Case Study 1: Designing Learning Objects for Primary Learners

The goal of my Cmap was to create a clear concept map that people could read and understand on their own. When I first created my Cmap, I used the tools to map out the facts from the case study as well as my initial thoughts as to how everything was presented. After re-reading my Cmap and seeing other examples in class, I realized that I created a very confusing Cmap that showed a bunch of words and ideas that only I understood. Therefore, I made it my goal to clarify the main points of the case study and provide readers with an easier map to follow.

 The approach that I took in mapping out the case study was to identify the main problem and then create 4 main branches to identify, support, and solve the problem. I thought it was important to note the people involved because each person and committee play a big role in writing, designing, and developing the project. The process of creating a project requires many different people to work together to revise ideas and constantly create new ones. After I defined the people, I mapped out the guidelines and important details that the project must include. These details were important because they included the technological components and features, pedagogical approach, grade level, and content area that the project needed to focus on including. The next part of the case study that I mapped out was the initial solutions to the project that the designers came up with. They mentioned various game platforms including a mission to mars trip, beginning a settlement on an island, and going on a camping trip. These solutions were discussed according to the constructivist approach and the types of things that can relate to students.

 For my solution I used the ADDIE instructional design model. I chose the ADDIE model because of its “iterative and self-correcting nature” (Dempsy and Reiser, 2012, pp. 9-10). I think that iterations are an important part of instructional design because of the various situations and people that are being dealt with. Self-correction is a key component because it allows ideas and plans to be more effective and flexible based on data and information that is collected. I used the ADDIE model to map out the understandings that I wanted the students to learn from the needs vs. want lessons. I incorporated Bloom’s Taxonomy to illustrate the different learning objectives that were involved in each activity. The activities were comprised of discussion, story comprehension, creating needs vs. wants charts, playing an interactive game, and illustrating the concept of needs vs. wants using Cmap tools or a simpler concept mapping program like *Kidspiration*. Each activity was planned to engage the students in their own learning as well as help them to understand the importance of their decisions when it comes to choosing between things that they need and things that they want.

References:

Bloom’s Taxonomy. (February 10, 2012). In *Wikipedia.*  Retrieved February 12, 2012, from, <http://en.wikipedia.org/wiki/Bloom%27s_taxonomy>.

Dempsey, J.V. & Reiser, R.A. (2012). *Trends and issues in instructional design and*

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