Project Report II

Instructional Strategies

Sequence of Instruction

The instruction is carefully sequenced into steps that break down the task into easy to follow directions. It provides the learner a step by step guide for successfully completing the task. At various points throughout the instruction, learners are given an opportunity to stop and review what they have covered through a checklist format that ensures they have not missed a step. Learners are presented with general information in the beginning of the module and then move through the sub skills towards the main steps in the order that would be required to complete task independent of the module. These steps are in the sequence for a purpose and learner must follow steps in that order to succeed.

Informing the Learner of the Goal

The learner is presented with objectives at the beginning of the instruction and at necessary point throughout the module. When students are asked to stop, review, and assess themselves they are reminded of objectives.

Attention of the Learner

The learners' attention is held through constant active participation and frequent review and self-assessment sections.

Presenting the Problem

The main problem is presented at the beginning of the instruction in print format. Students are given a print representation of each step they must overcome in order to complete the module. The graphics have captions to enhance their value and frequent assessments allow students to focus on the steps of the problem they are unsure of.

Structure and Content of Instruction

Print materials in the form of a workbook will comprise most of the instructional material. All new material will be presented through the workbook text. Multiple strategies drawn from Mayer's model will be incorporated such as boldface type, italics, captions, graphics including screenshots of PowerPoint screens, and color.
These strategies will enhance learner's ability to identify relevant information and focus on those concepts and or processes. For example, while to some people the purpose of screenshots may be obvious, those learners with less experience in PowerPoint software will need captions to assist them in understanding what they are seeing and how it applies to the problem they have been given. In working through the instructional module, learners will be given graphics that outline the steps they should follow to correctly complete the given tasks or solve the given problems. After being given the steps and

reviewing them learner will be able to repetitively practice the process and/or skill as much as is necessary to complete the process independently. To provide coaching they will be given a checklist of steps that will help them remember all steps. They may choose to use the checklist to complete process or as a self-check when they have completed the process. Using all these methods the learners will be able to successfully complete the self-instructional module because they were able to easily identify relevant information and practice those skills in a problem solving, authentic situation. **(See Performance Objectives and Assessment Instruments chart on pgs. 1-5 of Appendix 2)**

Teaching and Assessing the Terminal Objective

Within this module the terminal objective will be taught in steps that allow the learners to chunk information around specific steps in order to successfully complete task. At the end of each stage students will assess themselves using a checklist provided in the test packet that they can choose to use as a guide while performing the task or they can use it to check themselves after walking through the activity independently. The same pre-made slide will be used throughout the entire module in order to provide continuity throughout the learning process. At the end of the module students will complete a summative assessment which includes working through a checklist in order to insert an appropriate sound file into the given slide and then save the slide to their space on the hard drive to be reviewed by instructor. **(See Assessment Items on pgs. 6-12 of Appendix 2)**