

An Introduction to Story Bird

A Web-Based Multimedia/Hypermedia Learning Object

Designed for

Sharp Elementary School

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DESIGN DOCUMENT REPORT

INSTRUCTIONAL GOAL:

After completing the training for the Web-based multimedia/hypermedia Web 2.0 Tool *Story Bird*, students will be able to perform basic software application functions, including opening application, creating, modifying, saving, publishing and printing their original product.

PERFORMANCE OBJECTIVE:

Utilizing Story Bird (CN) students will create, edit, save and publish a publication (B) with the correct font attributes, utilizing proper technology etiquette, and technical and ergonomics strategies. (CR)

LEARNER ANALYSIS:

In order to successfully reach my goal and objective it is very important to address two very important matters; know my learners' entry behavior and target students adequately. In order to do this I need to know the prerequisite knowledge, attitudes and skills that my learners have or need to possess, their characteristics and their needs.

I will be directing my tutorial not for groups but for groups of individuals with specific needs, skills and characteristics. I will use this information to target and improve individual learning experiences. As it is stated in Dick and Carey about knowing learners characteristics, "They will help the designer develop a motivational strategy for the instruction and will suggest various types of examples that can be used to illustrate points, ways in which the instruction may (or may not) be delivered, and ways to make the practice of skills relevant for learners" (pg. 98).

Pre-requisite Skills:

My target learners will be 4th grade students approximately nine years old. The pre-requisite skills that my target learners have to have are the following: Students should feel comfortable taking an online tutorial. In order for students to feel comfortable using a computer and being online, they need to have basic

technology knowledge and skills. Students need to have web-navigating and log in experience. Because my training is going to be a self-pacing training, students need to be able to log in into the training, begin the training, or continue where they left off. Students need to have mastered the mouse and the keyboard. Students need to know the basic navigational skills by using electronic buttons, menus, and drop-down menus. Students need to feel comfortable using a headphone or speaker. My training will target different learning needs and styles.

Prior Knowledge of the Topic:

Before every training it is very important for the target learners to know the content of what they are going to be learning about. In this case, this training will be used for a Language Arts Writing class. Students should have already been exposed to literary texts and have studied creative writing. Students should have already acquired appreciation for art work and learned to express their ideas and feeling about it. "When teachers link new information to the student's prior knowledge, they activate the student's interest and curiosity, and infuse instruction with a sense of purpose." *The Thinking Curriculum* (NCREL, 1990)

Attitudes toward the Content and the Delivery System:

It is very important for teachers to know how to motive students to have a positive attitude towards learning. Our target learners should have a great appreciation for language arts; reading and writing. Students should be fascinated with picture storytelling, poems, and chapter books. Students should feel very at ease and excited to be trained online to create an original product using technology.

I have interview Mrs. Christina Boreaux, Sharp Elementary 4th grade writing teacher, who is already utilizing this web 2.0 tool Story Bird in her class and has had incredible success with her students. She says it is amazing how even her "struggling" students have mastered the writing process and have expanded their creative thinking. Mrs. Boreaux comments how her students' creative writing skills have flourished and how fascinated students are with utilizing this software. Mrs. Boreaux is looking forward to have this online tutorial available for all her writing classes.

Learner Motivation:

Creating, publishing and printing an original work gives students a great sense of pride which is an intrinsic motivation; an internal reward. I have learned from Mrs. Boreaux' interview that her students feel a great contentment and satisfaction when they see their final product. They have a great pride in knowing that their original work is unique and important and that they have an opportunity to publish it to the World Wide Web for everyone's view. Of course they also have an extrinsic motivation, which is their grade; this is their external reward.

Learner Educational Background and Ability:

In this sub-topic I will discuss what are the Language Arts and Technology achievements and general ability levels of Sharp Elementary 4th grade students. This helps determine the kinds of instructional experiences they may have had and their ability to cope with new and different approaches to instruction.

Students have learned to write using elements of the writing process, planning, drafting, revising, editing and publishing to compose a story. Students know about different genres. Students have written literary texts to express their ideas and feelings. Students have written imaginative stories that build the plot to a climax and contain details about the characters and settings. Students have written poems that convey sensory details using the conventions of poetry.

Students have used creative thinking and innovative processes to construct knowledge and develop products. Students have developed critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, digital information. Students practice digital citizenship by behaving responsible while using technology tools and resources. Though the study of Technology, students have learned technology related terms, skills, concepts and strategies. Students have performed basic software application functions, including opening applications, creating, modifying, printing and saving files. Students know how to trouble shoot minor technical problems with hardware and software using available resources such as online help. Students use proper keyboarding techniques and ergonomics strategies such as correct hand and body positions.

