

Abstract Submitted  
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**Dynamic design and progressive implementation of combinative pedagogical modalities** SAAMI SHAIBANI, Instruction Methods, Academics Advanced Scholarship — The value of employing more than one instructional method has been described in detail in earlier work[1,2], where the high efficacy of the philosophy involved was synonymous with the creation of a library of examples. This success acts as a stimulus to expand the library with additional examples that are reported here. Ongoing awareness of the power of such resources helps the proven teaching approach to be more firmly established, as part of the mindset of the instructor, and thereby become standard practice in the classroom. The ability to customize (a) the order, in which pedagogical modalities are applied, and (b) their manner of progression, then automatically provides differentiated instruction as an added benefit. Explicit use of the label for each modality when each is invoked lets students know that additional perspectives are imminent, which reassures students against uncertainty. Other consequences include reinforcement of student understanding and enhanced quality in learning outcomes. [1] <http://meetings.aps.org/link/BAPS.2017.APR.H2.7>; [2] <http://meetings.aps.org/link/BAPS.2018.APR.F01.4>

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