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Instructional Design Project Report

for EDTECH 503 (4172): Fall 2008

Submitted to: Dr. Ross A. Perkins

December 5, 2008

Project Goal:

ESL (English as a second language) students in Conversation 1 class will be able to use vernacular English to engage in basic conversation with a stranger for at least two minutes.
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Synthesis Reflection

The instructional design process is a process whereas an instructor or designer completes a series of tasks to develop a system of instruction. Before this happens, time is spent examining students’ abilities, observing their learning, giving questionnaires, and conducting interviews to reveal the needs of students. The design process is always focused on the needs of the learners so at anytime during the process, these steps can be altered. This iterative process is the key to the whole process because it is important to be continuously evaluating how to improve the overall process.

The system’s aspects of the design process means to continually develop, design, and alter the steps and procedures of the whole process. It does not involve the actual implementing of the steps but rather creating the steps.

I think one of the most important steps is the task breakdown flowchart. Before this point, I never realized the importance of each tiny step involved in learning and just assumed students would know what was expected of them. By breaking down each step, it gives clear guidelines to the learners so all steps are clearly presented for them and no guessing should be involved.

First of all, because I have been teaching for over ten years now, I often go into a lesson with minimal preparation because I have taught the content for many years. I focus on the needs of my learners and adjust the content accordingly. But I started realizing that I was not being very clear on some steps of my instruction. The biggest mistake I was doing was only giving verbal instructions rather than writing down the exact procedure. Being that I am now a student, I am continually referring to the assignment and rereading the details of what is expected. I now always write down my exact expectations for my students for all assignments, big or small.

Another important step is the actual planning of the resources available for the lesson. Once I began my project, I never realized what valuable instructional material was available until I started the instructional strategies. This actually lengthened a lot of my instructional time because of the time it took to show some of video clips. After showing these clips, it was followed by group discussion or activities related to the videos.

Even though at times examining the tiny details can seem so particular, tedious, and a waste of time for a small project, however in the end I realized the value it has for the learners. I often have questions from students about the assignments I give them, and often it is due to the lack of detail I write. I like the students to use their imagination and creativity; however this does not mean I can’t provide specific details.

Systematic instructional design is a component of educational technology because it is concerned with obtaining student data in order to develop a detailed sequential process to improve students’ performance. The main goal of educational development is to do just that, improve the performance of learners, and so that is the goal of instructional design.
Part 1: Instructional Problem Report

There are many problems non-native English speakers encounter when writing a paragraph including structure, content, and form. In this report I will refer to my test group as Korean speakers, since I am currently teaching English to Korean students. The basic structure of a paragraph consists of the topic sentence, body sentences, and the concluding sentence. In order to write a good paragraph, students must know the function of these sentences, where they come within the paragraph, and how to write them. This is not easy because the structure of the Korean language does not follow the same sequence (subject, verb, object) as the English language. Besides writing basic, coherent sentences, students need to learn about content so their sentences are interesting. Students tend to write freely without any connection to the topic sentence which is the most important sentence in the whole paragraph. It is a common mistake for writers to use frivolous, flowery language rather than be direct to get their point across to the reader. The last common error made by students is the form or shape of the paragraph. The first sentence must be indented 5 spaces and the rest of the sentences following in a continuous, flowing manner without any breaks after the sentences. Students also must be taught the correct spacing when writing either 1 or 2 spaces after a period (depending on the style) as well as spacing after other punctuation.

Any person who has a need to write and communicate an idea will benefit from this instruction of writing a paragraph. Schools or academic institutions are the most common places that students will be required to write a paragraph. In elementary schools, beginning writers would greatly benefit from this instruction because they need this knowledge before learning to write essays. English as a second language (ESL) learners would also benefit from this step-by-step process. Often formal writing is much different in English whereas every type of writing (letter, essay, memo) has certain guidelines and formats to follow. ESL learners must be made aware of the English language guidelines when writing a paragraph because their own language may be completely different. Also people in the work force who are applying for jobs are often required to submit a short piece of writing about their future goals or professional development plan.

This topic interests me because I am currently teaching an English class that requires students to write a paragraph. It is a mandatory class so not all students are highly motivated and interested in doing well. By choosing writing as a topic for my instructional problem report, I hope to increase the students’ interest levels as well as writing abilities.

Teaching writing in my class would best be taught after a few weeks into the semester, after the students get used to my instruction style and hearing English for the whole class time (twice/week for 75 minutes). After they receive this instruction, they would benefit from further paragraph writing at a later time, maybe 4 weeks later.

This instruction would take place in a classroom with a large overhead screen connected to the computer. I am fortunate to teach in this facility.

This project would best be taught using a large overhead screen so I can model the specific steps involved in writing a paragraph. By showing students how I write as well as verbalizing my internal dialogue helps them understand how writing begins with ideas and thoughts. It is also important to teach students the pre-writing stage which involves brainstorming ideas to write about. Once a topic is finalized, students then start writing down ideas which are then organized into groups of similar ideas which is called mapping.
**Part 2: Instructional Design Project Proposal**

The students in my Conversation 1 E class will be able to use everyday common English questions and expressions to initiate conversation with a stranger, introduce themselves and converse in small-talk for about 4 minutes amongst other English speakers within the classroom and amongst native English speakers outside of the class.

After performing a needs assessment with my class, I discovered the biggest need of specific areas of English communication to focus on in this particular class. Most students want to be able to communicate with foreign people, whether that be in another country or within Korea, focusing on casual everyday English phrases and expressions.

