

ISLT 9471: Instructional Systems Design Syllabus
Fall2017
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Writing Objectives

SAMPLE SCENARIO:

You are designing a training session to help high school instructors utilize presentations (e.g., PowerPoint, Google Presentations, Prezi) more creatively to support higher-level thinking. Because you have demonstrated creativity and thoroughness in your own presentations, your high school principal asks you to prepare an in-service for the school faculty. In this stage, you will write behavioral objectives for your learners (the high school instructors) to specify what they should know, do, and/or feel (attitudes) as a result of your training.

- **Audience**
- **Behavior**
- **Condition**
- **Degree**

Objective 1

The teacher will demonstrate a higher level thinking communication technique given a role-play situation using teachers as ninth graders in a 20 minute faculty meeting.

Objective 2

The teacher will analyze demonstrations given the presentations of fellow teachers using a provided rubric.

Objective 3

The teacher will contrast higher-level thinking presentations with lower level blooms taxonomy given a reflection-ticket in closing.

Assessment

The principal has asked me to share creative higher level thinking presentations to the high school teachers to promote this type of instruction among the school. After instruction and modeling each teacher will present a higher level thinking presentation to the other teachers acting as a mock class of ninth graders at the end of each weekly faculty meeting. Therefore, the demonstration, rubric, and reflection-exit ticket will be used as an assessment.

Assessment 1:

Demonstration

Demonstration Given by: _____

Presentation Title: _____

2.0 Web Tool: _____

Link: _____

Assessment 2:

Rubric

Criteria	1-Needs Work/Lower Level Thinking	2- Acceptable/Average	3- Engaging/Higher level Thinking
Organization/Content			
Effective Teaching Strategies			
Communication Aids			

Analyze

What was done well?

What part can be improved?

Do you have suggestions/input?

Assessment 3:

Exit-Reflection Slip

What makes this presentation contrast with lower level Bloom's Taxonomy?