

Project Finalized and Submitted: July 22, 2015

Project Title: Patriot Women depicted in Comics and Infographics

Comprehensive Design Website:

<http://marshmediamoments.weebly.com/final-design-plan.html>

Artifacts:

[Lesson Plan](#)

[Storyboard](#)

[Infographic Example & Rubric](#)

[Comic Example & Rubric](#)

[Deborah Sampson: example of bravery](#)

Dates:

Began: June 12, 2015

First Draft Due: July 12, 2015

Due Date: July 22, 2015

Description of Project Client

Mrs. Zsa Boykin, 8th Grade English Language Arts Teacher, Mr. Troynelius Waymon, 7th Grade English Language Arts Teacher, and Ms. Judy Marsh, Media Specialist and Project Designer. Project implementation will be Fall 2015 with Mrs. Boykin's 8th Grade English Language Arts students (180 students total); and Spring 2016 with Mr. Waymon's English Language Arts students (180 students total).

Instructional Problem

Teachers are required to use technology in the classroom, and our students need to learn how to use technology as a productivity tool, not just as a social media outlet or gaming device. Further, as an International Baccalaureate school our students are involved in several research activities/projects each year such as a Social Studies Fair competition and a Science Fair competition, both of which require research and digital literacy skills. The problem is our students and teachers need support in using digital devices to perform research activities and

create digital projects in a meaningful and informational way.

This project will address both areas of need, technology integration and research. Dual coding theory addresses some of the problems that this instructional plan aspires to address. Dual Coding allows our brains to process verbal codes and visual codes at the same time (Illustration & E-Learning (Dual-coding Theory)). Therefore, it is important to provide teachers with methods of teaching and learning to support student achievement. Information and research supporting the significance and importance of dual coding and using multimedia instruction for learning can be found in research conducted by Daesang Kim and David A. Gilman in 2008. They studied 172 middle school students in five classes in South Korea, and the topic was Web-based self-directed learning of English vocabulary. The study focused on multimedia visual text, spoken text and graphics in self-paced learning environments. The study found that visual media supports vocabulary acquisition and increases the opportunity for student success in learning English words. It also emphasized the importance of using relevant graphics to support meaningful learning outcomes (Daesang, K., & Gilman, D. A. (2008). Mrs. Boykin and Mr. Waymon (i.e. the clients) will be provided with this research in order to justify and/or support the importance of integrating technology learning into the curriculum.

Description of Re-designed Lesson

Students typically read a historical novel and write a book report, as well as take Accelerated Reader tests. Both methods do not engage students in active learning and research. According to Mayer's Principles of Multimedia Design (Darrington, 2014), students learn best when information is presented in a visual and audio format. Additionally, to support visual learning and independent pacing by the student, a website titled "Patriot Women" (<http://patriotwomen.weebly.com/>) has been developed as a resource for students to view

examples of a comic and infographic, rubrics to guide their project design, research resources, as well as the location for students to upload assignments.

Methods to assess/evaluate the lesson.

The artifacts developed for this lesson are the right solution because they will bring history to life through modern technology. Specifically, the activity developed for this lesson is for students to develop their own infographic or comic based on research the students conduct. Examples of an infographic and comic have been provided as a model for students to view (see links under Artifacts). Further, by actively engaging students in a research centered, fact-finding process, the students will be allowed the to creatively express facts in the infographic and comic to demonstrate student acquisition of knowledge. The grade will be based on the two rubrics created for the comic and infographic (see links under Artifacts). Students will also be able to use the rubrics to guide the development of their project. Transparency in evaluation is important in helping students understand what the goals and processes are for the project.

Explanation Supported by My Learning

Based on what I have learned in this class, the infographic project embraces teaching students to be visually literate. Students will learn about the principles and elements in developing their project. Students will be taught how to develop frames with the support of a storyboard for the infographic. The principles introduced to basic elements and requirements for the infographic and rubric. The teacher will be looking for value, unity, content, spelling, grammar, citation and timeliness (Hagen & Golombisky, 2013).

To support the goals of the instructional design plan a review of a study that was conducted in southern Taiwan in an elementary school is included in this design paper. In the

article, “Effects of Touch Technology-based Concept Mapping on Students’ Learning Attitudes and Perceptions (Hwang, Wu & Kuo, 2013), the researchers discuss the impact concepts maps have on learners in a technology based environment opposed to a paper and pencil learning environment.

Ninety-two sixth graders (ages 12-13) from three different classes participated in the study. Of the three classes studied, one was controlled and the other two were experimental. Group One consisted of 31 students who learned with an Interactive White Board concept mapping approach, Group Two also had 31 students who learned with touch-screen based concept mapping, and Group Three (or the control group) learned with a paper and pencil concept mapping approach.

