

Organizational Strategy Characteristics		
Sequence	Presentation	Description
Introduction	Activate attention	Focus their attention in the learning task. Promotes the learner's selective attention and bring relevant memories to working memory, where the existing knowledge may aid in making new information understandable. In addition, it establishes an expectancy for a particular learning goal, which aids the learners in employing strategies that will facilitate their learning
	Establish purpose	Knowing the learning goal can establish an expectancy in learners, arousing their interests and giving them a goal toward which to direct their cognitive energies. It allows learners to summon from long-term memory prior content and general world knowledge that may be appropriate to the task. It also allows them to recall learning strategies that they have found useful in learning similar kinds of goals. Allows learners to monitor their own learning and to actively seek help or clarification when they sense that they are not achieving the goal.
	Arouse interest and motivation	Learners are cognizant of the importance and relevance of the lesson and/or encouraged to explores the personal relevance of the lesson.
	Preview learning activity	The instruction itself may summarize the procedure or process that will be followed in the lesson, or the learners may choose or be encouraged to preview the lesson using whatever strategies they already possess. It helps the learners feel expectant and begin to summon knowledge and strategies that will help them achieve the objective.
Body	Recall relevant prior knowledge	Learners are stimulated to retrieve knowledge from long-term memory that is necessary or helpful in learning the new objective. Learners may also be encouraged to recall cognitive strategies that can be employed to learn the new information.
	Process information and examples	Learners encounter the material they will be learning. This information may be presented in an expository (didactic) form in which generalities such as concept definitions or statements of generalizations are presented prior to their examples. The sequence may instead involve more discovery (inquiry), in which the learners are presented with examples of the concepts or the applications of principles and are encouraged to induce the generality
	Focus attention	It must be refocused continuously thought the lesson.
	Employ learning strategies	The purpose of this event is to assist learners to use effective strategies, and that purpose is essentially accomplished by prompting learners to use appropriate learning strategies.

<b>Practice</b>	Practice	The learners can be given the opportunity or they may take the opportunity to interact with the material being learned and see if they are ready to proceed to the next part of the lesson. They should have the opportunity to practice across the range of the content with which they should be skilled and that they should be able to practice across the range of difficulty of the goal. It is critical that practice experiences be relevant, authentic to the learners and their context, and anchored in a familiar situation.
	Evaluate feedback	The purpose of this informative feedback is to give learners the opportunity to consider information about the appropriateness of their responses during practice. Practice and feedback are formative, not summative.
	Conclusion	It allows learners to review and elaborate recent learning so that it can be available for further application and use. These events are critical in that they support learners' attempts to synthesize and consolidate new learning.
	Summarize and review	The purpose of the summary is to ensure that the learners recall and synthesize the critical parts of the lesson into a memorable and applicable whole.
	Transfer learning	It refers to the application of new knowledge and skills to a variety of real-life situations and future learning tasks. It can be enhanced by giving learners opportunities to apply their learning to a variety of circumstances. The major goal of the transfer event is to enable learners to generalize their new learning to situations in which it is appropriate, but not to overgeneralize the learning situations in which it is not applicable. Several activities that may influence far transfer are: encouraging learners to develop their own a) examples and applications, b) analogies between new learning and prior knowledge, and c) paraphrases of declarative knowledge lessons.
Remotivate and close	Refers to conclude the learning as it began, with the learner's realization of the importance of the learning. Encouraging to explore how learners may use this new learning immediately and what future applications they envision. The function of closure is twofold: a) to let the learners know that, in fact, the lesson is over, and b) to conclude the lesson on a positive note.	
<b>Assessment</b>	Assess learning	Assess whether learners have achieved the goal(s) of the instruction. The assessment is closely related to the statement of the goal. If assessment is delayed, then it is important to plan a review.
	Evaluate feedback and seek remediation	The feedback learners receive after assessment is often more cumulative than the feedback accompanying practice. Remediation may address specific goals, or it may address the learning strategies that the learners apparently failed to employ.

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