

Michaela Mabe		Challenge #2	9/12/22	EDCI 60002
SUPRA-BADGE:	Planning and Analysis			
SUB-BADGE:	Analysis techniques for instruction			
CHALLENGE:	Determine subordinate and prerequisite skills and knowledge			
ARTIFACT:	EDCI 572: EDCI 572 Design Document #1 and #2			
CRITERIA:	<p>Criteria for successful completion of this challenge: Evidence of determining subordinate and prerequisite skills and knowledge.</p> <p>Reflection must address: How you determined subordinate and pre-requisite skills/knowledge for an audience (goal analysis, instructional analysis, etc.).</p>			

Competency and artifact identification

My **Design Documents #1 and #2** for EDCI 572 provides the evidence for the sub-badge, Analysis Techniques for Instruction, and the challenge, “Determine subordinate and prerequisite skills and knowledge.” This artifact provides evidence that I am able to determine subordinate skills and prerequisite knowledge for a design project. To complete this project, I completed a Goal Analysis in Design Document #1, which involves identifying and discussing subordinate and prerequisite skills at the beginning of the project. I also completed a Learner Analysis and Performance Objectives in Design Document #2 which helped me identify and talk in more detail about subordinate and prerequisite skills.

Description of how the artifact supports the competency

Design Document #1- This artifact supports the challenge because to complete the Goal Analysis, I broke down the prerequisite steps that would need to be done before implementing this project, the main steps that the project would need, and subordinate objectives to support the main goal. I was able to do this by looking at the unit as a whole and making the main goal and subordinate goals for each day of the unit/project. I had to revisit it a few times and re-work it to make sure that it was broken down enough and represented each step in the project correctly.

Design Document #2- This artifact supports the challenge because I completed a learner analysis first. This consisted of using anecdotal data and observations from my classroom experience of implementing a version of this project with my students. I collected data about entry skills, pre-requisite skills, attitude towards content and the delivery system, motivation for instruction, education and ability levels, and general learning preferences and group characteristics. The second aspect of this document that supports the competency is the Performance Objectives. This is a more expanded version of the goal analysis that I completed in the first design document, in which I made performance objectives and subordinate goals for each of the days of the project and unit.

Competency alignment with prior knowledge and experience

I have had some prior knowledge in designing documents, identifying pre-requisite skills, and

subordinate skills because of lesson plans that I have been creating and implementing over the last three years, in the classroom and remotely. To create a lesson, I have to make sure that my students have all of the knowledge they need to be successful in the lesson I want to work with them on. I also have to identify learning objectives that are very similar to subordinate skills and what the students will be able to do during the lesson. The only difference in the design document is working from the instructional design lens and fitting in the data that I've already collected from lesson planning into a design project. Specifically, the Game of Life Project, which is what the design document was about, I have been teaching and tweaking the project for three years now, so using the skills that I've learned from the instructional design courses, I was able to take this project to the next level so I can implement it better this year in the classroom.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I have been collecting data on pre-requisite skills and identifying subordinate skills for instructional design projects. I need to improve doing pre-assessments with my students and gathering data on pre-requisite skills, but this challenge has helped me realize that I can collect this data in different ways. For identifying subordinate skills, it was helpful to analyze how I have done that and how I did that for the design documents. I will continue to work on these skills in other design projects. I want to continually learn and get better at these skills and see my growth in creating design documents in the future.

Design Document Part #1

Project Overview

The Game of Life Project is a project that I made my first year of teaching middle school students with special needs when I saw how many deficits there were in the area of life skills. I have also been modifying it every year depending on the students that I have in my classroom but there are some key components. A focus on Education and Employment, Independent Living, Budgeting, and a Simulated Month in The Life.

It will be utilized as a unit plan for a Social Studies class that can also be cross-curricular if multiple teachers work together in different subjects (Budgeting Day could be in Math). To identify the goal of the project, I utilized the Ohio Learning Standards for Social Studies and the Ohio Extended Standards for students with disabilities. For this project, I used a Subject Level Expert approach since this is for a unit plan for teachers to utilize, and I also used a Content Outline Approach to go from the educational standards to a project outline. Below is the Gap Analysis for the project.

