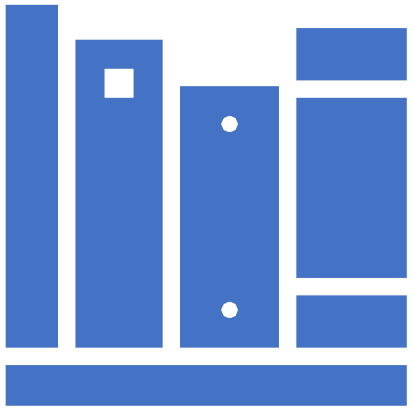
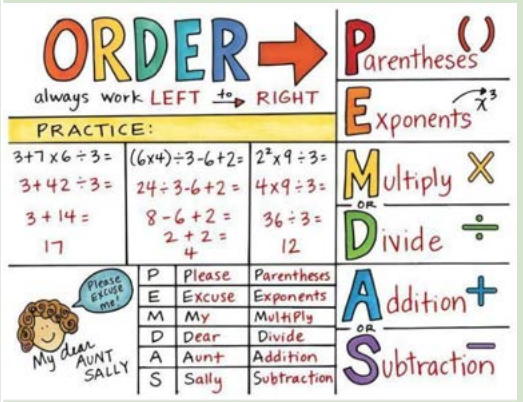
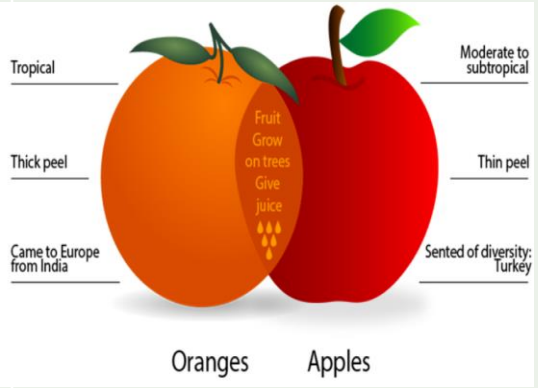
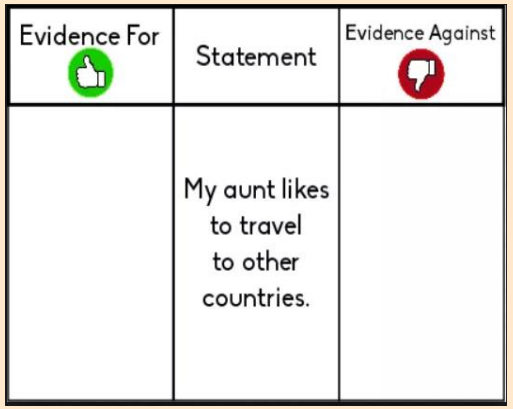
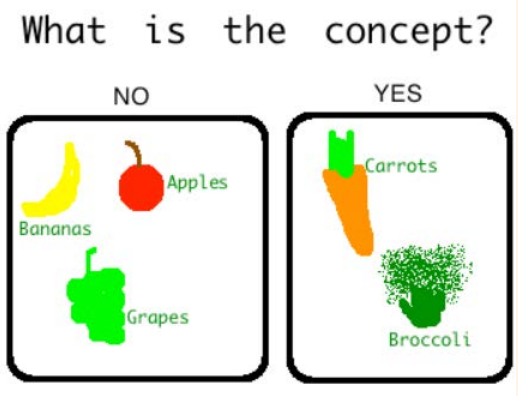


