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Project Report Template

Product URL: <http://autobiographywebquest.weebly.com/>

Analysis

Learner Analysis

This project will be implemented in my 5th Grade ELA classroom with about 20 girls and 20 boys, ranging in age from 10 to 12 years of age. I will teach two separate groups of students during the day, and both groups will complete this project during the second quarter. My students are primarily Hispanic (~85%) and African American (~15%). Many of the students were identified as English Learners (ESOL) during their elementary career, but by fifth grade, only about 10% of the students continue to qualify for ESOL support. The majority of the students speak both Spanish and English. The students' reading levels range from third grade to fifth grade levels. We are a Title 1 School, and about 95% of our students live in poverty and receive free or reduced lunch. Because of the high poverty rate, most of the students do not have internet access at home; however, some students are able to access the internet via their parent/guardian's cell phone. Students have limited experience in using web quests, but are familiar with the basic productivity tool set on the computer. They are also able to navigate the internet at a basic level.

Context Analysis

- Class characteristics – There will be about 20 students in each of my two ELA classes. Each class will have a two hour ELA block with me. During our time, we have a 55 minute Writer's Workshop, 55 minute Reader's Workshop, and 10 minutes for Spelling or Grammar. I must teach both Writer's and Reader's Workshops, but the order is flexible. This project will take place during our 55 minute Writer's Workshop. Students with internet access outside of school and early arriving students will have the choice to spend additional time on this project.
- Technical considerations – Students will have access to laptop computers from a school cart for the duration of this project. The internet access at our school is fairly consistent and reliable, which will be necessary for our web-based project. No students in the classes require adaptive or assistive technology, but all students will be taught how to manipulate the volume level and screen zoom feature to ensure hearing and vision are not a hindrance to any student.
- Teacher characteristics – I will introduce and facilitate this project and am very comfortable using technology in the classroom. I have in-depth experience in using the web tools planned for this project and experience in computer troubleshooting should technical difficulties arise.
- Standards –

Common Core Writing Standards:

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,

purposes, and audiences.

ELACCSW2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

NETS-S:

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

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression

6. *Technology Operations and Concepts:* Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

Task Analysis

- Learning Objectives –

Essential Question: How do I use technology and writing to record chapters of my autobiography?

Students will be able to:

- Independently navigate a web quest to create writing about their own life.
- Use writing exemplars to assist them in creating their own original writing in new formats.
- Reflect on their own learning and understanding of new skills.
- Trouble shoot basic technical difficulties.

Overview

Introduction: Have you ever read an autobiography? An autobiography is the story of someone's life, written by that person. You are about to become the author of your own autobiography. Your autobiography will document your life as you know it now. Years from now, you, your family, and even your children will be able to read this autobiography and know what life was like for you as a 5th grade student! What details do you want to remember? What do you want to teach your future readers about life in 2013/2014? What experiences could you use to teach others? When you finish, this project will be a work of art all about YOU. Be creative! Show off who you are!

Task: Your task is to write a series of short chapters (about 1 page, typed) to create your autobiography.

Process: The process of writing your autobiography is made up of several small chapter writing projects. Each chapter will allow you to choose a style that a best for you (Choice A or Choice B). Check out the examples, follow the instructions and ask your peers or teacher if you have any questions. When you finish one chapter, you are free to move on to the next. Choose which product you would like to create and add to your autobiography. Click on each image to see the directions. (More chapters to come! See your teacher for more choices when you complete these 3 chapters.)

Activities:

- Poem Chapter: Students choose to write an *I Am* poem or acrostic poem about themselves.
- Profile Chapter: Students choose to create their 1 page profile using an interactive online tool or a Word template.
- Important People Chapter: Students choose a template from an interactive online tool and create an informational piece about several important people in their life.

Online Resources:

Acrostic Poems. (n.d.). Retrieved from <http://www.readwritethink.org/files/resources/interactives/acrostic/>

bowei437. (Producer) (2010). *how to take a screenshot in windows 7* [Web]. Retrieved from <http://www.youtube.com/watch?v=szuCX3KF8v4>

How to write an acrostic poem. (2011) Retrieved from <http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem/>

Gerstein, J. (n.d.) *I am poems*. Retrieved from <http://www.slideshare.net/jgerst1111/i-am-poems>

Ignacio, S. (2013). *How to write an I am poem*. Retrieved from <http://oakdome.com/k5/lesson-plans/word/i-am-poem.php>

