ITEC 7445 Multimedia and Web Design:

Multimedia Design Project Assessment Report

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Multimedia Design Project Assessment (MDPA) Report

Product URL: http://senorabeardenwebquest.weebly.com/
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Analysis

Learner Analysis

All students are considered Caucasian and are between the ages of 15 and 18 years old. There are no exceptionalities, in reference to students with disabilities/special needs, (students with Individualized Educational Plans, IEPs); however, there are several gifted and advanced level students. All students are considered advanced level and 75% of them are considered "Gifted." All students are Native-English Speakers as well. These characteristics allow for a higher learning achievement goal from the students I teach in Spanish II. All of these students maintain A's and B's and are amongst the top in their classes. With having such a focus on education, these students also have more access to technology and more willingness to do their best.

These students have had many experiences using technology previously in this class as well as in other classes. They have a very high skill set with what they are able to accomplish and are equally efficient with their tasks. Being in a Foreign Language class for the third time, they have a strong history in project-based learning as well as small-group learning.

Context Analysis

In the Spanish III class, there are 16 students total. There are 8 females and 8 males in the class. DCHS operates on a block schedule. Students take 4 classes per semester (18 weeks). The duration of all classes is 90 minutes. Classes meet everyday.

DCHS is a "bring your own device school". Students are encouraged to bring their own device with them everyday, whether it be a Smartphone or a laptop. DCHS provides a student access code to utilize the WiFi. In addition to this, there are 4 iPads in the classroom as well as "lab on wheels" available for student use. If the labs on wheels are unavailable, class can be moved to one of the three computer labs in the school.

I am proficient in using technology in my classroom. In fact, I help other teachers incorporate ways to use technology in their classrooms. I love learning about new ways to achieve higher and more productive student learning. My goal is to achieve authentic student learning through the use of technology in all of the units I teach.

The following are the Georgia Performance Standards for Modern Languages Level III that students will be using for this WebQuest.

MLIII.P1.A – Summarize and communicate main ideas and supporting details from a variety of authentic language materials

MLIII.P1.C – Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate

MLIII.P2.A – Prepare and present culturally authentic poetry, skits or stories

MLIII.P2.B – Prepare and present original essays, poetry, skits, or stories in the target language

MLIII.CCC1.B – Relate topics studied in other subject areas to those studied in the target language class

MLIII.CCC2.C – Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture

MLIII.IP2.A – Participate in extended oral and written activities reflecting the present

MLIII.IP2.F – Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics

MLIII.INT1.A – Identify main ideas and supporting details from a variety of sources

MLIII.INT1.B – Understand culturally authentic materials and information

MLIII.IP1.D – Give detailed descriptions

MLIII.IP1.F – Ask questions and provide responses on topics and events found in a variety of print and non-print resources

MLIII.CCC3 – The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language

MLIII.CCC3.A – Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied

MLIII.CCC4.B – Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge

The following are the NETS-S for student learners on this WebQuest:

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

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

Task Analysis

Learning Objectives— Essential Questions:

        ¿Cuando se descubrió el lugar o el objeto?
        ¿Quién lo descubrió?
        ¿Dónde se ubica este lugar o objeto?
        ¿Por qué es un misterio?
        ¿Cómo se explica la gente el misterio?

Learning Objectives— What students should know how to do:

- Identify and describe some extraordinary phenomena
- Describe what archaeologists do
  Give opinions about mysterious events
- Talk about the contributions of the Maya and Aztec civilizations
  Compare some archaeological mysteries in Spanish-speaking countries to those in the U.S.
  - **Grammatical Goals:**
  - Negative Constructions
  - Using Adjectives as Nouns
  - Using subjunctive with adjective clauses & to show doubt
  - Using and differentiating between pero and sino

Dispositional Objectives: Students should be able to work in small groups/partners to complete this WebQuest

Design

Overview

In this WebQuest, students are to learn about archaeological mysteries in the Spanish-Speaking world (emphasis is placed on Central and South America). Much thought and consideration was put on topics/themes that are appropriate and intriguing to high-school students. Currently, my students love making videos and editing them or changing them for comic relief. I feel that this project relates to them in that way because even though they are researching something

that is serious, they are able to present what they have learned in a meaningful way that is similar to what they already do in a social setting. Also, this WebQuest is meaningful because students are not having to sit in a desk and "read" to learn. The material is presented in a variety of formats.

Details

With this WebQuest, differentiation can be achieved in many ways. First, students are given a selection of places to learn about. Each partnership will learn about different areas. The students will then come together as a class to present their Prezis and their PhotoBooth video clips. Students should use their strengths to their advantage by selecting which aspects of these projects they will do. For example, one partner might be better at video editing and design, while the other student may focus on grammatical or content areas of the presentation. Also, students will divide essential questions to answer, thus differentiated the content within the topics.

This Webquest utilizes the Universal Design for Learning approaches of cooperative learning, differentiated instruction, performance-based assessment, project based-learning, and principles of student-centered learning.

