

Brandon Caipen

Vicente Venturina

Raphael Gisstand

Civil War Descriptive Paper

<https://sites.google.com/zips.uakron.edu/the-civil-war/course-introduction-and-resources>

8th Grade U.S. History: Civil War

Web Based Learning System

Dr. I Chun Tsai

University of Akron

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Design Document

Analysis of WBID Model

A. Background Information

The web-based learning system (WBLS) that my partner and I will be designing is geared toward an 8th grade U.S. History class. The information within the WBLS will focus on a social studies content standard in which students must understand the sectional differences that divided the North and South prior to the American Civil War, and the resulting period of Reconstruction that had significant consequences for the nation. The students will more generally be learning about the causes, effects and lasting impression that the Civil War had on the U.S. The target group for this WBLS will be 84 eighth grade U.S. history students from Stanton Middle School in Kent, Ohio.

The following are the specific learning objectives:

The learning objectives are based on the 8th grade Ohio Social Studies Content Standards.

- After engaging in and completing the assignments/discussions in our WBLS students will be able to distinguish the differences between political positions of the Northern and Southern states on sectional issues of the 1820s through the 1850s.
- After engaging in and completing the assignments/discussions in our WBLS students will be able to describe how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.
- After engaging in and completing the assignments/discussions in our WBLS students will be able to describe the major effects of the Civil War and how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

B. Problem Analysis - Problem Solution

- ☐ **What are the problems to solve?**

The students from Stanton Middle school in eighth grade history class will understand the civil war events that happened in the past and how those events have paved the way for us today. The students need to understand the causes that led to the Civil War, and to understand why the United States split apart. Students will also learn how these events have had lasting effects in society.

❑ What are the Gaps between Actual and Optimal learning Outcome performance?

Actual	Optimal
The student's U.S. History textbook covers the causes of the Civil War throughout two full chapters. Due to limited instructional time I often combine key historical figures and events from those two chapters to teach, in order to improve learning efficiency.	My students need to utilize specific informational websites, videos, and discussions (provided in our WBLS) to efficiently learn the key figures and events that led the South to secede from the Union which lead to the beginning of the Civil War.
The student's current 8th grade U.S. History textbook gives a limited scope of information for how the effects of the Civil War have impacted our society today.	The students in my 8th grade U.S. History class need to understand how the causes and effects of the Civil War have had a lasting impact on today's military, government, and society.

❑ Describe your ideas of how the problem/ gaps can be resolved

The minimal instructional time to cover two chapters worth of information on the causes of the Civil War, as well as the lack of information in the textbook on how the effects of the Civil War has impacted our society today, has created a gap in learning. To combat this learning gap, my partner and I will be creating a WBLS that efficiently and thoroughly covers the causes, effects and current impact of the Civil War. In our WBLS we will be including features such as informational websites, worksheets and/or graphic organizers, mini quizzes, group discussions, and a Google Slides presentations. We believe our WBLS will resolve our current learning problem because the students will have access to convenient and substantial information on the causes, effects, and current

societal impact of the Civil War. Using a plethora of different learning tools to present information will simplify the information so students can better grasp the key concepts related to the Civil War. I also believe that our WBLS will cater to the individual learning styles of the students.

❑ Describe your viewpoint of whether WBLS is an appropriate way to solve problem.

We believe that the design of our WBLS is an appropriate way to solve this learning problem because, the mix of text based information, videos, assessments and active discussion covers all types of learners. Experienced teachers know that students learn better when they are actively engaged in the learning process. Teaching from a book can often be “boring” to a 21st century learner. Consequently, having our WBLS incorporate technology allows flexibility and discovery of information that you just cannot recreate with a textbook. We also plan on having our students work in pairs which will greatly increase the amount of interaction between peers within the learning environment. The fact that we also are utilizing the Internet gives the students an almost unlimited potential to find quality information, while having the benefit of face to face (F2F) guidance from the instructor and peers.

❑ Possible solution, how WBLS helps Learning?

The materials would be current with the latest articles, videos, technology application tools like (google doc & slide, Hangout, and google forms), presented on the website. Instead of looking through several chapters in a book that has limited information, students can obtain new and interesting information through the use of our WBLS. The activities could be updated in a consistent manner for students, and provide interactions with their fellow peers through participating in specific topic discussions. Our WBLS will include interactive activities and feedback that will incorporate students learning styles.

C. Instructional Situation Analysis

❑ Learning Goal

At the end of the lesson the students will be able to understand and identify the cause and effects of American Civil War. They also will connect the content they learned from the learning modules to analyze how the effects of the Civil War impacted the United States politically, economically, technologically, and culturally in today's society.

❑ Instructional Context

Students will have direct instruction and scaffolding within the classroom from the teacher. This will help ensure that the students obtain instant feedback and needed guidance if needed. Students may also access the WBLS at home but, all the weekly tasks have been scheduled for students to complete them during class. In the likely chance that a student might want to access the WBLS at home, if they were absent and wanted to make up the work at home or if they wanted to review their project, they can simply look up the website when needed. At school, each student will have access to one of our 30 classroom Chromebook computers with wireless internet to work on the WBLS. Earlier this year the students created their own Google Site for another project, so all of students have experience using and navigating the website. Our website will be designed so students can streamline their learning of the information they need by simply clicking on a tab designated for each learning module. Students are also well versed in using many Google Tools such as Google Forms, Google Docs, Google Classroom and Google Slides. If there are any technology related questions from students they can seek help from the teacher in class for clarification. To minimize technology issues my partner and I will be monitoring the site so that all aspects of the website are working properly.

❑ Learner Analysis

The audience of our lesson is around eighty-five 8th grade Social Studies students from the Kent City School District. There are 15 students that have Individual Education Programs (IEP). There are also 5 students that have 504 Accommodation plans, and 3 students that are identified as gifted. Many of my students are interested in music. Since I already incorporate educational songs and videos into my everyday curriculum, we will try to include song based content that explains events during the Civil War to help engage students and help them remember information. Many of my students also are familiar with Youtube and can easily search for new videos to enhance their understanding of a topic. My students' learning styles vary among tactile, kinesthetic, visual, and auditory. All my students show an average to above average comfort level with using computers, the Internet, and Google Tools.

❑ Instructional Content

In terms of content, learners must be able to understand the main political, social, and economic causes of the Civil War. There will be prior instruction provided to the students about the main events, historical figures, conflicts and important geographical locations during the Civil War. The students must identify the major effects and changes that occurred after the Civil War. Lastly, students will analyze how the effects of the Civil War, and the following Reconstruction period, led to future repercussions that impact our society today.

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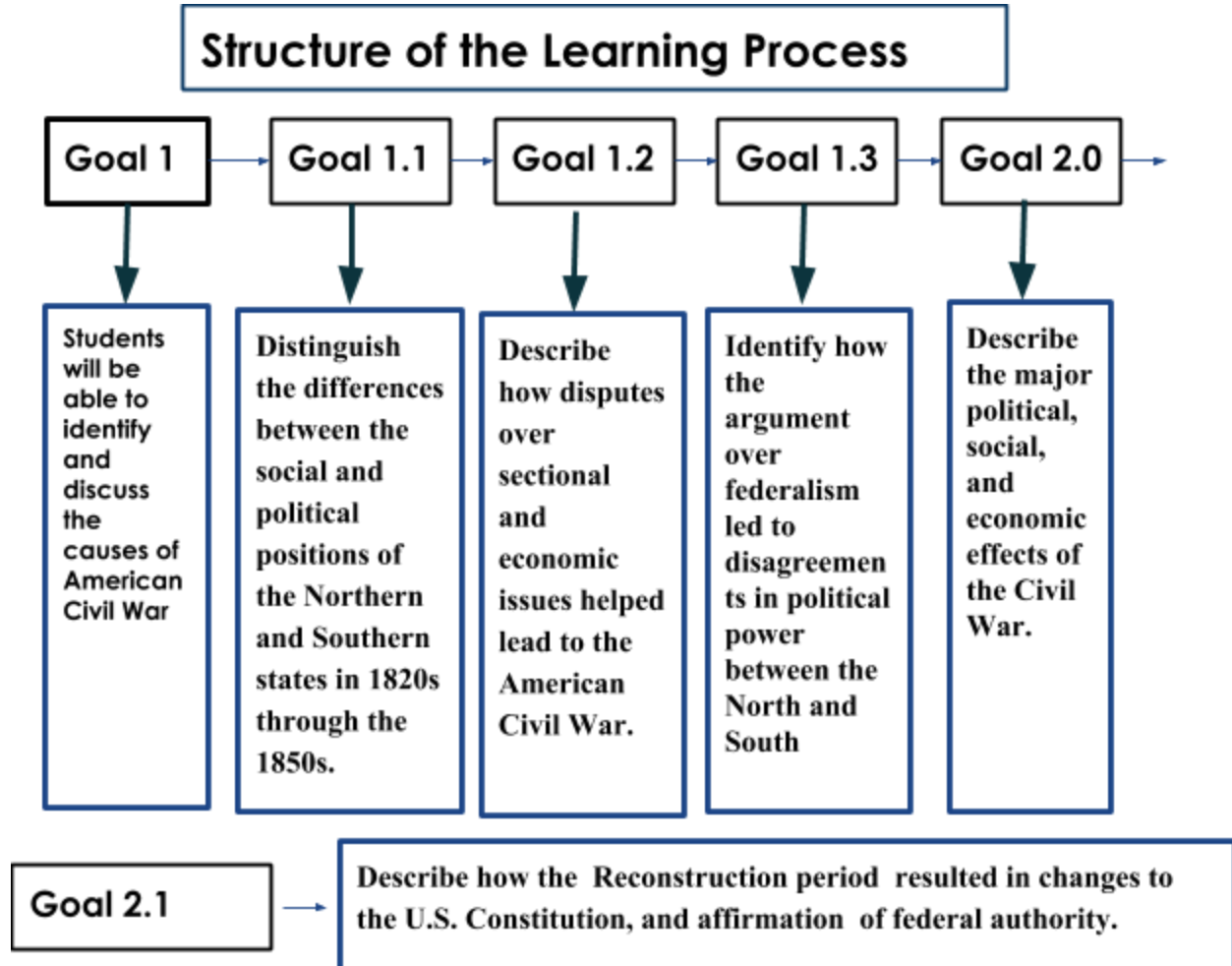
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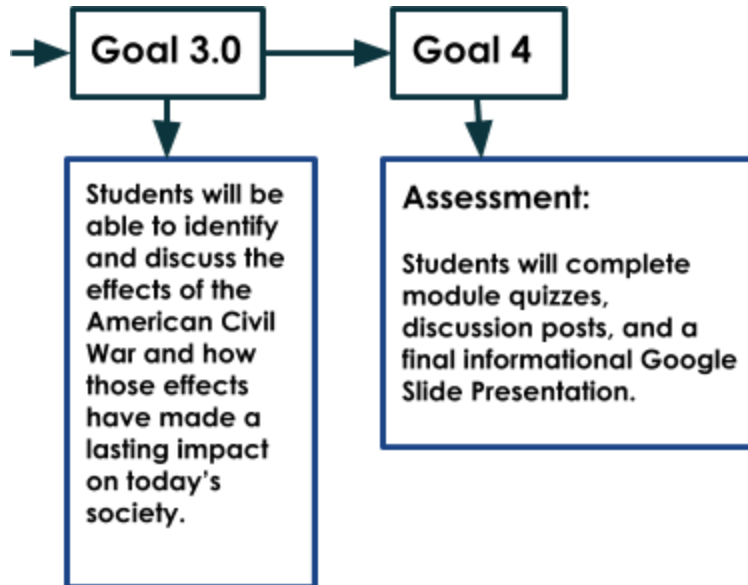
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The Learning Task Map (LTM)





Task Objective Assessment Item Blueprint (TOAB)

Learning Task Number and Item	Objective	Outcome Level	Assessment Item
Step 1.0- Identify the main causes that led to the start of the Civil War		Intellectual Skills Verbal Information: State/Explains	Module Discussion Board
Step 1.1- Distinguish the differences between the social and political positions of the Northern and Southern states in 1820s through the 1850s.	Students will be able to explain that sectional issues involved arguments over states' rights (e.g., the Tariff of Abominations, the Webster -Hayne Debate of 1830, the Nullification Crisis of 1832 -33	Intellectual skills: Describe/ Discriminate/ Comparing items as similar or different	Module mini Quiz Worksheet, graphic organizer or questions.
Step 1.2-			

Describe how disputes over sectional and economic issues helped lead to the American Civil War.	Students will be able to identify how the country's expansion helped develop sections with distinct economic characteristics. (e.g., tariff policy, the national bank, internal improvements, sales of public lands, slavery)	Intellectual skills: Concrete Concepts/ Identify	Module mini Quiz Worksheet, graphic organizer or questions.
Step 1.3- Describe how the argument over federalism led to disagreements in political power between the North and South	Students will be able to explain the debate over the expansion of slavery into western lands and how the idea culminated with the South's exercise of the ultimate states' right – secession.	Intellectual skills: Concrete Concepts/ Identify/Describe	Module mini Quiz Worksheet, graphic organizer or questions.
Step 2.0- Describe the major political, social, and economic effects of the Civil War.		Verbal Information: State/Explains	Module Discussion Board
Step 2.1- Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority.	Students will be able to explain how Reconstruction led to the passage of the 13th, 14th and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freedmen.	Intellectual skills: Concrete Concepts/ Identify/Describe	Module mini Quiz Worksheet, graphic organizer or questions.

<p>Step 3.0- Analyze how the major effects of the civil war including lingering social, economic, and political differences have impacted society in the U.S. today.</p>	<p>Students will analyze how Reconstruction resulted in resentments and new issues including how white Southerners resented the new status afforded to blacks, and how they responded by enacting black codes and forming organizations such as the Ku Klux Klan.</p> <p>The students will be able to analyze how some of the effects of Civil War have had lasting effects on our society that can still be seen today.</p>	<p>Analysis Skills: Describe/ Discriminate/ Comparing items as similar or different</p>	<p>Module Discussion Board</p> <p>Google Slideshow</p>
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Evaluation Plan

Planning Evaluation of WBID Model

A. Formative Evaluation Plan

❑ General Evaluation Information (Purpose of the evaluation, timeframe, evaluators, participants, and method types?)