Learner's Preferences and Learning Styles:

It is very important to target learners with different kind of learning preferences, styles and needs. Even though in Sharp Elementary our population is not that diverse, I will still incorporate the different elements of learning for different learners in order for my tutorial to be used in a different environment or stage again.

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Keefe (1979) defines learning styles as the “composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.” Stewart and Felicetti (1992) define learning styles as those “educational conditions under which a student is most likely to learn.” Thus, learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn.

This Web-based online tutorial will be targeted to a wide range of learners. *Visual learners* will benefit very much with this tutorial, because it is a computer assisted digital tutorial with different visuals, zooms, signaling, and panning. *Auditory learners* will benefit from my narration, oral directions and background music. The *kinesthetic learners* will benefit for the demonstrational tutorial and the game playing from the tutorial quiz. *Tactile and active learners* will be very motivated with the tutorial's concept of them creating their own original project. Most *reflective, global and analytical learners* love writing, creating projects and because they possess reflective observational skills they will also be very motivated to follow the tutorial attentively to learn about how to make their final product.

I will also be targeting *special need students*. For example I will be using the colors blue and yellow in most of my menus and signaling in order for my *colorblind students* to be able to appreciate them. I will not use flashing pans or signaling in order not to active any epileptic seizure in case I have an *epileptic student*. My actual visual tutorial can be used by *hearing disable students*. My audio narration will be very beneficial for *visual impaired and dyslexic students*.

My tutorial will targeted for high level thinking *GT learners* (Gifted and Talented students), however it will be very clear, simple and concise that *struggling*

students will benefit from. *Bilingual ESL students* will benefit from the visual video.

Below I am attaching a chart of different Learning Styles, their modality, description and how it is learn best though the use of..

Learning Styles

Modality	Descriptors	Learn Best Through the Use of ...
Visual Learners (input)	<ul style="list-style-type: none"> • Learn by observation • Can recall what they have seen • Can follow written or drawn instructions • Like to read • Use written notes • Benefit by visualizing, watching TV/video/films 	<ul style="list-style-type: none"> • Charts, graphs, diagrams, and flow charts • Sight words • Flashcards • Visual similarities and differences • Pictures and graphics • Maps • Silent reading • Written instructions • Computer assisted learning
Auditory Learners (input) Verbal-Linguistic Intelligence	<ul style="list-style-type: none"> • Prefer listening and taking notes • Listen for patterns • Consult peers to ascertain that they have the correct details • Can recall what they have heard • Can follow oral directions • Repeat words aloud for memorization • Use oral language effectively 	<ul style="list-style-type: none"> • Discussion, dialog, debate • Memorization • Phonics • Oral reading • Hearing anecdotes or stories • Listening to tapes or CDs • Cooperative learning groups
Kinesthetic Learners (input)	<ul style="list-style-type: none"> • Are often physically adept • Learn through experience and physical activity • Benefit from demonstration • Learn from teaching others what they know 	<ul style="list-style-type: none"> • Playing games • Role playing • Read body language/gestures • Mime • Drama • Learn or memorize while moving (pacing, stationary bike, finger or whole body games)

Tactile Learners (input)	<ul style="list-style-type: none"> • Learn by touching and manipulating objects • Often learn inductively rather than deductively • Tend toward psychomotor over abstract thinking • Prefer personal connections to topics • Follow directions they have written themselves / that they have rehearsed • Benefit from demonstrations 	<ul style="list-style-type: none"> • Learning by doing • "Hands-on" • Creating maps • Building models • Art projects • Using manipulatives • Drawing, designing things • Writing / tracing
Active	<ul style="list-style-type: none"> • Can be impulsive • Risk-takers • Do not prefer lectures • Prefer group work • Tend to be interpersonal • Not inclined to too much note-taking 	<ul style="list-style-type: none"> • Prefer "doing, discussing, explaining" vs listening and watching • Prefer active experimentation • Like acting and role playing • Like team competition
Reflective	<ul style="list-style-type: none"> • Prefer to think about concepts quietly before any action • Learn by thinking • Like writing • Tend to be intrapersonal and introspective 	<ul style="list-style-type: none"> • Tend toward deductive learning • Prefer reflective observation • Intrapersonal skills valued • Journals • Learning logs
Global Understanding	<ul style="list-style-type: none"> • Make decisions based on intuition • Spontaneous and creative; "idea" person • Often a risk-taker • Tend to reach conclusions quickly • Intake information in large chunks rather than details • Nonlinear thinkers • "See the forest before they see the trees." 	<ul style="list-style-type: none"> • Interpersonal connection important to them • Stories and anecdotes • Seeing the "whole" rather than in parts • Highly interesting project and materials • Functional games and activities • Think-pair-share; Praise-question-polish • Teacher feedback; person-to-person communication
Analytical Understanding	<ul style="list-style-type: none"> • Sequential, linear learners • Prefer information in small chunks, steps • Can follow the rules for mathematic equations • Prefer a logical progression • "See the trees before they see the forest." 	<ul style="list-style-type: none"> • Intrapersonal skills valued • Journals • Learning logs • Sequentially organized material, timelines, diagrams • Moving from "part" to the "whole" • Puzzles, logic games

