

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
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## Instructional Strategies and Methods for Delivering Instruction

Choosing the appropriate learner-centered instructional strategy enables effective achievement of educational goals.

The following matrix, for use in distributed and blended learning environments, assists the training developer in choosing the most appropriate and effective instructional strategy based on applicable criteria.

Included are general descriptions for each of the methods of instruction from TRADOC Regulation 350-70 (Appendix H), and current best practices.

These methods have been revised to include eLearning applications, wherever possible.

Instructional Strategy	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
Name of Strategy	1-16 Small	Instructor Led	Description	<b>1 through 4</b> For Classroom and DL (See Below) ↓	Technology that can support the instructional strategy.	<b>Mandatory Tags:</b> • Title (Name of Product) • School • Task/Topic or MOS • Objective • Audience • Type (Video, lesson...) • Date • Time (Duration)	Pertinent information
	1-25 Large	Instructor in the Loop					
	Up to 25 Online Guided	Facilitator Monitored					
	Up to 50 Online Monitored	No Instructor Required					
	100+ Online Independent	Instructor may not have a role					

**Level 1 "Passive"** – The student acts solely as a receiver of information; a page turner  
**Classroom:** Read, listen, view **DL:** text, charts, tables, graphics, narration, audio, video, rollovers, navigation, hyperlinks, buttons, title bars, click & drag, matching, simple questions and feedback

**Level 2 "Limited Participation"** – The student makes simple responses to instructional cues; based on passive scenario. **Classroom:** Perform, demonstrate, initiate **DL:** Interactive GUI, branched activity

**Level 3 "Complex Participation"** – Responses using varied techniques in response to instructional cues; complex scenarios. **Classroom:** Simulate, apply, process, analyze **DL:** Games, simulations, high fidelity

**Level 4 "Real-Time Participation"** – The student is directly involved in a life-like set of complex cues and responses. **Classroom:** Value, explore, discover, synthesize **DL:** Simulations occurring in real-time

Matrix of Instructional Strategies, 14Dec11 ( **NOTE:** Level 1 and 2 are used mainly for "Drill & Practice" activity before entering the blended classroom

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
<p><b>Brainstorming</b></p> <p>A group process</p> <p>Problem is presented</p> <p>All ideas are accepted and recorded</p> <p>Group creativity used to find a solution</p>	<p>1-16 Small</p>	<p>Can be: Instructor in the Loop</p> <p>Facilitator Monitored</p> <p>No Instructor Required</p> <p>Instructor may not have a role</p>	<p>A problem is presented</p> <p>Possible solutions are generated</p> <ol style="list-style-type: none"> <li>1. Focus on quantity</li> <li>2. Withhold criticism</li> <li>3. Welcome unusual ideas</li> <li>4. Combine and improve ideas</li> </ol>	<p>Classroom: <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p>	<p>Asynchronous and synchronous devices and/or online options:</p> <p>Blog Brainstorm App Chat Room Discussion Threads FaceBook Instant Messaging milBook</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Brainstorming</li> <li>• Group Process</li> <li>• Problem Solving</li> <li>• Group Creativity</li> <li>• Find Solution</li> <li>• Small Group</li> <li>• Level 4</li> <li>• Synchronous</li> <li>• Asynchronous</li> <li>• Critical Thinking</li> <li>• Brainstorming Apps</li> </ul>	<p>This instructional strategy can be used in a face-to-face setting or augmented with technology</p> <p>Apps exist for use by one person</p> <p>Watch out for “free-riders” who opt out of participation</p> <p>Make sure results are recorded and can be accessed</p>
<p><b>Case Study</b></p> <p>(Also called the “<b>Case Method.</b>”)</p> <p>Students are given a real life situation - they solve a problem or identify actions related to the situation</p> <p>They may be put in the role of the decision-maker facing the problem</p> <p>Milestones must be achieved in this process</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Can be: Instructor Led</p> <p>Instructor in the Loop</p> <p>Facilitator Monitored</p> <p>Instructor may not have a role</p>	<p>Milestones:</p> <ol style="list-style-type: none"> <li>1. Present point of view or dilemma</li> <li>2. Consider context of situation</li> <li>3. Find decision points</li> <li>4. State conclusion and alternative decisions that can be made</li> </ol>	<p>Classroom: <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 2</b> Limited Participation <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p>	<p>Milestones tracked electronically by:</p> <p>Blogs Discussion Threads Email</p> <p>Results compiled; formal presentation can be authored using word processor and/or digital presentation</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Case Study</li> <li>• Case Method</li> <li>• Real Life</li> <li>• Problem Solving</li> <li>• Individual</li> <li>• Group</li> <li>• Point of view</li> <li>• Decision Points</li> <li>• Conclusion</li> <li>• Alternative decisions</li> <li>• Level 3</li> <li>• Complex Participation</li> <li>• Critical Thinking</li> </ul>	<p>This instructional method is used predominantly in business and law</p> <p>Specific milestones are achieved in the process of deciding conclusions and alternatives</p> <p>Track (and record) milestone information electronically for easy reach back</p>

