

5th Grade Social Studies Web-Based Learning System

<http://zunal.com/webquest.php?w=744066>

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Background

This WBID intends to provide an instructional framework under which students can learn, appreciate, and understand the governance processes, particularly the role of the citizenry regarding the sustainability and effective functioning of the government. In this instance, it is important that this WBID engages students on the issue of citizen participation and how that participation is structured and facilitated in the entire system of government. Key elements or government standards that merit emphasis are; different forms of government, functions of the branches of government in the American democracy; roles and responsibilities of elected and non-elected officials; and voting processes as mechanisms for holding government officials accountable or participation in the policy making process.

We accomplish the aforementioned objective by analyzing the existing problem, instructional situation, learner characteristics, instructional content analysis, etc. We undertake this exercise in order to proffer the necessary solutions to deal with the learning limitations of students when it comes to the governance processes. Primarily, these solutions come under the auspices of knowledge gaining, feelings of sense of influence, and functional politics.

Problem Analysis:

Social Studies standards on teaching and learning of government or the political processes at the lower grade level maintain plausible objective. Basically, the standards intend to build the knowledge and skills of students regarding political participation and civic engagement, rule of law, and roles and system of government. As noted in our earlier submission, teaching and learning of government at the lower grade levels, to a greater extent, are still based on the traditional classroom story telling with limited recourse to the means that effectively develop the enduring analytical and practical skills of students. Recent studies point to the fact that students have limited interest in social studies, a development that is significantly linked to the boring nature of teaching and material presentation; marginalization of instruction in terms of time allocation; and limited resources (Leming et al, 2006). It is troubling to note that most American high school graduates have very limited knowledge in areas such as history, civics, geography, and economics (Leming et al, 2006; Fitchett, et al, 2014; Pew Research Center, 2016).

It is envisaged that a web-based learning system that is designed to utilize practical learning experience and effective presentation of teaching and learning materials in a complementary format can address the existing gap regarding the teaching and the intended objectives of social studies curriculum. Our web-based instruction is designed in the context that students are able to understand or appreciate the dynamics of public issues via data gathering, analyzing, and deciphering of accurate information from multiple sources. The design incorporates tables, figures, and graphs that would facilitate effective communication and understanding of the basic tenets of the lessons (refer to Social Studies Standard -Government for 5th graders).

Moreover, we intend to generate the interest of the students in the subject area through interactive simulations and audio visuals. For instance, we will develop an interactive mechanism by which students can learn the voting process including electoral districting, primary voting, and ballot initiatives.

This will be complemented with videos, audios, and other multimedia tools that showcase a real-world scenario regarding the political discourse and functioning of the government system in the

country. We are of a firm belief that this design elements would generate and sustain the interest of many students of that grade given their penchant for modern virtual technologies.

Instructional Situation Analysis

Learning Goal & Outcome Level:

Upon completing this WBLS, students will be able to:

1. Differentiate and explain different systems of government such as democracy, monarchy, and dictatorship.
2. Describe concepts such as separation of powers and check and balances and rule of law;
3. Describe or cite importance of civic engagement in a democratic society;
4. Describe the processes, concepts, etc. in reference to election and voting as civic engagement and political participation.
5. Utilize the learned concepts, processes, etc. to demonstrate their decision-making skills on issues including political, ideological, and candidates.

Learner Analysis

Our learners consist of eighty-nine fifth grade students who come from a variety of different economic environments, various ethnicities and capability levels.

General Characteristics	Learners include 5th grade students between the ages of 10-11. About 50% of the students are male and 50% are female. Most students are reading at a 5th grade level.
Motivations	A student interest inventory would be helpful in determining the student interests.
Prior Knowledge	Students have some prior knowledge on the subject being taught, as they learn about the characteristics of a democracy in 4th grade. Students also learn about different communities in 3rd grade.
Communication Skills	All students are able to verbally communicate their needs as well as type/ write their needs.
Technical Skills	Students are very comfortable with technology. Students are 1:1 with Chromebooks and have been since they were in 3rd grade. They are fluent in the use of Google Classroom and all Google tools and applications.
Abilities/Disabilities	11 Students are on IEPs for reading.

Instructional Content Analysis

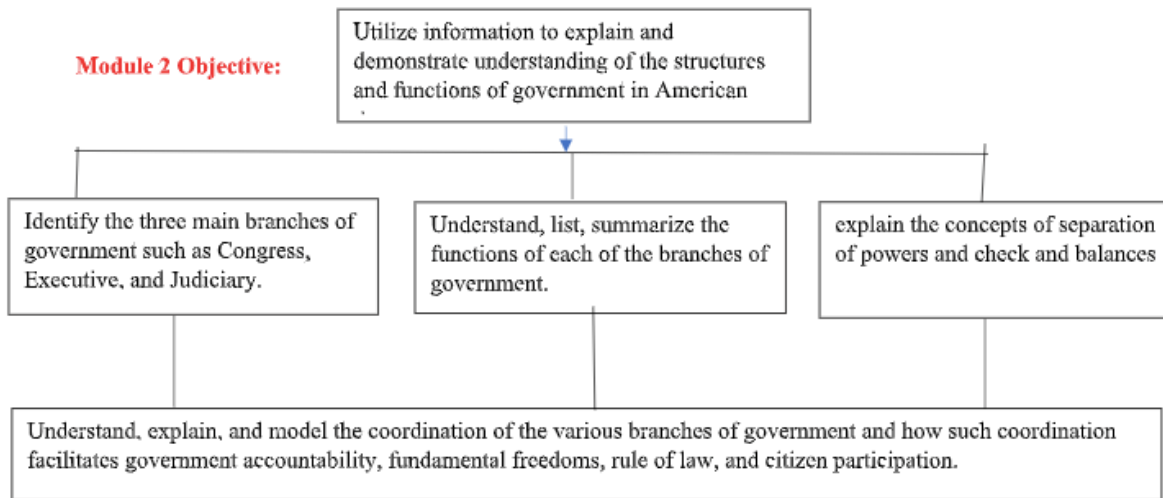
Students will utilize the school provided computers and the Wi-Fi on campus to undertake their learning activities. However, students will have the flexibility of working outside the school. The latter is the focus considering the current public health situation (COVID-19). In this respect, we will coordinate with the school administration on their efforts to facilitate effective teaching and

learning whilst campuses remain closed. As indicated earlier, our WBLS will facilitate students' access to learning materials in the forms of pdf, audio-visuals, and links that provide access to external learning materials.

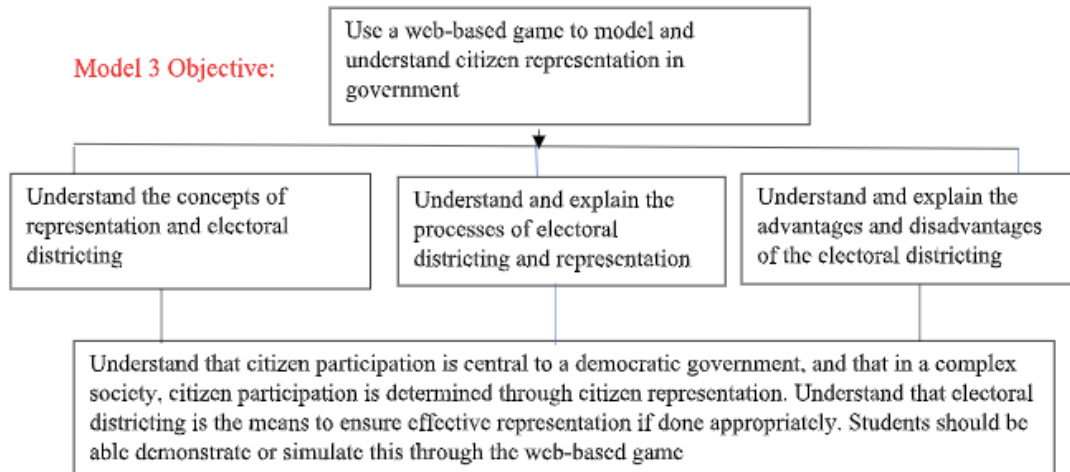
Basically, students will perform the following tasks in fulfillment of the course objectives:

- Students will utilize available information to differentiate different systems of government such as democracy, dictatorship, and monarchy
- Students will learn about the governance structures that support the democratic process, and be able to identify the functions and limitations of those structures;
- Students will utilize a web-based game (Redistricting Game) to learn about representation and how that representation is determined under the constitution.
- Through a simulations exercise, students will be able to identify the processes of election from the perspective of voting management, voting technology, vote counting, etc.
- Students will be able to utilize the concepts, functioning of the governance structures, and the representation processes to evaluate the role of the citizens in democracy. That is, students will demonstrate their understanding of the importance of civic engagement in a democratic society.

Module 2 Objective:



Model 3 Objective:



Learning Task Map

Module 1 Objective:

Use available information to identify, list, and explore different countries and their respective systems of government.

Understand concepts of democracy, dictatorship, and monarchy in relation to the American democracy

Understand the concept of rule of law and fundamental freedoms.

Understand and demonstrate the process of citizen participation in the governance process

Understand and differentiate different systems of government in different countries and how rule of law, fundamental freedoms, and citizen engagement and participation in government are defined and structured under each type of government.

Model 4 Objectives

Introduce students to voting as mechanism of representation in government.

Define voting and who qualifies to vote or to be voted for.

Understand and explain the processes of voting

Understand that besides representation, people vote directly on policy issues.

Explain whether voting in an election is compulsory for every adult citizen.

Explain the rational for polling stations and secret balloting

Define voting and who qualifies to vote or to be voted for.

Understand different means by which people can vote; mailing, electronic, etc.

Students will understand the concept of voting, determining the processes of voting, and understand voting as a central component of American democracy. Understand that voting is a civic duty to the nation and community that every good qualified American should exercise.

