## Multimedia Design Project Assessment (MDPA) Report

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### Product URL: http://designyourproject.weebly.com

### Analysis

My project is the creation of a website to help students learn how to use multimedia and non-multimedia applications as tools for presentations. I am a resource gifted teacher in an elementary school, which means I have some flexibility in the content in which I teach. I have a total of 57 gifted students, and I serve them one whole school day each week (different grade level each day). This project was designed for 3rd, 4th, and 5th grade students (age range of 8 to 11 years of age), who have a solid foundation in technology concepts, uses, and devices.

All of my students are exposed to project-based learning. I have always taught these age groups how to use multimedia and non-multimedia applications; however, now I have a website to assist both students and teachers in doing so. I currently do not have any ESOL students, but I do hope to expand my website with resources to accommodate teachers who do have them. I also currently do not have any students with special needs, but I think that information to accommodate those who do would be a great addition to the website as well. All 3rd, 4th, and 5th grade students have ChromeBooks at my school. We also have iPads, regular lap tops, and desk tops if needed. Short-throw projectors are available for teaching and presentation use for students.

Once students have completed this project, I want them to have a clear understanding of how to create and use multimedia and non-multimedia applications for the use of presentations and as an extension of the content standards they have used in the classroom. I also want them to gain knowledge in copyrights, fair use, and royalty free media; in addition, I want students to learn to value planning out a project. Students will work individually on the project itself; however, they will have peers from which to learn and for support. I will group students based on the type of application they are creating, in order for them to have someone nearby that is creating a similar project. Those who are using a tool that others are not will sit in close proximity to me.

As a teacher, I am very comfortable with using technology both inside and outside of my classroom. I am highly proficient in doing so and love sharing my ideas and knowledge with other teachers in my school building. This website will definitely be a resource that I will share. I also decided to include a contact page, so teachers could suggest ideas or ask questions. I think this will be a great way for me to communicate with others and develop deeper Web Design skills as they suggest things to add or delete. The standards are included on the webpage. I used State standards as well as ITSE technology standards; however, I need to go back and include the gifted standards for my county as well (which would encourage the inclusion of local standards).

Essential Questions:

* How do I communicate what I have learned to others through a multimedia or non-multimedia application?
* How do I use design concepts and/or media to make a presentation more creative?
* How do I plan, organize, and execute a project to share with others?
* How do I give credit to sources that I have used in a presentation?
* How do I know what sources I can use in a presentation?
* How can I influence others by presenting an audience?
* How do I extend and refine my knowledge through creating a presentation?

### Design

Because I teach students in grades first through fifth, I am differentiating through their grade-level content. At this time, I am using grades third, fourth, and fifth for the project. The students get to choose their topics based on their grade-level standards. If a student is clearly proficient in the standards within their grade level, I may allow them to work on standards at the next grade level. The process and product is differentiated through student choice of what type of application to use for their projects as well as the tool they will use to create it. I used Universal Design to create this project across multiple grade levels and for other teachers to use. Students can work on their projects wherever they have access to the tool they are using as well as the website. I included information and resources for teachers to use for ESOL students as well on the teacher page of my website. This resource is also suggested as a great way to differentiate in the regular classroom for high and gifted learners.

Students will work individually on the project itself; however, they will have peers from which to learn and for support. I will group students based on the type of application they are creating, in order for them to have someone nearby that is creating a similar project. Those who are using a tool that others are not will sit in close proximity to me. The multimedia elements are appropriate for the age level and curriculum as well as in gifted and regular education classrooms. For adaptations, I could read aloud the directions and have tips on each page.

Resources Used:

[www.weebly.com](http://www.weebly.com)

[www.gastandards.org](http://www.gastandards.org)

[www.itse.org/standards](http://www.itse.org/standards)

[www.freeimages.com](http://www.freeimages.com)

[www.google.com](http://www.google.com)

Google Drive, Google Forms

Microsoft Word

Adobe Premiere

Screencast-o-matic

### Development

The development of this project was extensive; therefore, I am glad I began earlier in the semester. I started about two months ago, creating the shell; however, the shell did change a couple of times as the project developed. I used Google to create the pre and post assessments and Word to create checklists and other documents. I included an older video, due to being in the process of switching computers and waiting on software to arrive; I did explain that where the video was located. I will make a new video once my software arrives for my computer. I made sure my links worked and that the topic was developed thoroughly and included accurate information.

### Implementation

I plan on using this project in my classroom, without a doubt. I actually created it as I was teaching the topic my usual way; this really helped me know exactly what to include, as I made notes daily on the different questions that would come up from the students. The resources I will need are ones the students already have; I plan on them using their ChromeBooks. I have noticed one thing about the ChromeBooks though; when students record their voices for various recordings or podcasts, the sound isn’t of great quality. If students wish to include a voiceover or podcast in this project, I plan on allowing them to use my computer to do so and in the library for a quiet environment. Because our school has one-to-one technology in 3rd, 4th, and 5th grades, the students bring their ChromeBooks from their regular classrooms. I wouldn’t need to switch class times, since I have students one entire day each week. Once students are introduced to the project and learn various techniques and skills for creating the project, they will have time set aside each week to work on the project; they can also work on projects at home and email me with questions if they have any. I think students could create this project within a 6-8 week period, having them one entire day each week. I will also share this project with their classroom teachers, so they can allow for some work time in their regular classrooms if needed for differentiation purposes (if students complete assignments early and/or a teacher needs to work with a small group of students for remediation.

### Evaluation

**Student Learning –**

Students have a pre and post assessment to take prior to and after the project. I created these through Google Forms. If students are working at home, they can email me questions if they have one as well. I’ll be facilitating and informally assessing students as the project progresses.

**Product Design –**

There’s a contact page that allows teachers to give feedback for the website. I will take notes as students use the website in order to know what to improve, keep, or change. I will interview students through video after the project is complete to learn what they liked and didn’t like about the project and to learn about any suggestions they may have to make the design better.

### Reflection

Reflect on this project around four aspects:

Project Development – I learned so much through developing this project. I learned how to manipulate the tools needed to add different pages and types of pages on the website. I learned how to create buttons to link to other pages. I tried to make it as easy as possible for students and teachers to use. I wanted to create something other teachers could begin using right away. I am not sure that I would have done anything differently, other than beginning earlier.

Instructional Design – I think my WebQuest is a great structure for student learning; however, I do think I could add more tutorials or possibly a video about the copyright information. I would also like to add some practice games for the copyright information, to get students more acquainted with the vocabulary. I’m not sure what influenced my choices, other than the word “design” myself. I felt I needed to include graphics that gave that feel, since the project was about designing a presentation.

Personal Growth – I learned that I work slowly, although I kind of already knew that. In addition, I expanded my knowledge in website creation and design. By far, this project has been at the top of the list for growth development for me as a learner. I want to create more for students and teachers to use! I have a professional website that I began to neglect for a while, due to lack of knowing how to use the product well; now I have the tools to improve that product.

For Others – I think learning how to create a Weebly page through the Kennesaw tutorial videos was very important for me to gain some background knowledge (when creating my Kennesaw webpage). I could possibly make a WebQuest to teach teachers how to create a Weebly page. It’s important for them to have a plan and to know exactly what they are wanting to teach their students.