Multimedia Design Project Assessment (MDPA) Report

Please replace the instructions provided with your own narrative.

Product URL: https://itecwwebquest.weebly.com/

Analysis

Learner Analysis

- Diverse learner characteristics and needs – age, reading level, language ability, technical capabilities, previous experience with project-based learning or small group learning. (PSC 2.5, 2.6)

Context Analysis

- Class characteristics – number of students, organization of the class schedule (how much time do you have with them, how flexible is it, etc.) (PSC 2.5)
- Technical considerations – access to technology, special accommodations that need to be made to do a project that is web-based (PSC 2.5). Is any adaptive or assistive technology necessary for students with special needs? (PSC 3.4)
- Teacher characteristics – technology proficiency, comfort in using technology
- Standards – State or local content and technology standards (NETS-S)

Task Analysis

- Learning Objectives – both cognitive objectives (what Essential Questions are you addressing, what do you want them to walk away knowing and being able to do) and dispositional objectives (i.e. work in small groups). (PSC 2.1)

Design

The instructional activities of the project should be authentic and appropriate for the content and student technology standards. (PSC 2.1, 2.3, 2.6) The tone, vocabulary, and style of the project should be appropriate for the age and grade level of student. (PSC 2.6) What online resources have you purposely selected and evaluated to deliver the content for the project? (PSC 3.6) Please include citations for all resources used in the project. (PSC 4.2) Differentiated content, process, product or learning environment to meet the diverse needs of all students.
(PSC 2.5) Your project should adhere to Universal Design principles. Universal Design (UD) is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. Please include at least two UD strategies in your multimedia project.

(PSC 2.6) The multimedia elements should be appropriate to the curriculum, support the instruction, and produce an overall effective learning experience.

(PSC 2.6) Adaptive or assistive technologies as a resource to support students with visual, auditory, or physical disabilities. (PSC 3.4)

Development

The Development section describes how actually developed the project. What was your timeline for getting it done? What tools did you use (and perhaps have to learn) in order to complete the development of the project? (HTML, LMS, Wiki, Blog, Google Pages, etc.) (PSC 3.3, 6.1) During the development process, double-check to ensure the Internet links work, documents download properly, and video and audio is embedded correctly. (PSC 3.5)

Implementation

The Implementation section describes how you propose to implement this in a real classroom (a reminder that full implementation is not a requirement for this project, though it’s great if you can do it). (PSC 6.3). If you actually implement the project, then describe in detail what you actually did. If you were unable to implement the project, what resources will you need? What will you need to arrange in advance (lab time, access to websites, switching class times with other teachers, technical support, etc.)? (PSC 3.1, 3.2, 3.5) What classroom management strategies will you use for managing students and the use of digital tools and resources? (PSC 3.2) What’s the timeline for the WebQuest? Will students work on it daily or over a long stretch of time? What will students do at school vs. do at home? Describe strategies for how you will ensure equitable access to the Internet while implementing the WebQuest? (PSC 4.1) Will you work with or collaborate with other teachers? (PSC 3.7) If so, what will be their roles?

In the Teacher Notes page of the WebQuest, please describe possible implementation and differentiation strategies that other teachers might implement when using the WebQuest. (PSC 2.5)

Evaluation

The Evaluation section describes how you will know if this WebQuest/project actually helps students learn and if it is a well-designed project from the student perspective.
**Student Learning**

Describe what you actually did to assess student learning (if you were able to do that) along with the outcomes of that evaluation. What product will students be expected to produce to demonstrate their learning? How did/will you assess how/if students learned what you wanted them to learn? Pre-test / post-test? Rubric (usually included as part of a WebQuest)? Did/will students do any self-assessment or peer-assessment? If so, what would that look like (walk-bys, rubric completion, “I like …, “Things that could be improved…..”)? Did/will you be taking notes or assessing throughout the project or just upon completion? (PSC 2.7)

**Product Design**

How do/will you know if the project itself is well designed? (PSC 2.6) Did/will you take notes as students use it? Video or audiotape students as they use it to see where they have difficulties or misunderstandings? Did/will you have them complete some sort of evaluation or feedback form? If you won’t be able to implement this project with your entire class during the semester, then this type of evaluation will need to be conducted with 3-4 students of the target audience and will be in the form of a usability test. For now, think about who might be that target audience and when you might conduct a usability or pilot test with them. What are some of the questions you might want addressed by a pilot or usability test (i.e. Is the task clear? Is the reading level appropriate? Do the multimedia elements enhance the WebQuest or are they just add-ons to have them there?)