1. **Purpose** - The purpose of this evaluation is to determine if the WBLS is improving student comprehension of the given academic content. During the design and development stages we intend to identify any areas of weakness and make the necessary adjustments to improve the effectiveness, efficiency, and engagement level of the instructional product before it is implemented in the classroom. The evaluation will additionally help us to understand where our design is making sense to the students, and if it is effective and sufficient to support learning. This evaluation will help identify the best possible methods and strategies to enhance our the design of our WBLS.
2. **Timeframe** - The formative assessment will occur at the end of the development stage when a working example of our WBLS is ready. We will collect and examine valuable feedback about the strengths and weaknesses of our WBLS by our evaluators. We will also attempt a small group teacher evaluation. This group will entail only four teachers. By observing a small group of experienced educators as they experiment with the WBLS prototype, we will be able to determine if instructions are clear, if each module's content is effective, the average time frame it will take an average student to complete the project, and if the learning goals are being met. With the participation of the evaluators, we will be able to better improve upon our WBLS design.
3. **Evaluators**

❖ Designers

Brandon Caipen - He is the instructor of this course responsible for the successful implementation of the content along with the content design and development of the WBLS.

Vicente Venturina - He is responsible for assisting Brandon with the content, design and development of the WBLS.

Raphael Gisstand - He is responsible for assisting Brandon with the content, design and development of the WBLS.

❖ Content Expert

Dr. I - Chun Tsai - Instructor of the Web Based Learning System.

The co-teacher/Tutor - At Stanton Middle School there is a POD of teachers that will act as evaluators for our WBLS. With the exception of

one of the educators, the teachers that will be evaluating our WBLS prototype have a minimum of 24 years of teaching experience. This group of experienced teachers also have all obtained their Master's Degree in various subjects. The educators that will be evaluating our WBLS are from each core classroom subject. Cindy is our 8th grade math and Algebra teacher with 24 years of teaching experience. Chris the science teacher that has been teaching for 25 years and has his Masters in curriculum design. Chris also has been taking graduate level classes focusing on Google products. Adrienne has 24 years of experience as a language arts teacher and teaches literature classes at Akron University. Though she does not have a lot of technology experience, she is perfect to make sure our directions make sense, and the technology is easy to use. Anastasia will be our special education expert. She has been an intervention specialist for 5 years and is currently obtaining her Masters in English as a Second Language instructor. Though the evaluators are not social studies teachers we believe that they will provide an unbiased and experienced evaluation of our WBLS. The intervention specialist will be able to give valuable insight on how our design will best accommodate our students with learning disabilities. Lastly, we will be able to obtain feedback from a social studies teacher within our building. Julia Karbowiak is a fellow social studies teacher with 15 years of teaching experience. Julia also seeks to incorporate technology in her classroom, so she could provide not only good technology feedback but also history content to add to our WBLS.

◆ Users

Students - Participation of 8th grade US history students from Stanton Middle School in Kent, Ohio.

4. Types of Method

a) *The following items of the design plan will be examined during the formative evaluation:*

There are several aspects that will need to be reviewed and evaluated throughout the formative stage of our WBLS. First the goals and objectives of the project need to be evaluated to ensure that they are clearly outlined and achievable by the student population. The content included within our prototype needs to be reviewed to make sure that it lines up with the Ohio 8th grade Social Studies standards. Consideration then must be taken to see if the activities, discussions and assessments are appropriately connected to the original goals and objects.

Next, the technologies used in this project must be evaluated. We must use technologies that will be useful for the students and promote engagement in the overall project.

b) The following items of the WBLS prototype will be examined during the formative evaluation:

Technology tools such as Google Sites, Forms, Docs, and Slides need to be evaluated to ensure functionality and ease of navigation by students of varying levels. This also includes making sure links, videos, and page tabs are all functioning properly. Any graphics (pictures) need to be reviewed to ensure that they are enhancing the learning process and are age appropriate for the students. These evaluations will be done by the creators of the prototype and the teachers from Stanton Middle School.

☐ List of Materials

Materials to be examined:	
Design Plan	<ul style="list-style-type: none"><input type="checkbox"/> Objectives and learning goals align with the 8th grade Social Studies content standards<input type="checkbox"/> Instructional content and strategies<input type="checkbox"/> Instructional assessments, discussions, and activities<input type="checkbox"/> Instructional technologies
Prototype and Websites	<ul style="list-style-type: none"><input type="checkbox"/> Objectives and learning goals<input type="checkbox"/> WBLS interface (Google Tools) and ease of navigation<input type="checkbox"/> Instructional content and materials<input type="checkbox"/> Graphics (pictures/fonts/color) for appropriateness<input type="checkbox"/> Application for students with learning disabilities

❑ Methods of Tools For Formative Evaluation

Evaluation Criteria	Sample Questions	Methods and Tools
Effectiveness	<p>Goals:</p> <ul style="list-style-type: none"> -Are the goals and objectives clearly stated? -Can the goals and objectives be achieved by the students? <p>Content:</p> <ul style="list-style-type: none"> -Does the content of each module effectively provide the information for students to learn the goals and objectives. -Do the activities promote engagement of students and academic achievement? -Is the content accurate and standard based? <p>Technology:</p> <ul style="list-style-type: none"> -Do all the features of the WBLS function properly? -Can the users easily navigate the WBLS to find all needed materials and/or assignments? -Is the technology chosen to present this WBLS simplify the learners academic needs? <p>Message Design:</p> <ul style="list-style-type: none"> -Are the directions clearly stated and easy to understand? -Do the pictures/graphics throughout the WBLS enhance the learning experience? -Is the content designed appropriately for students of various learning abilities? 	<ul style="list-style-type: none"> - Expert review (co teacher/ tutor - Extant data (assessment scores, exercises, discussion board) - Expert review (co teacher/ tutor, and Instructor - Surveys - Expert Review / Technical - End user review - Observation - Expert review co teacher / tutor, and instructor - End User review - Interview - Survey

Efficiency	<p>Goals:</p> <ul style="list-style-type: none"> -Are the goals clearly stated and easy to understand? -Are the instructional strategies appropriately use in the WBLS? -Will the prototype help students learn the goals? <p>Content:</p> <ul style="list-style-type: none"> -Is the information presented clearly for students to understand easily? -Do the resources help the students obtain mastery of the goals presented? -How long did each module take for learners to complete? <p>Technology:</p> <ul style="list-style-type: none"> -Is access to the instructor easily available to clarify information/content? -Is the WBLS designed for easy use and navigation? -Do the technology features work properly? -Does the technology provide the means for learners to reach the learning goals? <p>Message Design:</p> <ul style="list-style-type: none"> -Is the content for the WBLS organized to best support student learning? -Is the timeframe for completion of this project appropriate and/or realistic? 	<ul style="list-style-type: none"> - Expert Co teacher / Tutor and Instructor - Interview - Survey <ul style="list-style-type: none"> - Expert co teacher / Tutor - Survey - Interviews <ul style="list-style-type: none"> - Extant data(emails, discussion) - Expert review <ul style="list-style-type: none"> - Expert (co teacher, tutor, and instructor) - Observation
Appeal	<p>Goals:</p> <ul style="list-style-type: none"> -Are the goals relevant to the learners? -Do the goals align with the 8th grade U.S. History standards? <p>Content:</p> <ul style="list-style-type: none"> -Is the content relevant, interesting, and engaging for learners? -Are there any grammar mistakes in the WBLS? <p>Technology:</p>	<ul style="list-style-type: none"> - Survey <ul style="list-style-type: none"> - Expert (co teacher, tutor)

	<ul style="list-style-type: none"> -Is the WBLS easy to navigate? -Does the technology make information and materials easier to find? -Can the WBLS be changed or updated to add new pertinent content? <p>Message Design:</p> <ul style="list-style-type: none"> -Is the overall design of the WBLS visually appealing to the learner? -Are the graphics/pictures appropriately used throughout the WBLS? -Are the fonts and colors of the WBLS used well to minimize distractions? 	<ul style="list-style-type: none"> - Expert (Instructor) - Survey - Observation <ul style="list-style-type: none"> - Expert (co teacher, tutor, and instructor) - Interview - Survey - Observation
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B. Preliminary Summative Evaluation Plan

❑ General Evaluation Information

The purpose of the summative evaluation is to see if the final WBLS was effective, efficient and had an appealing design. This evaluation will take place after the full implementation of all the content modules and final Google Slides presentation included in the WBLS. The evaluation will allow us to gather and evaluate feedback from Stanton Middle School co-teachers, course instructor, and most importantly the students that have completed the assignment. Google forms will be used for the survey and it will be found in the last section of the WBLS. Each of the students already have a Google account and is familiar with using Google Forms.

The time frame for students to complete each module would be approximately one hour and 30 minutes, which is one and a half class periods. The first three module will take approximately five class periods. The Google Slides final project and summative evaluation will take the students three full class periods to complete. The overall WBLS will take the students approximately eight full class days to complete, with each class being an hour in duration.

☐ List of Materials to be Examined

Materials to be examined:	
Design Plan	<input type="checkbox"/> Learning objectives and goals align with the State 8th grade Social Studies content standards. <input type="checkbox"/> Instructional assessment, discussions, and activities. <input type="checkbox"/> Instructional strategies and content. <input type="checkbox"/> Instructional technologies
Prototype and Websites	<input type="checkbox"/> Objectives and learning goals <input type="checkbox"/> WBLS interface (Google Tools) and ease of navigation <input type="checkbox"/> Instructional content and materials <input type="checkbox"/> Graphics (pictures/fonts/color) for appropriateness <input type="checkbox"/> Application for students with learning disabilities

☐ Table of Preliminary Planning for Summative Evaluation

Evaluation Criteria	Main Questions	Data Sources
Effectiveness	-Were the final objectives/ learning goals met? -Did the learners believe the WBLS was beneficial to learning?	-Observations -Survey -Assessments (Mini Quizzes and Google Slide presentation)
Efficiency	-How long did it take for learners to complete each module? -Did the overall design promote ease of use and navigation throughout the WBLS?	-Observations -Survey
Appeal	-Did the learners enjoy using the WBLS during the assignment? -Would learners be interested in using another WBLS for future learning activities? -Did the WBLS allow the learners to be engaged and be active members in the WBLS?	-Observations -Survey

Instructional Strategy Plan

The web-based learning system (WBLS) that we will be creating is based on 8th grade U.S. History content standards that cover the causes, effects, and social impact of the Civil War.

Orientation to Learning	Instructional Strategy
Provide an Overview	<ul style="list-style-type: none"> -First student will be provided an overview of the WBLS in class. -Students will be shown the URL of the WBLS and provided a discussion over each module and its contents (assignments, informational websites, and history videos). -Assignments (mini quizzes and graphic organizers) will be clearly explained. -Breakdown of discussion post requirements during the WBLS. -Due dates and pacing chart for completion of modules and Slide Show project will be addressed and written on board throughout the WBLS experience.
State the Objectives and desired performance outcomes	<ul style="list-style-type: none"> -Teacher will go over class rules and regulations on how to properly use technology. -Students will: <ul style="list-style-type: none"> • Read a list of goals and purposes • Read essential questions -Show students main learning objectives on board (digital projector): <ul style="list-style-type: none"> • students will be able to distinguish the differences between political positions of the Northern and Southern states on sectional issues of the 1820s through the 1850s. • students will be able to describe how disputes over the nature of federalism

	<p>fed into sectional issues and helped lead to the American Civil War.</p> <ul style="list-style-type: none"> students will be able to describe the major effects of the Civil War and how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences. <p>-8th grade Social Studies standards for Ohio.</p>
Explain relevance of instruction	<p>-Will discuss major events, people, and conflicts that led to early sectional issues.</p> <p>-While going over the requirements and set up of the WBLS, teacher will discuss the Impact to Today Slideshow project. Teacher will point out that events from Civil War have influenced the U.S. today.</p> <p>-Teacher will have pose quick brainstorming activity on board stating “How do you think the Civil War impacts you today?” This will bring up ideas that students may use for their final SlideShow presentation.</p>
Assist learner recall of prior knowledge, skills, and experience.	<p>-A short pre-assessment will be given to the students. The pre-assessment will contain questions that they will eventually be answering within the mini quizzes. The pre-assessment will allow us to know the level of pre-existing knowledge of the students. The pre-assessment will also allow us to compare how much knowledge the students gained after completion of the WBLS.</p>
Provide directions for how the learner is to start, navigate, and proceed through the lesson.	<p>-There will be an initial overview of the content, modules, objectives, and discussion board of the WBLS.</p> <p>-Students will also be made aware of due dates for each module and final project (located in the calendar tab).</p> <p>-The teacher will also demonstrate how to navigate the site to the students in class on the SMARTboard.</p>

Instruction on the Content	Instructional Strategy
Present content information	<p>-This WBLS is being used to help support gaps of information that is not provided in our 8th grade social studies Textbook.</p> <p>-Content will be provided in various ways such as informational websites, pictures, and videos.</p> <p>-The WBLS will be designed for students to be more engaged in finding important information, which promotes discovery learning.</p>
Provide learning cues	<p>-Since this project will be completed in a F2F environment the teacher can provide any assistance that students require.</p> <p>- If students are working away from classroom and has a problem with the WBLS they can access the Troubleshoot page for help.</p> <p>-Graphic organizers/worksheets will be available for students to print off and record important information in an organized manner.</p> <p>-The teacher can also provide feedback to the student's discussion board posts if needed.</p>
Present opportunities for practice	<p>-During the required participation on the discussion boards, the teacher can add additional questions or comments to present added practice of information/content.</p> <p>-Students can practice mastery of key terms or people by using the Quizlet program or study.com.</p>
Provide feedback on practice performance	<p>-Feedback will be provided during discussion board posts.</p> <p>-Instant feedback will be provided from Google Forms mini quizzes within each module.</p> <p>-Student will receive F2F feedback from teacher within the classroom.</p>

Provide review of and close the unit instruction	<p>-Students will be required to review information in each module in order to complete the mini quizzes and complete the required graphic organizers/worksheets.</p> <p>-The final Slideshow project will require students to review the information they learned in each module and throughout the entire WBLS.</p>
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Measurement of Learning	Instructional Strategy
Assess performance	<p>-We will use Google Form mini quizzes that students will complete at the end of each module.</p> <p>-Discussion board responses will be required for each module.</p> <p>-A Google Slide final project must be completed by the students. This project will focus on the impact of the Civil War on modern society.</p>
Advise learner of scores progress	<p>-A rubric will be provided that includes all requirements/tasks students must complete throughout the WBLS.</p> <p>-The rubric will cover a grade for each module (mini quiz, graphic organizer/worksheet, and discussion board post).</p> <p>-The rubric will be given to students so they can self check their progress and make sure all tasks are being completed.</p>

Summary and Close	Instructional Strategy
Provide opportunities for retention	<ul style="list-style-type: none"> -Expand expertise and skills by providing more in depth questions. -Final project (google slide) with pertinent information. -Post to a reflection discussion board sharing one thing that the student learned through using the WBLS.
Provide remediation for unmet objectives	<ul style="list-style-type: none"> -Modified assessments /activities may be offered. -Explore additional resources. The student will check with teacher to ensure quality of resources. -Review responses and replies to understand their errors. Student have opportunity to redo/fix their mini quiz scores to learn from mistakes and improve comprehension of material.
Enhance and enrich learning	<ul style="list-style-type: none"> -Discussion boards can be left active for further student interaction. -Summarize and review modules for clarifications -Provide additional examples to reinforce.

