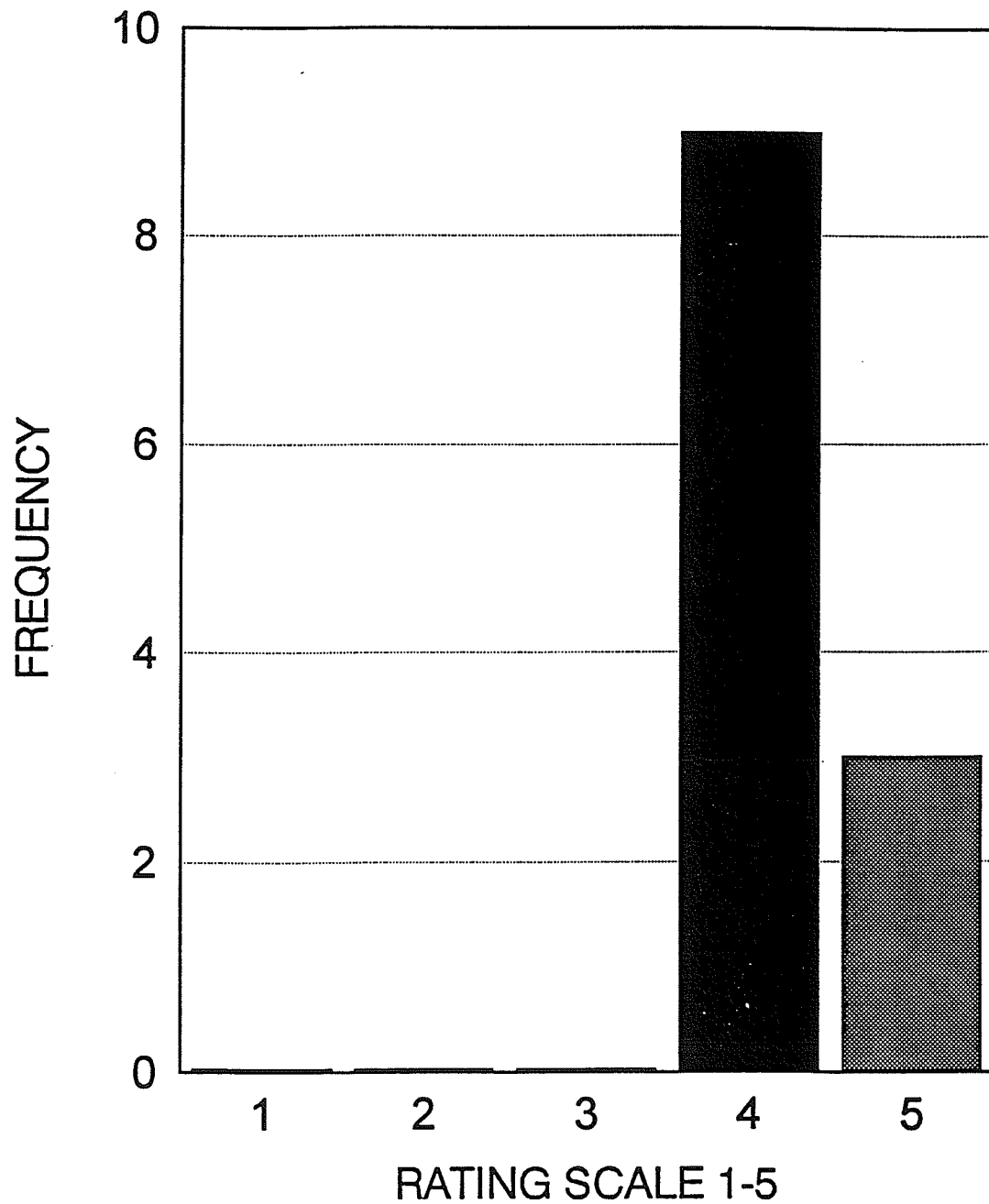


MEAN 3.92, MODE 4

FIGURE 14

AWC&CS

COURSE CRITIQUE - QUESTION 18

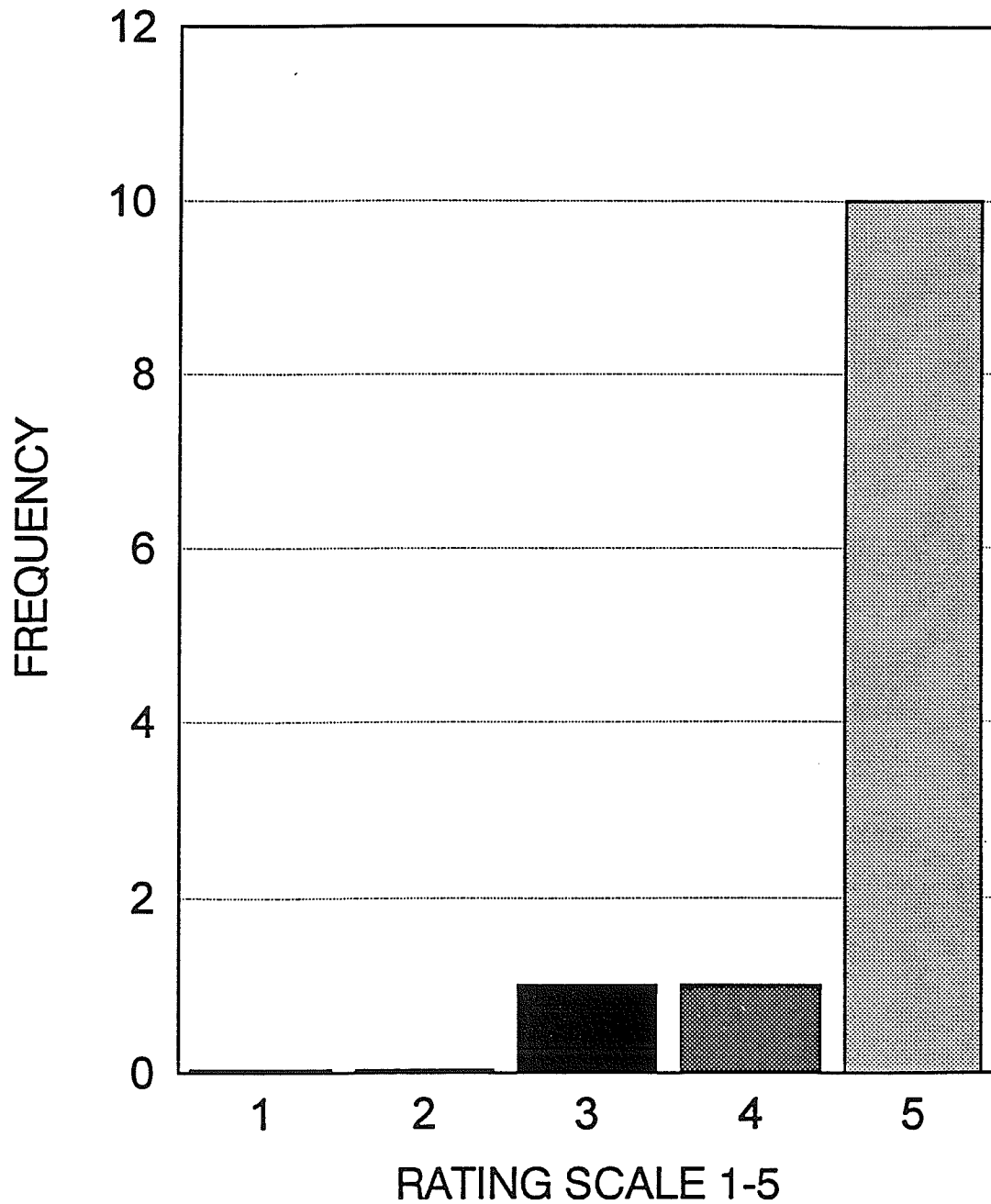


MEAN 4.25, MODE 4

FIGURE 15

AWC&CS

QUESTIONNAIRE - QUESTION 9E

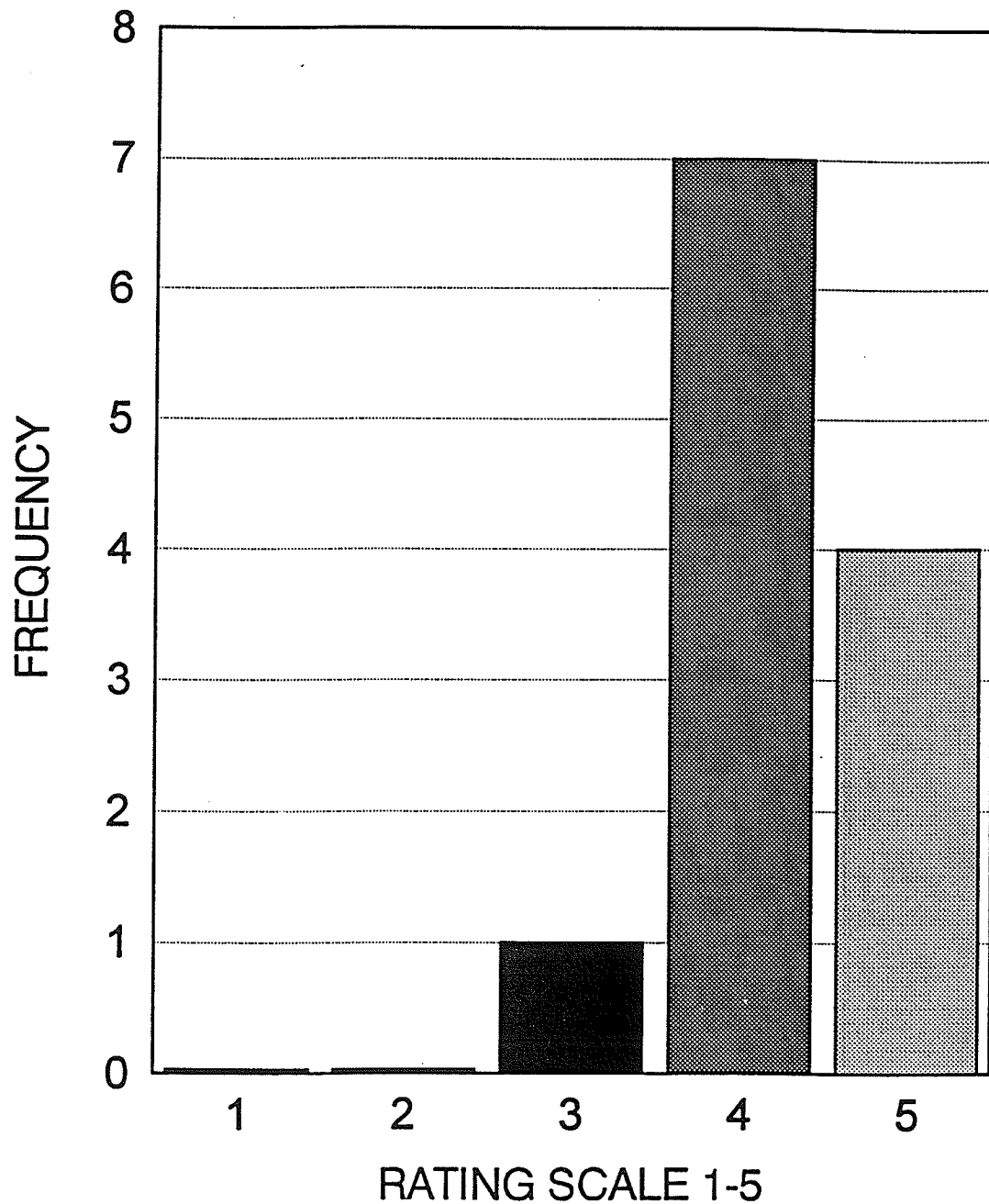


MEAN 4.75, MODE 5

FIGURE 16

AWC&CS

QUESTIONNAIRE - QUESTION 9F

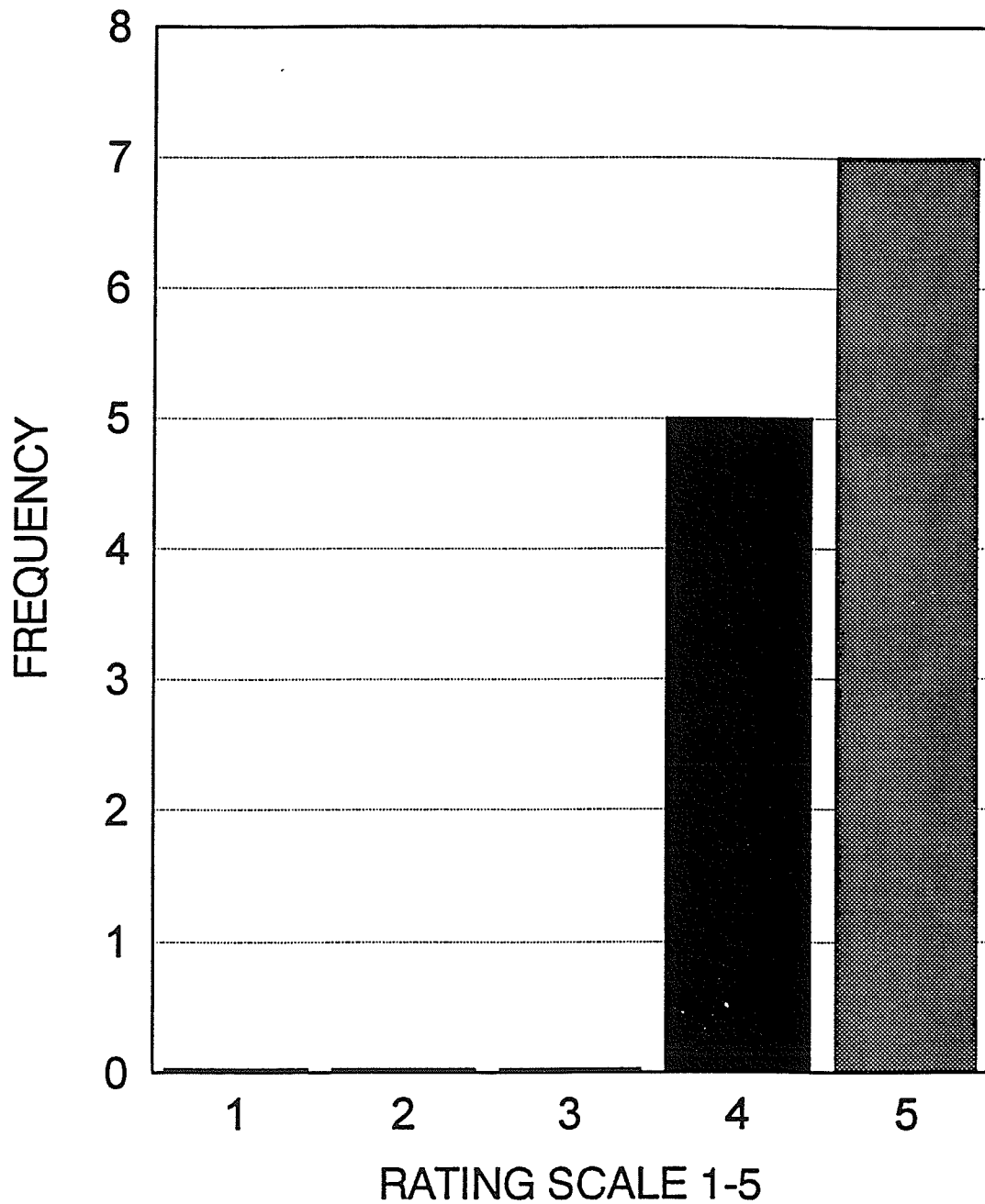


