POET PRESENTATIONS

An Introduction to
Google Docs Presentations
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Reflective Synthesis Paper iii

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I began this course with little understanding of instructional design. I believed it to be the process of designing instruction—which it is—but it is also much more. While I am overwhelmed with the implications of all that I have learned, I also feel empowered.

In our first discussion I reflected on design, particularly systematic and instructional design. Since I have experience in graphic design, for me the word design is both a verb and a noun. To design something is to conceive, organize, plan, envision, and dream up a product. It involves taking the end goal and abstractly creating a way of getting there. It is the process of actually putting those ideas on paper, so to speak, by whatever means is needed. As a noun, the design refers to how a product looks, its aesthetic appeal, its layout. Products may be anything from a brochure to a website, a business card to a brand identity. Adding systematic in front enhances its meaning by providing a framework for the design. Hence, systematic instructional design is a model, method, system, or process for achieving optimal results.

Without being an expert yet in either field, I can clearly see the relationship between instructional design and educational technology. While it’s not a perfect analogy, I see instructional design as a toolbox and educational technology as one of those tools. According to Reiser (2001), “Professionals in the field of instructional design and technology often use systematic instructional design procedures and employ a variety of instructional media to accomplish their goals” (p. 57). Educational technology (a tool) is generally the application of technology, the instructional media Reiser referred to, in a K-12 or higher education classroom setting. I’ve learned that instructional design (the toolbox) can reach much further than educational environments, as it is used in virtually every line of work from corporations to governments.

While it has been helpful to study the entire process of instructional design as it applies to best-case scenarios and large corporate training, I have struggled with how to use the principles I’ve learned in practical, day-to-day application in the classroom. I found the last chapter of our course text the most helpful, as it explains instructional design’s practical application and flexibility. Authors Smith and Ragan (2004) note that “rather than discard the tools of instructional design when situations make it difficult to use them to their fullest, it is better to learn ways of ‘tailoring’ their application to the situation. This is the basic idea behind appropriate design” (p. 357).
I currently volunteer with underprivileged teenagers in Nepal who are learning English, and I have tailored such ID principles as I work with them in challenging situations. I teach the students and their teachers various technology tools that can enhance their learning and teaching. This has been an immensely challenging and rewarding responsibility. I was given no guidelines, no requirements to follow—only classes full of exceptionally motivated and willing learners. The majority of the students have never used a computer before in their lives, and I had a wonderful (but daunting) blank slate to start with. I started at the end: what did I want these students to gain from my being there? What did I want them to learn, to take away from our short time together? I have redesigned as I’ve gone along, often starting over completely. I completely agree with Arias and Clark (1970) that “when applying instructional systems design to an instructional technology initiative in a developing country, it is important to keep in mind that the design process never takes place in a vacuum” (p. 52). There are so many other factors to consider, such as access, electricity, cultural norms, infrastructure, and so on. As such, instructional designers need to be “appropriately prepared to work with the unique challenges found in those environments” (Arias & Clark, 1970, p. 53). The ID principles I have learned in this course will support me in my efforts as I try to help these students. Eventually, I hope to design instruction that can be used in similar programs throughout the developing world.

On another note, my instructional project for this course is to introduce 8th and 9th grade English students to Google Docs presentations. It has been very challenging to pick apart each piece of this process and agonize over it, but in the end it has been worth it. For example, in the first part of ID project I created flowcharts for each learning task and broke them down into great detail. I’m still not certain that such detail is necessary, but it forced me to look at each step and what is required. I also surveyed some target learners and charted their responses. The information I gained helped me shape some of the learning materials I later designed. In the second part of my ID project, I created the ARCS table and instructor’s guide. These really helped me organize what the instructor would actually DO to help learners achieve the goal and objectives. This, for me, was the most useful and practical part of this entire project.

I still have much to learn about instructional design and its practical application, but the principles I’ve learned in this class have empowered me to move forward. I really like what Dr. Ross Perkins said in a 2009 lecture at Boise State University when he noted that, “Instructional design’s highest obligation is first and foremost to the learner.” The learner is certainly worth it.
Part 1. Topic

Part 1a. Stated Learning Goal

After three hours of classroom instruction, eighth and ninth grade English Literature students will be able to create, publish, and present a multimedia Google Docs presentation on an assigned poet.

Part 1b. Description of the Audience

The learners will be eighth and ninth grade English Literature students at a small charter school in Mesa, Arizona. Students come from all over the valley, which makes out-of-school collaboration difficult.

Part 1c. Rationale

1) As part of their unit on poetry and to meet Arizona content standards of literary response, research, vocabulary, historical/cultural aspects of literature, and elements of literature, students are required to present a group presentation to the class on their assigned poet. Students work with a partner to research, describe, relate, share, and ultimately present information about their poet and his/her poetry to the class. In the past, students have compiled their information on a poster board. Gradually PowerPoint has been introduced and poster boards banned. However, most students lack the ability to produce professional—or even adequate—presentations. This project will not only teach them basic presentation strategies, but will introduce Google Docs presentations, a more practical and feasible fit than PowerPoint. Google Docs has a similar interface as PowerPoint but does not require students to have access to software. It also stores everything online, whereas PowerPoint requires a separate folder setup for audio and videos used in the presentation. Students will learn to collaborate online, an essential 21st-century skill that eliminates geographic limitations.

2) The overall strategy used will be supplantive because the instruction will “supplant, facilitate, or scaffold more of the information processing for the learner by providing elaborations that supply all or part of the educational goal, organization, elaboration, sequencing and emphasis of content, monitoring of understanding, and suggestions for transfer to other contexts” (Smith & Ragan, 2005, p. 142). In other words, the teacher will play a key role in directing and supporting the learners throughout the instruction.
In actuality, all strategies fall on the generative-supplantive continuum, and this one is really about 80% supplantive (teacher directed) and 20% generative (learner centered). This assumes that about 20% of what the students accomplish will be self-directed. Once introduced to the tools available to them and basic presentation skills, students will create a presentation using skills they have learned. Students will have the opportunity to take this assignment as far as they want to creatively.