Task Analysis Report

Initial Task List

Civil War Causes, Effects, and Impact on Today's Society.

System Access and Awareness

Using the website students will be able to:

Understand the course layout and navigate the WBLS.
Correctly log in and out of the Google account and access Google Site.
Navigate through all pages and modules through Navigation Bar.
Know where to find needed materials to complete modules and Final Slideshow Project.
Know where to find Discussion Board posts.
Know where to access calendar for assignment due dates.
Know where to find useful resources and contact instructor for help.

Learning Materials

Using the website students will be able to:

Understand the purpose and course objectives on the Main Page.
Know and understand requirements for each module.
Know how to access all informational websites, videos, and graphics.
Know how to download and print out all webpage content if needed.
Know how to navigate to external web links.
Know how to play, pause, and fast forward video functions.

Discussion

Using the website students will be able to:

Know how to access Discussion Board via Google Docs.
Know how to properly respond to Discussion Board questions.
Know how to add appropriate questions to Discussion Board.

Assessments
<p>Using the website students will be able to:</p> <p>Know how to access Google Quizzes and Survey.</p> <p>Know how to collaborate and discuss ideas within documents and discussion posts.</p> <p>Know how to access Google Slides Final Project module and information.</p> <p>Know how to send/share Google Slides Final Project to instructor for assessment.</p>
Help
<p>Using the website students will be able to:</p> <p>Contact the instructor for help via e-mail.</p> <p>Ask for clarification from peers or the instructor.</p> <p>Re-read each module lesson and/or directions.</p>

Initial Functional Task List

System Access and Awareness	
Task	Function Requirement
<ol style="list-style-type: none"> 1) Understand the course layout and navigate the WBLS. 2) Correctly log in and out of the Google account and access Google Site. 3) Navigate through all pages and modules through Navigation Bar. 4) Know where to find needed materials to complete modules and Final Slideshow Project. 5) Know where to find Discussion Board posts. 6) Know where to access calendar for assignment due dates. 	<ol style="list-style-type: none"> 1) Written instructions and/or media will be posted on the home page / Introduction page. Teacher will walk WBLS set-up with class. 2) URL will be active. Students already have school assigned Google accounts. 3) Navigation bar will be standard on all pages: Links must be the same on each page and include link back to the homepage. 4-5) All modules will be formatted similarly . 6) Ability to access and utilize calendar features 7) Ability to send, receive, and reply to a message to/from colleagues and instructor.

<p>7) Know where to find useful resources and contact instructor for help.</p> <p>8) Have access to internet.</p>	<p>8) Must be able to access the internet and have good signal</p>
Learning Materials	
Task	Function Requirement
<p>1) Understand the purpose and course objectives on the Main Page</p> <p>2) Know and understand requirements for each module</p> <p>3) Know how to access all informational websites, videos, and graphics</p> <p>4) Know how to download and print out all webpage content if needed</p> <p>5) Know how to navigate to external web links</p> <p>6) Know how to play, pause, and fast forward video functions</p>	<p>1) Objectives will be posted each module page; overall objective will be listed on the homepage</p> <p>2) Instructions on how to use media will be posted to the home page</p> <p>3) Embed videos on pages with appropriate audio</p> <p>4) Ability to locate and print out papers to designated student printer</p> <p>5) Ability to locate and use designated sites in organized manner when several window tabs are open.</p> <p>6) Ability to adjust the volume as needed; these buttons should be clearly marked.</p>
Discussion	
Task	Function Requirement
<p>1) Know how to access Discussion Board via Google Docs</p> <p>2) Know how to properly respond to Discussion Board questions</p> <p>3) Know how to add appropriate questions/comments to Discussion Board</p>	<p>1) Instructor will show where to access discussion board posts during WBLs instruction/directions.</p> <p>2) Ability to respond to Peers posts as well as edit or delete their own post.</p> <p>3) Ability to understand post policy explained in detail by instructor.</p>
Assessment	
Task	Function Requirement
<p>1) Know how to access Google Quizzes</p>	<p>1) Ability to access quizzes through</p>

<p>and Survey</p> <ol style="list-style-type: none"> 2) Know how to collaborate and discuss ideas within documents and discussion posts 3) Know how to access Google Slides Final Project module and information 4) Know how to send/share Google Slides Final Project to instructor for assessment. 	<p>modules and navigational tabs.</p> <ol style="list-style-type: none"> 2) Instructions will be clearly written in user friendly terms 3) Links will be clearly marked and working to be found easily. 4) Ability to share project through Google Docs to instructor's e-mail.
Help	
Task	Function Requirement
<ol style="list-style-type: none"> 1) Contact the instructor for help via e-mail. 2) Ask for clarification from peers or the instructor. 3) Re-read each module lesson and/or directions. 	<ol style="list-style-type: none"> 1) Needs to be active email links sent to the instructors and problem description in the Help section. There should be a bright or flashing symbol /word for the user to quickly find the email link. 2) Ability to ask instructor specific questions to clarify problems. 3) Ability to relocate and read objectives/instructions as needed.

B. Prioritized Task List

<p>Core *</p> <p>Important +</p> <p>Nice to Have -</p>
System Access and Awareness

- *Understand the course layout and navigate the WBLS.
- *Correctly log in and out of the Google account and access Google Site.
- *Navigate through all pages and modules through Navigation Bar.
- *Know where to find needed materials to complete modules and Final Slideshow Project.
- *Know where to find Discussion Board posts.
- +Know where to access calendar for assignment due dates.
- +Know where to find useful resources and contact instructor for help.

Learning Materials

- *Understand the purpose and course objectives on the Main Page.
- *Know and understand requirements for each module.
- *Know how to access all informational websites, videos, and graphics.
- +Know how to navigate to external web links.
- +Know how to play, pause, and fast forward video functions.
- Know how to download and print out all webpage content if needed.

Discussion

- *Know how to access Discussion Board via Google Docs.
- *Know how to properly respond to Discussion Board questions.
- +Know how to add appropriate questions to Discussion Board.

Assessment

- *Know how to access Google Quizzes and Survey.
- *Know how to access Google Slides Final Project module and information.
- *Know how to send/share Google Slides Final Project to instructor for assessment.
- +Know how to collaborate and discuss ideas within documents and discussion posts.

Help

- *Contact the instructor for help via e-mail.
- +Ask for clarification from peers or the instructor.
- Re-read each module lesson and/or directions.
- Know how to access external resources

C. Prioritized Functional Requirements List

Core *
Important +
Nice to Have -

System Access and Awareness

- *Written instructions and/or media will be posted on the **home page / Introduction** page.
- *Teacher will walk WBLS set-up with class.
- *Must be able to access the internet and have good signal
- +URL will be active. Students already have school assigned Google accounts.
- +Navigation bar will be standard on all pages: Links must be the same on each page and include link back to the homepage.
- +Ability to access and utilize calendar features
- Ability to send, receive, and reply to a message to/from colleagues and instructor.
- All modules will be formatted similarly.

Learning Materials

- *Objectives will be posted each module page; overall objective will be listed on the homepage.
- *Instructions on how to use media will be posted to the home page.
- *Embed videos on pages with appropriate audio.
- +Ability to locate and print out papers to designated student printer.
- +Ability to locate and use designated sites in organized manner when several window tabs are open.
- Ability to access appropriate Google tools on WBLS
- Ability to adjust the volume as needed; these buttons should be clearly marked.

Discussion

- *Instructor will show where to access discussion board posts during WBLS instruction/directions.
- *Ability to respond to Peers posts as well as edit or delete their own post.
- Ability to understand post policy explained in detail by instructor.

Assessment

- *Ability to access quizzes through modules and navigational tabs.
- *Ability to share project through Google Docs to instructor's e-mail.
- +Instructions will be clearly written in user friendly terms
- Links will be clearly marked and working to be found easily.

Help

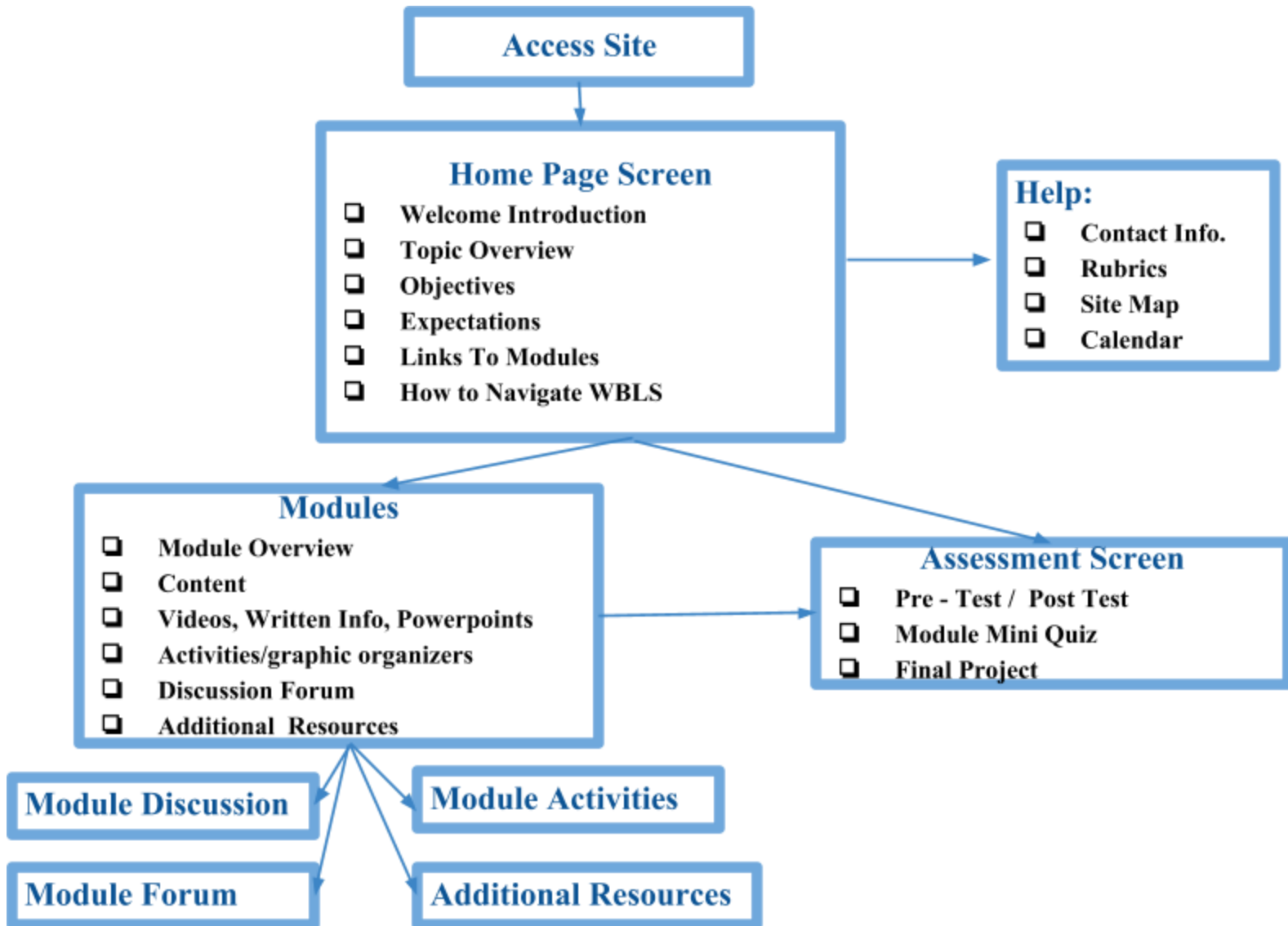
- *Needs to be active email links sent to the instructors and problem description in the Help section. There should be a bright or flashing symbol /word for the user to quickly find the

email link.

+Ability to ask instructor specific questions to clarify problems.

+Ability to relocate and read objectives/instructions as needed.

D. Task Flow Diagram



Scenarios

Scenario 1

Envision a student who is in a hurry and wanting to be as efficient as possible in an individual learning task.

Civil War Causes, Effects, and Impacts on Today's Society

For the following scenario, Philip is a student who is in a hurry and wants to be as efficient as possible in an individual learning task. In this assignment, the following scenario will address the questions posed. The student will complete the following tasks in sequential order for each module covered in the WBLS. Based on what has been developed in the task and functional requirements lists, this student would have to develop a strategy to efficiently analyze, gain knowledge, and synthesize each of the objectives being addressed in each section. The user intends to complete the requirements for the WBLS in an efficient way whereby they master the objectives in an individual learning task. The student will complete the full requirements and demonstrate proficiency in a timely fashion. The user will strive to complete the objectives in a way that is consistent with requirements set forth in the course. The user should follow the guidelines for the requirements in each of the modules in a systematic manner. The user has the option of independently working at their own pace to complete the modules. The students should complete all required tasks and fulfill all requirements in way consistent with guidelines set forth in the course expectations. There are a number of physical constraints. One constraint is lack of a physical instructor when a class is not in session. A second physical constraint would be a possibility that the user may not have the needed materials at home, such as computer or internet access to use the WBLS. Social constraints exist as well. A social constraint may be the lack of peer interaction when not in class. The users study the information and apply the knowledge on tests, quizzes and discussion boards, graphic organizers and surveys. The scenario has enough detail in each module for another designer to understand what the user is doing. Each task has a function related to the WBLS and the user is guided through the module objectives. It is realistic and helpful if the tasks are completed in a sequential order. Each task relates to the functioning of the WBLS and completing the objectives is necessary to achieve the objective.

Scenario 1

Philip is an 8th grade student. Philip has a high level of cognitive ability. Philip achieves excellence in all of his courses. Philip is active and is known for keeping a planner to balance his class work and his extra-curricular activities (Student Government and Swim Team). Philip is a

leader and maintains his grades while participating in swim training and competitions. Philip usually does his work independently as he is often away with swim team completing assigned independent work by deadlines. Philip has a bit of down time while away. Therefore, Philip is accustomed to independent study and performs well on quizzes and tests. Philip is an above average student and scored one of the highest in his class on standardized tests. Due to his high level of thinking and ability to complete his work efficiently and timely, Philip prefers to work independently and work at his own pace. Philip is creative and has developed an independent study regiment by using checklists to accomplish his assignments.

