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**Paul Prentice**  
**Week 2 DB 1:**

**The MS Word Course**

Students will learn format and design skills in MS Word 2010. They will choose and apply the most appropriate features to different types of word processing documents. The purpose and goal are to share information in an organized and professional looking format.

There are several issues at hand. The timeframe allotted to cover the material in this course is limited. Class groups range from 20 to 28 students with one teacher. Students in the group have diverse levels of ability and prior knowledge. By mainstreaming the process students will have the opportunity to achieve the goals and objectives for the course. From a constructivist point of view, many students will be able to take charge of their learning. According to Deubel, not all students are able to handle the challenge of self-controlled learning. Other students require a more prescriptive approach. Ideally, adaptive instruction might be beneficial in presenting content as to address the levels and abilities of all students (2003, p. 73). Students who have a solid foundation can proceed through lessons on their own enabling the teacher to be available to support the learning of other students.



**Delivery Method**

Computer based delivery of media with web access makes the most sense. Media analysis places CBT at the top of the list. Lee and Owens support a “rational approach to selecting media” (2012, p. 68). Instructor lead, although efficient, does not address the needs of all students in the time available. Audio and video tapes are outdated forms of delivery for this task. Distance broadcast does not apply to this type of repeat instruction. The choice of CBT via the web provides the most benefits. There is ease and availability of access to CBT. Students receive uniform instruction when using a CBT environment for self-paced learning. The content is accessible for review as needed. Students can refer back to these learning modules at any time for support of learning. This would be tier one support for the learners. Tier two would be conferencing with the teacher or instructor for guidance. As Mayer and Moreno stated, learning that occurs in a multi-media setting provides a “potentially powerful venue for improving student understanding” (2002). Students are taking charge and controlling the pace of their learning.

Instructor lead training is not an effective method for all students. With a

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cognitive approach to learning, students construct their own knowledge through experience. Web based training delivers content to each learner in a one-to-one fashion. Students can progress through the website in a non-linear format accessing the training modules they feel they need in order to complete the assignment modules. Proof of learning, according to Deubel, is included within the activities (2003, p. 73). Assessment of learning does not require that all students view the entire website in order to successfully achieve the goals and objectives of the course. The proof of learning will be evident in the completed assignments.

### **References**

- Deubel, P. (2003). An Investigation of Behaviorist and Cognitive Approaches to Instructional Multimedia Design. *Journal of Educational Multimedia and Hypermedia*. 12 (1), pp. 63-90. Norfolk, VA: AACE.
- Lee, W. W., & Owens, D. L. (2012). *Multimedia-based instructional design: Computer-based training, web-based training, distance broadcast training, performance-based solutions* (2nd ed.). San Francisco, CA: Pfeiffer.
- Richard E. Mayer, Roxana Moreno, Aids to computer-based multimedia learning, *Learning and Instruction*, Volume 12, Issue 1, February 2002, Pages 107-119, ISSN 0959-4752, [http://dx.doi.org/10.1016/S0959-4752\(01\)00018-4](http://dx.doi.org/10.1016/S0959-4752(01)00018-4). (<http://www.sciencedirect.com/science/article/pii/S0959475201000184>)
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