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
<p><b>Discussion</b></p> <p>Instructor initiates a discussion</p> <p>Student participation is elicited</p> <p>Instructor monitors for clarity and understanding</p> <p>Can be used to present a new topic, improve performance, or solve a problem</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitor ed</p> <p>100+ Online Indepen dent</p>	<p>Can be:</p> <p>Instructor Led</p> <p>Instructor in the Loop</p> <p>Facilitator Monitored</p>	<p>1. Instructor introduces topic, task, process, or idea</p> <p>2. Open-ended questions are asked</p> <p>3. Students are tasked with answering open-ended questions</p> <p>4. Instructor clarifies, summarizes and reviews</p>	<p>Classroom:</p> <p><b>Level 3</b> Complex Participation</p> <p><b>Level 4</b> Real-Time Participation</p> <p>DL:</p> <p><b>Level 2</b> Limited Participation</p> <p><b>Level 3</b> Complex Participation</p> <p><b>Level 4</b> Real-Time Participation</p>	<p>If discussion is pre-recorded, can be viewed on: computer, mobile device, slide show, or broadcast. If live use Skype, DCO</p> <p>Questions answered live (on line), via chat, discussion thread, email, or text message, in asynchronous or synchronous environment</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Conference</li> <li>• Discussion</li> <li>• Student Participation</li> <li>• Topic</li> <li>• Instructor Led</li> <li>• Open-ended questions</li> <li>• Level 2</li> <li>• Level 3</li> <li>• Limited Participation</li> <li>• Pre-recorded Discussion</li> </ul>	<p>This instructional strategy can be used in a face-to-face setting or augmented with technology in a synchronous or asynchronous environment</p> <p>Suggestion: Chunk a lengthy discussion into smaller (task or topic) video clips of no more than 6 minutes in length</p>
<p><b>Demonstration</b></p> <p>Instructor shows and explains a task to students (can be live or on video)</p> <p>Students expected to perform the task after the demonstration, using actual equipment, or writing the steps in the correct procedure</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitor ed</p>	<p>Can be:</p> <p>Instructor Led</p> <p>Instructor in the Loop</p> <p>Facilitator Monitored</p>	<p>1. Instructor introduces task</p> <p>2. The demonstration is given</p> <p>3. Questions are asked/answered</p> <p>4. Students perform task successfully or show understanding of process</p>	<p>Classroom:</p> <p><b>Level 3</b> Complex Participation</p> <p><b>Level 4</b> Real-Time Participation</p> <p>DL:</p> <p><b>Level 2</b> Limited Participation</p> <p><b>Level 3</b> Complex Participation</p> <p><b>Level 4</b> Real-Time Participation</p>	<p>Using dL (Level 2) the task can be repeated successfully if: steps are put in correct order for drill &amp; practice. Drag and drop, numbering (sequence), matching steps, simple or limited questions can be used to show understanding. dL (Level 3&amp;4) are simulations</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Demonstration</li> <li>• Live Demonstration</li> <li>• Video Demonstration</li> <li>• Task</li> <li>• Instructor Led</li> <li>• Level 2</li> <li>• Limited Participation</li> </ul>	<p>The demonstration method is usually instructor led (or pre-recorded by the instructor)</p> <p>Students may be required to perform (or mirror) the task to show understanding</p> <p>Best Practice: for chunking purposes, keep pre-recorded video clips to a 6 minute maximum</p>

