

PROJECT DATA

Project Title *How to interview: dress, behavior, and communication skills.*

Tools used in Development *Adobe Captivate, PowerPoint, eXe Learning, Word, PowToons, Open Author, Canvas,*

Collaborators Chackras Lee Smith, ID

Time in Development *25 Hours*

BACKGROUND AND PROBLEM CONTEXT

Designers for Learning is a nonprofit 501c3 organization that develops instructional designs for adult basic education programs utilized throughout the United States. Instructors in ABE environments are often limited in their budget and tools requiring ingenuitive lesson development that will be effective without common supplies. Computers are often outdated or nonexistent in ABE schools, and many students rely on smartphones for their computation needs. Therefore, the design needed to carter to the needs of this learning community. The aim of this project was to analyze and redesign a lesson that had previously been composed but had glaring defficitcs.

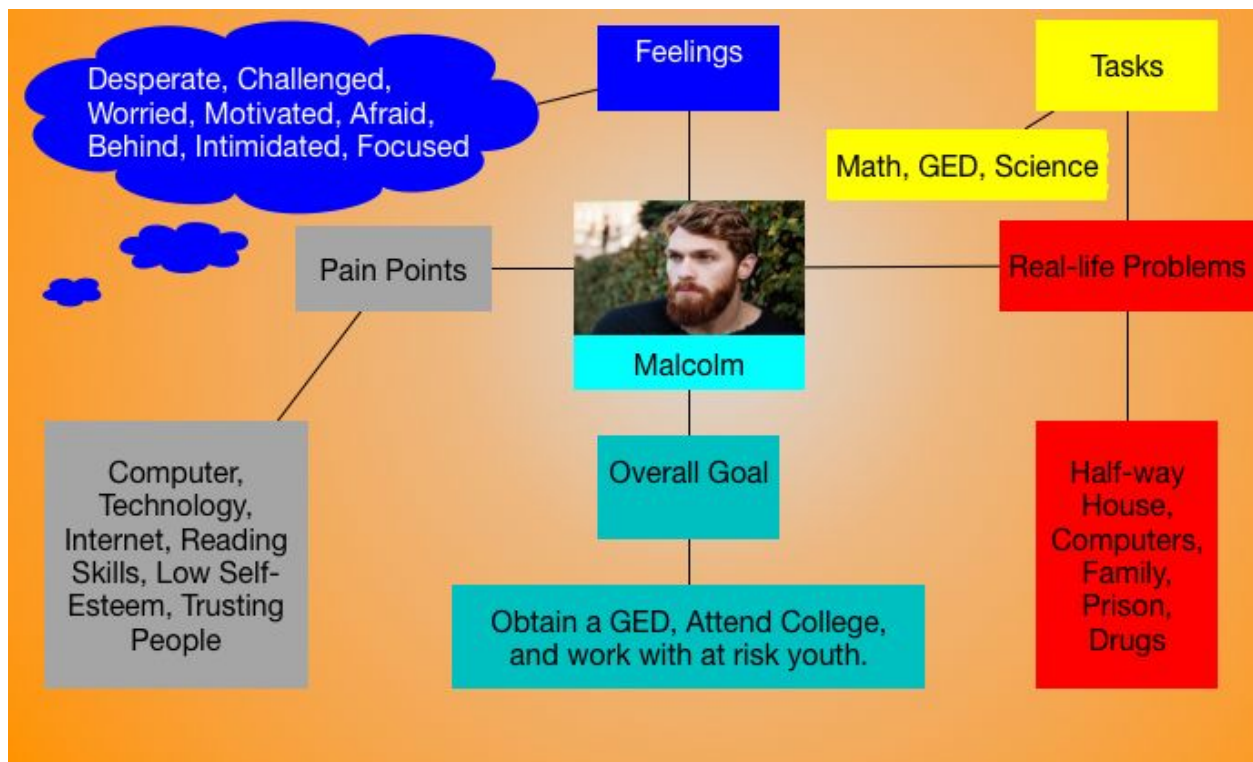


Executive Summary

<https://www.oercommons.org/authoring/21416-good-and-bad-interviews-learn-and-practice/view>

