Instructional Design & Practices

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What is Instructional design?

Simply put, instructional design is the creation of instructional materials. Though, this field goes beyond simply creating teaching materials, it carefully considers how students learn and what materials and methods will most effectively help individuals achieve their academic goals.

Interactive Learning - Interactive learning is **learning that requires student participation**. This participation can come through class and small group discussions as well as through exploration of the interactive learning materials they're given in a digital classroom

Video: Interactive Learning at a Glance

Let's Talk

How have you used this in your classrooms?

Please share with us.....

<u>Multi-Modal Learning</u> – Multimodal learning can be defined as teaching using multiple modes (channels of information). It denotes a **combination of visual**, **auditory**, **and kinesthetic senses** in delivering learning for better understanding by learners.

Learning Styles

Visual
SEE!

Teaching Tip
Use charts and graphs

- Fast talkers
- Impatient
- Use words and phrases that evoke visual images.
- See and visualise

Aural
HEAR!

Teaching Tip
Use verbalization

- Slow speakers
- Natural Listeners
- Linear thinkers
- Prefer explanation than text
- Listen and verbalise

Read /Write
READ/WRITE!

Teaching Tip
Use writing techniques

- Prefer written text
- Emphasize text-based input and output
- Enjoy reading and writing

Kinesthetic
DO!
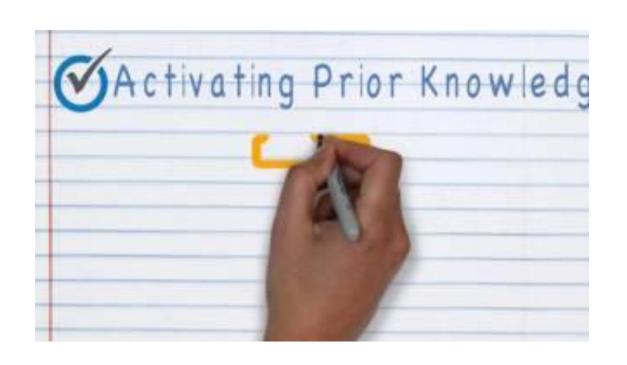
Teaching Tip
Demonstrate Skills

- Slowest talkers
- Slow to decide
- Use all senses to engage in learning
- Do and solve
- Prefer hands-on approaches
- Learn through trial and error

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Video: Multi-Modal Learning at a Glance

PRACTICAL APPLICATION PROCESSES

1. Add different media to your courses

The first step with multimodal learning is to simply dive in and plan how you can add more modes to your courses. When you're creating your course think outside the box and start to use different formats, like video, slides, and audio.

We suggest you start small by repurposing the content you already have and taking advantage of resources outside of your organization, like YouTube videos and podcasts on the subject of focus. From here, you can then start creating your own videos, slides, audio, and interactive learning sessions.

Also, invest in an LMS that supports a wide range of content formats, including Word, PowerPoint, PDF, video and audio.

2. You can use blended learning techniques

[Blended learning](#) is an effective training technique that combines face-to-face training with online instruction through your LMS. It gives you all the advantages of interacting directly with learners in a classroom environment along with the convenience of eLearning.

With blended learning, you can hold a live training session with a group of learners, post some extra resources for them to your LMS, and then assign a task or exam to ensure they understood the topic completely. This allows you to easily document and report on who's taken the training session and how effective it was.

3. Learners can do multimodal assignments

You can take advantage of a variety of different means of assessment when you're training through multimodal learning. Challenge your learners to create a video or audio project and upload it to your Learning Management System (LMS), give them instructions on a personal essay to write and post, or set up a quiz for them to take.

Setting multimodal assignments lets learners get creative, and encourages them to use different parts of their brain. Cognitive Learning Theory suggests that when learners are actively involved in their own learning, they retain more of their training, so multimodal assignments are likely to create better results.

4. Providing feedback through different media with your LMS

Occasionally, it's not possible for managers to give their teams feedback in person. This may be because some of your team work remotely or are often offsite, or perhaps you have some general feedback you need to provide to a large group and don't have the capacity to speak to everyone individually.

In this instance, recording a short video and posting it to your LMS can be a great solution. Providing feedback through email is risky, it's likely to be misinterpreted or misunderstood as the tone is impersonal. With a video, learners can hear your encouraging tone of voice and see your relaxed body language; and they'll understand that your feedback is constructive and well meant.

Do your training sessions mainly stimulate one or two of the senses, or do you attempt to engage your learners in a variety of different ways? Let us know what works for you in the comments.

QUESTIONS

NEXT UP

INSTRUCTIONAL PRACTICES

ESSENTIAL QUESTIONS

What is the intended goal of the lesson? Remember, there is one essential question per lesson, and students must be able to answer this question by the end of the lesson.

