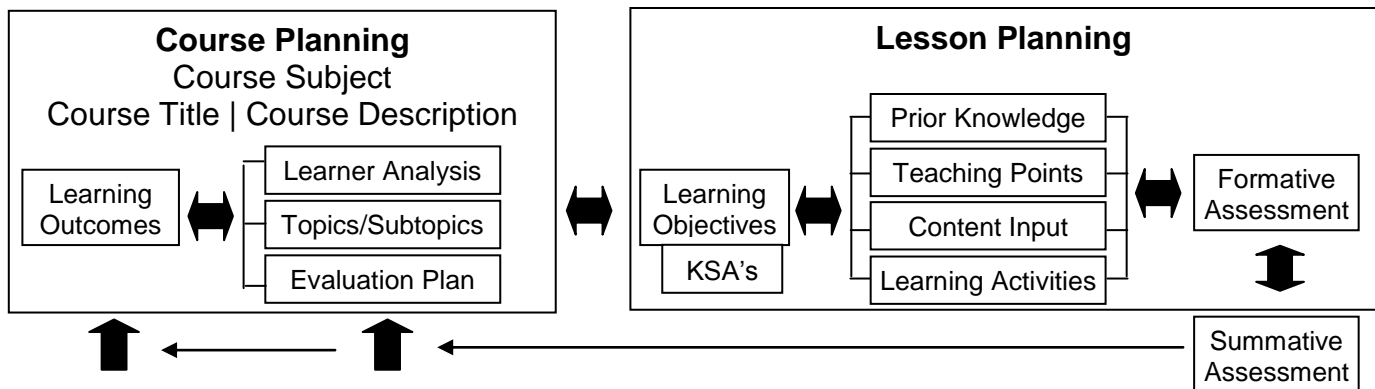




### *Lens on Learning Theory*

Instruction guides learners in working with information (i.e. finding it, organizing it, applying it, evaluating it, synthesizing it). Planning instruction often follows the process below, but in reality it can begin at any point and expand to include the other elements. **Information is not instruction** (D. M. Merrill, 1997).



Instruction leads students in applying, evaluating, or synthesizing knowledge, skills, and/or attitudes through learning activities.

**Instruction is most effective when it ...**

1. ...moves learners towards clearly defined learning outcomes and objectives at all levels of Bloom's Taxonomy.
2. ...includes a variety of groupings, motivational techniques, ways of determining prior knowledge, content input strategies, learning activities, practice exercises, and assessment methods.
3. ...offers feedback to both the students and the teacher regarding learning

### *Reflection on Practice*

1. What strategies could be used to increase variety in your instruction?
2. How is each instructional activity linked to learning outcomes and objectives?
3. How do learning activities need to be structured in your subject area to lead students to apply, evaluate, or synthesize key information?

### *Expanding Your Teaching Toolkit*

Consider identifying strategies that you already use or those you might add to your list of instructional techniques.

#### **Strategies for Review and Bridge-In**

Determining prior knowledge, skills, or abilities helps you plan appropriate instruction.

- Brainstorming
- Student Self-evaluations
- Pretests
- Responses to a series of questions (written, oral, group, individual)
- Surveys

## Content Input/Presentation Strategies

Content input can occur using a variety of mediums and methods (teacher-driven and student-driven). Content input should address visual, auditory, and kinesthetic learners.

- |  |  |   |                                      |
|--|--|---|--------------------------------------|
| <input type="checkbox"/> Diagrams          | <input type="checkbox"/> Readings            | <input type="checkbox"/> Websites       | <input type="checkbox"/> Videos      |
| <input type="checkbox"/> Handouts          | <input type="checkbox"/> Socratic questions  | <input type="checkbox"/> Lectures       | <input type="checkbox"/> Discussions |
| <input type="checkbox"/> Overheads         | <input type="checkbox"/> Step by step guides | <input type="checkbox"/> Research tasks | <input type="checkbox"/> Textbooks   |
| <input type="checkbox"/> Demonstrations    | <input type="checkbox"/> Guest speakers      | <input type="checkbox"/> Field trips    | <input type="checkbox"/> Stories     |
| <input type="checkbox"/> PowerPoint slides | <input type="checkbox"/> Radio programs      | <input type="checkbox"/> Experiences    | <input type="checkbox"/> Manuals     |
| <input type="checkbox"/> Television        | <input type="checkbox"/> Music and Art       | <input type="checkbox"/> Environment    |                                      |

## Learning Activities

Learning activities should be well structured, with explicit instructions. They should provide opportunities for guided practice and prepare learners for assessment.

- |                                       |  |   |
|---------------------------------------|--|---|
| <input type="checkbox"/> Problems     | <input type="checkbox"/> Group Tasks   | <input type="checkbox"/> Learning Triads    |
| <input type="checkbox"/> Case Studies | <input type="checkbox"/> Writing Tasks | <input type="checkbox"/> Games              |
| <input type="checkbox"/> Stations     | <input type="checkbox"/> Exercises     | <input type="checkbox"/> Each one teach one |
| <input type="checkbox"/> Debate       | <input type="checkbox"/> Role Playing  | <input type="checkbox"/> Competitions       |
| <input type="checkbox"/> Experiments  | <input type="checkbox"/> Simulations   | <input type="checkbox"/> Worksheets         |
| <input type="checkbox"/> Discussions  |  | <input type="checkbox"/> Challenges         |

## Assessment Methods (Formative and Summative)

For more information and ideas related to assessment, refer to other Pedagoggies.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Presentations   | <input type="checkbox"/> Reports              | <input type="checkbox"/> Peer evaluations       |
| <input type="checkbox"/> Demonstrations  | <input type="checkbox"/> Proposals            | <input type="checkbox"/> Tracking Sheets/Charts |
| <input type="checkbox"/> Assignments     | <input type="checkbox"/> Journals             | <input type="checkbox"/> Displays               |
| <input type="checkbox"/> Checklists      | <input type="checkbox"/> Action Plans         | <input type="checkbox"/> Projects               |
| <input type="checkbox"/> Tests / Quizzes | <input type="checkbox"/> Synopsis / Abstracts | <input type="checkbox"/> Question/Answer        |
| <input type="checkbox"/> Portfolios      | <input type="checkbox"/> Models               |   |

## More Information and Ideas

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### On the Web

Drummond, T. (1994). *A brief summary of the best practices in college teaching*. Retrieved June 2011 from <http://teaching.uncc.edu/resources/best-practice-articles/course-development/best-practices>

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