

EC&I834 ADDIE TEMPLATE

Important - Just fill out the first two sections (Analysis & Design). Just review the other three.

ANALYSIS

The prompt
<p><i>Describe the problem or insight that inspires a need for instruction. You may also consider the potential consequences if the needs are not addressed.</i></p> <p>I currently teach English Language Arts to a grade 6/7/8/9 split class. With only a 1 hour teaching period every day, this often poses challenges of time restraints on teaching and learning time and teacher availability for each of the grade levels. While I attempt to group grades for units, I still end up teaching a minimum of two grade groupings each period. Within these grade groupings, there are also many diverse learning styles and needs.</p> <p>Being able to develop units, lessons and learning activities in a blended/online format enables students to access content without direct teacher-student interaction. Students are able to read, view, and listen to texts, complete activities related to texts, and develop their comprehension and knowledge about the content. This enables me and the students to use our face-to-face time to have deeper conversations and discussions, question, build on previous and acquired knowledge and create new understandings and knowledge related to the content. Having a blended/online learning environment where students can access content online and have face-to-face interactions, also enables me to spend more time with each group during face-to-face learning to support, facilitate and engage with the students and content and assess student progress and understanding.</p> <p>A blended/online learning environment also enables me to meet the diverse learning needs and styles of my students. Providing multiple ways to access content and demonstrate learning will meet students where they are at and capitalize on their strengths.</p>
Learner personas
<p><i>Create fictional personas that summarize the key features and needs of your target audience.</i></p> <p>The students in this class are in grades 6, 7, 8, and 9. There are 15 students in the class - 2 Grade 6, 4 Grade 7, 4 Grade 8, and 3 Grade 9. One Grade 7 student is designated as intensive needs with an IIP focusing with goals focusing on supports for low vision and cognitive development. There is 1 Grade 7 and 1 Grade 9 student who are designated as diverse needs. The Grade 7 student has an Individual Outcome Plan for Math and ELA and requires learning accommodations for high sensory needs(ie. quiet and alternative work spaces, noise cancelling headphones, breaks, etc.). The Grade 9 student requires accommodations and modifications for responsive and receptive speech (ie. alternative texts, video, audiobooks, alternative assignments involving art, etc.). All three designated students have Collaborative Team Plans outline supports in all subject areas.</p> <p>Within each grade level, students are at various levels of reading ranging from Grade 2 to a Grade 10 reading level.</p>

This particular unit and module will focus on the Grade 8 and 9 students - 7 students total. Within this group one student is designated as diverse needs. While all students are familiar with working on computers, they require reminders of how to access their classes in Microsoft Teams Class Notebook and how to submit assignments through Teams. Some of the students have expressed that they do not like learning online and prefer paper copies of handouts and readings. They have also expressed a dislike for ELA, in particular reading and writing, but this is a group of students who like to participate in discussion.

Many of the students in the class are bused to school and have limited access to wifi and the internet outside of school hours.

Course overview

Describe the major themes that this course will cover.

This course is being designed for a Grade 8/9 split ELA class. The major theme for the course is Identity - "All That I Am - In Search of Self." The students will explore this theme through the reading of the novel The Outsiders by S.E. Hinton. The course will focus on the following major theme questions:

- From where does our sense of identity come?
- What makes each person unique and interesting?
- How do people express their individuality?
- How do people change as they journey through life?
- How do we keep our self-identity yet, at the same time, become part of a community?

By the end of the unit, the students will be able to understand and respond to these questions with reference to the novel and their personal lives and experiences.

For the purpose of this assignment, I will build the introductory module for a blended/online format and a framework for the entire unit.

Learning environment

Explore opportunities and limitations based on the following perspectives:

Learners

- **Opportunities**
 - Use familiar online format to complete work
 - Explore and use new online tools
 - Work at own pace
 - Ability to work independently, in pairs or small groupings
 - Have a variety of ways to access content to meet diverse learning styles and needs
 - Ability to work in flexible workspaces (ie, library, boot room, etc.)
 - Ability to access class content and work when absent
- **Limitations**
 - Independently navigating familiar and new online tools and format

- Computer viability (ie. needing to be plugged in limits where students can work)
- Limited electrical outlets in the classroom to power computers
- Ability to focus without teacher direction and in alternative workspaces

Facilitators

- **Opportunities**

- Flexibility of time to support all learners and grade levels
- Meet the diverse needs of learners (ie. accommodations and modification) for content and workspace
- Ability for flexible groupings of students
- Ability to allow students to work at own pace
- Support students when absent from school - students can access content and lessons

- **Limitations**

- Students may be spread out and in different areas of the school
- Differing levels of student independence
- Difficulty to assess student progress and understanding as students work through the content and work in alternative workspaces
- Limited electrical outlets for computers - multiple electrical cords throughout the classroom