With essential questions, teachers really have to be intentional about what they want the students to be able to do, and it has to be at the highest-level of learning. The students have to be able to analyze and apply; they cannot just answer the question with a yes or no. It has to be an extended response. An essential question must be "multi-skill" in order for it to be a good one.

ACTIVATING STRATEGY

An activating strategy is something that gets students actively thinking or making a connection with the material being presented that day. Make a connection to the content or to the outside world to see how much the students already know or remember.

One of the main things used at Cochrane is to show video clips. Students love it when they see their favorite show or cartoon. Initially, they don't know what they're about to learn so they focus on that video clip. Then the teacher uses that engagement to link to the lesson, and the students realize that their likes or interests can channel a learning experience.

Teaching Strategies
For Special Needs Students

RELEVANT VOCABULARY/KEY TERMS

Relevant vocabulary must be present in your lesson. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. Also have your students interactively use the words during the lesson.

Use vocabulary that's relevant. Teachers must pick and choose what is going to be most important and most effective. They must teach vocabulary through a graphic organizer, through an experience, or whatever they need to help the students get it.

LIMITED LECTURE

There should be limited lecture time. **After 12-15 minutes of lecturing, you should engage your students in some type of activity, even if it's for only a few minutes**. The teacher can then go back to lecturing for another chunk of time.

Examples: Have students talk to their neighbor, draw a picture, write a few sentences that summarize or describe the lecture, finish an example problem, or get in a discussion with their group.

Video: Classroom Activities

GRAPHIC ORGANIZERS

Use of a graphic organizer allows students to visually categorize new information or review old information.

Students need to be able to conceptualize whatever information we're giving them. The graphic organizer is student friendly. When they look at information that's organized, it's easier for them to retain and remember that information. And when they go home, it is less intimidating to look at that information as opposed to pulling out a notebook that has pages and pages of notes.

Examples: Have students record information in colorful charts in their notebooks, use computers to create graphic organizers, or create a "foldable."

STUDENT MOVEMENT

Student movement is a must. Students need to be mobile at some point during instruction to ensure they're actively engaged.

This one is probably the most challenging for Cochrane teachers because it can be intimidating to have students moving. But student movement can look a number of different ways, and it doesn't always mean students have to get up. They just must be physically engaged in whatever the teacher is doing. It's important because students don't like to sit still, especially male students. They have found that when the male students are up and moving around the room, they are totally engaged in what the teacher is doing.

Examples: Students do a gallery walk in which they move in groups from corner to corner, answering questions or analyzing things posted on the walls; they work in teams or at rotation stations; they raise their hands or give the thumbs-up or thumbs-down; they answer questions with their body, putting their left foot out if they think the answer is A and their right foot out if they think it's B.

HIGHER ORDER THINKING QUESTIONS

Present your students with at least three higher-order-thinking ("HOT") questions during the lesson. This is proof that you are presenting all your students with challenging work.

The HOT questions are Cochrane's signature element. The rationale behind them is we want to give the kids an opportunity to be challenged in the classroom. The way the teacher presents these questions varies, and students' responses can be indicative of their learning pace. The same question should be used for all students, but advanced learners may be required to respond in a different way. Students can respond on paper, as part of a classroom discussion, in paired discussion, or through homework.

SUMMARIZE

Summarize to bring the lesson to a close. This is when you can assess your students' abilities to effectively answer the essential question, and you can find out whether you need to extend or refine the skill.

Teachers must find creative ways to have the students answer the essential question at the end of the lesson. A student's ability to answer the essential question at this point is a way for the teacher to assess the student's learning. In most instances, this is the point when a teacher can determine whether she needs to go back and reteach or needs to accelerate student learning.

Examples: Have students use a writing prompt, short activity, discussion, or illustration to summarize, or have them summarize on an exit ticket.

RIGOROUS LESSONS - BELL TO BELL INSTRUCTION W/ACTIVITIES

Lessons must be rigorous. The activities should be challenging and move at a brisk pace. There should not be opportunities for students to get bored or periods when they have nothing to do. The entire lesson should be an active lesson.

Teachers should strive to take students to the highest level of knowledge. There are only 180 days in the school year, and a lot of the students do not come in at grade level, so we've got to move them with the 90 minutes that we have each day in the classroom.

STUDENT CENTERED

Your entire lesson should be student centered. The ways that we instruct our students must demonstrate that they are our focus and that what we do is centered on their success. The use of technology as a tool is a critical component of this. It provides students with 21st-century skills that are both engaging and relevant to real-world applications. It is a partnership: If you effectively and successfully plan, your students will effectively and successfully work and learn.

Take a step away from the learning process to become facilitators rather than "givers of all knowledge" in the classroom.

EXIT TICKET

After previewing, listening and speaking about the strategies brought forth through this presentation,

- Where do you see yourself?
- What areas do you need help in?
- How can I help you?

Please feel free to send me an email through the Mercy email system and I be more than happy to assist you.

THANKS!