

Instructional Strategies That Work Anywhere:

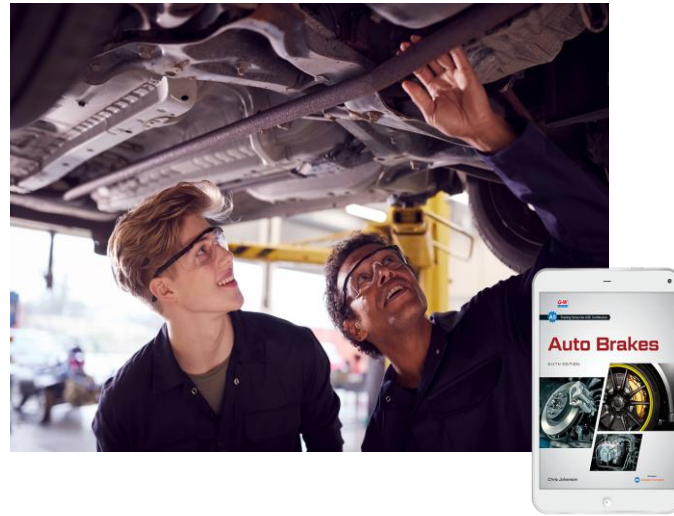


Practical strategies for classrooms, labs, and online learning

Reminders Before We Get Started

- We may be taking pictures and video to use in promotional materials. Please let us know if you do not want to be in pictures/videos.
- Norms
 - Assume the best
 - Step up or step back
 - Breaks

Whether you teach...



Which of these teaching challenges sound familiar?

- Students forget what they learned
- Students lack confidence
- Students don't participate
- Students struggle to apply learning
- Students learn at different speeds
- Students need more practice

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Great instructors make intentional instructional decisions. Today, I'll share six instructional moves that effective instructors use in their classrooms and online courses.

Welcome, Housekeeping, and Session Goals

Housekeeping

- Learn from & with each other
- Polling & reflection opportunities
- Participant Guide

Session Goals

- **Connect instructional strategies** to workplace skills and career competencies relevant to the programs you teach.
- **Design or revise** a lesson activity that intentionally incorporates at least two of the instructional moves discussed during the session.



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Participant Guide

Instructional Strategies That Work Anywhere

Type what you learned about each strategy and how you can apply it to your instruction

Strategy #1: Predict Before You Teach

Strategy #2: Think Aloud



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Would you like to make a copy of **2026 MAACS Instructional Strategies Participant Guide?**



Make a copy

Make a copy: <https://tinyurl.com/3ycj4a93>

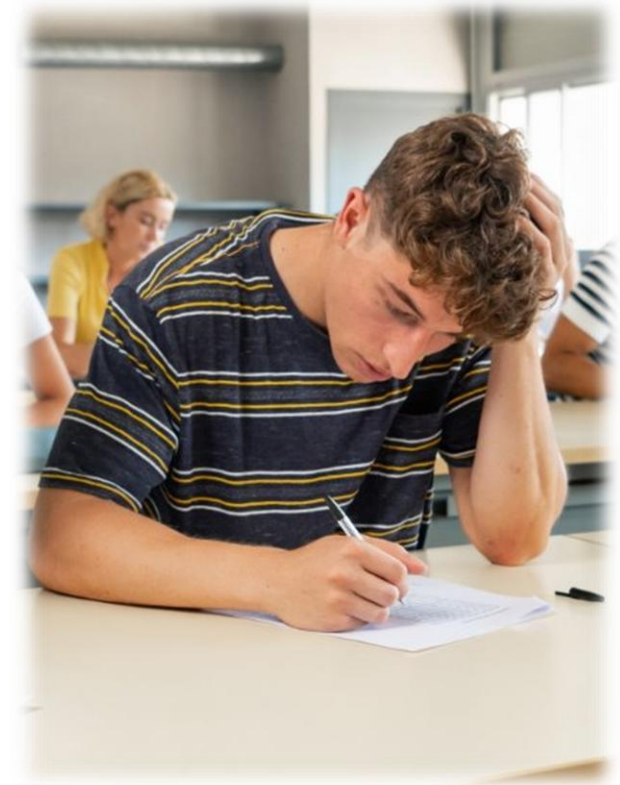
Instructional Move	Strategy/Technique
Start with students thinking	Predict Before You Teach
Show students what success looks like	Worked Examples
Thinking should be visible	Think Aloud or Structured Discussion
Support students until they can succeed independently	Scaffolding + Gradual Release
Don't wait until the end to find confusion	Checks for Understanding
Practice should strengthen memory	Retrieval Practice

Start With Students Thinking

Strategy #1: Predict Before You Teach

A student completes every assignment with an A but fails the certification exam.