The above link provides the original lesson that was analyzed and redesigned. Before beginning the design process we were asked to analyze an ABE student. I choose the student Malcom here are my takeaways, “In high school he was an average student and enjoyed computer classes. He tested at a tenth grade reading level, and is behind in his math abilities. Science is another area he is struggling. He does not have a connection to the STEM classes in the GED program and is unsure of its relevance to his situation. Malcolm has trust issues with adults, and authority. He feels that catching up might not be

possible and low self-esteem is further hindering his success. Malcolm's Internet access and computer access is likely to be outdated and his knowledge of using technology is lacking. However, the public library would be a good place to utilize technology for practice that is needed in the 21st century school and workplace to excel. The STEM learning activities need to be designed in such way it provides Malcolm with an overview of its importance to ensure buy-in. His reading level will allow him to successfully navigate instruction on various topics, yet he needs practice to ensure he can comprehend the text well. Lessons should provide a taste of the college environment to prepare Malcolm for success in academia, but not so much it is overwhelming. Deliberate lesson progression will build his self-esteem and allow for a steady influx of knowledge that is not overwhelming. Malcolm has the ability and opportunity to reach his goals as he displays intrinsic motivation; however, he needs to improve his self-worth to stay motivated. As instructional designers, we can achieve these outcomes by incorporating expectancy-value theory to show task value and attribution theory to improve self-esteem during the design process."



During this phase of the I.D. process the focus was not only on understanding the ABE programs and their history, but the types of students in the programs. A reflection activity had the I.D.s develop an empathy mind map, which represented an ABE student persona that resonated with us.

The next step was to evaluate the lesson and upon inspection I found there were several areas that could be revised. The learning objective did not address the problem of poor interview skills. The only measurability of the lessons objectives were through observation, of student practice. The lesson did not align to college and career readiness standards. A KWL chart is used to activate prior knowledge, but it is not engaging to the students. Job connection and strategic planning papers could be used as an activation activity that is more novel and exciting to the students. The lesson did not teach the learners how-to perform the skills and instead relied heavily on peer interactions to teach the student. The lesson had a lack of guidance and coaching to impart the wanted learning outcome on the student. Students are not asked to use prior knowledge to build upon their interview skills. Role Playing provided the students with the opportunity to practice the skills learned with each other, however real world experience is not encouraged. The overall design is very poor lacking detail for the student, and the teacher. This lesson needs to be more interactive it is very barebones with only a single video for instruction. There is a lack of coaching and direction given to the teacher and students.

I made the learning experience engaging and applicable to real-life. Providing more interaction and instruction has the ability to liven up the lesson. Further, some eLearning in the design was found to be beneficial for the student and the instructor. Here is the learning map used during course design.

Learning Experience Map

Time Period of Instructional Map: 60 min 1 class period with eLearning tasks.		Learner Audience, including Student Grade Level: The learner audience are students enrolled in adult basic education classes throughout the United States. Also, ESL learners seeking basic job interview skills to improve their current employment situation. Level C (middle adult secondary)	
Instructional Alignment: Real-World Relevance Goals			
What real-world skills (employability, career, life, etc.) will the students learn? Drawing on and applying prior interviews and using that knowledge to further understand Basic professional terminology and familiarization of proper interview language and behavior.	What real-world context will be used to contextualize your instruction? Learners will assume the role of a job seeker who must understand and use basic interview techniques. With coaching from the instructors to assist such as guides, learners will be comfortable in knowing how to get interview in a safe place to fail and be corrected without judgment.	What are the applicable academic skills students will practice during this instruction? Public speaking, reading, writing, comparing and contrasting.	
Instructional Objectives: What are your instructional objectives? <i>At the end of this instruction, learners should be able to:</i> When presented with the opportunity to interview they can showcase employability skills, learners must be able to:			To what extent do your instructional activities focus on (i.e. align with) your Real-World Relevance Goals?
<ul style="list-style-type: none"> - Demonstrate proper interview language. - Display proper interview behavior. - Identify professional interview techniques. 			