I believe instruction is the best way to solve the instructional goal because conversing in English is not a regular occurrence for the students so they do not know common expressions like myself, a native English speaker. I can model for the students and share my experiences with the language. Also 30% of the class have lived and studied outside of Korea so the other 70% of students can also learn English by conversing with them.

There are 20 Korean students ranging in age from 19 – 26 years of age with the average age being 23 years old. The majority of the students are majoring in English and the other group is studying engineering.

Once the skills are learned they will be used in the class over the 16 week semester and also in other English classes some students are taking. There are foreign students studying at Ajou university so students will be able to use their English skills when speaking to these students. Also many students express an interesting in traveling or studying abroad so they will definitely use their English conversation skills in an international setting.

The classroom in which the students are learning is equipped with a large overhead screen which is connected to a computer with internet access. Sometimes we can watch a video clip online to listen to and observe native English speakers in different settings. Learning English is also about understanding gestures and other important body movements (hugging to greet friends, kissing on the cheek) which play a big role in communication just as much as the spoken language.

There is one mandatory component in this class and that is to attend English Café at least one time. This is a gathering one evening each month where students socialize in English with the graduate students studying at Ajou, the English professors (11 of us), and also with other Korean students and professors. Snacks and beverages are free and there are often games and prizes to entice students to come and have fun in a relaxed setting while speaking English. It would be great to have these gatherings more often, however this would require money because professors probably would not volunteer their time that often. You would also need money for snacks for the students and also to attract other students to come as well.
**Needs Assessment – Results from Survey**

I gave the questionnaire (see below pg. 5 & 6) to my 10:30am Conversation 1 class. I teach at Ajou University in Suwon, a city of 1 million people about 1 hour south of Seoul. This class is held twice weekly for 75 minutes of instruction per class. It is an optional course for students and as you will see from the below needs assessment, they have different backgrounds and reasons for taking this class.

**CLASS HISTORY**

<table>
<thead>
<tr>
<th><strong>Average age:</strong></th>
<th>23 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student's origin:</strong></td>
<td>35% grew up in city over 5 million people</td>
</tr>
<tr>
<td><strong>Major:</strong></td>
<td>55% are majoring in Engineering</td>
</tr>
<tr>
<td></td>
<td>45% are majoring in English</td>
</tr>
<tr>
<td><strong>Other languages:</strong></td>
<td>55% have studied other languages</td>
</tr>
<tr>
<td><strong>Travel:</strong></td>
<td>55% traveled outside of Korea</td>
</tr>
<tr>
<td><strong>Study overseas</strong></td>
<td>30% have studied English for less than 1 year overseas</td>
</tr>
</tbody>
</table>

**ENGLISH IN THE KOREAN SCHOOL SYSTEM**

| **Start age:**   | All students began at 12 years old, the first year of middle school |
| **Time:**        | Average 3 hours of English instruction/week |
| **Teacher origin:** | Mostly taught by Korean instructors, although a few students had 1 year instruction with a native English instructor |
| **Content:**     | Reading comprehension, grammar, & listening (majority), some writing |

**ENGLISH IN ACADEMY/INSTITUTE (after school lessons)**

| **Start age:**   | 80% of students studies in an academy in middles school for average 2.5 years, 10% never attended an academy, 10% went for 1 year in high school |
| **Time:**        | Average 3 hours of English instruction/week |
| **Teacher origin** | Mostly taught by Korean instructors, although more students had instruction with a native English speaker (40% for at least 1 year) |
| **Content:**     | A wide array of content including conversation & grammar as the most popular, then reading, listening, and some writing |
### ENGLISH MOTIVATION

**Main interest:**
- 7 students - want to get a good job in Korea (which requires English)
- 6 students - want to meet & talk with foreign people (mostly outside of Korea)
- 2 students – want to be an international business person
- 1 student – wants to be an English teacher
- 1 student – wants to be a flight attendant
- 1 student – wants to be an international referee
- 1 student – wants to learn more about foreign culture
- 1 student – wants to look smart to women and his friends

**Easiest part of English:**
- 16 students – reading is the easiest
- 3 students – listening
- 1 student - listening to music

**Hardest part of English:**
- 14 students - speaking (conversation)
- 4 students - writing
- 2 students - listening (especially to fast speech)

**Feelings related to speaking English:**
- 5 - scared to look stupid or look like a fool
- 5 - nervous because of limited vocabulary and difficult to express their feelings
- 3 - fun and interesting, good
- 3 - difficult, frustrated to express feelings
- 3 – neutral, neither good nor bad
- 1 - shy

**Ultimate goal in 5 years related to English**
- 8 – be able to speak fluently like a native English speaker
- 4 – talk with foreigners easily
- 2 – have a good job, able to translate Korean to English
- 2 – work overseas/have a company overseas
- 1 – be a confident English teacher
- 1 – travel whenever I want
ENGLISH IN CONVERSATION 1 (The name of this class)

Certain area of conversation to improve on:

13 students – want to learn common expressions used in everyday English
3 – want to learn business English to use at work one day
2 – business & everyday English
2 – all kind of English

Activities outside of this class to improve English:

5 – watch English movies but without subtitles
5 – read novels or watch American TV
5 – speak to foreigners
2 – attend English clubs at Ajou
1 – memorize new vocabulary
1 – email foreign friends
1 – study English in an academy

Current level: 4.1 (out of 10)
Expected level: 7 (out of 10)

Classes taken at Ajou:

100% - English 1 & 2
Most students – have taken a writing class, grammar class
A few students taking English literature classes (not all given in English)
Part 3A: Goal Analysis

3.A.1 ESL (English as a second language) students in Conversation class will be able to use vernacular English to engage in basic conversation with a stranger for at least two minutes.