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
<p><b>Gaming (a.k.a. Serious Training Games)</b></p> <p>Students engage in gaming to simulate multiple or random attempts at a specific task or topic</p> <p>Games may mitigate risk and offer a safe environment in which to “fail” or try again</p>	<p>1 + This number depends on the game</p>	<p>Can be:</p> <p>Instructor in the Loop</p> <p>Facilitator Monitored</p> <p>No Instructor Required</p> <p>Instructor may not have a role</p>	<p>1. Rules given</p> <p>2. Game / simulation starts</p> <p>3. Objectives tested during game play</p> <p>4. Game can end successfully or in failure</p> <p>5. Game can be repeated to offer practice in achieving objective</p>	<p>Classroom:</p> <p><b>Level 3</b> Complex Participation</p> <p><b>Level 4</b> Real-Time Participation</p> <p>DL:</p> <p><b>Level 2</b> Limited Participation</p> <p><b>Level 3</b> Complex Participation</p> <p><b>Level 4</b> Real-Time Participation</p>	<p>mLearning / eLearning: Gaming can be as simple as reading a paragraph of text that is based on a scenario, and making choices that will result in “winning”</p> <p>Simulation gaming works well and is not necessarily in an “arcade-looking” format – it has high fidelity</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Gaming</li> <li>• Serious Games</li> <li>• Training Games</li> <li>• Safe Environment</li> <li>• Level 3</li> <li>• Complex Participation</li> <li>• Level 4</li> <li>• Real-Time Participation</li> <li>• mLearning</li> <li>• eLearning</li> <li>• Scenario-Based</li> <li>• Practice</li> </ul>	<p>Immediate feedback.</p> <p>Determine solutions to unpredictable situations</p> <p>Safe environment and/or equipment compared to real participation</p> <p>Games offer practice</p> <p>Examples: DARWARS Ambush, EteRNA, IBM City One, X-Plane, etc</p>
<p><b>Guest Speaker</b></p> <p>An individual (other than normal staff) presents information</p> <p>An expert</p> <p>Can be a large group in lecture hall setting</p> <p>Via Skype/DCO for unlimited participation</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p> <p>100+ Online Independent</p>	<p>Can be:</p> <p>Speaker Led</p> <p>Instructor in the Loop</p> <p>Facilitator Monitored</p> <p>Instructor may not have a role</p>	<p>Information is presented to a group</p> <p>It may or may not include a question/answer activity</p> <p>Live speaker (in person or via broadcast) or pre-recorded</p>	<p><b>Level 1</b> Passive (read, listen, view)</p> <p>The student acts solely as a receiver of information</p>	<p>If speaker is pre-recorded, can be viewed on: computer, mobile device, slide show, or broadcast</p> <p>Questions can be answered on line, via chat, discussion thread, email, or text message, in asynchronous or synchronous environment</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Guest Speaker</li> <li>• Expert</li> <li>• Instructor Led</li> <li>• Speaker Led</li> <li>• Level 1</li> <li>• Passive</li> <li>• Pre-recorded speaker</li> </ul>	<p>Best Practice: for chunking purposes, keep videos to a 6 minute maximum</p> <p>Suggestion: Chunk a lengthy speaker into smaller (task or topic) video clips of no more than 6 minutes in length</p>

