

Final Project

LT 716

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Table of Contents

Project Proposal	pages 3-4
Design Document	pages 5-8
Production Document	pages 9-12
Develop and Deliver	pages 13-14
Appendix A	
Post-Presentation Learner Questionnaire	page 15
Appendix B	
Post-project Client Evaluation Form	page 16
Reflective Journal	pages 17-18

Project Proposal

Introduction

Statement of problem: Madison High School in Madison Central School District is a one-to-one tablet pc school. We are in our third year of having Gateway Tablets. With the computers came a variety of software to enhance the educational experiences of the students, creative software for both students and teachers, and management software for the teachers. One particular software program is called SynchronEyes 7.0. This software can allow teachers to monitor student computer use by having the students “synchroneyes” to the teacher computer using the student version of the software. This allows the teacher to monitor and manage appropriate computer use, distribute and collect assignments, and create, administer, and collect assessments. Many educators do not know how to utilize the software SynchronEyes 7.0 to create, administer and collect assessments.

Project Definition

Project Goal: The project goal is to educate high school teachers in the use of Synchroneyes to create assessments, administer assessments, and collect data from the assessments.

Audience description: The audience is high school teachers in the Madison Central School District in Madison, SD. Teachers range in experience from fairly novice (one to five years of experience) to over thirty years of teaching experience. The teachers will be from all curricular areas. Experience with technology varies among all teachers. Some will know how to use the SynchronEyes program for just student monitoring, while others will be familiar with using it for assessment purposes.

Product description: The product will be a presentation designed to teach the educators how to integrate SynchronEyes 7.0 into their classrooms for assessment purposes.

Delivery strategies: The delivery strategy will be face-to-face and synchronous, done during in-service time at Madison High School.

Product you will deliver: The final product will be an educational unit that will enable the teachers to create, administer, and collect an assessment using Synchroneyes.

Schedule and Budget

Project timeline: Project proposal due March 19th
Present Design Documents for revision March 26th
Present prototype for evaluation April 2nd
Prototype evaluations reviewed/modifications made by April 9th
Prototype further evaluated by small groups due April 16th
Modifications based on small group evaluations due April 30th
Deliver final product to client May 7th

Costs: There will not be any costs for software or computers as the Madison High School teachers have both. The cost to the client (MHS) would be the hourly rate for the instructional designer's time (\$16.80/hr) if MHS would pay designer (me) for this project (they won't).

Assumptions and risks to completion: It will be assumed that MHS will provide the teachers with the tablet pc computers with Synchroneyes 7.0 loaded on the machines. MHS will also provide a location for the implementation of the project and time for the teachers to attend the presentation. Risks to completion include: MHS not allowing presentation due to change in use of pre-service time; lack of attendance by MHS teachers; computers not reimaged by presentation date.

The handling of out-of-scope requests: Requests of changes to the product will be due on the dates stated above. If modifications are requested beyond the requested due date, the client will be charged twice the hourly rate for modifications that are out-of-scope.

Qualifications

I will be the only person working on this project for Madison High School. I am currently a science teacher at Madison High School. I have been teaching science since 1993. I have a BS in Biology from South Dakota State University and I am currently working towards my degree in the MSET program from Dakota State University. I currently have a 4.0 GPA in the MSET program.

Design Document

Executive Summary

This presentation will be delivered to Madison High School teachers for the purpose of improving classroom management through the use of the software program SynchronEyes during pre-service time in August of 2010. This program allows teachers to have control of their students' computers during instructional time. While controlling the student computers, the teacher can monitor student use, limit what the student can do on the computer, project instructional material onto the student computer, and administer and collect student assessments.

Through the use of content presentation and hands-on contact time with the software program, the teachers will learn how this software program can improve classroom management. The presentation will use images and text along with face to face communication.

The teachers will first proceed through a review of SynchronEyes. Following the review time, teachers will be instructed on how to create a quiz, administer a quiz, and assess the quiz results. A final product will be the quiz created during the presentation and the administration of the quiz to a small group to verify that the teachers understand how to utilize the software.

