

**Language Arts WBLS Project Paper with URL**

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WBLS URL:

<https://sites.google.com/bcsoh.org/wbbs-novel-study/home>

WBLS Video Explanation:

<https://screencast-o-matic.com/watch/cq12FVTpMp>

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**Background Information:**

Content/Subject- English Language Arts: reading, speaking, and language skills

This WBLS involves Island of the Blue Dolphin, a novel of historical fiction.

**Audience:**

Our WBLS will be implemented with the 5th grade students at Kidder Elementary in Brunswick, Ohio. There are 76 fifth grade students in three different classrooms. They participate in English Language Arts content for 75 minutes per day. Their learning abilities range from gifted to special education, however the majority of students perform at the grade level norm.

**Learning Objectives:** Ohio's Learning Standards English Language Arts, 5th grade:

- RL.5.2 Analyze literary text development.
- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.
- RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.
- RL.5.10 Activate prior knowledge and draw on previous experiences in order to make text-to-self or text to-text connections and comparisons.
- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Problem Analysis**

There are several problems with the current approach to teaching a book study in the Brunswick City Schools language arts class. The existing approach is one that does not take into account the various skill levels of the students. The students are limited in how they interact with the material and students can fall behind very quickly. Accelerated readers will become bored

with the slower pace and will not be challenged with any enrichment activities. Also there is no technological component with the existing structure. A WBLS is an ideal way to address all the shortcomings of the existing book study unit. After analyzing our problem analysis, our team starting building a WBLS that will effectively support this novel study. It is an appropriate way to solve the current problems, because the technology resources are familiar to the learners, engaging, and more readily available than the books, giving access to all students. Also, guidance will be available by a highly qualified instructor as needed. The WBLS will give all students the tools and supports they need to be successful with the novel study.

Actual	Problem (Gap)	Optimal
Currently, there is only one set of books for all 3 ELA classes.	The 5th graders do not have individual access. The materials aren't available as they should be for optimal learning.	Every student has access to the literature resources and an opportunity to be successful with a novel study.
When students are absent or on vacation, they are unable to follow the instruction.	Students are missing valuable instruction and can fall behind.	Because all students are 1:1 with devices and can take them home, work can be completed via a WBLS and pace of instruction is maintained..
Although students' skills are at various levels, the novel study is a one plan fits all design.	The novel study instruction and resources need to address differentiation and individual pacing.	The WBLS allows for individual pacing. It provides enrichment activities for students who complete the expected tasks. The WBLS will include audio recordings of the story, comprehension questions, short quizzes, enrichment activities, discussion opportunities, and a final writing activity.
Current instructional methods do not integrate technology, which is a motivating and engaging tool for 21st century	Although students have direct access to chrome books, technology resources are not	The students' level of interest and engagement with the novel study will improve with

learners.	being used to support the novel study instruction.	technology integration of the WBLS.
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### **Instructional Situation Analysis & Learner Analysis**

#### **Learning Goal & Outcome Level**

The current instructional challenges of the novel study will be overcome by implementing a WBLS. By providing a means for individualized and engaging instruction, as well as accessibility of materials, the WBLS will enable students to successfully meet the English Language Arts standards and expectations of the novel study.

<b>Gagne's Categories of Learning</b>	<b>Learned Capable Verbs</b>	<b>Explanation</b>
Concrete Concepts	Identify, label	Identify elements of text, point of view, unknown words
Rule Using or Application	Apply procedural knowledge	Apply correct strategies for reading, describing text, and writing
Higher Order Rules or Problem Solving	Assess, generate, create	Compose writing, analyze text structure
Attitude	Choose	Learners make personal actions of choice

#### **Learner Analysis:**

The 5th grade students at Kidder Elementary live in Brunswick, Ohio. Brunswick is a vibrant community that has been nationally recognized as one of the best cities in America to raise a family. Brunswick City Schools has seven elementary schools, three middle schools and one high school. Home to approximately 35,000 residents, the school district has always enjoyed strong support from the community. The race and ethnicity population includes 94% Caucasian, and 2% or less of Hispanic, Asian, African American, and mixed.

These learners are fairly evenly split by boys and girls. They are ages 10 and 11. Their learning abilities range from gifted to special education, however the majority of students perform at the grade level norm. The 5th graders are skilled in using Google Classroom. They are able to navigate online resources shared by the teacher. They are

comfortable with Google docs, keyboarding, and writing digital comments. During instruction, they enjoy playing games and interacting with technology and their peers.

### Context Analysis:

The learning will occur in a fifth grade English Language Arts classroom, through the WBLS accessible on students' individual Chromebooks. It will be facilitated by the English Language Arts teacher.

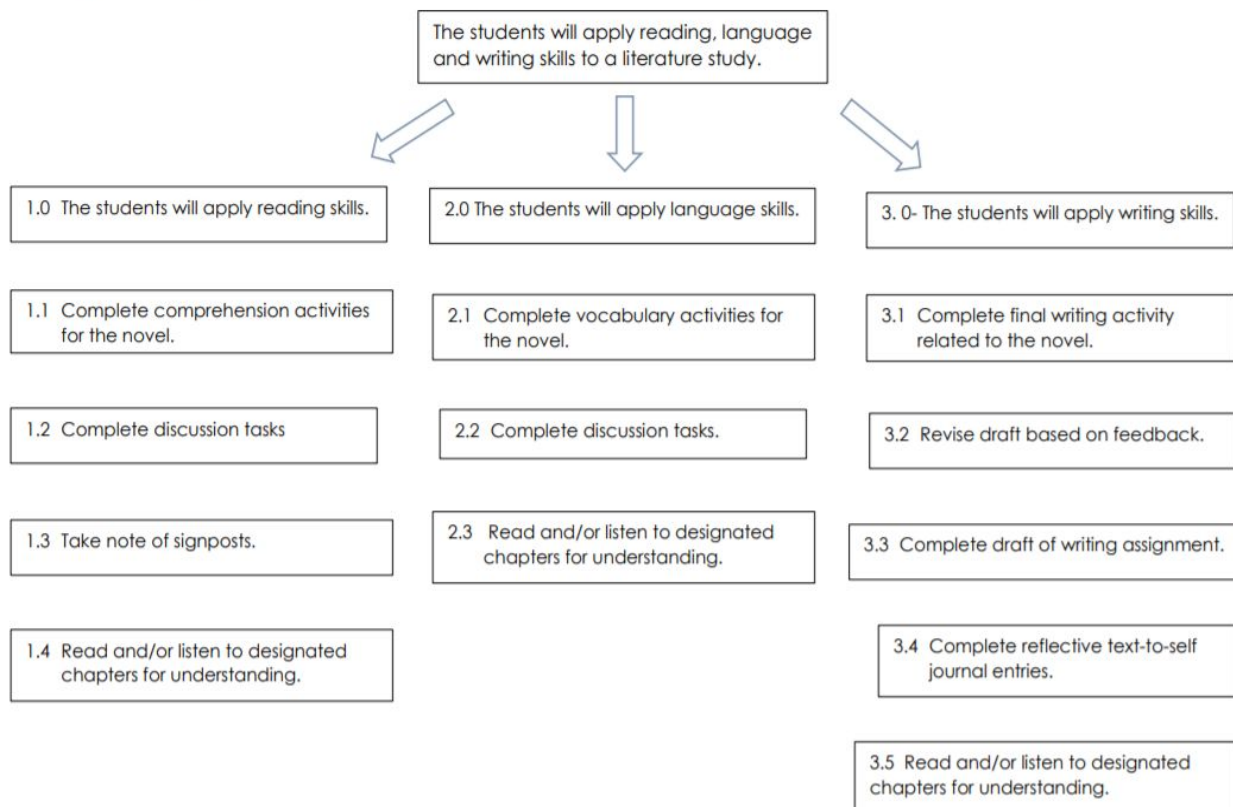
### Instructional Content Analysis

1) Skills/concepts learners must perform/learn to achieve the instructional goal:

- Read with understanding
- Apply prior knowledge of technology skills to access and utilize Google applications and website navigation
- Engage in discussions
- Determine meaning of words and phrases in the text.
- Compose organized writing.

