Individual Multimedia Project Proposal

Jennifer Bosworth

University of North Carolina at Charlotte

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Dr. Jeff Ertzberger

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Purpose

The multimedia project will serve as a learning experience for students in the Asheville-Buncombe Technical Community College (A-B Tech) Early Childhood Education degree programs. The early learning standards are the North Carolina Foundations for Early Learning and Development (NCFELD). This document is a tool used by early childhood educators, program administrators, partnering support services, in-home visitors, and even parents. The NCFELD text is a document that "describes children's development and learning from birth to age five. (NC Foundations Task Force, 2013, p.v)" As designed, NCFELD supports knowledge of child development, guides teachers' planning, establishes shared goals for development and learning. (NC Foundations Task Force, 2013, p.1) This document is widely used and intended to be a guide to assist professionals with understanding the development of young learners and developing learning activities for their enrichment. To that end, the A-B Tech Education Department utilizes NCFELD in all of the courses within the major courses in the Early Childhood degree and certificate programs.

The purpose of this project is to provide A-B Tech students with additional engagement with the NCFELD text and to delve deeper into the components of the document. This text is used comprehensively within the curriculum and students need to be able to differentiate between the various parts of the document and understand its uses.

Learning Objectives

Given an activity for young children, Early Childhood Education students will demonstrate the correct application of developmental indicators from NCFELD four out of five times.

Target Audience

The target audience for this project is the Early Childhood Education students in both the degree and certificate programs at A-B Tech. This program serves just over one hundred students (A-B Tech, 2020).

General Characteristics of the Early Childhood Education Program Students:

- Age: 16-66 years old with an average age of 29.2 years old. (A-B Tech, 2020)

- Gender: 98% female, 2% male (college does not currently record non-binary genders) (A-B Tech, 2020)

- Race: In consideration of soft skills it is also important to note the diversity of the group who will be receiving instruction.

- Education: Students 16-18 are dual-enrolled high school students who are at least Juniors and have at least a 2.8 GPA. Approximately 2% of the students enrolled in the program are working towards the completion of their GED and have scored at least a Level 5 in Reading on the CASAS assessment. The remainder, of the students, has at least a high school diploma or GED. 1% of students have completed a master's degree (A-B Tech, 2020)

- Work Experience: Based on anecdotal evidence from student advising, the vast majority of the students have worked a job in some capacity at some point in their lives. An estimated 70% of the Early Childhood Education students are currently working in early care and education settings.

- Language Proficiency: The majority of our students are primary English speakers however we do have a small population of students for whom English is not their primary language. Spanish and Slavic languages are the other languages most commonly spoken

by those who are not native English speakers. For non-native speakers, there are assessments performed upon admission to the college that determines whether or not a student has enough English language proficiency for curriculum purposes.

- Attitudinal and motivational characteristics: As this is going to be new instruction for the students, there is not yet a clear understanding of what their attitudes are towards the subject. Having an intimate working knowledge of this program and the students, many of the participants are taking courses as a requirement for employment. This requirement often leads students to feel resistance or resentment towards their employers and apathy towards the classes. However, it should be noted that faculty have that there is a weakness in soft skills. This is evidenced too through student's failure to submit assignments. In one course 35% of students failed to submit enough assignments to pass the course with a C or better (Bosworth, 2018). It is not clear what the source of the soft skills weakness is but this is a consistent issue seen in the program.

Duration of Module

This module is being designed to take students 30-45 minutes. The length of time a student will take to complete the learning module will depend on their familiarity with the NCFELD early learning standards.

Practice Activities

The learning module will include activities that will build in complexity from the beginning of the module to its completion. First, a pre-test will be utilized to gauge students' familiarity with the text. The pre-test is a series of statements for which the students will choose, true, false, or

not sure. There are 'right and wrong' answers; however, adding the 'not sure' choice should alleviate any anxiety that might be felt with a purely true-false choice. Throughout the module, there will be opportunities for students to complete some "check your understanding" activities to provide additional opportunities to engage with the NCFELD document.