Learning need/market opportunity

The teachers of Madison High School have had prior training in the use of the software program. However, the training included multiple presentations on the use of multiple software programs over a time period of two days. Many teachers were overwhelmed by this process. As a result, many teachers do not use SynchronEyes. Teachers feel as though the computers are distractions and cannot be managed. For this reason, they choose not to incorporate the students' computers into the curriculum.

This will be a follow-up to the initial training provided over two years ago. During this training, the teachers were provided training on SynchronEyes. They were instructed on how to integrate the software into their curricula. However, with the passage of over two years' time, many have forgotten or don't have the time to further explore the use of SynchronEyes. And with the one-to-one computing environment not going away at Madison High School, teachers need time and further instruction to help them transition into computer use in the classroom. This presentation will provide the time and assistance the teachers will need to further enhance their curriculum by using technology.

Instructional goals

After attending the presentation, teachers of Madison High School will be able to create an assessment using the software, administer the assessment using the software, and collect and analyze the results of the assessment using SynchronEyes.

Audience definition

The audience includes teachers at Madison High School. Employee experience ranges from 3 years of experience to veteran instructors, with 30 or more years of experience. The teachers' range of expertise includes all subject matter. All teachers have had tablet pc computers for three and a half years. Many have integrated the tablet pc into their curricula and many have not, based on teacher communications with the designer. Younger teachers or teachers with computer knowledge will be most interested in this presentation. The older teachers or teachers with little computer knowledge will be least interested based on their non-integration of technology into their curricula. Many older teachers that are near the end of their career have decided to not implement technology as that it would not benefit them in the long-term.

Delivery environment

This presentation will be delivered in a face-to-face environment in one of the classrooms at Madison High School. The presenter will need a projector that will be able to interface with a Gateway 285 Tablet. The teachers will need to use their tablet computers. The computers at Madison High School use the Windows XP platform, which will be required. The computers will also need a teacher version of the software program SynchronEyes. Internet Explorer will be the browser. The teachers will complete the training in one, two hour pre-service session.

General outcomes

- Reintroduce SynchronEyes to the teachers of Madison High School
- Integrate SynchronEyes into the classroom for assessment purposes
- Examine data from assessments given utilizing SynchronEyes

Assessment strategies

Evaluation of this presentation will include the development of a short assessment created by the teachers for the use in their classrooms, successful administration of their assessment during the presentation session, and obtaining the analysis of the assessment.

Content organization

- Overview of SynchronEyes
- Introduction of SynchronEyes Quiz Wizard
- Development of SynchronEyes Quiz
- Implementation of SynchronEyes Quiz with other teachers as students
- Examine results of the results from the SynchronEyes Quizzes

Content sources

Content will be provided by the instructor. A PowerPoint presentation will be used to present the material. SynchronEyes Teacher and Student editions will be provided on the teachers' computers. The instructor will have a few example quizzes to demonstrate how SynchronEyes can be used.

Instructional strategies

The presentation will be done in one session with teacher follow-ups as requested during individual sessions. The instructional strategies include:

- Introduction of lesson outcomes
- Review of prior knowledge (reintroduction of SynchronEyes)
- Present new information (SynchronEyes Quiz Wizard)
- Present examples created using Quiz Wizard
- Demonstrate how to create a quiz.
- Demonstrate how to administer a quiz using SynchronEyes
- Demonstrate how to collect data from the quizzes administered
- Provide time for teachers to create a quiz using SynchronEyes Quiz Wizard

Standards

Teachers will create their quiz product with the South Dakota Content Standards in mind which can be found at the following links:

<http://doe.sd.gov/contentstandards/>

<http://www.w3.org/standards/>

Web-based standards have also been included from the World Wide Web Consortium.

Media

A Power Point presentation will be used with screen shots of SynchronEyes integrated into the presentation. Text will be used in the presentation to make it a stand-alone presentation that the teachers can download and take with them.

