

4 STEP EXPERIENTIAL ID PROCESS

1

DEFINE & PRIORITIZE GOALS

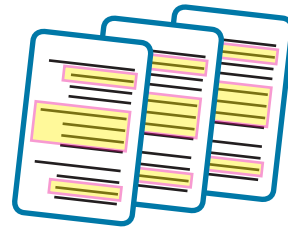
Define the **Needs & Goals** of the individual, student, group, teacher, community, organization, or institution.



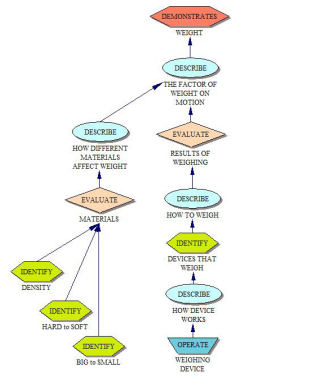
2

OPERATIONALIZE CONTENT

Create a **Content Hierarchy**, **Prioritize** and **Target Levels of Learning**, and establish **Sequencing Flows**



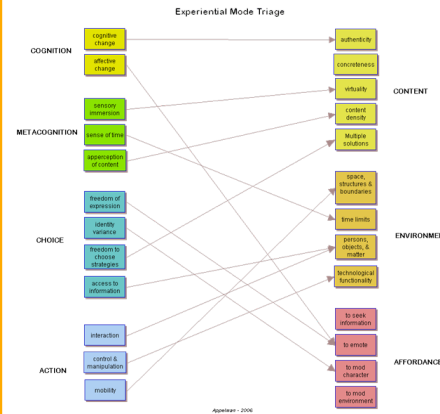
KEY CONCEPT	CONTENT	1. RECALL			2. UNDERSTAND			3. APPLY			L	
		A	B	C	D	E	F	G	H	I		J
FALLING OBJECT:	UNITS of Measure	1	1	1				1	2	3		
FALLING OBJECT:	Distance	1	1	2			3	3	4			
FALLING OBJECT:	Speed	1	1	2			3	3	4			
FALLING OBJECT:	Trajectory		1	1	2			3	3	4		
FALLING OBJECT:	FORCE	1	3			3	1				3	
FALLING OBJECT:	MOMENTUM	1	2			3	1				2	
FALLING OBJECT:	Factor of WEIGHT on FALLING OBJECT		2		3	4		4	5			
WAYS OF KNOWING:	Scientific Method	2	2	5	1							
WAYS OF KNOWING:	Observation	2	2	5	1							
WAYS OF KNOWING:	Conjecture	2	2	5	1							
WAYS OF KNOWING:	Philosophy	2	2	5	1							



3

BRAINSTORM & MAP EXPERIENCES

Brainstorm effective **Experiential Modes** for each **Learning Context**, & embed **Scenarios & Action Vectors**



4

OPERATIONALIZE SCENARIOS

Create **Experiential Scenarios** that combine both **Action & Learning Vectors**; then build **Prototypes** and **Test**

appEDESIGN SCRIPT		5/29/2011	5
INFO Elements	INTERACTIONS	STORY	
<ul style="list-style-type: none"> WHICH SIDE IS THE VARIABLE JUST PACED WHICH ANGLE TO USE 		Galileo then climbs up in the tower and we see him appear at the top ready to drop the objects.	
<ul style="list-style-type: none"> CALCULATING SPEED USING GALILEO'S FORMULA TO DETERMINE THE ACCELERATION PER SECOND 	<ul style="list-style-type: none"> the iKIDS will need to interact in a HUDDLE multiple times to compare data that each can offer. They will need to consult their PDA to gather formulas They will need to yell at Galileo who is up in the tower 	Ultimately the iKIDS will need to have him perform this experiment dropping two equally shaped balls from the Tower. They will need to measure the height of the tower through trigonometry, pace off the distance with the use of a pedometer, sight through a sextant to measure the angle from ground to top, and then calculate the height. We also know the formula that Galileo eventually came up with, and they can use that to help him the results, which in effect implies that without their help the primary theory falling objects being 9.8 meters per second squared may not have been arrived at (or certainly not as quickly).	

Game Play Analysis Log

GAME: Shrek II
 PLAYER: 060508_PIE14_SHK2
 DATE: 05/08/2006

COG = I Learned or enjoyed something here
 MET = I had to really concentrate here
 OPT = I felt there were options available here
 ACT = I was able to control/manipulate things
 CPT = I felt lost here
 CNV = Information was encountered here
 ENF = Challenges or NPR Interactions encountered here (optional)
 AFF = The game gave me options to (optional)

TIME	COG	MET	OPT	ACT	CNT	ENV	AFF	COMMENTS
00	X	X			X			Listens and Views Cut Scene
25			X		X	X		Begins searching with Shrek
30	X	X	X		X	X		Finds Slug - Clobers it - Eye Ball #1
33	X							Is not aware he has to hit it twice
40		X			X			Confin-searching
43	X	X	X		X			Tries to beat down Outhouse
1:02		X		X				Confin-searching, jumping, hitting
1:40	X	X	X		X			Switches Character to Donkey
1:45	X	X	X		X			Confin-searching, jumping, kicking
1:55	X	X			X			Switches Character back to Shrek