Research-based Instructional Strategies

Nine Events of Instruction	**Eight Events for Student-Center Learning**	**Jurisprudential Inquiry Model**
1. Gain Attention 2. Inform Learner of Objective(s) 3. Stimulate Recall of Prior Knowledge 4. Present Stimulus Materials 5. Provide Learning Guidance 6. Elicit Performance 7. Provide Feedback 8. Assess Performance 9. Enhance Retention and Transfer	1. Set Learning Challenge (Authentic Problem) for Class 2. Negotiate Learning Goals and Objectives 3. Negotiate Learning Strategy 4. Construct Knowledge 5. Negotiate Performance Criteria 6. Assess Learning 7. Provide Feedback (Steps 1-6) 8. Communicate Results	1. Orientation to the Case 2. Identifying the Issues 3. Taking Positions 4. Exploring the Stance(s), Patters of Argumentation 5. Refining and Qualifying the Positions 6. Testing Factual Assumptions Behind Qualified Positions
Simulation Model	**Direct Training Model**	**Experiential Training Model**
1. Orientation 1.1 Present topic of simulation 1.2 Explain simulation 1.3 Give overview 2. Participant Training 2.1 Set-up scenario 2.2 Assign roles 2.3 Hold abbreviated practice 3. Simulation Operations 3.1 Conduct activity 3.2 Feedback and evaluation 3.3 Clarify misconceptions 3.4 Continue simulation 4. Participant Debriefing 4.1 Summarize events 4.2 Summarize difficulties 4.3 Analyze process 4.4 Compare to the real world 4.5 Appraise and redesign the simulation	1. Orientation 1.1 Establish lesson content 1.2 Review previous learning 1.3 Establish lesson objectives 1.4 Establish lesson procedures 2. Presentation 2.1 Explain new concept or skill 2.2 Provide visual representation 2.3 Check for understanding 3. Structured Practice 3.1 Lead group through practice 3.2 Students respond 3.3 Provide corrective feedback 4. Guided Practice 4.1 Practice semi-independently 4.2 Circulate, monitor practice 4.3 Provide feedback 5. Independent Practice 5.1 Practice independently 5.2 Provide delayed feedback	1. Experience – Immerse learner in “authentic” experience. 2. Publish – Talking or writing about experience. Sharing thoughts and feelings. 3. Process – Debrief: Interpret published information, defining patterns, discrepancies and overall dynamics. 4. Internalize – Private process, learner reflects on lessons learned and requirements for future learning. 5. Generalize – Develop hypotheses, form generalizations and reach conclusions. 6. Apply – Use information and knowledge gained from lesson to make decisions and solve problems.

Inquiry Training Model	Inductive Thinking Model	Problem-Based Learning Model
1. Confrontation with the Problem 1.1 Explain inquiry procedures 1.2 Present discrepant event 2. Data Gathering - Verification 2.1 Verify nature of objects and conditions 2.2 Verify the occurrence of the problem situation 3. Data Gathering - Experimentation 3.1 Isolate relevant variables 3.2 Hypothesize and test casual relationships 4. Organizing, Formulating and Explanation - Formulate rules or explanations 5. Analysis of inquiry process - Analyze inquiry strategy and develop more effective ones.	1. Concept Formation 1.1 Enumeration and listing 1.2 Grouping 1.3 Labeling, Categorizing 2. Interpretation of Data 2.1 Identify critical relationships 2.2 Explore relationships 2.3 Make inferences 3. Application of Principles 3.1 Predicting consequences 3.2 Explaining predictions 3.3 Verifying predictions	1. Starting a New Problem 1.1 Set problem 1.2 Describe requirements 1.4 Assign tasks 1.5 Reason through the problem 1.6 Commitment to outcome 1.7 Shape issues and assignment 1.8 Identify resource 1.9 Schedule follow-up 2. Problem Follow-Up 2.1 Resources used 2.2 Reassess the problem 3. Performance Presentation(s) 4. After Conclusion of Problem 4.1 Knowledge abstraction and summary 4.2 Self-evaluation

*The “events” listed under each instructional strategy above can be considered an interaction.

For a brief description of each of the strategies in the previous table, please see “**Instructional Strategies Grounded in Theory and Research**”.