Learning Task item and number	Objective	Outcome level	Assessment item
Module 1:	Use available information to identify, list, and explore different countries and their respective systems of government	Describe, define, recall, list, explain, summarize different systems of government in different countries in respect of rule of law, fundamental rights, and citizen participation	Pre- and post-Assessment, Self-check, learning activities, Unit Test
Module 2:	Utilize available information to explain the structures and functions of government in American democracy	Students will demonstrate their understanding of the functions of the three branches of government and the system of check and balances in a form of diagram, or any graphical forms.	Pre- and post-Assessment, Self-check, learning activities, Unit Test
Module 3:	Use a web-based game to model and understand citizen representation in government	Student will use the knowledge gained from the “redistricting game” to demonstrate different hypothetical scenarios of electoral districting; advantages and challenges.	Pre- and post-Assessment, Self-check, learning activities, Unit Test
Module 4	Introduce students to voting as mechanism of representation in government and participation in government decision making	Students will define voting; list the objectives of voting; and identify the various steps involve during voting. Students will identify, utilize, explain, the relationships between democratic governance processes and citizen participation through voting or elections	Pre- and post-Assessment, Self-check, learning activities, Unit Test

Preliminary Evaluation Plan

Preliminary Formative Evaluation Plan

The purpose of this formative evaluation is to gauge the effectiveness of the WBLS we have created. Evaluators will include experts in the field of education: the three members of the other team in our current class cohort will act as our subject-matter and web design experts. We will identify up to eight students that either recently completed a 5th grade social studies class or will be starting a 5th grade social studies class in the Fall. We hope to get two to three completed evaluations from those eight participants. Finally, we will identify two to three teachers outside of our class cohort to gain insight from an instructor's perspective. These evaluations will be completed after the first module and be in the form of a digital survey for experts, students, and teachers.

Materials to Be Examined

Items to be examined include:

1. Effectiveness: Were students able to master the objectives?
2. Efficiency: Was this WBLS an efficient way to go about the learning?
3. Appeal: Is the WBLS engaging to the students?
4. Usability: Is the WBLS easy to use and navigate?

Other materials to be reviewed include:

- Storyboards and Prototypes
 - Design Appealing
 - Links working
- ISP effectiveness
- Course or learning objectives of WBID
- Ohio Social Studies Standards
- Instructional Materials (Websites, games, readings, etc.)

Types of Methods and Tools for Formative Evaluation

Evaluation Criteria	Sample Questions	Methods and Tools
Effectiveness		
Goals	Are/Do the goals and objectives: <ul style="list-style-type: none"> • Clear • Achievable • Measurable • Promote critical thinking and reflection 	SMEs and Web-Design <ul style="list-style-type: none"> • Survey • Interviews Students <ul style="list-style-type: none"> • Survey • Data gathered during review exercise Teachers <ul style="list-style-type: none"> • Survey • Interviews
Content	Is/Does the content: <ul style="list-style-type: none"> • Accurate • Align with the goals/objectives • Meet state Social Studies Standard for 5th graders • Appropriately credited to fulfill copyright requirements 	Review of 5th grade Social Studies Standards SMEs and Web-Design <ul style="list-style-type: none"> • Survey • Interviews Students <ul style="list-style-type: none"> • Survey • Data gathered during review exercise Teachers <ul style="list-style-type: none"> • Survey • Interviews
Technology	Is/Does the technology: <ul style="list-style-type: none"> • Age appropriate • Have the appropriate links for navigation, help, etc. • Allow for collaboration between teachers, students, and parents Is/Does the layout:	SMEs and Web-Design <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing Students <ul style="list-style-type: none"> • Survey

	<ul style="list-style-type: none"> • Appropriate • Meet professional standards 	<ul style="list-style-type: none"> • Data gathered during review exercise • Usability Testing <p>Teachers</p> <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing
Message Design	<ul style="list-style-type: none"> • Are the directions clear? • Do the supporting graphics, simulations, games, and tutorials facilitate learning? • Are messages wholly integrated? 	<p>SMEs and Web-Design</p> <ul style="list-style-type: none"> • Survey • Interviews <p>Students</p> <ul style="list-style-type: none"> • Survey • Data gathered during review exercise <p>Teachers</p> <ul style="list-style-type: none"> • Survey • Interviews
Efficiency		
Goals	<ul style="list-style-type: none"> • Are the goals concise? • Are goals and content aligned? 	<p>SMEs and Web-Design</p> <ul style="list-style-type: none"> • Survey • Interviews <p>Students</p> <ul style="list-style-type: none"> • Survey <p>Teachers</p> <ul style="list-style-type: none"> • Survey • Interviews
Content	<p>Is/Does the information:</p> <ul style="list-style-type: none"> • Clearly presented • Structured or arranged properly • Appropriate for 5th grade Social Studies-Government students • Accurate and up to date 	<p>SMEs and Web-Design</p> <ul style="list-style-type: none"> • Survey • Interviews <p>Students</p> <ul style="list-style-type: none"> • Survey • Data gathered during review exercise

	Are the games, simulations, and tutorials structured to facilitate or enhance the expected practical learning outcomes.	Teachers <ul style="list-style-type: none"> • Survey • Interviews
Technology	<p>Is/Does the technology:</p> <ul style="list-style-type: none"> • Function properly (links working, students can access external information, etc.) • Make materials easily accessible <p>Is the WBLS user friendly?</p>	<p>SMEs and Web-Design</p> <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing <p>Students</p> <ul style="list-style-type: none"> • Survey • Data gathered during review exercise • Usability Testing <p>Teachers</p> <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing
Message Design	<ul style="list-style-type: none"> • Is the time frame appropriate? • Do headings and instructions help guide students through the content? • Are the information/course materials, and external tools displayed coherently? • Is the information available for synchronous and asynchronous activities? 	<p>SMEs and Web-Design</p> <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing <p>Students</p> <ul style="list-style-type: none"> • Survey • Data gathered during review exercise • Usability Testing <p>Teachers</p> <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing
Appeal		
Goals	<ul style="list-style-type: none"> • Are the goals relevant to the participants? 	<p>Students</p> <ul style="list-style-type: none"> • Survey • Data gathered during review exercise

		Teachers <ul style="list-style-type: none"> • Survey • Interviews
Content	Is/Does the content: <ul style="list-style-type: none"> • Enjoyable • Interesting • Engaging 	Student <ul style="list-style-type: none"> • Survey
Technology	<ul style="list-style-type: none"> • Is the layout attractive • Is the information spelled correctly and proofread for grammatical errors • Are the design features such as color, font sizes, graphics positioning, etc. done correctly • Has the site been debugged • Is the code uniform and meets XHTML standards 	SMEs and Web-Design <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing Students <ul style="list-style-type: none"> • Survey • Data gathered during review exercise • Usability Testing Teachers <ul style="list-style-type: none"> • Survey • Interviews • Usability Testing
Message Design	<ul style="list-style-type: none"> • Is the reading level and tone appropriate for the audience? • Do graphics enhance learning without distracting? • Are the icons easy to use and clear as to their meaning? • Are the screen layouts appropriate to the content and goals?• Is the instructional design engaging? • Is the interface uncluttered and free of graphic distractions? • Do the color and fonts complement the overall design and layout? 	SMEs and Web-Design <ul style="list-style-type: none"> • Survey • Interviews Students <ul style="list-style-type: none"> • Survey • Data gathered during review exercise Teachers <ul style="list-style-type: none"> • Survey • Interviews

Preliminary Summative Evaluation Plan

The purpose of the summative assessment is to determine if students were able to achieve their learning goals and objectives. The summative evaluation will include a repeat of teacher and student surveys, with the addition of the student final assessment scores. Student final

assessment scores will be compared to their pre-assessment, as well as scores of student final assessments from previous years, to determine if the WBLS was beneficial. Students will complete the final assessment after they complete all modules in the WBLS. Once they complete the final assessment, students will then complete the final survey.

Materials to be Examined

Design:

- Learning Objectives: were they achieved, and to what extent?
- Instructional Materials: Is content appropriate and linked to objectives
- Instructional & Learning Activities: Are activities relevant, appropriate, and meet standard?
- Assessments: Were students successful?
- Overall Design Aesthetic: Is the WBLS visually appealing and user friendly?
- Organization of Content: major items clearly align with their sub-items and no overlaps in both content and presentation?
- Graphics: Are they relevant and appropriate?

Prototype and Website:

- Interface: the extent to which students explored, participated, and utilized the communication features to access course materials.
- Navigation Features: Easiness and frequency of utilizing the navigation links to access the appropriate course tools and materials.
- WBID prototype: Does the WBID prototype work properly or function as expected?

Evaluation Criteria	Main Questions	Data Sources/ Methods and Tools
Effectiveness	<ul style="list-style-type: none"> • How well did the WBLS meet the objectives? • To what extent did the project meet course objectives? • Was the approach of delivery proper to achieve the specified goals and objectives? • Did the system encourage and facilitate interactions among students? • Did the activities promote/enhance thoughtful discussion and reflection? 	<p>Students</p> <ul style="list-style-type: none"> • Formative and Summative Assessments within the WBLS • Survey <p>Teachers</p> <ul style="list-style-type: none"> • Survey • Interviews

Efficiency	<ul style="list-style-type: none"> About how long did students need, on average, to complete the activities in the WBLS? Were the goals and objectives stated and understood clearly? 	Students <ul style="list-style-type: none"> Survey Data gathered during usage
Appeal	<ul style="list-style-type: none"> Do students feel that they would like to complete learning through the WBLS in the future? 	Student <ul style="list-style-type: none"> Survey

Instructional Strategies Plan

Orientation to Learning	Instructional Strategies
Provide an overview of the entire course	<ul style="list-style-type: none"> Students tasks/outlines will be provided in the WBLS Participants will view a welcome statement Expectations for participants in the course How to navigate the course/website Bios and photos of the instructors Statement of course goals Contact information for assistance
Instruction on the Content	Instructional Strategies
Present content	<ul style="list-style-type: none"> Students will read through materials for each module
Measurement of Learning	Instructional Strategies
Assess Performance	<ul style="list-style-type: none"> Pre-assessment to identify student knowledge of democracy, monarchies, and dictatorships. Formative assessment at the end of each module. One on democracy, one on dictatorship, one on monarchies. Discussion Posts and Peer discussion on critical thinking questions on the topic Summative assessment over materials in all modules
Advise Learners of Performance Scores	<ul style="list-style-type: none"> Provide immediate feedback within the gradebook Provide rubric for discussion posts and feedback Immediate feedback on formative assessments through Google Forms

