

ID Project I

Teacher Instructional Development Training creating Blogs for instruction.

BSU EDTECH 503 – INSTRUCTIONAL DESIGN

July 11, 2010
Chrissy Jarvis

Table of Contents

BACKGROUND & ID MODEL	2
BACKGROUND	2
ID MODEL RATIONALE	3
ANALYSIS OF THE LEARNING CONTEXT.....	4
ANALYSIS OF THE LEARNERS.....	6
ANALYSIS PLAN AND RATIONAL	6
ANALYSIS SURVEY	7
REPORT OF “DATA”	7
ANALYSIS OF THE LEARNING TASK.....	10
LEARNING GOAL.....	10
TASK ANALYSIS.....	11
LEARNING OBJECTIVES.....	12
MAIN OBJECTIVES	12
PREREQUISITES	12
LEARNING ASSESSMENT	14
RUBRIC	15
REFERENCES	16
APPENDIX A	17
LEARNER SURVEY FROM GOOGLE DOCS FORMS.....	17
APPENDIX B	21
TASK ANALYSIS FLOW CHART	21

Background & ID Model

Background

This plan was created for the in-service training workshop of 160 teachers located in Washington County, SC school district. For this workshop the teachers are considered participants. It has been determined the participants are all fluent in English, have a wide computer skill range from novice to expert, and are currently active classroom instructors.

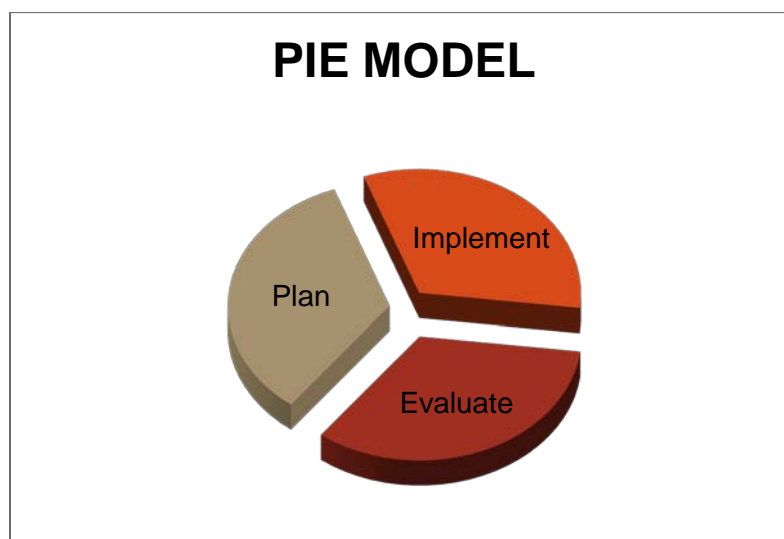
This training will occur in a face-to-face setting at the district training facility that allows up to 40 teachers to use computers at any given time. Having limited computers, there will be two sessions, with two participants per computer. The computers are newer model PC's, installed with Windows XP or higher, and have broadband access. Each training session will be one hour in length, allow hands-on activities and practice, and require a one-half hour follow-up training evaluation activity.

The introductory portion of the training will consist of front-end analysis results stating blog uses for educational purposes and the benefits for its need in the classroom. There will also be an introductory demonstration page so participants can visualize the programs value. The subsequent portion of training will consist of participants creating their own classroom blog. They will then implement their blog in an actual classroom setting and test its effectiveness over a two-week period of time. At the follow-up session, teachers will report on the benefits of the blog, and propose any questions or concerns regarding the programs implementation. The Instructional Design plan below details how this course was created.

ID Model Rationale

Gustafson and Branch (2002) detail the taxonomy of Instructional Development models. Of these models, some are specific and intended for classroom teachers, who usually work alone as the designer and deliverer of instruction. The Newby, Stepich, Lehman, and Russell PIE model will be implemented for this plan.

The PIE model consists of three phases; Planning, Implementing, and Evaluating. Planning relates to the learner role expectations during instruction, what they previously know, the instructional goal, existing materials, and technology use to increase planning efficiency. Implementing relates to how students know they are learning, classroom management, student attention and motivation maintenance, and how technology increases the instructional impact. Evaluating relates to quality and quantity of appropriate learning levels, types of enrichment or remediation activities necessary, materials and activities improvement for repeated and adapted use, and technology use to measure effectiveness, efficiency, and appeal related to instruction.



