Instructional Methods

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This module will help you:

✓ Understand the five purposes of learning activities
✓ Describe three primary types of instructional methods
✓ Prepare the most appropriate instructional method for your teaching needs
✓ Become more effective in a distance-learning environment

Learning Activities should accomplish five purposes

✓ Motivate
  o Increase interest in the topic among the audience members

✓ Inform
  o Help with the acquisition of facts and ideas

✓ Orient
  o Content should be organized and integrated

✓ Apply
  o Cognitive and psychomotor skills should be practiced in multiple contexts

✓ Evaluate
  o Reflection on when to apply the information and new skills

NOTE
The instructional method selected should relate to the level of knowledge (declarative, procedural, or conditional) that the instructor is addressing during the session.

Instructional Methods are commonly divided into three primary types

✓ Lecture
  o Synchronous
  o Asynchronous

✓ Case-based (generally well-structured)
  o Student lead / Faculty directed

✓ Problem-based (generally ill-structured)
  o Student lead / Faculty facilitated

NOTE
Predetermined learning objectives and assessment plans must exist as both influence effective student learning through the selection and development of instructional methods.
Lecture
✓ Synchronous
  o Live – real time
✓ Asynchronous
  o Online courses

The content of material and nature of the skills to be learned during a session help determine if a session should be delivered synchronously or asynchronously.

Declarative Knowledge
✓ can usually be delivered asynchronously

Procedural Knowledge or Conditional Knowledge
✓ are usually best developed synchronously

Psychomotor skills
✓ should be practiced and assessed onsite

Case-based Instruction
The patient presentation is more explicit. The role of the faculty member is to redirect the discussion when the learners' discussion begins to go tangential. Case-based learning has been referred to as a "guided inquiry approach".

Problem-based Instruction
The patient presentation is not well defined. The learners often struggle to define and resolve the problem. The role of the faculty member is minimal however, they are available to steer the discussion back on course if the talks become tangential. Problem-based learning has been referred to as an "open inquiry approach".

How to Determine the Instructional Methods
✓ Asynchronous teaching (declarative knowledge)
  o Develop modules to be review before class, have a MCQ for review in class, then have a group discussion on the results of the MCQ.
✓ Asynchronous and Synchronous teaching (declarative and procedural knowledge)
  o Case based instruction with Q&A, I-clickers, small break out groups
  o Minute Paper
  o Problem based instruction with breakouts at all three sites for group discussions

How to Become more Effective in Distance Learning
✓ Power point format
✓ Modules
✓ Small groups
✓ Overcoming the challenges of distance learning
Summary

- Five purposes of learning activities
  - Motivate, Inform, Orient, Apply, Evaluate
- Three Primary Types
  - Lecture, Case Based Instruction, Problem Based Instruction.
- Determining the Instructional Methods
  - Asynchronous and Synchronous teaching examples
- Effective Distance Learning
  - Appropriate, engaging and efficient

References