

Strategy Scenario

Strategy: Multipurpose (PQRST)

Content: History

Title: “Reading for Understanding”

Time Required: 45 minutes

Target Audience: middle school, high school, college students

Goal of Activity: to provide a learning strategy that enables students to read more efficiently and effectively; to have them adopt this strategy for subsequent use in their studies

Purpose of Script: to provide students with a new cognitive strategy to improve their comprehension

Learning Outcome(s), Gagne’s Taxonomy: (Intellectual skills--rules)

Learning Outcome(s) HEO Taxonomy: (Affective domain--acceptance of a value; commitment to that value)

Learner Characteristics: no special characteristics; generally students of any ability

Entry Skills: no special entry skills; students should be able to read close to grade level

Setting: classroom

Media: live instruction; chalkboard, each student has a notebook; handout defining each concept of PQRST method

- Process:***
1. Instructor passes out handout, asks students to skim contents (5 minutes)
 2. Instructor gains attention by asking students if they would like to cut down on their study time and make higher grades at the same time
 3. Instructor makes brief and general statements about cognitive strategies, their usefulness, and the information processing system
 4. Instructor provides brief overview of each strategy (10 minutes)
 5. Students are asked to systematically complete each step
 - A. Students turn to their next history assignment and Preview the contents of the chapter; instructor asks class what they will be reading about; tells class why building preliminary schemata important aid to memory
 - B. Students then asked what Questions they might have about the topics they will be reading; instructor will probe students and provide examples as well

- C. Students Read two or three paragraphs and look up at instructor
- D. Instructor asks students questions about what they just read
- E. Instructor tells students to return to the paragraphs and look for topic sentences; again asks questions as to what they just read after discussing the topic sentences with the class
- F. Students are then asked to determine what additional information in the paragraphs are important; debate is allowed; instructor asks students to predict what test questions might come from these paragraphs
- G. Instructor asks all students to close their eyes and Recite aloud what they remember from those paragraphs
- H. Students are instructed to return to the paragraphs and Review for any information they may have forgotten
- I. Process is repeated for next chunk of material
- J. Students are asked to take notes in their notebooks using this method; quiz on the material will follow the next class session
- K. Instructor repeats this strategy several times in class with the students during the next several weeks to allow for retention and transfer

Strategy Assessment: The instructor will periodically asks students if they are using the strategy while doing their history homework; periodically the students will be given some class time to read their assignments and the instructor will assess by observing the students if they are using the PQRS strategy.

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References: West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.