Table of Teaching Functions

If Your Teaching Goal is	This Must Occur	Using these Activities
1. To provide a frame of reference	Relate what is TO BE learned to the past and the future. Review past sessions. List objectives for this session. Overview new material. Connect old material to new.	Show a video of a task being done on-the-job. Follow the video with a discussion of what experience, if any, students have had with that task.
2. To provide a reason to learn	Motivate and excite students. Make them curious.	Conduct a guest interview with someone who has suffered/benefited as a result of a job related task being done poorly/well. Have students and the guest discuss the need to learn the task well. Send students to the field where they might experience a task being carried out.
3. To transmit information	Provide students with key terms and concepts, criteria, theories, guidelines, etc.	Assign readings: give handouts; use computer aided instruction exercises, flow charts, worksheets, lectures etc.
4. To demonstrate skills and attitudes	Model (by doing) the desired skills and attitudes. Display what the students should do and how they should act (especially as related to the job for which they are being prepared.)	Have students assume job-related roles. Present an on-the-job situation (real or made up) and ask students to act out their roles in the context of that situation. If the skill involves doing or communicating, make it possible for students to practice this skill.
5. To allow practice of skills and attitudes	Guide and encourage students to demonstrate desired skills and attitudes as related to on-the-job performance. Work for improvement with each practice activity.	Give a practical examination to assess motor skills. Call attention to good performance. Ask learners for suggestions where performance can be improved.
6. To respond to student performance	Respond to students (both individually and in groups) and comment on their performance. Emphasize what is good, and suggest ways to improve where needed.	Give students feedback on their written work, on class discussions and on fieldwork, projects or laboratory exercises.
7. To generalize learning.	Show students how the session fits into the overall content area under study. Transfer the training.	Give students problems to solve, which demonstrate how the learning can be generalized.