Integrating Photo Story into the Curriculum
Instructional Design-Final Project

LT 716 Systematic Design of Instruction
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April 29, 2011

Photo Story Project Proposal

Introduction

Videos have become an integral part of everyday life; they have the amazing ability to capture and hold the attention of students of every age. Videos can market new household gadgets, provide the opportunity to exercise, and allow students to create a unique book report.   As the world of technology continues to evolve, video presentations will become an even more common method of sharing and demonstrating knowledge. Teachers and students need to develop skills that will allow them to create effective and engaging videos. Photo Story is great software that can be used to develop and enhance these skills.

The Webster Area School District recently included Photo Story in their computer image. This video software application utilizes graphics, animation, and narration to capture the audience's attention. The school district administration believes this software package has the ability to enhance teacher instruction and student engagement. However, as the district administration conducted random classroom drop-ins and scheduled instructional observations, they were disappointed to learn that the teaching staff was not integrating Photo Story into their instructional practices. After discussing their findings with teachers, the administration learned that due to lack of time and software expertise, Photo Story was considered yet another thing to learn.

In this project proposal I will introduce Photo Story for Windows and provide examples of how teacher's can integrate the software into their everyday instruction. I will demonstrate step by step how to create a Photo Story presentation; we will import photos, sound, and save correctly. Finally, I will encourage the teachers to focus on a particular lesson or unit that they could create a video for.

Project Definition

The objective of this project proposal is to demonstrate to the Webster Area School teachers how to create a Photo Story presentation and effectively utilize the software in their classroom instruction. Photo Story is a useful piece of software that can assist in developing effective instruction and on-task learners, which is desired by my client. By providing the staff with necessary training, they will have the opportunity to experience the various uses of Photo Story which will allow them to effectively utilize the software in their everyday instruction. The goal is not necessarily creating lessons that center around Photo Story, but rather to utilize the software as a method to provide additional context to a lesson.

The staff who will participate in the instruction, range anywhere from first year to twenty-eight years teaching experience and range in age from twenty-five to fifty-seven. The staff-wide comfort level with computers would be described as moderate. Promethean and SMART boards have been installed in most classrooms, but technology as a whole is not widely embraced. More importantly, staff will be given instruction during in-service, a time where they have been drowned in curriculum mapping, Love and Logic, Dibbles, AdvancEd, and many other types of reading, math, health, and discipline programs. Not only have these programs consumed a large amount of time, but have been replaced as new programs and new priorities emerged. In-service is often met with a large amount of sarcasm, so reaching the staff with an interesting and unique approach is extremely important.

The Photo Story instruction will be demonstrated using PowerPoint that uses screenshots and print materials to educate the Webster Area School District Staff on the fundamentals of Photo Story. The functions that will be taught include importing pictures, adding titles and placement of words, narrating pictures and information, timing pictures and information, adding music or a form of sound, and saving correctly. The instruction will be delivered at an in-service, requiring a computer and projector. At the completion of the lesson, the step-by-step project will be saved in the district information folder for teachers to access when requiring a mental refresher.

Schedule and Budget
The design documents will be completed by April 26, 2011, and the project delivered by April 29, 2011. The tentative training date for the project will take place in August at the before school in-service. A project run-through will take place with a small group of teachers approximately two weeks prior to the scheduled in-service date.

There will be a cost of $300.00 to purchase an additional twelve noise cancelling headsets. This purchase will allow twenty-five teachers to be trained at once and have the opportunity to practice with the software.

The Photo Story software is a free download from Microsoft Windows. A PowerPoint will be created to provide an introduction to the software and guide the lesson. Teachers will be provided with a paper copy of the PowerPoint to facilitate note taking as desired.

The Photo Story instruction will take place in one of the high school computer labs which has a projector. This will allow easy projection of the PowerPoint and provide an efficient way for all of the teachers to see screen shot examples of each instructional step.

A risk of not meeting the above deadline include, the inability of any software used in creating the instructional PowerPoint not working. In order for Photo Story software to work properly, the software needs to be loaded correctly. If the district network were to be in nonworking order, the teachers would be unable to practice with the software and create videos for future instruction.

Qualifications
The project will be designed by Tammy Block; a teacher with 15 years experience and a Bachelor of Science Degree from Northern State University.

