Team 3			
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Premise	Source of our Premise	How premise will influence our practice	Example
1. Instruction cannot be rushed because individuals learn at different paces.	It is our belief that individuals can learn. Learning takes place at different levels and paces for each learner.	If instruction were one of the possible solutions then we would have to allow time for every level to achieve mastery. We would use a variety of learning experiences to achieve this goal.	Mastery learning
2. Knowledge of prior experiences and learning that individuals bring to a new situation or learning experience.	Prior experiences and learning affect the way new information is sorted and stored in our brain.	We need to find out what the learner knows by using surveys, questionnaires, pre-testing and observations to assess needs.	Questionnaire on Computer competency skills
3. Lessons need to incorporate all learning styles.	We all learn in different ways, ex. globally, sequentially, auditory, visually, kinesthetically.	Administer a learning styles survey, evaluate, revise, and make necessary changes for success. The product we produce would address all learning style and modify the product were change is necessary.	Field testing
4. Learners need to feel good about the learning process	Give individuals control over their environment. Empowering individuals helps them to take ownership in the process.	Students decide on the project and create a product.	Site-based management Non-managerial people get some control in the managerial process. Ex. Wear casual dress on Friday's

5. Students have a personal stake in their education	Every student needs to feel that they have some control over their environment. It is important to allow for student input. Learning occurs best when the leaner takes an active role in the instructional process.	Students would have some say, when appropriate, in the dissemination of material. We would take students on a need basis rather than a whole basis.	During a lesson allow students to choose how they will present their material.
6. Testing for identifying needs and not for the sake of classification	Classification can affect students negatively – self-fulfilling prophecy. If we test for classification we can get into biases.	We would look for weakness in knowledge not for classification through testing.	Reading groups; Eagles vs. pigeons
7. The premise for IDS allows us to integrate theories to help in learning	Different theories work better with specific instructional content. After studying a variety of theories, and understanding the interdependence they have on one another, we can implement the theories to best meet the needs of the learner.	Integration of theories such as objectivism and constructivism. Testing, retesting, and revising where appropriate to achieve learning.	When sharing new information with a class, we would use an objectivist-based lesson. Later, when building on existing knowledge, we would use the constructivist theory.