

| Michaela Mabe | | Challenge #3 | 9/12/22 | EDCI 60002 |
|---------------|---|--------------|---------|------------|
| SUPRA-BADGE: | Planning and Analysis | | | |
| SUB-BADGE: | Target population and environment | | | |
| CHALLENGE: | Determine characteristics of a target population and/or environment that may impact the design and delivery of instruction | | | |
| ARTIFACT: | EDCI 572: EDCI 572 Design Documents: Implementation, and Formative Evaluation Data Report | | | |
| CRITERIA: | <p>Criteria for successful completion of this challenge: Evidence of assessing, testing, or surveying a population or environment in a part of a learner or content analysis. Evidence must show data collection methods (such as surveys, interviews, observations, research, or other data).</p> <p>Reflection must address: How you collected your data, determine the characteristics of your target population, and how these characteristics impacted your design choices (cultural and educational background, learner skills, organizational performance factors, environmental characteristics, etc.).</p> | | | |

Hi Michaela! While your reflection is well-written, it isn't fully addressing the requirements of this challenge. You discuss the formative and summative assessments and your pilot study, in an effort to determine if the instruction would be applicable to your target population. You are basing that on data from SMEs. And that data is useful in another challenge, but this challenge is asking you "what data did you use to determine the characteristics of your target population in the first place, and how does that knowledge and their characteristics affect/impact your design." I see more of that data in DD2 - Learner Analysis/Learning Context. Pull some of that into your reflection. Your data sources are limited, they are only "observation and anecdotal evidence" which will need to be described. I am sure that is due to your experience in teaching middle school grades, right? Add those sections and re-submit for re-review, please. Dr. Campion

Competency and artifact identification

My **Design Documents** for EDCI 572 provide the evidence for the sub-badge, Target population and environment, and the challenge, "Determine characteristics of a target population and/or environment that may impact the design and delivery of instruction." To complete the Game of Life Project, I collected data during the creation of Design Document #2, which consisted of observation and anecdotal evidence which helped determine characteristics that could impact the design of the learning module. I also created and implemented formative assessments to gain data about different aspects of the project and to make sure that I was able to implement this project with the target populations that the project was created. The data from the formative assessments also gave me data on the right environment to implement this project. This is all explained in Design Document #3.

Description of how the artifact supports the competency

For the data collected to create the learner analysis and the learning context, I used data from my time in the classroom. I have taught this learning module as a unit for multiple years in the classroom so I used observation notes from the times that I taught the lesson to determine the best way to design the project as a learning module for the design project. For example, by working with students with special needs and in a middle school setting, I was able to determine that I should design the learning module's pre-requisite skills that I needed to work with my students on before I was able to implement the project in my classroom. It also helped me determine the student's motivation for instruction because I observed more evidence of engagement by completing life skills lessons through this project instead of just by a lesson and assessment that were more generalized. Even for the section on the site compatibility for the learner's needs, I was able to use anecdotal evidence from my time working with students with disabilities to be more universally designed with a lot of accommodations and modifications as needed for different types of learners.

For the Implementation and Formative Evaluation Data Report in the Design Documents, I created assessments and surveys to evaluate the effectiveness of the project and to make sure that the target population would understand the modality and material. I had three teachers evaluate the project using multiple forms of assessment. First, I had the teachers complete the worksheets of the project as possible for students to evaluate how precise the directions were and how much the students would be able to complete the project either independently or with peer/teacher support. Some important information I gathered from the formative assessment is that I should have given the assessment in the same modality that I would want the students to complete the project. After each of the teachers completed the worksheets, I had them complete a Google Form survey discussing how effective the project was in its current state and if the teachers would change or adapt anything about the project. This proves that I am able to work with SMEs and a target population of project implementation to see how the current state of the project would impact the design and delivery of instruction. The artifact of the Implementation and Evaluation Data Report also shows the data and how the feedback will impact the final design of the project.

Competency alignment with prior knowledge and experience

I have had some prior knowledge in designing assessments and gathering formative data to determine characteristics of a target population and/or environment that may impact the design and delivery of instruction by working in the classroom. At the beginning of each school year, I give assessments to my new group of students to assess their learning styles and prior knowledge and skills to see which types of learning environments and modalities they would prefer. I also gather informal data with my colleagues while lesson planning to gain more information about the best ways to teach certain types of lessons and to see if there are certain characteristics of the students or environment that would affect the design and delivery of instruction. A specific example of this is when I co-plan with the middle school science teacher about the science fair unit and have discussions about the best environments to complete the experiments and the research aspects and how different types of students need different types of support for their individual projects. I need more formal experience with the target population and environment, especially different websites and learning management systems, but the coursework in this program will help me learn more about that and gain more experience.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I have used data collected to evaluate how

I can improve my design documents based on feedback from the target population and environment. Looking at and reflecting on the design documents, if I had more time I would have used more varied data sources than just observation and anecdotal evidence. While I still have plenty of room to grow in this area, the design document project from EDCI 572 helped me get opportunities to begin practicing it in the instructional design space. I think completing formative assessments with my colleagues helped me learn what to improve and change about my Game of Life Project before I implement it in the classroom or before I would make it into a formal learning module in a learning management system such as Schoology. I understand the importance of knowing your target population and environment and how both of these facts can have a significant impact on the creation and implementation of learning modules.

Game of Life Final Project

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EDCI 57200

Section 009

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Design Document Part #1

Project Overview

The Game of Life Project is a project that I made my first year of teaching middle school students with special needs when I saw how many deficits there were in the area of life skills. I have also been modifying it every year depending on the students that I have in my classroom but there are some key components. A focus on Education and Employment, Independent Living, Budgeting, and a Simulated Month in The Life.

