EDUC 580 – Curriculum Design and Instructional Methods

1. Feedback is an important consideration when designing computer and web-based instruction. Your text describes five basic forms of feedback, including (1) knowledge of results, (2) knowledge of correct response, (3) answer-until-correct, (4) elaborated feedback, and (5) response-sensitive feedback. Within a 250 word response, to describe in your own words each of these five forms of feedback.

Optimum feedback is crucial when designing and implementing computer and web-based instruction. The basic five forms discussed in the text are: knowledge of results, knowledge of correct response, answer-until correct, elaborated feedback, and response-sensitive feedback.

Knowledge of Results

When using programs that tally or give percentile conclusions lets the learner know immediately what their score is. This is done by the Oregon Assessment of Knowledge and Skills Tests. Students know how they did, but not specifically what they did.

Knowledge of Correct Responses

Knowledge of the desired correct responses can be often given in rote memorization types of assessments, as in a multiplication software program. Then continual attempts for fast responses in timed assessments are then analyzed by improved percentages.

Answer Until Correct

Knowledge result software programs are often used in programs that teachers have to verify knowledge annually for understanding and awareness of child abuse, blood-born pathogens, and sexual harassment awareness in the schools that affect adults and students. The instruction is document based with follow-up questions to verify competencies. When these answers are chosen immediate feedback is given for correct or incorrect answers. A review is given with descriptive correct choice verification and I assume that it can be retaken if not successfully passed at 80% or higher. I haven't experience this, even though I have been assured that retraining would be given until mastery was achieved.

Elaborate Feedback

The College Board web-site offers students an SAT question of the day in which when the incorrect answer is given it is identified and the correct answer is shown along with evidence or explanation of how to identify the correct answer at another point in time. A mini-lesson is given in the re-teaching application. Other programs may give reference to the section, chapter, or source to identify the correct answers. This utilizes the metacognitive applications needed for higher cognitive gains.

Response Sensitive Feedback

Responding to learners incorrect answers by giving specific connections for the learner that identifies the connections to the improper answer then leads them to the correct answer may be more in line with of a formative assessment models than the first two.

2. Assume that you have been asked to design a computer based instructional unit. The developer you're working with indicates that she can develop the feedback in response in two ways, either immediately after the learner provides the response, or delayed until the end of the instruction or test. Considering the information provided in your text book on feedback and remediation, compare and contrast immediate feedback to delayed feedback. When would one be superior to the other? Also, what are at least two options to provide the feedback? If it appears from the learner's responses that he or she did not master the material, what would you do in terms of remediation to provide additional instructional support to the learner? Complete your reply within approximately 500 words.

The timing of all of these can be given immediately or at the end of the instruction or test. The debate of giving the feedback immediately versus at the end of the activity may inhibit the results of the following questions. Immediate feedback may affect then test taker more than one's score (Mory, 2004). Kulik and Kulik (1998) belief immediate feeback should be given. Assimilation of material can be made when delayed feedback is given. This is used in the 'written' computer based driver's license or permit tests given by the Department of Motor Vehicles.

Many designers take into account the learners styles and the particular task when deciding which method to use. Remediation provided to correct the learner using intrinsic programming was introduced by Crowder (1995). Response sensitive feedback provides most appropriate measures than rereading material after assessments. Rereading prior to assessments provides the best initial approach, but not after. Computer based instruction that offers response-sensitive feedback and remediation is best when adapted to the individual learners needs.

The more in-depth the interactions of the learner to verify understanding or correct responses should engage the learner with a working relationship of the concepts. Using verbal assessment or interaction can be vital to accurate assessments. Especially, when the option to use speak-to-text or text-to-speech can enhance possible limited physical challenges or processing challenges in some students. They may have full comprehension of the information or material, but are unable to communicate it through keyboarding or written formats.

Thus, the types of interactions of the learner with the assessor can demonstrated through two means: the behavioral activities and cognitive activities.

CBI types of input forms by users:

Keyboard

Mouse or touch screen

Clicking Button

Mouse or touch screen to drag and drop

Speech

 3. Your text describes three principles from Mayer to manage cognitive load when using multimedia so as not to overwhelm the learners working memory. These include (1) segmenting, (2) pre-training, and (3) modality. Describe the each of these principles and how EACH can help to manage cognitive load. Complete your reply within approximately 250 words.

Mayer (2009) referenced in our text using ten principles for multimedia design in consideration of cognitive overload. The sixth step focuses on the segmentation of content. We refer to 'chunking' in developing readers and use acronyms in advance learning of science terms and concepts. The cognitive overload is strained causing less retention of concepts when instructional content to great in length. Thus, segmenting and chunking have a hook to the enhance learning of content. Memory studies prove these work with the short and long-term memory approaches in which compliment this concept.

Pre-training establishes the easy recall ability through automation of connectivity. This incorporates the common ideas into a single process that can be linked and expanded upon with expanded concept in an animated presentation.

