

# Instructional Methodologies Index

## Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the *California Preschool Program Guidelines*. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs.

In this instructional guide, these methodologies are identified for each key topic and are listed on its preview page(s). The instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics.

To locate page numbers for each key topic listed in the following index, refer to the Table of Contents of this instructional guide.

# Instructional Methodologies Definitions

## Instructional Methodologies Definitions for the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

In this instructional guide, a variety of instructional methodologies have been suggested across all key topics. The intention is to provide instructors with access to diverse instructional methodologies that will enrich the experiences of their students and also support meeting program or college requirements for engaging students in a variety of methodologies. In the preview page(s) for each key topic, the instructional methodologies that are used during that key topic are listed. These methodologies are indexed in the Instructional Methodologies Index, so that instructors can make decisions based on which methodologies they prefer to use with their students.

The following list provides working definitions for each of the methodologies referred to in Faculty Initiative Project's instructional guides. These working definitions provide instructors with an understanding of what is meant by each term. They are not intended as definitive or exhaustive and refer only to the way in which they are used in these instructional guides.

### Book review

Students are asked to indicate, in writing, how well they understood the contents of a book, how they think about it, and possibly how it connects to their work and/or experience.

### Brainstorming

Students generate thoughts or ideas within a group without judgment as to the merits of what is generated.

### Categorizing

Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.

### Class discussion

All students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided by an initial instructional question or prompt.

### Class presentation

An individual student or small or larger group of students shares, performs, or presents material or a project that is related to an assigned or chosen topic.

### Conversation grid

Students use a grid as a basis to facilitate discussion and learning. The conversation grid can be used to record notes, record answers, and/or raise additional questions.

### Creation of a visual representation

Students develop a way to visually show a specific idea or concept. This can be a chart, table, graphic, poster, PowerPoint presentation, sculpture, collage, video, diorama, or any other medium that visually represents a concept, theory, practice, or idea.

### Development of a resource tool

Students create a collection of relevant resources and/or information relating to a specific topic to be shared and used as a resource for other teachers or students.

### Gallery

Students, individually or in groups, develop visual representations of an assigned reading or other course content that are then displayed for their classmates to view. Time is provided for students to walk among and review the displays before discussing them.

### Game

Students participate in interactive playful activities—focused on specific content or learning outcomes—that facilitate students' exploration of a topic and/or skill.

### Interview

Students conduct a question-and-answer session with a content expert, such as an early care and education professional or parent.

### Jigsaw reading

Pairs or small groups of students are given sections of an article or text chapter to read and then find a creative and meaningful way to share the content with their peers.

### Lecture

Instructors present an organized verbal presentation of ideas and/or information related to a specific topic. A PowerPoint presentation or other forms of visual support may accompany this.

### Literature review

Students explore what a variety of authors have to say about a topic or question that is either selected by the student or assigned by the faculty.

### Notetaking outline or tool

Students are provided with a form that supports their focus on the key points covered. This may be a form with the key points listed along with spaces for students to add information gained from the lecture, readings, or discussion or a form on which students list key points and add the information.

### Observations

Students are asked to actively look at, listen to, and think about something, such as a classroom, child/ren, or teacher-child interactions. As observers, they do not participate in the setting or interfere with those around them. Observations may be conducted via video or in actual settings.

### Pairs or small groups

Students are organized into pairs or groups of three to five for the purpose of completing a task such as having a discussion, solving a problem, preparing and implementing a presentation, and/or creating a resource or visual display.

### Panel/guest speaker

Content experts come to class to share their knowledge and experiences on topics related to course content.

### Peer review and feedback

Other individuals with similar characteristics—such as class members, co-teachers, or parents—review and share thoughts, identify strengths, and suggest areas of improvement with the peer member about his/her work, project, or presentation.

### Personal reflection

An individual student or group of students engages in remembering details and thinking about an occurrence or experience. This requires one to consider one's own role, behaviors, thoughts, and/or feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future.

### Photo observation

Students explore a photograph, usually used to illustrate a concept or idea or to document an exercise or activity.

### Problem solving

Students work on a solution to one or a series of tasks, questions, or problems. Problem solving may be done individually or as a group or class.

### Reflective discussion

Following a learning experience, students engage in a discussion or talk about details and think about an event or experience that has occurred. The process requires students to consider their own role, behaviors, thoughts, and feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future. A reflective discussion might be facilitated by questions or prompts to guide and encourage participants to actively participate in reflection.

#### Research overview review

Similar to a literature review, students have an opportunity to read different researchers' findings and ideas on a specific topic. However, the researchers' work and articles have been compiled and discussed by one or more authors in a research summary. These authors may or may not include some of their own research articles.

#### Role playing

Students take on a role in an activity and act it out.

#### Short paper or report

Students write a short paper that focuses on a specific topic or question.

#### Video observation

Students observe video for the purposes of documentation, understanding, and discussion.

For additional instructional guide resources, continue to check out the Faculty Initiative Project's Web site at <http://facultyinitiative.wested.org/>.

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Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Brainstorming</b>		• GR		• GR • KT 1	• GR	• GR	• KT 1 • KT 2	• GR • KT 1 • KT 2
<b>Categorizing</b>		• GR		• GR	• KT 1		• KT 1	• GR
<b>Class Discussion</b>	• KT 1	• GR • KT 1 • KT 2 • KT 3 • KT 4 • KT 5	• GR • KT 1 • KT 2	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3
<b>Class Presentation</b> • Demonstration • Oral Presentation • Presentation • Student Panel Presentation		• KT 3 • KT 4 • KT 5	• KT 2	• KT 2 • KT 3	• KT 3	• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2 • KT 3
<b>Conversation Grid</b>			• GR					

**LEGEND**

● GR = Getting Ready for the Unit and Connecting to Experience      ● KT = Key Topic

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		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Creation of a Visual Representation</b>		• KT 2		• KT 2		• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2
<b>Development of Resource Tool</b>				• KT 2	• KT 3			• KT 2 • KT 3
<b>Gallery</b>							• KT 3	
<b>Interview</b> • Community Members • Parents • Peers • Teachers		• KT 5		• KT 4	• KT 3			• KT 2 • KT 3
<b>Jigsaw Reading</b>		• KT 1	• KT 2	• KT 1 • KT 2 • KT 3	• KT 2		• KT 2 • KT 3 • KT 4	• KT 1

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		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Lecture</b>		<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 4</li> <li>• KT 5</li> </ul>		<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> </ul>				<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>
<b>Literature Review</b>		<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• KT 3</li> </ul>				<ul style="list-style-type: none"> <li>• KT 2</li> </ul>
<b>Notetaking Outline or Tool</b>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 3</li> </ul>
<b>Observations</b>				<ul style="list-style-type: none"> <li>• KT 4</li> </ul>				<ul style="list-style-type: none"> <li>• KT 3</li> </ul>
<b>Pairs or Small Groups</b>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> <li>• KT 5</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>
<b>Panel/ Guest Speaker</b>								<ul style="list-style-type: none"> <li>• KT 3</li> </ul>

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		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Peer Review and Feedback</b>		<ul style="list-style-type: none"> <li>• KT 3</li> <li>• KT 4</li> </ul>				<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>
<b>Personal Reflection</b>		<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> </ul>
<b>Reflective Discussion</b> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Group</li> <li>• Large Group</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> <li>• KT 5</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> </ul>	
<b>Research Overview Review</b>							<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>	
<b>Role Playing</b>		<ul style="list-style-type: none"> <li>• KT 3</li> </ul>					<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>	

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<b>Short Paper or Report</b>		<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 5</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>
<b>Video Observation</b>			<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 3</li> </ul>

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