MEAN 4.25, MODE 4

FIGURE 17

AWC&CS

QUESTIONNAIRE - QUESTION 9G

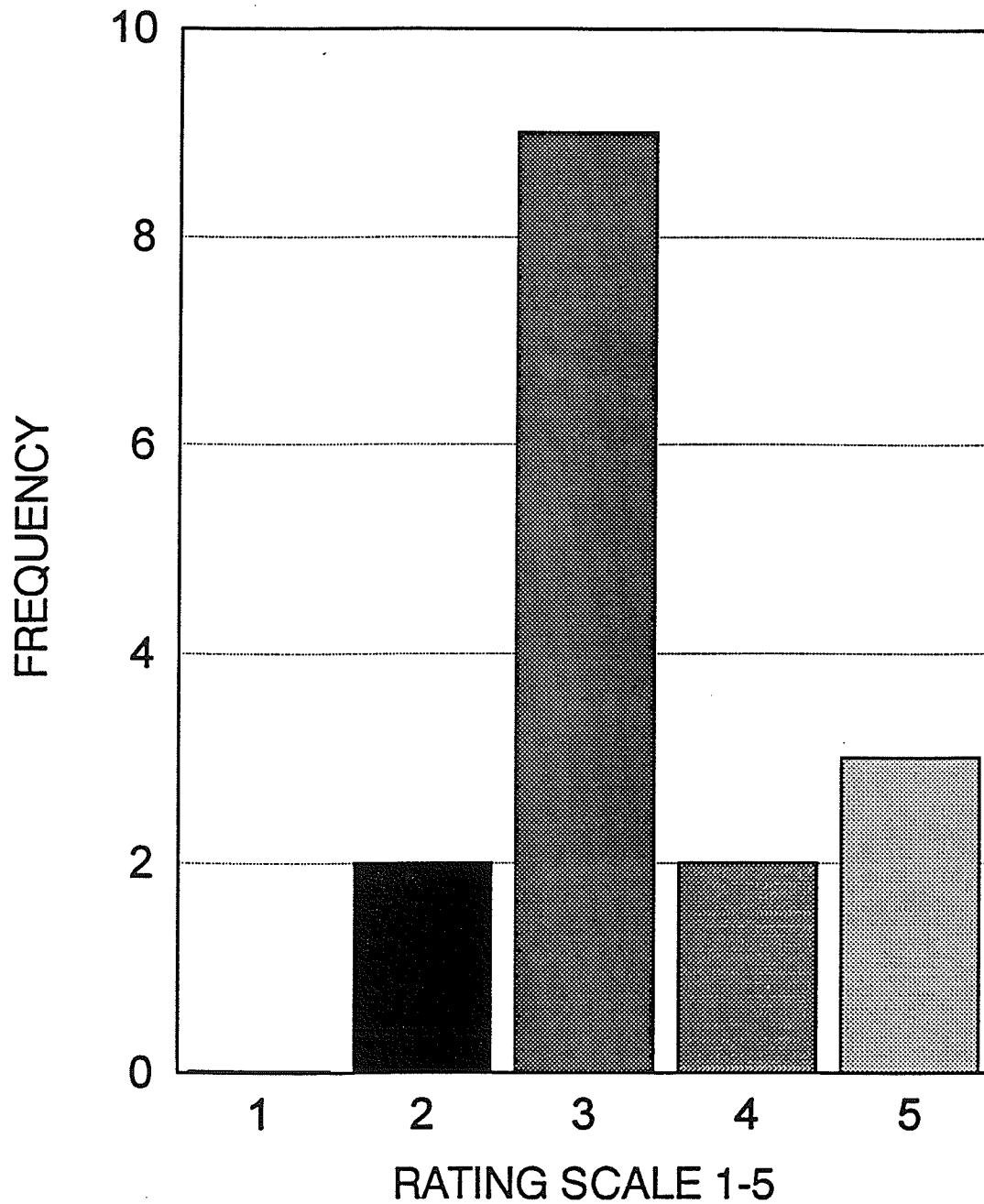


MEAN 4.58, MODE 5

FIGURE 18

AFPDTC

COURSE CRITIQUE - QUESTION 11

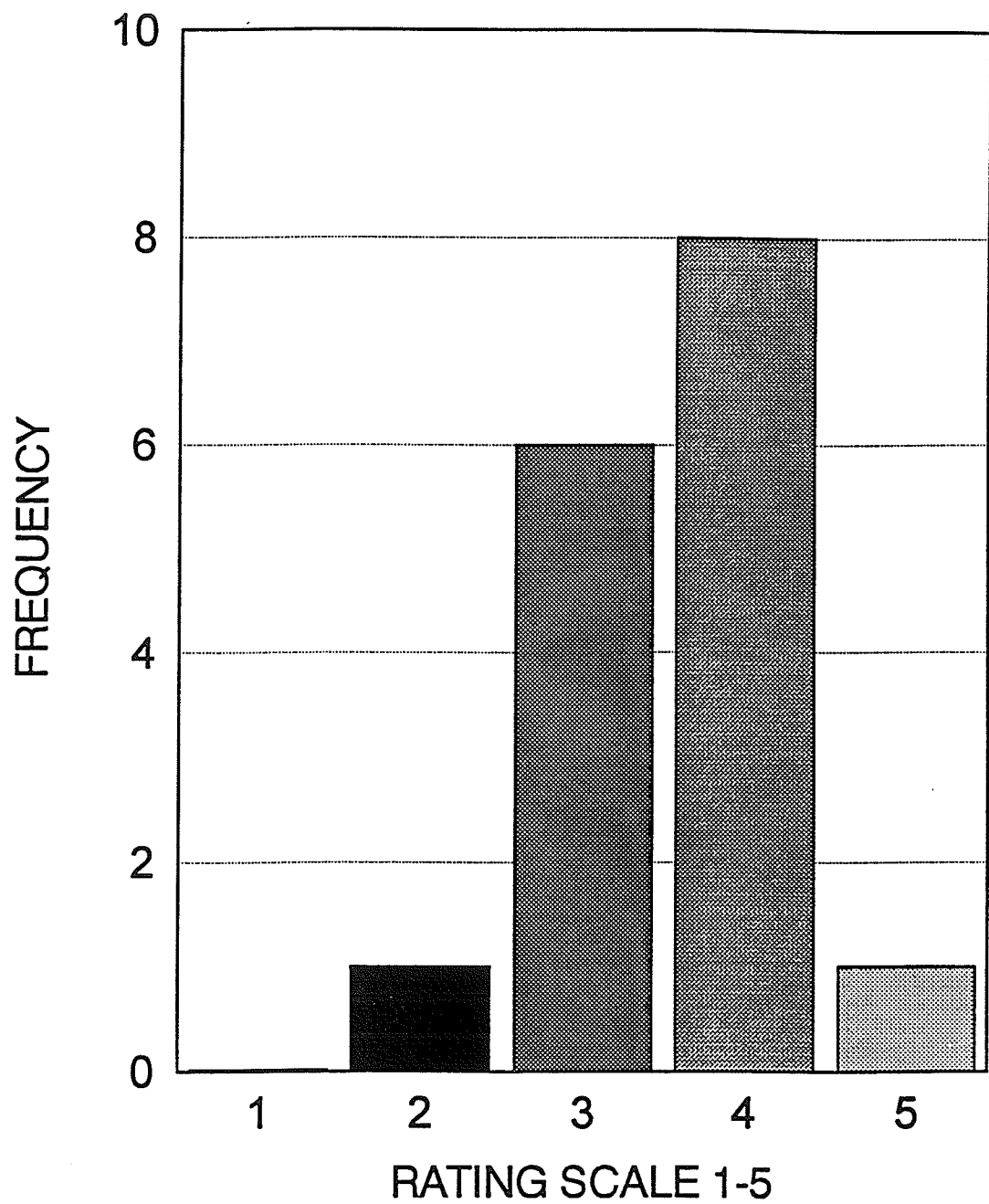


MEAN 3.38, MODE 3

FIGURE 19

AFPDTC

COURSE CRITIQUE - QUESTION 12

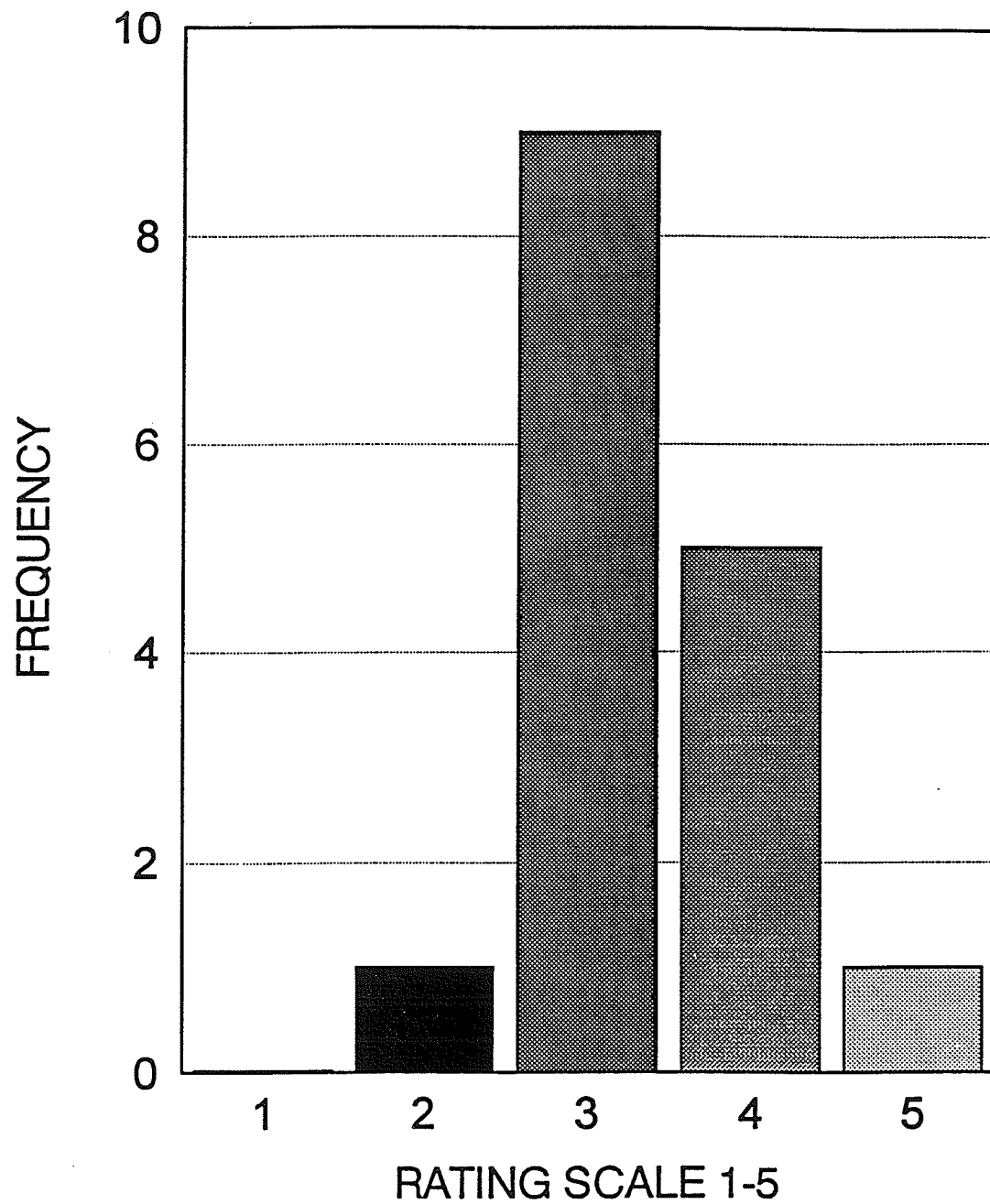


MEAN 3.56, MODE 4

FIGURE 20

AFPDTC