3) The major instructional strategy under which this goal is classified is procedural. Smith and Ragan (2005) explain procedures as defined, unambiguous steps towards the learning goal. These steps can be simple (linear) or complex (branching) and may require judgements throughout that determine different courses of action. The “learning of the procedure involves the ability to apply that procedure to a variety of previously unencountered situations...Demonstration of knowledge of a procedure requires actual application of it” (Smith & Ragan, 2005, p. 189).

4) Classifying this learning goal as procedural was carefully chosen after significant reading and thought. While the instruction has other sub-strategies (concept learning and problem-solving), it clearly intends to teach the student the steps of creating an acceptable Google Doc presentation. Students will apply design declarative knowledge skills to the procedure of creating a Google Doc presentation. Students will learn applicability of the procedure, or how presentations enhance learning. This procedure will be complex, requiring students to make branching decisions throughout the process regarding images, content, and design. However, the overall procedure is “defined” and “unambiguous” (Smith & Ragan, 2005, p. 189).
Part 2. Analysis Report

Part 2a. Description of the Need

Part 2a.1
I designed a Google Docs survey for the teacher to give the students, but we ran into some technical problems. The teacher was only able to access the survey on her home computer, so in the end she asked the students the questions face to face, and input their answers on the Google Docs survey from her findings. Twelve students responded and the teacher felt their responses were characteristic of the group as a whole.

Part 2a.2
Students were asked several questions to assess how tech savvy they considered themselves. The results show that most students do not consider themselves tech savvy but they expressed a desire to learn more.

I am very tech-savvy and can figure anything out

<table>
<thead>
<tr>
<th></th>
<th>Definitely me</th>
<th>Sometimes me</th>
<th>Nope, not me</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Maybe</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Definitely not</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

My friends and parents ask me for help with their computer or phone

<table>
<thead>
<tr>
<th></th>
<th>Definitely me</th>
<th>Sometimes me</th>
<th>Nope, not me</th>
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<tr>
<td>Definitely not</td>
<td>4</td>
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</tbody>
</table>
Students were then asked about their PowerPoint skills. Most had used PowerPoint before, though a few hadn’t. Of those who had, all marked that when they used it in front of the class it went “very well”. About half consider their skills just under expert, while the other half marked average or below. For those who presented to the class using PowerPoint, they listed these reasons why it went well: “cooler for the class to see, easier to talk about everything”, “my partner knew how to do the PowerPoint. She did all the work and I did other things”, “I loved looking up the informa-
tion and finding all the pictures to use! I think the class really liked it”, “It took me a long time to do it. Other kids have done a better job, but I guess I am still learning”, “I like using different backgrounds and stuff. It was fun putting it together”, “I love using it for presentations. I’m glad our teacher told us to do it all the time because I have learned more”, “I tried to do some cool things with sound and effects. The class really liked it. It was fun”, “I had to do the whole thing because my partner didn’t know how to do it. I like creating them and with I could do more with them”, “I used more pictures this year and did a better job making it look better. I think the class paid more attention.” All marked that using PowerPoint made the presentations more interesting. Some marked that it was a step in the right direction but students need to improve their presentation skills. Several noted that they learned more about their poets and poetry using PowerPoint than they would have otherwise.

Have you ever used Microsoft PowerPoint?

How would you describe your PowerPoint skills?
(5 = expert, 1 = Novice)
Students were asked about their experience with Google. None of the twelve students have ever logged into Google with a username and password. Therefore, they have never used any tools in Google Docs. Three students do not have their own email account. Email providers included Yahoo, Hotmail, and Cox.

All students responded that they have access to a computer at home that is connected to the Internet. There are some students in the school who do not, so extra effort must be made to ensure sufficient access to school or library computers. Students seemed overall hesitant to work in a group, so they may need encouragement.
Part 2b. Description of the Learning Context

Part 2b.1. Learning context

Heritage Academy is a charter school located in Mesa, AZ. It has about 600 students and 38 teachers. The charter places emphasis on conservative values and studies the founding fathers and classic American literature. Heritage follows the Arizona State Standards (now called the “Common Core” standards) and can be found at www.azed.gov. There are about 18 classrooms that have one computer with Internet access for teacher use only. There is one computer lab and 7th and 8th grade students are required to take a general computer class one semester each year. The computer lab has around 14 computers plus a printer, and student access is limited to when classes are not being taught in it. Several teachers have laptops they allow their students to use in class. All teacher computers are hooked up to projectors. The school is trying to integrate more Classroom 2.0 strategies but technology use is limited. Funding will likely need to be adjusted in coming years to allow for more technological improvements. The culture of the school is rigorous, with conservative values and high moral expectations.

Part 2b.2. Transfer context

The beauty of this project is that it takes a topic with limited real-life applicability (poet history and poetry) and incorporates a technology tool (multimedia presentations) that has daily real-world usability. Students will meet aforementioned Language Arts content area standards through their research and presentation of a poet and his/her poetry. The content area knowledge they gain, while valuable and enriching, does not transfer well to something that students will actually use and find worthwhile in real-world scenarios. However, the technology skills they will gain as part of this lesson are essential. They will likely encounter Google Docs sooner or later, possibly even in another course, and will be confident in their abilities to produce a polished product. They will use collaborative presentation skills frequently in college and workplace environments. Online research skills, copyright and fair use laws, will be encountered frequently throughout their digital lives. The knowledge and confidence they gain will stretch well beyond what might have otherwise been a rather limited experience.
Part 2c. Description of the learners

The school teaches grades 7-12. There are twice as many girls as boys and about one-third are ethnic minorities. Roughly 75% are “conservative” in political philosophy and 60-70% are members of The Church of Jesus Christ of Latter-day Saints (Mormons). This project will be implemented in the 8th and 9th grade English Literature classes, where the students are 15 and 16 years old. More than 50% are high achievers with the rest comprised of ethnic minorities and slow/average learners. Often if two or three students are excited about something the others will adjust their attitude and lift their learning experience.

