Reflections on UbD Project

Jill Jezek

I was very pleased with the final result of my UbD project after teaching it to my students. It was a great learning experience for me and for them. We had some bumps, but we overcame them and had a lot of fun with each other learning about things we need versus things we want and how we can tell them apart. I would like to share my reflections and suggestions on what to do differently in the future.

Next time I teach this UbD unit I would try to complete it in a month. It took us about two months to finish everything and by the time students worked on their project, they needed a lot of refreshment on needs and wants. Most of this was due to snow days and other days off so our schedule kept getting pushed back. I incorporated the literature lessons because I wanted to reinforce reading and writing skills before entering MobyMax. I was glad I did because many of my students solidified their knowledge of what needs and wants are by rereading the A-Z decodable reader several times in literacy centers.

I began teaching the technology component by demonstrating on my Smartboard using my laptop and projector to show how students would enter MobyMax, find their writing assignment, and upload images. It worked fine in my classroom. Then we went to the computer lab and when everyone was trying to upload images to their page, it would not get past the image-loading icon. We came

to realize in the computer lab, the server would not allow Internet Explorer to upload images. Students then opened MobyMax using Google Chrome and were successful when uploading multiple images at the same time.

Before going to the computer lab for the first time to begin our MobyMax writing assignments, I showed students on the Smartboard how to insert pictures, scroll, change the font and size of text. However, when we got into the computer lab it was quite chaotic due to students not remembering how to do something. It worked out, though, because if there was one student who remembered how to change the font, they would show their neighbor, then that student could pass on the knowledge to their neighbor, and so on. It was definitely a trial and error work time. If I taught this same project again, I would give mini lessons in the computer lab and have students do step-by-step directions with me on each skill needed to create their assignment.

Students LOVED presenting their MobyMax writing assignments to the class using our Smartboard. It was their first time presenting, therefore, some were nervous. If I taught this lesson again, I would work more on presentation skills with my students before having them present to their peers: eye contact, loud and fluent speaking voice, ect.

In the end, I believe students learned what I had intended and they had fun completing their projects.