

Response Cards

Session # 304, Individualized Group Instruction: A Reality of ABE

Presenter: Perrine Robinson-Geller

Implications for Practice:

- Number of learners (ratio of students to teacher)
- Independent learning vs. individualized instruction
- Better definition of what best practice is
- Identify effective teachers in IGI settings and use as ‘mentors’
- Use multiple subject teachers
- How can we use peer-to-peer instruction in this model?
- How can we enhance this instructional model?
- Staff development for how to include small group/whole class activities as a part of IGI.
- Good curriculum and continually update and review
- Teachers should be aware of how IGI is abused and how to avoid missing opportunities.
- Teachers should acknowledge that IGI doesn’t meet some students’ needs/learning styles and accommodate their efforts!
- Peer groups can be facilitated even in ECIF sessions.

Implication for Policy:

- Re-teaching in different modalities (thinking on your feet)
- This instructional model is a fiscal (?? illegible word)
- Admin need education contracted staff
- More funding on needs of IGI settings
- Focus on teaching and learning instead of cost-effectiveness
- Paid prep time
- Funding for staff development and curriculum development
- Prep time
- Administrators and PD folk should work to provide whatever resources and training are required to shake things up.
- Low-level learners should be sorted out early on and provided different instruction.

Implications for Further Research:

- What is the best mixture?
- What is the difference between IGI and differentiated instruction?
- Success rate/dropout rate
- Is there a way to compare which approaches (IGI vs. traditional) work ‘better’ for different systems?
- What is ‘too big’ for IGI classes (how many ss. are too many)
- How to deliver instructions for results in IGI
- What is the connection between IGI instruction and students’ successful practices in real life?
- Research on the effectiveness of this model compared to the effectiveness of other modes of instruction?

- Drop-out rate
- Learner persistence
- 100% IGI vs. hybrid, is one better?
- What do you miss out on in 100% IGI
- We need a larger study about how IGI is implemented
- We need to see more about how IGI is and can be adapted in innovative ways
- Need better definition of Individualized instruction
- What is the rigor of the curriculum?
- How do orientations to class instruction affect participation?

Questions for Researchers – to Inform Practitioners:

- Are the issues comparable K-12 research on this
- Materials are awful (especially computers)
- Prior creation of adult ed (military)
- How can you compare approaches when there are so many other variables?

Questions for Practitioners – to Inform Research:

- How does this system affect learner persistence?