

**ID Project Final Group Paper**

**Team Techy Teachers  
Joellen Denk, Raphael Gisstand, Jennifer Jento and Krista Rozek**

**Instructional Design  
The University of Akron**

**Dr. Savery  
December 10, 2017**

## **Introduction**

Throughout our Instructional Design (ID) course, we learned about the ADDIE model. For the purposes of this final ID project, we were paired with a subject-matter expert (SME) in order to assist them with a real-world instructional design problem. Our SME was Dr. Lenhart who is a Professor and the Director of the Center for Literacy, Curricular and Instructional Studies at the University of Akron. Her instructional challenge was enhancing her online course materials.

## **Analysis Phase**

Dr. Lenhart teaches 5500-625 Contemporary Issues in Phonics Instruction to graduate students. This is the first reading class students take towards earning their Master of Arts in Elementary Education - Literacy Option and obtaining their Ohio Reading Endorsement. For the purposes of this project, she wanted us to focus specifically on the phonics portion of the course. These phonics modules will introduce students to the concepts of phonological awareness, word identification, phonics (including phonograms and syllable types), vocabulary, structural analysis, and review and practice. These modules will also focus on how to teach and assess students' abilities.

As we met with Dr. Lenhart for our initial meeting, she was able to provide more background to her current instructional challenge. Her course was currently being offered face to face with approximately 30% of the content delivered online. Being that this is a graduate course, the University of Akron was losing prospective students to other universities that have a fully online graduate program for Elementary Education - Literacy Option. In order to maintain and/or increase enrollment, Dr. Lenhart wanted to integrate her course into Brightspace. Brightspace is the University of Akron's learning management software (LMS) software for

online learning and teaching. However, due to time constraints, Dr. Lenhart had not been able to move her entire course to Brightspace.

According to Dr. Lenhart, the goals for her learners are to explore the nature of words through phonics and word identification strategies. This will allow her learners to know how to teach phonics to their own students as well as how to assess understanding of their own students. In addition, the learners will be familiar with technology and be able to incorporate technology with their own students. Finally, the learners will pass the state reading test in order to obtain their Ohio Reading Endorsement.

From our conversations with Dr. Lenhart, we were able to conduct a needs analysis which centered around the fact that Dr. Lenhart needed to make the phonics portion of her course completely online. She needed to have all of her course materials organized for online learning using a LMS such as Brightspace. She also needed to implement technology tools and resources into her online course in order to prepare her learners to work in the 21st Century.

The learners are current, licensed elementary school teachers enrolled in a graduate program leading to a Master of Arts in Elementary Education - Literacy Option. They complete foundation courses in education, curriculum and instruction, and an area of concentration such as literacy. Upon completing the program, students are able to obtain their Ohio Reading Endorsement with successful passage on the state reading test.

Since the learners work full-time, they already have limited time available for a graduate program. Therefore, the course needs to be online to maximize the convenience for the learners. Based on Dr. Lenhart, the learners' ages vary; hence, not all of the learners are technologically savvy. Thus, the online software used for the course needed to be user-friendly.

Within the online learning portion of this course, the learners must perform the following tasks.

- Learners will access Brightspace via the Internet and the University of Akron's homepage.
- Learners will navigate Brightspace in order to access the required phonics content organized into various modules.
- Learners will recognize the main objectives to be completed for each module.
- Learners will follow the correct instructional sequence of the modules and learning materials.
- Learners will locate and access different resources within Brightspace to complete the instructional objectives.
- Learners will open, view, download, and print PDFs, PPT slides, and websites.
- Learners will open, view, adjust the sound and screen size, stop, rewind, and fast-forward YouTube videos.
- Learners will open, view, and navigate Quizlet and Cram in order to study required phonics terminology.
- Learners will access a discussion board where they will create a discussion thread, post a discussion thread, read and access peers' discussion threads, and reply to other students' discussion threads.
- Learners will know how to submit assignments including assessments in Brightspace and view the instructor's assignment feedback.

