

SGET 700: Tools for the Development of Instruction

Buddy Check #2: Educational Design

Name of Reviewer: Sumedha Kumar

Name of Site Author: Carrie Wiederholz

1. Comment on Home Page effectiveness. Is the home page effective? Do the graphics engage the user? Do they reinforce the site's objectives? Is an overarching question or purpose evident when first entering the site? If a splash page is used, does it add value to the site? Do the graphics and layout draw you in? Is there any addition or change that would improve the page in these areas?

The home page is very effective in presenting the message and topic of the unit. The essential question is stated clearly and words are accompanied by a graphic. The image of the basketball travelling to the hoop gives the reader a sense of what the Quadratics Unit is about. The page is uncluttered with good use of color and font styles and sizes to delineate the links and their objectives. This page is intended for the student and needs to be clear in its objectives. The cover page satisfies that requirement.

2. Comment on home page cognitive effect. Are site objectives clear? Based only on the home page, give a brief description of the sites objectives and purpose are. Is the content written in clear, concise, and age appropriate language? Is an attempt made to relate to user interests and goals? Is that effective? What changes would improve the home pages effectiveness in these areas?

The site objectives are clear. For the student this unit is on Quadratic Functions. Each lesson has the listed objectives so students knows what they will learn. The image of a person shooting a basketball into a hoop is clearly designed to hook the learner and create relevance. This creates curiosity and encourages further exploration of the site.

3. Comment on the Learning Activities included in this site. Do they closely relate to the site's objectives and audience? Are they easy to locate? What do you feel are the requisite skills that must be addressed in order to reach the objective? Are activities developed to build on prior skills? Are they scaffolded to lead learners from basic to advanced skills? Will examples or a model be included? Would this benefit the site or be unnecessary?

Each lesson begins with a video lesson, after which the student moves on to an activity. Practice activities include Google Slides, Quizlet, Socrative, Quizizz and Desmos. There is further practice assigned on content specific lessons on IXL. After the completion of the practice, students complete a homework worksheet that is teacher created with original content.

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The lessons follow the Flipped Classroom method, where content is delivered via video, followed by activities to reinforce understanding. Each lesson builds upon the previous one. Scaffolding is evident even within the lesson examples themselves.

4. Comment on the Activity/Process of this site. Is each step of the process stated clearly and accurately defined? Are they sequenced so that so that needed knowledge/skills would logically be acquired by the user? Are directions accurate, explicit, clearly stated, and written in age-appropriate language? Does this site include references to an example or model? Would doing so improve the process? As a user of the site, give feedback as to improving directions or other verbiage.

The teacher's page explains that this unit will follow the Flipped Classroom model. This page also includes detailed instructions on how to manage the lessons. The sequence of activities are clear to the reader and follow the same pattern for each lesson.

Each lesson begins with a video, followed by a Foldable that must be filled out. Then there are Practice assignments and the lesson ends with an exit ticket on the lesson. Each section of the lesson is separated by lines, creating a visual separation between activities. Clear organization and structure on the webpage will help keep the student focused. There is enough time built into each lesson to allow students to achieve mastery of the objectives.

5. Comment on the effectiveness of the site relating to desired outcomes. Are outcomes clearly stated? Is this done in a way that users will readily understand? Are outcomes closely related to learning objectives and activities? Do desired outcomes build from basic to more advanced?

Outcomes of each lesson are clearly stated and then evaluated using Exit Tickets. The homework worksheet and IXL activity as well the online activities are all designed to reinforce the objective. Lessons build upon knowledge gained in previous lessons, and culminate in the Angry Birds performance assessment.

6. Comment on the evaluation instruments included in this site. Are evaluation tools easy to find? Is the language used clear and appropriate to the audience? Is evaluation criteria specific and easy to interpret? Are there additions or changes that would aide you as a learner? Are there alternate evaluation tools that might benefit you as a learner?

Each lesson is followed by an Exit Ticket using Google Forms. These give students instantaneous feedback, as well as allow for the teacher to reflect on the effectiveness of the lesson. The language and purpose of these exit tickets are clear since they have the same title as the lesson. Google Forms is an excellent tool for assessment as it allows results to be displayed in any format the reader wishes to see them. The performance assessment is an

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Angry Birds Desmos Activity which allows students to make corrections till they reach the correct conclusion.