The two measuring tools used in the study were a student learning attitude questionnaire, as well as a questionnaire inquiring as to the acceptance by the students of concept mapping. The students were asked to complete the questionnaires prior to the concept mapping instructional activity. During instruction, two groups were introduced to computer-based concept mapping tools, and the other group was instructed using paper and pencil. Upon completion of the instructional activities, all students were asked to complete another questionnaire on their learning attitudes toward concept mapping.

The outcome of the learning attitudes study was quite surprising. The group using a teacher led Interactive White Board concept mapping approach showed significant improvement in learning after the instructional activity, indicating the Interactive White Board, as well as teacher-peer interaction, positively impacted student learning. The group using touchscreen-based learning shows no significant improvement. Further, the study revealed that students in the paper and pencil group showed a decline in their attitude toward learning, which indicated that

paper and pencil concept mapping could have a negative impact on student learning. For the purposes of this design plan, this study indicates to me that students learn best in a dual learning environment, which is teacher facilitated with peer interaction, and which also includes digital productivity.

Students in the 21st Century are accustomed to learning with technology, and research has shown that technology enhances student achievement. Students also need a balance of instructional delivery styles. Students need less teacher talk and more practice and integration time of new concepts to acquire new knowledge. In order for a meaningful learning environments to exist, teachers need to be knowledgeable of student-centered, technology based projects to improve student achievement.

The Gestalt theory will also play a key role in teaching the students the design process. Additionally, the Gestalt theory of proximity and grouping in the infographic will allowed the students to create meaning due to placement (Hagen & Golombisky, 2013).

ACRL Visual and Literacy Competency Standards

Rubrics will be developed for the infographic, comic and the research process. The ACRL Visual and Literacy Competency Standards will help support the development of the rubrics. The ACRL Visual Literacy Standards for this project can be identified in Standard Three (1) “the visually literate student identifies information relevant to an image’s meaning;” Standard Three (2) “the visually literate student situates an image in its cultural, social, and historical contexts;” and Standard Three (3) “the visually literate student identifies the physical, technical, and design components of an image.” Standard Seven (1) “the visually literate student understands many of the ethical, legal, social, and economic issues surrounding images and visual media.” Standard Seven will be taught throughout the school year, inasmuch as students

need to understand the implications of using materials that have a copyright, as well as the ethical mandate of citing resources (ACRL Visual Literacy Standards).

Reflection of Personal Challenges and Copyright Issues

The most demanding part of this assignment was creating original images for a topic (Revolutionary War) where artifacts are not readily available. Therefore, at this time I will address copyright and fair use. Originally I took pictures of garden art and transformed them into meaning using an Ease.ly infographic (Ease.ly). As I think about that process of wondering where I was going to find images, I think that that is a lesson that can be shared with my students. To encourage them to look at their world, and think about what their backyard may have looked like in the 1700s. However, the original infographic is unappealing, partially because of my untrained photography skills. The original infographic is still available to view as part of the artifacts. I replaced the images in the original infographic with images retrieved from morguefile.com. Morguefile.com is a copyright-free and public domain resources. The cartoon I created in ToonDoo was also added to this lesson plan as an option for students. All images used were found in ToonDoo's library. ToonDoo provides the following copyright information on their website:

“ToonDoo permits you to link to materials on the website for personal, non-commercial purposes only. In addition, ToonDoo provides an “Embed in blog/website” feature, which you may incorporate into your own personal, non-commercial websites for use in accessing the materials on the website, provided that you include a prominent link back to the ToonDoo website on the pages containing the embedded ToonDoo.” (ToonDoo)

The copyright process confirmed that I will continue to stress to our students the value and meaning of copyright, as well as what sources are available to them that are copyright free. This process also open up new ideas for ways of helping our students create meaning through visual demonstration.

The DDD-E Planning Process

Project Goal

This unit of study addresses the roles women played during the Revolutionary War. Students will examine how conflict and change have shaped and continue to shape the political attitudes towards women and gender equality. In 8th Grade Social Studies students study the Revolutionary War, however, very few lessons include women's participation in the War. When examining the roles of women in colonial society, students will work towards a deeper understanding of how a society is the product of its religion, beliefs, customs, traditions, and government. Students will demonstrate research, writing, and computer literacy skills developed in 8th grade.

Determine Needs

This project will allow students to successfully and independently demonstrate research and writing skills acquired and mastered after receiving instruction during the school year in Social Studies and English Language Arts.

Scope of Learning

1. Research to build and present knowledge
2. Range of writing
3. Production and distribution of writing

Learning Activities

The learning activity will be an online cross-curricular study, which focuses on reading, writing, research as well as 8th Grade Social Studies. This is an enrichment activity for implementation at the end of the 7th grade school year.

1. Students will begin the research process by looking up historical events and women during the Revolutionary War.
2. Students will watch YouTube videos on the events of the Revolutionary War.
3. Students will have access to primary resources provided by the Gilder Lehrman Foundation.
4. Students will identify a women's story they would like to retell using an infographic or comic as their medium.

Project Evaluation Strategies

Separate rubrics will be developed for the research phase, storyboard development and infographic content and design.

