Regions of the Western Hemisphere: South America

A Web-Based Learning System for Fifth Grade Social Studies

http://jms477.wix.com/akronwbls

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Background Information:

The purpose of this Design Document is to analyze the potential effectiveness of using a WBLS to address gaps in student achievement in the Ohio Fifth Grade Social Studies theme of: *"Regions and Peoples of the Western Hemisphere."* Grade five students have Social Studies academic content standards in four strands: History, Geography, Government, and Economics. Our analysis and design document for a WBLS will focus on standards in History and Geography

The subject to be considered includes the regions of Canada, U.S., Mexico, Central America, Caribbean Islands, and South America. Students need to be introduced to each of these regions, and be able to make connections between the geography and climate of a region, the crops produced there, and foods that represent the region and its culture.

The learning objectives relating to the *Grade 5 Theme: Regions and People of the Western Hemisphere* include the following:

History/Heritage

Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

Content Statement: 3 – European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

Learning Objective

I can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.

Geography/Places and Regions

A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

Content Statement: 6 – Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

Learning Objectives

I can define region, landform, climate, population, culture, and economics.

I can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.

Geography/Human Systems

Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

Content Statement: 10 – The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression,language, religions and food.

Learning Objective

I can describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food.

In order to master the introduced content and successfully complete the assessment option, fifth grade students need the following prior knowledge and skills:

Geography/Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

Content Statement: 4 – Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps

Learning Objective

I can use appropriate maps, globes and geographic tools to gather, process, and report information about people, places and environments.

Summary of Objectives

1. I can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.

2. I can define region, landform, climate, population, culture, and economics.

3. I can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.

4. I can describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food.

After exploring a variety of resources for information, students will choose an assessment option of creating a travel and tourism brochure, creating a commercial for their region, making a presentation via Google Slides or Prezi, or by creating and sharing a food product and explaining how the region's climate, geography, and culture influenced the recipe.

The audience for this WBLS includes fifth grade students in a co-taught, inclusion setting in Sheffield Lake, Ohio.

Problem Analysis

In considering this unit of instruction for these fifth grade students, the following gaps were identified:

Actual	Gap	`Optimal
Not all students have the necessary prior knowledge to learn new material	Students didn't successfully learn material or students have forgotten learned material	Students have the prior knowledge necessary to learn new content material
Regional geography, climates, crops, and culture are separate concepts	Traditional instruction is flat. Students don't get a clear picture/experience of the connectedness of these concepts.	Regional geography, climates, crops, and culture are synthesized concepts.

Differentiation is available for students identified with specific learning disabilities.	Gifted or fascinated students do not have the opportunity to extend their learning.	Differentiation is available to every student at every level
Students have little input into their assessment tool	Traditional test or project assignment to assess concept mastery limits student choice.	Students have greater autonomy in choosing how to "show what they know" after completing the learning activities.

The gaps noted above can all be addressed by creating a WBLS for this content which would be an appropriate means of solving the problems identified.

Gaps in prior knowledge can be assessed and addressed for each student by using online, interactive materials. Students can also identify their personal areas of weakness and "fill-in-the-gaps" for one another via a discussion board or blogging element.

The synthesis of concepts can also be facilitated through a WBLS as students can visit, view, read, and hear a variety of sources about the various regions. A wide variety of authentic and created content can be compiled for students to explore.

Differentiation can be applied for every student in that students can work at their own speed and even on their own time. Students can access class content and activities from any internet based device, minimizing make-up work for absences. Differentiated activities for students with specific learning disabilities can be integrated easily; and to extend learning, gifted and fascinated students can be invited to add to the resources by finding additional, relevant resources or creating additional artifacts, displays, projects, or products.

Finally, students will have the autonomy to choose from a variety of artifacts to create as evidence of their learning.

Instructional Situation Analysis

Learning Goal & Outcome:

After exploring and experiencing a variety of content on six specific regions in the Western Hemisphere, students will create an artifact as evidence of their understanding that "the regions of the Western Hemisphere are culturally diverse due to American Indian, European, Asian and African influences and interactions and that have lasting effects that are still evident today in the culture's artistic expression,language, religions and food."

Instructional Context:

Each student in the three social studies classes to experience the WBLS has access to a computer. If their individual notebook computer does not work, students may access one of three desktop computers in the classroom. Additionally, there is a computer lab available at the school. All of the certified staff has had computer training which includes Google Apps for Education (GAFE.) The students involved make up half of the student population at Forestlawn Elementary School which houses only the fifth grade. The students have been using GAFE since the third grade. Most of the students will have access to internet-capable devices outside of the school day, as well. For introductory and whole class instruction, there is also an interactive whiteboard (SMART Board) in the room.

Learner Analysis

Learners of this community include 60 fifth-grade students at Forestlawn Elementary in the Sheffield\Sheffield Lake City School District. A majority of the student population is from the lower to middle socioeconomic class. Many of the students do not do well on the state assessments.

15 students read at a 3rd grade level or lower

10 students read at a 4th grade level

22 students read at a 5th grade level

13 students read at a 6th grade level or higher

1.6% are Hispanic

5% are African-American

93.4% are Caucasian

0 students are identified as at risk/RTI

10 students have an identified disability/IEP

12 students receive title services

1 student is identified as gifted in Reading

1 students is identified as gifted in Math

4 students are on a 504 plan

0 of our students are ELL

0 of our students are on alternate assessment
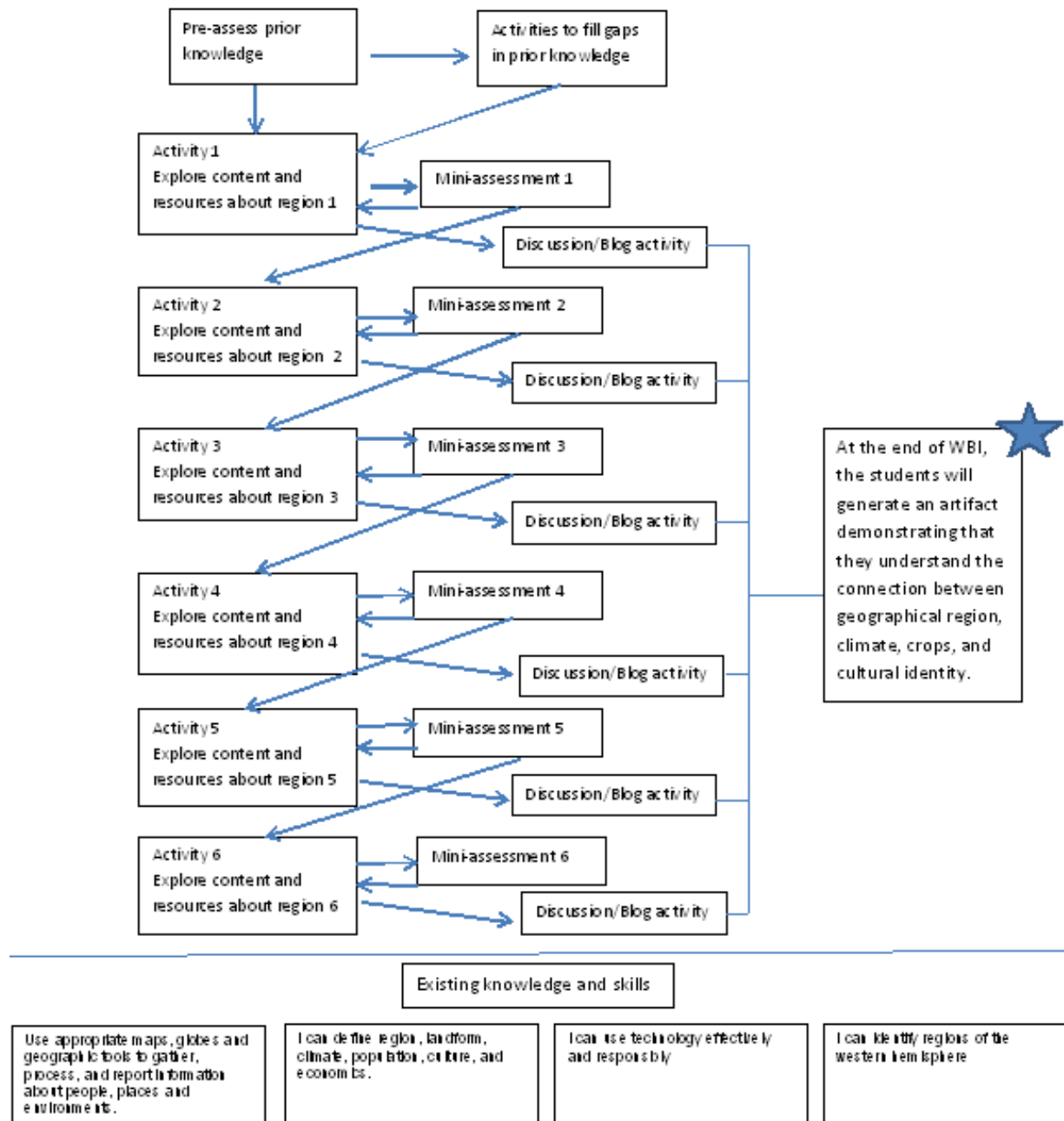
27 students receive free lunches

5 students receive reduced priced lunches

Fifth grade students are frequently excited and motivated to complete learning activities through and with technology. Having had integrated technology for two years, a majority of the students already possess the basic skills to navigate a WBLS successfully. This WBLS will include learning activities designed for students with a variety of learning preferences including visual/spatial learners, aural learners, verbal learners, logical learners, social learners, and solitary learners.

Instructional Content Analysis

For the students to master the objective they must be able to make connections between the region's geography, climate, and its history and how those factors have influenced the region's food and culture. Students will be introduced to each of the six regions through, articles, videos, map activities, and/or podcasts. In each regional unit, there will be a mini-assessment (quiz) and students will also participate in a discussion board/blog activity where they share insights and information with each other. After exploring all six regions, students will generate an artifact of their choice where they will synthesize their knowledge.

Learning Task Map

Task-Objective-Assessment Item Blueprint

Learning Task	Objective	Outcome Level	Assessment Task
Assessment of prior knowledge		**Verbal Information:** Knowledge	Complete prior knowledge concept quiz.
Explore Region 1	Student can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
	Student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.	**Verbal Information:** Knowledge	Interactive map activity Region mini-assessment
	Student can describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board

Learning Task	Objective	Outcome Level	Assessment Task
Explore Region 2	Student can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
	Student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.	**Verbal Information:** Knowledge	Interactive map activity Region mini-assessment
	Student can describe cultural diversity of the Western Hemisphere as evidenced by	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board

artistic expression, language, religions and
food.

Learning Task	Objective	Outcome Level	Assessment Task
Explore Region 3	Student can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
	Student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.	**Verbal Information:** Knowledge	Interactive map activity Region mini-assessment
	Student can describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
Learning Task	Objective	Outcome Level	Assessment Task
Explore Region 4	Student can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
	Student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.	**Verbal Information:** Knowledge	Interactive map activity Region mini-assessment
	Student can describe cultural diversity of the Western Hemisphere as evidenced by	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board

artistic expression, language, religions and

food.

Learning Task	Objective	Outcome Level	Assessment Task
Explore Region 5	Student can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
	Student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.	**Verbal Information:** Knowledge	Interactive map activity Region mini-assessment
	Student can describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board

Learning Task	Objective	Outcome Level	Assessment Task
Explore Region 6	Student can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board
	Student can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.	**Verbal Information:** Knowledge	Interactive map activity Region mini-assessment
	Student can describe cultural diversity of the Western Hemisphere as evidenced by	**Intellectual skill:** Comprehension Concrete concepts Defined concepts	Complete blog assignment Participate in discussion board

artistic expression, language, religions and

food.

Learning Task	Objective	Outcome Level	Assessment Task
Culminating Project	Student can synthesize a variety of concepts relating to the geography and climate of a region, the crops produced there, and foods that represent the region and its culture.	**Intellectual skill:** Higher order rules Generate/create	Create travel and tourism brochure, OR create a commercial for their region, OR make a presentation via Google Slides or Prezi, OR create and share a food product and explaining how the region's climate, geography, and culture influenced the recipe.