The domain and discipline

- **Opportunities**

- Flexible groupings of students
- Give students options to work independently or in groups
- Ability for students to access content in multiple ways to meet diverse learning needs

- **Limitations**

- Requires students to have a level of independence and independent thinking
- Content may be challenging for some some students. Students have diverse needs and abilities require content to be at multiple levels and have multiple means of accessing content. This can create workload issues for a teacher

Learning technologies

- **Opportunities**

- One-to-one computers for student use
- Learn new applications or technology
- Help students and facilitators develop technology skills

- **Limitations**

- Older and type of technology may not support the learning technologies
- Access to technology at home
- Division restrictions on some learning technologies

Access and cost

- **Opportunities**

- Introduce a new application or technology to students, teachers, and divisions
- Developing of technology skills for students and teachers
- Students have one-to-one access to computers

- ***Limitations***

- Division restrictions on types, downloading, and use of technologies (ie. requests need to be made for the downloading of certain applications and can take time)
- Cost of upgrading applications and technology to use all features
- Students may require logins and email addresses outside of school domain (ie, gmail)

DESIGN

Course-level objectives
<p><i>Describe the most significant learning outcomes/objectives of your course.</i></p> <p><i>By the end of this course, learners will be able to:</i></p> <ul style="list-style-type: none">■ view, evaluate and respond to a variety of texts related to the theme of identity■ select and use strategies to construct meaning before and after viewing, listening and reading■ evaluate and demonstrate an understanding of multimedia texts■ demonstrate an understanding of the texts and interpret texts in relation to our theme questions■ use oral language to purposefully and confidently participate in discussions■ assess strengths, needs, and contributions as a participant in a learning community
Instructional approach
<p><i>Summarize the types of learning experiences or activities that learners will experience during the course.</i></p> <p>Learning experiences and activities</p> <ol style="list-style-type: none">1) Discussions - students will participate in face-to-face small and whole group discussions of the content2) Online Modules - will provide content and activities for students to engage with independently or in pairs to prepare for discussions3) Online discussion/debate - students will post a response to a prompt and respond to peer responses4) Sway/PowerPoint Presentations5) Reading and Listening to Novel - students will have access to a print copy of the novel and an audio recording of each chapter6) Group work - students will participate in face-to-face group work during the course7) Online Collaboration Boards8) Videos9) Virtual tour with Google Maps10) Flipgrid Responses <p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none">● Anticipation guide● Thinking Theme Chart● Chapter Comprehension Questions● Chapter Quizzes

Summative

- Discussion Participation (Rubric)
- Final Choice Board Assignment - will require students to reflect upon and demonstrate an understanding of the theme in relation to the novel
- Novel Final Test
- Flipgrid or written responses to 'Big' Chapter questions (students will have a choice)

Major platforms

List the LMS and/or other educational technologies that will be used.

- Nearpod
- Microsoft Teams
- Flipgrid
- Google Earth
- Sway
- Kialo edu
- Youtube
- Formative
- Edpuzzle

Educational technologies

List the ways that the platform and other educational technologies will be used to support student learning.

- 1) **Nearpod** - presentation of content with interactive activities (ie. collaboration boards, open-ended questions, polls, matching activities, etc.)
- 2) **Microsoft Teams** - using Class Notebook as a platform for student access to module content (ie. links, videos, activities, directions, assignments) and to submit assignments
- 3) **Flipgrid** - video responses to questions and peer and teacher feedback
- 4) **Google Earth** - a virtual tour of the setting of the novel
- 5) **Sway** - presentation of content
- 6) **Kialo edu** - online discussions and debate
- 7) **Youtube** - access videos related to content (ie. introduction to author, readings of chapters)
- 8) **Formative** - chapter quizzes, 'big' chapter questions, final Test
- 9) **Edpuzzle** - comprehension checks during videos

Course design pre-planning		
Learning objective	Assessment	Learning material
<p>Novel Introduction Module - this module in the unit will be created for the purpose of this assignment. It focuses on introducing the novel to the students through introductory theme activities and activities to have students learn more about the temporal, cultural and physical setting of the novel which has an impact on the identity of the characters in the story. In the unit plan, there will be a previous module focusing on the theme of identity and further modules for each chapter set in the novel.</p> <p>The following is a detailed pre-plan “Introducing the Novel” module.</p>		
<ul style="list-style-type: none"> view, evaluate and respond to a variety of texts related to the theme of identity 	Formative Assessment Anticipation Guide Poll	Anticipation Guide Poll (Nearpod) <ul style="list-style-type: none"> Students will complete a poll on Nearpod Students will be able to write or record their responses
<ul style="list-style-type: none"> evaluate and demonstrate an understanding of multimedia texts 	Formative Assessment Gallery Walk Jigsaw	Gallery Walk Presentation (Nearpod - Sway presentation and open-ended question) <ul style="list-style-type: none"> Students will work through a series of slides presented using Sway and Nearpod Students will complete a digital Word Document as they work through the presentation Students will respond to an open-ended question on Nearpod
<ul style="list-style-type: none"> evaluate and demonstrate an understanding of multimedia texts 	Formative Assessment Time Travel - Trip to the 1960s Jigsaw	Jigsaw Stations presented on Nearpod (includes links to websites and videos for students to access and learn about topics related to the 1960's such as politics, fashion, music, movies, etc.)

