

Running head: IT 7210 Lesson Analysis

A Lesson Analysis

Tim Boileau

Wayne State University

IT 7210

June 18, 2004

## Overview

The two units of instruction selected for this analysis were both located on the Web using the search term “unit of instruction” via the Google search engine, on Sunday, June 6, 2004. They are:

1. “Defense Reutilization and Marketing System: An Introduction (Subcourse LM0080, Edition G)”; United States Army Logistics Management College Fort Lee, VA 23801-1705.  
(<https://hosta.atsc.eustis.army.mil/atd/docs/accp/lm0080/toc.htm>)
2. “The Great Outdoors: A WebQuest about Camping”; Russell Yates.  
(<http://www.multiage-education.com/multiagelessons/camping/index.html>)

### **Defense Reutilization and Marketing System**

#### Design Analysis

##### *Rationale for the Lesson*

The stated purpose for the course is “...to provide an overview of the Defense Reutilization and Marketing System including the organization and responsibilities for the program; operational procedures; and items requiring special processing.”

This course replaces a previous correspondence course titled “Defense Property Disposal System: An Introduction” and is aimed at creating awareness around policies for reusing and reassigning scrapped but usable property owned by the U.S. Government.

In terms of where this unit (referred to as a sub-course) fits into the overall program, the course is intended to serve a pre-requisite for either an operations or accounting course related to Defense Reutilization and Marketing property disposition.

*Learner Analysis*

The audience for this course is given as “anyone eligible to take the course”. There are no pre-requisites or other stated assumptions about learners. To receive credit for the course, however, the following conditions must be met:

- Have an Army Correspondence Course Program (ACCP) USER-ID and PASSWORD.
- Be formally enrolled in this course/subcourse through the ACCP.
- Earn a passing score on the course or subcourse examination.

*Objectives*

The course is broken into three units of instruction, with expected learning outcomes associated with each. For brevity, this analysis is limited to the second lesson, which provides an orientation to the Defense Reutilization and Marketing Program. There are three stated learning outcomes:

1. Identify the primary objectives for the program,
2. Identify the functions of the organization, and
3. Identify the causes and excess of surplus generations.

*Task/Content Analysis (Reverse Engineering)**Major Topics/Ideas covered*

1. Introduction to DRMP
  - 1.1. GSA responsibilities
    - 1.1.1. overall supervision
    - 1.1.2. disposition of excess and surplus property

1.2. DOD responsibilities

1.2.1. supervision and direction over DOD excess property

1.3. DLA responsibilities

1.3.1. policies

1.3.2. resource management

1.3.3. program guidance

1.3.4. budgeting and funding

1.3.5. management review and analysis

1.3.6. internal audits

1.3.7. crime prevention

1.4. HQ DRMS responsibilities

1.4.1. utilization screening

1.4.2. marketing

1.4.3. accounting

1.4.4. surveillance

1.4.5. management of National Service Center

2. Objectives of DRMP

2.1. Ensure maximum reutilization within DOD.

2.2. Transfer property no longer needed by DOD to other Federal agencies.

2.3. Permit authorized donation to satisfy valid requirements.

2.4. Obtain optimum monetary return to the Government for property sold.

2.5. Protect the environment.

2.6. Minimize the need for abandonment or destruction.

### 3. Authority

#### 3.1. Constitutional Authority

- 3.1.1. Article IV, section 3, clause 2: "The Congress shall have the power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States or any particular state."

#### 3.2. Legislative Authority

- 3.2.1. disposal of surplus naval stores in 1815 from the War of 1812
- 3.2.2. disposal of naval vessels in 1922
- 3.2.3. Surplus Property Act of 1944
- 3.2.4. Federal Property and Administrative Services Act of 1949
- 3.2.5. Defense Property Disposal Service activate in 1972

### 4. Causes of Excess and Surplus Generation

#### 4.1. Usage and volume

- 4.1.1. 4 million line items of active inventory used daily by DOD

#### 4.2. Modifications to equipment

- 4.2.1. improvements to weapons and equipment extend life of effectiveness of item

#### 4.3. Changes in Manpower Authorization

- 4.3.1. reductions in staffing result in excess or surplus property

#### 4.4. Cost-reduction programs

- 4.4.1. inactivation of installations

- 4.4.2. reduction in items
- 4.5. Obsolescence
  - 4.5.1. technological developments generate obsolete items
- 4.6. Acts of War
  - 4.6.1. primary cause of excess

### *Assessment*

At the end of each lesson, there are three “thought provoking questions”. In each, a scenario is presented requiring the learner to restate the appropriate parts of the lesson just completed. At the end of all of the lessons, a quiz consisting of 18 questions (T-F, MC) is given as a practice. Upon completion of all lessons in the course, eligible learners are expected to take a final exam in order to gain credit for the course.

### *Instructional Strategies*

The instructional strategy used is to review the objectives at the start of the lesson and then read through the content. Content is presented in outline form as reference material and is not engaging to the learner—like reading a dictionary, the learner has to provide the context and dialogue. The generative strategy used, regardless of whether it is a fact or a concept, is paraphrasing and elaboration, which is appropriate for rules.

### Functional Analysis

The entire course is web-based, consisting of straight HTML text. Pacing is entirely up to the learners ability to read and understand the text, as the complete lesson is on a single, scrollable page. At the end of the course, there is a scored quiz, and learners

are encouraged to review lessons for which they missed questions, prior to applying to take the exam for the course.

### Interaction Analysis

There is no conversation taking place between the instructor and student since the method in which the content is presented is more like a reference manual than a unit of instruction.

