

Multimedia Design Project Assessment (MDPA) Report Template

Product URL: <https://sites.google.com/site/alcovasocialstudies/>

Analysis

A 4th grade class partially implemented this WebQuest. These students are 9 and 10 years old and are at a variety of levels. The class consists of 4 gifted students, 6 ESOL students, 4 students receiving special education services, and 13 regular ed students. These students have been exposed to technology all year long, and as a result, they are quite proficient in using a wide variety of technology programs. The teacher who implemented this project has done a lot of project based learning activities throughout the year, and the majority of his classroom instruction is done through small groups.

This WebQuest was done during thirty minutes of this teacher's language arts and social studies block over a period of about a week. He had students work in groups of two or three. In his classroom, he has 7 chromebooks, 4 laptops, and usually 6 or 7 students bring their own device to school. As a result, it was simple for the entire class to be working on this project at once.

This teacher is very proficient in the area of technology. He is the technology lead innovator for the school and has done a lot of technology projects with his students throughout the school year.

At the end of the WebQuest, students should walk away with an understanding of why the colonists went to war against Great Britain. They should be able to analyze four of the major events that happened before the American Revolutionary War, and they should be able to determine the cause and effect of each of these events. In addition, students should be able to form a convincing argument for why all colonists should join the Patriot side.

If students did this project with a partner or a small group, they should be able to work well with their group and delegate the responsibilities of the project so that each person has a role.

Content standards and ISTE standards covered throughout this WebQuest:

<https://sites.google.com/site/alcovasocialstudies/teacher-s-page>

Design

Overview

As I viewed online resources to deliver content for the project, I made sure that everything I selected was kid-friendly. I wanted the websites to deliver the information to the students in easy to understand language, and I also made sure that these websites were fun and engaging. Finally, as I decided which videos to utilize for this WebQuest, I made sure that they all delivered the content in an accurate yet interesting way.

Citations for all resources used:

<https://sites.google.com/site/alcovasocialstudies/credits>

Details

One big way that this project is differentiated is that there is a read-aloud component for every step in the process. That way, students who struggle with reading can have the directions read out loud to them instead. In addition, I made sure to include both websites and videos in each day of research. That way, students can choose which sources they want to use as they research. Students who struggle in reading may prefer watching the video and listening to the information rather than reading it via the websites. The product is differentiated because students are given a choice of how to create their newspaper article. They can use a Google Slide or a Little Bird Tale. Students who struggle in writing may choose Little Bird Tales since they are able to record themselves saying each sentence instead of having to write it.

This assignment could either be done individually or in small groups. I used both audio and video elements for this WebQuest. I recorded my voice using Audacity and then I used both MovieMaker and iMovie to record the video elements of this project. In addition, I used Voki to record the final message in the conclusion section of this project.

I used several principles of universal design in making this WebQuest. First, I presented the content in multiple ways – through both websites and videos. In addition, the instructions were presented in both written and audio form. Next, I allowed for multiple ways of expression. I provided the students with a choice in how they could present their final product.

This project does use a means of assistive technology since I recorded my voice reading the instructions in the process section. Students who have physical disabilities could use the Little Bird Tales program to complete their final project since they could read their sentences out loud instead of typing them. Students with visual disabilities could enlarge the text size on their computer/device screen so that they could read the words easier.

Development

I spent the second half of this semester developing this WebQuest. I did a lot of brainstorming, thinking, and bouncing ideas off of others before I even began the project itself. For this WebQuest, I decided to create it using a Google Site. I am very familiar with Weebly but had never done anything with Google Sites before. The school I work at is rapidly moving towards Google, so I figured that developing a Google Site would be very good practice for me. I found it to be very user-friendly and easy for students to navigate. I also used MovieMaker and iMovie to create the videos that I embedded throughout the WebQuest. I am very familiar with MovieMaker but am still learning how to use iMovie. I also downloaded YouTube videos and saved them as MP4 files. I did this because YouTube is blocked at my school, so if I linked the videos into my WebQuest right from YouTube, the students would be unable to view them. Finally, I recorded myself reading all of the directions found in the process section. I recorded my voice using Audacity and saved it as an MP3 file. I then uploaded the file into a website called Vocaroo – that way I could link my voice into the site via a QR code.

