

## **Multimedia Design Project Assessment (MDPA) Report Template**

Product URL: <https://sites.google.com/walkerschools.org/brandy-beavers-7445-babe-ruth-/home>

### **Analysis**

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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

The student population for our county which is located in a rural area of North Georgia is 93% Caucasian, 4% African American, 2% Hispanic, 0.4% Asian, 0.3% American Indian and Alaska Native and 0.3% other. Many of our students have unstable home environments. Our county has a high transient rate as well. Over 80% of our students receive free or reduced meals which is an indicator that we have a high poverty level in our county. Therefore a majority of students do not have access to technology or the internet at home.

This project occurs at the end of the year following the completion of the Social Studies standards. All fifth grade students complete a project. Students with disabilities have alternative choices that are differentiated for their particular needs. Students work on their projects using one to one Chrome books to complete their particular webquests. Schools with limited technology can complete the informational webquests in groups of students. Following the webquests, students produce a Glogster as a group. Teachers build the excitement for this project all year, so parents and students are prepared to participate well. For students who do not have the home support, teachers and parent volunteers serve as mentors to help complete the artifact production at school. (PSC 2.5, 2.6)

#### Context Analysis

- Class characteristics – As a total, 75 students will be participating in the WebQuest from our school. Each homeroom contains 25 students. They

will be working on their Quest in their Social Studies block 60 minutes a day for 12-13 days. The project is set up to be completed in 5 phases. There is a Special Education teacher that will rotate with the students who have special accommodations. Those students will receive those services during their Social Studies block when working on their project. (PSC 2.5)

- Technical considerations – In 5th grade, the students operate on a one to one technology device. Each student has an assigned Chrome book that they will use to complete the Quest. In each of the 3 rooms in which the students are rotating there are also SmartBoards available for modeling lessons and procedures (PSC 2.5). There are currently no students in 5th grade who receive assistive technology as an accommodation in their IEP. (PSC 3.4)
- Teacher characteristics – While there has been a learning curve, I would consider myself adequate in using technology to set-up a positive learning environment for all 75 students in the 5th grade.
- Standards

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#### 21st Century Standards

- Creativity and Innovation:

**Implement Innovations:** 1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

- Critical Thinking and Problem Solving Use Systems Thinking  
**Using Systems Thinking:** 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

**Make Judgements and Decisions:** 2.C.4: Effectively interpret information and draw conclusions based on the best analysis.

- Communication and Collaboration

**Communicate Clearly:** 3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

**3.A.5:** Communicate effectively in diverse environments (including multi-lingual).

- Information Literacy

**Access and Evaluate Information:** 4.A.1: Access information efficiently (time) and effectively (sources)

**4.A.2:** Evaluate information critically and competently.

- ISTE Standards for Students

- Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

- Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4a: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

- Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

6d: Students publish or present content that customizes the message and medium for their intended audiences.

- State Standards

- Social Studies

SS5H3 The student will describe how life changed in America at the turn of the century.

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

SS5H6 The student will explain the reasons for America's involvement in World War II.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

#### English Language Arts

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Task Analysis

- Learning Objectives (PSC 2.1)
  - The students will...
    - Complete research investigation using links provided in the WebQuest
    - Be able to create a video using Seesaw with their information gathered on the research investigation document

- Be able to utilize Glogster to share information
- Utilize Google forms to self-assess their phases with the Glogster Rubric

## Design (Laura)

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### Overview

In the Design phase, you actually design the instructional element. For WebQuest, the design phase entails sketching out the introduction or storyline that coaches the WebQuest, the task students will have to complete, and an outline of the process they will undertake to complete the task. The instructional activities of the project should be authentic and appropriate for the content and student technology standards. (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)

Task: This webquest has two parts.

In part 1 you will:

- Complete the [investigation](#) on the Wright Brothers.
- List 10 historical facts about the Wright Brothers.
- List three major accomplishments of the Wright Brothers.
- List three major impacts the Wright Brothers had on history.

In part 2 you will:

- Work with a partner to design and develop a Glogster about the Wright Brothers.
- Your Glogster must include:
  - 5 Historical facts about the Wright Brothers
  - Three major accomplishments of the Wright Brothers
  - An explanation of the impact they had on history and our current day.

### Process

· Students will research websites listed on the wequest to complete an informational graphic organizer.

· Websites include

- Articles
- Videos
- Photographs
- Interactive exhibit websites

### Evaluation

· Students will use Glogster to produce an informational presentation for sharing on SeeSaw.

· The Glogster will be measured based on the following rubric.

### Review

In an effort to improve the webquest, a review was added that collects feedback from users. This feedback can be used to make changes to the webquest to make it user friendly.

