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Semester: Fall 2016

**Planning Document**

 Project 5: Multimedia Artifact for Client

### Planning

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| **1. Client Information*** **You must submit full client information to Dr. Huett via the** [**Survey: Client Information**](http://goo.gl/forms/dmsVkA2CbP)**.**
* In addition, discreetly provide the following brief info in this planning document at right:
* First Name of Client
* Client’s Role in Organization
* Type of Organization Client Works For
 | * Kim
* preK-5th grade Bridge instructor. Bridge is our private-school answer to Special Education and serves as a program to bridge instructional gaps in students diagnosed with learning needs.
* Fayetteville Christian School, a private Christian school
 |
| **2. Needs Assessment*** Describe the need for your project. This will be determined in your consultation with your client. What does your client need and what do the learners need?
 | My client needs a combination of multimedia products that can be used to reinforce and reteach sentence fragments vs. complete sentences and subjects vs. predicates. The learners will benefit from instructional videos and hearing an alternate voice deliver this instruction. They will also benefit from an interactive game to practice sentence skills. They will benefit from quick knowledge checks throughout. |
| **3. Audience*** Who are the learners?
* What are the characteristics of the learners (age, gender, race, ethnicity, exceptionalities like disabilities or giftedness, grade level, developmental levels, culture, language, interests, learning styles, or skill levels)?
 | The three learners are Bridge students in grades 3-5. The two third graders are girls, ages 9 and 10, who work on grade level with supports. The fifth grade student is on an alternate curriculum. Being a private Christian school, our students come from a six-county area without the constraints of zoning. |
| **4. Content Area*** What is the content area/subject matter for the instruction?
 | Language Arts: subjects vs. predicates, sentence fragments vs. complete sentences, and paragraph development |
| **5. Learning Objectives*** What will students know and/or be able to do when they complete the instruction? Include specific learning objectives with action verbs.
* See [CELT at Iowa State’s A Model of Learning Objectives](http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf)
* See [UNC Charlotte’s Writing Objectives Using Bloom’s Taxonomy](http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives)
* See [ABCD Method of Writing Objectives](http://edtech2.tennessee.edu/projects/bobannon/writing_objectives.html)
 | The students will (TSW) watch video mini-lessons and take brief multiple-choice quizzes covering sentence fragments vs. complete sentences and subjects vs. predicates. TSW brainstorm with a bubble map in preparation for writing an “All About Me” paragraph. TSW type detail fragments in a new, named Google Doc. TSW insert voice comments stating a complete sentence to go with each detail fragment. TSW listen to comments until they are able to transcribe each sentence in its entirety.  |
| **6. Standards*** What standards will be addressed in the instruction (e.g., Common Core Standards, ISTE Standards for Students, Professional Organization Standards, other)?
 | As our school is certified by ACSI, our lesson planning is more driven by the scope and sequence of approved resources. For this exercise, however, I am looking to [North Carolina Content Standards](http://www.dpi.state.nc.us/docs/curriculum/languagearts/scos/ncscs-ela.pdf).CCRAS 3.2.Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCRAS 3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCRAS 3.2.b Develop the topic with facts, definitions, and details.CCRAS 3.2.d Provide a concluding statement or section.CCRAS 3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CCRAS K5.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| **7. Learning Activities*** What will students do as they participate in the learning experience?
 | * Watch instructional videos.
* Take multiple-choice quizzes embedded in the instructional site.
* Review content with infographics.
* Construct a paragraph in Google Docs.
* Insert voice notes using Read&Write for Google Chrome.
 |
| **8. Multimedia Resources*** What multimedia resources will assist the learners in completing the instruction (e.g., text, pictures, drawings, video, audio, links to online resources, links to online technology tools, online simulations, other)?
* See [Interaction Design Principles](http://asktog.com/atc/principles-of-interaction-design/).
 | * Instructional videos
* Infographics
* Comic illustration of non-example
* Sentence building game generated in Scratch
* Read&Write for Google Chrome
* Google Docs
* Text
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| **9. Accessibility*** What will be done to accommodate learners with disabilities? Use the [Multimedia File 508 Checklist](http://www.hhs.gov/web/section-508/making-files-accessible/checklist/multimeda/index.html) to help you plan accordingly (e.g., transcripts for audio, complete and correct URLs, etc.).
 | * Alt text for images
* Closed Captioning for YouTube videos
* Complete and Correct URLs
* Usage of videos that can be paused and/or repeated until content is mastered
* Read&Write for Google Chrome voice note capabilities (can also read text aloud to confirm intentionality)
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| **10. Copyright and Fair Use*** What will be done to ensure copyright laws and Fair Use guidelines have been followed? Include information for credits when appropriate (e.g., credits for photos, music, etc.).
* See the [Copyright Flowchart](http://www.techlearning.com/default.aspx?tabid=100&entryid=7927).
* See the [Common Sense Media Video on Copyright](https://youtu.be/suMza6Q8J08).
 | I am using images from the free libraries of the various tools and applications I have used to design and develop this project. I am also using clipart from Clker.com that is considered part of public domain once uploaded by users. I also am not using any part of this project for financial gain, making the usage of most multimedia involved acceptable under Fair Use guidelines. I am citing resources to give credit to the authors of any non-original components. |
| **11. Assessment*** How will you ask students to demonstrate their learning? (It should be more than self-assessment; it may be built in to the multimedia, or it may be a method the client uses after the multimedia is used by learners; include this question in your planning with the client).
 | Learning will be assessed with brief multiple-choice quizzes, created in Proprofs and embedded on instructional site, for the first two mini-lessons. For the last two, application of learning will be observed through Google Doc creation. Grades will be given based on a [rubric](https://docs.google.com/document/d/1_6wNmcH7FyRVbalQt2ASpEqmFvsPYDyaE1ieukCRIFo/edit?usp=sharing). |
| **12. Project Coordination and Communication*** Provide a brief description of the project coordination and communication (e.g., contact with your client, discussions, brainstorming ideas, reviewing plans and progress, discussing the storyboard, reviewing the final product, etc.).
 | I texted my client to see if she had any instructional needs I could help her meet. She said she had a few students who were struggling with differentiating between sentence fragments and complete sentences, as well as subjects and predicates. She expressed a desire for something fun and engaging to the students, particularly with technology. After discussing ideas via email and text, we agreed that a four-module tutorial on recognizing and writing sentences would be appropriate. My tutorial actually was very similar to our initial storyboard. I gave the link to the tutorial Weebly to my client early on so that she could monitor the development of the lessons we had discussed. She was pleased all along the way, expressing appreciation for all the work being put into product development. For the instructional videos embedded in each module, I first created a script. The script ended up becoming a more detailed outline of our tutorial. Sharing capabilities associated with typing the scripts in Google Docs enabled us to review and revise our plan as necessary. |

