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Lesson Analysis Assignment
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GENERAL DESCRIPTION OF THE INSTRUCTIONAL PRACTICE

A technology-enhanced instructional practice that I have had experience with that did not meet with much success in terms of student achievement/learning is a unit covering the stock market that I taught in my Personal Finance class. The unit involved the students gaining an understanding of what the stock market is and how it works. From there, the students researched different corporations and based on their research purchased stock in a stock market simulation. After doing their research, the students were to create a report to present how they determined what stocks they were going to buy. During the simulation, the students were to track their buying and selling of stock using technology. The simulation lasted for 6 weeks.

THEORETICAL FOUNDATION(S) EVIDENCED IN THE INSTRUCTIONAL PRACTICE

One of the theoretical foundations evidenced in the stock market unit is cognitivism. These theories are based on ideas such as reasoning, analysis, problem solving, representations, and prior conceptions (Bertrand, 13, 2003). During this unit, the students had to use their knowledge (both prior knowledge and information they gain from research) of different corporations to analyze different corporations to determine if they should buy or sell stock for that particular corporation. They also had to use different news items to determine when the ideal time is to buy or sell their stocks.

Another theoretical foundation that is evidenced in the stock market unit is instructional systems design. These theories are based on the idea that there is a well-structured learning environment in which the teacher is a facilitator of learning (Bertrand, 14, 2003). This set of theories is represented in the second half of this unit when the learning is turned over to the students to do their research using technology and to make decisions on their own to determine which stocks to buy and sell. During this time, the teacher is present in the classroom but is there simply to assist students when they have questions instead of presenting information directly to the students.

ASSUMPTIONS ABOUT LEARNING MADE BY THE INSTRUCTOR

During this unit, there were some assumptions made about learning by the instructor. The main assumption made is that the students have the necessary knowledge of how to use technology to complete the research and reporting that needs to be done in order to complete those parts of the unit. This includes using a word processor, spreadsheet, presentation software, the internet, and other forms of technology.

Another assumption made by the instructor was that the students would be self-motivated to keep track of their stocks to determine whether they should buy or sell their stocks. During this process they also needed to record any transactions that took place.

INSTRUCTIONAL APPROACH

There were a variety of instructional approaches applied during this unit. The first part of the unit involved direct instruction on the instructor's part. The instructor was responsible for finding a way to present the information to the students in a manner in which would build the student's foundation of knowledge in a way that would allow for the students to work on the second part of the unit in a self-paced and self-managed format. During this time the instructor was available to assist the students during this self-learning period.

TEACHER'S ROLE IN PLANNING, IMPLEMENTING, AND EVALUATING THE INSTRUCTION

The teacher's main role in planning this unit was to ensure that the students had the background knowledge they needed to make sound decisions when it came to purchasing stock for the stock market simulation.

Once the planning was completed, the teacher shifted to implementing the instruction. This involved presenting the material in a variety of ways to ensure that the different learning styles of the student's were addressed.

The teacher's role in evaluating the instruction needed to begin during the implementation stage. The teacher needed to evaluate if all of the students had gained the knowledge necessary to move forward with the unit. At the end of the unit, the teacher needed to evaluate whether the desired level of learning had taken place or whether the material needed to be reviewed.

STUDENT'S ROLE IN THE LEARNING PROCESS

The student's role in the learning process for this unit varied based on the stage of the unit we were working on. During the first part of the unit, the student played the role of being an active listener. It is during this stage in which they learned the basics of the stock market. This foundation of knowledge was used later in the unit to help the students have an understanding of what to look for in corporations to purchase in the stock market simulation.

The student's role then became that of active participant. The students were responsible for doing their own research of what corporations they were going to purchase. They had to base these decisions on the knowledge they gained earlier in the lesson. During this research, the students had to record their decisions and why they made those decisions. They gathered this information in the form of a report that was completed as part of the assignment. Once the students purchased their stock as part of the simulation, they needed to continually track their stock to determine if they should buy and sell stock. These decisions were tracked using different forms of technology.

ROLE OF TECHNOLOGY IN SUPPORTING TEACHING AND LEARNING

The majority of the unit was based on the use of technology to support teaching and learning. After the initial knowledge base was presented, the unit turned to students

using technology to further their knowledge base during the course of research. The students also used technology to record and present the learning that took place during the course of the unit.

POSSIBLE IMPROVEMENTS

The main improvement that could have been made to this technology-enhanced unit would have been a refresher for the students on how to properly use technology to complete those tasks that required the use of technology. I don't believe that a full lesson on the technology was needed but to at least help get the students started would have been beneficial.

Another improvement would have been the use of some group work on the assignment. By allowing the students to work together on their research of corporations, I believe that the students would have gained some different perspectives of what corporations would be the best to purchase and why. I also think that a short group simulation before the longer individual simulation would be beneficial to the students as they would be able to have some discussion while actually going through the simulation process.

REFERENCE:

Bertrand, Y. (2003). *Contemporary theories and practice in education* (2nd ed.), Madison, WI: Atwood Publishing.