**Reflection**

Project Development – What did you learn as a result of developing this project (technically, tools used, timeline, planning, etc.). What did you do that worked well? What didn’t? What would you do differently (in terms of building the WebQuest) if you were to do this again?

Instructional Design – Discuss the WebQuest as a structure for student learning (or whatever project structure you ended up doing)? What worked well? What might have been improved? What influenced your choices as to how to incorporate the multimedia elements? Looking back, are there other or better choices you might have made?

Personal Growth – What did you learn about yourself as a result of this project? This can include skills, frustration level, ability to push your own envelope, yourself as a teacher and yourself as a technology facilitator.

For Others – From this experience, what would you suggest to other teachers/colleagues who might want to consider doing something similar? What is important for them to know? What would help them succeed?
Multimedia Design Project Assessment (MDPA) Report

The Multimedia Design Project was designed for First-grade students ages 7 to 8 years old. The final part of this project is to be completed at home together with family members. This project can be adapted to be used with small groups or with the entire class. This WebQuest addresses Science and Language Arts standards for Reading and Writing.

This first-grade class has 21 students who spend all day long in the classroom with the homeroom teacher for general academic instruction. Most of the students in the classroom are English learners, one Caucasian, and four African-Americans. Sixteen of those students receive ESOL services every day. Almost 95% of the students receive free and reduced lunch.

The students at this point of the school year are almost on grade level reading for first grade. The students in this class have excellent communication skills and get along very well. The students in this class are used to work with computer, laptops, and iPads on a daily basis. They are also used to participate in learning activities in class. This classroom has a multilingual general education teacher, a multilingual ESOL teacher, and an EIP teacher serving all the students in at least one inclusion segment per day.

There are four laptops with internet connection in the classroom, two iPads, and an available laptop cart to borrow as needed per grade level. The students can also go to the two computer labs available in the school for school projects. The students will be using all the available resources in the school for this WebQuest Animal Project. When computers are not available for the entire class to work on this project, the students will be assigned to small groups and use the four available laptops in their classroom.

The following standards will be addressed in this Multimedia project.

ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring some “how-to” books on a given topic and use them to write a sequence of instructions).

ELAGSE1W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1R110 With prompting and support read informational texts appropriately complex for grade 1

S1L1. Obtain, evaluate, & communicate information about the basic needs of plants & animals.

b. Ask questions to compare & contrast basic needs of plants & animals-

1. air/air
2. water/water
3. light/food
4. nutrients/shelter

c. Design a solution to ensure a plant or animal’s needs are met.

At the end of the project, the students should be able to identify facts about animals. They should be able to know the animals’ diet, habit, physical features, and life cycle of their chosen favorite animal.

The diverse learners’ needs are addressed on the WebQuest with many pictures to assist them to learn about animals and excellent resource learning links provided. Most students are English language learners, and they have limited English proficiency. Their language and technical capabilities are from regular diverse first grade age children with some previous experience with project-based learning or small group learning.

I am the ESOL teacher for these English learners. I work with them once or twice a day for 45 minutes each segment. I usually work with them in small groups. There were no special needs students in that class, so no special accommodations were needed. The classroom teacher is very knowledgeable about technology. So that is the reason she allows the students to have more exposure to technology in her class.

The learning objectives of this WebQuest is to allow the students to have the opportunity to read informational texts appropriate to the first-grade level and complete a writing project. The students will learn how to write informative/explanatory texts. The students will learn about the basic needs of animals and write about what they learned. The Essential Questions I am addressing are the following:

What do animals need to survive? Where do animals live? What is their habitat? What is the animals’ life cycle? What are the animals’ physical features? What are the animals’ basic needs? I wanted the students to walk away knowing the basic animal needs. I wanted the students to be able to treat animals with respect and assist them when necessary.

This WebQuest will provide different ways for the students to work as a whole class activity, small group, or even individually. The students will also be able to participate in a work project with their family from home. They will have to make a diorama and bring it back to school later.

This WebQuest was designed to be a long-term project. It was designed to take between one week to approximately a month. When I designed this WebQuest, I kept in mind the English learners, and I had to ensure differentiation for them. I decided to add the Google translation feature to translate the website in case they need it. It will be great for the non-English speaker student in the classroom. It will also benefit the non-English speaker parents for assisting the students from home. The students in this classroom work very well collaboratively with one another. They are used to work on school projects in the classroom using technology. I provided a differentiated audio source for the students when I designed this WebQuest. I provided written information and audio directions for the students to help navigate throughout the WebQuest. For the navigation, I included an overview, introduction, task, process (resources), student page, evaluation, conclusion,
credits, and teacher pages. To assist the students to navigate the site, I included the next and back buttons on the bottom of all pages. I ensured the pages had a connection to the previous and following pages. I added links to resources and websites for the students to research about the animals. Those are the websites that they are used to work on school projects at school. They have their own log in information provided by the school. The task, process, and student pages have all the steps that are needed to complete the project. There are links, files, and all the resources the students will need to work on the WebQuest project activities. All the materials and links are academically appropriate for the first-grade learners’ developmental level. On the evaluation page, the students will see the rubric that will help them use to succeed in their projects. On the conclusion page, I summarized what they students should have learned by completing the WebQuest project activities. There were questions for the students to answer and provide feedback about the project.

