Instructional Strategies

How is instruction sequenced?

The instruction begins with a review of the identified sub-skills. The rest of the instruction is chucked into units with two steps in each. I thought this would be best so the student could stop and process every couple of steps before introducing new material. There is also a cumulative summary at the end of each unit. This meet's Mayer's model suggestions of repetition and summary.

How is the learner informed of objectives?

The objectives are listed on the first slide of each unit after each assessment. The goal is given in the purpose of the module in the print materials.

How do I get the learner's attention?

I tried to catch and maintain the learner's attention by using technology, graphics, color, and sound.

How would I present the problem?

I presented the problems on power point presentation and the print materials. I tried to present topics as questions instead of titles.

Describe the structure within which the instruction is presented and explain the rationale.

I used Power Point to present new material. In this presentation I used a variety of methods from Mayer's model of Designing Constructivist Learning. They include bold, italics, underline, repetition, consistency, graphics, color, motion, and charts.

I used print materials to allow the students to assess themselves frequently through out the presentation. The students are directed to when to move between the print materials and the presentation in the directions at the beginning of the module.

The rationale for using these instructional strategies is the fact that the model is designed to be self-instructional. Mayer's model deals directly with the presentation of the material in order to gain and maintain the attention of the learner. I feel that these strategies aid a designer in doing just that. It also helps student's pick out relevant information. I think this is a very important skill for student's to gain. That is the majority of what being smart is (in my opinion). Using these methods allows students to pick out relevant information more easily.

Describe how content will be presented to learners.

Learners will present the material to themselves at their own pace through manipulation of the power point presentation. Each slide's text and objects are pre-timed, but the student may wait as long as they would like before moving on to the next slide. The material is presented in a sequential order with graphics, sound, and different colors for problems and answers.

*Describe how the terminal objective will be taught and assessed.*

The terminal objective is taught in chucks. These chucks contain two steps to solving a proof problem. At the conclusion of each chuck there is a cumulative review that summarizes the steps learned so far. The final summary slide is requested to remain up while the students complete the final assessment. That way they can view all the stpes as they complete the proofs.

ENTRY-TEST
Section 1
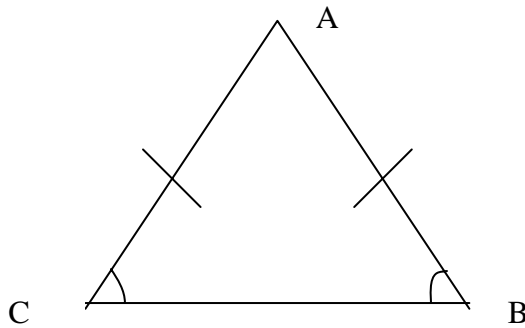
1. In the figure above, what do the slash marks on segments symbolize?

2. In the figure above, what do the arcs symbolize?

3. What type of triangle is the figure above?

Section 2
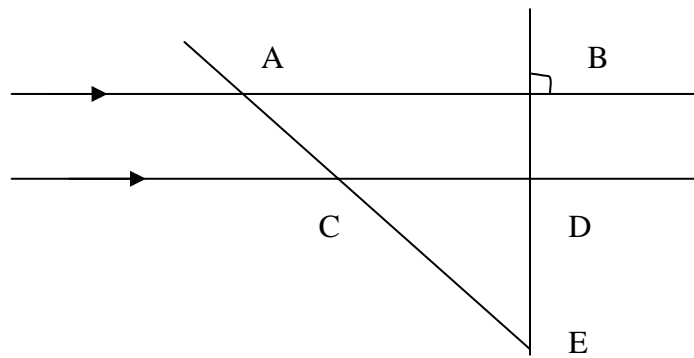
1. In the figure above, what do the arrows symbolize?

2. In the figure above, What does the box symbolize?

3. What type of triangle is △ ABE?
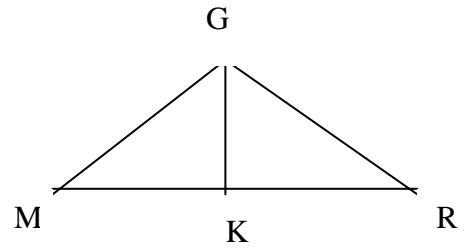
Section 3

What do the following symbols represent?

1. ≅

2. ⊥

3. =

4. ||

5. ∠

6. △

7. $\overline{AB}$

8. m∠

Unit 5 Assessment

Section 1
Write a two-column proof for the following.

1. Given: $\overline{GK} \perp \overline{MR}$ & $\overline{GK}$ bisects $\overline{MR}$.
    Prove: $\triangle MGK \cong \triangle RGK$

2. Given: $\overline{RL} \parallel \overline{DC}$ & $\overline{LC} \parallel \overline{RD}$.
    Prove: $\triangle LDR \cong \triangle DCL$