Learning outcomes	Instructional Strategies (Model Characteristics)	Learning activities	Assessment criteria
■ Learners will discover **The Puzzle**, the complicated and extended problem around which Detective Fiction is built. "The skills used by [detectives] are the same skills used by the scientist." (Clayton, 1989)5 "Mankind has always received keen enjoyment from the mental gymnastics required in solving a riddle; and puzzles have been its chief toy throughout the ages"(Wright, 1927)2	Promote scaffolding *(Provide a group-oriented knowledge-building environment in which the learner is responsible for learning)* Promote modeling and explaining Promote authentic learning activities Promote problem solving	■ Students will have access to a Web resource that provides scaffolding for a study of the form of literature; ■ Web resource includes a database, where information from students can be "browsed, retrieved, linked and commented on" (Land & Hannfin, 2000) 8; ■ Students work in groups for discussing and examining the specific stories or books; ■ Students collaborate on responses to the various discussion points, as well as providing their own insights.	■ The database back-end for the learning environment will include the ability to create statistics on the individual users, such as how much time is spent, how many posts to the forum, how many notes and reflections, etc. ■ The F2F class meetings and team interplay sessions will be self-, peer- and instructor-evaluated during and at the end of the module. ■ Students will write a wrap-up essay in which they compare the stories they have read, the detectives represented, the solutions to the puzzles, and what they have gleaned from their study of detective fiction. An extended reflection, if you like.
■ Learners will stretch their own reasoning skills and logic through the detective's solution to **The Puzzle**.	Promote articulation *(Foster student control of learning by helping students activate their own learning strategies and decide how to represent knowledge and how to share with others)* Promote self-directed learning *(Support self-regulated learning)*	■ The on-line environment provides avenues to the goals of the course, including multiple methods of collaboration, discussion and reflection; ■ Students will have access to the online database. ■ Students gather information, and experience the solution of **The Puzzle**. ■The on-line environment allows students to work on activities on their own.	
■ Learners will improve their abilities to make valid judgements about literature by experiencing good books, investigating and discussing what makes them memorable.	Promote modeling and explaining Promote exploration *(Support intentional learning)*	■ Students engage in purposeful activities relating to the goal of the environment: students go directly to the literature source to read the work of the highlighted authors, and then evaluate, compare, and comment upon the result; ■ Students will engage in writing activities based upon their reading and their discussions.	
■ Learners will comprehend some of the problems of the human situation: racial injustice, alienation, greed, ambition, loneliness.	Promote multiple perspectives *(Support multiple representations of knowledge through the use of media)*	■ The on-line environment provides avenues to the goals of the course, including multiple methods of collaboration, discussion and reflection; ■ The on-line environment provides readings, references to televised objects, and possibly streaming video to illustrate movie renderings; ■ Students will write essays for on-line and F2F discussion by peers.	

▪ Learners will grasp dynamics which lead to actions, and the logic of human emotion.	Promote authentic learning activities *(Promote individual learning styles)*	▪ Students will experience reading-with-understanding at several levels (short stories, novels, essays) which they will select for focus and discussion ▪ Students will explore cultural issues—lives beyond their own—as represented in detective fiction. ▪ Students will encounter ethics as described in the stories.	
▪ Learners will discover significance and interplay of plot and character. (Buehl, 2001) 137, 153	Promote collaboration and social negotiation *(Promote peer mentoring through social negotiation, articulation of ideas, reflection, discussion and shared understanding)*	▪ The course includes "face time" in the classroom for team activities, along with the on-line discussion and reflection opportunities, and creating Web site. ▪ Several of the evaluation activities are presented as team projects: ex: character and plot studies are collaborative, and the Web site is a group effort.	
▪ Learners will be able to distinguish *detective* fiction from other forms of mystery writing	Promote problem solving *(Allow students to share in problem solving by working as a team and setting goals)*	▪ Students work in groups on creating a Web site to respond to general, ill-structured inquiry; ▪ Students collaborate on responses to the various discussion points, as well as providing their own insights;	
▪ Learners will develop an appreciation of, even an enjoyment of, the genre being studied. They will begin reading detective fiction for their own amusement and gratification.	Promote reflection Promote self-directed learning *(Build a collective database of students' thoughts, ideas and understanding)*	▪ Database will include discussions, notes, reflections, which will be retrievable for use in discussions, required writing activities and Web sites.	