This Project is designed for small groups or pairs (is how I have it set up). The multimedia elements incorporated into the WebQuest are embedded videos, audio clips, Prezi, Google docs and Video Presentation (video production and editing). The multimedia elements make the learning process more meaningful and enhance students' knowledge of content.

Adaptive or assistive technologies are also a resource within this WebQuest. Audio files and videos provide assistance for students who rely on hearing. The content is also provided and presented in a variety of ways to help a multitude of learners: audio, visual, video, written and resources on both languages.

Development

I have been developing this project since early February. I actually changed the theme in late March because I did not like where the other theme was going – I wanted it to be more meaningful to the students. I worked on it weekly and purposefully did not implement it until the end of April going into May because that is when it fits into my curriculum map for Spanish III.

I had to refresh my skills with embedding codes in Weebly and making videos. I also incorporated "Blabberize (for the talking llama)," which is a fun tool that students enjoy as well.

Implementation

This WebQuest was implemented at the end of April and students are currently finishing it up now. By utilizing the labs on wheels, all students have equitable access to perform the WebQuest. They have also needed the lab on wheels to work more efficiently and also to view the videos. I have broken down and separated the class time that they are using so that it by weekly or even 3 days a week, not every day. This way, students are still getting other parts of the overall unit in as well (grammatical lessons to accompany vocab and culture). Students are given 5 class periods of 90 minutes to complete the WebQuest. So far, no technical issues have arisen.

Students are already aware of the "Netiquette" that is expected of them. These rules for online browsing and learning were given to them in my class at the beginning of the semester and previously at the beginning of the school year. Since the current Spanish III class is relatively small and had a low teacher-student ratio compared to other Spanish classes, it has been easy to keep students focused and on task. Also, these students are "advanced-level" students who typically focus on their tasks and do not get unruly or off task. Students should not have to do any work at home for the WebQuest in this Unit. They only work that I think that is necessary is practicing for their presentations. Adequate time is being provided for students to complete all tasks while in class.

Evaluation

Student Learning –

Students were assessed summatively in 2 ways: their Prezis and their Video Clips. Within these two products, students were assessed on their fluency in the target language and the content that they learned. They were also evaluated on their fluidity of technology use in their final project. In this unit, students are also assessed on their vocabulary knowledge and comprehension as well as grammatical concepts that they are learning simultaneously. Students are given formative assessments that measure their productivity and feedback on the topic they are studying.

There is a Pre-test for the overall Unit as well as a Posttest for the entire unit. Students have not been asked yet to do self and peer assessments, but I have plans for them to do that after they present their final projects as both a reflective and summative activity.

Product Design –

I feel that the overall product design is good. I had some trouble with a few of the videos not embedding properly, but I have not noticed anything else. I have been making little "tweaks: as I watch students work to make it better and more user friendly. I have also been trying to "be a student" and go through it myself to see

what needs to be changed or made more user-friendly. I have not given the students an official evaluation survey yet because they are not finished. I do plan to have them take a survey though to see what can be improved. I plan to ask them: What are your favorite aspects of this WebQuest? Your least favorite? What did you learn? Why do you think that you learned something new or didn't learn anything at all? Was this WebQuest helpful? Was it a "waste of time" Please explain.   Additional Comments?

*Video is provided in the WebQuest of my actual students practicing for their video presentations.

Reflection

Reflect on this project around four aspects:

Project Development – I learned that this is a slow and tedious process. When you think that you are finished, there are always little things that you can do or add to make it better. I also learned that with Weebly, embedding video codes is s tedious process that may or may not work all of the time. But through this process, I definitely feel more at ease with incorporating meaningful technology to enhance learning instead of just "adding" technology into something just to have it.

Instructional Design – I actually think that the format worked well At first I thought it might be dated and lacked creativity, but I think after watching the students work ,it simplified the process and allowed students to focus on the tasks and not get distracted by a bunch of tabs and clutter.

Personal Growth – I learned that I get very impatient when embedding codes do not work for the 100th time. I guess I have mentioned them a lot! I also learned that I need to brush up on my video skills as some of the volume to my students' work was low because I did not realize that the input volume was set so low. However, these are minor things that going forward I will know to look for and prepare myself to deal with. I feel more confident in my abilities to create projects such as WebQuests and am excited to explore new, more meaningful tasks for my students. Students are excited to learn in this way. They love to decide how they are learning or taking their own path. It makes it more meaningful for them and then they do not just memorize something only to forget it later.

For Others – I would definitely suggest doing a WebQuest or other similar project to other teachers. I would suggest to start small and work your way up. I would also tell other teachers that it is ok if it is not perfect immediately (I know that this is hard to accept). I think that once other teachers incorporate projects like this into their curriculum, the excitement of the students will keep them wanting to do more. Student focus and motivation

like this also solves many discipline issues that teachers might face in a regular classroom environment. Students are not goofing off because they are focused on learning. Overall I think that this experience was very rewarding, yes it was a lot of work, but I think that if a teacher tries it, they will love the end result.