	<ul style="list-style-type: none"> • Instructor check-ins through email • Instructor responses to discussion posts and feedback
Summary and Close	Instructional Strategies
Provide Opportunities for Retention	<ul style="list-style-type: none"> • Additional examples of democracy, dictatorship and monarchies to reinforce learning • Summary of met objectives
Provide Remediation for Unmet Objectives	<ul style="list-style-type: none"> • Students may redo and resubmit assignments to show mastery of objectives • Individual teacher feedback to review learning materials
Enhance and Enrich Learning	<ul style="list-style-type: none"> • Provide a list of websites and materials with further information on democracy, dictatorships and monarchies. • Explain how this unit connects with future learning

Orientation to Learning	Instructional Strategies
Provide an Overview	<ul style="list-style-type: none"> • Learning tasks outlines provided in the WBLS • Instructor contact information provided to assist with content and technological issues
State the Objectives	<ul style="list-style-type: none"> • Learning goals will be clearly stated within each module and aligned with O.D.E state standards
Relevance of Instruction	<ul style="list-style-type: none"> • Standards will be shared within each module to provide a rationale for why learning is taking place in the WBLS • Real-world connections will be made and identified in each module
Assist Learner Recall of Prior Knowledge, Skills, and Experiences	<ul style="list-style-type: none"> • Connections will be made to prior learning to help students connect what they have already learned to the new material • Students will complete a pretest to determine prior knowledge
Provide Directions on how to Start, Navigate, and Proceed through the Unit of Instruction	<ul style="list-style-type: none"> • Starting point directions will be given on the homepage to help students navigate the WBLS
Instruction on the Content	Instructional Strategies
Present Instructional Content	<ul style="list-style-type: none"> • Students will read the instructions assigned for each module

	<ul style="list-style-type: none"> Students will perform each learning task required to complete each module individually or collaboratively Students will be given opportunities to post their thoughts to discussion boards to learn from their peers
Present learning Cues	<ul style="list-style-type: none"> Appropriate pictures and graphics will be used to help guide instruction to meet learner needs Directions will be broken down and aimed at making instruction as user-friendly as possible
Present Learning Cues	<ul style="list-style-type: none"> Audio and graphics will be used to provide assistance to all learners Video will also be implemented to assist all learners
Opportunities for Practice	<ul style="list-style-type: none"> Enrichment resources will be provided to allow students to learn further and practice skills. Any external links will be pre-screened and deemed safe and appropriate for our audience
Feedback on Formative Performance	<ul style="list-style-type: none"> Students will receive timely feedback <ul style="list-style-type: none"> - teacher guidance on discussion boards - feedback from formative assessments showing students where any misconceptions lie
Final Review and Wrap-up of Unit	<ul style="list-style-type: none"> Formative assessments, assignments and discussion board posts will all be graded weekly so students can monitor their progress throughout the learning Teachers will be flexible and allow students additional time within reason to complete an assignment
Measurement of Learning	Instructional Strategies
Assess Performance	<ul style="list-style-type: none"> Ongoing formative assessments Summative assessment Assessments will be assigned via the WBLS
Advise Students of Performance Scores	<ul style="list-style-type: none"> Timely feedback will be provided within each module Answer keys will be provided for feedback for assessments
Summary and Close	Instructional Strategies

Enhance and Enrich Performance	<ul style="list-style-type: none"> • Enrichment opportunities will be provided in each learning module • Assessments will be modified for students who require • A review section will exist in each module
Remediation for Unmet Objectives	<ul style="list-style-type: none"> • Google Meets/Zoom meetings will take place weekly for students to ask questions and seek clarification • Students who do not meet objectives will meet 1on1 with the instructor via Google Meet/Zoom

Task Analysis Report

Initial Task List

Using this WBLS, learners should be able to:

System Access/Awareness
Access the WBLS using a direct link
Recognize the purpose and objectives of the WBLS
Be aware of how the WBLS is structured
Be aware of how to navigate the WBLS
Be aware of when they have already visited a page or opened a link

Get updates about important deadlines, events, things to know, etc.

Search the WBLS for information about a topic

Know where to get help

Connect with their instructor

Learning Materials

Click on a hyperlink and open a file/document

Control navigation of presentations

Interact with content while viewing external websites

Control size of multimedia files (presentations, audio, video, etc.)

Be able to control playback of videos (pause, rewind, fast forward, etc.)

Download files from content resources
Record and/or upload their own audio or video files

Discussions
Locate discussion within the WBLs
Create username and password to participate in discussions
Read previous discussion posts
Write and submit new discussion posts
Write and submit replies to other discussion posts
Use proper English and proper digital etiquette in discussion and live chat

Assessments
Self-check understanding after viewing content
Get immediate feedback on formative and summative assessments
Ability to retake assessments to achieve mastery
Complete online assessments

Retention of Information
Have access to additional content for offline use
Explore additional online resources
Recall or summarize important ideas or concepts
Build social networks to improve understanding

Reflect on new ideas and concepts

Prioritized Task List

1-Core

2- Important

3- Nice to Have

System Access/Awareness

1- Access the WBLS using a direct link

1- Recognize the purpose and objectives of the WBLS

1- Be aware of how the WBLS is structured

1- Be aware of how to navigate the WBLS

1- Search the WBLS for information about a topic

1- Know where to get help

2- Be aware of when they have already visited a page or opened a link

2- Get updates about important deadlines, events, things to know, etc.

2- Connect with their instructor

Learning Materials

1- Click on a hyperlink and open a file/document

1- Control navigation of presentations

1- Download files from content resources

1- Record and/or upload their own audio or video files

2-	Interact with content while viewing external websites
2-	Control size of multimedia files (presentations, audio, video, etc.)
3-	Be able to control playback of videos (pause, rewind, fast forward, etc.)
Discussions	
1-	Locate discussion within the WBLS
1-	Create username and password to participate in discussions
1-	Write and submit replies to other discussion posts
2-	Read previous discussion posts
2-	Use proper English and proper digital etiquette in discussion and live chat
3-	Write and submit new discussion posts

Assessments

1- Get immediate feedback on formative and summative assessments

1- Ability to retake assessments to achieve mastery

1- Complete online assessments

2- Self-check understanding after viewing content

Retention of Information

1- Explore additional online resources

1- Recall or summarize important ideas or concepts

2- Have access to additional content for offline use

2- Build social networks to improve understanding

2- Reflect on new ideas and concepts

Initial Functional Requirements List

Task	Functional Requirement
System Access/Awareness	
Access the WBLS using a direct link	<ul style="list-style-type: none">• Ability to access WBLS via a computer and Internet connection.• Ability to navigate web pages within WBLS.
Recognize the purpose and objectives of the WBLS	<ul style="list-style-type: none">• Ability to access information on course goals and objectives posted on the WBLS Homepage
Be aware of how the WBLS is structured	<ul style="list-style-type: none">• Ability to recognize how course modules, materials, discussions, assessment, and contacts are arranged and, be able to access them easily.

Be aware of how to navigate the WBLS	<ul style="list-style-type: none"> • Ability to access information and perform activities that are structured on the horizontal and/or vertical navigation menus on all pages
Be aware of when they have already visited a page or opened a link	<ul style="list-style-type: none"> • Ability to recognize the links that have been visited already and those not visited by looking at the link.
Get updates about deadlines, events, things to know, etc.	<ul style="list-style-type: none"> • Ability to edit pages (remove or add information) to enrich course content with no effect on the entire structure and the navigation process.
Search for information about a topic	<ul style="list-style-type: none"> • Ability to utilize a “search box” on all pages to access specific information on specific learning activity.
Know where to get help	<ul style="list-style-type: none"> • Ability to make contacts via emails or links to external resources.

<p>Connect with instructor and classmates in a live format</p>	<ul style="list-style-type: none"> • Ability to meet synchronously through the Web Conference Tool (WCT)s. • Ability to review the recording of the Web Conference meeting. • Ability to chat with others through the WCT. • Ability to learn from the instructor's presentation in the WCT."
<p>Learning Materials</p>	
<p>Click on a hyperlink and open a file/document</p>	<ul style="list-style-type: none"> • Ability to open files/documents by clicking on the hyperlinks. • Ability to review the documents in the WBLS.
<p>Control navigation of presentations</p>	<ul style="list-style-type: none"> • Ability to utilize the ‘Forward’ and ‘Backward’ buttons to access and revisits pages.
<p>Interact with content while viewing external websites</p>	<ul style="list-style-type: none"> • Ability to use external links to source for additional information or learning materials from the WBLS.

Control size of multimedia files (e.g. enlarge presentations or video)	<ul style="list-style-type: none"> • Ability to manipulate multimedia resources to enhance learning
Be able to control playback of videos (pause, rewind, fast forward, etc.)	<ul style="list-style-type: none"> • Ability to manipulate audio visuals such as play, playback, pause, full screen, etc.
Download files from content resources	<ul style="list-style-type: none"> • Ability to download all web page content and access all links
Record and/or upload their own audio or video files	<ul style="list-style-type: none"> • Ability to access multimedia tools and platforms to record and upload own audio visuals.
Discussions	
Locate discussions within the WBL	<ul style="list-style-type: none"> • Ability to locate the discussion platform from the homepage.
Create username and password to participate in discussions	<ul style="list-style-type: none"> • Ability to use personal code to access the discussion platform
Read previous discussion posts	<ul style="list-style-type: none"> • Ability to read and make references to previous discussion posts

Write and submit new discussion posts	<ul style="list-style-type: none"> • Ability to write in preferred styles (change font sizes, highlight fonts, etc.) and post to the discussion board.
Write and submit replies to other posts	<ul style="list-style-type: none"> • Ability to create a new topic post. • Ability to read posts of peers • Ability to respond to peers' posts.
Use proper English and proper digital etiquette in discussion and live chat	<ul style="list-style-type: none"> • Ability to use spell check features in discussions • Ability to check if discussion posts meet proper digital etiquette.
Assessments	
Self-check knowledge after viewing content	<ul style="list-style-type: none"> • Ability to access and complete self-checks, and pre/post test