<ul style="list-style-type: none"> view, evaluate and respond to a variety of texts related to the theme of identity 		<ul style="list-style-type: none"> Pairs of students will take a topic and become the expert and create a collaboration board on Nearpod to represent their topic and share with the whole group of students Pairs will also summarize their findings in an open-ended question response on Nearpod
<ul style="list-style-type: none"> evaluate and demonstrate an understanding of multimedia texts 	Formative Assessment Author Introduction	Video Interview with Author <ul style="list-style-type: none"> Students will watch an interview with the author. This video is on Youtube and will be prepared with Edpuzzle to add questions for response at various points in the video.
<ul style="list-style-type: none"> evaluate and demonstrate an understanding of multimedia texts 	Formative Assessment Google Earth Virtual Tour	Google Earth Virtual Tour of Tulsa, Oklahoma <ul style="list-style-type: none"> Students will 'walk' through a virtual tour of Tulsa, OK prepared with Google Earth
<ul style="list-style-type: none"> demonstrate an understanding of the texts and interpret texts in relation to our theme questions 	Summative Assessment 'Big' Question Response	'Big' Question response <ul style="list-style-type: none"> Students will respond to a question using Formative <p>Question for this lesson: <i>You have worked through some activities related to the 60s. Take some time to reflect. What words would you use to describe this era? Would you want to live in the</i></p>

		<i>60s? Why or Why not? Use specific examples from what you learned to support your response.</i>
<ul style="list-style-type: none"> • use oral language to purposefully and confidently participate in discussions • assess strengths, needs, and contributions as a participant in a learning community 	Summative Assessment Discussion Participation and Reflection	Discussion Participation and Reflection <ul style="list-style-type: none"> • This will occur face-to-face • Prior to our discussion, we will co-construct criteria of what is expected in discussion participation • Students will complete a reflection form which will include self-assessment using a Microsoft Forms
<ul style="list-style-type: none"> • demonstrate an understanding of the texts and interpret texts in relation to our theme questions • evaluate and demonstrate an understanding of multimedia texts 	Summative Assessment Lesson Final Task	Lesson Final Task <ul style="list-style-type: none"> • Students will complete a compare and contrast assignment • Students will compare and contrast their life and identity today with their life and identity in the 1960s • Students will have a choice how they represent their understanding and how they will complete this assignment - digitally or on paper. • Students will participate in an online debate related on the topic “Life Was Better in the 60’s” using Kialo edu

Unit Plan: The following outlines the Learning Objectives, Assessments, and Learning Materials

Learning Objectives	Assessments	Learning Materials
<ul style="list-style-type: none"> view, evaluate and respond to a variety of texts related to the theme of identity evaluate and demonstrate an understanding of multimedia texts use oral language to purposefully and confidently participate in discussions assess strengths, needs, and contributions as a participant in a learning community 	<p>Formative Assessments</p> <ul style="list-style-type: none"> Anticipation Guides Reading Comprehension Questions Jigsaws Collaboration Boards Video Responses Journal Prompt Responses Lesson Activities and tasks <p>Summative Assessments</p> <ul style="list-style-type: none"> Lesson and Discussion Reflection and Self-Assessment 'Big' Idea Questions Lesson Final Tasks Quizzes and Tests 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Nearpod lessons and activities <u>The Outsiders</u> Novel - print and audio Videos related to content using Edpuzzle to add checkpoints for understanding Lesson and Task Handouts - digital and/or print Teams - Class Notebook for housing content and communication Flipgird <p>Summative Assessments</p> <ul style="list-style-type: none"> Microsoft Forms for discussion and lesson reflection and self-assessment Flipgird - Big Idea Questions Final Task hangouts - digital and print Teams - Class Notebook for housing content and communication Speech-to-Text Immersive Reader Formative - Quizzes, Tests, Big Idea Questions <u>The Outsiders</u> Novel - print and audio

Note that designers often use UbD principles to support the design phase. See [this template](#).

DEVELOPMENT

Development is the most difficult and time-consuming part of the ADDIE process. For the purposes of this class, I would suggest learning more about constructive alignment. Here's [a short video on the topic](#) from the University of Saskatchewan.

IMPLEMENT

Quality assurance is important, especially during the design and implementation phases. This [is an excellent checklist for assessing course quality](#).

EVALUATE

If you haven't already, check out [the Evaluate section of ADDIE Explained](#). It's an excellent overview of various approaches used in various sectors.