# Activity Plan Instructor Form

*Educational Objectives*

## 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. |

# Activity Plan Instructor Form

*Educational Objectives*

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.