

Daniel Hoeh - Multimedia Design Project Assessment (MDPA) Report

Product URL: <http://drhoeh.wix.com/me-report-card>

Analysis

Learner Analysis

This project was created for middle school social studies students at Campbell Middle School in Cobb County, Georgia. Campbell Middle School is an International Baccalaureate (IB) Title-1 school with a very diverse population. According to the latest count of full time equivalent students (FTE, 2016), the school currently has 1,431 students, making it one of the largest middle schools in the county. The school has a population that consists of 41% Hispanic, 43% Black, .01% American Indian, 14.7 White and 2.9% two or more races (FTE). The school is very diverse and offers many challenges and along with GPS standards, Campbell also incorporates the IB MYP standards into the curriculum. As a Title 1 school Campbell has a varying level of socio economic conditions that exist within the school.

Context Analysis

The project was created for a 7th grade inclusion classroom and ESOL classroom consisting of between 26-32 students. The average student age conducting the lesson would vary from between 11-13 years old. Many students in classroom possess IEP's and require assisted learning that will be addressed. Most of the immediate student needs are in the area of reading and comprehension. Several students in the classroom are ESOL students and currently have difficulties with reading, writing and comprehending the English language. Many students have "read to" accommodations as part of their IEP.

The lesson was created with the intention of it being carried out in one of four available computers. In the event that a computer lab is not available the lesson could also be performed using the school laptop carts. The lesson was also designed with the consideration that some students may use their own devices as part of the BYOD program. Internet access is required to complete the assignment and a printer would be preferred but not required to complete the project.

As a teacher with over 13 years of experience and possessing a degree in computers, I feel very comfortable with technology. The students in this lesson have performed computer tasks and WebQuests before and should be at least somewhat comfortable with performing the task.

The project is a WebQuest that was constructed to evaluate the government and economic systems of the Middle East. The lesson addresses many different key Georgia Performance Standards such as comparing and contrasting government systems (SS7CG4), government structures (SS7CG5), analyze economic systems (SS7E5), voluntary trade (SS7E6) factors of economic growth (SS7E7) along with language arts and other cross curricular standards.

Along with the Georgia Performance Standards the WebQuest also covers several of the ISTE NET-S standards. The first technology standard covered is ISTE NETS-S 1; Creativity and innovation. The students are covering this standard by using creativity (ISTE NETS-S 2) to construct a product (of their choosing), determine a grade and present that product with the class. The students will also work on their Communication and collaboration skills by using the internet and other forms of digital media to work in a collaborative with other students and online using video conferencing software. The students will also use the internet to conduct research on the economies of the Middle East (NETS-S 3) and use critical thinking skills to make determinations about the individual nations and digital tools and resources needed to complete the project (NETS-S 4). The students will exemplify proper digital citizenship as they collaborate digitally with their community leader and collaborative group. The students will be mindful of the information they post and research (NETS-S 5).

Task Analysis

The students after performing this project will be able to answer the fundamental question, "How do economic and government systems impact how we live both locally and globally." Along with considering the impact of the Middle East economy on the world, the students will also learn how to work in collaborative groups, utilize the internet for quality research, basic keyboarding skills, and create a quality presentation using various forms of digital technology.

Design

Overview

The WebQuest lesson was designed be a meaningful and authentic learning experience about the economic conditions that exist in several Middle Eastern countries. The lesson was designed for students to take on the role of investors using online resources to determine which Middle Eastern nations is the best for foreign investment by issuing a national grade. The teacher will direct the students to the WebQuest and the students will begin by starting on the Introduction page. After watching a brief video about the role of Moody's and

credit scores the students will begin researching the factors that are determined for a good investments such as; oil reserve, GDP, poverty, education, and political stability. The students will share their results with other classrooms and work collaboratively with international schools from the Middle East, if possible.

The school will reach out to other international community associations within the area and bring in speakers to share about the Middle East. The students will collect and collaborate their data and choose from a choice of presentation utilities. The teacher will be present to guide the students and answer any questions along the way. The students will collect their data and constantly track the nation's data throughout the school year, using the events that occur throughout that nation to determine their investment potential. As the data is collected the students will update their information and create both a short term and long-term investment report.

The lesson was designed for a middle school audience but could be used by younger students. The lesson uses large icons, web links and next page buttons to allow for easy navigation. To support students with language and reading difficulties, voice narration and video tutorials were included.