Learning Experience Map

and writing are needed to understand the company, job requirements, and what the salary might be .			
<p>Demonstration: Describe the learning activities that will show learners how to apply new knowledge and skills.</p> <p>Activity 54. Language Learning Conversations and Mentoring of TEC-Variety would be applicable to demonstration. Helps students understand proper language used in professional settings. Academically it will provide understanding to context.</p>	X	X	X
<p>Application: Describe the learning activities that will give your learners opportunities to apply what they are learning.</p> <p>Activity 56. Cross-Cultural Web Conferencing and Interactions of TEC-Variety would provide an opportunity for students to practice via skype. It allows students to practice interviewing in a skype type setting which is very common in today's job market. Computer literacy and public speaking will be improved using this tactic.</p>	X	X	X
<p>Integration: Describe the learning (or assessment) activities that will help your learners express what they learned and how they may use it.</p> <p>Incorporation of an online game in which learners choose proper attire, and professional language would be helpful. This will help students ace an interview. Academically it will improve Reading, and vocabulary</p>	X	X	X

Learning Experience Map

- Persuade the interviewer into believing they can do the job successfully. Academic skills needed to successfully complete the objectives are: produce spoken language, read body language, learn terminology associated with interviews.			
<p>Merrill's First Principles of Instruction - List the primary learning activities below:</p> <p>Interviewing is an important process to gaining quality employment and a problem this lesson will address. Understand proper dress, speech, and behaviors will increase a person's chance of gaining quality employment. Public speaking skills are needed, proper persuasive communication skill, life skills such as proper dress and body language.</p>	X	X	X
<p>Real-World Problem / Task Focus: What real-world problem or task will be the focus of your instruction?</p> <p>This lesson will address the problem of not knowing how to interview properly. It will ensure students understand and can adhere to proper professional dress. Further, public speaking and writing will provide academic skills.</p>	x	X	X
<p>Activation: Describe the learning activities that will help your learners connect new knowledge / skills with existing knowledge / skills.</p> <p>Job connection and strategic planning papers could be used as an activation activity that is more novel and exciting to the students. By Helping students prepare for job planning we relate the lesson to real world context. Research</p>	X	X	X

SOLUTION JOURNEY

The solution to this redesign was a major overhaul of the lesson starting with incorporating activities to activate prior knowledge. This allows for engagement of the learner and provides the learner with an applicable process for incorporating the lesson into their actual professional skills. Merels First Principles of instruction was used to guide the designer and ensuring the lesson is meaningful to the adult learner.



One of the major concerns was that students in rural classes would need the opportunity to take the course without the benefit of peers to practice the skills. To combat this an E-Learning course was developed that can also be used as a blended learning course to engage the students. Since computers are not always accessible the project was produced using the eXe Learning Authoring tool in HTML5 format so it would be fully responsive on all devices.

Interactive content was developed using Adobe Captivate to simulate an actual interview online. Being that learner responses needed to be lengthy a text box was utilized that emails the response to the instructor to provide feedback on the lesson.

An assessment was developed in both the elearning course and the traditional design to provide a summative understanding of the students knowledge comprehension in relation to the materials provided. PowToons was used to provide the learner an overall understanding of the subject in a summary.

An interview aid provided the learner a visual comprehension of the skills needed to learn the material. This produces the learner with various formats to intake the information thus increasing retention of the student.

Students who take the traditional course still watch the videos, however they have an activity to activate prior knowledge by asking students to: Create three charts on a blackboard, or whiteboard. One for proper job interview behaviors, proper interview dress, and proper interview language. Have students popcorn-out their ideas about these categories and write them on the chart with different colors if possible compiling as many keywords as possible with the time allotted. These should stay on the board throughout the lesson and students should be encouraged to take notes.

Also, instead of the interactive interview instructors put students into pairs. Have them take turns as interviewer and applicant. Encourage the applicants to use really bad interview behavior first. Keep this exercise to a timed 30 seconds for each applicant. This will get the students more aware of what bad behavior feels like and have some fun in the process. This should help relax any nervous tensions.

This allows for the course to be used in various modalities such as an E-Learning only course, blended course, or a traditional face to face setting. By providing these options to the students it allows for various methods to be employed depending on the needs of the instructor, and the student.

RESULTS

This project looks at metrics to measure the success of the course such as the examination provided, analyses of the interview responses, and instructor observation. The final project is for the student to use their newly gained skills to interview with a company. The learners who successfully gain employment would provide the most important matrix to understand the courses success.



