

2012

Instructional Unit 4

The Instructional Strategy

Dara K. Cepeda
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Creating Multimedia Interactive Posters with Glogster

IU 4: The Instructional Strategy

Specific Goal:

Myra Green Middle School teachers will be able to teach their students how to use Glogster to create rich media digital posters.

Overview:

This instructional unit was created in order to train Myra Green Middle school teachers in creating multimedia digital posters with Glogster to incorporate them in their classroom assignments. The training that is being developed will serve as a resource to communicate and identify steps in creating rich media posters with Glogster. This section of the instructional unit consists of the following sections:

- An explanation of the instructional strategies selected.
- A description of the media selection and delivery mode.
- First draft of the instructional materials.

Instructional Strategies:

Below is a description of the overall instructional strategies used in this Instructional Unit 4.

Pre-instructional activities

A brief narrated video clip using blabberize will be used to introduce the unit to the classroom teachers. Blabberize is a tool to create a talking avatar. The avatar will be a professional female teacher whose name is “Monique”. She is the Glogster training guide who will introduce the learners the purpose and instructional goal of the training. The learner will get engaged in this unit by listening to the avatar and will understand the importance of completing this training. Appendix I, which is located at the end of this unit, holds Monique’s script.

Myra Green Middle School teachers will complete an anticipation guide. An anticipation guide is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic ("Reading rockets," 2012). It consists of 10 short questions which the campus classroom teachers will answer with a check mark if agreed with the statement. The first three questions apply to entry level skills, which are pre-perquisites to take this training. This anticipation guide will be referenced also as a check list to make sure they learn the objectives. It will be checked at the beginning of the training and at the end of the

instructional unit to notice growth as a result of the instructional unit. The anticipation guide can be found in Appendix II

Content Presentation

All auxiliary materials for this unit, including the training guide found in Appendix III, will be delivered electronically to campus administrators and teachers. The training guide will be created on Weebly which will be linked to the campus' intranet website. Weebly is an online, free, widget-based Web site creator ("Weebly," 2012). The training guide will link all supplemental media such as talking avatar, anticipation guide, screencast, and diagram. All of these will also be provided in PDF format file to give access electronically and print it if necessary at any time. Screenshots will be provided on the training guide to demonstrate step by step procedures.

The training guide will consist of independent reading and application questions with feedback. The classroom teachers will be able to self-assess their comprehension of the steps being followed. As they complete the training, the learner will refer to a printed copy of the Task Analysis Diagram, to see the steps to be followed in the unit.

The Task Analysis Diagram can be found in Appendix IV

Each individual teacher will create a multimedia poster on Glogster (about a college or university) within a 30 minute time frame after completing the training guide. They will share the link of their poster for assessment. After completing this training, they will apply the skills learned in this unit to teach their students on how to create rich media digital posters. This training will be completed independently.

Learner Participation

After answering the anticipation guide embedded in the training guided, the classroom teachers will participate on a hands-on process throughout the training. They will be listening to the talking avatar, follow the steps and answer questions to assess themselves. As they participate, they will reference to the anticipation guide to use it as a check list in achieving the goals. They will observe the screenshots to understand steps. They will see screen video capture clips to imitate steps. The training guide will have application questions with answers about the steps so the learner can have feedback and feel more confident in learning the skills. After the training guide is completed, they will create an interactive digital poster on Glogster website to apply the skills learned during this training.

Assessment

The following are the pre-requisites needed in order to start this training:

- ✓Have basic computer skills
- ✓Be able to manipulate the mouse functions
- ✓Be able to navigate the internet
- ✓Register to Glogster as a teacher

These entry-level skills will be assessed in the Pre-instructional stage of this instructional unit by completing the anticipation guide. If the classroom teachers confirm they don't relate to these entry-level skills, they must stop with this training and make sure they fulfill the pre-requisites on their own time before continuing with the training. Once they have achieved the entry-level skills, they can access the training material which will be available as a web-based tutorial along with all the auxiliary materials.

Throughout the web-based training guide, the learner will have opportunities for self-assessment by answering questions throughout the material to test the content read in that section. These are multiple choice, numbering items in order and true and false questions. These questions will also provide feedback with the correct answer.

The final assignment of this unit is to create independently a digital poster in Glogster to apply the skills learned throughout the training. The learner may check their understanding with provided Task Analysis Diagram. The Task Analysis Diagram will ensure all steps are being followed and understood. After completion of the digital poster, the learner will share their digital poster by emailing link to the campus administrators. They will refer back to the anticipation guide and complete it to measure growth. The learner will be evaluated with the Post Test Checklist to ensure all objectives have been covered in their finished digital poster. Post Test Checklist can be found in [Appendix V](#).

Before getting their certification of completion of this training, the classroom teachers will answer a 10 question Post Test Questionnaire. This survey is to confirm the effectiveness of this training and to check the learners' enthusiasm and mastery towards the new attained skills.

Follow through Activities

Media and Delivery Mode

The training material will be available as a web-based tutorial, which will be accessible through the campus' intranet. This training must be completed independently. The following supplementary media have been chosen to better achieve the goal.