Students are not very literate in technology usage. Their knowledge and experience is extremely limited, especially among Hispanic students. The English department only accepts typed-written work (except for in-class assignments). Much time is spent showing students formatting basics for research papers in MLA format, including paragraph spacing, title pages, etc. An effort is being made to begin computer classes in 7th and 8th grade, and it is hopeful that more time in the upper grades can be focused on content skills rather than basic computer skill catch-up. Only one of the students surveyed has a smart phone and uses it to text, call, FaceBook, and play games. Some students don’t even have their own email account and use their parents’ account when needed.
Part 2d. Learning task analysis

Information-Processing Analysis for Completing a Google Presentation

Entry Behaviors

Participants are assumed to have these skills:

- Reasonable access to a computer that is connected to the Internet
- General knowledge of computer hardware, including ability to turn on both CPU and monitor
- Ability to perform point-and-click and drag-and-drop functions using a mouse and perform basic keyboarding skills
- Working knowledge of Internet, including ability to locate, open, and navigate a browser such as Firefox, Safari, or Internet Explorer
- Ability to determine if computer is connected to the Internet and open a website
- General familiarity with software applications, including recognizing icons, buttons, formatting features, and menus
- General understanding of multimedia presentations and how they can be used as effective learning tools
Task Analysis: Creating a new Google Docs presentation

1. Recall common attributes of electronic presentations
2. State three common attributes of electronic presentations
3. Turn on computer and open your favorite browser
4. Is the computer connected to the internet?
   - Yes: Recall basic overview of Google Docs
     - Open Google Docs website: https://docs.google.com
   - No: Connect computer to the internet
5. List three types of files that can be created in Google Docs
   - No: Do I have a Google username and password?
   - Yes: Obtain Google username and password
6. Is your new presentation listed?
   - Yes: New presentation created successfully
   - No: Return to Google Docs home and see if new presentation is listed
7. Click hidden arrow left of presentation title
   - No: Can you return to Google Docs home?
   - Yes: Choose a theme
8. Recall why to use a theme in presentations
9. Click on 'unitial presentation' and type in a name
10. Click on 'create' and select presentation

Task Analysis: Share Google Docs presentation with partner

1. Log in to Google Docs presentation
2. Click on blue 'share' button on top right of screen
3. Do I need to share this presentation?
   - Yes: Click 'change'
   - No: Leave as 'private'
4. Recall meanings of 3 sharing settings
5. Do I know the email address of my partner?
   - No: Obtain partner's email address
   - Yes: Enter partner's email address under 'Add people'
6. Retrace your steps and try again
7. New presentation shared successfully
8. Can my partner access and edit the presentation?
   - Yes: Click 'Done'
   - No: Click 'Share & save'
   - Yes: Click 'Notify people via email'
   - Click 'can edit'
Task Analysis: Create slides

- Click on small red arrow next to the '+' button at top left of screen
- Determine what type of slide you want
- Did the slide I want appear?
  - Yes: Slide created successfully
  - No: Retrace your steps and try again
- Select which slide you want from drop-down menu
- Do I know what type of slide I want to create?
  - Yes: Proceed
  - No: Recall six types of new slides

Task Analysis: Add image(s) to Google Docs presentation

- Click on the slide where you want to insert image
- From ‘insert’ menu click ‘image...’
- Is this image from my own computer?
  - Yes: Click ‘upload’ and drag the image from your computer into the box shown
  - No: Is this image from a URL?
    - Yes: Paste URL (web address) of the image into the box shown
    - No: Is this image from a Google Image search?
      - Yes: Type in search term and select desired image
      - No: Is this image from a Picasa Web album?
        - Yes: Select an image shown from one of your Picasa Web albums
        - No: Is this image a Google Stock photo?
          - Yes: Type in search term and select desired image
          - No: Is this image in the desired location on the slide?
            - Yes: Did I properly attribute each image?
              - Yes: Images added successfully
              - No: Revise images to include citation
            - No: Did I properly attribute each image?
              - Yes: Type in search term and select desired image
              - No: Images added successfully
Task Analysis: Add hyperlink(s) to Google Docs presentation

1. Highlight the text or image you want to create a hyperlink from.
2. Recall the definition of a hyperlink and determine where you need to insert hyperlinks into your presentation.
3. From the 'Insert' menu, click 'Link...' or click the link icon.
4. Do I want to link to a web address? If yes, type in the URL. If no, go to the next step.
5. Do I want to link to an email address? If yes, type in the email address. If no, go to the next step.
6. Do I need to link to a slide within this presentation? If yes, select which slide from the list of options. If no, go to the next step.
7. Do I have any more hyperlinks to add? If yes, go back to step 3. If no, go to the next step.
8. Hyperlinks added successfully.

Task Analysis: Add poetry to Google Docs presentation

1. Create a new slide in desired format.
2. Place cursor where you want to insert poetry.
3. Do I know what poetry I want to include? If yes, type in the poetry selection or copy and paste from another source. If no, go to the next step.
4. Read your author’s poetry and determine what you want to include in your presentation.
5. Type in the poetry selection using formatting icons at the top of the document.
6. Format poetry selection using formatting icons. Include a citation: where did you get the poem from?

Poet Presentations

An Introduction to Google Docs Presentations
Task Analysis: Add transitions to Google Docs presentation

1. Click on the slide you want to add a transition to.
2. Recall meaning of transitions between slides in a presentation.
3. From 'Slide' menu, click 'Change transition'.
4. From the slide side menu that appears, select desired transition.
5. Adjust transition settings.
6. Click 'Play' to preview transition.
7. Determine other slides that need a transition.
8. Do I want to apply transition to all slides?
   - No
   - Yes: Click 'Apply to all slides'.

