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# Multimedia Project Report

Webquest URL: http://www.flinnwebquests.weebly.com

Analysis

*Learner Analysis*

This webquest is aimed for 4th grade students (ages 9-10). The General Music classes at Findley Oaks Elementary are comprised of students with mixed ability, interest, and knowledge levels. Some students take private music lessons outside of school, and some only receive music instruction in the school setting. There is a moderate amount of ESOL students who need language accommodations. There is also a moderate amount of special needs learners, many with reading accommodations. There are two small self-contained Autism classes at the school; these students attend Specials classes with an instructional parapro. Most 4th grade students at Findley Oaks are proficient at website navigation and other technical skills such as logging on, adjusting the headphone volume, and so on. Students are familiar with project-based learning, as many learning activities in the content area classrooms are project-based, such as book reports, hands-on science activities, etc. However, "webquests" have never been implemented with students at Findley Oaks. The students have also rarely experienced project-based learning in the Music class (activities are usually performance-based) (PSC 2.5, 2.6).

*Context Analysis*

General Music classes meet once per week for 45 minutes. In the event that there is a holiday, teacher workday, assembly, etc., these classes are generally not rescheduled, but there is flexibility in the schedule to allow for make-ups as necessary. In 4th grade, there is an average of about 30 students per class (PSC 2.5).

This webquest is designed for implementation in the computer lab. There are 34 computers for student use in the computer lab, enough for each student to work individually if needed. Each computer is also equipped with a pair of headphones. In the event that students wish to work in pairs or small groups, headphone splitters are available (PSC 2.5). Every computer in the computer lab is equipped with the Solo software, which includes the Read-Out-Loud program for students with reading

disabilities (PSC 3.4). YouTube is generally unblocked for student use, but occasionally firewall issues block access. However, the Media Specialist has the ability to "clear" certain videos so that they are unblocked at all times (PSC 2.5).

I will be the teacher implementing this webquest. I am somewhat familiar with implementing lessons in the computer lab, due to a yearlong project-based, computer-based learning activity that I have implemented with 5th grade students for several years. This familiarity includes knowledge of equipment, operations, and troubleshooting. However, as mentioned previously, neither I nor any other teachers in the building have ever implemented a webquest with these students, so it will be a new experience both for the students and me!

This webquest focuses on the following content standards (Fulton County 4th Grade General Music Standards):

M4GM.6 – Listening to, analyzing, and describing music
   a. Describe music using appropriate music vocabulary, (allegro, moderato, adagio, syncopation, forte, mezzo, piano, upward, downward, step, skip) mood, and timbre adjectives.
   b. Identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra.
   e. Identify and describe the members of the percussion family.

M4GM.7 – Evaluating music and music performances
   a. Evaluate musical performances of themselves and other
   b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

This webquest focuses on the following technology standards (ISTE Standards-S):

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
   c. Identify trends and forecast possibilities

2. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
   a. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. Process data and report results

3.  Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
    b.  Plan and manage activities to develop a solution or complete a project
    c.  Collect and analyze data to identify solutions and/or make informed decisions
    d.  Use multiple processes and diverse perspectives to explore alternative solutions

5.  Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
    a.  Advocate and practice safe, legal, and responsible use of information and technology
    b.  Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6.  Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
    a.  Understand and use technology systems
    b.  Select and use applications effectively and productively

*Task Analysis*

The essential question for this project is: "What is a percussion instrument?" Students will learn how percussion instruments are made, how they are played, where the come from, what they sound like, what distinguishes them from other instrument families, and how people perform on them. They will also gain experience in guiding their own learning through a webquest and will get a choice to work either independently or with others (PSC 2.1).

Design

*Overview*

With the assistance of my discussion buddies, I came up with the idea of a percussion instrument invention contest as the main task for this webquest. Originally I thought of having the students use a computer-based drawing software such as Pixie to create their instruments. I changed my mind, however, when I realized I wanted to the students to learn how the construction of an instrument can influence its timbre. I still wanted to the students to have an opportunity to use technology to create a product, so I came up with the idea of students creating the advertisement for their instrument in the form of a filmed commercial or Power Point presentation (PSC 2.1, 2.3, 2.6). I designed the webquest specifically with 4th graders in mind, which is shown in the navigational features (such as the "next" buttons), vocabulary, resources, and Guiding Questions worksheet. I knew that the students had never used a webquest to guide their own

learning before, so I created the Guiding Questions worksheet to focus (not narrow) their learning (PSC 2.6). The videos and websites that I chose are well-known by elementary General Music teachers, and are all age- and school-appropriate. Please see the "Credits" page (http://www.flinnwebquests.weebly.com/credits.html) for references to each of the resources included in this webquest. (PSC 3.6, PSC 4.2)