Fictional Character Profile. (2007). Retrieved from <http://www.readwritethink.org/files/resources/interactives/profile/SampleProfile.pdf>

Printing press. (n.d.). Retrieved from <http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html#resources>

Profile publisher. (n.d.). <http://www.readwritethink.org/classroom-resources/student-interactives/profile-publisher-30067.html>

Details

I differentiated this web quest by content, process, and product. I kept in mind and applied multiple Universal Design principles to allow access to as many people as possible. The specific principles I incorporated were high contrast colors, images with captions or alternate text, audio support, visual support, video instructions, and clear and concise 5th grade language. In addition, I integrated multiple means of representation, means of expression, and engagement. I provided multiple means of representation through multiple examples of completed projects. I offered choice in the product created in every activity to allow for multiple means of action. Finally, I utilized a variety of engaging multimedia to offer multiple means of engagement. I also broke down the criteria required for each project in the rubric on the evaluation page of the web quest, so students know exactly what is required for each assignment.

This project is designed to be primarily independent; however, students requiring additional assistance will work alongside students of higher ability levels. I will connect the activities in this project to previous learning and review new content daily. I utilized several multimedia elements in my Weebly web quest, including YouTube videos, Voki avatars, interactive poetry generators, online interactive writing tools, SlideShare presentations, Scribd collections of resources, Microsoft Word templates, and MorgueFile Free Photo Archive. These multimedia elements support the 5th grade writing curriculum and will assist me in providing engaging, meaningful, and technology infused learning.

I could use adaptive or assistive technologies to support student with visual, auditory, or physical disabilities during this project. I will introduce all student to the zoom tool and volume controls on their computers to assist with hearing and vision disabilities. I will install a screen reader on computers of students needed help reading or viewing the text on each page of the web quest. I can have a student with low vision work on the ActivBoard's large projection screen. If a student has difficulty accessing the keys of the keyboard, I can provide them with a pen tool to select keys or a speech to text software as an alternative to typing.

Development

I began thinking about my project at the beginning of this 6 week class, but it took a few weeks to narrow down my focus and begin selecting resources and tools to create the project. After developing a focus, it took me about 1 month and 31.5 hours to create this web quest. I used Weebly for my web quest's platform, which I had only a basic familiarity with prior to beginning the project. There was a slight learning curve, but I could tell my skills in web design were improving quickly after a couple work sessions. Uploading PDFs and documents for students to download was a first for me, as well as embedding Voki avatars to speak my directions. As I developed my site, I continuously checked links and resources to be sure they worked properly.

Implementation

I will implement this project in the fall with my 5th grade students. We will utilize a school laptop cart with enough laptops for each student in my classroom. I will arrange for these laptops to be charged

and available for the duration of our project. I will also arrange with our technology support staff to add text reading capabilities to several of the computers for student requiring read-aloud sites.

I will manage my classroom for the most effective use of our time, keeping students on task, facilitating instruction, clarifying misconceptions, and pairing students needed more assistance with higher ability students. I will conference with students as they complete the web quest to answer any questions they have or assist them in extending their work. Students will work on this project daily, so the procedures will become routine. Students will enter the classroom, hang up their bag, meet me at the computer cart for the computer assigned to them, walk to their desk holding the computer with two hands, open the computer, log in, locate the web quest, and continue where they left off on the previous day. In addition to my individual conferences, I will offer short, mini lessons out new information and to review past learning. The web quest is expected to take about two weeks, and the work will be done at school to ensure equitable access. A short computer and web quest overview will be provided before the project begins to ensure all students have the necessary skills to be successful. If students have internet access at home, they are free to work on the project at home as well, and if they finish the assignment early, they will receive extension activities or be encouraged to assist their peers in their technology use. If students are engaged with the project and experiencing success with this learning method, more chapters will be added to the project, and it will obviously be longer. I will conduct this project in my classroom, but also share it with my partnering ELA teacher. I will show her the web quest and student work and coach her in implementing the project if she is interested.

In the Teacher Notes page of the web quest, I will describe the following possible implementation and differentiation strategies for other teachers implementing this web quest:

- **Instructions and Suggested Use**

This web quest is designed for 5th grade students and is intended to be worked on by students independently with periodic teacher and peer conferences to reflect and revise writing. Students should be encouraged to be creative in their projects and also attempt troubleshooting when challenges arise.

There are three chapters that students should complete; however, each chapter offers choices in the product the student creates. Feel free to extend the possible product options for students!