**What online resources have you purposely selected and evaluated to deliver the content for the project? (PSC 3.6)**

**Technology Use:**

Each student will be equipped one to one with a digital tool: chrome book, iPad, or other laptops and tablets. These machines will allow students to access the main project website. The website will house all the directions and links for project completion. The website will link to webquests, recording and planning documents where students collaborate on Google Docs, Glogster, and SeeSaw for the final publishing phase of the video Glogster. These elements of technology used in this project support a **collaborative** learning environment through the use of Google Docs and Glogster. Students become **teachers** of history as they produce videos for the museum. The technology supports a **student-directed** approach by requiring them to take ownership of their own learning during webquests and Glogster design.

**Please include citations for all resources used in the project. (PSC 4.2)**

**ELA Standards:**

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

**ELAGSE5W6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. – Research to Build and Present Knowledge

**ELAGSE5W7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**ELAGSE5W8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research

**Social Studies Standards:**

**SS5H2:** Describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

**Details**

**Describe how will you differentiated content, process, product or learning environment to meet the diverse needs of all students. (PSC 2.5)**

I differentiated by providing information in a variety of ways. I used an audio and a video recording to present the information needed to complete the project. Within the video there are screenshots and clips offered for assistance and troubleshooting for the learner and other teachers who may be interested in using the WebQuest with their class. This offered assistance to an auditory learner, visual learner, and kinesthetic learner. Using a rubric makes the evaluation method very clear to the learner. (PSC 2.5)

**Your project should adhere to Universal Design principles. Universal Design (UD) is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. Please include at least two UD strategies in your multimedia project. (PSC 2.6)**

Two UD strategies I used in my multimedia project were the video presentation and teacher feedback. Feedback for all students was offered at the end of each of the five phases. There were checkpoints to make sure that students stayed on track with the 12-13 day completion timeline. Feedback was offered through Google classroom as well as through teacher observation.

**Identify if this is an individual assignment or designed for small or large groups Which 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)**

This Webquest was designed using state standards for all 5th grade students. Each task has been developed to meet the needs of all learners. The teacher and Special Education teacher will be there for the support and feedback.

**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)**

There are 5 Special Education students in the 5th grade class. Even though none of the Special Education students had identified assistive technology needs, there are still several assistive technology resources that would give student support:

- Audio recording- Allows students to listen to information presented on their historical figure recorded by their teacher.
- Questionnaire Sheet- Gives students a guide of the type of information they need to be searching in the links
- Videos- Videos are provided for the historical figures so you can watch and listen to facts about the historical figure.

## Development

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**The Development section describes how actually developed the project.**

**What was your timeline for getting it done?**

I had four-six weeks to develop the project for this class. I was able to begin by choosing my topic, and figuring out a scenario for the introduction. With projects like these, you need a good hook to be able to get your students engaged in the project. To begin with, I was going to just make the students create a Google doc about the information that they found. However, after remembering how bored the students got with Google docs last year, I wanted an application that was going to excite them. Therefore, I wanted to implement Glogster. Glogster is a great program to create interactive posters about a topic. You can add videos to Glogster. After thinking about that part, I decided that with the time frame that we have, we could use Seesaw, another application that the students were familiar with, to create a video to post to their Glogster. Putting this project together will be a lot for the teachers in charge, because it is a county-wide competition. Different teachers from across the district will judge these Glogsters and videos to see which group will have the privilege of being a part of the historical museum in our area.

**What tools did you use (and perhaps have to learn) in order to complete the development of the project? (HTML, LMS, Wiki, Blog, Google Pages, etc.) (PSC 3.3, 6.1)**

To be able to complete this project, I had to have to have prior knowledge about Glogster, and how to use this program. The webquest was something that I was unfamiliar with, so that presentation took me a good bit of time. I also had to be aware of how to use the audio applications to create an audio sound for the webquest. The video also was an element that I was unsure of. I had to watch several videos on how to create this element of my project. The students will also need to know this information, as well as how to move through the webquest, how to take notes from the webquest, and how to use their notes to be able to create their Glogster.

**During the development process, double-check to ensure the Internet links work, documents download properly, and video and audio is embedded correctly. (PSC 3.5)**

While developing this project, I chose to choose an activity that we were already completing. We complete a project with the historians each year. However, I decided to make this project mean more for the students. The first phase was deciding where I wanted this project to go. I wanted the students to be able to compete with other students their age in the county for a chance to have a place in the local museum.