Instructional Strategies Chart

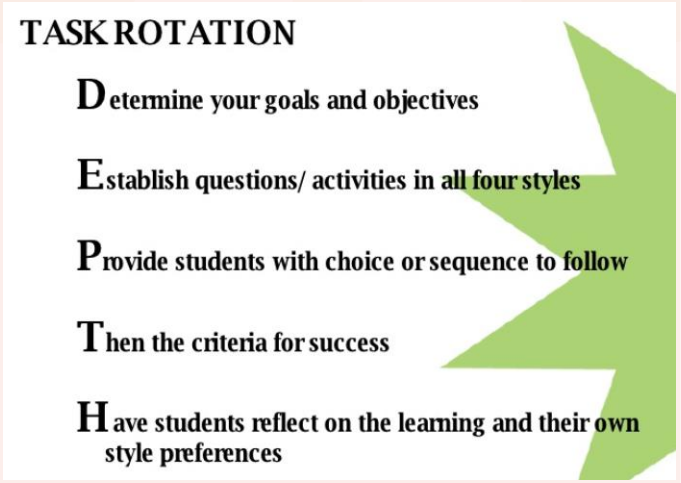
La Tarah Hall

	STRATEGY	DESCRIPTION OF STRATEGY	EXAMPLE OF STRATEGY		DELIVERY OPTIONS
MASTERY	Direct Instruction	The teaching or practicing of a skill to help students master a skill. The instructor helps the learner obtain mastery through verbal demonstration or step-by-step instruction, lesson facilitation by asking questions, guided practice and coaching, and allowing students to practice skill independently.	Teaching someone to tie their shoes. 1) Model by verbal demonstration (or saying while doing): "First you Loop it, then you swoop it, then you pull." 2) Direct the student practice by asking questions like, "What is the first step?" 3) In guided practice the teacher provides feedback while the learner practices the skill of tying shoes. 4) The learner continues to practice tying his/her shoe, independently until mastery is achieved.		Captivate, Storyline, PowerPoint, Video, Video Conference, Blended Learning, In-Person Instruction
MASTERY	Graduated Difficulty	A self-directed learning strategy that gives students autonomy over their learning. Present students with the skill to be practiced (or content to be reviewed) through varied levels of difficulty. Students should assess and select the level of difficulty they are most comfortable with completing. Then, students should assess their work to see they should remain at that level or move on/graduate to the next level. It is the role of the instructor to remind students to challenge themselves and help students develop achievable goals.	The Accelerated Reader Program assist with assessing students reading level. Students select and read books according to their reading level and take a comprehension quiz on the AR program. The results of the quiz helps the instructor and the child set goals and plans for increasing reading level and comprehension.		Web, Blended Instruction, In-Person Instruction.

	STRATEGY	DESCRIPTION OF STRATEGY	EXAMPLE OF STRATEGY	DELIVERY OPTIONS
MASTERY	New American Lecture	A lecture built around a graphic organizer, in which the instructor presents information in chunks (about 5 minutes) beginning with a hook (or an attention grabber), then break from presenting to asking learners questions (style of questions should vary from mastery, understanding, self-expressive, and interpersonal) and allow learners to reflect on presented information. The instructor will repeat the cycle of lesson chunks, questioning, and processing time, until the end of the lesson. To sum up the lesson, learners will participate in an activity that allows learners to apply their knowledge.	Teaching the Order of Operations or PEMDAS. 1) Hook the students by asking them to solve an unfamiliar or challenging math question like 5+10x2=? Survey the class to see the answer that they came up with. 2) Instruct the learners about the Order of Operations and use an acronym organizer to introduce "Please Excuse My Dear Aunt Sally" (PEMDAS: Parenthesis, Exponents, Multiplication, Division, Addition, and Subtraction) to help students solve challenging equations. 3) Allow students time to reflect and ask student questions like "Who remembers the phrase for PEMDAS?" 4) For practice, follow up the lesson with a game by dividing the class up into teams. Whichever group answers the most equations correctly wins. 	Graphic Organizer, Captivate, Storyline, PowerPoint, Video, Video Conference, Blended Instruction, In-Person instruction
UNDERSTANDING	Compare and Contrast	A strategy that maximizes students' understanding of content by describing the similarities and differences, and making conclusions about an object or topic: the phases of this strategy include a description, comparison, conclusion, and task application.	Comparing Apples to Oranges 1) Have students describe each item separately. 2) Using a graphic organizer, like a Venn diagram, have students compare apples and oranges by identifying the similarities and differences. 3) Allow student time to reflect on the newly acquired information and draw conclusions about the similarities of the apples and oranges. 4) Assign activity for the newly acquired skill. Give the students a short writing asking about their preference: If you had to choose between an apple and an orange, which would you choose and why?		Captivate, Storyline, PowerPoint, Video, Video Conference, In-Person Instruction