In the beginning, the teacher will explain all parts of the WBLS. Each component will be clearly defined including the features, content, assigned tasks and modules and assessments. Philip quickly reads through as the teacher explains taking notes for his planner. Philip asks questions to gain clarification about advanced pace learning, and if it is allowed. The teacher gives the students the website URL and allows students to log on and follow along. After listening to the instruction, Philip begins by taking the Civil War Pre-Assessment. Philip will get instant feedback from the Google Quiz pre-assessment which will allow him quickly analyze what he needs to work on to fill in his minimal learning gaps . Philip has prior Civil War knowledge and performs well on his Pre-Assessment demonstrating advanced knowledge. Philip then begins to explore the modules in sequential order. Philip uses his notebook and creates a checklist of assignments that he needs to complete at the beginning. For the modules, Philip writes down each module and the task that he is required to complete. He sees that there are supplements to each task and is mindful that the informational websites, videos, articles and photos are listed properly on his checklist. The teacher explains that all independent research must be proven valid and the website must be authentic. Philip takes into consideration that he must complete a graphic organizer per module and also places that in his notebook checklist. Philip notices that quizzes are required at the end of each module and is aware that he will be able to retake quizzes to get a higher grade. Philip is also aware that he can double check the information in his graphic organizer before taking the mini-quizzes. Philip understands he can ask questions regarding either the graphic organizer or the mini-quizzes.

Philip then completes his own personal checklist on his own, following module guidelines and teacher instruction in the sequential order outlined. He then develops a list of things yet to be completed. He lists discussion board submissions and discussion post reviews. Philip completes his responses for the discussion boards. Philip realizes that he has to respond to his peers, however, he is moving at a slightly faster pace. While the other students are completing tasks that Philip has done already, Philip moves on to other modules. After the completion of a module, Philip has to go back and respond to classmate posts. Once he completes this part, he can go on to the final project on Google Slides. Philip's familiarity with Google Slides features from another class helps him to begin exploring resources for the Google Slide Project. Philip chooses from the list of topics, events and ideas provided by the teacher. Philip then chooses how

his choice has had an impact on the United States today. Philip has to choose three different events, topics or ideas and create separate slides based on them. Philip chooses from the following: technology/industry, politics/government, weapons/warfare, transportation, medical advancement and geographical expansion. Philip chooses technology/industry, politics/government and geographical expansion. After posting to final discussion posts and reviewing his own project, Philip completes his project and submits it to his Google account. Philip confirms that his teacher receives his project.

Scenario 2

Envision 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.

Anna is a 8th grader and is a member of our school's gifted program. She excels in school and often strives to get perfect scores on all assignments, projects, and tests. Anna has a very large vocabulary and often scores the highest in the school on standardized testing. She enjoys writing, and she is part of the Power of the Pen club at school. In her free time she is writing her own novel, and constantly is reading books in class after she has completed all her work. When Anna is not writing she also is a member of the Girl Coders group that teaches students beginner level coding skills and website design. She seems to love any assignment I provide that involves writing, vocabulary comprehension, or the use of technology. It seems the more academic information I provide Anna, the more engaged she becomes, and her work showcases above grade level ability. Anna is not opposed to working in groups, but enjoys being challenged, and group work can often slow her down. The WBLS will be a combination of individual and partner work. Anna has the opportunity to learn at an accelerated rate yet also work with a partner so she can share her knowledge with her partner.

In the beginning of class the teacher will explain all parts of the WBLS. This will entail showing all the students in the class the features, content, assignment tasks/modules, and assessments of the WBLS. Before the teacher describes all the parts of the WBLS, all students will be given the website URL so they can follow along with the instruction. Once Anna has listened to the instruction, she will start by taking the Civil War Pre-Assessment to measure her level of knowledge on the subject. It is assumed she will score fairly high on this assessment compared to her grade-level ability peers. She then will start to explore the information in each module and complete the provided tasks. Each module will have several informational websites, videos, articles, and photos. Since Anna likes to find additional information she has the flexibility to search for her own informational websites, videos, and articles. However, the teacher will explain that students must verify that the website is authentic. The fact that the teacher must approve any additional sites used, may be a small constraint if Anna is working on the WBLS outside of the classroom. While Anna is exploring the information pieces in each module, she will be filling out the provided graphic organizers. This is important because she knows that the

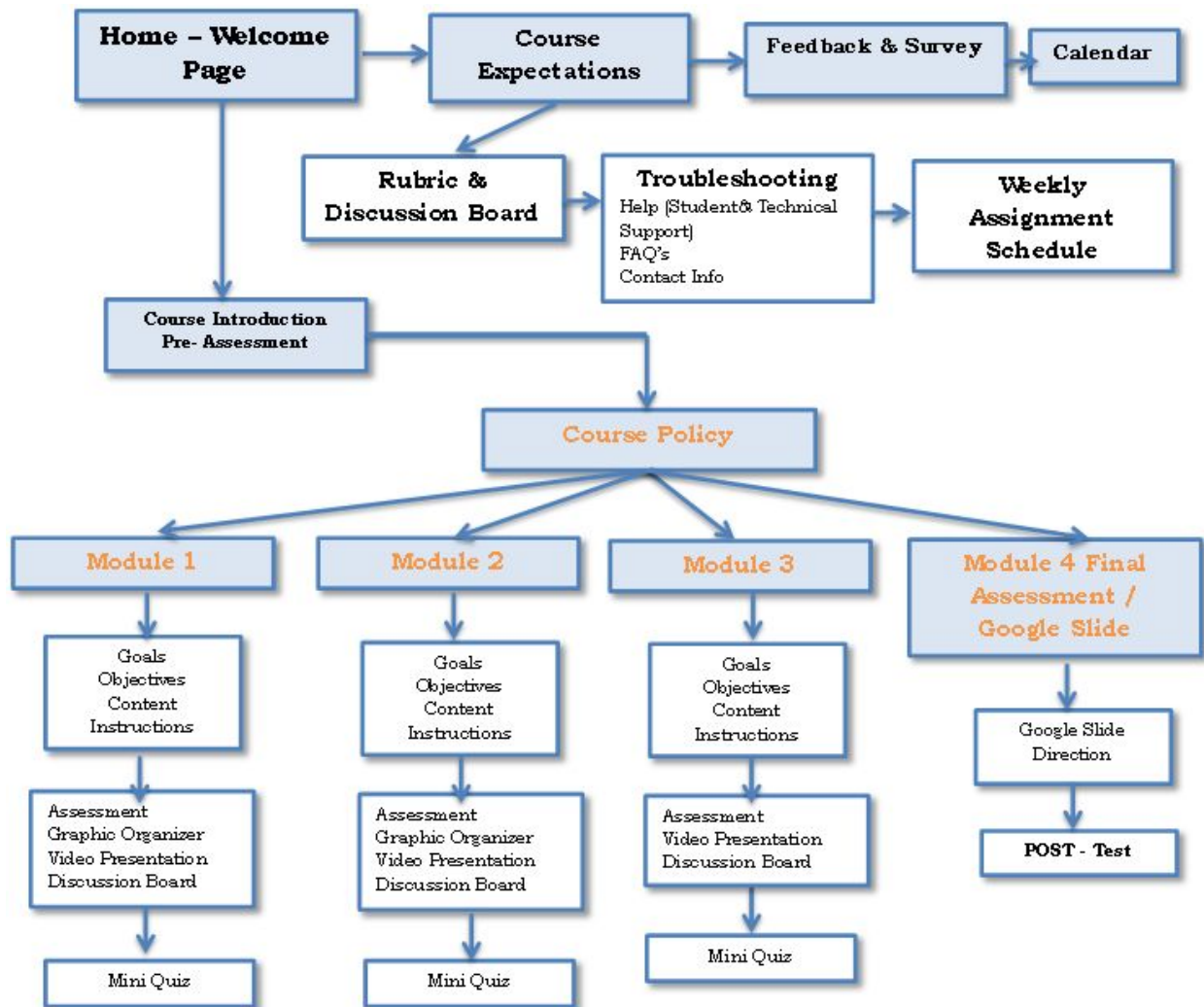
information in the graphic organizers will help her score well on the mini quiz at the end of each module. All students are allowed to retake each module's quiz until they receive their desired grade. Students are also allowed to verify the accuracy of their information by referring to the graphic organizers before they take their mini quizzes. Anna often likes to make sure that her work is of a high level, so we can assume she will be asking questions to make sure her graphic organizers have all the required information.

After she has completed the graphic organizers and mini quizzes, Anna then will provide a detailed response to the discussion questions. Students will also be required to respond to at least one of her peers discussion posts. This will allow her to showcase her writing skills and knowledge of each module's topic. Since Anna is a high level thinker she will add concepts/ideas that will help her peers think more deeply about the Civil War and the content being presented in the WBLS. Since Anna will be working at a quicker pace than most of her peers, she may be slowed down slightly, because she will have to wait for her other classmates to respond to the initial discussion board post before she can respond to their posts. In the meantime, Anna can move on to the other modules so that she can work at a faster pace.

Once Anna has completed all the required tasks in each module, she can move on to the final Google Slides project. She can always go back to the discussion board to respond to her peers posts if she is significantly ahead of the rest of the class. This project will be completed with a partner, which may slightly slow Anna down. However, she also has the opportunity to be able to play the teacher and help her partner out with any misconceptions or tech problems he/she may encounter. Since she is "tech-savvy", Anna will already know how to use most of the features of Google Slides. She can teach her partner how to better use Google Slides and its features. She and her partner then can dive right into using the knowledge learned in the previous modules, and explore new resources to complete the Google Slide project. This project will challenge Anna as well as her partner to connect the information she learned throughout the WBLS and apply it to the Civil War Google Slides project. The Civil War Google Sites project allows Anna and her partner to choose between several topics, events, or ideas that the Civil War brought about, and how those topics, events, or ideas have impacted the United States today. The project requires students to analyze three different topics, events, or ideas and create three separate slides based on those topics. The topics for this project include, but are not limited to technology/industry, politics/government, weapons/warfare, transportation, medical advancements, and geographical expansion. If Anna and her partner finish early, they can also add a fourth topic to her Civil War Google Slide project for extra credit points. Once they have completed the requirements for this Google Slide project, she and her partner will share their project through her Google account to the teacher's Google Drive for assessment. In addition, Anna and her partner have the option to learn more about the Civil War by exploring some of the additional resources the teacher provided within the WBLS in the "additional resources" section.

User Interface Specification

A) Site Map - Interface Design of WBLS



B. Activity Guide/ Direction

- 1) **Login**- Students will start by logging into their school Google account names. The usernames and passwords have already been provided through their school email account. The students will access the Civil War WBLS through my U.S. History Google Classroom page.

- 2) **Home/Welcome Page-** The Home/Welcome page includes a brief introduction for the Civil War WBLS through the use of written text. The introduction gives a purpose for the WBLS.

❖ ***Welcome Page Introduction-*** This Web-Based Learning System (WBLS) is designed for you as the student to explore and discover some really cool information about the American Civil War. Many historians have called this conflict the bloodiest war in our nation's history! Not only did this war leave over 600,000 Americans dead, but it also was the only time that our nation literally divided into TWO separate countries. Though there is no lack of drama when it comes to the Civil War, sometimes history class can be a bit of a drag. So the intention of this website is for you (the learner) to become your own teacher! Even though you may not know much about the Civil War now, once you have completed this WBLS you will become a certified Civil War expert. There is plenty of cool websites, videos, and pictures for you to get a first hand experience of the Civil War. Your job is to learn as much as possible about the causes, effects, and lasting impact of the Civil War by completing all the requirements in each module. To start your Civil War adventure click on the Navigation tab (in the top left corner of this page), and then visit the Course Expectations link to learn more about the weekly/daily tasks and expectations. Good Luck historians!

All the pages for each part of the WBLS are located along the side of the page. Once students click in the top left corner of the screen, they can access all the needed information, modules, and tasks to easily find what they need throughout the WBLS. The navigation bar has the following tabs:

➤ **Home**

-Course Expectations

-This page gives the general setup and explanation of the how the WBLS is designed. It also discusses the class policy on late work and makes sure students have access to a reliable internet connection. The Course Expectation describes the tasks and discussion board requirements for each module. The final assessment is also mentioned in this section. The information is in chronological order so students know which tasks they must complete first, and which tasks come next. There is also a simple list of information about the overall purpose of the Civil War WBLS. In addition, this page includes our "Netiquette" policy which describes how to properly use the WBLS in an appropriate and effective manner.

-Rubric and Discussion Board

On this page, the user will receive the general rubric and point break down of all the modules, tasks, discussion board posts, and final Google Slides project. There will also be a separate rubric created to further break down the requirements for the final Google Slides project. The rubrics will be created in a separate Google Doc on this page, and clearly labeled. The discussion board criteria will be included so students know exactly what they must accomplish to receive full credit. This information will be neatly organized so students can quickly and easily see how to use the Google Groups tool, and how to post their responses to the discussion board question in each module.

-Troubleshooting

The Troubleshooting page is designed for students to ask questions about technical issues that may occur or student support if needed during the learning process. There are email address contacts so students can alert the instructor with any technology problems. This section also contains simple helpful hints to solve common computer issues.

-Additional Resources

The additional resource page contains extra informational sites, primary sources, pictures, and videos. These resources can be used by students for their final Google Slides project or just to learn some new and interesting facts about the Civil War.

➤ Course Introduction

On the Introduction page there will be the general outline of what the student must accomplish in each module. In the modules the students will have specific tasks to complete before they move onto the next module. The first task students must complete in each module is researching the topic. Provided in each module are informational websites and videos so students can become “experts” of the given topic. Then once students have a thorough understanding of the topic, they can complete the graphic organizer. Students can either print out a physical copy or complete the graphic organizer digitally and share it with the teacher. After the graphic organizer students will then participate in the discussion board assignments. Students will answer the discussion board question and then reply to one (or more) of their peer’s responses. The students will have to post to the discussion board in the first three modules. There will be a weekly task schedule that students can refer to in order stay on track to complete the modules on time.

Below are the general directions to follow to complete the tasks for each module:

- 1. Read the provided informational articles in each module. Take your time on this step because this will be your basis of information to complete each module. You may refer back to these articles while completing the required tasks if needed.*
- 2. Watch the You-tube Videos. These videos will provide additional information to clarify the topic information in each module.*
- 3. After thoroughly examining the informational websites and videos, you can start to fill out the graphic organizer. Graphic organizers will only be available in Module 1 & 2. You may either print out the graphic organizers or fill them out digitally. Once complete, you may either physically turn in the graphic organizer to the teacher, or if completed digitally simply share the document to the teacher via your google account. You can share digitally completed graphic organizers to my e-mail at ke_bcaipen@kent.k12.oh.us.*
- 4. Once the graphic organizer is complete, you can then take the Module Mini Quiz. This is a short assessment that covers the main topics you should have learned in each module. The link for the discussion board will be located in each module’s page for easy finding. If you do not like the original score on the quiz, you may retake it to receive a better score.*
- 5. The final task for each module is to respond to the provided discussion board question. Before responding please read the Netiquette policy to ensure you are abiding by our discussion board rules. After you have posted your thorough response (see below for details to include in post), you then are required to comment on at least one (or more if you want) of your peers discussion board posts. You must include at least **one strength** of the post, and **one disagreement/weakness/argument** about the comment.*

Please Comment in [Google Hangout](https://hangouts.google.com/) as follows:

<https://hangouts.google.com/>

- *Your Name:*
- *Directly answer the module discussion board question. Response must be a least one paragraph in length (5-6 sentences of direct information or ideas).*
- *What you learned from the current module about the Civil War.*
- *Provide at least one response to a classroom peer (includes at least **one strength** of the post, and **one disagreement/weakness/argument** about the comment).*

NOTE: Make sure you refer to the **Weekly Task Schedule** (look under Course Expectation Page) to make sure you are staying on track to complete each module on time!