### Learning Task Map (LTM)

#### **Learning Task Map- Novel Study WBLS**



**Task-Objective-Assessment Item Blueprint (TOAB)**

<b>Learning Task Item &amp; Number</b>	<b>Objective</b>	<b>Outcome Level (Gagne's Category)</b>	<b>Assessment Item (tools)</b>
<b>Step 1</b>	The students will apply reading skills.	Rule Using/Application	Google Form Assessments
Subskill 1.1	The students will read individual chapters for understanding.	Concrete Concepts	Google Form Assessment of comprehension.
Subskill 1.2	The students will practice various Jennifer Serravallo reading strategies.	Rule Using/Application	Spiral Journal Entries
Subskill 1.3	The students will identify “signposts” found throughout the reading (Contrasts/ Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment)	Rule Using/Application	Labeling using a Post-it
<b>Step 2</b>	The students will use language skills.	Concrete Concepts	Identify meaning of words and phrases.
Subskill 2.1	The students will participate in various vocabulary activities such as PearDeck, Quizlet, Quizizz, and Google Forms.	Rule Using/Application	Google form assessments of vocabulary.
Subskill 2.2	The students will engage in collaborative discussions.	Higher Order Rules/ Problem Solving	Compose comments and appropriately reply to peer's comments in

			discussions.
Subskill 2.3	The students will participate in a Padlet to share their ideas.	Rule Using/Application	Discussion board
<b>Step 3</b>	The students will apply writing skills.	Higher Order Rules/ Problem Solving	Compose clear writing with appropriate organization.
Subskill 3.1	The students will complete various spiral journal entries throughout the story imagining they are the main character or describing a specific event.	Higher Order Rules/ Problem Solving	Writing Rubric / Spiral Journal Entries
Subskill 3.2	The students will complete the 5-step writing process to produce a draft of final writing assessment.	Higher Order Rules/ Problem Solving	Writing Rubric / Spiral Journal Entries
Subskill 3.3	The students will complete the 5-step writing process to produce a final writing assessment.	Higher Order Rules/ Problem Solving	Writing Rubric / Spiral Journal Entries

### **Formative Evaluation Plan**

#### General Evaluation Information

Our WBLS will be implemented with the 5th grade students at Kidder Elementary in Brunswick, Ohio. There are 76 fifth grade students in three different classrooms. They participate in English Language Arts (ELA) for 75 minutes per day. Their learning abilities range from gifted to special education, however the majority of students perform at the grade level norm. The purpose of the WBLS is to engage these students in a novel study by implementing familiar technology that will allow for individual pacing, enrichment opportunities, differentiation of instruction, assessments and data collection. This WBLS will be implemented into the existing 5th grade LA curriculum. We will have two Subject Matter Experts (SME's) that will be watching over the development of this WBLS. The SME's are 5th grade language



arts teachers in the Brunswick City School District. These teachers are: Brad Dye and Linda Romp. Each are experts in teaching 5th grade students and have developed specific instructional strategies for teaching novel studies. These two teachers both have a reading endorsement and Brad Dye has his Masters in assessment and instruction. Linda Romp will use her Masters in literacy to help us with our WBLS. These SME's will be instrumental in the development phase and throughout the design and implementation of this WBLS. We will communicate with these professionals on a weekly basis through email, google hangouts and google forms. We will discuss potential barriers and design and development strategies as we progress through this project.

### Materials to be examined

Materials to be used	
Design Plan	<ul style="list-style-type: none"> <li>• Learning objectives (RL5.2, 5.4, 5.6, 5.10, SL5.1, L5.4, W5.2.5.3,5.4)</li> <li>• Learning tasks</li> <li>• Instructional Strategies</li> <li>• Assessment items (comprehension questions, quizzes, DB participation and final writing)</li> <li>• Motivational Strategies</li> </ul>
Website	<ul style="list-style-type: none"> <li>• Google Sites</li> <li>• Interactive videos</li> <li>• Audio Recordings</li> <li>• Text and Images</li> <li>• Google Docs, Google Forms</li> <li>• Resources: task cards, reading log, signpost bookmarks</li> </ul>

### Methods and Tools for Formative Evaluation

Evaluation Criteria	Sample Questions	Methods and Tools
<b>Effectiveness</b>		
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Are the goals specific and clear?</li> <li>• Are the goals measurable?</li> <li>• Are the goals and content appropriate for the method of delivery?</li> </ul>	<ul style="list-style-type: none"> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Student Users <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Extant data (emails, discussions)</li> <li>• Class discussions</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Is the information complete, covering the content properly?</li> <li>• Is there a match among content, objectives, activities, and assessment tools?</li> <li>• Do the activities promote learning?</li> </ul>	<ul style="list-style-type: none"> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Review of Standards</li> <li>• Designer meetings</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Does the WBLS function properly?</li> <li>• Are the materials easy for students to access?</li> <li>• Are the materials easy for the instructor to modify?</li> <li>• Are copyright and intellectual property not violated?</li> </ul>	<ul style="list-style-type: none"> <li>• (technical, ID instructor/class discussions)</li> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Design Experts <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Student users <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>
<b>Message Design</b>	<ul style="list-style-type: none"> <li>• Is the message appropriate for content and learners?</li> <li>• Do the graphics and features enhance the learning and are they free of distractions?</li> <li>• Is the appropriate voice used in expressing the content to the learners?</li> <li>• Is humor used appropriately?</li> <li>• Are directions clear and concise?</li> <li>• Is the time frame appropriate for completion?</li> </ul>	<ul style="list-style-type: none"> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Class/Instructor</li> <li>• Design Experts <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• End-user review</li> </ul>
<b>Efficiency</b>		
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Are the goals stated clearly and concisely?</li> <li>• Is the purpose stated clearly and concisely?</li> <li>• Is there congruence between the</li> </ul>	<ul style="list-style-type: none"> <li>• ID instructor/class</li> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Design Experts</li> </ul>

	instructional goals and content?	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> <li>• Student users               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> <li>• End-user reviews</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Is the content timely, up to date?</li> <li>• Is the content information clearly and concisely presented?</li> </ul>	<ul style="list-style-type: none"> <li>• ID Instructor/class</li> <li>• SME               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Design Experts               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Is access to the instructor provided?</li> <li>• Is the website structured appropriately?</li> <li>• Do the technology applications function easily and efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• Students Users               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> <li>• Design Experts               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• SME's               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Extant data (emails, discussions)</li> </ul>
<b>Message design</b>	<ul style="list-style-type: none"> <li>• Is the organization and structure of the message coherent?</li> <li>• Are there titles and subtitles to organize the content?</li> </ul>	<ul style="list-style-type: none"> <li>• SME               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Design Experts               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Student users               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>
<b>Appeal</b>		
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Are the goals applicable and relevant to the learners?</li> </ul>	<ul style="list-style-type: none"> <li>• Student user               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> <li>• SME               <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Is the content engaging?</li> </ul>	<ul style="list-style-type: none"> <li>• Student user               <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Any typographical, spelling, grammar, punctuation errors?</li> <li>• Is navigation easy?</li> </ul>	<ul style="list-style-type: none"> <li>• Classmates</li> <li>• Student Users <ul style="list-style-type: none"> <li>• Survey</li> </ul> </li> <li>• Design Experts <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> </ul>
<b>Message design</b>	<ul style="list-style-type: none"> <li>• Are the message and the media pleasing?</li> <li>• Is the vocabulary level and tone appropriate for the content and audience?</li> <li>• Is the color, typeface, and emphasis used appropriately and to enhance learning?</li> <li>• Do supporting graphics and features enhance learning without distractions?</li> <li>• Are the graphics, animations, or sound clear?</li> <li>• Does it have good navigation design?</li> <li>• Are icons easy to use and clear as to their meaning?</li> <li>• Are the screen layouts appropriate to the content and goals?</li> </ul>	<ul style="list-style-type: none"> <li>• SME <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> <li>• Design Experts <ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul> </li> </ul>

### **Summative Evaluation Plan**

#### **General Evaluation Information**

The purpose of the summative evaluation is to ensure that the WBLS worked efficiently and achieved the goals as set in the design phase. The evaluation will assess the different aspects of the technology used and help verify if the final project met the course objectives. Within the summative evaluation will be an investigation of how the WBLS users felt about the course and

where improvements need to be made. Data will be collected to create a baseline for further evaluation as the WBLS is improved.