Implementation

I worked with a 4th grade teacher in order to implement this project. I sat down with this teacher and explained the WebQuest to him, and then I came into the classroom and worked with him the first day that he introduced the WebQuest to his students. The students loved the project right away. Right from the Introduction page, they were engaged and excited about what their assignment was. This project was not fully implemented due to time constraints, but the class was at least able to see the entire WebQuest and work through some of it

After a week of working on this project here and there, I had a conversation with the class about their thoughts on this WebQuest, and I conducted a usability test

When this WebQuest is fully implemented in a classroom, I will need internet access and a computer or a device for either every student or every two students. I would probably end up having groups of students complete this WebQuest together instead of having each student complete it individually. Since I teach a technology specials class, the students would complete the project during that specials class time. I see one class of 4th grade students for 45 minutes for four days in a row and then I see the next 4th grade class until all 4th grade classes have rotated through. As a result, it would probably take two or three specials rotations before the WebQuest is fully completed. I have 30 laptops in my classroom, so there is plenty of technology access. As the students work through the WebQuest, I will monitor the students and assist them as needed. I will also be there to help them troubleshoot any problems that might arise. This is not an activity that students will need to work on at home, but they will certainly be welcome to work on it at home if they so choose. Since this is a project I will implement during my technology specials class, I will not need to teach this with other teachers.

Evaluation

Student Learning –

When this WebQuest is actually implemented, I will be able to assess student learning in a variety of ways. First, in the evaluation section, students are required to take a Quizizz assessment before completing their final product. Since I will be able to see how they scored, that will give me a clear indication of how much they learned throughout their research. Also, their final product will definitely show me how much they learned. Their final product is either a Google Slide or a Little Bird Tale convincing the colonists to join the Patriot side. As a result, in order to write a good persuasive “newspaper article,” students will need to have a solid understanding of the four events that they had to research during the process section of the WebQuest. I will grade this product using a rubric that is also embedded into the evaluation section. At the very end of the WebQuest, students are asked to complete a Google Form evaluating the project. They are asked to list two things they learned, one thing they loved about the WebQuest, and one thing that would make the WebQuest better.

In addition, from the beginning of the WebQuest all the way to the end, I will be observing the students and taking notes on how they are doing. I will look at their note sheets that they have to fill out each day of research to make sure they are on the right track to developing a good understanding of the topics. Each day, I will also pull students aside to informally assess what they know so far. That way, I will be able to track their progress the entire way through this WebQuest.

Product Design –

A 4th grade teacher and I worked together to partially implement this WebQuest with this teacher’s class. I conducted a usability test with six of these students after they had had a chance to look through and work on some of this project for a week. I am attaching the questions and their answers in a Google Slide presentation linked below:

<https://docs.google.com/presentation/d/1pHo9fU6oEr6DNNljdKxIM2t9XvHtgVvbgTzRi59za00/edit?usp=sharing>

Reflection

Project Development – I learned so much by doing this WebQuest – I would easily say that it is one of the most beneficial projects I have done throughout my grad school career. In order to develop a project like this, I realized that a lot of time and a lot of planning are key. In addition, a solid understanding of the content being taught and/or referred to throughout the project is very important – especially with a social studies project since so much information is being taught through this particular WebQuest. I believe that the development of the majority of this project went very well. Converting

the YouTube videos to MP4 files was a great workaround to the fact that YouTube is blocked in Gwinnett. However, this is a WebQuest that only students in my class could completely use since the Quizizz and the Padlet were both created using my accounts to those sites. As a result, if another teacher were to use this WebQuest, he/she would have to come up with a different way for students to turn in their work. I am not sure I could come up with something that would work for everyone. They would also need to come up with another way to assess their knowledge of the topics since they would not be able to access my Quizizz that I created. In the future, I could create a Kahoot assessment instead and provide the link to it in the teacher page. I may also be able to share a Quizizz that I created in the teacher page too.

Instructional Design – This WebQuest seemed to be a fantastic structure for student learning. When I tested it out with students, it was easy to see that they were able to easily navigate the Google Site that housed this WebQuest. I really did enjoy creating this Google Site, and I would definitely use this platform again to create WebQuests in the future. I was glad that this site had an embed feature because I found that embedding all of the videos right into the pages was the way to go. It was also simple to insert images and then link the image to the next page in the WebQuest. To me, that makes the project easier to navigate. Looking back, I am not sure if there are better choices of how to incorporate the multimedia elements, but as I research more, I will always be open to trying new things.

Personal Growth – I did not expect to have so much fun creating this project. I did not realize how amazing it was to create an entire learning experience for students to do, and I do believe that once students complete this project, they will have mastered many social studies and language arts standards. I believe that my skills as a video editor have gotten better this year, so I enjoyed creating the videos for both the introduction and task page. I think the videos really added a real-world component to this WebQuest that really made the students feel like they had a very important job to do. As a technology facilitator, I would absolutely love to assist grade levels and/or individual teachers in creating activities like this for their own classrooms. Our school has begun a heavy focus on project based learning this year, so I think that WebQuests like this would fit right in.

For Others – From this experience, I would suggest that grade levels work together to create WebQuests such as this. Ideally, two people could take a subject area and create WebQuests for that particular subject. So for example, two teachers could create WebQuests that integrate social studies and language arts standards; two more teachers could create WebQuests that focus on science standards; and two more teachers could create WebQuests that focus on math standards. Creating projects such as this is a lot of work,

but if teachers were to work together on making good quality projects, they would have a lot to work with.