



GUIDELINES FOR THE DESIGN AND IMPLEMENTATION OF STRUCTURED LEARNING EXERCISES

OBJECTIVE: To maximize the input-mix of individual creativities in the group for arriving at the best possible SLE design.



A. INPUT DATA

Clear Perception of the Needs

What are the needs of the following?

1. Client
2. Sponsor
3. System
4. Change Agent / Facilitator

Clear Statement and Knowledge of Objectives

Based on the needs, what are the KAS objectives desired?

- K – Knowledge
- A – Attitude
- S – Skills

Objectives should have the following characteristics:

- S – Specific
- M – Measurable
- A – Attainable
- R – Relevant
- T – Time-bound

Specify Learning Issue

1. What is the specific learning issue based on the KAS?
2. What is the focus of this learning issue?
3. What are the elements of this learning issue?

Clear Identification of the Client Profile

1. What is the age range of the client?
2. What is the sex of the client?
3. What is the occupation of the client?
4. What are the fields of interest of the client?
5. What is the degree of familiarity of the participants?
6. What is the social, economic, cultural and educational background of the client?

Identification of the Resources Available

1. What is the profile of the facilitator(s)
 - familiarity with structured learning exercises
 - number of facilitators available
 - competence of the facilitators available
 - style and personality (values, emotions, needs)
 - experience of the facilitators
 - familiarity with each other / interaction
2. What is the time constraint? How much time is available?
3. What is the financial status?
4. What materials are available?
5. What physical set up is available?





Theoretical / Conceptual Framework

1. What are the theories that may be used to analyze and synthesize the participants' experiences to encourage transfer of training?
2. What concepts (aligned with objectives) should you focus on in processing?

B. TECHNICAL FRAMEWORK

Individual Reflect on an Appropriate SLE

Based on the input data, reflect on an appropriate SLE

Brainstorming

In brainstorming, each member of the team must make use of his communication/listening skills. All ideas, no matter how far-fetched, must be expressed and considered.

As a Team, Design the SLE

1. Learning Objectives
 - a. What are the KAS objectives that the activity aims to accomplish at the end?
2. Orientation
 - a. What atmosphere should be created?
 - b. How does this SLE fit into the whole program?
3. Introduction
 - a. How will the group introduce their SLE in the manner most conducive towards the specific learning desired?
 - b. What procedures can be adopted to properly set the mood appropriate for the learning activity?
4. Design Proper
 - a. What type of SLE can best elicit the specific learning?
 - b. In terms of approach, differentiate which is most effective; highly cognitive; highly evocative; combination.
 - c. How interesting is the SLE as a tool for learning?
5. Activity Proper and Instructions
 - a. What are the steps in accomplishing the activity?
 - b. How should the stages of the activity be accomplished?
 - c. What are the guidelines or notes for the facilitators in order to effectively and easily implement the activity?
 - d. What are the specific instructions that would be given to the participants?
6. Activity Processing
 - a. What guide questions can best help the participants process learnings?
 - b. What behavioral responses can be anticipated so as:
 - the focus is on the desired learning?
 - to simply acknowledge and then control for the next step?
7. Synthesis
 - a. How will the participants' insights be integrated as a whole?
 - b. How are the elements of the learning issues related? Are they contrasts or complementary?
 - c. What are the developmental stages?
 - d. Is it necessary to synthesize or are circumstances enough only for accommodations and acknowledgements without any evaluations?
 - e. Can the synthesis be done by the participants themselves?
8. Integration
 - a. In terms of the whole experience and from the synthesis done, what are the specific and significant experiences and learnings about and by the individual as compared to the learning objectives?
 - b. How is the experience related to important theories and concepts? How is this relevant to the accomplishment of objectives?
 - c. How are these applicable to self, others, significant people at home, school and work?





9. Closing Remarks
 - a. Personal acknowledgements and appreciation of the participants' role and facilitators' role.

Pilot Test

The team should experience the SLE themselves through a Dry Run.
Focus on logistics of the activity to ensure maximum learning of participants.

Evaluation

1. What behavioral manifestations were observed that proved the successful accomplishment of the objectives?
2. What insights were gathered?

Finalization of the SLE

Modify and revise as necessary based on Pilot Test results. Finalize the SLE write-up.

C. IMPLEMENTATION

Implementation Tips:

1. What does the group need to watch out for in the actual running of the SLE?
 - a. the facilitating staff's morale
 - b. the physical setting
 - c. the materials needed
 - d. the participants' existential situation and readiness
2. How can the group determine whether they have effectively imparted their objective or not (learning indicators)?
3. What alternative SLEs can be considered (contingency plan)?
4. Roles and responsibilities may be delegated in the GD activity which necessitates 1 or 2 main facilitators/speakers while others in other supportive roles.
5. Each group's GD activity must be completed within **1 hour and 30 minutes**. Time allotted includes set up time of 15 minutes and another 10 minutes for dismantling. Thus, 2 groups must conduct their activity in each 3-hour session. It is highly encouraged to minimize assembling and disassembling times to dedicate more time to the SLE implementation. Time management is the key.
6. All members of the class, aside from the facilitating group, shall serve as audience including those of the next group to conduct their activity. Thus, the 2nd group in each session must not set up or do any form of implementation prior to the time allotted to them as they must serve as participants of the previous group.
7. One member of the group or a volunteer must be assigned to record the video of the session from start to finish, documenting key stages and strategies in the activity (video must be edited for the group's DVD-R).
8. Hardcopy of the activity write-up must be submitted to the professor at the start of the session (within the 15-minute set-up time).
9. Control, control, control every angle of the activity, from opening to closing.
10. Be professional at all times and maintain the target climate of the activity from start to finish.

CONCLUSION: In designing an SLE, there is a need to conceptualize the task in terms of:

1. the process involved
2. the output expected
3. the actual design framework
4. projected implementation plan
5. consequences and evaluation procedures
6. alternative courses of action





GUIDELINES FOR SUBMISSION OF GD ACTIVITY DOCUMENTATION

1. Videos must be in format playable with VLC player, preferably **.AVI**.
2. Do not submit raw videos. Edit video documentation to adequately show the stages of SLE while highlighting the quality of performance of the facilitators.
3. Edited video, softcopy of the GD activity write-up, and copy of all materials used in the activity (actual or pictures of materials) must be burned in a **DVD-R** and submitted on the 1st day of the final examination week (on or before 5:00 pm on the said day).
4. The DVD-R case must be appropriately and professionally labeled. Must include the academic year (AY 2010-2011) your section (e.g., 1PSY8), your group number (e.g., GROUP 1: Hyperdynamic Facilitators Guild), list of group members' names in alphabetical order, title of your activity and any design reflecting the activity theme.
5. The DVD-R disc itself must also be appropriately and professionally labeled either by printing directly on the disc or printing the label on specially designed sticker paper. It must include all the information in #4.

GOOD LUCK!

