

Screencasting for South Creek Middle
School Teachers

Instructional Treatment Plan

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Unit Descriptors

Course Title: Screencasting for South Creek Middle School Teachers

Unit Number and Title: Level 1: Create screencast of basic lesson using presentation software without narration, editing or interactivity

Terminal Objective: Given a Lenovo device with the Microsoft Office Suite and Internet access, teachers will individually create a three to six minute screencast of a basic lesson without narration, editing or interactivity.

Enabling Objectives: When asked to create a basic screencast presentation by following designated steps and procedures:

- Given access to the South Creek Middle School curriculum and grade-level state standards, teachers will prepare student objectives according to the criteria defined by the checklist.
- Given a digital storyboard template, teachers will generate a digital storyboard outline according to the criteria defined by the checklist.
- Given a Lenovo tablet with PowerPoint and Internet access teachers will construct a PowerPoint presentation according to the criteria defined by the checklist.
- Given a Lenovo tablet with PowerPoint and their presentations, teachers will demonstrate how to practice and record their presentations according to the criteria in the checklist.

Prerequisite:

- Given a Lenovo tablet with wireless internet and the Microsoft Office Suite, teachers will identify the basic steps of how to use the tablet from memory with 80% accuracy.

Time Requirements: Approximately 2½ hours

Resource Requirements: Lenovo ThinkPad, PowerPoint, Wireless Internet, access to PD360 (Learning Management System)

Instructional Strategy and Media Selection

Designer's Notes: Gagné's 9 Events of Instruction was selected as the instructional strategy for two primary reasons: (a) Gagné's 9 events of instruction provides learners with a straightforward approach to learning. The objectives highlighted in this course require teachers to construct a screencast presentation. In order to create a screencast presentation, the teachers will need to follow a step-by-step procedure. Gagné's 9 Events of Instruction follows a sequence of well-defined steps. (b) In order to retain the attention of the learners which for this course are classroom teachers, it is important to use an instructional format with which they are comfortable. Many teachers are used to using direct instruction in their classroom presentation coupled with a constructivist method that requires students to share, and discuss information and their learning experiences. Although the instructional design of this course uses Gagne's 9 Events of Instruction it is appropriate to enhance learning for the designated group of learners by using a learner-centered approach as well. To optimize learning for the teachers we incorporated learner-learner discussions via web and opportunities for the learners to interact with the content that they are required to learn. (c) Gagne's 9 Events of Instruction also allowed designers to use a mix-mode course design. The designers felt that teachers will be more motivated to participate in the course if the assignments can be completed in the comfort of their homes. In order to increase the satisfaction of the teachers with the course, there is only one face-to-face session.

Table 1: Instructional strategy descriptions, interactions and tools based on Gagné's 9 Events of Instruction.

| Event | Description | Interaction(s) | Tools |
|-----------------------|---|---|--|
| Gain Attention | <p>On the course home page, students will see the essential question: "How can I optimize time, find time for re-teaching, individualize instruction, and use technology all while following the different standards?"</p> <p>The learners will then watch a video that appears below the question of an esteemed teacher using a basic screencast presentation in her class, with her students actively engaged in the learning process. The screencast video is composed of all the end-of-course features.</p> | <p>Learner-Content Learner-Interface</p> | <p>Online LMS: Text and Embedded Video</p> |

