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Multi-Media Design Project

ITEC 7445

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Project Report

Product URL: http://apartheidwebquest.weebly.com/

Analysis

In creating this multi-media design project I had to examine the context of the learning environment, the learners themselves, and establish learning objectives for the project. In developing this project, I first had to examine what am I trying to accomplish and what do I want my students to gain from this experience. The first part of development was setting my objective and then reviewing my students and what resources do I have access to complete the project.

The diversity of my classes varies the major of my students are 12 to 13 years old. I have one class which is an advanced level class and teach three on-level courses. These three on-level courses can vary; some of the classes could be team taught classes or included ESL (English Second Language) students. This project will be done in the second semester of the school year so the students will have become familiar with project based learning with technology infused. My class sizes range from 20 -30 students depending on the class type(Advanced, Team Taught), class meets for 55 minutes 5 days a week.

The class room presently has 6 computers, one of my table groups. This project is designed as a whole class project with using either our school laptop or iPad carts. The students will use either the cameras on the iPads or a set of iTouchs I have in m y

classroom. All computers have access to the internet and have headsets available. In creating the project I have used various forms of media. The computer and iPads both have software which allow read aloud to students if needed. In the two videos, there is text of the speech and poem as well as the video, which could accommodate any kind of learning of learner. I am working to make further enhancements with more read aloud functions in the instruction portions of the project. As the teacher, I am very familiar and comfortable using technology. In my previous career I worked for a technology company for ten years. I have been a member of my school district's Technology Leadership Forum for the past year.

The learning objective of the lesson is for the student's to display their understanding of the essential question, which is: Why was apartheid created and what role did F.W. de Klerk and Nelson Mandela in the end of the policy? Students will work individually to research the topic and be able to answer the essential question. The students will work with a partner in creating a video which will be representative of their understanding of the essential question. At the end of the unit, the class while also take a unit common assessment. This essential question correlates to the following Georgia Performance Standards:

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

NET-S Standards:

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. Apply existing knowledge to generate new ideas, products, or processes.

b. Create original works as a means of personal or group expression.

2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

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

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. Develop cultural understanding and global awareness by engaging with learners of other cultures.

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

3. Students apply digital tools to gather, evaluate, and use information. Students:

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

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and

resources. Students:

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

Design

       This webquest was designed for middle grade students and in the design process I reviewed resource material which was gear to this grade level. At the same time, I wanted to further develop a deeper understanding of the issue and included resources with a higher reading level. The information isn't going to be right in front of them. The task the students are asked to studied are directly from the Georgia Performance Standards (GPS). In the past, I have covered the material through text books reading and worksheets. In the use of technology and the students having to create a product will immerse them deeper into the material and gain a deeper understanding without them knowing it.

       Time for Kids and Brand Africa were chosen for the simple reading material, while Noble Peace Organization is a middle level in reading, and then Public Broadcasting Frontline site and Standard University are at a higher level of reading. I included various multi-media elements to engage the students and also to accommodate different learning styles. The Voki which are included on the introduction and the conclusion are one to hook the students through animation and praise them at the end. This is type of resource is age appropriate. I included the clip from the movie "Invictus" for several reasons. One to engage the students in the understanding of what Mr. Mandela went through during his time in jail. The task given to them in regards to

the poem requires higher level critical thinking skills. They are having to analyze the poem and provide there evaluation of what the poem means and why Mr. Mandela would be drawn to the poem. The video also gives them some reference to Mr. Mandela. After watching the clip, many may realize they have seen the movie and make the connection that Mr. Mandela is a real person and not just Morgan Freeman. Lastly, we might grab there interested and they may watch the whole movie will deeper their understanding of the situation in South Africa and Mr. Mandela role.

In designing the webquest and the project, I designed it with various types of learners and learning styles in mind. The site is geared for teachers to have various levels of learners use the site. Some students may just complete the research worksheet and not create a video. I have includes an enrichment lesson for higher levels learning with the students analyze political cartoons on apartheid. The students would then create their own political cartoon. This assignment is also in line with Common Core Literacy Standards for Social Studies. This allows differentiated instruction for different learners since my classes range from team taught to advance.

One Universal Design Principle (UDL) which is included is Principle I. Provide Multiple Means of Representation. There are three different areas in the webquest where material is represented in different manner. The instructions to the project on the task screen are given in written form and in audio recording. The F.W. de Klerk speech in Step 4 of the process in given in a text document and also a video recording of de Klerk giving the speech. The same in the "Invictus" poem in the video recording, the

poem is being spoken and also given in subtitles. In doing this, it will meet the needs of auditory and visual learners.

