## Project Report

### Product URL: www.zunal.com/webquest.php?w=204877 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Analysis

Learner Analysis

* The learners are in the 7th grade. The students range from 12 to 13 years old. The reading levels in the classroom depend on the class period. In three of the classes, the students are on or above grade level (Level 7 to 8+). In the remaining two classes, the students are below grade level (Level 4 to 6). Many of the students from each class are in the ELL or Migrant program, but only a few students have a difficult time understanding the language. The other students in the programs are able to understand the language without modifications. All but a few of the students would be able to correctly operate the technical aspects of the project. All students in each class have participated in previous activities that were a project or small group learning

Context Analysis

* The classes are set up into five class periods and each class has 23 to 26 students. The classes are 55 minute classes and the time is not flexible due to the master schedule set by the administration.
* The students have access to one computer, Smart board, ELMO, projector, and CPS system. There are no students that require special accommodations or adaptive or assistive technology. All students would be able to complete a web-based activity with only few needed guidance.
* The teacher is proficient in the knowledge of how to implement and use the technology available in the classroom. All but one of the technology tools in the classroom are used in every class daily. The only form of technology not used daily is the CPS system, but that tool is used weekly.
* Standards :

Common Core GPS Standards

MCC7.G.6. Solve real-world and mathematical problems involving area, volume and surface area of two-and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

NETS-S

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

c. Use models and simulations to explore complex systems and issues

Research and Information Fluency

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

a. Plan strategies to guide inquiry

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

d. Process data and report results

Critical Thinking, Problem Solving, and Decision Making

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

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

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

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

NETS-T  
1. Facilitate and Inspire Student Learning and Creativity  
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.  
a. Promote, support, and model creative and innovative thinking and inventiveness  
b. Engage students in exploring real-world issues and solving authentic problems using digital tool and resources.  
  
2. Design and Develop Digital Age Learning Experiences and Assessments  
Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
3. Model Digital Age Work and Learning  
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.  
a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations  
4. Promote and Model Digital Citizenship and Responsibility  
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.  
a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources  
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources  
5. Engage in Professional Growth and Leadership  
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.  
a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

Task Analysis

* The Essential Question for the standards-based web-based activity is How can I use real-world problems to find the area, surface area, and perimeter of two and three- dimensional figures? After completing the web-based activity, I want the students to be able to use real-world objects to solve for the area, surface area, and perimeter. The students also need to know how to navigate retail stores websites and research prices. The prices of the decoration items need to be used to create a budget and the student’s budget need to meet the set budget. To complete this web-based learning activity, the students will be working individually with the assistance of the teacher to complete the activity.

### Design

**Overview**

The WebQuest invites the students to design a surprise 13th birthday party for their best friend. The parents have given the students a budget they must follow. During the WebQuest, the students must decorate the building where the party is taking place. The task of the decorations will include the students relating the decorating items and solving area, surface area, and perimeter. Once they know the dimensions of what needs to be decorated, the students research prices and input the information into a table on Word. The students must stay within the budget. This web-based activity is authentic because, the tasks included in the activity allows the students to use the real-world applications of researching prices on the internet to make sure that the party supplies stay in budget and using math concept to calculate how much of the materials is needed. The use of the mathematical concepts of finding the area, surface area, and perimeter are aligned with the seventh grade Common Core Georgia Performance Mathematics Standards and the use of a WebQuest and other technological tools with a standards-based focus are aligned in the student technology standards. The tone, vocabulary, and style are appropriate for 12 and 13 year old students in the seventh grade. The WebQuest is based on the seventh grade content standards and the vocabulary of the standards is used in the activity. The online sources used in the WebQuest are:

<http://www.voki.com/create>

<http://www.images.google.com/>

<http://www.lowes.com>

<http://www.walmart.com>

<http://www.homestyler.com>

<http://www.iste.org>

<http://www.georgiastandards.org/Common-Core/Pages/Math.aspx>

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**Details**

To differentiate the content, the students with the accommodation of a calculator would be allowed to use the calculator to calculate the area, surface area, and perimeter for the needed items or objects for the party. The process is differentiated through the incorporation of the teacher video teaching a lesson on how to find the area of a rectangle. To differentiate the learning environment, the students were able to complete the WebQuest at their own pace and had extended time if needed. The Universal Design Principles used for this WebQuest are Implementation and Evaluation. These design principles were chosen because, the student has to implement the designing of the party and evaluate the design to meet the budget.

