



Singapore Armed Forces (Institute for Military Learning)

CASE STUDY #1

The Organisation

The Institute for Military Learning (IML) is established as the executive arm of the SAF to professionalise the instructor corps and position the SAF as a leader in adult learning. IML conducts Training Development & Instructional (TD&I) courses and Continuing Professional Education programmes for all SAF TD&I practitioners, from junior instructors to Training Institute Commanders. As the Training Institute (TI) for all SAF TD&I practitioners, IML helps them enhance their competencies. Additionally, IML drives Training Institute Excellence across all SAF Training Institutes through the assessment and certification of the Training Institute Excellence Model (TIEM).

Anchoring the SAF's pursuit of becoming a leading military institution in Training Development and Instruction, IML fulfils its mission by providing certified/accredited programmes and training courses, as well as continuing professional education that are relevant and timely for Training Developers, Instructors, and Training Institute Commanders. IML also offers coaching and mentoring to practitioners based on their needs, develops, and implements a training excellence model to drive excellence in all SAF training institutes, and takes the lead in training performance and analysis within the SAF.

<https://www.mindef.gov.sg/oms/safti/iml.html>



“Open up new possibilities to conduct a class where we are not just looking at fulfilling lower objectives. Digital andragogy further enables us, educators, to further support our learners in levelling up their critical thinking, analytical skills and the ability to bring learning to bear on performance. Even within lower objectives, it helps us be more attuned to seeing that we need more than just getting our learning to focus on performance but think deeply about applying their knowledge in a variety of situations. This makes learning even more engaging, effective and efficient.”

Goh Swee Heng (Mr)

Senior Manager (Programme) and
Faculty, Ministry of Defence

Learning Objective

Provide constructive feedback using the appropriate feedback model.

Topic

Providing Feedback

Duration

30 minutes

Target Audience

Instructors

Number of learners

22

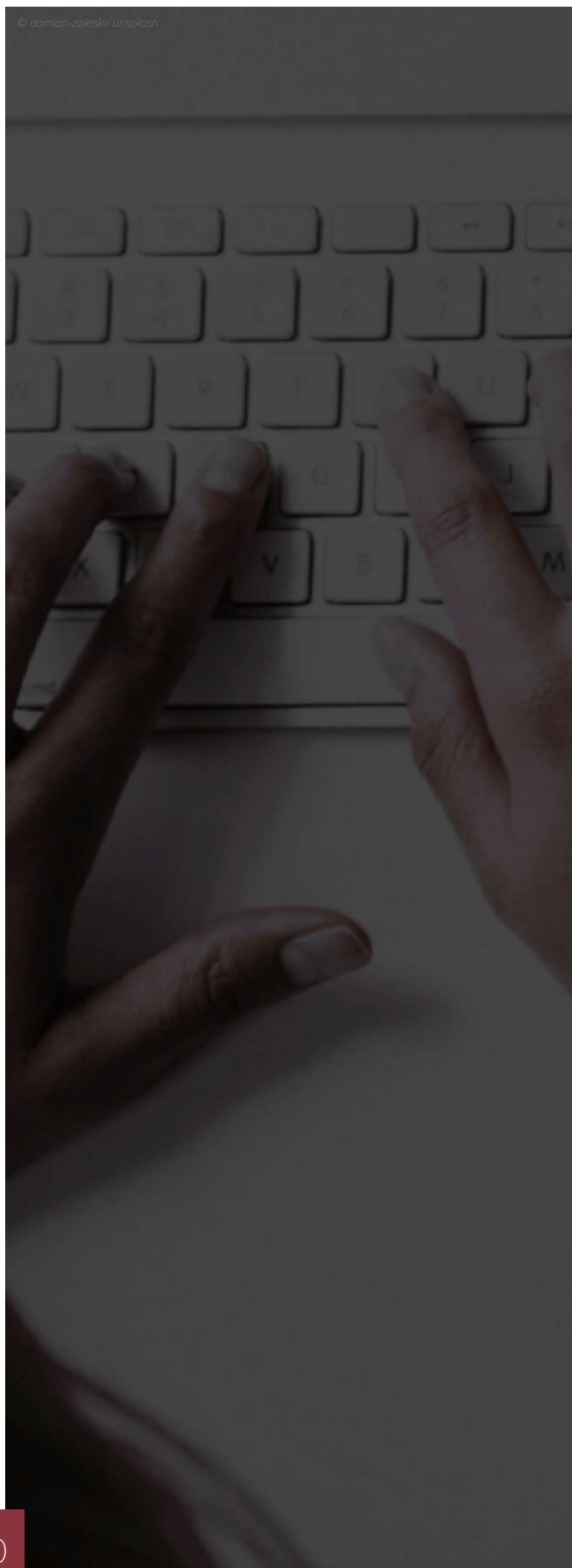
The Existing Approach

This is an in-class lesson after the online self-study on 'Providing Feedback'. The materials comprise three segments: purpose of feedback, principles of feedback, and feedback models. For the in-class lesson, learners are required to do an activity which is to provide feedback using the feedback models they have learned during their online self-study. In the existing approach, the in-class lesson does not have any segment that bridges the online self-study and in-class practice; it assumes learners understand what they have learned in their online self-study and are expected to do the activity right away.

The Digital Andragogy Approach

The lesson was a proposed segment of the in-class lesson. In the existing approach, there was no such segment. The purpose of the lesson was to bridge the online self-study and in-class practice. When planning the lesson, one of the questions considered was, “Can we assume that the learners can recall and understand what they have learned?” Since the in-class activity required learners to recall and understand what they had learned about the topic, the consideration was that it was better to assess the learners’ recall and understanding of what they had learned. The assessment was to get learners to demonstrate their understanding. Another question considered was the possibility of situating the learning within the learners’ contexts, as making the relevance of learning to their personal or professional lives was conceivably going to deepen their understanding and engagement. Given that learners had most probably received and given feedback in some form or capacity, it was certainly helpful to relate questions asked to their context.





