Instructional Strategies

Sequence of Instruction

The instruction provided in this module is divided into units of instruction for each of the desired tasks, opening, replying and saving an e-mail and sending and saving an attachment via e-mail. Each section begins with the presentation of the desired goal upon completion of the unit of instruction. Step by step instructions then move the learner through the steps required to complete the task. A check list is provided at the end of each section to reinforce the steps presented. Screen shots and captions provide visual reinforcement of written steps.

Informing the Learner of the Goal

Instructional goals are presented at the beginning of the self instructional module and reinforced individually as each section of instruction is presented.

Attention of the Learner

The attention of the learner is held through their direct interaction with the written material and their own personal computer allowing them to complete each task. Written material should present concise information, showing a clear sequence of steps required.

Presenting the Problem

The problems are presented in a print format. Overall goals are presented at the beginning and then broken down into units in each section. Step by step instructions and reinforcement at the end of each section allow for the learner to assess skill level as he progresses throughout the module.

Structure and Content of Instruction

The terminal objectives in this module include primarily rules and concrete concepts. Instructional strategies for teaching concrete concepts, according to Gagne, state that the learner must be presented clear examples that will assist to guide the learner to discover the concepts, encourage learners to think on their own, provide feedback for accuracy and provide practice in order to understand the concept. Mayer's theory allows us to address the strategies as presented by Gagne by using screen shots in the printed material which will act as examples, full, large screen shots along with smaller buttons and icons duplicated on this side for further reinforcement. Margin notes and arrows direct the learner to discover alternative ways to accomplish tasks. Feedback is provided as the learner practices each step in the task and does or does not accomplish the goal.

The external conditions as stated by Gagne when teaching rules should provide guidance to the learner as the underlying concepts are reviewed and understood. Can the learner identify the concepts involved in order to understand the rule? Guidance should also be

provided by stating the proper procedure for completing the task and reinforcing this process with examples. Identification of icons throughout the module represents the mastery of the concepts. Icons are presented throughout the module in margin notes and pictures with captions as recommended by Mayer's theory. These icons then serve as "stepping stones" to assist the learner as he/she walks through the process involved in completing each step or task, whether it would be opening, saving, or sending an e-mail. As we apply Mayer's theory in developing our instructional module, guidance is provided through the use of sample screen shots. Within the screen shots, graphic representations, such as bolded arrows, are used to keep the learner on task. All of the above reinforces the ideas presented in Mayer's theory.

Teaching and Assessing the Terminal Objective

The terminal objectives will be taught in a step-by-step format. These steps will be organized into chunks to promote organization of the material. (S.**O**.I-**O**rganizing Selected Material) After each set of steps (chunks) are completed, the learner will assess themselves by performing the actions using a computer containing the GroupWise program. Reviews will also be placed at the end of each "chunked" section to reinforce proper performance. At the end of the module the learners will complete a summative assessment which includes the identification of icons and other GroupWise e-mail components. Work can be reviewed with the program coordinator.