



## *Strategies of Instructional Development* **Design/Develop Instruction**

# **INSTRUCTIONAL STRATEGY: BRAINSTORMING**

## **ADVANTAGES**

- Listening exercise that allows creative thinking for new ideas
- Encourages full participation because all ideas are equally recorded
- Draws on the group's knowledge and experience
- Spirit of cooperation and collaboration is created
- One idea can spark other ideas
- Entertaining way to introduce content and raise issues
- Usually keeps a group's attention
- Stimulates discussion
- Cheap
- No equipment needed
- Not time consuming to prepare

*Sources:*

- <http://www.adprima.com/teachmeth.htm>
- *The ASTD Reference Guide to Professional Human Resource Development Roles and Competencies, Volume II, 2<sup>nd</sup> edition by William J. Rothwell & Henry J. Sredl*

## **DISADVANTAGES**

- Can be unfocused
- Participants may have difficulty in thinking out of the box and getting away from known reality
- If not managed well, negativity and criticism can occur
- Can raise too many issues to have a focused discussion
- Discussion may not have full participation
- Needs to be followed with skillful debriefing
- Can be frustrating for some learners if ideas are not subsequently used
- Can be an overused method
- May not be implemented properly if all ideas are not recorded, judgments are made, etc.



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## **INSTRUCTIONAL STRATEGY: CASE STUDIES**

### **ADVANTAGES**

- Requires engaged learner participation and application of learning
- Allows learners to apply new knowledge to job-related scenarios
- Can artificially simulate reality or experience; or evaluate ideas
- Develops analytic and problem solving skills
- Allows for exploration of solutions for complex issues

### **DISADVANTAGES**

- Learners may not see the relevance to their own situations
- Insufficient information can lead to inappropriate results
- Case must be clearly defined and prepared to be effective
- Requires time to develop, may be difficult to write

Source:

- <http://www.adprima.com/teachmeth.htm>



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# **INSTRUCTIONAL STRATEGY: DEMONSTRATIONS**

## **ADVANTAGES**

- Can be very effective for manual skills
- Good for multiple-step processes
- Provides learning experience based on actual performance
- Is job relevant – especially when combined with hands-on practice
- Clearly and directly illustrates processes, ideas, and relationships
- Appeals to visual and kinesthetic learners

## **DISADVANTAGES**

- Difficult to plan for large-group viewing – facilities and seating arrangements must be carefully planned so all participants will have an unobstructed view
- Though learners may be able to see the demonstration, they may not be able to replicate it
- Because learners remain passive, some may become bored, depending on the duration of the demonstration
- Can require additional time for everyone to take turns practicing

*Source:*

- *The ASTD Reference Guide to Professional Human Resource Development Roles and Competencies, Volume II, 2<sup>nd</sup> edition by William J. Rothwell & Henry J. Sredl*



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# **INSTRUCTIONAL STRATEGY: GAMES**

## **ADVANTAGES**

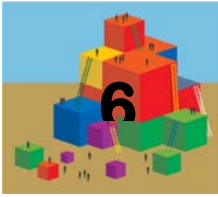
- Highly engaging for learners; experiential
- Can improve cooperation and teamwork
- Competition can be fun and motivational
- Can provide a less threatening learning environment and encourage learner participation
- Can be used in a variety of ways
- Can provide feedback to learners and to the instructor

## **DISADVANTAGES**

- Learning objectives can get lost if focus shifts to the game itself or to the competition
- Can be very time consuming to prepare
- Can be ineffective if too gimmicky, hokey, or cute
- Game rules can get too complicated
- Need adequate time to play the game
- Can be overused

*Source:*

- *The ASTD Reference Guide to Professional Human Resource Development Roles and Competencies, Volume II, 2<sup>nd</sup> edition by William J. Rothwell & Henry J. Sredl*



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**Step 6: Design/Develop Instruction**

## INSTRUCTIONAL STRATEGY: **LECTURE**

### ADVANTAGES

- Saves time; quicker than interactive activities
- Factual material can be presented in a direct and logical manner
- Particularly useful for larger groups
- Can provide information for preview or review
- Questions from the audience allow instructor to clarify and re-state
- Conducive to PowerPoint presentations

### DISADVANTAGES

- Audience is often passive and can become unengaged
- Limits retention
- Proficient oral skills are necessary; can be dull and boring, disorganized, etc.
- Learning is difficult to gauge
- Communication is one-way
- Time constraints may limit discussion and interaction
- Questions received may not be related to the topic