Desired Status	-	Actual Status	=	Need
Middle school students in an MD/AU classroom will be able to identify a desired career, where they are going to live, how they are going to spend and save their money and live a simulated "month in the life".	-	Currently, middle school students need to work on life skills such as money, reading, writing, and identifying their personal information. To help students with disabilities gain life skills and to identify where they want to be after high school, currently they only have a vague idea of this information and its usually after a lot of prompting.	=	A way for students to learn about careers, living situations, and budgeting in a controlled learning module that it guided to help them learn information that they will be able to use and retain.

Identification of Instructional Goal

By the end of the learning module, the students will gain a basic understanding of life skills in the categories of employment, education, and independent living. They will also be able to identify a personal economic decision and identify the difference between a want and a need, which fall under Ohio Educational Standards of SS.8.24b and SS.8.24c.

This learning module can be used with middle school or high school students, they don't specifically have to have learning deficits, but I wanted to make sure that I was planning for my demographic of my students in mind. By the end of the lesson, the students will be able to identify multiple moving pieces of what living in the world entails and get a basic understanding of how what they are doing now can help them in the future.

This will be taught as a unit plan for Social Studies, right after teaching about wants and needs, different types of jobs, and making sure to cover money skills in mathematics so that they will be prepared. The tools available to the learners will be a computer for finding information, guided worksheets, and graphic organizers to help the students and guide their learning, a notebook (physical or digital) to gather all of their information, and a project rubric to make sure that they understand the assignment and the components.

Creation of a Goal Analysis Diagram

The main steps leading to the goal happen day by day in a Social Studies unit. Day one will be the day for the students to research a career, which includes finding the

job title, salary, job requirements, education requirements, 3 facts about the job, and 3 pictures of the job.

Day two will be daily living and transportation, which includes where they want to live, house or apartment, how many beds and bathrooms, cost per month for rent, cost of utilities, the vicinity of what is close to the house, and for transportation, it is the type of transportation, and the cost of whichever mode is chosen.

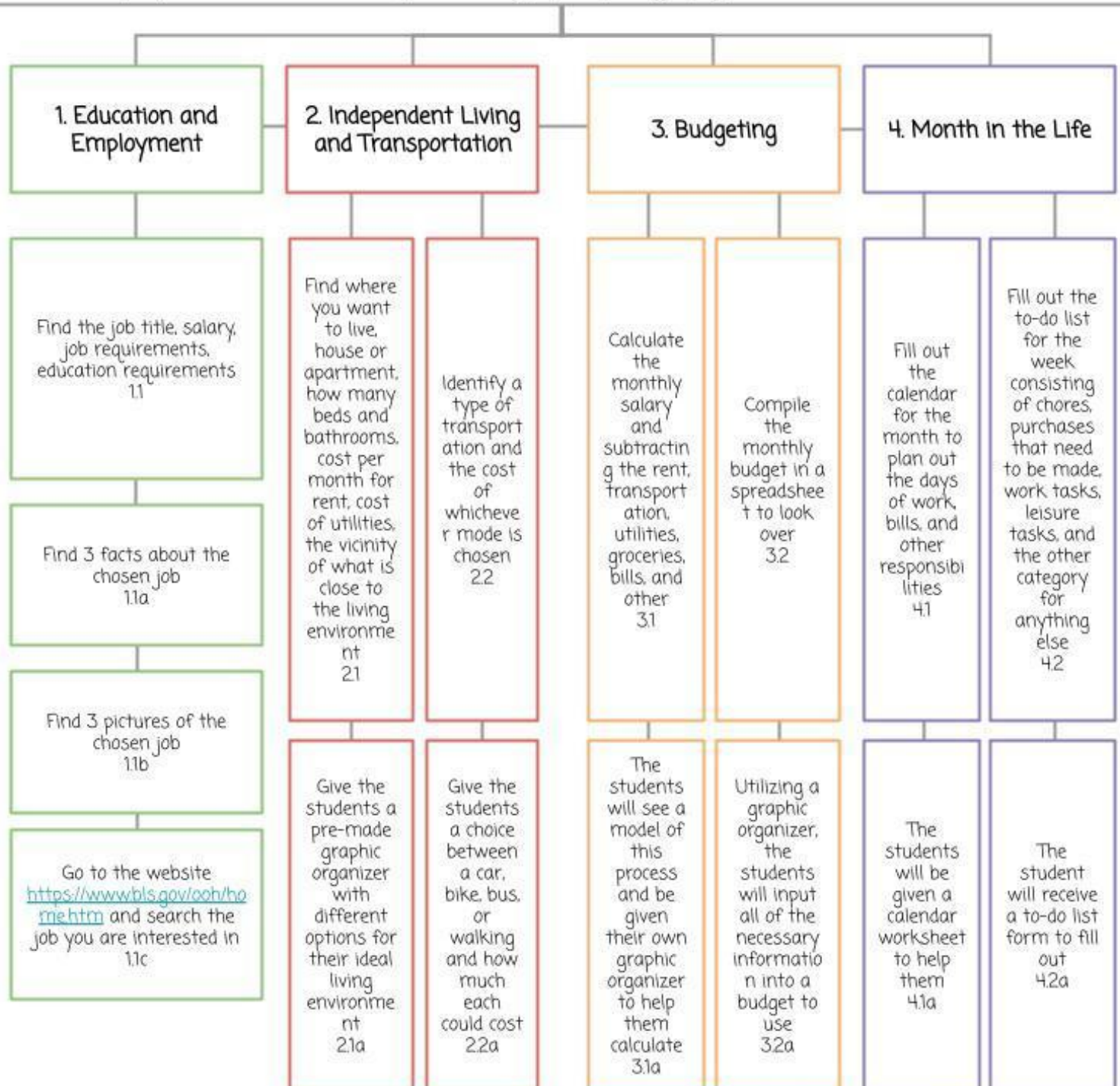
Day three is the budget, which consists of having the monthly salary and subtracting the rent, transportation, utilities, groceries, bills, and compiling the monthly budget in a spreadsheet to look over.

