Up We Go!
Designing a Web-Based Instructional Module for the Transition from Elementary to Middle School

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Agenda for this Session

Rationale

Goals

Development

Conclusion
Rationale

- Rationale
- Goals
- Development
- Conclusion
Transitioning to Middle School
Using the polling feature in your participants panel, answer the following question.

• Do you remember your feelings before making the move to middle school?
  A. Yes
  B. No
  C. Some recollection

• How did you feel about attending middle school?
  A. Happy/Excited
  B. Relaxed/Calm
  C. Nervous
  D. Terrified
Project Rationale

- 88% of public school students move to middle school each year
  - Students will experience physical and emotional changes that already combat an increased academic and independent expectations

- Lack of formal and structured program meant to aide students in transition to middle school
Project Rationale

• Integrates student technology usage in non-core subject areas
  Subjects like health saw a lack of technology use in classes

• Hawaii Content and Performance Standards (HCPS III) in Health
  Grades 6-8

• General Learner Outcomes
  Self-Directed Learner
  Effective and Ethical User of Technology
Goals

Rationale

Goals

Development

Conclusion
Purpose

The purpose of this instructional design project is to develop a web-based instructional module intended to assist with the transition from elementary to intermediate or middle school for 6th grade students at a public elementary school on Oahu.
Project Goals

Provide independent learning opportunities for participants
Project Goals

Present common middle school concerns

Provide independent learning opportunities for participants
Project Goals

- Provide tips and strategies to navigate concerns and issues.
- Present common middle school concerns
- Provide independent learning opportunities for participants
Project Goals

- Provide independent learning opportunities for participants
- Present common middle school concerns
- Provide tips and strategies to navigate concerns and issues.
- Assessment to measure learning
Target Audience

The **target audience** was 6th grade students in a public elementary school located in Honolulu, Hawaii.

- **Student Background**
  - Mixed gender
  - Age range from 11-12 years old
  - “Generation Z, iGen, the Founders” all show proficiency in use of technology
Development

Rationale
Goals
Development
Conclusion
How should I teach this?

- Lecture
- Classroom discussion
- E-book
- Website
Project Development

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Project Development

Common Concerns

1. Navigating a brand new campus
2. Stress involving their appearance
3. Dealing with academic stress
4. Managing relationships with friends
5. Handling peer pressure
Project Development Methodology

John Keller’s ARCS Model

Attention
Relevance
Confidence
Satisfaction
Project Development Methodology

John Keller’s ARCS Model

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John Keller’s ARCS Model

- Attention
- Relevance
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Project Development Methodology

John Keller’s ARCS Model

- **Attention**
- **Relevance**
- **Confidence**
- **Satisfaction**
Building the Module

Welcome!

Up We Go! is about helping students just like you ease the transition to middle school. Leaving a familiar place like elementary school can be tough, but Up We Go! gives you tips and strategies that you need in order to deal with a number of common concerns middle schoolers like you face.

Begin by taking Survey A on the next page!

URL:
www.patrickdevega.wix.com/upweго
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Surveys

Before beginning "Up We Go!", please take Survey A. If you haven’t started by clicking on the button below.

Survey A

You’re almost there! When you’ve completed Survey A, take a quick pretest by clicking on the ‘Pre-Test’ button below!

Pre-Test

After you’re done, you’ll be taken to the About page where you’ll learn more about the cast. Click on the ‘Let’s go!’ button to begin.

Let’s go!

When you’ve finished "Up We Go!", please take Survey B and the Post-Test.

Survey B
Post-Test
Surveys

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Survey B

Post-Test
Surveys

Based on ARCS Model

Survey A
Instructions: Your answers will help determine if the module you’re about to participate in meets the learning goals. Your responses will be confidential.
Please answer every question.
* Required

What is your student number? *

What is your age? (R) *
- 10 years old
- 11 years old
- 12 years old

How concerned are you with moving from elementary to intermediate/middle school? (A) *
- not at all concerned
- a little concerned
- somewhat concerned
- extremely concerned

Do you know how you can make it easier to go from 6th grade to 7th grade? (A) *
if yes, list up to three:

Do you feel confident using websites and links? (C) *
- not confident
- a little confident
- somewhat confident
- very confident

Relevance  Attention  Confidence
INTRODUCTION

Hector McKinley is a new student entering Stumptown Middle School. Hector and his best friends, Richie, Jen, and Wes are enjoying their last year as 5th graders at Belltown Elementary School. As the school year ends comes to an end, Mr. Carson plans a field trip to Stumptown to get students like Hector and his pals ready for middle school.

