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ETEC 5243

Abstract

As part of the requirements for the Educational Technology program at the University of Arkansas, the Instructional Design course was taken. During the course, theories and models such as the ADDIE Model were studied. One of the goals of the course was to create and develop our own model for learning based upon what we were studying. I selected to develop a four phase model based off the ADDIE Model but expands into the background thoughts of Debra Marsh. My model was named the Well Design Model. As part of our final coursework, a lesson plan using our model was required. I presented a lesson on comparing the Articles of Confederation with the U.S. Constitution. The plan was created for a blended classroom with instructional strategies, to which reinforce the Wells Design Model. Both the design model developed and lesson plan use the ideas and principles which were taught during this course.

Project Description

During the course, ETEC 5243 – Instructional Design Theory and Models in fall 2014, the focus was to develop an instructional model in conjunction with a lesson plan for a content unit using the theory. The theory developed was called, the Wells Design Model. The model focused on four areas: analyze, instruction, assessment and feedback. In creating these specific four phases, the key focus was to reinforce the idea of developing or improving student's skills of learning. This principle was based upon the constructivism theory. In continuing to prepare the theory, ideas from Debra Marsh were considered as well. One important aspect was her thoughts on student center focus of learning when considering the content itself. Greater still in the course research was completed on the ADDIE model of instructional design. The ADDIE model features five phases, which share some similarities to the Wells Design Model created. These similarities reside within the analysis and feedback stages primarily.

In selecting each of the four phases, several things were considered. For the analyze phase, the understanding of the content and learner's characteristics for learning will play the greatest role in determining how to move forward with the second phase. The second phase developed was instruction. Instruction can involve various methods. These may include: self-study, collaboration or simulations. During the instructional model research phase, it was found that making a connection that holds a meaning will be work with the instruction phase within the Wells Design Model. In finding instruction that weighs with the learners, it is important to know and understand environments. This brings back information discovered within the analyze phase. As instructors know, time is valuable and having a direct plan helps save instruction time. The next phase focuses on assessment. Throughout the theory research process, assessments were not as a way to test learning objectives. However, Stiggins noted in his research that it would and

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should enhance learning. Finally, after assessing it is then time for feedback or in reflecting back to the ADDIE model, evaluation in a sense. Feedback in the case of the theory developed will be throughout the instruction phase as well. This will be done by providing feedback and direction statements throughout the class discussion. In the end though, it is important to know and understand that the theory used within the lesson is successful.

During the course various theories and strategies were studied and researched. But in coming down to the final creation of the theory and project, student focus with the constructivist and ADDIE examples became the focal point for its design.

After completing our design models, it was tasked to create a lesson plan that puts the ideas into action. For my lesson, I selected to plan for one on the Articles of Confederation versus the U.S. Constitution. The topic is simple yet debatable for the learners. In creating the plan, the first opening had to be selected. As this is the analyze phase, the opening much catch the learners attention while providing enough information to intrigue them. An opening highlight video was selected for this portion. Following this, the plan moves into the instruction portion. The instruction was designed to allow for independent and group activities. After time independently, learners can be allowed to use instructional strategies such as share-pair to discuss what they added to their graphic organizer and reading guide. Following instruction, learners will be assessed based upon their individual activities with group discussions. Finally, prior to the lesson ending, an evaluation will take place. Inside the evaluation, learners will have the opportunity to reflect and provide feedback upon the entire lesson. Both the lesson and evaluation will offer online or in print format. This not only allows for student choice but both bring positive benefits to the process. Positive benefits for online lesson items would include faster responses. Printed items add a hands-on ability to highlight and even have a clearer visual,

rather than on a screen. At the conclusion of the lesson, the choice becomes to move forward or to reflect and repeat.

Standard 1: Design

Substandard 1:1 Identify different instructional models of design.

This substandard was met in upon with the development of the overall instructional model designed within the course. The model developed focused on the constructivist theory in general. The constructivist theory is based upon the idea that learners build new ideas from a current knowledge set or one from the past. In a sense, learners are building upon previous concepts to learn a new one. However, it featured some parts based upon ideas studied within the ADDIE model and the ideas of Debra Marsh. In the Wells Model, the phase's aspect was developed from the ADDIE model as a way to build effective lessons. For example, in the first phase of model is to analyze. This phase was added as a way for the learner to be introduced to the general topic/overview itself. In doing research for the course, I found that Debra Marsh had applied a similar instructional method, to which learners were provided a clear plan or outline for the content. Learners knew what would be covered. In some cases this may include a pre-test to determine what is known or what each learner as an individual focus upon. The starting foundation would set the tone of the following phases. Within the project's lesson, each step created in the lesson plan builds upon the previous step. A step can easily be repeated, as in cases a review following the assessment or evaluation maybe in order. I selected these theories to develop my model because as for my courses we build upon historical events and text to determine connections throughout time. In doing so, learners must have a clear understanding the lesson's goals in partnership with clear phases in order to build upon previous content to meet a set learning objective.

