

# Multimedia Design Project Assessment (MDPA) Report Template

Product URL: <http://superproblemsolvingwebquest.weebly.com>

## Analysis

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### Learner Analysis

The learners characteristics consist of students who are fluent with English and also English Language Learners (ELL). The age range is 8-9 years old students in third grade and the majority of the students are on grade level with reading and fairly proficient with math. Students are familiar with working in small groups for both reading and math in order to enhance learning and focus more on their academic needs. They will participate in a learning experience as a whole group using laptops provided. Classroom desktops (5) will not be used unless there are issues with the laptops that students are given. Internet access is functional and rarely has any problems connecting. All students have knowledge with using laptops, understand the basics of logging in, expectations when using equipment, asking for assistance, and being respectful and cooperative at all times. During the project, students will engage in a WebQuest primarily focused on mathematics. They will be able to successfully solve two-step word problems using addition and subtraction and identify (and use) key math words to help answer each problem.

### Context Analysis

Considering the fact that our school is a transient school, there are approximately 20-24 students of multiple race (white, black, hispanic, mixed) in the classroom. The class schedule is structured to facilitate learning in a flexible way that promotes academic success for all learners. ELL students are pulled out during certain times of the day before lunch to learn with the ELL teacher. For this WebQuest, all students will be involved and scheduled to work after lunch which is the normal instructional time for math.

Access to technology is very accessible being that there are only laptops need along with internet connection. Read & Write for Google Chrome will be used to assist students who may struggle with reading and support ELL during the project. It allows students high light words so that the text can be read to them. There is also a picture dictionary included so that students can better identify/understand what they are learning, plus many other great tools are embedded.

Any teacher who plans to use the multi design project must be familiar with what a WebQuest is and how to introduce it to their class. The technology is pretty simple to use being that all you have to do is follow the steps in the WebQuest and be familiar with Read & Write for Google Chrome. There are YouTube videos available to assist with using the tool if needed.

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

The follow standards will be used to instruct learning:

**MGSE3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.

( *\*\*\*Note: I only used the addition and subtraction operations for this standard due to the fact that the Third Grade Mathematics Teaching & Learning Framework for Cobb County only suggests these two operations for the first quarter unit.* )

### **ISTE NETS-S Standard**

6. 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. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

### **Task Analysis**

All Essential Questions address what students will be learning and also what they should be able to do in the end. The focus is on adding and subtracting with two-step word problems and demonstrating knowledge of math terms to support their problem-solving skills. They will engage in discussion forums, partner with peers (Think-Pair-Share) and also work in groups for a final assignment to demonstrate comprehension of objectives.

### **Design**

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

The universal design strategies that were used are in my project are Representation, Action & Expression, and Engagement.

With Representation I showed information in different ways such as presenting content and information in multiple media (Brain Pop Jr, Edpuzzle, SMART Exchange), activating background knowledge (discussing addition and subtraction and then making connections on how to include them in solving word problems), and supporting vocabulary (each day we discussed math words such as more, combined, sum, total, less, take away, fewer).

Action & Expression can be seen by how I allowed students to demonstrate what they know in different ways. In the instructions, it stated that teacher would model examples and also included video clips of modeled examples. Students are given opportunities to express learning through discussion forums, Think-Pair-Share, Exit Tickets, Plickers, and also in their final group presentations.

Engagement is also shown through discussion forums, Think-Pair-Share, and final projects. Children love to talk and share their ideas so I know what positive difference this makes in their learning process. Collaboration is a great strategy to building success which is why I always make it a point to allow my students to interact with one another.

Students will engage in working in whole group, small groups, and individually to meet objectives during the learning experience. Teacher will assist students who may need accommodations. There are directions being read to the students each day throughout the WebQuest using Audacity (voice recording). Students have been provided with several tools (video clips, ongoing learning sites, and technology assessments) to ensure effective learning opportunities. Any audience, despite their age and learning ability, should be able to interact and gain much knowledge from participating with the problem solving WebQuest.

This project was designed to instruct a large group. Students will work collaboratively along with the teacher but will have moments when they work individually to complete independent work. They will explore different ways to problem solve while building vocabulary skills.

Students who may have challenges with reading will have teacher support along with a great technology tool called Read & Write for Google Chrome. Students will be grouped with individuals who can support their peers during the process. There is also an accommodation for students to record their responses during group discussions instead of typing on Padlet or writing responses to the Exit Tickets.

## Development

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The project is designed to be completed in one week. There are several of tools that were included to make the WebQuest successful. The primary tool is Weebly. That is where the project is housed. Students will be provided a link to access the WebQuest and will follow instructions embedded along with teacher facilitation.

