

Instructional Strategies

Sequence of Instruction

The instruction is carefully sequenced into steps that breakdown the task into easy to follow directions. It provides the learner with a step-by-step guide to successfully complete the task. During various points in the instruction, the learner will be able to stop and review what they have just covered in a quiz type format to insure that they have not missed a step and fully understand what they have just learned. Learners are presented with general information in the beginning of the module and then move through the sub skills towards the main steps in the order that would be required to complete task independent of the module. These steps are in the sequence for a reason and learners must follow steps in the proper order to succeed.

Informing the Learner of the Goal

The learner is presented with objectives at the beginning of the instruction and during various parts of the instructional module. When they have a chance to stop during the module to review what they have just learned they will also be informed of the objectives once more.

Attention of the Learner

The learners' attention is held through constant active participation and frequent review and self-assessment sections.

Presenting the Problem

The learner is presented with the main problem in the beginning of the instruction via the PowerPoint presentation. Learners are also given clear step-by-step pictures and text about what they need to be learning during the presentation. The assessments at each of the stopping points are given to them in print so that they can assess what they have just viewed on the screen.

Structure and Content of Instruction

Both print materials for the assessments and a module developed using PowerPoint comprise all of the instructional materials. All the new materials will be covered within the PowerPoint modules. The screenshots taken from Roxio will help the learners reinforce what they are learning and what they expect to see while they are following the module. After learning the steps the learner will be able to reinforce the content by independently completing the process as many times as necessary. Coaching will be provided in the form of assessments to track their progress. After each chunk they will be given a checklist to see if they are following the steps in the proper order.

We also took Roger Schank's "Learn by Doing" model to help structure the instruction. A cover story and narrative were used to capture the learner's attention. Specific goals for each section were set, and an authentic situation to motivate the learner should help the faculty learn the relevant skills of our module. Using these methods will allow the learners to complete this self-instructional module because they were given and learned the relevant information to complete this task.

Teaching and Assessing the Terminal Objective

The terminal objective in this module will be taught in steps that allow learners to chunk relevant information together in order to successfully complete the task. At the end of each chunk the learner will be able to stop and assess what they have just learned by means of a paper assessment packet. At the end of the module the learner will complete a summative assessment, which includes going back and completing the task themselves. They will be given a checklist to work with in order to make sure they are following the steps in the appropriate order.