

Multimedia Design Project Assessment (MDPA) Report

Product URL: sirardjmmp.weebly.com

Analysis

The WebQuest I want to design would be done in the classroom with only minimal work to be done at home on a as needed basis. It would be designed to be used by 7th graders or 6-8 that are using the Next Generation Science Standards since they are broken up differently than Georgia Performance Standards of Excellence. For Georgia the standard to be addressed is S7L2-A. By the end of the proposed WebQuest the students will have developed a model (required for standard mastery) showing how cell organelles work together to carry out a life process. Students will be applying ISTE-S Standards 3 (3b, 3c, and 3d), 6 (6a, 6b, 6c, and 6d), and 7c. By the end the students should be able to:

1. Explain what a cell organelle is.
2. Explain how cell organelles work together to carry life processes.
3. Develop a model to show how cell organelles work together to carry out life processes.

I have used some of the things to be incorporated into the WebQuest as individual learning task before. These tasks can work for all learners at different reading levels and language levels. Because the students will be in groups, I would set up Heterogeneous groups to ensure that the groups are designed so individuals that need more assistance will have a partner in the group that can help. Also, the videos I will use can use Closed Caption and the documents can be opened in Immersive Reader or Google Docs for Read Aloud. The students should be familiar prior to using the Assistive Tools before this project since I show them at the beginning of each year and recommend using throughout.

My classes typically range from a class of 18 to as many as 32. The time will be based on 1-hour long classes seen 5 days a week. The time needed to complete will be 10-12 hours. This can be manipulated to fit block schedules or any other hybrid form of a schedule when it is finished. My county is looking to move to that, I will look to have that flexibility. My classroom is 1:1 but I will design so a class that allows BYLD or has a cart/lab that can be signed out for the duration of the WebQuest. I'll ensure Immersive Reader or Google Docs will work for the PDFs and website to be read or translated to fit the needs. I have Sped, ELL, Regular, and Advanced classes. The videos I will use have CC, and everything will be able to be blown up for a visually impaired student. All documents will also be designed as graphic organizers.

As the teacher for this WebQuest I will be facilitating and not giving direct instruction. This is being designed to be learner led and students to take ownership. I will give assistance with technology like Immersive Reader and Google Docs. The process design will give them an

example of a final project: Cell Assembly Line Lab. It will show them a type of product they are creating. Students will want to just tell you what each organelle does individually. That is not the standard or the Learning Objective. It is a minor objective that must be accomplished for the whole. I will continue to remind them of that as they work daily.

Design

I have designed this to be used by 7th graders using the Georgia Performance Standards of Excellence. The WebQuest introduction will catch the student's attention and be worded to clearly tell the student what they are doing. The other sections will be Task, Process, Evaluation, Conclusion, Teacher Resources, and Credits. Each section will have the same font, size, alignment, and contrast. The task is authentic as I have the students creating a teaching model to show their peers. The process will begin with an introduction to the vocabulary and will continue to build giving the students the background knowledge needed to accomplish the task. The items chosen are different multimedia platforms: Video, Quizlet, and Articles. I also have a hands-on lab to give a different approach and give the students an example of a final product.

The Task is to be done in groups. The size of the groups should be 6. The group sizes for the Task can be changed, but you would need to adjust the Cell Assembly Lab to have enough for the lab roles. The process, however, is to be done individually except for the lab. All of the included activities and materials should work with Immersive Reader or Google Docs. This will allow for Assistive Technology to be used where needed. I will use YouTube videos for the Closed Caption support they offer. The worksheets included will be graphic organizer to follow the SIOP Strategies. These supports will help students with disabilities, language barriers, and reading deficiencies. The Assignment Options in the articles and the final task will add some differentiation to the process and product. There will Digital and Audio Text in the introduction so all will understand the WebQuest and the Lesson Goals will be posted on the Task, so students know what they need their final model to show.

Development

The platform I chose was Weebly. With the Design laid out I gave myself 5 hours to get done and test everything. I added the videos by embedding them, but they are from YouTube so will support Closed Captioning. The Quizlet and Articles are Hyperlinks. The documents were uploaded to Weebly and will download when their hyperlinks are clicked. A student can then open in Office365 for Immersive Reader or Google Docs. The site itself can be translated by the browser and in my school, we have Microsoft Translator for ELL Students who can't read English. This will work on my site. All links work and all formatting are correct. Audio is clear and volume levels work. I checked on Chrome, Safari, and Edge. These are the 3 most popular browsers across schools so if shared should work anywhere. The only thing that does not work as designed is the auto-play of the sound effects. I added Relaxing Thinking music on the

process. My students like hearing instrumental music when they work. I also added fireworks sound effects on the conclusion for some excitement. Most browsers including the 3 mentioned have turned off the ability to auto play from many sites including Weebly. To mitigate I moved the play box to the very top for easy access for students.