- **Possible Modifications**

Teachers wishing to use this web quest with students younger than 5th grade, or with low levels of experience with technology may want to first provide an introduction and orientation to the basic navigation of the site.

This site includes various forms of UDL to it accessible to a wide range of learners, including multiple means of representation, action and expression, and engagement. In addition, it employs high contrast colors, audio and visual support, image tags and captions, video support, a consistent format, clear language, high levels of student choice. However, in addition to these attempts for accessibility, teachers may also wish to provide the following:

- Additional prints of exemplar of writing for students needing easier access to examples while writing.
- Partner tasks to assist struggling students.
- Mini lessons and/or review of related content prior to web quest.
- Additional explanation of the rubric, followed by time for students to practice grading some exemplars against the rubric.

Evaluation

Student Learning –

Students will create three chapters of their autobiography for this project. These chapters will be assessed using the following rubric. The rubric addresses writing standards, language standards, and technology standards.

Name _____ Date _____ *Web Quest Autobiography Rubric*

	Exceeds 4	Meets 3	Does Not Meet 2	Not Attempted 1
Technology Skills	Effectively troubleshoots technology problems. Helps others solve technology problems and answers peers' questions about chapter tasks. Selects appropriate technology tools for each task. Easily saves and locates saved work. Uses previous learning to help improve effectiveness with new tasks. Uses technology in creative and innovated ways to create original and unique work.	Troubleshoots technology problems. May help others solve technology problems and answer peers' questions about chapter tasks. Selects appropriate technology tools for each task. Independently saves and locates saved work. Uses previous learning to help with new tasks. Uses technology in creative and innovated ways to create original and work.	Attempts to troubleshoot technology problems. May try help others solve technology problems and answer peers' questions about chapter tasks. Often doesn't select appropriate technology tools for each task or is unsure which to use. Often needs help in saving and/or locating saved work. Struggles to apply previous learning to new tasks. Uses technology at a basic level.	Consistently struggles with technology and gives up easily. May ask for help before attempting to solve the problem independently.
Profile Page	Clearly introduces self in an engaging way. Uses 5+ examples of excellent word choice, and 2+ linking words. Includes appropriate facts and details, and 1+ quotations. Provides an excellent closing sentence for each paragraph.	Introduces self clearly. Uses 3+ examples of excellent word choice, and 1+ linking words. Includes appropriate facts and details, and 1+ quotations. Provides an acceptable closing sentence for each paragraph.	Profile doesn't do an effective job of introducing self. Uses 0-2 examples of excellent word choice, 0-1 linking words, and 0-1 quotations. Includes some facts and details, but may be confusing. May be missing a closing. May have missing 1 or more images or sections of text. May not have been saved correctly to Word.	Missing or barely attempted.
Poem Chapter	Poem style/format followed correctly, creative use of fonts, borders, backgrounds, clip art or photos enhances the overall poem. Excellent word choices. Saved correctly to Word.	Poem format may stray from the original format 1-2 times and/or few creative font choices, borders, backgrounds, clip art or photos are used. Some sentences are basic in thought or creativity. Good word choices. Saved correctly to Word.	Poem may or may not stray from the original format 3 or more times. No creative use of fonts, borders, backgrounds, clip art or photos are used or if used are unappealing or unrelated to the poem. Word choices may be basic. May not have been saved correctly to Word.	Missing or barely attempted.
Important People Chapter	Clearly introduces important people in an engaging way. Uses 3+ headings, 2+ related images, 5+ examples of excellent word choice, and 2+ linking words. Includes appropriate facts and details, and 1+ quotations. Provides an excellent closing.	Introduces important people clearly. Uses 3+ headings, 2+ related images, 3+ examples of excellent word choice, and 1+ linking words. Includes appropriate facts and details, and 1+ quotations. Provides an acceptable closing.	May forget to introduce important people. Uses 0-2 headings, 0-1 related images, 0-2 examples of excellent word choice, 0-1 linking words, and 0-1 quotations. Includes some facts and details, but may be confusing. May be missing a closing. May have missing 1 or more images or sections of text. May not	Missing or barely attempted.

			have been saved correctly to Word.	
Surveys	All 3 post chapter surveys completed thoughtfully and clearly. Student showed deep understanding and/or deep thinking of chapters completed.	All 3 post chapter surveys completed with acceptable thought. Student showed understanding or thinking of chapters completed.	Most (2) post chapter surveys completed. May or may not show clear understanding or thinking of chapters completed. May not have been saved correctly to Word.	1-2 missing or barely attempted.
Conventions	Each chapter is polished and contains 1 or fewer total errors in spelling, capitalization, punctuation, and usage combined.	Each chapter is polished and contains 3 or fewer total errors in spelling, capitalization, punctuation, and usage combined.	Each chapter contains 4 or more errors in spelling, capitalization, punctuation, and usage combined. Some errors make the paper confusing.	Chapter contain many mistakes in spelling, capitalization, punctuation, and usage that distract from the meaning.