This tutorial will be delivered totally via online, so I discussed this matter with Mrs. Boreaux to see if this would be a problem with any of her students. Teachers constantly get new students across the school year, or have students struggling with technology, my concern was if she believed they needed preferably face-to-face instruction or an additional tutorial. However, she did not believe there

would be a need for additional tutorials and if there was a problem she would be there to help and assist them. However, because this tutorial might be used in another platform or class again, I will include an introductory module that will briefly address the benefits of learning online, as well as how to navigate the instructional unit.

CONTENT ANALYSIS:

Before I can provide a detailed description of the intended instructional setting for my learners, I will discuss my creating side of the product in order for my viewers to encounter the least errors and problems possible when utilizing it. I have researched to see what platform or player should be used to create and play adequately my web-based tutorial and have come to this conclusion. Utilizing technology is not 100% problem proof, however the creators of the software I am going to utilize to create my web-based tutorial recommend the following. When saving my file I will save it in a MP4 video format which is highly recommended in comparison to WMV. The fallback to Windows Media Player is that it provides an inferior experience for the viewer. For example, table of contents, closed captions, or hotspots simply do not work; which they do when playing the tutorial saved in MP4 format.

I will utilize Screencast.com to host my video. MP4 video format has a preferred player on Screencast.com. MP4s will play in TechSmith Smart Player which is Camtasia's creator. It defaults to Flash playback, but if Flash is not available, it will attempt to play the video in HTML5.

Because I am planning in utilizing this web-based tutorial not only for Mrs. Boreaux' class but for future views, I have to take in account several technical issues. MP4 videos have a much higher chance of playing on mobile devices. If viewed on an iPad or iPhone, Screencast.com plays the video in HTML5 using the TechSmith Smart Player. Viewers watching the tutorial video on an iPhone will be prompted to download the free iOS Smart Player app so they can take advantage of the interactive content in their mobile device.

What browser am I going to recommend to be used to play my tutorial, Google Chrome, Safari, Safari Mobile (iPad and iPhone) or Internet Explorer? The majority of browsers have Flash installed, increasing the likelihood that my video will play in a preferred browser, however I have researched reading different blogs and

came to the conclusion that Google Chrome will prompt the least errors utilizing Camtasia hosted in Screencast.com. For example, the Submit Answer button for the quiz created does not work in Internet Explorer and in Google Chrome does.

By me taking the actions mentioned above, teachers or lab managers would not need to download on the hardware utilized by the students, any additional software. I will recommend my teachers or instructors to have students log in utilizing Google Chrome and be directed to my personal Tutorial Wiki page where I will be posting the links for my tutorials. The computers should have access to the internet and should have either headphones or speakers as preferred by the teacher or student. I will recommend that if the students are taking the tutorial all together in a computer lab, to have a teacher or lab assistant to help them trouble shoot or any other problem they might encounter. In my introductory video I will have instructions on how the students can self-pace themselves, how to stop and how to continue with the next section. It is to the teacher's discretion to have students take the tutorial in a personal setting, as a groups or in a lab.

INSTRUCTIONAL STRATEGY AND USABILITY:

Planning in the creation of instructional design is a basic key element. It is very important to plan our instructional strategy and review its usability.

How the content will be presented:

- The first thing my target learners will encounter in my tutorial will be a Table of Contents. The first item in the Table of Contents will be my Introduction which will consist of the first video explaining the goal and objectives of the lesson/training module, explaining what the lesson/training module will cover and how to navigate around it.
- I will present my content in a sequential chronological order. Having separate modules in my table of contents from where students will be able to choose to open.
- Each tutorial module will have a recorded screen video with narrations, captions, call outs, pans, zooms and necessary signaling.
- I will provide a quiz after learner views each module to check for understanding.
- I will finish my tutorial with a summary and conclusion.

