

Matching Learner Objectives to Instructional Strategies Name: Jeaniene Thompson

Directions:

Part 1: Write behavioral objectives for learners that match your task analysis for advanced uses of PowerPoint for instructors. Then classify the type of learning for each objective. This should include two labels: the content label and the performance label. (see pp. 124-127). Note: Let this table expand as needed.

	Behavioral Objectives for Learners <i>Each must have all four elements.</i>	Type of Learning	
		Content	Performance
1	After a lecture, the participant will be able to identify uses for narrations in PowerPoint with 100% accuracy on a quiz.	Principles	Recall
2	After a lecture and demonstration, the participant will deliver an effective narration using proper pacing and enunciation techniques that can be heard and understood when played.	Procedure/Performance	Application
3	After a lecture with demonstration, the participant will be able to describe the differences between linked and embedded narrations in PowerPoint with 100% accuracy on a quiz.	Principles	Recall
4	Given a slide presentation with multiple slides, the participant will record linked narrations on each slide and save recordings with timings which plays as intended upon user testing.	Procedure/Performance	Application
5	Given a slide presentation with multiple slides, the participant will record embedded narrations on each slide and save recordings with timings which plays as intended upon user testing.	Procedure/Performance	Application

Part 2: Select any two objectives and prescribe an instructional strategy for teaching it (similar to strategy plans on pp. 168-171).

Re-State Your Objective:	After a lecture with demonstration, the participant will be able to describe the differences between linked and embedded narrations in PowerPoint with 100% accuracy on a quiz.
Describe the Steps in Your Strategy	
1. Motivational	Ask the participants if they can identify reasons why you might link narration files rather than embed narration files. (This will help determine if participants know the difference between the two or have even heard of the concept of linking vs. embedding).
2. Initial Presentation	Present a definition of a linked narration and an embedded narration in PowerPoint. On a computer,

	open a file folder that holds a PowerPoint with linked audio files. Open another folder which holds only a PowerPoint where the narration has been embedded. Highlight file sizes of the PowerPoint presentations in each scenario. Highlight file sizes of the folders in each scenario. Discuss the importance of file management when using linked files rather than embedded narrations.
3. Generative Strategy	Present various scenarios where you might use a narrated PowerPoint presentation and ask the learners to determine whether it would be preferable to use linked files or embedded narrations (i.e. presentations with large amounts of narration, presentations to be used on the web, etc.)

Re-State Your Objective:	Given a slide presentation with multiple slides, the participant will record embedded narrations on each slide and save recordings with timings which plays as intended upon user testing.
Describe the Steps in Your Strategy	
1. Motivational	Ask participants to think about a topic of interest they would like to share with others via a PowerPoint presentation where they would not be available to present in person.
2. Initial Presentation	Demonstrate the steps for adding embedded narrations into a PowerPoint presentation and ask the participants to practice following the demonstration.
3. Generative Strategy	Have students actually create the slide presentation they identified above and have them record embedded narrations to go along with each slide.