The timeline for the first summative assessment will be after one class completes the novel study. This will enable the designers to follow the students as they go through each module and get real time data. The SME's will be involved in this evaluation along with all the WBLS designers. However, prior to the WBLS being given to the students at Kidder Elementary, one of the SME's will work through the WBLS with a student volunteer (not from Kidder School). This one-to-one tryout will help to sort out any obvious short falls or trouble areas prior to the class starting the novel review. Surveys and questionnaires will be filled out as participants go through the WBLS. This review will check for errors in grammar, spelling and punctuation, as well as the effectiveness of the instructional strategies.

### Materials to be examined

<b>Materials to Be Examined</b>
<p><b>Design Plans/Objectives</b></p> <ul style="list-style-type: none"> <li>● Objectives aligned with English Language Arts 5th grade Standards</li> <li>● Assessments match the English Language Arts 5th grade Standards</li> <li>● Motivational strategies</li> <li>● Instructional strategies</li> <li>● One-to-One tryout data</li> <li>● Interface Design</li> <li>● Navigation</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Does the data show student growth? What skills need to be reviewed?</li> <li>● Google forms survey will provide scale charts, multiple choice and short answer responses. Are the activities fun and engaging for the students? Do the students want to return to the WBLS?</li> </ul>
<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Google Site, Google docs, Google forms (data)</li> <li>● Padlet</li> </ul>

**Instructional Strategy Plan**

<b>Orientation</b>	<p>1. Gain Attention We will provide a welcome statement in an aesthetically pleasing environment. We will create a short video or audio presentation to introduce the unit.</p> <p>2. Inform Learners of Objectives There will be a list of objectives for students, written in language that they can understand. These will be reiterated throughout the unit.</p> <p>3. Stimulate Recall We will provide a pre-assessment for students to complete at the beginning of the unit. This will include important concepts within the unit, as well as concepts that we expect students to have learned prior to the unit that will be important to their understanding.</p>
<b>Instruction</b>	<p>4. Present the Content The students will read individual chapters for understanding. Audio recording of the chapters will also be provided. The students will practice various Jennifer Serravallo reading strategies, and identify “signposts” found throughout the reading (Contrasts/ Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment). They will identify these with post it notes while they read, so they can reference them for the discussions. The students will participate in a Padlet to share their ideas, and work collaboratively through reciprocal teaching. Discussions will include the various signposts they come across while reading each section of the story. In addition, discussions will be based off each individual module, however, they will be regarding character development, cause/effect relationships in the story, and connecting the story to self, the world, or another text. The students will participate in various vocabulary activities such as PearDeck, Quizlet, Quizizz, and Google Forms, and complete various spiral journal entries throughout the story, imagining they are the main character or describing a specific event. Finally, the students will complete the 5-step writing process to produce a final writing assessment.</p> <p>5. Provide Learning Guidance</p>

	<p>The students will be provided with engaging questions for discussion, and the teacher will use the Socratic method within the discussions to help the students reach a deeper understanding of the content, and clarify misconceptions. Appropriate learning strategies will be utilized throughout the unit. Key information will be highlighted through slides, audio, or video.</p> <p>6. Elicit performance Student performance will be seen in the discussions, activities that lead to discussion, exercises, journals, and the writing assessment.</p> <p>7. Provide Feedback Feedback will be provided through discussions and participation in Padlet. They will also see instant feedback on a formative assessments through Google Forms and vocabulary assessments through PearDeck, Quizlet, Quizziz and Google Forms.</p>
<b>Measurement</b>	<p>8. Assess Performance Student performance will be assessed through formative assessments, including Google Forms and Quizziz. We will measure their participation in discussions. They will also follow a rubric to complete the final writing assessment.</p>
<b>Summary and Close</b>	<p>9. Enhance Retention and Transfer Students will complete formative assessments throughout the unit to address each objective, and there will be a final writing assessment. We will provide a summary of the lesson through text and graphics, and provide a final discussion question to allow students to reflect upon the main points of the lesson.</p>

**Task Analysis Report**

Awareness
<ul style="list-style-type: none"> <li>• Know how to correctly log in and out of the google site</li> <li>• Know how to correctly locate lost or forgotten password</li> <li>• Know the function of each page and know how to use them correctly</li> <li>• Know where to locate calendar</li> <li>• Know where to locate module materials</li> <li>• Know where to locate Discussion Board posts</li> <li>• Know how to search WBLS for specific content</li> </ul>
Learning Content
<ul style="list-style-type: none"> <li>• Know how to find a list of learning objectives on the home page</li> <li>• Know how find instructions for all learning activities</li> <li>• Know how to access readings &amp; recordings</li> <li>• Know how to access interactive games</li> <li>• Know how to download all web page content</li> <li>• Know how to play videos</li> <li>• Know how to use appropriate google apps on website</li> <li>• Know how to access and use calendar</li> </ul>
Discussion
<ul style="list-style-type: none"> <li>• Know how to create a new topic post</li> <li>• Know how to appropriately respond to peers' posts</li> <li>• Know how to attach files or images to post</li> <li>• Know expectations for full credit of posts</li> </ul>
Assessment
<ul style="list-style-type: none"> <li>• Know how to access and take surveys/quizzes</li> <li>• Know how to access and manipulate Google Apps (such as Google Docs)</li> <li>• Know how to share assessments and see revisions</li> <li>• Know how to participate and discuss ideas within documents and discussion posts</li> <li>• Know how to submit assignments via dropbox or through google</li> </ul>
Help
<ul style="list-style-type: none"> <li>• Know where/how to locate and read objectives/instructions</li> <li>• Knows how to contact support/teacher via email or discussion board</li> </ul>



## Initial Functional Task List

Awareness	
Task	Function Requirement
<ul style="list-style-type: none"> <li>• Know how to correctly log in and out of the google site</li> <li>• Know how to login using ID and password</li> <li>• Know how to correctly locate lost or forgotten password</li> <li>• Know the function of each page and know how to use them correctly</li> <li>• Know where to locate discussion board posts</li> <li>• Know how to login in and access google docs</li> <li>• Know where to locate calendar</li> <li>• Know where to locate module, readings, recordings, assignments, and multimedia materials</li> <li>• Know where to locate contact information.</li> <li>• Know how to search WBLS for specific content</li> <li>• Know how to see what he or she has previously visited or viewed</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to access WBLS via a computer and internet connection</li> <li>• Ability to input ID and password to login</li> <li>• Ability to retrieve a lost or forgotten password</li> <li>• Indication of links to essential functions</li> <li>• Ability to use Padlet for classroom discussion through the ability to manipulate the “add post” button and various tools such as adding pictures to post</li> <li>• Ability to access user accounts in Google Docs through Google Drive</li> <li>• Ability to access and utilize calendar</li> <li>• Ability to open and play files in various formats</li> <li>• Ability to send a message to peers and teacher through Google Classroom posts and Padlet discussion</li> <li>• The ability to search WBLS for specific content</li> <li>• The ability to recognize different sites he or she visited by looking at the different color of the tabs</li> </ul>
Learning Content	
Task	Function Requirement
<ul style="list-style-type: none"> <li>• Know how to find a list of learning objectives on the home page</li> <li>• Know how find instructions for all learning activities</li> <li>• Know how to access readings/recordings through WBLS</li> <li>• Know how to access resources</li> <li>• Know how to access interactive games</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to find and read learning objectives by manipulating the WBLS home page to the various modules</li> <li>• Ability to find and read instructions for all learning activities</li> <li>• Ability to access readings/recordings through WBLS</li> <li>• Ability to access outside resources</li> </ul>

<ul style="list-style-type: none"> <li>• Know how to download all web page content</li> <li>• Know how to play videos by adjusting play, pause, volume, and window size</li> <li>• Know how to use appropriate google apps on website</li> <li>• Know how to access and use calendar to see assignment due dates</li> </ul>	<p>through external links</p> <ul style="list-style-type: none"> <li>• Ability to access and play interactive games by adjusting the settings and following game directions</li> <li>• Ability to download all web page content in multiple formats by adjusting the format such as pdf or Google Docs</li> <li>• Ability to play videos by adjusting play, pause, volume, and window size</li> <li>• Ability to use appropriate google apps on website by manipulating various tools such as insert, format, adding slides, adding posts, etc.</li> <li>• Ability to access calendar to see assignment due dates</li> </ul>
<b>Discussion</b>	
<b>Task</b>	<b>Function Requirement</b>
<ul style="list-style-type: none"> <li>• Know how to create a new topic post</li> <li>• Know how to respond to peers' posts</li> <li>• Know how to attach files or images to post</li> <li>• Know expectations for full credit of posts</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to create a new topic post by navigating the discussion board and clicking the "+" button on the page</li> <li>• Ability to respond to peers posts by clicking "comment" under the responding post</li> <li>• Ability to attach files or images to posts by manipulating the "add" tool</li> <li>• Ability to apply expectations to create acceptable posts</li> </ul>
<b>Assessment</b>	
<b>Task</b>	<b>Function Requirement</b>
<ul style="list-style-type: none"> <li>• Know how to access and take surveys/quizzes</li> <li>• Knows how to share assessments and see revisions</li> <li>• Know how to participate and discuss ideas within documents and discussion posts</li> <li>• Know how to submit assignments via dropbox or through google</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to access and take surveys/quizzes</li> <li>• Ability to share assessments and respond to revisions from teacher by manipulating the "share" option and typing the teacher's email</li> <li>• Ability to participate and discuss ideas within documents and discussion posts</li> <li>• Ability to submit handouts and written</li> </ul>

