

Gagné's Nine Events	Tally	Inadequate	Fine	Good	Exceptional	Comments
Gain Attention	/			/		"WILL VIEW SITE MODS"
Inform Learner of Objective	/				/	"WILL START W/ SLIDES"
Recall Prior Knowledge	/			/		"ASSIGNED MOD #2"
Present Material	+++			##-1		NEED LINKING INFO BTW TOPICS: TECHNICAL, ADMIN, SOCIOECONOMIC, TECHNICAL
Provide Guided Learning			*	/	/	"CLARIFY WHAT YOU'RE REFERRING TO"
Elicit Performance					/	"HERE'S AN EXAMPLE"
Provide Feedback					/	FRONTPAGE
Assess Performance		USE THUMBS IN BRACE	/		/	ONLY 1/2 of STATEMENTS
Enhance Retention & Transfer			*	/	/	"CASE STUDY - PRACTICE" JUST A NO. WORK PRACTICE
						TRANSITION CHART
Keller's ARCS model	Tally	Comments				
Attention						
Relevance	/	WHY LEARN ABOUT CONTEXT? OTHER PROJECTS				
Confidence		"OTHER MODULES ARE SHORTER"				
Satisfaction	/					
Technology	Comments	Questions	Words	Time in	Time out	Total time
Use of Audio	POT MIC BELOW MOUTH TO MINIMIZE BREATH NOISE.					
Were slides well designed?						
Did slides have logical sequence?						
Student behavior						
Andrej	9 /		105		0	73
Anh	3		20		0	69
Aura	6 /		65		0	69
Brenda	2	/	69		0	63
Deba	1	/	20		0	40
Denise	7	/	63		0	53
Dominique					0	69
Fina Coronel	5		27	1:13:09	19:50	53
Ines	6		83		0	69
Jeff	3		8		0	69
Jenni Spaulding	1		3		2:00	36+24=60
Jennifer P-	2		123		0	69
Jim	10 +++ /		136		0	58
Joe	13		167		0	69
Kathleen Skelly	2		7		0	69
Katie O.					6:15	63
Margaret	4 /		36		0	73
Marilyn Bender	3 /	/	38		0	69
Reshma	2 /		29		0:26	68
Stephanie Nelson					0	73
Susan Lulee	6 /		50		0	69 73

BEFORE CLASS 0:00:00
 START of CLASS 0:31:00
 END of CLASS 1:09:00
 AFTER CLASS 1:13:00

SITE MODS
 W/ SLIDES
 MOD #2
 INFO BTW TOPICS:
 TECHNICAL, ADMIN, SOCIOECONOMIC, TECHNICAL
 YOU'RE REFERRING TO
 JUST A NO. WORK PRACTICE
 OUT 1:03:00
 OUT 39:40
 OUT: 53:20
 1:09:00
 69-20=
 OUT 38:00
 IN 9:50
 OUT 57:00

LEARNER ANALYSIS
SITE MODEL

SOCIO CULTURAL
TECHNICAL
INFORMATIONAL

DEFINE
TERMS

ANSWER QUESTIONS
W/I CONTEXT OF
INSTRUCTION.

PREP COMMENT

BRUCE WINDOW
LAYOUT



KNOWLEDGE & EXPERTISE

DISCUSSION - OBJECTIVES + WRITING OBJ'S

Q&A SESSION - INFANT MEMORIES - WILL LOOK UP
- TEAMS? ONLY AFTER SUBMITTING AN
INITIAL ANALYSIS

- BLACKBOARD

ASSIGNMENT: MODULE 2 ON SITE MODULE

LONGEST (PREP COMMENT) LOTS OF READING

ISSUES - LONG TERM / SHORT TERM, AUTOMATICITY, N

S:10 REVIEW + HIGHLIGHT POINTS ONLY A FEW

TAXONOMIES, FOCUS: COMPONENT DISPLAY THEIR

SITE MODEL

PURPOSE: CONTEXT FOR LEARNINGS

MOTIVES, ACCESS TO TOOLS + RESOURCES

ADDRESSES MAJOR FACTORS AFFECTING LEARNER

MUST UNDERSTAND SITE TO UNDERSTAND LEARNER

CREATE CONTEXTUALIZED LEARNING EXPERIENCE

TECHNICAL MEANS TECHNIQUES

RESULTS ORIENTED

SOCIOCULTURAL - SOCIAL SETTING.

