

Lyford Rome  
Edtec 572  
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## **Rationale for the 5-Minute Lesson**

### **"How To Slice Bell Peppers"**

#### **Learning Objectives:**

Given fajita strips, julienne or diced peppers, the LWBAT identify which method is appropriate to achieve each style.

Given a knife and a cutting board, the LWBAT slice a bell pepper into 2 in by 1/4 inch strips in the Julienne style.

Given a knife and a cutting board, the LWBAT slide a bell pepper into 1/4 inch dices.

#### **Component Display Theory**

This lesson is regarding a procedure. According to the CDT content/behavior matrix, it should focus upon "Performing the Procedure" and "Remembering the Steps."

According to Ruth Clark, the implications for instructional strategies are:

- No need for a variety of examples if there is only one "best" way to perform the procedure.
- Focus instead on drill and practice with the one "best" way.

As a result, the bulk of the online lesson is spent with a demonstration, with the learner being responsible to practice. Each style is represented with only one technique which, if followed exactly, will yield the desired result.

I designed the lesson so it could stand alone and be somewhat interactive. The learner can choose between the different styles and the narration follows each slide.

I spent a bit of time making sure that the images were clear and allowed the learner to see the proper technique. The learner can also move back and forth to repeat or examine the steps of the procedure at his or her own pace.

The choice of medium as a QuickTime movie allows this linear/non-linear interaction, and yields a file size that would be accessible even from dial up, even with the many images and audio narration.

The 9 Events	How the event evaluated in the lesson
Event 1 Gain attention	I used examples of cuisine to gain the attention of my audience. The use of evocative language will bring to mind the flavor of bell peppers and its use in different dishes.
Event 2 Informing Objectives	The introduction slides cover what will be learned and what is required in order to continue.
Event 3 Stimulating recall	Before we begin, I cover some very basic knife safety skills which are expected to be known by the learner. The opening slides about food are meant to stimulate recall and perhaps appetite.
Event 4 Presenting Stimuli	The slides are presented in a linear fashion for the procedures, with the learner being able to choose which technique to focus upon.
Event 5 Guiding learning	Slides are designed to guide the learner through the proper technique step by step with clear imagery and narration. The task is broken into very discrete and small steps.
Event 6 Eliciting Performance	The user is expected to practice and repeat the demonstration on their own. Navigation controls allow interaction, and independent investigation.
Event 7 Provide feedback	The last slide of each procedure features a description of the expected results in detail. The learner must compare their own handiwork against that of the demonstrator.
Event 8 Assess Performance	Again, the slide features how the final product should look and the learner must self assess their technique against the demonstration.
Event 9 Retention & Transfer	This was hard to cover in a standalone online tutorial, but it is hoped that the learner will be using these techniques when cooking in their own kitchens!