Day four is a simulated month in the life using all of the information gathered so far, there is a calendar for the month given so they can plan out their days of work, bills, and other responsibilities, and there is a to-do list for the week consisting of chores, purchases that need to be made, work tasks, leisure tasks, and the other category for anything else.

Game of Life Learning Module

Entry Skills: Understanding the basic premise of what a job/career is, job skills, money skills, daily living, and awareness of their daily life in and out of their home

Project Goal: By the end of the learning module, the students will gain an understanding of life skills in the categories of employment, education, and independent living by completing a project that covers each of these areas.



Instructional Designer Reflection

Up to this point in the project, things that are going well was the original idea for the project, since it is something that I have used in my professional career. I also think that the beginning of the goal analysis went well. Some things that I have struggled with so far is mostly the goal analysis, specifically the subordinate skills, for some reason those aren't clicking for me fully. I also had some issues setting up the goal analysis diagram the exact way that I wanted it, but all in all I think that I was overthinking some aspects of the project.

The peer feedback process was a good way to get more eyes on the work and to get suggestions about how to make it better. One of my peers mentioned adding more subordinate skills and the entry skills and clarifying some of the skills, which I was able to include. Another of my peers suggested adding in numbers to each of the boxes in the diagram which I was also able to include to improve the work. Overall, I tried to incorporate all of the feedback because it made sense and improved my writing and planning for this assignment.

Resources

Ohio Department of Education. (2022, January 19). *Ohio's learning standards for Social Studies*. Ohio's Learning Standards for Social Studies. Retrieved July 10, 2022, from <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>

Dick, W., Carey, L., & Carey, J.O. (2015). *The systematic design of instruction* (8th ed.). Upper Saddle River, NJ: Pearson.

Design Document Part #2

Learner Analysis

This target population to utilize the online learning module will be middle school teachers and middle school special education teachers. The teaching unit will be used for students in a middle school general education or special education classroom, ages 11-14, to teach them different life skills. The learners will have had prior instruction about the difference between wants and needs, different types of jobs, types of living and transportation, the basics of shopping, and making sure to cover money skills in mathematics so that they will be prepared. The data for this learning module is from prior years of teaching this type of module to students with special needs, so it is mostly observation.

Information Categories	Data Sources	Learner Characteristics
Entry Skills	Observation and Anecdotal Evidence	Learners will be able to add and subtract within 100, write independently or based on a model, and fill out a worksheet or graphic organizer when given verbal directions, and be able to complete guided research independently or with guidance from the teacher
Prior Knowledge	Observation and Anecdotal Evidence	Learners will be able to identify a want and a need, different types of jobs, basic skills of shopping, and be able to count and identify money
Attitude Towards Content	Observation and Anecdotal Evidence	The attitude can vary based on how the content is introduced to the learners, but all in all the learners are interested in

