

Instructional strategies

Following are examples of instructional strategies to encourage the development of effective study skills and critical thinking skills.

► Available as fillable documents at

<https://sites.google.com/site/pluggedincurriculummaterials/home/instructional-strategies>

K-W-L-Q Chart

The K-W-L-Q chart may be used for just about any topic, including potential employers or businesses, a training program, a new topic in students' courses, an historical event or cultural icon, a news event, a local organization, etc.

The K and W columns are filled in by students either individually or in groups before they dive into a new topic; the L and Q columns are completed after learners have completed some learning about the topic.

	K	W	L	Q
[Topic]	We Know	We Want to know	We learned	Questions we still have

Information Synthesis Chart

Source(s)	Main Idea	My Thoughts and Questions
<i>Example:</i> CBS Evening News (December 18, 2009, 6:00 p.m.) US Department of Labor website http://www.bls.gov/eag/eag.ky.htm	<i>Example:</i> Jobs decline nationwide for third straight quarter bringing unemployment rates to 10.0%. Unemployment in VA is 7.6% for March 2010.	<i>Example:</i> Is there data for the unemployment rate in the southwestern region of VA? How does it compare to the state and national rates of unemployment? What are possible causes for differences in the rates?

Group projects: as team members conduct their own research on their project topics, ask them to jot down notes in the "My Information" column. Team members should meet frequently to share information and create a group summary of research conducted. The template below is a tool to facilitate that process.

Project Research Information Synthesis Chart			
My Information	Information from:	Information from:	Information from:
How does my information compare to my teammates'? Circle or highlight any new or contradictory information. Cross out any information that is the same. Summarize the team's information here.			

Adapted from Henry & Zawilinski. *HOT Blogs: Using online writing spaces to develop higher order thinking skills.* 2008.

Skills Checklists: Learners may use this computer basics and inquiry process checklist as both a guide that outlines the expectations of the program and as a review of what skills they have practiced.

PluggedInVA Skills Checklist	
Computer Basics	Date skill demonstrated
<input type="checkbox"/> Turn a computer on/off	
<input type="checkbox"/> Use the mouse/track pad	
<input type="checkbox"/> Follow computer lab rules for computer use	
<input type="checkbox"/> Open programs and files using icons and/or the Start Menu	
<input type="checkbox"/> Create/open a new folder/file	
<input type="checkbox"/> Launch a word processor	
<input type="checkbox"/> Type a short entry in a word processing file	
<input type="checkbox"/> Copy text	
<input type="checkbox"/> Cut text	
<input type="checkbox"/> Paste text	
<input type="checkbox"/> Delete text	
<input type="checkbox"/> Name a word processing file and save it	
<input type="checkbox"/> Open a new window	
<input type="checkbox"/> Open a new tab	
Web Searching Basics	
<input type="checkbox"/> Locate and open a search engine	
<input type="checkbox"/> Type key words in the correct location of a search engine	
<input type="checkbox"/> Type addresses in the address window	
<input type="checkbox"/> Use the refresh button	
<input type="checkbox"/> Use the "Back" and "Forward" buttons	
<input type="checkbox"/> Use a search engine for simple keyword searches (e.g., Google or Bing)	
General Navigation Basics	
<input type="checkbox"/> Maximize/minimize windows	
<input type="checkbox"/> Open and quit applications	
<input type="checkbox"/> Toggle between windows	
Email Basics	
<input type="checkbox"/> Locate and open an email program	
<input type="checkbox"/> Compose, edit, and send email messages	
<input type="checkbox"/> Receive and reply to messages	
<input type="checkbox"/> Attach documents or files to email messages	
Inquiry Process Skill Set	
Understand and Develop Questions	
<input type="checkbox"/> Use strategies to ensure initial understanding of the question or information challenge, such as <ul style="list-style-type: none"> <input type="checkbox"/> Rereading the question to ensure understanding 	