Table 1: Instructional Strategy Continued

| | | | |
|--|---|---|---|
| <p>Inform Learner of Objective(s)</p> | <p>The instructor will then post on the class site the unit’s terminal and subordinate goals:</p> <p>1: Teachers will create a screencast of a basic lesson without narration, editing or interactivity</p> <p>All subordinate goals pertain to final screencast project/objective:</p> <p>1.1: Teachers will prepare student objectives.</p> <p>1.2: Teachers will generate a digital storyboard outline.</p> <p>1.3: Teachers will construct a PowerPoint presentation.</p> <p>1.4: Teachers will demonstrate how to practice and record their presentations</p> <p>The instructor will post the unit’s terminal objective in terms of the entire training ask learners to post on how the training can help them reach their teaching goals- either through the achievement of the unit 1 terminal goal, or in another unit. Learners and the instructor will comment on the posts. (See goal analysis for all units in the training).</p> | <p>Learner-Content Learner-Learner Learner-Instructor Learner-Interface</p> | <p>Online LMS: Text (Objectives) and Discussion Post Forum</p> |
| <p>Recall Prior Knowledge</p> | <p>Instructor will facilitate a discussion posting for learners on their previous experiences and uses of PowerPoint in instructional lessons.</p> | <p>Learner-Instructor Learner-Learner Learner-Interface</p> | <p>Online LMS: Discussion Post Forum</p> |
| <p>Present Stimulus Material</p> | <p>Prior to the start of the course, the instructor will post an entry-skills test (see Figure 2: Assessment Alignment Table) for learners to take to assess their knowledge of the prerequisite skills associated with using their Lenovo tablets.</p> <p>In the LMS, there will be an embedded PowerPoint Presentation demonstrating the features of making a basic screencast for learners to view. Slide topics will include:</p> <ul style="list-style-type: none"> • Writing Learning goals. • Creating a storyboard. • Making a presentation. • Steps for how-to practice and record presentation. | <p>Learner-Instructor Learner-Content Learner-Interface</p> | <p>Online LMS: Embedded Interactive Quiz and Embedded PowerPoint Presentation</p> |

Table 1: Instructional Strategy Continued

| | | | |
|---|---|---|---|
| <p>Provide Learning Guidance</p> | <p>For each of the four subordinate objectives, the learners will be able to watch follow-up tutorial videos embedded in the online LMS demonstrating the procedures for creating: 1.1 student objectives, 1.2 digital storyboards, 1.3 PowerPoint presentations, and 1.4 recorded PowerPoint presentations (see subordinate skills analysis for detailed steps). Tutorials are created in the same style as the unit’s terminal objective.</p> <p>Individual learners can post questions to a class discussion page. Learners may answer other learners’ questions and the instructor may respond as well.</p> <p>As part of the practice-test assessment, learners will have access to a series of checklists depicting the procedural steps involved in the process of creating each of the products for the enabling objectives (see Figure 2: Assessment Alignment Table).</p> | <p>Learner-Instructor Learner-Content Learner-Interface Learner-Learner</p> | <p>Online LMS: Embedded Tutorial Videos, Discussion Post Forum, Text (Checklist)</p> |
| <p>Elicit Performance</p> | <p>Learners will work in their grade level and subject matter teams (3-4 learners per team).</p> <p>For each of the subordinate objectives and subsequent tutorials described above, learners will, using their Lenovo tablets and PowerPoint, follow the steps presented in the tutorials and use the enabling objective assessment checklists to:</p> <ul style="list-style-type: none"> • Write objectives • Create a storyboard • Create a PowerPoint • Rehearse and record their presentation <p>The learners will post their drafts online for other learners to critique with the enabling objective product checklists.</p> <p>The learners will then go back and edit their products according to the feedback.</p> <p>The learners will create a final screencast product based on the terminal objective.</p> | <p>Learner-Content Learner-Tool Learner-Learner Learner-Interface</p> | <p>Online LMS: Embedded Tutorial Videos, Discussion Post Forum, Text (Checklists)</p> |

Table 1: Instructional Strategy Continued

| | | | |
|--|---|--|--|
| <p>Provide Feedback</p> | <p>Throughout the course, learners will receive feedback through instructor facilitated peer evaluation discussion posts and self-assessment using the checklists as they work through each of the enabling objectives. Feedback is delivered through the online LMS discussion posts prior to the face 2 face session.</p> <p>In the unit face-to-face session, the learner teams will present their final screencast (using a projector) for all of the other teams and instructor/evaluators to watch and critique using the final checklist. Feedback will also be given to groups orally through discussion.</p> <p>Teams will vote on the best screencast, and awards will be given out as a concluding activity for the face-to-face lesson.</p> | <p>Learner-Instructor Learner-Learner Learner-Tool Learner-Interface Learner-Other</p> | <p>Online LMS: Discussion Posts (prior to F2F session)</p> <p>F2F session: Group Presentation Projector</p> |
| <p>Assess Performance</p> | <p>The following is a summary of the assessments used throughout the unit:</p> <p>The entry-skills test assesses learners’ basic use of their Lenovo devices and occurs prior to the start of the course.</p> <p>The practice test assesses the learners’ mastery of the enabling objectives throughout the course. Learners will use the checklist to self-assess and critique other learners.</p> <p>The posttest assesses the learners’ mastery of the terminal objective. Teams, instructors and supervisors will assess the screencasts according to the final product checklist.</p> | <p>Learner-Tool Learner-Learner Learner-Instructor Learner-Other Learner-Interface</p> | <p>Online LMS: Interactive Quiz (Entry-Skills Test), Text (Checklist), Discussion Post Forum</p> <p>F2F: Text (Terminal Objective Checklist)</p> |
| <p>Enhance Retention and Transfer</p> | <p>Learners will use their screencast lesson, created in the training, during instruction in the classroom and when supervisors are observing their performance.</p> <p>They will reflect on advantages/disadvantages in a follow-up discussion with supervisors in preparation of evaluation.</p> | <p>Learner-Other Learner-Environment</p> | <p>F2F with Supervisor: Group Presentation Projector</p> |

