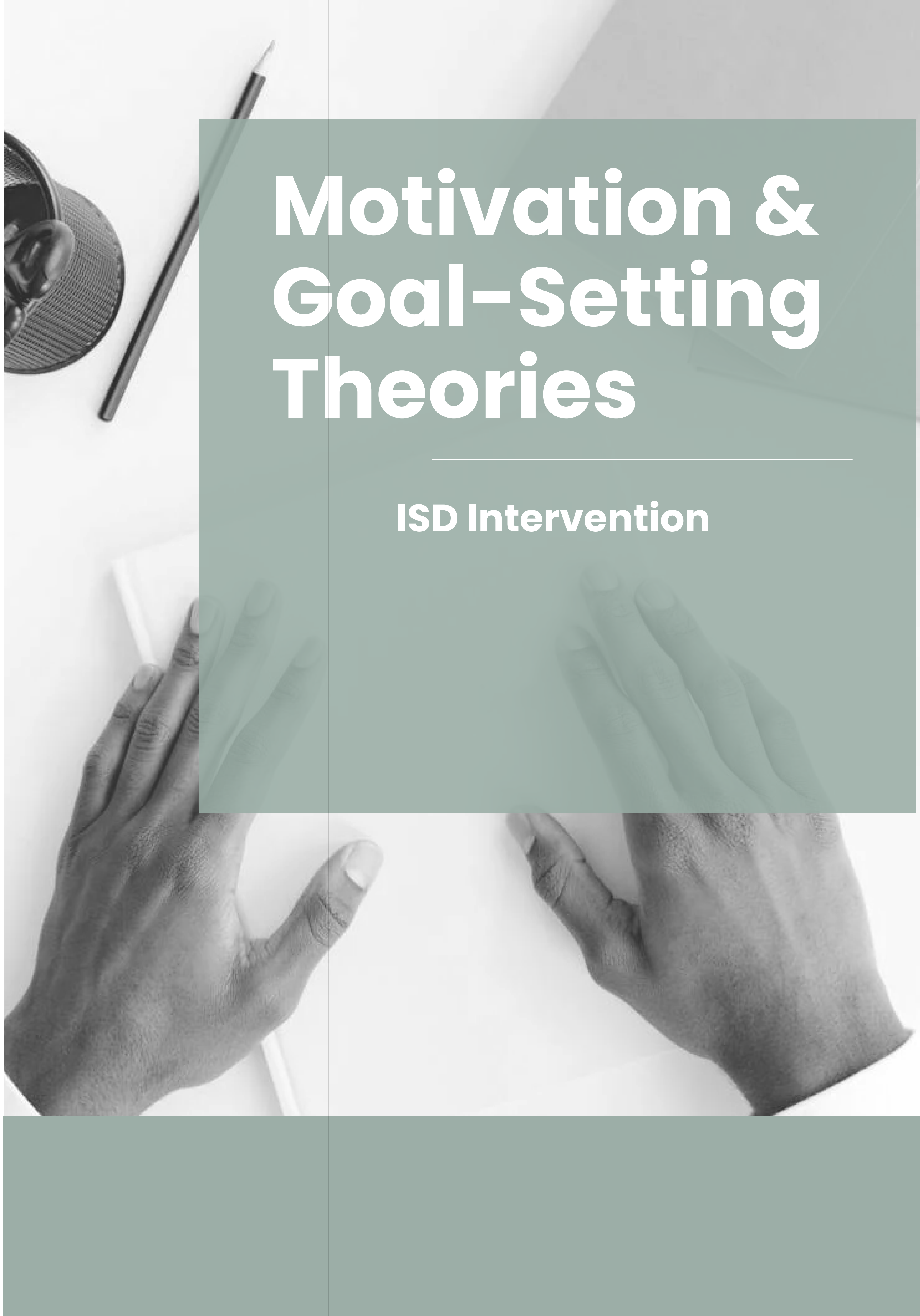




By: Rahny Day  
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EDCI 863 ZA



# Motivation & Goal-Setting Theories

ISD Intervention



Online  
Module



Page



Book



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# Scenario & Goal Analysis

## Interaction

As an ID:

Consider and accept the endless factors affecting giving consistent effective feedback. The analysis allows for a practical and concise framework for developing this skill with considerations for empathy and multicultural perspectives.

Learners:

Facilitate a reflection on how they can best interact with content in response to their specific environments. It's important they cultivate a responsiveness that allows them to respond and contribute to the intervention.

## Intention

As an ID:

Ensure framework aligns with the audience's backgrounds, experiences, and thought processes. There are endless variations and applications for the content that can and should be constantly evaluated.

Learners:

Internalize how to evaluate their environment in order to contextualize the situation. This forces an in-depth examination of how their current competencies have been shaped by their experiences and motivations.

## Introspection

As an ID:

Questioning my own background, past and current, in how that manifests in the construction of the intervention. It certainly functions as a positive or negative. Through research, I've tried to focus on how to understand and leverage my perceptual process via selection, organization, and interpretation.

Learners:

Challenge their own assumptions by constantly considering a more "objective" approach in their thought processes. This type of regulation can further aid in reducing tendencies to allow self-efficacy to dictate success and implementation of skills.

## Scenario

While following up with an intervention to assess its effectiveness, the issues of motivation was brought to my attention.

I was asked to design a framework that could adapted for young adolescents to adults.

There were some time restraints, given the degree of the issue, so it was strongly recommended to be mindful of complexity.

## Goal

### Driving Question

What needs to be known to internalize and apply effective goal-setting techniques to reach desired outcomes?