This model was selected for its key elements to this plan. Although this plan states it is primarily written for pre-service teachers, it will work well for in-service teachers implementing technology assisted material in their instruction. First, the focus is on classroom instruction designed and delivered by one individual with an emphasis on using media and technology as an aid. (Gustafson and Branch, 2002) In addition, it focuses on a learner-centered classroom environment rather than a teacher-centered one. Finally, media, such as computers, play a central role in learning and teaching.

Analysis of the Learning Context

There are several facets to consider for the analysis of the learning context. Washington County school district has already installed and implemented a training program and system for the participants. This district mandates teacher in-service trainings, and based on innovative technology updates the superintendent has witnessed at a recent conference, a need for implementing technology into the classroom, through the use of teacher blogs has been decided. Because of the recent desire to expand on technological learning, a needs assessment using the innovation model will be beneficial for this plan. (Smith and Ragan, 2005)

First at hand is a meeting with administration. Establishing the nature of the innovation or change and the districts reason, expectations, and goals, of this training is essential. Administration should have a clear list of learning goals that accompany this innovation they are hoping to achieve by implementing this training. It will need to be assessed why administration is implementing this change, will all participants be expected to implement this training in the classroom, or is it voluntary, and are participants receptive to this training. Determining whether these goals are appropriate and high priority in the learning system can be done through an inquiry of teachers. Inquiring as to how many teachers, if any, currently use blogs in the

classroom setting, will be necessary for training. If some teachers are actively using blogs, they may only need to participate in the follow-up training session. Using this information, the learning environment analysis design activities can then proceed.

After meeting with administration and evaluating the districts needs and goals, a teleconference, email, or questionnaire meeting with the technology IT department must occur. Confirming the specifics of the lab, such as the number of functioning computers, model, operating systems, lab space, and availability should be discussed. Other areas of attention are browser preference, software add-ons, internet connection speed, and district privacy settings. Ensuring adequate teacher-user rights for accessing necessary Internet blog sites needs to be considered not only in the training facility, but also in classrooms for live blog page use. It would be recommended that if district or personal laptops were available for individual use would be ideal, so that the less doubling of computers the better the training would be. Scheduling to have IT available barring any malfunctions or needs during the training would be highly beneficial.

After meeting with IT, an email sent to teachers and necessary participating staff, introducing them to this in-service, requesting their questions and input, and establishing their current blog use, would be beneficial to the positive implementation of this training. This information will also be useful in determining whether these goals are appropriate in the learning system. This will determine the instructional needs and those most appropriate for training focus. Only after completing a thorough analysis of the learning context can the next step in this training development become useful and thus implemented.

Analysis of the Learners

Analysis Plan and Rational

The primary audience for this training is the teachers. This plan will analyze and focus on affective characteristics consisting of the participant's interests, attitude toward subject matter at hand, motivation to learn, anxiety level, subject matter expertise, and prior working knowledge related to the subject. Other data regarding training will be collected from administration. The main analysis data will be obtained through an online survey.

Prior data information obtained from administration explained that all participants speak fluent English. In addition, since this training is for teachers, it will be assumed they are able to read and write fluently also. The district has also provided information that each participant has passed at least a basic computer skills test.

Analyzing the affective characteristics of the participants will determine the extent, depth, and pathway for training. Carefully considering the general characteristics of the target audience will influence instruction at the most fundamental levels. (Smith & Ragan, 2005) Knowing the information regarding their interests, attitude, motivation, and anxiety will determine the process of training. It will determine the participant's level of attention, receptiveness to training and implementation, ease of understanding new information, number of needed examples, level of control, and amount of time needed for instruction.

Sending out a survey to all participants will gather necessary data for training and make personal contact with each participant. The survey will touch on the affective characteristics, be 10-20 questions in length, and be administered in an online or email approach. This data can be used to effectively place participants in appropriate sessions. One session will be geared for

comfortable users and one for beginning users. This way, training can continue at a comfortable pace with the least amount of frustration for all parties involved.

