Activity Plan Instructor Form

educational objectives

RID Sponsor Name: Trix Bruce

Date/Times of Activity:

Title of Activity:

Presenter(s):

Workshop Location:

How many hour(s) RID CEUs?

❑ Professional Studies   ❑   General Studies

Level of Participant's Prior Knowledge of Topic:

❑ Little/None   ❑ Some   ❑ Extensive   ❑ Teaching

Target Audience:

❑ Open to Public   ❑ A Closed Group

BIO:

Workshop Description:

Educational Objectives: (List Specific observable actions by participants that will demonstrate comprehension and integration of information presented).

Instructor Form Instructions

In an effort to assist in the completion of the RID CEU paperwork, the following instructions have been developed as a guide for presenters.

Description of Activity:
In this section, RID requires a general overview of the activity. This should be a paragraph describing the overall activity. Typically, this is an abstract and can be used in promotional materials and/or program books. The description should allow the reader and potential participant to get a basic understanding of the activity topic and key elements of the activity. This should not include activity goals or specific activities that will be included in the presentation.

Educational Objectives:
In this section, RID requires objectives that are both measurable and observable. This can be the most challenging section to complete. The instructor must describe in detail the objective of the activity in measurable terms; what the participants will be able to do upon completion of the activity. For example, a well-written learning objective indicates that a participant will be able to "demonstrate" a new skill rather than "learn" a new skill. Similarly, "participants will be familiar with" is hard to measure, but "participants will be able to list five ways to …" can be measured.

Not Measurable	Measurable
Participants will understand mentoring.	Participants will identify *three* ways mentoring can improve their skills.
Participants will learn about classifiers.	Participants will demonstrate appropriate use of classifiers by interpreting *two* practice texts.

When developing appropriate goals, it is often beneficial to break each objective into 3 elements; the learner, an action verb, and content. For example:

LEARNER	ACTION VERB	CONTENT
The participant will	demonstrate	the proper usage of ASL expansion techniques when presented with 90% accuracy.
The attendee will	analyze	scenarios for ethical conflicts and apply the 5 step process for ethical decision making.
The student will	identify	the 5 most common sign parameters errors when presented a signed stimulus.

In developing educational objectives, people sometimes have difficulty coming up with a variety of action words. Please see
attached table for a list of words categorized by learning objectives.

Educational Objectives examples:

Acquiring Knowledge	Cognitive Skills	Psychomotor Skills	Problem-Solving Skills	Changing Attitudes/Beliefs
To identify	To reflect	To demonstrate	To propose	To challenge
To list	To compare	To assemble	To practice	To defend
To define	To contrast	To adjust	To enhance	To judge
To describe	To catalogue	To install	To recognize	To question
To state	To classify	To apply	To clarify	To accept
To name	To examine	To operate	To determine	To share
To prepare	To evaluate	To detect	To decompose	To adopt
To recall	To forecast	To locate	To consider	To advocate
To express	To formulate	To isolate	To deconstruct	To justify
To categorize	To investigate	To arrange	To fetter out	To persuade
To chart	To modify	To build	To discover	To resolve
To rank	To organize	To conduct	To uncover	To select
To distinguish	To plan	To manipulate	To select	To dispute
To explain	To research	To fix	To analyze	To approve
To outline	To study	To lay out	To evaluate	To choose
To inform	To translate	To perform	To search	To feel
To label	To differentiate	To sort	To construct	To express
To specify	To analyze	To construct	To simulate	To reflect
To tell	To compute	To draw	To examine	To control
To memorize	To devise	To employ	To change	To sort
To reproduce	To review	To design	To prioritize	To value
To recognize	To synthesize	To set up		
To recite	To relate	To practice		
	To group	To exhibit		
	To estimate	To diagram		
	To edit			

Media/Materials:
This section is fairly straightforward. Simply list the materials you will need as a presenter during the activity. This can include, but is not limited to, laptop, LCD projector, flipchart paper, markers, printed handouts, TV/VCR/DVD, etc. In addition, list who will be responsible for providing these items, the presenter or the sponsoring organization.

Evaluation & Assessment:
In this section, the presenter should detail how they will determine/evaluate throughout the activity the participants are actually learning the activity content. This can be accomplished numerous ways. Some examples for evaluations/assessments include pre and post-tests, question and answer periods, backchannel feedback, peer feedback, etc. The instructor may also choose to develop your own feedback/evaluation form to be completed by participants at the conclusion of the activity. You cannot simply use the RID evaluation form as your sole means of assessing acquisition of knowledge.