

Goal-directed Instructional Design Plan - Oil and Southwest Asia

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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.

Students need to know the basics of how oil is created. This helps to understand why it is relatively rare, and why that makes regions that have the resource particularly important to the global community and economy.

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

In their lives, students use oil and oil based products (gasoline, plastics, etc.) all day long. Understanding this commodity helps to explain the fluctuating prices of other goods. Students also will encounter news, and perhaps have personal exposure to oil rich regions such as southwest asia in their lives.

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.*

- a. *Students will be able to identify and define key terms: crude oil, nonrenewable resource, renewable resource, oil reserves*
- b. *Students will be able to draw a diagram showing the processes and land forms involved in the creation of oil*
- c. *Students will be able to discuss how oil impacts the southwest asian region*

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

Students will read a small section of reading from the class website regarding basic terminology, the process by which oil is created, and the wealth generated by oil in southwest asia; during which time they will answer questions in their workbook (hard copy). Then, they will view a short video clip reviewing the concept of oil creation, after which they will use a drawing widget to create their own representative diagram. Finally, students will discuss the learning within the lesson discussion board using teacher prompts.

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.

Students will be given feedback on their diagram, and on their participation in the discussion forum.

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

This lesson will be provided to students through the class website on wikispaces. The teacher will project the lesson on the front board as well throughout to model the process for students.

<ul style="list-style-type: none"> ● Motivation: <ul style="list-style-type: none"> ○ Meaningfulness – content and activities must have meaning for the learner Students will be able to understand the fluctuating price of gasoline and other petro-based products, and make sense of why SEA countries are consistently discussed in the news. ○ Pleasant consequences – the effects that achieving the goal will have on the learner Student will have created multidimensional artifacts of their learning (written, art, and discussion) ○ Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson Students started class with a warm up asking them how having a lot of oil might impact their own lives, and were prompted to make a list of ways their lives would be changed. This is a good catch for getting them prepared to think about how others lives may have actually been changed, and why it is they were blessed with the resource.
<ul style="list-style-type: none"> ● Socialization - a strong motivator for student learning Students will have the opportunity to discuss the learning with their peers in the discussion forum.
<ul style="list-style-type: none"> ● Audience – For what audience are you designing this lesson? Consider the following: <ul style="list-style-type: none"> ○ Age 13-14 years old ○ Skill level (including technology skills) Middle school students, technology skills varied ○ Prerequisite knowledge (including technology background) Middle school students, just completed learning on water stress in SEA. technology skills varied (all have worked on class website)
<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● Signed up for school computer lab ● Mozilla Firefox (internet browser) ● Wikispaces (class website) ● High Speed Internet