**Instructional Design Fundamentals**

Work with your partner/s to develop responses associated with the standards/or theorist.

Groups who cover standards should be prepared to show the web sites while they are providing information about them and provide a SHORT word-processed response to share with the class electronically. File title should be the group number. The presentation should demonstrate depth of understanding of the standards/theorist as well as group rehearsal or planning for the 5 minute presentation.

**State and National Standards – Bookmark these sites**

**All**

**NC Standard Course of Study**

North Carolina Department of Public Instruction

North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/>

* Explain the organization, structure, and purpose of the NCSCOS.
* Describe the importance of this resources to your content area

**Group 1**

**North Carolina Professional Teaching Standards**

<http://www.ncptsc.org>

* Provide an overview of the NCPTS and explain their importance to NC Teachers.
* Briefly describe each of the standards and compare the NCPTS to the NBPTS (<http://www.nbpts.org/>).

**Group 2**

**National Educational Technology Standards for Teachers**

ISTE’s Educational Technology Standards for Teachers (NETS\*T 2008)

<http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/Nets_for_Teachers.htm>

* Briefly describe each standard and interpret how a high school teacher might practice these using specific content-based examples.

**Group 3**

**National Educational Technology Standards for Students**

ISTE’s Educational Technology Standards for Students (NETS\*S 2007) <http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm>

* Briefly describe each standard and interpret how they might be developed in a high school classroom. Give examples from specific content areas.

**Group 4**

**21st Century Skills Framework**, Partnership for 21st Century Skills <http://www.21stcenturyskills.org/> (click on **Overview** at the top and select Skills Framework. Use the section entitled 21st Century Student Outcomes to guide your responses)

* Provide a brief background of these standards: when developed, who developed, and which states have adopted these standards.
* Briefly describe each of the four sets of standards and explain their importance.
* Give examples of how a teacher might integrate these expectations into specific high school content.

**Learning theories/teaching strategies**

**Group 5**

Bloom’s revised taxonomy of cognitive processes <http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy>

Briefly describe how the revised taxonomy and relates to NETS\*S and the 21st Century Skills Framework.

**ALL – Why would these theories be relevant to technology-enhanced instructional design?**

**In what ways would they influence the way you teach your content?**

Vygotsky-scaffolding, zone of proximal development

<http://tip.psychology.org/vygotsky.html>

<http://starfsfolk.khi.is/solrunb/vygotsky.htm>

Lave – situated learning

<http://tip.psychology.org/lave.html>

Bandura’s social learning theory (observational learning, modeling)

<http://tip.psychology.org/bandura.html>

- Focus on observational learning and social learning theory, including observational or social learning.