### **Design Phase**

The objectives for the course were necessary for the Design Phase because we wanted to determine the learning outcome for each module when it was completed by the learner. After Dr. Lenhart informed us more about the learners, we had a better understanding of how to shape the course for them. Dr. Lenhart wanted her students to focus on the phonics portion for the modules to become familiar with phonological awareness and its role in learning to read. Collaborating with a Google Doc, we organized the activities that corresponded to the objectives that Dr. Lenhart shared with us. Using the Sequencing Strategy, we designed the tone of the course as if the reader was being guided along step-by-step throughout the process. The design we chose was based off of a course that Dr. Lenhart shared with us to give us a better idea of

what she was looking for. It was an ID project about dyslexia from a previous class that was divided into eight self-paced modules. We then divided the modules up between all of us and organized the modules as follows:

**Module #1 Objective:** Identify the components of phonological awareness and their role in learning to read.

**Module #2 Objective:** Recognize that phonics is one part of word identification.

**Module #3 Objectives:** Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program. Recognize the six syllable types found in English orthography.

**Module #4 Objective:** Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program.

**Module #5 Objective:** Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program.

**Module #6 Objectives:** Demonstrate your knowledge of phonics terminology. Learn how to assess students for sight word understanding.

**Module #7 Objectives:** Develop teaching strategies for phonemic and morphological patterns. Design a plan of instructional activities based on assessments.

**Module #8 Objectives:** Identify the components of phonological awareness and their role in learning to read. Recognize that phonics is one part of word identification. Recognize the six syllable types found in English orthography. Explain the interconnectedness of phonological awareness, phonics, and spelling, as well as the role of each in a language arts program. Analyze students' writing samples to determine the knowledge of letter-sound correspondence. Develop

teaching strategies for phonemic and morphological patterns. Design a plan of instructional activities based on assessments.

### **Development Phase**

We began the development phase by determining the best way to present the online modules for Dr. Lenhart's students. We offered Dr. Lenhart the option of Google Sites or Brightspace. In our first conversation, she preferred Brightspace, but was open to what worked best for the purposes of our assignment. She stated her students were already proficient users of the Brightspace platform and some students may have difficulty navigating a Google Site. Plus, it was important to her to be able to update the online modules in the future without us. She, too, was more comfortable with updating the online modules through Brightspace rather than Google Sites.

We initially set up a Google Site, since no one in our group had experience working in an instructor role in Brightspace. After speaking with Dr. Savery about our concerns, he assured us he could take our completed modules and put them into Dr. Lenhart's Brightspace class. With Dr. Savery's input and support, we ultimately decided to use Brightspace for the phonics online modules.

Once our platform was established, we worked with Dr. Lenhart to divide the phonics portion of the course into modules. After a few revisions, we settled on the following eight modules:

1. Phonological awareness
2. Define word identification
3. What is phonics?
4. Structural analysis
5. Sight words
6. Assessment
7. Teaching phonics

## 8. Review

Each member of our team was assigned two modules. We knew it was essential to stay organized and ensure all modules were cohesive. To accomplish this goal we created a Google Doc with the following sections for each module: title, objective, overview, activities, discussion prompt and resources. This format served as our lesson plan for each weekly module. It also helped us to keep track of the variety of materials Dr. Lenhart sent us throughout the design phase. This Google Doc guided our work throughout development.

Dr. Lenhart provided us with a variety of instructional resources for each of the eight modules. These resources included PowerPoint presentations, videos, online games, textbook chapters, quizzes, assessment tools, articles, and visuals. She already used these in her face to face classes, so we needed to incorporate these activities into the online modules. She also stated she was open to any new resources we found while working on this project.

As we developed the online modules, we let Dr. Lenhart know we would be requesting her feedback prior to uploading the modules to Brightspace. It became apparent prior to sending her our first draft that some of the modules did not have enough material to sustain a week's worth of class time as originally planned. We brought this to her attention and asked for either more material or to combine modules.

Our assessment plan included completing our initial organization of the modules on the Google Doc by November 15. We shared the document with Dr. Lenhart so she would be able to evaluate our work and provide feedback prior to Thanksgiving. Based on her feedback we made a few revisions. These included adding resources to modules two and seven, changing or adding discussion prompts to modules two and seven, and moving activities from module three to seven.

### **Implementation Phase**

Upon completion of the phonics modules we submitted all of the instructional materials for the eight modules to Dr. Savery. This included a Google Doc organized by module with the objectives, overview, activities, discussion prompts and resources for each topic. In collaboration with Dr. Lenhart, Dr. Savery uploaded the modules to Brightspace. (For screen captures of the Brightspace modules refer to the Appendix.)