3.A.2 This goal is classified as an intellectual skill, according to Gagne’s domains of learning. In order for learners of a second language to interact in a conversation, they must be able to apply a variety of rules that require problem solving such as examining the environment to formulate appropriate questions and comments. Also when asked a question, learners must be able to understand what is being asked which involves a lot of vocabulary recall and possibly translation into his/her native language. Because there will usually be a large variety of questions and answers involved in communication, this goal can be classified as ill-structured. There will not always be just one correct response and that is acceptable. Even though students will have to memorize some basic phrases, they still will need to apply problem solving skills in order to judge what is appropriate in the given context of the conversation.

3.A.3

1. **Initiate greeting** – The student will *choose* an appropriate greeting according to the person who he is talking with.
   
a) Older person - *use* formal greetings such as “Hello” or “How are you”

b) Younger/same age – may *use* (but not necessary) more informal greetings such as “Hey, how are you?” or “How’s it going?”

2. **Introduce oneself** – The student will *tell* their name while reaching their hand out to *shake* the person’s hand. (“My name is ____”)

3. **Make polite comment** – The student will *comment* “Nice to meet you ____” if the person share’s their name as well.

4. **Comment on situation/environment** – The student will *analyze* their surroundings and *choose* an appropriate statement about it. Ex. “What a beautiful day out today.” or “This train is really busy today.”
5. **5 W Questioning Method**

<table>
<thead>
<tr>
<th><strong>Where</strong></th>
<th>Ask where the person is from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*The student will <em>reply</em> if asked the person returns the questions</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>Inquire why the person is visiting the particular place</td>
</tr>
<tr>
<td></td>
<td>*The student will <em>reply</em> if asked the person returns the questions</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>Ask if the person came with friend/family or is alone</td>
</tr>
<tr>
<td></td>
<td>*The student will <em>reply</em> if asked the person returns the questions</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>Ask if they are enjoying themselves, what they think of the place</td>
</tr>
<tr>
<td></td>
<td>*The student will <em>reply</em> if asked the person returns the questions</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>Inquire how long they have been there or how long the intend to stay</td>
</tr>
<tr>
<td></td>
<td>*The student will <em>reply</em> if asked the person returns the questions</td>
</tr>
</tbody>
</table>

6. **Conclude conversation** – The student will *conclude* by *expressing* a polite well-wishing (Nice to meet you) and *shake* the person’s hand
Part 3B: Task Breakdown

ESL (English as a second language) students in Conversation 1 class will be able to use vernacular English to engage in basic conversation with a stranger for at least two minutes.
### Part 4A: Learner Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Data Source(s)*</th>
<th>Characteristics**</th>
<th>Implication(s)***</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Behaviors</strong></td>
<td>Learner survey</td>
<td>All students have taken the required prerequisite for this class.</td>
<td>Students have a basic knowledge of English.</td>
</tr>
<tr>
<td><strong>Prior knowledge of topic area</strong></td>
<td>Learner survey</td>
<td>All students have taken at least 6 years of English in middle and high school, however mostly working 'pen and paper' activities with little chance to speak.</td>
<td>Students need a very 'hands on' approach to English and need to experience talking to one another and learning basic phrases in English.</td>
</tr>
<tr>
<td><strong>Attitudes toward content and potential delivery system</strong></td>
<td>Learner survey</td>
<td>All students have a choice to take this class so are motivated to learn conversation English, especially from a foreign, native-English speaker.</td>
<td>Incorporate a lot of group work which allows for student interaction and practice of English conversation.</td>
</tr>
<tr>
<td><strong>Academic motivation</strong></td>
<td>Learner survey</td>
<td>The majority of students want to apply this skill to get a job that involves English so they are motivated to do well academically.</td>
<td>Maintain positive and enthusiastic attitude by practicing real-life scenarios. Also structure groups so that the higher achieving students who have studied overseas can be a role model and guide the lower students.</td>
</tr>
<tr>
<td><strong>Education ability and levels</strong></td>
<td>Learner survey</td>
<td>The majority of students have studied English in institutes which are lessons outside of the school system.</td>
<td>Even though students have been exposed to English for many years, most are still not used to speaking English, especially with native English speakers. Encourage attendance of local university English Café (gathering of English speakers).</td>
</tr>
<tr>
<td><strong>General learning preferences</strong></td>
<td>Interaction with students</td>
<td>Students want the chance to speak English, not just sit and be lectured to.</td>
<td>Organize many activities that allow for interesting, real-world English such as role-plays and games.</td>
</tr>
<tr>
<td><strong>Attitudes towards person(s) or organization providing the training or education</strong></td>
<td>Student survey, interaction with students</td>
<td>All students are enthusiastic about me, their teacher, because I make sure to interact with the students and do team-building activities in the beginning of the semester which develops a comfortable learning atmosphere. I listen to them and find out their expectations from the class.</td>
<td>Maintain a good relationship with the students by providing fun and useful skills. Continue to get feedback from students as the class progresses.</td>
</tr>
<tr>
<td><strong>Group characteristics</strong></td>
<td>Student survey, interaction with students</td>
<td>Average age of students is 23 years old. Just over half have traveled outside of Korea (mostly to English speaking countries). 30% spent less than a year studying English abroad.</td>
<td>Use conversation topics that are of interested to this group of students.</td>
</tr>
</tbody>
</table>
# Part 4B: Context Analysis