It will be utilized as a unit plan for a Social Studies class that can also be cross-curricular if multiple teachers work together in different subjects (Budgeting Day could be in Math). To identify the goal of the project, I utilized the Ohio Learning Standards for Social Studies and the Ohio Extended Standards for students with disabilities. For this project, I used a Subject Level Expert approach since this is for a unit plan for teachers to utilize, and I also used a Content Outline Approach to go from the educational standards to a project outline. Below is the Gap Analysis for the project.

| Desired Status | - | Actual Status | = | Need |
|--|---|---|---|---|
| Middle school students in an MD/AU classroom will be able to identify a desired career, where they are going to live, how they are going to spend and save their money and live a simulated "month in the life". | - | Currently, middle school students need to work on life skills such as money, reading, writing, and identifying their personal information. To help students with disabilities gain life skills and to identify where they want to be after high school, currently they only have a vague idea of this information and its usually after a lot of prompting. | = | A way for students to learn about careers, living situations, and budgeting in a controlled learning module that it guided to help them learn information that they will be able to use and retain. |

Identification of Instructional Goal

By the end of the learning module, the students will gain a basic understanding of life skills in the categories of employment, education, and independent living. They will also be able to identify a personal economic decision and identify the difference between a want and a need, which fall under Ohio Educational Standards of SS.8.24b and SS.8.24c.

This learning module can be used with middle school or high school students, they don't specifically have to have learning deficits, but I wanted to make sure that I was planning for my demographic of my students in mind. By the end of the lesson, the students will be able to identify multiple moving pieces of what living in the world entails and get a basic understanding of how what they are doing now can help them in the future.

This will be taught as a unit plan for Social Studies, right after teaching about wants and needs, different types of jobs, and making sure to cover money skills in mathematics so that they will be prepared. The tools available to the learners will be a computer for finding information, guided worksheets, and graphic organizers to help the students and guide their learning, a notebook (physical or digital) to gather all of their information, and a project rubric to make sure that they understand the assignment and the components.

Creation of a Goal Analysis Diagram

The main steps leading to the goal happen day by day in a Social Studies unit. Day one will be the day for the students to research a career, which includes finding the

job title, salary, job requirements, education requirements, 3 facts about the job, and 3 pictures of the job.

Day two will be daily living and transportation, which includes where they want to live, house or apartment, how many beds and bathrooms, cost per month for rent, cost of utilities, the vicinity of what is close to the house, and for transportation, it is the type of transportation, and the cost of whichever mode is chosen.

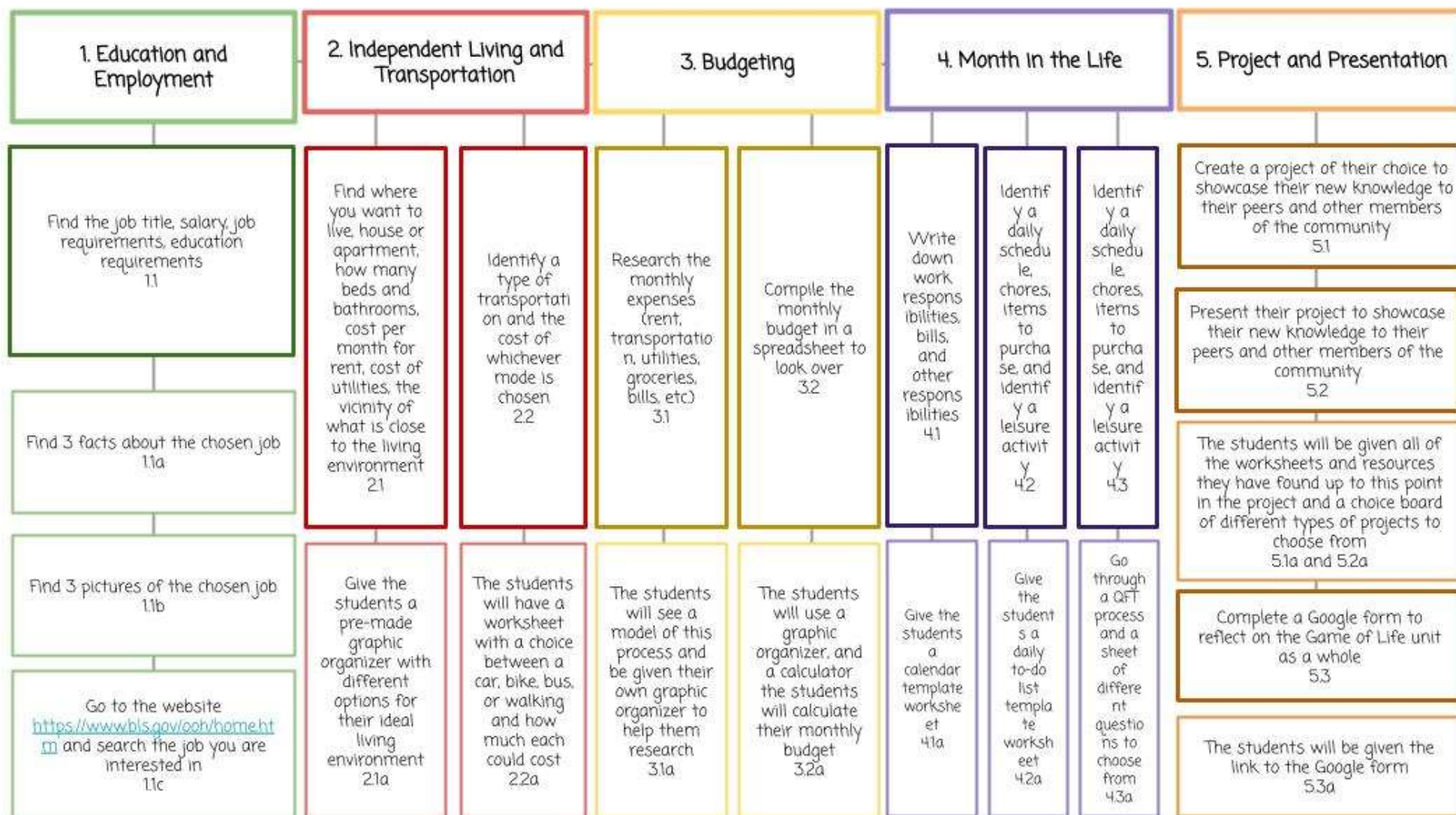
Day three is the budget, which consists of having the monthly salary and subtracting the rent, transportation, utilities, groceries, bills, and compiling the monthly budget in a spreadsheet to look over.