FORMATIVE EVALUATION PLAN

General Evaluation Information:

The purpose of the Formative Evaluation Plan is to gain insight on how well a

Web-based Learning System (WBLS) designed to deliver content to meet the Ohio Fifth

Grade Social Studies theme of: *"Regions and Peoples of the Western Hemisphere"* meets

the learning goals and needs of students. This formative evaluation will facilitate the

collection of data and other feedback relating to the strengths and weaknesses of the

WBLS prior to full implementation in a classroom. Using the Common Core as a guide,

this formative evaluation will provide the information needed to make sure the stated

goals and objectives are aligned with the instructional strategies and assessments.

Additional formative assessments will consider the effectiveness of the design, the ease

of use, and the efficiency of the means of delivering content.

Formative Evaluation Team Members		
Name	**Title**	**Role**
Mr. Jay Newcome	Technology Coach, Ravenna School District	Design Evaluation
Mr. Doug Cogdell	Technology Director, Sheffield\Sheffield Lake City Schools	Design Evaluation
Mrs. Mary Cogdell	Technology Teacher, Sheffield\Sheffield Lake City Schools	Design Evaluation
Mr. Jay Schneiderman	Teacher, 5th grade Social Studies (stakeholder and participant classes)	Design and Content Contributor, content expert
Mrs. Lenora Gunnoe	Teacher, Ravenna High School; Graduate Student, U of A	Design and Content Contributor
Dr. Tsai	Assistant Professor, The University of Akron; Instructor, Web-based Learning systems	Course instructor
Steve Iwanek	5th Grade Social Studies Teacher	Content Evaluator
Dayna Fusco	5th Grade Intervention Specialist	Content Evaluator
Classmates, WBLS	Instructional Technology Graduate Students	Design and Content Evaluators

Mr. Schneiderman's Students	Student	User

Evaluation Team Members will be asked to evaluate and make recommendations on the design document, goals, objectives, activities, and assessment; a preliminary (sample) module, and the initial trial run of the WBLS. The timeline for formative assessment is for the Design Document to be evaluated in early February (completed;) prototype review to be completed by mid-March; and a user review completed by the end of March. The Evaluation Team will be asked to assess the following:

Evaluation Criteria	Explanation	Data Sources
Effectiveness: mastery of goals and success of WBLS	Evaluate if the students are able to complete the activities and master the objectives Evaluate if the WBLS meet the needs of the students	Expert opinion Checklists
Efficiency: delivered in a timely or cost-saving manner	Evaluate if the time spent on the WBLS can be used efficiently	Document how long fifth grade students spend on the WBLS Compare time data to baseline/control classes
Appeal: gain and maintain learner attention and interest; usability (i.e., ease of access and use)	Evaluate if the site is understood for fifth grade students Evaluate if the content is	Expert reviews by subject matter expert Observations of the fifth grade students

	interesting for fifth grade students Evaluate if the navigation of the site is clear and comprehensible for fifth grade students Evaluate if the site kept the attention of fifth grade students	Interviews with fifth grade students for participant opinions Expert reviews by other instructors

List of the Materials:

The materials for the WBLS that need to be evaluated are the goals, objectives, instructional strategies and activities, assessments, and the content of the WBLS. The content includes text, videos, pictures, blogs, and discussion boards. These materials need to evaluated closely to ensure that learning is taking place in an efficient and effective manner. The materials for the WBLS should be working properly, user friendly and appealing for fifth grade students.

Table of the Types of Methods and Tools for Formative Evaluation:

Effectiveness		
Evaluation Criteria	Specific Questions	Methods and Tools
Goals	Are the goals clear, accurate, and achievable? Are the objectives clear, accurate, and achievable? Are the goals and objectives appropriate for	Content Experts Common Core Standards

	WBLS	
Content	Does the content match the goals and objectives? Is the content of the WBLS aligned with the objectives, activities, and assessments? Is the content at the appropriate age level? Do the instructional activities promote learning?	Content Experts Web-Design Experts Data from any assessments students complete
Technology	Does the technology function properly? Do all the students have access to the internet and the WBLs? Were the materials easy to access by the students? Are the copyright laws followed?	Observations of the students Questionnaires and interviews conducted with the students after initial interaction Polls and surveys given to the students Expert reviews by other instructors
Message Design	Are fifth grade students able to interact with each other? Is the content appropriate for fifth grade? Is the text written on a level that fifth grade students will be able to read? Do the pictures, videos,	Content and web design experts Observations of the students Expert reviews by other instructors

	blogs, and discussion boards enhance learning or inhibit learning?	
Efficiency		
Evaluation Criteria	Specific Questions	Methods and Tools
Goals	Will fifth grade students understand the goals? Are the goals consistent with the objectives and Common Core? Will the students understand the value of the goal? Are the goals clear and concise?	Content Experts Common Core Standards Expert reviews by other instructors
Content	Is the information timely and up-to-date? Will fifth grade students be able to relate to the content? Is the content appropriate for this subject manner?	Observations and interviews with students Reviews by content experts
Technology	Does the WBLS have the appropriate structure? Is there access to other instructors and students? Is the website functional for fifth grade students?	Expert reviews Surveys given to students
Message Design	Are there titles and headings to organize the	Questionnaires given to students

	content? Is the organization and structure simple enough for fifth grade students to follow?	Reviews by other instructors
Appeal		
Evaluation Criteria	Specific Questions	Methods and Tools
Goals	Are the goals relevant to the age group of the learners?	Common Core standards Content expert review
Content	Is the age level of the participants considered when designing the WBLS? Will fifth grade students find the content interesting?	Content expert review Reviews by other instructors
Technology	Are there any grammatical or mechanical errors? Will fifth grade students know how to navigate their way through the site?	Observations during initial use of site Reviews of the participants
Message Design	Is the reading level appropriate for the learners? Is the site aesthetically pleasing for the learners (font, color, graphics, etc)?	Content expert reviews Surveys and polls given to the students

	Do the graphics, animations, and sound enhance or inhibit learning? Is the screen uncluttered with enough white space to make it easy to look at and read?	

Preliminary Summative Evaluation Plan

General Evaluation Information:

The purpose of the Preliminary Summative Evaluation is to determine the overall value of the WBLS after it has been implemented in the classroom. Based on the design, the implementation, and the results from the participants, this plan could be adjusted. The focus of the Summative Evaluation Plan is to determine the final effectiveness, efficiency and appeal of the full implementation of the WBLS. The results of the evaluation will inform us on how effective the WBLS is and how it has impacted learning.

List of the Materials

The materials for the WBLS that need to be evaluated after implementation include the goals, objectives, instructional strategies and activities, assessments, and the content of the WBLS. Student engagement and achievement will also be evaluated.

Table of Preliminary Planning for Summative Evaluation

Preliminary Planning for Summative Evaluation

Effectiveness	How well did the WBLS meet the course objectives? Did students believe that the WBLS was worthwhile?	Student scores on assessments (Pre- versus post-test scores) Survey or interview students
Efficiency	How much time did students spend using the WBLS?	Student access logs
Appeal	Did students have a positive learning experience with the WBLS?	Survey or interview students

Instructional Strategy Plan

Orientation to Learning	Instructional Strategies
Provide an overview	When accessing the WBLS students will initially access the Home/Welcome page; There will be a descriptive statement that sets the students up as modern day explorers, gives students an overview of the content that will be covered, and suggests some tools they may need; The list of "tools" will include guidelines for online behavior; expectations for the completion of learning tasks, and a link to the prior knowledge assessment activity
State the objectives	Objectives will be provided in student-friendly language. Objectives will be formatted to identify what students will learn AND how they will be expected to demonstrate content mastery.

Explain the relevance of instruction	Students that receive this instruction will have the opportunity to meet the standards set forth by the state of Ohio. According to the Ohio Department of Education website, these standards will: Help students develop the ability to make informed and reasoned decisions for themselves and for the common good; Prepare students for their role as citizens and decision makers in a diverse, democratic society; Enable students to learn about significant people, places, events and issues in the past in order to understand the present; Foster students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.
Assist learner recall of prior knowledge, skills, and experiences	After the overview and orientation activities,students will complete an assessment of required prior knowledge. This will be an online, interactive quiz with fast feedback. Students will be directed to information and learning activities to eliminate gaps in required prior knowledge.
Provide direction on how to start, navigate, and proceed through the unit of instruction	Student instructions for site navigation and completion of learning tasks will be provided both in writing and in an introductory video An e-mail link will be provided for questions that students may have when online independently

Instruction on the Content	Instructional Strategies
Present instructional content	

Provide learning cues	Each unit will open with a map that highlights the region to be studied
	Vocabulary terms specific to each unit (and common terms) will be identified;
	In-text vocabulary will be bolded;
	Pictures, maps, and other images will be captioned for identification
	Content will be offered in multiple formats (text, video, audio, and visual/multi-media forms.
	Navigation tools and their location will be consistent over all pages.
	Large sections of text will be chunked and given headings to meet the needs of all learners.
Present opportunities for practice	Students can complete online quizzes;
	Students can participate in online discussion including peer feedback
Provide feedback on practice performance	Peer feedback
	Immediate feedback on online quizzes
	Feedback on discussion posts and peer response
Provide review of and close the unit of instruction	Successful completion of online assessments and submission of culminating project will close the WBLS
	Discussion summaries can be used as extension for fascinated or gifted students or provided by teacher;
	Objectives will be restated and reviewed.

Measurement of Learning	Instructional Strategies
Assess performance	A rubric for discussion board posts will be posted online in the instructional materials;
	A rubric for extended response questions (writing) will be provided;
	Students will complete mini-assessments (quizzes) for each region
	Students will complete a self-chosen, culminating project which will have a rubric provided.
	Students will have a checklist and timeline to self-monitor their own progress
Advise learner of performance score	Feedback on online mini-assessments will be immediate,
	Discussion post scores will be returned to students weekly if not more based on the discussion post.
	Extended response question scores will be returned to students as promptly as possible;
	Project rubrics will be returned to students as promptly as possible;
	E-mail may be used to discuss/address student achievement;
	Assignment scores will be reflected in online gradebook and on quarterly report cards.

Summary and Close	Instructional Strategies
Enhance and enrich learning	Links to additional geographical content can be provided
	Students can be offered the opportunity to

	create multi-media content, or in-depth presentations
Provide remediation for unmet objectives	Unsuccessful completion of mini-assessments will redirect students to content activities, Students may be offered additional online resources; Modified assessments/activities may be offered Students may rework/resubmit culminating projects to demonstrate synthesis of content
Provide opportunities for retention	Students will be provided examples of how this content connects to future content; Students will be offered the opportunity for their culminating projects to be used as exemplars for future students; Discussion boards can be left active for further student interaction.

Initial Task List

To successfully participate in this WBLS, students should be able to:

System Access
Access the WBLS via a direct link, URL, or QR code
Understand the purpose/objectives of the WBLS
Understand how the WBLS is designed
Be able to follow initial directions on the homepage of the WBLS.
Know how to follow the sequence of pages/activities within the WBLS.
Navigate the different content and activity areas of the WBLS
Return to the home page from any area of the WBLS

Know where to find important information related to due dates, assignments, etc.
Use a search function/search engine to find information
Meet expectations for digital citizenship

Help
Know when to ask for help
Know how to contact teachers (via e-mail) when working independently from home or other location

Learning Online
Find lesson content (notes, videos, activities, etc.)
Use media embedded in WBLS (video, audio, presentations, etc.)
Manage media (volume, start, pause, etc.)
Open document and presentation files
Download lesson materials (notes, etc.)
Follow hyperlinks to additional material
Be able to make initial response to discussion prompts in discussion forums
Respond to classmates' posts in discussion forums
Submit assignments according to specified procedures
Be able to review learning objectives linked to standards
Be able to click on links for educational games and activities

Assessment
Participate in online discussion activities
Complete online quizzes

Submit culminating project electronically

Retention/Reinforcement/Extension
Be able to access reinforcement tasks, which may include games, additional readings, assignments, and assessments.
Be able to access enrichment tasks, which may include games, additional readings, and assignments.