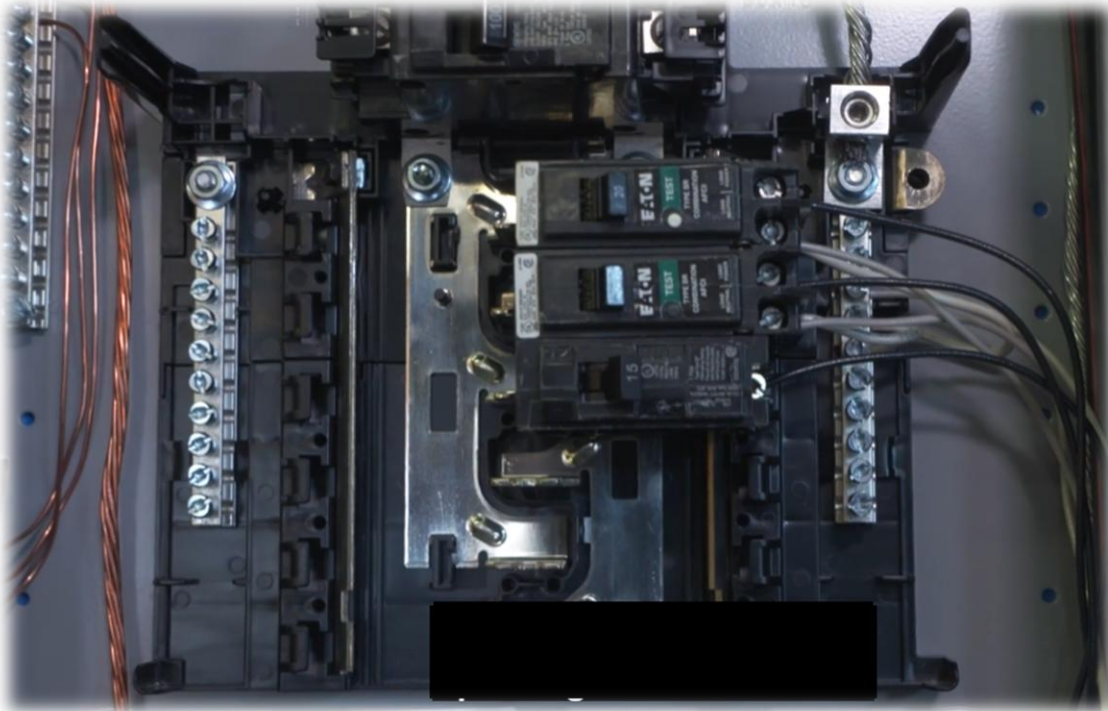
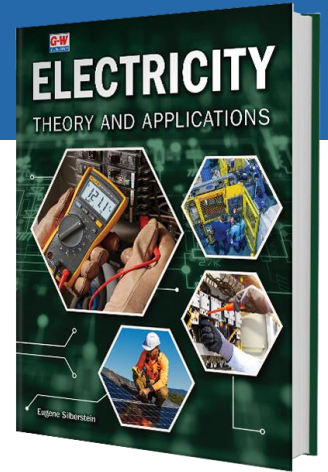
What do you think caused this?



Teaching Point: Before I even taught anything, you were already engaged because your brain wanted to solve a problem.

Scenario

- A circuit breaker repeatedly trips.
- Before we begin troubleshooting, what do you think is causing the problem?



Why would I ask this question before teaching?

Why It Works

Prediction will:

- Activate prior knowledge
- Create curiosity
- Surface misconceptions
- Increase attention during demonstrations
- Get every student thinking before instruction begins

Apply It!



Think of a lesson you teach.

What could students predict before you begin instruction?

Examples:

- What might happen?
- What might cause this?
- Which solution would work best?
- What do you think you'll observe?



Be prepared
to share!

