

Assignment 2 Total Behaviorist Lesson

by Heather Michel

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Behaviorist eLearning activity for High School

Mrs. Michel's Travel Agency

High school students are typically increasing in global awareness and in desire to take short trips away from home that are socially engaging. This activity will give students a basis from which they can make meaningful comparisons if they actually plan to engage in travel for a week away from home. The activity will also meet government-set educational objectives for high school math, such as “Define appropriate quantities for the purpose of descriptive modeling”, “Write a function that describes a relationship between two quantities”, and “Combine standard function types using arithmetic operations” (Common Core, 2015). Basically the travel activity entails teaching the students to create a spreadsheet for exploring the numbers associated with a travel package. As the instructor, my objective for the activity is for 90% of the students to perform at a 90% or higher level on the total assessment.

Students will be asked to create the structure of the spreadsheet outside of class. This includes the title, column labels, tourist names, prices and other data supplied in a student handout. Based on previous classwork, they should be proficient enough in Excel to set up the structure in 30 minutes. They will also be asked to research four possible sightseeing trip options including city, description of activity, and an estimate of the price, which should also take 30 minutes unless the students get interested and spend longer voluntarily. If a student fails to create his/her own spreadsheet structure and/or perform the research, there will be negative consequences. During the next class period, I will share my spreadsheet and engage them in discussing which formulas, graphs, and charts will be appropriate for the activity and why. We will be reviewing what formulas are available in Excel, how to write formulas in Excel using cell

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addresses, how to create, design, and format charts in Excel, what chart types are available in Excel, and what parts must be included in a graphical representation and analysis (eg. title, axes, labels, data points, etc.). I will also give the students the rubric and address any questions they have about the assignment, which will be due two days later.

Kanuka (2008) maintains that the instructor's choice of e-learning technologies is based on his/her philosophical orientation. This behaviorist activity is facilitated by technology in many practical, observable, and measurable ways. First, a spreadsheet helps to "break down a task into smaller steps", in this case the task of planning of an international tour (Harasim, 2012, p. 39). The spreadsheet also helps by doing the computing so the students can concentrate on the application of the numbers in the planned tour rather than on the computations themselves (Calder, 2010). Third, it allows multiple representations (visual, numeric, and symbolic) and instantaneous feedback which promote learning (Calder, 2010). Students feel they have control over the technology to extend their capabilities with the math formulas (Kanuka, 2008). Concerning the other technology used, the Internet helps in researching foreign countries and allows for easy information-gathering about real tours. The Internet is also good for exploring knowledge by comparing perspectives since there are so many opinions available. It provides authentic context by simulating meaningful real-world situations and contexts (Jonassen, Howland, Marra, & Chrismond, 2010).

Behaviorist learning theory has shaped the delivery of my activity in a multitude of directions. First there is my choice of "very specific and discrete learning steps" (Harasim, 2012, p. 11). These steps can be assessed formatively to assure students stay on the right track throughout the activity. Second, learning theory has shaped the delivery "in the mechanization of

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the instructional process through” a computer program (Harasim, 2012, p 11). According to Harasim (2012), behaviorist instructional designers are known for using automated instruction wherever possible. Third, behaviorism shows up in the predictability of the outcome of the activity. There are several places where only one answer is correct and others where all students’ assignments should look the same, at least in structure. “The response to a particular stimulus should be consistent, automatic and replicable, time after time” (Harasim, 2012, p. 38). The outcomes of this activity should be remarkably similar across students and across years. Fourth, it comes in the way I give the students the information they need and in how I assess the outcome rather than the thought process. I like to use of all 6 ¹ categories of Bloom’s taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation (Harasim, 2012, pp. 40-41). One of the most obvious ways behaviorism shapes lesson delivery is in the punishment given for not preparing for the activity and the reward of the opportunity to make their spreadsheet structure look like mine before it gets graded, for those who fulfilled my request for prior preparation. A common technique used by behaviorists is replicated in the “behavioral control” I maintain by having everyone remain seated at their own computer as they follow what I share on the big screen and modify their own work accordingly (Harasim, 2012, p. 45). Finally, behaviorism promotes the “practice and reinforcement” of the steps necessary to use a spreadsheet and create graphs (Burton et al., 1996, p. 58). As cited by Harasim p 39 How exactly do I cite this?

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Mrs. Michel's Travel Agency

Imagine that you work at a travel agency. Your boss has asked you to keep track of the finances for the newest tour, Bosnia & Herzegovina. You need to create a spreadsheet in Excel to show the names of the tourists and how much money they will owe for what they are ordering. Also, if less than 35 people sign up, the tour will lose its group discount. You need to include information on how that will affect the price people owe.

Columns: The spreadsheet should include columns for single room vs. double room accommodations, group discount prices, regular prices, smoking rooms, extra ticket prices for 4 optional sightseeing trips, deposit already paid, and balance still due to the travel agency. You can include other columns relevant to travel for extra credit.

Data: Group rates for single rooms are \$2750 and for double rooms are \$1800. Regular rates for single rooms are \$2950 and for double rooms are \$2250. There are 37 people signed up right now, whose names you need to fill in yourself. At least 11 people want single rooms and at least 11 people want double rooms. There are less than 10 smokers. Less than 20 people have paid \$500 or more in deposit.

