

5.1 | Understand: Content Analysis Examples

The four examples in this exercise illustrate the variety of methods available and the different approaches you can take to analyze, classify, and sequence instructional content. Read through each one and note the different approaches taken. Then you'll be ready to tackle the next exercise that challenges you to "find the gaps" in a content analysis.

Example #1: Getting Ready for the Art Market: Preparing a Successful Artist's Portfolio, contributed by Almut Haboeck, © 2008

Career Environment: Higher Education

Content Analysis

Process – The initial content analysis for the project was conducted by the primary instructional designer based on personal experience working with artists in academic as well as gallery and museum settings. First considerations regarding the content concerned the different tasks that students need to learn in creating their portfolio. These consist of three different pieces they have to create—a selection of their visual work, an artist's statement, and last but not least, a cover letter. The realization that these three pieces of "content" are intricately related to each other, (especially the task to choose the artwork for the portfolio and the artist's statement), influenced the decision to organize the course based on a combination of a task analysis as well as an instructional analysis.

The secondary sources responsible for this decision were a careful consideration of the methods of Cennamo and Kalk (2005); the methods of Jonassen, Tessmer and Hannum (1999); as well as Sydney Walker's (2004) article concerning understanding the art making process. Further determination of the content, as well as the analysis, was the result of discussions with the SME, Carrie Pollack, visiting professor of art at the University of Tennessee, who had taught a similar course before at the Studio School in New York. This conversation reconfirmed the previous choices—in essence, the "content" to be taught in this course is mainly skills and subskills, whereas the emphasis lies on meta-cognitive and intellectual skills.

Content/Instructional Goal - The main goal of the course is to teach art students how to successfully represent themselves and their art through a portfolio, which includes a cover letter, an artist's statement, and a selection of their work in the form of digital images or a slide sheet. The portfolio is the general requirement for artists when applying for work, galleries, and/or residencies.

The course is organized by its main tasks and learning objectives, i.e. the creation of an artist's statement, a cover letter and a selection of their work in the form of a slide sheet or digital images, which are intricately related to each other. This means, the starting point for all the three tasks will be the questions, "Who am I as an artist?" and "What do I want to say with my art?", which are supposed to stimulate meta-cognitive and intellectual processes in the learner. With these questions students are asked to analyze their work and find their voice. The goal is to lead them further step by step to express their voice in speaking (discussions) and writing, so that in the end they will be able to represent themselves through a portfolio that consists of a selection of their work as well as an artist's statement. For a successful completion of these three tasks, it is also necessary that the learner be familiar with rules and practices of her own community of practice, i.e. the art world, which will be integrated in the step-by-step process.



Example #2: Fourth Grade Instructional Unit on the Native American Tribes of Tennessee,

contributed by Elizabeth Bradley, © 2008

Career Environment: K-12

Outcome Analysis:

Outcomes: Learners will...	Applicable Prerequisites (if any)	Classification (cognitive, psychomotor, or affective)	Priority (Number in order of priority, with “1” being the terminal or most essential)
(Basic Information) Name the primary tribes that lived in Tennessee, describe how they got to the area, and point out where they lived in the state.	Extremely basic understanding of TN geography	Cognitive	1
(Culture) Describe, discuss, and compare the particular attributes, governance, skills, histories, beliefs, etc., belonging to each tribe.	Ability to describe, discuss, compare, and contrast information	Cognitive	2
(Effects) Discuss the interactions between Native Americans and European settlers in Tennessee and the effects thereof.	Ability to describe, discuss, compare, and contrast information	Cognitive	2
(Appreciation) Demonstrate an attitude of interest and respect for this aspect of Tennessee history.	Mastery of other outcomes	Affective	3



Example #3: Introduction to 16mm Film: Finding Your Creative Voice, contributed by Vicky Bridgeforth, © 2008.

