

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

DOI: 10.4018/978-1-60566-824-6.ch010

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

	
Focus on Delivery	
<p>Document the development of this lesson using the traditional learner instructional design ADDIE Model to ensure that the lesson plan includes these elements:</p>	
<input type="checkbox"/>	Analysis phase [Purpose __ Audience __ Goals/Objectives __]
<input type="checkbox"/>	Design phase [Learning units __]
<input type="checkbox"/>	Development phase [Content __ Assignments __ Assessment __]
<input type="checkbox"/>	Implementation phase [Prototype lesson __ Revisions __]
<input type="checkbox"/>	Evaluation [Learning outcomes __ Competencies mastered __]
<p>Identify the instructional teaching strategy to be used in this lesson:</p>	
<input type="checkbox"/>	Direct Instruction (approximate time):
<input type="checkbox"/>	Activity-based Instruction (approximate time):
<input type="checkbox"/>	Independent strategies instruction (approximate time):
<input type="checkbox"/>	Thinking skills Instruction (approximate time):
<input type="checkbox"/>	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

Critical Success Factors in the Adoption of Technologies in Education in Higher Education: The Case of ISCAP (Polytechnic of Porto)

Anabela Mesquita and Paula Peres (2016). *International Journal of Online Pedagogy and Course Design* (pp. 29-41).

www.irma-international.org/article/critical-success-factors-in-the-adoption-of-technologies-in-education-in-higher-education/142808

Teaching System Concepts With Virtual Reality Games in Higher Education

Meng-Jung Chuang, Ping Yeap Loh and Yu-Liang Ting (2025). *International Journal of Online Pedagogy and Course Design* (pp. 1-14).

www.irma-international.org/article/teaching-system-concepts-with-virtual-reality-games-in-higher-education/388711

Teaching Flipped Classes: Lessons Learned

(2018). *Extending the Principles of Flipped Learning to Achieve Measurable Results: Emerging Research and Opportunities* (pp. 38-52).

www.irma-international.org/chapter/teaching-flipped-classes/186421

Promoting Instructional Technology for Effective and Efficient Academic Performance in Nigerian Schools

Ogunlade B. Olusola (2018). *Student Engagement and Participation: Concepts, Methodologies, Tools, and Applications* (pp. 1110-1125).

www.irma-international.org/chapter/promoting-instructional-technology-for-effective-and-efficient-academic-performance-in-nigerian-schools/183555

Using IMS Learning Design in Educational Situations

Paul Hazlewood, Amanda Oddie and Mark Barrett-Baxendale (2009). *Handbook of Research on Learning Design and Learning Objects: Issues, Applications, and Technologies* (pp. 282-294).

www.irma-international.org/chapter/using-ims-learning-design-educational/20887