

Teaching Methodology I (8 hours)

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MODULE 1: Theories of Learning (2 hours)

In this Lesson we will study Theories of Learning; Cognitive Psychology and Behavioral Psychology

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

We will study 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 and 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.

■ We will now focus on 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 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.

MODULE 2: Theories of Motivation (2 hours)

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

Objectives:

- 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

We will now study 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.

■ We will now focus on 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.

MODULE 3: Instructional Planning and Curriculum Development; and Goals and Objectives (2 hours)

Objectives:

- ★ 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

Let's 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 conducting 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

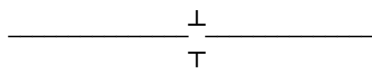
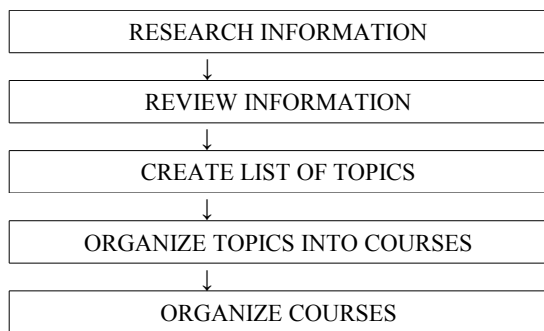
During our discussion the Course Curriculum is also referred to as the Instructional Plan. There is a distinct concept used when building a plan of instruction.

The selected illustration gives an example of the basis of this concept. This shows the basic planning process.

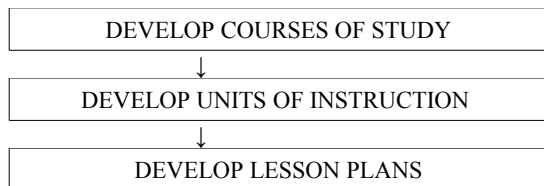
COSMETOLOGY CURRICULUM 1500 Hours															
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We can see that all things stem from the core curriculum which in this case is Cosmetology. For every course of study there are a number of units of instruction. Each unit of instruction subdivide into 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 will now study 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

MODULE 4: Curriculum Components and Document Structure (2 hours)

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

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.

<u>CURRICULUM</u> Cosmetology											
<u>COURSE</u> General Theory						<u>COURSE</u> Sanitation					
<u>UNIT</u> Hair Shaping			<u>UNIT</u> Skin Diseases			<u>UNIT</u> Bacteriology			<u>UNIT</u> OSHA		
L	L		L	L		L	L		L	L	
E	E		E	E		E	E		E	E	
S	S		S	S		S	S		S	S	
S	S		S	S		S	S		S	S	
O	O		O	O		O	O		O	O	
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.

On the following page 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

This concludes our study: Teaching Methodology I (8 hours)

Credits, References, and Resources:

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