COURSE CRITIQUE - QUESTION 18

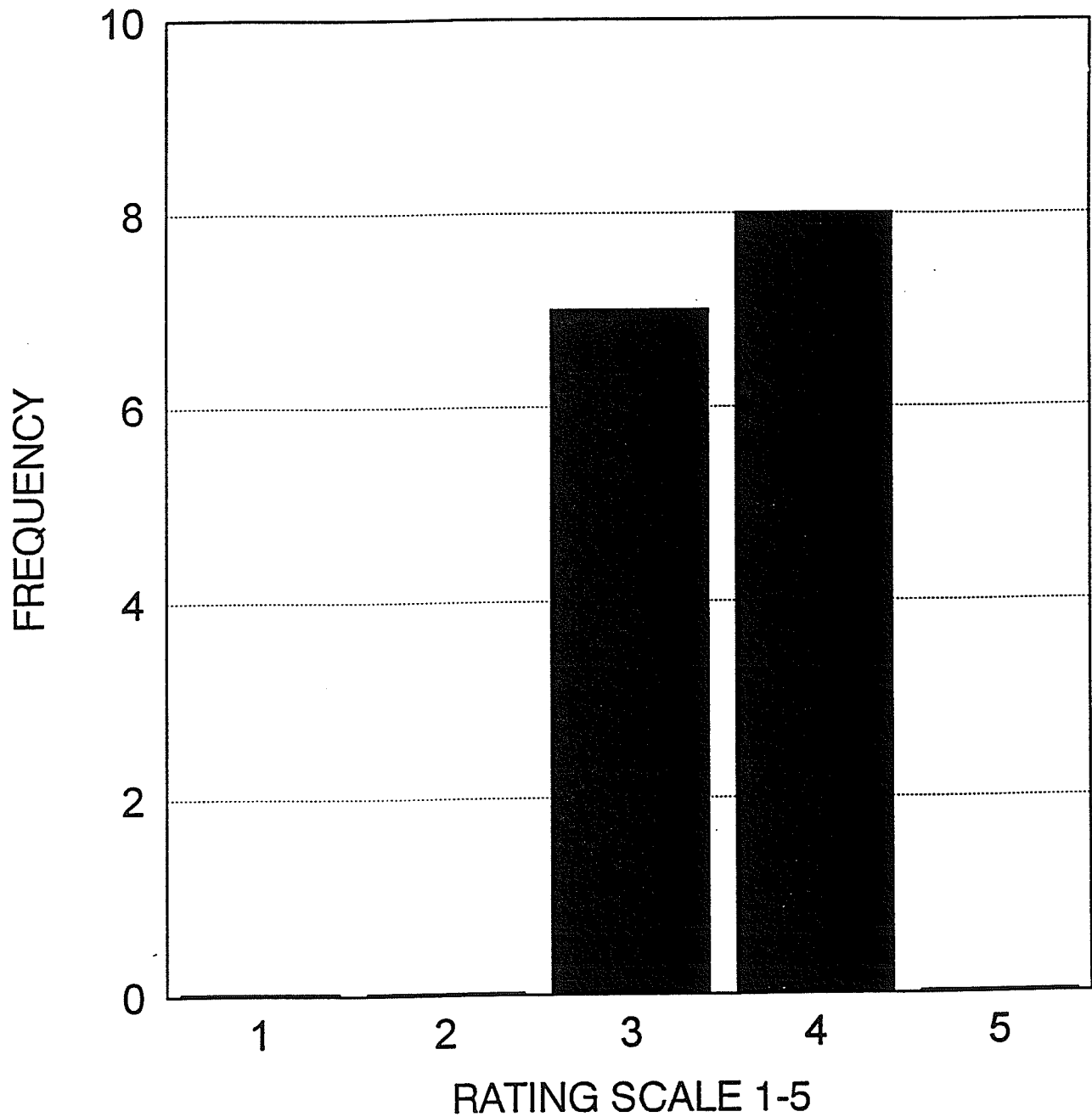


MEAN 3.37, MODE 3

FIGURE 21

AFPDTC

QUESTIONNAIRE - 9E

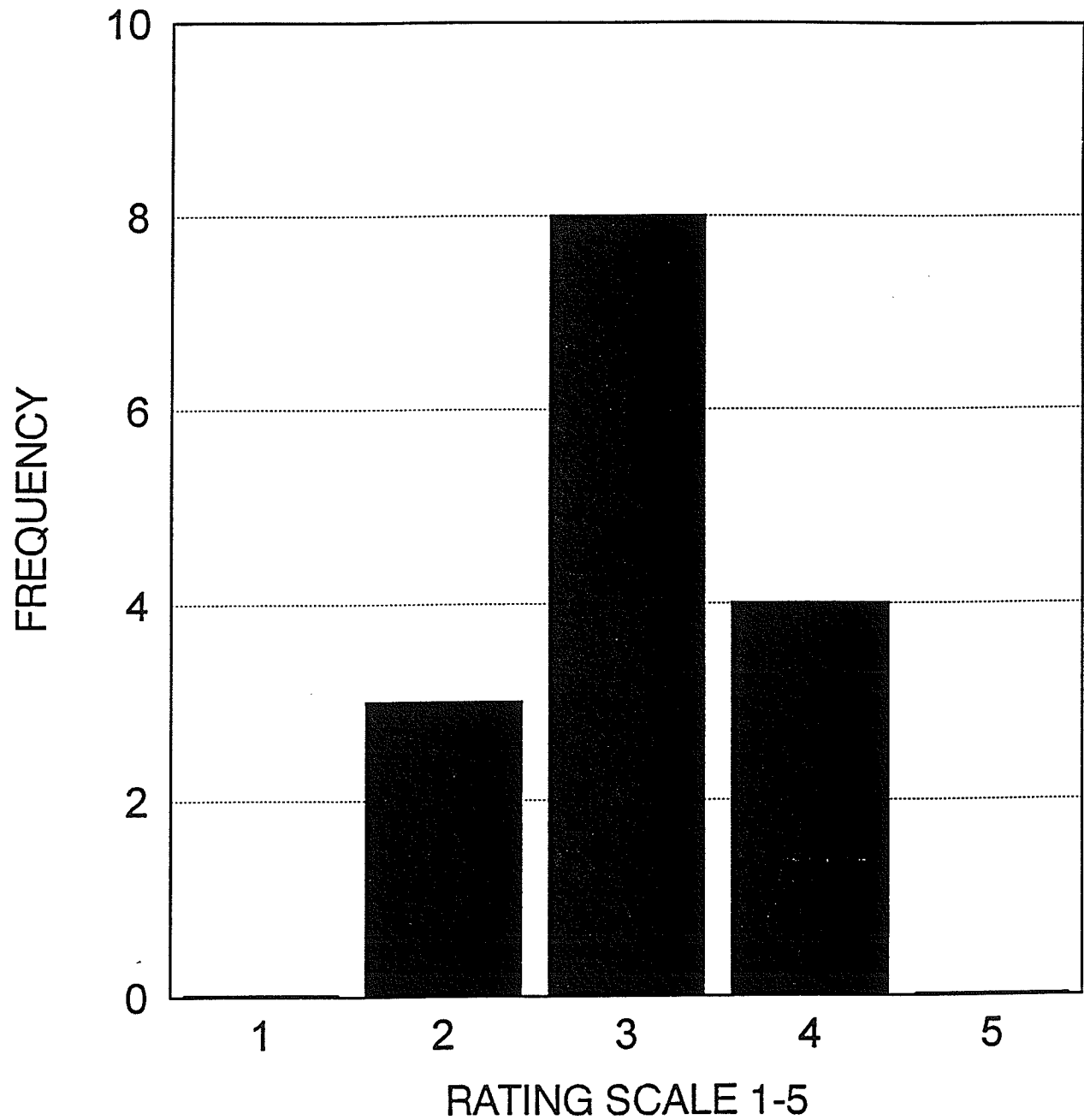


MEAN 3.5, MODE 4

FIGURE 22

AFPDTC

QUESTIONNAIRE - 9F

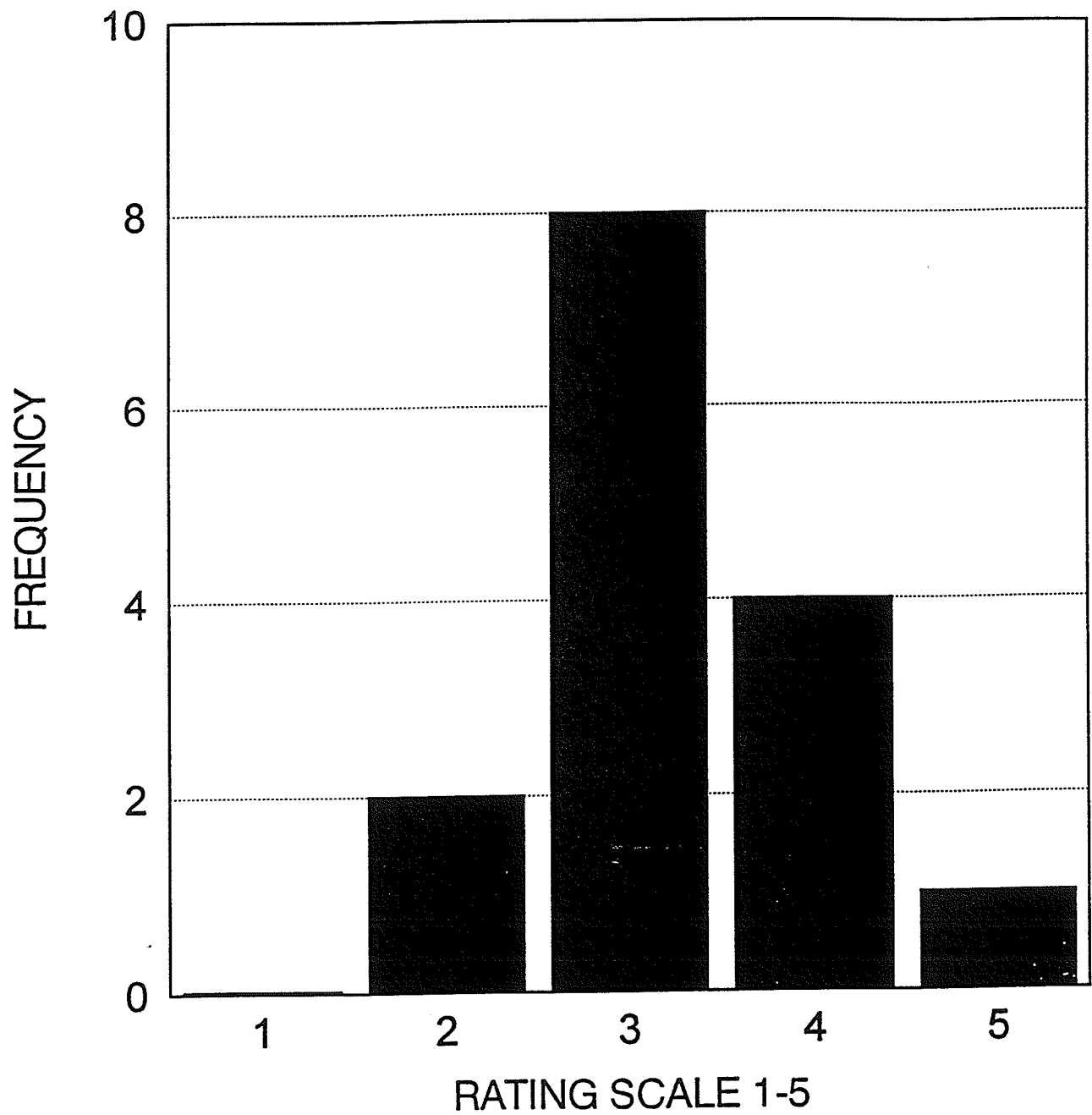


MEAN 3.1, MODE 3

FIGURE 23

AFPDTC

QUESTIONNAIRE - 9G



MEAN 3.27, MODE 3

FIGURE 24

CHAPTER V

FINDINGS, CONCLUSIONS AND FUTURE RESEARCH

Findings

Analysis of the quantitative data, as displayed in Chapter IV, has presented the following findings:

- a. the mean generally increased for the questions from the Course Critique except for a slight variance in the fourth serial;
- b. the mean increased for the questions from the Instructors' Questionnaire;
- c. there was an increase of the percentage of affirmative responses for the Course Critique Questionnaire - Question eleven, 26.75 points, Question twelve, 21.01 points and Question eighteen, 2.84 points; and
- d. there was an increase of percentage of affirmative response for the Instructor Questionnaire, Question nine E, 37.50 points, Question nine F, 30 points and Question nine G, 25 points.

