

R626

Instructional Strategies and Tactics

Section 6417

Thursdays, 1:00-4:00

Dr. Charles M. Reigeluth

<http://avf.indiana.edu/reigelut>

The purpose of this seminar is to provide a vehicle for graduate students to expand your personal theory of instruction—that is, to deepen your understanding of when and how to apply the instructional strategies and tactics that you believe will best facilitate learning.

Part One of the seminar will focus on articulating your current personal theory of instruction, which includes deepening your understanding of what is a theory of instruction. We will look at basic methods that might be considered “essential elements” for learning. They clearly vary depending on the kind of learning, such as learning to apply skills, develop understandings, remember information, and use higher-order thinking skills. We will also look at basic sequencing strategies and basic approaches to instruction that characterize an “industrial age” approach to instruction. Tools for this will include readings, small-group discussions, peer feedback, and writing up revisions/elaborations of your personal theory.

Part Two of the seminar will focus on your developing a new personal theory of instruction within an information-age paradigm of education and training. This new paradigm is emerging in schools, businesses, and other settings across the country. It is a paradigm that emphasizes customization (learner-centered) rather than standardization (teacher-centered) and learner empowerment rather than teacher control, as well as other new features. This new paradigm is emerging in response to powerful societal and technological changes, and it will greatly influence the lives of all who work in education or training.

The development of your new personal theory will entail your:

11. understanding what this new paradigm is and why it is important,
12. identifying the situation in which you will use your personal theory,
13. clarifying the values about learning and instruction you would like your theory to exhibit,
14. identifying methods most appropriate for your situation and values, and
15. identifying any conditions that may call for your methods to vary across the range of situations in which you will use your personal theory.

This project-based approach to learning will help you to elaborate your new personal theory of instruction in stages.

To support the development of your personal theory, we will look at instructional theories within this new paradigm, the diversity of methods they offer, and the conditions under which each may be most advantageous to use. This will include newer methods for sequencing and newer approaches to instruction. Tools for this will also include readings, mini-lectures, small-group discussions, large-group discussions, peer feedback, and writing up revisions/elaborations of your personal theory.

The seminar will practice the new paradigm of learner-centered and learner-directed instruction/inquiry. A combination of peer and self evaluations will be used to determine your grade.

Readings:

Green Book II: *Instructional-Design Theories and Models, Volume II*, edited by C. Reigeluth.

Reigeluth, Modules 1-6: <http://www.indiana.edu/~idtheory/methods/methods.html>.

Reigeluth, *Scope and Sequence*, Chapters 1-3 (available on SSF)

Van Merriënboer, *Training Complex Cognitive Skills*.

R626 Schedule

Part 1. Explicate your current personal theory of instruction.

1. Sep 4

Before class Enjoy your last few days of freedom 8-)

During class About the seminar; Self-directed, peer-assisted learning; Introductions, focus areas; Definition and examples of methods of instruction; **Outline your methods** (individually); Discuss your methods in groups of 3; Discuss using SSF.

2. Sep 11

Before class **Post** to your folder on SSF: 1) one **paragraph** of information about yourself; 2) one **paragraph** on your teaching experience and past focus area (as a discussion topic), 3) an **outline** (1-2 pages) of your methods of instruction (as an attached MS Word file), and 4) a **journal** (one paragraph) of process issues you encountered while trying to explicate your personal theory.

Read: Journals of last year's students (see week 1 on SSF)

Aronson & Briggs (Green Book I, Ch. 4, on electronic reserve)

Reigeluth, Modules 1-2 (www.indiana.edu/~idtheory/methods/methods.html)

Internalize Module 2 by taking its tutorial.

Green Book II, Ch. 1, pp. 5-15.

Do the MCO tutorial

Think about **Gagné's theory** and what it might contribute to explicating your personal theory.

During class Discuss and instantiate **Gagné's theory**. Discuss **Modules 1-2**. Develop criteria for feedback on your theories. Discuss Chapter 1 and how to elaborate **methods** of instruction, and discuss the role of **conditions** in elaborating methods. Apply the **components** of instructional theories to Schank's theory.

3. Sep 18

Before class Elaborate your **outline** of your methods, but you do not need to post them yet. Understand the **components** of instructional theories, and apply them to elaborating your theory.

Read: Reigeluth Modules 3-4 (after elaborating your methods).

