

APPENDIX D



FIELD INSTRUCTOR'S GUIDE

**DETERMINING APPROPRIATE ACTIVITIES
AND ASSIGNMENTS**

Determining Appropriate Activities and Assignments

There are several useful questions to keep in mind when developing activities and assignments that correspond to the educational outcomes. They are as follows:

1. What is the activity's purpose? Will it give the student an opportunity to practice the kind of behavior implied by the objective?
2. Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience? Learning is incremental--a process of growth. A learning activity needs to be appropriate to the student's present attainments.
3. Does the activity challenge the student's interest and provide satisfaction in carrying it out? Doing what one is familiar with or going through the motions with "busy work" does not put many demands on the student to increase competency.
4. Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
5. How feasible is the activity? Once an activity is begun there should be sufficient agency resources to assure its completion.
6. Does the activity give the student opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.