Prioritized Task List

1 Core Functionality
2 Important Functionality
3 Nice to Have Functionality

System Access
1 Access the WBLS via a direct link, URL, or QR code
1 Understand the purpose/objectives of the WBLS
3 Understand how the WBLS is designed
1 Be able to follow initial directions on the homepage of the WBLS.
1 Know how to follow the sequence of pages/activities within the WBLS.
1 Navigate the different content and activity areas of the WBLS
3 Return to the home page from any area of the WBLS
1 Know where to find important information related to due dates, assignments, etc.
3 Use a search function/search engine to find information
2 Meet expectations for digital citizenship

Help

2 Know when to ask for help
3 Know how to contact teachers (via e-mail) when working independently from home or other location

Learning Online
1 Find lesson content (notes, videos, activities, etc.)
1 Use media embedded in WBLS (video, audio, presentations, etc.)
2 Manage media (volume, start, pause, etc.)
1 Open document and presentation files
2 Download lesson materials (notes, etc.)
3 Follow hyperlinks to additional material
1 Be able to make initial response to discussion prompts in discussion forums
1 Respond to classmates' posts in discussion forums
1 Submit assignments according to specified procedures
2 Be able to review learning objectives linked to standards
3 Be able to click on links for educational games and activities

Assessment
1 Participate in online discussion activities
1 Complete online quizzes
1 Submit culminating project electronically

Retention/Reinforcement/Extension
3 Be able to access reinforcement tasks, which may include games, additional readings, assignments, and assessments. /
3 Be able to access enrichment tasks, which may include games, additional readings, and assignments.

WBLS Functional Requirements List

System Access	
Task	**Requirement(s)**
Access the WBLS via a direct link, URL, or QR code	Understand how to use a URL, link, or QR code The URL, link, or QR code must be active URL should be easy to remember or type
Understand the purpose/objectives of the WBLS	Purpose/objectives should be posted in student-friendly language
Understand how the WBLS is designed	The different sections, pages, activity and discussion areas, should be clearly titled Similar sections in each module should have a similar format (ie: content pages, quiz pages, discussion pages)
Navigate the different content and activity areas of the WBLS	Navigation links should be standardized on each page
Return to the home page from any area of the WBLS	Provide a "Home" link on every page
Know where to find important information related to due dates, assignments, etc.	Provide link to timeline or calendar page
Use a search function/search engine to find information	Search function should be embedded on each module's content page
Meet expectations for digital citizenship	Expectation should be clearly stated in age appropriate language. Examples provided where possible

Help	
Task	**Requirement(s)**

Know when to ask for help	Prompts/links provided: "Need help? Click here" or "Stuck? Post a question for the class in the discussion forum" Provide (eventually) a FAQ Provide a discussion forum page for Q & A
Know how to contact teachers (via e-mail) when working independently from home or other location	Have e-mail link for teachers on every page Links should be active

Learning Online	
Task	**Requirement(s)**
Find lesson content (notes, videos, activities, etc.)	Clearly labeled navigation links between pages/sections.
Use media embedded in WBLS (video, audio, presentations, etc.)	Have earbuds or headphones to hear media
Manage media (volume, start, pause, etc.)	Volume, pause, stop, rewind functions should be available to learners
Open document and presentation files	Documents and presentation in PDF format or Google Doc/Slides with "view only" permission
Download lesson materials (notes, etc.)	Access to personal electronic file storage or printer
Follow hyperlinks to additional material	Links must be active
Respond to discussion prompts and classmates' posts in discussion forums	Ability to create discussion posts and comment on posts of others
Submit assignments according to specified procedures	Create e-mail attachments or share Google Doc/Slides, upload video

Assessment	
Task	**Requirement(s)**
Participate in online discussion activities	Learners can comment on discussion posts/prompts
Complete online quizzes	Quizzes should be accessible by an active link at the end of each content page/section Quizzes should give immediate feedback
Submit culminating project electronically	Learners should have the ability to create and send e-mail attachments or share Google Doc/Slides, upload video

Retention/Reinforcement?Extension	
Task	**Requirement(s)**
Be able to access reinforcement tasks, which may include games, additional readings, assignments, and assessments. /	Reinforcement tasks must be available Reinforcement tasks must be appropriate
Be able to access enrichment tasks, which may include games, additional readings, and assignments.	Enrichment tasks must be available Enrichment tasks must be appropriate

Prioritized Functional Requirements List

1 Core Functionality
2 Important Functionality
3 Nice to Have

System Access	
Task	**Requirement(s)**
1 Access the WBLS via a direct link, URL, or QR code	1 Understand how to use a URL, link, or QR code

	1 The URL, link, or QR code must be active 3 URL should be easy to remember or type
1 Understand the purpose/objectives of the WBLS	1 Purpose/objectives should be posted in student-friendly language
3 Understand how the WBLS is designed	2 The different sections, pages, activity and discussion areas, should be clearly titled 3 Similar sections in each module should have a similar format (ie: content pages, quiz pages, discussion pages)
1 Navigate the different content and activity areas of the WBLS	2 Navigation links should be standardized on each page
3 Return to the home page from any area of the WBLS	3 Provide a "Home" link on every page
1 Know where to find important information related to due dates, assignments, etc.	3 Provide link to timeline or calendar page in every section
3 Use a search function/search engine to find information	3 Search function should be embedded on each module's content page
1 Meet expectations for digital citizenship	1 Expectation should be clearly stated in age appropriate language. 3 Examples provided where possible

Help	
Task	**Requirement(s)**
2 Know when to ask for help	2 Prompts/links provided: "Need help? Click here" or "Stuck? Post a question for the class in the discussion forum"

	3 Provide (eventually) a FAQ 3 Provide a discussion forum page for Q & A
3 Know how to contact teachers (via e-mail) when working independently from home or other location	2 Have e-mail link for teachers on every page 1 Links should be active

Learning Online	
Task	**Requirement(s)**
1 Find lesson content (notes, videos, activities, etc.)	1 Clearly labeled navigation links between pages/sections.
1 Use media embedded in WBLS (video, audio, presentations, etc.)	3 Have earbuds or headphones to hear media
2 Manage media (volume, start, pause, etc.)	1 Volume, pause, stop, rewind functions should be available to learners
1 Open document and presentation files	2 Documents and presentation in PDF format or Google Doc/Slides with "view only" permission
2 Download lesson materials (notes, etc.)	2 Access to personal electronic file storage or printer
3 Follow hyperlinks to additional material	1 Links must be active
1 Respond to discussion prompts and classmates' posts in discussion forums	2 Ability to create discussion posts and comment on posts of others
1 Submit assignments according to specified procedures	2 Create e-mail attachments or share Google Doc/Slides, upload video

Assessment	
Task	**Requirement(s)**
1 Participate in online discussion activities	1 Learners can comment on discussion posts/prompts
1 Complete online quizzes	1 Quizzes should be accessible by an active link at the end of each content page/section 3 Quizzes should give immediate feedback
1 Submit culminating project electronically	1 Learners should have the ability to create and send e-mail attachments or share Google Doc/Slides, upload video

Retention/Reinforcement/Extension	
Task	**Requirement(s)**
3 Be able to access reinforcement tasks, which may include games, additional readings, assignments, and assessments. /	3 Reinforcement tasks must be available 3 Reinforcement tasks must be appropriate
3 Be able to access enrichment tasks, which may include games, additional readings, and assignments.	3 Enrichment tasks must be available 3 Enrichment tasks must be appropriate

Scenario #1: Student wishes to work fast and independently

Jeffrey is a 5th grade student who unfortunately misses a lot of school. When he is at school he is inundated with missing assignments. Since he misses class so much, the amount of work he receives when he is at school overwhelms him. Instead of working harder to make-up the missed assignments, Jeffrey simply does not complete them. The next day,

or whenever he comes back to school, his teachers expect him to turn in some of the missing assignments. When he has nothing to turn in, his teachers realize that he is falling further and further behind. At the rate Jeffery is going, there is a chance he might not pass fifth grade. He does not complete his missing assignments, homework, projects, or even in class assignments. He also does poorly on quizzes and assessments. Searching for solutions Jeffrey's teachers notice that his state test scores are typically fall under Basic and sometimes Proficient. A closer look reveals that Jeffrey scores the highest when it comes to anything related to reading. In class Jeffrey always has a book in his hands and many times he has to be told to stop reading and pay attention. His teachers check his Accelerated Reading scores and notice that he does well on the STAR Reading test, is reading above grade level, and does well on the reading comprehension scores. After some brainstorming, the teachers also realize that Jeffrey likes to work on the computer by himself when they do collaborative projects and likes to watch videos on YouTube.

It has been a typical week for Jeffrey. He missed two days, did not complete any of his work, and scored low on the pre-assessment. It is now Thursday when his teachers remind him and his class that there will be an assessment tomorrow. Feeling nervous with only one day to prepare, Jeffrey summons up the courage to ask his teachers what he can do tonight to help prepare for the assessment. After determining that Jeffrey has a reliable computer and internet at home, his teachers tell him that there is a website that he can visit that will instruct him on what he needs to learn.

When Jeffrey gets home that night his parents ask him if he is ready for his social studies assessment tomorrow. He is extremely perplexed because most nights Jeffrey's parents aren't involved in his education, and he doesn't know how his parents know about the assessment. Asking how they knew about the assessment, his parents tell him that his

teachers sent out a message using Class Dojo reminding the parents about the assessment.

Knowing that his parents and his teachers are on the same page he decides to start studying

using the website his teachers told him about.

He has never logged into the website before, but his teachers told him there is a link to

it on the teacher page for school. He quickly gets his computer so he can access the website

through the teacher page. Once he accesses the website, he goes to the home screen, reads

the welcome message and the purpose of the WBLS, and listens to the instruction video.

Once Jeffrey understands the purpose of the WBLS, he will take the pre-assessment to

determine if he is ready to learn the objectives described in the WBLS. Depending on his

proficiency on the pre-assessment, he may be directed to reinforcement/learning activities for

missing content or skill knowledge.

After he completes the quiz, he will email his teacher to let him know that he took the

pre-assessment. He is then directed to a page that outlines expectations both for digital

citizenship and a description of the learning activities. At the end of that page, he will be

prompted to the Assessments Page for an overview of the culminating project.   Once Jeffery

has reviewed the expectations, objectives, and the culminating project,he will move to the first

content section, Task 1. There, he will be prompted to enter his username and password to

access the online social studies textbook and resources. Once on the website and at the

proper chapter and section the student will download the note taking guide that is available at

the beginning of every section. He will also read the text, watch video(s), view photos, and

use maps to explore a specific region of South America. He will be asked to note the

countries in that region, geographical landforms (rivers, mountains, etc.) and then learn about

climate and vegetation, and natural resources.   The student will also respond to a discussion

prompt located on the blog page. When Jeffrey feels prepared, he can take the region's

mini-assessment. Next, he will explore the other two regions of South America and complete a similar set of activities and a mini-assessment for each region.

Jeffrey will conclude his learning by choosing a region or country and completing a culminating project of his choice. Choices may include creating a travel brochure, a commercial, or a video connecting the concepts of geographical region, climate, crops, and culture. With all required assignments and assessments completed, Jeffrey turns in his culminating project and is done with the WBLS.

Scenario#2: Student wishes to work with high level of interaction and collaboration

Savannah is a fifth grader who scores well on many quizzes and assessments. On state test scores she usually falls under the proficient range. Her strongest qualities are her hard work and the ability to work well with her peers. Even though social studies has never been her favorite subject, she still finds this year's content to be interesting. She enjoys learning about new places and people, which in turn, motivates her to learn. The combination of motivation and hard work usually leads Savannah to produce high quality work. At conferences her mom told her teachers that she spends hours on the phone talking, texting, or facetiming her friends. Mom reiterated that she makes Savannah complete her homework first before she communicates with her friends.

When Savannah and her friends learned about the WBLS in class, they were excited to use even more technology in class. Her classroom is lucky enough to have 3 desktops for the students, 2 iPads that the teachers loan out to the students, 6 Kindle Fire HD, and laptops for each student.

Eager to get started, Savannah arrives home after school, runs upstairs to her room, and turns on her computer. She also grabs her iPhone to facetime her friends. Before leaving school, she told her friends in class to access the website through Mr.

