**Type of Submission:** Paper—work in progress; 30 minutes

**Title:** A New Typology of Instructional Methods

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**Abstract:** We have difficulty talking about pedagogical methods because there is no agreed upon vocabulary or taxonomy of methods. Building on the work of Robert Gagne, it is possible to identify and define a short, simple, but quite comprehensive list of such methods.

This typology is meant to distinguish one method from another and provide a clear conceptual framework for thinking about the selection of teaching and learning strategies for conventional and distance education purposes.

The typology proposed here consists of several teacher-controlled methods—such as presentation, demonstration, modeling, tutorial, and drill—and several learner-controlled methods—such as reading/viewing, reflection, discussion, simulation/game, expression, and construction, plus laboratory, which can fall into either category depending on how pre-structured the experience is.
Draft Version of Paper:

Learning and instruction are quite distinguishable from each other. Learning is a natural process of growing and changing in our capabilities through all our experiences. Instruction refers to the artificial arrangement of special conditions in a way that will help another person learn. We can learn without instruction, and, of course, we can offer instruction which may or may not help anyone learn.

In the conventional classroom the person playing the role of teacher tends to exercise control over the proceedings. Teachers have a plan, which may include some presentation of new information, perhaps some learner reaction to these ideas, and perhaps some practice of new skills. The environment is primarily teacher-centered in that the instructor is expected to have a plan and to orchestrate events. This makes sense because many learners must be managed at the same time, and all expect the time to be used efficiently.

In distance education that is asynchronous, such as Web-based instruction or correspondence study, the focus naturally shifts to the individual learner. There is only one person present and he or she is in control of the environment and the clock. The rules of the game have changed. In well-designed courses of this kind we find that the balance shifts from teacher-centered methods, such as presentations, tutorials, and drills, to learner-centered methods, such as reading, reflection, discussion, and self-expression. Of course, reading, thinking, and writing also play a role in many conventional courses, but they are not the visible part. They are taken for granted because they happen outside the classroom.
So it is useful to distinguish between instructional methods that are teacher-controlled and those that learner-controlled. Robert Gagne (1965) proposed that there were, in actual practice, only a small number of different “modes” of instruction, which he defined as configurations of communication patterns among the teacher, the learner, and learning resources. For example, a “lecture” is any one-way presentation of information to a multiple-person audience; it could take the form of oral speech, a television broadcast, a video recording, or an audio clip on the Web. All of these have the same pedagogical functionality.

The typology proposed here consists of teacher-controlled methods—such as presentation, demonstration, modeling, tutorial, and drill—and learner-controlled methods—such as reading/viewing, reflection, discussion, simulation/game, expression, and construction, plus laboratory, which can fall into either category depending on how pre-structured the experience is.

Each category in the typology can be visually depicted to illustrate its particular configuration—who is doing what to whom. Each method can be enacted in several ways in conventional and in distance education. Each has a different role to play in mastering different types of cognitive, affective, interpersonal, and motor skills. Armed with a clear set of options, the designer can get on with the task of selecting instructional strategies more efficiently and effectively.

*I am providing separately a file in Microsoft Publisher which shows an earlier draft of the typology. This is what I need to be working on before the conference.*
<table>
<thead>
<tr>
<th>Molenda's Typology of Instructional Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong> (fixed pace)</td>
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<tr>
<td><img src="image1" alt="Diagram" /></td>
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<tr>
<td>Examples: Lecture, demonstration, videos,</td>
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<tr>
<td>broadcast radio or TV, Web video or audio</td>
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<td>clips</td>
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<td><strong>Tutorial</strong></td>
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<td><img src="image2" alt="Diagram" /></td>
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<tr>
<td>Examples: Mentoring, peer tutoring, Web</td>
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<tr>
<td>chats, branching programmed instruction</td>
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<td><strong>Drill</strong></td>
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<td><img src="image3" alt="Diagram" /></td>
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<tr>
<td>Examples: Athletic coaching, military drill,</td>
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<tr>
<td>music lesson, math problems, embedded</td>
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<tr>
<td>multiple choice questions</td>
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<tr>
<td><strong>Reading</strong> (self paced)</td>
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<td><img src="image4" alt="Diagram" /></td>
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<tr>
<td>Examples: Books, self-instructional</td>
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<td>activities, Web texts, programmed instruction,</td>
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<td>Learning stations</td>
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<td><strong>Reflection</strong></td>
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<td>Examples: Visualization, Thinking,</td>
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<td>Metacognitive tactics, reflection papers</td>
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<td><strong>Discussion</strong></td>
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<td><img src="image6" alt="Diagram" /></td>
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<tr>
<td>Examples: Small-group dynamics, T-group,</td>
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<td>buzz group, Seminar, Web conferencing</td>
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<tr>
<td><strong>Game</strong></td>
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<td><img src="image7" alt="Diagram" /></td>
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<tr>
<td>Artificial rules, context, scoring</td>
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<tr>
<td>Examples: Role-playing games, Computer</td>
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<td>games, Social simulation games</td>
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<td><strong>Laboratory</strong></td>
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<td><img src="image8" alt="Diagram" /></td>
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<tr>
<td>Real or simulated context</td>
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<tr>
<td>Examples: Problem-based learning, Social</td>
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<tr>
<td>simulation, Science lab, Case study, Field</td>
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<tr>
<td>studies, Group projects, Drama rehearsal</td>
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