

E. DESIGNING OF THE LEARNING PATTERN

Principles of organizing learning experiences

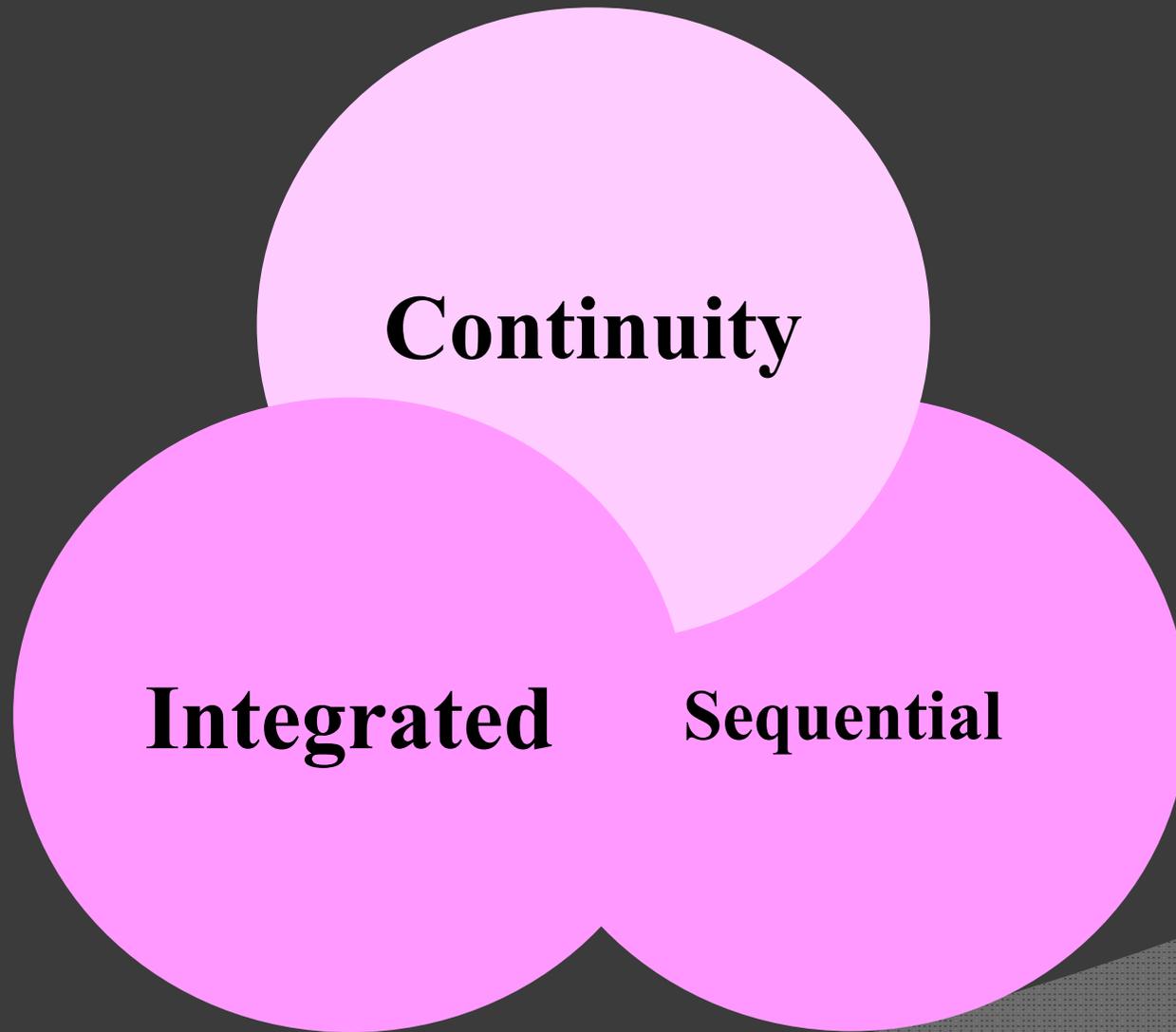
a. It is done from a simple direction to a complex direction

b. Arranged in an organized order based on the learners

c. Shows the overview and after parts

d. it's in a chronological order

Arranging Effective Learning Experiences



Planned Learning Model

1. Model Organic (Model andragogy)

Creating a Learning Environment

Planning and Creating the structure together

Diagnosing of the Learning Needs

Formulation of the Learning Objectives

Designing the learning pattern

Implementing the Learning Activities

Evaluation

2. Operational Model

This model consists of the replication of step by step needed in operation.