## Performance Setting

<table>
<thead>
<tr>
<th>Category</th>
<th>Data Source(s)*</th>
<th>Characteristics**</th>
<th>Implication(s)***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Observation</td>
<td>The university provides opportunities to study English in their 'sister campuses' in various parts of the world (English speaking countries)</td>
<td>Instruction should allow students to get a glimpse at the wonderful opportunities they can have while studying overseas. Look at different cultures while learning to speak English.</td>
</tr>
<tr>
<td>Physical aspects</td>
<td>Observation</td>
<td>Average size classroom with desks that you can move to arrange in circles for easy class interaction.</td>
<td>Class size can be easily arranged to have role-plays for more real-life English practice.</td>
</tr>
<tr>
<td>Social aspects</td>
<td>Observation</td>
<td>Almost 100% of the time students will be interacting.</td>
<td>Utilize students’ ideas and suggestions of various activities.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Observation, student survey</td>
<td>Students have various reasons to take this class and for learning English, the top choices being the desire to get a good job in Korea (a background in English is important), wanting to communicate in English to learn about other cultures</td>
<td>Teach basic phrases used in the work place as well as in everyday English.</td>
</tr>
</tbody>
</table>

## Learning Context

<table>
<thead>
<tr>
<th>Category</th>
<th>Data Source(s)*</th>
<th>Characteristics**</th>
<th>Implication(s)***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compatibility</td>
<td>Observation</td>
<td>Bright room with windows, desks easy to move and space is quite large. Large screen that connects to the internet.</td>
<td>It’s possible to include technology, show video clips, instructional videos of native English speakers.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Observation</td>
<td>The classroom is large enough that can be used for role-play activities.</td>
<td>Walking around and interacting is possible and necessary when speaking English rather than just sitting in a desk all the time. My interaction is vital also because I am a native English speaker.</td>
</tr>
<tr>
<td>Delivery Accommodations</td>
<td>Observation</td>
<td>When being assessed, desks can be arranged so students have a personal space to write. One-to-one interviews can also be carried out easily. There is a small stage with counter that can be used for individual or group presentations.</td>
<td>Many types of activities can be used in the environment.</td>
</tr>
<tr>
<td>Learning-site constraints</td>
<td>Observation</td>
<td>Learning English in a non-English speaking country can be difficult for students to experience 'real' situations with English speakers. Interacting with each other in English is the second best option.</td>
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<td>--------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Availability of native English speakers (besides myself) is limited during the class time. The only formal gathering of English speakers is monthly in the evening and most students attend these functions at least once.</td>
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</tr>
</tbody>
</table>
Part 5A: Instructional Objectives

1.0 – Given a role-play scenario, the student will be able to initiate an appropriate formal or informal greeting with a person using correct grammatical structure.

   1.1 The student will locate a person to talk with within the given situation

   1.2 The student will smile at the person

       1.2.1 The student will move within an arm’s length of a person within the person’s communication range

   1.3 The student will look at the person and make eye contact for at least 2 seconds

2.0 – Given a role-play scenario, the student will introduce him/herself while using correct grammatical sentence structure.

   2.1 The student will shake hands with the person using his/her right hand, firmly up and down at least 2 times

       2.1.1 The student will extend forward his right arm towards the person while making eye contact with the person

       2.1.2 The student will open up his right hand towards the person

       2.1.3 The student will look at the person’s right hand

       2.1.4 After coming within the contact range of the person, the student will grasp the person’s right hand

   2.2 The student will say a pleasant comment about the newly formed greeting using correct grammatical structure

3.0 – Given a role-play scenario, the student will make a comment that is relevant to the situation or the surrounding while using correct grammatical structure.

   3.1 The student will scan the immediate surroundings

       3.1.1 The student will identify a particular interesting situation in their environment

   3.2 The student will display an interest in the person by leaning slightly towards the person

4.0 – Given a role-play scenario, the student will ask the person grammatically correct questions to find out casual information that is acceptable while getting to know a stranger.
4.1 The student will ask the person where he/she is from.
   4.1.1 The student will reply to the person using correct grammatical structure.

4.2 The student will ask the person’s intent for visiting the particular location/setting in which they are both in.
   4.2.1 The student will reply to the person using correct grammatical structure.

4.3 The student will ask the person who they are with.
   4.3.1 The student will reply to the person using correct grammatical structure.

4.4 The student will ask the person if they are enjoying themselves.
   4.4.1 The student will reply to the person using correct grammatical structure.

4.5 The student will ask the person how long they are planning to stay or when they intent to leave.
   4.5.1 The student will reply to the person using correct grammatical structure.