Project Design Information

a.   Executive Summary

Webster Area School teachers will participate in a Photo Story instructional in-service which will include: print materials, photos, PowerPoint software, Photo Story software, headset with microphone, and independent practice to develop fundamental skills with the software program. The in-service will take place in one of high school computer labs, using a computer and projector system, allowing for easy instructional demonstration and one-on-one guidance. Teachers will have the opportunity to collaborate, in small and large groups, effective ideas on how to integrate Photo Story into their everyday instructional repertoire.

b.   Learning need/market opportunity

The Webster Area School administration would like all teachers to integrate more 21st Century Tools, such as Photo Story, into their classroom instruction. In order for this to happen, teachers will be provided proper training and independent practice time. During the fall 2011 in-service, twenty-five teachers will be trained to utilize and strategically integrate Photo Story into their classroom instruction. All teachers will be trained by December 2011.

c.   Instructional goals

Teachers who successfully complete the in-service training will be able to create a Photo Story presentation and know where to locate the instructional materials when additional clarification is required.

d.   Audience definition

The audience consists of twenty-five teachers between 22-58 years old, all of them have a Bachelor's Degree with a few obtaining their Master's Degree. The majority of the teacher's will be using Photo Story for the first time. Overall, staff familiarity with technology varies, but those closer to novice still use computers for attendance and grading, e-mailing, basic web surfing, and other simple applications.

e.   Delivery environment

The instructional in-service will be delivered in a traditional classroom format in a computer lab where each computer operates Windows XP and Office 2007. Each of the in-service teachers will bring six photos on a flash drive and have the opportunity to practice with Photo Story to create their own presentation. All of the teachers will participate in the in-service synchronously, in the same session.

f.   General outcomes

The Webster Area Teachers will demonstrate basic Photo Story functions including: importing pictures, adding titles and placement of words, narrating pictures and information, timing pictures and information, adding music or a form of sound, and saving correctly.

The Webster Area Teachers will bring six photos on a flash drive to create a Photo Story example that will demonstrate how this technology can enhance instruction in the classroom.

g.   Assessment strategies

One assessment strategy for the Webster Area teachers is to demonstrate their Photo Story skills to another teacher or to the instructor. The instructor will continually circulate, monitor, and answer questions that the in-service teachers encounter as they independently practice with the software. A second assessment strategy is for teachers to share and project their Photo Story with the group, thus generating additional usage ideas. Finally, a survey will be given to each teacher to determine individual ability and comfort level with the software. If teachers indicate that they need additional training with the software, assistance will be scheduled and provided on an individual basis.

h.   Content organization

The instructor will answer the following questions: "What is Photo Story?", "How does Photo Story work?", "Why should I utilize Photo Story?" and "How can I use Photo Story in my classroom?"

The information that will be used to ensure teachers can identify and utilize the essential functions of Photo Story will include a PowerPoint, Photo Story, and photos explaining the processes and functions.

i.   Content sources

The content sources will come from Photo Story; which will assist in importing and arranging photos, adding titles and their placement, narrating, adding background music or sounds, and saving correctly. Screen shots will be taken of each step, loaded into a PowerPoint presentation, and printed as notes for all in-service participants.

j.   Instructional strategies

The following instructional strategies will be utilized in the subsequent order: allow teachers to turn on and log into their computers, hand out printed reference material that will assist teachers understand each step and tool of creating a Photo Story presentation, instruct the teachers on basic Photo Story tools, allow and encourage teachers to independently practice with the tools, allow time for teachers to practice skills not previously mastered, encourage teachers to discuss, in small groups, how Photo Story could be integrated into their subject area and everyday instruction, share class discussion on small-group discoveries, encourage teachers to share their newly created Photo Story presentations, and conduct post-instruction evaluation. The previous strategies will provide teachers with a thorough Photo Story instructional experience.

k.   Standards

The Photo Story instructional in-service will adhere to the ISTE.NETS technology performance standards for teachers, http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx . The instructional designer is unaware of any special needs that the teachers may have, but will address any unique individual needs that arise during the instruction.

l.   Media
The media utilized for actual instruction will include a headset with a built in microphone, a computer with Internet access, Photo Story software installed, PowerPoint software installed, and the necessary projector cabling required to project the instruction onto the screen.

m.   Evaluation and testing plans
The evaluation will be informal and based primarily on observations. After instructing the staff about the Photo Story program, teachers will be given time to explore and work with the software, while the instructor circulates and monitors the computer lab. After developing their presentations, the teachers will form groups of three and discuss unique ways to integrate Photo Story into their everyday instruction. Time will be provided for the small groups to share their software integration ideas with the entire class.

Production Document Information

a. **Treatment**
   Introduction: The teachers will be visually introduced to Photo Story via an image of the software projected on the white board while a verbal introduction is provided.
   Objectives: The instructional in-service objectives will be displayed on the white board using PowerPoint.
   Instruction and Demonstration: In order to deliver effective Photo Story instruction, a PowerPoint template will be created and utilized. Windows XP is the operating system software that will be used, allowing the instructor to toggle between the instructional PowerPoint and Photo Story screens.
   Independent Practice: Each teacher will utilize a desktop computer in the computer lab to independently practice with the Photo Story software. Teachers who understand how to successfully manipulate Photo Story will receive positive feedback, while teachers who are having difficulty will receive additional encouraging assistance.
   Collaborative Discussion: Teachers will be encouraged to collaborate in groups of three and discuss ideas of how to successfully integrate Photo Story into their everyday instruction. After an allotted amount of time, each small group will share their integration ideas with the rest of the class.
   Review: Teachers will be shown in the P: drive where to locate the Photo Story instructional documents in case they require a mental refresher.