-Module 1: Causes of the Civil War

Students will be thoroughly examining the provided informational websites and videos about the causes of the Civil War. Each student will have ample time to look through these materials to become an “expert” on the causes of the Civil War. Once the students have an understanding of the material, they can proceed to take notes using the provided graphic organizer in this module. The graphic organizer is titled ***American Reaches its Boiling Point***. Students will then turn in their completed graphic organizer to the teacher. This can be done by physically printing off the paper, or can be filled out and then shared digitally to the teacher via their Google account. Students can then complete the Mini Quiz that will be a subpage linked to each module. Lastly, students will participate in the Module 1 Discussion Board activity. We will be using Google Groups as the platform for the discussion board. The discussion board link can be found on each module’s page for easy access for students.

-Module 2: Effects Right After the Civil War

Students will be thoroughly examining the provided informational websites and videos about the effects of the Civil War. Each student will have ample time to look through these materials to become an “expert” on the effects of the Civil War. Once the students have an understanding of the material, they can proceed to take notes using the provided graphic organizer in this module. The graphic organizer is titled ***Time to Reconstruct the South***. Students will then turn in their completed graphic organizer to the teacher. This can be done by physically printing off the paper, or can be filled out and then shared digitally to the teacher via their Google account. Students can then complete the Mini Quiz that will be a subpage linked to each module. Lastly, students will participate in the Module 2 Discussion Board activity. We will be using Google Groups as the platform for the discussion board. The discussion board link can be found on each module’s page for easy access for students.

-Module 3: How the Civil War Affected the U.S.A Today

Students will be thoroughly examining the provided informational websites and videos about the lasting impact of the Civil War. Each student will have ample time to look through these materials to become an “expert” on the lasting impacts of the Civil War. Once the students have an understanding of the material, students can then complete the Mini Quiz that will be a subpage linked to each module. There is no graphic organizer to complete for Module 3. Lastly, students will participate in the Module 3 Discussion Board activity. We will be using Google Groups as the platform for the discussion board. The discussion board link can be found on each module’s page for easy access for students.

-Module 4: Final Assessment

On this page students will be creating their own Google Slide presentation based on the information they learned from the previous modules. Students will be making connections between events, ideas, or technology that originated during the Civil War, yet have impacted our society today. There will be a rough example that students will refer to in order to create their project. There will be several general questions and other requirements included in the Google Slide project example. In addition to the slide show example, there will also be a more detailed rubric that students can check over to make sure they fulfill all the projects requirements. Students will work in pairs to share the workload, increase collaboration and share new information.

➤ Feedback and Survey

This page will simply contain the WBLS survey that will be taken by the students once the WBLS is completed. This survey will give us insight on the aspects of the Civil War WBLS that need to be improved.

➤ Calendar

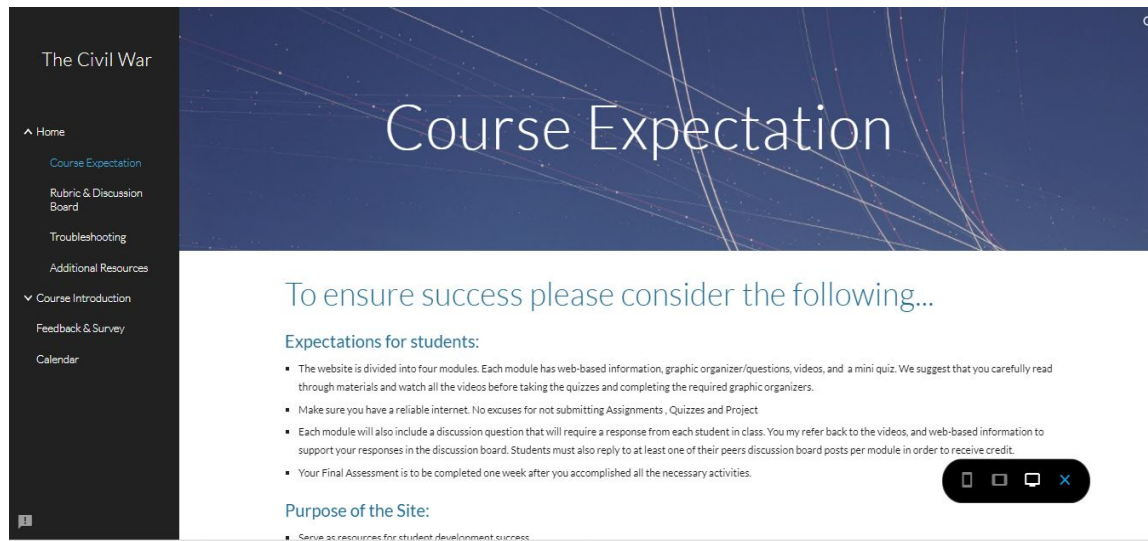
The calendar will be used to help students keep track of major due dates and assignments throughout the WBLS.

B) Main Page Interface

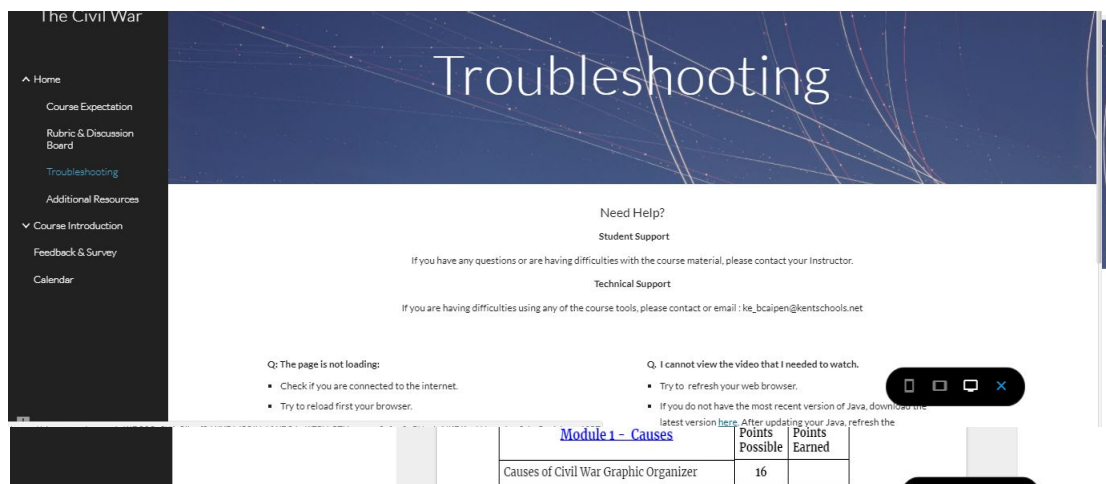


C) Sub Pages Interface

C.1 Course Expectation Page



C.1.2 Rubric & Discussion Page



C.2 Module Introduction Page

The Civil War

Home

Course Introduction

Introduction to Civil War

Module 1 Causes of the Civil War

Module 2: Effects Right after the Civil War

Module 3: How the Civil War Affected the USA today?

Module 4: Final Assessment

Feedback & Survey

Calendar

The Civil War

Welcome to your learning module on Civil War. Each area, numbered by Module 1-4, is linked in the navigation bar on the left side of the screen. You should go through the modules in order, reading, listening, and watching the materials and completing the assessments for each area.

Course Discussion Policy:

- Read the Module carefully and go to: Instructions.
- Moves the conversation forward.
- Contributes to other student's thoughts.
- Introduce a new thought relevant to the materials.
- Participates in exercises

C.2.1 Module Page

The Civil War

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Module 1: Causes of the Civil War

Goals:

Objectives:

Content:

Instructions:

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Module 1 Quiz

Are you done with Module 1 for the Causes of Civil War.

You can start the Mini Quiz 1 in the below google form.

Answer the following questions about the Causes of the Civil War by selecting the correct answer and clicking by CONTINUE.

Do NOT Close/Refresh the page/browser because you will lose ALL previous work!

You may want to write the answers done on a sheet of paper to save the correct answers if you cannot complete in one attempt (for the 2nd chance)

When you are ready to record your final score click "Submit Form"

Good Luck!!!!

C.3 Feedback & Survey Page



D) Prototype

URL of Prototype:(still in progress)

<https://sites.google.com/zip.s.uakron.edu/the-civil-war/home>

Expert and User Review

Revised Evaluation Plan for Formative Evaluation Section:

General evaluation information:

The purpose of the revised evaluation plan is to analyze how we can improve on the design, efficiency, and effectiveness of our Web Based Learning System (WBLS). In order to perfect our learning website it is essential to get useful and productive feedback from subject matter experts and technology experts. Our WBLS is designed to provide the materials, resources, discussions, and assessments for 8th grade students to better understand the Civil War. The reviews from this evaluation plan can allow us to enhance our design to provide the best online learning environment for our students. By utilizing a Google Forms survey, the designers can interview the chosen reviewers, and collect valuable data, and use this data to make essential changes to our WBLS.

Technology Experts

Josh Thomas- A graduate from the University of Akron Instructional Technology Master's Program. He is currently teaching 7th grade science at Stanton Middle School. He is also a member of the technology committee within the district and holds a 4-9 professional teaching license.

Courtney Baliman- Currently is the Technology Coordinator for the Kent school district. She has held many professional development courses for teachers within her district, and has created as well as maintained our school website for the last 8 years. Courtney also has organized our district's transition to an all web-based standardized testing format.

Content Experts

Todd Hunt- Currently is a 6th grade Social Studies teacher at Stanton Middle School. He has obtained his Master's degree in curriculum development from MaryGrove College. He has

served as the social studies department head for five years. Todd has aided in the creation of several Google based web based learning systems, and has presented them in professional development meetings within the district for the last 3 years.

Tom Pekarick- Currently teaches 7th and 8th grade World and U.S. History at Stanton Middle School. Tom has his Master's in Curriculum and Instruction from Kent State University. He also serves as team leader for his pod (team of teachers). Tom helped create the middle school U.S. History and World History standardized assessments used by all the 7th and 8th grade social studies teachers.

Potential Users

Three students were selected to review our WBLS. All three of the students are 8th graders, and members of my class. This ensures my familiarity of their abilities, personalities, and learning styles. One student is considered gifted and has a background in website coding. The second student is of average academic ability. The third student has an I.E.P. and is diagnosed with ADHD. All the students selected have experience using online learning systems.

Materials to be Examined

The following aspects will of the Design Plan and the Prototype/Website will be examined during the Formative Evaluation:

	Materials to Be Examined
Design Plans	<ul style="list-style-type: none">● Objectives and learning goals● Instructional content, strategies, and materials● Instructional assessments (mini quizzes, pre and post tests)● Use of appropriate technology tools to promote learning.
Prototype and website	<ul style="list-style-type: none">● Objectives and learning goals● WBLS interface and ease of navigation● Instructional content/materials● Appeal of overall design● Discussion Board is accessible and students can easily post

Methods and Tools for Formative Evaluation

Evaluation Criteria	Sample Questions	Data Sources
Effectiveness	<p>Goals:</p> <ul style="list-style-type: none"> • Are the goals age and content appropriate (Grade 8)? • Are the goals and objectives for each module clear and measurable for the content? Explain. <p>Content:</p> <ul style="list-style-type: none"> • Is there enough content information (websites and videos) for students to complete all the tasks in each module? • Is the social studies content and/or instructional materials accurate and free of errors? • Are there any additional content or instructional materials that you believe we need to add to the website? <p>Technology:</p> <ul style="list-style-type: none"> • Did all the links and applications function properly? Did you experience any difficulties? • Do the instructors and students have easy access to the WBLS and all materials? <p>Message Design:</p> <ul style="list-style-type: none"> • Are directions communicated in a clear manner? • Is the content designed appropriately to communicate to an 8th grade student audience? • Are graphics appropriately used to support learning or are they distracting to the learner? 	<ul style="list-style-type: none"> • Expert/User Survey and checklist. • Interviews with content/technology experts. • Small target group trial and survey.
Efficiency	<p>Goals:</p> <ul style="list-style-type: none"> • Are the goals and the purpose clearly stated? • Do the objectives align with the goals and content? <p>Content:</p> <ul style="list-style-type: none"> • Do the activities promote learning and 	<ul style="list-style-type: none"> • Expert/User Survey and checklist. • Interviews with content/technology experts.

	<p>student collaboration? Explain why or why not.</p> <ul style="list-style-type: none"> • Is the information accurate and up-to-date? • Is each module designed so students can complete the tasks in a timely manner? • Is the content and materials on the site relevant and contribute to learning? <p>Technology:</p> <ul style="list-style-type: none"> • Is access available to learners and instructors outside of school hours? • Are external links, videos, and applications working properly? <p>Message Design:</p> <ul style="list-style-type: none"> • Is the organization of each page allow students to efficiently find what they need? • Is content easy to follow with titles and subtitles? 	<ul style="list-style-type: none"> • Small target group trial and survey.
Appeal	<p>Goals:</p> <ul style="list-style-type: none"> • Are goals relevant to the intended audience? <p>Content:</p> <ul style="list-style-type: none"> • Is the content enjoyable and interesting for learners? • Are there any spelling, grammar, or punctuation errors? <p>Technology:</p> <ul style="list-style-type: none"> • Does the WBLS use up-to-date and relevant technologies to enhance the student learning experience? • Does the WBLS provide the user with an easy to navigate user experience? • Does the technology provide a visually appealing design? <p>Message Design:</p> <ul style="list-style-type: none"> • Is the WBLS clear of unneeded graphics and/or information? • Is the color scheme, font style and screen layout appropriate and appealing? • Is the navigational design and titles easy to use and meaningful? 	<ul style="list-style-type: none"> • Expert/User Survey and checklist. • Interviews with content/technology experts. • Small target group trial and survey.