Research to build and present knowledge

ELACC8W7:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ELACC8W8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC8W9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional

- stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Presentation of Knowledge and Ideas

ELACC8SL4:

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC8SL5:

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (8th Grade English Language Arts, 2012ELA).

Social Studies Standards

Conflict and Change:

The student will understand that when there is a conflict between or within societies, change is the result. What were the causes, both immediate and long term of the American Revolution against England? (H3a)

What was the significance of Georgia and it’s colonists in this conflict? (H3b)

How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d)

What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d) (8th Grade Social Studies, 2012).

Design Conceptualizations

The DDD-E model is followed for developing the instructional activity (decide, design, develop and evaluation) (Ivers, K., & Barron, A., 2006). A Weebly website, called Patriot Women (<http://patriotwomen.weebly.com/>), will contain video and images from YouTube. The Gilder Lehrman Foundation will also contribute primary resources to this project. The website will have photographs in the headers, Times New Roman font, larger font or bolded font when attention is required on a white screen. The key to the overall website design is repetition and clarity (Williams, R., 2008). The website will consist of pages for the storyboard template (the template will also be handed out in class assignment), the infographic and comic example will also have a student infographic or comic upload page, as well as rubrics and research resources. The website design is clean and simple so students will not be visually overloaded or confused by a crowded page, thus supporting the student as an entry level learner to online web design and collaboration (Dick, W., Carey, L., & Carey, J., 2009).

Project Risks and Challenges

There are several potential problems that might impact this project. From the technical side the building has a very unpredictable Internet connection, and is constantly kicking devices out of the network. In the event this occurs direction will be provided from the teacher on how to proceed with the activities. Videos will be downloaded onto the teacher's computers so Internet connectivity is not a requirement. Students will be able to write with paper and pencil using their

Concept Map handout. While losing connectivity is frustrating for teachers, it is difficult to continue lessons because students often lose focus when distracted with the down time.

Further, many of our students are not computer savvy and do not have adequate keyboarding skills or the knowledge to navigate the Internet. Students will be grouped high/low so that students who have competent computer skills can help their peers. Additional teacher direction will be provided as required.

Additionally, consideration has been made for our students who need accommodations. For our English Language Learners their ELL teacher will assist the students. Also, a student may make the print larger on the screen by enlarging the text.

Teacher and Student Activities in the DDD-E Model

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Phase	Activity Teacher	Activity Students
<p>DECIDE</p>	<p>PLANNING Project: Students will develop a comic based on research of women during the Revolutionary War.</p> <p>Identify standards and set instructional goals: The standards are listed below, the instructional goal is: students will research a topic and a develop comic.</p> <p>English Language Arts Standards ELACC8W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p style="padding-left: 40px;">b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>Brainstorm content: Students will learn how to use reliable resources to research the women’s roles during the Revolutionary War. This is a cross-curricular activity between 8th Grade Social Studies knowledge of the Revolutionary War and research and writing skills in English Language Arts.</p> <p>Conduct research: Students will receive topics, websites and instruction to perform research using GALILEO.</p>

	<p>Presentation of Knowledge and Ideas</p> <p>ELACC8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (8th Grade English Language Arts, 2012ELA).</p> <p>Social Studies Standards Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result. What were the causes, both immediate and long term of the American Revolution against England? (H3a) What was the significance of Georgia and it's colonists in this conflict? (H3b) How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d) What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d) (8th Grade Social Studies, 2012).</p> <p>(Note: notable women will be added in this list).</p> <p>ORGANIZING Examine grouping alternatives: Students will be grouped in pairs by periods.</p> <p>Create cooperative groups: Students will self-select one partner.</p>	
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	<p>Schedule computer time: A MacAir computer cart will be reserved and used in each period for one week. Unfinished work will be completed as homework.</p>	
DESIGN	<p>Present design guidelines and templates: Teacher will provide a link to the ToonDoo website and a concept map/storyboard guidelines will help students to write storyboard and construct comic.</p> <p>Conduct formative assessment: Teacher observed students using online resources to conduct their research. Students will evaluate their partner using a rubric teacher provides.</p>	<p>Student Activity: Students will decide as a group which Revolutionary woman they will research, and begin recording key facts and activities.</p> <p>Storyboard: Students will use storyboard concept map to develop pictures ideas and verbiage for comic.</p> <p>Create comic or Infographic: Students will use the comic generator, ToonDoo, or infographic using Easel.ly.</p>
DEVELOP	<p>Assess prerequisite skills: Students should know their network login information; students should have basic keyboarding skills and writing skills.</p>	
EVALUATE	<p>Determine assessment techniques: formative assessment see “Design”</p>	

Key Events	Target Dates
Videos viewed Groups assignments	TBA: the instructional activity will take place in Fall 2015. It is anticipated that one-week will be needed to complete all activities. Students will view the longest YouTube video at home. All work will be completed in class; however, unfinished work will be assigned as homework.

Works Cited

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