## Learner Level & Characteristics

Audience	Behavior	Conditions of Task	Criteria of Task
Young Adolescent Adolescent Adolescents Adults  All varied backgrounds	Master goal-setting techniques	<ul style="list-style-type: none"><li>Online</li><li>IN-Person</li><li>Professional/Non-Professional Settings</li><li>Educational Setting</li><li>Personal Setting</li></ul>	Effectively and consistently create, implements, and assess goal-setting methodologies via a strategic framework

## Gaps

### Address hidden assumptions & habitual practices

1. Behavior: Belief it can't be changed
2. Resources: Not reliable or available to learn from
3. Application: Inconsistent or not appropriate for desired goals
4. Change: Resistance to adapt to new methods
5. Self Efficacy: Not enough confidence to approach or transform goals
6. Quality of Goals: Very ambiguous with no framework to address

External Instructional Event	Internal Processes	Planned Instructional Activities	Anticipated Learner's Activities
<b>1. Gain Attention</b>	<b>Reception</b>  Learner is focused on event	Participants will go through an instructor lead orientation that outlines the following LO's.  <ul style="list-style-type: none"><li>Introduce training reason and monitor comprehension of goals</li><li>Emphasize importance of acquiring proficiency of skills within real world context</li><li>Illustrate available services and locations of feedback resources</li><li>Enhance understanding of how the processes can be adapted to individual preferences</li></ul>	<ul style="list-style-type: none"><li>Instructors will engage with participants in a "guided" capacity making sure to not dominate conversations in order for them to construct, extend, and apply their insights.</li></ul>
<b>2. Inform Objective</b>	<b>Expectancy</b>  Learners know exactly how the course is structured and it's purpose	After informing students of objectives, the instructor will LO's to explain the implications of acquiring skills for consistently effective and quality feedback  This will emphasize the importance of all the steps and their practical applications	<ul style="list-style-type: none"><li>There is greater success for engagement since learner's know what to expect.</li></ul>
<b>3. Stimulate Recall of Prior Knowledge</b>	<b>Retrieval to Working Memory</b>  Learner accesses prior knowledge in relation to current content.	Instructors engage with students in a "guided" learning capacity to explore their knowledge.  <ol style="list-style-type: none"><li>What's your current experience with goal-setting?</li><li>What's your current experience with constructing goals?</li><li>What is the difference between effective and ineffective goal-setting methods?</li><li>How do you determine the best approach towards goal-setting? (contextual factors)</li></ol>	<ul style="list-style-type: none"><li>As learners share their insights, the instructor and learner are gathering a better awareness of skill gaps.</li><li>This also helps to gauge that the current framework for the intervention is taking shape as anticipated.</li></ul>
<b>4. Present New Content</b>	<b>Selective Perception</b>  Learners recognize new information and associated characteristics	During this step the instructor will use a demonstration to first illustrate how to select the best feedback delivery method.  The instructor will also pose a problem based scenario to relate skills to direct application.  This will be done with learners, to illustrate the function and components as succeeding steps of folding to contextualize feedback for the desired outcome.	<ul style="list-style-type: none"><li>Through observation learners will begin to conceptualize the foundations of effective, consistent and quality goal-setting methods in a meaningful and relatable context.</li><li>This is further aided by utilizing real world scenarios flexible in nature to reflect the diverse and occasional unexpected contexts.</li></ul>
<b>5. Provide Learning Guidance</b>	<b>Semantic Coding</b>  Learners take an active role in utilizing new knowledge via resources provided and constructed during intervention	Resources supplied and created as a result of engaging, exploring, explaining via various discussions shows learners how to categorize the competency needed.  <ul style="list-style-type: none"><li>Displaying effective, quality and consistent goal-setting behaviors</li><li>Directly related to varying contexts<ul style="list-style-type: none"><li>motivations</li><li>locations</li></ul></li></ul>	<ul style="list-style-type: none"><li>Learner's are fully active in applying the knowledge. This is accomplished by replicating the foundational steps of constructing a reliable framework to delivery effective quality goal-setting aligned with outcomes consistently.</li></ul>
<b>6. Elicit Performance</b>	<b>Responding</b>  Learners demonstrate a level of proficiency through implementation	The framework of the intervention allows learners to constantly assess their current and emerging comprehension of feedback methods and implementation.  Learners can not advance to more complex methods or scenarios without measuring the effectiveness of their current skills sets and implementation of methods.	<ul style="list-style-type: none"><li>Misconceptions via metacognition and implementation execution are illuminated.</li><li>This ensures learners will have to engage in realistic expectations to continually adjust and replicate the process for the desired outcomes.</li></ul>
<b>7. Provide Feedback</b>	<b>Reinforcement</b>  Learners are supplied with direct feedback based on proficiency.	In consideration to a guided and problem based approach, their feedback is immediate and specific to individualized learner goals and proficiency.  This is also supplied via peers as they engage through the process.	<ul style="list-style-type: none"><li>The specificity and immediate feedback functions to help the learner make adjustments in real time. It eliminates the chances of ineffective application which aids in lower anxiety and enhancing focus.</li><li>This is also related directly to refining how learners can better "self" assess and "self-regulation" frameworks in relation to various goal-setting theories.</li></ul>
<b>8. Assess Performance</b>	<b>Retrieval &amp; Reinforcement</b>  Learners retrieve knowledge to finish task and receive feedback	Instructors provide a reliable framework of reflection throughout all steps to model for students how to examine their meta-cognition and reasoning for conclusions	<ul style="list-style-type: none"><li>Learners are able to evaluate the validity of their conclusions to further improve their proficiency. It's an emphasis on the power of "ownership" to foster autonomy.</li></ul>
<b>9. Enhance Retention/Transfer</b>	<b>Retrieval &amp; Generalization</b>  Learner retain new information through application via real contexts	Learners will utilize all resources to aid in quick reference based on effective quality and consistent feedback.  The instructor's efforts to facilitate their contextualized procurement and creation will encourage their continued engagement and seeking out new methods based on individual motivations.	<ul style="list-style-type: none"><li>Functions as benchmarks (built in scaffolding)</li><li>Derived from all observations of past, current, and future experiences</li></ul>



# Learner Analysis

## Interaction

Given the learners are from a variety of backgrounds, in terms of race, sex, age, and even occupation, it will shape the contextualization of how they internalize the information. While there may be obstacles, they may be at varying degrees in relation to the learner’s competency and awareness of their past habitual habits.

## Intention

Despite the inevitable fusion and representations of cultures as result of the wide demographic, some may not have experienced goal setting in a positive light. Going a step further, there may not have been serious reflection on the science behind it that is fueled by a very specific approach. Some may never have been expected to focus on reflecting on the process especially if they’ve never been challenged to. Their expectation of success, driven by their own self-efficacy, may not be strong.

## Introspection

My position as an educator is a definite, if not the most dominant, factor that impacts my conceptualization of how to select, design, and implement goal setting theories to improve motivation with consistency. As a learner I hope they realize, hopefully through the effectiveness of the instructor, that their backgrounds shouldn’t be a marker for their success.