<ul style="list-style-type: none"> ○ Paraphrasing the question ○ Taking notes about the question ○ Thinking about the needs of the person who asked the question 	
<ul style="list-style-type: none"> □ Use strategies to monitor an understanding of the question, such as <ul style="list-style-type: none"> ○ Knowing when to review the question ○ Checking an answer in relation to the question to ensure it is complete 	
<ul style="list-style-type: none"> □ Determine what a useful initial question is, based on a variety of factors that include interest, audience, purpose, and the nature of the inquiry activity 	
<ul style="list-style-type: none"> □ Determine a clear topic/focus for questions to guide the search for information 	
<ul style="list-style-type: none"> □ Modify questions, when appropriate, using strategies as follows: <ul style="list-style-type: none"> ○ Narrowing or expanding the focus of the question ○ Developing a new or revised question that is more appropriate after gathering information 	
Locate Information	
<ul style="list-style-type: none"> □ Locate at least one search engine 	
<ul style="list-style-type: none"> □ Use key words in a search window within a browser or using a search engine 	
<ul style="list-style-type: none"> □ Use the following general search engine strategies during keyword entry: <ul style="list-style-type: none"> ○ Topic and focus ○ Single and multiple keyword entries 	
<ul style="list-style-type: none"> □ Use several of the following more specialized search engine strategies during a keyword search: <ul style="list-style-type: none"> ○ Quotation marks ○ Synonyms ○ Advanced search features (vary with each search engine) 	
<ul style="list-style-type: none"> □ Use specialized search engines for images, videos, and other media sources 	
<ul style="list-style-type: none"> □ Select from a variety of search engine strategies to locate useful resources when an initial search is unsuccessful: <ul style="list-style-type: none"> ○ Knows the function of the "Did you mean....?" feature in Google ○ Adjusts keywords according to the results of a search ○ Narrows or expands the search ○ Reads search engine results to discover the correct vocabulary and then uses that vocabulary in a new search 	
<ul style="list-style-type: none"> □ Read search engine results effectively to determine the most useful resource for a task using strategies such as <ul style="list-style-type: none"> ○ Knowing which portions of a search results page are sponsored, containing commercially places links, and which are not ○ Skimming the main results before reading more closely ○ Understanding the meaning of bold face terms in the results ○ Understanding the meaning of URLs (.com, .org., .edu, .net, .gov) ○ Reading summaries carefully and inferring meaning in the search engine results page to determine the best possible site to visit ○ Knowing when the first item is not the best item for a question ○ Monitoring the extent to which a search results page matches the information needed 	
Reading to Locate Information on a Webpage	

<input type="checkbox"/> Skim information to determine if it is useful and worth more careful reading	
<input type="checkbox"/> Read more carefully at a site to determine if the required information is there	
<input type="checkbox"/> Predict/infer the information housed behind a link to make efficient choices	
<input type="checkbox"/> Use structural knowledge of web pages to help locate information, including the use of directories	
<input type="checkbox"/> Know when you have left a site and how to return to it using the history	
<input type="checkbox"/> Know how to use multiple browser windows or tabs to compare information	
<input type="checkbox"/> Know how to use an internal search feature to locate information on site (e.g., control F)	
<input type="checkbox"/> Monitor the reading of a webpage and know when it contains useful information and recognize when it does not	
Critical Evaluation of Information	
<input type="checkbox"/> Identify, evaluate, and recognize that all websites have an agenda, purpose, perspective, or bias	
<input type="checkbox"/> Identify and evaluate the author and/or sponsorship of a website	
<input type="checkbox"/> Use author/sponsor information to identify and evaluate biases	
<input type="checkbox"/> Investigate multiple sources to compare and contrast reliability and accuracy of information	
<input type="checkbox"/> Identify several markers that may affect reliability of a site, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Is it a commercial website? <input type="checkbox"/> Is the author an authority on the topic (e.g., professor, scientist, etc.)? <input type="checkbox"/> Does the website have links that are broken? <input type="checkbox"/> Does the information make sense? <input type="checkbox"/> Does the website include links to other reliable/reputable websites? <input type="checkbox"/> Does the website contain numerous typos? <input type="checkbox"/> Does the URL provide any clues regarding the reliability? <input type="checkbox"/> Do the images or videos appear to be altered? 	
<input type="checkbox"/> Understand that Wikipedia is a reasonable but imperfect information source	
<input type="checkbox"/> Identify the main purpose of a website (educational, commercial, social, etc.)	
<input type="checkbox"/> Identify the basic form of a website (blog, wiki, forum, informational, governmental, etc.) and use this information to consider reliability	
<input type="checkbox"/> Evaluate information based on the degree to which it is likely to be accurate by verifying and consulting alternative and/or reputable sources	
Synthesize Information	
<input type="checkbox"/> Synthesize/combine information from multiple media sources including written-audio, visual, video, and presented in tables, graphs, or charts	
<input type="checkbox"/> Separate relevant from irrelevant information	
<input type="checkbox"/> Organize information from multiple sources effectively	
<input type="checkbox"/> Manage multiple sources of information both online and offline, including <ul style="list-style-type: none"> <input type="checkbox"/> Choose tools to meet the needs of managing information (file folders, electronic file folders, bookmarking websites, notebooks, etc.) <input type="checkbox"/> Keep reference lists of all sources referenced <input type="checkbox"/> Take notes with paper/pen or word processor document 	
Communicate Information	

