

Goal-directed Instructional Design Plan - Informational Poster on a country using Glogster

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1. A problem or a need –

The need or requirements for the students in this activity is to provide a multimedia poster showing what they have learned about a country they have researched in class. Using Glogster they must face the problem of how to incorporate images, sound, movies and text into one informational poster. There is an educational need for teachers to expand the extent on which they assess their students' learning on a particular learning unit. There is more to summative assessment than paper and pencil tests! With a multimedia research and presentation project like this a student's measurement of learning can be as easily, if not more so, assessed by a rubric made by the teachers and shown to the students before the project starts. The problem is shifting the mode of assessment in schools to make it more relevant and more meaningful than the dreaded sit-down and-be-quiet written exam. With the introduction of activities like this for end of unit assessments we are going down the right path.

2. A real-world performance –

Moving away from paper based posters is a giant shift in the thinking of a primary school student (or teacher!). This activity will challenge the students in conceptualizing the idea of online posters rather than traditional posters. In doing so they experience and relate to the multitude of online presentations or multimedia websites they encounter day to day. This activity will introduce the concepts of publishing work online and prepare the students for later grades where digital portfolios and student blogs will become very important parts of their learning. The students (and teachers) will perhaps take a look at the work that they do every day in class and see which Web 2.0 technologies can they apply to their work and what benefits can be achieved from moving away from the traditional pencil and paper activities. Finally the students research findings will take on a more modern day result with a wide variety of multimedia to be presented in their Glog much more akin to what they are used to experiencing outside of school.

3. An instructional objective –

The objectives of this lesson are based on students learning a new Web 2.0 skillset. The standards we work towards at our school are the NETS-S Standards.

- a. *Students will gain an understanding of using Glogster* **NETS-S 1 a) b)**
- b. *Students will learn how to transfer their research into a presentational format* **NETS-S 3 a) b) c) d) NETS 4 a) b)**
- c. *Students will learn the concepts of making posters Web 2.0 style* **NETS-S 2 a) b)**
- d. *Students will gain an understanding of planning a mixed media poster.* **NETS-S 6 a) d)**

4. **A set of essential content –**

Students will be lead logically from an introduction to Glogster through to making their glog and presenting it. Students need to learn the concepts of making an online poster with Glogster, the transformation of research into an informational poster and the layout of a multimedia rich poster will be explored. The approach from the teacher in introducing Glogster will be minimalistic; allowing for further experimentation and variance from the students' point of view. Differentiation will be applied by one-on-one assistance by the teacher for struggling students, high-level students will be challenged by their own abilities and the freedom to experiment. Throughout the classes the teacher will introduce concepts in a just-in-time fashion; if the needs arise whether that be how to search for a specific piece of media or how to add effects to your audio commentary if students want to do that! **To promote additional knowledge gathering students will be required to come up with two additional pieces of information they did not gather in their initial classroom activity. For these pieces students will be encouraged to record an audio recording of their own voice to describe this information. Students will also be encouraged to have one video piece to provide more information on a certain aspect of their country.**

5. **An evaluation consisting of a test or observation –**

Students will be evaluated on the final design of their poster by their teacher, themselves and their peers in a rubric based assessment.

Glogster Rubric here: <http://tiny.cc/bro7r>

6. **A method to help participants learn –**

Students will learn in a number of lessons in the computer lab. They will be introduced to Glogster and the basics of what it is. The students will then be instructed on what they will be doing with Glogster in simple steps laid out on the interactive whiteboard. The teacher will then demonstrate a couple of key skills they must include in their Glog; like adding a title, sound and images. **Students will be asked to come up to the IWB and manipulate certain objects on Glogster. Teacher will show them a finished Glog to display the required expectations.** The students will then go and start off their Glog, the teacher will allow them time to practice and experiment with the different effects they can add to their Glog. **A number of Menu Buttons will be displayed on the IWB throughout the classes with the functions they do written beside them. Before students write any passages on the Glog they will be asked to write it out in Word first so they may check on their spelling and grammar first.** **Students will be instructed that only objects that are relevant to the country they are making their Glog on need to be included in their final product.**

On completion of their Glog; students will present their Glog to the class and will be paired up to other students to give peer feedback. **Students will also comment online with the other classes in Grade 3 to promote peer feedback outside of their own**

class. In conclusion of our Glogster activity we will set aside some time to discuss what we learned and reflect upon what we did well and what we would do better next time.

- **Motivation:**

- Meaningfulness – content and activities must have meaning for the learner
This is an extension of their English lesson where they spent a number of lessons researching three different countries. The integration of the English lesson is the meaningfulness for the students.

- Pleasant consequences – the effects that achieving the goal will have on the learner
The end result of a Glog is always pleasant! It is a moving, living poster with many pleasing aspects.

- Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson
As they are used to paper and marker posters using Glogster is a novel and fun way to create a poster.

- **Socialization** - a strong motivator for student learning

On Glogster students can look at each other's work and leave comments. The fact that their peers can see and give constructive comments is a strong motivational factor.

- **Audience** – For what audience are you designing this lesson? Consider the following:

- Age
Grade 3 students

- Skill level (including technology skills)
Very able, new to Glogster but predicting there to be no issues whatsoever due to previous experience with Glogster and the same age group

- Prerequisite knowledge (including technology background)
None of Glogster, very able computer users but must be aware of different needs and extra assistance to be required for certain students.

- **Technology Needs** – computers, internet connection.