Multimedia Design Project Assessment Report

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Product URL: http://georgiahabitatwebquest.weebly.com

Analysis

Students are 9-11 years old and in the third grade. Their reading levels vary from below first grade to above sixth grade (based on Lexile levels that are given every two weeks). All students are proficient in using an Apple iPad. Students have some exposure to to project-based learning. There are 23 students in the class. The class is a co-taught inclusion class that has general education students, gifted students, special education students, ESOL students, and EIP students. I am a co-teacher in the class and students will have to work on the project while I am in the class. I am in the class for three-50 minute segments daily. The schedule and times are not flexible. Polk School District has a 1-to-1 iPad program for all students K-12. Students that have Special Needs have been taught how to use the accessibility features on the iPad that help to accommodate for their disability. After this project, students will be able to identify all five habitats of Georgia. They will be able to tell plants and animals that live in those areas. Students will be able to give their opinion on why someone should visit a region of Georgia. Students will be able to use a tool to create an advertisement for a region of Georgia based on their preference. Students will be able to work cooperatively with others within their group to accomplish a goal. Learner Analysis

- This WebQuest addresses many standards, including Language Arts and Science content standards, and NETS Student Standards:

Georgia Science Content Standards

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.

c. Identify features of animals that allow them to live and thrive in different regions of Georgia.

d. Explain what will happen to an organism if the habitat is changed.

Language Arts/Technology Content Standards

ELAGSE3SL1: Engage effectively in a range of collaborative discussions

ELAGSE3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELAGSE3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

NETS Student Standards

1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

      a. Apply existing knowledge to generate new ideas, products, or processes

      b. Create original works as a means of personal or group expression

      c. Use models and simulations to explore complex systems and issues

      d. Identify trends and forecast possibilities

2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

      a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

      b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

      d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency Students apply digital tools to gather, evaluate, and use information.

    a. Plan strategies to guide inquiry

    b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

    c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

    d. Process data and report results

4. Critical thinking, problem solving, and decision making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

    a. Identify and define authentic problems and significant questions for investigation

    b. Plan and manage activities to develop a solution or complete a project

    c. Collect and analyze data to identify solutions and/or make informed decisions

    d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

    a. Advocate and practice safe, legal, and responsible use of information and technology

    b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

    c. Demonstrate personal responsibility for lifelong learning

    d. Exhibit leadership for digital citizenship

6. Technology operations and concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.

    a. Understand and use technology systems

    b. Select and use applications effectively and productively

    c. Troubleshoot systems and applications

d. Transfer current knowledge to learning of new technologies

Design

Overview

When I began designing the WebQuest, I went to the third grade teacher that I co-teach with and I asked her what is something she had problems teaching, or her students had problems connecting with, or something I could help fix. I did not want to make something just to make it. She said that her students had a hard time connecting with Georgia Habitats. She wanted to know if I had any ideas for making it more interesting or authentic for students to learn about. I began tossing around ideas about how I could "hook" students into Georgia Habitats. I thought about how out third grade students always want to help with stuff. What if I let them help with a problem? What if it was not my problem? What if it was bigger than me? Then it occurred to me, the state of Georgia could have called. They could need our help getting people to come visit the habitats in Georgia. So, I had the "hook." Now, I needed to figure out the task if I was telling them they needed to get people to visit Georgia, they should persuade them with an advertisement. In order to differentiate I would give them a choice of which type of advertisement they would like to do; print, radio, or video. I made sure to choose vocabulary that was easily understandable by the students who will be completing the project. I began searching for appropriate resources that would help students research the habitats in Georgia. I chose to use Weebly to create the WebQuest because I felt comfortable using it.

In the Design phase, you actually design the instructional element. For WebQuests, the desicgn phase entails sketching out the introduction or storyline that couches the WebQuest, the task students will have to complete, and an outline of the process they will undertake to complete the task. 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 <u>all</u> resources used in the project. (PSC 4.2)

Details

The product will be differentiated. The students were broken into groups and were allowed to choose which type of advertisement (print, radio, or video) they would create. They will also be able to choose which tool they will use depending on

which type of advertisement they choose. For example, if they choose to create a video advertisement they will make a commercial. They can choose to use iMovie or Animoto to edit and create the final product. Other tools that students could use depending on the advertisement type are Canva, easal.ly, Voicethread, and Audioboo. I wanted students to be able to choose which type they would like to do so they can use their strengths. Each student has a different set of needs and I wanted to make sure that all students have an opportunity to excel. Apple went to great lengths to ensure that students, and people in general, could have access to all of their products. In the settings menu, there is an extensive array of accessibility features that allow for any Apple device to be customized to meet the individual needs of each student. Each student is assigned an iPad, so once the features have been selected and set, the student is ready to go.

I took Universal Design (UD) Principles into consideration when creating this project. while many apply, two really stand out. Principle 1 is Equitable Use. This WebQuest is designed so that anyone can use it. In my situation, all students use the same type of device that is provided by the school. The school system takes measures to ensure that students have privacy, security, and safety while using devices at school. I made the design appealing to all. Principle 6 is Low Physical Effort. Students can complete the WebQuest in its entirety without having to exert much if any physical force. Students will be able to complete the task without becoming fatigued.

