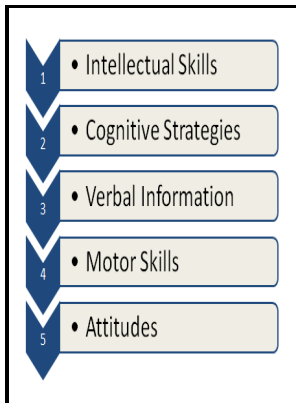


Sequencing of instruction in relation to hierarchies of competence

American Institutes for Research - Instructional Strategies & Competency Teaching Examples



Description: -

- Learning.
Programmed instruction. Sequencing of instruction in relation to hierarchies of competence

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1
Biblioteca letteraria,
v. 2
Globalizing regions series ;
no. 3

American Institutes for Research. Monograph Sequencing of instruction in relation to hierarchies of competence

Notes: Bibliography: p. 123-132.

This edition was published in 1968



Filesize: 7.66 MB

Tags: #Sequencing #and #Structuring #Learning #Activities #in #Instructional #Design

Sequencing Lesson Plan for The Very Hungry Caterpillar

The subordinate skills analysis involves analyzing each of your goal steps and substeps to determine what prerequisite skills or knowledge are required to be able to adequately perform that step. Follows instructions to build a model. Indeed, the presence of duplication often indicates that the program has not been properly sequenced.

Hierarchies in mathematics education

Often the goal is put in a box at the top of the flowchart see below.

6 Reading Comprehension Skills

As you create the flowchart, you should include each of the steps and indicate the behavior being performed at each step. Sequencing is the basis for breaking the objectives down into clusters based on the class relationship between them.

Lesson Sequencing

This is crucial to helping many kinds of students take their own experiences and include them in their learning. Being aware of an external stimulus feel, sense, experience.

The Five Educational Learning Theories

The overall goal is to ensure you have a sound, working knowledge of these paradigms and a healthy skeptical view of any one being superior in all learning and instruction contexts. Examples: Use a personal computer. Consultation methods or computerized strategies for generating profiles of student competence are needed.

Sequence Learning Objectives

The flow of authority is governed by the process of delegation. The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings.

Reigeluth's Elaboration Theory

Notice the upward arrows leading away from the subordinate skills, indicating that these skills are supporting the various goal steps and substeps. In looking more specifically at examples of leadership competencies, 85 percent of companies in the study included effective communication in their competency model, and 93 percent included building teams Burns et al.

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