Show Students What Success Looks Like

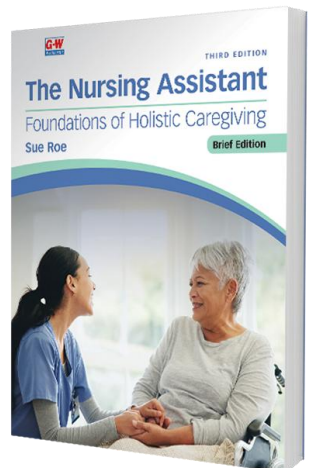
Before students troubleshoot, diagnose, inspect, evaluate, or perform a skill, show them a complete example of successful performance.

Scenario

A patient is being discharged after a hospital stay. The patient says: **“I understand”** but you’re a bit skeptical they truly understand the discharge instructions.

Here’s what an experienced healthcare professional might do:

- ✓ Ask the patient to explain the medication schedule in their own words.
- ✓ Ask the patient to describe warning signs that require medical attention.
- ✓ Ask who will assist at home if needed.
- ✓ Clarify misunderstandings immediately.
- ✓ Confirm understanding before discharge.



Strategy #2: Worked Example

Why It Works

Worked examples will:

- Reduce confusion
- Lower cognitive load
- Increase confidence
- Clarify expectations



Teaching Point: Show learners a complete model before asking them to perform independently.

At your table:

Think about a skill students struggle with in your program.

Complete this sentence:

Before asking students to perform independently, I could
show them a worked example of _____.



Thinking Should Be Visible

Why It Works

Students hear:

- What you notice
- What questions you ask
- What evidence you use
- How you reach conclusions

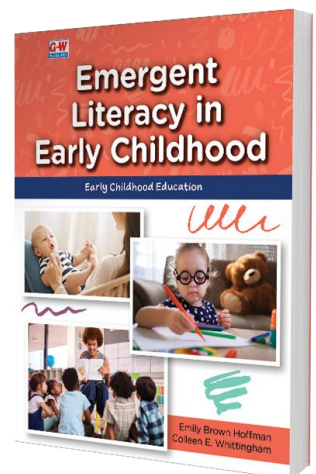


Teaching Point: Don't just show what to do. Show how you think.



“Three-year-old Maya sits with a picture book and turns the pages while telling her story based on the illustrations. She cannot yet read conventional text but enjoys pretending to read to her dad.”

What did you notice about **HOW** I explained?



Choose a scenario from your career field.

Create a 60-second Think Aloud.

Use these sentence stems:

- I notice...
- I wonder...
- I'm looking for...
- Based on that...



Be prepared to
share!

Support Students Until They Can Succeed Independently

Strategy 4: Gradual Release

What It Is: Moving from support to independence.

The Model

- I Do
- We Do
- You Do Together
- You Do Alone

Teaching Point: Don't rush learners to independence.

We Would Never Teach Driving This Way

“Here’s the car. Good luck”

Instead:

- Watch me
- Drive with me
- Drive while I coach
- Drive independently



I Do

- Instructor demonstrates the complete tire rotation procedure.

We Do

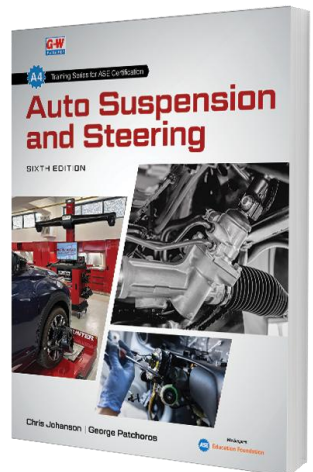
- Class walks through another vehicle together.

You Do Together

- Pairs complete the procedure while receiving feedback.

You Do Alone

- Students rotate tires independently.



Think of a skill you teach.

Map it to:

- I Do
- We Do
- You Do Together
- You Do Alone



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Practice Should Strengthen Memory

Think back to when you were first learning your trade.

What are three lessons you still remember from your instructor?

Strategy 5: Retrieval Practice

What It Is: Ask students to recall information from memory instead of looking it up.

Why It Works: Retrieval:

- Strengthens memory
- Reveals gaps
- Improves retention
- Requires active thinking



Think about a lesson you taught recently.

Create one retrieval question:

Examples

- Without notes...
- What are the steps...
- Explain the process...
- What should be checked first...

