

R626

Instructional Strategies and Tactics

Dr. Charles M. Reigeluth
reigelut@indiana.edu
<http://avf.indiana.edu/reigelut>
812-856-8464

Everyone has a personal theory of instruction, whether they are consciously aware of it or not. 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 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 phone 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, higher education, 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:

- (a) understanding what this new paradigm is and why it is important,
- (b) identifying the situation in which you will use your personal theory,
- (c) clarifying the values about learning and instruction you would like your theory to exhibit,
- (d) identifying methods most appropriate for your situation and values, and
- (e) 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, lectures on video and audio tape, small-group phone 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 Oncourse)

Van Merriënboer, *Training Complex Cognitive Skills*. Chapters 1-2

McCombs & Whisler, *The Learner-Centered Classroom and School* Chapter 1

R626 Schedule

Part 1. Explicate your current personal theory of instruction.

Complete by the end of: See the R626 Booklets for details for each course segment (one week).

Week 1 **Read:** Syllabus, Booklet 1

Jan 16 Definition of theory of instruction. About the seminar. Self-directed, peer-assisted learning. Student introductions and focus areas. Definition and examples of methods of instruction. Get a deeper understanding of what methods are by taking the methods part of the MCO tutorial. How to explicate your methods. Form feedback groups.

Post to Oncourse: 1) **info** about you, 2) an **outline** (1-2 pages) of your methods of instruction, and 3) a **journal** of process issues you encountered while explicating your personal theory.

Week 2 **Read:** Aronson & Briggs (Green Book I, Ch. 4, on electronic reserve)

Jan 23 Reigeluth, Modules 1-2 (www.indiana.edu/~idtheory/methods/methods.html)
Reigeluth, Green Book II, Ch. 1, pp. 5-15
Journals of last year's students

Think about **Gagné's theory** and what it might contribute to explicating your personal theory. Understand **taxonomies of learning**. Internalize **Module 2** (Invariant tasks) by taking its tutorial. Figure out how to elaborate your methods of instruction (**parts, kinds, and criteria**), and discuss the role of **preconditions, conditions, and desired outcomes** in elaborating methods. Get a deeper understanding of conditions and desired outcomes by taking the rest of the **MCO tutorial**. Develop **criteria for feedback** on your group mates' methods.

Give feedback to your group mates on their methods.

Week 3 **Read:** Reigeluth, Modules 3-4 (www.indiana.edu/~idtheory/methods/methods.html)

Jan 30 Reigeluth, Green Book I, Chapter 1 (on electronic reserve)

Internalize **Modules 3 & 4** by taking their tutorials. Understand and apply the **three patterns** of instructional theory. **Elaborate** your outline of your methods. Distinguish **instructional theory** from **learning theory** and **ISD process**.

Post to Oncourse: 1) your theory's values, 2) an elaboration of your methods, 3) situationalities for a couple of your methods, and 4) a reflection on your theory.

Week 4 **Read:** Reigeluth, Modules 5-6.

Feb 6 Understand and apply instructional **values** to your theory. Understand and apply the **components** of instructional theories. Internalize **Modules 5 and 6** by taking their tutorials. Continue to elaborate your methods and situations.

Give feedback to your peers on their theories (methods and situationalities). Work with your group mates to revise your **criteria for feedback** on each other's theories.

Week 5 **Read:** Reigeluth, *Scope & Sequence*, Chs. 1-3 to p. 3.10

Feb 13 Understand and apply **hierarchical** and **procedural sequences**. **Elaborate** your theory of instruction, adding more situationalities where appropriate, to create a final outline of your theory.

Post this final outline of your theory to Oncourse.

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

Week 6 Feb 20	Read: Reigeluth, Green Book II, Chs. 1 & 3, and all forewords. Reigeluth, New Paradigm of ISD Merrill, First Principles Reigeluth, Green Book III sections Understand the nature of the new paradigm by applying its key markers to an instructional theory. Gain basic familiarity with all theories in GBII. Consider how Merrill’s “First Principles” relate to your theory and the theories we have studied so far. Provide written feedback on your group mates’ theories on Oncourse, using your criteria.
Week 7 Feb 27	Read: McCombs & Whisler, Chs. 1-3, and evaluate for relevance to your theory. Post to your folder on Oncourse: 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.
Week 8 March 6	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. Apply the framework to 2 of the GBII theories. Revise your new values based on group mates’ feedback. Outline your new methods based on those values.
March 13	Happy vacation!
Week 9 March 20	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. Apply the framework to 2 of the GBII theories. Provide written feedback on your group mates’ theories. Identify parts, kinds, and criteria in two of the GBII theories.
Week 10 March 27	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. Further develop your theory, and post it to your folder on ONCOURSE.
Week 11 April 3	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. Provide written feedback on your group mates’ theories. Continue to develop your theory, but don’t post an update yet. Post a journal of process issues.
Week 12 April 10	Read: Van Merriënboer, Chs. 1-2. Understand the basics of Van Merriënboer’s theory . Further develop your theory. Post the first draft of your prose version.
Week 13 April 17	Post your last outline of your theory for this seminar on Oncourse. Work on your prose description of your theory. Give feedback to group mates on their first prose version.
Week 14 April 24	Finish your prose description of your theory, and post it on Oncourse.
Week 15 May 1	Provide feedback to your group mates on the quality of their writing, and provide peer evaluations to your group mates. Finish your journal , and do self evaluation . Celebrate!