An Instructional Design for Developing an Understanding of Professional Appearance

By

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Instructional Design

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1. **ANALYSIS**

**Performance Analysis (Mager, 1988)**

 Jane is a cosmetology instructor for beginning professionals, studying within the courses of cosmetology. She is responsible for insuring each student will successfully enter into a service learning agreement with local partnering beauty salon businesses. Before this agreement can become official, each student must interview to become a salon employee for the business.

 Jane has been informed from several of the salon owners, the students that have been interviewing, haven’t been presenting themselves with a professional appearance. Jane has been presented with the task of exploring why the students aren’t presenting themselves with the professional appearances when interviewing and what needs to be implemented to stop the owners from complaining.

1. **LEARNING ENVIRONMENT AND RESOURCES**

**Learning Environment**

The learning community is made up of students being introduced to the profession of cosmetology. The location is a two year community college (Trenholm Community College), where each student has passed a COMPASS exam with validated scores to enter into the program’s course curriculum of cosmetology.

 The environments’ social culture suggests an average age that ranges from sixteen-thirty, with a higher percentage of teens registered for the program. The student-instructor ratio is 20:1, with a gender make up of sixteen girls, four boys, and one female instructor.

 The environments’ physical configuration is set up as a working salon. It consists of a horizontal roll of 20 salon stations, back-to-back, with mirrors attached, where students can work on opposing sides of each other; every station has a black hydraulic salon chair with silver chrome foot hydraulic lift. The salon station’s cabinets offer massive storage for products and implements. There are five shampoo bowls located on the north side of the salon, with ample shelf space for holding products; a single roll of five seat-connected dryers are located to the west of the shampoo bowls. In the ceiling, there are re-set lights that are strategically placed to create an illusion of a natural essence glow. The only natural light coming into the salon is give by the glass front and door that has the name of the school graphed across the front facing of the glass front door.

**Materials**

Students will have access to paper, pencils, computers, printers, speakers, Microsoft Word software, Power Point Presentation software, internet access, and Milady’s Standard Text of Cosmetology (2012).

**Media**

 Students will use printed materials (text/pictures/reference books), internet access (word searches/references), computer software (Microsoft/Office/Power Point), and Milady’s CD reference (2012).

**Rationale**

The student will use Milady’s Standard Text of Cosmetology (2012) as a reference engine to activate prior knowledge and to apply research.

1. **TASK ANALYSIS**

**Instructional Goals**

The students will understand professional hygiene.

**Learning Objectives**

 -Students will be able to explain and implement the concepts of dressing for success from the viewing/comparing of various picture examples at 100% accuracy.

**Type of Learning**

Cognitive- (a) knowledge: remember or recall information; (b) application: the ability to use information; (c) evaluation: the ability to check, judge, and critique materials.

**Learning Objective**

 Students will be able to recognize the differences of ergonomic principles and ergonomically correct postures and movement by choosing the correct definition at 100% accuracy.

**Type of Learning**

 Affective- Where the objectives are designed to change an individual's attitude choices, appreciation, and relationships; because, the student will recognize correct posture/movements from incorrect posture/movement.

**Prerequisite Analysis**

**Instructional-Processing Analysis-Flowchart**

1. **LEARNER ANALYSIS**

**Target Group**

 The learning community is a group of two year college students. They all have passed the required COMPAS entry exam with validated scores for entering into the program’s course curriculum of cosmetology.

**Cognitive Characteristics**

 The general aptitudes of the learning community suggest the ability to think abstractly, deal with several concepts at the same time, and understand the consequences of negative actions. There cognitive development had been validated with the passing of the COMPAS entry exam.

**Physiological Characteristics**

 The social culture of the learning community suggest, the average age of the students to be between the ages of 16-30, with a higher percentage of teens register for the program. The student-teacher ratio is 20:1, with a gender make up of sixteen girls, four boys and one female instructor.

**Affective Characteristics**

 All of the students within the learning community seem to have the quality of adaptability, creativity, good manual dexterity and the ability to visualize ideas. All the students seem to be eager to gain knowledge of the standards and by-laws set for becoming a professional cosmetologist.

