

Multimedia Design Project Assessment (MDPA) Report Template

Product URL: <https://internationalreporterbatista.weebly.com/>

Analysis

In the Analysis section you examine the context of the learning environment, the learners themselves, and establish learning objectives for the project. The analysis should provide you with clear statement of learning objectives and a sense of the constraints you will need to consider as you design and implement the project (for instance, if the classroom only has one computer that is hooked up to the internet, then this will need to be developed as a part of station rotation or perhaps an entire class project/WebQuest as opposed to individual or small group work).

Questions you'll want to address in the analysis include, but may not be limited to:

Learner Analysis (PSC 2.5, 2.6)

- I teach upper levels of Spanish, 3 honors, 4 honors and AP. These classes include mostly students who have been identified as gifted with a diverse population of different ethnic groups. These students usually continue into college with the goal of making the target language one of the many areas they will continue to pursue. These students are from grades 10-12, are mostly independent learners and collaborate well in groups. Most of the students have above average language capability, reading skills and often use critical thinking skills to solve problems and work on tasks. I will have to keep in mind all the characteristics mentioned above when designing and developing digital learning tools to enhance their learning experience.

Context Analysis

- Class characteristics – In my classes I usually have about 20-25 students and the implementation of this Multimedia project will take place during several class periods. This implementation will not present a problem because we are in block schedule which is 90 minutes of total instruction daily. The fact that we have a long class time will help with the research part because this is one of the most time-consuming part of the project. (PSC 2.5)
- Technical considerations – This group of students is very focused when it comes to task completion. Some of the technical considerations will be allowing them to use their personal devices whenever possible to maximize class time and instruction. During the personal use time, the

students can utilize any kind of assistive technology that may be included in their 504s or IEPs. I will make sure to include my own kind of assistive technology that is available for all students who need it. For example, students will be able to video record their projects and self-assess before completing the final project through a program already in place in my classes. (PSC 2.5)

- Teacher characteristics – After the development of this field experience, I feel completely comfortable implementing this multimedia project and expressing the ideas that are necessary to complete the project and for my students to be successful while performing the task. What I learned in this course will allow me to serve as a facilitator/coach to my students while they collaborate and become independent learners/producers.

Standards –

MLIV.IP1C Elicit and express opinions and information.

MLIV.IP1D Exchange personal reactions to spoken and written information related to the target cultures.

MLIV.CCC2C Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.

MLIV.CCC1C Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature

MLIV.P1D Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.

MLIV.P1E Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLIV.CCC2A Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.

MLIV.CCC4A Discuss information acquired through the use of media, entertainment, and technology in the target language.

ISTE-S Standards

Empowered Learner

1c- Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d- Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Digital Citizen

2a- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Knowledge Constructor:

3a- plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3d- build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Innovative Designer:

4d- Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Computational Thinker

5b- Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Creative Communicator

6b- Students create original works or responsibly repurpose or remix digital resources into new creations.

6d- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Global Collaborator

7a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b- Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7d- Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Task Analysis

- Learning Objectives (PSC 2.1)
 - Students will:

- Address all the standards included in this task. The students will answer a variety of sub-essential questions, however, the overarching question is “what differences and similarities did you find in your research of the assigned culture that you can compare with your own culture?”
- During the process of the task, the students will be able to use their critical thinking skills to answer a variety of questions related to the culture and topic they are researching, by recognizing and discussing differences and similarities in the cultures where the target language is spoken. Also they will be able to identify the viewpoints of the people in the target culture and how they are reflected in their artistic, culinary and political systems.
- The students will achieve the goals by working together in small groups and collaboration cross groups with other students who have similar topics as their own. They will collaborate with their own group throughout the process and to achieve the final product of the task.
- The final task will be for them to create a “news-like” video so they can record and present their findings digitally and embed them in a Facebook group where it will be distributed throughout the student community.

Design (PSC 2.1, 2.3, 2.5, 2.6, 3.4 3.6, 4.2)

Overview

While brainstorming for my Multimedia project I decided that a cultural lesson would be the most appropriate for this students. This project is designed for students who are in their 4th and 5th year of Spanish and it will be conducted entirely in the target language. The introduction of the story line is designed to “hook” the students into interest in a professional role. I thought of making the introduction relevant to upper level Spanish students by linking it to colleges’ applications and the professional world. The introduction gives the student the sense that they are the leader of the group and that the responsibility is ultimately theirs in order to achieve the final product. The instructional activities of the project deal with essential questions that are authentic to the cultures they are going to explore. It is designed in a way that is cohesive and to facilitate the ultimate goal. The vocabulary is design to enrich their previously learned vocabulary by incorporating verbiage that is appropriate for their level.