Task Analysis: Add animations to Google Docs presentation

1. Click on the object you want to animate (e.g., a text box or image).
2. Recall meaning of animations in a presentation.
3. From 'Slide' menu, click 'Change transition'.
4. From the slide side menu that appears, select + Add animation.
5. Select desired animation.
7. Click 'Play' to preview animation and to explore options.
8. Do I want to add animations to other objects?
   - Yes
   - No: Animations successfully added.
Task Analysis: Add speaker notes to Google Docs presentation

1. Click on the slide that you want to add speaker notes for.
2. Type speaker notes at the bottom part of the screen, just below the slide.
3. Determine the message you want to deliver verbally to accompany the presentation.
4. Click on the slide you want to add speaker notes for.
5. Do I want to add speaker notes to another slide?
   - Yes: Hit ‘S’ or click on the options wheel in the bottom right of the screen and select ‘Open speaker notes’.
   - No: Click ‘Start presentation’ on the top of the screen.
6. Are my speaker notes showing for each slide?
   - Yes: Speaker notes added successfully.
   - No: Revise slide to reflect good readability principles.
7. Are my images and graphics good quality?
   - Yes: Adjust quality of images and graphics.
   - No: Revise slide to reflect good contrast.
8. Does the overall design portray the message I intended?
   - Yes: Presentation reflects good design.
   - No: Revise presentation where needed.

Task Analysis: Analyze design of Google Docs presentation

1. Open Google Docs presentation.
2. Look through each slide.
3. Is this slide readable?
   - Yes: Does this slide have good contrast?
     - Yes: Are my images and graphics good quality?
     - No: Revise slide to reflect good contrast.
   - No: Revise slide to reflect good readability principles.
4. Does the overall design portray the message I intended?
   - Yes: Presentation reflects good design.
   - No: Revise presentation where needed.
**Task Analysis: Start Google Docs presentation**

- Click on any slide within the presentation
- Do I want to play the presentation from this slide?
  - Yes: Click 'Start presentation' from top right screen
  - No: Click small arrow in 'Start presentation' box in the top right screen
- Navigate through the slideshow using the arrow keys
- Click 'Start at current slide'

**Task Analysis: Add Google Docs presentation to shared folder**

- Log in to Google Docs home screen
- Do I see our class folder 'Eng10A' listed under 'Collections shared with me'? 
  - Yes: Drag your poet presentation to the class folder
  - No: Click on our class folder under 'Collections shared with me'
  - No: Contact instructor
- Do I see my presentation listed?
  - No: Presentation successfully added to shared folder
**Task Analysis: Rehearse Google Docs presentation**

1. Open Google Docs presentation
2. Click small arrow in ‘Start presentation’ box in the top right screen
3. Click ‘Start with speaker notes’
4. Rehearse presentation using speaker notes and navigating through the slides
5. Notice how long it took using the counter. Rehearse timing until satisfied.

   - Correct any errors
   - Is the presentation error-free?
     - Yes
     - Practice good presentation skills
     - Am I pleased with my presentation skills?
     - Yes
     - Presentation is ready to deliver to class

**Task Analysis: Present a Google Docs presentation**

1. Open Google Docs presentation
2. Is the necessary equipment set up and working?
3. Yes
   - Click small arrow in ‘Start presentation’ box in the top right screen
   - Click ‘Start with speaker notes’
   - Click full screen icon in lower left corner
   - Deliver presentation using speaker notes and navigating through the slides
4. No
   - Make sure equipment is set up and working
Part 3. Planning

Part 3a. Learning Objectives

1.0 Students can...

1.1 explain three common attributes of electronic presentations
1.2 discuss three benefits of using electronic presentations in the classroom

2.0 Students can...

2.1 summarize what Google Docs is
2.2 identify three types of files that can be created or uploaded to Google Docs
2.3 discuss two benefits of online collaboration
2.4 create an acceptable Google username and password
2.5 successfully login to Google Docs in the browser of their choice

3.0 Once logged into Google Docs, students can...

3.1 create a new presentation
3.2 name the presentation
3.3 select a theme from a list of theme choices
3.4 share the presentation with their partner
3.5 view their Google Docs home page documents and make sure the new presentation is listed

4.0 Within the presentation and in collaboration with their partner, students can...

4.1 create new slides in the following formats: title, title and body, title and two columns, title only, caption, and blank
4.2 add hyperlinks that work
4.3 add a timeline of their poet’s life
4.4 add sample poems from their poet
4.5 attach handout for class

5.0 Students can select appropriate images for their presentation that...

5.1 are properly attributed
5.2 include at least one Google stock photo
5.3 include at least one photo from Flickr with Creative Commons license

6.0 For each slide, students can...

6.1 add transitions between slides
6.2 add one object animation
6.3 write speaker notes for use during presentation

7.0 In keeping with good design principles discussed in class, for each completed slide students will...

7.1 evaluate whether good design principles are met
7.2 determine if appropriate font size is used
7.3 examine text, background colors, and overall readability
7.4 distinguish if layout and overall design is professional
7.5 defend why they chose the graphics and layout they did

Poet Presentations: An Introduction to Google Docs Presentations
8.0 Students can successfully...
8.1 start the presentation
8.2 advance to the next and previous slides using arrow keys, the space bar, and remote

9.0 Students can...
9.1 successfully save their presentation in the class shared folder within Google Docs
9.2 differentiate between sharing options of public, private, and anyone with the link

10.0 With their partner, students will present their Google Docs presentation in front of the class using good verbal presentation guidelines discussed in class

