

Project Type: Ancillary Supplements

Scope of Study: For Middle School Graders

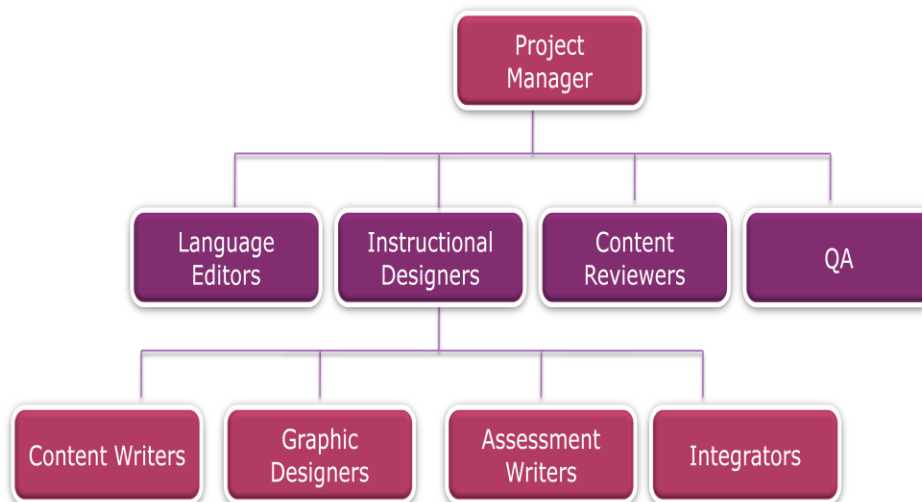
- **Focus EduVation**
- www.focuseduvation.com



Overview

- Focus EduVation was assigned to:
 - Create 50 whiteboard-ready instructional units to explain concepts in science to students of the middle grades
 - Create highly interactive applications that serve both
 - Self-paced learning modules and
 - Instructor-led learning modules

Team Structure



Content team was set up to investigate the software in which these units were to be created. This team, led by the Project Manager, was also responsible for the initial discussions with the client to freeze upon the objectives and understand the specifications.

The following FEV teams, working independently and together, were set up to ensure the smooth functioning of the project:

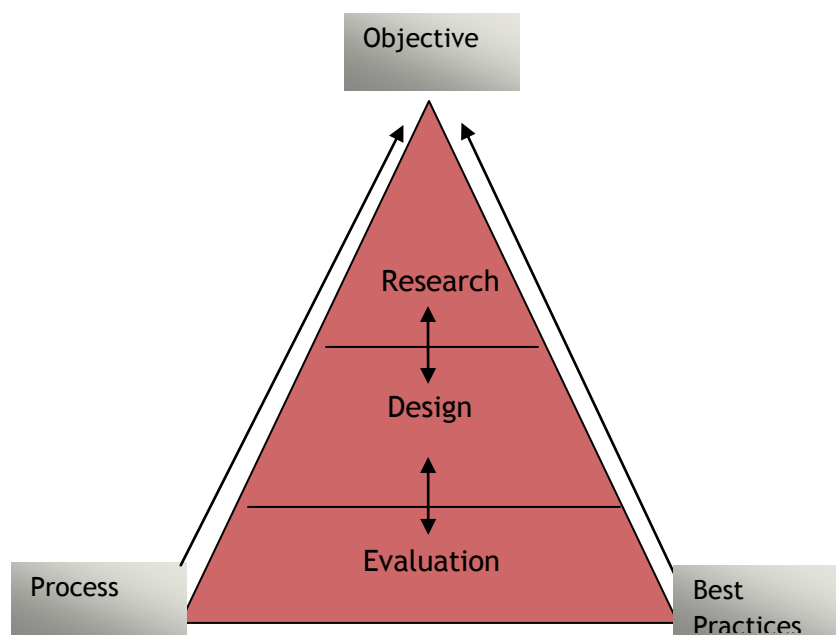
- Instructional Designers
- Content Developers
- Assessment Writers
- Content Reviewers
- Graphic Designers and Animators
- Integrators
- QA

December 2009

www.focuseduvation.com

*Disclaimer: This document may not be delivered or reproduced, in any form or by any medium, in whole or in part, to or by any other person without the explicit written permission of Focus Eduvation Inc.

FEV Mandated Process: Top-Down Approach To The Study That Evaluates Process, Best Practices Against Objectives



Outlining the Course Objectives

FEV project planning team, led by the Project Manager, worked closely with the client to establish the following core objectives of the project.

- Test what the learners already know
- Suggest remediation
- Develop an interactive learning module to teach concepts
- Reinforce concepts through practice and assessments
 - Evaluate the scope of each unit
 - Define the individual concepts and ideas that would form the unit when put together
 - Decide the structure of the unit – explore, practice, assessments
- Create a learning module adaptable to self-paced as well as instructor-led learning methodologies

December 2009

www.focuseduvation.com

*Disclaimer: This document may not be delivered or reproduced, in any form or by any medium, in whole or in part, to or by any other person without the explicit written permission of Focus Eduvation Inc.

Research Methodology

- FEV study involved extensive research and inputs on approaches to build exhaustive ancillary supplements that can provide tangible feedback for teachers and students
- The study was conducted to reveal the process of formulating activities that can successfully interact with the curriculum content
- The study was evaluated based on the need for continuous improvement by client
- Our objective was to provide rich learning & development for the students

Assisting teachers identify un-conventional instructional methods based on the student's performance.

Design

Instructional Design: Unit Structure:

1. **Pre-test:** This section was an MCQ-based assessment designed to test learners on concepts they had learned in previous grades, which were the foundations of what they were geared to learn in the present grade. Based on their performance, users would be instructed to move ahead on the learning unit or redirected to learning units from the previous grades.
2. **The Big idea:** This section covered the real world applications of the topic being discussed in the unit.
3. **Explore:** In this section, the topic was broken down into concepts and each concept was treated independently. Interactivities and formative assessments formed the core of this segment.
4. **Practice:** After each unit, an interactive practice section was introduced to get learners to practice what they had learned in the explore section.
5. **Assessments:** End-of-the-unit assessments, in the form of multiple-choice questions and drag-and-drop activities were placed after the Practice segment to check how well the learners had grasped the concepts discussed in the instructional units.
6. **Supplemental resources:** The units also had detailed lesson plans for teachers. The lesson plans included:
 - a. Alignment map of the unit with State Standards
 - b. Statement of the Lesson Objectives
 - c. Detailed instructions for activities
 - d. Further information on activities that teachers can share with the class to make the learning process more interesting
 - e. An anticipatory set of questions, with answers to help teachers deal with questions that may come up during the discussions.
 - f. References for further reading.

Evaluation

Outcome: Mapping to Objectives:

The pre-tests proved effective foundation materials for the learners. The remedial actions proved to be exciting alternatives to reading up from textbooks and also effective confidence builders.

The **Big Idea** (Introduction) helped the learner relate better to the concept being taught.

The **Explore** section allowed the learner to understand the concept in an interactive manner.

The **Practice** section allowed the learner to apply what was taught. The interactive nature of this section ensured that the learner's interest never waned.

The **Assessments** were a final affirmation on what the learner had grasped, and, therefore, a measure of how effective the delivery was.

The **Supplemental Resources** ensured that the units could be delivered as both self-paced and instructor-led modules.