**Lesson Plan Vodcasting/Learning Theories Game (Shell, Tindall, Zemmer)**

**Student /Room Profile**

* 12 Adult learners in a Masters level Education Class
* Computer lab with computers for each student

**Lesson Objectives**

Students will demonstrate their understanding of their selected learning theory through the following activities:

* After researching their selected theory, students will evaluate the core principles of their learning theory in order to construct three questions for their peers to answer.
* Students will create a video using the provided guidelines that portrays the key components of their learning theory with identifying the name of the theory or theorist.
* Students will watch peer videos and answer peer questions in order to identify the theory.

**Procedure**

**Pre-Class Preparation** (Teacher)

* Create wiki site information and uploads of student video presentation
* Create instruction sheet (printed and online with “TIP” hyperlinks)
* Create “theorist tags” (for groups to draw from hat)
* Pre-assign students to groups
* Gather station materials (see below)

**Classroom Preparation** (Teacher)

* Set up 4 labeled computer stations in the far end of each corner with the instruction word document pulled up on each.
* Distribute materials to each station
  + Construction Paper
  + Tape
  + Scissors
  + Markers
  + Flip cam
* Put “theorist tags” in hat for students to draw from
* Set up time clock in easy view for the students

**Class Procedure**

1. **(T + 0)** Introduce the activity and hand out the instruction sheet (see Appendix)
2. Discuss “skit” activity and show example. Have students answer sample questions and vote on theory.
3. Go over the instructions
4. Show students the Tip site.
5. Show students the wiki, how to log in, and how to upload content.
6. Identify 4 groups and group areas.
7. Groups choose numbers to decide who chooses theorists from a pool.
8. Member of each group draws the “theorist tag” from a hat
9. **(T + 10)** Each group given paper instructions, and told they have 30 minutes to complete the skit task and create their questions.
10. Tell students the materials at their station can be used for “graphics/props” creation, and told EXPLICITLY not to mention or in text provide the name of the theorist in creation of the video, and that the videos should not be over 60 seconds long. After instructions, set a 30 minute stopwatch (<http://www.online-stopwatch.com/full-screen-stopwatch/>).
11. Individuals will move to their group station and research the given theory at their computer.
12. Groups can brainstorm and record their skit in their corner of the room or immediately outside the room if permission is asked
13. Teacher/Facilitators circle between groups keep time count and keep learners on track.
14. **(T + 40)** Facilitator should tell the students the recording time is finished and it is time to turn in their videos and wrap up their questions.
15. When everyone is back in place, spend the last 5 minutes assigning online homework: Watch videos, vote on videos and individually answer each groups questions.

**Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Accuracy | The video clip followed all 5 recording guidelines, and clearly portrayed the key components of the learning theory. | The video clip followed at least three of the recording guidelines, and clearly portrayed the key at least one component of the learning theory. | The video clip followed at least two of the recording guidelines, and vaguely portrayed more than one of the learning theory components. | The video clip only followed one of the recording guidelines, and did not clearly portray a component of the learning theory. |
| Creativity | Video shows a large amount of original thought. Ideas are creative and inventive. | Video shows some original thought. Work shows new ideas and insights. | Video uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Video uses other people's ideas, but does not give them credit. |
| Quality of questions | Provided three questions that accurately reflected the core principles of the learning theory. | Provided two questions that accurately reflected the core principles of the learning theory. | Provided one question that accurately reflected a core principle of the learning theory. | Provided one question that vaguely reflected a core principle of the learning theory. |
| Teamwork | The group worked well together with all members contributing significant amounts of quality work. | The group generally worked well together with all members contributing some quality work. | The group worked fairly well together with all members contributing some work. | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group. |

**Appendix**

**INSTRUCTIONS/RULES for the Learning Theories game:**

**This is the location of the wiki:**

[**http://learning-theory-videos.wikispaces.com/**](http://learning-theory-videos.wikispaces.com/)

|  |  |  |  |
| --- | --- | --- | --- |
| **Group 1:**  Katy Cornell Peggy Stagge Noah Kreisher | **Group 2:**  Theresa Aberle Tim Navaro Janet Zydney | **Group 3:**  Ted Jewell Kelsey June Danny Scheetz Karen Skelton | **Group 4:**  Tuncer Akbay Krista Girrasi Becky Sheehy Erol Uzan |

**Overview:**

**In your groups you will research the theory that you randomly select, create 2 or 3 questions for your classmates about this theory and record a skit that follows the guidelines below. Using the flip cam we will hand out to groups, you will record a short video skit to demonstrate the major characteristics or principles of your groups theory.**

**This is the list of all the theorists and their theories:**

**Sweller (Cognitive Load Theory)  
Lave (Situated Learning)  
Spiro (Cognitive Flexibility)   
Bandura (Social Learning Theory)  
Bruner (Constructivist Theory)   
Wertheimer (Gestalt Theory)   
Schank (Script Theory)   
Gagne (Conditions of Learning)   
Paivio (Dual Coding Theory)**

**Here is a handy website to help you out:** [**http://tip.psychology.org/theories.html**](http://tip.psychology.org/theories.html)

**Directions:**

**Your finished project should look similar to this example**

[**http://learning-theory-videos.wikispaces.com/Video\_Sample**](http://learning-theory-videos.wikispaces.com/Video_Sample)

**If you have questions though out the project please refer to the sample.**

**Step-by-Step Directions**

1. **Select your theory**
2. **Research your theory. (You will have 30 minutes for steps 1-5)**
   1. **At your individual computer station use the following site to start researching your learning theory** [**http://tip.psychology.org/theories.html**](http://tip.psychology.org/theories.html) **(If needed, Feel free to use other web resources for your research)**
3. **Create 2 or 3 questions for your classmates about this theory and post them in your group wiki.**
4. **Record your skit. (5 *Recording video guidelines*)**
   1. **Your video should be as close the *one minute* as possible**
   2. **You MAY NOT say or write the name of the theory or theorist in your skit**
   3. **You MAY act out parts, record the computer screen, or make graphics for your video with the paper and markers provided.**
   4. **You MAY use props if you have any available.**
   5. **Please note that in this exercise there will be no editing of your videos You can shoot several takes or your skit, and submit your best one. The video should capture the skit as it happens. It should be shot from start to finish and should NOT be broken up into several clips.**
5. **When you are finished please bring your video to your facilitator. He will upload the video onto your group wiki page.**
6. **Spend time researching the other learning theories**
7. **Each person should vote on the other group pages as to what learning theory each video represents.**