Schneiderman's teacher page. She and her friends want to learn more about the regions in

South America and have decided to work collaboratively. Savannah and her friends have

already passed the pre-assessment earlier in the day at school and are excited to start their

lesson. Once on the website, she clicks on the Discussion tab to begin chatting with her

friends that she can not facetime with. As a group, they decide on a plan to complete the

activity. They have decided that they were going to accomplish at least one activity each

night so they are ready to begin their culminating project by the end of the week.

Day 1: discuss, research, review and decide the culminating project.

Day 2: Task 1

Day 3: Task 2

Day 4: Task 3

Day 5: Begin culminating project

Through facetime and the discussion forum, Savannah asks the question, "Which

culminating project are you guys going to do?" After some back and forth discussion,

everyone has a good idea which culminating project they will complete. She then clicks on

the Objectives tab to make sure her culminating activity can be completed in a way that

shows mastery of the objectives. She spends the next few hours brainstorming ideas about

how she would complete her culminating project. She also spends some time researching

what she would include for her culminating project. She would continue to post questions

using facetime and the discussion forum. After just over an hour, the group of friends decide

to call it a night satisfied with reaching their goal of deciding on a culminating project.

On Day 2, Savannah will click on the Home tab so she can access the online textbook.

She will be prompted to enter her username and password to access the online social studies

textbook and resources. Once on the website and at the proper chapter and section, she will
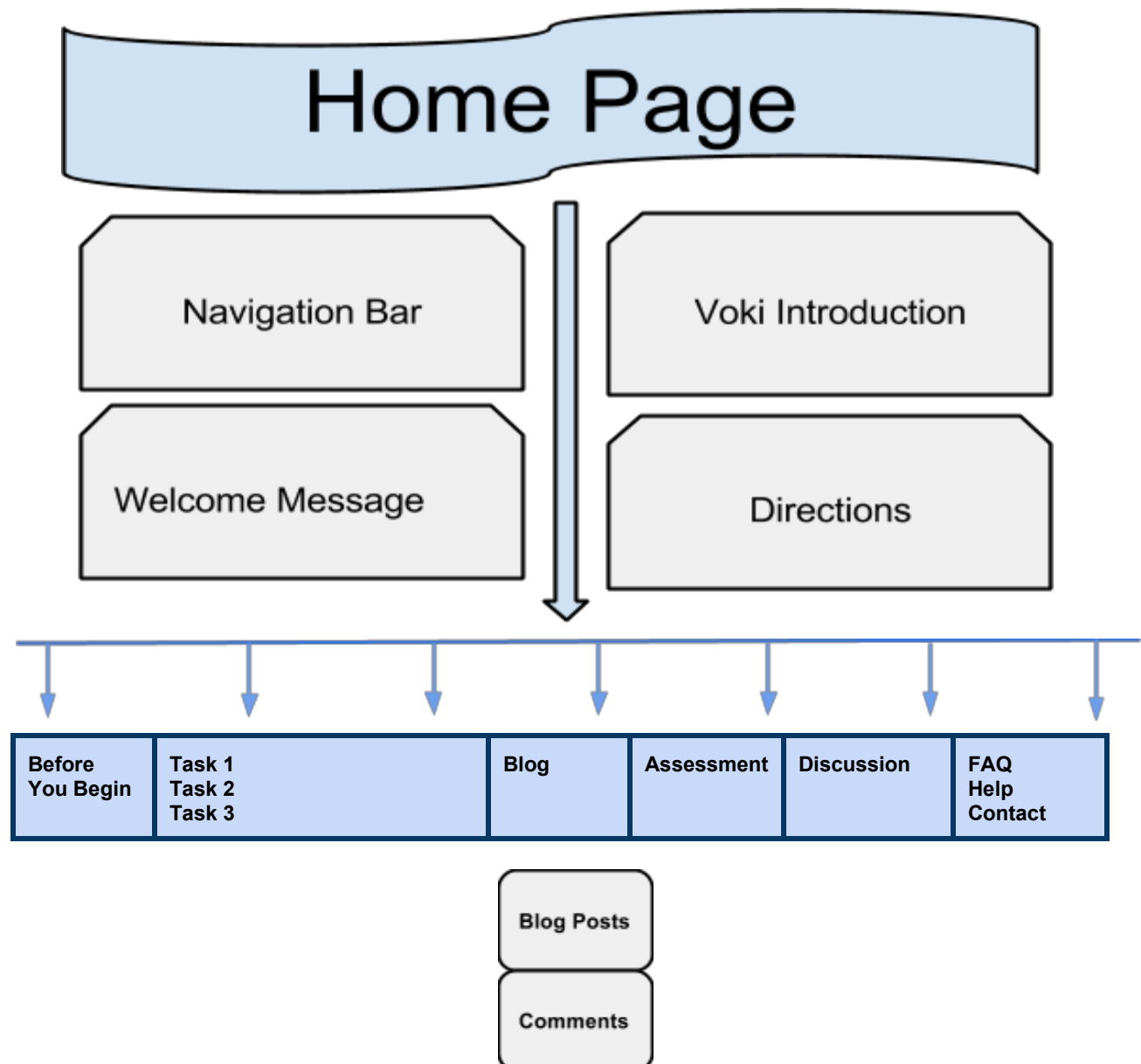
download the note taking guide that is available at the beginning of every section. She will

also read the text, watch video(s), view photos, and use maps to explore a specific region of

South America. She will be asked to note the countries in that region, geographical landforms

(rivers, mountains, etc.) and then learn about climate and vegetation, and natural resources.

At a couple of points, she checks in via the discussion forums to post a question about

how her friends filled in the guide. She also posts a comment relating to one of the videos.

Savannah and her friends decide to post possible quiz questions for one another and then

answer. When she feels prepared, she takes the region's mini-assessment. For each area,

Savannah and her friends post in the discussion forum. They are diligent about responding to

the teacher prompts and to one anothers' comments. The friends work through each of the

regions and take the mini-assessments for each region. This process is repeated for Day 3

and Day 4.

Each time Savanna works through the content for a region, she has another idea

about her culminating project. She opens a discussion board for additional brainstorming and

asks her friends to add their great ideas. Savannah e-mails the teacher a couple of topic

ideas to check for appropriateness. She also asks two of her friends for feedback on her

ideas. Savannah makes a final decision about a region and a project.

After about a week, Savannah shares her culminating project with her friends first, and

asks them for feedback. Using the rubric, they evaluate and offer suggestions. After making

some revisions, Savannah shares her project with the class online and submits it for

assessment. Savannah also offers to critique her friends' projects and uses the available

rubrics. She suggests changes and offers encouragement.

With all content covered, mastery demonstrated on the assessments, and successful

completion of the culminating project, Savannah and her friends have completed the WBLS!

Site Map

Home Page

Navigation Bar

Voki Introduction

Welcome Message

Directions

Before You Begin	Task 1 Task 2 Task 3	Blog	Assessment	Discussion	FAQ Help Contact

Blog Posts

Comments

Activity guide

The plan for the color scheme and the format of the website is to keep it simple and

consistent throughout each page of the website. The color scheme will have a professional look,

be visually appealing, and, considering the age of the learners (fifth grade), eye-catching, as well.

The color scheme and lay-out should support the content of the website without being distracting

to the user. The consistent design from page to page should help the user navigate through the

pages and complete the activities in an efficient and effective manner. The colors chosen will be

easy on the eyes and will consist mostly of shades of white, black, and gray with an occasional

color thrown in for impact and emphasis. That extra color will be used sparingly, but it will be

used to give the website a splash of color and make it more visually engaging. The accent color

may also be used to draw the user's attention to a particular section or topic.

The first layer of the Regions of the Western Hemisphere web-based learning system is

the Home Page. Here the user will see a Voki that will welcome them and give instruction. The

user will also read a "Welcome" paragraph that explains the purpose of the website and

instructions on what to do next. The user will also see the navigation tabs across the top of the

page. The location of the navigation bar will remain constant on every page so the user always knows where to find it.

The second layer of navigation will consist of the learning materials and tasks that will be included on the website. These pages include: Before You Begin, Task 1, Task 2, and Task 3. The *Before you Begin* page will include a pre-assessment, standards and objectives, and a link to the culminating assessment page.
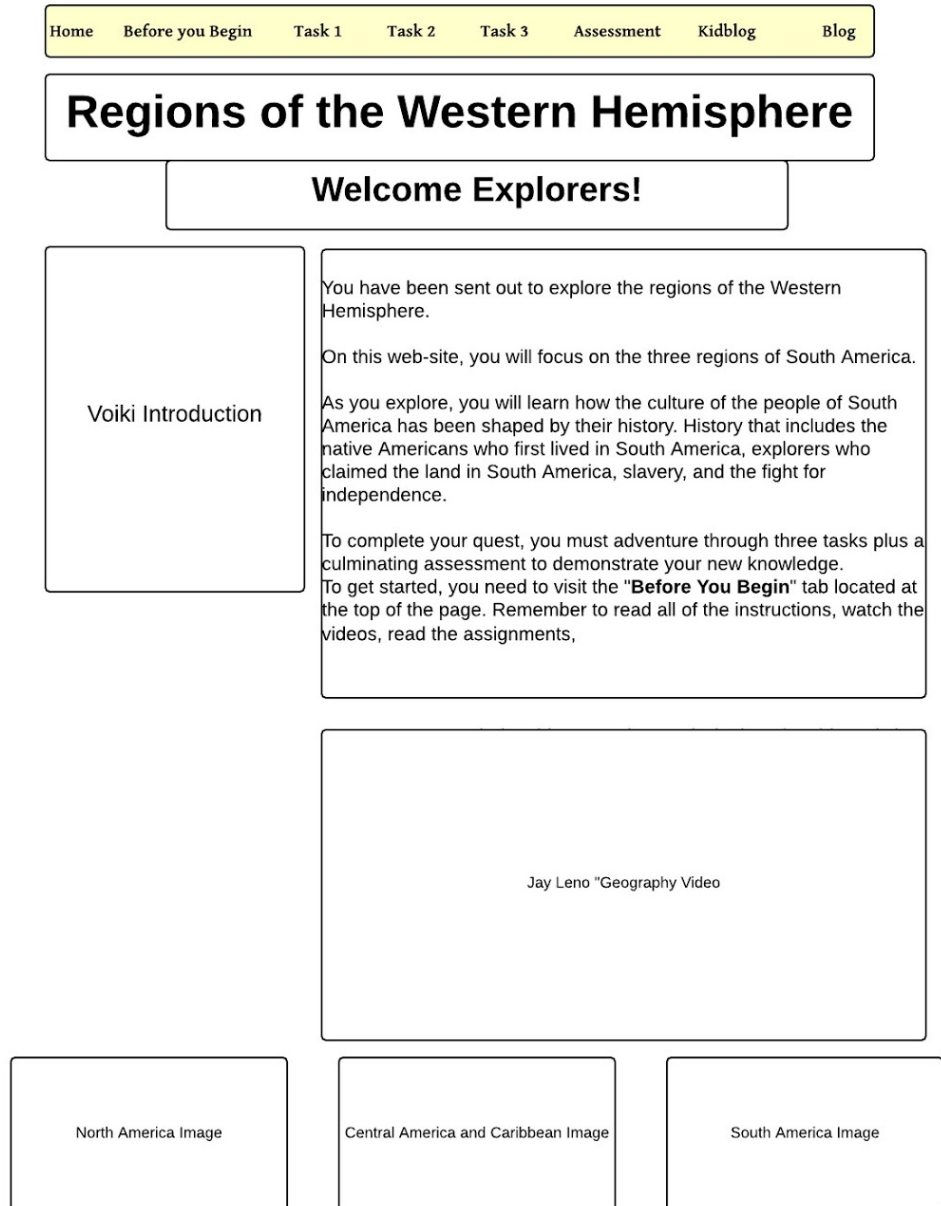
The *Task* pages will be the main activity pages for each of the specific topics covered by the site. These pages will include a brief introduction to the region and the activities, a list of the learning objectives, a link to access the online textbook, pictures, videos, additional informational text,and a mini-assessment.

The third layer includes the collaborative areas for blogging and discussion forums. Students will be able to move directly to discussion forums from Task pages or by using the Discussion or Blog tabs at the top of each page.

