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| ***Instructional Strategy*** | ***Description of Purpose*** | ***Format*** | ***Pairing of Strategies*** | ***Why it’s effective?*** |
| **Visual Learning Tools** | “Assist learners…[in how to visually]…organize and find patterns among the overwhelming amount of information available today, as well as to make sense out of it and evaluate it" (ASCD, 2011). | Use visual tools to assist with evaluating the condition of a patient being transported by ambulance. | **Practice Exercises -** Enables learners to practice task completion with & without errors and questions. I.e. form completion. | Especially for visual learners, this will allow learners to recall how something should be performed or completed. |
| **Simulation** | Enables the student to experience the event & processes as it would occur in real life. | Driving the ambulance - begins with utilizing a computer to teach driving techniques. | **Synchronizing –** through demonstration | This will enhance the driving capabilities of the student. |
| The “Annie” doll has been designed to work with the training AED model. | Guide the student through all of the motions of CPR until the patient is transferred. |
| **On-the-job Training** | Allows learners to complete appropriate tasks to gain proficiency and confidence. | Driving the ambulance - The student must take the driving techniques and the knowledge gained on traffic laws and put them into action. | **Practice Exercises -** Enables learners to practice task completion with & without errors and questions. i.e. form completion. | Hands on experience – moves learner from cognitive understanding to application of skill. |
| Given the patient, the student must be able to tell the patient’s condition. | Proper care |
| **CBT (Computer Based Training)** | Declarative knowledge learning. | Students can click a picture of a medication and the picture of either the corresponding "ok" or "bad" drug will pop up. | **Application of Drugs & Meds -** Assist learners with understanding medications. | The common medications and drugs can be presented in this way so that new knowledge can be linked with existing knowledge. |