

# Implementation & Evaluation

## **1. Describe the ideal learner for the instructional solution and how it compares to the actual learners involved in the implementation.**

The ideal learner for this instructional solution would be a third-grade student who is motivated to learn and interact with the content. The ideal learner would be excited to learn about environmental issues and be inquisitive about the ocean and environmental issues. The student would have a collaborative mindset, be able to work effectively in groups and possess basic research, technology, and critical thinking skills. The ideal learner would also be able to take responsibility for different project roles, such as Project Manager, Scribe, and Designer, and contribute to meaningful brainstorming, research, and prototype development. Compared to the actual learners involved with the implementation phase (third graders with mixed abilities), the instructional solution accommodates a wide range of skills and abilities. The small group format ensures that each learner has a role that suits their strengths, and the scaffolding provided supports all learner's needs. The lesson also offers differentiation and accommodations for all students, providing them with autonomy over their learning by providing a universal design learning environment (Larson & Lockee, 2019). The students are supported through sentence stems, peer support for ELL students, multiple means of representation, and options for expression and communication through integrating technology.

## **2. Identify the date and duration of the implementation, as well as the delivery method and location.**

Each small group had about 30-60 minutes a day over a week. The lesson was set to be conducted over two weeks; however, due to time constraints, the instruction was only able to be conducted over a week. The instruction was delivered through a blended approach, incorporating in-person group work (project-based activities) and digital tools (Google Classroom, Canva, and virtual field trips). The lesson took place in a classroom, with technology integration for research, collaborative work, and virtual explorations.

## **3. Explain your role in the implementation.**

As the instructional designer, my role in the implementation phase of the ADDIE model was to oversee the delivery of the instructional solution. This included preparing materials such as research sources, project kits, and multimedia tools such as Google Classroom and Canva. I also structured the lesson to encourage collaborative learning with clearly defined student roles. I guided students through the 5E lesson plan, facilitated discussions, and provided ongoing feedback as students worked through their projects.

## **4. Describe the parts of the implementation that were particularly effective.**

Students really enjoyed the hook video on Jacques Cousteau. It captured their interest immediately and helped them recall prior knowledge. They also enjoyed the “Notice and Wonder” activity, which encouraged reflective thinking and stimulated curiosity. Students also really enjoyed brainstorming and choosing their small group role (designer, project manager, or scribe). These roles worked well in keeping students organized and ensuring participation. Technology enriched the learning experience and motivated students to actively engage with ocean conservation issues. Lastly, students enjoyed the KWL charts and found that sentence stems are helpful for students who needed more structured guidance, especially ELL students.

**5. Describe any issues you noticed with the design or implementation and modifications you would make for future implementations. Include a rationale for each proposed modification.**

I noticed issues with time management, technology access, and collaboration dynamics. Some groups needed help to stay on track with the research phase and took longer to agree on a conservation issue or invention idea, which delayed the prototype development. It would be beneficial to allocate more structured time blocks for each task and consider breaking down research into smaller, more manageable time chunks through scaffolding strategies. Secondly, a few students were less comfortable navigating the digital tools and needed additional support. Providing pre-lesson tutorials or practice sessions for digital platforms would ensure all students are familiar with the tools before beginning the project. In some groups, the more confident students dominated, leaving quieter students less involved. Implementing rotating roles within each group would be beneficial to ensure that all students experience different responsibilities and contribute equally. These three modifications help streamline the process, improve collaboration, and ensure that all students can contribute effectively to the project.

## References

Larson, M. B., & Lockee, B. B. (2019). *Streamlined ID: A practical guide to instructional Design*. Routledge. ISBN-13: 9780815366706