Pre-Instructional Strategy-Advance Organizer

The instruction for the “Welcome to Canada” unit will be built on the metaphor of a traveler embarking on a journey. International students will prepare for life in Canada as they complete activities related to planning a journey. As recommended by the Kemp Model (2011), the journey metaphor supports the sequencing of instructional strategies. Many students can relate to the experience of traveling for recreational purposes; providing a conceptual framework to compare known experiences with new ones will support the retention of information. The metaphor will be maintained as a narrative throughout the pre-instructional strategies for each of the five learning objectives. Students will engage in practice activities using knowledge and skills required when traveling for both recreation and educational purposes including, understanding the climate, being able to identify and select food, and choosing recreational activities to participate in.

In addition to the use of an advance organizer, pretests will be used to introduce students to the information contained within each objective and to “heighten the student’s awareness of the content by giving cues to the key points” (Morrison et al., 2011, p. 177). Behavioural objectives were not used, as the design team felt that they would be too rigid for a course designed to be fun and informative. Similarly, objective overviews were considered too broad for an instructional unit designed to accomplish five specific objectives.