<ul style="list-style-type: none"> <li>Know how to submit assignments in various formats (Google Docs, Google Forms, etc.)</li> </ul>	<p>assignments via dropbox or through Google by manipulating “add from drive” option on Google Classroom or the “share” option within the document and typing the teacher’s email</p> <ul style="list-style-type: none"> <li>Ability to submit assignments in various formats (Google Docs, Google Forms, etc.)</li> </ul>
<b>Help</b>	
<b>Task</b>	<b>Function Requirement</b>
<ul style="list-style-type: none"> <li>Know how to locate and read objectives/instructions</li> <li>Knows how to contact support/teacher via email or discussion board</li> </ul>	<ul style="list-style-type: none"> <li>Ability to locate and read objectives/instructions</li> <li>Ability to ask questions about assigned activities</li> <li>Knows how to contact support/teacher via email or discussion board</li> </ul>

### **Prioritized Functional Requirements**

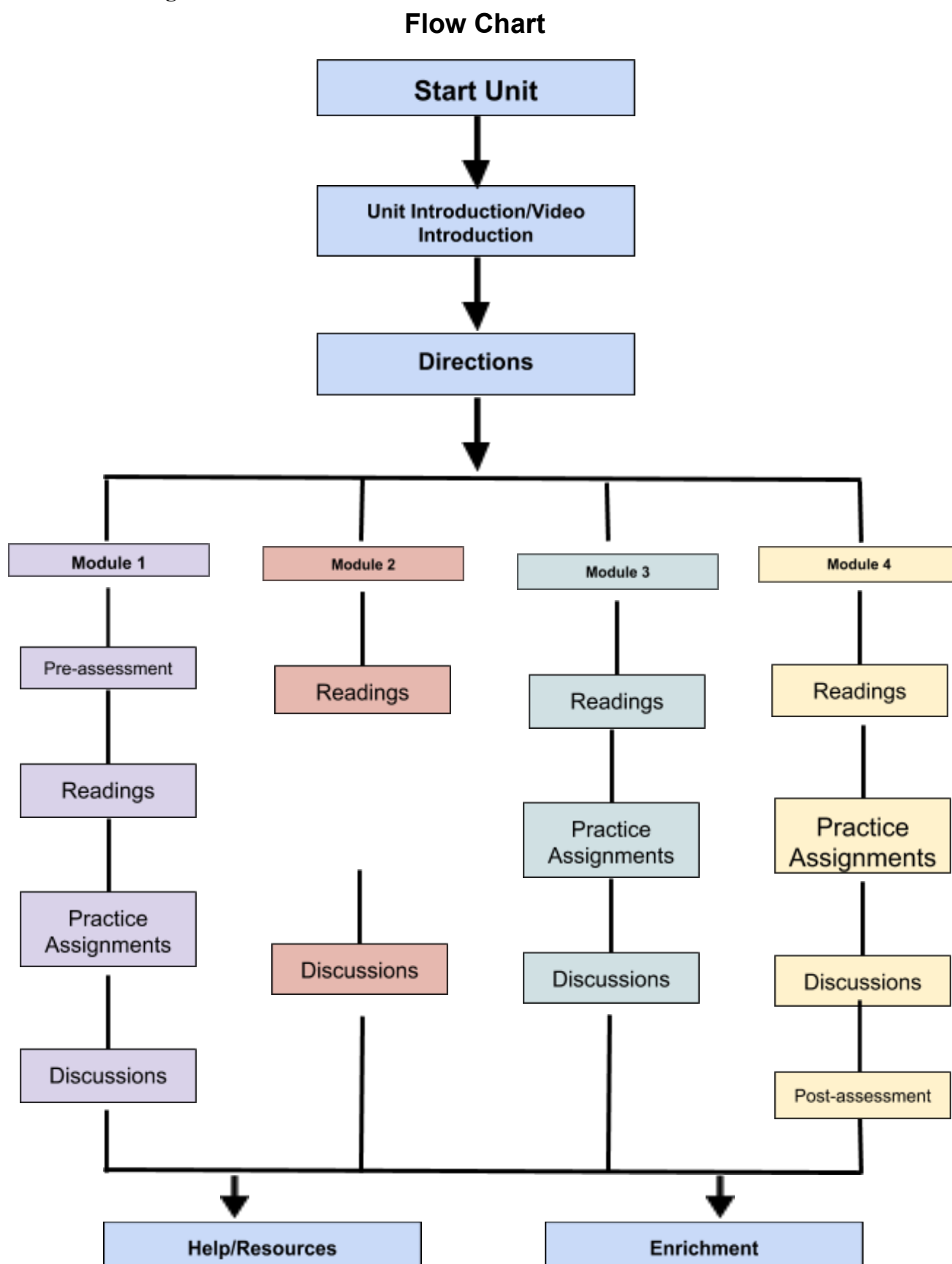
Core = * Important + Nice to have -
<b>Awareness</b>
<ul style="list-style-type: none"> <li>* Know how to correctly log in and out of the google site</li> <li>* Know how to correctly locate lost or forgotten password</li> <li>* Know the function of each page and know how to use them correctly</li> <li>+ Know where to locate calendar</li> <li>+ Know where to locate module materials</li> <li>+ Know where to locate Discussion Board posts</li> <li>- Know how to search WBLS for specific content</li> </ul>
<b>Learning Content</b>
<ul style="list-style-type: none"> <li>* Know how to find a list of learning objectives on the home page</li> <li>* Know how find instructions for all learning activities</li> <li>* Know how to access readings &amp; recordings</li> <li>+ Know how to access interactive games</li> <li>+ Know how to download all web page content</li> </ul>

<ul style="list-style-type: none"> <li>+ Know how to play videos</li> <li>- Know how to use appropriate google apps on website</li> <li>- Know how to access and use calendar</li> </ul>
Discussion
<ul style="list-style-type: none"> <li>* Know how to create a new topic post</li> <li>* Know how to respond to peers' posts</li> <li>+ Know how to attach files or images to post</li> <li>- Know expectations for full credit of posts</li> </ul>
Assessment
<ul style="list-style-type: none"> <li>* Know how to access and take surveys/quizzes</li> <li>* Know how to access and manipulate Google Apps (such as Google Docs)</li> <li>+ Know how to share assessments and see revisions</li> <li>+ Know how to participate and discuss ideas within documents and discussion posts</li> <li>- Know how to submit assignments via dropbox or through google</li> </ul>
Help
<ul style="list-style-type: none"> <li>* Know how to locate and read objectives/instructions</li> <li>* Know where to locate and read objectives/instructions</li> <li>* Knows how to contact support via email or discussion board</li> <li>+ Knows how to communicate with other students to solve issues</li> <li>- Know how to access and use external and extension resources</li> </ul>

### **Prioritized Functional Requirements**

Core = * Important + Nice to have -
Awareness
<ul style="list-style-type: none"> <li>* Ability to access WBLS via a computer and internet connection</li> <li>* Ability to input ID and password to login</li> <li>* Ability to send a message to peers and teacher</li> <li>* Indication of links to essential functions</li> <li>+ Ability to retrieve a lost or forgotten password</li> <li>+ Ability to use Padlet for classroom discussion</li> <li>+ Ability to create user accounts in Google Docs</li> <li>+ Ability to access and utilize calendar</li> <li>- Ability to open and play files in various formats</li> </ul>