5.0 Given a role-play scenario, the student will express a pleasant comment about the overall meeting and conversation

5.1 The student will exchange business cards

5.2 The student will bid adieu
**Part 5B: Learning Assessment Plan**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TAXONOMY</th>
<th>ASSESSMENT DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Initiate an appropriate greeting</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>1.1 Locate a person to talk with</td>
<td>Analysis</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>1.1.1 Guesstimate the age of the person</td>
<td>Evaluating</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>1.2 Smile at the person</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>1.2.1 Move within an arm’s length of a person</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>1.3 Look at the person and make eye contact</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>2.0 Introduce him/herself</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>2.1 Shake hands with the person</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>2.1.1 Extend his right arm towards person</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>2.1.2 Open up his right hand towards person</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>2.1.3 Look at the person’s right hand</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>2.1.4 Grasp the person’s right hand</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>2.2 Say a pleasant comment about new greeting</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>3.0 Make a comment relevant to the situation</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>3.1 Scan the surroundings</td>
<td>Analysis</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>3.1.1 Identify an interesting situation about surrounds</td>
<td>Analysis</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>3.2 Display interest in person by leaning slightly forwards</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>4.0 Find out casual information about stranger</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.1 Ask where person is from</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.1.1 Reply using correct grammatical structure</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.2 Ask person’s intent</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.2.1 Reply using correct grammatical structure</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.3 Ask the person who they are with</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.3.1 Reply using correct grammatical structure</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.4 Ask person if they are enjoying themselves</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.4.1 Reply using correct grammatical structure</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.5 Ask person how long they are planning to stay</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>4.5.1 Reply using correct grammatical structure</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>5.0 Express a pleasant farewell</td>
<td>Application</td>
<td>Listening to grammar and sentence structure</td>
</tr>
<tr>
<td>5.1 Exchange business cards</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
<tr>
<td>5.2 The student will bid adieu</td>
<td>Application</td>
<td>Observation of role-play scenario</td>
</tr>
</tbody>
</table>
**Part 6A: Clustering and Sequencing Plan**

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>TIME FRAME</th>
<th>OBJECTIVES LISTED IN ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class 1 – 75 minutes</td>
<td>1.0, 1.1, 1.2.1, 1.3</td>
</tr>
<tr>
<td>2</td>
<td>Class 2 – 75 minutes</td>
<td>2.0, 2.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Class 3 – 75 minutes</td>
<td>3.0, 3.1, 3.1.1, 3.2</td>
</tr>
<tr>
<td>4</td>
<td>Class 4 – 75 minutes</td>
<td>4.0, 4.1, 4.1.1, 4.2, 4.2.1, 4.3, 4.3.1, 4.4, 4.4.1, 4.5, 4.5.1</td>
</tr>
<tr>
<td>5</td>
<td>Class 5 – 75 minutes</td>
<td>5.0, 5.1, 5.2</td>
</tr>
<tr>
<td>6</td>
<td>Class 6 – 75 minutes</td>
<td>All objectives</td>
</tr>
</tbody>
</table>
## Part 6B: Motivational Design Plan

<table>
<thead>
<tr>
<th>Categories &amp; Subcategories</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **ATTENTION**              | • I will show a video that has young, English speaking adults in a variety of settings such as at a party, on an airplane, at a business meeting. It will have dialogue of them introducing themselves and getting to know each other.  
• Students will be asked to take notice of the kinds of questions the people in the video are asking each other. After we will discuss if these questions are appropriate in their culture (Korean culture). They will formulate a list of inappropriate questions to ask a stranger in Korea culture and compare the questions if asked in other cultures, primarily North American culture.  
• The class will practice role-plays simulating a variety of settings (at a party, on an airplane, at a business meeting). Students will be encouraged to attend English Café, a gathering of English speakers held at the university once a month. |
| **RELEVANCE**             | • Formulate a list of questions to ask what they want to learn in the class. Then have a group discussion after students have filled out the questions and have had time to think about what they want to learn.  
• I will arrange the class into groups of three or four students and make sure to have the more experienced speakers mixed with the less experienced.  
• Students will be asked to share their experiences of interacting with English speakers including how they felt about speaking English, what were their struggles, and what was rewarding about their experience. |
| **CONFIDENCE**            | • Because many Korean students are intimidated to speak English, especially to native English speakers, I will explain my personal viewpoint that I do not expect Koreans to speak perfect English. I appreciate when Koreans speak English because I can’t speak Korean and most foreigners share my viewpoint. A list of evaluation criteria for the role-play will be given so students know exactly what I expect.  
• Students will be given a role-play dialogue that includes some inappropriate questions and responses. As a class we will discuss it and come up with a solution to improve it.  
• Students will give comments and feedback to their peers when practicing different role-plays. I will also provide my comments |
and suggestions to improve whether it is the verbal language, body language, or gestures.

<table>
<thead>
<tr>
<th>S.1. Natural consequences</th>
<th>I will invite some native English speakers into the class to participate in role-play with my students so they experience speaking with native English speakers (other than myself).</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.2. Positive consequences</td>
<td>Students will be given my positive acknowledgment and praises when they have succeeded in mastering the steps in a role-play.</td>
</tr>
<tr>
<td>S.3. Equity</td>
<td>A written evaluation will be provided to the students that outline their success in each area of the role-play (beginning, middle, and end).</td>
</tr>
</tbody>
</table>
**Part 6C: Instructional Strategies Plan**

<table>
<thead>
<tr>
<th><strong>OBJECTIVE: 1.0</strong> Given a role-play scenario, the student will be able to initiate an appropriate formal or informal greeting with a person according to the person’s age using correct grammatical structure.</th>
<th>Objective #1</th>
</tr>
</thead>
</table>

### PRE-INSTRUCTIONAL ACTIVITIES

Motivational strategy:

Attention & Relevance: Play a video clip that shows young adults conversing in English in a social situation. The video will have people similar to their age.

Pre-Assessment: (describe what you might do to assess learner’s knowledge of the objective before the lesson)

### CONTENT PRESENTATION

Content: Give students the details of a role-play scenario of a common situation of meeting a talking with a stranger. There will be 2 people involved in the role-play.

Examples: Class discussion about what is a formal versus informal greeting. Show class some ideas for greeting someone close to their age and also someone that is older then you.

