

Instructional Strategies Model		
	Generative	Supplative
Learner	High prior knowledge High aptitude Wide range of cognitive strategies Flexible High motivation Low anxiety Internal success Attribution	Low prior knowledge Low aptitude Few cognitive strategies Low motivation High anxiety External success Attribution
Task	Complex Structured Not hazardous Perfection level Non critic Higher in intellectual skills	Simple Well defined Hazardous High level of competence Lower in intellectual skills
Context	Ample time Higher priority in goals for learning to learn Goals not universal Educational agency has low accountability Skills less high	Limited time Higher priority in goals for domain-specific skills Domain-specific goals is universal for all learners Educational agency has high accountability External demands for competency

Smith, P.L. & Ragan, T.J. (2005). Instructional Design. Third Edition. Willey Jossey-Bass Education. Chapter 7