Chapter 10

Delivering Instruction to the Traditional Learner

Learning Objectives. The characterization of what constitutes a "good teacher" is probably as varied as the number of teachers in the classroom. Essential factors come into play, including the academic subject, the grade level and maturity of the learner, the preparation of the teacher, and others. Certain teachers are able to successfully impart even boring material while others render even the most appealing content unpalatable. Teacher preparation programs, for their part, pride themselves on transforming their charges into effective teachers by combining a firm grasp of subject knowledge with good teaching practice. This chapter offers the reader a look at the principles, practices and tools that make for an effective teacher of traditional students. Specifically, the reader will:

- Identify the Pillars of Education related to the traditional learner
- Consider effective principles and practices of teaching the traditional learner
- Recognize common learning styles found in the traditional classroom
- Become familiar with the variety of teaching and learning strategies appropriate for the traditional learner
- Become familiar with the methodologies for designing instruction for the traditional learner, including the ADDIE Model of Instructional Design

Figure 1. Traditional lesson plan template (focus on delivery)

Focus on Delivery

Document the development of this lesson using the traditional learner instructional design **ADDIE Model** to ensure that the lesson plan includes these elements:

☐ Analysis phase [Purpose __ Audience __ Goals/Objectives __]

☐ Design phase [Learning units __]

☐ Development phase [Content __ Assignments __ Assessment __]

☐ Implementation phase [Prototype lesson __ Revisions __]

☐ Evaluation [Learning outcomes __ Competencies mastered __]

Identify the **instructional teaching strategy** to be used in this lesson:

☐ Direct Instruction (approximate time):

☐ Activity-based Instruction (approximate time):

☐ Independent strategies instruction (approximate time):

☐ Thinking skills Instruction (approximate time):

☐ Cooperative strategies (approximate time):

Lesson Plan Template. Refer to **Appendix A, Traditional Learner Lesson Plan Template** as this chapter discusses **Focus on Delivery** as depicted in Figure 1.

INTRODUCTION

Teaching traditional learners encompasses a broad range of activities from goal-setting goals to effective classroom presentations to student assessment. Teachers must formulate their course goals and learning objectives and must decide how their students will achieve them during the course analysis phase. Next, teachers design the course materials and development the modalities for delivery of the instruction. Implementation of the course is a lengthy process that includes delivery as well as assessment of the learning outcomes. Evaluation purposes are two-fold: to ensure student understanding and also to initiate course revisions. These elements of effective teaching are common to all instruction, to all learners, to all learning situations. For the traditional learner, however, there remain many unique considerations.

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/delivering-instruction-traditional-learner/38133

Related Content

Design of a Web-Based Sentence Analysis System to Support EFL Reading Instruction
Yea-Ru Tsaiand Yukon Chang (2015). *International Journal of Online Pedagogy and Course Design (pp. 11-22).*
www.irma-international.org/article/design-of-a-web-based-sentence-analysis-system-to-support-efl-reading-instruction/126976

Fostering a Sense of Belonging: Teaching Tips to Utilize UDL Online
Amanda Nelmsand Sally Barton-Arwood (2024). *Unlocking Learning Potential With Universal Design in Online Learning Environments (pp. 13-32).*
www.irma-international.org/chapter/fostering-a-sense-of-belonging/342187

Conceptual Model of Generic Learning Design to Teach Cultural Artifacts in Computing Education: An Analysis Based on Akan Culture in Ghana
Ebenezer Anohahand Jarkko Suhonen (2018). *International Journal of Online Pedagogy and Course Design (pp. 50-64).*
www.irma-international.org/article/conceptual-model-of-generic-learning-design-to-teach-cultural-artifacts-in-computing-education/211155

The Integration of Service-Learning Andragogy for Achieving Learning Outcomes and Cultivating 21st Century Skills in the Commerce Domain
Veerta Tantia, Sharon Valarmathiand Jacqueline Kareem (2024). *Effective and Meaningful Student Engagement Through Service Learning (pp. 188-210).*
www.irma-international.org/chapter/the-integration-of-service-learning-andragogy-for-achieving-learning-outcomes-and-cultivating-21st-century-skills-in-the-commerce-domain/344285

The Threat of Downward Assimilation Among Young African Immigrants in U.S. Schools
Immaculee Harushimanaand Janet Awokoya (2019). *Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students (pp. 330-354).*
www.irma-international.org/chapter/the-threat-of-downward-assimilation-among-young-african-immigrants-in-us-schools/229413