<ul style="list-style-type: none"> <li>- The ability to search WBLS for specific content</li> <li>- The ability to recognize different sites he or she visited by looking at the different color of the tabs</li> </ul>
<b>Learning Content</b>
<ul style="list-style-type: none"> <li>* Ability to find and read learning objectives</li> <li>* Ability to find and read instructions for all learning activities</li> <li>* Ability to access readings/recordings</li> <li>* Ability to download all web page content in multiple formats</li> <li>* Ability to play videos</li> <li>+ Ability to access outside resources through external links</li> <li>+ Ability to access and play interactive games</li> <li>+ Ability to access calendar</li> <li>- Ability to use appropriate google apps on website</li> </ul>
<b>Discussion</b>
<ul style="list-style-type: none"> <li>* Ability to create a new topic post</li> <li>* Ability to respond to peers' posts</li> <li>+ Ability to access, read and apply expectations for acceptable posts</li> <li>- Ability to attach files or images to posts</li> </ul>
<b>Assessment</b>
<ul style="list-style-type: none"> <li>* Ability to access and take surveys/quizzes</li> <li>+ Ability to share assessments</li> <li>+ Ability to participate and discuss ideas within documents and discussion posts</li> <li>+ Ability to submit handouts and written assignments via dropbox or through google</li> <li>- Ability to submit assignments in various formats (Google Docs, Google Forms, etc.)</li> </ul>
<b>Help</b>
<ul style="list-style-type: none"> <li>* Ability to locate and read objectives/instructions</li> <li>* Knows how to contact support via email or discussion board</li> <li>+ Ability to locate and watch multimedia resources</li> <li>+ Ability to ask questions about assigned activities</li> <li>- Ability to access external and extension sites</li> </ul>

Task Flow Diagram

### **Scenarios**

Based on what you developed in the task and functional requirements lists, please write two scenarios for ways in which your users will learn and interact in the WBLS. A scenario is a way to represent the structure of tasks and work. Scenarios are narrative descriptions of activities. They are stories of use.

**For scenario 1, envision a student (Jason) who is in a hurry and wanting to be as efficient as possible in an individual learning task.**

The WBLS is an ongoing assignment that is completed for content mastery in English Language Arts. Jason understands that he must continue to work on completing assignments that are required for the class, but plans to complete the assignments as efficiently as possible individually. While completing the WBLS, in each module Jason will be required to read the chapters of the story, or follow along to the audio recordings of the chapters (3-4 chapters per module), complete the comprehension questions, short quizzes after select modules, enrichment activities, discussion boards with classmates, and a final culminating writing activity.

Seeing as Jason is in a hurry to complete the individual assignments quickly, he will focus on reading the chapters individually and completing the comprehension questions and quizzes to the best of his ability. He will be able to go back into the novel to find evidence or check answers if needed. However, due to the nature of the WBLS he will be unable to move on past the quizzes without receiving a passing grade. This design ensures he isn't just skimming the chapters, but truly comprehending the story to receive a passing grade.

*Jason had many assignments in school one week and wanted to complete the ELA module as efficiently as possible. When Jason began to work, he got out his novel and chromebook. He logged into the WBLS and listened to the recording of the chapter while he followed along in his own copy of the novel. While reading, he applied a comprehension strategy by stopping to jot notes if a big event or "signpost" happened during the story. He then reviewed his notes and the chapters he read before completing his comprehension questions individually. While working on his questions, he checked anything he was unsure about in his novel and replayed the chapter audio if needed. Once receiving a passing score on the quiz, he was able to move forward in the module. This design allowed Jason to complete the module as efficiently as possible at his own time and pace, without relying on his classmates' work or whole group instruction from the teacher.*

**For scenario 2, envision a student (Sarah) who wants to work collaboratively work with her teammates in the WBLS and achieve a high level of performance.**

The WBLS is an ongoing assignment that is completed for content mastery in English Language Arts. Sarah understands that the required assignments are a combination of individual work completion as well as collaboration, however, she plans to focus on the collaboration with her peers in order to gain a deeper understanding of the material. While completing each module of the WBLS, Sarah will be required to read the chapters of the story, or follow along to the audio recordings of the chapters (3-4 chapters per module), complete the comprehension questions, short quizzes after select modules, enrichment activities, discussion boards with classmates, and a final culminating writing activity.

Since Sarah has decided to focus on the collaboration pieces, she may not spend adequate time on the individual assignments. This choice could negatively impact her understanding of the content, since the design of the WBLS requires successful completion of both individual and collaborative elements in order to achieve mastery. The requirement of a passing score on assessments will help prevent her from moving through individual assignments too quickly. However, Sarah will most likely spend greater time and focus on the collaboration pieces, such as the discussion boards and enrichment activities. The discussion boards will require students to not only share their initial thoughts, but also share respond to two to three of their classmates' topics. By following this model, the students will be sharing their thoughts with one another and collaborating through an online discussion. Since Sarah enjoys this social format and gains deeper understanding from these collaboration pieces, she may have extended responses compared to her peers and she may comment on more than three of her peers' posts.

*Sarah was really enjoying the novel study that her class was completing in ELA, especially the collaborative pieces. She wanted to complete the modules efficiently, however, she knew class discussions fit her learning style and always help her understand the content better. She wanted to learn from her peers and view their thoughts and opinions on the readings thus far. She worked quickly through the individual tasks at home, but while in class, she spent most of her time on the discussion board website. She added a number of comments to her classmates' posts, and as she read others' thoughts, she gained more insights about the characters and events in the novel. Sarah checked back frequently throughout the module to see what other were writing as they finished the assignments. Her teacher also occasionally joined in the DB, guiding the conversation or providing feedback which helped confirm her understanding. Having worked at home on individual assignments, she was excited to spend time on the social elements of the modules and work collaboratively on the enrichment activities with her peers in class. She also knew that the knowledge she gained from the discussions would help her complete future individual tasks and the final writing assignment.*



## **Expert and User Reviews**

### **1. Revised Evaluation Plan for Formative Evaluation Section**

To further develop our prototype, our group consulted with experts and users to review our WBLS. The purpose of conducting these reviews during the timeframe of our design and development phases was to gain suggestions for improvement. We collected data from two web design experts, two fifth grade ELA teachers, and two fifth grade students serving as potential users. Different members of our team met with these contributors and went through the preliminary formative evaluation plan we created. This plan involved evaluating our WBLS's effectiveness, efficiency, and appeal. Although our initial plan was to conduct surveys as part of this data collection, we found it easier to gather information through one-on-one and small group discussion, observation, and interviews. The sample questions we created earlier were very helpful in keeping our discussions targeted on our content and design. Fortunately, our team members had direct contact with most of these experts and users, and since there were only a handful of reviewers, we didn't feel the need for surveys. However, as our implementation progresses to larger audiences in the future, we realize surveys may have a place in our formative assessment. The following information gives background details about our participants. We appreciated their time and feedback.

#### **Web Design Experts**

We consulted with two web design experts. First, we talked with Erin Horvath, an Instructional Technology Coach. Erin is new to the coaching role this school year, but has given professional development and technology integration support across content areas to numerous K-5 teachers. Her master's level coursework also involved web based learning systems and instructional design. Next, we reached out to Jason Novak. Although Jason is not in the education profession, he does have a degree in video game design and experience with website developments. We felt his input would be valuable to our WBLS.

#### **Content Experts**

For content expertise, we spoke with two fifth grade English Language Arts teachers, Brad Dye and Linda Romp. Both professionals have many years experience in Brunswick City Schools and are highly respected teachers in their subject areas. Our group is also fortunate to have Bizz Rinkes as a team member, a fifth grade ELA teacher as well, who has been a great resource for the learning goals and novel study content.

#### **User Reviews**

To complete this portion of our formative assessment, we asked two students, Jack Mitchell and Sophia Gorman, to serve as our potential users. Just like our future targeted audience, these students are in fifth grade and attend Brunswick City Schools. (We also rewarded them with extra recess time for their effort and honest reviews). Jack consistently performs at, or slightly below, grade level expectations. His teachers describe him as a friendly student who sometimes needs redirection and support during learning tasks. To test a variety of users, we looked for a student with an advanced performance range. Sophia was eager to help us. Her teachers told us she is a self motivated, responsible student.

