

## The Research-Based Instructional Strategies-RBIS

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I am going to introduce one of the most useful techniques for instructional design. It is called **The Research-Based Instructional Strategies-RBIS**.

The Research-Based Instructional Strategies-RBIS consists of four main styles shown as follow:

Styles of RBIS	Utilities/strength/ advantages
1. The instructor assigns students to conduct a literature review on any topics.	<ul style="list-style-type: none"> <li>● Learners will learn how to use information, how to select reliable academic or research articles, and how to conduct a documentary research.</li> </ul>
2. The instructor conducts a research or literature review on a particular topic, and then introduce the conclusion to the classroom.	<ul style="list-style-type: none"> <li>● Instructor will gain new knowledge, contemporary knowledge, or modern theories.</li> <li>● Instructors may draw conclusions and <b>write an academic article</b></li> </ul>
3. The instructor designs a research project related to the topic being taught. Then let the students become co-researchers.	<ul style="list-style-type: none"> <li>● Instructors will specialize in research design. At the end of each semester, at least <b>one research article can be produced</b>.</li> <li>● Learners will increase the skills to seek for knowledge, intellectual skills, teamwork skills, communication skills, and data analytical skills or numerical skills.</li> </ul>
4. The instructor assigns students to conduct a research project related to the topic being taught. Students are free to design the research project.	<ul style="list-style-type: none"> <li>● Learners will increase analytical skills, synthesize skills, intellectual skills, teamwork skills, communication skills, and numerical skills.</li> </ul>

## A Case Study/Example

Subject Title : Caring for the elderly

The lecturer analyzes course description and split it into 6 units of learning. Instructional design of each unit will be as follow:

Units	Week	Objectives	Instructional Activities	Note/Student Work
I. Introduction : Ageing Society	1-2		<ul style="list-style-type: none"> <li>● Orientation on how to succeed in this course</li> <li>● Teach about the definition of elderly and ageing society.</li> <li>● <u>Evaluate via testing/Quiz</u></li> </ul>	Participation in classroom
II. Problem and Trend of the Elderly	3-4		<ul style="list-style-type: none"> <li>● Explain the problems and global trends in population ageing.</li> <li>● Divide students into four groups and assign each group to review literature regarding the problem and trends in population ageing in Thailand.</li> <li>● Each group presents their work to the classroom.</li> <li>● <u>Evaluate the presentation of each group</u></li> </ul>	Group's work ; A paper concerning the problem and trends in population ageing in Thailand.
III. Guideline for Caring the Elderly	5-6		<ul style="list-style-type: none"> <li>● Lecture on the topic of “guidelines for caring the elderly”</li> <li>● Discuss, question and answer</li> </ul>	Participation in classroom

Units	Week	Objectives	Instructional Activities	Note/Student Work
IV. Family Behaviors for Elderly Care	7-10		<ul style="list-style-type: none"> <li>Lecture and discussion on the topic of “Family Behaviors Standard”</li> <li>Divide students into four groups and assign each group to become co-researchers on the research project; <b>A study of the family behaviors for caring the elderly in Ongkharak District, Nakorn Nayok Province.</b> Research Objectives ; (1) to investigate behaviors on elderly care in their families, and (2) to study the problems of elderly care of those families.</li> </ul>	-Participation in classroom <ul style="list-style-type: none"> <li>Research report of each group ; A study of families behaviors for caring the elderly in Tambon ....., Ongkharak District, Nakorn Nayok Province.</li> </ul>
V. Conception & Misconception in Elderly Care	11		<ul style="list-style-type: none"> <li><b>Lecturer reviews literature</b> about the current issue on elderly care and common misconceptions, then introduce the conclusion to the classroom.</li> </ul>	Participation in classroom
VI. Practicum : Care for the Elderly in the Community	12-15		<ul style="list-style-type: none"> <li><b>Project-based Learning:</b> Divide students into four groups and assign each group to do a project on elderly care in any communities.</li> </ul>	<b>Each group conduct an evaluation research;</b> Research report should include how the group performed and the results.

## References

Barak Rosenshine. Principle of Instruction : Research-Based Strategies That All Teachers Should Know.

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