

Don Garthon and Susan Harper- Case Study # 5

Terri Lee had been given the task of developing a professional development program for rural teachers who were working in small schools in remote regions across the state of Queensland, Australia. She has asked Don Garthon, a faculty member who taught in the instructional design program, to be apart of the professional development project for rural teachers. The challenge is to help remote teachers learn how to use a new CD-ROM-based performance support tool for teaching and assessing math K-6 students, *321 Countdown*.

Don Garthon sensed that the main focus of this project was on helping teachers effectively use existing materials as opposed to creating lots of new materials (Ertmer & Quinn, 2007). I researched the *Count Me In Too* program and identified this as "321 Countdown" for the case study. Don suggested to use the existing materials, so I analyzed the Count Me In Too program, and identified the instructional goals of the project and how they could work together.

I designed my Cmap into three major areas, just as the CD-ROM was structured in Figure 5-1 (Ertmer & Quinn, 2007). I included a brief introduction of what I saw as the framework and included a diagram of the *Learning Framework of Count Me In Too*. The professional development was where I spent the most time constructing a plan as to how the teachers in these remote areas will get the training they need to implement the *321 Countdown* program into their schools. Terri Lee had been given some funding, for the schools where there are only two teachers. These schools can welcome an expert consultant of *321 Countdown* into their schools for training, and provide some up-to-date curricular materials at the same time. All teachers and schools will have the opportunity to work with fellow teachers to share experiences and ideas with peers through online videos using WebBoard.

Class Strategies and management I incorporated a program called *Academic Skill Builder*. This program includes online educational games that offer a powerful approach to learning basic math. The games are a result of blending video game features into instructional research in order to achieve a high rate of student learning through increased time-on-task and engagement (*Academic Skill Builder*, 2012). I chose this program because I was able to construct a sample class and view the results of their data in a report spreadsheet. This is similar to the 321 Countdown. The teacher will be able to monitor students' performance levels and group them appropriately. The teacher would be using attainment-based instruction in his/her classroom while using this program. A student would not be forced to move on before attaining standard and is allowed to move on as soon as the standard is attained (Resier & Dempsey, 2012). There would be continuous improvement based on learning targets and students would move at own pace using multiple learning targets to work towards proficiency.

The CD-ROM included SENA Wizard testing materials that teachers could gain ready access to them when undertaking an initial assessment of an individual student within the class. The SENA made it "easy to convert results to a spreadsheet" (Cavanagh, 2006). The teachers also used DENS activities that were included within the CD-ROM. The activities were linked to the Learning Framework and provided appropriate activities for each student in the classroom.

321 Countdown (Count Me In Too), is a program that will work for many schools as long as the teachers are trained appropriately so they are able to implement the program into their classrooms. The funding and technology available has given the teachers in rural schools to have the same opportunity as others.

RESOURCES:

- Cavanagh, Dr. M. (2006). Count Me In Too Online. In Professional Development Program. Retrieved March 1, 2012, from http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/assets/pdf/cmitonli_neval.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.
- undefined. (2012). Academic Skill Builders. In Online Educational Games. Retrieved March 1, 2012, from <http://www.arcademics.com/>.