

The Systematic Design of Instruction

Chapter 2 K-12 Case Study with Guidance for Your Original ID Project

After studying all instruction for this chapter	Create these materials
2	<p>A description of :</p> <ul style="list-style-type: none">■ The problem or need■ The purpose for your instruction■ An instructional goal■ A general description of the intended learners■ A general description of the performance context■ A general description of the learning context, if different■ A description of any tools the learners will have to accomplish the goals

Template for Original ID Project

Design Process Categories	Place your original design descriptions in this column.
The problem or need	
The purpose for your instruction	
The instructional goal	
A general description of the intended learners	
A general description of the performance context	

A general description of the learning context, if different	
A description of any tools the learners will have to accomplish the goals	

K-12 Case Study Example for Identifying Goal

Front-End Analysis for Identifying a Writing Goal

Design Process Categories	Example Descriptions
The problem or need	<p>During a middle school faculty meeting called to discuss a problem with students' standardized test performance on written composition, teachers decided to conduct a needs assessment study. Teacher assigned a short story for their students, to be written on a common topic. A newly formed evaluation team of teachers reviewed the themes to identify possible common problems. They reported that, generally, students use one type of sentence—namely, declarative, simple sentences—to communicate their thoughts rather than varying their sentence structure by type or complexity. Additionally, punctuation other than periods and commas was absent from students' work, and commas were rare.</p>
The purpose for your instruction	<p>Teachers decided to design special instruction for their school that focused students on writing stories that would include:</p> <ul style="list-style-type: none"> ■ a variety of sentence types based upon sentence purpose, ■ a variety of sentence structures that vary in complexity, and ■ a variety of punctuation to match sentence type and complexity. <p>Through instruction focused directly on the problems, they hoped to change the current pattern of simplistic, similar sentences found in students' compositions.</p>
The instructional goal	<p>They decided to create a unit on writing stories and embed the content on sentence types, structure, and punctuation within the story-writing instruction. Here is the goal that the teachers wrote:</p> <p>In writing short stories, students will use a variety of sentence types based on sentence purpose and the idea or mood being communicated.</p>

A general description of the intended learners	The composition units with their special emphasis on sentence variety were judged most appropriate for sixth-grade classes that contain students presently achieving at average and above average levels of language expression. These groups will be very heterogeneous in their current writing skill; therefore, instruction on writing sentence types as well as on using sentence types in compositions should be included in the materials.
A general description of the performance context	The performance context is the school regardless of the subject area, any community group or organization that needs written work, and jobs that might also require it.
A general description of the learning context, if different	The learning context is the school classroom and web-based instruction that can be accessed in the classroom or at home.
A description of any tools the learners will have to accomplish the goals	A personal computer with word processing and an instructional program that delivers and manages instruction and assessments.

Rubric for Evaluating Goal

The following rubric was included in the Chapter 2 web site to pull together the considerations involved in identifying an instructional goal. It is repeated here for your use in evaluating the goal identification work that you do as part of your own instructional design project. When requesting feedback from others, please share this rubric so they are aware of the criteria for evaluating these materials.

Design Materials	Evaluation Criteria	No	Mostly	Yes
I. The problem or need statement	A. Based on data or experience? B. Clearly stated? C. Need can be addressed using instruction?			
II. The purpose for your instruction	A. Is congruent (addresses) with need identified in previous step? B. Will likely resolve identified problem?			

Design Materials	Evaluation Criteria	No	Mostly	Yes
III. The instructional goal	<p>A. Feasibility.</p> <p>1. Context/Organization: Is/Are the instructional goal statement(s):</p> <ul style="list-style-type: none"> a. Linked clearly to an identified problem in the organization? b. Linked clearly to documented performance gaps? c. Clearly a solution to the problem? d. Acceptable to those who approve the instructional effort? <p>2. Resources: Does the plan include:</p> <ul style="list-style-type: none"> a. Stable content/skills over time to warrant ID investment/resources? b. Sufficient designer expertise in instructional goal area? c. Sufficient <i>people</i> available to design/develop/deliver instruction? d. Sufficient <i>time</i> available to design/develop/deliver instruction? e. An adequate number of learners for trying out development/delivery 			
	<p>B. Clarity. The instructional goal statement(s):</p> <ul style="list-style-type: none"> 1. Contains a clear verb describing what the learner will do. 2. Describes content area clearly. 3. Describes tools available to learners in performance context. 			
IV. A general description of the intended learners	Describes intended learners using general categories relevant to training content/complexity (e.g., age level, education level, work role, etc.)			
V. A general description of the performance context	Describes performance context, especially in relation to how information and skills will be used <i>following</i> instruction.			
VI. A general description of the learning context, if different	Describes learning context (e.g., classroom, workplace, instructor-led, web-based, print materials, etc.)			
VII. A description of any tools the learners will have to accomplish the goals	Describes tools that will be available in the learning context and the performance context, e.g., calculators, computer programs, personal computers, web-based instructional programs, performance support systems, manuals, subject-matter experts, and so forth.			