I have purposely selected and evaluated material on the web that is appropriate and aligned with the standards and will enrich the task. The students will be conducting their research through the web visiting several consulates, embassies, museums and newspapers rich in information that will be needed to complete the task. The students will also watch instructional videos related to the final product.

I differentiated content, process, product or learning environment to meet the diverse needs of all students by following Universal Design for Learning. UDL is a framework that guides the design of instruction to be adjusted to meet the individual student’s needs. This allowed me to consider the different methods on

How/Why/What by designing my project based on stimulating the learner's interest, differentiating the way students can express what they know and allowing them to present information and content in different ways.

In my Multimedia project I made sure to include these principles throughout the process from beginning to end. For example, the use of color. I avoided color only navigation, I included color and text for links. Also, I used high color contrast between text and background. Also, several means of representation are included in the WebQuest, the use of audio files as an assistive technology to help students better understand the task. Another assistive technology representation is provided through several videos that are directly related to the task. The students can access these multimedia elements through the site itself, but they also have external information they can reach through interactive websites and the links are provided for them to give them the best possible start. This is a small group assignment designed with student collaboration in mind.

Development (PSC 3.3, 3.5, 6.1)

As soon as I found out about the project I knew that I was going to design a Multimedia project that was built around the different cultures that we cover in the World Language standards. This is an ongoing topic and it is perfect for research and it needs a high level of technology. The students must apply critical thinking when it comes to culture because it is such an open topic. The timeline for getting this project done was about 4 weeks. After going through all the modules in our weekly lessons I realized that I was going to have to learn a lot in order to finish this project on time. I then started going through lesson plans that included cultural concepts and which ones I wanted to include in the project. By brainstorming, thinking how a student may want to follow the task, and with all the concepts we learned in class, I put together my draft for research.

After all the choices given in instruction, I decided to create a Weebly website that resembles the WebQuests we studied. I am very familiar with this web developer, because it is the same system I use for my school website. I knew then that my project had to follow the principles of ADDIE (Analysis, Design, Development, Implementation and Evaluation). I started making sure that all the information on the project follow the principles of design.

I used Screencast-o-matic for the video portion of my project and Movie Maker 10 for the editing. This portion of the project was the most challenging for me because I had never created and embedded video from scratch before. I had to learn how to record the desktop while the webcam was on me, and then edit the final product to include the required categories.

During the development process I made sure to check each link to outside websites. I had to format the links so they open in a different screen because this is very helpful for the students while working on online tasks not to lose their

place. The documents have to download properly and the video had to play on click. I am ready to implement my lesson in the fall.

Implementation (PSC 3.1, 3.2, 3.5, 3.7)

This project is designed for students who are in their 4th and 5th year of Spanish and it will be conducted entirely in the target language. It is advisable to reserve and the computer lab, Media Center, using the laptop cart and their own devices such as, smartphone/tablets. Students work in groups of three preferably, but ultimately each student will be responsible for their own work. Students will bring elements of their own culture and beliefs into their project by comparing the different topics investigated to their own community. We will also investigate the different populations living in our county.

The entire process will take 2 weeks. We will be conducting research part in class part at home. At my school we are in block schedule so this will make it easier to take the time and put in the work with the research and feedback to each student during the process. 2 weeks will allow us to make sure we are using the technology properly and also continue with the grammar and vocabulary lessons that we will need to complete the project.

It would be productive to get other teachers involved. Someone that could bring outside knowledge for the students to video conference and get valuable information. We are in block schedule, 90 minutes, this facilitates the implementation of the project because it gives us plenty of time for all the research that the students must do in order to complete the tasks. For the classroom management during this project, I will give the students specific tasks to finish during the class period, so playing around online can be minimized. Students must complete each task assigned for the day and get a check mark at completion. This motivates the students to stay ahead, and the ones that finish early can continue to the next task. We will work on the project daily for a 2 weeks period. During this time the students will collect their data, conduct research, create their speech and record the final news video. It is imperative that the teacher monitors the students while online. The students are able to use their own devices and the ones provided at school. I will offer after school tutoring time for students who need extra help or extra time to complete their projects. The last two days of the project will be dedicated to the filming and editing of the news video. Penalties will be imposed according to the department's late policy rules.

