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| **EOL** | **Bloom’s Level** | **Assessment item** |
| 1 | Understanding | Instructional strategy:  \_\_\_T \_\_\_F Begins by working backward from the desired performance competencies.  \_\_\_T \_\_\_F Begins immediately following the Analysis phase.  \_\_\_T \_\_\_F Is highly dependent on objectives and assessment. |
| 2 | Remembering | Main components of an instructional strategy are:   1. Instructional objectives and instructional assets 2. Instructional resources and instructional outlines 3. Instructional sequence and instructional methods |
| 3 | Understanding | Numerically order the following events involved in developing instructional sequence from beginning to end.  \_\_\_\_\_Sequence the ELOs so the they are in hierarchical order. (5)  \_\_\_\_\_Compile all TLOs in a list. (1)  \_\_\_\_\_Group all ELOs under the appropriate TLO. (4)  \_\_\_\_\_Analyze the TOLs to decide whether they belong in a unit, lesson, module, or a discrete knowledge sharing asset. (2)  \_\_\_\_ Order the TOLS. (3) |
| 4 | Understanding | Match each common approach to sequencing instruction with the phrase that best describes it.  \_\_\_\_Categories (e) a. sequencing according to order of events  \_\_\_\_Chronology (a) b. sequencing prescribed by the cognitive process levels in Bloom’s Taxonomy  \_\_\_\_General to Specific (d) c. sequencing by steps  \_\_\_\_Procedural Order (c) d. deductive ordering  \_\_\_\_Simple to Complex (b) e. sequenced by classification |
| 5 | Remembering | Place Gagne’s events of instruction in sequential order:  \_\_\_\_Assess performance (8)  \_\_\_\_Gain learners’ attention(1)  \_\_\_\_Get learners to recall prior knowledge (3)  \_\_\_\_Give learners a chance to practice (6)  \_\_\_\_Present content (4)  \_\_\_\_Provide job aids or references to ensure that learners retain and transfer learning (9)  \_\_\_\_Provide feedback (7)  \_\_\_\_Provide learner guidance to enhance learning (5)  \_\_\_\_Share the learning objectives (2) |
| 6 | Understanding | Gagne’s events of instruction inform instructional sequencing because:   1. each event is correlated to specific objectives 2. each event is directly related to the design process 3. each event is related to internal learning processes that support learning |
| 7 | Understanding | Match each instructional method with the most appropriate descriptor:  \_\_\_Case studies (d)  \_\_\_Collaborative learning (e)  \_\_\_Demonstration/Modeling (f)  \_\_\_Discussions (b)  \_\_\_Drawing/Illustration (g)  \_\_\_Lecture (a)  \_\_\_Readings (c)  \_\_\_Role plays/Simulations (h)   1. maximizes instructor control and can efficiently disseminate large amounts of material 2. can be structured to support Bloom’s higher cognitive levels of thinking 3. allows for self-paced instruction 4. effective in disseminating and integrating knowledge and encourages instructor and student involvement 5. can be structured to support more efficient learning and gives learners more control 6. particularly useful for procedural learning since it allows for abstract or ambiguous material to be observed 7. by providing visual representations, it supports the students in organizing information for long-term retrieval 8. requires the learner to act spontaneously and think hypothetically |
| 8 | Understanding | When defining instructional methods, the designer should ensure that:  \_\_\_\_T \_\_\_\_F Budget and resources match the methods.  \_\_\_\_T \_\_\_\_F Instruction is based on effectiveness, not efficiency.  \_\_\_\_T \_\_\_\_F Gagne’s events of instruction can be generally accommodated.  \_\_\_T \_\_\_\_F The methods make learning interesting.  ­­­\_\_\_T \_\_\_\_F The methods completely align with the learners’ preferred method of learning. |

Chance of scoring 70% or higher by guessing blindly = approx. 1 in 8,670