Utilizing Brightspace gives Dr. Lenhart the ability to easily make changes to the modules as needed. Brightspace also allows for Dr. Lenhart's future students to be able to access the course without having to learn a new or different online learning management system. Since we completed the Brightspace course in late November, Dr. Lenhart plans to utilize the online phonics modules next semester with her students.

### **Evaluation Phase**

Since the target audience includes current, licensed elementary school teachers enrolled in a graduate program for a Master of Arts in Elementary Education, we asked Dr. Lenhart if she would be willing to have some of her current students test the modules for us. She agreed to arrange for some of her students to try out the modules and provide us with feedback. However, due to time constraints, we were not able to have Dr. Lenhart's current students test the modules. Next semester, Dr. Lenhart will be able to utilize the online phonics modules with her students. To evaluate the online modules, surveys and other formative evaluation instruments will be used including a student survey, the Reading Rockets online pre-tests, the Reading Rockets online posttests, and Brightspace discussion board prompts.

As Dr. Lenhart's students progress through the modules, they will be expected to complete a Reading Rockets online pretest and posttest in both modules one and three. Since Dr.



Lenhart does not receive the students' scores, the students will be asked to record and report both their pretest and posttest scores to see if there was a difference. Students will also be encouraged to respond to at least one of the discussion board prompts within all eight of the modules.

Finally, students will be provided with the survey below and asked to complete it based on their experience with the Brightspace modules.

### *Student Survey Questionnaire*

1. On a scale of 1-10 (with one being the easiest), how easy was it accessing and navigating Brightspace and the online Phonics modules?
2. Did you experience any issues while using Brightspace? If yes, please explain.
3. Are the learning objectives and module overviews clearly stated? Did you understand the purpose of each module?
4. Are the directions for the modules and activities clear and concise? If not, what was unclear?
5. On a scale of 1-5 (with one being the most helpful), how helpful are the instructional resources?
6. Were all of the hyperlink tools able to be accessed in order to complete the assigned work? If not, which tools were not accessible?
7. On a scale of 1-5 (with one being the best), did the modules' discussion boards prompts enhance your learning?
8. Was there a way to contact the professor if you had questions?
9. On a scale of 1-5 (with one being the best), how would you rate your overall experience using Brightspace for this course?
10. What recommendations or suggestions do you have to enhance the coursework?

Based on the student survey, the Reading Rockets online pretests and posttests, and Brightspace discussion board prompts, a summary of findings including strengths and flaws in the modules will be created. Clear statements concerning recommendations for any changes needed will be composed. Lastly, changes will be made to ensure the online modules are most effective for student learning.

### **Reflection**

As a group, we believe that Dr. Lenhart will have a successful online course on Brightspace. As a subject matter expert (SME), Dr. Lenhart was able to solve her dilemma by creating a user-friendly, online course via a learning management system. The process of creating an instructional design model (IDM) was facilitated by the application of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to assist in the solving of a real-world problem. The task of the group was to design an IDM in a group setting for a graduate, online course at the University of Akron.

The group's IDM fulfilled the goal of a SME who wanted to transition an in-person graduate phonics course to become an online graduate phonics course. This decision to choose online courses was due to the desire of the SME to adjust to the trend of online education programs offered in education at other universities. The process entailed constructing elements of the IDM using the ADDIE model including modules and a final project. The ADDIE model was the foundation for the IDM and guided the process of creating the modules.

This process of building instructional modules in a group setting enrolled in an online graduate course was possible and it required a balancing of schedules. The group quickly realized that communication was a key to maintaining the daily regimen of coursework and deadlines. Utilizing three methods of communication, the group was able to work together by

Google Hangout, text messaging and emailing. A communication liaison was established for one member of the group whose responsibility was to work directly with the SME and keep the group informed. The group met with one another on Google Hangout and separately met with both the class instructor and the SME. The usage of Google Hangout is how the group interacted. In using Google Hangouts, Dr. Savery and Dr. Lenhart were able to help assist in the process and offer guidance and direction to the group.

Once the groundwork had begun, the group was able to use the ADDIE model in construction of the IDM. The group divided work equally and organized resources in the development of individual modules and the final paper. The group focused on structural development of the modules with SME and established module cohesiveness with activities. The group also learned how the classroom instruction and the group project are application of effective instructional design (ID).