*Details*


I designed this webquest with both differentiation and Universal Design in mind. By their nature, webquests lend themselves easily to differentiation. Gifted students are able to research a topic deeply, while other students are exposed to the same websites and learn the same material, but on a smaller scale. For the classroom implementation of this webquest, students will have the choice to work either individually, with a partner, or in small groups. The teacher can strategically choose these groups/partners so that students of varying ability levels can work together and help each other. Students can "advertise" their instrument either in the form of a filmed commercial or a Power Point Presentation. The students are allowed to choose which method of advertising most appeals to them (PSC 2.5).

One element of Universal Design in this project is that it "provides multiple means of representation" (CAST). The process allows students to learn about and identify percussion instruments both visually (videos, images, etc.) and aurally (sound clips, recordings, etc.) This appeals to different types of learners (visual learners and aural learners), as well as learners with disabilities. In addition, much of the text (Introduction, Process Step 2, Process Step 5) can be heard in sound and video recordings as another way to represent the text on the page. The second element of Universal design in this project is that learners are provided with "multiple means of action and expression" (CAST). There are three different tasks for the students to show their knowledge, and for the third task (creating the advertisement), students can choose between two different options (filmed commercial or Power Point Presentation. The third element of Universal Design in this project is that it provides "multiple means of engagement" (CAST). Students are given many different types of resources (videos, websites, audio clips, pictures, etc.) to learn about percussion instruments. The resources cover many different aspects of the percussion family (pitched vs. unpitched, orchestral instruments, sound effect instruments, world instruments, games, performance groups, and even a video clip of the popular song "Call Me Maybe") in the hopes that students will be motivated by and engaged with at least one of these topics/resources (PSC 2.6).

Due to the multimedia capabilities afforded by the webquest format, I was able to add different elements of multimedia to this project. I used iMovie to create two videos that capture the attention of the students and explain the content of the webquest. For the second video ("Process" step 2), I included screenshots of the websites included in that step to get the students excited about visiting the websites. For the audio portion, I used Audacity to combine recordings of my voice with recordings of percussion instruments from the school curriculum resource packs. I uploaded the Audacity file to Audioboo so that I could easily post the recording on the website. In addition to these self-created

multimedia elements, I also included several YouTube videos that help deliver information about the percussion family (PSC 2.6).

       For students with reading disabilities, my school has access to the Solo software, which includes the program known as Read-Out-Loud. For students with visual disabilities, the zoom feature on the monitor can help them read text and view videos more easily (PSC 3.4).

## Development

       I used Weebly to create this webquest. I was already familiar with the Weebly website builder because I used Weebly to create my class website as well as my KSU ePortfolio. I used iMovie and Audacity to create the video and audio elements for this webquest. I also used Audioboo to upload my Audacity file and used the Audioboo-generated HTML code to post on the website. I created each of these elements in the week that we learned about these skills through the course of the semester. The discussion topics for each module kept me on-task and helped me pace my work throughout the semester (PSC 3.3, 3.5, 6.1).

## Implementation

       I plan to implement this project next semester when we get to our percussion/timbre unit. In order to ensure equitable access to technology, all technology aspects of this webquest will be completed at school, both the school computer lab for the actual webquest as well as other school technology tools (laptop cart, digital cameras, tripods, etc.) for the students to create their advertisements (PSC 4.1). I will reserve the computer lab for 2-3 weeks, as I am not sure exactly how long it will take students to navigate through the Process section. I will also make sure none of the websites or YouTube videos are blocked on the student computers/accounts. For the first day/class, the School Technology Specialist has already offered to help in the case of any other unforeseen issues.

       First, I will explain the concept of the webquest to the students, as they have never completed a webquest before. I will make double-sided copies of the Guiding Questions sheet before we get to the computer lab, rather than having the students print out copies themselves. This will save both time and paper. I will explain to students that they are allowed to work as individuals, with a partner, or with a small group (max 3 people). I will probably choose the partners/group members to cut down socialization distractions and also to find appropriate peer helpers. I will allow 1-2 weeks for students to develop their instruments at home. Then, I will ask students to bring their instruments to school in order for them to make their advertisements. I will check out the laptop cart for students who would like to create a Power Point Presentation. I will also check out digital cameras, tripods, flip cameras, and other film equipment for the students who would rather film a commercial for two weeks. Upon completion of the instruments and advertisements, students will participate in a "learning walk" to view each other's instruments and advertisements. I will choose "winning" instruments and advertisements

and post them on my class website and perhaps advertise them on the school's morning news show. I will take notes on what does and does not work with this year's implementation and make adjustments for implementation in the future. I will also allow students to complete the learner survey on the "Conclusion" page of the webquest to gague their enjoyment of the webquest (http://flinnwebquests.weebly.com/conclusion.html) (PSC 3.5, 6.3).