b. **User scenario**
   Jessica is a high school special education instructor who does not have any prior experience with or knowledge of Photo Story software. On the day of in-service, Jessica enters the high school computer lab, is greeted by the instructor, and is instructed to log into a desktop and open Photo Story. Instructional objectives for the in-service are projected on the white board for the class. Jessica then observes the first steps of the instruction on a PowerPoint which is then demonstrated, by the instructor, using Photo Story. She is the encouraged to independently practice that portion of material using Photo Story. This procedure is continued for the following portions; add a title, narrate your picture and customize motion, add background music, and save your story. Jessica independently practices each skill portion after it is taught.

   After the instruction concludes, Jessica is encouraged to continue practicing with Photo Story to see what other special effects she may be interested in adding to her presentation. After twenty minutes of independent practice, Jessica groups with two other teachers to discuss the various functions of Photo Story and how they will integrate the software into their everyday instruction. After ten minutes of small group conversation, Jessica and her group will participate in a class discussion to share the small group integration ideas.
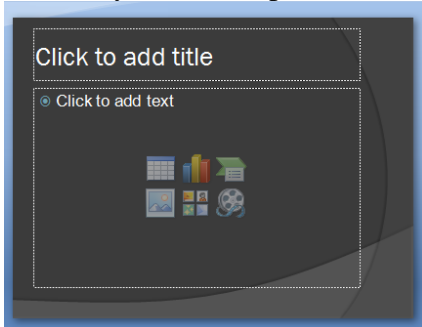
c. Templates

Title Slide Template

Instructional Slide Template
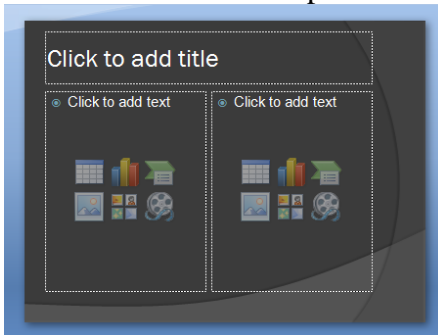
Summary Slide Template

Font style used will be Times New Roman
All titles will be size 48, bold, and white.
Captions and words will Times New Roman font, size 20 and white.
Slide color will be a two tone gray.

d. Requirement specifications

The desktop computers that will be used for the in-service have the required processor, RAM, and graphics card to operate Windows XP, Office 2007 PowerPoint, and Photo Story. These desktop machines will be used by both the instructor and the teachers. The instructor's desktop will be hooked to a ceiling mounted projector which will project onto either a white board or a screen.

e. Description of media assets needed

Each desktop computer needs to have Photo Story installed.
Graphics/screen shots showing each Photo Story function.
Graphics/screen shots including arrows to point out locations of buttons and functions in Photo Story.

f. Paper prototype (draft document, script, or storyboards)

Slide 1 – Title Slide
Slide 2 – Objectives
       *Display and explain the Photo Story training objectives
Slide 3 – Why Photo Story?
Slide 4 – Basic framework of Photo Story
       *Label each portion of the software that we will taught
Slide 5 – Begin a New Story
Slide 6 – Import and Arrange Pictures
       *Create an introduction and conclusion, save as a .jpg
       *Arrange pictures in desired order
       *Save and Preview
Slide 7 – Add a Title to Pictures
       *Type picture captions
       *Choose font style, size, color
       *Determine word placement
       *Choose effect (optional)
       *Save and Preview
Slide 8 – Narrate Pictures and Customize Motion
       *Type notes for each picture and record narration
       *Determine the type of transition for each photo
       *Save and Preview
Slide 9 – Add Background Music
       *Select music; navigate to music and insert
       *Preview
Slide 10 – Save Your Story
       *Save for playback on your computer
       *Navigate to home folder, confirm the name, and save
Slide 11 – Photo Story Wrap-up
       *Congrats, review, independent practice, break into groups of three
Slide 12 – Photo Story Wrap-up
       *Entire class share time, questions, instructional material saved, thank you

g. Prototype

Actual training PowerPoint. *(See Attached PowerPoint)*

Develop and Deliver

a. Complete the development of the instructional materials.

I have created a PowerPoint that will be used for my instruction; the PowerPoint will be run off in notes view *(See Appendix B)* and distributed to the teachers to take their personal notes, and a Post-Instruction Survey (*See Appendix D*) that will be given to the teachers at the conclusion of the Photo Story in-service.

b. Conduct a small-group test or field trial. Collect data on the effectiveness of the instruction.

