### Goal-directed Instructional Design Plan – Exploration grade 5

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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.

A real opportunity we notice as upper elementary educators is helping students improve media literacy presentation skills. In elementary school students often use Keynote or PowerPoint to present their final presentation. A problem we have identified as teachers is that most of these products are very text heavy. The presentation itself often is not much more than the student reading word for word what is written on the slides as they show up on the big screen.

We would like to remedy this by improving students’ media literacy skills. We want to help them develop the art of complementary presentation skills where the words and the visuals shown on the digital presentation complement the words spoken during the final presentation.

The focus will be double: first students will be asked to think about the core messages they will be talking about and think about which keywords best represent the message they are trying to illustrate. Second, students will be asked to identify visuals that successfully illustrate these messages. At least some of these visuals must a symbolic rather than literal representation of the content they are trying to convey, e.g. motivation can be represented by a picture of a donkey pulling a cart trying to get to a carrot.

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

The improvement of media literacy presentation skills is a skill students will need many times over in the future. The topic of this particular activity will be real life exploration goals. Some already achieved, some not yet. Their focus will be to learn what technology is needed to achieve these exploration goals.

What technology is needed to climb Mount Everest?

What technology is needed to reach the bottom of the ocean?

What technology is needed to put an astronaut on Mars?

**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.

- **Performing skills**: Students will be able to design a digital presentation the content of which complements rather than duplicates the verbal presentation.

- **Recalling facts**: Students will know what technology is needed to perform current day exploration feats.

- **Applying principles**: students will be able to think laterally and identify visuals that are a more symbolic rather than literal representation of their chosen content.

**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 be provided with selected teacher gathered links to start their research process.

Students will generate (see below) a set of criteria for what makes a successful presentation.

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 able to present their findings using a digital presentation tool. They will use this tool as they verbally present their findings to the class. The way the tool is used should support, but not duplicate, their verbal presentation. Key factors that will be evaluated will be to see whether a student can successfully put such a presentation together and whether (s)he can present using the visual cues that presentation offers.

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

The main idea we are trying to get across is that a good digital PowerPoint or Keynote product which is to be used during an oral presentation has different requirements from a PowerPoint or Keynote which will be used without the benefit of an oral presentation.

When the presenter just reads what is on the slides the presentation will be boring because most upper elementary kids can read the content faster than the presenter can speak.

Teachers model a bad example by doing a presentation exactly like that and then soliciting students’ feedback. Identify why such a presentation is boring.

Then teachers model a good presentation they have made themselves loosely inspired by the [Presentation Zen](https://www.presentationzen.com) model developed by Garr Reynolds.

Together we brainstorm what made this presentation attractive and post those rules for students to use when they put together their presentation.

**Motivation:**

a. **Meaningfulness** – content and activities must have meaning for the learner

Students will present their work to their parents during a classroom meeting.

b. **Pleasant consequences** – the effects that achieving the goal will have on the learner

Students delivering a much improved presentation will feel empowered by doing a good job.

c. **Novelty** – an attention-getting, humorous or curious manner that relates to the useful information in your lesson

The delivery of a bad model and a good model are on a topic that students relate to, e.g. playground.
**Socialization** - a strong motivator for student learning

Students will be working in teams of 3 or 4 researching their topics. They use Titanpad to document their process. After the research phase is completed they will each design their own individual product.

**Topic choices are**

1. What technology is needed to climb Mount Everest?
2. What technology is needed to reach the bottom of the ocean?
3. What technology is needed to put an astronaut on Mars?

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

- **d. Age**: students in grade 5
- **e. Skill level (including technology skills)**: students used to working in a 1:1 environment
- **f. Prerequisite knowledge (including technology background)**: students who are familiar with Keynote and PowerPoint, who have used Titanpad and who have been introduced to basic non-fiction research skills.

**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.

1:1 class environment. Digital overhead projector.