The second principle which used in the design is Principle III. Provide Multiple Means of Engagement, Checkpoint 7.3 Minimize threats and distractions. This design principle means to provide a safe learning environment where students can feel safe and not be distracted through multiple means. Besides providing a safe physical learning environment, I have developed a project in which students can work in a safe web environment. The resources I have used are safe and the content is age appropriate and is also respectful of different culture which can help English Language Learners (ELL). The webquest template is also very clean looking with not a lot of material on each page including clipart or multi-media, this will accommodate sensory stimulation distractions for some learners. This principle also goes along with individual choice. I do offer an additional activity which will allow students to receive an additional grade and allows for recognition. In most projects, I do I tend to let students choose their end results or product. Since this is part of an exhibit, a video must be the end result. However, I am allowing the students to choose how they produce it and it is not required to have a certain look or presentation to the video.

This assignment has two portions. One is an individual portion in completing the research and the research notes worksheet through the web quest and if the student chooses the enrichment activity. The second portion creating the video is designed for partners. It could be modified for small groups or even individual if needed. However,

the whole project is a large group design meaning the whole class would be working on this at the same time.

In creating the web quest, I used a couple of multimedia design elements. The use of audio recordings, a video embedded into the page, hyperlink to a video and an avatar. The audio recording provides instructions for the task. The avatars provide a hook into the lesson and tell what the task is and provides positive feedback to the student once they are done. The two videos are directly tied to the content standard and engage the learners and also accommodate visual leaners. Each of these elements is appropriate for the curriculum, support instruction and provided a more engaged learning environment.

This project allows for various forms of adaptive and assistive technology. The computers and iPads can allow read aloud functionality, the screen display can be increase for the visual impaired. The videos and text to go along with them provide for both nonreaders, visually and hearing impaired. I will further be making more modifaction which will further assist those in need of these types of technologies.

Resources used in creating webquest:

Boise State
http://edtech2.boisestate.edu/lockwoodm/TestTaking/WrongAnswers/political cartoon11.htm

Global History
http://globalhistorycullen.wikispaces.com/Everything+Africa+post-1884

Time for Kids- http://www.timeforkids.com/destination/south-africa/history-timeline

British Broadcasting Company
http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/12chapter7.shtml

Stanford University- http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html

South African Entertainment

http://www.keynotespeakers.co.za/_fw_de_klerk.html

Nobel Peace Foundation _

http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/klerk-bio.html

http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html

Nelson Mandela Foundation -http://www.nelsonmandela.org/

History Channel - http://www.history.com/topics/nelson-mandela

Public Broadcasting Company

http://www.pbs.org/wgbh/pages/frontline/shows/mandela/

http://www.rfksafilm.org/html/apartheid_cartoons.php

Brand South Africa http://www.southafrica.info/about/history/

South Africa Government- http://www.info.gov.za/aboutsa/history.htm

iTunes- www.apple.com

Voki – www.voki.com

Audacity- www.audacity.com

Windows Movie Maker

Development

The development process for the project took close to over a month. A lot of the beginning stages were really thoughts in my head, what standards did I want to cover in the project and what did I want the project to entail. It took me about a week to gather sources, develop the additional multi- media resources, and create worksheet/rubrics and development the webquest pages. I used word to create a worksheet, storyboard template and rubric for the students to use. I created two avatars to be used as audio portion of the pages and used Voki. The research materials which the students were to use were links to various social studies content on the internet. British Broadcasting Corporation (BBC) was used to access a video of F.W. de Klerk announcement to the end of apartheid policy; a copy of the text of the speech was included as well. I also create a video using Windows Movie Maker with part of the movie "Invictus". The video included a portion of me giving the students instructions. This video includes the poem in *Invictus* being recited. I also included written of the poem as well. In portion of this video, where the movie clip is not being played I included the movie sound track in the background. Once the video was created, I uploaded it to my class YouTube Channel which allowed the video to be uploaded to the webquest. Assignment instructions were also given in audio which was created using Audacity and saved as an mp3 file. The multi-media project was developed using Weebly. Each time a change was made to the site I would publish the page and then view the page through a browser to ensure it was working properly. This was the most helpful part of the process; in taking this step right away I was able to make immediate changes.

Implementation

This year my classroom is being converted into an inspired classroom, in doing so I will have greater access to computers. The project is planned to be a whole class working each day for a week in completing the steps. I will have access to and/or a full class set of laptops and iPads. The class will have finished lessons on the colonization Africa, the rise of nationalism and decolonization of Africa prior to this unit. The students will work on the webquest portion of the lesson in two days. Once they have completed the research, they will work with a partner over three days and gather materials and create their video on apartheid. The project will be completed in class and I will not have any requirements for students to work in it at home due to equitable access to the Internet and computers at home. If they choose to work at home that is ok. I will also let students come in before school and at lunch to work in my classroom if they would like. Our school has a positive behavior management plan and this will part of the management of the daily classroom environment. Since my class will be using technology every day in class there is an expectation of what is appropriate behavior especially when using technology. The student will understand they can lose these privileges as well. I have a team teacher who will assist with helping students throughout the learning process. I will also have assistance from another social studies teacher in regards to the webquest functionality as well.