A small-group trial was conducted using the Photo Story in-service instruction created. The instructional PowerPoint was printed in notes view and distributed to the teachers, allowing each person to take their additional notes. Each portion of the Photo Story instruction was demonstrated, discussed, and the teachers were allowed to independently practice it. At the conclusion of the instruction, teachers were provided time to create their own Photo Story and further investigate the options within the software. Any questions were addressed as they were asked.

A short ten minute break is taken.

Teachers were then asked if anyone would be willing to share their newly created Photo Story with the class. After the independent practice time, teachers were encouraged to create groups of three and discuss ideas of how to integrate Photo Story into their everyday instruction. Each small group then shared their instructional integration ideas with the entire group. The teachers were shown, via the overhead projector, where the instructional PowerPoint would be saved in the P drive in case they misplaced their printed copy. At the conclusion of the in-service, a post-instruction survey was distributed and completed by each teacher. Again, questions were addressed as they were asked.

From start to finish, the Photo Story in-service was completed in two hours. The evaluations were met with promise; staff demonstrated their skills and positively identified with the instruction. Full effectiveness is somewhat uncertain as the teachers will now have to integrate the software into their lessons.

c. Prepare a report of the formative evaluation results and suggested revisions.

Does the instruction work?

Given the results of the evaluations and debriefing meeting, it is believed that the Photo Story in-service met the instructional objectives; teachers created a Photo Story, discovered how to integrate Photo Story into everyday lessons, and know where to locate the instructional materials. Possessing knowledge of the objectives and survey results, the instruction has been deemed effective and the desired outcomes, for the most part, have been met. Integration of Photo Story into math and physical education has not taken place due to the impracticality in those subject areas.

The improvements that were suggested include providing more time for teachers to independently practice and share their Photo Story presentations. Due to busy schedules, the allotted practice time encouraged teachers to focus on the Photo Story software and not be distracted by other responsibilities. Teachers also enjoyed viewing each other's presentations as they provided additional ideas for creation and lesson integration.

Do learners like the program?

The teachers stated that the program was effective in meeting the objectives of the instruction. They appreciated being provided time to independently practice each portion of the instruction before moving on. Given that the desired outcome of the client was to provide basic skills, I feel very confident that our instruction provided the desired results.

What are their affective responses to the program?

According to the Photo Story Post-Instruction Surveys, it was indicated by staff who instructs science, history, and vocational classes that they have discovered the practical use of the software and will be integrating it into their everyday lessons.

Is the instruction easy to implement, deliver, and maintain? Is it efficient?

The Photo Story instruction designed for the teachers at the Webster Area School District is easy to implement, deliver, and maintain. The two hour instruction provides the teachers with the necessary skills required to effectively utilize Photo Story in their everyday instruction. Training a new instructor would be very minimal as long as the individual possessed a basic level of familiarity with the functions of Photo Story.

As updated versions of Photo Story are developed and released, the Webster Area School District may need to update the software on their computers. This would be an example of district software maintenance.

Are the costs of implementation reasonable in relation to the benefits?

In terms of cost, creating the Photo Story instruction has been very reasonable with the majority of the cost going to labor. The creation of the Photo Story instruction was completed using Microsoft Office 2007 PowerPoint and Photo Story. The cost involved was simply the time for the instructional designer to download the software.

Did the instruction solve the problem that led to instruction in the first place?

The instruction provided the Webster Area School District teachers with the training that they required in order to effectively integrate Photo Story software into their instructional repertoire.

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

The results of the formative evaluation preceded a debriefing meeting with the Webster Area School District administration.

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

After the Photo Story in-service, a meeting took place with the Webster Area School District administration to discuss the training. The administration stated that the Photo Story in-service was effective in instructing basic functions of Photo Story. They have witnessed a steady increase in the number of teachers utilizing the software, especially in science, social science, English, and vocational classes. When asked what changes they would have liked, the administration mentioned that the teachers would have liked additional independent practice time. However, the overall consensus was that the administration and teachers were very pleased with the Photo Story in-service because it provided training on a piece of software that can be easily integrated into existing instruction.

f. Calculate a cost analysis and cost-per-student index for your materials.

Instructional Design Costs

Software	Cost	Application
Microsoft PowerPoint 2007	$0.00	Used to create in-service instruction.
Microsoft Word 2007	$0.00	Used to create post-instruction survey.
Photo Story 3 for Windows	$0.00	Purpose of the in-service instruction.
12 additional noise cancelling headsets	$300.00	Used to create narration and listen to music selection.
Total	$300.00	

Labor Breakdown

Production of PowerPoint	3.5 hours
Instructional Documents and Survey	3 hours
Downloading and Installing Software	2 hours
Total Hours	8 hours

Cost Index

The development costs are based on the number of hours of labor required to design the Photo Story in-service instruction. The Instructional Designer charges $23.00 an hour and recorded 8 hours of work. This individual was responsible for the production of the instructional PowerPoint, instructional notes, post-instruction survey, and securing the necessary software.