1. **LESSON DESIGN**

**Introduction**

The purpose of this lesson’s plan is to create an awareness and understanding of the importance a professional appearance has on the effects of becoming employed as a service learning employee for local salon businesses partnering with a two year college. As in any profession, appearance can play a major role in the conclusion of becoming employed or not. As this lesson concludes, students will be able to discuss, recognize and implement aspects of a professional appearance and understand the principles need to possess ergonomically correct postures and movements.

1. **Body**

Assure Model

Subject: Professional Appearances

Topic: Determining a professional appearance

Subtopic: The effects of a professional appearance

Learning Community: Two year college students

Community’s Population: 20 students

Group’s Age Range: 16-30 years old

Date: March 1, 2017

Analyze Learners

The lesson is prepared for two year college students who have passed the college’s COMPASS entry exam for the program’s course curriculum of cosmetology. The student population shows general characteristics of cognitive development from the results of the COMPASS exam. Their affective characteristics suggest an eagerness to exemplify creativity and implement change for the sake of successfully completing the courses’ within the curriculum of cosmetology. The social characteristics are expressed with a classroom attendance at 100% accountability.

Entry Competencies

Students should have passed the COMPASS exam. Students should have the cognitive ability to read and review the referenced materials within the Milady’s Standard Text of Cosmetology. The students should also have the abilities to be creative; imaginative; the ability to visualize ideas; and good manual dexterity to implement a professional appearance successfully. Lastly, the students should possess the affective characteristics that will allow learning transfer of knowledge and the social characteristics to cooperate morally within a learning community.

Learning Styles

The students learning styles may vary from auditory, visual to kinetic learners. To ensure that every student will have the ability to understand and learn- consideration will be take in every student’s case and recommendation will be implemented to verify successful knowledge transfer.

Goal/Objectives

Students should be able to:

Cognitive

 -Identify examples of correctly dressed appearances

Psychomotor

 -Distinguish between ergonomically correct posture and movements and incorrect posture and movement.

Affective

 -Describe each of the principles involved in ergonomic movement and posture.

Selected Media, Materials and Methods

Paper

 -The teacher will use paper to transfer images and written text to create objective instruction and test.

Pencils

 -The teacher will give the pencils to the students to answer the work sheets and complete the objective test.

Printed Material

 -The printed material will be presented in the form of text, pictures, and reference books for ensuring comprehension and understanding.

Speakers

 - The teacher will use speakers to ensure all students will be able to hear the explanation of voice over concepts being announced doing classroom collaboration.

Computer Software

 -The teacher will use various computer software to present topics; and, to facilitate Milady’ (2012) chapter 3 reference material in the format of a PPP to the learning environment.

Internet

 -The teacher will use the internet access to research reference material, images, and concepts for ensuring the various learning style are met.

Utilize Media and Material and Methods

Preview the materials

 -The teacher will preview all images, clips, reference materials and audio to ensure they are working properly.

 -The teacher will also review all computer and cables to ensure they are plugged in the correct outlet and compatibility.

 -The teacher will print all reference text and objective test.

Prepare the Environment

 -The seating for the classroom environment will be set up like an active salon business. Each student will have his or her personal computer and the internet access connection will be provided by the school.

Prepare the Learners

The teacher will inform the students of the activities planned a week before the lesson starts and also the day before. The student will also be informed of the lesson’s requirements for successfully completing the lesson and the expectation for evaluating the outcomes and assessments.

Providing the Learning Experience

The teaching strategy being implemented in this lesson is the “Discovery Approach”, which is an inquiry-based format for learning and creating change. The students will be in a collaborative group. The teacher will introduce herself and the topic being presented. The students will view and listen to a power point presentation that will introduce topics for understanding to the group. The teacher will ask questions. The students will then discuss the concepts mentioned in the sequences of information given. The teacher will provide images of correct posture and movements. The teacher-students will review the images and discuss their ideas. Teacher will give the students an objective test to complete. Each student will complete the test individually. After completion of the test, the teacher will call the students together in a collaborative group and answer the questions correctly. The teacher will ask if there are new questions that need to be answered and clear any misconceptions.

