

### Instructional Strategy Chart

**Terminal Objective:** *To provide students with accurate and consistent information regarding their field of choice among three general commercial art categories.*

Introduction	Body	Conclusion	Assessment
<p>Attention:</p> <p><i>“Good morning everyone...”</i></p>	<p>Prior Knowledge:</p> <p><i>Moderate prerequisite knowledge that must be restructured to solve new class problem.</i></p>	<p>Summarize and Review:</p> <p><i>1) Why it is important to do this activity.</i></p> <p><i>2) Summary of processes.</i></p> <p><i>3) Suggestions for future reference.</i></p>	<p>Assess Performance:</p> <p><i>Performance assessment activity.</i></p>
<p>Purpose:</p> <p><i>“Today we will explore how to research our fields.”</i></p>	<p>Information &amp; Examples:</p> <p><i>Introduce specific books, periodicals and articles.</i></p>	<p>Transfer:</p> <p><i>Near transfer. Enabling learners to explore resource materials on their own.</i></p>	<p>Feedback/Remediation:</p> <p><i>Cumulative information on their progress during the activity.</i></p>
<p>Interest/Motivation:</p> <p><i>Indicate how the lesson goals directly relate to future academic and professional success.</i></p>	<p>Attention:</p> <p><i>“What is your favorite design magazine? If you don’t have one...you’re behind</i></p>	<p>Remotivate/Close:</p> <p><i>“Please be able to tell me next week which periodical is your current favorite and why?”</i></p>	

	<i>many who do!"</i>		
Preview: <i>Introduction, overview and examples.</i>	Learning Strategies: <i>Very generative.</i>		
	Practice: <i>Monitored practice in student reference gathering activity.</i>		
	Feedback: <i>Prompting of learners during activity.</i>		

<b>Instructional Strategy Chart</b>			
<b>Enabling Objective 1:</b> <i>Using the library to locate reference materials.</i>			
<b>Introduction</b>	<b>Body</b>	<b>Conclusion</b>	<b>Assessment</b>
Attention: <i>"This is a library</i>	Prior Knowledge:	Summarize and Review:	Assess Performance: <i>Observation during</i>

<i>activity sheet... ”</i>	<i>Minimal</i>	<i>“Do you (student) feel this knowledge could be beneficial to your future?”</i>	<i>lesson and a checklist evaluation of items covered on the activity sheet.</i>
<p>Purpose:</p> <p><i>Identify relative journals and periodicals.</i></p> <p><i>Read through the journals and locate pertinent articles.</i></p>	<p>Information &amp; Examples:</p> <p><i>Librarian lead tour and Q&amp;A.</i></p>	<p>Transfer:</p> <p><i>“Can you (student) be prepared to discuss your favorite periodical next week?”</i></p>	<p>Feedback/Remediation:</p> <p><i>Informative feedback giving the learners the opportunity to consider the appropriateness of their responses on the activity sheet.</i></p>
<p>Interest/Motivation:</p> <p><i>Explain how this activity directly relates to future academic and professional success.</i></p>	<p>Attention:</p> <p><i>Pull relevant periodicals off shelf and display to class.</i></p>	<p>Remotivate/Close:</p> <p><i>“You’ve done a good job today!”</i></p>	
<p>Preview:</p> <p><i>Demonstrate how to fill out the activity sheet and display a completed one.</i></p>	<p>Learning Strategies:</p> <p><i>To construct their own idiosyncratic meanings.</i></p>		
	<p>Practice:</p> <p><i>Reference gathering and identification activity.</i></p>		
	<p>Feedback:</p>		

	<i>Encourage student cooperation and peer feedback.</i>		
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