Chapter 12: Instructional Strategies

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General Principles That Can Guide Instruction

- Popular approach - **Backward Design**
  - Identify desired end results that you want students to learn
  - Determine acceptable evidence (assessments)
  - Plan activities that enable students to demonstrate desired end results

- Example - Rapid retrieval
  - Word problems, hands on

Effective teachers..

1. Use a variety of instructional strategies, within a single lesson
   a. **Teacher-directed instruction** - teacher chose which subjects will be addressed/closely guided activities
   b. **Learner-directed instruction** - students have control regarding what and how they learn
2. Promote productive cognitive processing of classroom subject matter
   a. Capture student's attention
   b. Meaningful learning
   c. Critical thinking

Teacher Directed

Learner Directed

tension.net
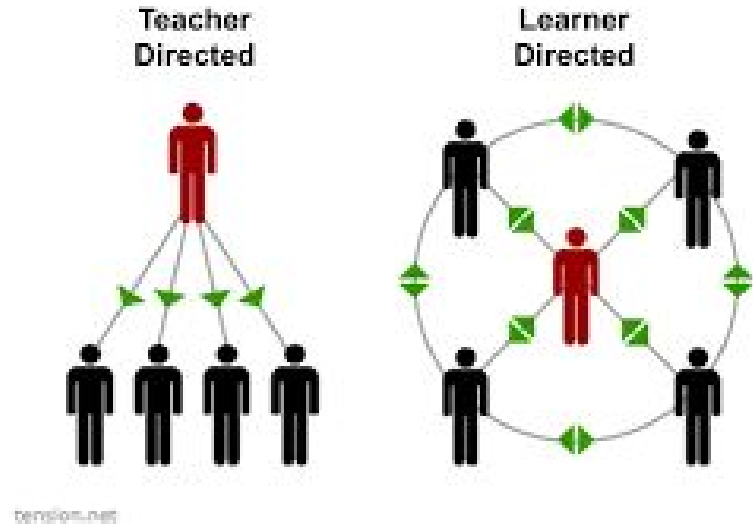
Effective teachers contd..

- Focus on knowledge and skills
  - "Big idea"
- Provide some structure and scaffolding for activities and assignments
  - Break down each group task in subgroups
  - Less directive in small group
- Capitalize on technological innovations
  - Interactive whiteboards
  - Educational websites

- Take student diversity into account when planning and carrying out instruction
  - Students who have trouble sitting still, hands-on activities, accommodations for special education students **(differentiated instruction)**
- Regularly assess and provide feedback about students' progress

    Throughout instruction - **formative assessment**

● Goals of Instruction

- Identify -
  - What students should accomplish
    - Year
    - Semester
    - Lesson
- **Instructional goals** - desired general, long-term outcomes of instruction
- **Instructional outcomes** - more specific outcomes of a particular lesson or unit

- Terms to be aware of -
  - Goals, objectives, proficiencies, targets, benchmarks, outcomes.

Writing Useful Goals and Objectives

Include goals and objectives with varying levels of complexity and sophistication

- **Remember**: Recognize or recall information learned at an earlier time
- **Understand**: Construct meaning from instructional materials and messages
- **Apply**: Use knowledge in a familiar or new situation
- **Analyze**: Break information into parts and identify relationships among the parts
- **Evaluate**: Make judgements about information using certain criteria or standards
- **Create**: Put together knowledge, procedures, or both to form a coherent, structured, and original whole

Conduct a Task Analysis:

1. **Behavioral Analysis** - Identifying specific behaviors required to perform it
   a. Example: Identify specific physical movements in dribbling, passing, and shooting a basketball
2. **Subject Matter Analysis** - Break down the subject matter into specific topics, concepts, and principles
   a. Example: Identifying the judicial systems such as *innocent until proven guilty* and *reasonable doubt*
3. **Information Processing Analysis** - Specify cognitive processes involved in a task
   a. Example: Identifying the mental processes involved in successfully solving a word problem