The Instructional Designer will receive $184.00.
The cost of software programs used for the instructional in-service is $0.
The cost of 12 additional noise cancelling headsets for in-service is $300.00

The Operational Costs of the in-service include:

In-Service Instructor is $50.00 per course session.

In-Service includes PowerPoint printed as notes for every teacher at no charge.

With the provided Development and Operational Costs, and offering the Photo Story in-service one time for twenty-five teachers, the cost break down would be as follows:

$\underline{\$184.00 + 300.00 + \$50.00} = \$21.36$ per teacher
25

The cost per teacher is limited to the costs listed for instruction; to view the total hours involved in the project development from start to finish, see Appendix E. We assume that the use of the computer lab, desktop computers, and projector are furnished by and the responsibility of the client. These particular items are fixed operational costs of the Webster Area School District.

Appendices

Appendix A: PowerPoint instructing how to create a Photo Story.
(See attached PowerPoint)

Appendix B: Photo Story PowerPoint printed for note taking purposes.
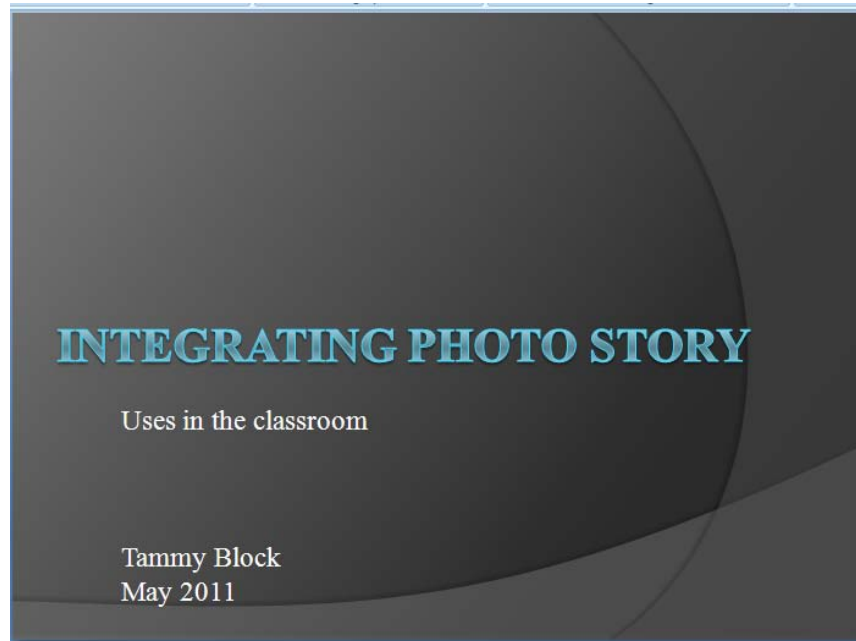
Appendix C: Photo Story Instructional PowerPoint Location:
P:\Files\District Information\Photo Story In-Service
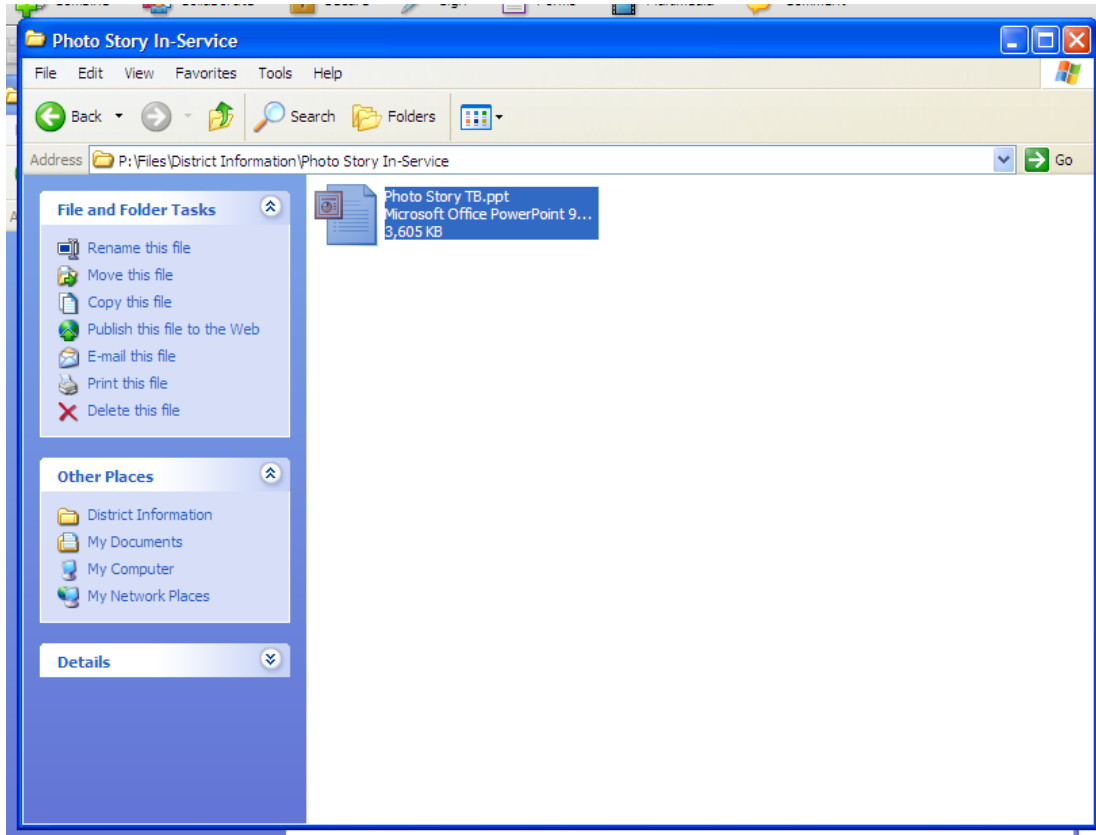
Appendix D: Photo Story Post Instruction Survey