## **2. Relevant Documents/Guides/Instruction**

### **a. for Web Design Expert Review:**

With Erin, our instructional coach expert, a team member reviewed our WBLS by going through the formative assessment process in a face to face setting. Interview questions were used, and along with the WBLS site, documents such as our task analysis report and instructional strategy plan were viewed and discussed. For Jason, our other expert, the formative assessment process was done online. The WBLS was shared with him by a team member via email, and responses to interview questions were collected through a shared Google document. The site map and overall interface concepts were shared and discussed with him as well.

### **b. for Content Expert Review:**

Our guide for the reviewing the WBLS with the fifth grade teachers was the sample questions from our formative evaluation plan. These specific areas were discussed in a small group setting with a team member and the content experts. Although the most relevant document was the website itself, the Google docs and forms created for practice assignments and assessments were discussed too. In addition, the interface specifications and instructional strategy plan were reviewed as those documents were applicable to the teacher's feedback on our WBLS.

### **c. for Potential Users Review:**

We gathered data from our student users by observation of their interactions with the WBLS. As they progressed through their trial work session, a team member collected notes on students' level of engagement and success in independently navigating the site. The team member also conducted interviews using questions from our formative evaluation plan.

## **3. Results/Findings for Expert & User Review**

a. from Web Design Experts:

Because of the findings from our web design experts will modify a few elements of our WBLS, but generally, we will maintain our current design. The instructional coach was very complimentary of our integration across the reading and writing content areas. She thought our WBLS was appropriate for the learners, who have experience with Google applications. She commented on evidence of differentiation, rigor in our assignments, and various DOK (Depth of Knowledge) questions in our assessments. She did recommend more enrichment choices, such as links to events from that time in history or topic exploration of shellfish, islands, or other cross curricular ideas taken from the novel.

Our other expert was less familiar with student objectives and ELA content, but gave valuable advice on our web design. He thought the navigation features were clear, but mentioned adding a pathway for users to seek help or handle technology issues. He liked the consistency of our text and colors throughout the pages. He suggested adding more images. He pointed out copyright aspects that we should address before full implementation. He thought embedding motion and sound effect features could increase the appeal and enhance the experience for the users. We felt this may be a distraction to our audience, but are considering his feedback and appreciate the suggestions.

b. from Content Experts:

Overall, we received the greatest positive results from our content experts. They felt our WBLS had a clear purpose and significant value to their instruction. Because they work with these ELA standards every day, they gave very specific feedback. They were pleased with the level of relevant content and multiple learning objectives being addressed throughout the modules. They liked the sequence and organization of pages, including the data collection features with pre and post assessments.

A suggestion they made was to word our objectives in student friendly language. Their administrators look for this feature during instruction, and if students are asked what they are learning, they're more likely to respond with an appropriate answer that shows they understand and attach meaning to the content goals. They agreed that our message and time frames were appropriate. Alos, since it is a self pacing format, they recommended more enrichment activities be added for those students who complete the tasks early.

The teachers also commented on this format meeting their need for greater technology integration, especially since their district invested in 1:1 devices. They discussed a lack of time and knowledge in creating such a resource themselves, and

appreciated us sharing this ready made system that involves Google applications, an area they and the students are familiar with. The teachers felt this method of instruction fits the interests of today's students.

Like any instructional plan, they cautioned us that the WBLS may not be the right approach for everyone. They felt it would be important to have the instructor model using the modules, and give frequent feedback throughout the process to keep students on track and maintain efficiency, especially since most students would be novices at managing a WBLS independently. They suggested having students share a draft of their writing assignment before their final writing submission. This step would allow teachers to offer corrective feedback as needed.

Overall, they felt that exposure and practice in this digital format would be valuable to students who will undoubtedly face more technology based learning in the years ahead. They also shared their experiences with the social aspects of technology integration (discussion boards and student posts), recommending that teachers set clear expectations and frequently monitor this age group on those social features..

c. from Potential Users:

The students were slightly timid at first, but once a comfort level was built, the conversation started flowing. Although their 9 and 10 year old responses didn't include much elaboration, the results were beneficial. Our team member's observations of the users showed they were eager to explore the site and jump into the modules. We felt this showed the WBLS was motivational and engaging. Familiarity with the technology and navigation was evident. Although at first they needed reminders to read over the homepage to better understand what the goals of the WBLS were and how to complete the tasks properly, they easily handled the technology functions. Both students said they liked the look of the site, and one added how the the pictures and organization "really matched the book." Jack appreciated the audio features and asked if you had to do all the practice assignments or just pick one. Sophia was more reserved, but agreed that she would enjoy doing a novel study this way. It seemed different, but she liked that she could go at her own pace each week. They pointed out some features and links that weren't fully completed yet. Our team member reassured them that it was a work in progress, and they did a great job giving us a thorough review.

#### **4. Ideas of Modification for Design Products**

Based on feedback from our experts and users, we have plans for modifications.

WBLS Product	Ideas for Modifications
Instructional Strategy Plan	<ul style="list-style-type: none"> <li>• When presenting the content of the novel study, we will include plans for teacher modeling.</li> <li>• In the providing guidance portion, we will include plans for the teacher to review student expectations, both at the introduction of the WBLS, as well as throughout the instruction as needed.</li> <li>• Include plans for teacher to model using help feature.</li> </ul>
Task Analysis Report	<ul style="list-style-type: none"> <li>• No modifications noted at this time.</li> </ul>
Scenarios	<ul style="list-style-type: none"> <li>• We will include a situation that requires teacher feedback or support.</li> <li>• We will include an issue that requires a student to use the help pathway.</li> </ul>
User Interface Specification Report	<ul style="list-style-type: none"> <li>• We will maintain the same framework, but include guidelines for students' posts and comments in our directions/introduction video.</li> <li>• We will modify the working of our main page interface to reflect learning objectives in student friendly language (I can statements).</li> <li>• We will fully complete the tasks under each module, including practice assignments and discussion features</li> <li>• Clarify pathways for practice assignments: choice or complete all?</li> <li>• Include copyright information, site resources.</li> <li>• Add a writing component to the navigation bar after the four modules. Within this section, include the writing rubric and method of submission.</li> <li>• Make sure our site Includes help/resources in navigation.</li> </ul>

### **Usability Test**

We hope to complete more than one usability test before completing our site. For the purpose of this assignment we will need about an hour of the participants' time to complete tasks, take a survey, and debrief. Since it is summer break, the participants will perform the test

in a quiet space in the local library, with one of our team members as a facilitator. Our participants included two fifth grade students from Brunswick City Schools, Aiden and Sarah. Aiden tends to perform slightly below average for his grade level in Language Arts, while Sarah tends to perform as an average fifth grader. Aiden tends to require redirection and support from time to time, while Sarah is self directed and independent.

The learning goals of this test are to determine the usefulness, learnability, and satisfaction of our site. To collect our data, each member of our team will observe the participants walk through certain tasks on the site, each of us making notes on what we see. The participants will also take a brief survey after the test. The materials needed for testing include, a quiet space with a computer that has internet access, link to the site and the survey, access to Google Hangouts for each team member. The team members will decide individually the materials necessary take notes on their observations to discuss when we debrief.

The focus for this usability test was to determine if our navigation and directions were logical and appropriate for a fifth grade student to be expected to follow independently. The participants will complete the following tasks to assess this:

- The participants will read and follow the directions on the home page.
- The participants will determine where to click after they have completed the activities on the home page.
- The participants will read and follow the directions for Module 1. We will not require that they complete the videos for the chapters, but do want to see that they know where to find them.
- The participants will determine where to click after they have completed the activities for Module 1.
- Since Modules 1-3 are similar, we will, skip ahead to Module 4 where the participants will read and follow the given directions. Again, we are not looking for participants to complete the activity, but to demonstrate that they understand how to begin.

The participants will also give formal feedback through a Google Form to help gather more data to inform our decisions. An example of this feedback form can be found at:

<https://forms.gle/kX8oHj7a8VV2T6Qx5>

### **Findings/Results of the Usability Test**

As far as the usefulness of the site, the participants seemed to seamlessly work through the directions given in the home page and the first module. They demonstrated that they understood the directions on the page, and where to click when their tasks were completed. Both participants commented on the activities that were not yet completed, but were reassured that the site would be complete before it would be used in a classroom setting. Both participants needed clarification of the directions for the writing assignment in Module 4. They both asked about the question itself, the resources mentioned, and submitting the assignment. They did demonstrate

understanding of the directions about reading the rubric, and starting the assignment by making a copy of a Google Doc.

