

Assignment 1: Define the Instructional Problem

Directions:

1. Identify and define an instructional problem that will become the foundation for your final ISD project. [Review the course materials for correctly identifying an instructional problem (Activity 1.2, and the Morrison text)].
2. Write a one-page analysis of the instructional problem:
 - a. The instructional problem analysis should follow the guidelines in the handout, **Is it really an instructional problem?** Include the five components listed in the example below.
 - b. Write a brief introduction to the problem context. How did you identify this problem? Where is it happening? Who is involved? Who is the target audience (learners)? How urgent is it?
 - c. Include the context, current condition, ideal state (criterion), possible causes and symptoms of the current condition.
3. Format your word-processed document with 1-inch margins and a header that includes your name, course number [EDIT 226], assignment, and date.

Example:

Introduction/background/context of the problem: I notice that elementary grade students in Awesome Elementary School are not correctly and thoroughly completing a mathematical 1-step equation from start to finish; from the original problem, to the work that shows the step-by-step process of the end result, the answer. The target audience is regular education grade level 3. The students need to be able to perform up to California state standards by the end of the third quarter.

Current condition (What is the current deficiency in the learner's skill, knowledge or attitude?): Third grade students are not writing out the complete steps in solving mathematical 1- step equation problems.

Ideal state (criterion) (What should the learner know or be able to do?): Third grade students should be able to write out the complete steps for solving mathematical 1- step equation problems.

Symptoms (What are the outward signs or consequences of the instructional problem?): The effects of the problem are that I am not able to assess their needs properly. If I do not see the step-by-step process of their outcomes, I cannot pinpoint where they are making mistakes. Therefore, the problem will not be corrected and the same mistake will be repeated.

Possible Causes (Why do you think this instructional problem exists?): The problem may exist due to poor instruction of the topic in Grade 2; poor knowledge of number fact families; forgetting steps of procedure; laziness in writing out the steps.

ACTIVITY 1.2 / Analysis: The Problem Statement

Reviewing and revising Assignment 1: Defining the Instructional Problem

Activity purpose: This activity is designed for you to...

1. Discuss possible instructional problems for your project with peers
2. Revise your initial analysis of the instructional problem (Assignment 1)

How to do it:

1. In a small group = introduce yourselves, then each of you should *exchange* your written problem statement that you plan to use for your project.
2. Using the document, **Is it really an instructional problem?** (download PDF from course web site) and the questions below as a guide, review your classmate's problem statement.

a. **Is it a real instructional problem?**

TEST:

- i. Does it have a clearly defined *current condition* (what is the current deficiency in knowledge, skill, or attitude) and
- ii. Does it have a clearly defined *ideal state (criteria)* (what should the learner know or be able to do)?
- iii. Does it seem that instruction or training is the *most likely* solution?

b. **Is it sufficiently focused?**

TEST:

- i. Is more than one issue presented (did you use the word "and" or "also")?
- ii. Is the target audience too broad in age, skill, or geographic location?

c. **Is it feasible for your class project?**

TEST:

- i. Give a second thought to whether you think this topic can be taught in about 60 minutes of instructor contact time?
- ii. Do you have enough time, resources, knowledge, and skills to develop an instructional solution in 15 weeks?

d. **Suggest how to broaden or shrink the scope of the problem,** based on the answers to the questions above.

Using the feedback you have just received from your small group, revise your initial analysis of the instructional problem for your project. Your statement should include an introduction, the current condition, ideal state (criterion), current symptoms and possible causes of the instructional problem (See the document, **Is it really an instructional problem?**).