Self-Inquiry Assessment Model

Thematic Question:
How does the length of a lecture affect the level and degree of comprehension and assimilation of the information inherent for the student recipients?

Objective:
I will determine the affects of lesson length, complexity and progression thereof on student understanding.

Grounds for Investigation:
My first lesson contained, a unit introduction to earthquakes, defined the basic terms and highlighted the mechanisms by which they occurred. It did not introduce the mathematics involved or go much beyond introductory terms and recognition. The amount of content was in my opinion, as well as that of my adviser and supervisor, quite high but it progressed slowly from review to definitions to new critical concepts. My second lesson, an introduction to Earth’s atmosphere, instead jumped right in with assessing prior knowledge to teaching new concepts with little definition. My formative assessments for each provided widely varying results as to student understanding of the lessons.

Goal:
To provide a reference length at which a lesson becomes increasingly unproductive with respect to the three variables defined above.

Procedure:
- Create each lesson to contain these variables in different quantity relative to each other
- Evaluate the degree of each of these variables contained within each lesson
- Administer the lesson according to plan
- Provide an assessment at the conclusion of each lesson to determine the amount of student ‘take-away’
- Create a statistic normative reference for all of the above indicated assessment
- Statistically evaluate which among these assessments indicates the significantly highest student understanding.
- Create relative references of understanding for the rest of the assessments to this statistic pinnacle.
- Evaluate the progression with regard to lesson plans’ criteria of the three stated variables.
- Determine any indicated trends.