

EC&I834 ADDIE TEMPLATE

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>There are a large number of students in my school, including in my own classroom, with attendance concerns. Some students miss one or two days a week and a smaller number are chronically absent, only attending every once every couple of weeks. These students, especially the latter, miss out on key concepts and lessons, and have difficulty keeping up with learning in the classroom. If these learning needs are not addressed, the students' learning gaps will continue to widen. This is of particular concern when learning foundational skills needed for advanced learning and life. The incorporation of technology would allow the learner continuity in learning, despite absenteeism. Additionally, it may also increase engagement and confidence as the student is able to experience success in the classroom. While the students are often facing larger life concerns that impact their ability to attend school regularly, educators still have a responsibility to create a learning environment that suits their needs and meets them where they are at.</p>
Learner personas
<p><i>Create fictional personas that summarize the key features and needs of your target audience.</i></p> <p>The majority of the students in the classroom are Indigenous and come from a marginalized community. Some students have access to appropriate technology outside of school, but many do not. All students have at least a basic level of understanding when it comes to online learning.</p> <p>Below are some sample learner personas pertaining to the level of absenteeism in the classroom:</p> <p>Student One: attends school sporadically, often missing 1 to 3 days of school per week. When present, the student seems engaged and demonstrates a willingness to learn, but sometimes struggles due to missing key concepts and lessons.</p> <p>Student Two: Attends school very minimally (once every few weeks). Has difficulty attending to any school work when present due to large gaps in learning and missing out on lessons.</p> <p>Student Three: Attends regularly most of the time, but frequently visits family out of town for a few days to a week per month.</p>

Course overview

Describe the major themes that this course will cover.

This will be a unit on division in math for grade 5 students. It covers everything in division from recalling basic facts to 3-digit by 1-digit division with and without remainders.

Learning environment

Explore opportunities and limitations based on the following perspectives:

Learners

- Opportunities
 - Many of the students find technology engaging and many are fairly adept at learning new technologies.
- Limitations
 - Attendance is a concern. Additionally, the students are all at different levels in mathematical understanding.

Facilitators

- Opportunities
 - The EA in the classroom will be able to assist students while online, allowing the teacher more time to work one-on-one or with small groups. The classroom teacher will check submitted student work.
- Limitations
 - The EA in the classroom may be unfamiliar with the technology.

The domain and discipline

- It will be designed for grade 5 students as a unit in math class. The unit will also review basic division facts and grade 4 division topics.

Learning technologies, Access and cost

- Opportunities
 - Students will have access to Chromebooks and a variety of online learning technologies.
- Limitations
 - Students are welcome to complete missed work at home but since many do not have access to technology to assist them in learning, I anticipate the majority to be completed during school.

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"> • Demonstrate an understanding of division (3-digit by 1-digit) with and without remainders • Recall basic division facts up to a dividend of 81 • Interpret remainders 	
Instructional approach	
<p><i>Summarize the types of learning experiences or activities that learners will experience during the course.</i></p> <p>The students will watch videos and demonstrations on the division process. They will also complete various online tasks and play online games. There will also be choice activities where the students can choose to complete different tasks with or without the use of technology.</p> <p><i>Describe the use of assessments (formative and summative) that will be used in the course.</i></p> <p>Formative: The online assignments and games will be used to formatively assess the students.</p> <p>Summative: A Google Form will be used to create an online quiz that contains both multiple choice and short answer questions. In addition, there will be a final choice project activity.</p>	
Major platforms	Educational technologies
<p><i>List the LMS and/or other educational technologies that will be used.</i></p> <ul style="list-style-type: none"> • Google Classroom • Google Drive • Kahoot • Prodigy • XtraMath • Virtual Base 10 Blocks • Jamboard 	<p><i>List the ways that the platform and other educational technologies will be used to support student learning.</i></p> <ul style="list-style-type: none"> • Allows for choice activities • Differentiation • Problem solving opportunities • Sharing ideas with others

Course design pre-planning		
Learning objective	Assessment	Learning material
N5.3: Division facts to 81	Pretest, Quizzes (formative)	XtraMath, Prodigy, Google Docs
N5.3: Division (2 x 1-digit)	Practice Questions	Google Slides
N5.3: Division (3 x 1-digit)	Practice Questions	Google Slides, Kahoot
N5.3: Interpreting Remainders	Practice Questions	Google Slides
N5.3: Division (entire unit)	Quiz, Choice Activity (summative)	Google Forms, Choice Assignment (create poster, quiz, or presentation with or without technology)

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.