

# SGET 700: Tools for the Development of Instruction

## Buddy Check #2: Educational Design

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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 homepage lists the sections and topics to be covered. There is an eye-catching fireworks header picture that carries through to each page.*

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?

*From the home page is clear and evident that the students will be studying quadratic functions and how to solve them using various methods. The site objectives are written clearly for middle school students to understand what they will be learning in each lesson. It is clear that all of the lessons will culminate in a final project related to Angry Birds.*

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 has a corresponding activity that is easily identifiable by the word "Activity" as well as the same clip art picture of a student working at a desk. The consistent format will help the students easily navigate to the activity. Before completing an activity, students should have watched a video the night before and gone over questions with the teacher. With each activity the questions start out by applying the simple steps and work their way through more difficult problems. The activities vary from partner work, worksheets to online computer games in order to keep the students interested from day to day. Answers to the activities are to be discussed in class which is why there is no answer key posted.*

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

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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 directions for this site are to be given by the teacher in class to the students as stated on the teacher page. It is clear that the video is the first step that students should complete as homework the night before because the site is set up to model the flipped classroom. Then the lesson activity is to be completed in class to practice what was taught in the video. At the end of each lesson, students are to complete a Google Form exit ticket. There is also extra practice if the student needs it. Everything is logically sequenced from lesson to lesson. There is a rubric and student example for the final performance assessment, Angry Birds which helps to guide students on what is expected of them.*

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?

*The outcomes are evident through the objectives tab and are evident on the teacher's page tab. Students will demonstrate their knowledge of quadratics in the culminating Angry Birds activity. The desired outcomes build with each lesson and are then combined for the final project.*

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 aid you as a learner? Are there alternate evaluation tools that might benefit you as a learner?

*Each lesson evaluates the students through the use of an exit ticket as well as informally through the use of the activities. The exit ticket is easily located for each lesson because it is labeled, has the same image and location. The activities provide time for the teacher to work with the students in class and check in with their understanding of the topic. All wording is student appropriate and easy to understand.*