Evaluation (PSC 2.6, 2.7)

My evaluation will be a summative assessment with a rubric at the end of the entire project. Throughout the task I will conduct a series of formative assessments where I will find out if the students are having problems understanding and performing the tasks required. The students will also work on

groups of three, where they will be doing peer evaluations as we go along as well, this will help with their collaboration and understanding of the project. The students will be able to download and print the rubric directly from the WebQuest to help them maximize their grade and understanding of the final product.

The students will collaborate with a Google Doc that they will share among themselves and with me so I can monitor their progress regularly. They can check the rubric at any time to find out if they are on the right track and I will be providing guidance along the way. With what I learned in this course, I am now able to model and facilitate the design and implementation of technology, so this will help me when interacting with the students about the project. I am sure that I will provide an enhanced learning experience for the students through this project. I have implemented an appropriate use of differentiation, by adjusting content, explaining the process and making benchmark progress along the way. I tried to design the final product based on our learning environment using research-based forms of evaluation. I supplied the students with several websites embedded into the project for their research so they will not have a lack of ways to perform their research. Also they will be able to bring their own experiences into the project by performing their own research however they prefer to do it.

Student Learning –

The students will be expected to produce a group video in the style of the news to demonstrate their learning. They will research one of three countries, Spain, Mexico and the Dominican Republic. Within these countries the students will become “reporters” on their topic. The students will be able to choose their career of either a Holiday Reporter, Musical Reporter or a Food Critic. A task description was included for each of the careers so the students understand the job description and what it entails. For each of the “jobs” I provided several websites that are country specific. Each of the Holiday Reporters have a series of websites for the country they will research related to that country’s holidays, sports celebrations, cultural holidays national vs. regional holidays etc. Each of the Musical Reporters have a series of websites for the country they will research that is related to the country’s native music and dance, musical trends, influence from other countries including the United States, famous artist, etc. Also the Food Critic job contains information for each of the countries they will research. The topics include nutrition, junk food vs. healthy foods, restaurants, time of meals and how they vary, outside influence in nutrition from the United States such as fast food places, etc. They were provided with a series of links related to each of the topics for their career.

The final product is a video and it will have three parts. The students have a choice of who will be performing their presentation first and what order it should go. There is no particular order on how the information should be presented but it should be cohesive and visually appealing. The students are informed that they should dress professionally during the presentation because this is an audition tape for a television network and they are applying for a job. I will be guiding the students throughout the process of the task.

Product Design –

I will know that the project itself is well designed through daily formative assessments of the students while using the WebQuest and the final project of the video. The students will give me feedback on the conclusion page of the project where they will evaluate how well they followed the task. I would like to know about what the students think about the WebQuest when they first see it without me telling them what it is about. Also, if it is clear what the task is asking them to do, if the process is clear on how they will complete the project and what it is they have to do in order to complete it. I would like to know if the process flows or if it is hard to follow, and when it comes to the evaluation portion of the tasks, if my rubric is clear enough for them to maximize their grade. I followed the process of the project thinking as my students do and I found that the process was very clear, that the multimedia elements enhanced the tasks since they are clearly related to the task itself.

Reflection

Reflect on this project around four aspects:

Project Development – As a result of developing this project I am now able to design multimedia projects for my students and coach other teachers to do the same. I can express the value of doing multimedia project and how this research-based tool can enhance the classroom experience. I used Weebly to build my WebQuest because I find it easier than most free-based website builder and my students are comfortable with this format because I use it for my own class website. I filmed a video explaining the WebQuest navigation and what is expected of the students. I included audio of directions so they can understand better what is being asked of them. The pictures are relevant to the task. The planning was very challenging but at the end I believe that I put an enormous amount of planning and it worked well for me. Searching for websites that are relevant for each of the jobs that the students have to do was very time consuming. In the future I will begin researching those elements at an earlier stage of the development. I will be creating this type of multimedia project in the future with other concepts that we cover in class. This time I wanted to create something relevant to culture since it is one of the main concept in our Spanish AP classes. In the future I will create a WebQuest that includes more elements and when I have enough multimedia projects perhaps combine WebQuest and do multiple ones to provide more differentiation for my students.

