

The background features a light blue circle in the upper right, a smaller blue circle in the center, and a large light blue circle in the lower right. Thin blue lines intersect diagonally across the page.

Quiz 3

EDTC 6320.60 Dr. Sullivan

1. *What are the two "practices" that have formed the core of this field?*
2. *Is the bibliography of this article annotated?*
3. *What are the attributes of "programmed instruction"?*
4. *What are the three, necessary components for an instructional objective according to Mager?*
5. *There was very little interest in the application of instructional systems design in the 1980s in the United States with one exception. What was that exception?*

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QUIZ 3

1. What are the two "practices" that have formed the core of this field?

The use of systematic instructional design procedures and the use of media for instructional purposes are the two practices that have formed the core of this field.

2. Is the bibliography of this article annotated?

The bibliography of this article is not annotated.

3. What are the attributes of "programmed instruction"?

The attributes of programmed instruction proved to be another major factor in the development of the systems approach. It presents small steps by allowing the slow students to take their own pace leading them to progress. Also it has logical step by step approach to the subject matter providing feedback.

4. What are the three, necessary components for an instructional objective according to Mager?

According to Mager; a description of desired learned behaviors, the conditions under which the behaviors are to be performed and the standards by which the behaviors are to be judged, are the three necessary components for an instructional objective.

5. There was very little interest in the application of instructional systems design in the 1980s in the United States with one exception. What was that exception?

In the 1980s, personal computers became an instructional tool that gave enthusiasm and increased interest in the application of instructional system design.

6. The author refers to a "task analysis." In the context of instructional systems design, what is a task analysis?

A task analysis is when instructional designers analyze to identify the kind of learning they believe the student should use to achieve. For example, a teacher can practice “task analysis” by observing an individual student to understand the way that particular student could learn best to achieve the goal. After conducting a task analysis and coming with the conclusion that the student is a visual learner, then the teacher could provide visual aids, videos, picture slides, actual examples, etc. to help the student in learning the objective.

7. How does the author described the process of a "formative evaluation"?

According to the author, formative evaluation process allows instructional designers to examine instructional materials, by gathering continues feedbacks from participants, reviewing them and revising them while they are still in progress in the classroom. For example, instructional designers could collect feedback from participants in a program so they could revise the program as many times as needed.

8. According to the author, when Robert Glaser initially developed criterion referenced measures, what was the intent of those assessment instruments to measure? The TAKS assessment test has been called a criterion referenced test. Did that assessment test (TAKS) follow the definition posited by Glaser? Why or why not?

According to the author, Robert Glaser initially developed criterion referenced measures in 1963. Glaser recommended that criterion referenced measures could be used to decide the behavior of students. In his study, Glaser pointed out that criterion referenced measures could be used to assess student entry-level behavior and to determine the extent to which students had acquired the behaviors an instructional program was designed to teach. For example in order determine the effectiveness of the delivery of the instruction, they would test the learners’ skills and knowledge at the beginning of the program and the result after the program.

The TAKS test did not follow the definition suggested by Glaser. In order to prepare students for the TAKS test, TEKS were provided to administrators and teachers, but TAKS assessment was only administered once. It is not a before and after assessment, students could take a practice TAKS (which was a released test from previous years) but not a pre-test.

9. *How does the process of a "formative evaluation" come about in this field? What is the purpose of a formative evaluation?*

The process of a "formative evaluation" comes about in this field as a way to try out new instructional materials with students by implementing technology such as software, web 2.0 tools, internet, videos, social networks etc. Formative evaluation would help us evaluate the effectiveness and ineffectiveness of these materials while the learners are using them to revise and improve the materials in their final phase. The purpose of a formative evaluation was to evaluate the effectiveness of instructional materials and revise them before they are being released or during the program to improve its effectiveness before the final stage.

10. *The author concludes his description of the evolution of instructional systems design by saying that, as of the late 1990s, there seem to be renewed interest in the systems approach to designing instruction due in large part to the development of the World Wide Web. Do you see any evidence of the instructional systems approach being implemented in higher education? Do you see any evidence of an instructional systems approach being implemented in K-12 education?*

The author concludes his description of the evolution of instructional systems design by saying that, as of the late 1990s, there seem to be renewed interest in the systems approach to designing instruction due in large part to the development of the internet. I do see evidence of the instructional systems approach being implemented in higher education; for example, I am currently taking graduate courses online through Blackboard Collaborate without meeting in person at the university. I have created an electronic portfolio by using a Wiki page. My college classmates and I have created a Wiki page for our team in which we collaborate, discuss and create projects without seeing each other or even calling on the phone. Also we use Google docs to write, read and revise projects. I have learned a lot with technology that it has helped me as a teacher to facilitate my students to motivate and learn and this has inspired them to become productive. Whenever I need to understand a subject I surf the internet and find extensive instructional material for all kind of subjects. So, yes I see a lot of evidence of an instructional systems approach being implemented in K-12 education.