## Implementation

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**The Implementation section describes how you propose to implement this in a real classroom (a reminder that full implementation is not a requirement for this project, though it's great if you can do it). (PSC 6.3). If you actually implement the project, then describe in detail what you actually did.**

The timeline for this WebQuest was initially set up to take place over a 12-13-days in a period of one hour each day (12-13 hours of total instruction/assistance). For efficiency purposes, the twelve to thirteen days selected are proposed back-to-back-to-back. The following are the anticipated tasks to be completed matched with the timeline process:

The project is broken into five phases.

Phase one will include research and note taking through the webquest.

Phase two includes Glogster development and publishing.

Phase three includes artifact production.

Phase four includes video presentation using SeeSaw.

Phase five is presentation. These five phases take place over the course of 12-13 school days.

**If you were unable to implement the project, what resources will you need? What will you need to arrange in advance (lab time, access to websites, switching class times with other teachers, technical support, etc.)? (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) What's the timeline for the WebQuest? Will students work on it daily or over a long stretch of time? What will students do at school vs. do at home? Describe strategies for how you will ensure equitable access to the Internet while implementing the WebQuest? (PSC 4.1) Will you work with or collaborate with other teachers? (PSC 3.7) If so, what will be their roles?**

I was unable to implement this project due to it being summer semester. However, I would love to try to implement this project later this year. At our school we have access to chrome books and are one to one. Therefore, I will make sure each student has access to the website link that we will link for the students in their Google classroom. I would give the students a checklist to keep them focused on their task so they can make sure they complete each phase of the project. This will help me to manage the classroom as they complete their tasks. Feedback for all students will be offered at the end of each of the five phases. The checkpoints will make sure that students stay on track with the 12-13 day completion timeline. Feedback was offered through Google classroom as well as through teacher observation. I could collaborate with other teachers with this project to help with the formatting of the project and the presentation of the project.

**In the Teacher Notes page of the WebQuest, please describe possible implementation and differentiation strategies that other teachers might implement when using the WebQuest. (PSC 2.5)**

On the “Teacher Page”, the Standards, Implementation resources and differentiated strategies are present to assist in development and implementation of this webquest. I differentiated by providing information in a variety of ways. I used an audio and a video recording to present the information needed to complete the project. Within the video there are screenshots and clips offered for assistance and troubleshooting for the learner and other teachers who may be interested in using the webquest with their class. This offered assistance to an auditory learner, visual learner, and kinesthetic learner.

## Evaluation

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**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 –**

**Describe what you actually did to assess student learning (if you were able to do that) along with the outcomes of that evaluation.**

I would have been able to assess student learning mostly by teacher observation. I would have been able to see how comfortable the students were with the different elements that they are using. Students will be using the links provided in the webquest to take notes about their topic. Then, they will take the information that they find and create a Glogster presentation to present the information. They will also complete an informational video using Seesaw to put on their Glogster page. These presentations will be judged by local teachers in our county to see who will win the chance to have their Glogster and video displayed in a local history museum.

**What product will students be expected to produce to demonstrate their learning?**

The students will be producing a Glogster presentation and include a video using the Seesaw application to explain their learning. They will use their information sheet (see below) to organize their thoughts to be able to create their video and Glogster.

**Investigation Recording Document**

Directions: As you complete the tasks in the webquest, record your observations on this document. You will use this information in you brochure.

Describe your historical figure below. Include ten historical facts about your figure.
Describe the historical accomplishments of your figure. List three accomplishments below.
Explain the historical figure's impact on history. List three major impacts they have on our modern day.

**How did/will you assess how/if students learned what you wanted them to learn?**

Students will be assessed using the rubric that they will see before they begin. They will know their expectations before they begin.

**Rubric (usually included as part of a WebQuest)?**

There will be a rubric that students go by. There will be a picture of the rubric below. This rubric will be used to evaluate their Glogster presentation.

**Did/will students do any self-assessment or peer-assessment? If so, what would that look like (walk-bys, rubric completion, “I like ...”, “Things that could be improved...”)?** Did/will you be taking notes or assessing throughout the project or just upon completion? (PSC 2.7)

The students will be able to self-assess their Glogster by referencing the rubric that they are provided with. They are able to complete their project based on the guidelines provided below.

## Glogster Presentation Directions

Directions:

Create a [Glogster](#) presentation that includes:

- A brief biography that includes the beginning, middle, and end of the person's life.
- A list of at least three of their accomplishments.
- A detailed description of how they impacted history including your current life.

THEN, using [JING](#), create a screencast video of your presentation with clear audio and fluid presentation.

The [rubric](#) is below. Use it to ensure you have included all requirements.