## Implementation

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The main tool needed to implement this project is laptops or desktops. Teachers can sign up for the laptop cart or sign up for the technology café. They will need to be familiar with using engaging resources shared below:

- Discussion Forums for student participation - [Padlet](#)
- Introduction/Ongoing Learning - [Brain Pop Jr](#), [Edpuzzle](#), [SMART Exchange](#)
- Quick Assessments - [Exit Ticket](#)
- Interactive Learning/Assessments - [Kahoot](#), [Plickers](#)
- Support for student with a disability or English Language Learner - [Read & Write for Google Chrome](#)

*The resources shared below are optional. I used them as resources to support my students with learning but teachers are welcomed to use any other worksheets or items to meet their students' needs.*

- My Math, Grade 3 McGraw-Hill 2013  
<https://connected.mcgraw-hill.com/connected/login.do>
- Voice recordings - [Audacity](#)

This a daily project that is meant to last for one week. Students will work on the project at school only. Collaboration with other teachers while implementing this project is not necessary. I will not be collaborating with any other teacher, however, if any other education would like to invite colleagues to engage with the project then they are welcome to. Equitable access will be demonstrated by allowing students to work on individual laptops or they can work on desktops in the Technology Café to complete daily activities. Classroom management will take place through teacher monitoring, students sating classroom rules, and also the school pledge that is said every morning. There will be a discussion on all expectations and reminders of what it means to be safe and show digital citizenship.

Some implementation and differentiation strategies that teachers can use during the WebQuest are as follows:

- Directions can be provided using audio (Audacity)
- Instructional notes can be given to support learning
- Include videos and reading materials to teach and support student learning
- Pair struggling students with stronger students for peer support
- Struggling students can be pulled with teacher for more scaffolding during the lessons

## Evaluation

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In order to assess student learning, they will create their own two-step word problems using addition and subtraction in a group presentation. They have the option to use Sway or iMovie to present their work to the class. There is a rubric provided so that students will know what is expected and also what they will be graded on. During the daily learning experiences they are instructed to Think-Pair-Share what they learned with a partner, participate in discussion forums using Padlet, complete Exit Tickets (demonstrates what they learned or still want to learn), and completed assessments using Plickers. Assessment is also demonstrated through observation before student presentations.

A usability test was given to see how well the project was designed. Overall, the results were great. I provided plenty of clear details that gave step-by-step directions. Instructional links are provided to engage and support student learning. As I created the project I tried to consider Essential Questions that would get the students' minds flowing and that would also share what they would be learning/focusing on each day. Having thoughtful discussion often encourages students to be engaged in what is being taught. I definitely wanted to make sure that each task was clear and easy to follow which is why I included voice recordings to go along with the instructions listed each day. I would say that the reading level is appropriate for the age group and that the multimedia elements included in the WebQuest are relevant and effective when it comes to enhancing academic skills.

## Reflection

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While designing the WebQuest I learned the importance of tying content standards with technology standards. As time goes by, students are interacting more and more with technology so it is important for them to become familiar with the educational side of technology. Planning is key to having a successful journey when creating a WebQuest. I went back to the drawing board a few times and had to adjust what steps would be taken each day. I did my best to consider the challenges that some students may face and then thought of ways to support them. This is where much of the differentiation came in with provided alternatives for participating in discussions, pairing with a partner to share ideas, and also collaborating in groups to build peer learning. The next time I decide to build a WebQuest I would like to get more suggestions from my peers. It's always nice to get other people's ideas and opinions. There are so many resources and I'm sure that my colleagues know a few tools that they would like to share with me.

I think that the multimedia elements included are best for my students personally. I'm pretty sure that there are many other great resources available that teachers may want to include, however, you must be honest about your expectations and the accommodations for your students' individual needs. I designed a project that I thought would be exciting for my students. Kids around their age love super heroes and they also get a blast from hearing their teachers voice and seeing her on videos. My goals were to effectively enhance the confidence and skills of students problem

solving and also making sure that they were engaged in learning. The only thing I can say about improvement is that I want to continue to learn about other resources that will help support learning for students with disabilities. It would be great to add more resources under my teacher belt.

I learned that I am much more creative and flexible than I thought. Although I enjoyed the overall experience, there were some times that I really had to give myself a pep talk. This project definitely required a lot of time, thought, and energy. Every time I felt like I was coming to an end then I would think of something else to add or find something that needed to be corrected. I do feel rewarded because now I have my very first WebQuest and I'm super excited to share it with my students.

For any other educator who considers implementing a similar project, I would suggest packing your patience. It's a lot of work and if you're anything like me, your perfectionist side tends to jump out every now and then so you have to be kind to yourself and keep track of time as well. I would suggest that you research and experiment with many different types of tools that will allow your students to think and communicate during the entire process. It's imperative to keep their brains active so that you won't lose them. Allowing time to collaborate and share with their peers is always a great idea. Make sure that you are fully familiar with the standards and technology tools that you are presenting. There will always be at least one moment when things don't go entirely as planned but if you are familiar with what you are presenting then you are more able to flexibly adapt. My final suggestion would be to have fun. Let your creative side kick in. There are so many awesome ways to develop a WebQuest and you will be amazed at the ideas that you come up with.