

Multimedia Design Project Assessment (MDPA) Report Template

Product URL: www.storeyplantsandanimals.weebly.com

Analysis

In the Analysis section you examine the context of the learning environment, the learners themselves, and establish learning objectives for the project. The analysis should provide you with clear statement of learning objectives and a sense of the constraints you will need to consider as you design and implement the project (for instance, if the classroom only has one computer that is hooked up to the internet, then this will need to be developed as a part of station rotation or perhaps an entire class project/WebQuest as opposed to individual or small group work).

Questions you'll want to address in the analysis include, but may not be limited to:

Learner Analysis

- Diverse learner characteristics and needs – The students I targeted span the kindergarten, first, and second grades. The students all have individual education plans (IEP) with Speech goals and objectives, and one student has Occupational Therapy (OT). I collaborated with the speech therapist and the occupational therapist to have the student observed for assistive technology (AT), which the OT and I already started making a few accommodations in anticipation for next year. Most of the targeted students do not read on grade level, which means that their spelling is limited as well. The one student who does read on grade level refuses to read during the reading block, so I usually ask him to read aloud during the other content blocks of time. My students only have limited to no experience with project-based learning. We do a lot of whole and small group activities. (PSC 2.5, 2.6)

Context Analysis

- Class characteristics – Last year I had twelve students, in three grade levels on my caseload without and assist. I anticipate nearly the same number because I am projected to gain almost as many as the number of second graders that are moving on to third grade. Last year scheduling was a nightmare because our new administrators changed the master schedule, and I still do not know who benefited from the change. There is a new principal, so there are many uncertainties for next year. (PSC 2.5)

- Technical considerations – My class currently has three (3) student desktop computers that are dated. I have three headphones, but they are not equipped with microphones. The mouse pads need replacing, but the students do their best to take care of our equipment. We have access to the computer lab with new computers, and the media center with newer computers than mine. There is also a mobile lab (laptop cart) that is available for check on a first come first serve basis as well as new (purchased fall 2013, put into circulation late winter 2014) iPads.

The goal is to introduce the students to the following three technologies during this four to six week unit: blogging on the webquest weebly, using Flickr, and Socrative for assessments. This is a lofty goal, but if we do not try we will never know what we can do. I include myself in the “we” statement. (PSC 2.5).

I anticipate that one student will qualify for assistive technology (AT) services sometime next year. This particular student has limited mobility in one hand and her fine motor skills are not age appropriate. She is very determined and has made every effort to learn in spite of her limitations. All other accommodations are addressed in the students’ IEP. (PSC 3.4)

- Teacher characteristics – Currently, I am not comfortable with some forms of technology use. I do not subscribe to any of the social media outlets, outside of what is required for my Ed.S. Program, and even then, it is limited. I have found some tools that I would like to introduce to my colleagues, students, and parents. The more I interact with some tools the better I get, however; I need to state that there just are some things that I will never become proficient in, like adding music to audio files for example. There are other ways to get the desired results.
- Standards – The anchor standard for this unit is: **S1L1**. Students will investigate the characteristics and basic needs of plants and animals. The anchor technology standards are: Communication & Collaboration, Digital Citizenship, and Technology Operations & Concepts. (NETS-S)
- The following standards are integrated within the unit:
 - ELA1R6**. Reads and listens to a variety of texts for information and pleasure.
 - ELA1LSV1b**. Recalls information presented orally.
 - ELA1LSV1f**. Uses complete sentences when speaking.
 - ELA1R6m**. Recognizes and uses graphic features and graphic organizers to understand text
 - ELA1R1c**. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

Task Analysis

Learning Objectives – students are expected to answer the following

Essential Questions: What do all plants need to survive?

What do all animals need to survive?

Why can't animals all live in the same place? How do animals adapt to their environment?

What are characteristics of animal groups?

Why are plants and animals important to us?

I expect all students to possess the following **Prior Knowledge:**

Students need to know what plants are, what animals are, and know the difference between plants and animals. Students should name one plant and one animal, and say one thing about each.

By the end of the unit students are expected to have the following

Enduring Understanding:

Plants and animals live in different environments and have unique features to help them survive

Plants parts have special functions: roots-hold plants in place and absorb water; seeds- make new plants; stems-keep plants upright and transport materials up and down the plant; leaves- make food for plants.

Plants need: air, water, light, and nutrients

Animals need: air, water, food, and shelter

Animals have physical characteristics: body coverings- hair, fur, feathers, scales, and shells; body shape; movement-walking, crawling, flying, and swimming

During the lesson I will use the following **strategies:**

Explicit Teaching, Compare & Contrast, Brainstorming, Discussion, Cooperative Groups, Concept Mapping, Explaining, Providing Examples, Questioning, Providing Wait Time, Using Technology and Web-Based Tools.