Day four is a simulated month in the life using all of the information gathered so far, there is a calendar for the month given so they can plan out their days of work, bills, and other responsibilities, and there is a to-do list for the week consisting of chores, purchases that need to be made, work tasks, leisure tasks, and the other category for anything else.

Game of Life Learning Module

Entry Skills: Understanding the basic premise of what a job/career is, job skills, money skills, daily living, and awareness of their daily life in and out of their home

Project Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.



Instructional Designer Reflection

Up to this point in the project, things that are going well was the original idea for the project, since it is something that I have used in my professional career. I also think that the beginning of the goal analysis went well. Some things that I have struggled with so far is mostly the goal analysis, specifically the subordinate skills, for some reason those aren't clicking for me fully. I also had some issues setting up the goal analysis diagram the exact way that I wanted it, but all in all I think that I was overthinking some aspects of the project.

The peer feedback process was a good way to get more eyes on the work and to get suggestions about how to make it better. One of my peers mentioned adding more subordinate skills and the entry skills and clarifying some of the skills, which I was able to include. Another of my peers suggested adding in numbers to each of the boxes in the diagram which I was also able to include to improve the work. Overall, I tried to incorporate all of the feedback because it made sense and improved my writing and planning for this assignment.

Resources

Ohio Department of Education. (2022, January 19). *Ohio's learning standards for Social Studies*. Ohio's Learning Standards for Social Studies. Retrieved July 10, 2022, from <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>

Dick, W., Carey, L., & Carey, J.O. (2015). *The systematic design of instruction* (8th ed.). Upper Saddle River, NJ: Pearson.

Design Document Part #2

Learner Analysis

This target population to utilize the online learning module will be middle school teachers and middle school special education teachers. The teaching unit will be used for students in a middle school general education or special education classroom, ages 11-14, to teach them different life skills. The learners will have had prior instruction about the difference between wants and needs, different types of jobs, types of living and transportation, the basics of shopping, and making sure to cover money skills in mathematics so that they will be prepared. The data for this learning module is from prior years of teaching this type of module to students with special needs, so it is mostly observation.

| Information Categories | Data Sources | Learner Characteristics |
|--------------------------|------------------------------------|--|
| Entry Skills | Observation and Anecdotal Evidence | Learners will be able to add and subtract within 100, write independently or based on a model, and fill out a worksheet or graphic organizer when given verbal directions, and be able to complete guided research independently or with guidance from the teacher |
| Prior Knowledge | Observation and Anecdotal Evidence | Learners will be able to identify a want and a need, different types of jobs, basic skills of shopping, and be able to count and identify money |
| Attitude Towards Content | Observation and Anecdotal Evidence | The attitude can vary based on how the content is introduced to the learners, but all in all the |

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|----------------------------------|------------------------------------|---|
| | | learners are interested in learning more about life skills and information that can be applied to a real world context |
| Attitude Towards Delivery System | Observation and Anecdotal Evidence | The learners enjoy being able to utilize their devices to find information, no matter what academic level they are at. The learners also enjoy working in a guided inquiry process and working on an online learning module format when given the right supports and information to succeed |
| Motivation For Instruction | Observation and Anecdotal Evidence | The learners are motivated to find more information about these topics because they get to choose what they want to learn more about and are able to apply it to their lives. They also get to use technology which based on my experience increases engagement and motivation |
| Education and Ability Levels | Observation and Anecdotal Evidence | While teaching this unit, there will need to be changes made based on the needs of the learners and how much they progress through each day of the unit. The education level and ability level of the learners will change with each group that this unit is taught with |
| General Learning Preference | Observation and Anecdotal Evidence | The learners that I have worked with have preferred hands on learning, the use of technology, student choice, and being able to |

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| | | present and talk about what they learned |
| Attitude Towards Training Organization | Observation and Anecdotal Evidence | The learners' attitude towards school currently is that they are just told what to do and what to learn day by day and would like to have a voice and choice in their learning |
| General Group Characteristics | Observation and Anecdotal Evidence | <p>If the class is special needs, there should be no more than 8 students with 2 professionals in the classroom to work with them and one to one technology and accommodations and modifications that come from their IEP's</p> <p>If the class is general education, the class size and number of professionals in the class will change but there should be support for the unit and time dedicated in the classroom to work on this project and report out what they learned</p> |

Learning Context

The unit will take place in a Social Studies classroom, preferably inclusion or a self-contained MD/AU classroom. There will be a Clevertouch or projector at the front of the classroom where the daily expectations will be presented and the rubric for the daily tasks. The classroom will have one to one technology (either an iPad or laptop) and the students will be working independently in their seats in the classroom completing research, filling out their graphic organizers and worksheets, and creating their

presentations. They will have time at the end of each class period to ask questions or report out what they learned from the day.

| Information Categories | Data Sources | Learning Site Characteristics |
|---|------------------------------------|--|
| Number/Nature of Sites | Observation and Anecdotal Evidence | The unit will be completed in a classroom environment with one to one technology and desks or flexible seating for each of the learners |
| Site Compatibility with Instructional Needs | Observation and Anecdotal Evidence | The classroom is compatible with all of the needed components for the unit. There will be devices and chargers for each student and teacher in the classroom, adequate seating, and a Clevertouch or projector for the teacher |
| Site Compatibility with Learner Needs | Observation and Anecdotal Evidence | The classroom is compatible with the learners needs, there will be visuals for students who need them, a consistent schedule for each of the days, flexible seating, and any other accommodations and modifications based on each individual learner |
| Feasibility for Simulating Performance Site | Observation and Anecdotal Evidence | The unit being digital gives some feasibility for simulating some of the instruction in the unit, but there should be some follow up lessons for some of the learning objectives, such as grocery shopping and job training (or even classroom jobs) |

Performance Context

The performance context for the learners will be presenting the information they've learned about the different life skills. They will be able to take all the information gathered and create a presentation for the class to show what they learned about a job, independent living, transportation, and budgeting. This can be as big or small as the school wants it to be, it could be in a science fair format or gallery walk where they are each walking around and talking to each other about their projects or doing a class presentation in the Social Studies class at the end of the unit.