Groups: Random pairs.

Media selection: Watch a short video clip of people speaking English in a social setting and getting to know each other.

### STUDENT PARTICIPATION

Practice Items: Students will be involved in role-play activities.

Feedback: Students will get their peers feedback along with my feedback.

Assessment: I will give guidelines of expectations I except. Grammar and sentence structure will be the key points followed by clear pronunciation and non-verbal communication.

### FOLLOW-THROUGH ACTIVITIES

Memory aids: Ask students some basic questions they would ask someone they just meet.

Transfer: Ask them to make a role-play and use their experience.
**Part 7A: Formative Evaluation Plan**

**PART 1: DESCRIPTION OF 3 EVALUATION TYPES**

1. **Expert Review**

I would involve another colleague of mine (Linda) to help me conduct a review of the instructional materials. She has been a teacher for over 20 years and the main goal at this stage is to review the project’s subject content, the accuracy of materials, and the quality of the instructional delivery.

The first area has to do with content. I would begin by telling my colleague the instructional goal: ESL (English as a second language) students in Conversation 1 class will be able to use vernacular English to engage in basic conversation with a stranger for at least two minutes. As of now, this project is broken down into six lessons and I would review the activities and materials for each lesson with my colleague. Is the material for each lesson related to the goal of the lesson? Is the subject content give for each 75 minute lesson too much or not enough? Will my students be challenged by the material or is it too easy that they may lose interest?

Next I would focus on the accuracy of materials. I would show him the YouTube video clips and ask her if the content is related to my goal. Do the examples in the video provide specific examples related to the focus & objectives of each lesson? Are the situations in the video an accurate example of what I want my students to learn and model? Will the students be motivated after watching them?

The final point I would review is the quality of instruction. Most of my lesson will be asking my students to come up with information and discuss what they know. My instruction will guide them after they have had a chance to think of answers first. Will this be sufficient or will I need more direct instruction? Is the instruction too little or too much for each lesson? Is it manageable for the level of the students?

2. **One-to-One Evaluation**

This kind of evaluation would include a minimum of three students from my class. I would choose according to ability level including one low level, one average student, and a high but not the top. This cannot be done at the beginning of the course because I would not be familiar with the ability of my students. Usually it takes minimum three classes to get a good idea of the level of my students. I would also take notice of their motivation level, trying not to pick only the
highly motivated students. It is always possible to pick more students if necessary. My goal is to find out if students will learn valuable information that is challenging and manageable rather than being too easy or too difficult.

I will perform this evaluation with each student separately before the group evaluation. This also would be done near the beginning of the project, after the first lesson preferably so that I could adjust the remainder of the 4 lessons if necessary.

The first area of concern is the clarity of instruction. Because my students are Korean and their first language is not English, I need to make sure they understand my directions.

- Is my vocabulary too advanced?
- Do they relate to the examples provided?
- Are the video clips I show easy to follow and model?
- Do they understand the topic of the group discussion?
- Am I giving them enough time in their group to discuss the question, or is the pace too fast?

The second area is the impact of my instruction. This course optional for my students and so it is vital for me to know if they find the information relevant and useful.

- Are the examples provided helpful and meaningful?
- Can they students identify with the examples and relate to the context?
- Will they use these examples in the real world

The third area is the feasibility. Learning a new language can be intimidating so it is vital for students feel comfortable enough to speak English and know that making mistakes is a part of learning. The environment needs to be safe and comfortable for the students in order for learning to take place. Some questions asked would be:

- Is the amount of instruction given able to be learned in the time of the lesson?
- Is the learner comfortable in the setting or do they hesitate to practice the expression?
- Do they need more or less time to practice the phrases/expressions being modeled?

3. Small Group Evaluation

This kind of evaluation involves eight to twenty learners, but because my class is 20 students, I would choose eight. Again I’d choose a range from low, average, and high-achieving students as well as a diverse mix of maturity levels. The evaluation would occur after the one-to-one evaluation once the changes and tweaks in the lesson have been made. Another attempt to identify any remaining problems is the focus. It is almost like getting a second opinion about the instruction after performing the one-to-one evaluation.
The focus of small group evaluation is to evaluate the ‘learnability’ of the instruction and learner performance. The instructor should explain to the group that the lesson and materials are in the development stage so the students can be aware of any changes or revisions that need to take place and let the instructor know. Some questions the instructor would observe include:

- How much background knowledge do the learners have on the topic? Are the learners starting out at an appropriate level or is more background information required?
- Could the learners follow or perform the activities without (much) intervention from the instructor? What is the ease of administration?
- To what degree are the learners engaged in the instruction?
- What is the learners’ preference in activities? Do they respond better to one specific activity?
- Do they feel the learning is something meaningful that they will use outside of the classroom, or is it just a task they are doing because they must?
- Were any objectives from the lesson missed or not successfully accomplished?

With little intervention as possible from the instructor, notes should be taken as to the level of difficulty the students have with the task. Much of the information gathered will take place by observing the learners in the activities and thus these questions must be planned before observing the students so the instructor knows what to focus on. However, after the learners have completed the task, questions about the lesson such as level of difficulty, pace, and interest can be directly asked by the instructor.

**PART 2: DATA COLLECTION PLAN**

My data collection plan is to give the questionnaire below after the first lesson of my project. I will have already been teaching this class for about four classes prior to this lesson because I want a chance to develop a rapport and get to know the students and their approximate levels of English.