This activity is to be completed as individual assignment. In my WebQuest, I used Voki to meet the needs of students with poor auditory and reading disabilities. The students will also use word to create their table so I can see if they learned anything from the WebQuest. The students are also provided with a video made from a PowerPoint presentation.

To support students with visual, auditory, and physical disabilities, I will provide headphones for the students to listen to the auditory that will read the written content for the WebQuest. For students who have poor muscle tone, I will provide a pencil grip for the pencil they will use to work out the math problems To help students with auditory disabilities, the students are provided with a written explanation of the steps needed to complete the WebQuest.

### Development

This project was developed to provide the students with a real-world application activity to use as an introduction to a two week long project. The students should be able to complete this activity during two class periods. To complete this WebQuest, I must know how to create a table in Word and search the internet for prices of items. I have checked all links and they are working properly.

### Implementation

I plan to implement this project into my classroom during the geometry unit. The WebQuest will provide a solid foundation for the students to complete the Engage Learning Project for part of the unit.

The project has not been implemented yet due to school being out for the summer. When the school year begins, the project will be implemented in the geometry unit. To complete this project with my students, each student will have to have access to the internet. The students will have to have access to the Media Center computer lab during their class period. To manage the classroom, I will have to act as the facilitator and I will have to monitor the students to make sure they are on the correct links and pages. The students will work on the WebQuest during the two 55 minute class periods we are in the computer lab. All of the work will be done during class time. The students will have equitable access to the internet because the WebQuest will be completed at school. The students may not work on any of the activity away from school. I will not be working with other teachers on this project.

### Evaluation

**Student Learning –**

To assess the learning and outcome of evaluation, the students will create a table and fill in the calculations and prices for the items and objects. To assess for learning, the students will have to fill in the correct area, surface areas, and perimeter values. The table must be made based on the steps provided in the WebQuest. The total prices should also be within the budget. There is no pre or post-test for this WebQuest. The students will be graded on a rubric included in the WebQuest. The students will be presented with the rubric before the completion of the WebQuest. As the students are completing the WebQuest, I will be taking notes to see there are any misconceptions that need to be addressed before the next group of students complete the activity.

**Product Design –**

I will know when the project is well designed when the students will be able to complete the WebQuest without any issues. I will take notes and look for areas of misunderstanding. If I was unable to test the task with the entire class, I would have 3 to 4 students complete the WebQuest. During the pilot test, the students will need to answer the questions provided about the activity. The questions that would be asked to the students are: Are you able to understand what the activity is asking you to do?, Can you relate the activity to the standards?, Is the rubric understandable?, Do all the links or embedded videos work properly?, and Is there anything else that needs to added to the activity? I will test the product when school starts back in August.

### Reflection

Project Development – I learned that it is easy to create a WebQuest when a template is provided. The most difficult part during the making of this product was creating a video and being able to embed the link into the WebQuest. The template provided by Zunal worked the best, but I would possibly change the format of the rubric they provide in the template. Next time, I would make my own and import it into the program.

Instructional Design – The WebQuest will be a great structure for student learning because the students will be able to complete an activity that is web-based and will be aligned to the content standards. A WebQuest provides students with step by step instructions. To improve the WebQuest I would like to use more multimedia elements to incorporate in the activity. The multimedia elements were easy for the students to navigate and they already had a based knowledge of how to work the program. I am not what other choices could have been made to keep the activity simple and not being to elaborate for the standards.

Personal Growth – I learned that I became frustrated when I could not get the video to upload like I wanted it to. I am not sure if the program was the frustration or if I was not working the program correctly. This is a skill that I need to work on and find a program that would be better to understand. facilitator.

For Others – From this experience, I would suggest that other teachers use Zunal to create a WebQuest. They need to know that there will be some modifications that will need to be changed for some of the parts in the WebQuest. If they can look at a well made example, this will help them succeed in creating a WebQuest that would great to implement into their teaching.