Part 3b. Matrix of Objectives, Bloom’s Taxonomy, and Assessments

<table>
<thead>
<tr>
<th>Learning Objectives (a)</th>
<th>Bloom’s Taxonomy Classification (b)</th>
<th>Format of Assessment (c)</th>
<th>Description of test form (d)</th>
<th>Sample Items (e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Comprehend</td>
<td>Paper&amp;Pencil</td>
<td>Short answer</td>
<td>Explain three common attributes of good electronic presentations</td>
<td></td>
</tr>
<tr>
<td>1.2 Comprehend</td>
<td>Paper&amp;Pencil</td>
<td>Short answer</td>
<td>Discuss three benefits of using electronic presentations in the classroom</td>
<td></td>
</tr>
<tr>
<td>2.1 Comprehend</td>
<td>Paper&amp;Pencil</td>
<td>Short answer</td>
<td>Summarize what a Google Doc is</td>
<td></td>
</tr>
<tr>
<td>2.2 Knowledge</td>
<td>Paper&amp;Pencil</td>
<td>Multiple Choice</td>
<td>Which one of the following is not an example of a document that can be created in Google Docs?</td>
<td></td>
</tr>
<tr>
<td>2.3 Analyze</td>
<td>Paper&amp;Pencil</td>
<td>Completion (fill in the blank)</td>
<td>Two benefits of online collaboration are: __________</td>
<td></td>
</tr>
<tr>
<td>2.4, 2.5 Synthesize</td>
<td>Performance</td>
<td>Project</td>
<td>Login to Google Docs using your Google ID and password</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives (a)</td>
<td>Bloom’s Taxonomy Classification (b)</td>
<td>Format of Assessment (c)</td>
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<tr>
<td>3.1</td>
<td>Synthesize</td>
<td>Performance</td>
<td>Project</td>
<td>Create a new presentation in Google Docs</td>
</tr>
<tr>
<td>3.2</td>
<td>Knowledge</td>
<td>Performance</td>
<td>Project</td>
<td>Name the presentation</td>
</tr>
<tr>
<td>3.3</td>
<td>Knowledge</td>
<td>Performance</td>
<td>Project</td>
<td>Select a theme from the list of theme choices</td>
</tr>
<tr>
<td>3.4</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Demonstrate that you have shared your presentation with your partner</td>
</tr>
<tr>
<td>3.5</td>
<td>Knowledge</td>
<td>Performance</td>
<td>Project</td>
<td>View your Google Docs home page documents and make sure the new presentation is listed</td>
</tr>
<tr>
<td>4.1-4.5</td>
<td>Evaluate</td>
<td>Performance</td>
<td>Project / Rubric</td>
<td>Self-assess your presentation to ensure that it meets the rubric requirements</td>
</tr>
<tr>
<td>5.1</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Determine if your images are appropriate and properly attributed</td>
</tr>
<tr>
<td>5.2</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Show that you have chosen at least one Google stock photo</td>
</tr>
<tr>
<td>5.3</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Show that you have included at least one photo from Flickr with Creative Commons license</td>
</tr>
<tr>
<td>Learning Objectives (a)</td>
<td>Bloom’s Taxonomy Classification (b)</td>
<td>Format of Assessment (c)</td>
<td>Description of test form (d)</td>
<td>Sample Items (e)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6.1</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Use transitions between at least two slides</td>
</tr>
<tr>
<td>6.2</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Produce at least one object animation</td>
</tr>
<tr>
<td>6.3</td>
<td>Analyze</td>
<td>Performance</td>
<td>Project</td>
<td>Point out your speaker notes</td>
</tr>
<tr>
<td>7.1</td>
<td>Evaluate</td>
<td>Paper&amp;Pencil</td>
<td>Checklist</td>
<td>Evaluate presentation to determine whether good design principles were met</td>
</tr>
<tr>
<td>7.2</td>
<td>Evaluate</td>
<td>Paper&amp;Pencil</td>
<td>Checklist</td>
<td>Critique font size and determine if is appropriate</td>
</tr>
<tr>
<td>7.3</td>
<td>Analyze</td>
<td>Paper&amp;Pencil</td>
<td>Checklist</td>
<td>Examine text, background colors, and overall readability</td>
</tr>
<tr>
<td>7.4</td>
<td>Analyze</td>
<td>Paper&amp;Pencil</td>
<td>Checklist</td>
<td>Distinguish if layout and overall design is professional</td>
</tr>
<tr>
<td>7.5</td>
<td>Evaluate</td>
<td>Paper&amp;Pencil</td>
<td>Short answer</td>
<td>Defend why you chose the graphics and layout you did</td>
</tr>
<tr>
<td>8.1</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Show how to start the presentation</td>
</tr>
<tr>
<td>8.2</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Control advancement to next and previous slides using the arrow keys, space bar, and remote</td>
</tr>
<tr>
<td>Learning Objectives (a)</td>
<td>Bloom’s Taxonomy Classification (b)</td>
<td>Format of Assessment (c)</td>
<td>Description of test form (d)</td>
<td>Sample Items (e)</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>9.1</td>
<td>Apply</td>
<td>Performance</td>
<td>Project</td>
<td>Demonstrate that you have saved your presentation in the class shared folder within Google Docs</td>
</tr>
<tr>
<td>9.2</td>
<td>Analyze</td>
<td>Paper&amp;Pencil</td>
<td>Checklist</td>
<td>Differentiate between sharing options of public, private, and anyone with the link</td>
</tr>
<tr>
<td>10.0</td>
<td>Synthesize</td>
<td>Performance</td>
<td>Project</td>
<td>Facilitate presentation in front of the class using good verbal presentation guidelines</td>
</tr>
</tbody>
</table>
### Part 3c. ARCS Table