Evaluation

Since this project was created during the summer and this standard is not covered until second semester of the school year, I will not be able to implement this project at this time. However, at the time of implementation of the lesson, I plan to give the students a short five question pre-test to determine prior knowledge. This can also determine any further differnation I may need to do in the lesson. After finishing the project, I will assess the students using the rubric developed for the project. Part of the assessment is content knowledge and the other portion is use of technology. I will also assess the students' knowledge through the video which they will produce. This standard is part of a larger unit. The students will be assessing for content knowledge during a unit common assessment. This will provide me a clear evaluation of the outcome of the unit. I will also compare student assessment scores from this year to my student's from last year who did not do this activity and see if there is any reflection in the scores. Students will complete Research Notes worksheet as they are going through the materials on the webquest. At the end of the assignment, the students will create a video which will display their understanding of the essential question and standard. This along with a unit common assessment will allow students to demonstrate their understanding of the material. I will review the students worksheet as a spot review prior to them creating their video. I do not have a peer or self-assessment built into the project at this time. Since the videos will be part of an exhibit in our media center, I could incorporate a gallery walk and have student judge for best video. There is an online survey and suggestion box on the evaluation page for users to complete.

Since students have not used the tools yet, I have had to rely on peers for feedback. I did not receive must feedback from my peers in the program and have relied on my peers at my school. I have incorporated changes they have suggested. I will also at the beginning of the school year, have some of my former students from last year review the site and ask for their feedback in a usability test. I will have them review the two videos included on the site and check to see that they can understand the materials. Another question is they able to find the research which is need for the project. Also are the instructions clear in what is expected for them to do and is the navigation easy to understand. Lastly, is the project engaging to them?

Reflection

I really enjoyed webquest because it is a concept I have always enjoyed having students complete. However, I think they should be for more than just gathering information. I think there should be product for students to create to reflect their knowledge gain more than just a worksheet. I know this will be a continually process in using this project. Even as I write there are items that I want to add and has time passes there could be more resources and events which could happen to require me to update the page. As I was creating the site, one of the key figures, Nelson Mandela has been in the hospital in critical condition and also turned 95 years old. Time will only tell how the issue of apartheid will be perceived and the on-going challenges in South Africa.

In developing the project, I have used various tools in the project and believe they are the appropriate ones to use. I did tend to move around from page to page as I

developed and did not focus on completing one page before moving on to the next. This maybe something I might do in the future. But I think this where creativity plays a role. A thought or idea comes to your head and you shift your focus before you lose the thought.

In the design of the project, I wanted it to be clean and clear and not a lot of cluttered to the students viewpoints. This is why I only included one picture eon each page. I tried the best I could except of couple of pages for the students not to have to scroll. Most of the resources were hyperlinks to an outside resource. I do struggle with the navigation and use the across the top navigation. I believe it helps the clutter. But as students use the product I will see if this is a factor in their navigation. In knowing the attention span of middle school student I wanted to include several elements which would capture their attention and keep them focused. I hope include more videos in the future as I find ones that are appropriate in context and keep students engaged. As students use the product, I will improve the site including a few exemplary pieces of work to show next year's students.

In creating this project I found myself being more of a perfectionist than I thought I was already when I create things. I believe I publish about ten different versions of the video of Mandela. I also learned the hard way to double check software before using it. I had created the video first on my older desktop and after spending a good day refining it, when I went publish it into a movie the movie clip video portion was not showing. This was a lesson as a technology facilitator to be prepared and

double check before stating. But at the same time, be understandable that these things

happen with technology. I am very proud of the video I created, I integration multiple

tools into Windows Movie Maker when creating this video. The first version I created

on my desktop had this old film theme, however when I went to use the newer version

this theme was no longer there. It was a disappointment but I'm still proud of the final

cut.

When coaching other teacher in creating a project of this type I would suggest

several things. They should start off with a topic they find very engaging and attracted

to. When having passion behind something, the design process is so much easier; you

are focused and excited about the end result. Design with a purpose; don't make the

end result for the students and yourself to be a letdown in just producing a worksheet.

Teacher should also start with a tool which is easy to navigate and learn. Start small and

then add the bells and whistles. But most importantly teachers should start the process

with an agenda and a plan already in place.