Total Points ____/24

In addition to the rubric, students are asked to self-assess their learning at the end of each chapter in the process. The following questions are embedded into the web quest and the students' responses are automatically emailed to me. This assessment will assist me in formatively assessing students as they progress through this project, and help students to self-assess their understanding after each chapter:

First Name & Last Initial (Ex. AmberG) *

Would you recommend this chapter choice to a friend? *

- For sure! It was fun and/or I learned something new.
- No, it was too hard.
- No, it was boring.

How did you feel about this chapter? *

- It was easy to understand.
- It was difficult to understand.
- I had trouble at first, but then I figured it out.

What did you have trouble with in this chapter? OR, what can your teacher add to help others with this chapter? * _____

What did you learn or notice about writing during this chapter? * _____

Product Design –

I tested this project with students from the target group. I had both students read through the web quest as if they were completing the tasks and think aloud about it at the same time. I sat near them and took notes about the feedback they were giving. I asked some guiding questions based on the *Sample Usability Test for WebQuest/Multimedia Project* resource provided to us in our course. The students discovered a few important areas that needed tweaking and helped me to revise my web quest accordingly. They noticed a broken link and a confusing set of directions. I also noticed one student struggling with the reading of directions, so I added more audio directions through Voki avatars. When I implement this project in the fall, the short assessment I posted in the previous question will serve as feedback about the design of this project. If I see students are struggling with a specific chapter, I will clarify and add more scaffolding to improve its accessibility. If I see students are finding a specific chapter exceptionally easy, I can add more rigor and challenge to it.

Images of students/pilot testers using the product:



Reflection

Project Development –

I learned a lot of using Weebly as a web quest platform. In most ways, it worked very well. I was happy with how easy it was to add images, embed video and Voki avatars, and create links. I struggled a little in the organization of the content when I decided the web quest should contain two columns. Weebly made it a little difficult to space media evenly, but I tried several methods to fix this, and it worked out in the end. In my next web quest, I will place my overview in the body of each page, rather than in the heading portion of each page. The overview had to be short, otherwise, it ran into the body. I also would integrate more video and audio. I know many my students struggle with reading, and I want to offer them even fuller access to the content on my future web quests.

Instructional Design –

I really like the web quest structure for student learning. Since this was my first attempt, I would make a few changes next time. First, I would be more inclined to create a web quest around a Science or Social Studies content, rather than Writing. In my research, I found many more exciting resources around Science and Social Studies content areas than writing. These resources would have made for an excellent and engaging web quest, but I really wanted to focus on writing, since that is primarily what I'll be teaching next year. I may try to integrate some Science or Social Studies content into a reading/writing webquest next. After completing a lot of my web quest, I realized that wasn't able to integrate audio clips into Weebly unless I paid for the subscription and was very disappointed. However, in reviewing a peer's webquest, I noticed that she added audio through the use of an embedded Voki and I was so excited! I added the Voki avatars to read the directions for my students, and also chose to leave the written direction for the students that prefer to read instead of listen to directions. Now that I know this Voki trick, I will include more audio in my next projects.

Personal Growth –

I learned several things about myself. First, I learned that my perfectionist nature and desire to offer my student extensive choice can make projects take longer than I anticipate! While the project took longer than anticipated, I did realize that I really enjoy creating online projects for students. Every time I found an interactive resource, I got super excited for the students to use it! I gained a lot of technical knowledge in using Weebly, and will definitely be able to assist my peers in creating websites of their own in the future.

For Others –

I would suggest they start basic and work up from there. My design got complicated pretty quickly, because I wanted to include several pages based on student choice. I found it really helpful when I finally settled on a consistent layout to use for all of my pages. I thought this would not only make it easier for me to manage, but also make it easier for the students to understand. I think my students will appreciate the predictable format of: Examples, Vocabulary, How To and Resources, Saving, and Post-Survey. I'm also excited to receive feedback from the students from the post-surveys to see how I can modify the web quest to better fit their needs.