

Design Paper

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Design Model

The ARCS model is part of what is called a motivational design model that is based on scientific literature relating to human motivation. It focuses primarily on bringing together personal experiences, psychological principles, and intuition. According to Keller, there are four categories to fulfill this strategy: Attention, Relevance, Confidence, and Satisfaction. Motivation can be driven intrinsically or extrinsically by many things: grades, promotion, increased status, long-range goals, and institutional requirements. Using Keller's ARCS model can make learning a more positive experience.

Attention: Use of perceptual attention-getters such as colors, style, sound, humor, novelty, interaction and involvement to encourage inquiry.

Relevance: Use of meaningful examples to create contextual links between the learner and the content being taught. Have an understanding of your learners through needs assessment and their reasoning for seeking or requiring your instruction. Know their goals and motivation

Confidence: Create opportunities for success as the learner moves through your instruction to keep your learner engaged. This will increase their positive response to the experience. Allow personal control such as self-pacing and small steps. Provide immediate feedback if possible to build confidence.

Satisfaction: Use appropriate acknowledgment to support intrinsic and extrinsic needs.

Design Plan

Sequence of Instruction and Timeline

The following table displays a five session outline for teachers to access the professional development. Each session can represent a different day in order to break up the professional development activities into smaller portions or they can be viewed at a teacher's leisure. Each session will be placed on a Wikispace page that all staff will have access to for training.

Session 1	View tutorials and activities on the following information: Introduction to Museum Box. Creating a Museum Box account. Creating student accounts for Museum Box. Add media (images text, sounds, videos, files, and links) items to 'drawer'. Add media to the museum box from the drawer. Add title and description to the museum box. Open cube within a museum box.
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Session 2	View tutorials and activities on the following information: Add a title and caption to each cube. Add media to at least three sides of a cube. Change the amount of cubes within a layer. Change the number of layers in a museum box. Change color or texture of the museum box. Change color or texture of the cubes. Save a museum box.
Session 3	View tutorials and activities on the following information: Review of Museum Box How to incorporate museum box into your classroom.
Session 4	Apply gained skills during the tutorials by creating a new museum box that will later be implemented in classroom instruction. Create rubric for students to demonstrate acquired knowledge.
Session 5	Implement the use of this web 2.0 tool in classroom instruction or student created projects.

Delivery Method

When planning for the delivery of this staff development program, we must take our limitations and capabilities into account. First, our major limitation is distance and access to our target audience. Only one person has direct access to our target audience, therefore, the course will need to be primarily self directed via online instruction during the implementation period. Another limitation is the technology skill level of our target audience. Since the course will mainly be self directed through online instruction, it is critical that the learners have already mastered the technology skills necessary to access the course content. An optional scaffolding meeting can be held before the staff development commences for those learners who need help accessing the material for the first time.

A variety of media will be used to address multiple learning styles/preferences. These can include: printable handouts, online demonstration videos, discussion boards, scavenger hunts, and hands-on learning. The target audience will more likely remember material presented in the staff development if they actively participate, but will also need visual instructions demonstrating the technology skill.

Instruction materials will be hosted online on a Wikispaces page. Handouts can be implemented as individual pages including text and images and be made available as download-able PDFs. Demonstration videos will be uploaded to YouTube or another hosting site and can be embedded on the Wikispaces page. Surveys can be embedded as a Google doc questionnaire or accessed via a link to a site such as SurveyMonkey.

Implementation Plan

The implementation will begin with an introductory meeting during teacher planning times. The instructor can introduce Museum Box, give an outline of the expectations of this staff development, and answer basic questions from the staff. The discussion boards and scavenger hunt can be monitored for process while the one team member at the site can help with hands-on instruction.

Evaluation Plan

The staff development course will be evaluated through formative and summative evaluation.

Formative Evaluation:

1. During the development phase, each developer will ‘test’ or view storyboards for each part of the instruction. Formative feedback will be given to each developer via email communication and discussions. Adjustments will be made as necessary. This process will be repeated multiple times.
2. During the implementation phase, a survey will be given to the audience to address usability, quality, and motivation factors that affect the staff development program. The results of the survey will be used to make adjustments to course as necessary.

Summative Evaluation:

1. The primary factor that will determine whether or not teachers have met the learning objectives is their creation of a Museum Box to implement in their classroom, since this task incorporates all the steps leading up to it. A rubric with criterion-related referenced items will be made to evaluate the teachers’ Museum Boxes based on the learning objectives. This evaluation will not affect the teacher’s employment; it will only be used to measure the quality of the instruction and measure the learning objectives.

Bibliography

About E-Learning. (2012). *Learning and Motivation*. Retrieved September 26, 2011, from About E-Learning: <http://www.about-elearning.com/motivation.html>

Keller, J. M. (2010, February 17). Retrieved September 26, 2011, from ARCS Model.com: <http://www.arcsmodel.com/home.htm>