The fourth layer will will include the options and information for the culminating projects. Here students will find a review of the objectives, options for their culminating project, rubrics for each project and directions for sharing and submitting.

A fifth layer will include directions to help the user learn how to navigate through the website. These directions may include information on accessing external links, playing an audio or video file, posting comments on the blog, and/or using the discussion forum. It will also include FAQ's and a contact link for the teachers.

Sample Interface Layer 1

Regions of the Western Hemisphere

Welcome Explorers!

Voiki Introduction

You have been sent out to explore the regions of the Western Hemisphere.

On this web-site, you will focus on the three regions of South America.

As you explore, you will learn how the culture of the people of South America has been shaped by their history. History that includes the native Americans who first lived in South America, explorers who claimed the land in South America, slavery, and the fight for independence.

To complete your quest, you must adventure through three tasks plus a culminating assessment to demonstrate your new knowledge.
To get started, you need to visit the "**Before You Begin**" tab located at the top of the page. Remember to read all of the instructions, watch the videos, read the assignments,

Jay Leno "Geography Video

North America Image

Central America and Caribbean Image

South America Image

Layer 2 Pre-assessment page

Regions of the Western Hemisphere

Before You Begin Your Journey

Before beginning your journey, you will need to complete a pre-assessment. This pre-assessment will determine if you are ready to become a captain and start your voyage to the regions of South America.

Objectives...

You will be able to identify ways in which geography helps us to understand our world.

You will be able to identify the concepts that help geographers understand the world's people.

Steps...

1. Review the main ideas by clicking
2. Watch the **introduction video** below.
3. Take the **pre-assessment**. It will help me understand what you already know.
4. Read the **standards and objectives** below that will be covered in this Web Quest.
5. Review the **culminating assessments** in the Assessment tab to decide upon your final project.
6. Go on to **Task 1** when steps 1-5 are complete

Video

When you are ready click **Pre-Assessments**.
Standards and Objectives for this Webquest

After your voyage is over, you will be able to complete the following.

I can describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.   **Content Statement #3**

I can define region, landform, climate, population, culture, and economics. **Content Statement #6**

I can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics. **Content Statement #6**

I can describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food. Content Statement #10

For a more detailed version of the Ohio Department of Education Standards for fifth grade click **State Standards for Ohio**.

Culminating Assessment
Click **Assessment** to access the culminating assessments page. Review the assessments and decide which one to complete that will demonstrate your understanding of the objectives.

Further Review For more review click **Social Studies Textbook** to access your online textbook. You will need your username and password.

Sample Task Page Layer 2

Regions of the Western Hemisphere

Task 3 ~ History

Welcome Explorers! If you are on this page, it must mean that you completed Task 2 and are ready to continue your journey. On this page, you will travel to the continent of South America to learn about the history of South America. You already know that he continent of South America is divided into 3 regions:

Caribbean South America - Colombia, Venezuela, Guyana, Suriname, and French Guiana
Atlantic South America - Brazil, Paraguay, Uruguay, and Argentina
Pacific South America - Ecuador, Peru, Boliva, and Chilie

Objectives...

You will be able to describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions and food. (**Content Statement #10**)

Steps...

1. Access your **Social Studies textbook**
2. Read Chapter 8 Sections 2 and 3, Chapter 9 Sections 2 and 3, and Chapter 10 Section 2
3. Review the Section Reviews
4. Scroll the pictures of the history of South America
5. Go to the **video blog** and comment on the 3 blogs.
6. Access **Kahoot** and take the quizzes

Map

Video

Embedded quiz

Layer 3 Student Blog/collaborative area

| Home | Before you Begin | Task 1 | Task 2 | Task 3 | Assessment | Kidblog | Blog |

Regions of the Western Hemisphere

Directions For Kidblog

Click on My Classes and select your homeroom teacher.
Next, click on Go to class blogs.
Scroll down to find the list of blogs to post/comment to.
Select the blog that you want to post/comment to.

Layer 4 Culminating Projects

Regions of the Western Hemisphere

Assessment

Now that your voyage is over, you must report your findings. Please choose one of the following methods to compile a report on your journey.

1. Create travel and tourism brochure, [Project Description/Rubric] Or

2. Create a commercial for their region, [Project Description/Rubric] Or

3. Make a presentation via Google Slides or Prezi, [Project Description/Rubric] Or

4. Create and share a food product and explain how the region's climate, geography, and culture influenced the recipe. [Project Description/Rubric]

Layer 5 Help page

| Home | Before you Begin | Task 1 | Task 2 | Task 3 | Assessment | Kidblog | Blog |

Regions of the Western Hemisphere

Help for You

1. FAQ
2. Q & A
3. Tips and Tricks
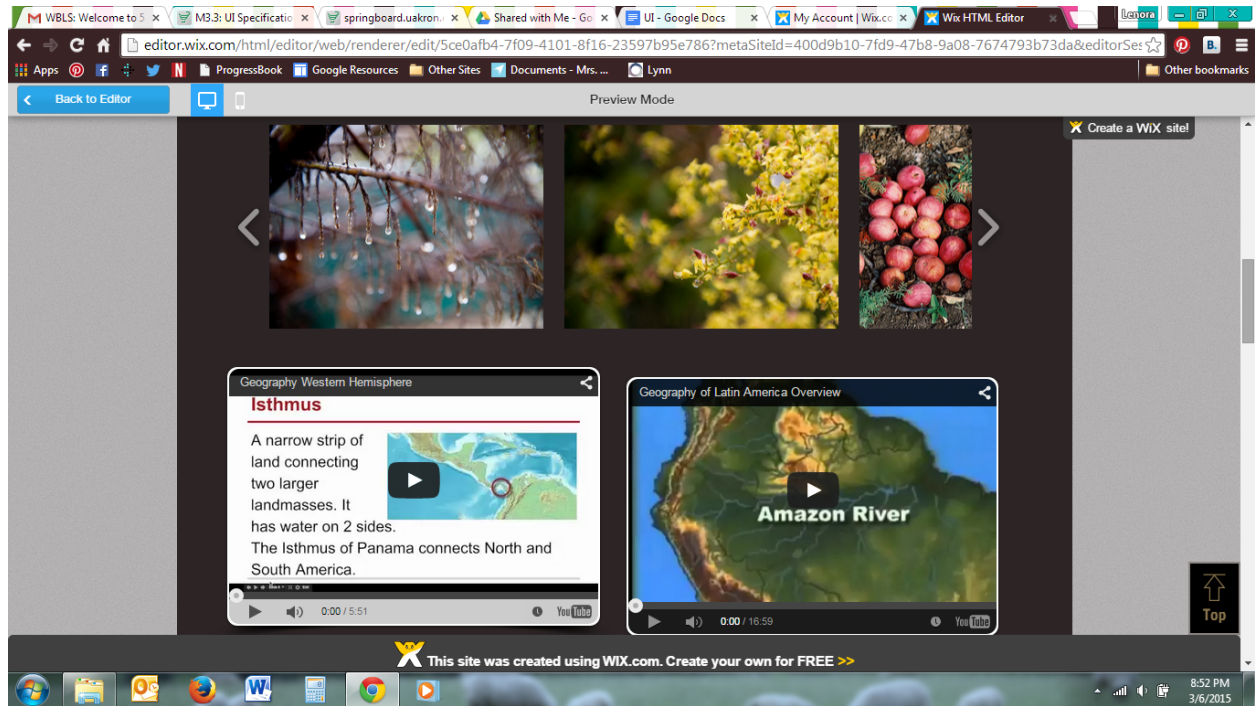
D. Prototypes

Home Page

Task Page

Content

Expert and User Review

The following individuals were invited to participate in the Review of the WBLS

"Regions of the Western Hemisphere" a fifth-grade Social Studies Unit that focuses on

the region of South America.

Formative Evaluation Team Members		
Name	**Title**	**Role**
Mr. Jay Newcome	Technology Coach, Ravenna School District	Design Evaluation
Mr. Doug Cogdell	District Technology Coordinator, Sheffield\Sheffield Lake City Schools	Design Evaluation
Mrs. Mary Cogdell	Technology Teacher,	Design Evaluation

	Sheffield\Sheffield Lake City Schools	
Steve Iwanek	5th Grade Social Studies Teacher	Content Evaluator
John Forster	5th Grade Intervention Specialist	Content Evaluator
Dayna Fusco	5th Grade Intervention Specialist	Content Evaluator
Mr. Schneiderman's Students	Student	User

As outlined in our Evaluation plan, reviewers were asked to evaluate and make recommendations on the effectiveness and intuitiveness of the design, goals, objectives, activities, and assessment; a preliminary (sample) module, and the initial trial run of the WBLS.

Evaluation Criteria	Explanation	Data Sources
Effectiveness: mastery of goals and success of WBLS	Evaluate if the students are able to complete the activities and master the objectives Evaluate if the WBLS meet the needs of the students	Expert opinion Checklists
Efficiency: delivered in a timely or cost-saving manner	Evaluate if the time spent on the WBLS can be used efficiently	Document how long fifth grade students spend on the WBLS Compare time data to baseline/control classes

| **Appeal:** gain and maintain learner attention and interest; usability (i.e., ease of access and use) | Evaluate if the site is understood for fifth grade students

Evaluate if the content is interesting for fifth grade students

Evaluate if the navigation of the site is clear and comprehensible for fifth grade students

Evaluate if the site kept the attention of fifth grade students | Expert reviews by subject matter expert

Observations of the fifth grade students

Interviews with fifth grade students for participant opinions

Expert reviews by other instructors |

List of the Materials

The materials for the WBLS that need to be evaluated are the goals, objectives, instructional strategies and activities, assessments, and the content of the WBLS. The content includes text, videos, pictures, blogs, and discussion boards. These materials need to evaluated closely to ensure that learning is taking place in an efficient and effective manner. The materials for the WBLS should be working properly, user friendly and appealing for fifth grade students.

Table of the Types of Methods and Tools for Formative Evaluation

Effectiveness		
Evaluation Criteria	Specific Questions	Methods and Tools
Goals	Are the goals clear, accurate, and achievable?

Are the objectives clear, accurate, and achievable? | Content Experts

Common Core Standards |

	Are the goals and objectives appropriate for WBLS	
Content	Does the content match the goals and objectives? Is the content of the WBLS aligned with the objectives, activities, and assessments? Is the content at the appropriate age level? Do the instructional activities promote learning?	Content Experts Web-Design Experts Data from any assessments students complete
Technology	Does the technology function properly? Do all the students have access to the internet and the WBLs? Were the materials easy to access by the students? Are the copyright laws followed?	Observations of the students Questionnaires and interviews conducted with the students after initial interaction Polls and surveys given to the students Expert reviews by other instructors
Message Design	Are fifth grade students able to interact with each other? Is the content appropriate for fifth grade? Is the text written on a level that fifth grade students will be able to read?	Content and web design experts Observations of the students Expert reviews by other instructors

	Do the pictures, videos, blogs, and discussion boards enhance learning or inhibit learning?	
Efficiency		
Evaluation Criteria	Specific Questions	Methods and Tools
Goals	Will fifth grade students understand the goals? Are the goals consistent with the objectives and Common Core? Will the students understand the value of the goal? Are the goals clear and concise?	Content Experts Common Core Standards Expert reviews by other instructors
Content	Is the information timely and up-to-date? Will fifth grade students be able to relate to the content? Is the content appropriate for this subject manner?	Observations and interviews with students Reviews by content experts
Technology	Does the WBLS have the appropriate structure? Is there access to other instructors and students?	Expert reviews Surveys given to students

	Is the website functional for fifth grade students?	
Message Design	Are there titles and headings to organize the content? Is the organization and structure simple enough for fifth grade students to follow?	Questionnaires given to students Reviews by other instructors

Appeal		
Evaluation Criteria	Specific Questions	Methods and Tools
Goals	Are the goals relevant to the age group of the learners?	Common Core standards Content expert review
Content	Is the age level of the participants considered when designing the WBLS? Will fifth grade students find the content interesting?	Content expert review Reviews by other instructors
Technology	Are there any grammatical or mechanical errors? Will fifth grade students know how to navigate their way through the site?	Observations during initial use of site Reviews of the participants
Message Design	Is the reading level appropriate for the	Content expert reviews

	learners?	Surveys and polls given to the students
	Is the site aesthetically pleasing for the learners (font, color, graphics, etc)?	
	Do the graphics, animations, and sound enhance or inhibit learning?	
	Is the screen uncluttered with enough white space to make it easy to look at and read?	