<input type="checkbox"/> Understand that messages can elicit both positive and negative reactions	
<input type="checkbox"/> Use a variety of writing/editing tools, such as a word processor, spell checker, dictionary, thesaurus, etc.	
<input type="checkbox"/> Copy/paste text and/or a URL to include in a message or document	
<input type="checkbox"/> Know how to use email efficiently to communicate information, including the ability to attach and download files	
<input type="checkbox"/> Know how to use multiple forms of online communication tools including blogs, instant messaging, forums, discussion boards, wikis, Google Docs, etc.	
<input type="checkbox"/> Awareness of audience and the relationship between audience, purpose, medium, and message	
<input type="checkbox"/> Know how to include multiple-media sources within messages	
<input type="checkbox"/> Use formatting techniques, such as headings and subheadings or bolded and underlined text, to organize information for effective communication	
<input type="checkbox"/> Prepare and present information orally to an audience	
<input type="checkbox"/> Prepare and present information visually to an audience	

X. Materials and Resources

Phlebotomy Technician Certification Preparation

- National Phlebotomy Certification, <http://phlebotomycertification.npce.org>
 - Requisites and certification process, <http://phlebotomycertification.org/certification-process/>
- American Medical Technologists, an approved Phlebotomy Certification in California, <http://www.americanmedtech.org/Phlebotomist.aspx>
- Phlebotomy Certification Study Guide, Flash Cards: <http://quizlet.com/2561215/phlebotomy-national-exam-study-guide-flash-cards/>
 - Each term comes with its matching definition and an audio file to hear the correct pronunciation.

Professional Soft Skills

- Stephen R Covey, The Community, <https://www.stephencovey.com/community/>
- Peggy Post & Peter Post, *The Etiquette Advantage in Business*, <http://www.emilypost.com/the-etiquette-advantage-in-business>
- SPOKES Curriculum, West Virginia Department of Education, Customer Service and Job Readiness Skills, http://wvde.state.wv.us/abe/tcher_handbook_pdf/section16.pdf

Job Readiness

- Virginia Blood Services Career, <http://www.vablood.org/about-us/careers/>
 - Job Openings with job descriptions and preferred qualifications, <http://vbs.balancetrak.com/lists/220/default.aspx>
- Phlebotomy Technician Resume, examples and guidelines, <http://coverlettersandresume.com/laboratory/phlebotomist-resume/>
- Job Openings with preferred qualifications and requirements,
 - <http://www.healthcareerweb.com/jobdetails/jobid-1262618/Allied-Health>
 - Lab Corp, Phlebotomist jobs, <http://jobs.labcorp.com/boston/phlebotomy-jobs>

21st Century Skills & College Survival

- Partnership for 21st Century Skills <http://www.p21.org/>
- Concept to Classroom, Inquiry-based Learning <http://www.thirteen.org/edonline/concept2class/inquiry/>

English

- Read Write Think, International Reading Association <http://www.readwritethink.org/>
- Thinkfinity Resources <http://www.thinkfinity.org/community/thinkfinity-resources>
- Goodwill Community Foundation <http://www.gcflearnfree.org/>
- TV411, videos and web activities designed to reach learning goals <http://www.tv411.org/>
- BBC Skills wise, English and Math for Adults <http://www.bbc.co.uk/skillswise>

