# Project Stages

| **Stage** | **Activities** | **Problem-Solving Strategies** | **Technology** |
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| **n/a** | At the beginning of each class, all students are gathered together in their groups where they will conduct 5-minute **Standup Meetings** to determine and record their goals for that class (each team member should have a clear goal) on the Project Tracking Sheet.  Teacher will bring up (on screen) Google Spreadsheet used to track team status.  Team reporter will:   * Identify any major discoveries/ learnings from the day before * Indicate if they’ve run across issues, at which point, other teams may chime in with advice or teacher may provide some guidance for their benefit and for entire class   During the middle of class, students should have a 5-min DPA break to help them step away from the problem for a bit and refresh their brains and bodies.    At the end of each class, all teams will review whether they met their goals, discuss and record any learnings and/or issues. | **Create Subgoals**  Project Tracking Sheet will help students stay accountable by ensuring that everyone has a mini-goal on which to focus for the period. It also provides an example of how students might go about collaborating among their team.  **Informal Conversations**  Standup Meetings will facilitate live discussion within and among teams, and between students and teacher to share learning and troubleshoot.  **Mentoring**  Throughout the project, the teacher will mentor students by modeling or demonstration and thinking aloud to make explicit the problem-solving process. | **Google Spreadsheet**   * [Exemplar](https://docs.google.com/spreadsheet/ccc?key=0Aqmw8CkeBOn5dDIxeUxHdXE0YVNtQ2VObHJ4dUtaOXc&usp=sharing) * Spreadsheet allows teacher to quickly sort by team, member name, or stage * Document online allows all groups to edit at same time and for all information to be updated in real-time * One document allows information to be centralized and easily displayed |
| **1** | **Focus: Understand the Problem**  **Assessment:** Collaboration Plan  **Establish design teams**  Teacher assigns students to teams and has themselect character. Groups will select their top 3 characters and will then draw numbers for the order in which they get to pick their character.   * Lennie Small * George Milton * Curley * Curley's Wife * Crooks * Candy * Slim   **Kickoff Planning**  Teacher makes available all assessment handouts that teams should examine ahead of time to help with planning what needs to get done, when, and how.  **Kickoff Teamwork**  Teacher discusses collaboration strategies and encourages teams to think of how they can use technology to collaborate. **Teams must submit Collaboration Plan before moving to Stage 2.**  **Kickoff Research**  Teacher directs teams do some research to understand the who-what-where-when-why of creating hypermedia narratives. Have students play *Wonderland* and note the principles that make hypermedia narratives different from traditional. | **Cooperative Learning**  Students are expected to work cooperatively together in their design teams. Teams are also expected to help one another out, serving as beta testers, providing insight into characters, offering troubleshooting tips, etc.  **Create Subgoals**  Students should create subgoals or tasks that will need to be done, determine who’s doing what, and by when.  **Acquire content knowledge**  Students will have to conduct research to  choose a website builder, understand the book better, make informed design choices, find or create graphics, and possibly research the historical and cultural context of the book. Teams should be encouraged to help each other. Students should play *The Brain of Katherine Mansfield*, *Bare Bones*, and *Dreamhold* to get an idea of options for designing their narrative.  **Brainstorming**  Teams will likely need to brainstorm ideas for their narrative, as well as design. They will need to come up with a viable solution for beta testing as well.  **Questioning**  Students might use good questions to guide their research. Questions might arise as they examine the assessment documents. | **Google Tasks or Google Spreadsheet**   * For identifying and delegating work   **Google Docs**   * For gathering info & planning * Assists with both acquiring content knowledge and possibly brainstorming |
| **2** | **Focus: Plan & Design**  **Assessment:** Design Document  Students will collaborate to build design document and justify choices in rationale.  **The teacher must approve the Design Document prior to beginning Stage 3.** | **Working Backwards**  Students should examine the requirements for the Hypermedia Narrative and build their design document with these in mind.  **External Portrayal**  Students will visualize the skeleton structure of their stories, including characters, setting, plotlines, and conflicts  **Means-End Analysis**  Students could decide what the possible endings for the story could be (goal) and build in moral choices required to get there.  **Prioritizing and Assessing Options**  Students may use this approach when determining consequences for character decisions, when selecting a website builder, or when determining method/tools for beta testing.  **Breadth First**  In selecting their website builder, students will have a chance to play around with a few different ones before selecting the one they will use.  **Reasoning**  In designing the moral dilemmas and possible consequences, students will have to use evidence from their own experiences, what they’ve seen/heard in culture, and what they know of the book to draw conclusions.  **Elaboration**  Through completing the rationale, students are able to think through decisions they made in their design, which may help them further refine it and see how all of the pieces connect. | **Mind-Mapping Tools or Outliners**   * [Exemplar](https://bubbl.us/?h=1a8b1e/4354e0/17kdmw6FK.8KE&r=425119699) * May help to map plot branches * Enables quick changes and multiple connections   **Google Docs**   * For sharing rationale in writing * Enables all members to work on it and for teacher to view without it getting lost in email or print * May be easier for students to work on bits as they go   **Video Editing Tool**   * For sharing rationale aurally and/or visually via video * Allows for all members voices to clearly be heard (in writing, the voice becomes one) * May be easier for students to discuss rather than write |
| **3** | **Focus: Build the Product**  Teams will use an approved website builder in which to create their hypermedia narrative. Teams determine when they think they’re ready to move to Stage 4. | **Algorithm**  Algorithm is the basis of hypertext, so students will have to work through how to design their narrative so that readers are easily able to navigate the various pathways.  **External Portrayal**  Students will put meat on their skeleton, fleshing out their narrative, adding graphics, and completing design work. | **Website Builder (e.g, Weebly, Wordpress**  **Google Sites, Wikisites)**   * [Exemplar](http://omamcandyland.weebly.com/) * Used as a simulation tool * Enables students to work with text, hypertext, design, and graphics in one spot * Enables students to share work with one another * Students can work on different pages of the same site at once, any time |
| **4** | **Focus: Test & Tweak the Product**  **Assessment:** Beta Testing  Students will collaborate to determine how they will solicit feedback from peers.  The design team solicits students from other teams to beta test their narrative and submit feedback via a system determined by the design team (each student must beta test at least once). This will depend on the availability of students from other teams, and teams may need to negotiate tasks and deadlines.  Feedback should be submitted at least one day before **Go Live** so that teams have a chance to tweak based on feedback. | **Working Backwards**  Students should examine the requirements for the Hypermedia Narrative and build their Beta Test Plan with these in mind.  **Trial and Error**  In testing each other’s narratives, students should try all possible pathways to verify functionality and logic, as well as overall experience.  **Elaboration**  By providing and receiving feedback, students should gain new insights into how to make their narrative even better. | **Google Forms**   * [Exemplar](https://docs.google.com/forms/d/1mEQneORjMp00BOPiCY5wxtMULJofJVh7zAdGLlkWUo0/viewform?usp=send_form) * Allows feedback to be shared with team and teacher without need for copying, but also for feedback to be vetted by teacher first to address any mean or inappropriate comments * Student able to record notes on Google doc (auto save) and copy+paste into form (or use form directly, but there is potential loss of data)   **Blog page or forum on website**   * Users can submit feedback on the same site that hosts the game, perhaps promoting hype * Accessible for students and teacher   **Audio- or video-recording technology**   * Enables face-to-face discussion between tester and designer and may alleviate miscommunication plus enhance understanding through dialogue   **Live chat**   * Enables dialogue between tester and designer with conversation recorded in writing for teacher viewing |
| **5** | **Focus: Go Live**  **Assessment:** Hypermedia Narrative&Debrief  **Class 1:** Students have a chance to play each other’s games  **Class 2:** Each design team reflects on their completed narrative and any peer critiques. If possible, they should debrief by having a discussion without the teacher that is recorded (audio/video) so that the exercise takes the form of a roundtable. | **Elaboration**  In discussing and reflecting upon the final product as well as the project as a whole, students should gain new insights about what they learned, what worked well, what they would do differently next time, and synthesize all information to answer the guiding question that initiated the project.  **Informal Conversations**  Debrief conducted as an informal conversation rather than a written reflection as students are able to practice discussion monitoring skills, able to have open discussion without pressure of teacher presence, and gives everyone a chance to share and listen face-to-face. | **Audio- or video-recording technology**   * Enables debrief to be assessed without teacher being there for it * Enables all students to complete debrief in one class period while everything is fresh (versus teacher having to schedule debriefs over the course of a few classes) |