Design Expert Review

The Experts invited to evaluate the effectiveness and intuitiveness of the WBLS were:

Jay Newcome

Jay Newcome is currently the Technology Coach for the Ravenna School District. He has also served as the Technology Coach for the ARRA 21st Century Learning Grant After-School Enrichment Program in the Ravenna School district, and was a Technology Specialist for Coventry High School. Jay has worked in educational technology for ten years. Jay Newcome received his Master's in Instructional Technology from the University of Akron and his undergraduate in education from Hiram College.

Doug Cogdell

Doug Cogdell is the District Technology Coordinator for entire Sheffield\Sheffield Lake City School district. He is responsible for implementing smart boards in every classroom in the district as well as 1:1 computers or Chromebooks in many of the classrooms. He also started a student tech team which not only helps the district with maintenance needs but also help students to develop skills for use in a technologically advanced world.

Mary Cogdell

Mary Cogdell is a Technology teacher in the Sheffield\Sheffield Lake City Schools since 2008. She provides instruction in the 21st century skills that students will need now and in the future. She began morning announcements at Barr Elementary school with about 20 students in the morning announcements club where students give live video announcements like news anchors. Before coming to Sheffield Lake City Schools, Mrs. Cogdell spent 10 years teaching 3rd grade and Title 1 reading in a parochial school. She received her Master's Degree in Curriculum and Instruction with a specialization in Educational Technology from Cleveland State.

The design experts were sent the URL of the WBLS and a survey for ease of reporting. The live survey can be found here. (https://docs.google.com/forms/d/16-nqyYnW5J_2vnkCRgCCnb_uG-525vO6Ly4Qno6AQQo/viewform?usp=send_form) For each element reviewers were asked to consider, they were offered a rating scale for ease of responding, and an open ended response for detailed feedback.

Question	Responses
How well does the Welcome Page effectively introduce the WBLS? **1=Not at all effectively** **2** **3** **4** **5=Extremely effectively**	5
How could the effectiveness of the Welcome Page be enhanced?	I think it is great! It accurately summarizes the activity to be performed. Perhaps it would be a good idea to bold the words, "To get started", or make them a bigger font to catch people's attention. The introduction is nice. I like the addition of the voki and the video. Possibly edit the video down to a shorter duration, it will still get your point across.
How intuitive/effective is the navigation between pages and content? **1=Not at all intuitive** **5=Extremely intuitive**	4
What could be done to improve the intuitiveness/effectiveness of the navigation?	Warn students that some of the links (while good links) will take them out of the activity with no real way of getting back without moving between tabs. Consider direct linking to the Quizlet flash cards rather than searching. http://quizlet.com/74688516/western-hemisphere-key-terms-content-6-flash-cards/ Task #3, Steps changed from numbers to bullets. Stay consistent, one way or another. Also add a what to do after complete with Task #3. Go to Assessment?
How effective are the design choices for font and background color? **1=Not at all effective** **5=Extremely effective**	4

What design choices do you think might be more effective?	I like the simplicity and the white bold text on the black background. The font is easily readable. Likely limited by templates but chose wisely. The horizontal navigation colors make it difficult to view on certain monitors. I looked at it on two, one was ok, the other the white was very bright which made it difficult to see the choices. Possibly consider a dark font color to contrast with the lighter color background.
How effective is the page layout for the "Before You Begin" page? **1=Not at all effective** **5=Extremely effective**	5
How effective is the page layout for the "Task 1" page? **1=Not at all effective** **5=Extremely effective**	5
How effective is the page layout for the "Task 2" page? **1=Not at all effective** **5=Extremely effective**	5 4
How effective is the page layout for the "Task 3" page? **1=Not at all effective** **5=Extremely effective**	5
What might make these content pages more effective?	Possibly more graphics but still very well done. Task #2 has a lot of content under the Steps, maybe use links to open new pages to consolidate. There is a lot of scrolling down.
How effective did you find the multi-media elements on the WBLS?	5

1=Not at all effective 5=Extremely effective	
What might make these elements more effective?	Kids will like the tools you used in creating the activity. Great use of animation, video, google forms, etc. I thought they were all good.
What other suggestions do you have for improving the design of this WBLS?	Possibly using more animation of you narrating each task- that was excellent. Great Job. A few minor tweaks and it is will be really nice.

Content Expert Review

The Content review was conducted in a face-to-face interviews since the content reviewers are all colleagues of Jay Schneiderman.

Content Expert Survey Questions (Dayna Fusco, John Forster, and Steve Iwanek)

Dayna Fusco

Dayna Fusco and I were hired the same time back in 2008. Before working together we knew of each other through mutual friends. I have worked directly with Mrs. Fusco in some capacity for the last 7 years. She has been working as the 5th grade intervention specialist at Forestlawn Elementary in Sheffield\Sheffield Lake City School district. Prior to this year Mrs. Fusco and worked together in a co-taught classroom teaching all of the subjects. Except for one year when Mrs. Fusco was in a

self-contained room, we have taught social studies together. Mrs. Fusco is a graduate of Mount Union.

John Forster

Mr. Forster has been employed for the last 6 years at Forestlawn Elementary. He is an intervention specialist, and similar to Mrs. Fusco, he has taught social studies for the past 5 years. He has either taught it himself to his small group of students, or he has co-taught with another social studies teacher. This year marks the first year that Mr. Forster and I have worked together in the same classroom. He follows his homeroom from class to class and co-teaches with different teachers depending on the subject taught. Mr. Forster and I teach social studies together to his homeroom. He is very knowledgeable of his students and has a great ability to educate his students at the level they need taught at. He is a graduate of Brookside High School in Sheffield Lake and graduated from Kent State in 2009.

Steve Iwanek

Mr. Iwanek has over 20 years of teaching experience and most of those have been spent teaching social studies. Before teaching he was part of the U.S. Coast Guard. His military training has helped to shape his teaching style. He is able to get the best out of his students, while maintaining a unique sense of humor. His students always respect him and work extremely hard for him. He is the head teacher at our school and is well respected by the entire staff. During my first year, he was my mentor teacher where I developed many of the skills I have today. His straightforward and honest approach is the reason I wanted him to review the website. I knew he would be

the most reliable and the most critical reviewer for the content part of the website. He is a graduate of The Ohio State University.

1. **Does the content in the website help learners meet the stated goals and objectives? Are the goals or objectives clear and measurable?**

    Two of the reviewers said that the goals and objectives are good and they match the common core standards. One of them said that the goals are good but that it wasn't necessary to show the standards. That teacher believes kids just don't care or understand the standards from the state of Ohio, and that there could just be a link link if a student wanted click on it.

2. **Did the objectives appropriately address the state standards?**

    For this question two of the reviewers said that the objectives are stated appropriately on the website. One of the reviewers also agreed that they are stated appropriately but suggested that whenever possible to provide examples.

3. **Did the assessments address the objectives and required content?**

    Asked if the assessments address the objectives and the required content, all of the reviewers agreed that they did address the objectives. The content reviewers especially liked the blog plus the written assessment they all thought it was a great idea.

4. **Would the content/tasks be interesting to learners? Would it keep their attention?**

For this question all of the reviewers agreed that with the new Common Core that this content is not very interesting for 5th graders but websites like this one would definitely help keep the learners interest. All of them agreed that things like videos, pictures, and animations would go over well with students. They also agreed that students would like the blogs and responding to other students' posts.

5. **Would the content and instructional materials be appropriate for learners of this site? Are the content and instructional materials written at an appropriate age level?**

For this question again all of the reviewers agreed that the content and instructional materials are appropriate for learners of this age, but one reviewer suggested again to provide examples whenever possible. One of his ideas was to provide links to maps or pictures of my maps with the regions identified on the maps.

6. **Would the organization and structure of the content be clear for the learners?**

For this question all of the reviewers thought that it would be a good idea to keep each page simple and more streamlined. For the Task 1 page, all of my reviewers said I needed to clean up that page. They thought the learners would be overwhelmed by all the information contained on that page. One of the reviewers again recommended putting the regions on every page or a link to Google earth. Another reviewer suggested that we add "I Can" statements.

7. **Are there any errors in the content or instructional materials on the website?**

None of the reviewers noticed any errors in the content or instructional materials, however they did find errors with a couple of links. The links for Task 1 were leading learners to Task 2, and links for the new Kidblog were taking learners to the old discussion page or the old blog page instead of the Kidblog page.

8. **Were there any problems in operating the activities?**

Besides the errors mentioned in question number 7, the only other error was trying to watch the YouTube videos. That error was easily fixed when we noticed that the safety mode feature was on for watching YouTube videos.

9. **Do the instructional materials cover the topics completely? If not, what suggestions do you have for content that could be added to improve this?**

All of the reviewers said the instructional materials cover the topics completely. Two of the reviewers said again to add any maps, links to Google Earth, and more pictures and videos whenever possible.

10. **Are the technologies in the website used effectively to deliver content to the learners and what content or instructional materials would be the most helpful for learners?**

These questions are dealing with effective technologies and the reviewers all said thats the videos pictures blog are all very effective technologies used to deliver content. Two of the reviewers recommended that we make a page where all of my videos are housed. Another reviewer suggested that we create our own video or videos to make it more personable.

11. **Does the website establish a collaborative environment where learners can share ideas and interact with each other?**

All of the reviewers agreed that the website establishes collaborative environment and that learners can share their ideas and interact with each other. They believed that the Kidblog was a great place for kids to interact and share their ideas. One reviewer expressed some concern about who has access to the blog and who can post to the blog.

12. **Is the discussion board an appropriate tool for the learners?**

This question was essentially answered in question 11. All of the reviewers liked the idea of a blog. They like the fact that they can share their ideas with more than just their teacher. They are motivated to write correct answers and intelligent posts when they know that potentially many other people can view what they posted.

13. **Was there anything on the website that was confusing or hard to understand?**

Reviewers found a few areas that were confusing or hard to understand. One place that was confusing were pages that contained Google Forms. On the form it said sign out of "jschneiderman." The reviewers thought the learners would need directions on how to sign out and then sign back in as themselves. All of the reviewers did not like the old blog and discussion page and agreed the learners would enjoy the new Kidblog page.

14. **What additional suggestions do you have for improving the website?**

Suggestions for improving the website included regional maps more pictures videos or other visual aids. they also again recommended simple streamlined web pages without too much information on them.

15. **In general, what did you like about the website? What did you not like? Recommendations?**

In general all of the reviewers enjoyed the website. They thought the learners would enjoy using it. All of them liked the Voki and the kid blog the best. They also enjoyed the video that Jay created and how he incorporated ed. Ted.org with the video.

As the review session was wrapping up the most critical reviewer expressed how much he liked the website; asked if he could use it in his classroom; and if Jay could create more websites like this one for the other parts of our textbook.

<div align="center">

Potential User Survey

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The potential users are all fifth grade students in Jay Schneiderman's homeroom. Students were offered the opportunity to interact with the WBLS and then Jay asked them to respond to questions verbally.

Potential User Survey Questions (Jordan, Nate, Savanah, and Gabrielle)

All of these students are fifth graders at Forestlawn Elementary and are in my homeroom. They are of mixed ability, various reading levels and computer knowledge. One student is a low reader, below average to average academically, and minimal computer knowledge. This student occasionally has a hard time navigating through websites that are commonly used in the classroom and struggles to navigate through websites when used for the first time. Two of the students are average readers and are

average to slightly above average academically. They frequently use computers or some electronic device at home, and they were in a classroom in 4th grade that had computers for every student. Finally, the fourth student is an above average reader and above average academically. This student has moderate computer experience, but is able to learn quickly when using electronic devices. They were selected to review the website because they will be potential users of the website and because of their various knowledge, level, experience, and background.

1. **Was the website appealing to you? What do you think of the layout of the pages?**

    Overall the reviewers liked the website. They thought the layout of the pages were easy to follow and easy to use. They did not like the color choice of the words in the tabs at the top of the webpage. They said the words were hard to see.

