

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 from chapter five would be on delivering instructional activities. This process includes the classroom, print, video, textbooks, computer-based, online, and blended combinations. The ideal delivery are influenced by the context in which learners will receive the instruction and the context in which the client would like to deliver the content. Some important activities should consider the following:

- Technical skills of the users,
- Group size,
- Curriculum into which the instruction may need to fit,
- Philosophy of existing curriculum materials,
- Formality of the instructional setting,
- Equipment available in location in which the instruction will be delivered,
- Time and location available for learning, and
- Required delivery mode and/or media assets.

The next key point would be the section on distance learning versus face-to face learning and the section on blended learning. This section might be more relevant now than ever before. Most courses include two or more delivery modes. A classroom-based course may include both textbook and online components. An online course may include a textbook and videos in addition to text. Cennamo, Katherine. Real World Instructional Design (p. 121).

One of the last key points is about chunking and sequencing content. Chunking content is where you can identify how much content you can present to your class before you need to stop and review or summarize. The size of a chunk depends on both the learners and the complexity of the topic. Learners with a great deal of prior knowledge typically can handle a larger or more complex chunk than learners for whom the material is completely new. Cennamo, Katherine. Real World Instructional Design (p. 123)

The ideas presented in this chapter are consistent with my beliefs. Especially the topic of chunking. For my classroom. I find the method of chunking to be very beneficial. The first four weeks of my computer science class, I will chunk with Net Etiquette and internet safety. Then I will chunk a couple weeks for the history of technology leading up to present day. Then I will begin with an introduction to computer science and present the basic coding principles & verbiage. Then once students have a good grasp I will review by presenting them with a project where they have to use what they have learned so far. I also agree with all the factors that go into delivering instructional activities. The media used, group sizes, time, and technical skills all play vital roles in this.

2. Examine a variety of learning materials.

- a. Identify the learning environment for which the material are appropriate.

I chose to examine all the learning materials used in a computer lab as it relates best for my field. The main objectives of my class include not only helping students to achieve proficiency but also to develop skills, such as critical awareness, problem solving, communication of technical concepts, and independent thinking. So it's important to provide a learning environment where these objectives can be accomplished. Some of the main factors that go into this learning environment would be:

- Flexibility
- Proper Work Stations
- Reliable technology
- Reliable Internet
- Non threatening environment
- Safety

- b. Identify the media assets used within the instruction. Can you identify why each asset was selected? Would other media assets have been more effective? Why or why not?

From last week's questions, I reviewed a fellow 6th grade teacher in my building. He teaches an intro 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. The only media he used was projecting the online text book onto his smart board for students to see. The remainder of the class was direct instruction and him speaking of past examples. If it was me personally, I would first have told the entire class to open the online text book. There were some students who were seated far from the projector and might not have been able to seen the book. I would have also played the videos inside the chapter to help reinforce the objectives. Perhaps, he could have also shown pictures of past exaples to help visualize these projects.