

Peer Feedback from OTEC 2008 Ning for Group Instructional Design Project

ETEC 603 Instructional Design – Dr. Peter Leong

Feedback was discussed using Skype and Google docs for this project and addressed in final product.

Reply by U`ilani Corr-Yorkman on February 18, 2009 at 9:42pm:

Hey guys. Great job on the objectives. Your sequence and clustering of objects chart is very detailed. Everything seems to be in order. Can't wait to see what your final project comes out to be.

Reply by U`ilani Corr-Yorkman on February 18, 2009 at 9:43pm:

Maybe just add photos under your examples and non examples

Reply by Lisa McDown on February 18, 2009 at 10:53pm:

You have obviously put a lot of work into this! The first thing I noticed was that the pre and post tests on #13 and #15 didn't seem to be aligned. I was a little confused by #14. I think the hard part for me was the amount of txt. As a true learning module, it would be nice to be more broken up by different types of assessments, maybe using more pictures. The one you did use a picture for allowed me to apply knowledge to a real life situation. That was a great touch.

Reply by Lisa McDown on February 19, 2009 at 7:43pm:

P.S. Just wanted to let you know it looks like you left a word out in your objectives on Part 3. (second line). Another thing (and it's probably just my fuzzy brain), I am not quite getting the Presentation Information in Step 15.

Actually, I tried to go through this step by step like I was learning the content. I think where I really got confused was 17. Everything was clear, I walked through each step, then Step 17 says that I am going to determine the amount of sodium in an unmeasured quantity. The way I do that is to determine the food quantity as a serving quantity... but I thought it was an unmeasured quantity. I'm not sure what doesn't match up in my understanding... it might be that I can't see how I got from the objective to the information assessed in the pre-test. I'm sure it's once again an issue with my "disorder". I am overly literal... I guess it just felt like there were two different processes.

Let me think longer... about what's got me caught up.

You definitely thought this process through! and the problem could be that I have NEVER read a label. I should be your one-one-one student! I know it's wrong, but I just don't read the labels... I'll eat any old thing and as much of it as I want to! My body is probably all clogged up!

Reply by Josh Owens on February 19, 2009 at 8:04pm:

The performance objectives look good. Inspirational and practical math, sweet. The learning methods are linear and fairly clear. The tables and organization look great. The "Nine Events" could have a more inspirational hook for #1. Maybe bring in some crazy food items they can eat and have a .ppt of the dietary content? I'd bite. Cool visuals of box sides circling the focus data. More products to bring to class! However, there is so much math in there (this is not really a critique but rather a person quirk) I had such a hard time focusing on more than a couple objectives before I had to check my facebook or something. I simply could not accurately assess how accurate the questions align with the objectives and post-tests. Ugh, smart tactic. Seriously, it is a great product. Good job you guys