

Write your responses in the space below each question. *Be sure that you **support your response for each question with direct citations from the text or other relevant and related sources**. It must be evident that you connect your response to the text book and/or other relevant and related sources. Follow APA guidelines for citations.*

1. Summarize the key points of this chapter.

I think the first key point from chapter 2 would be the learner needs and characteristics. You need to understand your learners and the first step is to determine what they already know about the topic and what they need to know. This results in a needs description. Ask representative learners to tell you about themselves, their preferences, their values, and their jobs or school experiences. As you develop a picture of who the learners are as people, you can create a description of learner characteristics. Cennamo, Katherine. Real World Instructional Design (p. 31).

The next key point would be the process in gathering information from learners. You need to gather data first, so then you can analyze and report your findings. The first step in this process would be selecting a sample. How many people should you contact? You want enough of a sample so that you are confident about representing their interests. The second step is to collect data. This can be done by interviews, focus groups, questionnaires, surveys, or research literature. Next you need to analyze the data and report your findings. After those two steps you can put it all together.

2. How are the ideas presented consistent or inconsistent with your beliefs and prior knowledge?

I would say the ideas that were presented are consistent with my beliefs or prior knowledge. One of the first key points in this chapter was to analyze prior knowledge. I would say a majority of teachers utilize this method when they begin a new unit or topic. This could be done with a pretest or a variety of other methods, but it's vital that you find out what the students already know before you present any new material. It's also nice to know the characteristics about your learnings so you have an idea about who they are, what motivates them, their preferences, and their values.

3. Think about the other staff members at your school or workplace that you interact with on a regular basis.

- Create a contrived learner analysis for this group. (do this first before you continue on)
 - Contrived Learner analysis for STEM Department @ Tea Area Middle School
 - Brainstorm session
 - Project Based Learning
 - Hands On
 - Critical Thinking/Problem Solvers
 - Energetic Teachers
 - Intelligent
 - White/Caucasian
 - Estimated Average Age – 30

- Predominantly Male
- Interview a few representatives of the group.
 - Completed on 9/1/20
- Modify your analysis based on your interviews.
 - My analysis seems to remain accurate even after interviews.
- Describe how your analysis changed or was confirmed by your interviews.
 - My analysis was confirmed based upon my interviews.
- Describe the implications of your analysis for the instructional materials and goals of instruction.
 - Based upon the implications of my analysis for the materials and goals of our instruction, the STEM Department @ Tea Area Middle School needs substantially more materials for instruction than regular classroom settings. We all teach hands on project based classes which involve much more supplies and materials than traditional classroom settings. All the STEM teachers agreed that the goals of instruction is to teach students to become better at critical thinking and problem solving skills.

4. What implications do learner characteristics have on instructional materials?

The author lists a good example on page 37, stating that “Some children arrive at kindergarten already reading, while others have not yet learned the alphabet. If you are developing instructional materials for kindergarten students, you need to accommodate both sets of learners. One strategy might be to provide both text and auditory instruction so that both groups can succeed.”(Cennamo, Katherine. Real World Instructional Design. 37)

You have to consider the implications of the many learner characteristics. Each learner has preferred methods of learning and communicating—and these preferences can change depending on the subject, the delivery environment, and the level of motivation. Auditory learners prefer to hear information. They may need to read text aloud in order to comprehend and retain it. Visual learners find it easier to retain information presented as written text or images than information presented orally.

5. Describe a learner analysis. Then, create a written justification for conducting a learner analysis. Remember to keep the values of your clients in mind as you prepare your justification.

A learner analysis is the process of identifying who your audience is, their demographics, prior knowledge, physiological and social needs. Each of these areas will shape your design decisions and influence the instructional methods and strategies that you choose to implement.

The justification for conducting a learner analysis would be because understanding the size and demographic of your learner population enables you to design a course that best addresses their range of needs. It is so very crucial to have this information when you are

thinking about your learners and determining what kind of course design, content, and delivery method will help them grow.