3. Role Model

Identification of several competences which are needed for performance.

4. Function Model.

The functions from one organization unit is development.

5. Thematic Model.

The learning process is developed in themes which are in line with the needs of the learners.

F. MANAGEMENT AND IMPLEMENTATION OF THE LEARNING EXPERIENCE (Learning Process)

1. Techniques

- a. Presentation Techniques
- b. Participant Participation Techniques (Meeting)
- c. Discussion Techniques
- d. Simulation Techniques
- e. Group Technique, that is in form of training.
- f. Practice without talking
- g. Training In Practice

Continuation...

THE WAY TO BRING TOGETHER THE LEARNING TECHNIQUES AND OBJECTIVES

Kinds of Learning Outcomes	Appropriate Learning Techniques
Knowledge (Generalization and dan Internalization of Information)	Lecture, TV, debat, dialogue, Interview, symposium, panel, group interview, slide film, recording, discussion and reading
Understanding (Application dan Generalization of Information)	Participation of learners, demonstration film dramatization, Socrates discussion system, problem solving discussion, case discussion, critical process incidents, play and a case study
Skills (News ways through Practice)	Role play, play, a participatory case, T Group techniques, Voiceless training, Practices, drill and coaching

Continuation.....

THE WAY TO BRING TOGETHER THE LEARNING TECHNIQUES AND OBJECTIVES

Kinds of Learning Outcomes	Appropriate Learning Techniques
<p>Attitude (Adoption of new knowledge through experience)</p>	<p>Exchange of experience through discussion, learner centred discussions, role play, critical process incidents, case study, play, a participatory case study, T-Group technique, Training without use of words.</p>
<p>Value (Adoption of norms and values or beliefs)</p>	<p>TV, Lecture, debat, dialogue, symposium film, drama, led discussions, diskusi exchange of experience through discussions, role play, T-Group technique and play)</p>
<p>Interest (Satisfaction towards a new activity)</p>	<p>TV, demonstration, film, slide film, drama, discussion-exchange of experience, show, training without use of words</p>

Continuation.....

2. Learning Material and Equipments

a. Test Books

b. Self made learning materials (made by the facilitator/tutor)

c. Listening aid (Tools)

Continuation... (MENGELOLA DAN MELAKSANAKAN PENGALAMAN BELAJAR)

EDGAR DALE'S EXPERIENCE



The diagram is a pyramid divided into 12 horizontal sections. From top to bottom, the sections are: Simbol Verbal, Simbol Visual, Rekaman Radio, Film, Televisi, Pameran, Darmawisata, Demonstrasi, Pengalaman yang didramatisir, Pengaman yang logis, and Pengalaman langsung bertujuan. To the right of the pyramid is a table with two columns: the first column lists the types of learning materials, and the second column lists examples of those materials.

<i>Jenis bahan belajar</i>	
Simbol Verbal	Buku, pamflet dan sejenisnya
Simbol Visual	Bagan, diagram, grafik dan sejenisnya
Rekaman Radio	Foto, ilustrasi, slide dan sejenisnya
Film	Film, tuntunan diskusi
Televisi	Video tape, tuntunan diskusi
Pameran	Poster, display, papan buletin
Darmawisata	Tuntunan observasi
Demonstrasi	Alat-alat, bahan mentah, papan tulis
Pengalaman yang didramatisir	Wayang, skrip drama
Pengaman yang logis	Model, objek, specimen
Pengalaman langsung bertujuan	Manual, tuntunan observasi

G. EVALUATION OF THE LEARNING OUTCOMES AND REDIAGNOZING OF THE LEARNING NEEDS

Evaluation of learning outcomes is basically to measure the change in behaviour. In general, the learning outcomes in any given learning activity will influence the participants in two ways:

First, the participants will have their own perspective towards the weaknesses and strength of the model of behaviour required.

Second, they will realise that the model has changed their way of thinking step by step, to the extent that a change will be realised between the way they perform in comparison to the previous.