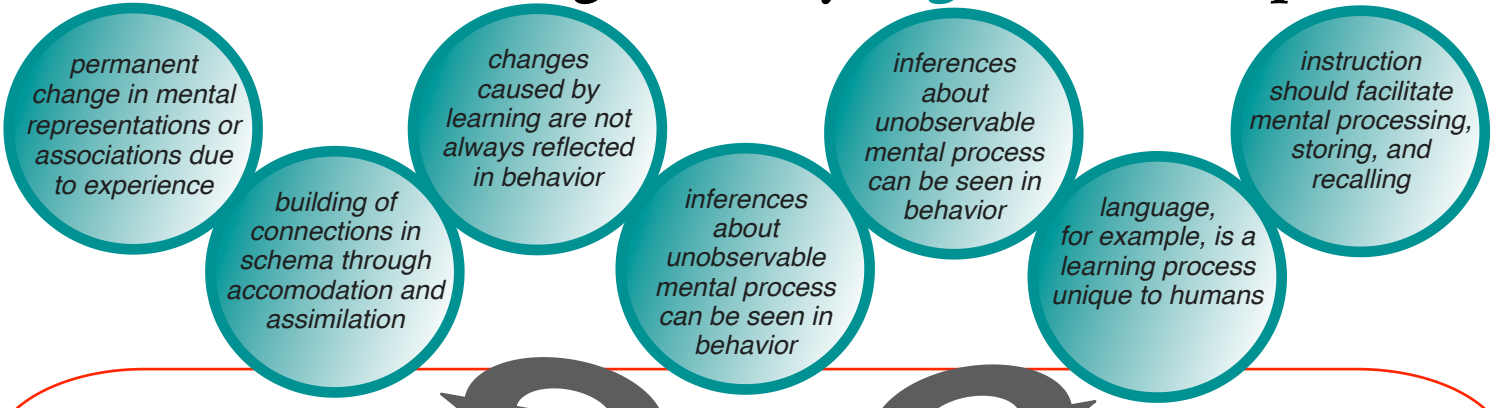


# Instructional Design Theory *Cognotivism-Inspired*



**David Ausubel**  
Meaning Reception Theory

- Derivative subsumption:** describes the situation in which recent-learned information is an instance or example of a concept previously learned
- Correlative subsumption:** alter or accomodate learned concepts with new valuable ones that enriches higher-level concepts
- Superordinate learning:** concepts are store as examples until the actual concep is learned
- Combinatorial learning:** it describes a process by which the new idea is derived from another idea but at the same level of it

- advance organizer:** Helps to see the big picture at first and then the details
- comparative organizer:** Helps to easily see similarities and differences in a group of related ideas
- Progressive differentiation:** espiral aproach of teaching related topics starting with the big picture followed by details and concepts

**Ideas for teachers/ instructors:**

- provide mix of problems types
- focus on process, structure, and decisions
- encourage students to read titles and headings
- use think atloud exercises to uncover students mental process
- ask questions to figure current studensts' chemas
- use students errors as info about mental models
- pay attention to how students are organizing information

Acording to Gagne, learning is successful if the instruction includes the nine events. Events can be distribute in different ways or combine. Evnent can function as a guide for teachers/or instruction to evaluate their lessons.

Instruct students in the creation of a blog could easily follow Gagne's nine events of instruction. Students will gain attention by the idea of creating a blog with a topic of their choice. Then the objective is to learn how create and maintain a weekly blog. Ask students if they ever created a blog or have used any type of social media. Ask students to explore blogging sites and create one. In order to do it, a list of possible blogging sites is given, with basic set up instructions. Give students a week to check the first poste and after reading them provide feedback. This practice can be assess by performance weekly checks. By continue practicing retention and transfer will be enhance.



*Kennia Delafe*