Resources

<https://www.youtube.com/watch?v= OWTctCl4sw>

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://databank.worldbank.org/data/download/GDP.pdf>

https://commons.wikimedia.org/wiki/File:Map_of_Middle_East.png

<http://www.indexmundi.com/g/r.aspx?v=97>

http://www.theglobaleconomy.com/rankings/wb_political_stability/

<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2046rank.html>

https://en.wikipedia.org/wiki/List_of_countries_by_literacy_rate

<http://drhoeh.wix.com/me-report-card#!economies-background/q6ddv>

https://upload.wikimedia.org/wikipedia/commons/thumb/d/d4/Flag_of_Israel.svg/660px-Flag_of_Israel.svg.png

https://commons.wikimedia.org/wiki/File:Flag_of_Saudi_Arabia.svg#file

<https://commons.wikimedia.org/w/index.php?curid=348909>

<https://commons.wikimedia.org/w/index.php?curid=3662823>

https://cobbk12org-my.sharepoint.com/personal/daniel_hoeh_cobbk12_org/_layouts/15/guestaccess.aspx?guestaccesstoken=bo0GHQfR7wfopviZMC9DHRauk%2fp9ENd9HiaZbd6U87Q%3d&docid=1_14e3a51d35422422490b2dea801ceb870&wdFormId=%7B5451F442%2DEEA5%2D4248%2D8131%2DD13C174A76BE%7D

<http://www.iste.org/standards/standards/standards-for-teachers>

<http://www.iste.org/standards/standards/standards-for-students>

<https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Gr7-Social-Studies-Standards.pdf>

Details

The WebQuest supports differentiation in the areas of content, process and product. Along with an understanding of social studies in the areas of economics, sociology, government systems and geography. The students are also expected to work together and utilize skills in language arts for taking notes and designing their presentation. The students are also expected to use basic math skills to analyze economic factors.

Universal Design principals were utilized in creation of the WebQuest. The first area of Universal Design that was used in this lesson was "Options for Perception". Universal Design principals 1.2 and 1.3 were addressed by offering text to supplement audio and video. The WebQuest has a narration option to allow students to have the text read to them. The website was also given tutorials that help to further enhance the instructions. The inclusion of voice narration and video to complement the text also addresses principal 5.1, "provide options for expression and communication" (CAST, 2011). Principal/checkpoint 2.1 "clarity vocabulary and symbols" (CAST) was addressed in the creation of the website. In order to keep the website easy to use for students, icons were integrated with text that best represented the concept to be researched. The lesson also addresses Universal Design Principal 3.1 by using a video from YouTube to activate prior knowledge and engage students into the lesson. The video is followed up by a map and detailed information about the topic and theme of the lesson.

The lesson was designed for small cooperative groups of 3-4 students. Each group member is assigned a role and that information is submitted to the teacher using a link to Excel Survey. The use of multimedia only helps to compliment the lesson and offer students additional information to aid them. The first video introduces the students to the lesson and next video is a tutorial that helps to educate students how to use the resources available. The pictures and maps help to illustrate the theme and the narration option helps students read and understand the text.

To support students who possess a "read to" accommodation on their individual educational program (IEP) the website was given a narration option. The narration option will read the webpage text to the student. Students have access to speakers with each and every PC and headphones are also available. Along with the narration option the WebQuest was also given large icons that represented the individual topics and large dark font. Video tutorials were also included that guide students through the navigation of the CIA.org website.

Development

The timeline for the creation of the project was approximately one week. Before beginning the project several websites were evaluated. Wix was finally chosen because of my past experience with the software and ease of navigation. Along with Wix, I also utilized other tools such as Audacity for the audio tracks, Camtasia for the video screen capture and Excel forms for collecting student group information. As the project was compiled the WebQuest web links were constantly tested to be certain the links were accurate and in some cases links had to be updated.

Implementation

Unfortunately full implementation is not an option due to the summer session. The lesson will be evaluated on a much smaller scale with two students over the summer. The students evaluating the project are target/gifted students and they will evaluate the WebQuest from beginning to end. The students will work as a collaborative pair to complete the assignment. All required materials will be offered to them including computer, printer, writing supplies and supplementary text. If offered to a full class an entire computer would be requested for one week. A laptop cart could also be utilized if a computer lab is not available.

The students would sign up for their collaborative group using an Excel Survey that is linked to the webpage. As part of a team lesson students would work with other content area teachers to help them complete the project. Language arts teachers would help the students to compose their research and math teachers to help students work on their economic data.

