OBJECTIVE SEQUENCING

I will be using Posner and Strike's learner-related sequencing for my project. Based off of my task analysis, all of the supervisors that will be involved in the training have the prerequisite skills and knowledge required to perform the task. This will allow me to begin with familiarity where we can touch on what the supervisors already know. Since we have determined that they have all of the prerequisite skills required to perform the task we will be able to quickly move to the development phase where we will be able to help the supervisors recognize how to perform an intrusive observation.

OBJECTIVES

1. Using the observation worksheet, the student will perform a field observation in a simulated plant environment and correctly identify 8 out of 10 predetermined issues with the area.
2. Given a list of 20 observations the learner will identify 10 observations that would be identified as critical.
3. As a class students will discuss how critical observations can affect workers in the plant.
4. Student will discuss examples of noncritical observations and the effects that they have or do not have on performance.
5. Students will define critical and noncritical observations.
6. Recall how often supervisors should be in the field performing observations.

SEQUENCING

SEQUENCE	DISCRIPTION	OBJECTIVE
1	Students will define critical and noncritical observations.	**1**
2	Given a list of 20 observations the learner will identify 10 observations that would be identified as critical.	**2**
3	As a class students will discuss how critical observations can affect workers in the plant.	**3**
4	Student will discuss examples of noncritical observations and the effects that they have or do not have on performance.	**4**
5	Recall how often supervisors should be in the field performing observations.	**5**
6	Using the observation worksheet, the student will perform a field observation in a simulated plant environment and correctly identify 8 out of 10 predetermined issues with the area.	**6**

OBJECTIVES + PRESENTATION STRATEGIES

1. Students will define critical and noncritical observations. (Fact-Recall)

Initial Presentation State definitions and then give examples.

Generative Strategy Ask the students to define critical and noncritical in their own words.

Test Items Define critical observations.

Define noncritical observations.

2. Given a list of 20 observations the learner will identify 10 observations that would be identified as critical. (Principle-Application)

Initial Presentation A table with observations will be presented with 10 critical and 10 noncritical observations.

Generative Strategy As a class the students and instructor will discuss each observation, then students will be asked to explain why observations fall under critical or noncritical.

Test Item Student will identify 10 critical observations from a similar table of 20 observations on the exam

3. As a class students will discuss how critical observations can affect workers in the plant.

Initial Presentation Instructor will go over the importance of critical observations and how they can have an impact on plant workers.

Generative Strategy Students will be encouraged to discuss as a whole the effects critical observations can have on other work groups.

Performance Item Participation in the group discussion will determine mastery of objective.

4. Student will discuss examples of noncritical observations and the effects that they have or do not have on performance.

Initial Presentation Instructor will go over the ways noncritical observations can have an impact on plant workers.

Generative Strategy Students will be encouraged to discuss as a whole the affects noncritical observations can have on other work groups.

Performance Item Participation in the group discussion will determine mastery of objective.

5. Recall how often supervisors should be in the field performing observations.

Initial Presentation Instructor will go over management expectation of at least one observation every shift.

Generative Strategy Student will internalize management expectation of one observation per shift and repeat management expectation to the instructor.

Test Item Student will answer the question, how many observations must a supervisor perform on an exam.

6. Using the observation worksheet, the student will perform a field observation in a simulated plant environment and correctly identify 8 out of 10 predetermined issues with the area.

Initial Presentation Instructor will provide copy of worksheet to students and will explain its purpose to the class.

Generative Strategy Students will paraphrase instruction and in the simulated plant environment correctly identify at least 8 of the 10 critical deficiencies in the area.

Performance Checklist

Was the student able to identify at least 8 of the critical deficiencies?	Yes	No
Did the student use the worksheet to identify deficiencies?	Yes	No
Does the student have a good understanding of critical and noncritical?	Yes	No