### Product Design –

**How do/will you know if the project itself is well designed? (PSC 2.6) Did/will you take notes as students use it? Video or audiotape students as they use it to see where they have difficulties or misunderstandings? Did/will you have them complete some sort of evaluation or feedback form? If you won't be able to implement this project with your entire class during the semester, then this type of evaluation will need to be conducted with 3-4 students of the target audience and will be in the form of a usability test. For now, think about who might be that target audience and when you might conduct a usability or pilot test with them. What are some of the questions you might want addressed by a pilot or usability test (i.e. Is the task clear? Is the reading level appropriate? Do the multimedia elements enhance the WebQuest or are they just add-ons to have them there?)**

The main form of product design feedback lies in the Google Form that is located on the “conclusion” page. This Google Form is a pre-filled form that asks the following questions to assess the effectiveness of the design and if accommodations or modifications are needed:

- Can you name one artifact we created during the WebQuest?
- Was there something during the WebQuest that was difficult for you to complete?
- Was there something that we could have done to better accommodate you during this WebQuest?

- Did you enjoy this WebQuest?
- What did you like most about the WebQuest?
- What did you like least about the WebQuest?

Below is a picture of the Glogster rubric that will be used.

## Glogster Evaluation Rubric

	Level 1	Level 2	Level 3	Level 4
Biography	Biography is missing.	Biography includes minimal history of person's life.	Biography includes partial story of the person's life.	Biography includes a complete story of the person's life.
Accomplishments	Accomplishments are missing.	Only one accomplishment discussed	Only two accomplishments discussed	At least three accomplishments discussed
Impact	Impact is missing.	Minimal impact explained.	Partial impact explained	Complete impact explained.
Video	Video is missing.	Video is present, but does not add engagement	Video is present	Video is present and adds engagement
Audio presentation is clear	Audio presentation is missing	Audio is present, but is unclear	Audio is present	Audio is present and is clear
Student Score				

This rubric will be used by teachers across our district to judge these projects.

## Reflection

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Reflect on this project around four aspects:

**Project Development – What did you learn as a result of developing this project (technically, tools used, timeline, planning, etc.). What did you do that worked well? What didn't? What would you do differently (in terms of building the WebQuest) if you were to do this again?**

I learned that this project is a good way to integrate technology into our lessons/activities. Our timeline will need to be flexible, so that in case the students need extra time, I can give them the time that they need. However, they will have to have a cut off day so that the teachers who are judging the competition will have time to see all of the projects. For future use, we may need to make sure that the students are fluently familiar with Glogster and

Seesaw before we begin this project. I did not get to actually implement this plan because it is summer break, but I do believe that if we were able to implement this project, then the students would be able to complete all of the sections of this project independently as long as they were fluent users of the two programs that are used.

**Instructional Design – Discuss the WebQuest as a structure for student learning (or whatever project structure you ended up doing)? What worked well? What might have been improved? What influenced your choices as to how to incorporate the multimedia elements? Looking back, are there other or better choices you might have made?**

I believe that I made good choices as to the multimedia elements that were used in this project. Glogster and Seesaw are great interactive applications that will help students be able to show what they know about their historian. I chose these applications because I have prior knowledge with using them, therefore, I could teach my students how to use these more effectively. I believe that my students will enjoy creating the Glogster presentation, and most likely want to put a lot more information on the page than is needed. I also want them all to have a part in the video as well.

**Personal Growth – What did you learn about yourself as a result of this project? This can include skills, frustration level, ability to push your own envelope, yourself as a teacher and yourself as a technology facilitator.**

This project made me realize how much I love integrating technology into my lessons/activities. As I was planning, I originally started thinking that I wanted my students to be able to create a Google doc about their historian. However, last year, my students became easily bored with Google docs, and I wanted them to be more engaged with this project. I think that my frustration level will be higher when my students have tech problems, but other than that, I think that I will be as excited as they are to be able to create these presentations. I am pushing myself to try new things as well, but these are just applications that I was already familiar with, that most people are not familiar with. My goal as a technology coach/facilitator is to give teachers information about technology programs that they can use, the students can enjoy, and won't confuse them.

**For Others – From this experience, what would you suggest to other teachers/colleagues who might want to consider doing something similar? What is important for them to know? What would help them succeed?**

I would suggest that other teachers try new things! I know that you may be familiar with some applications, but branch out! Try different ones that may engage your students more. If they are more engaged, they will become

better learners. It is important to challenge our students, while also keeping their interests in mind. It is also important to stay organized with projects like this. Keep your timeline in mind, but allow some flexibility for the creative minds to work. It is important that the students know that we are expecting their best work, but they do still have a deadline to be finished by.

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