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<p><b>Individualized, Self Paced Instruction</b></p> <p>Student completes lessons at their own pace</p> <p><b>Examples:</b> Individual Multimedia Instruction (IMI), interactive power point, interactive on-line presentation, etc</p>	<p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p> <p>***100+ Online Independent</p>	<p>Student centered</p> <p>Instructor role is minimal or is not needed</p> <p>Student controls the progress through the material</p>	<p>Instruction proceeds based on learner responses</p> <p>Can allow student to accelerate within the curriculum, or skip items they have already mastered</p>	<p>DL:</p> <p><b>Level 1</b> Passive</p> <p><b>Level 2</b> Limited Participation</p> <p><b>Level 3</b> Complex Participation</p>	<p>Use with: Computer Smart Phone Tablet iPod Web Based L/CMS Hosted</p> <p>Formatting needs to be considered for mLearning devices because screen size is smaller</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Individualized</li> <li>• Self Paced</li> <li>• Student Centered</li> <li>• Level 1</li> <li>• Passive</li> <li>• Level 2</li> <li>• Limited Participation</li> <li>• Level 3</li> <li>• Complex Participation</li> <li>• mLearning</li> <li>• eLearning</li> </ul>	<p>Student-centered, self paced instruction is a best practice</p> <p>Supports adult learning principles</p> <p>Modules should be chunked into 15 to 45 minutes of instruction</p> <p>Post-test can be taken in LMS/CMS after self-paced material is viewed</p> <p>Reach back ability</p>
<p><b>Large Group Instruction</b></p> <p>Delivering training to many at one time</p> <p>Large group instruction should be used carefully because it does not offer individualized training that might be needed by those who do not understand</p>	<p>Large group setting – the number of learners may depend on venue and/or facilities</p>	<p>*Instructor Led and/or Controlled</p> <p>(*This method is not student-centered.)</p>	<p>Information is presented to a large group</p> <p>It may or may not include a question/answer activity</p> <p>Live instructor (in person or via broadcast) or pre-recorded</p>	<p><b>Level 1</b> Passive (Read, listen, view.)</p> <p>The student acts solely as a receiver of information</p>	<p>If instruction is pre-recorded, can be viewed on: computer, mobile device, slide show, or broadcast.</p> <p>Questions can be answered on line, via chat, discussion thread, email, or text message, in asynchronous or synchronous environment</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Large Group</li> <li>• Many People</li> <li>• Instructor Led</li> <li>• Instructor Controlled</li> <li>• Level 1</li> <li>• Passive</li> <li>• Pre-recorded instruction</li> </ul>	<p>This instructional strategy can be used in a face-to-face setting or augmented with technology in a synchronous or asynchronous environment</p> <p>Suggestion: Chunk lengthy instruction into smaller (task or topic) video clips of no more than 6 minutes in length</p>

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
<p><b>Lecture</b></p> <p>Verbally passing information to attending audience</p> <p>Can be a “live” (face-to-face) lecture hall, Skype or pre-recorded</p> <p>Can be a large group setting – the number of learners may depend on venue and/or facilities</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p> <p>100+ Online Independent</p>	<p>Can be: Instructor Led</p> <p>Speaker Led</p> <p>Instructor in the Loop</p> <p>Facilitator Monitored</p>	<p>Information is presented to a group</p> <p>It may or may not include a question/answer activity</p> <p>Live speaker (in person or via broadcast) or pre-recorded</p>	<p><b>Level 1</b> Passive (read, listen, view)</p> <p>The student acts solely as a receiver of information</p>	<p>If speaker is pre-recorded, can be viewed on: computer, mobile device, slide show, or broadcast</p> <p>Questions can be answered on line, via chat, discussion thread, email, or text message, in asynchronous or synchronous environment</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Lecture</li> <li>• Expert</li> <li>• Instructor Led</li> <li>• Speaker Led</li> <li>• Level 1</li> <li>• Passive</li> <li>• Pre-recorded speaker</li> </ul>	<p>Best Practice: for chunking purposes, keep videos to a 6 minute maximum</p> <p>Suggestion: Chunk a lengthy speaker into smaller (task or topic) video clips of no more than 6 minutes in length</p>
<p><b>Mentoring</b></p> <p>A relationship between two people used to develop personally and professionally, especially in times of difficulty or confusion</p> <p>Can be 1-on-1 tutoring as well</p>	<p>One-on-one relationship</p>	<p>Instructor as Mentor</p> <p>Instructor as Tutor</p>	<p>A relationship is established between two people</p> <p>An experienced Mentor can guide their mentee in making effective choices</p> <p>The Mentor can tutor in a one-on-one setting</p>	<p>Classroom: <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p>	<p>If Mentor is in another geographical area, the computer, or phone can be used</p> <p>It is strongly suggested that Mentoring be a personal (face-to-face) experience</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Mentor</li> <li>• Guide</li> <li>• Relationship</li> <li>• Development</li> </ul>	<p>Mentoring intends to develop the “whole” person, both personally and professionally</p> <p>Can be used as tutoring sessions</p> <p>Face-to-face is strongly encouraged (instead of by phone or computer) so that body language can be read appropriately</p>