I believe the instructional content; vocabulary, activities and all were designed and appropriately for the students’ age and technology standards. The online resources were purposely selected and evaluated to deliver the content for this project. The three websites provided for the students to research on the internet were the ones they are used to work in school daily. The development phase of the project was somewhat long. It took me several days or weeks to gather resources and create the WebQuest. I learned to use Weebly through this degree program, but I had to try to learn different skills to make the WebQuest. After publishing the site, I had to go back several times to fix something that I was quite right. I had to think about several ways to provide useful and engaging resources to the students.

The implementation of this project happened in the classroom because they are studying about basic animal needs at this time of the school year. This project just helped enrich the plans for the lesson. The students will use the computer labs or the available laptops in small groups at a time to work on this project. When the entire class participates, the teachers will be assisting the students using digital tools and resources as needed. The equitable access to the internet will be ensured by requesting to borrow extra laptops or computer carts if needed when the entire class works together at the same time.

Student learning will be evaluated for sure during this project. There is a rubric to evaluate the students’ knowledge. The teacher will also be observing the students, making notes for the students work, and ensuring that the WebQuest project helps the students learn.

The students will have four different activities during this WebQuest project. They will have to watch the slideshow on the WebQuest and choose their favorite animal. Then they will use the resource links provided to research about the animal of their choices. After researching about animals, they will complete four different activity steps from the WebQuest. The first step is to complete a KWL graphic organizer about their favorite animal. The second step is to complete another graphic organizer demonstrating their knowledge of their chosen animal basic needs, and knowledge of what they learned from their reading on the websites provided. The third activity is a diorama to be completed with a family member at home to demonstrate their knowledge about the animal habitat. The fourth step is to write an animal report, relating what they learned about their animal
during their online research. The students will have a self-evaluation and a survey on the site to complete the project. The students will be assessed through the rubric after completing their activity projects and submitting them to the teacher upon completion to be evaluated.

This project is well designed for First-grade students. Some of the students thought I was a little harder to read, but after getting acquainted with the site and listening to the recording, they were able to use the site. The students will have an evaluation form for feedback. I was able to implement part of the project. I conducted the form of a usability test, and the students provided me with some feedback. They thought the WebQuest language was somewhat hard to understand. They got little-lost uploading some of the files. They thought the multimedia elements enhanced the site and they loved all the graphics. They were able to identify all the animals from the pictures to help them work on the project and find their favorite animal.

I have learned, during the development of this project that much time needs to be spent on planning and developing this type of WebQuest project. I think teachers should be working on projects like this collaboratively during their grade team planning time. I realized that even if you knew a particular tool to use, you would have to spend several hours and days on the project. I believe I used good graphics on this WebQuest because I was able to see the great enthusiasm and engagement of the students with this project. I realized I needed to plan a more accessible project for First Graders. I realized it was still hard for them to read and understand, even with the audio and video explaining what to do. Next time, I would develop a more differentiated WebQuest for the students to benefit the diverse learners. I would use the language more appropriate for their level and age. I would incorporate some activity that would be like a game to engage them more. Next time I work on a project like this one, I would start working more each day, a little bit at a time.

Because of this project, I learned that I had the knowledge to have a better WebQuest project. I was frustrated when I realized I did not have the time to improve my project as the way I wanted to improve. I could improve the project, but I did not have enough time. However, for my personal growth, I learned to push my envelope next time. Professionally, I learned how to be persistent and continue to work and find the resources that I needed. I felt I grew as a teacher and as a technology leader.

From this experience, I would suggest to other teachers to ensure they would have much time to spend planning this type of project. I would suggest them to work collaboratively with other teachers in the same grade level. It is essential for others to know that peers working together can come up with different ideas, share resources, and spend less time working on this somewhat long, time-consuming project. It is worthy though because once you make it, it will be available for other opportunities and you can change it, upgrade with new technology, and more for the future.
Picture of the students’ pilot testing and working on the WebQuest project activities.