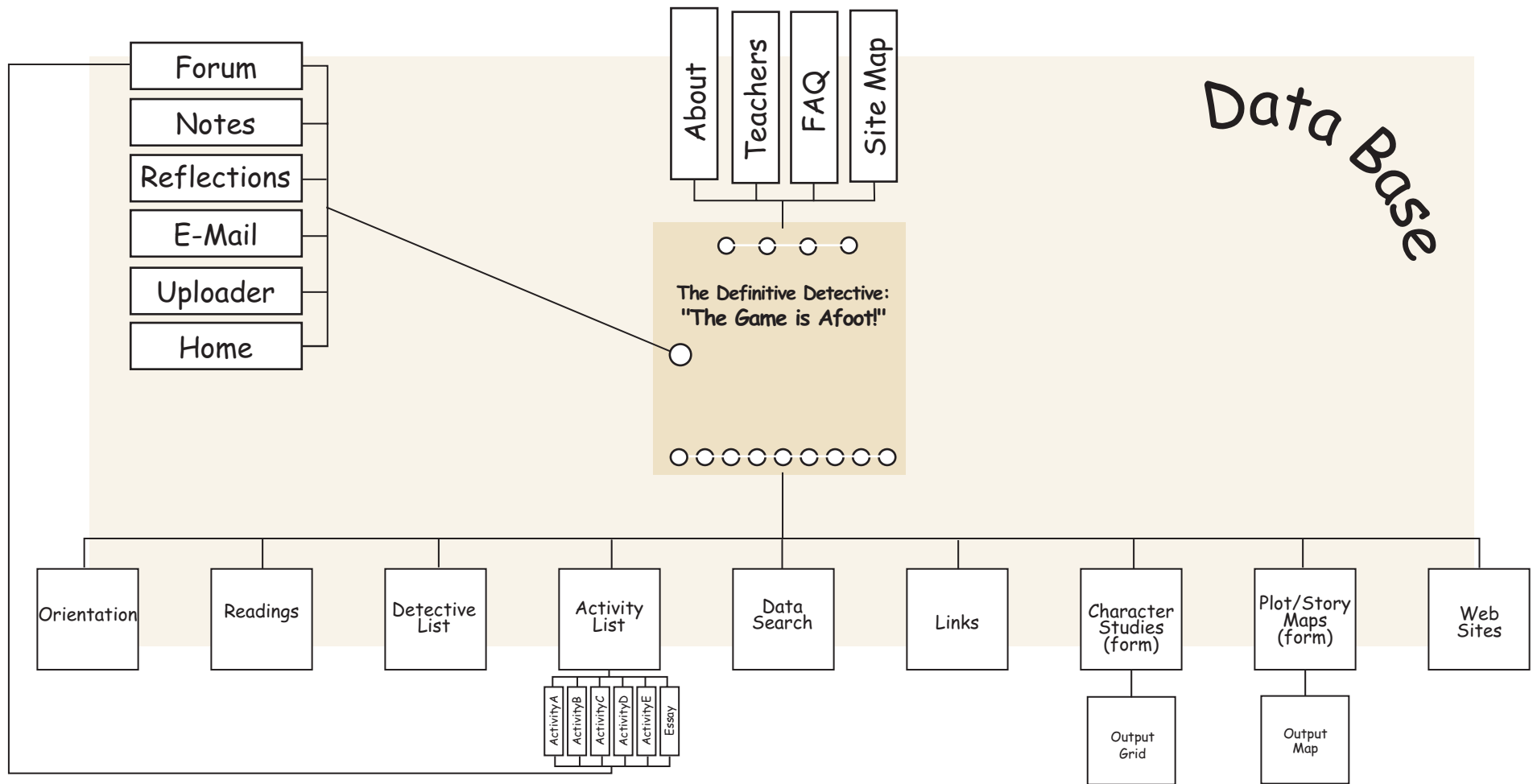Computer-Supported Intentional Learning Environments (CSILE)

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