I will take about 4 students individually and ask them the questions of the questionnaire, writing down their responses or anything else they may tell me. It is important I make the students comfortable and tell them I am not evaluating them, but the program and the level of instruction. It is important they tell me anything that they didn’t understand about the lesson so it can be fixed.
PART 3: DATA COLLECTION INSTRUMENT

One-to-One Evaluation Questionnaire

A. Clarity of Instruction

1. Did you understand the definition of small talk?

2. Could you understand the other group members when you were in your small groups discussing small talk?

3. On a scale of 1 to 5 (5 being the highest), how much did you contribute to the group conversation?

4. How many ideas did you contribute to the list of appropriate and inappropriate questions?

5. Was there enough time given to complete the discussion, or would more time be better.

6. What the video about “Making Eye Contact” difficult to understand? What was the hardest part you found about the video? Example: Speed in which the speaker was talking? Use of vocabulary words? Overall message?

7. What the video about “Positive Body Language” difficult to understand? What was the hardest part you found about the video? Example: Speed in which the speaker was talking? Use of vocabulary words? Overall message?

B. Impact on Learner

1. Do you think it is important to make eye contact with a person? Do you do that when talking in your own language?

2. What is body language? Is body language something they notice about people? Ask the student to show them a negative kind of body language.

3. When would you find yourself in a nervous situation? Name an example? Now show me how you could ‘look’ calm even though you were very nervous.

4. Did you find it helpful to learn the value of making eye contact? When else is it important to make eye contact?

5. Are you generally attracted to people with negative body language? Why?
C. Feasibility

1. Do you feel the lesson was rushed, or was there an adequate amount of time overall?
2. Did you enjoy the group discussion and the video clips?
3. Do you feel more comfortable talking in a small group or one-to-one?
4. What is the most difficult part of the lesson for you?
5. What did you enjoy the most? Why?
**Part 7B: Group Evaluation Report**

**Website evaluated:** [http://warrensburg.k12.mo.us/webquest/entre/index.htm](http://warrensburg.k12.mo.us/webquest/entre/index.htm)

**Overall Aesthetics** - Overall, the formatting of text was a major problem in this site. There seemed to be a lack of consistency, and the use of tables was avoided. The general consensus about this page seemed to be that the teacher needed to re-construct the page from ground up. Many of the links did not work correctly as intended and there was no clear task that was requested of the students. In order to make the overall aesthetics of this page better the teacher should incorporate a table-based layout into the design, that way learners with different sizes of monitors would all see the information in the same way. The use of a spell check would identify many run-on words in this web quest, which does not look professional. I think that if my students saw that many run-on words they would seriously doubt the integrity of the web quest.

**Introduction** - The introduction was difficult to read since many of the words ran together and the animation of the envelope was very distracting. Questions were asked in the introduction, which was unusual for an introduction. The introduction does not ever give an introduction to the topic, but rather introduces the task section of the web quest. Lastly, the introduction does not engage the students or provide any motivation to what the web quest was designed for.

**Task** - As a group, we all felt that the task was long for a web-quest. The teacher in this web-quest did not plan the task or the process. She combined two activities-a business plan and what does it take to own your own business. The learners are not given clear direction in the task and the process is not much better. The links take the learner to resources but not the specific page in the site. On the cognitive level, this could have been an great way to teach students what it takes to run your own business, but the this web quest fails at this task. Jayne thought that it is unrealistic to have the students go to a bank to try to get financing. I agree. Just imagine having forty high school students going to the local banks asking about financing for a franchise (over $100,000). In conclusion, our group thought the task and process need to be thought out more carefully. The task and process was too long for a web-quest. The process had no clear steps as how the students would achieve the outcome.

**Process** - The instructor did not plan the process. The process was not in a logical progression and did not relate to the task. The students were not given any direction how to compile a business plan or given any activity that would define what a business plan is. The process did not give the students clear steps on how to write a business plan. As a group, we all agreed that the task and the process in this WebQuest was very time consuming and confusing.

**Resources** - First of all, the resources provided on this website did not connect you to the specific page when you clicked on the link. It lead you to the home page which did not always
provide the specific information needed. The link should lead the student to the exact page rather than waste time looking for the correct page. Secondly, the information provided by some of the sites was far beyond the level of a person who is thinking about starting their own business. The link to the IRS page is a good example of a site that is very hard to understand.

**Evaluation** - There are no benchmark descriptions in the rubric that describe what each number score requires. This kind of rubric only indicates number scores which doesn’t guide students towards success. The point of evaluation is to give feedback to students so they can improve and become more successful. Just by giving them a number grade doesn't show them specifically what needs to be revised and made better. There must be specific criteria for success described for criteria a low, a medium, and a high score.

<table>
<thead>
<tr>
<th>Standards</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall visual appeal</td>
<td>2</td>
</tr>
<tr>
<td>Navigation &amp; Flow</td>
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</tr>
<tr>
<td>Mechanical Aspects</td>
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</tr>
<tr>
<td>Motivational Effectiveness of Introduction</td>
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<tr>
<td>Cognitive Effectiveness of the Introduction</td>
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<tr>
<td>Connection of Task to Standards</td>
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<tr>
<td>Cognitive Level of the Task</td>
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<tr>
<td>Clarity of Process</td>
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<tr>
<td>Scaffolding of Process</td>
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<tr>
<td>Richness of Process</td>
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<tr>
<td>Relevance &amp; Quantity of Resources</td>
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<tr>
<td>Quality of Resources</td>
<td>2</td>
</tr>
<tr>
<td>Clarity of Evaluation Criteria</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>23.5/50</strong></td>
</tr>
</tbody>
</table>
**Part 7C: Formative Evaluation Results**

I surveyed 3 students in my class, their abilities ranging from low, intermediate, to high level. The three areas I focused on were clarity of instruction, impact of instruction, and feasibility. The interviews were performed one-on-one, and below are the results.

