Assignment 4 - Instructional Strategies

Instructions: The focus for this content development is on applying effective instructional strategies to deliver the content. While the team will still work on content development by including detailed information, media and assessment, the team will zero in on (1) the fit between instructional strategies and the content, (2) the function of instructional strategies and their intended outcomes for content delivery, and (3) the nature of human information process and the instructional strategies.

Content Development. In this assignment, the team will list the objectives and sub-objectives for which the content has been developed so far and explore ways to enhance/improve the content presentation and delivery by asking yourself:
- *Does existing instructional strategy reflect the best practice in content presentation and delivery pertaining to the objectives and sub-objectives in this project?*
- *Does existing instructional strategy truly optimize the learning for learners in terms of developing necessary skills specified by this project?*
- *What is still missing? And what can we do better?*

Please review the Content Develop 2 Overview PowerPoint in Canvas before you work on this assignment.
Documentation: Summary of content development saved in Word document.

1. **Describe the objectives and sub-objectives to be covered in this development period.**
   This period we worked on developing content for the Travel module.
   1.2 Learn travel laws (as they apply to normalcy)
   1.2.1 Learn procedures for traveling out of state
   1.2.2 Define Respite
   1.2.2.1 Apply reasonable & prudent parenting (to travel activity)

2. **Describe the new content developed in this period.**
   Note: You can see our lo-fi prototype which includes content and instructional strategies, and the video vignette which will be used in the module.
   1.2 Learn travel laws (as they apply to normalcy)
   - Out-of-state travel is a biological parental right - bio parent must give permission.
   1.2.1 Learn procedures for traveling out of state:
   - Plan ahead. Process for asking/receiving permission takes several weeks.
     - Allow two weeks minimum, ideally more.
     - Don't book flights until permission granted.
     - If travel is required due to emergency, contact caseworker (CW) immediately.
   - Contact caseworker (CW) for permission.
     - CW handles all permission/approval processes.
     - CW contacts bio parents.
   - CW informs foster parent of bio parent decision.
     - If permission is granted, foster parent/child proceed with travel.
     - If permission is denied, additional steps are available.
   - Denied travel? Foster parent can appeal to court.
     - Court shares custody of child with bio parents.
     - CW will help foster parent with filing a petition.
     - Court may uphold decision (no travel) or reverse decision (allow travel).
   1.2.2 Define Respite
   - Respite care is temporary placement of foster child with another certified foster family.
   - Regarding out-of-state travel, respite is used:
     - When travel request is denied.
     - In emergencies when there is not enough time to get travel approval for child.
   - CW arranges respite care.
   1.2.2.1 Apply reasonable & prudent parenting (to travel activity)
   - Given an out-of-state travel scenario, explain what to do.

3. **Describe the strategies used.**
   a. **What was the strategy defined in the timeline?**
      Strategies in our timeline were meant to apply generally to all modules: Acronyms for connected concepts; Questions to establish need to know and reflection; Confusion for inferential learning; Concepts divided in procedural steps; Cues and hints; Simulation/ roleplay.

   b. **Are there any changes to the strategy? If yes or no, explain why.**
      This particular module uses the following strategies:
      - *Self-regulation:* Learners can start/stop, go back, re-do the module.
      - *Visualization for effective cognitive processing:* Images are used to illustrate concepts and scenarios; Video with text/images/music presents procedural steps.
      - *Cognitive/constructive prompts for deep learning:* We utilize a couple multiple-choice questions with plausible distractors and that emphasize higher-level thinking (slides 4-5, and slides 25-26).
      - *Discovery learning (active/cognitive/constructive):* A couple of drag/drop activities help learners discover important bio parent rights (slides 7-10), and review the procedural steps (slides 19-21).