Data Analysis: Please include totals under the appropriate columns, a conversion of US dollars to Euros, and a graphic representation of some sort.

Open-ended Assessment: You will need to create a chart under the main table to show your use of the Average, Minimum, and Maximum functions.

Important Information: The four optional sightseeing trips should be something you find on the internet as interesting activities to do in Bosnia & Herzegovina. Estimate how much it should cost each person to go on your sightseeing trips, and choose at least 5 people to go on each trip.

Assignment details: Tonight you need to create the structure of the spreadsheet outside of class. This includes the title, column labels, tourist names, prices and other data supplied in the handout. Using the internet, research four possible sightseeing trip options in Bosnia & Herzegovina, including the name of the city, description of activity, and a realistic estimate of the price. During the next class period, you will compare your spreadsheet structure to my spreadsheet and discuss with your classmates what formulas, graphs, and charts will be appropriate. I will also address any questions you have about the assignment at that time. **The project will be due two days later.** Staple the rubric to your printed spreadsheet to turn in. Include one copy of formula view and another copy of calculation view. Also include one paragraph explaining your choice of sightseeing activities, graph type and data, and chart data analysis.

Excel Project Rubric

	WOW 4 points	Average 3 points	Poor 2 points	Improper 1 point	Score
Overall Visual Appearance	Shows a high level of creativity. Very visually appealing. (Looks Great)	Shows an average level of creativity. Visual appeal is present. (Looks OK)	Shows a minimal level of creativity. Some visual appeal is present. (Could Be Better)	Shows little or no creativity. (Not Personal Best)	
Titles and Column Labels	Title of spreadsheet is appropriate, appropriately sized, and easily read. Column labels are appropriate, appropriately sized, and easily read.	Title of spreadsheet is appropriate, but size is inappropriate. Column labels are appropriate, but size is inappropriate.	Title of spreadsheet not appropriate, or column labels are not appropriate.	Title of spreadsheet is missing, or column labels are missing.	
Informative and Clear Data	Data are as specified in assignment and has been entered correctly into the spreadsheet.	Most of data is as specified in assignment and has been entered correctly into the spreadsheet.	At least half of data is as specified in assignment and has been entered correctly into the spreadsheet.	Less than half of data is as specified in assignment and has been entered correctly into the spreadsheet.	
Formulas	All calculations specified in assignment have been calculated correctly using the specified functions. Formulas are entered in cells correctly. Correct results are in correct cells.	At least one calculation specified in assignment is missing. Other calculations have been calculated correctly using the appropriate functions and not a user-defined formula.	Two calculations specified are missing. One of the calculations is incorrect. At least one user-defined formula has been used. Formulas are entered correctly, but some cells are incorrect.	More than three calculations specified in assignment are missing. Two or more mathematical mistakes. Results in incorrect cells. Formulas are entered, but missing the = sign.	
Optional Trips	Four appropriate trips researched and well-chosen. Reasonable prices set for each trip. Correct number of tourists. Shows a	Four trips chosen. Reasonable prices set for each trip. Correct number of tourists. Shows an average level of research or creativity.	Some trips missing. Prices are not realistic. Wrong number of tourists. Shows a minimal level of research or creativity.	Specifications not followed. Shows little or no research or creativity.	

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	high level of creativity.				
Graph Content and Type	Excellent and accurate content. Information is very informative. Appropriate type of graph for data.	Good content with most of the content being accurate. Appropriate type of graph for data.	Some content is provided with some inaccurate information. Inappropriate type of graph for data.	Little content is provided. Information is not accurate. Inappropriate type of graph for data.	
Graph Formatting	Title and axis labels are present and descriptive. Title is centered across graph.	Title and axis labels are present. Title or one label is inappropriate. Title is not center aligned.	Title and axis labels are present, but two are inappropriate.	Title or at least one axis label is missing.	
Chart Appearance	Chart is under the main table, based on specified spreadsheet data. Title of chart is appropriate, appropriately sized, and easily read.	Chart is under the main table, based on specified spreadsheet data. Title of chart is appropriate, but size is inappropriate.	Chart is not under the main table, but is based on specified spreadsheet data. Title of chart not appropriate.	Chart is not under the main table, or based on specified spreadsheet data. Title is missing.	
Chart Functions	Appropriate data in chart. Specified functions used properly. No mathematical mistakes.	Appropriate data in chart. Specified functions used with one mathematical mistake or wrong cell.	Inappropriate data in chart. Specified functions used with two mathematical mistakes or wrong cells.	Average, Min, and Max not used; calculated manually	
Spelling	No Spelling mistakes	One spelling mistake	Two spelling mistakes	Three or more spelling mistakes	
Extra Credit	Four relevant columns added. Formulas, label and data are correct.	Three relevant columns added. Formulas, label and data are correct.	Two relevant columns added. Formulas, label and data are correct.	One relevant column added. Formulas, label and data are correct.	

Overall points=

36 - 40 points A

32 - 35 points B

28 - 31 points C

24 – 27 points D

Comments:

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23 points or below F

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