Lisa Wensmann

05/10/2010

EDU 3440

Multimedia Instructional Plan

For my instructional plan for the use of multimedia, I plan to have students create a class presentation using Google Docs. In their presentations the students will be asked to embed a video of a role-play they come up with based on their small group’s topic. This lesson will be aimed towards a middle school audience. The academic area to be covered will be information literacy as explained by the MEMO standards. It will also address ISTENETS standards. The LoTi level of this project would be a 3 because it engages the students although the material is still dictated by the teacher. This project would result in great student learning and cooperation.

During this project, students would use a computer and internet resources. They would also practice using digital cameras. These would need to be offered through the school to ensure all students had access. To begin the project, I would set up a Google Doc for the class at <http://tinyurl.com/2am7xdq>. I would explain the project that they will be doing, and break them into groups of 3-4. I would assign each group a topic on internet acceptable use. These might include cyber bullying, social networking pros and cons, online predators, copyright, etc. Next, I would bring the students to the computer lab. I would have students sit down at computers. Preferably, there would be at least one computer for every two students. I would have the students access Google Docs, and help them to sign in. I would then show them some of the tools they will need to use and where they would be able to access tutorials for help. I would allow the students the rest of the time to play around in Google Doc, and begin researching their topics.

I would probably give students 1 ½ to 2 weeks to complete the project. During the second class time, I would have the students complete the decide phase of the DDD-E model. The media and topic will have already been decided, so students would only need to decide who would be playing which roles, and conducting research. They may need to take time out of class to complete research. I will try to save the students time by bookmarking websites ahead of time, and taking books off the shelve for them.

Next class period, or at the end of the second one, students can begin the design phase of the project. This will probably take 2-3 more class periods. The students should write scripts and storyboards for both their role-play and their presentation slides. Before students can begin taping or typing, I would have them check off with me and make any necessary revisions. When all students have been checked off the develop phase will have begun.

During the develop stage, students will have time to record their role-plays, and to create their 3-4 document slides. They may spend some time looking for graphics they would like to add. They will be given time to find a font, color, and background they think is appropriate. Students will be allowed up to 3 days for this stage. More time may be allotted if computer availability is limited. While students are waiting for a computer, they can spend time recording their role-plays using the video cameras, and vice versa. If they are finished students can take time to practice their presentation or work on homework from another class. Once the Google Doc has been completed by every group, the evaluation stage can begin.

The class period after everyone has finished will be used for presentations. Prior to presenting the students will hand in a separate sheet with their list of sources. There will need to be one list per group. Each group will present the information on their slides for the rest of the class. The final slide should contain their role-play which will be played for the class. When the students are finished presenting, they will fill out group and self evaluations. I will take these evaluations into account when I grade the projects. Grading will be based on the attached rubric.

By the end of the project, students will have addressed academic and ISTENETS standards. The academic standards are MEMO standards: *Ethical Participation in a Global Society:* The student will participate productively in the global learning community and demonstrate safe, ethical, legal and responsible behavior in the use of information and technology **A.** Understand and follow acceptable use policies and laws regulating use of information. **C.** Avoid plagiarism and respect concepts of intellectual property. **D.** Protect individual privacy, respect the privacy of others, and navigate safely when using technology. . All ISTENETS standards are addressed, but standard 5: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior* is most fully addressed. The students will also have earned a number of other skills including teamwork, cooperation, and a better understanding of technology and its uses. Ivers and Barron address these additional skills on page 3 of *Multimedia Projects in Education.*

Students would have begun the project with the knowledge of how to perform research, type, and access websites. They should also know the basics of videotaping, although they may need help with the camera. The students would need some background knowledge about internet safety and plagiarism. The students will need access to the internet, computers, and a video camera. All of these things should be available through the school. There will need to be some kind of projection system in the classroom so that students can present to the entire class. The internet will need to be checked to make sure that Google Doc is not blocked. This will need to be done far enough ahead of time so that any blocking due to a filter can be taken care of. Students will be given some books and appropriate websites, but will be expected to find some sources on their own. If students have these skills, knowledge, and resources, they should be able to complete the project well.

This project will be appropriate because it teaches students many skills they will use later in life. They will need to have knowledge on internet use and research. They will also need to work in teams, cooperate, work with technology in any job they may have in their future. The project will also enhance their speaking and presentation skills. This is all explained by Ivers and Barron. The role-play used in this project is especially useful for middle level students, according to Meridel Kahl. The LoTi level of this project is a level 3 which is good, because it focuses on engaging students in material, even though the material is dictated by the teacher. With all of these positive factors, I believe that this project is well worth the time, and appropriate for use in schools.

In conclusion, this project teaches students numerous skills. By using Google Doc and video cameras students address both academic and ISTENETS standards. It is most appropriate to middle level students in the area of informational literacy. It has a LoTi level of 3, and results in cooperation and teamwork. This is the basis of my multimedia instructional plan.