The qualitative data had displayed the following comments from the students:

- a. learned some interesting teaching methods;
- b. learned some new techniques and saw some ideas to develop for own course;
- c. picked up some good points;
- d. reminded me of some of the blunders made;
- e. the course will benefit us;
- f. most of the material can be used in present position and doubtless the rest will be used later;
- g. most of the material could be used at some point in the field;
- h. enjoyed charisma and presentation style of instructors;
- i. tutoring - classroom session very thought provoking - good insight;
- j. this course was very good and many instructional concerns were answered;

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- k. a good range of training methods - a real eye opener;
- l. will benefit greatly during up coming course conduct;
- m. outstanding - makes you realize there is more to teaching than just presenting simple lecture to students;
- n. students were treated as adults;
- o. it helped our school moral;
- p. fact stressed throughout course that the instructor is there for students to learn;
- q. gained knowledge to help us in future instruction;
- r. will be used to look at other curriculum for up dates;
- s. definite asset to all instructors;
- t. opened new horizons;
- u. will try new ideas until proven wrong;
- v. instructors more enthused to use the new methods than being nailed to the front;

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- w. changed perception of what an instructor is; and
- x. teaches you new ways to get to students; the old lecture type does not put students at ease for a proper learning atmosphere; students felt more important when they take part in the teaching process.

As well, there were several qualitative statements from School Standard Officers, Senior Staff Officers for AirCommand Headquarters and a Commandant of a Canadian Forces School. These comments were:

- a. AIM modules would fulfil a much needed instructor training requirement;
- b. AIM course would address most of the field and school instructor training needs;
- c. "Some of the methods have been employed on our QL6 course. Its success has been tremendous. The students (QL6 course thought it was GREAT and some of the instructors (not on the AIM course) had

a few reservations but they were quickly overcome as teaching became successful. Good Job!"; and

- d. "The Staff received maximum benefit and left with valuable tools to employ in their role as instructors at the Training Centre" and "... an open invitation exist to see what has grown from the seeds they sowed."

Conclusion

From the data analysis in Chapter IV and the findings they produced, they seem to suggest the following conclusions:

- a. the material presented in the AIM course appears to have produced an increase in the awareness of other options open for instructing students;
- b. the material appears to have changed the awareness of the instructors' perception of what their role is in the classroom;

- c. the qualitative data appears to indicate that instructors have had some success with the methods and that students appreciated the new methodology employed; and
- d. Senior Staff and instructors are beginning to realize that school instructors should receive more formal instructor training than what is currently being provided.

Further Study

The study has revealed that even though there was an increase in the mean and mode of response to questions, there has been a variance show up as was illustrated with the fourth serial. This variance could be just a difference in the instructor make-up, the increase in number of students, or it could mean that the wider the difference in instructors the wider the acceptance or rejection of the knowledge. To study this effect, it would be an idea to set up a control group in a school who would not get the AIM course and a group who would receive the training. Each group

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would conduct a serial of a course and the students would provide comments on how they found the instruction, if the instructors were conscious of the students' needs and had learning increased.

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APPENDIX 1

ADVANCED METHODS OF INSTRUCTION (AIM) COURSE

OUTLINE

1. INSTRUCTIONAL METHODS:

a. METHODS: (Indicated in CTP as being used)*

- (1) Guided Discussion*
- (2) Teaching Interview
- (3) Case Study
- (4) Role Play
- (5) Simulation/Games
- (6) Tutorial (Tutoring) (Diagnostic Approach)*
- (7) In-Basket Exercise*
- (8) Lecture (variety)*
- (9) Seminar
- (10) Briefing*
- (11) Buzz Groups
- (12) Demo/Participation*
- (13) Computer Assisted Learning
- (14) Programmed Instruction (PIP)
- (15) Field Trip*

(16) Guest Lecturer*

(17) Team Teaching

b. ADVANTAGES/DISADVANTAGES:

c. ROLE (S) OF THE INSTRUCTOR:

d. LESSON PLANS:

(1) Format(s): (What should be covered:

Type of Lesson: Content of Lesson:

Timings; and Selection of Training

Aid/Support Material)

(2) Importance of Lesson Plan

(3) Importance of Practising

(4) Classroom Management/Layout

2. TRAINING AIDS

a. TYPES:

(1) Charts

(2) Velcro-Boards/Magnetic Boards

(3) Blackboard/Liquid Chalk

(4) Film/Video

(5) 35 mm Slides

(6) Audio Visual

(7) Models

(8) OHP

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- (9) Advanced Organizers
- (10) Handouts (Written Materials)
- (11) Job Aids
- (12) Computer Assisted Learning (CAL)
- (13) Computer Generated OHP

b. USAGE:

- (1) Advantages
- (2) Disadvantages
- (3) Proper Use
- (4) Deciding What is Appropriate/Selection
- (5) Acquisition

3. MENTORING:

(Mentor: Trusted Advisor/Teacher)

a. ADVISOR:

- (1) Instructor/Student
(Provide Assistance and Direction: as
per CTP: Direction p. 3 - 8 paras. 25,
29 - 38)

b. COACHING:

(Helping Individual Growth)

- (1) Students Helping Students
(e.g. Study Groups)

- (2) Instructor Helping Instructor
- (3) CI/Standards Helping Instructor

4. COUNSELLING/INTERVIEWING

a. PROBLEM TRAINEE:

(Basic Understanding of Procedure)

b. HANDLING RESISTANCE:

- (1) Signs of Resistance: Individual and Group
- (2) Resistance Attributed To (List Causes)
- (3) Four-Step Process For Dealing With Resistance

c. COUNSELLING INTERVIEW:

- (1) Preparation: - review of documentation;
 - plan questions you may want covered; and
 - room set-up
- (2) Skills: - paraphrasing;
 - listening
- (3) Procedures: - directive;
 - non-directive;
 - before/during/after

5. EXAM TESTING

a. TEST PLAN:

- (1) Areas to be covered - alignment with Teaching Points;
- (2) Distribution of Percentage of Test per Topic;
- (3) Method of Scoring/Rating; and
- (4) Directions

b. TYPES OF QUESTIONS:

- (1) Multiple Choice
- (2) Short Answer
- (3) True - False
- (4) Essay

c. ADVANTAGES/DISADVANTAGES OF EACH:

d. SELECTION OF APPROPRIATE TYPES(S):

- (1) Ease/Difficulty Index (Item Analysis)
(Hopkins & Stanley)
- (2) Reliability/Validity
- (3) Test Plan
- (4) Bloom's Taxonomy

e. PIP (Completed on own time)

6. a. PRINCIPLES OF INSTRUCTION: (P of I)
 - (1) Interest
 - (2) Comprehension
 - (3) Emphasis
 - (4) Participation
 - (5) Accomplishment
 - (6) Confirmation
- b. PRINCIPLES OF LEARNING: (P of L)
 - (1) Three Main Domains:
 - (a) Cognitive (Knowledge)
 - (b) Psychomotor (Physical Skill); and
 - (c) Affective (Attitude)
 - (2) Active Learning
 - (3) Many Methods
 - (4) Motivation
 - (5) Well Balanced Curriculum
 - (6) Individual Difference/Perception
 - (7) Lesson Planning
 - (8) Power of Suggestion
 - (9) Encouragement
 - (10) Remedial Teaching
 - (11) Relaxed Environment

