

Strategy Scenario

Strategy: Frame, Type Two

Content: Developing the Outline

Title: “How to Get Yourself Organized”

Time Required: 25-40 minutes

Number of Participants: 20-25

Target Audience: middle and high school students and college undergraduates

Goal of Activity: to analyze and synthesize randomly presented information into logical constructs

Purpose of Script: use Type II framing to facilitate students’ ability to assimilate and logically organize information around a main idea (thesis)

Learning Outcome(s), Gagne’s Taxonomy: Intellectual Skill (higher-order rules); Organizing strategies; choice of personal action to include outlining as a strategy for future exposition

Learning Outcome(s) HEO Taxonomy: Cognitive Domain (analysis and synthesis)

Learner Characteristics: average to above students in middle school, high school or college

Entry Skills: basic computer skills, skills in basic outlining; selection of the topic should be familiar to all students

Setting: computer lab

Media: CBT and the appropriate software

Process:

1. After the instructor briefly describes the importance of outlining, the students access the CAI program and wait until the opening screen “boots up”
2. The opening screen contains a welcoming message and dissolves into the second screen 10 seconds later.
3. The student reads the objectives for the “How to Get Yourself Organized” program; a continue button is provided to move to the third screen
4. The student reads the directions on the third screen and hits the continue button when ready to proceed
5. The next screen contains 21 short phrases randomly dispersed on the screen; using the mouse the student must drag the one phrase that best states the purpose for all the other phrases to the box that says “THESIS”; if it is the wrong response, the phrase will return to its original place on the screen and the student will try again.
6. After locating the correct thesis, the student will drag three phrases to the areas

labeled I, II, and III that best represent subtopics for the thesis. If the student selects the wrong phrase, it will return to its original position on the screen.

7. After the thesis is in the proper place and the three subtopics are located properly, the students will drag the remaining 17 phrases that correspond to the proper subtopic.

8. Once completed, a feedback screen will appear telling the student how many tries it took before getting the final outline

Strategy Assessment: The students receive instant feedback by correct placement of topics and subtopics on computer screen. The instructor asks students at the completion of the exercise how the “feel” about outlining and continues to monitor the organization in their writing and the inclusion of an outline as part of their prewriting activities for future papers.

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References: West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.