

Instructional Planning

Selecting a Teaching Strategy

Learning and Instruction

- Learning

- a relatively lasting change in performance caused directly by experience; also the process or processes whereby such change is brought about.
- Learning is *inferred* from performance.

Learning and Instruction

- Instruction

- Deliberate arrangement of experience(s) to help a learner achieve a desirable change in performance.
- The management of learning in education is primarily the function of the instructor.

Learning and Instruction

- Instruction (other definitions)
 - the arrangement of information to produce learning
 - communication specifically designed to broaden and extend the field of experience of a learner.

Instructional Planning

- ASSURE Model

- A Analyze Learner Characteristics
- S State Objectives
- S Select Instructional Methods
- U Utilize Instructional Methods
- R Require Learner Response
- E Evaluate

Analyze Learner Characteristics

- Determine the nature of any learner's current level of experience.

The Learning Process

- Differentiation is the ability to classify objects by characteristics
 - Differentiation leads to the development of concepts
- Integrate differentiations into generalizations and abstractions
 - Develop constructs that enable learners to deal more effectively with their environment

Learning-Instruction Process

- Differentiation and integration (learning) is guided by instruction and instruction is the job of the teacher.
- Adult learners can usually make new differentiations more quickly than children but instructors need to remember that adults still have to make them.

State Objectives

- Objectives are learner focused and used for lesson planning
- Objectives are more specific than outcomes

Select Instructional Methods

- The sequence in which a learner encounters materials has a direct effect on achievement.
- Instruction should parallel the differentiation-integration learning process.
- Learning is enhanced by sequencing from direct experience to abstraction.

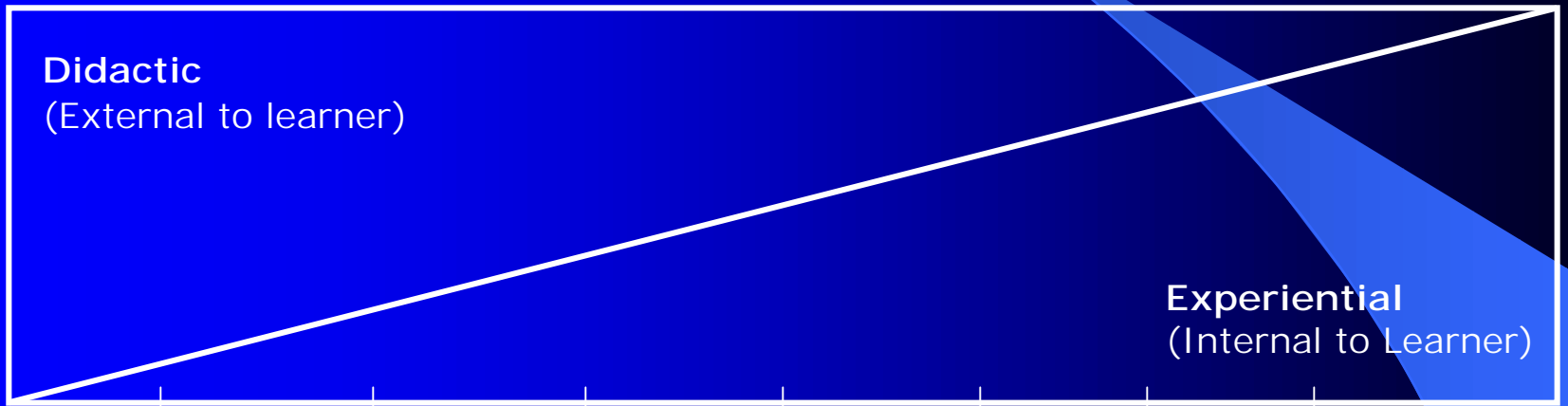
Select Instructional Methods

- Concrete experiences facilitate learning and the acquisition, retention, and usability of abstract symbols.
- “Non-traditional” learners in the Course of Study may not have done well in traditional school settings.

Concrete-Abstract Continuum

Low Involvement

High Involvement



Lecture

Demonstrations

Instrumentation

Role Plays

Independent
Study

Indirect
Presentations

Case
Studies

Mind
Pictures

Simulation

Selecting Materials

- Respect copyrighted material
 - Fair-use in the classroom
 - Fair-use in publishing (e-publishing modules)
- See Wes Tracy, “Quote. . .Unquote”

Utilize Instructional Methods

- Utilize the selected instructional plan with real learners.

Require Learner Response

- Learner response, what mental processing or overt practice is conducted in response to instruction, is a key to effectiveness.
- Learner response can be enhanced through interaction with the instructor or other learners.

Evaluate

- Regardless of the appeal of a mode of presentation the ultimate test is learner response and performance.
- Evaluate the outcomes and revise instruction as necessary.

Learner Response

- A** – Analyze Learner Characteristics
- S** – State Objectives
- S** – Select Instructional Methods
- U** – Utilize Instructional Methods
- R** – Require Learner Response
- E** – Evaluate

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