

Multimedia Design Project Assessment (MDPA) Report Product

URL:

<https://sites.google.com/dadecs.org/dms-reed-6thgrade-ela/introduction>

Analysis

Overview: The different sections will share/explain how the analysis of the project has been created and explained to the students.

Learner Analysis:

- The learner characteristics for the group of students are 10-11 year old students who are in a sixth grade language arts resource class. The levels of reading for this class includes students who are just out of a self-contained SPED class to students who are on a fourth grade reading level. There are 11 students in the class total, with one para-pro plus the teacher. The language ability of the students is of typical sixth grade language and the students have been using 1:1 Chromebooks this year for assignments. The students have completed activities in Google Classroom that include different steps but they have not completed the activity similar to a webquest.

Context Analysis

- As mentioned before, the class is an English resource class with 11 students in a varying of abilities for writing performance tasks. The class schedule allows for 53 minutes to work with the students, with 2-3 minutes to be able to start the class and being working once the instructions have been provided to the students. The technical consideration for this class is that each student has the ability to use a Chromebook for the class time. For this class, there is not any type of special considerations or accommodations needed to be made for the students and the project but the reading does have a reading activities so the students can read/follow along to understand the poem and article. The teacher's characteristic includes someone who is Google Certified LLevel 2 and feels very comfortable with using all the different applications that have been shared this semester in the classroom, especially using Flipgrid. The ISTE standards for students will be covered along with Georgia ELA standards for 6th grade for the activities.

Task Analysis:

- The learning objectives for the activities was for the students to compare/contrast between two different types of literature and complete a paragraph based on the comparison. The students should be able to walk away from the activity being able to explain the difference between comparing and contrasting activities, especially when it comes to reviewing two pieces of literature. The students will be working on this activity by themselves and not in small groups for this activity. The students will be expected to sue a Venn Diagram and gather information and then complete a paragraph to meet the standards set from the rubric.

Design

Overview

The overall project for the students is to create a paragraph after comparing and contrasting between two similar types of information.

Citations:

<https://www.flocabulary.com/unit/jackie-robinson/>

http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_rubric.pdf

<https://classroom.google.com/c/MTU5OTQ0NTExODFa/m/MzYwODI4NzU0MDRa/details>

<https://www.brainpop.com/socialstudies/africanamericanhistory/jackierobinson/>

<http://www.readingrockets.org/content/pdfs/transition%20words.pdf>

Details

- The UDL principles that were incorporated into my activities include representation and engagement. The principle of representation includes having several different options for students to learn about comparing and contrasting through video and song for background knowledge. The engagement process for the activities include a clear and concise process for the students to complete and understand in the way of finishing the activities from beginning by reviewing the comparing and contrasting to the end of actually finishing the assignment. The content was differentiated because there were accessibility tools for the students if reading is a struggle to hearing a song version to remind them of who Jackie Robinson was at the beginning of the activity. The assignment was designed for individual assessment but could be completed in groups, based on teacher's digression. The multimedia elements I used for this activity were videos on almost every page to provide instructions, background information through songs and videos, and a videos provided reading for each article. For adaptability and assistive technology, I am providing a video review on every page for instructions

or am reading the information. I feel that I have done a good job with that particular standard because I have based this activity on my students in my resource classroom.

Development

The timeline for the project to get done was between a two week project deadline. The original idea for the webquest was for an activity having to do with Civil Rights and segregation. I was not able to come up with a great plan of attack for this lesson, so I changed my thought process and created this visual representation of a project that would be used in the my 6th grade resource classroom. Therefore the timeline was for the entire activity to take between 4-5 days to get completed because of the 50 minute time period for my students. The tools used were Google Sites (we are a Google school and I have been working on my Google Certification), and other tools that students are familiar with in the everyday classroom. I believe that everything works correctly for all the links.

Implementation

I was not able to implement the project because of the time constraint before testing in the classroom in April. Therefore, I can plan for the sue of this activity next year during a more feasible time in March when reviewing between poetry and discussing non-fiction articles. The resources needed for this activities would be the 1:1 Chromebooks plus headphones for the various videos in the webquest. The classroom management strategies will be used will be my everyday expectations for the students. They are in charge of their learning, I am here to help but will ensure my expectations will be met with the end product. This project will happen later in the school year, so the students are aware of my expectations in the classroom. The timeline for the project will be over 4-5 school days and the students will work on the activity at school because of the resources available in the classroom. This will not require the collaboration from other teachers but it would be a neat idea to pursue this with a social studies teachers for recent activities. Based on the teacher notes, I discuss the different implementation for possible gifted activities to even having students work in a pair to complete the activity,

Evaluation

Student Learning –

The end result for the student will be to have 2-3 paragraphs written comparing and contrasting between two different pieces of reading. The students will be graded based on a rubric that is shared on the webquest and will be referenced when completing conferences with the students. I will be able to tell of the students are understanding the concepts by discussing and reviewing the students' ideas when

they complete the activity. Also a brief formative assessment will be completed as the students are working on the activity and their different rates of progression. The students will not take a self assessment but they will complete an end result activity form on the end of the webquest.

Product Design –

For product design, I will have students complete a form at the end to share how the overall project was created and their thoughts for improvement. The pilot will be used in ym smaller class to see if the students are able to understand or if I need to change any content to make it user-friendly. Some of the questions asked for a pilot test would include “ How easy was it for the information?” “Do you understand what it being asked in the assignment?” and “ What is the main idea of the lesson?”

Reflection

Project Development – Overall the project development for this activity took a lot longer then I realized it would take in the creation. I do think all the elements helped,especially when having someone review it outside of my classroom for accessibility and visual aspects. The things I would do differently is to make sure things are easy to finish and understand the first time instead of figuring out after spending so much time creating an assignment. I will definitely complete this again!!!

Instructional Design – The instructional design was easy to implement and provide an opportunity for the students to complete the activity in their own time. What worked well for my students was to have video explanation in each page and to have the readings read by me. My choices were influenced by my colleagues through the program who provide some great thoughts and feedback to make it better. There is always room for improvement.

Personal Growth – The end result was that I learned I can create a really cool assignment for my kids and I can't wait to see them actually use it. AS for my skills, I had to use a lot of the things learned in the aslt de weeks to combine into one assignment. I have to have better time management.

For Others – I would love to provide this as a training for other teachers because I feel several may benefit. What would help them succeed is sharing my example and failures from this one.