**Clarity of Instruction**

1. Is my vocabulary too advanced?
   All three students said they could understand the words I use in class, for the most part. The low level student had a few occasions that she had to look in the dictionary for clarity.

2. Do they relate to the examples provided?
   They were very happy and found most of my examples to be funny and they liked that I use humor in class to make it more interesting.

3. Are the video clips I show easy to follow and model?
   Two of the students said they couldn’t follow everything in the video clips, but they got the general overall message. The ideas presented were interesting and students said they had never paid much attention to the topics before (eye contact, body language).

4. Do they understand the topic of the group discussion?
   All students understood the topics when involved in the group discussions.

5. Am I giving them enough time in their group to discuss the question, or is the pace too fast?
   Most times the students enjoy the time to interact with their peers in English and so often they could spend the whole class talking and interacting.

**Impact of Instruction**

1. Is the content relevant to their lives or will it be useful to them in the future?
   All students interviewed said they could or would use the skills learned in class when they had the chance to interact in their daily lives. The skills learned about eye contact and body language students said they would use in their lives in Korea, when speaking their native language. The advance student, who is male, had even tried the technique when trying to talk to women in English and commented on the success he had!

**Feasibility**

1. Is the amount of instruction given able to be learned in the time of the lesson?
   Two of the three students suggested they wanted more time to practice, especially in later lessons so they can review the skills previously learned. They said that I don’t review enough or allow time to practice what they had learned and said they don’t want to forget
the skills. They suggested we have a review class every two or three weeks to practice everything taught.

2. Is the learner comfortable in the setting or do they hesitate to practice the expression?
   All students were very comfortable in class and felt I did a great job at making them feel relaxed and not afraid to make mistakes. They all enjoyed their classmates and appreciated the new friends they had made. They also thanked me for the fun and enjoyable class and wanted to study with me again in the future.
Appendix A: Instructional Materials

1. YouTube video clips:
   http://kr.youtube.com/watch?v=WRAcZ2rTGPg

   ![Leila's House of Corrections: Eye Contact](http://kr.youtube.com/watch?v=WRAcZ2rTGPg)

   http://kr.youtube.com/watch?v=1LgVgkIYCYQ&feature=related

   ![Positive Body Language: Appearing Relaxed and](http://kr.youtube.com/watch?v=1LgVgkIYCYQ&feature=related)
http://kr.youtube.com/watch?v=_s39BrB9oLQ

Personal Space Etiquette

http://kr.youtube.com/watch?v=aIdnrvhs99M&NR=1

Social English: Introductions

Introductions: Key Points

1. Begin your introduction with “Hello,” “Hi,” “How do you do,” or “Nice to meet you.”

2. Then give your first and last name; begin with “My name is...” or “I'm...”

http://kr.youtube.com/watch?v=aHxBoJQMUOA&feature=related

Lesson 1: “Introducing yourself”
http://kr.youtube.com/watch?v=73mlbZS5YNs&NR=1

Lesson 1 - How to greet each other

http://kr.youtube.com/watch?v=ABCZE1wFctA&feature=PlayList&p=82CCB3F10F38B4F6&playnext=1&index=1

Social English: Ending a Conversation

http://kr.youtube.com/watch?v=J8bG2Lb5fv8

The Etiquette of Exchanging Business Cards
2. **Student Handout** – Students will be given a handout to record their discussion about appropriate and inappropriate small talk subjects and asking “5W” questions when getting to know someone. Also on the handout is a list of conversation starters that students can practice asking and answering within their small groups.
Appendix B: AECT Standards

Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks shown on the list of assignments. Not all standards are addressed explicitly through student work. Those which are stressed through course work are listed (by standard number) on the assignment sheet.

1. Design

1.1 Instructional Systems Design

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

Analyzing

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

Developing

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

Implementing

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.
Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

1.2 Message Design

1.2.a Apply principles of educational psychology, communications theory, and visual literacy to the selection of media for macro- and micro-level design of instruction.

1.2.b Apply principles of educational psychology, communications theory, and visual literacy to the development of instructional messages specific to the learning task.

1.2.c Understand, recognize and apply basic principles of message design in the development of a variety of communications with their learners.

1.3 Instructional Strategies

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.

1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.

1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

1.4 Learner Characteristics

1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.

1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.

1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

2. Development

2.0.1 Select appropriate media to produce effective learning environments using technology resources.

2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.
2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.

2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.

2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.

2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.

2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

2.1 Print Technologies

2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.

2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

2.2 Audio Visual Technologies

2.2.1 Apply principles of visual and media literacy for the development and production of instructional and professional materials and products.

2.3 Computer-Based Technologies

2.3.2 Design, produce, and use digital information with computer-based technologies.

3. Utilization

3.1 Media Utilization

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.4 Policies and Regulations

3.4.1 Identify and apply standards for the use of instructional technology.

3.4.2 Identify and apply policies which incorporate professional ethics within practice.

3.4.3 Identify and apply copyright and fair use guidelines within practice.

5. Management

5.2 Criterion-referenced Measurement

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

5.3 Formative and Summative Evaluation

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.
SMET = School Media & Educational Technologies