Relevant Documents/Guides/Instruction

E-mails to Experts/Users

Web Design Expert Review:

Thank you in advance for evaluating our web based learning system (WBLS). This project is a part of our assessment in the University of Akron Instructional Technology Master's Degree program. To better design our WBLS you have been selected to review the layout, contents, and functionality of our educational website. This project has been developed to create a Civil War learning unit in an 8th grade social studies classroom. Consistency and ease of use were key factors in the overall design. During and after exploring the WBLS you will be completing a short questionnaire/survey. For your convenience, this survey will be presented in a Google Form. Your responses will remain anonymous and the data collected will be used for informational and functional improvement purposes only. We appreciate your valuable feedback for the continued development and increased effectiveness of our WBLS. Please note that our site is not yet completed, however you are invited to explore our prototype currently in development. Please make suggestions and feedback via the following links. Thank you!

<https://drive.google.com/open?id=1kVN0Q6L1OHE9vOBQnk9xsZUd44rpYNUlEl-CZLhhEg>
(Technology Expert Survey)

https://drive.google.com/open?id=1ID20CeSWu2iLv-f0tWXDI_jPSJUcVWD3
(Civil War WBLS)

Content Expert Review:

Thank you in advance for evaluating our web based learning system (WBLS). This project is a part of our assessment in the University of Akron Instructional Technology Master's Degree program. To better design our WBLS you have been selected to review the layout, accuracy of social studies content, and functionality of our educational website. This project has been developed to create a Civil War learning unit in an 8th grade social studies classroom. Consistency and ease of use were key factors in the overall design. During and after exploring the WBLS you will be completing a short questionnaire/survey. For your convenience, this survey will be presented in a Google Form. Your responses will remain anonymous and the data collected will be used for informational and functional improvement purposes only. We appreciate your valuable feedback for the continued development and increased effectiveness of our WBLS. Please note that our site is not yet completed, however you are invited to explore our prototype currently in development. Please make suggestions and feedback via the following links. Thank you!

https://drive.google.com/open?id=1VklHpfJKmNBFfOXdlM6VWCm_sTvm71UQ8QcjlID712w
(Content Expert Survey)

https://drive.google.com/open?id=1ID20CeSWu2iLv-f0tWXDI_jPSJUcVWD3

(Civil War WBLS)

Potential User Review:

Thank you in advance for evaluating our web based learning system (WBLS). This project is a part of my assessment in the University of Akron Instructional Technology Master's Degree program. To better design our WBLS you have been selected to review the layout, ease of accessing social studies content, and how easy it is to navigate the educational website. This project has been developed to create a Civil War learning unit in an 8th grade social studies classroom. Ease of use and convenience of learning were key factors in the overall design. During and after exploring the WBLS you will be completing a short questionnaire/survey. For your convenience, this survey will be presented in a Google Form. Your responses will remain anonymous and the data collected will be used for informational and functional improvement purposes only. We appreciate your valuable feedback for the continued development and increased effectiveness of our WBLS. Please note that our site is not yet completed, however you are invited to explore our prototype currently in development. Please make suggestions and feedback via the following links. Thank you!

https://drive.google.com/open?id=1H2CLdr9ZAHSXodd5BADp8JtiO_4eKng4JA-aEhk7_Hg

(Student Survey)

https://drive.google.com/open?id=1ID20CeSWu2iLv-f0tWXDI_jPSJUcVWD3

(Civil War WBLS)

Results/Findings of Expert and User Reviews

Technology Experts:

Both of the technology experts agreed that the navigation being located on the left side of the screen was functional and increased overall organization. In addition, they both said that all the links and buttons used in the site were functional. The embedded Youtube videos also were noted as “working well.” The technology experts liked the “Netiquette” section, which thoroughly went over how students are to properly act while using the WBLS and discussion boards. One of the reviewers suggested to reorganize the “troubleshooting” page from under the Home tab, and place it as its own page link at the bottom of the navigation bar. It was also suggested to change some of the titles to reduce confusion in finding certain features. For example, the Home page should be changed to Course Introduction and Resources. It was also mentioned that the Rubric and Discussion Board instruction page may need to be two separate pages.

The informational websites and videos in each module was viewed as grade level appropriate, and students have a plethora of informational options. However, it was noted that

there may be too many informational websites in the “additional resources” page, and could overwhelm the students. The graphics included for visual appeal were describe as “historically accurate.” However, some of the background pictures were noted as looking busy, and little distracting while reading the text. It was also observed that we could darken the background behind the text on each page from white to a gray color to improve the overall look and readability of the text on each page. Lastly, the experts thought that each module page was well organized, and allowed students to access information quickly/easily.

Content Experts

Generally speaking the content reviewers had positive feedback after looking through the content of our Civil War WBLS. One reviewer liked how the informational videos would help engage the students, and were of high quality. Another reviewer like how the videos had different levels of detail to appeal to a variety of learners. It was also noted how the discussion questions and mini quizzes for each module were very well thought out, and achieve the learning objectives. Additionally, the discussion questions and mini quizzes will show whether or not the students truly have an understanding of the presented material. The final Google Slides Project was viewed as appropriately challenging for the students. However, the project may take awhile for students to complete, due to the requirements involved.

There were a few constructive comments by the reviewers as well. The first aspect that was pointed out was the large amount of websites and videos within each module. One reviewer wrote, “if I were an eighth grader I may be overwhelmed by the number of websites and videos in the Causes module.” There were also some slight grammar errors that were noticed in the introduction page. Another revision to consider was that we may not want to allow retakes on the mini quizzes. The reasoning was that students may just skim the information and guess at the questions, knowing that they can simply retake the quizzes until they get a desired score. This could allow students to rush through the readings and not fully engage in the WBLS. The last suggestion was to incorporate the link for the mini quizzes within each module page. This would minimize unneeded searching, and help streamline the flow of the module tasks.

Potential Users

Overall the students that reviewed our WBLS had useful advice to help make our website more functional. All the students agreed that the assignment expectations and goals were clearly stated and easy to understand. One student mentioned that he understood all the directions, but would it be helpful if the teacher went over the directions in class before they started the modules and final project. The students that reviewed our website have had experience using online learning assignments. The students did mention that the navigation bar was easy to find and had all the information was well organized. However, they did mention the titles could be changed so it would be easier to find some of the features or information within the WBLS. They said that they kept forgetting what page link the rubric and weekly assignment/task page was located.

Many of the students said that they like the overall look of the WBLS, and it looked like “a real website.”

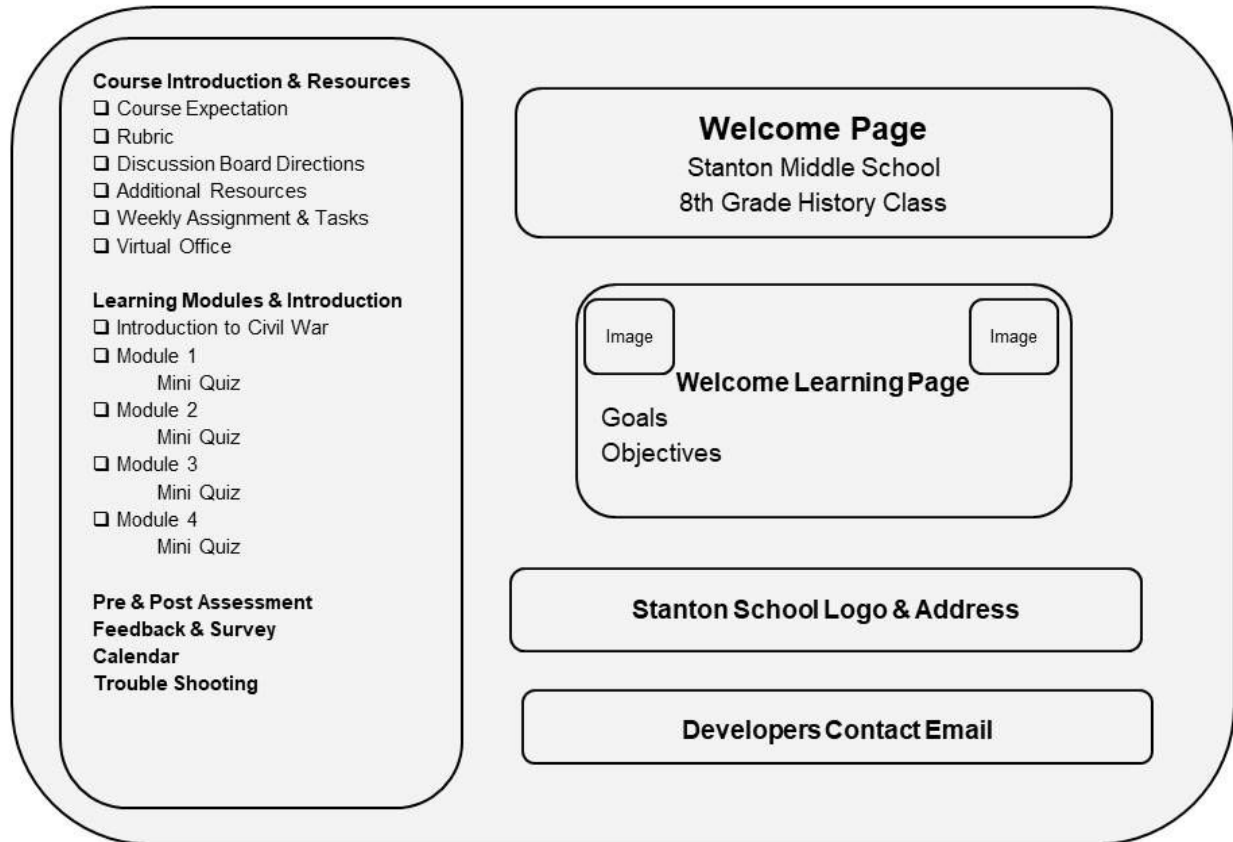
Ideas of modification for design documents

Based on the reviews provided by the Technology Expert, the Content Expert, and the Potential Users, possible modifications to the 8th Grade Stanton Middle School Civil War WBLS include the following.

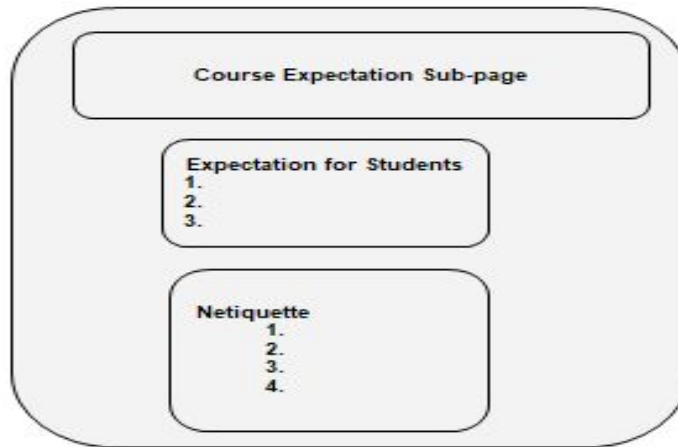
- ☐ WBLS Homepage background image and adjust background color scheme.
- ☐ Reorganize the Troubleshooting page under the hometab.
- ☐ Home page should be changed to Course Introduction and Resources.
- ☐ Mini Quiz page to be link in Module page to reduce confusion.
- ☐ Reduce number of informational websites in Module 1 so students are not overwhelmed.
- ☐ Separate the Rubric and Discussion Board instruction pages.