Analysis Survey

The survey will be sent to all 160 participants in an online format sent through the school districts email system. The survey will be 15 questions long, arrive to participants approximately one month before training, and have a one week response window.

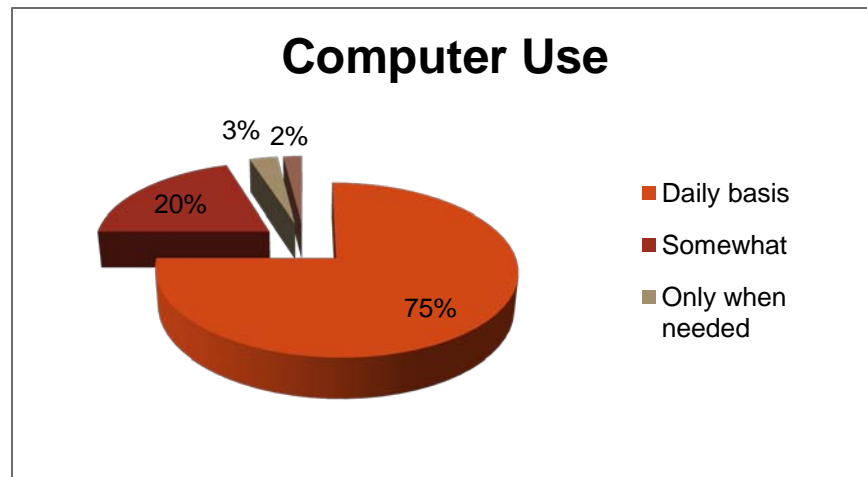
Link to survey: <http://bit.ly/9ZfJE4> See Appendix A for reference.

Report of “Data”

The survey was sent to all 160 participants. Of the 160 participants, 140 (87.5%) responded within the time frame. This survey asked questions related to demographic information, technology information, and blog experience.

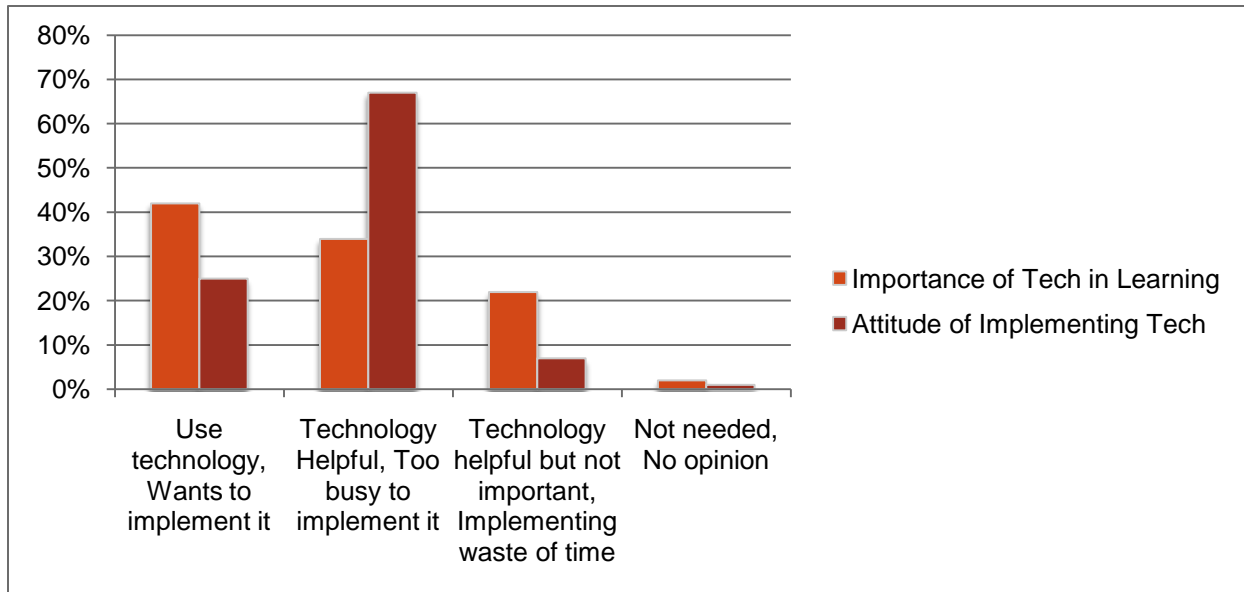
Of the demographic information, 112 (80%) participants were female, 28 (20%) were male. The age category results were 12% participants were in the 21-30 year bracket, 36% were 31-40, 38% were 41-50, and 14% were 51+. Years in the classroom closely reflected age brackets.