Get immediate feedback on formative and summative assessments	<ul style="list-style-type: none"> • Ability to locate feedback from submitted assignments, discussion boards and assessments
Provide unlimited access to retake assessments by not locking students out of future attempts	<ul style="list-style-type: none"> • Ability to retake assessments to achieve mastery
Retention of Information	
Have access to additional content for offline use	<ul style="list-style-type: none"> • Ability to save, download, and printout, previous work, materials, posts, and activity instructions.
Provide direct links to external websites that are relevant to content	<ul style="list-style-type: none"> • Ability to explore external websites for helpful additional resources.
Recall or summarize important ideas or concepts	<ul style="list-style-type: none"> • Ability to provide summaries or lists of key points/ideas at the end of each lesson
Build social networks to improve understanding	<ul style="list-style-type: none"> • Ability to maintain constant /frequent interaction via live text, audio, or video chats

Reflect on new ideas and concepts	<ul style="list-style-type: none"> Ability to use links to external wiki or blog to write reflections on class activities.
--	---

Prioritized Functional Requirements List

1- Core Functionality
2- Important Functionality
3- Nice to Have Functionality

System Access/Awareness
1- URL needs to be active
1- Purpose and objectives of WBLS will be posted on home page
1- Provide clear labels for sections of WBLS
1- Have consistent fonts and color scheme across all pages
1- Horizontal and/or vertical navigation menus that appear on all pages

1- Pages should be able to be edited easily by instructor without affecting navigation of entire site

1- Link to email instructor at bottom of each page

2- Make visited links a different color than links that have not been visited

3- Include a “search box” on all pages

3- Ability to meet synchronously through the Web Conference Tool (WCT)s

3- Ability to review the recording of the Web Conference meeting

3- Ability to chat with others through the WCT

3- Ability to learn from the instructor’s presentation in the WCT

Learning Materials

1- Ability to open files/documents by clicking on the hyperlinks

1- Ability to review the documents in the WBLS

1- Ability to download the documents from the WBLS

1- Ability to print the documents from the WBLS

1- Embed presentations with viewing windows that have forwards and backwards buttons

1- Add links that open in new windows

1- Provide files that are in standardized formats (PDF, Word, PowerPoint, HTML, etc.)

1- Embed multimedia files that allow users to enlarge or minimize content if desired

2- Embed video files that have playback controls (e.g. play, pause, full screen options)

2- Provide links to audio or video recording software

Discussions

1- Link to external discussions site from home page

1- Link to discussions in horizontal or vertical navigation menus

1- Link to registration page for external discussions site

1- Viewing window needs to be large enough to read entire post

1- Font should be large enough to read post

1- Make sure that replies thread to original topic

2- Provide directions if students need help

2- Set clear expectations for digital etiquette

3- Link to discussions from lesson pages

3- Text window with formatting options (e.g. bold, italics, underline, lists)

3- Have a spell check feature in discussions

**3- Remove students from discussions for not following proper digital etiquette
(would be done by the discussion board administrator)**

Assessments

1- Provide list of review questions

1. Embed formative and summative assessments that give students immediate feedback

2- Provide unlimited access to retake assessments by not locking students out of future attempts

3- Add audio files or video clips within assessments

Retention of Information

1- Post materials that could be downloaded or printed out

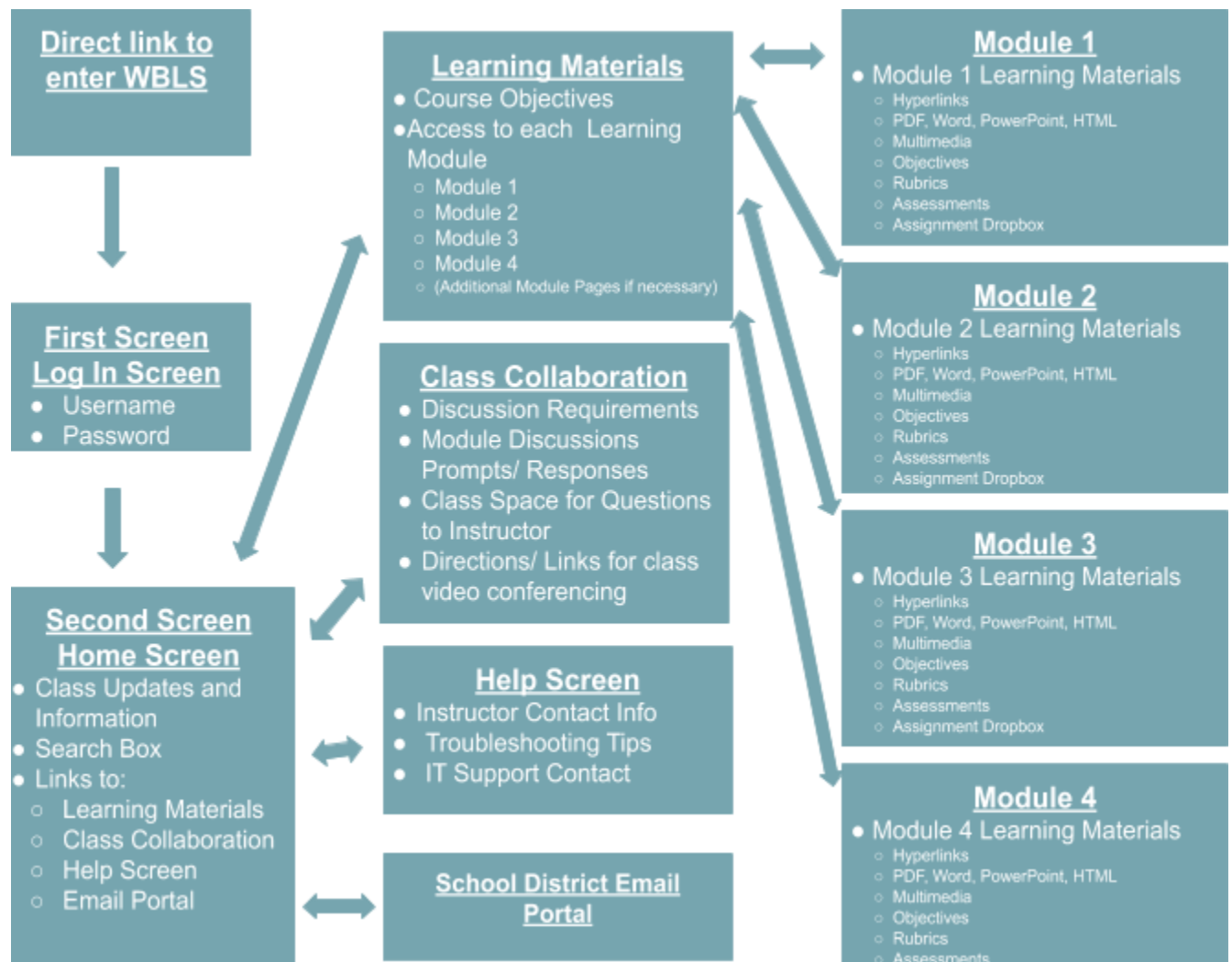
1- Provide direct links to external websites that are relevant to content

2- Provide summaries or lists of key points at the end of each lesson

3- Live text, audio, or video chats

3- Link to external wiki or blog for students to write reflections

Task Flow Diagram



Scenarios for Design

Scenario 1: A student is in a hurry but wants to work efficiently on an individual learning task.

Brian has had a busy week with soccer practice taking place Monday, Tuesday and Wednesday evening. It is Thursday evening and Brian has some work to submit on his WBLS for social studies. Brian has been contributing to discussion boards and completing individual tasks with good understanding. Due to his busy schedule this week he hasn't had the opportunity to complete all the required tasks and readings assigned to him in the WBLS. Brian closes his bedroom door and hides any distractions that could interfere with the work he needs to complete. Brian logs in to the WBLS to complete his work for the week but hits a speed bump as he is confused about the two main types of democracy: direct and representative. In an effort to figure out the definition of the two he decides to post a question in the student lounge in the WBLS asking what each term means so he can finish his assignment of giving an example of each and how citizens can be

involved in decision making. Brian also decides to do his own research online but doesn't find the answer as quickly as he would like because he is not yet competent at finding important information on Google. He talks to his mother who checks in on him and she shows him how to edit his entry in the search bar to hopefully find the definition of each type of democracy. After some research assisted by his mother, Brian can conclude that in a direct democracy, it is the citizens that directly make decisions for the best interests of the general public. In a representative democracy, the general public elect representatives to represent their interests and make decisions on their behalf. Brian can also confirm this because another student has given him the same type of answer in the student lounge. This information gives Brian the opportunity to complete his assignment and continue to stay up to date with his workload.

Scenario 2: A Student who wants to have an efficient and effective collaborative work with his/her teammates in the WBLS and achieving at a high level of performance.

Mary and Zach are 5th grade students in Mr. Nicol's 5th grade class. Both students have flown through the modules on the WBLS that Mr. Nicol assigned. Each student navigated the WBLS with ease. Based on the formative assessments completed in each module, both students have a strong grasp of the difference between a democracy, dictatorship, and monarchy. In fact, they passed their formative assessments with flying colors, while all other students are still working through their modules in the WBLS. The formative assessments turned in by the rest of the class show that most students are struggling with the difference between a dictatorship and a monarchy.

Since Mary and Zach are done, Mr. Nicol wants to take advantage of the opportunity to provide enrichment for the two of them and would also like to provide an appropriate example of a final project for the students who are struggling. While he is providing remediation in small groups, he hopes that this final project example will also help the other students to better identify the differences between a monarchy and a dictatorship. He asks the students to collaborate together and access the enrichment section located on the last module of the WBLS. Mary and Zach find a quiet corner of the classroom, log into their chromebooks and the WBLS, and go to the last module to access the enrichment project.

The students read the directions together and find that they are required to create a Google Slide presentation. The presentation must include the definition of monarchy, dictatorship, and democracy, an example of each type of government, a graphic organizer of their choice that compares and contrasts the 3 types of government and express their opinion on which they feel is the best form of government and why. When they are done creating their Google Slide Presentation, they must record themselves presenting and post a shared link to the collaborative discussion board for other students to access and provide feedback.