Media Selection Rationale:

The Learning Management System, PD360, was selected to deliver the online portion of the training for the following reasons:

- The Context Analysis indicates that Orange County Public Schools has determined that the cheapest and most convenient way the course be delivered is through PD360, which is what is used for most other trainings and has already been purchased by the district.
- All learners have access to PD360 on any computer online and for as long and often as learners prefer.
- The content and learning objectives for this unit are primarily focused on procedural knowledge. All of the presentations, text, quizzes and videos can be embedded and organized in PD360. PD360 also has a built-in discussion post forum, which allows it to facilitate delivery of the course content and provide an interactive experience.
- Learners may complete the online portion of the training in their classrooms, elsewhere at the school, or at home.
- The school has a technology support team with the time, resources and knowledge to develop to assist learners throughout the training.

Video was selected as part of the introductory example used to gain learners' attention because:

- Learners are accustomed to viewing professional development content in video format.
- It provides an easily created example of how the learners would apply the screencasts in their professional environments.

Text was selected to display the objectives and assessment checklists for the following reasons:

- The format gives learners the ability to download the text and review the objectives and checklists at their convenience.
- It also provides a clear reference for learners to use while creating and evaluating their products.

Discussion Post Forums were selected as a communication tool because:

- They allow learners to upload their products and make comments about them with ease.
- They allow learners to communicate and interact with the instructor and other learners.

Embedded Interactive Quiz was selected as the tool for the entry-skills test because:

- It is a quick way for learners and the instructor to check prerequisite skills.
- It provides immediate feedback.

Embedded PowerPoint Presentation was selected as the method for presenting stimulus material for the following reasons:

- It allows for a straight-forward delivery of procedural knowledge.
- Learners have prior experience with the program and it is one of the tools they will be using in the unit.

Embedded Tutorial Videos were selected to provide learning guidance because:

- They allow for learners to pause and review as needed.
- They allow learners to watch and follow along with the procedural steps at the same time.

Group Presentation Projectors were selected to display the learners' screencasts because:

- They are already installed in the learning and professional environment.
- They allow for delivery of content to large groups.

Level 1: Learner Assessment Alignment Table & Resulting Instruments

Designer's Notes. Because the enabling objectives for Unit 1 focus on the acquisition of procedural knowledge, it is believed that a checklist would be suitable for assessing student learning. The terminal objective is also procedural, so a final checklist and the final product has been selected as an appropriate way to assess student learning.

Three instruments will be used to measure the teachers' success of attaining the unit objectives: (1) a multiple choice test to measure the teachers' understanding of entry level skills, (2) a product checklist for learners to track their progress through the enabling objectives and (3) a performance assessment rubric for the final screencast to assess the terminal objective. The Learner Assessment Alignment Table (figure 1 pages 1-4) specifies the performance criteria that will be used to create the presentation lesson. The resulting assessment instruments are attached after the table.