| Information Categories | Data Sources | Performance Site Characteristics |
|--------------------------------|------------------------------------|---|
| Managerial/Supervisory Support | Observation and Anecdotal Evidence | The teachers are very supportive to each other and can even co-teach to complete this unit with the students. There can be support from administrators as well to help motivate the students and to orchestrate a school wide presentation of their learning |
| Physical Aspects of the Site | Observation and Anecdotal Evidence | The presentation will either take place in the classroom or in a hallway gallery walk setting which will be set up for each of the learners to have a place to present either on their device or on a poster/diorama and will have the needed amount of space to let the students present their learning and work |
| Social Aspects of the Site | Observation and Anecdotal Evidence | The learners will be able to support each other and receive support from their teachers, administrators, |

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| | | and possibly parents on the work that they put into this unit and they will be able to show pride and engagement in their work and use it in the future to prepare them for high school and the future |
| Relevance of Skills to the Workplace | Observation and Anecdotal Evidence | Each of the skills gained from this unit will help prepare the students in different aspects of their future in school and in their lives. They will gain more information and curiosity of the world around them and they will gain research and presentation skills that they will be able to use from that project forward in their academic careers |

Assessment Plan

Entry Skills Test

The students will be given a math test to assess their ability to add and subtract within 100 that will consist of 20 addition/subtraction questions given to them in math class to be looked over by the teacher doing this unit and will be graded based on accuracy. The students need to be able to score at least a 90% on the test to start the project with accommodations or modifications as needed. They will also be given a mini research assignment to assess whether they are able to complete guided research and fill out a graphic organizer at the beginning of the year to refresh and go over the needed information for completing research correctly. The students will need to be able to complete all of the components of the research assignment with 90% accuracy to make sure that they are able to have the necessary skills to complete this unit.

Pretest

The mini research assignment discussed in the entry skills test section can also be used as a pretest to assess if the students have improved in their research skills and presentation of the information gained from the research.

Practice Tests

Each day of the unit will have a practice test embedded in the unit. Day one, the practice test will be an exit slip asking the students which job they chose and one fact they learned about the job through their research. Day two, the practice test will be an exit slip asking the students which housing option and transportation option they chose and one fact about each. Day three, the practice test will be an exit slip asking the students to submit their budget. Day four, the practice test will be an exit slip asking the students to write a paragraph about what they learned the most from the Month in the Life. Day five will be the posttest, or the presentation.

Posttest

The posttest will be the whole project submission along with the presentation. This will show what the students have learned in each of the life skills categories. This will also allow the students to reflect on what they thought about how living as an adult would be before and after doing the project. They will also get a chance to present their learning to their peers, teachers, parents, and possibly administrators. The learners will be assessed based on a rubric, one for the project and one for the presentation. The goal is for the students to score an 80% or more on the project and presentation.

Performance Objectives

Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.

Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.

Performance Objective #1: Given the website <https://www.bls.gov/ooh/home.htm>, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.

Subordinate Objective 1.1: Given the website <https://www.bls.gov/ooh/home.htm>, the students will fill out the section of the worksheet asking for 3 facts about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.

Subordinate Objective 1.2: Given the website <https://www.bls.gov/ooh/home.htm>, the students will fill out the section of the worksheet asking for 3 pictures about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.

Subordinate Objective 1.3: Given the website <https://www.bls.gov/ooh/home.htm>, the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.

Performance Objective #2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, cost per month for rent, number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an

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| 80% accuracy using the provided rubric. | | |
| | Subordinate Objective 2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 2.2: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric. | |
| Performance Objective #3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and chose their preferred type of transportation with an 80% accuracy using the provided rubric. | | |
| | Subordinate Objective 3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a second method of transportation, research three facts about | |

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| | that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric. | |
| Performance Objective #4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students examine money management and budgeting with an 80% accuracy using the provided rubric. | | |
| | Subordinate Objective 4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric. | |
| Performance Objective #5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, fill out the daily to-do list for students to analyze how to manage their time and responsibilities, and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric. | | |
| | Subordinate Objective 5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric. | |

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| | Subordinate Objective 5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric. | |
| | Subordinate Objective 5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric. | |
| Performance Objective 6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric. | | |
| | Subordinate Objective 6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric. | |
| | Subordinate Objective 6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric. | |

Game of Life Project Rubrics

| | Section #1: Job Search Rubric | | Section #2: Future Home Rubric | | Section #3: Transportation Search Rubric |
|--------------------------|--|--------------------------|--|--------------------------|---|
| | Did You? (Check what you did for the project) | | Did You? (Check what you did for the project) | | Did You? (Check what you did for the project) |
| <input type="checkbox"/> | Type/Write the Job Title on the Worksheet | <input type="checkbox"/> | Type/Write what type of house they want to live in on the Worksheet | <input type="checkbox"/> | Type/Write one choice of transportation in the Venn Diagram |
| <input type="checkbox"/> | Type/Write the Job Salary on the Worksheet | <input type="checkbox"/> | Type/Write how many bed/bath the home has on the Worksheet | <input type="checkbox"/> | Type/Write a second choice of transportation in the Venn Diagram |
| <input type="checkbox"/> | Type/Write the Job Requirements on the Worksheet | <input type="checkbox"/> | Type/Write the included/not included home utilities on the Worksheet | <input type="checkbox"/> | Compare the two types of transportations of things that are similar and different |
| <input type="checkbox"/> | Insert/Find 3 Pictures for the Worksheet | <input type="checkbox"/> | Type/Write the monthly rent on the Worksheet | <input type="checkbox"/> | Choose a method of transportation you prefer |
| <input type="checkbox"/> | Type/Write 3 Facts on the Worksheet | <input type="checkbox"/> | Type/Write 3 resources in the vicinity to the home on the Worksheet | <input type="checkbox"/> | Give 3 facts about the type of transportation you chose |

| | Section #4: Personal Budgeting Rubric | | Section #5: Simulated Month in the Life Rubric | | Section #6: Project / Presentation Rubric |
|--------------------------|---|--------------------------|--|--------------------------|--|
| | Did You? (Check what you did for the project) | | Did You? (Check what you did for the project) | | Did You? (Check what you did for the project) |
| <input type="checkbox"/> | Find the cost of monthly expenses (vary based on student) | <input type="checkbox"/> | Create one sample responsibility to be added to a class list | <input type="checkbox"/> | Choose a type of project or presentation on the choice board |
| <input type="checkbox"/> | Input the monthly expenses into the graphic organizer | <input type="checkbox"/> | Fill out the monthly to-do list with your responsibilities | <input type="checkbox"/> | Create an outline for your project |
| <input type="checkbox"/> | Calculate the monthly budget (can use a calculator) | <input type="checkbox"/> | Fill out the daily list of your responsibilities | <input type="checkbox"/> | Create a final draft of your project |
| <input type="checkbox"/> | Fill those numbers into the graphic organizer | <input type="checkbox"/> | Create a situational question based on the classroom model | <input type="checkbox"/> | Present your project to the class |
| <input type="checkbox"/> | Answer the questions on the worksheet about the budget | <input type="checkbox"/> | Answer 5 situational questions based on your monthly and daily lists | <input type="checkbox"/> | Reflect on your project on the form |

