Concepts addressed:
Major Categories Advantages and Appropriate Uses of Instructional Strategies

Cooperative Learning
- Cooperative learning is the instructional use of small groups so that students maximize their own and each other learning.
- It is not enough to sit together in small group to work cooperatively.
- Groups need to be structured to provide the following:
  - Each member's effort is indispensable
  - Each member has a unique contribution or role
  - Each member is accountable
  - Each member needs to know or practice group processing skills to work effectively in cooperative groups

Direct Instruction
- This method is rich in structure, drill, and content
- It is highly scripted for the teacher
- This instruction is teacher directed

Discovery Learning
- Discovery learning is the first level of inquiry-based learning.
- It takes place most likely in problem solving situations where the learner draws on his own experience and prior knowledge to discover new knowledge
- This method is usually teacher directed: the problem and procedure are selected by the teacher. It helps teachers who are unsure of a content
- Discovery learning is effective in early grades

Whole-Group Discussion
- Whole-group discussions promote active learning, shared development of meaning, and application of self-regulating behaviors
- The teacher's role involves deliberate planning (goals of the discussion) and monitoring.
- The students learn effective discussion behaviors such as, "I agree because" and "I disagree because" as ways to build on peer's explanation

Independent Study
- Independent study is a study-at-home method of receiving an education for students who are unable to, or choose not to attend a regular building program
- Independent study can be applied to the classroom environment. Student can work independently within the classroom or the building.

Interdisciplinary Instruction
- Interdisciplinary or cross-disciplinary instruction focuses on integrated learning experiences
- Guidelines that help teachers develop an interdisciplinary lesson or unit:
  - Formulate a goal statement
  - Select the primary content base
  - Identity events, discoveries and writings within other disciplines
  - Identify key points of intersections between disciplines [map or web]
  - Formulate instructional objectives
  - Identify pre-requisite skills
  - Develop activities using various instructional strategies
  - Think of your assessment

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Concept Mapping
- Concept mapping is a technique for representing knowledge in graphs.
- Knowledge graphs are networks of concepts
- Purposes of concept mapping
  - To generate ideas
  - To design a complex structure (long text, hypermedia, website, unit, etc.)
  - To communicate complex ideas
  - To aid learning by explicitly integrating new and old knowledge
  - To assess understanding or diagnose misunderstandings

Inquiry Method
- Inquiry assists in constructing and understanding concepts, learning how to learn, and becoming an independent and lifelong learner
- Students should be able to ask questions, use their questions to plan and conduct investigations

Questioning
- Teachers can use questions to:
  - Arouse students' interest and motivate participation
  - Determine students' prior knowledge
  - Determine students' thoughts and other information essential to a problem before it is explored
  - Discipline disruptive behaviors
  - Recall facts or knowledge
  - Diagnose students' strengths and weaknesses
  - Help students develop concepts or see relationships between objects or phenomena
  - Informally check for understanding
  - Evaluate planned learning outcomes, such as performance objectives

Play
- The benefits of play in children's literacy development show that plays expose students to valuable print experiences and let them practice narrative skills.
- Provides opportunities to develop public speaking skills such as self-confidence in front of an audience.

Learning Centers
- Learning centers also known as learning stations provide opportunities to introduce, reinforce, or extend concepts in small groups
- See the following websites for definition, ideas and additional support:
  - [http://wwwncerl.org/sdrs/areas/issues/students/earlycld/ea7lk19.htm](http://wwwncerl.org/sdrs/areas/issues/students/earlycld/ea7lk19.htm)
  - [http://www.ilovethatteachingidea.com/ideas/subj_learning_centers.htm](http://www.ilovethatteachingidea.com/ideas/subj_learning_centers.htm)
  - [http://oak.cats.ohiou.edu/~ns333794/learning_centers.htm](http://oak.cats.ohiou.edu/~ns333794/learning_centers.htm)

Small-Group Work
- Bases for grouping learners:
  - Skill development
  - Interest
  - Work habits
  - Prior knowledge (content)
  - Prior knowledge (strategies)
  - Task/activity
  - Social
  - Random
  - Students’ choice
- Possible materials for small groups:
Same materials for all groups
- Different levels of materials with similar theme
- Different themes within a topic
- Different topics

Revisiting
- This strategy helps students revise, proofread, or share again skills, concepts, and writing previously done.
- Revisiting reinforces skills and concepts.

Reflection
- In reflections, students' talk is not altered at all.
- Students reflect (think back) on their learning, a text, or behaviors/attitudes.
- Reflections can be used by teachers to gauge the students' learning but also monitor the students.
- Reflections can be oral or in written format.
- Reflections can be used by teachers to reflect on their own practice.

Project Approach
- Students need strategies:
  - That engage and challenge them to use and apply the skills they have learned in meaningful, real-life contexts with understanding or through various models or simulations of a real-life context.
  - To research questions, investigate and solve problems inside and outside the classroom.
- [http://www.project-approach.com/examples/projects.htm](http://www.project-approach.com/examples/projects.htm)
- [http://users.stargate.net/~cokids/Teacher5.html](http://users.stargate.net/~cokids/Teacher5.html)