

Final Exam

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EDTC 6321-Instructional Design

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The goal of this assessment was to determine if there exists enough information through a recorded interview to design a first draft of an instructional solution to an identified problem or opportunity using the Dick and Carey Instructional Design Model. Instruction is commonly thought to have only three parts: teacher, student, and learning material but in the interview key concepts of further assessment and evaluation were discussed.

Based on this interview, there is sufficient evidence that some form of needs assessment has been conducted. The client emphasized that there is a growing gap between current conditions and desired conditions because of poor test scores in science. There have been comparisons at the state level, regional and even local level that demonstrate students are struggling.

The client also clearly identified the broad goal. The broad goal is set based on needs assessment and learner requirements. For example, the client discussed that learning for students may be a conjugal developmental problem or teaching the content element correctly. The goal is to develop an effective thirty minute piece of instruction that addresses teacher quality that shows they are better preparing science teachers and they in turn are better preparing their own students.

The intended audience was identified and described by the interviewer. His goal is to determine the viability of the specific grant opportunity Teacher Quality Grants. He is going to develop a thirty minute piece of instruction for middle school students.

One of the objectives covered in the interview by the client was the rock cycle. The client informed the interviewer that it is a complex topic for students to understand. In order to explain the entire rock cycle a teacher may simplify the lesson but in doing so some information

may be left out. The teacher needs to present it in a way that includes a variety of forms of instruction of delivery such as visual, auditory and psychomotor understanding. This may include a variety of activities and the use of simulations and or models.

The client provided several terminal learning objectives for students such as asking students to develop a power point presentation about the topic being discussed in this interview the rock cycle. Students may also be asked to label, do matching or even a collage to determine student learning.

The client identified the instructional strategies that would aid the learner to attain his or her goal. Through the use of analyzing the students skills, knowledge, and attitudes that the learners are required to possess to begin instruction. The client mentioned pre-instructional activities and provided examples of how teachers may present their instruction in the rock cycle. The client also discussed how the instructor may deliver feedback to the student and how the student is able to practice what they have learned allowing the teacher to determine which type of assessment is most suitable.

The client described a resource that would be needed to perform the terminal objective. For instance, the client discussed the Five-E Model allows the students the opportunity to explain or explore by writing and elaborating. This allows for the teacher to look at the students work in many ways and determine what type of assessment to administer.

The client provided useful information for a formative evaluation. The client mentioned that a content expert, a curriculum design expert who would determine if the lesson is appropriate, and student's knowledge would be recommended for the evaluation of this instruction. The data provided by the client will aid in examining the validity of the instructional

analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, and instruction.

In conclusion and based on the interview, there is sufficient information to go forward with the design of an instructional solution using the Dick and Carey Model. Both the client and interviewer covered many goals and identified how and what the learners are expected to be able to do at the end of the instruction. In a follow-up interview I would want to ask the client about a lesson for life science instead of earth science since that is his expertise.