I will ask students to sit in a certain order to avoid socialization distractions. I have created the Guiding Questions worksheet to help keep students on-task while they navigate through the various resources. I will also walk around the computer lab and assist as needed. I will set a rule that students are not allowed to leave their seats, and if they have a question they must raise their hands. I have learned from previous experience that if this rule is not in place, students will be shouting my name across the computer lab and running up to me with individual questions! In order to get students' attention for class-wide announcements or tips, I will develop a signal, such as a clapping pattern, and teach it to the students before sending them to their computers (PSC 3.1, 3.2)

I shared this webquest with other Music teachers and asked for their feedback when I finished creating the website. After making the appropriate adjustments, I shared the link again and told teachers they were welcome to use the webquest with their own students (PSC 3.7).

## Evaluation

### *Student Learning*

To demonstrate their learning through the webquests, students will complete three tasks. First, they will complete a Guiding Questions worksheet to answer questions about the percussion family that are specifically related to the resources they will be using (websites, videos, audio clips, etc.) Second, they will create their own instrument that falls within the confines of the percussion family. Third, they will create an "advertisement" for their instrument that answers a specific, content-related set of questions about their instrument. On the "Evaluation" page (http://flinnwebquests.weebly.com/evaluation.html), there is a rubric that shows how the students will be graded on all three of these products. The three parts of the rubric add up to 100 points, with 50 points going to the instrument invention, 30 points going to the advertisement, and 20 points going to the Guiding Questions worksheet. These three products are weighted differently based on their relative importance towards the learning outcomes. After all the instruments and advertisements are created, the class will engage in a "learning walk" to view each other's instruments and advertisements. The students will work sequentially through the three tasks (rather than working on all three at the same time), and I will provide feedback upon the completion of each task. As per Fulton County's grading policy, I will allow time for students to make up failing work (PSC 2.7).

*Product Design*

In addition to getting feedback from other General Music teachers in the county, I did a
"dry run" implementation with five 4th grade students from the after school program. I
used the Weebly survey tool to create the survey at the end of the webquest for the
purpose of the "dry run," but I decided I would keep the survey for others to give
feedback later. On the survey, I had them tell me what they liked, what they didn't like,
and what they didn't understand or were confused about on the webquest. The survey
feedback was emailed to me and I made adjustments as necessary. Overall, the students
enjoyed the webquest. I also observed the students while they were navigating through
the webquest and took notes on things to change or work on. For example, it was in this
"dry run" that I discovered that some of the YouTube videos were blocked on the student
user accounts (PSC 2.6).