 Modality in animations supported by text and verbal input create enrichment of learning, but stating that they not be used simultaneous distraction of text and animation that compete with the learner's ability to focus. These segments must not distract visually to overload cognitive functions either. When the learner can focus on the visual and hear audio the information can be retained with greater success.

Type Here

omitted

5. As part of your semester project to complete the major processes of developing an Instructional Design Plan, you will now turn your attention back your instruction. Describe how you could include technology-based instruction within your course project. Within your response, make sure the following questions are answered: Would the instruction be computer-based or web-based? Would the instruction include drill-and-practice, tutorials, simulations, games, or hypermedia? Please justify your design decisions, and complete your reply within approximately 250 words.

I hope to utilize the Scholastic Weekly Reader as multi-media in the classroom and make the web-site known to parents through the student's traveling journal, hard copy of the Weekly Reader, and through the newsletters home. The feedback follows many of the research based CBI models for appropriate applications for instruction and remediation of integrated instructional content that full supports the fluency and reading comprehension goals of my project. I will be using the development and final instructional video to inspire students and their families to make their own videos. This can take many forms from an interviewing reporting style or entertaining format approach.

I would like to record the Reader's Theater Productions in class and encourage students to do the same with their families. My goal for my project is to improve student confidence and comprehension success, more specifically stated in my goals and objectives. Thus, one measure of this will be done with the Easy CBM assessments that are done with immediate feedback in the form of knowledge-of correct-response given at the end of the assessment. The reading passages and questions can be reviewed and response-sensitive feedback can then be done in class and/or at home to keep students and families aware of student needs.

Practicing the voice components of fluency will be done using digital story apps on the iPad in which each student can record characters voices and narrator scripts. This will allow us to generate and utilize more of Mayor's Theories.

6. Now that you have reviewed several social-media tools, consider how these tools could be used in your course project to promote rich STUDENT-TO-CONTENT interaction. For this assignment, provide a response that:

I am limited for my students to decide the use of the social media use at their homes. I will make suggestions and assist parent with the potential they have and tools that are available like e-pals.

Unfortunately, my school district will be inhibiting the use of social media by our students and has recommended that we not partake in using them in relation to school interactions.

 Identifies and describes at least two social-media tools you could use for your project to promote rich student-to-content interaction.

I would like for students to utilize the Scholastic Book club sites and have incorporated the use of their websites for blogging purposes in the past but it is not something that will work now. I would love to use edmodo or moodle but have no time or training to do that, so at this time it is difficult to easily write and embellish the answer and feel is it vital to my project.

I am still not sure how to go about this with nine year old students. The reality of this has not been clearly presented for me to make an educated decision. I feel with little information and time to research this and self-educate on this topic cannot be done in a week.

 For each tool, describe an instructional strategy you would employ using that tool to promote rich student-to-content interaction.

I provide safe web-site approved by our administration to use in the classroom and the computer lab, this is limited on animated or podcast views. Much is filtered and inaccessible. Even our curriculum links are not accessible by our students.

This question is wordy and my cognitive overload is present.

If I were teaching intermediate elementary school students or middle school students, I would love for them to have instructional designed lessons that could facilitate the use of Google Reader in aggregations and the web curration to present information on content topics. It would be wonderful for them to create blogs, build wikis, and collaboratively write. I am curious about the use of FLICKER and will be exploring YouTube. I am wondering how to find the time to research and be utilizing TeacherTube. I have just begun to view podcast, but feel much too novice in applying these as sources to be used in my lesson at this time. If embellishing, I would have students and parents interact with me after school through ADOBE conferencing.

If only I had a white board and could synchronize with other students in real time with other classes by web-conferencing and even text-to-talk or video applications on iPads or through my computer through the projector on the Big Screen.

7. Now that you have reviewed several social-media tools, consider how these tools could be used in your course project to promote rich STUDENT-TO-STUDENT interaction. For this assignment, provide a response that:

If wishes were horses, I would be competing in the Olympics, racing with royalty, and watching the Budweiser Clydesdale come running to greet me on an empty road. As a teacher, my wishes are growing with details. But I cannot realistically see that these will be something I can promote in my project. Some of my students have not internet access at all. They don't even have phone access.

Once again if we all had these tools and had unlimited opportunities, then of course my students would have e-pals available and a moodle site to utilize submitting their projects and posting ideas in which any classmate could respond to each other with creative responses, because they would also have the involved parent or integrity to make such supportive comments. Besides, they would all have adequate time to put into this type of communication after being picked up from daycare and basketball, baseball, or dance for example before eating a healthy dinner, interacting with family, getting adequate sleep and hygiene needs met.

8. Now that you have reviewed several social-media tools, consider how these tools could be used in your course project to promote rich STUDENT-TO-INSTRUCTOR interaction. For this assignment, provide a response that Identify and describe at least two social-media tools you could use for your project to promote rich student-to-instructor interaction.