There are a multitude of stereotypes associated with specific contexts, personal and professional, from their cultural makeup in terms of race, sex, to dominant personalities. This highlights that there will be a variance in attitudes and the value placed toward prioritizing acquiring the skills.

## Characteristics

### General

- Students 4th Grade +, Higher Education, working Professionals
- SEx: male & female
- RAce: Varied
- Education: Grade sChool, High School, Graduate, Other certifications or credentials

### Prior Knowledge

- Bring their experiential realities to engage in content
- Higher Learning: Adults may have exposure to various techniques and rudimentary or advanced understanding of applications and components

### Documentary Records

- None needed

### Affective Domain

- Resource access may hinder participation
- Time restraints may affect participation and quality time with content
- Younger students may have issues internalizing concepts. Work harder to make links to real-world applications

### Technology Competencies

- Assumed their is basic level of how to through course
- Some may be advanced with using various applications from workforce training or other avenues ( LMS’s)
- With low competencies will have guides and reference material to facilitate success
- All Content will still be available a print fashion (physical or ebook) with adapted activites



# Learning Objectives

## Interaction

To craft learning objectives that illustrate a clear expectation of all parties involved.

- Other Stakeholders
  - Given restraints, as outlined in hypothetical situation, this affects the approach, implementation, and success of the program as delivered to the ISD and their team. ( ownership for the accuracy of data given)
- Instructors
- Knowledgeable of the expectations for the intervention as proposed by their commissioners
- Organized in their approach to strategizing the framework of the intervention
- Students
  - Fully understand the foundational reasons for this intervention
  - Participation in course in order to ensure the acquisition of skill sets

## Intention

Motivation is a fascinating concept with a myriad of elements. Some that are under are control and some that aren't. I found this topic to be important and easy to apply for the entirety of my demographic. Granted those older may have more complex applications.

## Introspection

- There may be assumptions held by those that goal setting is easy and as long as your specific that's enough. Exploring some foundational elements of them can only better improve their motivation or give them insight into how their motivation functions in their lives to correct any fallacies affecting communication and productivity. While there is a plethora of research to back the benefits of apply goal setting theories to boost motivation, this is no guarantee a genuine effort or implementation once the intervention is over will be upheld.

## #1 Goal

Utilizing effective goal-setting techniques to reach desired outcome?

## Driving Question

What needs to be known to internalize and apply effective goal-setting techniques to reach desired outcomes?

## Gaps

Address hidden assumptions & habitual practices

1. Behavior: Belief it can't be changed
2. Resources: Not reliable or available to learn from
3. Application: Inconsistent or not appropriate for desired goals
4. Change: Resistance to adapt to new methods
5. Self Efficacy: Not enough confidence to approach or transform goals
6. Quality of Goals: Very ambiguous with no framework to address

## 5 E's

### Engage

As a group, learners will explore their background knowledge and experiences on effective feedback methodologies.

“Orientation” ( ENGAGE)

- Introduce the reason for the training and check in with learners that they understand why they are here
- Emphasize importance of acquiring proficiency of skills within real world context ( professional world)
- Illustrate available resources and how to locate on effective feedback methods
- Enhance understanding of how the processes can be adapted to individual preferences

<b>Identify</b>	<ul style="list-style-type: none"><li>• Identify a problem as presented while monitoring personal bias and assumptions</li></ul>
<b>Isolate</b>	<ul style="list-style-type: none"><li>• Isolate main concepts from various resources</li></ul>
<b>Intellectual</b>	<ul style="list-style-type: none"><li>• Develop a reliable framework to organize thoughts and processes implemented</li></ul>
<b>Analyze</b>	<ul style="list-style-type: none"><li>• Select the most appropriate problem-solving approach based on context</li></ul>

### Explore

Elicit higher order thinking skills and slow transition into “ownership” of learning

- Reinforce: Continually put LO's at the forefront by aligning questions accordingly
- Stimulate: Explore creative and critical thinking. Aids in helping the instructor understand the learner's thought process
- Retention: Encourage the idea of putting concepts into their “own words”
- Engagement: Ensures learners are always “active” vs “passive” as they must answer and respond with either the instructor or peers to develop a working knowledge base.

<b>Infer</b>	<ul style="list-style-type: none"><li>• Acknowledge consequences and significance of various conclusion in relation to content</li></ul>
<b>Exercise</b>	<ul style="list-style-type: none"><li>• Exercise foresight in considering next steps of a concept</li></ul>
<b>Utilize</b>	<ul style="list-style-type: none"><li>• Utilizing research to support concepts, methods, and conclusions in validating perspectives ( self or others)</li></ul>
<b>Classify</b>	<ul style="list-style-type: none"><li>• Assess how their knowledge transforms and can be implemented towards skill acquisition via restating questions</li></ul>

### Explain

- Meaningful engagement with content to work through and or via creating
- Consolidation of concepts in a logical manner
- Construct framework for how concepts manifest in real world and individual lifestyles
- Conceptualize and critique diverse perspectives and approaches

<b>Explore</b>	<ul style="list-style-type: none"><li>• Explore various methods to organize data</li></ul>
<b>Utilize</b>	<ul style="list-style-type: none"><li>• Utilizing research to support concepts, methods, and conclusions in validating perspectives ( self or others)</li></ul>
<b>Differentiate</b>	<ul style="list-style-type: none"><li>• Emphasize importance of acquiring proficiency of skills within real world context</li></ul>
<b>Explain</b>	<ul style="list-style-type: none"><li>• Available resources and methodologies of effective goal-setting</li></ul>

### Extend

- Prioritize decisions making based on observation and evidence over assumptions
- Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)
- Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
- Evaluate the potential effectiveness and ramifications of various

<b>Create</b>	<ul style="list-style-type: none"><li>• Generate their own scenarios for goal-setting framework by leveraging supplied or personal resources to maximize efficiency</li></ul>
<b>Identify</b>	<ul style="list-style-type: none"><li>• Identify a problem as presented while monitoring personal bias and assumptions</li></ul>
<b>Isolate</b>	<ul style="list-style-type: none"><li>• Isolate main concepts from various resources</li></ul>
<b>Develop</b>	<ul style="list-style-type: none"><li>• Develop a reliable framework to organize thoughts and processes implemented</li></ul>
<b>Clarify</b>	