It is the expectation that **the teacher will** serve primarily as the facilitator, and **the students will** serve as Explorer, Teacher, and Producer

Students are expected to apply the following **Higher-Order Thinking**

Skills: Understanding, Evaluating, Application, and Analysis/Synthesis/Creation

Students will engage in the following **Indicators of Learning:**

Authentic/Meaningful, Multi-Disciplinary, Collaboration, and Performance-Based (PSC 2.1)

Design

Overview

OVERVIEW: In this unit students will focus on the following elements:

Week 1: a. Identify the basic needs and specific physical characteristics of plants

c. Identify the parts of a plant-root, stem, leaf, and flower

Week 2: b. Identify the basic needs and specific physical characteristics of animals

Week 3: d. Compare and describe how various animals change as they grow

d. Compare and describe how various animals move

Week 4: Investigate how weather and seasonal changes affect plants and animals

ENDURING UNDERSTANDING: At the end of this unit students will know and understand that:

Plants and animals live in different environment and have unique features to help them survive

Plants parts have special functions: roots-hold plants in place and absorb water; seeds- make new plants; stems-keep plants upright and transports materials up and down the plant; leaves- make food for plants.

Plants need: air, water, light, and nutrients

Animals need: air, water, food, and shelter

Animals have physical characteristics: body coverings- hair, fur, feathers, scales, and shells; body shape; movement-walking, crawling, flying, and swimming

CULMINATING ACTIVITY: Students will create a Plant and Animal Poster identifying their parts and listing their needs. The teacher will guide the class in collaborating on a class PowerPoint presentation.. (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)

Pre-Assessment: see attachment, also found on the GADOE website at the URL below.

<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/1%20Science%20Framework%20Plants%20and%20Animals.pdf>

Post Assessment: see attachment, also found on the GADOE website at the URL below.

<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/1%20Science%20Framework%20Plants%20and%20Animals.pdf>

Formative Assessment: see attachments: What Plants Need; Land vs. Water; Animal Flip Book

Details

I will make technology available during homeroom and on non-specials day. For students who struggle with getting their thoughts on paper, they will have the

opportunity to blog and use technology at home provided they have access. I will have a printed copy of web-based assessments or activities. I will have at least two appropriate websites and one hands-on or paper activity. I will introduce lessons whole group then group students in a manner that will maximize time based on the activity.

I will differentiate in the following ways:

Content (what): teacher will extend activities for 2nd graders, and minimize information for Kindergarteners

Process (how): students will show/ express understanding according to his/ her individual strengths

Product (tangible): 2nd graders will write more sentences, and Kindergarteners will write fewer and simpler

Vocabulary: 2nd- list/define/ use in sentences; 1st- match terms with definitions; K- draw pictures to match terms

Assessments: teacher will read to all students; students may respond orally or draw in place of writing sentences

(PSC 2.5) (PSC 2.6)

Identify if this is an individual assignment or designed for small or large groups
What multimedia elements did you use? The multimedia elements should be appropriate to the curriculum, support the instruction, and produce an overall effective learning experience. (PSC 2.6)

Also, describe how you could use adaptive or assistive technologies as a resource to support students with visual, auditory, or physical disabilities. (PSC 3.4)

Development

The Development of the project involved a lot of thinking and processing because I was not clear about the expectations. Personally, the skill assignments were so far removed this project that they were not relevant for me when I had to practice them; therefore, it was unclear how to incorporate them. By the time I did have understanding, I did not have time to do my best job, but it was appropriate to get the job done. I am pleased with my first attempt at completing a WebQuest. I believe that had I taken this course during a sixteen week semester, my frustration level would not have gotten as high, and I would not have to complete assignment back-to-back. My capacity for leaning was surpassed a few weeks ago, so by the time this project was due, I was running on fumes and trying desperately to meet yet another deadline. I suspect that I will have time to process what actually took place in a few days, but I do not work well under pressure especially when learning new tasks. This is something that I try to keep in mind as I teach my students new skills. Even the simplest tasks seem hard especially under undue stress. Relaxing the requirements so that students can focus on the task not the deadlines can and does make a world of difference. I defaulted to the tools and

programs that matched my comfort zone because my goal was to minimize my level of stress (PSC 3.3, 6.1). I even used my old laptop with the older software because I did not want any surprises, like the ones I get just navigating Windows 8 for example. Prior to submitting the URL to the discussion page, I checked the links and they worked fine. (PSC 3.5)

Implementation

I plan to implement this project after the summer semester, because I do not have access to any students, and that is by design. I do not teach summer school because working with students with learning disabilities is stressful and takes an emotional toll especially with the population of students I serve.

