

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