The audience informs the revision process for the course, along with instructor feedback. After developing this project, I am confident, that crafting E-Learning can be effective as a stand alone, or a blended course. The project allowed for me to gain valuable experience as an instructional designer and build upon my skills.

Here is the final project:

<https://www.oercommons.org/authoring/26782-how-to-interview-dress-behavior-and-communication-/1/view>

Credits

Kristin Anthony, Portfolio Worksheet

Part 1: Lesson Description

Lesson Title

How to interview: dress, behavior, and communication skills.

Writing your Lesson Title:

Develop a title that is succinct and efficiently and effectively communicates the topic of the lesson to others. American Psychological Association (APA) style guidelines recommend that titles should be fewer than 12 words, and should not contain abbreviations or words that do not serve a purpose. When

writing your lesson title, please keep a few important considerations in mind as you create a lesson title:

1. How well does the title reflect the content and skills this lesson addresses?
2. Does the lesson title use keywords that will improve its likelihood of being listed in searches on this topic?
3. Have you chosen an appropriate lesson context for adult learners?

Abstract

In this lesson, students will view and analyze both good and bad interview techniques. Students will identify proper dress for a professional interview setting, recognize proper body language and behaviors expected at interviews, and will practice proper communication skills employers are looking for. Interviewing is an important process to gaining quality employment and a problem this lesson will address. Understand proper dress, speech, and behaviors will increase a person's chance of gaining quality employment. Public speaking skills are needed, proper persuasive communication skill, life skills such as proper dress and body language.

Writing the Abstract:

The abstract should be a short written summary of your lesson to help others find your lesson during a search, and quickly assess the lesson focus. Think of the abstract an “elevator pitch” that will help instructors searching for lessons quickly decide if your lesson will meet their needs. Target a brief paragraph that defines your intended learner audience, and describes the lesson purpose, and knowledge or skills covered in your lesson. Include a brief summary of the lesson’s:

- Context: How this lesson fits within the context of the larger field of study and the academic curriculum* (e.g., “This writing lesson focuses on writing informative / explanatory texts that not only develop the topic with facts and definitions, but also include concrete details, quotations, or other information and examples related to the topic.”)
- Relevance: How this lesson is relevant to what the target audience of learners needs to be able to do in future work and study (e.g., “This lesson will help prepare learners to effectively examine a topic and write to clearly convey ideas and information”.)

** Note: The College and Career Readiness Standards offer guidance on how to compare where your lesson fits within the context of lessons aligned to standards at higher and lower Grade Levels.*

Learner Audience / Primary Users

The primary learning audience of this lesson will be adults who are unemployed or underemployed looking to increase their knowledge and understanding of being a professional interviewee. The primary users of this lesson will be Adult Basic Education Teachers looking to incorporate interview best practices in their current curriculum.

Describing the Learner Audience:

This section should describe the intended learner audience / primary users for this lesson. As we have mentioned several times during the course, it is important to develop a clear conception of your audience before you begin your design, and work toward refining that conception as you move through the design process. As we covered in Module 1, it is critical to begin the design process by considering who your learners are, the contexts in which they're learning, and their goals. Always keep your primary users in mind as you craft your lesson. We have shared personas to consider, but it is up to you as the designer to internalize this, and to describe your own conception of the instructors and learners as people who will be using your instruction. OER Commons offers the following as "primary user" options when you index your lesson: Teacher, Student, Administrator, Parent, Other. When you publish your lesson in OER Commons, please select "Teacher" and "Student" from the menu options.

Educational Use

- Curriculum / Instruction
- Professional Development

Selecting the Educational Use:

The educational use should include "Curriculum/Instruction". Additional educational uses can be added, if applicable. OER Commons offers the following additional options: Assessment, Professional Development, Informal Education, Other.

Language

English

Selecting the Language:

The selected language should include "English". Include additional language(s), if applicable.