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<p><b>Panel Discussion</b></p> <p>Consisting of Instructors, Guest Speaker, and/or Subject Matter Experts (SMEs)</p> <p>The panel presents information and responds to student questions</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Instructor Led</p> <p>Speaker Led</p> <p>Facilitator Monitored</p>	<p>Information presentation and responses to questions</p> <p>Provides a variety of views and opinions concerning material or problem, for which there is no one correct solution</p>	<p>Classroom:</p> <p><b>Level 1</b> Passive</p> <p><b>Level 2</b> Limited Participation</p> <p>DL:</p> <p><b>Level 1</b> Passive</p> <p><b>Level 2</b> Limited Participation</p>	<p>If speaker is pre-recorded, can be viewed on: computer, mobile device, slide show, or broadcast</p> <p>Questions can be answered on line, via chat, discussion thread, email, or text message, in asynchronous or synchronous environment</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Panel</li> <li>• Discussion</li> <li>• SME</li> <li>• Speaker Led</li> <li>• Level 1</li> <li>• Passive</li> <li>• Pre-recorded speaker</li> </ul>	<p>Best Practice: for chunking purposes, keep videos to a 6 minute maximum</p> <p>Suggestion: Chunk a lengthy speaker into smaller (task or topic) video clips of no more than 6 minutes in length</p>
<p><b>Peer Instruction</b></p> <p>Learning from others in a group setting</p> <p>Content is reinforced.</p> <p>Team building skills are reinforced</p> <p>Collaboration is encouraged</p> <p>Empathy and understanding are fostered in monitored setting</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Instructor Led, then Peer Led</p> <p>This might be tricky to perform online.</p> <p>Lends itself better as face-to-face, for appropriate monitoring</p>	<p>Students are trained by Instructors (or other methods)</p> <p>Then the students train others</p> <p>This reinforces learning and offers practice</p> <p>It must be monitored by a professional for accuracy and educationally sound practices</p>	<p>Classroom:</p> <p><b>Level 1</b> Passive</p> <p><b>Level 2</b> Limited Participation</p> <p>DL:</p> <p><b>Level 1</b> Passive</p> <p><b>Level 2</b> Limited Participation</p>	<p>If pre-recorded, can be viewed on: computer, mobile device, slide show, or broadcast</p> <p>Questions can be answered on line, via chat, discussion thread, email, or text message, in asynchronous or synchronous environment</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Peer</li> <li>• Team Building</li> <li>• Collaboration</li> <li>• Instructor Led</li> <li>• Peer Led</li> <li>• Level 1</li> <li>• Passive</li> <li>• Pre-recorded</li> </ul>	<p>Face-to-face is strongly encouraged so that body language can be read appropriately (seeing those who don't understand) and so that appropriate monitoring can occur</p> <p>Suggestion: Chunk a lengthy speaker into smaller (task or topic) video clips of no more than 6 minutes in length</p>

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<p><b>Practical Exercise (PE)</b></p> <p>Student is required to perform the action required by the learning objective under controlled conditions to the established standard</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Instructor Led</p> <p>This might be tricky to perform online</p> <p>Lends itself better as face-to-face, for monitoring</p>	<p>Action(s) are taken by the Instructor to “show” how to do something</p> <p>Student is required to perform the same actions to an established standard</p>	<p>Classroom: <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p>	<p>Right now this would be hard to perform on an independent device</p> <p>A simulator can work</p> <p>Most students do not have their own simulator</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Practical Exercise</li> <li>• Level 4</li> <li>• Real-Time Participation</li> <li>• Mirrors Situation</li> <li>• Real-World Setting</li> <li>• Simulation</li> </ul>	<p>Repeated exposure to concepts through practice increases the probability the student will remember the concept</p> <p>The task needs to be meaningful and authentic, replicating a real-world application (do not use peanut butter and jelly sandwich examples)</p>
<p><b>Research/Study</b></p> <p>Objectives are presented to the learners beginning with a topic of current interest</p> <p>Students go through the steps to reach the objective(s) of the research project</p> <p>Instructor checks for understanding</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Instructor monitored</p> <p>Data needs to be monitored</p> <p>Resources need to be monitored</p> <p>Plagiarism is rampant</p>	<p>Ideas learned through research can be tested and applied in real-world situations</p> <p>This process needs to be carefully monitored so that the student understands what they need to do to accomplish objectives successfully</p>	<p>Classroom: <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p>	<p>Devices lend themselves well to communication, research, storage, and sharing of data</p> <p>Discussion threads can keep everyone on track</p> <p>The results can be deposited in an electronic drop box or electronically published</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Research</li> <li>• Study</li> <li>• Level 3</li> <li>• Complex Participation</li> </ul>	<p>Online research has been used successfully for years</p> <p>The key to making it effective is to monitor it carefully</p> <p>Effective structuring of the process will keep expectations in line with results</p> <p>Results should be defensible</p> <p>Evidence needs to support the study</p>