Evaluation and testing plans

A prototype Power Point will be created and selected teachers (collaborative group; 4 individuals) will evaluate the usefulness and effectiveness of the presentation. Any problems that are identified by the group will be analyzed and corrected before the final presentation implemented. Testing the product and necessary software for compatibility on the teachers' computers will not be necessary as they already have the necessary programs on their computers and supported by the computer technology coordinator.

Production Document

Treatment: outline of instructional strategy

Focus on the goals of instruction

Goal 1: Reintroduce SynchronEyes to the teachers of Madison High School

Goal 2: Integrate SynchronEyes into the classroom for assessment purposes

Goal 3: Examine data from assessments given utilizing SynchronEyes

Compare new knowledge with prior knowledge

The learners will be asked to “SynchronEyes” to the instructor’s computer using the student version of the program on their computers. The instructor will have a view of his computer projected onto the projection screen using an air projector (wireless projector). The learners will then be asked how they have used SynchronEyes to manage their classroom. They can come up to the instructor’s machine and demonstrate what features they can remember how to use. A sample quiz will be shown and administered to the “class”. The instructor will then show the results of the quiz to the learners.

Gain and integrate the content knowledge

Once the overview of SynchronEyes has been completed, the learners will be introduced to Quiz Wizard, a feature of SynchronEyes that assists the user in creating a quiz that will be self-correcting and will tabulate the data. The learners will be shown the basics of how to create a quiz and the type of quiz that can be administered.

Take action (practice) and monitor learning progress (through feedback)

The learners will be given time to create a quiz based on their subject matter. The instructor will be available to assist and answer questions as the learners are creating a quiz.

Synthesize and assess their mastery of the new knowledge

Once the learners have created a quiz, they will be grouped with other learners and they will take turns administering their quiz to other members of their group.

Extend and transfer the new knowledge to novel situations

The learners will take the knowledge gained back to their classrooms and administer the quiz with “real” students in their classroom and analyze the data from the results.

User scenario: How will the learner feel as her or she progresses through the lesson

The learners will have different levels of experience using SynchronEyes. Those that have used SynchronEyes to create and administer quizzes will be asked to assist those that have never used this feature. This will help those that have created and administered quizzes hone their skills and feel more involved.

Those learners that have not used SynchronEyes for this purpose may feel confused with the operation of the software. With the review, they should become reacquainted with the software and feel more at ease.

The SynchronEyes Quiz Wizard should help them step through the process by helping them select what they want in their quiz. The unfamiliarity with the Quiz Wizard may confuse the learner at times and may need assistance at certain points.

Once they have the quiz created and have successfully administered it in their small groups, the learners should feel that the process is fairly easy and user-friendly. They should feel that they can bring this process into their classrooms and integrate it without hesitation.

Templates

The templates used will be from Microsoft Office PowerPoint 2007. The type of template will depend on the information on the slide. Layout will be either title and content if no images are included or two content if an image is included. Font will be Calibri with size 44 for the headings and 32 for the body. Background color will be white.

Requirement specifications

Gateway M285 Tablet
Windows XP
Microsoft PowerPoint 2007
SynchronEyes 7.0
Epson air projector
Projector Connection V2.10
Access to the Madison High School server via wireless internet

Description of media assets needed: includes all media required

The media assets will include images (screen shots) of SynchronEyes used in the PowerPoint and text that will be included in the Power Point.

Paper Prototype/prototype: Follow the link below to the presentation ...

<http://ds118.k12.sd.us/old/Creating%20and%20Administering%20Quizzes%20with%20SynchronEyes.pdf>

Outline Format:

Creating and Administering Quizzes with SynchronEyes

- By Darren Swenson (for Madison High School Teacher Pre-Service 2010)

Outcomes

- Reintroduce SynchronEyes to the teachers of Madison High School
- Integrate SynchronEyes into the classroom for assessment purposes
- Examine data from assessments given utilizing SynchronEyes

Overview/Review of SynchronEyes

SynchronEyes is a classroom management program that can be used for:

- Monitoring student computers
- Controlling student computers
- Transferring documents
- Sharing information
- Communication
- Assessment

Overview/Review of SynchronEyes

- Break into groups of 3-4 individuals. (If you are experienced using SynchronEyes, find others that are in need of assistance.)
- In your groups, share with each other how to use the features presented on the previous slide.
- After about 20 minutes, you will share with the class what your group did

Develop & Deliver

Complete the development of the instructional materials.