<table>
<thead>
<tr>
<th>Categories &amp; Subcategories</th>
<th>Process Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENTION</strong></td>
<td></td>
</tr>
<tr>
<td>A.1. Perceptual arousal</td>
<td>• Have the students imagine that they are asked to give a presentation to a panel about why they should get a particular scholarship. How would they do this? What could they do to set them apart? Demonstrate the contrast between a poster board and a multimedia presentation. Show a simple poster board [the simpler, the better for contrast]. Show students a few slides of a sample multimedia presentation of an electronic portfolio.</td>
</tr>
<tr>
<td>A.2. Inquiry arousal</td>
<td>• Ask questions about the differences. Which is more interesting? Which would they rather listen to? Which one will help them learn and remember more? Which would they rather make? Which one would strengthen 21st Century digital literacy skills?</td>
</tr>
<tr>
<td>A.3. Variability</td>
<td>• Maintain student attention by asking a lot of questions and calling on them by name to answer.</td>
</tr>
<tr>
<td><strong>RELEVANCE</strong></td>
<td></td>
</tr>
<tr>
<td>R.1. Goal orientation</td>
<td>• Emphasize the value of presentation skills in today’s colleges and workplaces.</td>
</tr>
<tr>
<td>R.2. Motive matching</td>
<td>• Discuss the value of collaborative learning, particularly the advantage of being able to collaborate online. Discuss examples of collaborative learning environments, such as a group presentation, research paper, business project, or college class project. Discuss student responsibility and influence when working in a group.</td>
</tr>
<tr>
<td>R.3. Familiarity</td>
<td>• Demonstrate the connection between good presentation skills and real life scenarios. List some situations when presentation skills may come in useful, for example class presentation, business sales proposal, or college course assignment.</td>
</tr>
<tr>
<td>Categories &amp; Subcategories</td>
<td>Process Questions</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>CONFIDENCE</strong></td>
<td></td>
</tr>
<tr>
<td>C.1. Learning requirements</td>
<td>• Advise students that together they are going to learn some new skills that will help them give awesome presentations on their poet. They will be fun to create and fun to listen to. Emphasize that these are life skills that will help them in all of their classes.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C.2. Success opportunities</td>
<td>• No matter how tech savvy they think they are or are not, encourage students to start somewhere. The tools they will use are easy and fun. Students can express themselves creatively.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C.3. Personal control</td>
<td>• Encourage students to think about where they are now and where they would like to be in their multimedia presentation skills. Remind them that they can learn new things if they work hard.</td>
</tr>
<tr>
<td><strong>SATISFACTION</strong></td>
<td></td>
</tr>
<tr>
<td>S.1. Natural consequences</td>
<td>• Tell the students they will be presenting their multimedia to the class and publishing it online if they would like</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>S.2. Positive consequences</td>
<td>• Ask them to think about the positive consequences that will come from completing their presentation. For example, was the class more engaged during their presentation? Did they have a high level of satisfaction?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>S.3. Equity</td>
<td>• Encourage the students to look back on how far they have come and what they have learned. Encourage them to use this presentation tool as often as they can in other classes and settings</td>
</tr>
</tbody>
</table>

*(Keller, 1987, p. 2)*
Part 4. Instructor Guide

Introduction

Active Attention or Gain Attention

• Have the students imagine that they are asked to give a presentation to a panel about why they should be awarded a particular scholarship. How would they do this? What could they do to set them apart?
• Demonstrate the contrast between a poster board and a multimedia presentation. Show a simple poster board [the simpler, the better for contrast]. Show students a few slides of a sample multimedia presentation (see this Slideshare example as a possibility).
• Ask questions about the differences. Which is more interesting? Which would they rather listen to? Which one will help them learn and remember more? Which would they rather make? Which one would strengthen 21st Century digital literacy skills?

Establish Purpose or Inform Learners of Purpose

• Remind students of the requirements of their group presentations on a poet. Explain that they are going to learn some exciting new skills to help them accomplish this assignment.
• The purpose of this lesson is to help them collaboratively create a multimedia presentation using an online tool called Google Docs. These presentations will be fun to create and fun to listen to. Multimedia presentations can communicate information that is more engaging for listeners.

Arouse Interest and Motivation or Stimulate Learners’ Attention/Motivation

• Discuss the value of collaborative learning, particularly the advantage of being able to collaborate online. Discuss examples of collaborative learning environments, such as a group presentation, research paper, business project, or college class project. Discuss student responsibility and influence when working in a group.
• Emphasize the connection between good presentation skills and real-life scenarios. Point out that this skill is not only applicable to this assignment but one that can help them in various contexts. List some situations when presentation skills may come in useful: class presentations, business sales proposals, or college course assignments.
Preview the Learning Activity or Provide Overview

• Show the students a sample Google Docs presentation that states the overview of the lesson. Explain that no matter how tech savvy they think they are (or are not), they can learn all the skills they need to complete a basic presentation online. Emphasize that students can express themselves creatively and have fun. They can look back on what they have learned during this lesson and be proud of their new skills.

• Review the lesson’s overview with the students. There are two parts of this lesson. First, students will discuss the ‘why’ and the ‘how’ of presentations, including good presentation design guidelines. Next, students will learn the basic steps of creating a Google Docs presentation.

Body

Recall relevant prior knowledge or Stimulate recall of prior knowledge

• Recall specific requirements of poet presentations. Remind students that they need to work with their partner and both will need to equally contribute to the Google Docs presentation. The presentation is a large portion of their grade.

Process information and examples or Present information and examples

• Show the slideshow “Multimedia Presentations: The Why and the Wow” (see attached) and follow its prompts for discussion and class participation.

• Play the Jeopardy-style review game at the end of the presentation to review basic principles covered in the presentation. Encourage all students to participate.

Focus Attention or Gain & Direct Attention

• Using the computer and projector, demonstrate how to create a new Google Docs presentation. As needed, refer to learning objectives and flowcharts for specific instructions during each step.

Employ Learning Strategies or Guide or Prompt Use of Learning Strategies

• Encourage students to use their own creative judgement in their presentation based on good presentation guidelines discussed. Remind them that they can learn new things if they work hard.
Practice or Provide for and Guide Practice
• Give the students ample time in the computer lab to practice creating a Google presentation. Provide assistance as needed.

Evaluate Feedback or Provide Feedback
• Explain that the true evaluation of this activity will be demonstrated during their actual poet presentations. Their presentation will be graded in part on how well they apply the principles discussed in this lesson.
• Observe student participation in class discussions during presentation and quiz game.
• Observe progress made in computer lab in creating a new presentation. Offer support and encouragement, especially to students who may be struggling or slow.