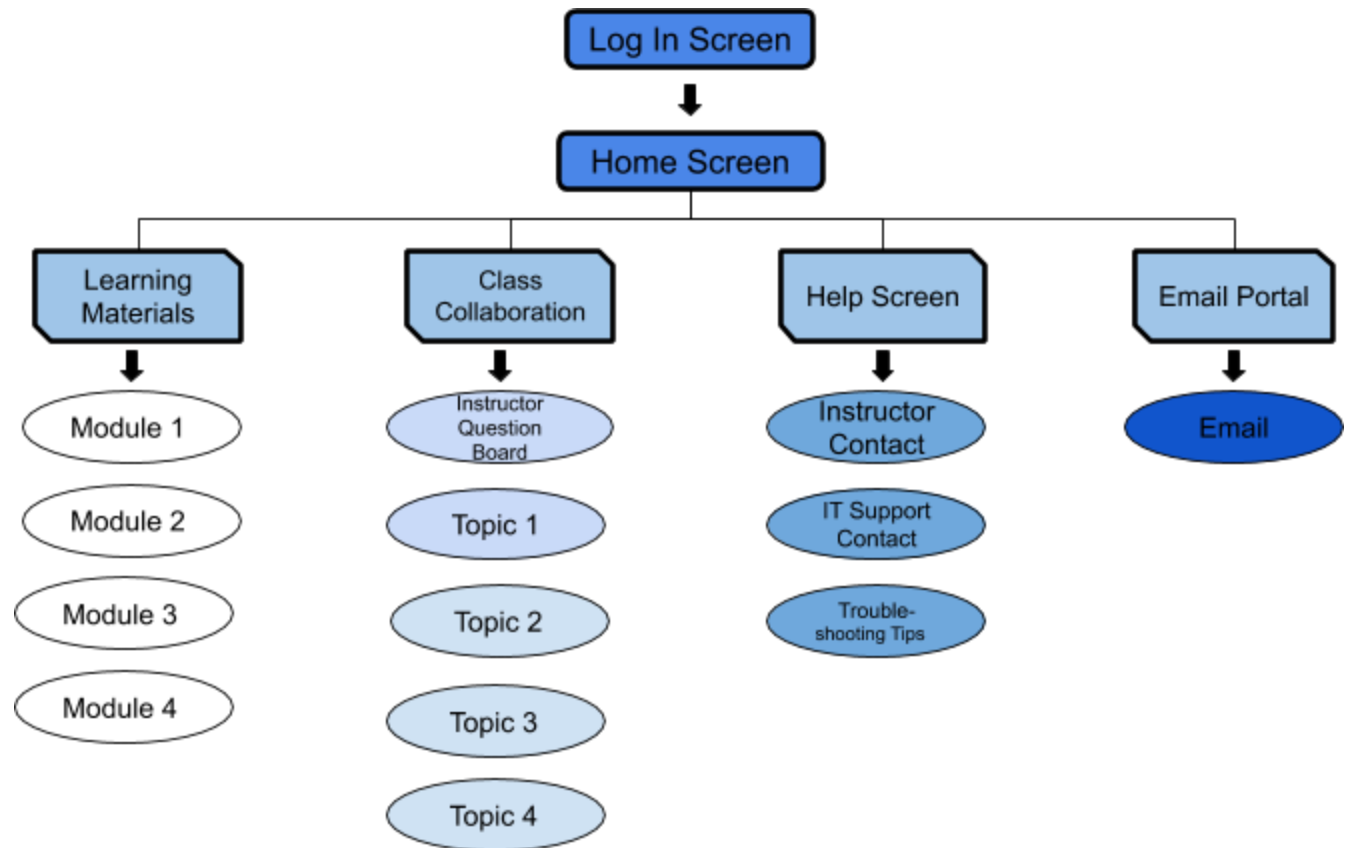
Zach starts by opening a Google Slide presentation and shares it with Mary, and Mr. Nicol, so they can collaborate on the same slide together. Next, they divide the work. Mary will complete the definitions and examples of dictatorship and democracy, and Zach will complete the definition and example for monarchy, then begin the graphic organizer to compare and contrast the three forms of government. They decide to finish the organizer and complete the opinion question together.

The students work on their self-assignment tasks, while collaborating with each other when they have questions or would like suggestions. After a couple days of working on their assignment, they finish. Together they edit their slides and then ask Mr. Nicol to check it over before they create their video. He checks it then gives them the go ahead to record and post to the discussion board. They decide to practice their presentation a few times before recording. They open the presentation on Zach's Chromebook, then use Mary's computer to record themselves presenting. Once they are done, they post the link to the slides to the discussion board.

By this time, many of the rest of the students have caught up and are either finished or close to finished with all modules. Mr. Nicol refers students who are struggling to Mary and Zach's presentation on the discussion board for clarification and asks them to post two things they learned from their presentation under the comments. Students are now ready to complete their final assessment, which is in the format of a Google Form, so students get immediate feedback.

User Interface

Site Map




Prototype Homepage and URL

<http://zunal.com/evaluation.php?w=744066>

← → ↻ Not Secure | zunal.com/webquest.php?w=744066

Apps bcsch.org Bookmarks https://photos.go... Bb BCS Inbox (19) - kfone... Classes RAZ QL S PB Q AIR MAPS AESOP Google »

zunal.com Home Browse Help Questions Login Register



Welcome

Home

Module 1

Module 2

Module 3

Module 4

About Author(s)


Reviews

WebQuest

Types of Government - Grade 5

Add to Favorites

Welcome



Welcome: Types of Government - Grade 5
Description: Provide an instructional framework under which students can learn, appreciate, and understand the governance processes, particularly the role of the citizenry regarding the sustainability and effective functioning of the government. Engages students on the issue of citizen participation and how that participation is structured and facilitated in the entire system of government.
Grade Level: 3-5
Curriculum: Social Studies
Keywords: Government, Democracy, Voting, Citizen, processes
Author(s): [Iris Matos](#)

Expert and User Review

Expert and User Review Participants:

Name of Participant	Title	Description of Expertise	Evaluation Role
Sara Schwarzwaldner	Upper Elementary Teacher	Sara has taught Social Studies, as well as Language Arts, in the upper elementary setting for the past 4 years and continues to teach in this position.	Content Expert
Emily Russell	Former Upper Elementary Teacher/ Current Middle School Teacher	Emily taught Social Studies in the upper elementary setting in the Brunswick City Schools for 10 years before moving to teach 6th grade in the middle school.	Content Expert
Angela Ebert	Middle School Technology Teacher and Former Upper Elementary Teacher	Angela taught 4th grade Language Arts and Science for 10 years. She then completed her Master's degree in Instructional Technology and has since become the technology teacher at Brunswick Middle School for the past 4 years. She has also sat on technology planning committees for the Brunswick School District	Design Expert
Student 1	Recent 5th grader (current 6th grader)	This student was in Mr. Nicol's 5th grade Social Studies class in the 2019-2020 school year.	User
Student 2	Recent 5th grader (current 6th grader)	This student was in Mr. Nicol's 5th grade Social Studies class in the 2019-2020 school year.	User

	Materials to Be Examined
Design Plans	Objectives Assessment Items Instructional Strategies Motivational Strategies
Prototype and website	Interface

	Navigation Features WBLS Prototype
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Relevant Documents/Instructions for Reviewers

Questions for Expert Reviewers before Usability Test

1. What is your overall impression of the website? (**Content and Design**)
2. Is the WBLS user friendly? How can it be improved? (**Content and Design**)
3. Is the layout attractive? (**Content and Design**)
4. Are the goals and objectives clear, achievable, and measurable? Do they promote critical thinking and reflection? (**Content**)
5. Are the goals concise? Are the goals and content aligned? (**Content**)
6. Is the content enjoyable, interesting, and engaging? (**Content**)
7. Do the supporting graphics, simulations, games, and tutorials facilitate learning? (**Content**)
8. Does the technology make materials easily accessible? (**Design**)
9. Do headings and instructions help guide students through the content? (**Design**)
10. Are the information/course materials and external tools displayed coherently? (**Design**)
11. Do the color and fonts complement the overall design and layout? (**Design**)
12. What other thoughts and comments do you have regarding the WBLS? (**Content and Design**)

Questions for Student Reviewers before Usability Test

1. How often do you use technology for learning?
2. How comfortable are you when using technology for studies?

Questions for students during the Usability Test

3. Are the icons easy to use and clear as to their meaning?
4. Can you tell me what you were doing?
5. How did you know how to do that?
6. What might you have done if you kept working?

Questions for students after the Usability Test

7. Did you want to do something but didn't know how?
8. What is missing that you wish was included?

Results from Expert Review

Content Experts

- **Content Expert 1: Emily Russell:**

Questions for Expert Reviewers before Usability Test

- What is your overall impression of the website? (**Content and Design**)

The layout is nice, and I especially like the ease with which one can access all of the activities. The advertisements that zunal includes seem to be a bit distracting. Although this is the downfall with most free platforms, the advertisement kept stating 'open' and 'start here'. I think that this would need to be something extra a teacher would have to spend time directly teaching the students to avoid.

- Is the WBLS user friendly? How can it be improved? (**Content and Design**)

It looks to be easy to find all of the assignments and activities. Like mentioned above, I believe the advertisements that were on the pages I viewed would be confusing for some students.

- Is the layout attractive? (**Content and Design**)

I like the quick menu options at the side. It would keep it very organized for students to work through each module.

- Are the goals and objectives clear, achievable, and measurable? Do they promote critical thinking and reflection? (**Content**)

I feel that the goals and objectives are clear throughout the modules. Some of the activities make it easy to judge the learning that has occurred throughout the module (1,2, and 4), but I feel that there isn't any way to check for the students' understanding of redistricting. I feel that the reflection for module 3 would be missing.

- Are the goals concise? Are the goals and content aligned? (**Content**)

The goals are concise and content aligned. I feel that the webquest may be better served if there is a 'teacher' and 'student' section. All of the language of the content seems to be geared towards the teachers and not the students.

- Is the content enjoyable, interesting, and engaging? (**Content**)

I think that there is some quality content with using the kids britannica, but I feel that since it is the bulk of all of the modules it may lose kids' attention quickly. Module 1 has a tremendous amount of content, and I feel that it would be better served if it was narrowed down (possibly just mentioning the section to focus on right next to the link). I think that the repeats may lose students' attention quickly.

- Do the supporting graphics, simulations, games, and tutorials facilitate learning? (**Content**)

I feel that the simulation game would be well above some 5th grade students level. I think the language used may be a bit challenging. One would need to know the group of 5th graders that would be using this source before they would assign this module.