Material Type

- Instructional Material
- Video Case Study
- E-Learning

Selecting the Material Type:

The selected material type should include "Instructional Material". Additional material types can be added, if applicable. OER Commons offers the following additional options: Activities and Labs Assessments, Audio Lectures, Case Study, Data, Full Course, Games, Homework and Assignments, Images and Illustrations, Interactive, Lecture Notes, Lesson Plans, Module, Primary Source, Readings Reference, Resource Review, Simulations, Specimen, Student Guide, Syllabi, Teaching and Learning Strategies, Textbooks, Unit of Study, Video Lectures, Other.

Keywords

- Designers for Learning
- Adult Education

- Interview
- Professional Dress
- Professional Behavior

Selecting Keywords:

As described on the OER Commons website, providing descriptive information about your lesson, such as keywords, greatly increases its discoverability, because their system uses these descriptors to find relevant resources when users search for materials. To help track resources created for this course, please include “Designers for Learning”, “Adult Education”, and additional words or short phrases to help define the content of the lesson and relate to skills and content being taught.

Time Required for Lesson

60min / Application Phase untimed

Estimating the Time Required for Lesson:

The time required for lesson provides the instructor an estimate of the total time required for a learner at the intended level to complete all activities within the lesson, and is based on the time estimates you provide for the instructional activities in Section II: Lesson of this Design Guide. This allows the instructor to adapt and adjust the lesson as needed, and also ensures that they can cover the lesson in a single session with learners.

Targeted Skills

Key skills covered in this lesson include:

- [Type the list of lesson topics here.]

Writing the Targeted Skills:

As covered in Module 2 of the course, list the real-world skills (employability, career, life, etc.) that are covered in this lesson.

Learning Objectives

By the end of this lesson, the learner should be able to:

- The student will demonstrate proper interview language and behavior.

Writing the Learning Objectives:

As was covered in Module 2, learning objectives define the desired learning outcome of your instruction by clarifying the skills and knowledge that learners are expected to acquire and be able to use at the end of the learning experience. In turn, the learning objectives guide you in developing appropriate learning experiences and resources for your learners, and lay the foundation for learner assessment (i.e. determining whether learners have achieved or mastered the learning objectives). Focus on writing objectives that are specific, outcome-based, measurable, and describe the desired learner behavior. Use the College and Career Readiness Standards to help you refine the learning objectives for your instruction. Select action verbs based on Bloom's taxonomy that are applicable to the desired level of learning.

College & Career Readiness Standards (CCRS) Alignment

- **Level:** Adult Education
- **Grade Level:** C
- **Subject:** English Language Arts And Literacy
- **Domain or Strand:** Speaking and Listening Strand
 - **Domain:** If you want to design a Math lesson, what is the domain?
 - **Strand:** If you want to design an English Language Arts / Literacy lesson, what is the:
 - Strand: Speaking and Listening
 - **Sub-strand:** CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **Standard Description:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4); Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)

Writing the CCRS Alignment Summary:

As covered in Module 2 of the course, enter a summary of how your lesson aligns with the College and Career Readiness Standards (CCRS), including:

- **Subject:** The subject should include the main subject area covered in the lesson (e.g., either English Language Arts / Literacy or Mathematics), as well as the domain (for Math) and strand (for English Language Arts / Literacy).
- **Grade Level:** What grade level will be the focus of your lesson? (e.g., Grade Level A, B, C, D, or E)?
- **Domain or Strand:**
 - **Domain:** If you want to design a Math lesson, what will be the domain?
 - **Strand:** If you want to design an English Language Arts / Literacy lesson, what will be the:
 - Strand (e.g., Reading, Writing, Speaking and Listening, or Language)?,
 - Sub-strand, if you chose Reading and Writing (e.g., Reading of Informational Text, Literature, History/Social Studies Text, or Scientific and Technical text, or Writing of History/Social Studies, or Scientific and Technical subjects)?
- **Standard Description:** Type the description(s) for the specific standard(s) and supporting standard(s) that align with your lesson as they appear in the [College and Career Readiness Standards for Adult Education document](#).

**Note:* When you index your general subject in OER Commons, you will have the following options to refine the scope: Math, English Language Arts / Literacy, Applied Science, Arts, Arts and Humanities, Business and Communication, Career and Technical Education, Education, History, Humanities, Law, Life Science, Mathematics and Statistics, Physical Science, Science and Technology, Social Science.