Conclusion
Summarize and review or Provide summary and review
• Remind students that they have learned two major things: 1) the ‘why’ and the ‘how’ of presentations, including good design guidelines; and 2) how to create a Google Docs presentation. Their final presentation will be a showcase of what they have learned.

Transfer learning or Enhance transfer
• Emphasize that good multimedia presentation skills will make them powerful students and help equip them with 21st Century digital literacy skills. They will be able to apply these skills in other courses, in college, and in the workplace.

Remotivate and Close or Provide Remediation and Closure
• Encourage students to learn all they can about technology tools that can make their schoolwork more fun, more efficient, and more authentic. The more they learn, the more professional, competitive, and confident they will be.

Assess Learning or Conduct Assessment Evaluate
• Evaluate student presentations and how well they incorporate the principles discussed in this lesson. Use a variety of assessment measures as outlined in Assessment of Learning Objectives.
Feedback and Seek Remediation or Provide Feedback and Remediation

- Discuss with students what went well in this activity. Did they enjoy the presentations? Did they learn something new? Do they think they will use these skills in other areas? Are they proud of their efforts? What would they change about this activity to make it better?

Part 5. Learner Content

- Sample poster board, the simpler and uglier the better, that can be used as an example to present to a student’s portfolio to a panel of scholarship judges

- Sample multimedia presentation to present a student to a panel of scholarship judges (see this Slideshare example as a possibility)

- Sample Google Docs presentation giving an overview of the lesson

- PowerPoint presentation titled “Multimedia Presentations: The Why and the Wow” (attached)

Part 5b. Formative and/or Summative Assessment materials

The ultimate measure of success will be whether or not students can create, publish, and present a Google Docs presentation as stated in the learning goal. Student presentations will be graded by the teacher using a rubric and self-assessed by the student. Student worksheet responses can be graded against the rubric.

Student Worksheet

Grading Rubric

These assessments involve various levels from Bloom’s taxonomy to assess how well students met the learning objectives. They are summarized in the following table:

Assessment of Learning Objectives

Part 5c. Technology Tool Justification

- PowerPoint: The attached PowerPoint presentation exposes students to some of the benefits of multimedia presentations by incorporating sound and video elements. Since
some of the target students have used this software before, the interface transition to Google Docs should be smooth.

- YouTube: In my instructional presentation, I include a [YouTube video](#) that demonstrates some bad PowerPoint presentation mistakes. There are many other similar videos out there. Showing one helps the students visualize in a fun and entertaining way what they are trying to avoid and how to make better presentations.

- SlideShare: I link to an example of a [student’s electronic portfolio](#) to briefly demonstrate the contrast between a multimedia presentation and a poster board. It will help the students visually make the connection of how presentations can set the presenter apart and enhance the information.

## Part 6. Formative Evaluation Plan

### Part 6a. Expert Review

The Subject Matter Expert (SME) I have chosen to evaluate my project is Ms. Jennifer Alevy, head school librarian at our local private international K-12 school. She has her MLIS in Library Information Science and is a key player on the school’s technology committee. She integrates technology into everything she does and is a wonderful resource for the students. She has also been a great mentor for me in my studies. I will submit my design document and materials to her for review by Friday, April 20, and she will respond by Friday, April 27.

### Part 6b. One-to-One Evaluation

The purpose of this evaluation is to try out the instructional materials on a small scale before larger-scale implementation. This evaluation is geared towards a few members of the target audience and is used to fix any problems discovered upfront. This type of evaluation gives the designer an opportunity to fix typos, mistakes, unclear directions and vocabulary, and general ambiguity or confusion.

For my project, I intend to include 2-3 English Literature students and their teacher at Heritage Academy in Mesa, AZ. I have designed this project with this group of students in mind and will ask the teacher try it out with a couple of the more willing and bright students. Af-
After participating in the instruction’s discussion and presentation materials, some questions they will be asked are:

- Do you understand the concepts explained in the presentation?
- Have you learned anything new or did you already know the information presented? Please explain.
- What is your level of confidence if you were to be tested right now on the information presented?
- Did you understand what was expected of you during the multimedia quiz? If no, please explain.
- Are there any graphics, text, or pictures that you did not understand? If yes, please explain.
- Can you read everything presented to you?
- What do you think the relevancy, or real-life application, is of the subject matter presented?

**Part 6c. Small Group Evaluation**

This stage of evaluation takes into account the answers received during the one-to-one evaluation noted above. It involves a slightly larger, more varied group of students without the designer’s intervention. This evaluation notes the how well the instruction holds its own in a group of varying abilities.

For this evaluation, I will use the same school and teacher listed above but involve an entire Honors 9th grade English Literature class. This will allow the teacher to evaluate the instructional materials with a larger number and wider variety of students. Some of the questions the teacher will ask the students and teacher are:

- Do you have the entry skills listed in the instructional materials? If any are missing, please list.
- How confident are you that you could begin a Google Doc presentation right now? Please explain.
- Are there any other skills not discussed that are important to creating and presenting a well-designed presentation? Please explain.
- Did you feel enough time was given to accomplish what was expected? If not, please explain.
- Do you feel the information presented is valuable to you personally? Did you enjoy it? Do you feel it is useful? Please explain.
- What do you think could be improved about this instruction?
Part 6d. Field Trial

This stage of the evaluation takes into account the revisions made from the one-on-one and small-group evaluations. It determines the effectiveness of the revisions and looks at any problems that might arise in a real instructional setting. It also uses a large enough group to make a more accurate prediction of the effectiveness of the materials.

