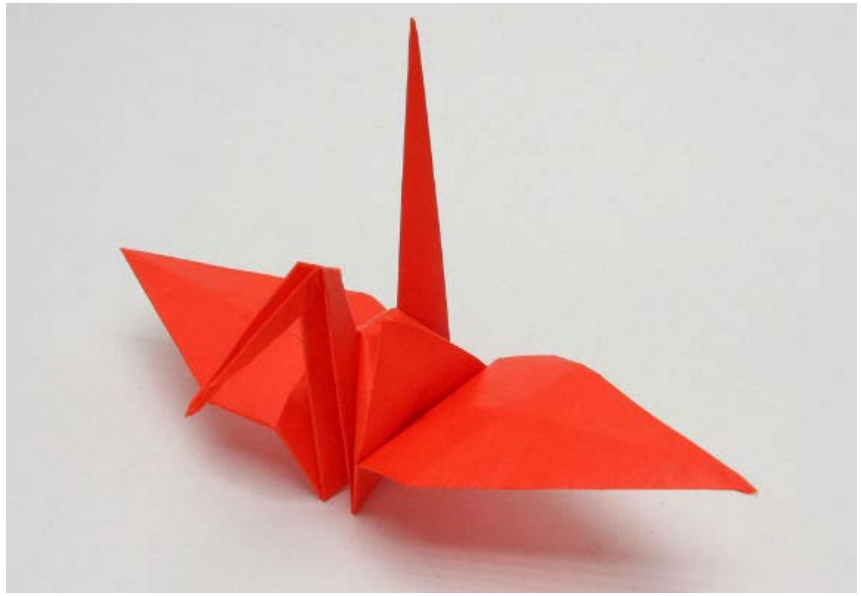
# Theory Presentation
# Origami Class



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# Theory Presentation – Origami Class

For this Theory Presentation, I chose an origami lesson. This lesson will be presented under Situated Cognition Theory and in particular, cognitive apprenticeship. Also, ARCS Model of Motivation is used to prepare the instruction.

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**General Structure of the Lesson:**

- Ask learners what they know about origami and if they have some level of ability in making origami.
- Talk about different uses of origami.
- Show a video about science and origami. It will take around 2min.
- Hands-on Activity: Making an origami following my instructions.
- Assessment: A discussion immediately after the session.

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**Techniques for Presentation:**

- Face to face presentation with PowerPoint;
- Video and video tutorial;
- Hands-on Activity
- Step-by-step Instruction;
- Discussion

**Material:**

- Colored Paper

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- Origami is the art of paper folding. It was mainly, developed in Japan. For many people, origami is a children's activity.
- In reality, according to Ramirez (2015), origami has been used in solving problems in science and technology. Government agencies have been funding researches where engineers and origami artists are working together to find solutions for problems like, foldable plastic solar panels or how to fold an airbag to be stored in a small place.
- Origami is a good example of how knowing and doing cannot be separated.

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Situated Cognition, according to Driscoll (2005), has the following characteristics:

- There is no separation between declarative knowledge (knowing) and procedural knowledge (doing).
- Learning cannot be separated from the situation it is learned, from how it is learned and how it is used.
- For this reason, communities of practice and cognitive apprenticeship are important concepts in this theory.
- Cognitive apprenticeship is about the way learning takes place between expert and novice. The expert helps the novice to understand the stages necessary to go through in the learning process. Then, let the learner do and the learner will understand. Expert will provide scaffolding to the novice, just enough to help novice to progress.

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- The purpose of this instruction is to turn this lesson in a cognitive apprenticeship situation. I will be acting as the expert and the class will be the learners. As an expert I will guide them to understand the stages necessary to learn how to make origami. I will start with a simple activity, providing just help enough for the learner to progress.

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**ARCS MODEL OF MOTIVATION:**

- ATTENTION: Start instruction with an airplane origami.
- RELEVANCE: Show in video and images, the many uses of origami.
- CONFIDENCE: Start a hands-on activity with an easy origami.
- SATISFACTION: Intrinsic satisfaction. The product of the hands-on activity.

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REFERENCES

Driscoll, M.P. (2005). *Psychology of Learning for Instruction.* Boston, MA: Pearson Education.

Ramirez, A. (2015). Five Reasons Why Origami Improves Students' Skills. Retrieved from https://www.edutopia.org/blog/why-origami-improves-students-skills-ainissa-ramirez