The survey includes the following questions:
1. Did you enjoy this webquest?
2. What parts did you like and not like?
3. Do you feel like you learned a lot about the percussion family?
4. Did you enjoy the links and videos?
5. Do you feel like this webquest was easy to follow and understand?
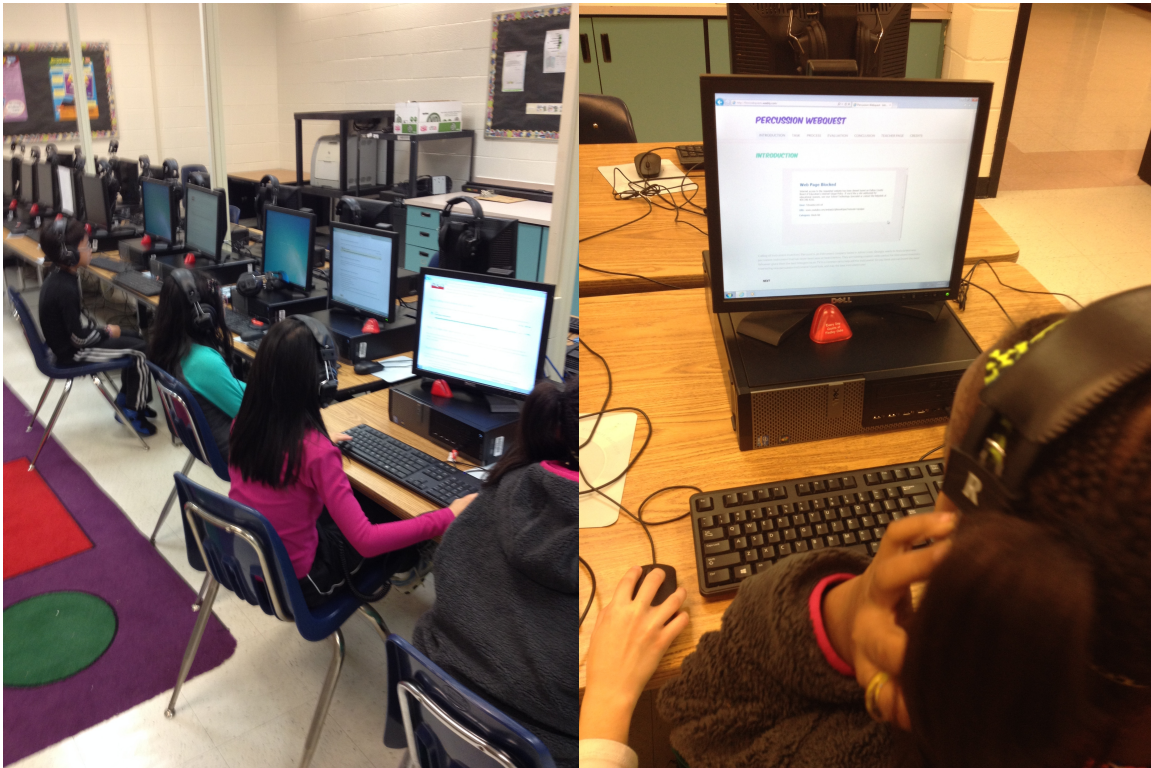
Reflection
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*Project Development*

Through the development of this webquest, I learned that there is a lot of consideration that goes into creating an activity like this! I was able to learn how to use Audacity and Audioboo, two tools I had never used before. Despite the fact that I have used iMovie once or twice before, this project allowed me to learn a lot more about the software. I was apprehensive at first on how to make the video a part of the webquests, but I think it really worked to be able to create a "preview" video of all the websites to help the students get excited about the websites they will visit. As a Music teacher, I find Audacity to be a very exciting tool to create/alter medleys and other recordings. I may even use Audacity (in combination with Audioboo) to create "fancy" podcast recordings as well.

*Instructional Design*

Before this course, I had heard of "webquests" but I did not have a clear understanding of exactly what they were or how they were implemented. After learning more about them, I really enjoy the concept of a webquest – I think it is a great way to get students using technology to direct their own learning. Additionally, webquests can be somewhat easy to facilitate for teachers who are not necessarily comfortable with their own technology use, simply because the students are the ones who are actually using the technology. However, creating the webquest was much more involved. When I created my webquest, I decided I wanted to create videos that enhanced the text that was already on the page. I considered making the required audio clips simple recordings of myself reading the text, but I decided instead to use the recording to relate to the content – audio recordings of the percussion instruments. I also wanted to incorporate fun links and YouTube videos that would both get the students excited about the percussion family and be educational. Looking back, I really enjoyed creating this webquest and might consider creating additional ones in the future. If and when I create future webquests, I might want to pare down the amount of resources and text that are included in the process section to make it a little less overwhelming for the students.

*Personal Growth*

As I was creating this webquest, I gained a lot of experience with using Audacity and iMovie. I really enjoyed using both those tools and I am glad that I now have the ability to use them for other projects. However, I did have to make an effort to ignore some of my perfectionist tendencies, particularly when creating the videos. I spent several hours working on the exact timing and transitions, and, in retrospect, that was unnecessary. As a Music teacher, I am glad I now have the ability to use different features on Audacity so that I can create and edit recordings for instructional purposes. As a technology facilitator, I am also glad that I now have these skills, because I can help others use these tools as well.

*For Others*

I have already told several teachers in my school and other Music teachers in the county about the concept of a webquest. I have told them they do not necessarily have to make the webquests themselves, but they can search for quality webquests and easily implement them with their students. For teachers interested in creating their own webquests, I would advise them to make sure they include resources that are both engaging and education, to think about their audience when creating the navigational features, and to develop a task that is authentic, student-centered, and challenging. My recommendation would be for teachers to create a task (or find a webquest featuring a task) that is at least a level 3 on Depth of Knowledge charts.