

Objective:

To address the issue in Scott Allen's case study, I chose to view it from the perspective of an instructional designer on the design team. Should I have been one of the contributing members of the team, I would have entered into the situation with a plan to address the goals and objectives of the assignment as they were noted in the Design Brief. I used a modified version of the Dick and Carey Model of Instructional Design to map the issue before offering suggestions to help frame the task. I did this by reviewing Bloom's Taxonomy and creating performance objectives and instructional strategies to meet those goals from the Design Brief.

Dick and Carey Model of Instructional Design:

I chose to modify the Dick and Carey Model of Instructional Design to illustrate how I addressed the issue in Scott Allen's case study. I began by 1) identifying the three instructional goals as they were presented in the Learning Object Design Brief. I then 2) wrote out three performance objectives for each goal using Bloom's Taxonomy (see more below). Next, 3) I developed instructional strategies to meet the performance objectives I defined using Bloom. Then 4) I developed and selected instructional materials; in this case, I described the "Let's Go Camping" flowchart constructed by the design team. I also 5) described the Behaviorist and Constructivist evaluation paths the project could have taken. And finally, 6) I noted the importance of revising the evaluation process to see if the instructional materials met the instructional goals.

Bloom's Taxonomy:

While many believe the stages of knowledge and cognitive development presented in Bloom's Taxonomy occur in a hierarchical order, with knowledge appearing first and evaluation appearing last, I believe that these skills can develop tangentially. Quite often educators assume that children of a young age can comprehend the higher order thinking levels like analysis, synthesis, or evaluation only after they have mastered some level of knowledge, comprehension, and application skills, however, this may not always be the case.

I used the Taxonomy to write performance objectives (know, comprehend, apply, analyze, synthesize, and evaluate) for each of the instructional goals. I then constructed instructional strategies using the graphical representation of Bloom's Taxonomy that included key terms to designing effective strategies for learning. Children may begin the learning object applying their understandings of any of the instructional goals and will develop knowledge and cognitive skills simultaneously.

Constructivist Theory of Learning:

The design team was given the task of designing a learning object using the constructivist pedagogical theory. Embedding learning in complex, realistic environments; providing social negotiation; supporting multiple perspectives; encouraging ownership in learning; and nurturing self-awareness of knowledge construction are all important skills in constructing knowledge and understanding. The design team's discussion of evaluating the participants' choices and having them change items after a screen depicting destruction or some sort of failure was clearly a more behaviorist way of designing the object, so I chose to offer a constructivist way of evaluating their choices as well.

Students would have the opportunity to evaluate their choices of items and explain why they selected them. The learning object could offer a screen illustrating that some of the choices were wants rather than needs and had detrimental effects on the group, but students could then reevaluate ways in which they could "make due" with what they had and potentially save the camping trip. For example, maybe they wanted chocolate and did not bring other food, but they also wanted their cell phones and could surf the internet for "edible foods found in the forest". (This may be a bit advanced thinking for this age group, but the potential for higher order thinking is there and the constructivist theory is represented by having students solve the problems by evaluating and analyzing the situation.)