

Instructional Flow Video Transcript

You can adapt the instructional framework to flow in a way that suits your specific content and teaching approach, but keep in mind that **learning should follow the basic order of: Introduction, Presentation, Practice and Application**. Here are some examples of some adapted instructional workflows.

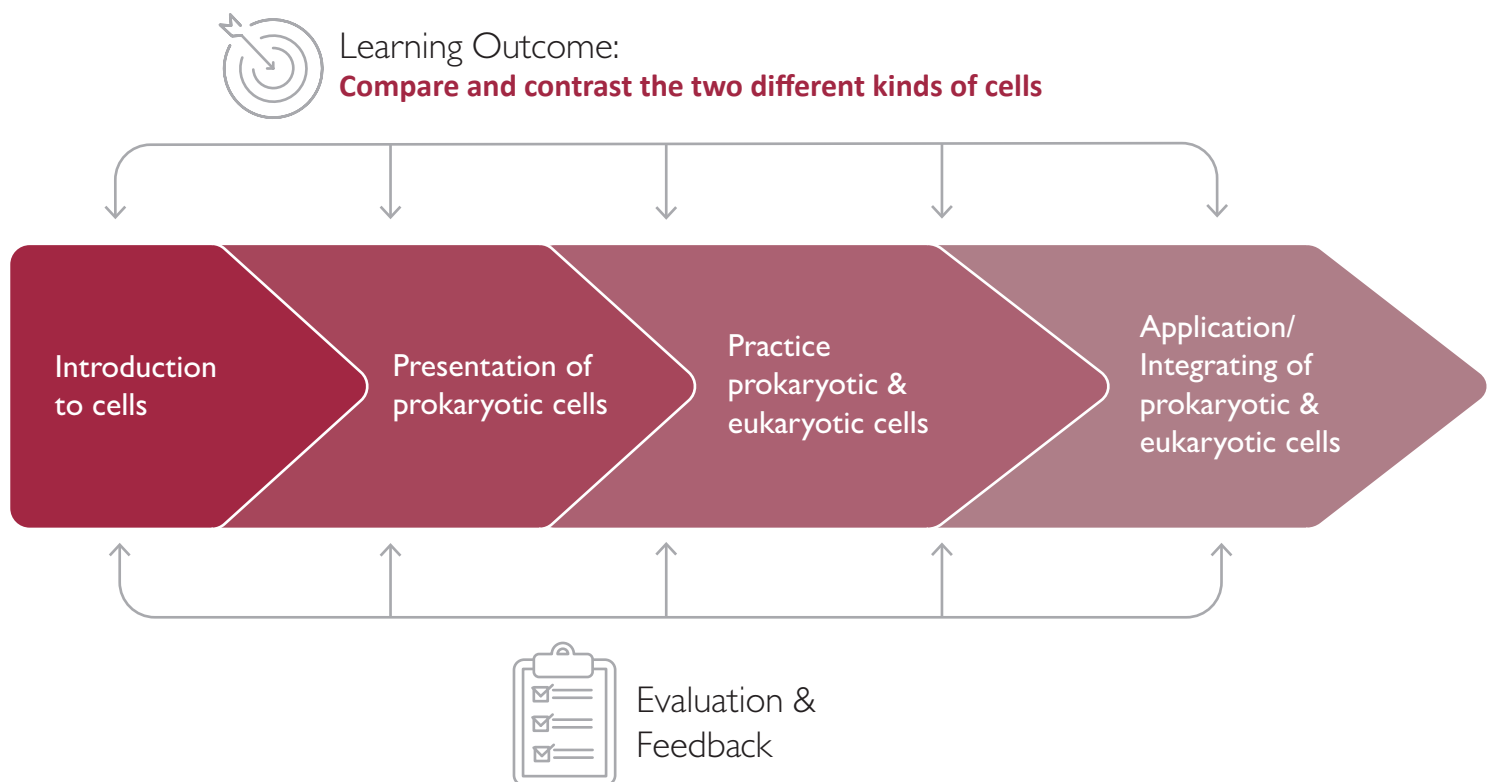
Example 1: Instructional flow of a learning outcome that compares two concepts

In this example, the learning outcome is to compare and contrast the two different types of cells.

Students will need to learn about two different kinds of cells before they are able to compare them. Therefore, for this particular outcome, there are two different instructional flows that might apply as follows.

