Michaela Mabe	Challenge #8	11/7/22	EDCI 60002
SUPRA-BADGE:	Design and Development		
SUB-BADGE:	Design Learning Assessment		
CHALLENGE:	Identify the learning processes and outcomes to be measured		
ARTIFACT:	EDCI 572 Design Document		
CRITERIA:	**Criteria for successful completion of this challenge:** Evidence of understanding the learning processes (instructional strategies) by identifying clear, measurable, specific, attainable learning outcomes. **Reflection must address:** How learning activities (processes) directly relate to the learning outcomes of an instructional plan (how they work together to support the learning process).		

Competency and artifact identification

My **Design Document #3** for EDCI 572 provides evidence for the sub-badge, <u>Design Learning Assessment,</u> and the challenge, "Identify the learning processes and outcomes to be measured." This challenge is exemplified the best through the Design Evaluation Chart, which lays out the main step, performance or subordinate objective, and the assessment. To complete the Game of Life Design Project, I identified the process I wanted the learners to follow during the unit, the performance, and subordinate objectives, and created assessments to measure the desired learning objectives and goals. This project and creating the design evaluation chart was a great way to get more experience aligning objectives with assessments and identifying the best process for learners to follow during a unit.

Description of how the artifact supports the competency

The design documents support the competency that I am able to identify the learning process and the learning outcomes because I was able to scaffold the Game of Life project into daily tasks and assessments that I wanted the learners to be able to accomplish. I was able to break down each days learning goals by the skill I wanted the learners to understand and the classwork and assessment. I was able to do this from my experience in the classroom and implementing versions of the project in prior years of teaching. I know when I plan a unit, I need to identify the main objective of the lesson, how to get the students to that objective, and how to make sure I know the students understood the objective. For example, on the first day of the unit on pages 14-15, I identified the goal which was to have the learners research a job they are interested in and complete the research worksheet that aligns with the job they completed research on. Then, on pages 19-21, I broke down the whole lesson into what I wanted the learners to accomplish from the student or facilitator's perspective. Both examples are also applicable for the other four days of the unit.

Competency alignment with prior knowledge and experience

I have had some prior knowledge of identifying learning processes and measuring the outcomes of the learning process. This has mostly been done in my classroom when I create lesson and unit plans. I have

to section it off based on the learning standard, the essential question, the I can statement, the I Do/You Do/We Do (Gradual Release Model), the learning activities, and the assessment. This all put together helps me get a good scope of what I need to do with my students and what I want my students to be able to do by the end of the lesson. I also used lesson and unit planning in instructional design to create this project and to create projects in EDCI 577 to complete the Training Evaluation and Report. To complete this project, my partner and I needed to outline the objectives of the training and create assessments to make sure the training met those objectives.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I identify the learning process and measure the outcomes of that process. I have a lot of experience following models such as the guided release learning process in the classroom and creating assessments for lesson plans. I need to have more experience utilizing the learning process and measuring outcomes from an instructional design perspective but I think it will be a good use of the skills I have already honed. I will also use this skill in the future by identifying different learning processes using different instructional design and outcomes from different learning and training modules.

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
Instructional 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.	
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 information about a career of their	

	choosing with an 80% accuracy using the provided rubric.	Completed Job Research Worksheet
Subordinate Step	**Subordinate Objectives**	Selected a preferred future job and analyzed it
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.	*Graded using the Game of Life Project 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.	
Main Step	**Performance Objective**	**Assessment**
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
2.2: Identify their preference of the number	2.2: Given a pre-made graphic organizer with different options for	Completed Guided Research Worksheet

of bedrooms and bathrooms	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.	Identified a preferred living environment and analyzed information about that learning environment *Graded using the Game of Life Project rubric
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**	**Assessment**
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**	

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.	Completed Transportation Venn Diagram Worksheet

Compared and contrasted two different modes of Transportation

Chosen a preferred method of transportation

*Graded using the Game of Life Project rubric |
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.	Completed Guided Research Budget Worksheet

Researched different monthly expenses for their budget

Completed the Budget Graphic Organizer |
| 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 monthly expenses and write them down in | |

		Calculated their personal monthly budget
	the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.	
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 types of questions, the students will make and answer five situational	*Graded using the Game of Life Project rubric

Main Step	Performance Objective	Assessment
	questions on a worksheet with an 80% accuracy using the provided rubric.	
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

Created Game of Life Project

Showcased their Game of Life Project and presented it to an audience

Reflected on their project by completing an End of Project Reflection Google Form

*Graded using the Game of Life Project rubric |
Subordinate Step	**Subordinate Objectives**	
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.	
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.	
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.	

Instructional Strategy Alignment

Learning Component	Design Plan

| Cluster #1: Future Job Research | **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.
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 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)

Example- Model of the worksheet completed beforehand by the teacher, list of career clusters
Nonexample- Model of how not to complete the worksheet

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 the following video: 20 Jobs You Never Knew Existed https://www.youtube.com/watch?v=PcZTEo-1cUA Student Participation 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. 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. 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)
Cluster #2: Future Home Research	**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. 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 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
10. Go over the graphic organizer 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 what type of transportation you want to use to get places when you're older and find more information about it)

Example- Model of the graphic organizer completed beforehand by the teacher, list of types of homes
Nonexample- Model of how not to complete the graphic organizer

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 Google Earth
https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r

Student Participation
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.

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.

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)

Cluster #3: Future Transportation Research	**Objectives**
	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.
	<u>Content Presentation</u>
	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 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 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. 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)
Cluster #4: Future Budget Research and Calculations	**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. 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 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
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
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 explore how to live day to day in the life you created and see what a month looks like)

Example- Model of the Monthly Expenses Research Worksheet and the Monthly Budget completed beforehand by the teacher
Nonexample- Model of how not to complete the Monthly Expenses Worksheet and the Monthly Budget

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

The media used for this cluster of the project will be Budgeting Basics! https://www.youtube.com/watch?v=sVKQn2I4HDM&ab_channel=TwoCents

Student Participation
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

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.

	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)
Cluster #5: Time Management Research: Calendar and Daily To-Do List	**Objectives** 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. 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 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 <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 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. 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)

Cluster #6:
Final Project,
Presentation,
and
Reflection
	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.
	<u>Content Presentation</u>
	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 (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
9. Set aside the next few days for presentations of the students work in whatever format you choose (classroom, school building, present to families)
10. The day after presentations are done, send the End of Project Reflection Google Form to the students to complete

Example- Model of the Game of Life Project beforehand by the teacher
Nonexample- Model of how not to complete the Game of Life Project

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

The media used for this cluster of the project will be anything that the students make and present

Student Participation
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

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

Student Grouping and Media Usage- The students will not be in groups for the cluster of activities, they will be working independently

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.

<u>Interview Questions</u>

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.