### Evaluate

- Prioritize decisions making based on observation and evidence over assumptions
- Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)
- Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
- Evaluate the potential effectiveness and ramifications of various conclusions drawn

<b>Assess</b>	<ul style="list-style-type: none"><li>• Assess credibility or resources and conclusions. Both from others and self</li></ul>
<b>Question</b>	<ul style="list-style-type: none"><li>• Question if evidences supports ideas presented and or orientations towards them</li></ul>
<b>Identify</b>	<ul style="list-style-type: none"><li>• Identify conclusions and if they answers questions and gaps presented in content</li></ul>
<b>Analyze</b>	<ul style="list-style-type: none"><li>• Recognize fundamentals concepts in order to relate back to core ideas and or previous knowledge</li></ul>



# Context Analysis

## Interaction

Within this scenario I have the option of online instruction and or providing resources for offline usage. I view this in terms of being abl I in terms of how my “intent” behind the design allows me to be a part of their learning process. I'm coming from the mindset of someone who is deeply immersed in academia and teaching adults and wants to have a better insight into how motivation plays in role in achieving goals.

## Intention

“Reflecting the Community of Practice”

My scholars should be equipped to apply these motivational theories and concepts to a variety of orientation contexts in terms of professional and personal usage.

The goal is to keep “simplicity” in mind. Goal setting is a fairly straightforward idea to apply it effectively. Keeping this framework in mind, instruction will guide scholars to having a point of reference to constantly evaluate their process.

## Introspection

As an ID:

Consider and accept the endless factors affecting giving consistent effective feedback. The analysis allows for a practical and concise framework for developing this skill with considerations for empathy and multicultural perspectives.

Learners:

Facilitate a reflection on how they can best interact with content in response to their specific environments. It's important they cultivate a responsiveness that allows them to respond and contribute to the intervention.

## Instructional Environment

### Where will training take place?

#### Purpose of Locations

*They will be held in person on site or virtual*

- Authentic & Controlled context of how knowledge will be physically and theoretically implemented
- Specific hands on activities based on LO's

#### Virtual

- Authentic context of how knowledge will be physically implemented
- Outside of offering convenience, this is mainly for consideration for those who have to work in a distance environment
- Various tools can be leveraged to contextual and assess competency
- Model throughout the intervention how feedback is delivered via distance  
*( instructor will help in evaluating internalization on intervention content)*

#### Conference Room ,Educational or Other Designated Area for Workshops:

- Quiet, controlled, and easily accessible environment to teach fundamentals
- May represent location where feedback may normally be given for privacy or company policy reasons

## Performance Environment

### Where will skills be implemented?

#### Purpose of Locations

- Direct application of knowledge in authentic settings.
- *They will be held in person on site or virtual*

#### Workplace

- Authentic context of how knowledge will be physically implemented
- Specific hands on activities based on LO's
- Normally mimics set up of commercial laundry facilities
- 

#### Virtual

- Authentic context of how knowledge will be physically implemented
- Outside of offering convenience, this is mainly for consideration for those who have to work in a distance environment

#### Conference Room, Educational, Personal

- Quiet, controlled, and easily accessible environment to teach fundamentals
- May represent location where feedback may normally be given for privacy or company policy reasons
- Take into consideration various comfort levels and produce an encouraging and respectful environment.
  - Increase successful implementation
  - Facilitate open dialogue
  - Responsive to methods

## Instructional Context

### Where will training take place?

#### Instructor Dynamics

- Outside Instructors: seen as authority figures. Encourage compliance
- In House: Individual most likely to be giving feedback
- Peers: May be elected as instructors for ZPD and Social Constructivism
- Peers: Relatable, similar motivations
- In Person/Virtual: illuminate differences and similarities with assessing methods, reception, and implementation of content.

## Environmental Context

### Where will skills be implemented?

#### Environmental Dynamics

- Endless Combinations
- Variety of people and facilities are a determining factor in how all these demographics fuse
- Access to Help:
- Ask strangers for assistance as classmates may not be present for reference

#### Reference Peers:

- Modeling what they've observed via their own experiences and intervention scenarios

#### Uncontrollable Elements:

- Randomness of behavior and different sets of social etiquette
- Environmental Factors affecting culture where applicable

#### Technology

- Affect their participation for those who work in distance, can't attend in person-training, or prefer distance
- Insufficient connections

## Social Context

## Instructional Context

### How motivated are learners?

#### Participation

- Based on the requirements of each individual organization and learner analysis

#### Convenience

- Offer options based on multi-cultural backgrounds and sector for best engagement

## Environmental Context

### Where will skills be implemented?

#### Learn Life Skills

- Some may desire to obtain better skills to further their career
- Some may desire to obtain better skills to improve the current work culture.
- Some may desire to obtain better skills to make the work environment more bearable
- Some may only be compliant to satisfy work requirements or as a result of poor performance reviews
- Career ramifications of not internalizing the content to be successful implemented

## Transfer Context

## Skill Implementation

### When will skills be implemented?

#### Immediacy:

- In real-time via hands on activities, demonstration, and problem based learning scenarios based on urgency of intervention need
- Delayed for those with no or lower than average experience

## Skill Implementation

### Where will skills be implemented?

#### In-Person/Virtual

- Work, Personal, Educational, Other

## Skill Implementation

### How will skills be implemented?

#### Authentic Contexts

- Synthesizing information to find most effective way to complete activity despite diverse environments
- Access to facilities
- Structure/Quality of facilities
- Utilize various technologies for communication and or documenting performance metrics
- Computer
- Camera
- Microphone
- Tablets
- Phone



# Scope: Topic Analysis

## Interaction

The concept of motivation and goal setting is something that is experienced everyday whether it's been given or received positively or not. One might say its universal and unavoidable. With that in mind, a straightforward approach was the main focus.

The goal is for all learners to view the concepts, despite any cultural backgrounds, as accessible and understand the flexibility they have in varying the forms for the best fit. Based on the exercises within the intervention, learners will gain an in-depth insight and a better cultural perspective, not just personally but professionally, by relating to their peers.

