

previously demonstrated interests and competency in subject to be discussed and their ability to verbalize.

an organized task performance or problem solving activity.

project: a small group of learners working cooperatively to perform a task or solve a problem.

strategy: a strategy in which one or several group members carry out a study/project on a topic (usually assigned by the teacher) and present their findings to the rest of the group, followed by discussion (usually teacher-led) of the findings to reach a general conclusion.

meeting: a 15- to 60-minute period of meditation and verbal expression by a group of five or more persons; requires a group of people who are not strangers to each other; is used at a point when the members or members feel that reflection and implementation are desirable.

model: an abstraction or simplification of some special-life situation, process, or task.

simulation: a type of simulation aimed at giving learners experience in the sort of decision making required later.

case study: a dramatized case study; a spontaneous play (acting out) of a situation, condition, or circumstance by elected members of a learning group.

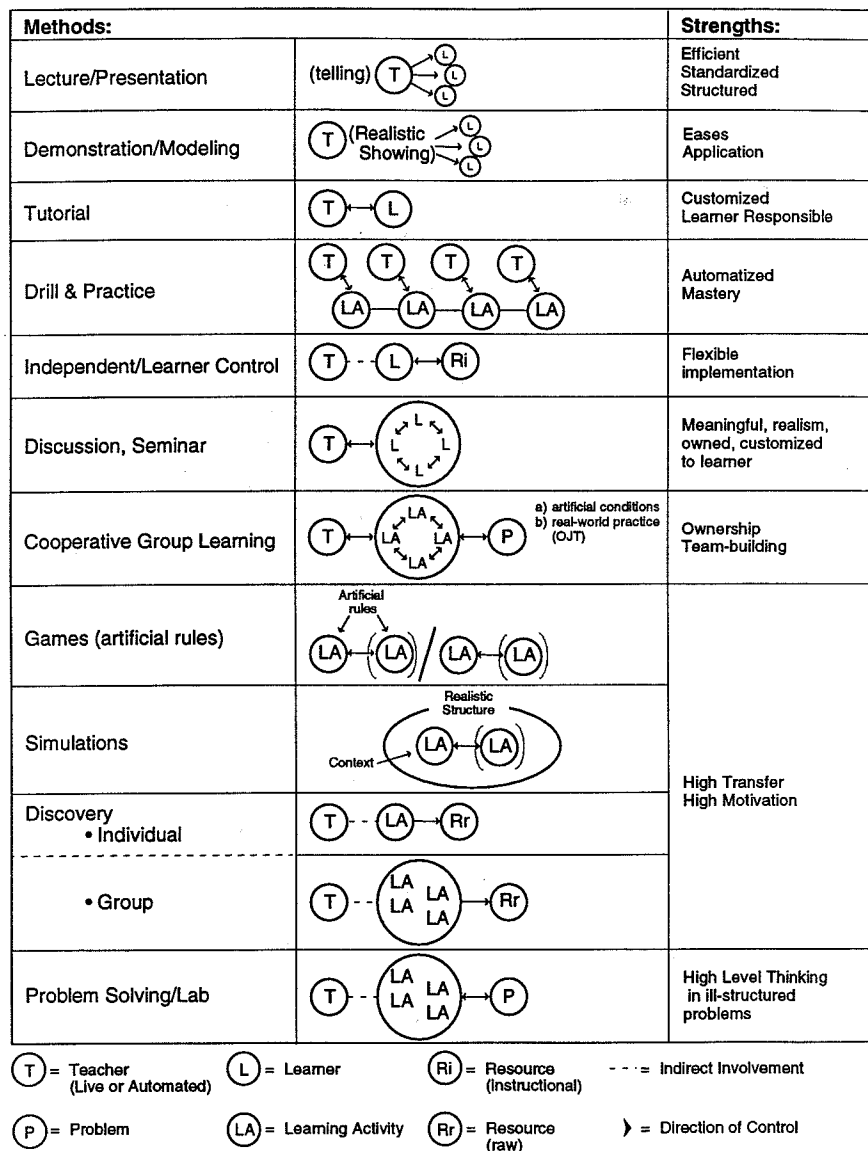
brainstorm: a group effort to generate new ideas for creative problem solving; thoughts of one participant stimulate new direction and thoughts in others.

programmed: one-to-one method of instruction in which decisions to be made by the tutor (live, text, computer, or expert system) are programmed in advance in terms of carefully selected, structured instructions; is usually paced, requires active learner response, and provides immediate feedback.

adaptive, conversational: one-to-one method of instruction in which the tutor presents instruction in an adaptive manner; is individually paced, requires active learner response, and feedback is provided.

guided dialogue: a type of conversational tutorial in which the tutor guides the learner to discovery through a series of questions.

There are many variations of these approaches, and these approaches are often used in combination.



(Dorsey, & Reigeluth, 1988)

FIG. 1.4. Alternative methods for instruction. (Personal communication from M. Molenda, June 16, 1995.)