I will have time to incorporate some of the suggestions that I receive from my peers. I will have time to get more familiar with the technology tools that are required to complete this project. I will have time to get to know any new students and make any changes based on changes outside of my control like scheduling. Waiting gives me time to form groups and learn how my students learn best. (PSC 6.3).

I need six weeks to implement my project during my Science and Reading blocks. During this unit, I will most like integrate the Reading and Science blocks. I will need to consult the master calendar to see if it will work better in the morning or during the afternoon. Students learn better at certain times of day and I may need to adjust my groups to accommodate some students. (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) When I first introduce students to blogging, we will do it during the English Language Arts (ELA) block. I will assign practice blogs for homework to accommodate those with access to technology and to address equitable access. (PSC 4.1) After I complete this unit, I will share it and collaborate with others and design another WebQuest . (PSC 3.7) After my students get used to blogging, we may invite another class to post and or comment on our blog.

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 –

For the sake of time I copied and pasted the following directly from the WebQuest including links to the actual resources:

K*W*L Chart: before you begin this unit, your teacher will ask you and your friends: *What do you already Know about plants and animals?* Next, your teacher will ask: *What do you Want to know about plants and animals?* After you complete this unit, your teacher will ask: *What did you Learn about plants and animals?* You will have two separate charts, one chart for plants and one chart for animals.

Pre-Test: At the beginning of this unit, you will have to answer four questions about what you already know about plants and animals. This time you will have to answer without the help of your friends. You will answer the questions on paper using a pencil, or using Socrative (on the computer, or on the iPad). Think like a scientist and do your best!

Post Test: At the end of this unit, you will have to answer four questions about what you have learned about plants and animals. Just like the pre-test, you will have to answer without the help of your friends. You will answer the questions on paper using a pencil, or using Socrative (on the computer, or on the iPad). You are a junior scientist- you are the best!

Plant and Animal Poster Rubric: a rubric lists the information that your teacher needs you to include on your poster. You can figure out ahead of time what to do to get a good grade.

Product Design –

I will use the blog to assess students feeling and interests in the WebQuest. I can use their comments to make adjustments or variations to the WebQuests. I can invite parents to comment on the blog page indicating their personal feelings in addition to the feedback that they received from their own children. Once I complete the tasks with my class, I will share it with other teachers and ask them to offer feedback and suggesti0n to make it more user friendly.

At the conclusion of the project, I will provide students will chart paper with one prompt on each sheet, students will write or draw responses:

My favorite activity was... * My least favorite activity was...

I wish I could do _____ again * I never want to do _____ again.

I remember _____ about plants. * I remember _____ about animals.

I know that (vocabulary) means _____. Or Use one vocabulary word in an original sentence. ____

Provide 1-2 images of students/pilot testers using the product.

N/A

Reflection

Reflect on this project around four aspects:

Project Development – I learned that there are alternatives to completing tasks. I was able to complete my project without embedding videos or making audio files. As I improve, I may choose to use those skills as well, but at least I know that it can happen without them. The next time, I will not stress out because completing the WebQuest will happen on my own terms. I will not have major projects due in multiple classes with a limited amount of time to complete them. “I will start where I am, use what I have, and do what I can”- Arthur Ashe.

Instructional Design – I was influenced by the GADOE website. I looked at the Science Framework and chose an anchor standard that I thought my students would easily engage and stay interested. I made sure to include enough time to account for my students’ reading abilities, processing and communication needs. Having more time and fully understanding the skill assignments would have made this project more relevant. Looking back, if I had more time, I would have selected different photos. I only selected from the free photos that downloaded directly to Weebly. I did not use Flickr for the sake of time and convenience.

Personal Growth – I learned that I do not have to agree with the instruction, as long as I can find the meaning and value in the task for me. Following rubrics are fine, but knowing my frustrations works to my advantage when time is limited. Overall, once I got started, I enjoyed the process of creating a WebQuest. The next time, I will have fun, because I will not have to meet someone else deadline or expectations. I can have fun in the process of creating.

For Others – I would suggest that my colleagues collaborate and create authentic/ meaningful WebQuests for our students in our building. It takes time, but this is far better than weekly lesson plans and making a lot of copies. Parents are able to see the project and know what is expected from beginning. This way, if they have questions, they can get them answered well in advanced of any due dates.

I have run out of time, I have to post to D2L to meet the 11:59 deadline.