

### Unit 3: Designing Instruction to Teach Concepts

#### Criteria for Evaluating the Assignment (Rubric)

<b>Factor</b>	<b>Points</b>	<b>Earned</b>
Viable concept or set of concepts selected?	1	
Concept analysis is complete and relevant?	2	
Objective reflects true concept learning?	2	
Assessment items are a valid measure of learning the concept?	3	
The instructional strategy is stated?	1	
The instructional events and activities actually implement the stated strategy?	3	
A viable and complete set of instructional events and activities are listed in a two-column format with the events listed on the left column and activities implementing the event listed in the corresponding right column?	3	
Total Points	15	

#### Grading:

A – 13 - 15 points

B – 10 - 13 points

C - 8 - 9 points

### **What is a concept?**

A concept is a set of specific objects, symbols, or events which are grouped together on the basis of shared characteristics and which can be referenced by a particular name or symbol. (Merrill & Tennyson, 1977, p.3) Concept learning involves (1) recalling the critical attributes of a concept and (2) sequentially or simultaneously comparing attributes of an instance to attributes of the concept. (Smith & Ragan, 1999, p. 71)

I found the idea of teaching a concept very difficult to relate in my own context aside from using the example of teaching the concept of teaching a concept. I have taught an intro to information technologies course to freshman students. This course had many concepts but was very much procedural and application oriented. My original submission of this assignment was teaching the about the Internet and using searches effectively. I believe I went into too much detail, providing all my lecture notes, labs and assignments. I tried to think more simply. Besides going much more basic, like teaching “1+1”, which I do not have a frame of reference for, I hope that this adequately shows my understanding of a concept.

## **Teaching the Concept of Email**

### ***Concept Analysis***

I will be teaching the concept of email. This concept is a set of events occurring in electronic communication. Successfully mastering the concept involves an understanding of a computer, the Internet, communication, proper addressing, and including additional information or files.

### ***Objective***

Student is able to describe and demonstrate the use of Email.

Student is able to send and receive email including attachments.

Student is able to answer questions about what email is.

### ***Strategy***

Guided discovery learning. Student will learn about email and demonstrate the ability to send an email message with an attachment and receive an email message with an attachment.

***Lesson Plan***

<b>Instructional Plan - Event</b>	<b>Activity to Implement the Event</b> <i>Describe the specific things you would do and say and the specific things the students would do.</i>
<i>Provide an introduction and context.</i>	<p>These are freshman level college students. They have varying levels of computer literacy. Lecture will consist of an introduction to email. Students will then demonstrate an understanding of email by sending and receiving email between themselves and the instructor.</p> <p>Email is a message that is sent electronically. It is sent from one email address to another email address through an Internet Service Provider (ISP). It is sent immediately, through your computer, unlike regular “snail” mail that must be delivered by plane, train, truck, and person. Email can be a message with other files or pictures attached. It allows quick communication between individuals and is relatively low in cost to the user, as part of their Internet connection benefits.</p> <p>Email is sent using a software program or web-based client. You must have your own valid email account. You compose the message, attach any additional files as necessary, and send the message.</p> <p>Other forms of electronic communication include posting messages to asynchronous online discussion boards or participating in synchronous chatting in an online chat room. Each of these forms of communication involves the use of a computer and similar “netiquette” as email. Chat and boards do not necessarily make use of an address and</p>

	<p>are for the most part “public” to all user of the particular online environment. Email on the other hand, can be more private as the user determines exactly what addresses will receive the communication.</p>
<p><i>Provides examples and non-examples. Guide students to discover the concept and its definition.</i></p>	<p>In lecture, students are familiar with receiving regular mail. Some are also familiar with email. The concept of email will be explained. i.e. the importance of a correct address, the components of an address (user name and domain), proper “netiquette” for writing emails (similar to writing friendly or business <i>paper</i> letters), and a comparison is made to chatting and posting to online discussion boards. Students have varying levels of familiarity with each of these forms of electronic communication. Students are also using the course tool WebCT as part of this course, which will further expose them to all 3 of these forms of communication throughout the duration of the course.</p>
<p><i>Provide exercises requiring students to identify examples.</i></p> <p><i>(Elicit performance)</i></p>	<p>Students will all receive an email from the instructor with an attachment containing a series of questions about email. Students will save the attachment to their own disk, open the file, answer the questions and resave the file. Students will be required to properly address an email, write an appropriate message, attach the file containing the answered questions, and send the email to the instructor.</p>
<p><i>Provide feedback on exercises</i></p>	<p>Students will receive a second email from the instructor indicating whether or not the email with attachment was successfully received. The instructor will then examine each file attachment for answers to the questions. Students will receive a grade based upon successful completion of the exercise: 5</p>

	<p>points for questions answered correctly and submitted properly through email, 4 points for questions answered mostly correct and submitted properly through email, 3 points for questions answered mostly incorrect and/or not submitted properly through email, 0 points for questions not answered correctly or no email received.</p>
<p><i>Assess learning (test).</i> <i>(Please provide the assessment items)</i></p>	<p>In the exercise, the instructor will provide a series of questions about email. Each student will need to answer the questions correctly and return the file using email properly.</p> <ol style="list-style-type: none"><li>1. What is email?</li><li>2. What are the different parts of an email address?</li><li>3. How do you send an email?</li><li>4. How do you access an attachment?</li><li>5. How do you attach a file to send?</li><li>6. How is email different from chatting or posting to a discussion board?</li></ol>