ACTIVITY 1:

Visual Task Analysis: Brush Teeth

ACTIVITY 2:

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID
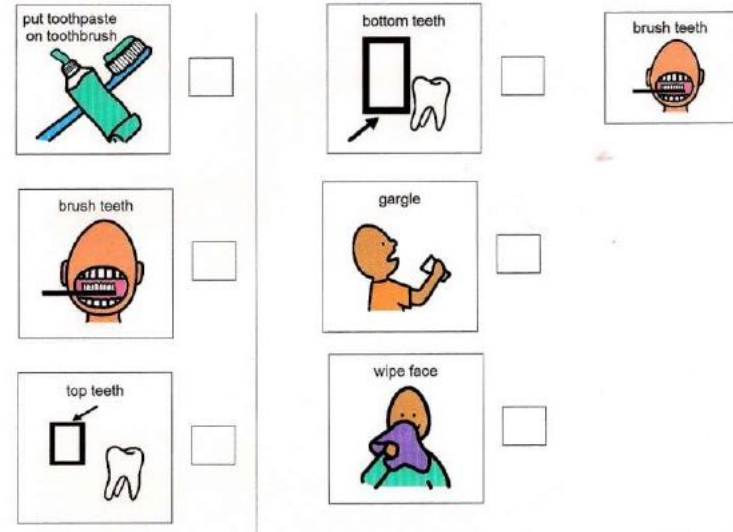
Teacher–Directed Instructional Strategies:

Involves **expository instruction**: information is presented (exposed)

- Expository Methods:
  - Lectures and Textbooks
- Asking Questions and Giving Feedback
  - **Lower-level questions** - promote students to retrieve existing knowledge
- In-Class Assignments
  - Clear task and purpose
  - Stimulate interest
  - Difficulty level
  - Monitor progress
  - Assess
  - Encourage students to reflect

- Giving homework
  - Make homework intriguing
  - Provide structure
  - Mixture of voluntary and required assignments
  - Discuss homework
- Promote Mastery
  - **Mastery learning:** approach to instruction students learn one topic thoroughly before moving on

Use Instructional Websites

Use technology to individualize instruction

Learner-Directed Instructional Strategies

Places control of learning activities largely in students' hands. Requires *some* teacher control and guidance

- Stimulating and Guiding Class Discussions
  - Teachers should
    - Focus on topics that lend themselves to multiple perspectives, explanations, or approaches
    - Make sure students have enough prior knowledge about a topic to discuss it
    - Create a classroom atmosphere conducive to open debate
- Discovery and Inquiry Activities
  - Discovery - students derive information for *themselves*
  - Inquiry - help students acquire effective *reasoning processes*

Conduct Reciprocal Teaching Sessions
- **Reciprocal Teaching** - fostering erasing and listening comprehension skills students take turns asking teacher like questions of classmates
  - Summarize
  - Question
  - Clarify
  - Predict

Computer Simulations and Games

Cooperative Learning Activities
- From groups based on knowledge
- Give common goals
- Provide clear guidelines
- Make students accountable
- Have students evaluate themselves

Learner–Directed Instructional Strategies contd.

- Structure Peer Tutoring Sessions
  - **Peer tutoring** - one student provides instruction to help another student master a classroom topic
- Enhancing Peer Tutoring
  - Tutors should have mastered the material they are teaching
  - Use sound instructional techniques
  - Provide a structure for students' interactions
- Conduct Technology-Based Collaborative Learning Activities

Taking Instructional Goals and Student Diversity into Account

- The instructional strategies we choose must take into account students' ages and developmental levels
- The knowledge and skills students bring to a topic must be considered
- All students should be aware of the different instructional strategies even though they might learn differently
- Consider group differences
- Accolade students with Special Needs
  - Modify instructional goals and strategies
  - Differentiated instruction