Instructional Designer Reflection

Up to this point in this project things are pretty aligned with what I thought this project should look like. There are some things that I've had to change and adapt but I think that is just making it better. I like being able to figure out all of the aspects of this unit and flesh everything out. It is easier for me to talk about it rather than type everything out in all of the boxes. It may be easier for me to do a brain dump on paper or with somebody before putting it all in the design document, but it is a fun challenge. I think the most challenging thing for me so far on this project is to deep dive everything. I'm so used to it just being explained then I move onto the next project, rather than going in depth for every aspect of a project. It isn't something that I expected going into instructional design and it is something I need to work on. I feel like there is a line between over explaining and not explaining enough and I want to get it all right the first time even though I have never worked on a project like this before.

The peer feedback process was a great way to have other people take a look at my work and make sure it makes sense. One of my peers suggested clarifying my assessment and the way it will be graded. Another of my peers suggested making my objectives more measurable. Both pieces of feedback and all of the other feedback they've given me so far are helpful so that I can improve my work and make sure that my final project make sense and is a great final product for this class and a great practice product as a professional.

Design Document Part #3

Design Evaluation Chart

Note: The Assessment will be graded using the project rubric on Page #17 of this document or it is hyperlinked here:

<https://drive.google.com/file/d/1HpaWFeX1KCLGxLUnk2Z8yIFrWNhqKMLj/view?usp=sharing>

| Goal / Step / Subordinate Skill | Performance Objectives | Parallel Test Items |
|---|---|---------------------|
| <p>Instructional Goal:</p> <p>By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.</p> | <p>Terminal Objective:</p> <p>Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.</p> | |
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| Main Step | Performance Objective | Assessment |
| 1: Future Job Research | 1: Given the website https://www.bls.gov/ooh/home.htm , the students will be able to fill out a worksheet identifying basic | |

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| | information about a career of their choosing with an 80% accuracy using the provided rubric. | Completed Job Research Worksheet Selected a preferred future job and analyzed it *Graded using the Game of Life Project rubric |
| Subordinate Step | Subordinate Objectives | |
| 1.1: Write 3 Facts on the Job Research Worksheet | 1.1: Given the website https://www.bls.gov/ooh/home.htm , the students will fill out the section of the worksheet asking for 3 facts about the career of their choice to analyze that career with an 80% accuracy using the provided rubric. | |
| 1.2: Find 3 pictures to attach to the Job Research Worksheet | 1.2: Given the website https://www.bls.gov/ooh/home.htm , the students will fill out the section of the worksheet asking for 3 pictures about the career of their choice to analyze that career with an 80% accuracy using the provided rubric. | |
| 1.3: Write down the job title, salary, and job requirements | 1.3: Given the website https://www.bls.gov/ooh/home.htm , the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric. | Assessment |
| Main Step | Performance Objective | |
| 2: Future Home Research | 2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric. | |
| Subordinate Step | Subordinate Objectives | |
| 2.1: Identify the type of home they want to live in | 2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric. | Completed Future Home Worksheet |

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| 2.2: Identify their preference of the number of bedrooms and bathrooms | 2.2: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric. | <p>Completed Guided Research Worksheet</p> <p>Identified a preferred living environment and analyzed information about that learning environment</p> <p>*Graded using the Game of Life Project rubric</p> |
| 2.3: Research the utilities available to them, ones that they would need, and the monthly cost | 2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric. | |
| 2.4: Research the average cost per month of rent/mortgage for the type of home they chose | 2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric. | |
| 2.5: Find three resources close to the home of their choice (grocery, bank, work, laundry, etc.) | 2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric. | |
| Main Step | Performance Objective | |
| 3: Future Transportation Research | 3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric. | |
| Subordinate Step | Subordinate Objectives | |

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| 3.1: Choose one mode of transportation and three facts about it | 3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric. | <p>Completed Transportation Venn Diagram Worksheet</p> <p>Compared and contrasted two different modes of Transportation</p> <p>Chosen a preferred method of transportation</p> <p>*Graded using the Game of Life Project rubric</p> |
| 3.2: Choose another mode of transportation and three facts about it | 3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose the second method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric. | |
| 3.3: Identify three similarities between the modes of transportation | 3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric. | |
| 3.4: Write down the chosen option of a mode of transportation | 3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric. | |
| Main Step | Performance Objective | Assessment |
| 4: Future Budget Research and Calculations | 4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric. | <p>Completed Guided Research Budget Worksheet</p> <p>Researched different monthly expenses for their budget</p> <p>Completed the Budget Graphic Organizer</p> |
| Subordinate Step | Subordinate Objectives | |
| 4.1: Research their monthly expenses | 4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their | |

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| | monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric. | Calculated their personal monthly budget |
| 4.2: Calculate their monthly expenses | 4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric. | *Graded using the Game of Life Project rubric |
| Main Step | Performance Objective | Assessment |
| 5: Time Management Research: Calendar and Daily To-Do List | 5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric. | Completed Monthly Tasks Worksheet |
| Subordinate Step | Subordinate Objectives | |
| 5.1: Write down their monthly responsibilities on a calendar | 5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric. | Completed Daily To-Do List Worksheet Analyzed time management strategies on a monthly and daily basis |
| 5.2: Write down their daily responsibilities | 5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric. | Completed Situational Question and Answer Worksheet Created situational questions about the lifestyle they researched in the project |
| 5.3: Create three situational questions about their life in the project and write down the answers | 5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different | *Graded using the Game of Life Project rubric |

