Jadual 2.8

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1. **Contextualizing Instruction**

**Gaining the attention of the learner**
- arouse learner with novelty, uncertainty, surprise
- pose question to learner
- learner pose question to be answered by lesson

**Relate the goals of instruction to the learner’s needs**
- explain purpose or relevance of content
- present goal for learner to select
- ask learner to select own goals
- have learner pose questions to answer

**State the outcomes of instruction**
- describe required performance
- describe criteria for standard performance
- learner establishes criteria for standard performance

**Present advance organizers**
- verbal expository: establish context for content
- verbal comparative: relate to content familiar to learner
- oral expository: establish context for instruction
- oral comparative: relate to content familiar to learner
- pictorial: show maps, globes, pictures, tables

**Present structured overviews and organizers**
- outline of content: verbal (see also 1.4.1, 1.4.2)
- outlines of content: oral (see also 1.4.3, 1.4.4)
- graphic organizers/overviews
- combinations of verbal, oral, and pictorial overviews

**Adapt context of instruction**
- content adapted to learner preference (different situations)
- content adapted to prior knowledge
2. Present and cue lesson content

Vary lesson unit size
- large chunks
- small chunks

Present vocabulary
- present new terms plus definitions
- student looks up lists of new terms
- present attributes of rule definition, concept, principle
- paraphrase definitions, present synonyms
- present definitions
- derive definitions from synonym list

Provide examples
- prototypical examples
- matched example / non-example pairs
- divergent examples
- close-in non-examples
- vary the number of examples
- model appropriate behavior

Use cuing systems
- provide graphic cues: lines, colors, boxes, arrows, highlighting
- provide oral cues: oral direction
- provide auditory cues: stimulus change (e.g., music, sound effects, voice change)
- provide type style cues: font change, uppercase, type size, headings, hierarchical numbering system, indentation.
- present special information in windows

Advise learner
- instructional support needed: number of examples, number of practice items, tools, materials, resources
- learning strategies to use

3. Activating learner processing of instruction

Elicit learner activities
- review prerequisite skills or knowledge
- learner selects information sources
- learner selects study methods
- learner estimates task difficulty and time
- learner monitors comprehension
- learner relates questions to objectives
learner recalls elaborations
learner evaluates meaningfulness of information

Elicit recall strategies
underline relevant material
rehearse/ repeat / re-read
use mnemonic strategies
cloz reading activities
identification with location (loci method)
create summaries: hierarchical tiles
create summaries: prose
create summaries: diagrammatic / symbolic (math)
create summaries: mind maps

Facilitate learner elaboration
imaging (creating images)
infering from information
generating analogies
creating story lines: narrative description of information

Help learner integrate new knowledge
paraphrase content
use metaphores and learner generated metaphors
generating examples
note-taking

Help learner organize information
analysis of key ideas
create content outline
categorize elements
pattern note techniques
construct concept map
construct graphic organizers

4. Assessing learning

Provide feedback after practice
confirmatory, knowledge of correct response
corrective and remedial
informative feedback
analytical feedback
enrichment feedback
self-generated feedback

Provide practice
massed practice session
distributed practice session
over learning
apply in real world or simulated situation (near transfer)
change context of circumstances (far from transfer)
vary the number of practice items

Testing learning
pretest for prior knowledge
pretest for prerequisite knowledge or skills
pretest for endpoint knowledge or skills
embedded questions throughout instruction
objective referenced performance
normative referenced performance
incidental information, not objective referenced

5. Sequencing instructional events

Sequencing instruction in logic order
deductive sequence
inductive sequence
inductive sequence with practice

Sequencing instruction in learning prerequisite order
hierarchical, prerequisite sequence
easy-to-difficult
concrete-to-abstract

Sequence instruction in procedural order
procedural, job sequence
information processing sequence (path sequencing)
algorithmic presentation
procedural presentation

Sequence instruction according to content organization
general-to-detail (progressive differentiation)
conceptual elaboration
theoretical elaboration

Sequence instruction according to story structure
Narrative sequence

*Key steps of instruction are in bold print; tactics are underlined.*