Review

- Re-read
- Rewatch
- Revisit notes

Retrieval

- Recall
- Explain
- List
- Teach
- Summarize from memory

Don't Wait Until the End to Find Confusion

Strategy 6: Check for Understanding

What It Is: Gathering evidence of learning **during learning**, not after learning.

It Is **NOT:**

- Any questions?
- Waiting until the test
- Assuming silence means understanding

Verbal Checks

- Turn and Explain
- Teach It Back
- What's Next?
- One-Minute Discussion

Written Checks

- One-Sentence Summary
- 3-2-1
- Muddiest Point
- Quick Write

Think of a lesson you teach.

Create a *Check for Understanding* that could be completed in less than 60 seconds.

Examples:

- Ask a partner
- Confidence rating
- One-sentence summary
- Mini poll
- Whiteboard response
- Muddies point

You're the Instructional Consultant

Choose ONE scenario. Design a Check for Understanding.

HVAC • You're teaching airflow diagnostics. • How could you check understanding before students begin troubleshooting independently?	Automotive • Students just learned the brake inspection process. • How would you check understanding before they enter the lab?
Electrical • Students have learned electrical safety procedures. • How would you confirm understanding before they begin working on equipment?	Welding • Students learned how to identify weld defects. • How could you check understanding before independent work?

Classroom	Lab	Online
• One-sentence summary • Poll • Confidence rating	• Demonstrate the next step • Explain the procedure • Show me before you do	• Chat response • Poll • Discussion post • Digital whiteboard

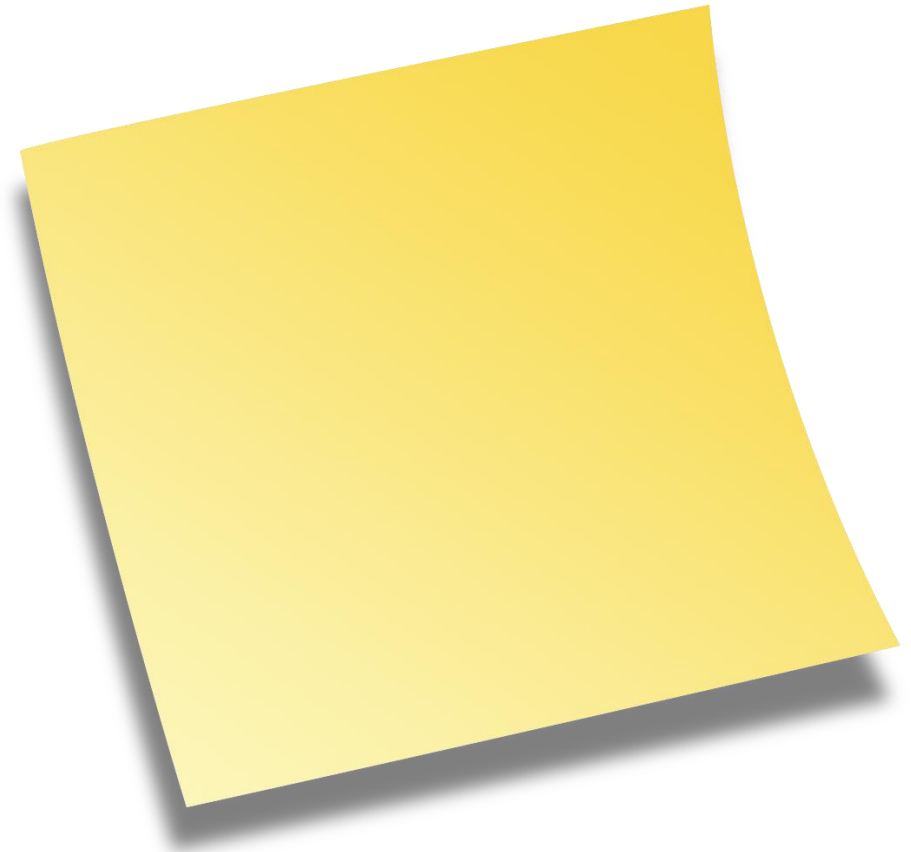
What Did Your Group Create?



Be prepared to
share!

Small Teaching Moves. Big Learning Gains.

- Predict Before You Teach
- Worked Examples
- Think Aloud
- Gradual Release
- Checks for Understanding
- Retrieval Practice



Feedback



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