

## STRATEGY SCRIPT #6

**Strategy:** Framing                      **Content:** Hazardous Waste

**Title:** "If It Looks Like Hazardous Waste, Is It?"

**Time Required:** 30 Minutes    **Number of Participants:** 15

**Target Audience:** Nontraditional College Students

**Goal of Activity:** To classify examples of hazardous waste as defined by the Environmental Protection Agency.

**Purpose of Script:** Demonstrate the use of Framing as a learning strategy.

**Learning Outcome(s), Gagnes Taxonomy:** Defined Concepts

**Learning Outcome(s), HEO Taxonomy:** Knowledge

**Learner Characteristics:** High School education or equivalent.

**Entry Skills:** Knowledge of basic physical and chemical properties of substances.

**Setting:** Computer or Classroom

**Media:** Computers and computer technician.

**Process:** Learners will be required to classify different types of hazardous waste. A grid will be presented on a computer screen with categories defining the vertical axis and hazardous waste characteristics such as toxicity and flammability defining the horizontal axis for each cell. Examples of the categories will be illustrated. Learners would then answer questions pertaining to each cell by clicking the cell using the mouse. If the learner missed the question, additional questions would be presented until a correct response by the learner was entered. When the learner responds with a correct response, various feedback in the form audiovisual effects are appropriate for the characteristic that is presently being addressed.

**Strategy Assessment:** Computer-based assessment.

**Author:** John Morrow, Jr.

**References:** West, C.K., Farmer, J. A., and Wolff, P.M., *Instructional Design: Implications From Cognitive Science*, University of Illinois at Urbana-Champaign.

