

Sequencing Strategy

This instructional module will use Posner and Strike's learning-related sequencing. To be more specific, the familiarity schema for learning-related sequencing. The module's content is based around expanding the learner's ID model knowledge, implying there is existing familiarity with the topic. All the course objectives are tied to this knowledge expansion. The learners have been introduced to MRK and ADDIE but Agile ID is new to them. By starting with review of the familiar before delving into the unknown the concept of familiarity. (Morrison, Ross, Kalman, & Kemp, 2013, p. 125).

Instructional Strategy

Goal 1

Reinforce existing knowledge on MRK

Objective 1

Given a blank diagram, the learner will be able to assemble the MRK model.

Initial Presentation: The learner will be presented with the MRK model diagram as a whole and broken down into its components.

Generative Strategy (recall): Students will design a mnemonic to help them remember the components.

Goal 2

Reinforce existing knowledge on ADDIE

Objective 1

Given a blank diagram, the learner will be able to assemble the ADDIE diagram.

Initial Presentation: The learner will be presented with the ADDIE diagram as a whole and broken down into its components.

Generative Strategy (recall): Students will design a mnemonic to help them remember the components.

Goal 3

Learn the history and background of Agile ID

Objective 1

Given a statement, the learner will be able to recognize a false statement concerning Agile Development's history.

Initial Presentation: The learner will be guided through the history of Agile development

Generative Strategy (recall): Students will be asked to take small quiz to answer two factual questions.

Goal 4

Learn the basics of the Agile ID Model

Objective 1

Given a list of options, the learner will be able to define Agile ID

Initial Presentation: The learner will be presented with the with the components of Agile ID.

Generative Strategy (elaboration): Students will combine the components of Agile ID into a single definition.

Objective 2

Given a statement, the learner will be able to recognize a false statement about Agile ID.

Initial Presentation: The learner will be presented with the with the components of Agile ID.

Generative Strategy (recall): Students will take notes and review the individual slides.

Objective 3

Given a list of options the learner will be able to identify the steps used in Agile ID

Initial Presentation: The learner will be presented with the with the steps used in Agile ID.

Generative Strategy (recall): Students will create a mnemonic to help them remember, the mnemonic should not be AGILE.

Objective 4

Given a list of options, the learner will be able to relevant stakeholders in Agile ID.

Initial Presentation: The learner will be presented with the stakeholders in Agile ID.

Generative Strategy (recall): Students will create a mnemonic to help them remember the stakeholders.

Objective 5

Given a statement, the learner will be able to recognize a false statement about Agile ID pros and cons.

Initial Presentation: The learner will be presented with the pros and cons of Agile ID.

Generative Strategy (recall): Students will sort a list into pros and cons.

Objective 6

Given a statement, the learner will be able to recognize a false statement about Agile ID blockers.

Initial Presentation: The learner will be presented with the with the blockers in Agile ID.

Generative Strategy (elaboration): The learner will be tasked with imagining blocker scenarios and how they would resolve them.

Goal 5

Learn the similarities and differences between MRK, ADDIE, and Agile ID

Objective 1

Given a statement, the learner will be able to recognize a false statement concerning ID model similarities.

Initial Presentation: The learner will be presented with the similarities between MRK, ADDIE, and Agile.

Generative Strategy (recall): Students will list and organize by perceived importance the similarities.

Objective 2

Given a statement, the learner will be able to recognize a false statement concerning ID model differences.

Initial Presentation: The learner will be presented with the differences between MRK, ADDIE, and Agile.

Generative Strategy (recall): Students will list and organize by perceived importance the differences.

Goal 6

Learn which ID model is best for a given scenario

Objective 1

Given a scenario, the learner will be able to identify the most appropriate ID model to use.

Initial Presentation: The learner will be presented indicators for when to use each ID model.

Generative Strategy (elaboration): The learner will be tasked with remembering past scenarios and thinking which model would have been best to use.

Preinstructional Strategy

This instructional module will use a hybrid preinstructional strategy. As the students are novices in ID there is a need to prepare them for the learning and explain the value of the content. Consequently, the module will use both objectives and overview to prepare the learners. The overview will focus on introducing the value of the content to the students. The learners will understand what they are expected to accomplish through the objectives.

Design Plan

Design Sequence	Description	Objective	Estimated Time	Instructional Strategy
<i>Preinstructional strategy</i>	Course details	—	3 min.	
	Goals			
	Overview			
<i>Instruction</i>	Reviewing MRK	1.1	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Reviewing ADDIE	2.1	3 minutes	Initial presentation, Generative presentation, Learner Practice
	A short history of Agile	3.1	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Defining Agile ID	4.1	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Agile ID philosophy	4.2	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Agile ID Steps	4.3	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Agile ID stakeholders	4.4	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Agile ID Pros/Cons	4.5	3 minutes	Initial presentation, Generative presentation, Learner Practice
	Agile ID Blockers	4.6	3 minutes	Initial presentation, Generative presentation, Learner Practice
	How are they similar?	5.1	3 minutes	Initial presentation, Generative presentation, Learner Practice
	How are they different?	5.2	3 minutes	Initial presentation, Generative presentation, Learner Practice
Which one should you use?	6.1	3 minutes	Initial presentation, Generative presentation, Learner Practice	
<i>Posttest</i>	None		0 minutes	

References

Morrison, G., Ross, S., Kalman, H., & Kemp, J. (2013). *Designing Effective Instruction* (7th ed.). Hoboken, NJ: J. Wiley & Sons.