Instructional Flow 1 – teaching & practicing two related knowledge concepts together

In this instructional flow, both concepts are taught & practiced side by side throughout the entire unit of instruction.



Instructional Flow 2 – teaching & practicing two related concepts separately

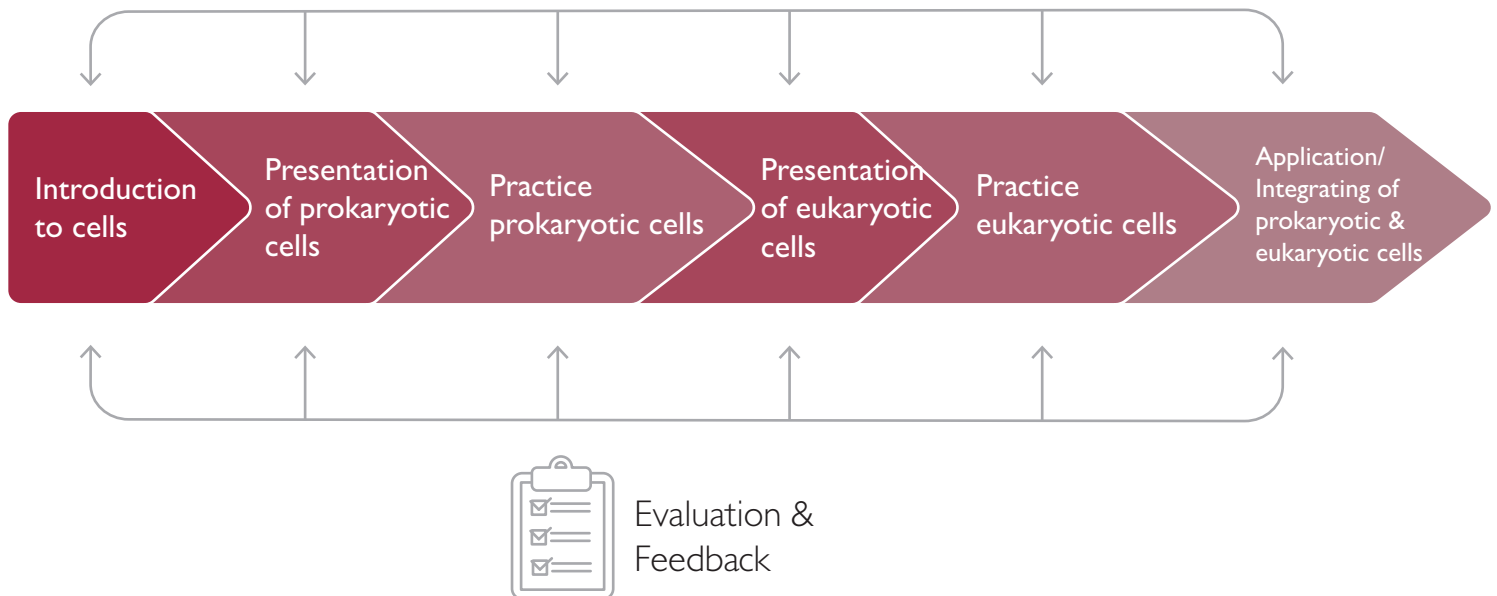
In contrast to the example above, the two concepts are each presented and practiced separately. The first concept (prokaryotic cells) is presented in isolation, and students practice their understanding before moving on to the second concept (eukaryotic cells). Once the instructor is confident that students understand both concepts, they begin application activities that integrate their knowledge of both concepts with other knowledge.

Instructional Flow Video Transcript



Learning Outcome:

Compare and contrast the two different kinds of cells



All new information must be processed through the working memory, and it has a limit as to how much it can process at one time. This is the cognitive load.

The instructional flow that you choose will depend on the content and your pedagogical approach. However, it is important to consider the cognitive load when teaching multiple concepts.

Example 2: Instructional Flow of two related learning outcomes (knowledge, skills and values)

As noted above, it is not always easy to neatly separate a course into discrete units or lessons. This is often the case with cognitive skills like critical thinking. (For more information on the different kinds of knowledge, refer to Developing Learning Outcomes.) These skills cannot be learned in isolation of content, so they are learned alongside knowledge.

