

Does your Instruction Rate 5 Stars?
 First Principles of Instruction.
 Let me DO it!

HHHHH

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DO

Application of the 5 Stars
 An exercise in rating Instructional Products

In this section of the workshop you will work in small groups to apply the 5 star rating system that we have presented. You will be given a description of several instructional products and asked to rate and compare each of these products.

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A problem

It has come to the attention your department that the staff are very inefficient in their use of word processing. Some tend to use the word processor like a typewriter and fail to take advantage of the time saving capabilities of your word processing program.

Your task. Recommend a software training package that will help get the staff up-to-speed on word processing as soon as possible. Your institution has a site license for Microsoft Word.

What training product to use? There are a number of training packages on the market. Are they all of equal value.? Which one will do the job best?

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Training Options

Four software packages are available for your consideration. Which of these software packages is most likely to provide the required training?

- Individual Training for Microsoft Office 95
- CBT Systems Microsoft Office 97
- NETg Microsoft Word 97 Proficient User
- ProTraining Progression Word 97

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Does Your Instruction Rate 5 Stars?

- A Problem to solve
 - ★ show the problem
 - ★ task or problem level
 - ★ progression of problems
- Activate Knowledge
 - ★ recall experience
 - ★ provide experience
 - ★ diagnostic pretest
- Demonstrate Knowledge
 - ★ consistent *
 - ★ learner guidance
 - ★ relevant Media
- Apply Knowledge
 - ★ consistent *
 - ★ progression with feedback
 - ★ coaching gradually withdrawn
- Integrate Knowledge
 - ★ demonstrate
 - ★ reflect
 - ★ create

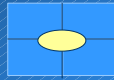
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DO!

Application of the 5 Stars

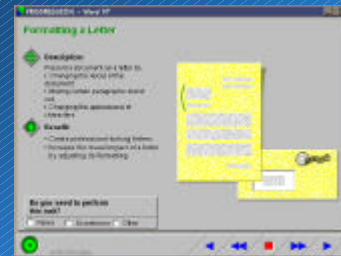
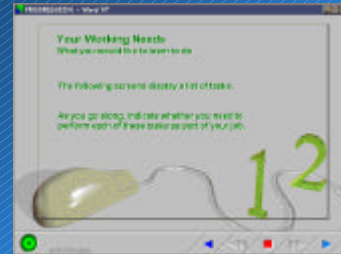
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Problem



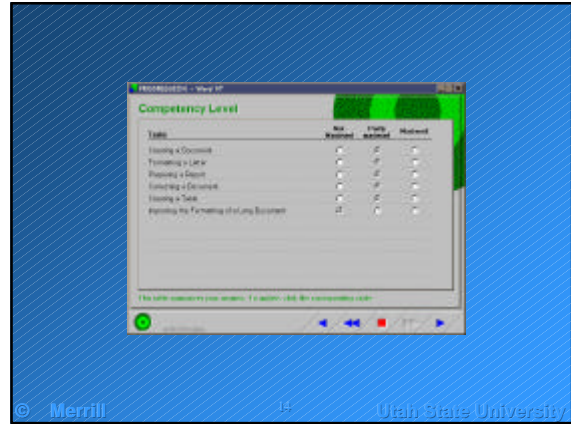
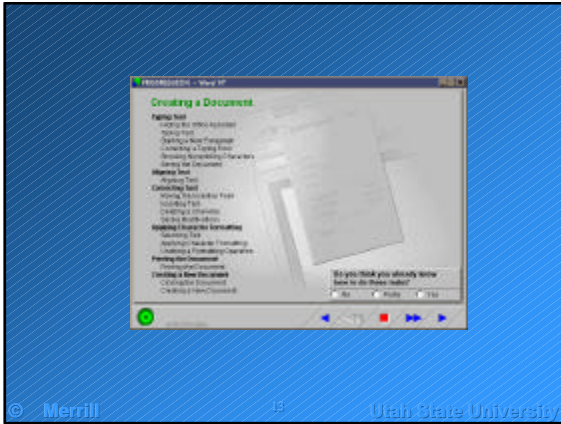
- Is the courseware presented in the context of real world problems?
- Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?
- Is the student engaged at the problem or task level not just the operation or action level?
- Does the courseware involve a progression of problems rather than a single problem?

Progression Word 97




Task	Name	Completion	Status
Creating a Document			
Formatting a Letter		27	
Printing a Letter		24	
Formatting a Document		24	
Printing a Table		24	
Printing a Document Based on a Template		24	
Printing a Template		24	
Printing a Letter Header		24	
Printing a Document		24	
Printing the Formatting of a Letter Document		24	
Printing an Worksheet Publication		24	
Printing an a Long on a Document		24	






Activation



- Does the courseware attempt to activate relevant prior knowledge or experience?
- Does the courseware direct the student to recall, relate, describe, or apply knowledge from relevant past experience that can be used a foundation for the new knowledge?
- Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?
- If students already know some of the content of the content to be taught, does the courseware provide a diagnostic pretest(s) at the start of the course or at the start of each module?

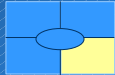
Demonstration



- Does the courseware demonstrate (show examples) of what is to be learned rather than merely tell information about what is to be learned?
- Are the demonstrations (examples) consistent with the content being taught?
 - ★ Examples and non-examples for concepts?
 - ★ Demonstrations for procedures?
 - ★ Visualizations for processes?
 - ★ Modeling for behavior?