Instructional Design – The WebQuest as a structure for student learning is a great tool to utilize technology in the classroom, and diversify student learning. It will work well because we have the tools at school to perform the task. We have a variety of technology available to students from the Media Center, computer labs, mobile labs and the students own devices. The Wi-Fi works well in my school and they continue to improve it. My choices on what to incorporate in the media

sources was based on my own cultural experiences as well as travel experiences. I chose Mexico, Spain and the Dominican Republic and all the elements were chosen because I have been to each one of these countries. Therefore, I can provide first-hand feedback on a variety of topics related to them. Looking back, I would have incorporated other countries which I may not be that familiar, so I also have the opportunity to learn something new. My future WebQuest will not be that different from this one because I provided the students with a variety of elements giving them access to different cultural resources for them to use. In the future I will provide even more access to multimedia resources on the WebQuest.

Personal Growth – The main thing I learned about my self is that I am a hands-on learner. By creating the multimedia project I realized that I enjoy working on building this type of projects. I learned how to analyze Assistive Technologies through the field experiences and how to evaluate emerging technologies and apply them to my classroom. I learned that not all technology is necessarily good technology, that it must be used with a goal in mind. Through planning and brainstorming for my own WebQuest I learned that this is an important tool to have to enhance the learning experience of the students. I acquire the knowledge to coach other teachers in the use of technology and help them develop and design their own. Sometimes the assignments were a bit challenging to complete but I did it and I am a better teacher for it. I can now model and effectively facilitate the use of technology in instructional design when developing digital tools.

For Others – From this experience, I would suggest to other teachers/colleagues who might want to consider doing something similar to plan ahead and lay out exactly what they want their WebQuest to be. To design the WebQuest with the students in mind, how they think and what is important to them. To decide what would be more beneficial for the students and what will further their learning experience. To develop a WebQuest that enhances critical-thinking skills such as analyzing and problem-solving tasks. In order to be successful in their WebQuest they need collaboration from other teachers and be receptive to criticism and open to suggestions.

References:

BBC Good Food. (2020.). Retrieved July 13, 2020, from <https://www.bbcgoodfood.com/>

World Travel Connector. (2020, June 24). Retrieved July 13, 2020, from <https://www.worldtravelconnector.com/>

La mejor guía de la Ciudad de México. (2015, August 19). Retrieved July 13, 2020, from <https://www.timeoutmexico.mx/ciudad-de-mexico>

Diario Libre RD, C., Deportes. (2020). Estados Unidos, USA. Retrieved July 13, 2020, from <https://www.diariolibre.com/>

Juan Batista
ITEC 7445

Conectate.com.do. (n.d.). Retrieved July 13, 2020, from <https://www.conectate.com.do/>

FC Barcelona: Official website. (n.d.). Retrieved July 13, 2020, from <https://www.fcbarcelona.com/>

Real Madrid CF: Web Oficial. (n.d.). Retrieved July 13, 2020, from <https://www.realmadrid.com/>

Screen Recorder & Video Editor: Screencast-O-Matic. (n.d.). Retrieved July 15, 2020, from <https://screencast-o-matic.com/>

Museo Nacional del Prado. (2019). Retrieved July 09, 2020, from <https://www.museodelprado.es/en>

Embajada de España. (2015, December 1). Retrieved July 09, 2020, from <http://www.exteriores.gob.es/Embajadas/WASHINGTON/en/Embajada/Pages/inicio.aspx>

Consulado General de México en Atlanta. (2016, June 10.). Retrieved June 28, 2020, from <https://www.facebook.com/ConsuladoGeneralDeMexicoEnAtlanta/posts/4051575794883954>

La Embajada Bolivariana de Venezuela. (n.d.). Retrieved June 28, 2020, from <https://co.embajadavenezuela.org/la-embajada/index.html>

U.S. Embassy in the Dominican Republic. (2020, March 27). Retrieved June 28, 2020, from <https://do.usembassy.gov/>