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| | types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric. | |
| Main Step | Performance Objective | Assessment |
| 6: Final Project, Presentation, and Reflection | 6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric. | Chosen a project format |
| Subordinate Step | Subordinate Objectives | Created Game of Life Project |
| 6.1: Choose a project format and complete the project | 6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric. | Showcased their Game of Life Project and presented it to an audience |
| 6.2: Present the project to a specified audience | 6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric. | Reflected on their project by completing an End of Project Reflection Google Form |
| 6.3: Complete the Google Form Reflection | 6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric. | *Graded using the Game of Life Project rubric |

Instructional Strategy Alignment

| Learning Component | Design Plan |
|------------------------------------|---|
| Cluster #1: Future Job Research | <p>Objectives Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.</p> <p><u>Content Presentation</u> Content</p> <ol style="list-style-type: none"> 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching a job of their choosing) 4. Ask the students what types of jobs that they are interested and which ones they aren't interested in 5. Write them on the board 6. Watch the video 20 Jobs You Never Knew Existed https://www.youtube.com/watch?v=PcZTEo-1cUA 7. Ask the students if they have any questions about the video 8. Talk to the students about different career clusters (True2U worksheet) 9. Ask the students what jobs they want to learn more about today 10. Write them on the board 11. Go over the research worksheet and the information they need to find and put on their papers (show the example and non-example) 12. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms) 13. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found 14. Talk to the students about what they accomplished for that lesson and show them the project timeline 15. Go over the next day's objective briefly (tomorrow you are going to investigate what type of home you want to live in and find more information about it) <p>Example- Model of the worksheet completed beforehand by the teacher, list of career clusters Nonexample- Model of how not to complete the worksheet</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research</p> |

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| | <p>The media used for this cluster of the project will be the following video: 20 Jobs You Never Knew Existed https://www.youtube.com/watch?v=PcZTEo-1cUA</p> <p><u>Student Participation</u> Practice Items and Participation- The students will get a chance to practice identifying different types of jobs and information about the jobs with the teacher at the beginning of the lesson and will get to practice their research skills by completing the guided research worksheet.</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the worksheet and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p> |
| <p>Cluster #2: Future Home Research</p> | <p>Objectives Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric.</p> <p><u>Content Presentation</u> Content</p> <ol style="list-style-type: none"> 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching a living environment-home of their choosing) 4. Ask the students what types of homes they live in and talk about what type of home you live in 5. Show the students different types of homes on Google Earth and different resources by the houses (they can look up their house on there too) 6. Ask the students if they have any questions about Google Earth or what we looked at 7. Show the students a list of different types of homes with a brief description and a picture of each 8. Ask the students what types of homes they want to learn more about today 9. Write them on the board |

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| | <p>10. Go over the graphic organizer and the information they need to find and put on their papers (show the example and non-example)</p> <p>11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)</p> <p>12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found</p> <p>13. Talk to the students about what they accomplished for that lesson and show them the project timeline</p> <p>14. Go over the next day's objective briefly (tomorrow you are going to investigate what type of transportation you want to use to get places when you're older and find more information about it)</p> <p>Example- Model of the graphic organizer completed beforehand by the teacher, list of types of homes</p> <p>Nonexample- Model of how not to complete the graphic organizer</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research</p> <p>The media used for this cluster of the project will be Google Earth https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t <u>.Or</u></p> <p><u>Student Participation</u></p> <p>Practice Items and Participation- The students will get a chance to practice identifying different types of homes and information about the homes with the teacher at the beginning of the lesson and will get to practice their research skills by completing the graphic organizer worksheet.</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the graphic organizer and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p> |
| Cluster #3: Future Transportation Research | <p>Objectives</p> <p>Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and</p> |

contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric.

Content Presentation

Content

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a mode of daily transportation of their choosing)
4. Ask the students how they get different places and talk about how you get to work
5. Show the students the NYC's Best & Worst Ways to Commute video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students a list of different types of transportation with a brief description, picture, and cost of each
8. Ask the students what types of transportation they want to learn more about today
9. Write them on the board
10. Go over the Venn Diagram worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to investigate how much your monthly expenses will be and calculate your monthly budget)

Example- Model of the Venn Diagram completed beforehand by the teacher, list of types of homes

Nonexample- Model of how not to complete the Venn Diagram

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

The media used for this cluster of the project will be NYC's Best & Worst Ways to Commute-

https://www.youtube.com/watch?v=V6ubAFnhluo&ab_channel=WIRED

Student Participation

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| | <p>Practice Items and Participation- The students will get a chance to practice identifying different types of transportation and information about the modes of transportation with the teacher at the beginning of the lesson and will get to practice their research skills by completing the Venn Diagram</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Venn Diagram and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p> |
| <p>Cluster #4: Future Budget Research and Calculations</p> | <p>Objectives Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric.</p> <p>Content</p> <ol style="list-style-type: none"> 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching their monthly expenses and calculating their monthly budget) 4. Ask the students how they get money and how they spend their money (can also give examples if they are having trouble coming up with examples) 5. Show the students the Budgeting Basics! video and discuss it afterwards 6. Ask the students if they have any questions about the video 7. Show the students a model budget and a list of different monthly expenses they can look up and add to their budget worksheet 8. Ask the students what expenses they want to research today 9. Write them on the board 10. Go over the Monthly Expenses Research worksheet and the information they need to find and put on their papers (show the example and non-example) 11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms) 12. After the timer goes off, have the students use the expenses they found to calculate their monthly budget and write it down on their worksheet |