- (12) Stimulation
 - (13) Integration
 - (14) Life-Like Situation
 - (15) Independence
7. COMMUNICATION:
- a. QUESTION TECHNIQUES:
(Initiation of Student Participation)
 - b. ICE BREAKER:
 - c. SPEAKING:
 - (1) Techniques;
 - (2) Voice, Pitch; and
 - (3) Non-Verbal Gestures
 - (4) Natural Approach
 - d. COMMUNICATION PROCESS:
 - e. CLASSROOM MANAGEMENT:
8. LEARNING PROCESS
- a. LEARNING STYLE (S):
(e.g. Humanistic Approach Openness of
Classroom Environment)
 - b. CONSIDERATIONS:
 - (1) Room
 - (2) Instructor - experience

- (3) Student - experience
- (4) Time
- c. TRANSFER OF LEARNING:
 - (1) Course to job transfer; and
 - (2) Retention of learning
- d. PERCEPTION:
 - (1) Individual perceptions from past experiences
- e. SCHEDULING:
 - (1) Learning Curves
 - (2) Best time for instruction (e.g. skill vs. knowledge)
- 9. SMALL GROUP VS LARGE GROUP
 - a. WHEN TO USE SMALL GROUPS:
 - (1) Appropriate times
 - b. KNOW HOW TO ARRANGE SMALL GROUPS:
 - (1) Room Arrangement
 - (2) Syndicate
 - c. PROCEDURES FOR SMALL GROUPS:
 - (1) How to be effective (techniques)
 - d. ADVANTAGES AND DISADVANTAGES:
 - (1) Compared to large groups

10. ROLE OF INSTRUCTOR

- a. In each method of instruction
- b. In dealing with students
- c. Responsibility to Standards/CI
- d. Characteristics: Good/Bad

TIME TABLE

WEEK 1

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
0800 - 0850	Intro - Role of Instr	Self Paced Method	Comm Process	Teaching Interview	SP3
0900 - 0950	Learning Process (Theory/ Styles/Icepac/	Self Paced Exercise	Comm Process	Role Play	SP4
1000 - 1050	erent/characteristics of Adult Learners	Training Aids	Comm Process	Student Practice (SP) 1 Lecture	SP 5
1100 - 1150	transfer of Learning)	Training Aids	Comm Process	SP 2	SP 6
1200 - 1250	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 - 1350	Method Overview	Case Study Method	Preparation of	Tutorial Method	Group Dynamics
1400 - 1450	Lecture Method	Case Study Exercise	15 Minute Talk	Tutorial Method	Group Dynamics Exercise
1500 - 1550	Lesson Plan	Demo Performance	Work Period Lesson Plan	Seminar/ Guided Discussion	Review Methods
1600 - 1630					

TIME TABLE

WEEK 2

TIME	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
0800 - 0850	Peer Coaching	Testing	Counselling Interview	SP 1	SP 4
0900 - 0950	Peer Coaching	Testing	Counselling Interview	SP 2	SP 5
1000 - 1050	Peer Coaching	Testing	Counselling Interview		
1100 - 1150	Preparation to Peer Coaching	Testing	Counselling	SP 3	SP 6.
1200 - 1250	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 - 1350	Comm/Peer	Complete PIP	Interview	Work Period	Review Presentation
1400 - 1450	Coaching	Review PIP	Exercise	Guide Syndicate	Review Critique
1500 - 1550	Exercise	Construct Test Exercise	Work Period Lesson Plan	Syndicate Presentation	Closing
1600 - 1630	Issue PIP Homework	Syndicate Project	Syndicate Project	Final Discussion	

APPENDIX 3

ADVANCED INSTRUCTIONAL METHODS

COURSE CRITIQUE

APPENDIX 3

COURSE CRITIQUE

This questionnaire is being used to evaluate the course you have just completed. It is not being used to evaluate course participants.

The questionnaire is divided into four sections. The first three sections simply ask you to circle numbers in order to express your opinions. In each case, a question or statement will be followed by a scale.

EXAMPLE:

Would you recommend this course to your colleagues?

1 2 3 4 5

Not at
All

Highly

Simply circle the number that comes closest to expressing your opinion. Note that the words written under numbers 1 and 5 on the scale are not the same for every question.

Section IV is intended for use in making comments or suggestions. This section is the most helpful to us and provides data that is essential for improving our courses.

COURSE: _____

SERIAL: _____

COURSE DATES: _____

5. Could you see and/or hear the teaching aids clearly?

1 2 3 4 5
Not Always
at all

6. Were the teaching aids of good quality?

1 2 3 4 5
Not Excellent
at all

**Section II - Methods of Instruction/
Course Content (Circle One)**

Comments

7. What was the quality of the handouts and written materials you received?

1 2 3 4 5
Very Excellent
Poor

8. How was the speed of this course?

1 2 3 4 5 4 3 2 1
Too fast Just right Too slow

9. Did you have enough practise and exercise with new skills or concepts?

1 2 3 4 5
Not Definitely
at all

1 2 3 4 5 4 3 2 1
Too Good Too
theoretical practical

1 2 3 4 5
Not at all Extremely

1 2 3 4 5
Not Completely
at all

Comments

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not				Always
at all				

1	2	3	4	5
Very poor				Excellent

15. Held your interest and attention.

1 2 3 4 5
Not Completely
at all

16. Were helpful and constructive.

1 2 3 4 5
Not Extremely
at all

17. Summarized key points.

1 2 3 4 5
Not Always
at all

18. Overall quality of instruction was.

1 2 3 4 5

Very poor Excellent

Part IV

OPEN-ENDED QUESTIONS

19. Are there any topics you would like to have included in the course? (Brief description please).

20. What topics did you find difficult or hard to understand? (Explain).
21. What part(s) of the course did you find particularly valuable? (Explain).

21. What part(s) of the course did you find particularly valuable? (Explain).

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File Number: 4515-1 (Wtrg 0)

(Date)

(Rank) (Name)
Canadian Forces Base (_____) (City), (Province)
(Postal Code)

Dear (Rank) (Name) :

My name is Captain Robert Tetz. I am enrolled in the Med. program, Faculty of Education, University of Manitoba. As we discussed previously, the material gained from the course critique and follow-up questionnaire will be used for my Thesis and for further development of the course.

The enclosed questionnaire will take approximately forty-five (45) minutes to complete. Non-return of the critique/questionnaire will indicate withdrawal, without penalty, from the study. All of your responses will be held in the strictest of confidence. Due to the confidential nature of this report, once all returns have been analyzed, a report will be forwarded to all course members.

The study is to ascertain if the military instructors' perceptions toward teaching methods have been changed from the traditional mode of instruction (lecture) to one of Advanced Instructional methods. You will participate in a ten-day course of instruction involving: attending periods of instruction in

Instructor-Perception Change

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different methodology; discussion of these different methods; peer coaching; test construction; counselling (from an instructor's point of view); preparation of periods using different methodology and presentation of periods using the different methods and a completion critique.

If you require any further information, please contact Captain Robert Tetz, Wing Training Office, 17 Wing Winnipeg, telephone number or my Thesis Advisor, Doctor W. Rampaul, International Education Office, Room 339, Education Building, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

Thank you for your participation and valuable information.

Yours truly,

Robert D. Tetz
Captain
Wing Training Officer for Wing Commander

Annex: Questionnaire/Critique

APPENDIX 5

File Number: 4515-1 (Wtrg O)

17 Wing Headquarters
Westin
Winnipeg, Manitoba
R3J 0T0

(Date)

(Rank) (Name)
Canadian Forces Base (____)
(City), (Province)
(Postal code)

Dear (Rank) (Name):

It has been six months since your graduation from the Advanced Instructional Methods Course held in (Date of course), on which I instructed.

