

# TLT 403 Final Course Project: Beneficial Insects in the Garden

## by Mary Anne Lynch

“Beneficial Insects in the Garden” is an online gardening module educating the public about beneficial insects: How to recognize and attract them, and how they benefit not only you and your garden, but the environment as a whole.

**Statement of Need:** My project is intended to address the misuse and overuse of chemical pesticides (Enache, 2012) by providing safe alternatives. Beneficial insects are one such method that enable the reduction in the use of pesticides.

**Target Group or Population:** Community participants will include gardeners, horticulturists, students, and environmentalists. A basic understanding of gardening, either for edible crops or ornamentals, is assumed.

**Delivery System:** Online and self-paced via CourseSites from Blackboard.com. The course’s home page is <https://gardening.coursesites.com/>.

**Goals or Outcomes of the Instruction:** The outcomes of the online module is a more informed populace who do not indiscriminately spray insects in an effort to rid their gardens of them; they will learn to recognize the “good bugs” and leave them alone to do their job.

**Performance Objectives:** The following three learning objectives are:

1. In a typical backyard garden environment, using a visual aid, the gardener will be able to identify ten different beneficial insects 100% of the time.  
*BLOOM: Remember; KSA: Knowledge*
2. Upon completion of the beneficial insects workshop, the gardener will be able to design a garden area using plants that attract at least five different beneficial insects in their climate area.  
*BLOOM: Create; KSA: Skills*
3. Upon completion of the beneficial insects workshop, the gardener will be able to explain how encouraging beneficial insects for use as predator controls can promote a healthy garden in any environment.  
*BLOOM: Evaluate; KSA: Attitude*

**Instructional Strategy:** The online module is “chunked” into weekly classes. For the purposes of this project, one weekly class was fully developed in the CourseSite LMS and the remaining classes are outlines only. See the Cmap index file *lynch-index* for Project 5 in the Fall 2013 TLT 403 course for further information, including flowcharts.

**Assessment and Branching:** At the end of each weekly online module, a quiz with multiple choice and true-false questions is presented to the learner to assess their knowledge. Feedback for all answers will be given. If the learner chose the incorrect answer, the feedback will direct them to the appropriate section of the module for further review.

**Formative and Summative Assessment:** Formative assessment of the learner consists of the weekly quizzes and feedback; a summative assessment (final) of the entire course is presented at the end of the online module. Program assessment consists of data collection containing the number of times a particular question was answered correctly or incorrectly, as well as the actual answer chosen, for both the weekly quizzes and the final. An evaluation as to whether the modules need refinement would be based upon this data.

**Include Task Analyses and Flowcharts:** See the Cmap index file *lynch-index* for Project 5 in the Fall 2013 TLT 403 course.

**References:**

Bloom's taxonomy. (5 October 2013). Retrieved October 7, 2013, from [http://en.wikipedia.org/wiki/Bloom%27s\\_Taxonomy](http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy)

Dirksen, J. (2012). *Design for how people learn*. Berkley, CA: New Riders.

Enache, Adrian. (13 March 2012). *Integrated pest management*. Retrieved November 22, 2013, from <http://blog.epa.gov/greeningtheapple/2012/03/integrated-pest-management>.

Walliser, J. (2011). *Good bug, bad bug: who's who, what they do, and how to manage them organically (2nd ed.)*. Pittsburgh, PA: St. Lynn's Press.