

## STRATEGY/RESEARCH GUIDE

RESEARCH-BASED STRATEGIES		SEMINAL THINKERS AND CONCEPTS	RECENT RESEARCH OF EFFECTIVENESS
CATEGORY	DEFINITION		
<b><i>Setting Objectives and Providing Feedback</i></b>	Provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so that they can improve their performance.	<b>Bloom— Taxonomy of Learning Objectives Gagne— Conditions of Learning Thorndike— Association Learning</b>	<a href="http://ell.nwresd.org/node/81">http://ell.nwresd.org/node/81</a>  <a href="http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx">http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx</a>  <a href="http://www.mcrel.org/~/media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx">http://www.mcrel.org/~/media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx</a>
<b><i>Reinforcing Effort and Providing Recognition</i></b>	<p>Enhance students' understanding of the relationship between effort and achievement by addressing students' and beliefs about learning</p> <p>Provide students with abstract tokens of recognition or praise of their accomplishments related to the attainment</p>	<b>Skinner— Positive Reinforcement Rotter— Internal/External Locus of Control Dweck— Mindset McLelland— Achievement Motivation</b>	<a href="http://0-files.eric.ed.gov.opac.acc.msmc.edu/fulltext/ED543521.pdf">http://0-files.eric.ed.gov.opac.acc.msmc.edu/fulltext/ED543521.pdf</a> (Chapter 4)  <a href="http://mastersprogram.wikispaces.com/file/view/EDF+608_CTW_Chap_4.pdf">http://mastersprogram.wikispaces.com/file/view/EDF+608_CTW_Chap_4.pdf</a>

	of a goal.		
<b><i>Cooperative Learning</i></b>	Provide students with opportunities to interact with one another in ways that enhance their learning.	<b>Slavin—STAD Johnson and Johnson Tomlinson-- RAFT</b>	<a href="http://www.co-operation.org/wp-content/uploads/2011/01/ER.CL-Success-Story-Pub-Version-09.pdf">http://www.co-operation.org/wp-content/uploads/2011/01/ER.CL-Success-Story-Pub-Version-09.pdf</a>  <a href="http://education.jhu.edu/research/crre/research.html">http://education.jhu.edu/research/crre/research.html</a>
<b><i>Cues, Questions and Advance Organizers</i></b>	Enhance students' ability to retrieve, use, and organize what they already know about a topic.	<b>Ausubel— Advanced Organizers Vygotsky and Bruner-- Scaffolds</b>	<a href="http://www.furmanr.com/vicinformation/resources/advorganizaers.pdf">http://www.furmanr.com/vicinformation/resources/advorganizaers.pdf</a>  <a href="http://books.google.com/books?id=IB4w-m_rVWwC&amp;pg=PA27&amp;lpg=PA27&amp;dq=%22advance+organizers%22+%22meta-analysis%22&amp;source=bl&amp;ots=-YpFlz-UCW&amp;sig=YRy69wkBiAQHbbtRtBLFGBZ-mzY&amp;hl=en&amp;sa=X&amp;ei=Y5ZIUvzXOK6j4A0l-4DwAg&amp;ved=0CFIQ6AEwBA#v=onepage&amp;q=%22advance%20organizers%22%20%22meta-analysis%22&amp;f=false">http://books.google.com/books?id=IB4w-m_rVWwC&amp;pg=PA27&amp;lpg=PA27&amp;dq=%22advance+organizers%22+%22meta-analysis%22&amp;source=bl&amp;ots=-YpFlz-UCW&amp;sig=YRy69wkBiAQHbbtRtBLFGBZ-mzY&amp;hl=en&amp;sa=X&amp;ei=Y5ZIUvzXOK6j4A0l-4DwAg&amp;ved=0CFIQ6AEwBA#v=onepage&amp;q=%22advance%20organizers%22%20%22meta-analysis%22&amp;f=false</a>  <a href="http://www.cisco.com/web/about/citizenship/socio-economic/docs/Metiri_Classroom_Collaboration_Research.pdf">http://www.cisco.com/web/about/citizenship/socio-economic/docs/Metiri_Classroom_Collaboration_Research.pdf</a>  <a href="http://www.inspiration.com/sites/default/files/documents/Detailed-Summary.pdf">http://www.inspiration.com/sites/default/files/documents/Detailed-Summary.pdf</a>  <a href="http://www.scirp.org/journal/PaperInformation.aspx?paper">http://www.scirp.org/journal/PaperInformation.aspx?paper</a>

