## Multimedia Design Project Assessment (MDPA)

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Product URL: http://europegeo.weebly.com

### Analysis

This project was and will be implemented within a JA-MBA social studies classroom at Banneker High School. It’s a project that I wrote in collaboration with the JA-MBA social studies teacher, Ms Latoya Morgan, who then implemented it with her classroom. The project you see at the top of the page is an updated version of the project we used during the 2015-2016 year with additional choices and other tweaks.

JA-MBA is Banneker High School’s magnet program centered on business related curriculum. The JA-MBA program generally has students who are motivated and high achieving with interest and experience in using technology in the classroom. The JA-MBA program has laptop carts to make all aspects of this project possible as well as student’s will be receiving 1 to 1 devices before it’s implementation during the 2016-2017 school year. The teacher, Ms. Morgan, has a general knowledge of technology and has worked through each of these projects herself in an effort to familiarize her. Her KSU Iteach instructional technology coach David Lockhart will support her.

This project was built in an effort to address many components of standard 6 in the Georgia World Geography standards, which address the geographic components of the continent of Europe. Each project choice directly corresponds with a strand of the standard. Our overall objective is for students to gain a deep understanding of the content strand that their particular topic addresses, and then they can gain a deeper understanding of other strands from the work done by their classmates. Student dispositional objects include project planning as they progress through the webquest as well as working in small groups if they choose to do so.

### Design

The webquest was designed in a way to give students as much choice as possible as well as addressing as many strands of the chosen content standard as possible. This project can also be adapted to include more choices and adaptations for students with disabilities as needed.

Giving students choice in product and learning environment is always the most effective way to differentiate instruction. Including a choice that gives students an option to choose all aspect of how their project should look also gives the teacher flexibility to adapt for students as needed including those who have disability. Our project provides 4 ready-made scenarios for students that ask for different products including an interactive map, a book, and videos. We also included a choice that gives students the ability to design many aspects of their own project as long as it fits within the content and is appropriate. The teacher can use that option to aid students in designing a project that fits their needs and adapts for any disability they may have.

This project leaves open what learning environment students want to work in. All of these projects can be completed individually, but we will leave open if students want to work in partnerships or a small group of 3. This allows students to find the best fit to be successful. The project also uses several aspects of multimedia including in how it is delivered (through a website) and what products students are able to make.

### Development

 This projects development simply started with me asking Ms. Morgan if there was anything I could do to help her. I was the KSU Iteach instructional technology coach who was assigned to Banneker, and after she expressed interest to my initial inquiry, we simply had a conversation. She was looking for a project for her Europe unit at the end of the 2015-2016 school year, and I told her that I would give her a few options to hopefully get it started.

 I came back with several options, and we settled on two: having students put together an interactive map and having students do PSA’s for environmental issues. We then began to piece the project components together in a Google Doc, and her students used that for the 2015-2016 project. I am a former Social Studies teacher, so I used to do similar projects in my own classroom. The one area we both had to refresh ourselves on was working with Google Maps to create an interactive map. It had been several years since I had students so a similar task, and the ability of Google Maps had changed in several ways.

### Implementation

 The first iteration of this project was implemented during the 2015-2016 school year. The project took a week of class time, but there was some extra time built in as it was implemented during the end of year activities such as testing. Overall, it takes about a full week of class time with some students taking a bit less and some taking a bit longer.

 The only things needed for this project were writing utensils, paper, a laptop, and possibly a camera if students chose one of the video options. Students were asked to bring paper and writing utensil, and the JA-MBA program provided the laptop computers. Students were asked to use their own device if filming was necessary, and the teacher provided alternatives as necessary. This project was self paced exploration so the classroom management strategy was simply to provide just in time direct instruction as needed and have specific checkpoints where the teacher conferenced with each group

### Evaluation

**Student Learning –**

Students are assessed using the general multimedia rubric at the conclusion of their project, but in reality, they are also assessed throughout. Because there are a variety of products to assess, the best way is to use a general multimedia rubric and then give no score for or against in categories that would not be present based on the type of product presented.