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| | <p>13. Then have the students get into small groups and talk about each of their budgets and why they may look different from each other</p> <p>14. Talk to the students about what they accomplished for that lesson and show them the project timeline</p> <p>15. Go over the next day's objective briefly (tomorrow you are going to explore how to live day to day in the life you created and see what a month looks like)</p> <p>Example- Model of the Monthly Expenses Research Worksheet and the Monthly Budget completed beforehand by the teacher</p> <p>Nonexample- Model of how not to complete the Monthly Expenses Worksheet and the Monthly Budget</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the research worksheet and monthly budget independently, then get into small groups to go over the worksheets</p> <p>The media used for this cluster of the project will be Budgeting Basics! https://www.youtube.com/watch?v=sVKQn2l4HDM&ab_channel=TwoCents</p> <p><u>Student Participation</u></p> <p>Practice Items and Participation- The students will get a chance to practice identifying monthly expenses and a budget with the teacher at the beginning of the lesson and will get to practice their research skills and math skills by completing the research worksheet and the monthly budget</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the research worksheet, monthly budget, and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p> |
| <p>Cluster #5: Time Management Research: Calendar and Daily To-Do List</p> | <p>Objectives</p> <p>Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.</p> |

Content Presentation

Content

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (identifying their daily and monthly responsibilities and time management)
4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)
5. Show the students the How to manage your time more effectively (according to machines) video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students an example calendar with responsibilities, a daily to do list, and a list of responsibilities they can add to their calendar or daily to-do list
8. Ask the students what responsibilities they want to add to their calendar and daily to-do list
9. Write them on the board
10. Go over the Calendar worksheet and Daily To-Do List Worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start filling out the worksheets (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups and talk about each of their calendar worksheets and daily to-do list worksheets
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to choose a format to create a project with all of the information you've learned and next week present it!)

Example- Model of the Calendar worksheet and Daily To-Do List Worksheet completed beforehand by the teacher

Nonexample- Model of how not to complete the Calendar worksheet and Daily To-Do List Worksheet

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the Calendar worksheet and Daily To-Do List Worksheet independently, then get into small groups to go over the worksheets

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| | <p>The media used for this cluster of the project will be How to manage your time more effectively (according to machines) https://www.youtube.com/watch?v=iDbdXTMnOmE&ab_channel=TED-Ed</p> <p><u>Student Participation</u> Practice Items and Participation- The students will get a chance to practice identifying a Calendar and Daily To-Do List with the teacher at the beginning of the lesson and will get to practice managing their time and making a to-do list</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Calendar worksheet and Daily To-Do List Worksheet and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p> |
| <p>Cluster #6: Final Project, Presentation, and Reflection</p> | <p>Objectives Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.</p> <p><u>Content Presentation</u> Content</p> <ol style="list-style-type: none"> 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (choosing a project format from the choice board and starting to work on it) 4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time) 5. Show the students the project format choice board and ask the students if they have any others they want to add 6. Have the students choose their project format and get started 7. Set a timer for 40 minutes on the board and let the students start making their projects (give more time or less time as needed for different classrooms) 8. After the timer goes off and if the students were able to get their project done without additional time needed, have the students sign up for presentation time slots |

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| | <p>9. Set aside the next few days for presentations of the students work in whatever format you choose (classroom, school building, present to families)</p> <p>10. The day after presentations are done, send the End of Project Reflection Google Form to the students to complete</p> <p>Example- Model of the Game of Life Project beforehand by the teacher Nonexample- Model of how not to complete the Game of Life Project</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their individual projects, then get in front of the class for their presentations</p> <p>The media used for this cluster of the project will be anything that the students make and present</p> <p><u>Student Participation</u></p> <p>Practice Items and Participation- The students will get a chance to practice their project by creating an outline of their project and asking questions about which format of project they choose</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the project and presentation, listening and being active participants in the project presentations, and completing the reflection form</p> <p>Student Grouping and Media Usage- The students will not be in groups for the cluster of activities, they will be working independently</p> |
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Implementation Plan

To implement this learning module pilot test, I will reach out to colleagues that are also educators in the Cleveland area that have implemented projects like this in their classrooms before. To conduct the test, I will meet with them over Zoom and talk about the learning module and have them complete the daily learning activities/assessments and give feedback on the learning module as a whole and the learning activities and assessments.

Evaluation Plan

I will complete an interview with each pilot tester and “grade” the learning activities and assessments based on the learning module rubric to collect formative evaluation data about the learning module.

Interview Questions

1. Would you implement this type of project to your students?
2. How would you adapt this project for your population of students?
3. Do you think this project has a logical flow?
4. What would you do to improve this project?
5. What do you like about this project?
6. Is this learning module and activities clear to an instructor and students?
7. Is the project rubric appropriate for the learning activities?

Instructional Designer Reflection

In this section, what went the best was categorizing the different parts of the learning module and going into more depth on how each day of the unit will be taught to the students. I had to go back to clarify my performance objectives, the rubrics, and the Goal Analysis Diagram to make sure that it reflected the different parts of the learning module and to make sure that everything aligned. The most challenging thing about this section of the design document was the Design Evaluation Chart. This was mostly because I felt like I was repeating myself too much and that it was too specific. I understand the importance of aligning assessment to the objective and making sure everything connected, but it felt odd going into that much depth. Being in the classroom,

that is something that I don't usually have the time to do for each lesson and activity and it ends up being condensed or streamlined based on my classroom day to day. I think this project has helped me get better at writing out my design process, but it is definitely something that I will have to work on using different types of projects and modules. I like that it gets me out of my professional and personal comfort zone and that I'm learning new things every week.

The peer review process for this section was very helpful. My peers gave me suggestions to help me be more specific and clarify some things that were clear to them at first. They also were able to give me encouragement that I was on the right track. The best pieces of feedback that I have gotten from my classmates for this design document was from the Capturing Media discussion board where my peers suggested doing a reflection after showing the media to the students and asking the students to look at what they would want to do in the future and what they know they don't want to do. The best piece of feedback from my K-12 peers, was that I include and make sure to clarify my rubric so that it aligns with the different sections of the project, which I was able to incorporate into this document. Overall, it has been great being able to get feedback from peers who are familiar with the type of setting this learning module would be used in and peers who aren't as familiar with it to make sure that this module is clear and effective.

Learning Module

In this Learning Module is the Workshop Agenda, Facilitator Guide, and Model Worksheets.

