**Team Member A – Group 6 Brandi Lockhart**   
  
[BrandiLockhartw4\_design\_document.doc](http://idtdreamgirls.wikispaces.com/file/view/BrandiLockhartw4_design_document.doc)  
  
*Sequencing description*   
  
“Sequencing is the efficient ordering of content in such a way to help the learner achieve the objectives” (Morrison, 2011). Upon review of chapter 6 *Designing Effective Instruction* concepts, the complexity of our task may require the use of more than one sequencing strategies. In this case, the Posner and Strike approach is appropriate because it incorporates learning –related as one of its sequencing strategies, which closely relates to the topic of our instructional module. The elaboration theory introduced by English & Reigeluth (1996) will also be used to distinguish between the content expertise and task expertise.   
  
Sequence

1. Brief Introduction of goals of presentation
2. Informal audience poll to see what technical skills the audience already has
3. Depending on the results of the poll advise the audience of what they will get out of today’s presentation.
4. Introduce the visual/media aides that are going to be used in the presentation as well as provide follow along paper guide
5. Start with the basic facts about each type of technology (Podcasts, Skype, Blogs, power-point presentations)
6. Provide statistical information regarding the usage of technology in the classroom
7. Discuss how today’s students can benefit from tech savvy instructors
8. Due to the time limitation, give students approximately 10-15 minute overview of an example of the technology in the classroom environment
9. Include the programs and applications that are available for student use
10. Review next steps for achieving the desired results

I & II addressed **identifiable prerequisite (**ex. What will be discussed,this is what you should take from this, pre-assess for prior knowledge?)  
  
III addressed **familiarity** by considering what they already know and then moving on to topics that will be covered in the presentation; if necessary, this step will allow the presenter to provide suggestions on what the audience can do to become more advanced in certain areas  
  
IV & V starts with the least difficult part of the presentation being the basic facts as well as having the visual/media aids and paper guides as a reference reduces the **difficulty**  
  
VI & VII are intended to create audience **interest** in the topic even if they were somewhat familiar with the technology   
  
VIII once the foundation has been laid regarding the featured technology it is assumed the audience has reached the appropriate **developmental** level to continue the lesson   
  
  
IX deals with **task expertise** so that the learner can go on to advanced modules featuring Podcasts, Skype and Blogs or review handouts from the power-point if they so choose   
  
X deals with **content expertise** so that the audience knows additional technology that exists beyond what is covered in the presentation and that they can pursue other avenues to increase knowledge in those areas as well.   
  
Example: Ask educators to fill out an interest card notifying Tech Savvy Academy’s’ of their desire to pursue additional training or even future presentations at their individual schools regarding this and other topics. (Yes, I want more information on how to Podcast…skype…blog or email)   
  
Tech Savvy Academies might have items for purchase at the presentation (audios, CD’s and literature) and/or offer future discounts on technology training.   
  
Source:   
  
Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2011). Designing effective instruction (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

**Team Member D1: Project Leader, Michelle Cosner, Week 4**  
Instructional Message:  
  
Pre-instructional strategies enable the instructional designer to heighten student’s awareness of content and get them ready to learn. There are four types of pre-instructional strategies: pretests, behavioral objects, overviews and advance organizer. (Morrison, 2011) For our Tech SAVVY Academy Group 6 project we will use Behavioral Objectives and Overviews as our pre-instructional strategies.  
  
The reason I selected behavioral objects as one of our pre-instructional strategies, is that it is best utilized with a mature learner. Since we are working with mature K-12 teachers who have a performance gap and limited knowledge of new technologies, but strengths of classroom instruction this is a good fit. The clear concise goal statements that are part of this pre-instructional strategy will enable the learners to quickly connect to the content and benefits of these new technology resources.  
  
I also included a second strategy of overviews, as the learners need to have a high level concept of these new technologies as they are unfamiliar with them and they need how and when to use them. I provide the analogy if you are shopping for milk in the store, you always know what aisle what shelf so you can quickly find it and check out. Similar to a classroom, educators need to know what aisle what shelf and when to use these new technologies so they can grasp the content and meet the behavioral objectives.  
  
Please see the description of the behavioral objectives and overviews we plan to use for our pre-instructional strategies. They are outlined in the format from Table 8-1. (Morrison, 2011)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategy | Function | Content Structure | Learner | Tasks Attributes |
| **Behavioral Objectives** | Goal statements describing the behavior the learner must master | Will be formed in a concise statement such as: At the end of this instructional module you will be able to:   * describe the difference between Skype, Podcasts and Blogs, * Use Skype, Podcasts, power-points and Blogs in your lesson plans * Increase student engagement through the use of these resources * How to assemble a pc * Know terminology | Used with more mature learners. Target learners are:   * K-12 Teachers * Instructional Technology Principals * Learning Support Staff * 1-25 years experience in the classroom | * **Use of Concepts**-What each technology is when to use it and benefits * **Use of Fun Facts** on how technology increases student engagement |
| Strategy | Function | Content Structure | Learner | Tasks Attributes |
| **Overview** | Used to introduce the student to the central themes. | 4 short overviews   * What is Skype, Podcasting and Blogging? * When and how do students use Skype, Podcast and blogs? * How can this technology increase student engagement? * How can these resources be integrated into my lesson plans? | Used with low level or high ability students, since it is new concept selected overview strategy. Target learners are: K-12 Teachers   * Instructional Technology Principals * Learning Support Staff * 1-25 years experience in the classroom | * Learners will have familiarity with PC or MAC, mouse, be able to use web browser, and web camera |

Resources:  
Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2011). *Designing effective instruction* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.