- 1. Talking Avatar:** This audio media tool will be the guide throughout the training. It will introduce the training and the importance of completing it. It will catch the learner's

attention by explaining the steps in creating a Glogster. Every script will be written down next to the avatar with callouts in case the learner decides to read instead.

2. **Screencast Screenr:** In order to provide visual aids and demonstrate the exact steps in creating a poster in Glogster, screenshots and/or screen video captures will be provided. The screencast will be done with the web 2.0 tool Screenr. These screenshots and screen video captures will be embedded to the web-based training.
3. **Web based Intranet training guide:** By providing the training guide in a web based tutorial, will allow the learner to complete or review the training as many times as needed. All they would need is a computer and internet access; they will be able to explore this training at any time or any place.
4. **Task Analysis Diagram:** The learner will have a hard copy of a diagram which shows detailed steps and instructions in creating a digital poster in Glogster. This will be of assistance to more confident guided in following the training. In case they fail to follow a step during the training, this diagram will guide them so they don't feel lost. This will also help in the future as a memory aid.

First Draft of Instructional Materials

The first draft of the Instructional Guide was developed in Microsoft Word and converted to a PDF file. The guide is accessible in [Appendix III](#).

Summary

According to Daccord (2012), Glogster's flexibility with multimedia helps foster student creativity and skills, and provides a platform for building collaborative and visually powerful presentations.

This instructional unit was created in order to train Myra Green Middle school teachers in creating multimedia digital posters with Glogster to incorporate them in their classroom assignments. The instructional strategy demonstrates a variety of activities and an overall strategy to effectively achieve the instructional goal. In this instructional unit, training has been developed to serve as a resource to communicate and identify steps in creating rich media posters with Glogster. Instructional Unit 4 consists of an explanation of the instructional strategies selected, a description of the media selection and delivery mode and a first draft of the instructional materials and assessments.

A professional talking avatar named "Monique" will get the learners' attention by introducing and guiding them through the learning process in a web-based training guide. The learner will read steps through the training guide and see examples with screenshots or screen capture videos. They will assess their understanding and skills by answering applied questions with feedbacks.

They will apply the skills acquired in 30 minutes by creating a rich media digital poster in Glogster. They will be evaluated with a Post Test Checklist to assess the achievement of the goal.

References

Daccord, T. (2012). *Online posters*. Chestnut Hill, MA: ETT: Teaching History with

Techonology. Retrieved from <http://thwt.org/index.php/presentations-multimedia/posters>

Reading rockets. (2012). Retrieved from http://www.readingrockets.org/strategies/anticipation_guide/

Weebly. (2012, May 20). Retrieved from <http://en.wikipedia.org/wiki/Weebly>

Appendix Contents

Appendix I - Script for Introduction

Appendix II - Anticipation Guide

Appendix III - Instructional Materials (Rough Draft)

Appendix IV - Task Analysis Diagram

Appendix V - Post Test Checklist

Appendix VI - Post Test Questionnaire

Appendix I- Script for introduction



Are you tired of assigning your students poster projects that after so much effort in gathering all the supplies and in creating them, they end up crumbled up in the trashcan after class? Have you asked yourself, how can I motivate my students in creating innovative poster projects that instead of throwing them away they'll end up talking about them and share them with the whole wide world?

Hi my name is Monique and I will show you how to create vibrant multimedia digital posters in a click of a mouse, well something like that! You can create awesome multimedia virtual posters with the use of Glogster. All you need is a computer, access to the website, have basic computer skills, your Glogster account and finish this training guide. It'll take you only 30 minutes to go through this training and you will be able to create a digital poster on your own.

Again, I'm Monique your Glogster guide! Follow my directions and you will be able to create fantastic digital posters. If you have any problems I will be here to assist you!

Appendix II- Anticipation Guide

Please read each statement and place a check mark you agree with *before* the training and *after* the training. *Notice questions number 1, 2, and 3 are considered pre-requisites before beginning this training.

Before	After	Statement
		1. I have basic computer skills. I can use a computer. *
		2. I'm able to manipulate the mouse functions such as copy and paste. *
		3. I own a class account and know or have my username and password to login to Glogster. * www.edu.glogster.com
		4. I understand when they say Glogster might be referring to the website where you can create digital posters or to a multimedia digital poster itself.
		5. I understand I can access Glogster from anywhere; all I need is a computer and internet access.
		6. I know how to add graphics, pictures, and text to the digital poster in Glogster.
		7. I know how add a YouTube video to the digital poster in Glogster.
		8. I know how to link a website of interest to my Glogster.
		9. I know how to save and publish my digital poster in Glogster.
		10. I know how to share my digital posters with other people.

Appendix III - Instructional Materials (Rough Draft)

Click [HERE](#) to see the Instructional Material (Rough Draft)

Appendix IV - Task Analysis Diagram

Click [HERE](#) to see the Task Analysis Diagram

Appendix V - Post Test Checklist

Click [HERE](#) to see the Post Test Checklist

Appendix VI - Post Test Questionnaire

Click [HERE](#) to see the Post Test Questionnaire