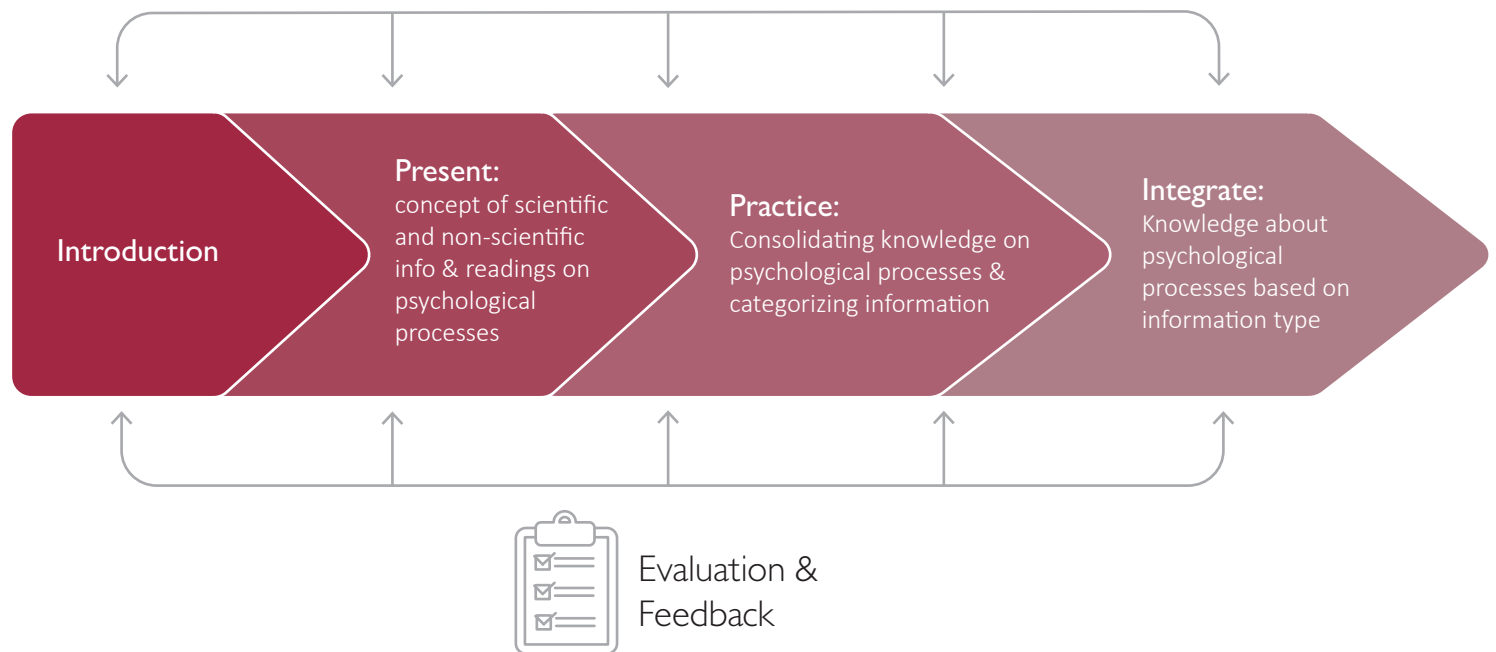
The unit of instruction in the Psychology course below shows a unit where students will learn knowledge related to psychological processes and learn to differentiate information while doing so. This is one way the flow of instruction can integrate these two outcomes.

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Learning Outcome:

- 1. Describe psychological processes involved in sensation, perception, learning, memory, motivation and emotion.**
- 2. Differentiate between scientific and non-scientific information related to behavior and psychological processes.**



If developing critical thinking skills is a learning outcome in your course, it needs to be explicitly taught, modelled and practiced. Without explicit instruction and modelling, it is unreasonable to expect student to be able to engage meaningful in critical thinking tasks.

In this example, the instructor introduces the topic and then provides some instruction on the difference between scientific and non-scientific information with examples. Then students are given a set of articles from different sources to read on psychological processes. Once they have read it, they do a series of practice activities that checks their understanding of the content and how well they can discern between types of information. The unit of instruction is closed out with an integration activity that asks them to relate it to what they already know and apply it.

This example provides one workflow for teaching skills alongside content, but you may adapt the workflow to suit your own context.