Required Learner Participation

The learning community will work collaboratively to distinguish and understand concepts and principles as a group. The students will discuss amongst themselves the presented events, images and text that represent a professional appearance. With the completion of the teacher’s requested involvement of the group activities, the teacher will dissolve the group and have each student to work independently to complete an objective assessment that will test the concreteness of the material taught.

Evaluate and Revise

 - Students will engage in a jeopardy game, grouped in pairs of four, which will test their ability to gain information from graphics.

 -Students will be given a visual image and asked to verbally suggest changes that will lead to a successful professional appearance.

 **VII. Assessment**

Objective Worksheet-1

Recognizing Habits for a Professional Appearance

Instruction: Place an “X” beside each item below that is considered a good grooming habit for establishing a professional appearance.

\_\_\_\_\_ 1. Don’t take a bath nightly

\_\_\_\_\_ 2. Eating health food

\_\_\_\_\_ 3. Shampoo hair daily if needed

\_\_\_\_\_ 4. Practice good dental hygiene daily

\_\_\_\_\_ 5. Comb or brush your hair two times a week

\_\_\_\_\_ 6. Polish you finger nails to match your shoes

\_\_\_\_\_ 7. Ware fitted jeans with a nice top to an interview.

\_\_\_\_\_ 8. Sit straight when interviewing for employment

\_\_\_\_\_ 9. Spray on your best after shave when preparing for an interview.

\_\_\_\_\_ 10. Brush your teeth after you wake-up in the mornings.

**Upon completion of the following assigned assessment, students will gather into collaborative groups to evaluate/discuss the correct answers**.

Objective Worksheet-2

 Activity: Implementing the Right Appearance

Materials Needed: Worksheet/Closet Inventory

Directions: The class will collaborate together as a group to discuss the responses to the following questions.

1. Discuss the importance of wearing the right clothes for your career choice and its culture dress code.
2. Evaluate the inventory of cloths placed before you (teacher will have various items of clothing, placed in a box, sitting before the students), discuss and suggest a completed professional appearance for a person preparing for an interview with a salon owner for employment. Give reasons for your choices.
3. As a group, pick two volunteer classmate to interview each other and the rest of the class suggest pros and cons that will help the scenario to improve.
4. Allow every student within the group to write down a particular company/business they would like to work for. Once they have written their answer down, have them to reveal their choices. Next, have them to describe the appropriate attire they would need to wear for an interview.

**Upon completion of this assigned activity, students will discuss the correct answers with the teacher.**

Objective Worksheet-3

Directions: Unscramble the essential words on the left of the work sheet and use the clues on the right of the worksheet to help you choose the correctly spelled essential word to fill in the blank.

 Word Scramble Correct Word and Meaning

1. csimongreo Clue: Well-being. \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_
2. neegyih Clue: The study of human characteristics for a specific work environment.\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_
3. emaeg nalssioproef Clue: Being your best advertisement as a professional.

 \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

1. haethl doog Clue: Personality, personal hygiene, and attitude are all aspects of an individual’s, what?

 \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

1. ppareaance sonalper Clue: The branch of applied science concerned with helpful living is called. \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

**Upon completion of the assignment worksheet, the students will come together and discuss the correct answer.**

1. **Conclusion**

Choosing a career profession is one of the most important decisions a person can make in a life time. As in any profession, your appearance/image can speak before a person can verbalize a word. In the profession of cosmetology, your appearance/image is your business. How you look and present yourself can have massive influences on successes or failures as a professional in cosmetology. If you are interviewing for a service learning position as an advisor on how to use make-up, it is important to present yourself with current and beautiful applied applications of make-up. Your appearance and the way you conduct yourself must be in harmony, when a person work within the profession of cosmetology. This lesson plan will introduce cosmetology students to the basic concepts skills for developing a professional appearance and explore the principles for a professional appearance and improve the development of ergonomic posture/movements.

References

Barnes, L. (2012). “The Study Guide: The Essentials Companion” *Milady’s Standard Cosmetology*, Thomson Delmar Learning.

Milady’s Standard Cosmetology (2012). Chapter 3 “Your Professional Image” Thomson Delmar

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