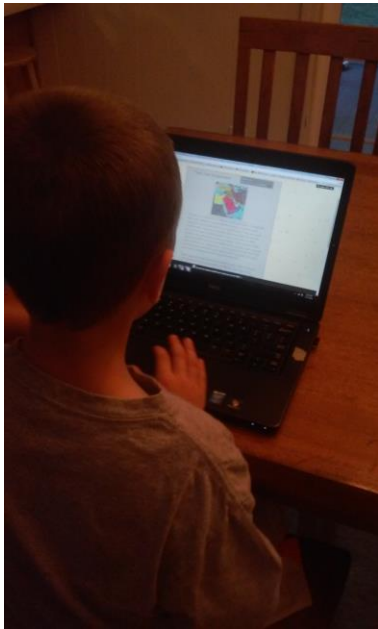
Evaluation

Student Learning –

Although I was not able to implement the project with a full class I was able to evaluate a small group. The students were assessed using teacher observation and finished products. The students were able to choose their project and both of them created a brochure. Although other possible products were offered the brochure was the most common fit. When performed in large class the students

will be given a pre and post assessment. The final project were accessed using an IB rubric that was approved by the IB coordinator.

Notes were taken to throughout the project to evaluate the students performance and reactions along with concerns. Although the group was small, notes will also be taken when implemented in a classroom setting. As with both the large and small group walk-bys will be performed to make certain that all concerns are addressed and help maintain focus.



Product Design –

Due to limitations of summer, two students/participants donated their time to evaluate the lesson. Before the project began the students were asked questions such as, "have you ever done a WebQuest?" And, "what is a government?" The students possessed a basic understanding of the material and the lesson continued.

The participants began by looking over the WebQuest and exploring the resources. After the exploration portion was completed they were then instructed on how to navigate the WebQuest. They received a brief teacher guided tour of the design including an explanation of the rubric. The students then completed the first part of the lesson and wrote a brief summary of their impressions. The feedback gained from their impressions was invaluable. The website was updated to include clearer font, addressed centering issues and a few grammatical errors.

After addressing the participants concerns they were allowed to complete the information gathering section of the WebQuest. The feedback from the students was positive and they were able to complete the sections with ease.

My hope is that by using gifted elementary students, the lesson would be easy to understand and relevant to middle schoolers. The students claimed that the use of the narration greatly helped them in the comprehension of the material. The video tutorials helped them navigate the websites associated with the WebQuest.



Reflection

Project Development – I learned a lot about the tools and knowledge required to create and design an effective website using the resources available in Wix. Although the tools in Wix are pretty intuitive, there is learning curve to mastering the intricacies of the web creation tools. Creating boxes or buttons that allowed the user to go forward and backwards, presented a challenge that took some additional time to master. Along with the challenge of creating links, the inclusion of video tutorials using Camtasia and voice narration imported from Audacity, presented a challenge to be overcome as well.

As for the planning of the task, I used some previous materials that were already tried and tested in the classroom. By using previous materials combined with materials created for the project, I was able to maximize my efforts in creating a quality WebQuest. The use of previously created materials also allowed me to maintain my focus on the project and design. The creation of the project began very early in the process and allowed me to address issues before they were tested. Starting early also allowed me to avoid pitfalls and gave me the ability to experiment with the use of assistive technology such as, video tutorials and voice narration.

If I were to do this project again, I would have integrated a better step by step directions. Although the project utilized the techniques found in Universal Design, the participants/students were sometimes confused about what to do next. Greater attention to flow and design may have made the WebQuest more intuitive.

Instructional Design – I believe that 7th grade social studies students will enjoy this project. The corrections that were suggested really helped enhance the entire project. I believe that the inclusion of different forms of media did a lot to support the learners on the WebQuest. Allowing students to read, hear and see the lesson, really helped to make the lesson come alive. The use of multimedia elements was heavily influenced by my interactions with my own special needs child. Along with my child, multimedia elements were also influenced by the years of interactions with special needs and ESOL students. I tried to create a tutorials and resources that would be easy accessed and understood. I created the material so that all students could follow along and not feel left out of the process.

Personal Growth – After completing this project I learned that creating a quality internet assignment requires much more than just technical knowledge. I learned that design and layout of a page are extremely important. When I began I figured that I would use my HTML skills to, "whip up a website." I learned that there is so much more to it than that. I learned that design, pedagogy, content and technical knowledge have to come together. I now see the connections that exist in making a quality educational website and WebQuest. I look forward to creating another and furthering my skills.

For Others – For other teachers and colleagues, I would suggest that before they begin they spend time studying web design and Universal Design. Along with studying design, I would highly recommend that anyone creating a WebQuest or any other web-based activity to spend time with the software and design tools. It is important to begin early and spend time understanding how the systems work and apply good design grounded in great pedagogy and content.

Works Cited:

FTE. (2016). Retrieved July 17, 2016, from https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex.entry_form

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. <http://www.udlcenter.org/aboutudl/udlguidelines/principle2>, Wakefield, MA