The lesson commenced with an open-ended question, "What do you understand by feedback?" to activate learners' schema on 'feedback'. It began with an open-ended question instead of a close-ended question, which required learners to choose the correct answer to a question. The intent was to assess learners' understanding of the topic rather than a mere recall of what they had learned. Using an open-ended question allowed learners to provide more detailed and deeper insights into what they had learned. It also allowed educators to assess learners' understanding of their learning. To avoid the situation where only the vocal ones responded, a free online random name picker (<https://wheelofnames.com/>) was used to randomly pick learners to answer the question. The learners' names were entered beforehand, and everyone had an equal chance of being chosen. This also ensured that educators had a good grasp of learners' understanding.

After assessing their understanding of feedback, *Poll Everywhere* was used to ask the following question: "Do you prefer to provide or receive feedback?" The question of preference was posed to situate learning within their context. It also sought to underscore to learners that though this lesson was on providing feedback, how they would like to receive feedback would have implications on how they would give feedback. Following their preference, they were to explain why they preferred to provide or receive feedback. This allowed learners to apply the principles of feedback they had learned in a contextualised manner and helped them to connect their learning. Furthermore, in contrast to giving learners the choice to raise their hands to indicate their preference, employing a digital polling tool ensured active participation in the question-and-answer interaction by everyone. By pondering the question, learners activated their existing knowledge of the subject, which was further reinforced through subsequent questions using the same digital polling tool.



The follow-up question, "What types of feedback appeal to you?" served as an assessment of the learners' recall of feedback principles while contextualising their learning. This subsequently strengthened the retention of these principles. While the online self-study materials have explained the two possible feedback models available for learners to provide feedback and the associated steps, they give the impression that these models can be used interchangeably. However, the hamburger model and the SMB model possess distinct strengths and limitations. Although the in-class activity required learners to identify the suitable feedback model before giving feedback, the online self-study materials did not outline the strengths and limitations of the presented techniques; they focused solely on the 'how' of their use. To apply them sensibly, learners must be able to establish the strengths and limitations of each feedback model to identify the appropriate feedback model to use for different situations. The next four slides fostered reflection in learners and required them to provide short responses to the questions on the strengths and limitations of each feedback model.

The sequence of the questions was characterised by the following intent: first, to mine learners' understanding of feedback, followed by situating learning within their context and homing into the specific and essential aspects of the knowledge they were expected to be conversant with and ending with a reflection of the feedback models which harmonised with the in-class activity that followed. For this lesson, Mentimeter and Kahoot! can also be used. However, Mentimeter was not used as the free version allows only three slides (additional slides require payment, and there were more than three slides). Kahoot! was also ruled out because polling is a paid function. Poll Everywhere was used for several reasons. It engaged learners as they could share their thoughts anonymously and encouraged active participation; it could also be used to poll learners on their views and preferences and to elicit short answer responses to open-ended questions. Furthermore, there is no limit to the number of slides that can be created in the free version. It was also used for this class because the class size was fewer than 25 learners; the response limit for the free plan is 25, and since only one response was required per question, it could be used for free.

Learning Objective	Instructional Strategies	Guiding Questions (During Planning)	Additional Questions (During Lesson)	Digital Tools
<p>Provide constructive feedback using the appropriate feedback model.</p>	<ul style="list-style-type: none"> ■ Activate Schema ■ Scaffold ■ Connect Learning ■ Foster Reflection ■ Encourage Active Participation ■ Reinforce Learning ■ Evaluate Progress ■ Others 	<ul style="list-style-type: none"> ▪ Should we assume that the learners can recall and understand what they have learned? ▪ Is the application of knowledge straightforward, or does it require learners to assess and identify appropriate knowledge to apply? ▪ If the latter, is it better to initiate the lesson with questions that prompt learners to articulate their understanding of the concepts, rather than mere factual recall? ▪ Is it possible to situate the learning within the learners' contexts since recognising that relevance to their personal or professional lives will likely deepen their understanding and engagement? ▪ What is the intent of the question? 	<ul style="list-style-type: none"> ▪ Why do you prefer to be the provider/receiver of feedback? ▪ (Slide 2) ▪ Why does this type of feedback appeal to you? (Slide 3) ▪ Why don't other types of feedback appeal to you? (Slide 3) ▪ What is common among the comments given (Slides 4-6)? ▪ When is it better to use the hamburger feedback model? When is it better to use SBI feedback model? (Slide 6) 	<p>Poll Everywhere</p>

Lesson Plan

Time	Activity (Current Approach)	Time	Activity (Digital Andragogy Approach)
30 mins	Presently, the learners will do the activity in the following lesson after their online self-study.	5 mins	<ul style="list-style-type: none"> ▪ Ask learners the question: “What do you understand by feedback?” using a free online random name picker to select learners to answer the question.
		5 mins	<ul style="list-style-type: none"> ▪ Ask learners the question: “Do you prefer to be the provider or receiver of feedback?” using Poll Everywhere ▪ Following the tabulation of the responses, select some learners and ask them to elaborate on why they prefer one role over the other.
		5 mins	<ul style="list-style-type: none"> ▪ Ask the learners the question: “What types of feedback appeal to you?”
		15 mins	<ul style="list-style-type: none"> ▪ Ask the learners to briefly articulate the strengths and limitations of the feedback models.
		5 mins	<ul style="list-style-type: none"> ▪ Ask the learners to evaluate the lesson.