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
<p><b>Role Playing</b></p> <p>Learners act out the simulated situation</p> <p>Decision-making from another person's perspective</p> <p>Mirrors situation in response with environment and other learners in a real-world setting</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Instructor has to first present the role</p> <p>Instructor monitors the role player</p>	<p>1. Define Objectives</p> <p>2. Choose Context &amp; Roles</p> <p>3. Introduce the Exercise</p> <p>4. Students Prepare for their Roles</p> <p>5. The Role-Play</p> <p>6. Conclusion</p> <p>7. Discussion</p> <p>8. Assessment</p>	<p>Classroom: <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 3</b> Complex Participation <b>Level 4</b> Real-Time Participation</p>	<p>Role play simulation games are available off the shelf</p> <p>Second life situations can also set up role play</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Role Playing</li> <li>• Level 4</li> <li>• Real-Time Participation</li> </ul>	<p>Setting up the role play takes a great deal of time, but can be worth the effort in the level of learning that students can achieve</p> <p>Off the shelf games offer great ideas for role playing</p> <p>Fidelity is important. Using cartoon characters or fantasy situations jeopardizes credibility</p>
<p><b>Seminar</b></p> <p>Group problem solving</p> <p>Focus is on a particular subject</p> <p>Online it is a webinar</p>	<p>1-16 Small</p> <p>1-25 Large</p> <p>Up to 25 Online Guided</p> <p>Up to 50 Online Monitored</p>	<p>Facilitator Monitored</p>	<p>A group is assembled with the expectation of focusing on a particular problem or subject</p> <p>Problem (subject) is presented</p> <p>Thoughts from the group are elicited</p> <p>Notes (videos) are posted</p>	<p>Classroom: <b>Level 4</b> Real-Time Participation</p> <p>DL: <b>Level 1</b> if just viewing a webcast with little or no ability to ask simple questions.</p>	<p>Defense Connect Online (DCO)</p> <p>Go To Meeting</p> <p>Live broadcast</p> <p>On-line chat</p> <p>Teleconference</p> <p>Skype</p> <p>Video chat</p> <p>Webinar</p>	<p>In addition to MANDATORY tags, use:</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Seminar</li> <li>• Problem Solving</li> <li>• Level 4</li> <li>• Real-Time Participation</li> <li>• Real-World Setting</li> <li>• DCO</li> <li>• Teleconference</li> <li>• Chat</li> <li>• Webinar</li> </ul>	<p>Web conferencing has been used successfully for the past few years</p> <p>If used effectively, web conferencing can be used for Level 4 learning</p> <p>If used as a link to view a previously recorded webcast, it would just be Level 1</p>

Instructional Method	Optimal Group Size	Instructor Role(s)	Method (How)	Interactivity Level	Devices	Meta-Tags	Other
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**Resources:**

EBSCO Host Online Research Database <http://ebSCOhost.com/>

*Faculty Development Phase 3, Author's Handbook.* Fort Leavenworth, KS: US Army Command and General Staff College, 2010.

Glossary of Instructional Strategies - <http://www.beesburg.com/edtools/glossary.html>

Google Scholar <http://scholar.google.com/>

TRADOC Regulation 350-70, Appendix H, "Methods and Techniques for Delivering Instruction"  
[http://www.tradoc.army.mil/tpubs/regs/r350-70/350\\_70\\_app\\_h.htm](http://www.tradoc.army.mil/tpubs/regs/r350-70/350_70_app_h.htm)

Wikipedia [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)