## Intention

An equilibrium amongst the complexity of the content and vocabulary has been greatly considered. Motivation, given the concept, may be problematic to begin with and may further discourage participation. Not even considering the multi-cultural diversity, the learners will have varying level of experience and power within how they implement in based on their experiential realities.

Not everyone will be enthusiastic about studying these concepts. This is compounded by their realization of internalizing this task that will be implemented in almost every aspect of their lives.

## Introspection

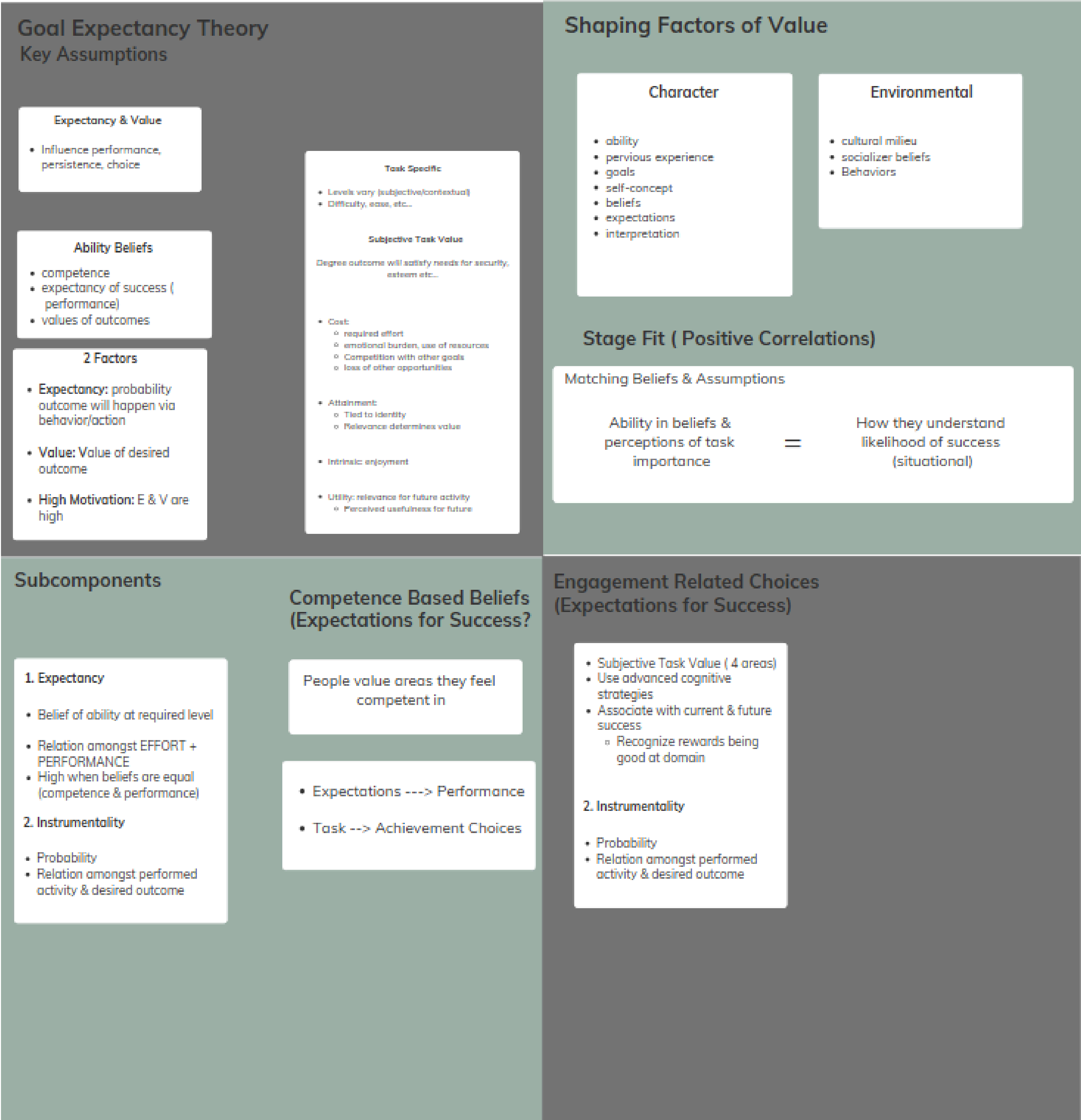
I thoroughly enjoy understanding the science behind motivation. Academia is very important to me and something I excel at and I realize that i do implore these methodologies, which now have names, every day. As an educator and student, I've been on both ends of the spectrum.

I understand the pressure and time constraints that come with educational admin duties.

# Topic Analysis Map

Click the image or links below to view the full map.

[Flipbook](#)  
[Web](#)  
[PDF](#)





# Sequence

Interaction

As an ID:

Interact in a method that communicates a layman’s approach nature of constructing, implementing, and discriminating between the best options based on the context. This gives credence to culture, specific characteristics of people involved and more. The science behind it can be very challenging and overexplaining, or trying to use science related jargon, can make the intervention more complex than needed and deter participants. At the end of the day, each organization is different, not just in terms of people and goals, but based on their specific sector.

Intention

Many factors that will influence the consistency and accessibility of exploring motivation and goal setting methods. All contexts in which it can be applies sector may affect timing and the value placed on the intervention. Immediate application is paramount to drawing connections between the desired outcomes and or behavior. Time is money so to speak, so being concise and intentional is key.

Introspection

In terms of motivation, it can easily be a complex and delicate topic and has been an expressed fear across many studies in its expression and implementation in the all aspects of life. It can cause a certain level of stress whether its effective or not. The anticipation of knowing it has to be addressed is a major factor. The consequences are insurmountable not just amongst people, but how their micro interactions can be due to the imbalance of harmony.