PowerPoint presentation can be found at:

<http://ds118.k12.sd.us/old/Creating%20and%20Administering%20Quizzes%20with%20SynchronEyes.pdf>

The post-presentation learner questionnaire can be found in this document (Appendix A).

The post-project client evaluation form can be found in this document (Appendix B).

Small-group test or field trial and formative evaluation results and suggested revisions.

I would test this product on any teachers at MHS that would volunteer to test this product. If I couldn't find any volunteers, I would ask one teacher from each curriculum area to test the product. As incentive to participate, I would ask the administration if the volunteers could leave school after their last class instead of the normal four o'clock time.

In administering this test, I would ask the participants to meet in my classroom after school for 45 minutes. This is normal contract time for the participants. I would provide a brief overview of why the participants are there. Then, I would provide an abbreviated version of the presentation that would be given in the fall. The time to work on the development of the quiz would be done on their own time. I would ask that they follow the PowerPoint presentation found on my web page, following the LT716 link, to create a quiz. After the participants completed this, I would provide them with the learner questionnaire (Appendix A).

After receiving the questionnaire, I would analyze the results for any changes that need to be made to the PowerPoint or address any concerns or issues that they found. Modifications would be made to the presentation before the pre-service presentation in the fall.

Deliver instructional materials and results of the formative evaluation to your client.

Upon completing the revisions to the PowerPoint and considering the comments from the learner questionnaire, I would set up a meeting with the principal and technology coordinator to present the final product. I would preview the PowerPoint with them and share the results of the learner questionnaire, explaining the modifications and considerations made. I would also confirm the date and time of the pre-service presentation to be done in the fall.

Gather feedback on your performance throughout the design process in a post project debriefing meeting

After the pre-service presentation in the fall, I would collect and analyze the data from the learner questionnaires. I would then set a time to meet with the principal and technology coordinator for a post project debriefing. During this meeting, I would share the results of the learner questionnaire given to the staff following the pre-service presentation. I would discuss the possible need to have a follow-up session later in the school year on the same topics in the initial presentation if the learner questionnaire warranted the need for further instruction. I would thank them for the opportunity to work with them and ask them to complete the post-project client evaluation form (Appendix B).

Cost analysis and cost-per-student index for the materials

Due to the nature of the presentation being created and the designer's employment with the client, there will not be any additional cost for Madison Central School District. The hardware and software have already been purchased for the students and teachers over two years ago. The time of the presentation will be during the designer's contractual obligations, so no compensation would be provided by MHS.

If I were to come up with a cost analysis and cost-per-student index, it would need to be determined from what time frame to begin. The district purchased the Gateway M285 computers over two years ago for the students and staff. If a cost analysis was to originate there, the costs for the computers, operating software, SynchronEyes, wireless hubs within the building, etc. Since this is a follow-up to a presentation given over two years ago, there won't be any cost for the district. The designer wishes that he could get compensated for work done outside of the contract time.

Appendix A

Post-Presentation Learner Questionnaire SynchronEyes Quiz Wizard-MHS

1. How familiar were you with the information presented? (circle one) Not at all familiar Somewhat familiar Very familiar
2. If not “very familiar”, how helpful was the information in the use of SynchronEyes for quizzes? (circle one) ? If “somewhat” or “very familiar”, skip to question 3. Not helpful Somewhat helpful Very helpful
3. How difficult was the presentation to understand? (circle one) Not difficult Somewhat difficult Very difficult
4. If somewhat or very difficult, what components were difficult (If “Not Difficult”, skip to question 5.) Please comment below.
5. How likely are you to use the information presented to create and administer quizzes in your curriculum? (circle one) Not likely Somewhat likely Very likely
6. If you are not likely to use SynchronEyes for quizzes, why? Please comment below.
7. Please comment below on any aspect of this presentation that could make it more effective.