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<b><i>Nonlinguistic Representations</i></b>	Enhance students' ability to represent and elaborate on knowledge using mental images.	<b>Gardner-Multiple Intelligences Renzulli/ Dunn-Learning Styles "Thinking Maps"</b>	(SEE ABOVE REFERENCES FOR ADVANCED ORGANIZERS)
<b><i>Summarizing and Note Taking</i></b>	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.	<b>Atkinson and Shiffrin-Information Processing Theory; Reading Theorists</b>	<a href="http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf">http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf</a>  <a href="http://www.kurzweiledu.com/files/K3000%20ELL%20Research.pdf">http://www.kurzweiledu.com/files/K3000%20ELL%20Research.pdf</a>
<b><i>Assigning Homework and Providing Practice</i></b>	Extend the learning opportunities for students to practice, review, and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.	<b>Direct Instruction Bloom/Hunter-Mastery Learning</b>	<a href="http://dunannk.wordpress.com/2013/07/">http://dunannk.wordpress.com/2013/07/</a>  <a href="http://larrycuban.files.wordpress.com/2011/06/review-of-educational-research-2006-cooper-1-62.pdf">http://larrycuban.files.wordpress.com/2011/06/review-of-educational-research-2006-cooper-1-62.pdf</a>  <a href="http://drs.dadeschools.net/LiteratureReviews/Homework.pdf">http://drs.dadeschools.net/LiteratureReviews/Homework.pdf</a>  <a href="http://www.ascd.org/publications/books/107001/chapters/What-will-I-do-to-help-students-practice-and-deepen-their-understanding-of-new-knowledge%C2%A2.aspx">http://www.ascd.org/publications/books/107001/chapters/What-will-I-do-to-help-students-practice-and-deepen-their-understanding-of-new-knowledge%C2%A2.aspx</a>

<p><b><i>Identifying Similarities and Differences</i></b></p>	<p>Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.</p>	<p><b>Bloom— Taxonomy of Learning Objectives</b></p>	<p><a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1026&amp;context=teachlearnstudent">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1026&amp;context=teachlearnstudent</a></p> <p><a href="http://files.eric.ed.gov/fulltext/ED543521.pdf">http://files.eric.ed.gov/fulltext/ED543521.pdf</a> (Reference for all nine strategies)</p>
<p><b><i>Generating and Testing Hypotheses</i></b></p>	<p>Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.</p>	<p><b>Piaget/Bruner -Discovery Learning Inquiry Learning Constructivism</b></p>	<p><a href="http://0-files.eric.ed.gov.opac.acc.msmc.edu/fulltext/ED543521.pdf#page=121">http://0-files.eric.ed.gov.opac.acc.msmc.edu/fulltext/ED543521.pdf#page=121</a></p> <p><a href="http://www.aaai.org/ocs/index.php/FSS/FSS09/paper/viewFile/914/1264">http://www.aaai.org/ocs/index.php/FSS/FSS09/paper/viewFile/914/1264</a></p>

**(Layout of Marzano's Strategies with Specific Examples):**

[http://ntuaft.com/Departments/Research\\_Communication/PRC504/Research-Based%20Instructional%20Strategies/Marzanos%20flow%20chart.htm](http://ntuaft.com/Departments/Research_Communication/PRC504/Research-Based%20Instructional%20Strategies/Marzanos%20flow%20chart.htm)