Photo Story Post Instruction Survey

For each of the following statements, please circle your level of agreement.

1. The PowerPoint, instructor demonstration, and independent practice time were effectively used methods of instructing Photo Story.

1	2	3	4	5
Completely Disagree		Agree		Completely Agree

Comments:

2. I feel comfortable using Photo Story.

1	2	3	4	5
Completely Disagree		Agree		Completely Agree

Comments:

3. The text and graphics in the PowerPoint presentation and handout were easy to read.

1	2	3	4	5
Completely Disagree		Agree		Completely Agree

Comments:

4. Because of the in-service instruction, I will be able to integrate Photo Story into my everyday instruction.

1	2	3	4	5
Completely Disagree		Agree		Completely Agree

Comments:

5. The instructor was pleasant, easy to approach, and answered my questions in a timely manner.

1	2	3	4	5
Completely Disagree		Agree		Completely Agree

Comments:

Appendix E: Photo Story Total Project Time and Costs

Project Time and Costs

Date	Time In	Time Out	Total Time	Cost	Lesson
14-Mar	1:00	2:00	1	0	8
	4:00	6:00	2		
	9:00	10:00	1		
15-Mar	1:00	2:00	1		
16-Mar	1:00	2:00	1		
	8:30	11:00	2		
17-Mar	1:00	2:00	1		
	5:00	8:00	3		
18-Mar	8:30	10:30	1.5		
19-Mar	1:00	5:30	4.5		
	8:30	10:00	1.5		
Total Hours			**19.5**		
21-Mar	8:00	9:30	1.5	0	9
	1:00	2:30	1.5		
	8:30	10:00	1.5		
22-Mar	1:00	2:30	1.5		
	5:00	6:00	1		
	8:30	10:30	2		
23-Mar	1:00	2:00	1		
	8:30	11:00	2.5		
24-Mar	1:00	2:00	1		
	8:30	10:00	1.5		
25-Mar	1:00	2:30	1.5		

Date	Start	End	Hours		
26-Mar	1:30	2:30	1		
	8:30	12:00	3.5		
27-Mar	1:30	5:30	4		
	7:00	8:00	1		
Total Hours			**26**		
28-Mar	8:00	9:00	1	0	10
	1:00	2:30	1.5		
29-Mar	1:00	2:00	1		
	8:30	10:30	1		
2-Apr	7:00	9:00	2		
3-Apr	2:00	3:00	1		
Total Hours			**7.5**		
4-Apr	8:30	9:00	0.5	0	11
	10:30	11:30	1		
	1:30	3:00	1.5		
	9:00	10:00	1		
5-Apr	7:30	11:00	3.5	PP	
6-Apr	9:00	10:00	1	Survey	
9-Apr	8:30	9:30	1	Survey	
10-Apr	7:15	8:15	1	Sur, Notes	
Total Hours			**10.5**		

Total Project Hours   63.5

Reflective Journal

Chapter 8 – Define Phase

Reflect on your progress, issues you encounter and how you resolved those issues. Include any questions, how you found answers to your questions, explain why you made particular design decision, and how your ideas changed over time.

The first issue that I encountered was to come up with ideas for each subject area on how to effectively integrate Photo Story into everyday instruction. You can utilize this software program with almost every subject; there are many unique things to learn in order to be successful with the software. How in-depth should I go with the content? Will the instruction only address the teacher's prior knowledge of basic video development? These questions would be much easier to answer with client input.