# 5 E's Constructivism

Step	Description	Activities
Engage	Collectively students will explore their background knowledge on effective feedback loops.  "Orientation" ( ENGAGE) <ul style="list-style-type: none"><li>Introduce the reason for the training and check in with that they understand why they are here</li><li>Emphasize importance of acquiring proficiency of skills within real world context</li><li>Illustrate available resources</li><li>Enhance understanding of how the processes can be adapted to individual preferences</li></ul>	<b>Discussions</b> <ul style="list-style-type: none"><li>Big group</li><li>Small group</li></ul>
Explore	<b>Why?</b> To conceptualize, articulate, explore and motivate student curiosity. The outcome of the demonstration is helpful in gauging any revisions needed moving forward in the lesson.  It provides the instructor with valuable insights concerning the effectiveness of their methodology, response, content, and execution. It also functions to assess student comprehension. <ul style="list-style-type: none"><li>See in real time</li><li>Ask questions on process accordingly</li><li>Adjust explanations and methodologies based on student reactions</li><li>Real world application and variations of implementing Feedback Methods<ul style="list-style-type: none"><li>Ex: Differences of female items and approaches</li></ul></li></ul> "Hand on Activities" Dive further into #1 ENGAGE discussion	<b>Demonstration/Tutorials</b> <ul style="list-style-type: none"><li>Immediate Application of resources for effective feedback</li><li>Compare and Contrast Experiences<ul style="list-style-type: none"><li>Peer to Peer</li><li>Manager to Peer</li><li>Manager to Manager</li><li></li></ul></li><li>Overview of Effective Feedback Fundamentals</li><li>At Work/Outside of Work</li><li>Questions: Throughout process questions can be submitted<ul style="list-style-type: none"><li>Digital/In Person</li></ul></li></ul>
Explain	Combine experiences from #2 EXPLORE to craft their own definition of tools and procedures associated with content. Diving deeper into the results of EXPLORE. This is a combination of Instructor & Student questions insights. <ul style="list-style-type: none"><li><b>Reinforce:</b> Continually put LO's at the forefront by aligning questions accordingly</li><li><b>Stimulate:</b> Explore creative and critical thinking. Aids in helping teachers understand the student thought process</li><li><b>Retention:</b> Encourage the idea of putting concepts into their "own words"</li><li><b>Engagement:</b> Ensures students are always "active" vs "passive" in the classroom as they must answer and respond with either the instructor or peers to develop a working</li></ul> <u>Concept/Process</u> <ul style="list-style-type: none"><li>Contextualize process in real world scenarios</li><li>To internalize basics and flow of process</li><li>Highlight various troubleshooting approaches<ul style="list-style-type: none"><li>Experiment with decision points</li></ul></li><li>Build Upon Scaffolding</li></ul>	<ul style="list-style-type: none"><li>Describe the foundational elements of the following:<ul style="list-style-type: none"><li>Recognizing Vocabulary</li><li>Contextualize Situation/Event through lens of Goal Setting Theories</li><li>Identifying the most effective Goal Setting Method<ul style="list-style-type: none"><li>Study specifics of each method</li><li>Study similarities &amp; differences</li><li>Study how similarities &amp; differences cross reference one another</li></ul></li></ul></li><li>This influences how the foundational elements will manifest and serve the target goal by addressing the specific behavior(s).</li><li>Focus on Direct Observation</li><li>Objectivity vs Subjectivity</li><li>Active Participation</li></ul>
Extend	Lots of flexibility into end results. Core concepts will constitute the following to encourage implementing skills consistently.  Apply all knowledge to real-world contexts <ul style="list-style-type: none"><li>Fully conceptualize how specific skills sets manifest in real world application</li><li>Decide on how to manage and assess their expectations for realistic results</li><li>Improve social interactions with an awareness of etiquette to demonstrate sensitivity to the needs of peers</li><li>Apply skill sets to gauge proficiency and adjust based on relatable and relevant applications</li></ul>	<b>Role-Plays, Explore PBL Scenarios</b> <ul style="list-style-type: none"><li>Identifying Foundational Elements</li><li>Study Specific Goal Setting Theories and Applications</li><li>Activities ( Real Time Intervention/Training Online Certificate)<ul style="list-style-type: none"><li>Identify scenarios</li></ul></li><li>Checklists</li><li>Videos</li></ul>
Evaluate	Share resources and aids Craft various scenarios to demonstrate knowledge ( troubleshoot) <ul style="list-style-type: none"><li>Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)</li><li>Examine shared concepts of the Feedback Methods as they manifest in contexts to determine the best approach</li><li>Refer to specific vocabulary needed to understand the specifics and fundamentals of Feedback Methods</li><li>Craft their own definitions to make new meanings for Feedback specific processes</li></ul>	Share various projects described in #4 EXTEND via community platform for class or other means ( Google docs, instagram, etc...) <ul style="list-style-type: none"><li>Identifying Foundational Elements</li><li>Study Specific Goal Setting Scenarios</li><li>Activities ( Real Time Intervention/Training )<ul style="list-style-type: none"><li>Identify scenarios</li></ul></li></ul>

# Scaffolding Emphasis

Step	Description
Instructional	<ul style="list-style-type: none"><li>a students demonstrate more mastery skills, they will receive less of a support from the instructor in order to promote critical, thinking skills and deeper reflection on their cognitive orientation</li></ul>
Procedural	<ul style="list-style-type: none"><li>based on any pre-and post assessments, this will be adjusted to compensate any additional gap analysis needed.</li></ul>
Sensory	<ul style="list-style-type: none"><li>this will be done through the various hands-on activities and or project students choose to participate in</li></ul>
Interactive	<ul style="list-style-type: none"><li>this is mostly driven by social constructivism. Students will work through the content and compare and contrast their observations with their peers. This will also help to leverage zone of proximal development. Those students with higher skill sets can be models and give insights in order to reassess frameworks</li></ul>
Graphic/Visual Aides	<ul style="list-style-type: none"><li>Readily available aides to prompt next steps and for future reference ( independent study)</li></ul>
Modeling	<ul style="list-style-type: none"><li>Verbally or through text to ensure students have a correct frame of reference</li></ul>
Prior Knowledge	<ul style="list-style-type: none"><li>Intentional reflection on the "known" to assess potential gaps, bias, assumptions in order to better connect with "new" knowledge and concepts</li></ul>
Pre-Teaching Vocabulary	<ul style="list-style-type: none"><li>the section of the lesson will have a short introduction of key vocabulary terms. <b>Studies</b> have shown that introducing students to the concepts before actual instruction starts can help to signal them for what is important to pay attention to. This eliminates unnecessary waste of cognitive energy</li></ul>
Age Considerations	<ul style="list-style-type: none"><li>This influences the methodology such as Pedagogy vs Andragogy.<ul style="list-style-type: none"><li>Adults: there will be notes to help outline how the learning objectives align with the principles and concepts of andragogy</li><li>activities chosen that align with not only recreational activities, but those of their social roles have been added for application of life skills and meaningful engagement in an authentic context</li></ul></li></ul>
Gamification	<ul style="list-style-type: none"><li>While adults would engage and could enjoy this element, this may be more reserved for younger students. This is simply because a lot of content has already been created for them, as well as an additional amount of open sourced on the Internet that can be leveraged.</li><li>Adults: if using the same iterations for the children's game, specifically those in digital format, they will be done at the most advanced level appropriate to skill sets.</li></ul> <p>***This is also keeping in mind this may function as a review opportunity and or refresher. It can also function as a remedial activity for those that need to re-address foundations.***</p>



# Strategizing & Teaching

## Interaction

The desired, idealized, internalization and application of all instruction and resources provided in the following ways.