Assessment Materials

Apartheid Pre-Test

1. South Africa was a colony of whom?

2. What does apartheid mean?

3. Who is Nelson Mandela?

4. Who is F.W. de Klerk?

5. How did apartheid end?

Post Unit Common Assessment Questions

1. _____ first colonized South Africa. **SS7H1a**
   a. Portugal
   b. France
   c. Netherlands
   d. Spain
2. F.W. de Klerk eventually _____. **SS7H1c**
   a. eliminated segregation in the cities
   b. repealed Apartheid laws
   c. established Bantu laws
   d. eliminated segregation in urban areas

3. South Africans formed the African National Congress (ANC) in order to _____.
   SS7H1b
   a. unite South Africans to fight for greater civil rights for blacks
   b. draw more Europeans to South Africa to oppress black people
   c. promote segregation amongst blacks and whites
   d. force white Europeans out of the homelands

4. Laws created to enforce the segregation of people by race in South Africa were called_____. **SS7H1c**
    a. racism
    b. nationalism
    c. apartheid
    d. homeland

5. There were four racial classifications established under apartheid in South Africa. The impact of these classifications were that _____. **SS7H1c**
    a. all races had large populations but unequal access to public facilities
    b. white South Africans were oppressed and denied equal treatment
    c. only Asians and Coloreds were negatively affected by the classifications
    d. blacks were the majority of the population and suffered the most

6. Nelson Mandela's election to political office in South Africa meant _____. **SS7H1c**
    a. the beginning of Apartheid
    b. more rights for whites
    c. the end of Apartheid
    d. less right for blacks

7. _____ was the former leader of the ANC and wrongfully imprisoned for 27 years for being an anti-apartheid activist. **SS7H1c**
    a. F. W. de Klerk
    b. Jomo Kenyatta
    c. Nelson Mandela
    d. Julius Nyere

8. In South Africa, _____ made up a great majority of the population. **SS7H1b**
    a. Whites
    b. Blacks
    c. Asians
    d. Latinos

9. A(n) _____ is what other countries used to put an end to apartheid. **SS7H1b**
    a. vote
    b. civil war
    c. embargo
    d. new president
    e.

What was the purpose of Apartheid? Give examples of how South Africans were

impacted. **SS7H1c**

<u>Apartheid Exhibition Grading Rubric</u>

Student Name: _____ & _____

Period: _____   Grade: _____/40

	10 Awesome	8 Admirable	6 Acceptable	4 Unacceptable
Research	Student conducted extensive research for their Research Notes, using several appropriate websites. Student completed the notebook fully. Student gathered more material then they eventually used, resulting in a high level of precision.	Student gathered information from two to three websites per category and completed the investigative notebook adequately. Student completed four out of five of the categories fully.	Student gathered information from one or two websites per category. They may have relied very heavily on only one or two of the sources per category. Student completed three out of five of the categories fully.	Student used only one website per category resulting in a limited understanding of the subject. Student answered only 1-3 out of the five categories fully.
Content of Exhibition	The video presentation is an excellent representation of the history of apartheid and the roles of Nelson Mandela and F. W. de Klerk. Student exhibits a thorough understanding of the content.	Student uses the video presentation to accurately depict the history of apartheid. Student can explain the meaning of apartheid and answer questions about their work.	Student creates a video presentation depicting a particular part or two of the assignment, omitting other parts. They mostly understand the content.	The video presentation depicts a particular part of the assignment, omitting several parts. Presentation contains errors or incongruous elements, such as incorrect information.
Quality of Story Board	The Story Board is very detailed with lots of information and ideas for pictures and colors for the various frames in the exhibition. This student is well-prepared to begin constructing the video.	The Story Board is detailed with many facts and ideas for pictures for the various frames in the exhibition. This student is organized and ready to begin constructing the video.	Although the Story Board may be partially completed, there are not enough details or ideas for pictures for the student to be prepared to create various frames for the video. This student could have put forth more effort.	Even though some parts of the Story Board have writing on it, this student is far from ready to begin working on the various frames in the video. Elements of the Story Board have been hurriedly put together.

Video	The video is highly attractive and detailed. The history of apartheid and the roles of Nelson Mandela and F. W. de Klerk are illustrated creatively. Student accurately communicates all of the assigned categories.	The video is attractive and includes many interesting details. Student demonstrates correct information on the history of apartheid and the roles of Nelson Mandela and F. W. de Klerk. Student accurately communicates four out of five categories accurately.	The video is adequate and illustrates a historic description of apartheid. Most of the elements of the exhibition are easy to make out or understand. Student communicates three out of five categories accurately.	The video fails to adequately illustrate a historic description of apartheid. Student pays little attention to color or pictures when he/she makes the elements of the exhibition. Student communicates only 1-3 out of five categories fully.