Prototype

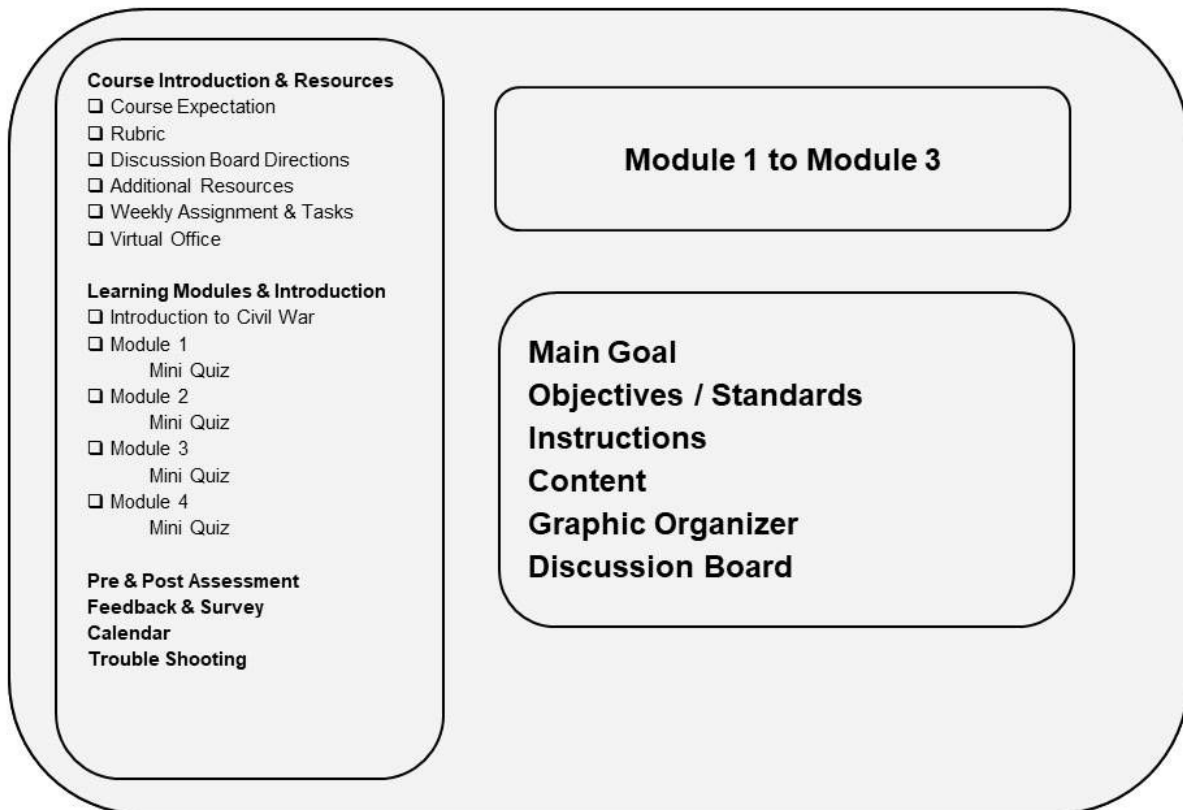
1. Main Page Interface



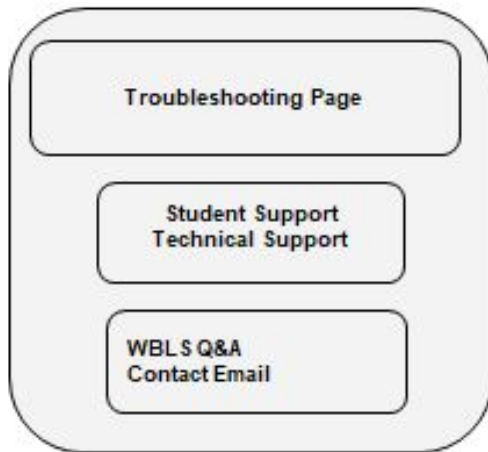
2. Sub Pages Interface



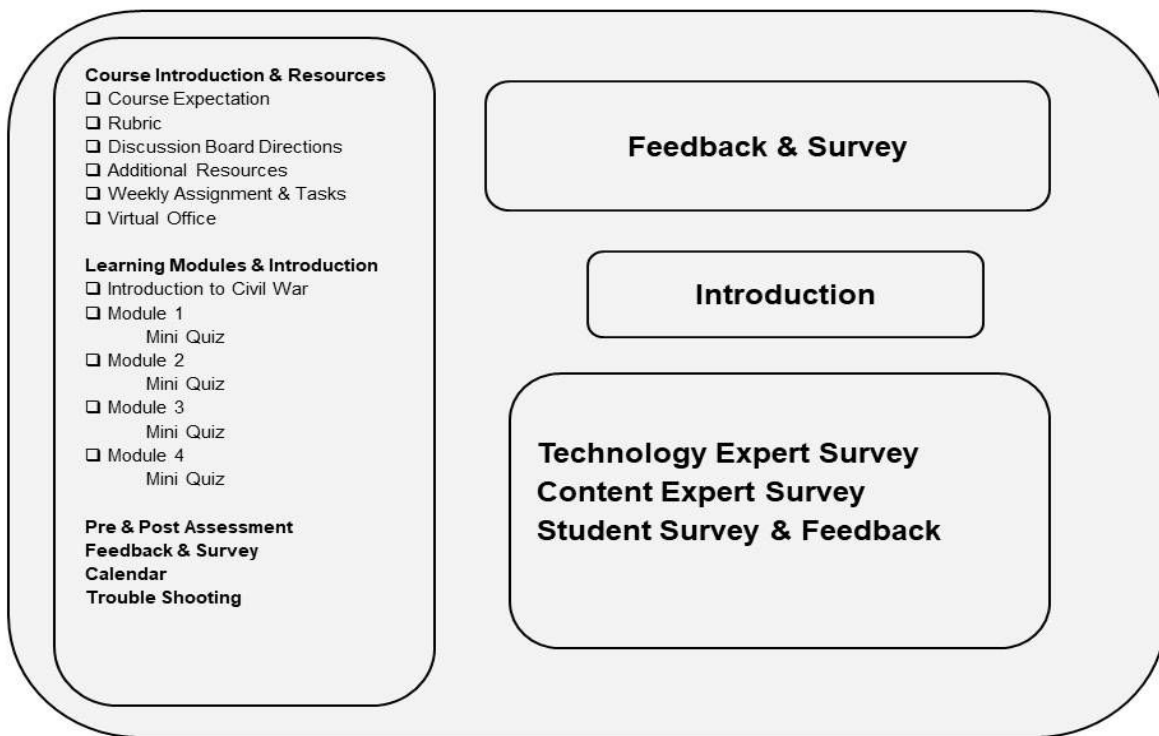
2.1 SubPages Module Interface



2.2 Subpages Interface



2.3 Subpages Interface (Feedback & Survey)



3. Prototype

<https://sites.google.com/zips.uakron.edu/the-civil-war/course-introduction-and-resources>



Usability Plan

Usability Test Plan

Introduction

This usability test will be used to acquire the overall effectiveness of our Civil War WBLS. The participants analyzing and providing additional feedback on the ease of navigation, layout/design, the appropriate use of content, and the appeal of the learning activities. The following information will provide a better understanding of our plan to obtain the feedback that will allow us to create a more functional WBLS.

Time:

The usability test took place over two days. The test was administered during the student's study hall period at the end of the school day from 1:55-2:40. This is the only time that all the students would be able to meet to analyze our WBLS without missing class time.

Location:

The usability test was given to the students in Mr. Caipen's 8th grade U.S. History classroom, which is located at Stanton Middle School in Kent, Ohio.

Technology Used:

The students will be using Google Chromebooks during the usability test. The Chromebooks are new to our Pod of teachers as of November 2017. They already have familiarity with using Google Tools and Chromebooks. They will be using Google Chrome as their internet browser.

Number of Participants:

There are a total of five 8th grade students from my U.S. History class. Three members are the same students that were chosen as potential users review of our WBLS. I thought the precious potential users would be good to use because they are already familiar with our Civil War WBLS. They also could help guide the remaining two students throughout the usability test if needed. The other two students are two other members of my study hall class.

Background of Participants:

I decided to choose this small group of students so there would be a wide range of academic levels, personalities, ethnicity, socioeconomic status, and level of knowledge with technology.

Within the test group there are two students of average ability, one student with an I.E.P., one student with a 504 plan, and one student that is gifted in math.

Learning Goals:

The usability test focused on the ease of navigation, effectiveness of the materials including content, discussion forums, and quizzes. This test was not focused on students completion of the lessons or assessment. The objectives of the usability test is to answer the following questions.

- ☐ Students will understand the requirements and tasks of the WBLS.
- ☐ Student users will follow the directions given in each module in the WBLS.
- ☐ All the links and videos work properly.
- ☐ The students will be able to complete and submit all required assessments.
- ☐ The students will understand the causes, effects, and lasting impact of the Civil War.

Method to Collect Data:

The majority of the data collection was obtained by observations made by Mr. Caipen as the students navigated through the WBLS. I situated the five students in a group of desks in my classroom so I could easily see all of their screens, and watch their progress. I provided headphones for all the students so they could listen/watch the videos that were provided in Module 1 with minimal distraction. The students were also provided with a piece of paper and pencil to write down their thoughts as they analyzed the WBLS. After the students navigated through the WBLS, I also asked a short series of questions to the students as a group for additional feedback.

Learning Tasks:

Participant will visit the WBLS

<https://sites.google.com/zips.uakron.edu/the-civil-war/course-introduction-and-resources>

Participants will complete the following task

1. Visit the WBLS homepage
2. Navigate the Course Introduction and Resources tab and read the information from the following subpages: (on the vertical menu at the left side of your screen)
 - Course Expectation
 - Rubric
 - Discussion Board Directions
 - Additional Resources
 - Weekly Assignment Task
 - Virtual Office
3. Navigate to the link titled Learning Modules and Introduction.
Read the Instructions to the Course Discussion Policy and Introduction to Civil War

- ❖ Navigate to Module 1
 - Read the Main Goal, Objectives/ Standards, Instruction, Content, Graphic Organizer
 - Participate in Discussion Board
 - Navigate the subpages for Mini Quiz.
- 4. Navigate the Pre & Post Assessment
- 5. Navigate the Feedback & Survey
 - Take time to participate the survey for your quality feedback.
- 6. Navigate the Troubleshooting page.
 - Read the content

After completing the Usability test, participant will answer a series of face to face question to Mr. Caipen.

- ☐ What did you like about the WBLS?
- ☐ What did you not like about the WBLS?
- ☐ Were any aspects of the WBLS difficult, overwhelming, or confusing? Why?
- ☐ Did you feel that the WBLS enhanced your learning? Why or why not?

Scenario:

The following scenario is what I presented to my group of students before they tested the WBLS.

Scenario: I first asked the students to be “picky” website analyzers, and to find as many problems as well as strengths of the educational Civil War website. They were allowed to write down any positive or negative aspects of the WBLS as they navigated and worked through the website. The students were to explore and read through the following pages and information:

- Course Expectation
- Rubric
- Discussion Board Directions
- Additional Resources
- Weekly Assignment Task
- Virtual Office

Then the students were asked to work through as much of Module 1 as they could, and participate in the mini quiz and discussion board question.

Relevant Materials for Testing:

- Chromebook/Laptop and reliable internet connection.
- Working URL of our Civil War WBLS
- School username and password

- Paper and pencil for students to record strengths and weaknesses of WBLS
- Short questionnaire for students after usability test.

Findings/Results of the Usability test

After the students had completed the learning tasks for our WBLS, they shared their lists of strengths and weaknesses and also answered a few verbal questions. All the students had no problem signing into their school account and accessing our Civil War WBLS. All the students began by reading the introduction paragraph. I noticed three out of the five students read through the introduction paragraph very quickly which indicates that they just skimmed through the information. The other two students took more time to read the introduction in its entirety. When I asked the students what did they not like about the WBLS, four of the students did mention the introduction was too lengthy and they “kinda skimmed through it.” However, all the students did say that they liked the picture of their school on the introduction page and said “did you take that picture?” I did ask them if all the goals presented on the introduction page were easy to understand, and all the students agreed.

All the students had no problem navigating through the WBLS as a whole, but it did take them a second to find the main navigation menu in the top left corner. The students mentioned that they could find all the necessary links that I wanted them to explore, and all were working properly. When asked if any of the information in the Course Expectations, Rubric, Discussion Board, Additional Resources, Weekly Assignments, and Virtual Office pages was confusing, they all said “no.” One of the students mentioned that they liked the blue background headings on each page. Another student said that they liked having a darker background, and suggested having lighter font and dark background so it “was easier to see.” When I asked the students if the Weekly Assignment page would help keep them on track, all the students agreed that this would be helpful.

I then asked the students if there was anything too difficult or overwhelming in the WBLS, and four out of the five students said that there was a lot of information to learn. The other students mentioned “it may take awhile to look through all the websites.” However, when asked if the videos were helpful and engaging, all the students answered “yeah.” The students also talked about how they had never used Google Groups before, and would need the teacher to show them how to post ideas to their fellow classmates. All the students thought that it was convenient that each module had the discussion board link at the bottom of the page for easy access. Two of the students wrote down in their notes that they did not see the Module 1 mini quiz at first, and it may be easier to see if it was included in the module page. When asked about the overall setup of the module and if the directions were clear, all the students said that they understood the tasks and how to complete the module. Lastly, I asked the students if they had any trouble finding the Pre & Post Assessment, Calendar, Feedback/Survey, and

Troubleshooting pages. All five students agreed that they did not have any trouble finding and navigating through those pages.

Suggestions for Improvements

Base on the feedback of the students after the usability test, we plan to look into the following suggestions to improve the WBLS.

- ❑ Though all students had no problem navigating through the WBLS as a whole, we will make sure all links will open in a new window. Students therefore can have multiple windows open to easily refer back to necessary information.
- ❑ We will consider making the background color slightly darker for enhanced readability.
- ❑ Redesign the Introduction page and opening paragraph.
- ❑ Consider adding a Google Group tutorial video or instructions for students that have never used this tool in the past.

Implementation & Summative Evaluation Plan

Implementation Plan

The Civil War WBLS that we have constructed is part of the Ohio 8th grade social studies standards curriculum. Our intentions for this project is to create a technology based learning unit to increase student comprehension of the Civil War as well as create a more interactive and engaging learning environment. Our Civil War WBLS will be an online based lesson, but will be taking place in a classroom setting so students will have the benefit of face-to-face interaction with their teacher.

This online learning system will be implemented during four 8th grade U.S. History classes that are an hour long in duration, and meet five days a week. Throughout the school there are four social studies teachers that are currently teaching 8th grade U.S. History. The WBLS will be implemented solely in my classroom to start. However, the intention is for the other social studies teachers to incorporate our WBLS into their classroom instruction if they wish. Teachers may fully incorporate our Civil War WBLS or simply use specific features to aid their existing lessons.

Each of the students using the WBLS will begin by first signing into their school Google accounts, and then accessing the WBLS URL in Google Classroom. This will allow the students to access the WBLS easily, and the teacher can monitor student progress digitally if needed. The online format also allowed students to access their work at any time, and not just during school hours. The majority of this WBLS will be completed by the students individually. However, the Final Project task does incorporate small group collaboration. Almost all of the students have ample experience using the Google Tools that are utilized in this online learning system. Nonetheless, the students have the added benefit of the teacher to reinforce concepts/ideas, troubleshoot technology issues, and help students navigate the site. Though students do have experience with online learning tasks, this will be their first experience with comprehensive online learning. Due to this lack of experience, the time it takes to complete the required tasks may take longer than expected, so the timeframe I allotted has taken additional instructional time into consideration. This Civil War WBLS is expected to be implemented in late April through early May during the 2017-2018 school year.

Time Schedule for Implementation

WEEK 1

Day 1	<ul style="list-style-type: none">● Pay attention to teacher while he goes through general setup of Civil War WBLS, and ask appropriate questions when needed.● Navigate Civil War WBLS and learn how the website is setup. Explore Course Expectations, Rubric and Discussion Board, Troubleshooting, Calendar (due dates), and Additional Resources pages.● Complete the Civil War Pre-Assessment.
Day 2	<ul style="list-style-type: none">● Start to explore informational websites, videos, and tasks for Module 1.● Complete the <i>Causes of the Civil War</i> graphic organizer based on the informational websites and videos provided in Module 1.● Share the completed <i>Causes of the Civil War</i> graphic organizer to the instructor (teacher e-mail address will be provided in WBLS).
Day 3	<ul style="list-style-type: none">● Once the graphic organizer for module 1 is completed and shared with teacher, the student may start on the module 1 mini quiz. This can be found under the Module 1 tab.● Students will receive an instant score back from their mini quiz. If needed the student can ask questions to teacher/peers and then retake the quiz for the desired grade.● Students respond to the Module 1 discussion question on Google Groups. After their initial post they respond to at least one of their peer's posts.● Once done with all tasks for Module 1 students will start Module 2.
Day 4	<ul style="list-style-type: none">● Start to explore informational websites, videos, and tasks for Module 2.● After thoroughly exploring the informational websites and videos, students will start on the <i>Effects of the Civil War</i> graphic organizer.● Once completed, share the completed <i>Effects of the Civil War</i> graphic organizer with the instructor.
Day 5	<ul style="list-style-type: none">● After the module 2 Effects of the Civil War graphic organizer is completed and shared with the instructor, the students move onto the mini quiz 2.● Once students receive their grade back from the mini quiz they refer back to the informational websites and videos, and retake the mini quiz for a better grade (if needed).● Students will then respond to the Module 2 discussion board question on Google Groups. After they have made their post they then work on posting back to at least one of their peer's post.● Once students are done with all of the Module 2 tasks, the can move onto Module 3.