Prior Knowledge

Students will need to have basic reading skills, and access to the internet via a computer or smartphone.

Writing the Prior Knowledge Summary:

The prior knowledge summary should tell the instructor what skills and knowledge the learner must have in order to start the lesson.

Required Resources

Computer, or smartphone.

Writing the Required Resources Summary:

The resources summary should tell the instructor what resources are needed in order for learners to complete the lesson, and what advance preparation is needed. This may include required technology resources and Internet access. This list will evolve as you move from the Design Proposal to the development of your prototype and final deliverable.

Lesson Author & License

- Lesson Author: Chackras Lee Smith
- License: [Creative Commons CC BY 4.0 license](#)

Writing the Author and License Statements:

List the names of the author(s) of this lesson, and specify the desired Creative Commons license. To ensure the broadest use of your work, we request that you select a [Creative Commons CC BY 4.0 license](#).

Part 2: Lesson

Instructional Strategies and Activities

Warm-Up

Time: 15 minutes

Job connection and strategic planning paper:

- Students prepare for job interviews by planning their personal career path.
- Have students brainstorm their 5 ideal jobs that they feel qualified for right now; which, they will write down
- Students will list the salary expectations, and perceived job requirements.
- The teacher will then introduce the students to <https://www.glassdoor.com/index.htm>
- Select various students and help them use glassdoor to look at salaries and the interview section to see what these questions look like.
- In classes where students have access to computers, tablets, or smartphones have the students research the jobs on their own and write down their results.

Research and writing are needed to understand the company, job requirements, and what the salary might be .

Introduction

Time: 10 minutes

Explain that the students will be learning the proper procedures to Ace a professional job interview.

Activate prior knowledge by asking students to: Create three charts on a blackboard, or whiteboard. One for proper job interview behaviors, proper interview dress, and proper interview language. Have students popcorn-out their ideas about these categories and write them on the chart with different colors if possible compiling as many keywords as possible with the time allotted. These should stay on the board throughout the lesson and students should be encouraged to take notes.

Presentation / Modeling / Demonstration

Time: 10 minutes

Have students watch <https://youtu.be/3AgfK3R8Pgs> then break into pairs and discuss the interview particularly the dress of the candidate, behavior of the candidate, and the speech of the candidate. One student from each group will share their findings with the class.

Time: 5 minutes

Have students watch https://youtu.be/nalkpQ_clt0 then break into pairs and discuss the interview particularly the dress of the candidate, behavior of the candidate, and the speech of the candidate. One student from each group will share their findings with the class.

Time: 15 minutes

Go over the big three interview skills document with the students.

Time: 2 minutes

Distribute the Interview skills infographic.

Time: 2 minutes

Watch the powtoon video. https://youtu.be/QFZ_6XgnDIQ

Guided Practice

Time: 10 minutes

Pass out the Interview question hand out.

Put students into pairs. Have them take turns as interviewer and applicant. Encourage the applicants to use really bad interview behavior first. Keep this exercise to a timed 30 seconds for each applicant. This will get the students more aware of what bad behavior feels like and have some fun in the process. This should help relax any nervous tensions.

It is important that the instructor takes extensive notes and provides immediate constructive feedback along with praise to the students.

Evaluation

Time: 10 minutes

Students will take the written test.

Application

Community Learning Project

Option 1: Students will complete a resume, cover letter, and thank you note with instructor guidance. Students will then complete several applications for the profession in which they wish to enter on indeed.com with instructor guidance online. Students will accept interviews, attend actual interviews in person, and report their experience to the class.

Option 2: Students will complete a resume, cover letter, and thank you note with instructor guidance. Students will attend a job-fair for the profession in which they wish to enter on indeed.com with instructor guidance online. Students will do as many interviews as they can and report their experience to the class.

Option 3: Students will complete a resume, cover letter, and thank you note with instructor guidance. The instructor will bring in a local small business owner, or send the students to their office for a mock interview. The student will report the experience to the class.