The learnability of the site seemed intact. The students were able to complete the assessments provided within the site without need for clarification. They were also able to work the controls on the videos to listen to the chapters. In Module 4, they were able to scroll through the rubric, and make a copy of a Google Doc without any assistance.

The satisfaction of the participants was moderate. They mentioned that the site was aesthetically pleasing, and easy to navigate. They also demonstrated an interest in the content throughout the test through comments and questions. Both participants mentioned the directions in Module 4 in their concerns, and the unfinished activities.

### **Suggestions for Improvement**

After the usability tests were complete, we discussed next steps as a team. We were very happy with the results, and decided that our main focus should be bringing clarity to Module 4. We will update the question and directions, so students will be able to work through it independently. After this, we will focus on the completion of the unfinished activities throughout the site. If there is time, we hope to conduct a second usability test before we submit our final site.

### **Implementation Plan**

Our WBLS will be implemented with the 5th grade students at Kidder Elementary in Brunswick, Ohio. There are 76 fifth grade students in three different classrooms. They participate in English Language Arts content for 75 minutes per day. Their learning abilities range from gifted to special education, and the majority of students perform at the grade level norm. The teacher will increase students' comfort with the WBLS by reinforcing navigation skills and troubleshooting any issues. The students are familiar with using their Chromebooks and navigating the internet. However, extra time will be given to make sure all students are comfortable with the navigation tools and methods of communication when completing the tasks of the WBLS. Students will have access to the WBLS at home via their Chromebooks. If WiFi access is needed they can utilize the WiFi at the public library. Students are not encouraged to complete requirements outside of school hours, but it is available if they intend to do so. Full implementation will take place May of 2019.

### **Time Schedule of Implementation**

The following will be used to implement the WBLS  
Prior to starting week one students will:

1. Explore the WBLS site
2. Observe how the modules are set up
3. Complete the Pre-Assessment
4. Read over the Student Expectations
5. Read over the Student Goals
6. Look over the timeline on the Home page
7. Review the due dates within each module

**Time Schedule of Implementation (continued)**

<b>Week 1</b>	<ul style="list-style-type: none"> <li>● Read or listen to chapters 1-9</li> <li>● Complete Module 1 activity</li> <li>● Share the Module 1 activity</li> <li>● Participate in Discussion board</li> <li>● Complete the Module 1 assessment with a passing score</li> <li>● Those who finish early will complete an enrichment activity</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>● Read or listen to chapters 10-18</li> <li>● Complete Module 2 activity</li> <li>● Share the Module 2 activity</li> <li>● Participate in Discussion board</li> <li>● Complete the Module 2 assessment with a passing score</li> <li>● Those who finish early will complete an enrichment activity</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>● Read or listen to chapters 19-29</li> <li>● Complete Module 3 activity</li> <li>● Share the Module 3 activity</li> <li>● Participate in Discussion board</li> <li>● Complete the Module 3 assessment with a passing score</li> <li>● Those who finish early will complete an enrichment activity</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>● Review the writing prompt</li> <li>● Review the writing rubric</li> <li>● Write a multi-paragraph response to the writing prompt that includes an introduction, evidence from the passages to support their point of view, and a conclusion</li> <li>● Share the draft via Google Docs for feedback</li> <li>● Submit the final paper in the Dropbox</li> </ul>



- Those who finish early will complete an enrichment activity

### **Personnel and Duties Allocation**

<b>Personnel</b>	<b>Duties</b>
<b><u>Content Expert</u></b> <b>Brad Dye</b> 5th Grade Language Arts Expert	<ul style="list-style-type: none"> <li>• Assist in presenting the WBLS to the students</li> <li>• Provide F2F and online instruction to assist with navigating the WBLS</li> <li>• Provide instruction for independent learning</li> <li>• Monitor communication including discussion boards, email, and assignments</li> <li>• Provide content tutoring</li> </ul>
<b><u>Content Expert</u></b> <b>Linda Romp</b> 5th Grade Language Arts Expert	<ul style="list-style-type: none"> <li>• Provide F2F and online instruction to assist with navigating the WBLS</li> <li>• Provide instruction for independent learning</li> <li>• Assist with moderating online discussions</li> <li>• Review and approve discussion boards to determine accuracy of grade level content standards</li> </ul>
<b><u>Web Design</u></b> <b>Erin Horvath</b> Instructional Technology Expert	<ul style="list-style-type: none"> <li>• Assist in the supervision of LMS operations</li> <li>• Provide assistance in troubleshooting problems with the WBLS</li> <li>• Provide technical assistance to students</li> </ul>

<b><u>Web Design</u></b> <b>Jason Novak</b> Website Developer	<ul style="list-style-type: none"> <li>● Approve WBLS and all embedded content</li> <li>● Provide assistance in troubleshooting problems with the WBLS</li> <li>● Maintain software (updates)</li> </ul>
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### **Learning Tasks vs. Facilitation/Strategies**

<b>Learning Tasks</b>	<b>Facilitation Strategies</b>
Students will review WBLS and content	<ul style="list-style-type: none"> <li>● Review the homepage and content</li> <li>● Pre-Assessment on Home page</li> <li>● Provide student expectations, goals and a timeline on the Home page</li> <li>● Aesthetically pleasing graphics on Home page</li> <li>● Provide a “Need Help” link on the Home page</li> </ul>
Students will review content of each module	<ul style="list-style-type: none"> <li>● Provide step-by-step instructions for each module</li> <li>● Provide links and videos for important content materials</li> <li>● Provide chapter activities</li> <li>● Provide embedded discussion board</li> <li>● Provide Module assessment</li> </ul>
Students will participate in discussion boards	<ul style="list-style-type: none"> <li>● Provide discussion board directions, expectations, and requirements for each module</li> <li>● Provide directions on how to post in discussion board</li> <li>● Provide access the help page</li> </ul>
Students will complete assessments / assignments for each module	<ul style="list-style-type: none"> <li>● Provide links on each module</li> <li>● Provide directions for assessments on each module</li> <li>● Provide writing prompts</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>● Provide links to enrichment activities on each module page</li> <li>● Provide different options for enrichment activities</li> <li>● Provide detailed instructions for the activities</li> </ul>

### **Summative Evaluation Plan**

The purpose of the summative evaluation is to ensure that the WBLS worked efficiently and achieved the goals set in the design phase. The evaluation will assess the different aspects of the technology used, and help to verify that the final project met the course objectives. Within the summative evaluation, there will be an investigation of how the WBLS users felt about the course, and where improvements need to be made. Data will be collected to create a baseline for further evaluation as the WBLS is improved.

#### **Materials for Examination:**

<b>Materials for Examination</b>	
Design Plans	<ul style="list-style-type: none"> <li>• Lesson Objectives</li> <li>• Learning tasks</li> <li>• Assessment items</li> <li>• Instructional strategies</li> <li>• Motivational strategies</li> </ul>
Website	<ul style="list-style-type: none"> <li>• Web interface</li> <li>• Navigation features</li> </ul>

#### **Preliminary Planning for Summative Evaluation:**

<b>Evaluation Criteria</b>	<b>Sample Questions</b>	<b>Method and Tools</b>
Effectiveness		
	How did the WBLS meet the objectives of the course?	<ul style="list-style-type: none"> <li>• Performance activities</li> <li>• Learning tasks</li> </ul>

	Do students feel the WBLS was helping to their learning?	<ul style="list-style-type: none"> <li>• Survey of learners, stakeholders, instructors</li> </ul>
Efficiency		
	How much time did the students spend on the WBLS per day in class?	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• WBLS statistics (log-in and log-out times)</li> </ul>
	What percentage of students participated in the online discussion boards?	<ul style="list-style-type: none"> <li>• WBLS statistics</li> </ul>

### Who are the stakeholders?

The main stakeholders are Brad Dye, Biz Rinkes and Linda Romp. These individuals are ELA content experts and will be using the WBLS for content specific curriculum requirements.

The secondary stakeholders will be the students in the respective elementary schools that will be using the WBLS as part of their learning.

### What is being evaluated?

The Novel Study WBLS for 5th grade students is being evaluated. Other elements to be evaluated include embedded instructional materials, directions for learning activities, and support from the teacher. We will conduct additional evaluations for the discussion board and assessments in the WBLS.