	STRATEGY	DESCRIPTION OF STRATEGY	EXAMPLE OF STRATEGY		DELIVERY OPTIONS
UNDERSTANDING	Reading for Meaning	A strategy that helps students master the challenge of critical reading through the use of statements or prompts to build understanding/interpretations. Students are encouraged to think before (pre-read) and during reading, and to reflect upon what they have read.	Using the Acronym READS (Silver, Morris, and Klein, 2010) **R**eview the text. The instructor provides students with key concepts before reading (pre-reading). **E**stablish statements for students to agree or disagree with. **A**sk students to collect evidence to support their position or why they agree or disagree. **D**ecide or Discuss if the supporting evidence is sufficient, to gain new insight through group discussion. **S**urvey students using a graphic organizer, outlining agree or disagree statements and supporting evidence.		In-Person Instruction, Video Conference, Discussion Forum, Blended Instruction
UNDERSTANDING	Concept Attainment	Students develop the ability to understand concepts through attributes of the new topic. Critical attributes help student examine and identify examples and non-examples of a given concept.	Identifying Quadrilaterals 1) Teacher provides examples and non-examples of quadrilaterals. 2) Students formulate a hypothesis based on the given examples. 3) Students label/define concepts based on the critical attributes of the given examples. 4) Teacher ask students reflective questions. 5) Students synthesize their learning by creating there own examples of quadrilaterals.		Captivate, Storyline, PowerPoint, Video, Video Conference, In-Person Instruction, Drag and Drop, Blended Instruction

	STRATEGY	DESCRIPTION OF STRATEGY	EXAMPLE OF STRATEGY		DELIVERY OPTIONS
SELF EXPRESSION	Metaphorical Expression	A learning strategy used to engage students with the lesson content using creative/original comparisons, metaphors, similes, or analogies. Types of analogies include; a simple analogy, personal analogy, and a compressed conflict - when a topic is described by two words that are contradictory to one another.	For a learning exercise, we were tasked with creating a poster/collage incorporating compressed conflict phrase to describe our ideal Instructional Design job. I choose "Independent Collaborator." These two words are contradictory to one another. Instructional Designers often work independently in the development portion of the instruction. However, when developing designs for others, designers must collaborate with others in the planning and designing process of instruction development.		Captivate, Storyline, PowerPoint, Video, Video Conference, In-Person instruction, Blended Instruction
INTERPERSONAL	Decision Making	A learning strategies that prompts students to think critically about lesson content in order to make informed decisions.	A technique known as the Priority Pyramid helps students make decisions by rank ordering topics or concepts in order of importance. For instances, asking students to rank order the things that are most important - career, education, financial security, friends, health, leisure, and money. Then have students reflect on the decisions that they have made.		PowerPoint, Video, Video Conference, In-Person Instruction, Blended Instruction, Discussion Forum

	STRATEGY	DESCRIPTION OF STRATEGY	EXAMPLE OF STRATEGY		DELIVERY OPTIONS
INTERPERSONAL	Reciprocal Learning	An interactive learning strategy where two students pair up - one as a "player" and the other as a "coach" - to help each other reach a learning goal. The player will share their information with the coach, and the coach will listen, provide feedback, and hints of improvement to the player. Upon completion of the session, the students will switch roles.	To convert this learning strategies chart assignment to a reciprocal learning strategy, I would have learners pick a partner and exchange one complete learning strategy (do not exchange the same strategy). Each learner/coach will evaluate the other learner/player's strategy and provide constructive feedback, praise, critique or provide hints to improve each category of the learning strategy, based on the instructor's provided list of feedback. Upon the receipt of feedback, the learner will share in the discussion forum why or why not they will make changes or add more content to their instructional strategy.		Web-Conference, In-Person Instruction, Blended Instruction, Discussion Forum
FOUR-STYLE	Task Rotation	The presentation of the course content/lesson using all for styles of learning/tasks: Mastery, Understanding, Self-Expressive, and Interpersonal.	In one of the summer online courses, after providing a lesson on learning principles and learner characteristics, she gave us the option of creating an infographic (Self-Expressive Strategy) or writing a short paper (Understanding Strategy) comparing the learning theories.		PowerPoint, Video, Video Conference, In-Person Instruction, Blended Instruction, Discussion Forum

Silver, H. F., Morris, S. C., and Klein, V. (2010). Reading for Meaning: How to Build Students' Comprehension, Reasoning, and Problem-Solving Skills (A Strategies Teacher PLC Guide). Alexandria, VA; ASCD.