      One big change from our original plan: The team decided to use video (2 min) to present the procedural steps of traveling out of state, instead of a series of text/images on the screen. Although the video also uses text and images (it is minimally animated), it offers the following the benefits over static text on screen: It's a change of pace for the learner; the sound and motion catch learner attention; more visuals to illustrate each procedural step can be used; and it can be reviewed separately (on YouTube) from the module itself if needed.
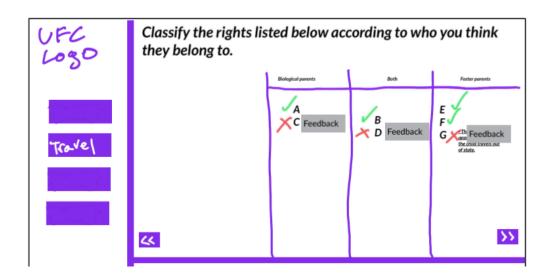
   c. **How does the existing strategy support learning and objectives?**
      See general explanations above in (b). Here are some specific examples:
      - *Active + cognitive:* Plausible distractors; higher-level thinking prompts. Learner has not yet been given information, must use prior knowledge and critical thinking to respond.
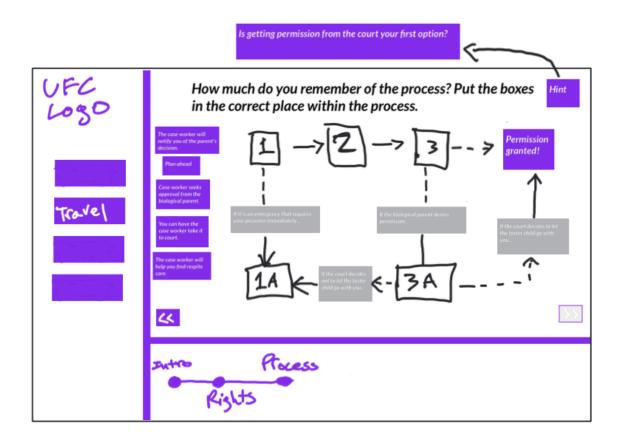

      - *Active + cognitive + constructive:* Pre-activity designed to see what learner knows and to isolate Travel as a key bio right. Critical thinking required to sort parental rights into categories. Interaction required by learner, and controlled by learner. Visual/spatial organization of information highlights different rights.
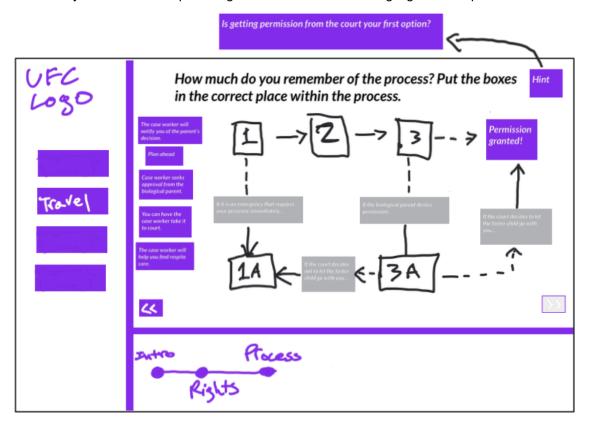
- *Passive + cognitive:* Video. Text, definition, visuals, sound.

● *Active + cognitive + constructive:* Post-video activity designed to check for understanding. Critical thinking required to organize information in sequence. Interaction required by learner, and controlled by learner. Visual/spatial organization of information highlights its sequential nature.

d. **What are the intended outcomes as a result of the strategy?**
   ● Learner discovers a plausible need-to-know through scenario.
   ● Learner must use higher-level thinking skills along with prior knowledge to answer some questions.
   ● Learner constructs knowledge through active/cognitive/constructive activities, and receives system feedback to correct erroneous ideas

e. **How does the strategy serve the content presentation and delivery?**
   Our combined strategies serve the content and delivery by:
   ● Limiting amount of text on screen to one key idea at a time (we don't show large amounts of text on screen and thus overload the learner)
   ● Illustrating concepts with many visuals (e.g., clip art; tables; process flows)
   ● Using a short video to present key, linked concepts, followed by a constructive activity to check for understanding.