How the learner will participate in order to master the performance objective.

- The learner has to complete the whole training tutorial in order to master the performance objective.
- The learners has to take a quiz at the end of every module.
- After the learner has taken the web-based tutorial student will create, draft, edit, utilizing correct font attributes and publish a publication.
- Learner will use proper technology etiquette and technical and ergonomics strategies.

How can the computer/Web-based multimedia/hypermedia learning object be reused?

Even though I am targeting this tutorial for 4th grade students, this tutorial will target different learning preferences and needs and can be delivered to an ample range of learners. Moreover, this web-based tutorial should be ready to be delivered in any class or individual setting, computer or mobile device providing this Web-based multimedia/hypermedia learning object the capability of being reused.

DEVELOPMENT TIMELINE & BUDGET:

I estimate investing from 35-60 hours in the creation of my Web-Based multimedia /hypermedia Tutorial.

Development Sequence Timeline:

- Register myself to StoryBird
- Register to Screencast.com
- Plan and outline my course
- Record each module
- Edit recordings
- Add zooming, panning, callout, captions and necessary signaling
- Select background music
- Add the music
- Create, add quizzes
- Save in MP4 format
- Upload to Screencast.com

- Add link to my wiki page
- Test out tutorial
- Post

Budget:

Resources Needed for the Development:

Sharp Elementary has a Technology Budget fund. As the school's TST (Technology Support Teacher) I have access to hardware and software bought for technology professional development use of our school.

- Software: Camtasia was \$ 200.00 dlls.
- Hardware: Laptop \$ 985.00 dlls.
- Designer or Supervisor: \$ 0.00 As a TST I do receive a stipend however, because I am also a fulltime Kindergarten teacher, this project I am doing it on my own time, outside the school.
- Web 2.00 Tools \$0.00 I am registering myself to StoryBird and Screencast in free accounts.

Resources Needed for Implementation:

Sharp Elementary is a totally equipped technology campus, with two computer labs, approximately 3 desktop computers per classroom, 25 laptops to check-out, Internet broad band, wireless stations, headphones, etc. To implement this training no additional cost will be necessary. The items to be used will be:

- Desktop Computers or Laptops
- Broadband Internet and wireless stations
- Headphones or speakers
- Teacher or Lab assistant to supervise and/or trouble shoot.

ASSESSMENT OF LEARNING OUTCOMES:

Assessing the students' outcome of the tutorial will be measured with two items.

Quiz: The student will take a quiz created in Camtasia at the end of each module. Teacher will receive via email a report of that student's grade for that module, and it is to the teacher's discretion to ask the student to review that module and retake the quiz.

Project: At the end of the training the student be asked to create his unique project incorporating the design elements they acquired during the training. After completion of the project, teacher will review it with them online in order to evaluate student's proficiency using a simple rubric.

PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Utilizing Story Bird (CN) students will create, edit, save, and publish a publication (B) with the correct font attributes, utilizing proper technology etiquette, and technical and ergonomics strategies. (CR)</p>	<p>Quiz Questions:</p> <p><u>Introduction Module:</u> Which browser are you going to use? What program are you going to log in?</p> <p><u>Module 1:</u> What information do you have to have ready to log in? How do you begin to compose?</p> <p><u>Module 2:</u> What happen after you select “write”? What options are there for composition?</p> <p><u>Module 3:</u> How do you select an art work? How do you start writing?</p> <p><u>Module 4:</u> How do you add a new page? How do you add a new picture in the new page?</p> <p><u>Module 5:</u> How do you edit a page? How do you save your work? How do you publish your work?</p>
	<p>Assessment of the Product:</p> <p><i>Teacher’s Rubric: 0-10 points each</i></p> <p>Did student create a draft composition? Did student create a composition? Did student edit a composition? Did student use correct font attributes? Did student saved a composition? Did student publish a publication? Did student utilized proper technology etiquette? Did student use technical and ergonomics strategies?</p>

References:

<http://www.cjbr.com/modularteaching/prerequisites/behaviour.htm>

<https://www.bcps.org/offices/lis/models/tips/styles.html>

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr100.htm>

<http://www.nwlink.com/~donclark/hrd/styles.html>

<http://www.imsglobal.org/accessibility/accessiblevers/sec5.html>