A second issue that I'm struggling with is how to best provide the instruction. I want to catch the teacher's attention right away; I sort of want to dazzle them! I'm not familiar with utilizing Elluminate, except for Dr. Versteeg's class introduction and final project highlights, which I really appreciated. Would the trial version allow me to do what he did? Would there be a huge learning curve for me to effectively use Elluminate? I think I'm just going to use a PowerPoint because I can print the presentation in a note taking format, which will definitely be needed. The other suggestion from one of my group members was to save each PowerPoint slide as a .jpg and import into a Photo Story. I think I'll try this as well.

Because I am working with my peers instead of students, my biggest issue is understanding assessment. Do I need to create a pretest and a posttest? Do I provide assessments during the instruction or just wait until the end? My natural reaction is to assess at various points during the instruction, especially since this is part of instructional design. All of these plans and ideas take time, which is my biggest question of all…how much time do I have and how much time is each part going to take? Luckily, I am not a procrastinator; I believe it is better to be done early then work up to the deadline. This practice allows for proofreading and revision time.

Summarize the feedback you receive from your collaborative group. You will need to keep track of all feedback received.

*Mark asked me about having enough noise cancelling headsets available for the training. He suggested that each person have a set instead of having to share, which could hamper instructional time.
*Dan gave me some technical things to think about. He was wondering if all of the computers were 32 bit as the 64 bit does not work very well even though Microsoft's website says it does. He also suggested presenting the instruction via Photo Story instead of PowerPoint by saving each slide as a .jpg.
*Jason was wondering if I would be supplying the photos or if the teachers would be providing their own.
*John was wondering if all teachers knew how to take digital photos, do they need photo taking training, and if there were enough digital cameras in the district.

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

Mark's question about having enough headsets reminded me to check the total number that the school had. I'm glad the headsets were mentioned because I needed to order twelve more so that an entire lab could be properly prepared. John made a comment about digital cameras; I don't have to worry about this because each teacher has a digital camera in their classroom. As I reflect on the digital camera topic, I could have a couple of teacher's ask about how to get the pictures off of the camera. Many teachers have student aids during the year who take care of tasks like these, so they don't have to 'learn' yet one more thing. I decided that each teacher will bring 6 photos with them to the training. This will be just the right amount of photos for each teacher to create a simple but effective Photo Story.

Chapter 9 – Design Phase

Reflect on your progress, issues you encounter and how you resolved those issues. Include any questions, how you found answers to your questions, explain why you made particular design decision, and how your ideas changed over time.

I encountered two major obstacles as I worked on my design document; 1. Evaluation and testing plans, and 2. How am I going to design my project?

The answer to my first obstacle happened quite unexpectedly. I e-mentor seven seniors who are taking college level classes. These students will be done with their AP classes by the end of April and the others will be finished by May 6. After their final exams are completed they need to have something to occupy their time and minds, so I asked them if they would be willing and or interested in me teaching them Photo Story. I explained I was doing this for a class and needed to test my instructional project. The response was an overwhelming, "Yes!" This experience is going to benefit both my in-service instruction and my seniors.

After a little thought and feedback from one of my group members, my second obstacle, "How am I going to design my project?" was worked out. I decided to make a Power Point because I wanted to provide a paper copy of the instruction for my teachers. By printing my Power Point in notes view, I would be providing screen shots of each step and lines for my teachers to take notes on. One of my group members then suggested that I save each Power Point slide as a .jpg and import into Photo Story as a picture. This method allows me to do two things; show an actual Photo Story presentation and provide an example of 'converting' an existing Power Point into a Photo Story. This method of conversion may be the selling point to get a few more of my teachers to utilize Photo Story in their instruction. Who wants to recreate the wheel anyway?

With regards to my design document, I discovered that there was information that I could integrate from previous chapter assignments and from my Project Proposal document; such as delivery environment and audience definition. I did take the advice of the textbook and create the Executive Summary last, this proved helpful as I had a better plan in my mind then.

Summarize the feedback you receive from your collaborative group. You will need to keep track of all feedback received.

*Mark-Asked if all teachers had a flash drive in which to bring pictures to the training. He was also wondering how I would handle a teacher forgetting their flash drive or pictures in general. Mark also wondered if I had left enough time for each teacher to share their Photo Story.
*Dan- Reminded me to include a headset with a built in microphone as one of my media items. He also provided me with an additional content organization question.
*Jason- The first suggestion was to tighten up my executive summary as he thought it was wordy and vague. Jason then suggested that my second instructional goal be split into two different ones. He also wondered if my first general outcome was too wordy.
*John-Suggested that I use teachers for test group.

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

I included Dan's reminder of the headset with the built in microphone; this was a complete oversight on my part. It is quite difficult to create a narrated Photo Story without a microphone!! I also included Dan's suggestion of an additional question in my content organization section. In fact, after reviewing the section, his question was an obvious inclusion.