### Who are the evaluators?

For content expertise, we spoke with two fifth grade English Language Arts teachers, Brad Dye and Linda Romp. Both professionals have many years experience in Brunswick City Schools and are highly respected teachers in their subject areas. Our group is also fortunate to have Bizz Rinkes as a team member. She is a fifth grade ELA teacher as well, and has been a great resource for the learning goals and novel study content.

We consulted with two web design experts. First, we talked with Erin Horvath, an Instructional Technology Coach. Erin is new to the coaching role this school year, but has given professional development and technology integration support across content areas to numerous K-5 teachers.

Her master's level coursework also involved web based learning systems and instructional design. Next, we reached out to Jason Novak. Although Jason is not in the education profession, he does have a degree in video game design and experience with website developments. We felt his input would be valuable to our WBLS.

**What are the evaluation methods and tools?**

The evaluation methods will be surveys, observations, interviews, and logs. The surveys will provide feedback for the evaluators to analyze. The other evaluation tools may be used to find out additional feedback on the WBLS.

**How are data collected and analyzed?**

Surveys, observations, and interviews will be the primary source of data collection. Researchers will conduct interviews to transcribe all of the findings. Once data has been collected, it will be organized into criteria of effectiveness, efficiency, and appeal.

**How are evaluation results reported?**

The evaluation results will be summarized into a summary report document. This document can be shared with other departments that may be interested in creating a WBLS in their specific content area.

**Reflections:****Bizz Rinkes****Description:**

I currently teach 5th grade Language Arts and we complete a novel study for “Island of the Blue Dolphins.” Originally, the unit only included reading the chapters as a class and completing activities. After talking to the team, we decided this would be a beneficial unit for a WBLS. The unit would allow the students to complete the work when absent, on vacation, to differentiate activities, and reread chapters when needed to improve comprehension.

**Impact:**

By implementing a WBLS, it will overcome the current challenges of the unit because the technology resources are familiar to the learners, engaging, and more readily available than the books, giving access to all students. Also, guidance will be available by a highly qualified instructor as needed. The WBLS will give all students the tools and supports they need to be successful with the novel study.

**Intent:**

We plan to utilize this WBLS with my 5th grade students this Fall 2019. The students will work through the assignments individually and complete them at their own individual pace. The students will read individual chapters for understanding. Audio recording of the chapters will also be provided. The students will practice various Jennifer Serravallo reading strategies, and identify “signposts” found throughout the reading. They will identify these with post it notes while they read, so they can reference them for the discussions. The students will participate in a Padlet to share their ideas, and work collaboratively through reciprocal teaching. Discussions will be based off each individual module, however, they will be regarding character development, cause/effect relationships in the story, and connecting the story to self, the world, or another text. Finally, the students will complete the 5-step writing process to produce a final writing assessment. There will also be a section for the students who need enrichment. These activities are specifically for the students finish a module earlier than the other students, or who need additional challenges. It will act as a separate module for these students. They will have additional writing activities that will make them think deeper about their reading. This allows the WBLS to meet the additional needs of students who work quickly or need additional challenges. As a team, we look forward to seeing the outcome of learning with these students and adapting the WBLS to fit the needs of each student.

**Christina Paskiet****Description:**

We worked as a team to create a WBLS that could be successfully implemented into a fifth grade Language Arts class, and effectively support students in their learning of the standards that align with our unit.

**Impact:**

This experience allowed us all to utilize what we have learned about instructional and web design to create an effective learning environment for students. I was surprised to discover how many outside sources are involved in creating and editing a site so that it can be the best learning environment for students. Gathering advice from both content and web design experts was very enlightening, and not something I had thought to do before. They offered valuable advice that led to important changes for our site. I've also learned that having a handful of students walk through the site before presenting it to an entire class is the most effective way to find mistakes with the flow, directions, or resources throughout the site. This collaborative approach really helped to improve our site, and was a great experience in helping me understand the process behind creating a truly impactful online learning environment.

**Intent:**

From this experience, I intend to incorporate what I have learned into the creation of WBLS's for my students. The importance of collaboration is probably my biggest takeaway from this course. I have learned that seeking advice from experts, and observing how students view the site can help me to create a truly effective place for my students to learn.

**Laura Rini****Description:**

This course required me to work on a team project to design and develop a WBLS. It was my first experience with such an elaborate task. I gained knowledge from each module and continually collaborated with team members to apply the content to our process of creating a WBLS. By conducting assessments, receiving feedback from Dr. Tsai and classmates, and working through revisions, we have finalized our novel study WBLS for fifth graders.

**Impact:**

The impact of this project is far reaching. It will impact the fifth grade learners as they explore content in a new digital format, applying 21st century skills and receiving instruction enhanced by technology. For me, it was a large learning curve. The sense of accomplishment in working through the new content and creating a quality WBLS with my team is a great motivator for my future technology integration work. Contributing as a team member, taking on various roles, and actively working together to solve problems through an online environment was an immensely valuable collaboration experience. I've gained confidence in how I can successfully apply these skills in my future professional responsibilities. Exploring new tools, considering learning theories, consulting with experts, and designing digital features will greatly impact how I plan for and design technology integrations, ensuring all the elements of quality web-based learning are addressed.

**Intent:**

Although I am not a fifth grade teacher, I am fortunate to work in the same district as Bizz and Mark, and so I plan to keep in touch with them about the impact our project has on their learners. I intend to offer support and stay committed to our WBLS having enduring qualities. I am motivated to model this same process in creating engaging WBLS specific to my content area and learners. I will consider the analysis, learners, design, and evaluations. I will use the knowledge and skills to enhance differentiation, interventions and enrichment opportunities for my young students. As a result of this experience, I feel accomplished and empowered. I plan to revise and enhance some of my existing technology projects. I intend to continue learning and applying these skills to create the most engaging and meaningful online instruction for my students.



**Kelly Markel****Description:**

This WBLS provides students a learning experience that they have not had. It is a novel study that they can work on independently and also provides enrichment/intervention. Each module contains the book reading, activities, and discussions for the students. Students can participate in this self-paced learning that is also differentiated to their needs. Since all students don't learn at the same level, students will be able to use the enrichment activities provided if they finish early or if the teacher feels they need extra practice. The homepage provides students with a description, directions, objectives, and help information.

**Impact:**

This WBLS provided students with differentiated learning at their own pace. The students and experts provided great feedback for the WBLS created. The students participating met the learning standards demonstrated from the pre and post assessment.

My personal impact for helping to create this WBLS is that I learned a lot about the procedures of creating a successful WBLS. Students and experts found that our WBLS was engaging and very detailed. It provided students with a very effective, engaging learning environment to learn about the novel.

**Intent:**

Since I don't teach language arts, I am going to use the knowledge and skills I learned from creating this WBLS. I am going to make sure to implement this tool next school year by creating web based learning systems for my students on math topics. These systems will have intervention and enrichment and will provide differentiation for each of my students. I am so happy that I learned how to create a successful and thorough WBLS because I need to know these skills to teach 21st century learners.

**Mark Vance****Description:**

Our group all agreed that a WBLS could greatly improve all aspects of the current unit plan format for teaching a novel study to 5th grade students. Using technology that is readily available and familiar to the students and staff will enhance the students experience. This WBLS will be much more engaging for the students and improve the teachers ability to reach all students of different abilities and levels.

**Impact:**

By using a WBLS the students will have opportunities that past students have not had. Technology has been making an impact on student learning and this WBLS will engage 5th grade students like never before. The teacher will be able to differentiate for all the different learning styles and will allow students to move at their own pace. With the 1:1 technology every student will have access to the WBLS and be able to take advantage of the learning opportunities. The built in auto feature will enable struggling readers to listen as they read. This will ensure all students can enjoy the novel and get the most out of the novel study. The enrichment activities will help to challenge even the best students in the class. The teacher will be able to monitor all the students and give special attention to any that might need it. This WBLS is designed to meet the needs of the 21st century learner.

**Intent:**

The finished WBLS will be implemented with the 5th grade students at Kidder Elementary in Brunswick, Ohio starting in the 2019 school year. We have done our best to make this WBLS the best it can be. However we understand that there are going to be changes that need to be made. We have designed it so that additional modules can be added and new technology can also be incorporated. We plan to continue to monitor the use of this WBLS and compile data to ensure the platform does not get stale and outdated. Even if everything is working great new technology will always be developed to enhance and improve existing systems. It is imperative that we keep a close eye on how this WBLS is functioning and strive to keep it performing at the highest level. This way the students will benefit from using it and help them as 21st century learners.