In reality, the teacher will be assessing learning throughout. As students are working the teacher is mobile, and she is consistently checking on student progress through observation. There are also periodic checks in built into the project including the major one before students begin creation.

At this point student evaluation is only built in a self-reflection format. With the fast pace of curriculum within the high school, it becomes very difficult to take time for peer evaluation on top of the project time. However, Students will be asked self-reflection questions at the end of the project, and projects will be posted in a way that other students may access them. Peer evaluation will be a goal for further iterations of the project.

**Product Design –**

As an Instructional Technology Coach, my first indication of success is always the excitement and continued work with the teacher who has implemented the project. At the conclusion of our first iteration, Ms. Morgan was very pleased with her student’s response and student learning.

 We also looked at student’s responses through both observation and their responses on the planning document they created. Students were very engaged in the project, which is always the first thing to look for when looking for success. We also can look at student responses to things like reflection questions on their planning document.

### Reflection

**Project Development**

At this point in my career, most of my learning when it comes to project development is in the area of how to be a better coach to the teachers I work with. I don’t tend to learn much when it comes to technical aspects as I have seen or done many of the options that are already out there. That was especially prevalent in this instance as this project was developed in a course I previously taught.

I think in the context of coaching, I learned there are some teachers I can continue to push. I also learned to not pass initial judgment of what a coaching experience will be like based on a teacher’s initial personality. My initial experience with Ms. Morgan gave me the impression she was a little standoffish, but that was not the case at all as she has been one of my favorite teachers to work with in my time as an instructional technology coach

 **Instructional Design**

 I truly believe in giving students options for creation and in giving them scenarios to begin their exploration, but I believe the webquest is out of date. In all honesty, I used webquest within my instructional practice when I was in the classroom, and I moved passed them as far back as 2013.

 I think the main issue with doing this as webquest type website is the structure that a webquest has. A webquest is intended to have students work on one project, and it becomes difficult to really organize choice in a way that makes sense. I think if I were to do this in the most optimal way possible, I would give each project much of its overall existing structure, but I would move the organization to a Google Doc. We could then embed each Google Doc into a Symabloo webmix which would in turn be embedded on a unit page on my class website. This would make the organization make more sense, and it would give students a collaborative document to carry out the planning portions of the project.

**Personal Growth**

 As far as technical growth, there was not much. I got a refresher on creating interactive Google Maps, and I got to work with the new features of the software. That was about it. My growth came as an instructional coach. I truly believe that every time I work with a teacher, I learn something to carry with me to the next. I also have a project that I might be able to reuse with other schools I work with.

**For Others**

 I have been doing these types of projects for many years so there are several things I know to be true. I have learned several things related to project development, classroom management, the technology needed, and assessment.

 There are several things I would share when it comes to project development. The first is be organized. If the project is unorganized or unclear you will have several students who struggle no matter their content knowledge. I think you also need to develop a few scenarios that you know how to do while leaving open opportunity for students to pick their own. Knowing does not mean you have to be an expert though. For instance, there are always several different ways to use video, and all you really have to know is one video tool and how to press record.

 With classroom management, it goes back to organization. Build projects that have checkpoints within them. You also have to be constantly moving and checking in with groups as they work on these projects. Really, it comes down to just best practices within classroom management.

 As far as technology needed, there is always a workaround. If you organize projects in the right way you can do some incredible things even with very limited devices. An example would be using paper slide videos. The students create the stories on paper and then they film with the device. The filming should be the shortest part, which means you can get by with very limited devices. I also have learned that you can give a suggested mode of completion, but then you leave it open for students. You make it clear on which technology tool you can help with, and you also get the opportunity to learn something new if a student goes in a different direction.

 Assessment is the hardest part, and I did not really have a full proof system before I left the classroom. It again comes down to organization, but it also comes down to automation. The best way to assess is by finding a rubric that will fit almost any type of project, and then bending it to fit that projects needs. What I mean by that is finding one that has in-depth analysis that you can cut categories out of it if it does not fit a students project. You then need to find the best way to automate the turn in, scoring, and feedback. I used a Google Form, which worked fairly well except at delivering feedback. I think if I was till in the classroom, I might continue the practice using some sort of extension or add-on