I would be able to interact with my students after I finish working past my eight hour day that keeps me working for nine to ten hours and still not finishing the formative and summative assessments or lesson plans. I would do this after making DHS phone calls and attending the six different committee/team meetings and IEP meetings. I would do this when the students have made time too, so that we can have live-chats and work on the moodle, edmodo, or website emails that we have available. I would be able to do this with each of my thirty third grade students when some get a text to talk app so they can move beyond their inability to keyboard, since we no longer have time in our curriculum schedule to teach it. I would then send a follow-up correspondence to the nine families that share custody of my children, if I can connect long distance or if they still can afford services or are not incarcerated at this time.

Erika,

Your post sure sounds critical and not sharing your opposing view but throwing out an institutions perception as a critical judgement of Kasey using an iPad with her two year old. I just happen to have had the pleasure of a fantasiticly involved family over with others on Super Bowl Sunday. I shared my iPad with a precious two year old opening the TOY STORY Disney Read Aloud animated app. while I sat typing up COMPLETE answers for this class

as a matter of fact.This little girl has face many physical cahallenges and her family is very protective as I am sure Kasey is because of their educations and family morals. iPads do not serve a purpose for babysitting and over exposure. In fact, this determined little girl began to sign her excitedment, yes she is unable to speak but can her very well. She knows twenty-five signs and works with a speech specialist and many other specialist. She is working on her dexterity and use of fine and major motor skills. Her cognitive abilities are strong and her understanding and communication is amazing. She was able to discuss and learn how to manipulate the app.

I am assuming you are not in the field of pediatrics and are trying to be supportive. But as in this wonderful social network, you stated yourself in a very nice post to me that this gives a person the ability to think before we speak and to use our words wisely. Therefore, I am concerned with the accusingly rude tone your post took with Kasey, obviously a young but well educated caring mother that proudly pointed out how beneficial the connections to technology can be. I have three well rounded athletic, academically successful, and well socialized teenage children. I implemented educational technology in their lives wisely timed and I see many benefits that have made them successful 'digital natives' They could have benefitted from what is now available. My mother is classified as a high functioning quadriplegic and has learned to speak, walk, and move her large extremities since an operation left her in this state two years ago. She is a digital native by immersion and was a medical typist for many years. She has improved her fine motor skills by playing fruit ninja on her iPad. It has been entertaining and she has overcome her pain using with this app. She plays it focused on the KR and KCR feedback. This has been great therapy.

Reprimanding

Erika,

Your post sure sounds critical and seems to not be sharing your opposing view but throwing out an institutions perception as a critical judgement of Kasey using an iPad with her two year old. I just happen to have had the pleasure of having a fantasitically involved family over on Super Bowl Sunday. I shared my iPad with a precious two year old opening the TOY STORY Disney Read Aloud animated app. while I sat typing up COMPLETE answers for this class. I by no means was trying to babysit this little one with a technological tool but like Kasey, eager to share it.There were coloring pages and more...

This little girl has face many physical challenges and her family is very protective as I am sure Kasey is because of their educations and family morals. iPads do not serve a purpose for babysitting and over exposure. In fact, this determined little girl began to sign her excitement, yes she is unable to speak but can sign well. She knows twenty-five signs and works with a speech specialist and many other specialists. She is working on her dexterity and use of fine and major motor skills. Her cognitive abilities are strong and her understanding and communication is amazing. She was able to discuss and learn how to manipulate the app.It can be a fabulous tool, when used properly. Your comment was out-of-line and had nothing to do with our course work and I am offended for her. Yes, this has allowed a shy person to step up and be heard. I agree with Kasey that this gives us opportunities to say more than we would in a limitting face-to-face interaction.

I am assuming you are not in the field of pediatrics and are trying to be supportive. But in using this wonderful social network, you stated yourself in a very nice post to me, that this gives a person the ability to think before we speak and to use our words wisely. Therefore, I am concerned with the accusingly reprimanding rude tone your post took with Kasey. She is obviously a young and well educated caring mother, that proudly pointed out how beneficial the connections to technology can be even with her two year old son.

I have three well rounded athletic, academically successful, and well socialized teenage children. I implemented educational technology in their lives wisely timed and I see many benefits that have made them successful 'digital natives'. They could have benefitted from what is now available. My mother is classified as a high functioning quadriplegic and has learned to speak, walk, and move her large extremities since an operation left her in this state two years ago. She is a digital native by immersion and was a medical typist for many years. She has improved her fine motor skills by playing fruit ninja on her iPad. It has been entertaining and she has overcome her pain using with this app. She plays it focused on the KR and KCR feedback. This has been great therapy.Please work on owning your opinions and make accurate quotes that can be cited. I may have assumed your stance on this was not worded well and no ill intent was meant, as we many of us are working full-time jobs, carrying full-tme school requirements, and trying to meet family obligations, that makes us vulnerable personally. Therefore, I am making a statement that this sort of issue could be so much worse with social media between students with much less education as we all have. The negative effects scare me.

When all work is completed, check this box to alert your professor that your assignment is ready to be graded. Then, click save assignment to submit it.