Does the technology make materials easily accessible? (**Design**)

X

Do headings and instructions help guide students through the content? (**Design**)

X

Are the information/course materials and external tools displayed coherently? (**Design**)

X

Do the color and fonts complement the overall design and layout? (**Design**)

X

- What other thoughts and comments do you have regarding the WBLS? (**Content and Design**)

I feel that the variety of activities/assignments in the modules make it clear what students have or have not learned. I think that changing up some of the methods for obtaining the information might help get students engaged a bit more.

- **Content Expert 2-Sara Schwarzwald:**

Questions for Expert Reviewers before Usability Test

- What is your overall impression of the website? (**Content and Design**)

The first impression of the site is that it looks clearly organized.

- Is the WBLS user friendly? How can it be improved? (**Content and Design**)

Yes, the menu on the side of the page makes it easy to navigate. Be sure that the directions are the first thing available to students throughout the modules because Module 1 is a little confusing at first with just seeing the links initially.

- Is the layout attractive? (**Content and Design**)

The website has a professional appearance and it seems appropriate for the content.

- Are the goals and objectives clear, achievable, and measurable? Do they promote critical thinking and reflection? (**Content**)

The goals and objectives are clear.

- Are the goals concise? Are the goals and content aligned? (**Content**)

Yes, the goals and content are aligned.

- Is the content enjoyable, interesting, and engaging? (**Content**)

With the topic of government being content that I have noticed difficulty as far as engaging students, the online content seems to be overall engaging. Changing up the resources would add another layer of engagement for students.

- Do the supporting graphics, simulations, games, and tutorials facilitate learning? (**Content**)

The graphics are appropriate for the learning content and all of the activities support the learning objectives.

- Does the technology make materials easily accessible? (**Design**)
- Do headings and instructions help guide students through the content? (**Design**)
- Are the information/course materials and external tools displayed coherently? (**Design**)
- Do the color and fonts complement the overall design and layout? (**Design**)
- What other thoughts and comments do you have regarding the WBLS? (**Content and Design**)

None

Design Experts

- **Design Expert 1-Angela Ebert:**

Questions for Expert Reviewers before Usability Test

1. What is your overall impression of the website? (**Content and Design**)
2. Is the WBLS user friendly? How can it be improved? (**Content and Design**)
3. Is the layout attractive? (**Content and Design**)
4. Are the goals and objectives clear, achievable, and measurable? Do they promote critical thinking and reflection? (**Content**)
5. Are the goals concise? Are the goals and content aligned? (**Content**)
6. Is the content enjoyable, interesting, and engaging? (**Content**)
7. Do the supporting graphics, simulations, games, and tutorials facilitate learning? (**Content**)
8. Does the technology make materials easily accessible? (Design)

Yes, the technology has working links that take the user to the materials needed to complete the assignment. The topics are clearly identified, so once students realize what they need to do, it should be easy to navigate to get the information needed.

9. Do headings and instructions help guide students through the content? (Design)

The headings are clear, but instructions are not. The objectives are clearly stated but is there a certain way to complete them? Do you need to complete Module 1 before Module 4?

10. Are the information/course materials and external tools displayed coherently? (Design)

Yes, the information and tools are displayed well although appear overwhelming when first displayed (particularly Module 1). After I clicked on Module 1, I was immediately shown a list of links. I didn't even want to see what I needed to do, it seemed like too much, so I went to another module. Once I went back to break it down and opened the worksheet, I understood the purpose of each link.

Maybe putting the links in a table, not displaying the web addresses but instead hyperlink the topic titles. This will give it a more clean appearance and not appear to be as overwhelming. An image of the handout would be helpful as well, so the user knows right away what they need to accomplish.

11. Do the color and fonts complement the overall design and layout? (Design)

Yes, the color and fonts look clean and the colors give the user a sense of patriotism, which goes well with the topic.

12. What other thoughts and comments do you have regarding the WBLS? (**Content and Design**)

Student User Reviews

Questions for student reviews before usability test

1. How often do you use technology for learning?
 - “We use technology at school across all subjects every day”
2. How comfortable are you when using technology for studies?
 - “Pretty comfortable, our teachers are helpful in showing us how to use our Chromebooks and programs for classes”

Questions for students during the usability test

3. Are the icons easy to use and clear as to their meaning?
 - “Yes, the set up is easy to use and I like the color scheme. It’s an easy layout to use”
4. Can you tell me what you were doing?
 - “Yes, I was exploring the learning materials and modules”
5. How did you know how to do that?
 - “We have used this type of website at school so it was quite easy to use”.
6. What might you have done if you kept working
 - “I thought some of the modules were cool and I would have liked to explore them all further”

Questions for students after the usability test

7. Did you want to do something but didn't know how?
 - “No,
8. What is missing that you wish was included?
 - “I liked the graphics and pictures, they help me understand the text better so there could be more”

Questions for student reviews before usability test

1. How often do you use technology for learning?
 - “We use technology every day at school”
2. How comfortable are you when using technology for studies

- “Pretty comfortable as our Chromebooks are very easy to use and has all the apps we need for school”

Questions for students during the usability test

3. Are the icons easy to use and clear as to their meaning?
 - “Yes - I liked how easy the site was to use and look through”
4. Can you tell me what you were doing?
 - “Exploring the modules and learning materials”
5. How did you know how to do that?
 - “By starting at the homepage, the tabs are easy to understand and the site was straight forward to use”
6. What might you have done if you kept working
 - “I would have liked to have more time to look at each module more”

Questions for students after the usability test

7. Did you want to do something but didn't know how?
 - No.
8. What is missing that you wish was included?
 - I don't know.

Ideas for Modification of Design

- Clean up instructions to make them more clear from the beginning.
- Clean up hyperlinks, possibly in a table to make them appear less overwhelming to the user.
- Change up content activities and include different resources to keep student engagement high.
- Double check all language to be sure it is student friendly.
- Double check content to be sure that it is appropriate for 5th grade level.
- Consider narrowing down the resources in Mod. 1.
- Allow more time for students to explore/complete each module.

Usability Test

Content Experts:

Our content expert reviewers include Sara Schwarzwald and Emily Russell. Sara has taught Social Studies, as well as Language Arts, in the upper elementary setting for the past 4 years and continues to teach in this position. Emily taught Social Studies in the upper elementary setting in the Brunswick City Schools for 10 years before moving to teach 6th grade in the middle school.

Web Design Experts:

Our web design experts include Angela Ebert. Angela taught 4th grade Language Arts and Science for 10 years. She then completed her Master's degree in Instructional Technology and has since become the technology teacher at Brunswick Middle School for the past 4 years. She has also sat on technology planning committees for the Brunswick School District.

Student Users:

Our users include students from the 5th grade class at Applewood Elementary during the 2019-2020 school year. They are going into 6th grade in the 2020-2021 school year. As these students have just experienced 5th grade Social Studies content, we feel they will be able to provide appropriate and helpful feedback to improve out WBLS>

Usability Test Objectives and Goals

The primary purpose of conducting this usability test is to observe how users interact with the 5th Grade Social Studies WBLS as they are engaging in evaluating the WBLS by following one of two scenarios. The usability task will be focusing on the ease of navigation, the effectiveness of the content materials as well as the discussions and quizzes, but not so much on the completion of all of the lessons and activities. Users will not have to complete all of the lessons and activities during this test.

After the completion of the usability test, we will be able to determine user difficulties with interacting with the interface and content areas. Some difficulties that users might encounter are:

- Following the flow of screens or using the navigation bar to locate something required in the given task
- Participating in discussions (failure to sign up, or to locate the session, or to understand the directions, etc.), or taking quizzes
- Accessing or using some of the learning materials

During the usability test, students should be able to:

- Find the system provides the content information they expect
- Find the navigation bar easy to use
- Find it easy to access the information on the website
- Find additional materials are useful
- Find the website appropriately structured
- Find the directions stated throughout the WBLS easy to understand
- Find that the discussion topics are engaging and help students to practice critical thinking and collaborative work

Methodology

Procedures

1. Introduce the goals and purpose of designing and developing this WBLS (as it is stated in the methodology).
2. Introduce the goals and purpose of the usability test (as it is stated in the Usability Test Objectives & Goals section).
3. Give users instructions for completing the usability test (see Instructions for Users).
4. Users will be given one of the two scenarios to read before going to the website (see Scenarios).
5. Users will use the WBLS to meet the desired learning outcomes as stated in the scenario.

6. Users will be debriefed and asked a series of questions to reflect on their experience (see Questions to Ask after Usability Test).

Instructions for Users

Before the usability test, the two students using the website will be given the following instructions:

“Thank you for helping us today, so we can observe you using our web-based learning system. These observations will help us better understand how students might use this website to complete various tasks and will give us information on how to improve it for the future. Please use this website as you naturally would. As you navigate the website and complete different tasks, please let us know what you are doing by thinking aloud. Share with us exactly what you are thinking as you use the website and attempt to fulfill the desired learning outcomes. If you have any difficulties using the website, please continue to think aloud and try completing the activities to the best of your ability. Make sure to verbalize any problems you have figuring out what to do next or how to proceed. We can use these observations to improve the website for the future.

During this usability test, you will be given a scenario to follow. After reading the scenario, please use the website to meet the learning outcomes that are described. Be sure to verbalize what you are doing while using the website and what you are thinking as you navigate the website. You are free to choose the ways and tools on the website that you believe are best for you to complete the learning outcomes described in the scenario below. Please take your time and thank you for your participation!”

Scenarios

Scenario 1: A student is in a hurry but wants to work efficiently on an individual learning task.

