Definitions of Instructional Strategies

Brainstorming stimulates thinking and allows students to generate vast amounts of information and then sort that information in an engaging learning process.

Community service involves learning opportunities in which students perform unpaid work that adds value to the community.

Compare and contrast learning activities require analysis to identify similarities and differences.

Cooperative learning places students in structured groups to solve problems by working cooperatively.

Creative arts are artistic products or performances that can also be used to develop skills in other curriculum areas.

Demonstration involves direct observation of physical tasks, such as the manipulation of materials and objects.

Games are exciting, structured activities that engage students in individual or group competition to demonstrate knowledge or complete an academic task.

Group discussion is any type of verbal dialogue among students used to explore ideas related to an instructional topic.

Guided practice refers to homework, worksheets, and computer practice wherein students solve routine problems to reinforce concepts or skills.

Inquiry engages students in posing questions around an intriguing investigation, making observations, and discussing them.

Instructional technology means a multimedia computer application that provides a choice of learning paths and enables tailoring of programs to student questions or interests.

Internship is a formal placement in an employment situation for additional learning while the student is still in school.

Lecture is a verbal presentation of knowledge by the teacher to the students, often supplemented by visuals and handouts.

Literature is reading to discover use of language; acquire information about people, history, cultures, and society; and develop skills of analysis, inquiry, logic, and recall.

Memorization is rehearsal for the recall of facts using techniques for remembering information, including mnemonic devices.

Note-taking/graphic organizer involves organizing logical notes for reference and using graphics, diagrams, and symbols to represent information.

Definitions of Instructional Strategies (continued)

Presentations/exhibitions are oral presentations by students requiring them to organize ideas and express them in their own words.

Problem-based learning introduces concepts through use of problem-solving skills on a real problem or investigation.

Project design requires students to integrate their skills and knowledge to create their own literary, technological, or artistic work as individuals or in a group.

Recognition and **rewards** are motivational techniques used by teachers to provide positive feedback to students on their successful efforts and achievement.

Research means students locate and retrieve information from several sources, such as library references, textbooks, other individuals, and electronic databases via the Internet.

Review and **reteaching** refers to teachers' planned efforts to review previously learned content and assist students who may not have fully acquired the knowledge.

Setting objectives and **advance organizers** are initiating techniques teachers use to engage students in learning, including emphasizing what will be learned and presenting engaging questions or activities.

Simulation/role playing replicates the way skills or knowledge are used outside school, ranging from role playing to computer-generated virtual reality.

Socratic seminar combines the elements of teacher questions, inquiry, and discussion around key topics, with the teacher asking probing questions as needed.

Teacher questions stimulate significant student thinking in response to thoughtful queries about connections with new information.

Total physical response requires students to engage in a physical activity, as well as mental processes.

Video provides new information to students through visual presentation ranging from full-length commercial movies to short information or news segments.

Work-based learning presents opportunities for students to learn through on-the-job experiences ranging from job shadowing to full employment.

Writing makes students organize their knowledge and reinforces concepts in any form from a one-paragraph test-question response to a multipage research report.