### Goal-directed Instructional Design Plan - English

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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.
   
   The educational need I chose to focus on for my group of high school senior students is their struggle to find reliable resources. The goal is to find a process where students can practice finding credible sources, so later in the trimester they can apply their knowledge to an actual research project.

2. **A real-world performance** – how the learning objective fit into a real-world activity or need.
   
   The learning objectives address the need for students to have practice looking at credible sources. It will be essential for students to analyze information in multiple aspects of their lives. If they are buying a new car or deciding what to do for the weekend, they need to research their best option and find credible sources to base their decision. By looking at the requirements needed to make something credible, students can transfer that to other areas of 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 listen, take notes, and discuss the CARRDSS method.
   
   B. Students will visit websites and apply the CARRDSS method to decide if websites are reliable.

   *CARRDSS method reference: Joyce Valenza, a teacher librarian and leading expert on web site evaluation, has created criteria for evaluating Web Sites, Blogs, and Wikis.*

4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.
   
   It will be essential that students know what CARRDSS stands for. Credibility, Accuracy, Reliability, Relevance, Date, Sources, and Scope will all be defined and discussed prior to students being asked to use them. Each term will have a definition and examples of what to look for when they get to the website. Students will need to take accurate notes for each of these terms to be successfully when they start analyzing the website. They will also need to know the different types of websites like (.edu, .com, .org, .gov, etc), so they know what type of source they are accessing. Also, Internet terms like “bias, hyperlink, website, etc” will be discussed so students have a shared vocabulary for talking about their websites.

   They will need to know how to visit websites and search each one for certain information. They will have their notes in front of them to reference, as well as the teacher and peers if they need to ask questions.

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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 a few ways this lesson can be used for evaluation:

A. First, since students will be using the CARRDSS form for each website it will be evident if they are able to decide credibility or not. They will have to explain at the end why each website was or was not credible. Students will come away with not only their notes, but also example websites explaining why they were or were not credible. How they do on this will be an indication of how much they understand and what other help they may need. If they are able to accurately analyze the different websites, it will help show they understand the concept.

B. The various discussions throughout the class will also make it possible to see how students are interacting with the new material. If students are confused or not understanding, the teacher can use the oral feedback to adjust the assignment or spend additional time on the material.

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

To access prior-knowledge, students will give examples and explanations orally for what websites they’ve visited that are or are not credible. This will give a better idea of how much students are aware of credible sources and what areas they need additional help in.

Since students will need to be familiar with the CARRDSS method, the teacher will pass out a handout to take notes on and then present a PowerPoint with definitions and examples of CARRDSS. Students will be able to ask questions and provide appropriate examples.

After listening to a PowerPoint presentation and note-taking, students will have their notes checked and be able to ask questions and discuss anything they are unsure about.

After the PowerPoint and discussion, students will be given a list of websites to visit. In the computer lab, students will have a chance to visit the various websites and complete a CARRDSS form for each site.

Finally, as a class, students will discuss what sites they visited and any problems they encountered. They will talk about the process and what they will need to do for their upcoming research project to make sure they are successful.
• **Motivation:**
  ○ Meaningfullness – content and activities must have meaning for the learner
  Since the students know they will be doing a research project, this assignment allows them a chance to practice visiting websites and deciding if they are reliable. They also access websites for other classes and for personal use, so this is a tool they can continue to use to evaluate what information they are getting.

  ○ Pleasant consequences – the effects that achieving the goal will have on the learner
  The students will have a better understanding of what to look for when they visit websites. Instead of just thinking it’s an okay source because they found it online, they will have a check-list to follow. It will give students a basis for when they start their research project. They will take with them not only the notes from class, but also a list of websites that are and are not reliable to use. They can then feel confident going online to find information.

  ○ Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson
  The PowerPoint allows for a visual presentation of the information. It include pictures, clipart, and commentary. It also has practice questions and examples that helps the students engage in the material, but also process the content.

  The websites that students visit offer topics of interest for the students. They get to choose from a list, which websites that want to visit. Being able to choose and to visit sites that they might enjoy or learn something new from allows for an engaging assignment.

• **Socialization** - a strong motivator for student learning
  The discussion at the beginning of class allows for students to share their opinions and ideas. The fact we are completing this assignment in a group setting will give students a chance to ask the teacher or peer questions about the websites and CARRDSS form. They can also share what they learned and anything that was confusing.

• **Audience** – For what audience are you designing this lesson? Consider the following:
  ○ Age
  12th Grade Senior English (17-18 year olds)

  ○ Skill level (including technology skills)
  High school students who have varied levels of technology skills. Some students have high-speed Internet and computers at home and are very competent on using a computer. Other students only have access to a computer at school and have only learned as much as they were taught from previous teachers.

  ○ Prerequisite knowledge (including technology background)
  Students have had to take three previous years of English (9th-11th). In these classes, they have done research and also used computers to type papers and use the Internet. However, their ability level on using the computer and accessing the Internet is limited.

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- **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.

Computers
High-Speed Internet
PowerPoint (already created by teacher)
Projector to show PowerPoint
Basic technology skills like typing, surfing the web, etc.

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