Math

- Khan Academy <https://www.khanacademy.org/>

- Goodwill Community Foundation, <http://www.gcflearnfree.org/>
- TV411, videos and web activities designed to reach learning goals <http://www.tv411.org/>
- BBC Skills wise, English and Math for Adults <http://www.bbc.co.uk/skillswise>

Technology

- Goodwill Community Foundation, free online classes, <http://www.gcflearnfree.org/classes>
- Typing Web, free typing lessons and typing certifications <http://www.typingweb.com/>
- Sense-Lang, typing tutor and games <http://www.sense-lang.org/typing/>
- Macmillan McGraw-Hill Computer Literacy Lessons
<http://activities.macmillanmh.com/reading/treasures/stories/teachcls.html>

Capstone Project Design and Implementation

- Master of Public Administration: Capstone Project
http://www.unomaha.edu/spa/syllabi/PA_8990.pdf

PluggedInVA Resources

www.pluggedinva.com/resources.html

- PluggedInVA Instructors' Manual http://www.pluggedinva.com/docs/PIVA_Instructor_Manual.pdf
- PluggedInVA Implementation Guide <http://www.pluggedinva.com/docs/PIVAGuide.pdf>

Appendices

i. Sample Instructional Activities

ii. College Survival Resources

iii. Job Preparation Materials

- Phlebotomy Technician Job Qualifications
- Interview Questions and Tips
- Sample Resumes: No Experience and Some Experience

iv. Online Collaboration Tools

v. Phlebotomy Technician Learning Activities and Tasks

A. Sample Job Openings and Resources for Building Your Phlebotomy Resume

B. Wellness and Stress Management

C. Verbal and Written Communication in the Workplace

D. Legal Issues

E. Phlebotomy in the Healthcare Setting

F. Foundational Skills

G. Safety and Infection Control

i. Sample Activities

Sample Instructional Activities

*See <https://sites.google.com/site/pluggedincurriculummaterials/home> for additional activities.

Study Skills & Postsecondary Readiness

- Learning styles and preferences survey: take a survey and design a learning plan with study habits and techniques outlined
 - Learning Styles Inventory: <http://www.personal.psu.edu/bxbu/LSI/LSI.htm>
 - Lesson: What's Your Learning Style? <http://sunburst.usd.edu/~bwjames/tut/learning-style/>
 - Career Garden, Study Skills Module
<http://www.bostonreedcollege.com/careergarden/files/studyskills.pdf>
- K-W-L-Q: The job of a phlebotomy technician / team research project
- Graphic organizers: job comparisons: community versus hospital pharmacies

Professional Soft Skills and Job Readiness

- Self-representation: create personal mission statement, goal-setting, resume writing
- Conflict resolution: role plays and how-to videos (made by learners)
- Interview role plays: create a how-to and how-not-to guide (inc. sample questions); have students research job openings and, based on what they find there, prepare an interview with answers and follow-up questions (practice on each other and/or perform as role play for class)
- Workplace role-plays:
 - Phlebotomy technician registering donor
 - Phlebotomy technician preparing donors / patients for blood donation or sample
 - Phlebotomist with difficult or especially nervous patient
- Job readiness: develop job search plan (how to search, resume, cover letter, interview preparation)
- Job openings search: identify most common qualifications listed on job openings for pharmacy technicians

Industry-related Skills and Knowledge

- Filling out patient registration forms
- Identifying safety and/or sanitation violations and developing solutions
- As a group, develop customer service plans for a range of potentially challenging scenarios
 - Donor who is not qualified to give blood
 - Nervous donor
 - Mislabeled or damaged samples

Applied Math

- Measurements and calculations
- Inventory (familiarity with databases)
- Games: matching parts of body to "routes of administration"; matching abbreviations with full words
- Practice exams, quizzes, and workbook assignments
- Small- and large-group discussions (using critical thinking and discussion prompts)
- Small group projects and research
- Multimedia (YouTube videos) with pre- and post-work
- Designing an exam review guide (small-group or individual work; guides may be shared with class)