Substandard 1:2 Integrate multiple instructional strategies.

This artifact meets this substandard based upon the consideration of the constructivist theory, ADDIE model basis, along with other research on instructional strategies. The various strategies were correlated into the Wells Design Theory, which results in a greater focus upon each learner and their learning. In the development of the project lesson itself, both compare and contrast along with cooperative learning were highlighted instructional strategies considered. The lesson calls for students to work independently first by comparing and contrasting the Articles of Confederation and the U.S. Constitution. Student use a Venn Diagram organizer to record similarities and differences. The second instructional strategy incorporated is cooperative learning. This is entailed by the classroom discussion that will take place. The instructor of the lesson may find it beneficial to expand on this strategy to allow students to use the think-pair-share method before the general class discussion. The strategies are also found within how the unit lesson plan develops to focus on various learning styles and in addition to the assessment and feedback process. Feedback during the lesson itself is considered a part of the overall cooperative learning through the discussion. Although, the learning model developed for the course is incorporated, instructional strategies were built into the lesson to meet the needs of individual learners.

Substandard 1:3 Identify and create instruction for various learning styles.

The lesson designed to support the Wells Design Model will meet this substandard. The lesson includes instructions that consider independent learners along with those who flourish within group discussions. The instructions given once again focus upon finding the correct

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method of instruction (in general) for the student learners. Instructions can be monitored for the learners needed. In example, the lesson incorporates foundational videos that assist visual and auditory learners. Videos were selected for the unit plan because they contain accurate content with visuals that assist the learners in making connections. For kinesthetic learners, the portion of the lesson that focus on reading the assigned documents will benefit their learning style. In this part of the lesson, the learner will have the opportunity to use graphic organizers along with highlighters (and pens) to mark on printed copies of the documents. Kinesthetic learners will appreciate this opportunity along with the ability to share/present findings. Both auditory and kinesthetic learners will benefit from class discussions that utilize the think-pair-share instructional strategy. It will be in using these strategies that the kinesthetic learners will present and the auditory learners can take it additional facts or share ideas.

Substandard 1:4 Use appropriate delivery methods for instruction.

This substandard was met in this project as appropriate methods were used based upon the learners and the content being taught. For example, both self-learning and group discussions were held. Self-learning occurs while the student is reviewing the documents and completing the guide along with the graphic organizer. It is during this time, students work independently to determine what they know. As the lesson continues, students would be divided into groups or pairs, depending on number of students. This opportunity will allow them to share what they picked from the documents and take away a new fact from their partner. For example, one student might note the Articles of Confederation gives more power to the states, while their partner adds that prior to the U.S. Constitution the federal government faced issues collecting taxes. It was important to include these items within the Unit Plan because going back to the

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Wells Model developed, Also, in the created lesson for this project, both paper developed and online items were included throughout the lesson plan. Both options have benefits. For example, in using the paper version it allows students a better readability as some might not be able to see well on the computer screen. In just the opposite, an online version will allow for a quicker submission and feedback, this applies for self-grading activities or exams online. In the created plan, both are present to ensure all needs of the learners are met but also to insure the lesson can continue. One thing in education is certain, a lot can happen during the day and the internet could go out of service. For such an event, a backup plan has already been created. The created exit ticket online provided an excellent way for students to provide quick and easy feedback at the completion of the lesson.

Reflection

During this course, I personally enjoyed be able to learn about the various theories and instructional strategies. At first, it was difficult to arrive upon a point to tie everything together. However, a lot has changed since fall 2014 and looking back and this lesson I can certainly see the track I was focused upon. In creating the Wells Design Theory, my goal was thinking of its utilization within Virtual Arkansas' blended online course for United States History. The course included students with various language understanding, backgrounds, and learning levels in general. As a result of this project, I was encouraged to take a direct look at things for the students as an individual and not the larger group in some cases. For example, I took away the ability to consider all learners when developing instructional strategies for various lessons. The importance is that one is not nor should be limited when teaching a new concept. Since I developed this plan, I have worked to utilize it within my own classes. In creating new lessons, it has proven beneficial to incorporate various instructional strategies, such as the think-pair-share

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used in the created lesson concept. I have found the research and phases to be helpful in the success of students. Moving forward beyond this course and the educational technology program as a whole, I plan to continue using knowledge learned from the ADDIE Model that will continue to assist all learner types within my classroom and those of my colleagues.