Student-to-Content

- Emphasize the implications of real-world application of concepts
  - Develop a reliable structure for adapting problem solving techniques
  - Meaningful engagement with content to foster fluency and consistency in application Offered in various media formats ( videos, infographics, discussions, observations, checklists, etc..)
  - Prompts higher order thinking skills to apply and reason with their approaches and relevance of new information
- Instructor-to-Student

- Not so strict students feel stifled or judge for their approaches
- Foster a genuine rapport that encourages exploration and trust
- Constructive feedback that illustrated empathy for skill gaps
  - Immediate, Developing, and Future problems
  - Encourage between students and for teacher
- Clarifications aids in reinforcement of key concepts and skill gaps
- Accessible to address student inquiries in a timely and effective manner
- Effective supervisory techniques to guide student learning
- Facilitator in the process. Their readiness to pose continual questions is not indicative of them not wanting to give students answers. They must arrive at their own conclusions.

## Intention

Program Centered

- Take ownership of methodologies chosen in producing desired outcomes ( Preparation/Planning: content, research)
- Concise enough to support and improve results in conjunction with various elements of student-centered approaches.
- All approaches can be directly related to and explained within immediate and real-world applications
- Balance student-to-teacher talking ratios to not “overpower” interactions
- Choose activities and approaches that emphasize constant reflection and restructuring of conclusions based on contexts.

Student-Centered

- Emphasize importance of how to reflect, select, and implement “self-reflective” techniques
- Challenges encountered are effective “benchmarks” for continued self-assessment. ( influenced by contexts: conceptual and physical)
- Evolution of needs may make orientations to concepts and solutions obsolete. ( influenced by lifestyle changes)
- Competencies and competence of skills boosts successful application in any setting and spurs concept restructuring
  - Comparison of past, current, and future goals

## Introspection

As an educator, employee, and student roles have forced a reflection on how I perceive and value feedback in this medium. It was taken a step further to internalize how I myself have initiated and responded to such instances. The emphasis on having a structured approach is more evident than ever to internalize the concepts. The influences on having valuable feedback has been foundational to my motivation to engage.