PREP INFO: AFTER WRITING MEMO, THEN INITIAL ANALYSIS

TECHNICAL: TOOLS + TECHNIQUES

EXAMPLE, USED TO DISCRIMINATE

"LEARN TO ORDER PARTS FOR AUTOS ONLINE"

SOCIOCULTURAL CONTEXT: LOCATION, NEED

TECHNICAL: LEARN TO USE A BROWSER

INFORMATIONAL: LITERACY + MEDIA CY

WHAT NEEDS TO BE DONE W/I VARIOUS CONTEXTS TO

HELP PEOPLE ACHIEVE GOALS

L.D. WHAT YOU WILL NEED TO PROVIDE YOUR LEARNERS

CONSIDER START POINTS, END POINTS.

REPEATED INFORMATION MULTIPLE TIMES (ALMOST TO ABSURD)

RE-READ WRITTEN QUESTIONS.

SB

USING MULTIPLE EXAMPLES SUBMITTED BY CL

PAUSING TO READ + "CATCH UP"

FRUSTRATION W/ SITE MODEL

NEED ADVANCE ORGANIZER

ANALYSIS of LEARNERS

ANALYSIS of INFORMATION / KNOWLEDGE —
LEADS TO METHODS

"KNOWLEDGE PIE"

TAXONOMIES TO CLASSIFY KNOWLEDGE

DECLARATIVE VS PROCEDURAL

"EXPLICIT"

↓

"KNOWLEDGE THAT"

"KNOWLEDGE HOW"

GOOD — PROVIDE GENERAL RULE, THEN BRING IN
EXAMPLES of SPECIFIC

AUTOMATICITY IMPORTANT IN DESIGNING TRAINING

— GIVE REASONS WHY LEARNER SHOULD CARE
ABOUT MATERIAL.

"HOW WILL THIS BE USEFUL?"

ASKING QUESTIONS: USE BREEZE "THUMBS"

3-STAGE MODEL of EXPERT PERFORMANCE

COGNITIVE — PROVE TO ERROR

ASSOCIATIVE STAGE — Reported use, ASSOCIATION STAGE

AUTONOMOUS STAGE — AUTOMATED PROCEDURES.

KLOOM'S CLASSIFICATION of LEARNING OBJECTIVES

COGNITIVE — (INTELLECTUAL)

AFFECTIVE — (ATTITUDINAL)

PSYCHOMOTOR — (PHYSICAL)

COGNITIVE VERBS

BEHAVIORIST

GAONE'S TAXONOMY, CONDITIONS of LEARNING

BEHAVIORIST, BUT INCORPORATED ~~BEHAVIORIST~~ INFORMATION
PROCESSING

5 MAJOR TYPES VERBAL INFO

INTELLECTUAL SKILLS

COGNITIVE STRATEGIES

PSYCHOMOTOR SKILLS

ATTITUDES

SLIDES —

SHORT ON
TEXT: GOOD

LEVERAGED USE of
BREEZE TECHNOLOGY

ARCS?

DATA DUMP!

NO STOPPING
FOR QUESTIONS
OR TO SEE
HOW WELL
PEOPLE
UNDERSTOOD

BACKGROUND of
INSTRUCTOR

METACOGNITION - KNOWLEDGE ABOUT OWN LEARNING
PROCESSES.

MERRILL'S COMPONENT DISPLAY THEORY

USED BY CLARK AS BASIS of BOOK.

WIDELY USED BY INSTRUCTIONAL DESIGNERS

CONTENT + (FACT, CONCEPT, PROCEDURE, PRINCIPLE)
PERFORMANCE (REMEMBER, USE, FIND)

LOG THEORIES: DOMINANT TODAY

FACTORS w/I LEARNER, NOT ENVIRONMENT.

WORKING MEMORY (SHORT TERM) 10-30 SECONDS
 7 ± 2 UNITS of INFO

TIME
AMOUNT

ENCODING: INTEGRATED w/ PRIOR KNOWLEDGE.

LONG-TERM MEMORY

WORD of THE WEEK? USE? GIMICK?

WRAP-UP: ASSIGNMENTS

COMMENTS + QUESTIONS ON DISCUSSION BOARD.