The consistency criterion should be applied first. If demonstrations are inconsistent then it doesn't matter if there is learner guidance or if the media is relevant.

Demonstration 2

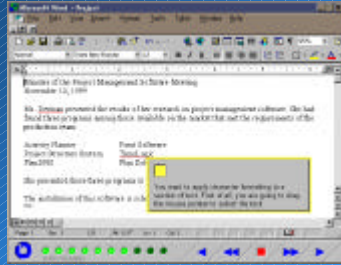


- Are at least some of the following learner guidance techniques employed?
 - ★ The learner is directed to relevant information?
 - ★ Multiple representations are used for the demonstrations?
 - ★ Multiple demonstrations are explicitly compared?
- Media is relevant to the content and is used to enhance learning?

Demonstration CBT Systems

A screenshot of a CBT system interface. It shows a text-based problem: "The number 10 is the number 100 in the P&G 170. How many?" Below the problem, there is a solution: "The number 10 is the number 100 in the P&G 170. How many?" The interface includes a text area for the problem, a text area for the solution, and a "Next" button.

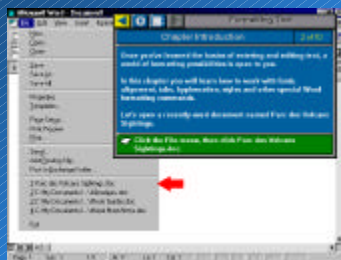
Demonstration ProTraining



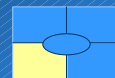
Demonstration NETg



Demonstration Individual Training



Application



- Does the learner have an opportunity to practice and apply their newly acquired knowledge or skill?
- Are the application (practice) and the posttest consistent with the stated or implied objectives?
 - ★ Information-about practice -- recall or recognize information.
 - ★ Parts-of practice -- locate, name, and/or describe each part.
 - ★ Kinds-of practice -- identify new examples of each kind.
 - ★ How-to practice -- do the procedure.
 - ★ What-happens practice -- predict a consequence of a process given conditions, or find faulted conditions given an unexpected consequence.

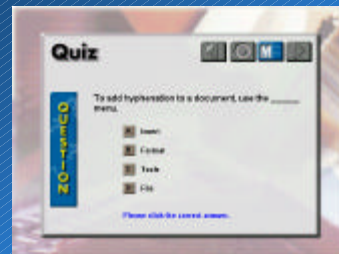
The consistency criterion should be applied first.

Application 2

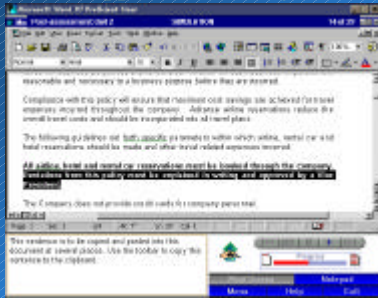


- Does the courseware require the learner to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?
- In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually withdrawn?

Application Individual Training



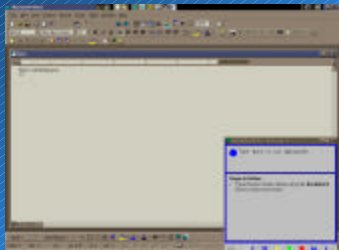
Application NETg



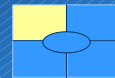
Application CBT Systems



Application ProTraining



Integration



- Does the courseware provide techniques that encourage the learner to integrate (transfer) the new knowledge or skill into their everyday life?
- Does the courseware provide an opportunity for the learner to publicly demonstrate their new knowledge or skill?
- Does the courseware provide an opportunity for the learner to reflect on, discuss, and defend his or her new knowledge or skill?
- Does the courseware provide an opportunity for the learner to create, invent, or explore new and personal ways to use his or her new knowledge or skill?

Does NETg Rate 5 Stars?

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 - ★ diagnostic pretest
- Demonstrate Knowledge
 - ★ consistent *
 - ★ learner guidance
 - ★ relevant Media
- Apply Knowledge
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 - ★ progression with feedback
 - ★ coaching gradually withdrawn
- Integrate Knowledge
 - ★ demonstrate
 - ★ reflect
 - ★ create

Does CBT Systems Rate 5 Stars?

- A Problem to solve
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 - ★ task or problem level
 - ★ progression of problems
- Activate Knowledge
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- Demonstrate Knowledge
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- Integrate Knowledge
 - ★ demonstrate
 - ★ reflect
 - ★ create

Does Individual Training Rate 5 Stars?

- A Problem to solve
 - ★ show the problem
 - ★ task or problem level
 - ★ progression of problems
- Activate Knowledge
 - ★ recall experience
 - ★ provide experience
 - ★ diagnostic pretest
- Demonstrate Knowledge
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- Apply Knowledge
 - ★ consistent *
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Does Pro-Training Rate 5 Stars?

- A Problem to solve
 - ★ show the problem
 - ★ task or problem level
 - ★ progression of problems
- Activate Knowledge
 - ★ recall experience
 - ★ provide experience
 - ★ diagnostic pretest
- Demonstrate Knowledge
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 - ★ learner guidance
 - ★ relevant Media
- Apply Knowledge
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- Integrate Knowledge
 - ★ demonstrate
 - ★ reflect
 - ★ create

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Box Score

	Pro Training	NETg	Individual Training	CBT Systems
Problem				
Activation				
Demonstration				
Application				
Integration				

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Ask me a question?

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