2. **What did you find most appealing about the WBLS? What did you find least appealing about the WBLS?**

    The reviewers especially enjoyed the Voki, videos, pictures, and the Kidblog. Two of the reviewers did not like the pdfs, but understood why it was necessary for the website. They just didn't like the idea of downloading and completing a worksheet. One reviewer did not like the link to the social studies textbook. He said that he likes websites because they aren't textbooks. He likes to learn by using the internet, and that having the textbook accessible takes away from the fun of learning online.

3. **Are the web pages easy to understand and navigate? If not, please give suggestions for improvement.**

This question might be answered better during the usability test, but the reviewers said the information contained on the website was generally understandable when they navigated their way around. One reviewer asked if the icons for the pdfs could be bigger. Another reviewer asked if the maps could be moved to the top of each page. The other reviewers disagreed and said they liked the maps where they were. Two of the reviewers said they were a little confused on the Task pages because they forgot what step they were on after they clicked on an external link and then returned to the webpage.

4. **Does the website cover appropriate topics that learners like yourself would want to know?**

Many of the reviewers said the website covered appropriate topics for the learners who will be using it. Two of them remarked that they would rather learn this way then just using a textbook. Three of them said they liked the different tools the website uses and how they can learn the material in different ways. One reviewer said they liked having options for the culminating assessment. They were excited that one of the choices for the final project was to make a commercial.

5. **Do you feel that goals and objectives of the website are appropriate for fifth grade students and would you be able to accomplish them using the website?**

The reviewers each felt that the objectives were fine and that they could accomplish them by using the tools and the information contained on the website. Three of the reviewers were confused when they clicked on the Content Statement links. They didn't understand what it was and why there was a link to it. They thought they were suppose to do something on the page after they clicked on the Content Statement link.

Possible Changes -

Delete the Content Statement links

Make the Content Statement a link or add it to the tab menu

6. **Did the links on the website work properly and could you access all of the content and instructional materials?**

The reviewers said that the links were working and that they were able to access most of the content. Two areas that they could not access were the Kidblog and Kahoot. For Kidblog, they could access the page and see the posts, but they could not respond to them. In order for them to post to the blog I need to create a class and give them their password. Once I complete that, they will have full access to Kidblog. As for Kahoot, I just found a way where they can access the different Kahoot quizzes. I need to copy the url and embed it into the website. Once I do that, they will have complete access to the Kahoot quizzes. Occasionally they found that some parts did not load

properly, but when they refreshed the page or left the page and then came back to it, the parts that did not load before were now loading.

7. **What content or instructional materials would be helpful for students that use this website?**

One of the reviewers said that having videos is important for students who have trouble reading and comprehending, especially with the textbook they were using. The reviewers said that this website gives those kids an opportunity to learn because they can watch and listen to a video instead of struggling to read the textbook.

8. **What content or instructional materials would not be helpful for students who use this website?**

The reviewers did not give any recommendations for this question. They said that they liked some tools more than others, but thought that everything on the website was helpful in one way or another. They agreed that some tools were more fun and easier to use.

9. **Does the site establish a sense of collaborative environment among learners?**

The two areas that the reviewers felt the most sense of a collaborative environment are Kidblog and Kahoot. They liked the idea of sharing their thoughts and ideas with their classmates on Kidblog. They also liked how they could comment on other classmates' posts. They saw this as an opportunity to help each other out and learn from each other. For Kahoot, the reviewers were already talking about setting up teams to compete with each other while using Kahoot. They also liked the new feature

in Kahoot where they can compete against themselves and try to beat their previous score.

10. **Was there anything on the website that was confusing or hard to understand?**

Earlier in question 5, the reviewers were confused when they clicked on a link that took them to the Ohio Department of Education state standards. Upon arrival at the standards page they thought they were suppose to complete something on that page. Another reviewer commented on the quality of my voice in the Voki. The reviewer said it needs to be more clear and that I should slow down a little.

11. **Did you enjoy the media in the site (videos and presentations)?**

Each reviewer enjoyed the videos and the pictures. As I observed them, they tended to focus more on the tasks that included videos and pictures, and quickly scanned over the pages that were mostly text.

Possible Changes -

Include more pictures and videos

More Vokis to give directions instead of typed text

12. **Which task did you find the most challenging to complete?**

One of the reviewers said that Task 1 was the hardest to complete because you had to click on numerous links and then you had to go back to the Regions of the Western Hemisphere website where again you had to click on another link. This reviewer did not like going back and forth between different websites. This reviewer

liked the assessment that was embedded on the website and preferred not to leave the website multiple times.

Possible Changes -

Embed more items onto the website.

Limit the number of external links on each page

Three of the reviewers did not like Task 3. They were not confused how to complete it, but rather they thought that there was too much work to complete for one task. They especially did not like how many sections there were to read and too many pdfs to review.

Possible Changes -

Reduce the amount of reading

Reduce the number of pdfs

Create more of a summary, written or video, of the readings and review

pages

Use videos to supply the information and use the text as

additional\supplemental information

13. **What recommendations do you have for use to improve this WBLS?**

Some of the recommendations from the reviewers included adding more pictures, videos, and Vokis to the website. They also suggested to add more color to

the text instead of just using white text on the black background. Finally, two of my

reviewers wanted the size of the font to be bigger as well as a different font type.

Usability Test Report

Background Information

The "Regions of the Western Hemisphere" WBLS is meant to provide fifth grade

students with an innovative and engaging way of learning about the geography and history of

the regions of the western hemisphere, specifically in South America, which could supplement

and possibly replace traditional textbook reading, worksheets, and/or in-class activities. This

WBLS will allow the 5th grade students to learn the about people, places, and the history of

the three distinct regions in South America. The students will learn about the regions through,

text, pictures, video, blogs, and online tests.

Learning Goals of the WBLS

The goal of the WBLS is to educate students on how the culture of the people of South

America has been shaped by their history. History that includes the Native Americans who

first lived in South America, explorers who claimed the land and conquered the people in

South America, slavery, and the fight for independence.

The students will achieve this by mastering the following objectives:

The students will be able to …

1. identify ways in which geography helps us to understand our world.

2. identify the concepts that help geographers understand the world's people. (Concepts

    such as: region, country, map, global, national, globe, geographers, local, satellite

    image, social science, data, landscape, geography).

3. define region, landform, climate, population, culture, and economics.

4. identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.

5. describe cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religions, and food.

6. describe the lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.

Time and Location of the Usability Test

For the Usability Test, Lenora Gunnoe and Jay Schneiderman used students from Jay's fifth grade social studies class. The test was completed on Wednesday, April 1, 2015. It was conducted in Jay's classroom during lunch and recess.

Participants

Three students were selected to complete the usability test. The three students are from Jay's social studies class, but they are from another homeroom. Since Jay's homeroom was used in the initial review, we wanted students who were new to the website and who gave us a new perspective. The three students chosen are all average to above average academically and posses average computer and tech skills. For this usability test, Lenora and Jay wanted students that had average to above average computer\technology skill. With the limited time, we wanted students to spend most of their time using the website and avoid, for now, the students who had little to no experience using websites. Additionally, these students were selected because social studies is <u>not</u> their favorite or best subject. The intent was to see if this website engaged them and if they learned from it.

Procedure

While eating their lunch, Jay gave the students a brief background explanation of the WBLS, the purpose of the WBLS, why it was created, and the goals and objectives of the WBLS. He also explained the role the students would be playing in this usability test, gave instructions, and explained the purpose of the WBLS. He also explained the objectives and the goals of the usability test, their role in the usability test, and the value of their feedback and input. Finally, after the students were done using the website, they would be asked about their experience and to further record their their observations and thoughts about the website.

Usability Test Objectives & Goals

The usability test focused on the ease of navigation, the effectiveness of the materials, including content, discussion forums, and quizzes; this test was not focused on students completing lessons, activities or assessments. The objectives for the usability test were to answer the following questions:

Did the students understand the WBLS?

Could they follow the directions?

Did all of the links work?

Did all of the media work?

Could the students complete and submit their assessments?

Could the students comment on the Kidblog page?

Were there any other elements of the website that did not work or were confusing?

Learning Tasks

The tasks for the students will focus on the navigation of the website and if they understand the flow and structure of the tasks involved. With limited time, the students will not be required to complete all of the WBLS tasks. They will only be asked to make sure items such as videos are functional and that assessments can be submitted. The students

will look for instructions and steps that are confusing, make sure interactive elements function properly, understand the order of the tasks, how to complete the tasks, as well as anything else that is confusing or inaccurate. As the students use the website, they will comment on what they observe and take notes about what they find. Jay will also observe the students while they are using the website and write down their comments. After the students are done, Jay will ask the students questions about their experience, write down their responses and collect the notes they wrote down during the usability test. He also asked the users the following questions after they were done using the website.

What was confusing about the WBLS?

Which directions were difficult to follow t?

Did you have any problems using the links?

Did you have any problems using any of the media, like videos and Vokis?

Were you able to complete and submit your assessments?

Were you able to comment on the Kidblog page?

Were there any other elements of the website that did not work or were confusing?

The students will visit the WBLS at: http://jms477.wix.com/akronwbls

Once at the website the students will test the items on each of the following pages:

Visit the "Home" page where they will watch the Voki video read the instructions, analyze maps, and watch a video.

After the "Home" page, students will go to the "Before You Begin" page, read the objectives, and follow the steps. The steps include reviewing to worksheets, watching a video, taking a pre-assessment, reading through the objectives that are covered in the WebQuest, choosing a final project from the assessment page, and then going on to "Task 1".

On the "Task 1" page the students will read the instructions, objectives, and the steps. Steps include using Quizlet to learn key terms, going to the "Kidblog" tab and typing in definitions as well as commenting on other students posts, and finally submitting a quiz using Google Forms. Upon completion, the students will proceed to "Task 2".

On the "Task 2" page, students will again read the instructions, objectives, and the steps. "Task 2" steps also include downloading, printing, and completing three review worksheets, watching videos, scrolling through pictures of the geography of South America, and going to the Kidblog to respond to the "Task 2" prompt. Once these steps are completed, students can move on to "Task 3".

For "Task 3" the students once again will read the instructions, objectives, and the steps. They will download, print, and complete section review worksheets, watch two videos about the history of South America, go to the "Kidblog" page and respond to the "Task 3" prompt. They will also visit Kahoot and take the quizzes. In addition, the students have an option to answer the questions from the ed.Ted.org website about the history of South America.

On the "Assessments" page, the students choose one of the cummulative projects from the list to complete as their final project. They can also view and print project details and rubrics to see how their final project will be graded.

Finally, the "Kidblog" page is where students go to post responses and comments from the discussion prompts for each task. Students must login with a username and password, access their homeroom class, and click on "Task 1", "Task 2", or "Task 3" and answer the corresponding questions.

Findings/Results and suggestions for improvement

Home Page

Results	Improvements\Suggestions
Students were spending too much time scrolling up and down the page to look at the regional maps at the bottom of the page. They were unaware that there were links that would take them directly to the maps.	Added a "click here" to see a map of the regions link" so students understood there were links and that they didn't have to spend time scrolling down to see the maps
Students had a difficult time understanding the instructions in the Voki.	Record better instructions with a clearer voice to help students understand.
Students were scrolling back up and clicking the Before You Begin tab instead of clicking the link. They also did not watch the video because they clicked on the tab to go to the next page before watching the video.	Change tab to page to eliminate scrolling back to the top and clicking on the tab

Before You Begin Page

Results	Improvements\Suggestions
The students were confused after they clicked on the content statement links. They didn't understand what the link was for and	No changes have been made at this time. We are trying to determine how to keep the content statements without confusing the

why it was included in the website.	students.
The students didn't understand what to do for step 1. They were confused by the pdf icons for this step.	Changed the wording for Step 1 Changed the look of the icons and deleted the captions for the pdf icons
Students were scrolling back up to the Assessment tab at the top of the page instead of just clicking the link in step 5	Changed the wording for Step 5 to encourage students to click the link instead of scrolling to the top of the page and clicking on the tab

Task 1 Page

Results	Improvements\Suggestions
Step 1 was confusing for students. They would go to the Quizlet page, but they wouldn't know what to do when they were there. The way Step 1 was worded confused the students and they weren't sure what set to use once they were at the Quizlet website.	To clear up the confusion I switched the wording of Step 1 around so the students understood what words to copy and paste when they were at the Quizlet website and what set to click on after they clicked enter on their keyboard. I also italicised the words and put them in color so the students would know exactly what to copy and paste.