As for technology information, approximately 55% use computers on a daily basis outside the classroom, 30% use it somewhat, 13% use it when needed, and 2% don't use or own a computer at home. Those who enjoy using technology also closely reflected those who use computers outside of the classroom.

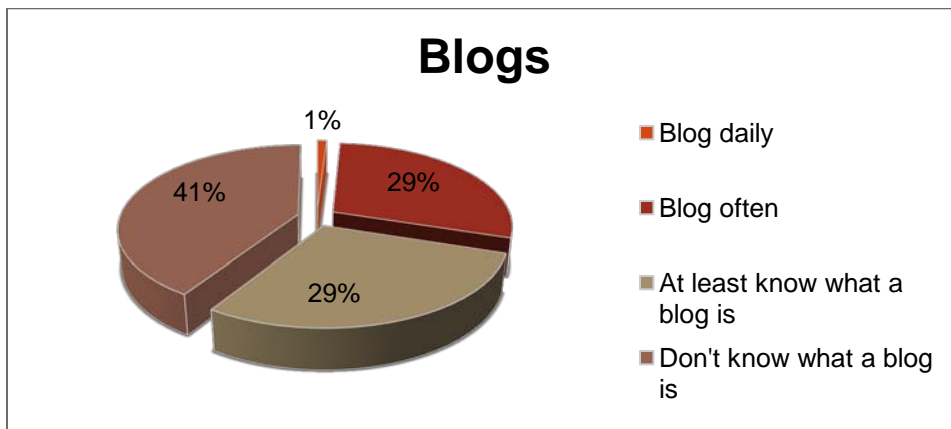


Many teachers use computers on a daily basis, either by requirement or by choice. The importance of technology in learning was 42% believe incorporating technology is the best way to teach, 34% felt it is helpful and has its place, 22% felt technology was helpful but not extremely important, and 2% felt technology was not needed to teach and posed more of a problem than was helpful. We can conclude that teachers are comfortable using technology in the classroom and thus use it frequently to teach.

Their attitude toward implementing new technology in the classroom was not reflective of their technology comfort levels. Many teachers felt they are too busy teaching and do not have time to implement new technology, or have possibly had a bad experience in the past. 25% love implementing innovative ways to use technology, 67% believe new technology is fine, but don't have time, 7% felt implementing new technology was a waste of time, and 1% had no opinion.

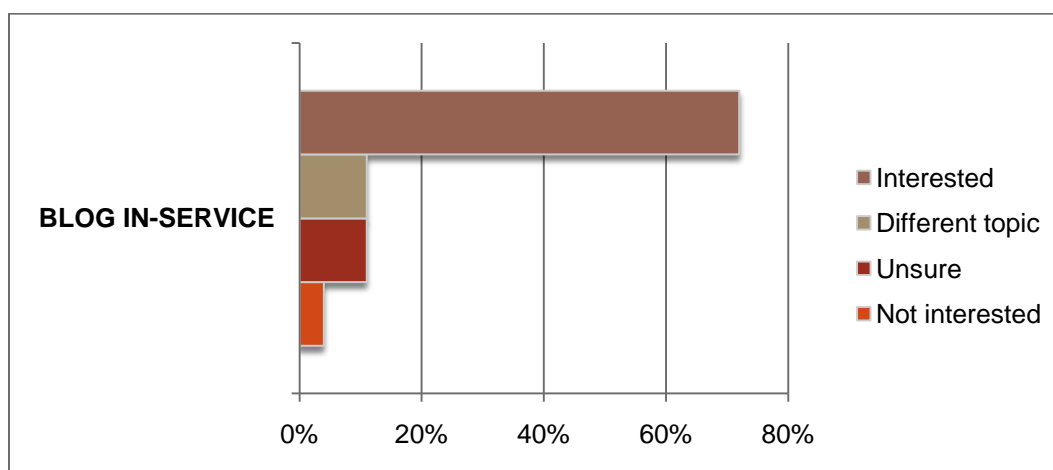


As for blogging, 1% blog daily, 29% have a blog and use it often, 29% blog once in a while or know what a blog is and 41% don't understand what a blog is.



