Strategies for Instruction of Declarative Knowledge

Type of Learning Outcome

- Declarative knowledge: knowing that
  - Explain, describe, summarize, and list.

Types

- Labels and names: pairing of information
- Facts: a statement that describes a relationship between or among concepts and lists: a group of elements that must be remembered together.
- Organized discourse: the comprehension of a thread of meaning that runs through an extensive body of information.

Cognitive processes

- Propositional networks
- Schemata: clusters of related ideas
- Constructivist orientation: knowledge generated by the learner
  - Accretion
  - Tuning
  - Restructuring

Requirements for learning

- New knowledge is presented via some medium and apprehended by the learner
- The material presented is translated by the learner into propositions
- Related propositions in the learner’s memory are activated
- Elaborations are generated by the learner as new connections stimulate the making of inferences

Critical cognitive activities

- Linking: to prior knowledge for the creation of meaning
- Organizing: by clumping sets together, separating sets from another, subordinating, and making relations among sets.
- Elaborating: by adding information by filling gaps, making inferences, imaging examples, etc.

Categories of instructional strategies

- Organization strategies
- Classification frames
- Concept mapping
- Advance organizers
- Metaphoric techniques
- Rehearsal strategies
- Mnemonics
- Imagery

Conditions

- Introduction
- Body
- Conclusion
- Assessment
Novel, conflicting, and paradoxical events or providing an abrupt change in stimulus.
Anecdotes, devices that interject personal and emotional elements, relating instructional goals, job requirements and opportunities for advancement.
Establish instructional purpose
Relating goals to personal life goals or job requirements, point out specific requirements for successful attainment.
Previewing lesson
Overview of both what will happen and the nature of the material to be learned.
Expository organizers
Comparative organizers

Stimulating recall of relevant prior knowledge
Advance organizers
Metaphoric organizers

Process information
Associational techniques
Organizational techniques
Elaborative techniques

Focus attention
Underlining, listing and reflecting
Use of questions

Learning strategies
Mnemonic, elaboration strategies, imagery, analogy, organization, chunking, linking, graphic organizers and rehearsal

Summarize and review: to tune and adjust cognitive structures by new knowledge
Transfer: to make information available for retrieval to be combined with new information by inferences.
Remotivate and close: to reemphasize the utility of the knowledge that has been learned.

Recall items (fill in the blank or short answer)
Recognition items
Constructed answer
Strategies for Declarative Knowledge Instruction
By Alejandra Magaña