## Multimedia Design Project Assessment (MDPA) Report

### Product URL: \_http://hotchkissclassroom.weebly.com/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Analysis

My webquest was made with my 5th grade science class in mind. My students range in abilities as I teach both an inclusion class and an EIP (early intervention program) class. My students were expected to research different types of landforms and in pairs come up with a mystery project in which they described the landform’s properties and creation for the class. I have 28 students in my larger class and 16 in my smaller class. We have a class set of Chromebooks to use for our projects. None of my students with special needs use adaptive or assistive technology.

Standards covered in this assignment:

Georgia Science Content Area Standards:

S5E1: Students will identify surface features of the Earth caused by constructive and destructive processes.

a. Identify surface features caused by constructive processes.

Deposition (deltas, sand dunes, etc.)

Earthquakes

Volcanoes

Faults

b. Identify and find examples of surface features caused by destructive processes.

Erosion (water – rivers and oceans, wind)

Weathering

Impact of organisms

Earthquake

Volcano

Technology Standards:

ISTE Students

2a Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

2d Contribute to project teams to produce original works or solve problems

3b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

4b Plan and manage activities to develop a solution or complete a project

Learning Objectives:

Students will describe landforms are formed.

Students will research different landforms to find where they are located and how they can change over time.

### Design

**Overview**

**Details**

For my Webquest, my students are to research different landforms to create a mystery project to present to the class. They are also held accountable with a task sheet as they complete the steps in the process. The online sources that I have chosen for this assignment all pertain to landforms or specific landforms.

As my students are 5th graders, adhering to UD principles was a must because they need things to be clear without too much going on. Two principles that my Webquest addresses are Principle 3a and Principle 4c.

**Principle 3: Simple and Intuitive Use**  
Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

3a. Eliminate unnecessary complexity.

**Principle 4: Perceptible Information**  
The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

4c. Maximize "legibility" of essential information.

This project is intended for pair of students to work together for the presentation but individually on the task sheet. If needed, a student could complete the project on his or her own. Students with assistive technologies such as read aloud programs or magnification would not have an issue as they would be able to utilize resources or applications on the Chromebooks.

### Development

My development stages took quite a while to complete. I originally wanted to set it up as a complete “trip” to different landforms around the world. Unfortunately, I couldn’t get it just right to my satisfaction. I used HTML, Google Forms, and webpages to complete the development of my project.

### Implementation

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.

I did not get to implement my project, but am looking forward to next week. The resources that I will need will be only Chromebooks. My classroom management strategies will support my students working in pairs by arranging desks appropriately. We already have internet guidelines in place for students, so I will continue to remind them of appropriate use while working on the Chromebooks or on the internet in general. This Webquest should take about 2-3 days to complete if students are working on it daily during our 1 hour time slot for science. Students shouldn’t need to work at home unless they decide to do a poster for their visual presentation (which I will strongly discourage).

Possible differentiations that I included in the Teacher Notes section are:

\*have students use 2 or more resources

\*have students record their presentation before presenting

\*allow students to fill out outlines that contain required information as a guide

\*allow students to have extra time working at home.

### Evaluation

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 –**

My students had a task sheet to hold them accountable during the Process, that listed what steps they had completed and had “Quick Qs” to assess their knowledge during the assignment. They also had a pre and post-test along with a rubric to assess their presentations at the end of the assignment.

**Product Design –**

I will be taking notes while my students complete the assignments to look for possible improvements that can be made right away. The students will also complete a reflection by GoogleForms at the end of the assignment.

### Reflection

Reflect on this project around four aspects:

Project Development – I learned that while Webquests can seem simple, they are very time-consuming. To ensure that the page not only looks nice but also is functional takes many tries. However, now that I have worked and tweaked and worked and tweaked, I feel more confident that next time I can streamline the process more.

Personal Growth – I learned that while I do enjoy making things on the internet and with technology, this assignment pushed me to work on areas that I don’t have as much experience with, like embedding HTML, linking pages, embedding forms, etc.

For Others – I would tell others who are thinking of turning a project in to a Webquest is to make sure to have a clear vision of what you would like as your end product. Yes, it may get changed but I think if I had decided sooner what wouldn’t work for me I would have been able to elaborate more on the direction that I ended up taking for my project.