Task 2 Page

Results	Improvements\Suggestions
Steps 1-3 were hard for the students to follow. There were too many steps for the students to follow and there was too much to complete for each of the steps. Steps 1-3 1. Access Textbook 2. Read chapter 8.1, 9.1 and 10.1 3. Open and Print review worksheets 8.1, 9.1 and 10.1	Re-write the steps to make it easier for students to follow. Limit the amount of steps or give students options on which step to complete.

Task 3 Page

Results	Improvements\Suggestions
Task 3 also had problems with the number of steps and the amount to complete in each step	Need to eliminate some of the steps. Can make one of the steps optional to help eliminate the number of steps and the overwhelming amount of work the students need to complete for this task.
There were no directions on how to	Need to add directions, registration

complete the ed.Ted.org section	directions and how to complete the assignment if a student can not register for a username and password
The Kahoot link was not working (at the time of the usability test I could not find a way for the students to access each specific Kahoot quiz without giving them access to my teacher account	Need to add links to the Kahoot quizzes. Need to add directions on how to login and use Kahoot at home.
Students could not access The ed.Ted.org section without an account. Unfortunately, there is an age restriction on registering an account.	I have been in contact with ed.Ted to create a class page that I can set up and then give my students access to my quizzes I create with ed.Ted. They have contacted me back and said they are working on that feature. In the meantime, students can still access the video and the questions and write the answers on a piece of paper. They can also use their parents email, with permission of course, to access and answer the questions online.

Assessment

Results	Improvements\Suggestions
The students did not know what to do on this page. They thought there was something to complete on the page itself.	Created a Voki that gave directions and instructions. Added some more text and changed some of the wording that will hopefully better explain what the students need to do. Added some rubrics to help them pick their final project.

Kidblog

Results	Improvements\Suggestions
Students could not use this feature yet because they did not have their username and profile. However, I gave them a generic username and password so they could use this feature.	Need to create classes and username\passwords for the students.

Schneiderman - Gunnoe Module 5.1

Implementation and Summative Evaluation

Time Schedule

The ¨Regions of the Western Hemisphere¨ WBLS was designed using a Houghton Mifflin Harcourt grade five social studies textbook. Based upon the scope and sequence of the social studies curriculum, this WBLS will be implemented around mid to late February in social studies class. The WBLS covers approximately three chapters in the textbook. Each

chapter typically takes three weeks to cover, so it should take students approximately nine weeks to complete the content of the WBLS. However, the ¨Home¨ page, ¨Before You Begin" page, and ¨Task 1¨ will need to be completed prior to that; this will add an additional two weeks. Depending on the timing of spring\Easter breaks and state assessment schedules, the WBLS should be completed around late April or early May. The WBLS will be utilized in conjunction with the textbooks the students are already using. As the students encounter the material from the textbook in class, they will utilize the corresponding section of the WBLS.

The website was designed for Jay's fifth grade social studies classroom, therefore, Jay will implement it to his fifth grade social studies classes. Students will initially receive introductory lessons on how to use the WBLS in class. After that, students will complete some of the assigned tasks in the classroom and the rest will be completed at home. The breakdown of the schedule can be seen below.

WBLS Page	Length of Time
Home Page	1 Day
Before You Begin	5 Days (1 school week)
Task 1	5 Days (1 school week)
Task 2	15 Days (3 school weeks)
Task 3	25 Days (5 school weeks)
Assessment	5 Days (1 week) - students should be working on this while completing the other tasks
Total	56 Days or approximately 11 weeks

Personnel and Duties

The ¨Regions of the Western Hemisphere¨ WBLS was designed by Jay Schneiderman and Lenora Gunnoe. The design of the WBLS was based on the social studies textbook used in Jay's 5th grade classroom, therefore, Jay will be the one implementing the WBLS. Initially, the textbook will be used as the primary source of information and the WBLS will be used to re-teach and reinforce the material covered in the textbook. If the WBLS matches the style of learning better than the textbook, eventually the hope is to use the WBLS as the primary source of information and the textbook as a supplemental source of information.

Besides Jay implementing the WBLS and being facilitator, he will also provide professional development to the other 5th grade intervention specialists and teachers at his school who teach social studies. With this professional development, other teachers will be able to implement the ¨Regions of the Western Hemisphere¨ WBLS in their classrooms. Jay will instruct the teachers on the goals and the objectives of the WBLS and how to use it in conjunction with the social studies textbook. Jay will also instruct the teachers how to navigate and use the WBLS so they have a better understanding how to implement it in their classroom.

If students have questions that their teacher can not answer, Jay will also be available whenever possible to answer those questions as well as answer any questions the teachers might have. Finally, Jay will be responsible for maintaining, upgrading, or changing the WBLS. He will be responsible for making sure the links, videos and assessments all still work as they were designed for. He will need to create classes for the other teachers' Kidblog page.

Learning Tasks and Facilitation/Strategies

Learning Tasks	Facilitation/Strategies

Become familiar with the WBLS/Read the information on "Home" page	• Explanations on how to use the WBLS are provided • Watch the video "why this exploration is important"
Complete pre-assessments and quizzes\assessment	detailed instructions on signing in, completing, and submitting quizzes\assessments on each page they are assigned
Complete tasks and activities	Kidblog, Quizlet, Kahoot, ed.ted.org
Participate in Blog\Discussion Board	• Detailed instructions on how to log in to their class's blog page • Links to the blog on each page where students use the blog • Questions are identified by Task 1, Task 2 or Task 3 so students know where to post and comment
Complete Final Assessment Project	• Detailed instructions provided for each option • Rubric provided for scoring the final project for each option

Summative Evaluation Plan

General Evaluation Information

The purpose of the Summative Evaluation is to determine the overall value of the WBLS upon implementation in the classroom. Based on the design, the implementation, and the results from the participants, this plan may be adjusted. The focus of the Summative Evaluation Plan is to determine the final effectiveness, efficiency and appeal of the full implementation of the WBLS. The results of the

evaluation will inform stakeholders on the effectiveness of the WBLS is and if it impacts learning.

Stakeholders

Primary stakeholders include Mr. Jay Schneiderman: primary teacher of the fifth grade social studies class for which this WBLS was initially designed and his students. The intervention specialist who co-teaches with Mr. Schneiderman is also a primary stakeholder. Other primary stakeholders include 5th grade social studies teachers, 5th grade intervention specialists, and the 5th grade students. Secondary stakeholders include the administrators at the school, curriculum director, technology director, technology teachers, and parents of the students.

List of the Materials

The materials to be evaluated after implementation of the WBLS include the goals, objectives, instructional strategies and activities, assessments, and the content of the WBLS. Student engagement and achievement will also be evaluated.

Table of Planning for Summative Evaluation

Plan for Summative Evaluation		
Criteria	**Questions**	**Sources**
Effectiveness	How well did the WBLS meet the course objectives? Did students believe that the WBLS was worthwhile?	Student scores on assessments (Pre- versus post-test scores) Survey or interview students
Efficiency	How much time did students spend using the WBLS?	Student access logs

Appeal	Did students have a positive learning experience with the WBLS?	Survey or interview students

Methods and Tools for Evaluation

The WBLS that is being evaluated is the Regions of the Western Hemisphere. Evaluators will test the WBLS's navigation and functionality. They will make sure they understand the structure of the WBLS, working links and media, and understanding of text. The methods and tools for the summative evaluation include electronic and/or print surveys, interviews and observations. Stakeholders who may contribute to the evaluation include the teachers, students, administrators, and technology coaches. Data relating to student participation and achievement will also be collected and analyzed. The data collected will be used to revise the website to make sure it meets the needs of the students while still maintaining the objectives that need to be taught.

Reflections

Jay Schneiderman Reflection

Description: Initially Lenora and I tried to plan a WBLS that would incorporate both of our teaching positions. With her Home Ec background and my social studies background, we thought about using the food of the western hemisphere as our focus for the WBLS. As we discussed possible ideas we decided to go in a slightly different direction and design a WBLS about the regions of the western hemisphere. As we began to design the WBLS, we quickly learned that having a WBLS that covers all of the regions of the western hemisphere was too much of project to complete in the time

frame given. We came to the conclusion that we can still do the regions, but keep the focus on just the continent of South America. We thought with South America being divided into three regions that we could design a WBLS using the three regions of Caribbean South America, Atlantic South America, and Pacific South America.

Impact: Learning the process of what it takes to design a functional, effective, professional looking WBLS had the biggest impact on me during this project. While frustrating at times, I learned that in order to design a good WBLS, the design process should be followed. Sure, you could eliminate some of the steps initially, but you probably would end up paying for it in the end. More than likely, you would need to complete the steps you skipped, or the WBLS would not function properly and be ineffective. I actually enjoyed creating the website itself, but without learning the process and without the help of Lenora, the website probably would not work or look right. Every Time I thought I was almost done creating the website, the process taught me that there was more to do or improve. This was evident when I had my potential users evaluate the website. I thought after I changed the website based on the suggestions from my content and design experts that I was close to being done, if not already done. I was looking forward to publishing the website and having everyone see it. However, my potential users' evaluation of the website showed me that there was way more to complete. It wasn't an easy process, but it was a necessary process to learn.

Intent: The intent of this project was to provide a way for students in my 5th grade social studies class to learn from a WBLS. It was designed to meet the needs and

learning styles of today's students. Students learn differently than students of 10-20 years ago, and classrooms need to be designed in a way that will help students learn the best. Students need to be actively doing and not just sitting passively and listening to the teacher's lecture. They want to share their work with other people outside of the classroom and school's walls and collaborate with others. The intent is to use this next year in my classroom when I teach this topic. I also hope to get the other social studies teachers and intervention specialists on board and have them use this in their classroom as well. Finally, I hope to keep adding to this WBLS by adding the other regions of the western hemisphere. I also want to add a page where students can post their completed work, projects, and videos.

Lenora Gunnoe Reflection

Description: As partners with non-similar teaching situations, Jay and I agreed to focus our efforts on designing our WBLS for his fifth grade social studies students. I found myself very much in the role of a non-expert, which was a unique perspective for me. Our initial concept for to have the WBLS covering the entire unit for Regions of the Western Hemisphere, but it quickly became apparent that we needed to narrow our focus. It made far greater sense from a student-centric viewpoint, to limit our WBLS to the Regions of South America. Once our content was appropriately focused, the design elements flowed directly from Jay's expertise and knowledge of his students and of the academic standards and desired learning outcomes.

Impact: One of the biggest learning outcomes for me came directly from participating in the design of a project for which I was not a content expert. It was, in truth, unsettling. It brought to my attention the understanding that designers need significant networks and support should they choose to design for content outside their area of expertise. Of course, I had Jay working with me, but I have spent a great deal of time considering how much research and collaboration must go into educational WBLS.

Another impact that this experience has made on me is that I really believe that a move toward a blended learning environment is not just inevitable, but desirable; particularly for students at the high school level. If using WBLS can extend student learning and enhance their engagement with content, then it definitely has a place in both core academics and in elective content classes.

Intent: The Regions of the Western Hemisphere: South America WBLS is not content that I will actively use in my teaching position. The experience of participating in its conception, design, evaluation, and implementation, though, has been exceedingly valuable. I immediately envisioned a WBLS for the *Prep for College and Independent Living* class and the *Career Exploration and Planning* class at Ravenna High School. In each of these classes, students begin at a variety of levels and then move in a variety of directions. I try to individualize and personalize content to the maximum amount possible, but a WBLS could really create a dynamic environment using real-world resources and materials.

During this process, I have also become convinced in the necessity of the review process. Reading the feedback from design and content reviewers and from Jay's

students was immeasurably valuable. Their responses impacted not just our final project, but also my perspective. I understand in a very concrete way that the review process is critical to the success of a project, and I will assuredly give that step full value in the WBLS of my future.