## Multimedia Design Project Assessment (MDPA) Report

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### Product URL: <http://exceedthestandard.weebly.com/webquest-h1---welcome.html>

### Analysis

The learning environment can look a few ways. Obviously, there will need to be access to devices that can access the internet so the computer lab or mobile laptop cart are great places to start. If not, this is possible for students to access the WebQuest at different times throughout the day, so using this as a “center” lesson can work if left in a technological pinch. Honestly, this WebQuest is best completed with multiple computers (1:1 if possible). If not, small group work will suffice but, overall, will take longer to complete.

Learner Analysis (PSC 2.5, 2.6)

* Students will be at the 8th grade age level
* Reading level is 5th grade and up (English Language Only)
* Students must be able to click links, type, and create online documents
* There is no need for previous experience with project-based learning
* There is no need for previous experience with small group learning
* Diverse learner characteristics and needs – age, reading level, language ability, technical capabilities, previous experience with project-based learning or small group learning

Context Analysis

* Class size ranges from one to whatever you have and the organization of the class when it comes to student learners is irrelevant. Class periods of about an hour is ideal – this is very flexible though. (PSC 2.5)
* Students will need access to technology – preferably in a lab or mobile lab. Head phones may be needed (students can provide?) to watch the videos. (PSC 2.5)
* No adaptive or assistive technology necessary. (PSC 3.4)
* The teacher should be proficient with Google Apps for Education or something similar. A “comfortable” teacher should find success using the technology and WebQuest.

**Standards** – State or local content and technology standards (NETS-S)

**SS8H1 | The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

**a.** Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
**b.**Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.

**ISTE-S | Students** (1.a,b – 2.a,b – 3.a,b – 4.a,b,c,d – 5.a,b,c,d – 6.a,b,c,d)

Task Analysis – Learning Objectives

* What was the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact?
* How did each culture survive throughout their time period?
* How did each culture take what the previous culture provided and improve upon it?
* What are the major similarities AND differences between our culture and the four Native American cultures? (PSC 2.1)

### Design

**Overview**

In the Design phase, you actually design the instructional element. For WebQuests, the design phase entails sketching out the introduction or storyline that couches 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) 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)

**Details**

Some students will need extra help with the technology components, and some will thrive within them. I will differentiate content for those needed by working with the students that need extra assistance with technology. (PSC 2.5)

With the Universal Design (UD) principles in play, the design of the WebQuest and environment were taken into account. All students will be able to complete this WebQuest, regardless of age, ability, or individual situation.

1. Each student will have access to the WebQuest’s necessities with the classroom, or through the computer labs, or even with their own technology brought from home. Equal access to all will be provided.
2. All content is accessible in multiple mediums: text, audio, and video. Students with a lower reading level will not have any difficulties completing the WebQuest. (PSC 2.6)

This particular assignment is for individual work and small groups. The multimedia elements used are as follows: audio (Audacity), Video (YouTube and Camtasia Studio), Google Drive (Docs, Slides) and online images. All together, the multimedia elements add to the curriculum, support the instruction, and produce and overall awesome and effective learning experience! (PSC 2.6)

Adaptive or assistive technology could be used to support students with any disabilities. The school has touch screens, clickers, and other resources available that will be utilized throughout the WebQuest project. (PSC 3.4)

### Development

The development process was actually pretty easy. This was my first WebQuest, however, this was not my first time spent with lesson planning or web design. I gave myself a total of a week to complete this WebQuest from start to finish. I already have a school website through Weebly (exceedthestadnard.com) and use this website as the setting for the WebQuest. I already had the sections of Georgia Studies broken down into standards so including a standards based WebQuest was easy to setup. I kept the same design as the standards pages and gave the WebQuest a unique feel to it so the user knows where they are at all times. I also utilized the already created lessons and documents we currently used for teaching this standard in the past (Google Docs, worksheets and graphic organizers. (PSC 3.3, 6.1)

I double-checked the links, documents, video and audio files, and downloadable items and all currently are in working order. (PSC 3.5)

### Implementation

When we reach the WebQuest’s standard (End of August), students will be direct to this WebQuest through our Google Classroom. Students will already be familiar with the website as it is my classroom website and they will have used it for the last month.

I will give them verbal directions, along with a “to-do” list for the WebQuest. The students will have access to BYOT and classroom desktops and laptops. I will also pre-secure the iPad or laptop cart so that 1:1 can be achieved within my classroom walls. The students will have 3 school days to complete it as we have 70 minute class sessions. (PSC 6.3) (PSC 3.1, 3.2, 3.5). All students will have equal access to the internet with the 1:1 solution. (PSC 3.2) (PSC 4.1)

The only collaboration will be with other content teachers of Georgia Studies. Those teachers’ roles will also be of a facilitator and guide through our WebQuest. (PSC 3.7)

### Evaluation

**Student Learning –**

The students will provide three products for evidence of their learning: a graphic organizer, a blog post, and a Google Slides presentation. Each item will be assessed through a rubric.

Our school implements a Data Team Process. We will use the information from the pre-test of the standard and compare it to the post test data. This is all calculated in an Excel program (DT8Culture – on youtube) that will show growth and achievement. Students will end the WebQuest with an evaluation of the WebQuest for improvement for next year. (PSC 2.7)

**Product Design –**

I used the rubric we first used in this class for assessing WebQuests and gave it to a few colleagues to review the WebQuest I created. They all said it passed the rubric test. The next step is identifying what the students think about it. I will have a message board where students can post comments, questions, and/or concerns about anything, and this board will have a section dedicated to this WebQuest. They will also complete a survey at the end of the WebQuest itself. (PSC 2.6)

### Reflection

**Project Development** –

By reviewing a previous WebQuest, and then creating one for this project, I learned a great deal about how long this takes and what is needed to make it all happen. I used my classroom Weebly site as the template for this WebQuest and it worked great. It was easy for me to create the pages and include media throughout the quest. I don’t know if I would do anything differently as this process went very smoothly and without any issues to report.

**Instructional Design** –

I firmly believe that we need to think with the end in mind. The WebQuest structure identifies what is expected and how to achieve a passing grade throughout the quest. The students have a check list of tasks to complete and are pointed in the right direction to ensure this checklist can be checked off. The only improvement I currently see is creating a more obvious menu of links, however, the one currently in use is straight forward – just different.

The multimedia elements were chosen due to them already being created and accessible. I used my knowledge of web design, Audacity, and everything Google to make it all come together. I am very proud of my first ever WebQuest and without the rubric and guides from this class and project, the WebQuest would have never been this advanced or detailed.

**Personal Growth** –

I learned that although I thought this project was going to be pretty easy, I did not take into account how much background work and time would be required to meet all of the objectives for this WebQuest assignment. I knew exactly what was required, just didn’t know how long it was going to actually take me. I have to say that I am very pleased that I stayed with it and completed every aspect of it. This is the takeaway that I have. If it is worth doing, do it right and put the time in that is needed to make it memorable. This will help me work with others as they try to implement or utilize educational and instructional technology in the future.

**For Others** –

From this experience, I would suggest others who might want to consider creating a WebQuest on their own, to not create one on their own. Find examples. Find “How To” sites. Ask for help. Just because you are working alone does not mean you are not collaborating. Taking help and resources and making them work for you from other online sources is a form of collaboration and a great way to further your knowledge. Ask for help. Nothing is impossible. I would even go as far as seeking students for help as they would love to help develop lessons online. The feeling of ownership knows no age limit.