

Denny Clifford- Case Study #2

The overall issue of this case study revolves around two different teaching philosophies. Denny Clifford has to fit his clear objectives and direct instruction into an instructional design, that is learner centered and socially constructed, to work for his client. Several barriers are present from the beginning of the study that must be eliminated in order to design professional development materials, using appropriate techniques and delivery that also work for Denny's client, Cynthia Oakes.

Cynthia Oakes believed "wholeheartedly" in a constructivist approach to teaching and learning (Ertmer & Quinn, 2007). Constructivism is ongoing meaning-making through authentic engagement- remains a useful idea for learners and instructors at all levels of educations and training (Reiser & Dempsey, 2012). Cynthia believes in students taking direct part in their learning related to Science. Her idea on the instruction design is that it should emphasize the alternative way of teaching science (i.e. problem solving, no right answer, student discussions).

As I constructed the Cmap I envisioned that I was Denny Clifford. I identified my resources available, instructional tasks I will need to complete and communication I must adjust in order to complete the design that works for Cynthia Oakes' philosophy. Since I do not have a lot of experience or knowledge with constructivism, I am going to have more face-to-face meetings with Cynthia, talk to past participants and view the videotapes. Cynthia wants to design instructions for science teachers but she hasn't specifically told me what content to use. It could be anything as long as it teaches the science teacher how to implement alternative ways of teaching science. She wants to meet the needs of the science teachers but she doesn't put much emphasis on how the instructions are distributed to the science teachers.

After reviewing all of the resources I have and reading through my notes I have identified possible outcomes for a design that engages learners in a process of inquiry and activity. The teacher's role will be guide the students while still sharing information where needed, but primarily engaging learners in authentic learning activities that give the students a challenge (Reiser & Dempsey, 2012).

I chose to use the 5 E Model to help design my lesson because it is an instructional model based on the constructivist approach to learning, which says that learners build new ideas on top of their old ideas. I also chose this model because it can be used with students of all ages, not only middle school science students. Each of the phases describes a phase of learning. This model allows both students and teachers to experience common activities to build onto prior knowledge and experience, to construct meaning, and to continually assess their understandings (The 5E's).

Resources:

Bybee, R.W. (1997). *5E Model of Instruction*. Portsmouth, New Hampshire. Retrieved February 19, 2012, from <http://www.palmbeachschools.org/qa/documents/Handout3-5EModelofInstruction.pdf>

Ertmer, P.A., & Quinn, J. (2007). *The ID CaseBook- Case Studies in Instructional Design*. (third ed., p.27-30). Upper Saddle River, New Jersey: Pearson Education, Inc.

Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology*. (third ed., p. 45). Boston, MA: Pearson Education, Inc.

"The 5 E's." *Enhancing Education*. Web. 21 Feb. 2012.
<<http://enhancinged.wgbh.org/research/eeeeee.html>>.