

Instructional Strategy Selection Chart¹

Developed for Training NCBT Students in
Basic Windows User Interface, File Management, and Network Printing

| Instructional Strategy | Targeted Domain | | |
|---|------------------------------------|------------------------------------|------------------------------------|
| | Cognitive | Affective | Psychomotor |
| Students will be introduced to the workstation by an instructor. Students will be given a labeled diagram showing the major workstation components and will refer to this diagram while the instructor is speaking. | 1. Knowledge | 1. Receiving phenomena | 1. Perception 2. Set |
| For each segment of the training, students will watch a short video or animated graphical presentation of the correct user function. Students will be prompted to select correct keys and will receive instantaneous feedback with suggestions for corrective measures (such as redirection to the immediately preceding lesson). | 2. Comprehension 3. Application | 2. Responding to phenomena | 3. Guided response 4. Mechanism |
| Following successful completion of the training interface, students will engage in a simulation of each activity outlined in the <i>Training Needs Assessment</i> (Basic Windows User Interface, File Management, and Network Printing). | 4. Analysis | 3. Valuing | 5. Complex response |
| After completing the simulation modules, students will be given a problem set by the instructor. The problem set will be “live” activities outlined in the <i>Training Needs Assessment</i> (Basic Windows User Interface, File Management, and Network Printing). | 5. Synthesis | 4. Organize values into priorities | 6. Adaptation |
| With assistance from the instructor, students will evaluate their performance in the “live” activities by confirming that the icons, files, and print jobs were manipulated as required in the problem set. | 6. Evaluation | 5. Internalizing values | 7. Origination |

¹Based on the work of Don Clark at <http://www.nwlink.com/~donclark/hrd/strategy.html>