

**Objective:**

An annotation of a situation where Students were accused of cheating after being put into an Introduction Physics cooperative group study project at Metropolitan College. 24 students were made up of 6 groups to take the final quiz and fill out an evaluation form. Out of the 24 students, the ethnicity of only 3 are known – 2 Asian and 1 African American. The 2 Asians were the students accused of cheating, they sat close to each other during the quiz, but in different groups. The quiz was given as a learning tool, each learner in the class of 24 students learns by the integration of three dimensions of brain activities: “cognitive, effective (personality), and physiological (perceptual), Galbraith (2004). Cognitive describes thinking, problem-solving, and remembering processes. Affective details the arousing, motivation, emotional, and behavioral activities, and Physiological includes sensory perception and reaction to the physical environment, Galbraith (2004). Therefore, the three ethnicity-identified students are under the umbrella of conventional learning.

Under general conditions at the college, the quiz was to evaluate the individual student, but if the proctor left the testing area no definitive instructions not to speak were given. Nonetheless, conversations about the quiz also happened right before the proctor, even though attempts were made to deter students from talking about their completed quiz.

**Needs Analysis**

At Metropolitan College the student’s thinking and learning processes are important. These processes can be exacerbated or made to flourish depending on environmental factors.

- In evaluating the cheating accusations during the Introduction Physics quiz, some anomalies

were discovered in the professor's actions and attitude.

- Students shouldn't be left to make cognitive, effective, and physiological learning decisions.

These aspects of brain functions do not leave room for bias in learning, like hair color, cultural background, past experiences, etc.

- The professor needs to be monitoring the students during the entire quiz and treat every student with equal reverence regardless of their past behavior, therefore excluding biases.
- Vexation among students will occur if an individual student decides to exploit the environment condition of the absent proctor, and outwardly verbalize the answer to a quiz question.
- Note that when conversations about the quiz goes on in front of the proctor, students do not show a hint of vexation, because the proctor can censure outspoken students.
- If it is a necessity that the proctor must leave during the quiz, the quiz needs to be taken under audio/Video open surveillance, or the outburst of student should be viewed as a physiological learning moment, which can enhance the college's philosophy on using quizzes as a learning tool.

### **Task Analysis**

- Professors at Metropolitan College need to be able to identify the style of every student, because "Thinking and learning are complicated processes", Galbraith (2004).
- Identify learning style through information-processing instruments such as the popular Gregorc's Style Indicator (1999) and Kolb's Learning Style Inventory (1999), Galbraith (2004).
- These learning style indicators will help conceptualize a student's personality development, Galbraith, (2004).

### **Learners Analysis**

- The audience is the 24 students who participated in the Introduction Physics cooperative group study project at Metropolitan College.
- All the students have the common trait of taking the quiz to demonstrate their thinking and learning abilities.
- There were ethnic differences with diverse temperaments in attitudes towards outspoken students.
- Because of the three dimensions of brain activities mentioned above, some students used the cheating accusations as a learning experience.
- The stimulus for being at the quiz was to evaluate and be evaluated by educational peer groups.
- The student evaluation would have been more effective if the professor understood the student's learning styles.
- The instructional designer plans to have the professor's approach be non-biased.
- There must be consistent follow-up evaluations to determine if the College can change its practices of engaging students to think and learn.

### **Goals and Objectives**

- The learner will be any stakeholder involved in learning activities at the College.
- The learner will be expected to acknowledge different learning styles, which may cause some to miss out on enhancing their life skills if they are unwilling to adjust to change.
- Life skills can be enhanced within any teaching situational opportunity at the college.
- The college can set standards for life-changing opportunities.