On the day of the field trip, Hector and the class go through quite an experience. While at Stumptown, they take a tour of the school’s campus and get to sit in on a 6th grade math class. What an experience!

After the field trip, they return to Mr. Carson’s class where Hector and his friends have a number of concerns. Mr. Carson rambles on like he always does during his lectures. He tries his best to ease their concerns and ultimately tells the class, “You’ll be fine!” The class collectively nods their heads in agreement but Hector isn’t so sure.

Fast forward a few months and the school year finally ends. Graduation was a special event shared by Hector, his parents, and his closest family and friends.

Hector and his gang of friends have an awesome summer vacation. Family trips, sleepovers, and laziness fill their last few months of freedom. As summer is coming to an end, the group feels anxious about the upcoming school year at Stumptown Middle School.
Storyline and Concerns

Scenario 1:
Help, I'm Lost! Part 1

Hector can’t believe how fast summer flew by! Gone are the
days of waking up at noon, watching cartoons, and just
hanging out with his best friends. With a sigh, Hector readies
himself for the day and gets dressed. He throws on his brand
new t-shirt, a pair of jeans, and his squeaky clean tennis shoes.

Hector looks up his bike on the nearest rack in front of the
school. He peeks at his watch and sees that he only has a few
minutes before the start of the school day. Hector pulls out his
class schedule and sees his homeroom is in J-Building. Where
is that? He looks to see if there is anyone around to ask for
directions. Seeing no familiar or friendly faces, he climbs up the
school’s steps and opens the door.

On the other side of the door, the hallway is filled with students.
Being sure to not get in anyone’s way, Hector does his best to
steer clear of the large groups of students hanging out near the
lockers. Brrrring! Hector remembers the bell schedule from the
field trip last year. Students slam locker doors and dart off in
different directions heading to homeroom. Looking down he
sees the hands of his watch inch closer to the tardy bell. He
walks halfway down the hall and doesn’t know where to go.

Scenarios include:

- Description of character’s concern
- Tips and strategies
- Embedded assessment question
Storyline and Concerns

Tips and strategies

• Used to solve the concern from previous page

Scenario 1:
Help, I'm Lost! Part 2

Tips for when you can't find your way

Worried you'll get lost like Hector? Most middle schools have an orientation day for students who will be attending in the new year. This is an opportunity to tour the school and get information about what it will be like to go there. Often times, only students in your current grade level will be there. This will help you get more familiar with your surroundings without having to navigate through crowds of students.

Still feeling worried? Talk to older friends who go to school there. Since they have experience and know the lay of the land, it would be helpful to ask them if you need any help once you get there.

Once at school and you still are lost, look for adults on campus to point you in the right direction. Teachers, counselors, and other faculty are positioned around to supervise and help students just like you. Be sure to thank them for their help!
Storyline and Concerns

Embedded assessment question

- Multiple choice
- Instant feedback

Scenario 1:
Help, I'm Lost! Part 3

Before clicking, circle your answer on the Answer Sheet

Hector is lost and doesn't want to be late to homeroom. What can Hector do?

A. Ask an adult for directions
B. Open his planner and look for a campus map
C. Slump down on the nearest chair in pity
D. Stand there until somebody helps him

Next Scenario
Storyline and Concerns

Instant feedback

Nope!

You selected D.

Being lost, Hector decides to stand there and wait for someone to approach him. He sees students zip off in multiple directions. Moments later, the hall is cleared and he’s standing there alone.

Staying still and standing there isn’t going to get him into class any faster. Go back and try again!

Correct!

You selected B.

Hector recalls a map of the campus somewhere in his planner. He flips open the planner and finds G-building. Looking up, he turns down the hall and is on his way.

Middle school's often provide students with a planner. Inside this planner will be useful information like a campus map, phone numbers, and reference material.
Conclusion

Rationale

Goals

Development

Conclusion
Future Plans

- Include movies and have the characters interact more with each other
- Change difficulty of assessment questions
- Include more pictures and audio
- Lessen the amount of information in some scenarios
Lessons Learned

Things I’ve reflected on:

• Abilities as an aspiring Instructional Designer

• Increased Wix website development experience
Mahalo

- Dr. Fulford
- UHM LTEC Faculty and Staff
- Critical Friends (Tori and Michael)
- Classmates and cohort
Questions

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