For this project, I will use the same teacher and school, and involve all of the eighth and ninth grade English Literature students. Any problems encountered and revisions made will be taken into account for the next year, and so on, in order to improve each year the instruction is given. Ideally, this lesson will be incorporated into the curriculum and be taught in all eighth and ninth grade classes. If time and resources allow, it would be beneficial to try it out in a similar class in another school. At the conclusion of the instruction, the teacher and students will be asked some questions such as:

- Can the instruction be used as designed or are revisions needed? Please explain.
- Did the teacher present the information in a way you could understand? If no, please explain.
- Do you feel you had enough entry-level skills to accomplish what was expected of you? If not, please explain.
- Did you have enough time to complete the activities?
- Did you enjoy the instruction? If not, what could make it more interesting?
- Do you feel the things you learned have real-life application? Please explain.
- (For the teacher) How do you feel about the instructional materials? Was it easy to implement as designed or are revisions needed? Did you make any changes or adaptations? Please explain.
Part 7. Formative Evaluation Report

Part 7a. Evaluation Survey or Rubric

I initially thought I would create a survey for my SME to complete, but found it easier for both of us to create a form instead. Here is the link to the form I created for my SME:

[Expert Review Evaluation Form](#)

Part 7b. Report the Results of the Expert Review

[Expert Review Evaluation Comments](#)

The person I chose as my SME offered some valuable comments and insights, and I appreciated the time she took to look over all of my materials.

Positive Feedback: She thinks my project is age-appropriate, and she agrees that learning Google Docs is valuable for these students. She used to work at a school where Google Apps were totally embraced and she saw very positive effects. She noted the learning goal was clear and attainable in a three-hour time frame and that she gained an adequate picture of the target learners. She marked the learning objectives as clear, realistic, measurable, attainable, and not confusing. My SME noted that she wouldn’t change anything if she was going to teach this lesson and that the lesson plan is well thought out. She liked the wording in the student survey, e.g. “definitely me” and “nope, not me”, because it speaks in a language the students can relate to.

Suggestions for improvement: My SME suggested I change some of the wording on the rubric to include “at least three” or “more than three” or “a minimum of three” and add a section about the skills. She noted that while the learning chart analysis flowcharts are clear and logical, I should make them more appealing to the students. She also suggested I introduce other cloud tools such as Prezi. She pointed out that one advantage of using Google Docs over PowerPoint is that it takes a separate folder setup in PowerPoint to store videos and sounds, whereas in Google Docs it’s all online. When asked if there is anything else I should include she suggested I incorporate peer evaluations.
Part 7c. Comments on Change

As a result of these comments, I made two immediate changes. First, I changed the wording on my rubric to include “at least” in a few places so as to not be limiting. I considered adding another criteria assessing Google Docs skills, but I decided I need to think about this further. I have the students self-assess their level of confidence in using Google Docs, but I since this project is meant as an introduction to Google Docs, I’m not certain I want to actually assess them on the technical skills at this stage. Two, I updated Part 1c Rationale to include the online storage of audio and videos as another advantage of using Google Docs over PowerPoint. I will think about the flowcharts and how to incorporate them, if at all, in the future. They were created as background for the designer and instructor and are not necessarily intended for the students. However, it may be worthwhile to consider a simplified flowchart to use as instructional material with the students. I will also consider incorporating peer evaluations into the assessment as that would prove valuable.
# Part 8. AECT Standards Grid

<table>
<thead>
<tr>
<th>Standards</th>
<th>Met by Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: DESIGN</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Instructional Systems Design (ISD)</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.1.1 Analyzing*</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.1.2 Designing*</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.1.3 Developing*</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.1.4 Implementing*</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.1.5 Evaluating*</td>
<td>Selected discussion forums; ID Project</td>
</tr>
<tr>
<td>1.2 Message Design</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.3 Instructional Strategies*</td>
<td>ID Project</td>
</tr>
<tr>
<td>1.4 Learner Characteristics*</td>
<td>ID Project</td>
</tr>
<tr>
<td><strong>2: DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>2.0 (includes 2.0.1 to 2.0.8)*</td>
<td>ID Project</td>
</tr>
<tr>
<td>2.1 Print Technologies*</td>
<td>Reading Quiz; ID Projects</td>
</tr>
<tr>
<td>2.2 Audiovisual Technologies</td>
<td></td>
</tr>
<tr>
<td>2.3 Computer-Based Technologies*</td>
<td>(all assignments)</td>
</tr>
<tr>
<td>2.4 Integrated Technologies</td>
<td></td>
</tr>
<tr>
<td><strong>3: UTILIZATION</strong></td>
<td></td>
</tr>
<tr>
<td>3.0 (includes 3.0.1 &amp; 3.0.2)</td>
<td>(all assignments)</td>
</tr>
<tr>
<td>3.1 Media Utilization*</td>
<td>ID Project</td>
</tr>
<tr>
<td>3.2 Diffusion of Innovations</td>
<td></td>
</tr>
<tr>
<td>3.3 Implementation and Institutionalization*</td>
<td>ID Project</td>
</tr>
<tr>
<td>3.4 Policies and Regulations</td>
<td></td>
</tr>
<tr>
<td><strong>4: MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>4.0 (includes 4.0.1 &amp; 4.0.3)</td>
<td></td>
</tr>
<tr>
<td>4.1 Project Management</td>
<td></td>
</tr>
<tr>
<td>4.2 Resource Management</td>
<td></td>
</tr>
<tr>
<td>4.3 Delivery System Management</td>
<td></td>
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<tr>
<td>4.4 Information Management</td>
<td></td>
</tr>
<tr>
<td><strong>5: EVALUATION</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Problem Analysis*</td>
<td>ID Project</td>
</tr>
<tr>
<td>5.2 Criterion-Referenced Measurement*</td>
<td>ID Project</td>
</tr>
<tr>
<td>5.3 Formative and Summative Evaluation*</td>
<td>ID Project</td>
</tr>
<tr>
<td>5.4 Long-Range Planning</td>
<td></td>
</tr>
</tbody>
</table>

* standard met
Appendix

Attached “Multimedia Presentations: The Why and the Wow”

These are the documents I linked to throughout the project:

- Needs Assessment Survey Questions
- Sample Google Docs presentation
- Assessment of Learning Objectives
- Student Worksheet
- Grading Rubric
- YouTube video
- Slideshare example of a student portfolio
- Expert Review Evaluation Form
- Expert Review Evaluation Comments
References