		learning more about life skills and information that can be applied to a real world context
Attitude Towards Delivery System	Observation and Anecdotal Evidence	The learners enjoy being able to utilize their devices to find information, no matter what academic level they are at. The learners also enjoy working in a guided inquiry process and working on an online learning module format when given the right supports and information to succeed
Motivation For Instruction	Observation and Anecdotal Evidence	The learners are motivated to find more information about these topics because they get to choose what they want to learn more about and are able to apply it to their lives. They also get to use technology which based on my experience increases engagement and motivation
Education and Ability Levels	Observation and Anecdotal Evidence	While teaching this unit, there will need to be changes made based on the needs of the learners and how much they progress through each day of the unit. The education level and ability level of the learners will change with each group that this unit is taught with
General Learning Preference	Observation and Anecdotal Evidence	The learners that I have worked with have preferred hands on learning, the use of technology, student choice, and being able to present and talk about what they learned

Attitude Towards Training Organization	Observation and Anecdotal Evidence	The learners' attitude towards school currently is that they are just told what to do and what to learn day by day and would like to have a voice and choice in their learning
General Group Characteristics	Observation and Anecdotal Evidence	<p>If the class is special needs, there should be no more than 8 students with 2 professionals in the classroom to work with them and one to one technology and accommodations and modifications that come from their IEP's</p> <p>If the class is general education, the class size and number of professionals in the class will change but there should be support for the unit and time dedicated in the classroom to work on this project and report out what they learned</p>

Learning Context

The unit will take place in a Social Studies classroom, preferably inclusion or a self-contained MD/AU classroom. There will be a Clevertouch or projector at the front of the classroom where the daily expectations will be presented and the rubric for the daily tasks. The classroom will have one to one technology (either an iPad or laptop) and the students will be working independently in their seats in the classroom completing research, filling out their graphic organizers and worksheets, and creating their

presentations. They will have time at the end of each class period to ask questions or report out what they learned from the day.

Information Categories	Data Sources	Learning Site Characteristics
Number/Nature of Sites	Observation and Anecdotal Evidence	The unit will be completed in a classroom environment with one to one technology and desks or flexible seating for each of the learners
Site Compatibility with Instructional Needs	Observation and Anecdotal Evidence	The classroom is compatible with all of the needed components for the unit. There will be devices and chargers for each student and teacher in the classroom, adequate seating, and a Clevertouch or projector for the teacher
Site Compatibility with Learner Needs	Observation and Anecdotal Evidence	The classroom is compatible with the learners needs, there will be visuals for students who need them, a consistent schedule for each of the days, flexible seating, and any other accommodations and modifications based on each individual learner
Feasibility for Simulating Performance Site	Observation and Anecdotal Evidence	The unit being digital gives some feasibility for simulating some of the instruction in the unit, but there should be some follow up lessons for some of the learning objectives, such as grocery shopping and job training (or even classroom jobs)

Performance Context

The performance context for the learners will be presenting the information they've learned about the different life skills. They will be able to take all the information gathered and create a presentation for the class to show what they learned about a job, independent living, transportation, and budgeting. This can be as big or small as the school wants it to be, it could be in a science fair format or gallery walk where they are each walking around and talking to each other about their projects or doing a class presentation in the Social Studies class at the end of the unit.

Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	Observation and Anecdotal Evidence	The teachers are very supportive to each other and can even co-teach to complete this unit with the students. There can be support from administrators as well to help motivate the students and to orchestrate a school wide presentation of their learning
Physical Aspects of the Site	Observation and Anecdotal Evidence	The presentation will either take place in the classroom or in a hallway gallery walk setting which will be set up for each of the learners to have a place to present either on their device or on a poster/diorama and will have the needed amount of space to let the students present their learning and work
Social Aspects of the Site	Observation and Anecdotal Evidence	The learners will be able to support each other and receive support from their teachers, administrators, and possibly parents on

		the work that they put into this unit and they will be able to show pride and engagement in their work and use it in the future to prepare them for high school and the future
Relevance of Skills to the Workplace	Observation and Anecdotal Evidence	Each of the skills gained from this unit will help prepare the students in different aspects of their future in school and in their lives. They will gain more information and curiosity of the world around them and they will gain research and presentation skills that they will be able to use from that project forward in their academic careers

Assessment Plan

Entry Skills Test

The students will be given a math test to assess their ability to add and subtract within 100 that will consist of 20 addition/subtraction questions given to them in math class to be looked over by the teacher doing this unit and will be graded based on accuracy. The students need to be able to score at least a 90% on the test to start the project with accommodations or modifications as needed. They will also be given a mini research assignment to assess whether they are able to complete guided research and fill out a graphic organizer at the beginning of the year to refresh and go over the needed information for completing research correctly. The students will need to be able to complete all of the components of the research assignment with 90% accuracy to make sure that they are able to have the necessary skills to complete this unit.