Figure 2: Learner Assessment Alignment Table

| Skill | Objective | Classification | Method | Assessment Item or Criteria |
|---|---|-----------------|------------------------------------|--|
| Create screencast of basic lesson using presentation software without narration, editing or interactivity | Terminal Objective: Given a Lenovo device with the Microsoft Office Suite and internet access, teachers will individually create a three to six minute screencast of a basic lesson without narration, editing or interactivity. | Problem Solving | Post Test Product Checklist | Product checklist items with two possible levels of performance: (a) yes, and (b) no, and an opportunity to comment. <ul style="list-style-type: none"> • <i>Title slide prominently displays essential question, student objective (s) and associated state standards</i> • <i>Content appropriately chunked</i> • <i>Style theme appropriate for subject matter and grade level</i> • <i>Text bulleted with no more than 6 words per line and 6 lines per shot</i> • <i>Text bulleted with no more than 6 words per line and 6 lines per shot</i> • <i>Text bulleted with no more than 6 words per line and 6 lines per shot</i> • <i>Visual elements (4-5) evenly distributed throughout screencast</i> • <i>Animations formatted for text and visuals</i> • <i>Transitions between slides smooth and easily followed</i> • <i>Transitions between slides smooth and easily followed</i> • <i>Title slide states objective(s) clearly</i> • <i>Shot descriptions accurately summarize content</i> • <i>Sequence follows logical path</i> • <i>Time allotted for each slide is reasonable</i> • <i>Screencast formatted as a video/movie</i> |

Figure 2: Learner Assessment Alignment Table Continued

| | | | | |
|--|--|---------------------------|--|---|
| <p>Identify basics of how to use a Lenovo tablet</p> | <p>Given a Lenovo tablet with wireless internet and the Microsoft Office Suite, teachers will identify the basic steps of how to use the tablet from memory with 80% accuracy.</p> | <p>Verbal Information</p> | <p>Entry behavior test Conventional CRT</p> | <ol style="list-style-type: none"> 1.) The power button for your Lenovo tablet is located on the _____ of the tablet. <ol style="list-style-type: none"> A. back right B. left side C. top left D. right side 2.) The PowerPoint icon can be directly found on your tablet through these two methods: <ol style="list-style-type: none"> a.) going to the application screen b.) opening a word document c.) Clicking on the start button d.) Typing the term in Google 3.) Video files can contain these three letters after the file name: <ol style="list-style-type: none"> a) .doc b) .pdf c) .mov d) .jpeg 4.) Identify the two web sites that have search options for free images: <ol style="list-style-type: none"> a) Google b) Wikipedia c) Amazon d) Flickr 5.) One way to save an image from a web site is to <ol style="list-style-type: none"> a.) go to the file tab, then “save as” while viewing the page b.) right click the object on the page and scroll to “save as” c.) select all, then press the keyboard hot keys to “save as” |
|--|--|---------------------------|--|---|

Figure 1: Learner Assessment Alignment Table Continued

| | | | | |
|---|--|-----------|---|---|
| Prepare student objectives | Given access to the South Creek Middle School curriculum and grade-level state standards, teachers will prepare student objectives according to the criteria defined by the checklist. | Procedure | Practice Test Check list | Product checklist items with two possible levels of performance: (a) yes, and (b) no, and an opportunity to comment. <ul style="list-style-type: none"> • Objective(s) are based on topic selected. • Objectives(s) match selected state standard. • Objective(s) are written in appropriate, student-friendly language. |
| Generate storyboard of lesson | Given a digital storyboard template, teachers will generate a digital storyboard outline according to the criteria defined by the checklist. | Procedure | Practice Test Checklist | Product checklist items with two possible levels of performance: (a) yes, and (b) no, and an opportunity to comment. <ul style="list-style-type: none"> • Title slide states objective(s) clearly • Content is chunked into at least five shots • Text is bulleted into short statements • Images appear on all content shots • Sequence follows logical path • Shot descriptions accurately label content • Estimated time for each slide is included |
| Construct PowerPoint Presentation | Given a Lenovo tablet with PowerPoint and internet access teachers will construct a PowerPoint presentation according to the criteria defined by the checklist. | Procedure | Practice Test/Performance Task Checklist | Product checklist items with two possible levels of performance: (a) yes, and (b) no, and an opportunity to comment. <ul style="list-style-type: none"> • PowerPoint opened without assistance • Presentation style theme selected • Content accurately transferred from storyboard • Title slide and at least five content slides included • Text content added • Visual elements added • Animations added • Transitions added |
| Demonstrate How to Practice and Record Presentation | Given a Lenovo tablet with PowerPoint and their presentations, teachers will demonstrate how to practice and record their presentations according to the criteria in the checklist. | Procedure | Practice Test Checklist | Product checklist items with two possible levels of performance: (a) yes, and (b) no, and an opportunity to comment. <ul style="list-style-type: none"> • Slideshow tab selected • Timings rehearsed with animations • Timings rehearsed with transitions • Record button identified • Record button pressed • Slideshow reviewed and recorded • Slideshow saved as video file |

Learner Assessment Items Entry-Behavior Test

Directions: Complete the following multiple-choice questions prior to the first week of training. You may use your Lenovo tablet to complete the quiz. Circle the top or top two (as stated in the question) answers listed below each statement. The answers are provided at the end. Check your answers and discuss the results with your supervisor to see if you are prepared for the training or need supplemental materials and tutorials.