### Critique

This course is *Shovelware* which previously came in a studyguide, and doubled as a job aid for referencing terms and definitions—since it would be impossible for someone to memorize all of the acronyms and be able to associate them with the relevant policies and procedures. The learner could print the lessons to use for future reference though they are not encouraged to do so. My prediction is that short term retention would be possible in order to pass the test, however, any transfer of learning to long-term memory would be very unlikely. The scenarios at the end of the lesson approach constructivism, but do not offer direct support of the objectives.

## **The Great Outdoors: A WebQuest about Camping**

### Design Analysis

#### *Rationale for the Lesson*

The course provides four separate yet complimentary student activities interwoven into one theme. A criticism by the author, used as the basic rationale for the course, is that elementary lessons too often allow for little student choice, frequently

target very narrow objectives, are not designed to encourage student enthusiasm, and rarely promote the exploration of life-long hobbies and sports. The intent of the unit, therefore, is to do all of these things while embracing current educational standards (i.e., Washington State Essential Academic Learning Requirements.)

### *Learner Analysis*

The course is designed for students in third through fifth grades and lends itself well to multiage classrooms. There are no pre-requisites for the course, however, the learner should possess the following skills:

- read and write independently at about the third grade level or above,
- use an Internet web browser, and
- use a map scale to measure distances.

### *Objectives*

The intent of the WebQuest is teach students the skills needed to us the web for getting information and to promote learning. “By completing various parts of this WebQuest (course), students will gain knowledge and skills in the disciplines of reading, mathematics, writing, speaking, social studies, art, health, and technology.” All of this, while having fun and learning about how to plan a camping trip.

### *Task/Content Analysis (Reverse Engineering)*

There are four lessons included in the course which include on-line and off-line exercises. They are:

1. Plan the itinerary for a 2-week camping trip
2. Make a model of a perfect campsite



3. Pack a backpack for an overnight hiking trip
4. Plan a menu for a week long camping trip

The focus of this analysis is on the first lesson, Plan the itinerary for a 2-week camping trip.

*Major Topics/Ideas covered*

1. Collect regional maps
  - 1.1. State Park Regional Maps Web site
2. Determine regions you wish to visit
  - 2.1. Estimate distances to make sure travel fits within 2-week period
3. Select individual park destination spots
  - 3.1. Points of interest
  - 3.2. Activities
4. Decide on order to visit park destinations
  - 4.1. Driving distance between each
5. Determine length of stay for each park
  - 5.1. List activities planned for each day
6. Finalize itinerary
  - 6.1. Create a map for visual representation of the plan to include:
    - 6.1.1. state parks to be visited
    - 6.1.2. towns and cities along the way
    - 6.1.3. lakes, rivers, and other bodies of water
    - 6.1.4. roads taken, distances, start and stop points
    - 6.1.5. label all features

- 6.1.6. include a map key and compass rose
- 7. Create a poster board to summarize plan
  - 7.1. Map from above
  - 7.2. Written copy of itinerary
  - 7.3. List of destination parks, dates, and activities
- 8. Present map and itinerary to class

### *Assessment*

The course is activity-based, organized around different processes. Assessment is by demonstrating the skills to create the outputs described. Feedback is provided by the teacher and other class members when the work products are presented. The teacher is provided a rubric for scoring reading, writing, math, social studies, and arts EALRs for scoring each unit.

### *Instructional Strategies*

Keeping in mind there are actually two processes being taught (1. Using the web for finding information, and 2. Planning an itinerary for a two-week camping trip), the instructional strategy employed is for a procedure. Each step is presented the student with a guided exercise to complete the step and produce an interim work product.

### Functional Analysis

The web was used very effectively in delivering the various components of this course. There is a menu at the beginning of each lesson and a map at the end, to provide a point of reference. The graphic treatment and type color and font selection provide a

comfortable, yet organized structure to work from, which is appropriate to the target audience.

There is also ample guidance provided in the framework to allow customization by the teacher, and still achieve the same outcomes. There were many hyperlink references used to encourage use of the internet for resources. This requires some pre-instruction from the teacher so that students do not lose their context (you need to use the browser back button to return to the lesson.)

### Interaction Analysis

There was dialogue in the conversational style used by the author. The instruction was written in first-person and targeted to the audience (e.g., with your parents or grandparents..., ask your teacher..., etc.). The strategy used is one of personalizing the content around the preferences of the learner. The exercises are centered around those places and activities that are fun for the learner, and focus on the learning components (EALRs) included in the rubric.

### Critique

I felt the design was excellent. The interactions were well thought out supported the learning objectives without becoming a distraction to the learner. Creatively, it was appropriate to the audience. One thing I did not like was the use of a background image of green leafy foliage. This consumes half of the screen at full screen resolution which I found to be a distraction at first. Reducing the size of the window remedies this concern. The other issue I noted is that when the learner clicks a link to view one of the provided

resources, the potential exists to lose your point of reference to the unit. A way to minimize this effect would be to open the resource in a separate window.

### Comparison of two Courses

The primary difference in the two units I reviewed, aside from the obvious audience differences, is the effective use of the medium. In the government course, the medium was merely a distribution channel for a print based correspondence course. The effect is such that the learner would be best served by printing the lessons rather than attempting to study them on-line. The second course had much more attention to instructional design, standards, and measurable learning outcomes. My impression is that the second course is much more effective at connecting with something the learner already knows, in order to strengthen and build on fundamental academic strengths while learning to effectively use the web.