The IDM taught the group how our classroom instruction applied to a real world problem. The group further learned that the application of the ADDIE model is effective in that it is detailed and can provide instructional and observational data the SME can use to assess program usefulness. A summary of findings are unavailable due to time constraints and are expected to be available in 2018. The textbook for the course was helpful as it pertains to all elements of the ID process. The group was successful in organizing and categorizing the information provided by the SME and is also optimistic about the success of the online course. The SME's Brightspace online modules are successful in that it is well organized and user friendly. The group process was rewarding as it taught the importance of learning to work as a team and manage time schedules.

## Appendix

Screenshots of the Course implemented in Brightspace:

The screenshot displays the Brightspace course interface for 'Contmp Iss in Lit Inst & Phncs 800'. The page is titled 'Table of Contents' and features a sidebar on the left with a search bar and navigation links: Overview, Bookmarks, Course Schedule, and Table of Contents (highlighted). The Table of Contents sidebar lists 8 modules with their respective counts: Module #: 1 Phonological Awareness (3), Module #: 2 Define Word Identification (3), Module #: 3 What is Phonics? (2), Module #: 4 Structural Analysis (2), Module #: 5 Sight Words Rapid Recognition (2), Module #: 6 Assessment (2), Module #: 7 Teaching Phonics (1), and Module #: 8 Review (1). The main content area shows the same modules with expand/collapse arrows. The top navigation bar includes 'Course Home', 'Course Materials', 'Assessments', 'Communication', and 'My Tools'. The user 'John Savery' is logged in.

Module	Count
Module #: 1 Phonological Awareness	3
Module #: 2 Define Word Identification	3
Module #: 3 What is Phonics?	2
Module #: 4 Structural Analysis	2
Module #: 5 Sight Words Rapid Recognition	2
Module #: 6 Assessment	2
Module #: 7 Teaching Phonics	1
Module #: 8 Review	1

Table of Contents - Contmp Iss: x

Secure | <https://brightspace.uakron.edu/d2l/le/content/4211858/Home>

The University of Akron

Contmp Iss in Lit Inst & Phncs 800

John Savery

Course Home Course Materials Assessments Communication My Tools

Search Topics

Overview

Bookmarks

Course Schedule

Table of Contents 16

Module #: 1 Phonological Awareness 3

Module #: 2 Define Word Identification 3

Module #: 3 What is Phonics? 2

Module #: 4 Structural Analysis 2

Module #: 5 Sight Words Rapid Recognition 2

Module #: 6 Assessment 2

Module #: 7 Teaching Phonics 1

Module #: 8 Review 1

Add a module...

## Table of Contents

Print Settings

Import Course Bulk Edit Related Tools

Expand All Collapse All

### Module #: 1 Phonological Awareness

Upload / Create Existing Activities

Module 1 Overview ✓  
Web Page

Phonological Awareness3 ✓  
PowerPoint Presentation

How would you incorporate... ✓  
Discussion Topic

### Module #: 2 Define Word Identification

Upload / Create Existing Activities

Module 2 Overview ✓  
Web Page

Chapter 6 - Word Identification ✓  
PDF document

How to teach... ✓  
Discussion Topic

### Module #: 3 What is Phonics?

Table of Contents - Contmp IS: x

Secure | <https://brightspace.uakron.edu/d2l/le/content/4211858/Home>

John

Module #: 3 What is Phonics?

Upload / Create Existing Activities

Module 3 Overview Web Page ✓

Using phonics in your classroom Discussion Topic ✓

Module #: 4 Structural Analysis

Upload / Create Existing Activities

Module 4 Overview Web Page ✓

TO BE ADDED Discussion Topic ✓

Module #: 5 Sight Words Rapid Recognition

Upload / Create Existing Activities

Module 5 Overview Web Page ✓

TO BE ADDED Discussion Topic ✓

Module #: 6 Assessment

Upload / Create Existing Activities

Module 6 Overview ✓

Table of Contents - Contmp is: x

Secure | <https://brightspace.uakron.edu/d2l/jle/content/4211858/Home>

John

Module 5 Overview ✓  
Web Page

TO BE ADDED ✓  
Discussion Topic

Module #: 6 Assessment

Upload / Create Existing Activities

Module 6 Overview ✓  
Web Page

TO BE ADDED ✓  
Discussion Topic

Module #: 7 Teaching Phonics

Upload / Create Existing Activities

Module 7 Overview ✓  
Web Page

Module #: 8 Review

Upload / Create Existing Activities

Module 8 Overview ✓  
Web Page

Add a module...