The attached questionnaire is forwarded to you with the express purpose of gathering information about any deficiency on the course or any changes that are needed to make the course more effective and efficient. The questionnaire will take approximately forty-five (45) minutes to complete.

Your input will be used to identify those areas needing change or update. All of your responses will be held in the strictest of confidence.

You are requested to answer all of the questions to the best of your ability, as the information you provide will play an important part in the changes and future of the course. The completed questionnaire should be returned in the enclosed self addressed envelope by (Date required back).

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If you require any information regarding this questionnaire, do not hesitate to contact Captain Robert. D. Tetz, Wing Training Office, 17 Wing Winnipeg, telephone number .

Thank you for your prompt and valuable assistance.

Yours truly,

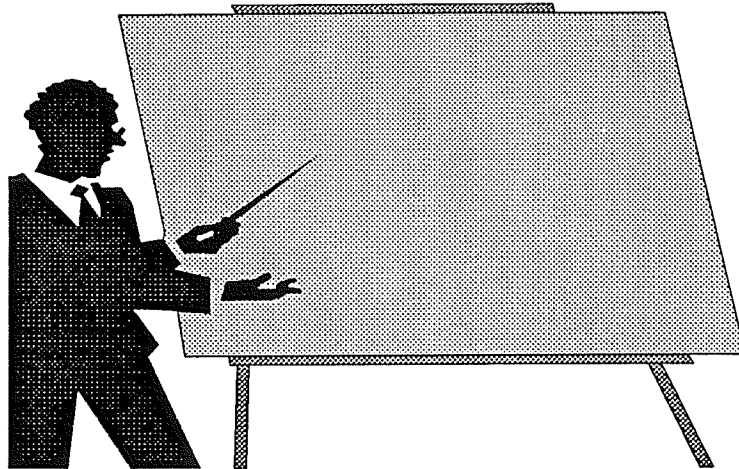
Robert. D. Tetz
Captain
Wing Training Officer for Wing Commander

Annex: Instructor Questionnaire

APPENDIX 6

INSTRUCTOR

QUESTIONNAIRE



APPENDIX 6

INSTRUCTOR QUESTIONNAIRE

You have now completed the Advanced/Alternate Instructional Methods Course. You are asked to complete the following survey to provide timely feed back on the course content; the quality of instruction given and the need for future instructors to obtain this training.

Please complete all of the questions and feel free to add any additional comments as you see fit.

All questionnaire responses collected will be treated as Confidential and used exclusively by the design team.

Please follow the directions for each question carefully. The questionnaire will take approximately 45 minutes to complete.

Once you have completed the questionnaire, please return it in the enclosed self addressed envelope.

THANK YOU FOR YOUR ASSISTANCE AND VALUABLE INPUT.

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INSTRUCTOR QUESTIONNAIRE

PART I - BACKGROUND

1. How long have you been a member of the Canadian Armed Forces? (Check one)

Less than 6 months _____

1 - 2 years _____

3 - 5 years _____

10 or more years _____

2. (a) Have you had the Classroom Instructor's course (TDC - 1)? (Check One)

Yes _____

No _____

(If No go to question 3)

- (b) If YES - Check one of the following. I had the Classroom Instructor's Course

(1) Prior to filling an Instructor's Position _____

(2) After filling an Instructor's Position _____

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- (c) How much time between taking Classroom Instructor's Course and filling an Instructor's position? (Check one)

Less than 6 months _____

1 - 2 years _____

More than 2 years _____

3. What is your present employment? (Check one)

School Instructor _____

School Standards _____

STAFF Officer at
Headquarters _____

Operational Unit _____

4. Have you had? (Check each course taken)

Classroom Supervision (TDC-2) _____

Training Standard Writer (TDC-8) _____

Training Design and Evaluation (TDC-12) _____

Training Validation (TDC-11) _____

5. Did any of the above help you with your instructional duties? (Check one)

Yes _____ Which course _____

No _____

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6. Did the procedures provided on the Classroom Instructor's Course (TDC - 1) enable you to fulfil your instructional duties? (Check one)

Yes _____

No _____

7. What training would you have liked to have had before filling your position as instructor? (if addition room is required use back of sheet)

**PART II - QUESTIONS ON The Advanced Instructional
Methods Course Content**

8. Constructive criticism is requested from each course member on the overall usefulness of the training received.

The following list summarizes the course content. Indicate, by checking the appropriate box, and using the following scale whether the course content was:

- (1) NOT required for your need (never used)
- (2) Not covered in sufficient detail
- (3) Covered sufficiently for your needs
- (4) Covered in too much detail

CONTENT	1	2	3	4	COMMENTS
ROLE OF INSTRUCTOR					
PRINCIPLES OF INSTRUCTION					
PRINCIPLES OF LEARNING					
<u>METHODS OF INSTRUCTION:</u>					
Seminar/Guided Discussion					
Case Study					
Demo/Performance					

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- (1) NOT required for your need (never used)
- (2) Not covered in sufficient detail
- (3) Covered sufficiently for your needs
- (4) Covered in too much detail

CONTENT	1	2	3	4	COMMENTS
Triad/Round Table					
Lecture					
Briefing					
Teaching Interview					
Role Playing					
Tutorial					
Self Paced					
Group Dynamics					
LESSON PLAN					
TRAINING AIDS					
COMMUNICATION PROCESS					

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- (1) NOT required for your need (never used)
- (2) Not covered in sufficient detail
- (3) Covered sufficiently for your needs
- (4) Covered in too much detail

CONTENT	1	2	3	4	COMMENTS
---------	---	---	---	---	----------

LEARNING PROCESS					
------------------	--	--	--	--	--

TESTING					
---------	--	--	--	--	--

COUNSELLING - INTERVIEW					
-------------------------	--	--	--	--	--

TRAINING PHILOSOPHY (FINAL PAPER)					
--------------------------------------	--	--	--	--	--

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9. Below are a series of statements which may be made about the course. Indicate by checking the appropriate box whether you:

- 5. No opinion
- 4. Strongly agree
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

STATEMENT	5	4	3	2	1	COMMENTS
The course was generally well presented						
The course was generally well sequenced.						
The course objectives were achieved.						
Criticism made by staff were helpful and constructive.						
The course contained information that was new						
The course contained ideas that were new						

Instructor-Perception Change

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5. No opinion
4. Strongly agree
3. Agree
2. Disagree
1. Strongly disagree

STATEMENT	5	4	3	2	1	COMMENTS
-----------	---	---	---	---	---	----------

The course contained techniques/methods that were new

I now feel confident enough to apply the technique learned

As a result of the course I feel my basic instructional techniques have been improved

10. What do you think of the length of the course?
(Circle one)

1	2	3	4	5
Too Short		Just Right		Too Long

11. How was the speed of the course? (Circle one)

1	2	3	4	5
Too Fast		Just Right		Too Slow

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12. Was the course too practical or too theoretical?
(Circle one)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Too		Good		Too
Theoretical		Mixture		Practical

13. Can you apply the material that was presented?
(Circle one)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not at	A little	Some	Most	Completely
all				

14. What is your opinion of the overall quality of instruction received? (Circle one)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Very Poor	Poor	Acceptable	Good	Excellent

15. Would you recommend this course to your fellow instructors? (Circle one)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not at all		Some		Definitely

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PART III - OPEN ENDED QUESTIONS

The following four questions are presented for you to express your opinion on the course and other comments you may wish to make. If additional space is required please use the back of the sheet.

16. Are there any topics you would like to have seen included in this training?
17. Were there any topics covered that you considered not relevant to you as an instructor?

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18. What topics did you find difficult or hard to understand? (State which)
19. Have you any suggestion for improving the course?

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20. Would you recommend this training to your fellow instructors?

Yes _____

No _____

If Yes, why?

THANK YOU FOR YOUR ASSISTANCE AND INPUT