With the results so lacking in blog use, directly reflected the lack of blog use in the classroom. 0% used a blog daily in the classroom, 24% had a classroom blog and tried to use it, 24% had a classroom blog but didn't use it, 20% did not have a classroom blog but would like to, and 32% did not feel a classroom blog was necessary. This number could be representative of the fact that numerous teachers did not understand blogging. Results for a blog would be

useful, correlated with the results of blog use in the classroom. However, teachers were interested in learning how to implement a classroom blog as part of technology in-service workshop. 72% were very interested, 11% felt an in-service was fine, but a different topic would be more beneficial, 11% were interested but were unsure how it would help, 4% were not interested at all in this topic.



With the conclusion of the survey, it is apparent that some teachers do not actively use or know what a blog is. Therefore, the first training will need to be slightly altered and scheduled for a ½ hour longer session to introduce what an educational blog is and what it is capable of doing for teachers. Teachers familiar with a blog page will attend the second session and not require the ½ hour in-depth explanation and demonstration.

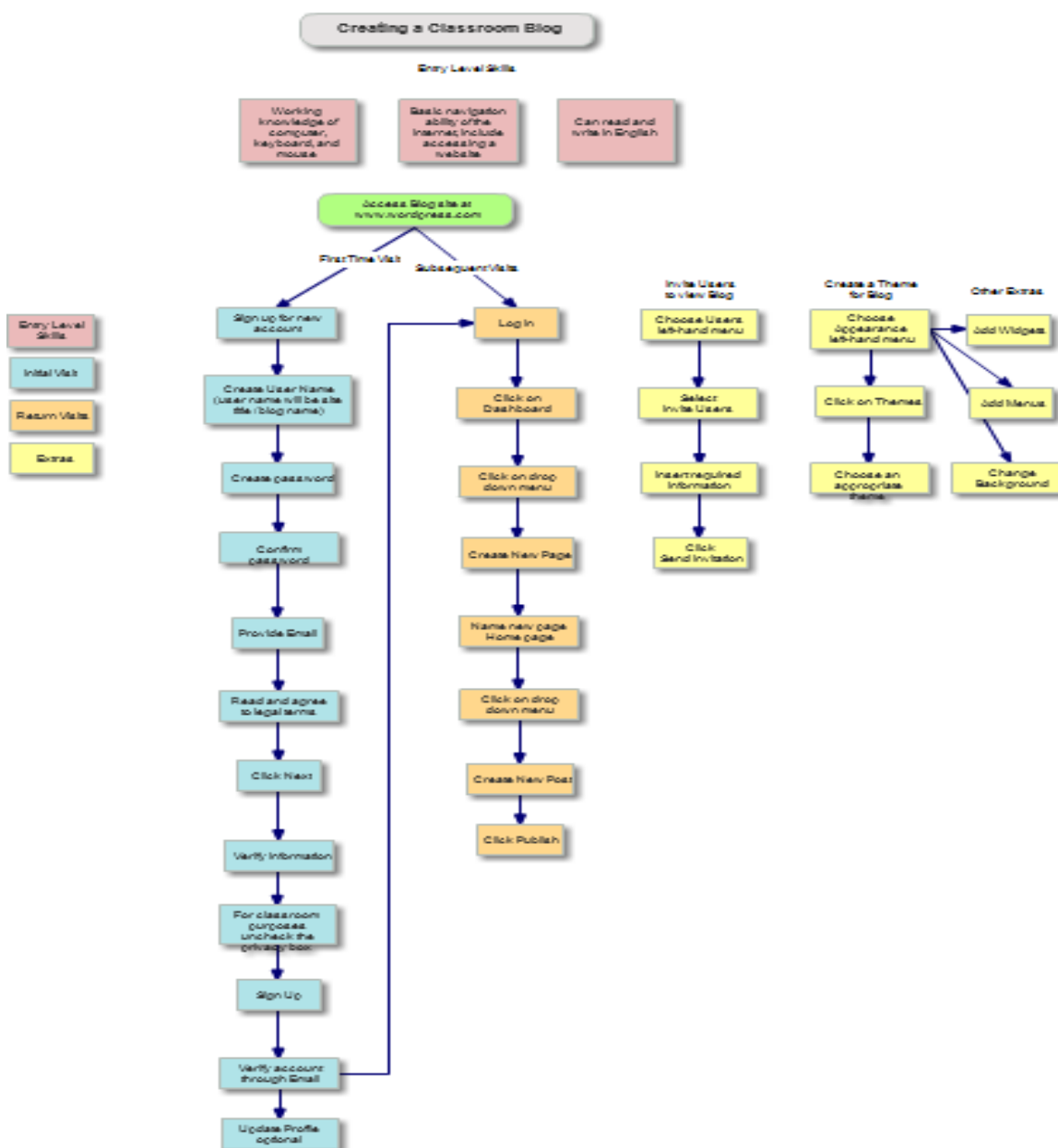
Analysis of the Learning Task

Learning Goal

Given access to an online blogging site, participants will create a classroom blog page, and post a blog for their classroom.

Task Analysis

The task involves creating a blog home page and then producing the first classroom blog. The attached concept map details the steps of creating the blog page and first entry. A larger version of the task analysis appears in Appendix B.



Learning Objectives

There are five main objectives for this training course. In addition, the objectives have sub-objectives. There are also necessary prerequisite skills since this training involves the use of technology.

Main Objectives

1. Access and navigate blogging site (Wordpress.com)
2. Setup new account
3. Construct a main Home page
4. Create a blog posting
5. Invite others to view blog

Prerequisites

1. Have working knowledge of operating a computer, keyboard, and mouse
2. Basic navigation ability of the Internet, include accessing a website
3. Can read and write in English

Goal: Given access to an online blogging site, participants will create a classroom blog page, and post a blog for their classroom.

Learning Task	Objective	Outcome	Assessment Type
1.0 Access and navigate blog site (Wordpress.com) 1.1. Access Wordpress.com	When given verbal procedures and visual prompts; participants will log on to Internet and access correct webpage.	Knowledge	Formative – Observation

