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| ***Instructional Strategy*** | ***Description of Purpose*** | ***Format*** | ***Why it’s effective?*** |
| **Pre-Training** | Prepares the learner for the content prior to instruction. | Pre-train on the contents in an ambulance. Conduct pre-training on drug information before showing the students how they are applied. | By doing this first, the students will have some background and theoretical knowledge of the ambulance items and drugs before we teach them how to [apply](https://curriculumdesigngrpd.wikispaces.com/Strategies) them. |
| **Synchronizing** | Demonstrate CPR and patient assessment instruction. | The student can watch a video / role model demonstrating the procedures, while audio or the instructor explains what to do at the same time. | This will be effective as the student sees live action of the procedure and it makes the learning more real. |
| **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. | Especially for visual learners, this will allow learners to recall how something should be performed or completed. |
| **Think-Pair-Share/Discussion** | Enables students to [speak](https://curriculumdesigngrpd.wikispaces.com/Strategies) their thoughts out loud, develop answers to questions, participate in discussions, think at higher levels, and become much more involved and engaged in the learning process" (ASCD, 2011). | Case studies that can be completed in partners or in an open forum discussion. | Helps learners develop their own problem-solving processes. |
| Driving the ambulance - Discussion mode for laws involving vehicle movement. | Each student must be knowledgeable of all traffic laws. |
| **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. | 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. | 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 |
| **Practice Exercises** | Enables learners to practice task completion with & without errors and questions. i.e. form completion. | Fill out incident reports and other necessary paper work. The instructor could use a projector to give a lecture on each section where the students would then fill out mock worksheets of the paper work they would use. | The lecture can teach the students, how to fill the reports and forms out. |
| **Application of Drugs & Medications** | Assist learners with understanding medications. | Go over a list of the most common drugs used in the work environment and their alternatives. Other forms of medication could be taught later. | Safely and properly deliver the medication as needed. |
| **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. | The common medications and drugs can be presented in this way so that new knowledge can be linked with existing knowledge. |
| **Self-Study** | Allows for the learner to take part in self-study. | Like a drivers exam booklet. | Reinforces the simulation and real world practice. |