Thank you for your cooperation in the completion of this questionnaire. Your participation will help improve the presentation in future sessions

Appendix B

Post-project Client Evaluation Form SynchronEyes Quiz Wizard-MHS

Circle the number that best fits how you feel about each question. If response is lower than a 3, please explain in the space provided.	(1=lowest, 5=highest)
1. How would you rate the performance of the designer on this job?	1 2 3 4 5
2. How would you rate the effectiveness of the designer to communicate with you throughout the project?	1 2 3 4 5
3. How would you rate the adherence of the designer to deadlines?	1 2 3 4 5
4. How would you rate the cost-effectiveness of the project?	1 2 3 4 5
5. How would you rate the meeting of the goals of the project?	1 2 3 4 5
6. How would you rate the professionalism of the designer?	1 2 3 4 5
7. How would you rate the flexibility of the designer to changes/modifications to the project?	1 2 3 4 5
8. In what areas does the designer need to improve?	
9. Any additional comments?	

Thank you for selecting me for your project. I appreciate the opportunity.

Reflective Journal

Define Phase (Project Proposal Documents)

Time: 2 hours

Reflect on your progress, issues you encounter and how you resolved those issues.

During this first part of the project, I wasn't really sure where I was headed. I had an idea what I wanted to do, but didn't really understand what it would take to form a proposal. After looking at the parts that were necessary, I came up with what I thought should be included. I believe that I tend to keep much of what I am planning in my head and don't put enough information into text.

Summarize the feedback you receive from your collaborative group.

The feedback from my collaborative group included some grammatical errors, suggestions for more information in the audience area and more specific dates in the schedule section.

Summarize changes made (or not made) from feedback received.

After reading the feedback, I made modifications in the audience description area, corrected the grammatical areas, and added dates in the schedule section.

Design Phase (Design Documents)

Time: 3 hours

Reflect on your progress, issues you encounter and how you resolved those issues.

I found this part to be very tedious and time-consuming. It took a lot of thought to plan this out. I didn't realize that it took this much information to describe such a little presentation like the one I am planning. The most

Summarize the feedback you receive from your collaborative group.

Feedback included grammatical changes, suggestions to be more specific with the information, and suggestions that the standards are not the K-12 standards, but the W3 Consortiums standards.

Summarize changes made (or not made) from feedback received.

I made modifications to some areas to make them more specific. I also added a link to the W3C (World Wide Web Consortium). I am not sure if I should have added this, but one of my group members suggested that it should be added.

Demonstrate Phase (Production Documents)

Time: 4 hours

Reflect on your progress, issues you encounter and how you resolved those issues.

I felt that I was now getting some place in this part of the project. This is what probably resembles most of what I do when planning to teach in the classroom, so I felt more comfortable doing this assignment. The most time-consuming was creating the Power Point.

Summarize the feedback you receive from your collaborative group.

Feedback included grammatical and spelling errors, suggestions to clarify a few items, and to add to the template section.

Summarize changes made (or not made) from feedback received.

I followed the advice of the group members when they pointed out errors in spelling and grammar and fixed them. I also added more information to make the template section more descriptive.

Design and Deliver (Develop and Deliver Documents)

Time: 4 hours

Reflect on your progress, issues you encounter and how you resolved those issues.

It is hard to predict what will happen when this project is implemented. I found the predictions to be difficult to create. Also, developing the questionnaire and evaluation was difficult to create. I used one in the book as a guide to help me develop one that suited my needs. I also finished the Power Point that I am going to use in the presentation.

Summarize the feedback you receive from your collaborative group.

Feedback suggestions included being more specific in regards to what teachers are going to be the test subjects, grammatical errors and clarification on the post-presentation questionnaire.

Summarize changes made (or not made) from feedback received.

I followed the advice of my group members and implemented the suggestions they made in regards to my assignment.