### Storyboard & Multimedia Artifact

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| **13. Storyboard*** Provide a link to your storyboard, which may be done as you deem most beneficial. You may load your storyboard in a Google Drive folder, for example, and Share it. Remember to be sure that everyone can access it, not just UWG users or a limited audience.
* Rapid development methodologies are followed to demonstrate coordinated production with continual evaluation. To put it another way, though your storyboard establishes your plan, you may make alterations. For further reading, see [Research Article: User-centered Design and Development](http://www.aect.org/edtech/edition3/ER5849x_C049.fm.pdf) (2007). If you deviate from your storyboard, please note how and why it was necessary.
 | After discussing ideas with my client via text messaging and email, I penned our first [storyboard](https://drive.google.com/file/d/0BxvozhsZ5P8gOHBNZmVuZzloSUk/view?usp=sharing). After reviewing it, we decided I should proceed with developing our product(s) based on that storyboard. In preparation for recording the instructional videos, I typed [screencast scripts](https://docs.google.com/document/d/1qr8ZTQZFY10aUrHpGLzTDysjB07KxqRxF1fo6SMhJT4/edit?usp=sharing). These ended up providing much more detail to guide development. In fact, while preparing to record my demonstration of using voiceover in Prezi to organize our thoughts, I realized that there’s no way embedded in Prezi to record voices. Voice recordings must be external and then can be inserted into any Prezi frame. While not terribly difficult for most adults, we felt this would be more of a hindrance than a help to our students in need of audio supports when writing. After researching, I discovered Read&Write for Google Chrome. This proved to be *exactly* what we were looking for, as students could use the extension to insert their recordings into the same document on which they would eventually type their paragraphs. |
| **14. Launch Link/URL to Multimedia Artifact*** Provide the Link or URL to your Multimedia Artifact. This is the same link to which learners are directed to engage in the multimedia learning experience.
* If password-protected, provide login credentials here, too.
 | <http://sentencestation.weebly.com> |

### Self-Feedback

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| **15. Self-Feedback*** How do you like the outcome of your project? What works well and what didn’t turn out so well? If you had 30 more hours to work on this, what would have added or done differently?
 | I am quite pleased with the project I have developed. It has been fun to see that my client and I naturally are following the ADDIE instructional design process for this project. We conducted a needs analysis and then collaborated to design a storyboard for this project. I then developed the materials. Soon, this product will be implemented with students, after which we can best evaluate its effectiveness, as well as any remaining instructional needs. The reliance on Google Apps for the completion of this project has worked really well. Traditionally, I’ve worked in Microsoft Office programs, emailing files to myself and/or clients. However, this time our documents were primarily on Google Drive, facilitating more frequent and effective collaboration in the design stages. If I had 30 more hours to work on this, I would definitely give more attention to the subject vs. predicate game in Scratch. I would love to spend more time investigating if and how I could cause the subjects and predicates to be generated audibly and visually. This would further enable emerging readers to participate, and it would also adhere to the tenets of the Dual Coding Theory. |

### Huett’s Feedback Space

*Constructive comments to be provided here upon grading by Huett; Grading points to be posted inside of CourseDen dropbox*