Development

I did not really get started putting the project together on Weebly until early March. My timeline for completion was the due date for class. I chose to use Weebly because I have used it for other projects before and I feel comfortable with using the elements and how they work. I did not want to learn a new tool, so I decided to use a tool I was already familiar with. This time gave me the opportunity to make sure that links work properly. I also pretended I was a student and had my husband do the same to see if we could get to the end without any problems. I was able to, but I built it. He had a little more difficulty. It allowed me to see where I needed to add clarity.

Implementation

I did not have the opportunity to implement this with my co-taught class due to the state testing timeline and Spring Break. I will be implementing after state testing is completed. Not to be repetitive, but students will only need their iPad

that is assigned to them from the school. Since iPads and technology are such a huge part of the culture at our school, much of our instruction is completed on or with the aid of technology. My students are accustomed to using, learning, and completing work on iPads. Students know what the expectations and consequences are for using and misusing technology. Most classroom management issues stemming from technology have already been taken care of and are non-issues at this point in the year. Student know the iPads are tools, not toys. I anticipate that this project will take 1-50 minute segment daily for a week to complete. The entire project will be completed at school. Since this will be completed at school, all students will have equitable access to devices and the internet. This will be implemented in a co-taught classroom. My co-teacher and I will both facilitate as students complete the WebQuest.

Evaluation

Student Learning –

I will assess students learning based on the questions they answer in the task section and the product they create in the process section. Students will create an advertisement that will tell about one of the five habitats of Georgia. I will assess their products using a rubric. There is a separate rubric that will be used for each type of advertisement. I will be assessing throughout as well while facilitating. I will be making sure that all students are participating. I will check that students are acquiring the knowledge throughout the WebQuest by talking with them.

Product Design –

I will know if the WebQuest is well designed if students can complete the project with little or no explanation from me. I plan to take notes as students use it. I plan to continue to use this with students, so I want to make improvements where they need to be made.

Students testing the WebQuest:
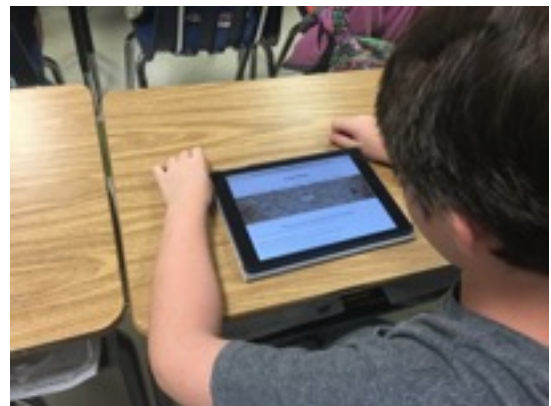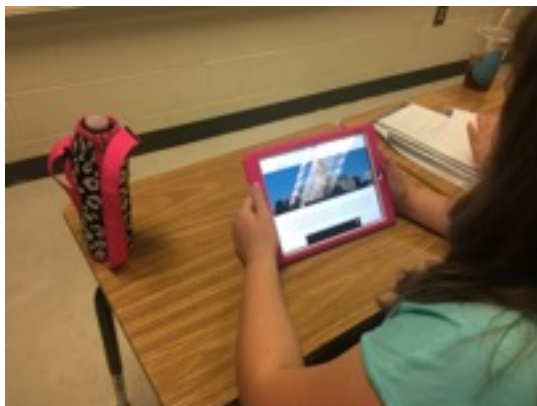
Reflection

Reflect on this project around four aspects:

I learned how flexible WebQuests truly are for starters. I have hear the term for years and even built one before when I was completing my Bachelors Degree. I had a misunderstanding. I thought it would take me a ton of work and it needed to take the students weeks to complete it. I thought that I had to make students go to a bunch of different websites for a WebQuest to be successful. This project really opened my eyes to what a WebQuest is, and isn't. If I were creating this project agin, I would start earlier so that I could implement it with my students prior to state testing. I have not had the opportunity for my students to complete the WebQuest yet, but I am sure there will be other things that I will have wish I had done differently.

I think students will enjoy learning the material this way. Often times as educators we feel like we must confine ourselves to this "box." Inside this box is how instruction is "supposed" to look, how things are "supposed" to be taught, how students are "supposed" to learn. I have come to see that when I step outside of the box that I have put my own-self in, my students greatly benefit. I have not implemented this, however I believe that I designed the WebQuest well for student learning. I believe the elements I included will work well. It is yet to be determined how well.

This project really opened up my eyes to a world of possibilities that I had not seen before. There are so many opportunities to provide students with authentic, real-world learning experiences that had been hidden from me until this course. I would suggest for other teachers to look at WebQuests that are available. There are so many that have already been created. They are great for providing authentic, meaningful instruction. If you are considering creating your own WebQuest, I would suggest to use a tool that you are familiar with and feel comfortable using. That will make the process a whole lot easier for you. I would also suggest to have a plan before you actually start putting things into the tool you choose to use.

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