*Sources:*

- *ASTD Infoline: Ensure Learning from Training Films and Videos: February 1987*
- <http://www.adprima.com/teachmeth.htm>



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# **INSTRUCTIONAL STRATEGY: MOVIES**

## **ADVANTAGES**

- Appeals to visual learners
- Can grab and hold viewers' attention
- Can present information quickly
- Can illustrate hard-to-grasp concepts
- Can dramatize problematic situations realistically and portray problem solving techniques
- Can demonstrate correct and incorrect performance
- Can motivate learners
- Can change attitudes
- Can provide a necessary break from lecture
- Provides standardized lessons to viewers in different locations

*Source:*

- *ASTD Infoline: Ensure Learning from Training Films and Videos: February 1987*

## **DISADVANTAGES**

- Learners cannot ask questions or have discussions without stopping the movie
- Risks participants drifting off "in the dark"
- Cannot offset the negative effects of a poorly designed training session or an ineffective instructor
- Cannot tie information and behavior models directly to individual viewers' situations -- Needs a skilled facilitator to help learners assimilate key learning points
- Requires proper preparation and follow-up to be optimally effective, such as developing an overview sheet of main characters, questions to answer or things to look for during the movie, etc.
- If movie is old, risks viewers being distracted by out-of-date fashions, etc.
- May not be able to get the room dark enough; sound may be too loud or too soft; may be heard outside of the training room, etc.
- Risks equipment malfunctions
- Can be expensive to rent or purchase movies



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### **INSTRUCTIONAL STRATEGY: SMALL GROUP DISCUSSIONS**

#### **ADVANTAGES**

- Encourages everyone's participation
- Creates opportunity for pooling ideas, experience, and knowledge
- All learners get more air time than with a larger group
- Some may feel more comfortable talking in a small group as opposed to a large group
- More time is available for debriefing than with a large group
- Easier to reach consensus
- Creates a feeling of community
- Can reach more depth than a large group
- Participants may ask questions to gain clarification

#### **DISADVANTAGES**

- A few voices may dominate all others
- Groups may become side-tracked or conversations may digress without adequate instructor supervision
- Limited knowledge of the topic may inhibit the effectiveness of the discussions
- Can become difficult to end discussions
- Requires more time than lecture
- Requires skillful debriefing if the entire group needs to know what was discussed in the other groups

*Sources:*

- <http://www.adprima.com/teachmeth.htm>
- *ASTD Infoline: Alternatives to Lecture, February 1986*



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# **INSTRUCTIONAL STRATEGY: LARGE GROUP DISCUSSION**

## **ADVANTAGES**

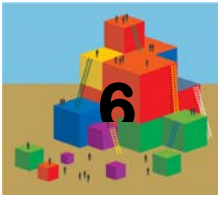
- Able to achieve more breadth than with small groups
- Learners get to hear the comments and observations of everyone else in the room
- Creates an informal atmosphere
- Effective way to share ideas
- Stimulates interest
- Creates opportunity for pooling ideas, experience, and knowledge
- Participants may ask questions to gain clarification
- Uses the collective knowledge and experience of the group

## **DISADVANTAGES**

- Takes more time than lecture
- Requires skillful facilitation to keep learners from getting side-tracked
- Learners may not get enough air time
- Cannot reach the depth of small group discussions
- Limited knowledge of the topic may inhibit the effectiveness of the discussion
- A few voices may dominate all others
- Can become impractical with too many people in the room
- May be difficult to end the discussion

Source:

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- *ASTD Infoline: Alternatives to Lecture*, February 1986



## *Strategies of Instructional Development* **Design/Develop Instruction**

# **INSTRUCTIONAL STRATEGY: ROLE PLAYS**

## **ADVANTAGES**

- Gains immediate interest of groups of all sizes
- Provides opportunities for learners to assume the roles of others and better appreciate alternative points of view
- Can be useful in understanding behavioral issues
- Can be used to develop clearer insights into the feelings of others
- Encourages exploration of solutions
- Provides opportunities to practice skills
- Can simulate experience artificially
- Requires learner participation

## **DISADVANTAGES**

- Adults are often reluctant or unwilling to risk participating; may feel threatened
- Participants are sometimes told how they feel about a problem or issue
- An experienced facilitator is essential
- Not appropriate for larger groups
- Very clear instructions must be given for each role
- Not useful if learners do not actively try to act out their parts

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- *The ASTD Reference Guide to Professional Human Resource Development Roles and Competencies, Volume II, 2<sup>nd</sup> edition by William J. Rothwell & Henry J. Sredl*