Internalize Modules 3-4 by doing their tutorials.

Green Book I, Chapter 1 (on electronic reserve)

During class Discuss **Modules 3-4**. Understand and apply the **three patterns** of instructional theory. Discuss **Chapter 1** and instructional **values**.

4. Sep 25

Before class **Elaborate** your current methods of instruction, adding situationalities where appropriate. Then review your theory to identify **values** that underlie it. **Post** your theory and values by 9/23 to your SSF folder (as an MS Word file in a new discussion topic). Put a reflection section at the end that identifies holes in your theory you want to fill and major changes you want to make in the future.

Read: Reigeluth, Modules 5-6.

Internalize Modules 5-6 by taking their tutorials.

Your group mates' theories and values.

During class Discuss **Modules 5-6**. Discuss your **theories** and **values** in your feedback groups.

5. Oct 2

- Before class **Revise** your methods and values of instruction, and elaborate them, adding situationalities where appropriate, and **post** this final version to your folder on SSF.
Read: Reigeluth, *Scope & Sequence*, Chs. 1-3 to p. 3.10
- During class Discuss *Scope & Sequence*, Chapters 1-3, instantiate hierarchical and procedural **sequences**. Basic vs. variable methods. Evaluate your group process.
-

Part 2. Develop a personal theory for the new paradigm of instructional theory.

6. Oct 9

- Before class Provide written **feedback** on your teammates' theories on SSF, using your criteria.
Read: Green Book II, Chs. 1 & 3, and all forewords.
Reigeluth, *New Paradigm of ISD*; Merrill, *First Principles*
McCombs/APA, *Learner Centered Psychological Principles*
Van Merriënboer, Chs. 1-2.
- During class Discuss the nature of the **new paradigm**. Discuss implications for the old paradigm.
Discuss all **forewords**. Discuss *Learner-Centered Principles* and **Van Merriënboer**.

7. Oct 16

- Before class **Post** to your folder on SSF: A reminder (one sentence) of your **focus area** for after you graduate, and a list (1/2 page) of the **values** you would like your instruction to exhibit in the future (as a discussion topic).
Read: Skim Green Book II, chs 4-7, and evaluate for relevance to your theory. Just study the 2 or 3 chapters most relevant to your new theory.
- During class Discuss **chs 4-7**. Discuss your **values** in (new?) feedback groups of 3.

8. Oct 23

- Before class AECT
Revise your **values** based on last week's discussions. Begin outlining your **methods**.
Read: Skim Green Book II, chs 8-13, and evaluate for relevance to your theory. Just study the 2 or 3 chapters most relevant to your new theory.
- During class Discuss your **values** and **methods** in your feedback groups. Discuss **chs 8-13**.
Instantiate?

9. Oct 30

- Before class Elaborate your methods. Consider situationalities.
Read: Skim Green Book II, chs 14-19, and evaluate for relevance to your theory.
Just study the 2 or 3 chapters most relevant to your new theory.
- During class Discuss **chs 14-19**. Instantiate?

10. Nov 6

- Before class Further develop your theory and **post** it to your folder on SSF.
Read: Skim Green Book II, chs 20-25, and evaluate for relevance to your theory. Just study the 2 or 3 chapters most relevant to your new theory.
- During class Discuss your methods in your feedback groups. Discuss **chs 20-25**. Instantiate?

11. Nov 13

Before class Provide written **feedback** on all your group mates' theories on SSF. Further develop your theory.

Read: Van Merriënboer, chs 3-5 (skim), 6, 10.

During class Discuss Van Merriënboer: Study questions.

12. Nov 20

Before class Further develop your theory.

Read: Van Merriënboer, chs 11, 14-16.

During class Discuss Van Merriënboer. Instantiate?

13. Dec 4

Before class **Prepare** your last outline of your theory for this seminar and **post** it on SSF.

Read: Nothing!!! 8-)

During class Discuss your changes in groups of 3-4.

14. Dec 11

Before class Finish your prose description of your theory.

Read: Nothing!!! 8-)

During class **Present** your complete theory to the class, with handout (half of class presents)

15. Dec 18

Before class Provide **feedback** to your group mates on the quality of their writing. Provide **peer evaluations** to your group mates and **self evaluation** for yourself.

During class **Present** your complete theory to the class, with handout (other half of class presents)