WEEK 2

Day 1	<ul style="list-style-type: none">● Start exploring the informational websites, videos, and tasks in Module 3.● After thoroughly reading/exploring the informational websites and videos, students take the Module 3 mini quiz.● After completion of the Module 3 mini quiz, students will answer the Module 3 discussion question. Students then post a response to one of their peers original discussion board post.
Day 2	<ul style="list-style-type: none">● Students begin the <i>Civil War Google Slides Project</i>. Students will be assigned a partner for the project.● Partners will begin brainstorming topics and researching events, ideas, or technologies from the Civil War that had an impact on today's world.● Students will compose their topic ideas and event connections between the Civil War and today's society in the Brainstorming Doc.
Day 3	<ul style="list-style-type: none">● Students continue to brainstorm and research information about their chosen topics.● Students fill out the Brainstorming Doc and once they have working ideas/connections they will share with the teacher for topic/idea approval.● Students then start on the design phase of their Google Slide Project.
Day 4	<ul style="list-style-type: none">● Students continue to to design and create the slides for their <i>Civil War Google Slides Project</i>. (Should complete Introduction Slide)
Day 5	<ul style="list-style-type: none">● Students continue to to design and create the slides for their <i>Civil War Google Slides Project</i>. (Should complete Slide 1 topic, information, and pictures)

WEEK 3

Day 1	<ul style="list-style-type: none">● Students continue to to design and create the slides for their <i>Civil War Google Slides Project</i>. (Should complete Slide 2 topic, information, and pictures)
Day 2	<ul style="list-style-type: none">● Students finish designing and creating the slides for their <i>Civil War Google Slides Project</i>. (Should complete Slide 3 topic, information, and pictures)
Day 3	<ul style="list-style-type: none">● Partners will present their Civil War Google Slides Project to the class.
Day 4	<ul style="list-style-type: none">● Finish remaining Civil War Google Slide Project presentations.● Students take Civil War Post-Assessment● Students take class survey and provide feedback about Civil War WBLS.

Personnel and Duties Allocation

Personnel	Duty Allocation
Brandon Caipen <i>Creator, Facilitator, and Instructor</i> Jennifer Horner <i>Classroom Tutor</i> Anastasia Ehlert <i>Intervention Specialist</i> Vicente Venturina <i>Designer - Co Creator</i>	<ul style="list-style-type: none">● Present information about the Civil War prior to WBLS.● Instruct/help student throughout the WBLS.● Making sure all links, videos, discussion boards, and quizzes are working properly and used correctly.● Provide feedback through WBLS on graphic organizers, mini quizzes, discussion boards, and final project.● Help IEP students and modify assignments/tasks if needed.● Responsible for assisting Instructor for maintaining and updating course materials, course calendar.● Responsible for solving technical issues with the website.● Responsible for monitoring discussion board post and will share duties of answering emails.
Courtney Baliman <i>District Technology Coordinator</i>	<ul style="list-style-type: none">● Assist teacher or students with any technical difficulties.

Learning Tasks vs. Facilitation/Strategies

Learning Task	Facilitation / Strategies
<ul style="list-style-type: none">● Students will first become familiar with the Civil War WBLS and learn to properly navigate the website to find all needed materials/information.	<ul style="list-style-type: none">● Welcome page / Course Introduction and Resources .● Provide students with multiple means of representation through materials (text and video) to investigate course information and understand course layout.● Have participants read through course expectation.

	<ul style="list-style-type: none"> ● Have participants to investigate instructor information and email. ● Provide participants with supports though troubleshooting and FAQ sections.
<ul style="list-style-type: none"> ● Students will utilize primary sources, informational websites, and educational videos in each module to learn more about the causes, effects, and lasting impact of the Civil War. 	<ul style="list-style-type: none"> ● Provide introductions for each module including learning goals. ● Provide participants with references for each Civil War topic (text and video based instruction). ● Provide participants with supplemental resources videos for further enhance their understanding of the content.
<ul style="list-style-type: none"> ● Students will use their research skills to complete the provided graphic organizers and mini quizzes in each Module of the Civil War WBLS. 	<ul style="list-style-type: none"> ● Provide participants with an interactive quiz for assessment through google forms. ● Support participants learning to apply the context they study from the text lectures, video tutorials and other additional resources present on each module.
<ul style="list-style-type: none"> ● Students will participate in online discussion boards in each module with their fellow peers. 	<ul style="list-style-type: none"> ● Provide discussion questions for each module in google group (located in discussion board page). ● Monitor student interaction, and provide comments and feedback when applicable.
<ul style="list-style-type: none"> ● Students will complete a pre and post assessment to determine overall growth in knowledge. 	<ul style="list-style-type: none"> ● Activate background knowledge by having participants to complete the pre assessment. ● Assess the student's improvement of knowledge by providing a post assessment via Google Forms.
<ul style="list-style-type: none"> ● Students will produce, publish, and present a Final Google Slides project that will depict how the Civil War has impacted modern society. 	<ul style="list-style-type: none"> ● Enable participants to evaluate their own learning experience through Google Slides. ● Provide detail instructions on Final Google Slide Project. ● Create example Google Slide

	<p>presentation for students to reference to ensure all requirements are met.</p> <ul style="list-style-type: none"> ● Provide Final Project rubric.
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Final Summative Evaluation Plan

The purpose of our Summative evaluation is to assess the effectiveness of the WBLS, and the participants ability to utilize information throughout the course to develop a final summative product. The final summative assessment will occur at the end Week 3 and will ask participants to evaluate the effectiveness of the WBLS materials, strategies, discussion boards, and assessments. All participants of the course will be asked to complete the assessment survey at the end of the course.

Materials for Examination:

	Materials to be examined
Design Plans	<ul style="list-style-type: none"> ● Objectives Learning Goals ● Instructional Content, strategies, and materials ● Instructional Assessment
Prototype and Website	<ul style="list-style-type: none"> ● Objectives Learning Goals ● WBLS interface and ease of navigation ● Instructional Content and materials ● Design Appeal

Preliminary Planning for Summative Evaluation:

Evaluation Criteria	Main Questions	Data Sources
Effectiveness	<ul style="list-style-type: none">● How effective was the WBLS in evaluating student understanding of the US Civil War?	<ul style="list-style-type: none">● Mini Quizzes● Discussion Board responses.● Final Google Slides Presentation● Teacher observations in class.
Efficiency	<ul style="list-style-type: none">● What are the advantages/disadvantages to using WBLS as a method of instruction?● How much of the module(s) did students complete each day?	<ul style="list-style-type: none">● Student survey● Interviews of students● Teacher observations
Appeal	<ul style="list-style-type: none">● Do students want to use WBLS to learn about the Civil War?● Were the students engaged in learning throughout the WBLS process?	<ul style="list-style-type: none">● Survey students to obtain perceptions.● Interviews of students● Teacher observations in class.

Who are the Stakeholders:

The Stakeholders for future implementation of this project include

Primary Stakeholders	<ul style="list-style-type: none">● Mr. Brandon Caipen - Instructor● Stanton Middle School 8th Grade
Secondary Stakeholders	<ul style="list-style-type: none">● Vicente Venturina - Designer● Raphael Gisstand - Designer● Jennifer Horner - <i>Classroom Tutor</i>● Anastasia Ehlert - <i>Intervention Specialist</i>● Courtney Baliman - <i>District Technology Coordinator</i>

Who is being Evaluated:

The 8th grade students from Stanton Middle school will be evaluated on their comprehension of the causes, effects, and lasting impact of the Civil War during the completion of the WBLS. The design team will be evaluated by the students, teacher colleagues, and class peers (Master's level Web-based Learning Systems class). These evaluators will provide feedback to the design team to help improve their WBLS design and functionality.

Who are the Evaluators:

There are a few groups that participated in the evaluation of our WBLS. The first group that evaluated our WBLS was a group consisting of content and technology experts. They explored and gave feedback on the overall design, content, flow, and functionality of our educational site. Then a diverse group of students evaluated the overall functionality, ease of use, and engagement level of our WBLS. Lastly, our fellow Web-based Learning System classmates have given suggestions and valuable feedback throughout the creation process of our Civil War WBLS.

What are the Evaluation Methods and Tools:

Evaluation tools will be primarily be online surveys through the use of Google Forms. The team has chosen to use Mini Quizzes as an assessment tool for each module. These quizzes will be automatically graded using Google Forms. The discussion boards will also be monitored and graded after completion of each module. The last form of assessment will be through the Final Google Slide presentations. A rubric will be available for students to reference. The teacher will be grading the Final Projects via the provided rubric during the student presentations.

How is Data Collected and Analyzed:

The data will mainly be obtained from online surveys. The data will then be collected and analyzed by designer/developers. Responses and comments from students and users will be documented to determine if there are similar issues and concern about the WBLS. These responses and comments will be obtained by interview questions from the teacher as well as from teacher observations in class. This information will be used for updating the WBLS to create a more engaging learning site.

How are the Evaluation Results Reported:

Results will be compiled and made available online to the stakeholders as well as the content expert and designer. The results will also be available to other teachers within the social studies department who may be interested in implementing the Civil War WBLS in their curriculum.

Reflections

Brandon Caipen Reflection

Description:

The WBLS was designed to be implemented in an 8th grade U.S. History class. The topic of our WBLS focuses on the causes, effects, and lasting impact of the Civil War on the United States. Students usually have the notion that the Civil War was solely started by the issue of slavery. However, our intention is to teach students that there are other main causes that led to the Civil War. The WBLS also discusses the effects of the Civil War and how the United States dealt with the readmission of the South during Reconstruction. Lastly, we take our content one step further by connecting the causes and effects of the Civil War, and how these events have helped impact social, political, and technological advancements in today's society.

Impact:

The structure, design, and interactive content of the WBLS will help my students become better educated on the causes, effects, and lasting impact of the Civil War. By utilizing videos, informational websites, online assessments, Google Suite tools, and discussion boards, students will be able to explore the events during the Civil War. The WBLS is also designed to take historical events and allow the students to analyze how it affects their lives on a daily basis. The videos will give visual learners the ability to see and better understand the causes and effects of the Civil War. We included a plethora of informational sites to allow students to choose their path toward understanding these important historical events. The Google Suite includes tools that allow the students to show their newly gained knowledge of the Civil War, and create original projects that will showcase their creativity. Our hope is that the discussion boards will allow students to interact with their peers as a means to learn and share their knowledge on the material. This in turn leads them to self-teach each other during the learning process. With a variety of different learning tools and technology being utilized in this WBLS, students will ideally gain a better respect for the lasting impact history has on society. Additionally, we hope students can discover the impact history has on their own lives as well.

Intent:

I intend to implement our WBLS while I cover the Civil War chapter (late April to late May) during the 2017-2018 school year. I plan on gathering student feedback after I have fully implemented the Civil War WBLS in class. After I have received the student input, I will then

make any necessary improvements and correct any discrepancies to make our WBLS more functional, engaging, and educational for my students. If successful I plan to create other WBLS's related to other historical topics to make my classroom more appealing and efficient.

Vicente Venturina Reflection

Description:

Web-Based Learning System Course, Me and my groupmate Mr. Brandon Caipen, and Mr. Raphael Gisstand created and developed a WBLS for students in 8th grade U.S. history class for Civil War in Stanton Middle school in Kent Ohio. The WBLS is all about Causes, Effects, and Impacts of Civil War that student can explore and discover some real information happened about American Civil War.

Also, this website may also be an additional resource to other educators in Stanton Middle School regarding this subject matter. To be able to succeed to have an efficient and effective design of WBLS, we carefully followed each module's instruction and description.

Impact:

Doing this project is very challenging to me. From the fact that I'm an International student that has a little bit knowledge what happened to the US from the past. The WBLS was built by very nice and awesome guys that support the entire creation. I have to be certain to that I need to carefully read all the instructions and articles, watch the videos and at the same time read all the comments and suggestions coming from my group and to my classmates. Doing this made me see beyond what we already did we thought was good already.

We used google sites to develop our website but before we start this project we share ideas what application and tools we need to consider in building WBLS. I introduce to Mr. Caipen to use Google site, aside from the beginning I'm thinking about Google is a search engine, but through this Instructional Technology course, it opens my mind that Google has a lot of things to offer especially to an educator. Even though this is not the first I develop and use google sites. I had a lot of a great time exploring this application. And with a great collaboration with my groupmate. I can say that I learned a lot from this experience.

Intent:

I intend to use our WBLS for my upcoming teaching career. I will also share it with my colleagues here in the US and at the same time my colleagues back in my country to create this kind of tools in teaching. I am certain that this can bring a lot of new ideas and innovation in teaching. Also, aside from using and sharing it, I should communicate to Mr. Brandon to update and improve it more. Make it from better to best. Improve it further to be utilized to its full potential.

Raphael Gisstand Reflection

Description:

The WBLS was designed for an 8th grade U.S. History class and was intended to be implemented based on the Ohio Content Standards in Social Studies. The content standard highlights the importance of students to understand the sectional differences that divided the North and the South prior to the American Civil War and how the period of Reconstruction shaped the United States. The WBLS helps students to understand the cause and effects of the war, significant consequences the Civil War had on the early United States and the overall impact this time period had in terms of US history. The WBLS explores the key concepts associated with the Civil War and illustrates the series of events that occurred outlining how the Civil War had lasting effects on the U.S. It is also our intention to develop a WBLS that correlates how the Civil War has impact our social, political, military and technological systems and how they function in society.

Impact:

The WBLS was developed to align the Ohio Content Standards in Social Studies with classroom instruction using technology. The WBLS is helpful in linking historical events and impacts student learning by showing how their daily lives are affected by the historical events. The students will become educated on the Civil War and how to understand the causes and effects of it. By employing a variety of resources, the WBLS helps to integrate technology with pedagogy and content. The instructional design and interactive content of the WBLS helps to create a visual component that is sometimes missing in books and lectures. Our WBLS uses videos, informational websites, online assessments, Google Suite tools, and discussion boards to give students a variety of learning tools. The WBLS was developed to help students engage with the Civil War content being taught. The videos will provide the students with a visual learning that helps them to see the events. Informational websites will offer a variety of means for students to learn the material from the time period and see the lasting effects that the Civil War left. Google Suite offers the students the opportunity to demonstrate their knowledge of the Civil War. This program also allows the students to develop projects that show their knowledge of the Civil War. The discussion boards help students by offering threads for the students to communicate their ideas. The discussion boards create a forum for students to share knowledge and discuss the material. This student engagement on the discussion boards help the student to work together and learn from one another while engaging on the content. The WBLS employs a variety of instructional tools and resources that helps to impact student learning. By offering a wealth of knowledge of the Civil War in the WBLS, students will be able to better understand the impact that history has on their lives.

Intent:

As a pre-service Social Studies teacher, I plan to use this WBLS as part of my certification in grades 7-12. I am required to student teach in the January of 2019 and will complete the program requirements. This WBLS is an effective means by creating a student-centered approach to learning. Teachers must have the understanding that students learn in different ways. With this in mind, I realize that learning a variety of instructional teaching methods will equip me as I will encounter students with various learning styles. I am eager to test the WBLS. I believe that this is an excellent tool and an innovative approach to education. I understand the importance of technology, pedagogy, and content for teachers when developing lessons. This WBLS is an example of how to successfully incorporate technology and social studies content.