Pretest

The mini research assignment discussed in the entry skills test section can also be used as a pretest to assess if the students have improved in their research skills and presentation of the information gained from the research.

Practice Tests

Each day of the unit will have a practice test embedded in the unit. Day one, the practice test will be an exit slip asking the students which job they chose and one fact they learned about the job through their research. Day two, the practice test will be an exit slip asking the students which housing option and transportation option they chose and one fact about each. Day three, the practice test will be an exit slip asking the students to submit their budget. Day four, the practice test will be an exit slip asking the students to write a paragraph about what they learned the most from the Month in the Life. Day five will be the posttest, or the presentation.

Posttest

The posttest will be the whole project submission along with the presentation. This will show what the students have learned in each of the life skills categories. This will also allow the students to reflect on what they thought about how living as an adult would be before and after doing the project. They will also get a chance to present their learning to their peers, teachers, parents, and possibly administrators. The learners will be assessed based on a rubric, one for the project and one for the presentation. The goal is for the students to score an 80% or more on the project and presentation.

Performance Objectives

Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of all of the other information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a presentation with all of the information they learned.

Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves (CN), using different resources, manipulatives, and technology (B) to evaluate different aspects of transition skills that they will need in high school and afterward (CR).

Performance Objective #1: Given the website <https://www.bls.gov/ooh/home.htm> (CN), the students will be able to identify basic information about a career of their choosing (B) to learn information about a type of career and to add to their presentation template (CR) with an 80% accuracy using a rubric.

Subordinate Objective 1.1: Given the website <https://www.bls.gov/ooh/home.htm> (CN), the students will find 3 facts about the career of their choosing (B) to learn more about that type of career and to add to their presentation template (CR) with an 80% accuracy using a rubric.

Subordinate Objective 1.2: Given the website <https://www.bls.gov/ooh/home.htm> (CN), the students will find 3 pictures about the career of their choosing (B) to learn more about that type of career and to add to their presentation template (CR) with an 80% accuracy using a rubric.

Subordinate Objective 1.3: Given the website <https://www.bls.gov/ooh/home.htm> (CN), the students will write the job title, salary, job requirements, and education requirements (B) to learn more about that type of career and to add to their presentation template (CR) with an 80% accuracy using a rubric.

Performance Objective #2: Given a pre-made graphic organizer with different options for their ideal living environment (CN), the students will find where they want to live, house or apartment, how many beds and bathrooms, cost per month for rent,

cost of utilities, the vicinity of what is close to the living environment (B) to learn more about their preferences in independent living and to add to their presentation template (CR) with an 80% accuracy using a rubric.		
	Subordinate Objective 2.1: Given a pre-made graphic organizer with different options for their ideal living environment (CN), the students will find where they want to live, house or apartment, and how many beds and bathrooms (B) to learn more about their preferences in independent living and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
	Subordinate Objective 2.2: Given a pre-made graphic organizer with different options for their ideal living environment (CN), the students will find the cost per month for rent and the cost of utilities (B) to learn more about their preferences in independent living and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
	Subordinate Objective 2.3: Given a pre-made graphic organizer with different options for their ideal living environment (CN), the students will find the vicinity of what is close to the living environment (B) to learn more about their preferences in independent living and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
Performance Objective #3: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost (CN), the students will be able to choose a method of transportation and the cost of that type of transportation (B) to learn more information about their preferred type of transportation and how to do that day to day and to add to their presentation template (CR) with an 80% accuracy using a rubric.		
	Subordinate Objective 3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost (CN), the students will be able to choose a method of transportation (B) to learn more information about their preferred type of transportation and how to do that day to day and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
	Subordinate Objective 3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost (CN), the students will be able to research the cost of that type of transportation (B) to learn more information about their preferred type of transportation and how to do that	