- 1.) The power button for your Lenovo tablet is located on the _____ of the tablet.
 - a. back right
 - b. left side
 - c. top left
 - d. right side

- 2.) The PowerPoint icon can be directly found on your tablet through these two methods (circle two):
 - a.) going to the application screen
 - b.) opening a word document
 - c.) Clicking on the start button
 - d.) Typing the term in Google

- 3.) Video files can contain these three letters after the file name:
 - a) .doc
 - b) .pdf
 - c) .mov
 - d) .jpeg

- 4.) Identify the two web sites that have search options for free images (circle two):
 - a) Google
 - b) Wikipedia
 - c) Amazon
 - d) Flickr

- 5.) One way to save an image from a web site is to
 - a.) go to the file tab, then “save as” while viewing the page
 - b.) right click the object on the page and scroll to “save as”
 - c.) select all, then press the keyboard hot keys to “save as”

Answers: 1.) d 2.) a & c 3.) c 4) a & d 5) b

Product Checklist

Directions: Before and after completing each step of Lesson 1, review the checklist below. After completing each step, complete the assessment by indicating if your product step contains each of the characteristics listed below. Place a check mark (√) under Yes (for does contain) or No (for does not contain). Provide comments if an explanation for your assessment is necessary.

| Characteristic | Does the presentation step contain the characteristic? | | Comment |
|--|--|----|---------|
| | Yes | No | |
| Write Objective(s) | | | |
| • Objectives are written in appropriate student friendly language. | | | |
| • Objectives are based off topic selected | | | |
| • Objectives match state standards | | | |
| Generate Storyboard | | | |
| • Title slide states objective(s) clearly | | | |
| • Content is chunked into at least 5 chunks. | | | |
| • Text is bulleted into short statements | | | |
| • Images appear on all content shots | | | |
| • Sequence follows logical path. | | | |
| • Shot descriptions accurately label content. | | | |
| Construct PowerPoint Presentation | | | |
| • PowerPoint opened without assistance | | | |
| • Presentation style theme selected | | | |
| • Content accurately transferred from storyboard. | | | |
| • Title slide and at least five content slides included | | | |
| • Presentation saved for future use. | | | |
| • Text content added | | | |
| • Animation added | | | |
| • Transitions added | | | |
| • Estimated time for each slide is included | | | |
| Practice and Record Presentation | | | |
| • Slideshow tab selected | | | |
| • Timings rehearsed with animations | | | |
| • Timings rehearsed with transitions | | | |
| • Record button identified | | | |
| • Record button pressed | | | |
| • Slideshow reviewed and recorded | | | |
| • Slideshow saved as video file | | | |

Final Checklist

Directions: Before and after completing your final product, review the checklist below. Place a check mark (√) under Yes (for does contain) or No (for does not contain). Provide comments if an explanation for your assessment is necessary.

| Characteristic | Does the presentation step contain the characteristic? | | Comment |
|---|--|-----|---------|
| | No | Yes | |
| Title slide prominently displays essential question, student objective (s) and associated state standards | | | |
| Content appropriately chunked | | | |
| Style theme appropriate for subject matter and grade level | | | |
| Text bulleted with no more than 6 words per line and 6 lines per shot | | | |
| Text bulleted with no more than 6 words per line and 6 lines per shot | | | |
| Text bulleted with no more than 6 words per line and 6 lines per shot | | | |
| Visual elements (4-5) evenly distributed throughout screencast | | | |
| Animations formatted for text and visuals | | | |
| Transitions between slides smooth and easily followed | | | |
| Transitions between slides smooth and easily followed | | | |
| Title slide states objective(s) clearly | | | |
| Shot descriptions accurately summarize content | | | |
| Sequence follows logical path | | | |
| Time allotted for each slide is reasonable | | | |
| Screencast formatted as a video | | | |