

Goal-directed Instructional Design Plan – Instructional Design Principles Plan

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1. **A problem or a need** – there must be a problem of practice or an educational need that should be addressed during the lesson.

Currently there is an urgent need to improve the use of technology to maximize students' learning time and support their self-study out of class.

2. **A real-world performance** – how the learning objectives fit into a real-world activity or need.

The learning objectives vary in different language units. Each unit has different topics. Sometimes the topic requires more written skills, sometimes requires more oral expression skills, and sometimes requires more research work. Thus, not only the Internet technology is required, but also the Web 2.0 technology is widely required in Mandarin Chinese language learning.

3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; *performing skills, recalling facts, identifying examples of concepts, and applying principles*.

The instructional objectives are based on students' final outcome.

- a. Offer more tools for students to improve their oral expression skills and written skills.
- b. Include more technological materials in lesson design and class activities.

4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.

The six principles of goal-directed instructional design, components of motivation, socialization, the audience characteristics and technology preparation will be explored.

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting.

There are two activities provided, which will be used for evaluation.

1. The teachers will assess instructional design plan and share the final outcome in a

discussion forum.

2. The teachers will use daily quizzes, class performance, and oral presentation as assessment.

6. **A method to help participants learn** – the method to deliver the content; a lesson.

Teacher will design power point and some Internet resources to scaffold students' learning.

• **Motivation:**

- Interesting – content and activities are interesting for them

The traditional way to make a presentation is in class, but now the presentation can be made online or by video.

- Improving Grades – the effects that achieving the goal will have on the learner

If they find they could use Internet to have a better grade, then it will be interesting for them to explore study.

• **Socialization** - a strong motivator for student learning

The use of Internet in the field of teach and assessment will give students more chance to socialize, and motivate their learning.

• **Audience** – For what audience are you designing this lesson? Consider the following:

- Age

My Grade 9-12 high students.

- Skill level (including technology skills)

High school level 1-3 Chinese students.

- Prerequisite knowledge (including technology background)

To use Internet and the basic computer knowledge. Have earphone and microphone for the PC.

• **Technology Needs** – the computers, software, programs (such as Angel or other CMS's) printers, equipment, Internet access, time in the computer lab will be needed to successfully complete your technology-rich lesson.

- Home or school computer with high speed Internet access.

- Basic technology skills