Jason provided me with quite a few thought provoking ideas; which is an important part of our assignment. I decided to utilize some of his suggestions; I tightened up my executive summary, and initially split my second instructional goal into two parts. However, after reading through my goals again, I decided to completely rewrite the section. Jason's final suggestion was to lessen the wordiness of my first general outcome; after rereading our text and my narrative I decided to leave my interpretation of that particular section as is. I guess I'll see if Dr. Versteeg agrees or disagrees with my final decision?!

Mark brought up a great point about the flash drives. I just assumed every teacher had a flash drive, what I should know by now is to never assume anything. I will have plan B ready and bring my extra flash drives loaded with pictures of school activities from the previous school year. This will avoid teachers sitting idle and not participating in the in-service training.

John suggested that use teachers for my test group instead of my seniors. I am disregarding this ideas as I want to use my seniors as my test group; they will be easier to get organized than asking teachers to do yet 'one more thing.'

Chapter 10 – Production Phase

Reflect on your progress, issues you encounter and how you resolved those issues. Include any questions, how you found answers to your questions, explain why you made particular design decision, and how your ideas changed over time.

My biggest challenge this week is determining the blueprint of my project before I actually create it. It is the opposite of how I usually design instruction. However, I can appreciate that when representing a business and working with a team of people, that creating production documents would be orderly and maybe even a smoother transition. Whenever more than one person is involved in creating a project like this, I believe that a production document would provide more direction.

Even though we were provided a project template, it was difficult to formulate the project, mainly because it was difficult to identify with the textbook examples. I believe the difficulty was present because I wasn't positive on what my client was looking for; and they weren't really sure either. I did discuss my project with my administration, but in lieu of the budget crisis I don't think they were really interested in thinking about the project. In the requirement specification section, do they really need or want all of the specific details of the inner workings of a desktop when it comes to running PowerPoint? Perhaps it assists the client know if their computers are able to handle the software? I know that I will have to revise my instruction a couple of times as I progress, but I do have a tentative outline formulated.

Summarize the feedback you receive from your collaborative group. You will need to keep track of all feedback received.

*Mark: Didn't have any suggestions for improvement, just some very nice comments.

*Dan: Minor grammatical adjustments and suggested I discuss saving methods and the difference between the two.

*Jason: Said there weren't any changes or additions that he could suggest.

*John: Told me my project looked complete.

Summarize changes made (or not made) from feedback received.
I made the grammatical changes that Dan suggested which improved my sentence structure. He then wondered if I should address the correct methods of saving a story in the user scenario. I decided not to mention saving here, but it is covered in the actual instruction. The other three group members did not have any suggestions for improvement.

Chapter 11 – Develop and Deliver Phase

Reflect on your progress, issues you encounter and how you resolved those issues. Include any questions, how you found answers to your questions, explain why you made particular design decision, and how your ideas changed over time.
With this chapter, I waited to write until I was completely finished creating my project. I had a few bumps along the way but nothing too terrible. My problem arose while taking screen shots of the various functions of Photo Story. I could take the screen shot, but when I went to paste it into Word, so that I could do the cropping, my image would not show up. After about thirty minutes of struggling with this simple command, I finally saved everything and did a complete restart of my computer. For some reason, this did the trick and I was able to get the required screen shots for my PowerPoint.
The biggest help for me was having the paper prototype, from the Production Document, completed. I used that as my guide, which made creating the presentation very easy. Looking at my instructional presentation and survey, I feel very comfortable with what I have created. After sharing my tentative Photo Story in-service idea with my administration, I was asked to teach a

small group of elementary and middle school teacher's how to use the software. I believe I am well prepared and the mini in-service will be a success!

Summarize the feedback you receive from your collaborative group. You will need to keep track of all feedback received.
*Mark: Was wondering if the teachers were paid for this in-service session and if so, should that be included in my price break down.

*Dan: Questioned whether the teachers time (staff development?) have to be (or should be?) figured in or not? Wondered if I was furnishing snacks during in-service.

*Jason: Didn't have any suggestions, just nice comments.

*John: Suggested that I add a title to the beginning of my document.

Summarize changes made (or not made) from feedback received.
Both Dan and Mark questioned me about whether teachers were paid for this in-service. The teachers are not compensated for in-service time; it is just part of our contract time. Due to this reason, I did not figure teacher time into my cost break down section. Dan also was wondering if I would be serving snacks?! The answer of course is: "No food or drink allowed in the computer lab." Jason did not have suggestions this week, just compliments. John suggested that I title my Chapter 11 assignment, which I didn't feel was necessary. As I reflected back on my cost analysis, I discovered that I forgot to include my cost of twelve additional noise cancelling headsets. Once I added those in, I realized just how quickly in-service expenses add up, even when delivered by in-house staff.

Bibliography

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