Link to the Learning Module-

https://docs.google.com/presentation/d/1dwH4Q2eWZe4J4ZT_v34x25PZmJMj2Otj1OW_h5QmdnZI/edit?usp=sharing

Implementation & Formative Evaluation Report

To implement this pilot test for the Game of Life project, I reached out to three of my colleagues and asked them if they wanted to fill out the worksheets, write comments on them if they had any, and asked them to fill out the Google form to give feedback. The colleagues that I reached out to were all at the school the day that I was in the school to set up, so I was able to watch them all complete the worksheets in real time and have discussions about it. All the worksheets were given to each tester as a packet, and they completed each worksheet in order. The only thing that they didn't complete as testers was making their own project and presenting it. In the future, I would have the tester create a mini project to make sure that the flow of the project and the rubric make sense from a facilitator's perspective and the students.

Formative Evaluation Data

The verbal feedback I was given when the pilot test was being conducted was to include a resource page that gives credible sources for the students to use for their research.

Pilot tester #1 gave comments on the worksheets that can help me improve the flow of the worksheets for the students to lower the margin of error. She also gave me

feedback such as creating a separate worksheet for house cost calculation and utility expenses. Pilot tester #2 didn't write comments on the worksheets themselves but we had a discussion while she was completing the worksheet about changing up the transportation Venn diagram worksheet because it could be confusing depending on what options for transportation the students choose. Pilot tester #3 also gave me feedback comments on the worksheets themselves while completing them. He suggested changes to the worksheets such as making the directions and types of worksheets clearer and more explicit for the students.

Pilot Test Instrument

https://docs.google.com/presentation/d/1rx627PLlckjyEYJS-ti0BwJnGeh8XS9Si5z_S3bMEeY/edit?usp=sharing

Pilot Test #1 PDF Link

<https://drive.google.com/file/d/15sKHtHua4MYAZ6moEEcyuZT1EUUtgDnt/view?usp=sharing>

Pilot Test #2 PDF Link

<https://drive.google.com/file/d/10sNuZwGdkS-JASHWdVs7d66CmjYlyxeA/view?usp=sharing>

Pilot Test #3 PDF Link

https://drive.google.com/file/d/1lbxrS9zJCZ23qJGna9gM_cwPbWEru2qq/view?usp=sharing

Pilot Test Feedback Form

<https://forms.gle/s12oxMYho9cfZKc89>

| Name | Date | What was your favorite part of the project? | What was your least favorite part of the project? | What was one new thing you learned from the project? | Is there anything you would do differently after completing the project? | Do you have any questions that weren't answered during the project? | Do you think this project helped you? |
|-----------------|-----------|--|---|--|--|---|--|
| Pilot Tester #1 | 8/15/2022 | Choosing a job different from my own | Figuring things out without having a comparison chart/list already filled out to reference. | That I need lots of information gathered to reference before making decisions. | Create a chart to manage bill payments | | In realizing that I need clear systems of organization, yes. |
| Pilot Tester #2 | 8/15/2022 | Picking a profession and seeing the pay | Calendar | Dog walkers make more than social workers | No | No | Yes, I want to be a dog walker |
| Pilot Tester #3 | 8/15/2022 | Getting to visualize how experiences would be in a month given a salary and expectations | The monthly planning page | Certain expenses for things such as transportation and the cost of certain housing options | I would do more general research over all aspects of the project before starting the project-possibly a day of a lesson and a day for the research/project | None | Yes |

Feedback Based Design Changes

Based on the feedback from each of my pilot testers, the big three design changes that I would make focus around adding more resource worksheets for the students, adding more explicit directions and headings on each of the worksheets, and changing the transportation Venn diagram worksheet to just be a compare and contrast worksheet. I appreciated all of the feedback from my colleagues and these changes would make the learning module activities and unit have a better flow and student/facilitator

understanding. I'll begin to make these changes over the next few weeks that way I can implement this unit and project in my classroom this school year with my group of students.

Instructional Designer Reflection

What went the best during this whole instructional design process was being able to create new material and update materials based on new knowledge of the content and of instructional design as a whole. This project has also given me a chance to be creative and put myself out there in a way that I haven't before this class. I've made some materials for discussion boards but nothing to this scale. I am honestly proud of all of the work that I put into this project in terms of presentation and content. This project will be something that I implement in my classroom year after year with all of the documents I made for this project and changes that I make based on my feedback from the pilot tests.

For developing the module, I think the creation of the worksheets and aligning everything went well. I was able to set up the google slides in order of days in the unit and the worksheets to make sure that it would be understood by whatever facilitator would be teaching this unit. I also think that I added a good amount of supports and visuals for students who may need those supports and more accommodations and modifications can be made as needed since everything was created in Google Slides. It could be something that any teacher could make a copy of and make changes based on their classrooms or leave as is and teach it.

Some challenges I faced in the project as a whole was having a limited amount of information about certain aspects of the project such as the analysis sections and some of the front-loading information. I had an idea of this information because of doing similar projects in prior years but the information that I would need for my students that I have this school year would provide different information because of how much my student population changes year after year. I think another challenge during this process was overthinking the Dick and Carey model steps because I wanted to get everything right, instead of using the steps to guide my design process and adapting as needed. Another challenge I faced during this project was the pilot test process. Mostly because of timing and scheduling. In a perfect world, and probably in the instructional design field, I would have more time to do pilot testing to make sure that every aspect of the learning module made sense to the facilitator and the students. I wanted to have more time to do a sample of each lesson and show the lessons first before introducing the worksheets for each day of the unit, but I was only able to just hand my testers the packet of worksheets and have them complete them with me in the room to guide as needed and listen to feedback. While this did give me useful feedback, it was challenging.

I have grown from this process as an instructional designer because I now have a better understanding of the Dick and Carey design model and an example of how to implement it in real time. I gained more confidence of my own creating, designing, and writing skills. I noticed that I am growing better at managing myself and my time to make sure that I am on track for completing different aspects of a project on a timeline. This project has given me a chance to grow with a real example of something that I would

actually be doing in the instructional design field and the branch of instructional design that I am interested in, education. This class and the classes following it in this degree program are helping me understand my design style and are giving me a chance to try new things and get outside of my comfort zone. One of the biggest takeaways that I have from this project and the process of designing a learning module is to narrow my focus and make sure that I stay consistent and clear in each aspect of the design process.