	day to day and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
Performance Objective #4: Given a model of a budget and given a graphic organizer to calculate a budget (CN), the students will be able to calculate their monthly budget and create a monthly budget in the graphic organizer (B) to help the students learn about money management and budgeting and to add to their presentation template (CR) with an 80% accuracy using a rubric.		
	Subordinate Objective 4.1: Given a model of a budget and given a graphic organizer to calculate a budget (CN), the students will be able to calculate their monthly budget by taking their monthly salary and subtracting the rent, transportation, utilities, groceries, bills, and other expenses (B) to help the students learn about money management and budgeting and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
	Subordinate Objective 4.2: Given a model of a budget and given a graphic organizer to calculate a budget (CN), create a monthly budget in the graphic organizer using the calculations (B) to help the students learn about money management and budgeting and to add to their presentation template (CR) with an 80% accuracy using a rubric.	
Performance Objective #5: Given a calendar worksheet and a weekly to-do list form to fill out (CN) to visualize monthly and daily life, the students will fill out the calendar for the month to plan out the days of work, bills, and other responsibilities and fill out the to-do list for each week of the month (B) to help the students learn how to manage their time and to learn how to live a simulated life based on the other information found during the project and to add to their presentation template (CR) with an 80% accuracy using a rubric.		
	Subordinate Objective 5.1: Given a calendar worksheet (CN) to visualize monthly and daily life, the students will fill out the calendar for the month to plan out the days of work, bills, and other responsibilities (B) to help the students	Subordinate Objective 5.1.1: Given a calendar worksheet (CN) to visualize monthly and daily life, the students will fill out the calendar for the month to plan out the days of work (B) to help the students learn how to manage their time and to

	learn how to manage their time and to learn how to live a simulated life based on the other information found during the project and to add to their presentation template (CR) with an 80% accuracy using a rubric.	learn how to live a simulated life based on the other information found during the project and to add to their presentation template (CR) with an 80% accuracy using a rubric. Subordinate Objective 5.1.2: Given a calendar worksheet (CN) to visualize monthly and daily life, the students will fill out the calendar for the month to plan their bills (B) to help the students learn how to manage their time and to learn how to live a simulated life based on the other information found during the project and to add to their presentation template (CR) with an 80% accuracy using a rubric.
	Subordinate Objective 5.2: Given a weekly to-do list form to fill out (CN), the students will fill out the to-do list for each week of the month (B) to help the students learn how to manage their time and to learn how to live a simulated life based on the other information found during the project and to add to their presentation template (CR) with an 80% accuracy using a rubric.	

Grading Rubric (Research)

Part #1: Career Research		
8 to 10 points	4 to 7 points	0 to 3 points
Found 3 facts, 3 pictures, and the job title, salary, job requirements, and education requirements	Found 2 facts, 2 pictures, and only partial information	Found 0-1 fact and 0-1 picture
Part #2: Independent Living Research		
8 to 10 points	4 to 7 points	0 to 3 points
Chose a type of housing and the information about it and chose a method of	Only chose a type of housing and type of transportation	Only identified a typed of house or type of transportation

transportation and the information about it		
Part #3: Budgeting Research and Practice		
8 to 10 points	4 to 7 points	0 to 3 points
Completed the graphic organizer and budget in full	Only calculated their first budget	Only partially filled out the budget
Part #4: Month in the Life Simulation		
8 to 10 points	4 to 7 points	0 to 3 points
Filled out the calendar template and the to-do list with the necessary information	Only filled out the calendar template or the to-do list	Only partially filled out the calendar template or to-do list

Instructional Designer Reflection

Up to this point in this project things are pretty aligned with what I thought this project should look like. There are some things that I've had to change and adapt but I think that is just making it better. I like being able to figure out all of the aspects of this unit and flesh everything out. It is easier for me to talk about it rather than type everything out in all of the boxes. It may be easier for me to do a brain dump on paper or with somebody before putting it all in the design document, but it is a fun challenge. I think the most challenging thing for me so far on this project is to deep dive everything. I'm so used to it just being explained then I move onto the next project, rather than going in depth for every aspect of a project. It isn't something that I expected going into instructional design and it is something I need to work on. I feel like there is a line between over explaining and not explaining enough and I want to get it all right the first time even though I have never worked on a project like this before.

The peer feedback process was a great way to have other people take a look at my work and make sure it makes sense. One of my peers suggested clarifying my assessment and the way it will be graded. Another of my peers suggested making my objectives more measurable. Both pieces of feedback and all of the other feedback they've given me so far are helpful so that I can improve my work and make sure that my final project make sense and is a great final product for this class and a great practice product as a professional.