

Instructional Strategies Prompt

Describe any alternative instruction-based approach that you have observed or experienced and classify it as a specific instructional strategy. Please be detailed as to what defines it as a strategy. This is a casual conversation, but please use as much detail as possible.

Instructional Strategies Response

Reflecting on my classroom experiences, I believe that much of my instruction would likely fall into the category of Ausubel's reception learning, in which "concepts, principles, and ideas are presented and understood, not discovered" (Tomei, L., 2004, para. 1). New concepts were organized and presented in association with known materials to facilitate my engagement – an introductory precalculus lesson on known mathematical concepts that built to new ones, or a biochemistry presentation that scaffolded on understanding of basic chemistry bonds to lead into instruction on more advanced interactions. I recall limited self-direction and very little community interaction to facilitate learning.

A recent educational experience that diverged from much of my previous standard instruction was a "Preceptor Development Course" I participated in through Children's Hospital Los Angeles. I was struck by the assertion in this week's resources that, learner-centered instruction might be met with student resistance, as they have been "conditioned to expect teachers to do the majority of the work" (A M Ziemba, 2013). I recall a feeling of being affronted by the degree of learner interaction that was demanded in contrast to my standard reception learning experiences. Ultimately, however, I believe that the interactivity effectively transferred concepts.

This three-day learner-centered, collaborative learning course was built to facilitate a high degree of student discussion and interaction. We were asked to actively engage with content

to “construct, discover, and transform our own knowledge” (Reiser & Dempsey, 2018, p. 270). The class was frequently broken up into groups to discuss problems and build solutions on our own, after which we presented our conclusions to the class.

One such collaborative learning activity had us break into groups of two. One student in the pair was tasked with describing the content of an image to the best of their ability, while their partner drew the image based solely on the verbal description. Participants then switched roles with a new image. Afterwards, we were asked to present the conclusions we came to from this exercise to our partner and to the class. The lesson on the limitations of our ability to confer knowledge, even when we feel confident in our ability to do so, was driven home to me through this collaborative exercise. This realization was facilitated by engagement in a learning process that encouraged “creation of knowledge through interpretation...of...experiences and...interactions with other individuals” (Vighnarajah et al, 2008).

I am encouraged by the increase in learner-centered, collaborative learning I have witnessed in recent years, and hope to be part of the transformation in education.

References

A M Ziemba (2013, Oct 10). *Learner-Centered Teaching Methods: An Overview* [Video].

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Tomei, L. (2004, Oct 20). *Reception Learning and David Ausubel*.

http://faculty.rmu.edu/~tomei/ed711psy/c_ausub.htm

Vighnarajah, S., Luan, W.S., & Bakar, K.A. (2008). The shift in the role of teachers in the learning process. *European Journal of Social Sciences*, 7(2), 33-41.