

Case Study Number 1
Lehigh University
LST 403

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In Case Study Number 1, the problem presented was a challenging task to master. The issue was, Schools Online selected Scott Allen and his four colleagues to be part of a design team for their new program. The teams needed to design a small-scale multimedia resource, for K-2 students, in a whole class or independent setting. The lesson needs few objectives, displays a constructivist theory, and the activities engage learners as it relates to the real world. The technology application needs to be small as well. I created a concept map to tackle this problem. I will first explain the goal of the concept map. Secondly, I will discuss my rationale.

The goal of the concept map is a blueprint for the design team. I imagined I was Tracey Ward, trying to arrange the problem in front of me. I created the layout of the map from left to right, to show the course of my thoughts. The dark black lines link the major focal points brought up during the initial meeting. The colored headings are another indicator of important information. The use of color-coding is intended to keep like items together. Since there was so much to comprehend, I nestled large chunks of text. Helen's CMap inspired me. I also added website links with examples for my colleagues and the other teams. Although the format appears to go in a linear fashion, the entire process is iterative. The team faced a problem, identified key players, sorted through the information, offered suggestions, and agreed to meet again. The final section of my map, My Ideas For a Solution, presents the information I will bring back to my team. This final activity, if approved by the design team, requires Gordon Anderson, the writing and development team, to work together. Next, I will explain the rationale for my ideas.

I created my map with the Dick and Carey model in mind (Reiser & Dempsey, 2012). The map starts by identifying instructional goals presented in the problem. The needs analysis and learner behaviors, labeled as questions and solutions, identifies discrepancy between the instructional goal and intended outcomes. Performance objectives, instructional strategy, and instructional materials are addressed in this phase. Already knowing some issues, I used the final section as my formative evaluation. I address the needs by providing a solution. The creation of my unit is based on the ADDIE model. The curvilinear ID model allows for a more iterative process than Dick and Carey. One of my suggestions, holding a workshop with Gordon Anderson and the two teams, reinforces the iterative process of moving back and forth with the development. I also chose this model because it assured I was hitting the main points presented in Appendix A and B. I analyzed the performance problem, followed with designing an instructional sequence. The development tab explains the instructional game. I chose to apply

Bloom's Taxonomy to the activity because it provides a strong support for learners (Reiser & Dempsey, 2012). Each level of the activity incorporates the gradual release of responsibility. This ensures a scaffold activity. Using Bloom's Taxonomy also kept me in line with the constructivist theory. For example, the final activity for evaluation reinforces learning from the inside out. Students analyze information in collaborative groups or independently, with a system similar to voice threads. Using audio recordings gives the learner an opportunity to describe their choices and engage in multiple perspectives. The recording also encourages learners to reflect on what they learned, based in a real life example, while regulating their own learning. The sequence of the activity also incorporates Gagne's nine events of learning (Resier & Dempsey, 2012). The lesson gains the learners attention with strong visuals and audio, defining wants and needs. Using the book will inform learners of the lessons objective and stimulate prior knowledge. The first stage of the game, wants and needs for a house, presents the stimulus. The piggy bank provides learning guidance. Learners apply new knowledge when they create a bedroom. Use of audio recordings can provide feedback, assess performance, and enhance transfer of knowledge.

By applying design tools in CMaps and theory in instructional design, I attempted to solve the development teams problem. Weaving the ADDIE model, Bloom's Taxonomy, Gagne's nine events of instruction, as well as the constructivist theory was a challenge. The result, in my opinion, offers a strong model for student learning and application.

Reference:

Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology*. Boston: Pearson