* **TLO: Develop an instructional strategy for a selected learning asset, based on a defined assessment strategy and learning objectives.**

**Purpose:** In this section, you will use all of the design elements you have developed so far to inform your instructional strategy.

**Method:** As with the previous lesson’s written assignment, you will be asked to complete a series of tasks that will support you as you navigate the design process. At the end of each task, you will be asked to explain the decisions you made.

**Task #1:** The purpose of this task is to expand your content. Up to this point, you have developed your terminal learning objectives (TLOs) and aligned your assessment strategies to those TLOs. In doing so, you have identified the direction and path of the instruction. It is now time to expand your objectives to include enabling learning objectives that support the TLOs. For this exercise we will only work with developing the content for ***one*** TLO. Once you have completed the process with one TLO, you will repeat it for each of your TLOs.

To expand the content, you must determine what the learner must be able to know or do to reach the terminal learning objective. In this step, you will make a list of all of the knowledge/skills needed for a learner to achieve the TLO you have identified. Fill in the chart below with the appropriate information.

|  |  |
| --- | --- |
| Terminal Learning Objective | Skills/knowledge required to achieve the TLO |
| 1. |  |
|  |
|  |
|  |
|  |

**Please respond in detail to the directive below:**

Explain ***how*** each listed knowledge item or skill supports the terminal learning objective.

* **Task #2:** The purpose of this taskis to create and confirm the enabling learning objectives (ELOs) that support the TLO. Once you have confirmed that each knowledge/skill set is needed to meet the TLO, create an observable and measurable objective for each. Complete the chart below:

|  |  |
| --- | --- |
| Knowledge/Skill needed to support the TLO | Observable and Measurable Enabling Learning Objective. |
|  |  |
|  |  |
| [insert as many rows as needed] |  |

**Please respond in detail to the directive below:**

Using the chart below, validate each enabling learning objective that you developed and explain ***how*** the objective meets the criteria.

|  |  |  |
| --- | --- | --- |
| **Criteria for Validating a Learning Objective** | **Yes or No** | **Explanation** |
| The objective states or reasonably implies the target audience. |  |  |
| The objective identifies an action for the audience to demonstrate. |  |  |
| The objective describes an object of the action that learners will be expected to demonstrate. |  |  |
| The action identified in the objective is one that an instructor can observe and measure in an assessment. |  |  |
| The cognitive process involved in demonstrating the learning objective is appropriate for the target audience. |  |  |
| The object of the learning objective adequately reflects the knowledge dimension of the task. |  |  |

* **Task #3:** The purpose of this task is to hierarchically sequence your ELOs and align them to the TLO. Begin by writing the TLO on a piece of paper. Then write each ELO on an individual sticky note. Place each of your ELOs under the TLO that it supports. Now begin to arrange the ELOs in a logical sequence of events. Keep the following diagram in mind:

TLO

ELO 1

ELO 2

ELO 3

ELO 4

Simple

Complex

Subordinate

Superordinate

**Please respond in detail to the directives below:**

1. List your TLO and each of its respective ELOs in a hierarchical sequence.
2. Beginning with the simplest knowledge or skill, explain in detail how each of the ELOs supports the ELO above it.

* **Task #4:** The purpose of this task is to select the most appropriate instructional strategy for your content. Do not forget that selection of your instructional methods must align with the cognitive process/knowledge dimensions of the ELO and the means by which the learner will be assessed. Also, keep in mind that when selecting your instructional methods, you cannot forget to consider your target audience.

|  |  |  |  |
| --- | --- | --- | --- |
| **ELO** | **Assessment Strategy** | **Learner Characteristics** | **Instructional Method** |
|  |  |  |  |
|  |  |  |  |
| [insert as many rows as needed] |  |  |  |

**Please respond in detail to the directive below:**

Explain how you used each of the variables (i.e., ELOs, assessment strategy, and learner characteristics) to arrive at your instructional method.

* **Task #5:** The purpose of this task is to translate the ELOs and the chosen instructional strategy into a lesson using Gagne’s “Nine Events of Instruction” as a framework. Insert the instruction to be implemented in each of Gagne’s events, list the internal process to which each event correlates, and list the primary instructional method you have chosen.

|  |  |  |  |
| --- | --- | --- | --- |
| **TLO:**  ELO 1:  ELO 2:  ELO 3:  [insert as many ELOs as needed] | | | |
| **Event** | **Implementation** | **Internal Process** | **Instructional Method** |
| Gain learners’ attention. |  |  |  |
| Share the learning objectives of the session. |  |  |  |
| Stimulate recall of prerequisite learning. |  |  |  |
| Present the content. |  |  |  |
| Provide guidance to enhance understanding. |  |  |  |
| Give learners an opportunity to practice and demonstrate what they know. |  |  |  |
| Provide feedback. |  |  |  |
| Assess performance. |  |  |  |
| Provide job aids or references to ensure that learners retain and transfer what they have learned. |  |  |  |

**Please respond in detail to the directive below:**

Provide a written summary and ***detailed rationale*** for your chosen instructional strategy.