## ITEC 7445: Multimedia and Web Design for Educators

Product URL: https://sites.google.com/a/aischool.org/mdgwebquestpip/
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## Analysis

The context for learning for this project in the Year 3 Middle Years Programme Individuals and Societies Geography class is that students will look at the Key Concept of Global Interactions through developing their second Unit of Inquiry into The Millennium Development Goals.  They will framework the Global Context for their learning through looking at Fairness and Development.  Through this project, the students will look at the inquiry statement of management of disparity by setting goals and intervention strategies for countries to meet helps to make a more fair and equitable world.  Individual learning objectives include:

- Student will understand the ideas of setting goals in a personal, local and global context
- Student will understand existing disparities and why they exist

Task Analysis
The WebQuest will look at the following objective strands for Individuals and Societies: Geography –

Criterion A: Knowing and Understanding

i.   Use terminology in context
ii.  Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

Criterion B: Investigating

i.   Formulate a clear and focused research question and justify its relevance
ii.  Use research methods to collect and record relevant information
iii. Evaluate the process and results of the investigation

Criterion C: Communicating

i.   Communicate information and ideas using and appropriate style for the audience and purpose

ii.     Structure information and ideas in a way that is appropriate to the specified format
iii.    Document sources for information using a recognized convention

Students will create their Personal Interactive Portfolios as part of this project as they continue to implement further engaged learning as part of the Atlanta International School C3 One to One laptop programme.

Students will study using the following Inquiry Questions:

Factual: What are the Millennium Development Goals?
Debatable: How do we make and achieve goals for others and ourselves in life?
Conceptual: "The Millennium Development Goals have been useful in moving human rights and development discourse together and in highlighting the need for greater accountability at all levels" – Mary Robinson (President of Realizing Rights Group and Ex. President of Ireland.
To what extent d you agree with this statement based on what you have learned about the Millennium Development Goals for your region of study

Students in addition will acquire approaches to learning skills in the following areas:

Communication – How can students communicate through interaction?

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with different audiences
- Share ideas with multiple audiences using a variety of digital environments and media

Communication – How can students communicate through language?

- Read critically for comprehension
- Read a variety of sources for information
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Organize and depict information logically

Organization Skills – How can students demonstrate organization skills?

- Plan short and long term assignments and meet deadlines
- Set goals that are challenging and realistic
- Plan strategies to take action to achieve personal and academic goals
- Use appropriate strategies to organize complex information

Affective Skills – How can students manage their own state of mind?

- Mindfulness, focus and concentration on in-class tasks
- Consider formative feedback and reflective learning
- Manage own homework time

Information and Literacy Skills

- Process data and report results
- Seek multiple perspectives through a wide variety of assessed sources
- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).

Learner and Context Analysis
Year 3 (8th Grade) Individuals and Societies class has fifteen students.  Schedule varies – students meet in D block of a nine-block rotation over nine days.  This unit was planned over 15 hours. Teacher is currently completing final modules for Google Certified Teacher qualifications so proficiency is high with Google Sites, Drive and collaborative tools.
Two students have IEP's that include extended time for testing only.  All students will have prior project based experience in Unit of Inquiry One of the course.  Students will use a combination of collaborative formative learning to build to individual summative assessment project outcome – a website that details the Millennium Development Goals for an assigned region.

# Design

## Overview

Students were given the following task to complete:

## Research Activity

- You will be assigned a region of the world to investigate using the 2013 MDG report.
- Create an investigation question pertaining to what you will think you will find in that region regarding their progress in the Millennium Development Goals
- You investigate each of the Millennium Development Goals for that region and create a webpage to communicate this region's progress to the AIS community. The regions available are:
  - Sub Saharan Africa
  - South Asia (excluding India)
  - India
  - SE Asia
  - China
  - Latin America and Caribbean
  - North Africa
  - Western Asia

- Finally, you will evaluate the region's progress in 2013 and predict what will happen in the next two years (by the end of the MDG project time in 2015).
- You will further suggest **THREE** areas of development that this region should address after 2015 and complete an answer to your initial investigation question
- You will also suggest an ACTION that you individually could do as part of your service learning in at AIS. You don't need to carry this out – it is the idea that you need to talk about on your website.

Guidance was given through a series of taught classes using the class website before the addition to the WebQuest site: https://sites.google.com/a/aischool.org/myp-year-3-geography/

The students initially look at goals in their own personal context and ask the question as to how they set their own goals in life and how they achieve them. As a class, we consider the complexity of solving distinct problems at an international level. Students are then assigned their own region of the world to investigate in this context.

Content is laid out to be self paced, with students needing additional facilitation getting one to one time with the teacher and the technology coach. Information is presented in different ways (PowerPoints, short movies) for the recognition network and the use of the Millennium Development Goals symbols to motivate learning. The rubric allows the strategic network for the student to work out their final Google Site PIP product using the learning that they have gained from their reading and understanding of the Millennium Development Goals.

## Development

Development process took three weekends and was tested before in class teaching with a small group of students. See following links for outcomes:

Student 1: Screen Shot (all sites for AIS Students must be protected in the AIS Community and cannot be released for outside viewing for child protection and security reasons)

## Implementation

Implemented in week before Thanksgiving Break, students had the deadline to turn in their final PIP with their work completed.  Students have own laptops with students allowed to work with their digital privileges (some listen to music, some prefer to work in the library or in a quieter room).  Students have five full lessons of one hour to complete with their own guidance for 20 minutes of homework per lesson as per school homework policy.  Please see Unit of Inquiry Planner in the Teacher Notes section of the WebQuest for differentiation strategies that may be used in an MYP Unit of Inquiry.

## Evaluation

Students completed an evaluation survey at the conclusion of the unit which partially evaluated product design.  Eleven of the fifteen students completed this and one of the stand-out pieces of data is that the students did not feel that they have the opportunity to show their learning in a diverse number of ways.  This may merit revisiting in the design phase and perhaps allow students to explore using other methods of completing their portfolios supported by other teachers (Edmodo for example).

**Student Learning –**

Students used the following approaches to learning:

- Creating a collaborative slide to summarize all eight goals to be presented to the class
- Students gave constructive feedback using "The Ladder of Feedback"
    - Clarify – question to fully understand
    - Value – what did you like – offer congratulations
    - State Concerns – start with "I seems to me…" or "I wonder if…" – focus on positive
    - Suggest – ideas or improvements
- Reflection Screenshots of student work will be taken periodically with full feedback given on the rubric in the summative assessment
- Students create reflective blogs for feedback.

## Reflection

The core aspect of learning for this project is the time that it takes to put this kind of learning task together.  The students loved it – it's not the kind of thing that they have used in the past – so would ascertain that the effort was worth it.  As this is a semester course, it is now a resource that can be used again with tweaks for the audience and students that will use each time.

Planning time in our complicated schedule is very ad-hoc so much of this work took place on weekends.  Student schedules are also over-busy – student struggle to achieve balance in their work.  Therefore, there was not as much time spent on the homework management component of the approaches to learning as I would have liked.  Some students also have issues managing their own class time effectively therefore I need to explore additional strategies to tackle this ongoing issue

The students are excited about having a PIP and using blogging for their reflective journals.  Click here for Zoe's example: http://zoesclassblog.weebly.com

Word has spread and I now have other teachers asking me about how to set up PIP's. The issue is getting Professional Development time to do this.  This is a continuing frustration as it seems that technology is taking a backseat to mundane aspects of teaching like creating strategic plans or decorating the walls for the school open house. I have started to ring-fence some of my planning time to assist these teachers and also have volunteered to lead some afterschool Professional Development Training.