



SYMBIOTICS

Instructor Capability

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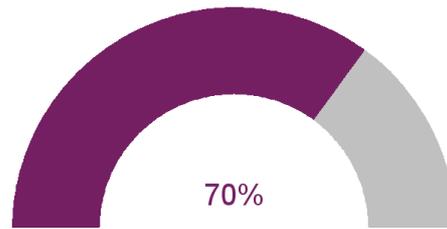
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The following pages provide an example of our
Instructor Capability report

This is an extract of the report received
when purchasing the test on Symbiotics'
eCommerce.

Please contact Symbiotics if you wish to see
an example of the client report.

Instructor Knowledge



The Instructor Knowledge assessment looks at your understanding of the different approaches you can take in various trainer/trainee interactions.

Minor concerns. This individual has mostly endorsed the 'ideal' answer for the situations described.

Instructor Style

There are a number of different styles of instructional interaction that are recognised as being effective in different situations or with different students. Individuals have varying levels of preference in their use of these styles, with some having a strong preference for one style and using it as their 'go-to' methodology. Others will be more flexible and use the wider range of styles as the occasion demands. There are no right or wrong styles, unless the style adopted is not matched to the learning preferences of the students. Then, the teaching will be ineffective.

Expert:	preference level:	Moderate
Formal Authority:	preference level:	High
Personal Model:	preference level:	High
Facilitator:	preference level:	Moderate
Delegator:	preference level:	Moderate

Style description:

The person with a moderate preference for using the Expert style may appear as a reluctant "sage on the stage" imparting their knowledge to passive participants. However, they often possess status among students because of their knowledge, and their role as a faculty member, and their lectures are well-attended. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something. People who have a strong preference for a formal authority teaching style tend to focus on content. This style is generally teacher-centred, where the instructor feels responsible for providing and controlling the flow of content and the student is expected to receive the content. A person with a strong preference for the Personal Model style acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge. Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

People with a moderate preference for the Facilitator style are able to design activities, social interactions, or problem-solving situations that require student processing and application of course content in creative and original ways where the content is appropriate. This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students. A person with a moderate preference for a Delegative style of instructing will be able to adopt this style when their students have appropriate levels of knowledge and a learning style that is receptive to independent study. The student's capabilities also must include a willingness to take initiative and to accept more responsibility for their own learning. People with a Delegator style must be willing to give up direct control over how learners engage various tasks and their outcomes, which is the aspect that those with a moderate preference may struggle with.

Sample
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