<p>Writing the Instructional Strategies and Activities: Using the outline below and the information covered in Module 3, design the instructional strategies, activities, and materials by incorporating the steps in the WIPPEA framework and Merrill's First Principles of Instruction. Be sure to keep all aspects of the Design Guide in mind while working on this section to ensure you are meeting the desired objectives, staying within your articulated lesson scope, and meeting the needs of your defined audience. This section should focus on the design and sequencing of activities and materials to guide and support your learners as they progress through the lesson to achieve the learning objectives. The instructional activities you design and develop should focus on what the learner will be doing during the lesson. This is where you can let your creativity shine by designing activities that will engage your learners with the content.</p>	
Lesson Segment	Important Considerations
<p>1. Warm-up Review previously learned content to begin a new lesson. Create an environment for learning</p> <p>Time: Estimated time for planned warm-up activities</p>	<p>Think about: How will you get and hold learners attention? □ How will you tie lesson objectives to learner interests and previous classroom activities? □ What questions might you ask to stimulate your learners' thinking about the subject matter?</p> <p>Specific activities to consider:</p> <ul style="list-style-type: none"> • Create an activity that reviews previously learned content to begin a new lesson. • Create an activity to focus on the topic to be taught.
<p>2. Introduction Create motivation for the new topic. What's in it for them? Don't start teaching your lesson yet, just create interest in it.</p> <p>Time: Estimated time for planned introduction activities</p>	<p>Think about: How will you introduce and explain key skills and concepts?</p> <p>Specific activities to consider:</p> <ul style="list-style-type: none"> • Create an activity to focus learners' attention on the new lesson. • Describe the purpose of the lesson by stating and / or writing the objective.

	<ul style="list-style-type: none"> ● Describe the content and benefits by relating the objective to learners' lives. ● Assess learners' prior knowledge of the new material by asking questions.
<p>3. Presentation / Modeling / Demonstration Present, model, or demonstrate the new information or skill using a variety of strategies; check for learner comprehension.</p> <p>Time: Estimated time for planned presentation activities</p>	<p>Think about: How will you model this skill or strategy for the learners (e.g., exemplars, demonstrations, discussions)? How will you break complex skills or bodies of information into understandable components?</p> <p>Specific activities to consider:</p> <ul style="list-style-type: none"> ● Create an activity to introduce new vocabulary. ● Introduce new information with a variety of strategies using visuals, description, explanation, and written text. ● Check for level of learner comprehension by asking questions, using polls, etc.
<p>4. Guided Practice Let the learners practice the new skill. Model the activity. Make it safe for them to make mistakes. Remember that the best lessons have more practice than presentation.</p> <p>Time: Estimated time for planned practice activities</p>	<p>Think about: How will learners practice the skill or concept targeted by the standard? How will you gradually withdraw support as learners become capable of independent performance?</p> <p>Specific activities to consider:</p> <ul style="list-style-type: none"> ● Model the activity or skill that learners are to practice the activity or skill. ● Monitor learner practice by moving around the room. ● Provide an immediate feedback of the activity to learners.
<p>5. Evaluation Assess the learners to see if they can perform the skill just practiced. Assess using oral, written, or applied performance assessments.</p> <p>Time: Estimated time for planned evaluation activities</p>	<p>Think about: How will you assess learners' mastery and their readiness to move forward? How will you correct misunderstandings and reinforce learning? □ What activities will you suggest for enrichment and remediation?</p> <p>Specific activities to consider:</p> <ul style="list-style-type: none"> ● Create an activity to assess each learner's attainment of the objective. ● Assess using oral, written, or applied performance assessments. ● Create an activity that helps learners reflect about their learning and/or the strategies used to teach the lesson.
<p>6. Application Create an activity in the classroom where learners apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible.</p> <p>Time: Estimated time for planned application activities</p>	<p>Think about: How will you engage learners in reflecting on what they have learned? □ What will you use to draw ideas together for learners at the end? What lessons can you preview for learners that will follow as a result of this lesson?</p> <p>Specific activities to consider:</p> <ul style="list-style-type: none"> ● Provide an activity that requires learners to apply the learning beyond the lesson and connect to their own lives. ● Provide an activity to transfer the skills to a new situation.

Source:

Gigante, L. (2012), [What do Common Core State Standards have to do with me and my classroom lesson?](#), presentation at CASAS National Summer Institute 2012