Brian has had a busy week with soccer practice taking place Monday, Tuesday and Wednesday evening. It is Thursday evening and Brian has some work to submit on his WBLS for social studies. Brian has been contributing to discussion boards and completing individual tasks with good understanding. Due to his busy schedule this week he hasn't had the opportunity to complete all the required tasks and readings assigned to him in the WBLS. Brian closes his bedroom door and hides any distractions that could interfere with the work he needs to complete. Brian logs in to the WBLS to complete his work for the week but hits a speed bump as he is confused about the two main types of democracy: direct and representative. In an effort to figure out the definition of the two he decides to post a question in the student lounge in the WBLS asking what each term means so he can finish his assignment of giving an example of each and how citizens can be involved in decision making. Brian also decides to do his own research online but doesn't find the answer as quickly as he would like because he is not yet competent at finding important information on Google. He talks to his mother who checks in on him and she shows him how to edit his entry in the search bar to hopefully find the definition of each type of democracy. After some research assisted by his mother, Brian can conclude that in a direct democracy, it is the citizens that directly make decisions for the best interests of the general public. In a representative

democracy, the general public elect representatives to represent their interests and make decisions on their behalf. Brian can also confirm this because another student has given him the same type of answer in the student lounge. This information gives Brian the opportunity to complete his assignment and continue to stay up to date with his workload.

Scenario 2: A Student who wants to have an efficient and effective collaborative work with his/her teammates in the WBLS and achieving at a high level of performance.

Mary and Zach are 5th grade students in Mr. Nicol's 5th grade class. Both students have flown through the modules on the WBLS that Mr. Nicol assigned. Each student navigated the WBLS with ease. Based on the formative assessments completed in each module, both students have a strong grasp of the difference between a democracy, dictatorship, and monarchy. In fact, they passed their formative assessments with flying colors, while all other students are still working through their modules in the WBLS. The formative assessments turned in by the rest of the class show that most students are struggling with the difference between a dictatorship and a monarchy.

Since Mary and Zach are done, Mr. Nicol wants to take advantage of the opportunity to provide enrichment for the two of them and would also like to provide an appropriate example of a final project for the students who are struggling. While he is providing remediation in small groups, he hopes that this final project example will also help the other students to better identify the differences between a monarchy and a dictatorship. He asks the students to collaborate together and access the enrichment section located on the last module of the WBLS. Mary and Zach find a quiet corner of the classroom, log into their chromebooks and the WBLS, and go to the last module to access the enrichment project.

The students read the directions together and find that they are required to create a Google Slide presentation. The presentation must include the definition of monarchy, dictatorship, and democracy, an example of each type of government, a graphic organizer of their choice that compares and contrasts the 3 types of government and express their opinion on which they feel is the best form of government and why. When they are done creating their Google Slide Presentation, they must record themselves presenting and post a shared link to the collaborative discussion board for other students to access and provide feedback.

Zach starts by opening a Google Slide presentation and shares it with Mary, and Mr. Nicol, so they can collaborate on the same slide together. Next, they divide the work. Mary will complete the definitions and examples of dictatorship and democracy, and Zach will complete the definition and example for monarchy, then begin the graphic organizer to compare and contrast the three forms of government. They decide to finish the organizer and complete the opinion question together.

The students work on their self-assignment tasks, while collaborating with each other when they have questions or would like suggestions. After a couple days of working on their assignment, they finish. Together they edit their slides and then ask Mr. Nicol to check it over before they create their video. He checks it then gives them the go ahead to record and post to the discussion board. They decide to practice their presentation a few times before recording. They open the presentation

on Zach's Chromebook, then use Mary's computer to record themselves presenting. Once they are done, they post the link to the slides to the discussion board.

By this time, many of the rest of the students have caught up and are either finished or close to finished with all modules. Mr. Nicol refers students who are struggling to Mary and Zach's presentation on the discussion board for clarification and asks them to post two things they learned from their presentation under the comments. Students are now ready to complete their final assessment, which is in the format of a Google Form, so students get immediate feedback.

Possible Questions to Ask During Usability Test

During the Usability Test, the developers of the WBLS could ask the users the following questions:

1. How often do you use technology for learning?
2. How comfortable are you when using technology for studies
3. What would you wish that all the technologies you have used before had?
4. Can you tell me what you were doing?
5. How did you know how to do that?
6. What might you have done if you kept working?
7. Did you want to do something but didn't know how?
8. What do you think the students would do next?

Questions to Ask after Usability Test

Effectiveness

1. What is your overall impression of the website? Did the website improve or enhance learning? Why or why not?
2. Are the goals and objectives clear, achievable, and measurable? Do they promote critical thinking and reflection?
3. Is the content accurate? Does it align with the goals/objectives?
4. Does the content meet Social Studies standards for 5th graders?
5. Is the content appropriately credited to fulfill copyright requirements?
6. Is the technology age appropriate? Does it have appropriate links for navigation, help, etc.?
7. Does the technology allow for collaboration between teachers, students, and parents?
8. Is the layout of the website appropriate? Does it meet professional standards?
9. Are the directions clear?
10. Do the supporting graphics, simulations, games, and tutorials facilitate learning?
11. Are the messages wholly integrated?

Efficiency

12. Are the goals concise? Are the goals and content aligned?
13. Is the content clearly presented, structured, and arranged properly?
14. Is the content appropriate for 5th grade Social Studies - Government students?
15. Is the content accurate and up to date?
16. Are the games, simulations, and tutorials structured to facilitate or enhance the expected practical learning outcomes?

17. Does the technology function properly (links working, students can access external information, etc.)?
18. Does the technology make materials easily accessible?
19. Is the WBLS user friendly?
20. Do headings and instructions help guide students through the content?
21. Are the information/course materials and external tools displayed coherently?
22. Is the information available synchronous and asynchronous activities?

Appeal

23. Are the goals relevant to the participants?
24. Is the content enjoyable, interesting, and engaging?
25. Is the layout attractive?
26. Is the information spelled correctly and proofread for grammatical errors?
27. Are the design features such as color, font sizes, graphics positioning, etc. done correctly?
28. Is the reading level and tone appropriate for the audience?
29. Do the graphics enhance learning without distracting?
30. Are the icons easy to use and clear as to their meaning?
31. Are the screen layouts appropriate to the content and goals?
32. Is the instructional design engaging?
33. Is the interface uncluttered and free of graphic distractions?
34. Do the color and fonts complement the overall design and layout?

Observed Findings

Positive	Negative
<ul style="list-style-type: none"> • Participants thought the site was easy to navigate. • Participants felt the site was organized • Participants liked the graphics included • The colors look nice together • All of the links work • Goals are very clear • Activities are easy to access 	<ul style="list-style-type: none"> • Module 1 looks hard at first with all of the links • The activities are a little repetitive • Some content is more teacher directed than student directed/ needs student friendly language

Suggestions for Improvement

- Clean up modules so the appearance is less overwhelming.
- Double check language within activities to ensure that it is student friendly.
- Add some activities that are different from the ones already included to make it more engaging.

Implementation Plan

The 5th Grade Social Studies Web-Based Learning System will be part of a blended learning environment that will include traditional face-to-face lessons. Classes will be 40 minutes five days a week. Approximately three of those days will take place with the use of chrome books where students will have access to the WBLS via individual Google accounts. The remaining 1-2 days will take place where discussions and collaboration will be the main activities. These face-to-face classes will also allow for whole group instruction about both content and technology. The instructor can increase the students' comfort level with the WBLS by reinforcing navigation skills and troubleshooting any issues. Since this will be one of the first WBLS that these students have used in school, time to familiarize themselves with the navigation and the methods of communication will be very important. In addition to the time spent in the classroom, students will also be able to access the WBLS at home on their chrome books. Full implementation will begin in September 2020. The instructor and learners will use the following schedule:

Day 1	<ul style="list-style-type: none">• Introduction and overview of WBLS and practice navigation
Day 2	<ul style="list-style-type: none">• Complete Module 1
Day 3	<ul style="list-style-type: none">• Complete Module 2
Day 4	<ul style="list-style-type: none">• Complete Module 3
Day 5	<ul style="list-style-type: none">• Complete Module 4
Day 6	<ul style="list-style-type: none">• Review modules for upcoming assessment
Day 7	<ul style="list-style-type: none">• Final Assessment

Personnel and Duties Allocation

Personnel	Duties
Ross Nicol, Instructor	<ul style="list-style-type: none">• Introduce students to WBLS• Provide both face-to-face and online tutoring of navigation• Monitor, encourage, and maintain all communication, including discussion boards, email, and submitted assignments• Answer email• Maintain and revise content as needed• Provide timely feedback on digital citizenship and assessments
Kathy Verhest, instructional technology coordinator	<ul style="list-style-type: none">• Troubleshoot technical problems on website, especially connectivity and navigation

	<ul style="list-style-type: none"> • Assist instructor as needed
Pat Getschky, curriculum director	<ul style="list-style-type: none"> • Approve WBLS and all embedded content • Liaison between instructor and network administrators
Network administrators	<ul style="list-style-type: none"> • Allow access to WBLS and all embedded content when approved • Assign and maintain usernames and passwords for Google Accounts

Learning Tasks and Facilitation Strategies

Learning Tasks	Facilitation Strategies
Review lesson objectives and content	<ul style="list-style-type: none"> • Lesson objectives placed prominently on each module's page • View and discuss lesson objectives in face to face class setting • Provide step by step instructions for each module • Provide the instructor's email link on each page
Complete pre-assessment and post-reading quizzes	<ul style="list-style-type: none"> • Provide a face to face demonstration for the class • Provide directions for assessment • Email students who have not completed work
Review content for each lesson	<ul style="list-style-type: none"> • Provide step by step instructions on each module's page • Provide links when necessary for embedded content • Provide the instructor's email on the site • Provide a search box on each page
Complete discussion posts and replies	<ul style="list-style-type: none"> • Directions provided on all discussion pages • Sample posts and replies provided for select discussions • Close monitoring of discussion boards with feedback and intervention provided as needed
Complete the assessment for the unit	<ul style="list-style-type: none"> • Links provided from each lesson page • Directions provided for each assessment

Summative Evaluation Plan

The summative evaluation is meant to measure the effectiveness, efficiency, and design appeal of the WBLS for 5th grade social studies class. It determines the extent to which the WBLS facilitates the teaching and learning of course units that introduce students to the types of government, governance processes, and citizen engagement in the

governance process. The WBLS is designed with the expectation that students will have easy access to course materials; experience engaging learning tools; and develop the motivation to sustain and advance learning in the area of social studies (government).

Information will be gathered from students, teachers, and design experts who worked through all the aspects of the WBLS. The design team for this project will then utilize the information to make the necessary readjustments to accomplish the implementation outcomes. Methods for this evaluation process will include a survey created via google document, face-to-face interview with experts and teachers, and field test with the current students in the class.