1.2. Navigate through blog website	When given verbal procedures and visual prompts, participant will demonstrate knowledge of navigating a webpage.	Knowledge	Formative – Observation
2.0 Setup New Account			
2.1. Create User Name, password, and provide necessary information to create new blog account	When given visual prompts, participant will navigate through setup and create a blog account.	Synthesize	Formative – Observation
2.2. Validate account information and activate account	When given verbal procedures and visual prompts, participant will log on to email account, verify, and activate blog account.	Synthesize	Formative – Observation
3.0 Construct a main page			
3.1. Name new page	Using prior knowledge of website, participant will create a new page and name main page Home Page.	Knowledge	Formative – Observation
3.2. Post introduction and information necessary for a classroom homepage	When given verbal instructions and visual cues, participant will read prompts and post an introduction on the Home Page.	Synthesize	Formative – Observation
4.0 Create a blog posting			
4.1. Locate blog posting region and create a new blog	When given verbal procedures and visual prompts, participant will select new posting and compose a new blog posting.	Comprehend	Formative – Observation

4.2. Publish blog for public to view	Participant will evidence blog posting by publishing blog for public viewing.	Synthesize	Formative – Observation
4.3. Evaluate blog posting and web page	Participant will log on to main blog site and preview posting to evaluate posting and page creation.	Evaluate	Formative – Observation / Self Evaluation
5.0 Invite others to view blog			
5.1. Insert required information to invite users to classroom blog	Following procedures and prompts, participant will invite other users to view and follow classroom blog.	Comprehend	Formative – Observation

Learning Assessment

The assessment for this blog training will occur in two forms. First, a formative assessment using a rubric will occur throughout the training activities. Formative assessments will be in the form of positive feedback and constructive criticism during training. Participants will demonstrate mastery of the training through the creation and publishing of a blog page as noted in 4.3. Participants will also receive formal feedback through private emails after practicing using the blog in the classroom and after the follow-up session. Teachers are experienced professionals in assessments and therefore are capable of conducting their own summative assessment. The summative assessment will be in the form of a self assessment as noted in 4.3 of the objectives and will occur at the first session and again at the follow-up session. The same rubric will be used for both assessments and both training sessions. The second assessment will be weighted since teachers will have implemented blogging in the classroom during a two week time period.