Students will have demonstrated their understanding of NCFELD by completing the assessment at the end of the e-learning module. They will complete a post-test that can assess their overall understanding of NCFELD. Additionally, they will complete an assessment at the end of the module that will ask students to apply what they have learned and practiced by identifying the appropriate Developmental Indicator for the activity provided.

Assessment Samples

Pre-Test

1. Foundations for Early Learning and Development is divided into domains, subdomains, goals, and developmental indicators by age groups. Answer: True

   a. Response to incorrect: That's ok that you didn't know or weren't sure on this one. NCFELD is divided into domains, subdomains, goals, and developmental indicators. We'll cover this structure shortly!

2. Developmental indicators are explicit expectations for what children should be able to do at the end of each age level – Answer: False

   a. Response to incorrect: That's ok that you didn't know or weren't sure on this one. The developmental indicators are grouped by age – each grouping has a slight overlap with the group before and after it… This shows that children develop within a range so what they know and are able to do at one age is closely related to what they know and are able to do at the previous and next age levels.

3. Foundations for Early Learning and Development must be memorized by educators in order to use it effectively. Answer: False

   a. Response to incorrect: That's ok that you didn't know or weren't sure on this one. Good news! You don't have to memorize this document! It is a reference tool that you can keep in your classroom or on your device for easy access

4. Developmental indicators may not always describe a particular child's development. Answer: True

   a. Response to incorrect: That's ok that you didn't know or weren't sure on this one. Since development happens on a continuum if you observe a child whose age and development don't seem included look at the younger or older age groups to see if they are better for the child. Your goal is to learn what developmental steps the child is taking now and to meet the individual needs of that child daily.

5. Foundations can be used to establish goals for children's development and learning that are shared across programs and services. Answer: True

   a. Response to incorrect: That's ok that you didn't know or weren't sure on this one. Foundations can be used to establish goals for children's development. The document is available free to anyone and should be widely used so that everyone working together can support young children's learning and development for the best outcomes possible! (p. 20)

Practice Question Sample

Which goal best fits the children's play taking place in the video?

A. CD-10 – Children show understanding of numbers and quantities during play and other activities
B. CD-11 - Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment

C. CD-12 – Children identify and use common shapes and concepts about position during play and other activities
D. CD-13 Children use mathematical thinking to solve problems in their everyday environment.

Format Rationale

Articulate is the appropriate solution for this e-learning module due to its ability to be run as a free-standing module. This will be beneficial for the asynchronous online courses that A-B Tech offers as part of their Early Childhood Education degree and certificate programs. This tool offers additional features that an interactive PowerPoint or video cannot offer to enhance student learning and engagement with the material.

Instructional Flow

To connect with the students, they will be presented with a brief introductory scenario, one that is similar to what is utilized in other assignments. This scenario starts with, "Imagine, you have just been hired to be the lead teacher for a three-year-old class…" This scenario will detail the expectation that they would be expected to utilize the NCFELD text in their planning for the children. This type of scenario setting will segway to the pre-test. Next, students will be given a walk-through of the structure and format of NCFELD. An opportunity to check for understanding before moving the content deeper into the Goals and Developmental Indicators. Moving to a deeper engagement with the document the content will walk through a scenario that will be utilized to engage students with the use and application of NCFELD to learning activities. These walk-throughs will provide students with a guided look at how to use the NCFELD document.

The interaction with the check your understanding components will branch students either forward in the module if they answer correctly. However, if a student answers incorrectly they will be branched to a review of why their answer was incorrect before moving forward with the module. At the end of the module, students will again be provided with an assessment that is a repeat of the pre-test with additional questions that assess the objective of the lesson. While the pre-test isn't a part of the objective it is an integral part of understanding NCFELD and utilizing it effectively in order to achieve the objective.

References

Asheville-Buncombe Technical Community College. (2020). *Early Childhood Education Data.*
Unpublished raw data.

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning
and development. Raleigh: Author.