Materials for Examination

Design Plans	<ul style="list-style-type: none"> • Objectives • Assessment Items • Instructional Strategies • Motivational Strategies
Website	<ul style="list-style-type: none"> • Web Interface • Navigation Features

Preliminary Planning for Summative Evaluation

Evaluation Criteria	Questions	Methods and Tools
Effectiveness		
	How did the WBLS meet course objectives?	<ul style="list-style-type: none"> • Performance activities • Expert review
	Do students believe the WBLS was helpful in their learning?	<ul style="list-style-type: none"> • Student survey
Efficiency		
	How much time did students spend on the WBLS per day?	<ul style="list-style-type: none"> • Student survey • WBLS statistics (log in/log out times)
	What percentage of students participated in online discussion?	<ul style="list-style-type: none"> • WBLS statistics
Appeal		
	Are students in favor of further blended learning classes?	<ul style="list-style-type: none"> • Student survey • Interviews

		<ul style="list-style-type: none"> • Monitor and document use of WBLS.
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Who are the stakeholders?

The primary stakeholders include Ross Nicol, the teacher of the 5th Grade Social Studies class, other teachers in the social studies department that may use the WBLS, and Ross's curriculum director and technology coordinator.

Secondary stakeholders are the students in the social studies class that will be using the WBLS as part of their learning.

What is being evaluated?

The 5th Grade Social Studies WBLS on types of government is the instructional situation to be examined. Other elements of the WBLS to be evaluated include embedded instructional materials, directions for learning activities and support from teacher. Additional evaluations will be conducted for the discussion boards and assessments built into the WBLS.

Who are the evaluators?

At this stage there are three groups of evaluators: the students that will be using the WBLS, internal evaluators, and an external evaluator. Because this course is designed for the students in Ross Nicol's class, hearing their evaluations of the WBLS will be beneficial. Internally, Ross, as the facilitator of the course will be an evaluator. Additional internal evaluators will be the curriculum director at Ross's school, and the technology coordinator also at Ross's school. The external evaluator of the WBLS for 5th Grade Social Studies is uncertain at this time, but could be an instructional design expert from another school building or district.

What are the evaluation methods and tools?

The primary evaluation method that will be used to gather feedback from the evaluators will be a series of surveys. All of the above groups will be asked to complete surveys that are either online, or in a traditional pen and paper form. Other evaluation data may be collected via in-person interviews, as well as observations by the primary stakeholders.

How are data collected and analyzed?

Multiple methods of data collection will be used, as part of the triangulation method. These methods will be similar to the evaluation methods listed above. Surveys, interviews, and observation will be the primary modes of data collection. Researchers that will be conducting interviews or in-class observations will be transcribing all of their findings. Once all data is gathered, it will be organized into the three categories listed as evaluation criteria above: effectiveness, efficiency, and appeal.

How are evaluation results reported?

The results from this evaluation will be summarized into an executive summary type document. This can be shared with other departments at Ross's school for their interest in creating and using the WBLS in their curriculum.

Reflections

Joseph Boateng Reflection:

Description: I told Dr. Tsai that I was not in a good position to meet the requirements for this course, and thus, I prefer to take it during the next semester. I knew how intensive this course was and, being a teacher myself, I knew it takes a lot of organization, time, self-discipline, and collaboration to complete an intensive course such as this in a Summer semester. I resolved to take it eventually, but I had wanted to bowl alone instead of working with a group. I surely wanted to because I knew that my schedules and circumstances, both personal and scholarly activities, would not help any group that I join. Once again Dr. Tsai assured me that I was going to work with a fine team. She was right! From the beginning to the end (definition of problem; selection of a subject area; selection of a target grade level; and development and evaluation of a WBLS), members of this team have demonstrated the zeal, eagerness, and strong collaborative efforts to achieve a common goal without recourse to individuality.

Impact: I have been using the University of Akron web system to organize online classes or a blend of online and in-person classes since when it was called WebCT, Springboard, and now Brightspace. I hardly contemplated the philosophy and inputs that went into building that platform. I can now understand. This course has built my capacity to appreciate web-based systems for education very well. We began this course with reflections and definition of concepts relative to teaching and learning via a web-based system. These exercises served as our springboard to design our own WBLS by focusing on the need, goals and objectives, and design elements that would enable us to accomplish those goals and objectives. We have developed and tested our own WBLS. For me, this is an extraordinary achievement. I am in a position to understand the philosophies,

rationale, and elements of WBLS. In addition to that I can start to design my WBLS or serve as a resource person for institutions seeking to develop effective, efficient, and appealing WBLS.

Intent: The health crisis that confronts humanity at present makes it imperative to focus more on web-based systems when it comes to education. The philosophy, goals, and objective of education may remain constant, but they must be looked at in a rapidly changing technological environment. Therefore, what we are able to learn today can only be considered as a foundation. I intend to research more and take additional courses so that what I have learned now can be polished more to meet future instructional needs.

Jared Cooley Reflection:

Description: As a band director, I am fortunate to have a great group of people for my partners on this project. We designed this WBLS for Ross's 5th Grade Social Studies class, a course that he has been teaching for some time and is a subject mastery expert for. We decided to use Zunal as our WBLS building tool, which none of us had used before. Creating a WBLS that would fit into the parameters of Ross's class was a consideration that led to a simple design for our website. The design of this WBLS, however, was rooted in the idea that its primary focus was to enhance class activities in a web-based environment.

Impact: Although I am one of the designers of the WBLS, Ross's exposure to our intended audience for this tool was much greater than mine. We are happy with the website, but due to the nature of the course, the distance between all of us, the fact that it is summer, and that we all teach different subject areas, we were not all able to see the evaluation in progress. I don't feel that I missed out necessarily, in the grand scheme of things, because we did an excellent job of keeping updated notes of all observations as well as student, stakeholder, and instructional design expert feedback, online. Having used some other website building sites, we found working in Zunal difficult at times. However, it is a wonderful tool that we have created and we look forward to being able to enhance the learning experience of the students in Ross's classroom.

Intent: I can continue to serve as a support contact on this WBLS as Ross introduces it in the future. I also have gained a great deal of knowledge from this project and look forward to finding ways to incorporate it more directly with the subject areas that I teach. As our education system is having to incorporate more and more virtual learning for students, this project has come at the perfect time.

Kristen Jones Reflection:

Description: In this course, I learned a lot about all of the background work that goes into a Web Based Learning System. A lot of what I learned in prior courses during the Instructional Technology Program helped with the course work in this class. There are quite a few elements that go into creating a Web Based Learning System. Certainly one of these is the entire instructional design process, ADDIE. The Instructional Design course was a huge help when working on this project. Also, the collaboration with group members was essential with a project of this size. Working with others is an important part of working with any elements of education, and creating a Web Based Learning System is not different. Working with my team was a huge help throughout this course. We created a WBLS for a 5th grade class, based on the Ohio

Learning Standards for Social Studies. We chose a government standard to add engagement, as we all agreed that the use of technology adds an element of engagement for students.

Impact: After developing our WBLS, I certainly have a new respect for the creators of the programs I use in my 4th grade classroom. Even the developers of Google Classroom continue to update their systems. I also had not previously thought about how creating a WBLS is not simply creating the system then pushing it out. It is a process of constant improvements and changes. I've learned the importance of evaluating and reflecting on work, and especially taking user feedback into account. While creating WBLS is not something I find very interesting, I do feel it is helpful as an educator to have the knowledge of how one should be created. I would have liked to have been able to have more student feedback, which would have been more feasible during the school year, rather than the summer.

Intent: Moving forward from this WBLS experience, I feel that I will be able to have a better understanding of what a quality WBLS looks like. This will be helpful when determining programs to use in my classroom. I also feel that I would like to gather student feedback more frequently in my classroom, as far as how students like WBLS and assignments that include technology. Should our school decide to create some type of WBLS, I do feel confident that I have the knowledge to sit on a committee and provide appropriate feedback. Should the opportunity arise to sit on such a committee, I think I would be more comfortable offering assistance, due to this course.

Iris Matos Reflection:

Description: As a non-educator, this project has been a constant source of learning for me. Having just come out of the Multimedia class, I felt most comfortable providing the technical support for the project. The initial idea had been to use Dreamweaver to build the website, but when we revisited the tools at our disposal, Zunal, though not perfect, was actually the best fit. It required a certain amount of creativity to get all of the elements we wanted, but in the end I am quite pleased with the results. I do wish the Zunal servers had a bit more power behind them so it wouldn't take so long to load as I can see where students could get frustrated with it. If we had had a more complex topic, we would have used a different tool. However, the focused nature of this particular 5th grade Social Studies standard flowed well with Zunal.

Impact: My next class is Instructional Design and I know this experience is going to help me understand those concepts better. Working on this WBLS with teachers who have now completed the IT Master's program really showed me how I will be able to add value as an Instructional Designer who has the technical ability, but can also speak to the educational standards. I also have a much better appreciation for the day-to-day work of all the teachers I know. It takes a lot of time, thought, and effort to build a lesson plan that not only meets the standards put forward, but also engages students.

Intent: In the end, I did actually enjoy the process of building the WBLS and expect that as a future Instructional Designer, I will be building many more of them. With those, I know that there are other tools that I will be able to use and look forward to expanding my knowledge. With this particular WBLS, since I am the owner of the website, once Ross implements the unit

in his classroom I expect that I will be helping with changes and updates as he gains more experience with it and gathers more feedback from his students.

Ross Nicol Reflection:

Description: As education is continuously changing and evolving it is imperative that we make the learning experience for our students relevant and enjoyable to allow for maximum engagement and participation. Participating in this group and creating this WBLS has allowed me the opportunity to expand my technology integration knowledge and better understand what self paced online learning looks like for my students.

Impact: With the Covid 19 epidemic emerging this spring, I had no choice but to become an online instructor immediately. This past spring and completing this WBLS has opened my eyes to the reality that we may be out of the classroom again at some point in the future. This experience has prepared me for going fully online in the future and I am in a better position and with new skills to run my class in an online format.

Intent: I am excited to use my new knowledge and skills to implement in my fifth grade classroom. I have learned a lot through our instructor and fellow classmates and I look forward to using what I have learned and putting to good use in my classroom.