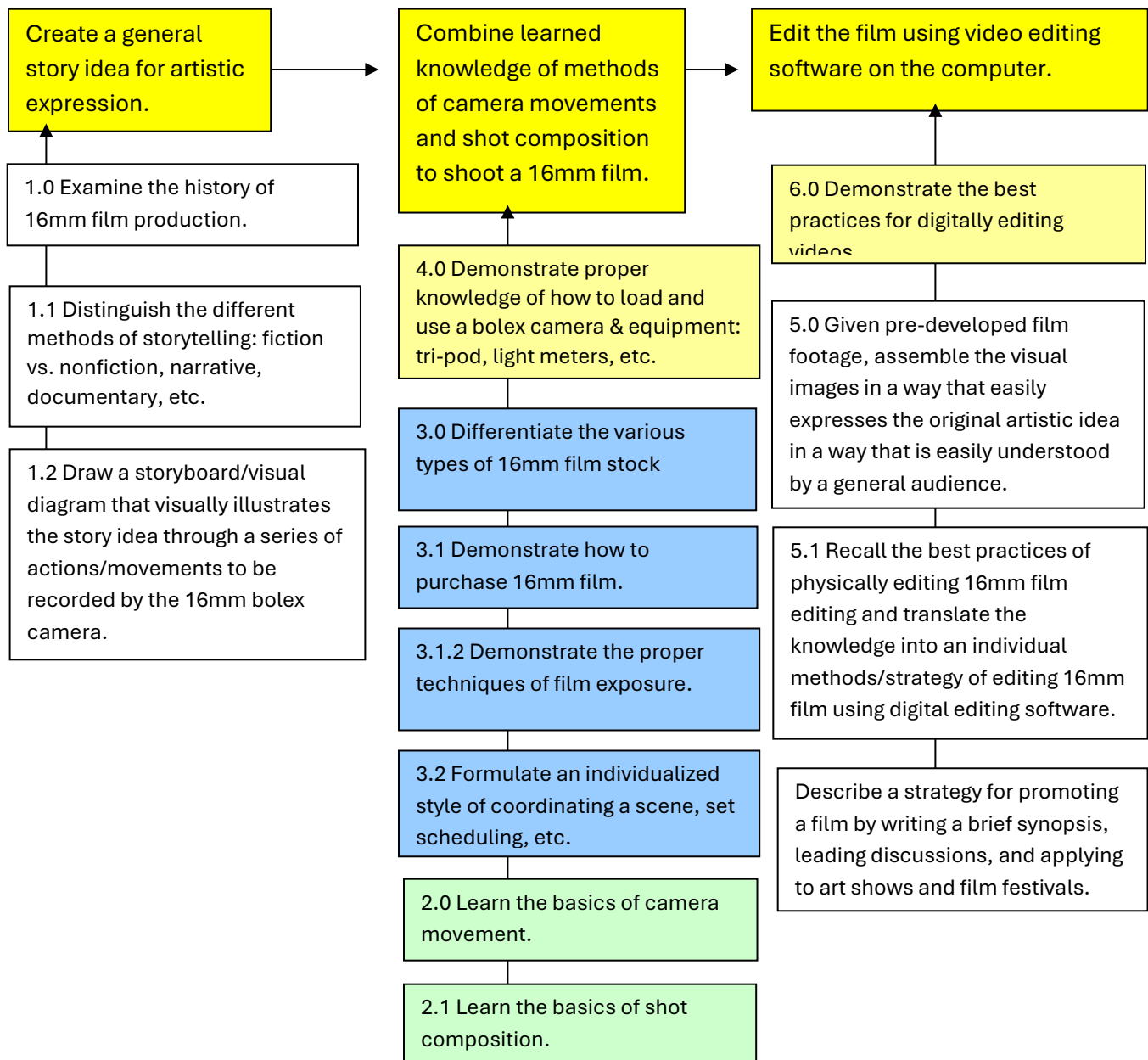
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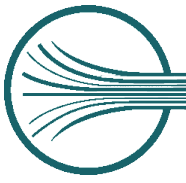
Instructional Outcomes:

The student will be able to...

1. Mentally develop a solid idea or statement that expresses a positive or negative viewpoint towards a given subject matter.
2. Translate their thoughts into a series of visual expressions based on learned techniques of storyboarding.
3. Interpret a storyboard using 16mm film and editing equipment.

The learning tasks that will enable the student to master these outcomes are illustrated in the following flowchart.





Example #4: Advanced Pottery Course: Wheel Construction, contributed by Julie Drew, © 2008.

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