How to use the ‘Pay on Foot’ Parking

**On arrival:**
- Stop at Barrier
- Take Ticket
- Park Car

**On leaving:**
- Insert Ticket in Pay Station
- Pay Money
- Take Exit Ticket
- Drive to Barrier
- Insert Ticket
- Drive Away
Learning Outcomes

The learner will...

• Use a visual instructional plan (VIP) as a guide to develop a designated skill
• Practice steps for creating a VIP
• Discuss how VIPs could be implemented in various content areas
• Describe the advantages and disadvantages of using VIPs for both teachers and students
Advantages

• Involves students in their own learning process
• Facilitates learner independence
• Provides a balance between providing content and time to apply the information
• Scaffolds educational experiences by making learning “visible”
Clarity

Clarity in VIP design is accomplished by following three principles:

• One step at a time
• A picture for every step
• Minimal reliance on words
Sample VIP: Drawing a Hexagon using a Compass

1. Select the length of a side.
2. Set the compass to that length.
3. Draw a circle with the compass.
4. Make a mark on the circle.
5. Starting at the mark, swing a series of arcs around the circumference of the circle.
6. Check to make sure that the last mark lands directly on the first one. If not, repeat step 5.
7. Connect the marks with straight lines to form a hexagon.
Sample VIP: Line Perspective Drawing
Sample VIP: Multiplication of Two Binomials

\[ (x + 3)(x - 9) \]

1. Place the binomials in parentheses: \((x + 3)(x - 9)\)
2. Multiply two binomials using FOIL:
   - First: \(x^2\)
   - Outside: \(-9x\)
   - Inside: \(+3x\)
   - Last: \(-27\)
3. Simplify your answer: \(x^2 - 6x - 27\)

Final Answer: \(x^2 - 6x - 27\)
VIP vs. Summary Graphic

Which is clearer?

Amie
Highlights from a Sample Lesson

What do we have in common?
Anaphylaxis
Use the VIP to Properly Administer Epinephrine

Rubric: EpiPen Administration

<table>
<thead>
<tr>
<th>Participant’s Name:</th>
<th>Evaluator’s Name:</th>
</tr>
</thead>
</table>

**Directions:** For each indicator, determine if the participant demonstrates proficiency in the ability to accurately administer an EpiPen or if practice is needed.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Proficient</th>
<th>Needs Practice</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue safety cap is removed by pulling straight up without bending or twisting it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The auto injector is held near the thigh prior to delivery of the medication. With the orange tip pointed toward the thigh.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The orange tip of the auto injectors is swung firmly toward the outer thigh until a “click” sound is heard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The auto injector is held in contact with the thigh at a 90° angle for 10 seconds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After removing the auto injector, the injection site is massaged for 10 seconds.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion

• Were you successful? If not, where was the break down?
• Is the rubric necessary? Why or why not?
Is it better to lecture on the steps first or to let learners discover?
Assessment

What direction should the orange tip of the Epi-Pen be facing when the blue safety release is removed?

A. Downward  
B. Upward  
C. At a 45 degree angle  
D. At a 90 degree angle

Which word pair completes the phrase to help a person remember how to administer an Epi-Pen?

The blue cap is pulled off toward the __________; while the orange tip points to the _______________.

A. Top ; Bottom  
B. Sky; thigh  
C. Head; leg  
D. Ceiling; floor
Assessment

Which of the following statements about administering an Epi-Pen is *FALSE*?

A. You will hear a “click” sound when the needle of the Epi-Pen has been injected
B. To remove the blue safety release, twist in a clockwise direction
C. Hold the Epi-Pen in place at the injection site for 10 seconds
D. An automatic delay in the release of the medicine allows you to administer the Epi-Pen through clothing.

In what position should the auto injector be when administering the injection?

A. Vertical to the outer thigh
B. It does not matter
C. Perpendicular to the outer thigh
D. However the person being injected want it to be positioned
What should you do right after you hold the EpiPen in the thigh for appropriate number of seconds?

A. Call 911
B. Ask the person how they are feeling
C. Check the person’s pulse
D. Massage the injection area for 10 seconds
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What direction should the orange tip of the EpiPen be facing when the blue safety release is removed?</td>
<td>A. Downward</td>
</tr>
<tr>
<td>Which word pair completes the phrase to help a person remember how to administer an EpiPen?</td>
<td>B. Sky; thigh</td>
</tr>
<tr>
<td>The blue cap is pulled off toward the _______; while the orange tip points to the ________</td>
<td></td>
</tr>
<tr>
<td>Which of the following statements about administering an EpiPen is <strong>FALSE</strong>?</td>
<td>B. To remove the blue safety release, twist in a clockwise direction</td>
</tr>
<tr>
<td>In what position should the auto injector be when administering the injection?</td>
<td>C. Perpendicular to the outer thigh</td>
</tr>
<tr>
<td>What should you do right after you hold the EpiPen in the thigh for appropriate number of seconds?</td>
<td>D. Massage the injection area for 10 seconds</td>
</tr>
</tbody>
</table>
Now You Try
How to...

- Do a pushup
- Tie a shoe
- Thread a Needle
Exchange VIPs

Check for clarity:

疑问: One step at a time
疑问: A picture for every step
疑问: Minimal reliance on words
Discussion

• How did you approach getting started with the VIP?

• Did you find yourself going back to add key points in order to improve clarity?
Discussion

• Which approach best facilitated your learning: when you used a VIP or when you created your own?

• Share an example of how a VIP can be used to facilitate learning in your field/discipline.
Discussion

• What are the advantages and disadvantages of using VIPs for both teachers and students?

• How might using VIPs help facilitate learning for special populations such as English Language Learners (ELL) or for students with disabilities?