LT 716
Chapter 4 Questions   **Name: Matthew Brue**

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. Are the ideas presented consistent or inconsistent with your beliefs and prior knowledge?

I think the first key point of chapter four is when the author explains the learning theories and the outcomes, activities, and assessments which support the learning theories. This also leads into the next key point of learning events and the possible activities that support each learning event. Within each event, the techniques and strategies are organized roughly from behaviorist to cognitivist to constructivist. The next key point would be on the process of sequencing events. "The order in which the learning events are sequenced is influenced by the intended outcome of the instruction and the learning theory upon which the instruction is based. Learning experiences can be convergent, where the focus is on predetermined ends, or divergent, where the focus is on novel or original outcomes." Cennamo, Katherine. Real World Instructional Design (p. 107).

The ideas presented in this chapter remain consistent with my prior knowledge. Especially the list provided on page 95 about what the effective learning experiences should entail:

• Motivate learners to focus on the goals of instruction.
 • Provide learners with opportunities to compare new knowledge with existing knowledge in order to make new knowledge their own.
  • Provide learners with opportunities to gain content knowledge and integrate it with their prior knowledge to meet their learning goals.
 • Provide learners with opportunities to take action, in order to monitor their progress toward obtaining their goals.
 • Provide learners with opportunities to synthesize knowledge and evaluate whether personal goals have been met successfully.
• Provide learners with opportunities to extend and transfer their knowledge to new situations.

Cennamo, Katherine. Real World Instructional Design (p. 95).

2. Review a variety of instructional materials (if possible, look at other teachers or instructional materials that you did not create). Try to identify each learning event. Notice the technique used to address each event and how the events are sequenced. Describe the instructional materials you reviewed and your findings or discoveries.

I reviewed a fellow 6th grade teacher in my building. He teaches an into to engineering class through a company called Project Lead The Way. The class is classed Design & Modeling. I reviewed his instructional materials and identified each learning event.

His first event, focus on goals, deals with explaining the building project (design and create a foot orthosis design challenge). He tells the students the instructions, asks questions, places learners in certain situations, and explains rubric.

The second event, connect prior knowledge, he will ask questions to probe prior knowledge and link the new information to prior information with supported materials like videos and articles.

The third event, gain and integrate content knowledge, the teacher will present past examples of previously build foot orthosis projects, present visual models, and provide ample resources to aid students.

The fourth event, take action and monitor learning progress, the teacher will test ideas through interactions with feedback from other groups or members in the group and the teacher will provide support and coaching as needed.

The fifth event, synthesize and evaluate, the teacher will have students illustrate their model and the process of building their model. He will have students self-evaluate their build and explain what they did well, what they could have improved upon, and what they would do differently next time. He will also have students self-reflect on their learning.

The final event, extend and transfer, the teacher will revisit this topic in future projects and a variety of other situations. He will also provide opportunity to apply all the skills students learned in future projects.

3. As part of the Chapter 1 Reflection you were asked to brainstorm some potential possibilities for your final project (see question 5 from Chapter 1 Questions). Revisit your 'brainstorming'. Are there other possibilities that you would like to consider? Are there advantages or disadvantages to any of the possibilities? You don't have to make any firm commitment at this point, but are you leaning toward one of the possibilities? If so, why? If you are struggling with ideas or coming to a preliminary decision, what issues are you struggling with?

I don't think at this point there are any other possibilities I would like to consider. I still believe my first choice would be the implementation of gamification into the classroom. I am leaning towards this because I think it would be a fun topic to research and design an instructional design project about. It relates to my technology teacher field and I love playing video games myself and have seen firsthand the motivation it can spark in students.