## Program-Centered

	Why?
<b>Drill &amp; Practice</b>	<p>Promote absolute proficiency and fluency in the process in general and implement any other resources such as visual aids or conferring with peers.</p> <ul style="list-style-type: none"><li>• Move from theory to actual practice. Reduce the shock on implementing methods multiple times in new environments.</li><li>• Analyze the effectiveness of skill transfer in order to make the appropriate adjustments</li><li>• Improve efficiency of “lower order skills” to effective advance to more challenging iterations</li><li>• Highlight potential strategizes to internalize specific steps of process and awareness of metacognition</li></ul> <p><u>Note</u>: In beginning stages, provide an abundance of feedback and encourage that between peers as well.</p> <p>Highlight obvious correct approaches, but also the “correctness” of deviating to achieve the same results based on context and personal preference.</p> <p><u>Specific Concept ( not all inclusive)</u></p> <ul style="list-style-type: none"><li>• MultiCultural Perspectives</li><li>• Social Interaction</li><li>• Critical Analysis</li><li>• Cultural Awareness/Reflection</li></ul> <p><b>Media</b></p> <ul style="list-style-type: none"><li>• <u>Infographics</u>: Aid in immediate reproduction of tasks. Easily highlight where strengths and weaknesses lie</li><li>• Personal Accounts: Internalize and compare lived in experiences and perspectives</li></ul>
<b>Tutorial</b>	<p>A host of resources will be pre-created for students as well as those they develop for themselves and classmates. It’s an easily digestible medium focused on practical concepts and can be easily adapted to being instructor or student lead.</p> <ul style="list-style-type: none"><li>• Clarify race education concepts to automaticity</li><li>• Address barriers to engaging or understanding as most concepts with challenge existing world views</li><li>• Customizable level of individualization to increase motivation and engagement</li><li>• Illustrate how to conceptualize concepts by leveraging empathy from a multicultural perspective</li></ul> <p><u>Note</u>: Some will be self-paced and others in group settings instructor lead and or student lead.</p> <p><b>Media:</b></p> <ul style="list-style-type: none"><li>• <u>Infographics</u>: Aid in immediate reproduction of tasks. Easily highlight where strengths and weaknesses lie ( Student or Teacher Created)</li></ul> <ul style="list-style-type: none"><li>• Meaningful engagement with content to work through and or via creating<ul style="list-style-type: none"><li>◦ Consolidation of concepts in a logical manner</li></ul></li><li>• Construct framework for how concepts manifest in real world and individual lifestyles</li><li>• Conceptualize and critique diverse perspectives and approaches</li><li>• <u>Videos/Writer</u>: Touches on various learning channels to increase level of student success<ul style="list-style-type: none"><li>◦ Unlimited usage and not bound by location</li></ul></li><li>• <u>Online Question Box</u><ul style="list-style-type: none"><li>◦ Encourages social constructivism in a safe anonymous environment</li><li>◦ Uncover gaps in comprehension ( illuminates learner thinking process)</li><li>◦ Promotes open communication amongst teacher and student more readily</li><li>◦ Informal/Non-Invasive way of tracking metrics of student progress to address any revisions needed</li></ul></li></ul>
<b>Questioning</b>	<p>Elicit higher order thinking skills and slow transition into “ownership” of learning</p> <p>Motivations of Questions</p> <ul style="list-style-type: none"><li>• Reflect on thought processes ( arrival and impact of conclusions)</li><li>• Reinforce: Continually put LO’s at the forefront by aligning questions accordingly</li><li>• Stimulate: Explore creative and critical thinking. Aids in helping teachers understand the student thought process</li><li>• Retention: Encourage the idea of putting concepts into their “own words”</li><li>• Engagement: Ensures students are always “active” vs “passive” in the classroom as they must answer and respond with either the instructor or peers to develop a working knowledge base.</li></ul> <p>Media</p> <ul style="list-style-type: none"><li>• Adoptee Questionnaire to Gauge Understanding of Core Concepts and Spark Reflection</li><li>• Pre-Selected Questions &amp; On Spot Generated<ul style="list-style-type: none"><li>◦ Keep a focus on the conversation</li></ul></li></ul>
<b>Presentation</b>	<p>Communicating facts, concepts, and principles</p> <p><b>“Orientation” ( ENGAGE)</b></p> <ul style="list-style-type: none"><li>• Introduces the reason for the training and check in with students that they understand why they are here<ul style="list-style-type: none"><li>• Emphasize importance of acquiring proficiency of skills within real world context</li><li>• Illustrate available services and locations of laundry facilities ( on/off-site)</li><li>• Enhance understanding of how the processes can be adapted to individual preferences</li></ul></li><li>• <u>Method “Lecture” (via PP, Infographics)</u><ul style="list-style-type: none"><li>◦ Why?<ul style="list-style-type: none"><li>▪ Direct &amp; efficiency in delivering the basics of the information given students need to be exposed to basics and implemented immediately. ( easily duplicated and accessible for teacher &amp; student)</li></ul></li></ul></li><li>• Limited Teacher Talking ( Shortest section of program)<ul style="list-style-type: none"><li>◦ Bigger emphasis on guided learning. Teacher talking will be limited in terms of “sticking to facts” with no egregious explanations.</li></ul></li><li>• Students will be exposed to this method the most at university. There’s no need to “invent a 3rd Wheel given the simplicity of the topic.</li></ul>
<b>Demonstration</b>	<p>To conceptualize, articulate, explore and motivate student curiosity. The outcome of the demonstration is helpful in gauging any revisions needed moving forward in the lesson. It provides the instructor with valuable insights concerning the effectiveness of their methodology, response, content, and execution. It also functions to assess student comprehension.</p> <p><b>By the end...</b></p> <ul style="list-style-type: none"><li>• Describe the basic concepts of the laundry process via direct observation and hands on activities</li><li>• Begin conceptualizing the proficiency of their skill sets and those they may need to foster</li><li>• Internalize the reality that there are multiple variations of doing laundry to achieve the same result</li></ul> <p><u>Concept/Process</u></p> <ul style="list-style-type: none"><li>• Contextualize laundry process in dorm, home, and commercial settings</li><li>• To internalize basics and flow of process</li><li>• Highlight various troubleshooting approaches<ul style="list-style-type: none"><li>◦ Experiment with decision points</li></ul></li><li>• Build Upon Scaffolding</li></ul> <p><u>Articulate/Explore Ideas</u></p> <ul style="list-style-type: none"><li>• Using 5 E’s of Constructivism approach guided questions will put emphasis on current thought processes and pre-conceptions</li></ul> <p><u>Motivate/Stimulate Curiosity</u></p> <ul style="list-style-type: none"><li>• Set expectations of end results</li><li>• Basics are important but a combination of techniques can be implemented</li><li>• Highlight streamlined process to show compatibility with student lifestyles (uphold realistic time restraints)</li></ul> <p><b>Media</b></p> <ul style="list-style-type: none"><li>• <b>Video: Easily accessible</b><ul style="list-style-type: none"><li>◦ Unlimited play backs</li><li>◦ In class, outside of class</li></ul></li><li>• <b>In Class:</b><ul style="list-style-type: none"><li>◦ See in real time</li><li>◦ Ask questions on process accordingly</li><li>◦ Adjust explanations and methodologies based on student reactions</li><li>◦ Real world application and possible variations of engaging in race educational conversations</li></ul></li></ul>

## Student-Centered

	Why?
<b>Problem Based Learning</b>	<p>This methodology in nature promotes and challenges critical thinking skills. It can also be easily leveraged to connect directly to goal-setting theory aspects and other related concepts.</p> <p><u>Critical Thinking</u></p> <ol style="list-style-type: none"><li>1. Question</li><li>2. Seek relevant information</li><li>3. Strategy to consider conclusions &amp; solutions</li><li>4. Consider alternative approaches ( thought frameworks)</li></ol> <ul style="list-style-type: none"><li>• Trust<ul style="list-style-type: none"><li>◦ Learn to explore and trust reasonings</li></ul></li><li>• Challenging Bias &amp; Assumptions<ul style="list-style-type: none"><li>◦ Open minded enough to consider views that align with their orientation and not</li></ul></li><li>• Foresight<ul style="list-style-type: none"><li>◦ Understand when to support or seek out more evidence</li><li>◦ Anticipate problems and consequences of view points</li></ul></li><li>• Analytical<ul style="list-style-type: none"><li>◦ Structured framework to address and adapt conclusions</li><li>◦ Implore meta cognitive strategies to question and monitor learning</li></ul></li></ul> <p><b>Media</b></p> <ul style="list-style-type: none"><li>• Handouts for fake scenarios ( some may be submitted by participants for extra contextualization)</li><li>• Spontaneous scenario creation by participants</li><li>• Visual aides to outline steps</li><li>• Simulations to give reference for shaping problem scenario</li></ul>
<b>Role-Play</b>	<p>Allows a safe environment for students to explore various solutions in real-world contexts</p> <ul style="list-style-type: none"><li>• Gain insight through various perspectives in the same or different contexts</li><li>• Negotiation &amp; Conflict: Given scenarios are real-world reflections they foster opportunities to examine conflict resolution</li><li>• Communication: Practices allows to work on clarity and directiveness in expressing ideas</li></ul> <p><b>Media</b></p> <ul style="list-style-type: none"><li>• Handouts for fake scenarios ( some may be submitted by participants for extra contextualization)</li><li>• Spontaneous scenario creation by participants</li></ul>