

EC&I834 ADDIE TEMPLATE

Important - Just fill out the first two sections (Analysis & Design). Just review the other three.

ANALYSIS

The prompt
<p><i>Describe the problem or insight that inspires a need for instruction. You may also consider the potential consequences if the needs are not addressed.</i></p> <p>We will be focussing on the Health 9 curriculum's outcome surrounding food policy. Many students and adults are unaware of the food policies put in place by school boards, provincial, and federal governments. These policies have impacts surrounding nutritional needs, economic/trade, program supports, and affordability. This lack of understanding or questioning leads to a status quo from citizens. With more information and perception over how these policies are formed, more informed citizens will be able to make decisions for themselves surrounding food, and potentially one day give them the ability to critique and help develop new policies moving forward.</p> <p>There has been a lot of influence from different food organizations, farmers, lobbyists, etc that currently affected the way certain policies operate. This is an ethical dilemma and conflict of interest at times. Students will learn to navigate these topics, which in turn will help them in a cross-curricular approach as examining material, reflecting on, and creating conclusions is transferable across all topics.</p>
Learner personas
<p><i>Create fictional personas that summarize the key features and needs of your target audience.</i></p> <p>My personas are that of grade 9 public school kids (age 13-15). There is a large mixture of students from all backgrounds. There are at least 7 different first languages present in the classroom, causing a need for easily accessible and comprehensible material. This particular group doesn't do well one doing one long task for the entirety of a class. They need multiple activities and stay interested and engaged. They handle smaller topics chunked together with a linear progression that connects a larger topic over multiple weeks. A few of the students have extenuating illnesses that keep them away from the building for an extended period of time. Having them to still be able to access material online will be huge for them to not get left behind. This group also does very well with individually paced work. Small groups work well too. The larger the group, the more care and attention is needed to keep them on track.</p>
Course overview
<p><i>Describe the major themes that this course will cover.</i></p> <p>This course will cover Food Policy. Specifically, we will be looking at how they are used in public schools, how the policies have changed over the years, comparing these policies to our own school, and what kind of policies we would like to see moving forward in our own schools</p>

and community.

Learning environment

Explore opportunities and limitations based on the following perspectives:

- Learners- opportunities to utilise multiple different forms of technology to interact with, critique, and problem solve surrounding a new topic.
-Limitations- Students not as familiar with technology might struggle at the beginning, but it will be common practice leading up to the activities so most should be efficient enough. Accessibility will not be an issue as our school can provide technology in the classroom.
- Facilitators- Opportunities to troubleshoot and play around with different mediums to further educational approach. This blended method allows for students to be able to view material electronically and cuts down on the physical prep of the teacher.
-Limitations- Reliant on technology for this approach. If the internet doesn't work, what to do? Can do everything on paper but it takes away some of the magic and engagement from the students
- The domain and discipline- opportunities surrounding information are abundant in this topic. Many students have little information possessed about the policies as most elementary education food health topics are surrounding nutritional needs, and not the policies in place.
-limitations- Students are potentially limited by prior knowledge passed down from parents, lobbyists, social media etc. and this can make critiquing policy difficult if someone comes in with a predisposition to certain components of the topic.
- Learning technologies- opportunities to engage with multiple forms of creation and reflection via the different mediums utilized through technology. It helps create visual aids and lends itself to being more colourful and interactive than regular pen and paper.
-Limitations- Some students may be less proficient than others with the different systems and applications we use for our activities. Some may feel that they aren't able to truly represent their thinking because they are not as proficient with and app
- Access and cost- Opportunities surrounding access while in the school building. We have more than enough laptops for everyone in the class to use.
Limitations- While we have access to technology at the school, not everyone does in their personal life. If a student needs to work on the assignment at home, it could be near impossible for some, as they don't have technology.

DESIGN

Course-level objectives		
<p><i>Describe the most significant learning outcomes/objectives of your course.</i></p> <p><i>By the end of this course, learners will be able to:</i></p> <ul style="list-style-type: none"> Examine, critique, and apply in their own lives how Food policy is created and shapes their food environment. 		
Instructional approach		
<p><i>Summarize the types of learning experiences or activities that learners will experience during the course.</i></p> <p>Group discussions, videos, graphic organizers, reflection questions.</p> <p><i>Describe the use of assessments (formative and summative) that will be used in the course.</i></p> <p>Diagnostic- polling questions surrounding prior and current knowledge Formative- Short answer questions and Venn Diagram. Both require interacting with and reflecting on today's course material.</p>		
Major platforms	Educational technologies	
<p><i>List the LMS and/or other educational technologies that will be used.</i></p> <p>Google Classroom/drive Youtube Padlet Google Docs Canva</p>	<p><i>List the ways that the platform and other educational technologies will be used to support student learning.</i></p> <p>Group discussions, video to showcase real world examples, reflection questions, graphic organizers</p>	
Course design pre-planning		
Learning objective	Assessment	Learning material (laptops for all)
Prior Knowledge	Diagnostic	Padlet
What food policies look like in schools	Formative	Video/H5p, Google doc questions
How food policies have changed	Formative	Graphic Organizer on Canva

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Note that designers often use UbD principles to support the design phase. See [this template](#).

DEVELOPMENT

Development is the most difficult and time-consuming part of the ADDIE process. For the purposes of this class, I would suggest learning more about constructive alignment. Here's [a short video on the topic](#) from the University of Saskatchewan.

IMPLEMENT

Quality assurance is important, especially during the design and implementation phases. This [is an excellent checklist for assessing course quality](#).

EVALUATE

If you haven't already, check out [the Evaluate section of ADDIE Explained](#). It's an excellent overview of various approaches used in various sectors.