Rubric

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	BENEATH EXPECTATIONS
ACCESS AND NAVIGATE BLOGGING SITE (WORDPRESS.COM)	Independently log on to Internet, access website, and navigate features	Minimal assistance needed to log on to Internet, access website, and navigate features	Unable or major assistance needed to log on to Internet, access website, and navigate features
SETUP NEW ACCOUNT & VERIFY ACCOUNT	Independently create user name, password, and provide information to create new blog account. Also independently able to validate and activate account information	Minimal assistance needed to create user name, password, and provide information to create new blog account. Minimal assistance needed to validate and activate account information	Major assistance needed or unable to create user name, password, and provide information to create new blog account. Unable or major assistance needed to validate and activate account information
CONSTRUCT A MAIN HOME PAGE	Main page is properly named, and contains an introduction. There are no grammatical errors and it is professional in nature.	Main page is named, and contains an introduction. There are 1-3 grammatical errors.	Main page does not exist or is not named. There is no introduction or it contains more than 3 grammatical errors.
CREATE A BLOG POSTING	A blog has been posted, has been published, and contains an appealing, relevant topic for students.	A blog has been posted, but has not been published, or has been published but lacks appeal and relevance.	A blog has not been posted.
INVITE OTHERS TO VIEW BLOG	N/A	Users have been invited to blog.	Invitation has not been completed.

References

Gustafson, K. L. & Branch, R. M. (2002). *Survey of Instructional Development Models* (4th ed.).

Syracuse, NY: Information Resources Publications, Syracuse University

Smith, P. L., & Ragan, T. J. (2005). *Instructional Design 3rd Edition*. Hoboken: John Wiley and

Sons.

Appendix A

Learner Survey from Google Docs Forms

Gender of participant

- Male
- Female

Age of participants

- 21-30
- 31-40
- 41-50
- 51+

Years in the classroom

- 0-5
- 5-10
- 10-20
- 21+

Amount of computer use on a daily basis unrelated to the classroom

- I use it for everything
- I use it somewhat
- I use it only when needed
- I don't even (or wish I didn't) own a computer

Do you enjoy using technology?

- Love using Technology
- I am comfortable with Technology
- Neither here nor there
- I struggle with Technology
- Technology is useless to me, I hate it

Use of technology in the classroom at present.

eg. Document camera, computer, SmartBoard, blogs, wikis, Moodle

- I use technology for everything I teach
- I use technology somewhat
- I use technology once in a while
- I use technology only when I have to
- I avoid using technology

Attitude toward implementing new technology in the classroom

- I love implementing innovative ways to use technology
- New technology is fine, but don't have time
- New technology is a waste of time
- No opinion

Importance of technology in learning

- Technology is the best way to teach
- Technology is helpful and has its place
- Technology is alright but not that important
- We don't need technology to teach; it's more problem than help

Familiar with a blog

- I use a blog daily
- I have a blog and use it often
- I have a blog but rarely use it
- What is a blog?

I currently use a blog in my classroom

Skip this question if you are unfamiliar with a blog

- We blog daily in the classroom
- My classroom has a blog and we try to use it when we can
- We have a classroom blog but never use it
- We don't have a classroom blog but would like to
- A classroom blog is not necessary

A classroom blog would be useful


1 2 3 4

Very Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not at all useful
-------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------

I would be interested in learning how to implement a classroom blog as part of a technology in-service workshop

- Very interested in this topic
- Sounds good, but something else would be better
- Interested, but unsure how it would help
- Not interested at all

Additional information you feel would be beneficial to know regarding blogs or technology in-service training



Appendix B

Task Analysis Flow Chart