Implementation

This WebQuest is to be implemented after teaching that there are Animal and Plant Cells and what the organelles are in each. The student will have very little background knowledge when starting this but will have mastered the element of the standard S7L2-A. I am in a 1:1 school so each student has a computer and access to the internet. The room will be in rows except for the Cell Assembly Line Lab. The tables will be arranged in groups of 6 when they come into the room. The materials needed will already be on the tables. The next day the tables will be back in rows to continue the process.

Classroom management will be essential to this staying on the 10-day timeline. I will move around constantly and probe students on what they are learning and doing. I expect they may need more time for the final task so will be prepared to add if needed. Much of this will be done at school. I do expect the students to study at home or do some if needed to catch up from being behind or was out a day.

Evaluation

Student Learning –

The process and task will be graded by the use of a separate rubric for each. The task has the students develop a model to teach how the organelles work together. The last couple days of the WebQuest students will use each other's methods and complete the rubric for the group for feedback. At the end of the unit there will be a Test. As the teacher I will be constantly probing students formatively as they work asking questions like "What does the Nucleus do? How does the Chloroplast and Mitochondria work together? How does the Lysosomes and Golgi work together?" This will not only assess as they go but give them guiding questions to think through.

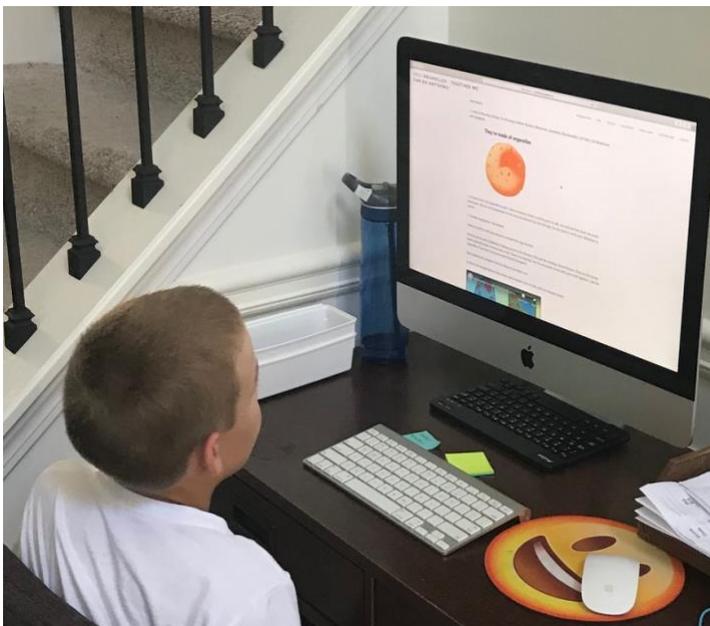
Product Design –

The target audience for this project will be my 7th grade classes. I will use a pilot group of 7th graders. I will ask them:

1. What is the purpose of the WebQuest?
2. What are you expected to be able to do when it is done?

3. What are you supposed to make?
4. Name in order what you are supposed to do to prepare for the Task.
 - a. Should be 5 things.
5. Can you evaluate yourself?
6. What are your final thoughts?
 - a. Multimedia
 - b. Articles
 - c. Assignments

Using the think-Aloud method and choosing students who know this is me asking for feedback and not assessing anything to do with their current ability will allow me to get trustworthy feedback that I can apply.



Reflection

Project Development – I have really got Weebly down, I think. I like this product as it looks professional and high end. The Piloters even said wow this looks good. Per my test group they liked the different mediums for content. Music, Videos, and Readings were all used to offer many different ways to see the material. I did not like that the sound effects I wanted to have some more engagement didn't work the way I wanted. I would just not use them next time as they didn't have the effect I wanted completely.

Instructional Design – The instructional Design was good I think for the basic classes. I worry about it if it is an accelerated advanced class. They may move through this easier as they tend to have more background knowledge. I think I would add more research to gain information. In 7th grade it is tough because the research tends to be much higher than 7th grade for cells. What I did put I wanted to be varied and engaging.

Personal Growth – I reinforced that I procrastinate. This did reaffirm my technology skills and leadership. As I was doing mine many of my peers reached out for different aspects. I recommended many things to my peers for their video, audio and even testing browsers. I need to become a better scheduler. I tend to take on too much at once.

For Others – Make sure you plan out what you are doing and choose a platform that you can use. Take time to practice with the platform. Also, pilot it if possible and if not possible be very critical of it as students are working so can replace or improve the next year. Also, remember that one rule to making websites and web-based items it that it should work on all platforms especially Chrome, Safari, and Edge as well as IOS and Droid operating systems. This is where many challenges come into play. Don't make something and not test to find out when students go to use it that it won't work. That would be a very bad day for the teacher.