

MODULE 5

COURSE PROJECT

Development Document Structure

Liezl van Wyk

WALDEN UNIVERSITY

INSTRUCTIONAL DESIGN AND TECHNOLOGY

CAPSTONE:

**Practical Application Instructional
Design**

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MIDT6910

Susan Schnorr

CLICK.TRACK. LEARN.

A Teacher Training and Resource
Programme for Prep ICT

ADDIE Document

A handwritten signature in black ink, reading "Lizzy Byke" with a small heart symbol at the end. The signature is written in a cursive style.

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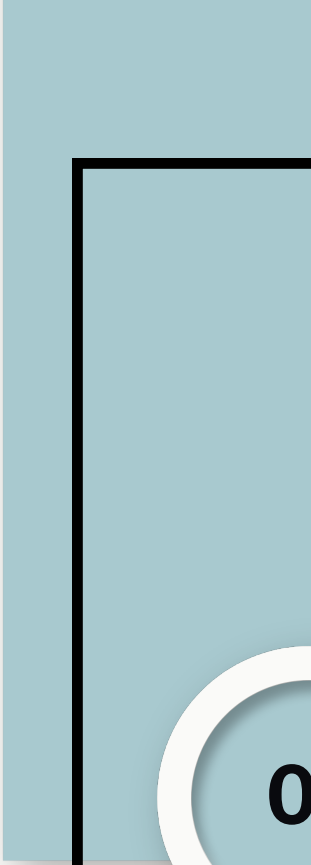
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01



ANALYSIS DOCUMENT

Project Description

HD Ningbo Primary has identified a need to **strengthen and standardize ICT instruction in the Prep grade**. Prep students are aged 5–7 and are English Second Language learners. They require clear, age-appropriate, skill-based ICT lessons that allow them to **practice basic digital skills in a structured and supportive way**.

Although a Prep ICT curriculum map has now been created, **the school does not yet have a consistent set of aligned lesson resources, student activities, or assessment tools to support teachers in delivering the curriculum**. Previous ICT resources were not clearly organized, had become outdated, and were often dependent on individual teachers. When teachers changed roles or left the school, resources were not always retained or shared consistently. In addition, the school is transitioning from a Windows-based interface to Apple/Mac devices, which means existing ICT lesson materials must be revised.

The proposed instructional solution is a **2-hour face-to-face CPD training session for Prep teachers, supported by a developing ICT resource program**. The program will include:

- Teacher lesson plans
- Skill-aligned student activities
- Assessment tools
- Progress-tracking
- Support for report card comments

The training will guide teachers in **understanding the Prep ICT curriculum**:

- Using the resources effectively
- Supporting students during ICT lessons
- Collecting progress data using the school scoring system

The goal of the project is to **help teachers deliver ICT lessons**:

- More consistently
- Reduce planning time
- Support young ESL learners
- Provide clearer evidence of student progress for Semester 2 report cards.

Needs Assessment

The current need has developed from several ongoing challenges within the Prep ICT program. While the curriculum itself is in place, teachers do not yet have a fully developed instructional system to support consistent implementation. The ICT computer component lacks up-to-date resources, especially as the school moves from Windows-based devices to Apple/Mac devices.

Teachers need support in several areas. They need to understand the Prep ICT curriculum objectives, identify which skills students should be practicing, match activities to those skills, and assess whether students have met the learning objectives. They also need resources that are easy to find and use across the year group.

At present, student progress is mostly observed informally. There is no consistent system for tracking student ICT data, even though ICT progress must be included on Semester 2 report cards. This creates a reporting challenge because teachers need evidence to support grades and comments.

The need is both instructional and organizational. Teachers require training, but they also need a centralized ICT resource program that supports lesson delivery, assessment, and reporting.

Key Needs Identified

Need	Description
Updated ICT resources	Existing materials need to be changed from Windows-based instructions to Apple/Mac-based instructions.
Teacher training	Teachers need guidance on the curriculum, resources, expectations and assessment process.
Consistent lesson delivery	ICT lessons need to be taught more consistently across Prep classes.
Student progress tracking	Teachers need a way to collect data linked to ICT skills and the school scoring system.
Report card support	Teachers need usable evidence and comment support for Semester 2 reports.
Centralized resource access	Resources need to stay within the school system so they are not lost when teachers move roles or leave.

Learner Assessment

The learner audience for the CLICK.TRACK.LEARN. The training program comprises 24 Prep-grade teachers at HD Ningbo Primary, including international teachers, Chinese national homeroom teachers, learning facilitators, and relevant specialists (e.g., English as an Additional Language support staff).

Demographic Characteristics

Topic	What Teachers Need to Know
Total number	24 Prep teachers
Age range	24–52 years
Gender	Mixed male and female teaching team
International teachers	6 (3 from South Africa, 1 from Canada, 1 from the UK, 1 specialist)
National teachers	18 Chinese national teachers and specialists
New teachers	3 brand new to teaching (graduated last year)
International teacher experience	4–16 years of teaching experience
National teacher experience	8 to more than 20 years of teaching experience

Learner Assessment

Cultural and Professional Context

The teaching team represents a multicultural professional environment. International teachers bring diverse educational perspectives from South Africa, Canada, and the UK, while Chinese national teachers contribute a deep understanding of the local student population and school culture. This diversity creates both a strength (varied pedagogical approaches) and a design consideration: training materials must use clear, accessible language with visual supports to ensure comprehension across language proficiency levels and cultural backgrounds.

Chinese workplace culture values structured professional development and collaborative learning, which aligns well with the face-to-face workshop format. However, participatory activities should be scaffolded to ensure comfort for teachers who may be less familiar with interactive training formats.

Learning Preferences

Based on the needs assessment questionnaire (JotForm, 2025), teachers indicated the following preferences for professional development:

Preference	Evidence from Data
Hands-on practice	17% requested "Mac device basics" training; 17% wanted practice matching activities to ICT skills
Ready-made resources	36% of resource requests were for "other" specific materials; teachers want practical, usable tools
Clear guidance on curriculum	15% cited curriculum objectives as a key challenge; 16% struggle with knowing which ICT skills to prioritise
Visual support for ESL learners	Qualitative responses noted "ESL students need more visual support" and "some students need very simple instructions"
Shared system to save time	Multiple responses highlighted that "a shared system would save planning time" and "resources should stay with the school"
National teachers	18 Chinese national teachers and specialists
New teachers	3 brand new to teaching (graduated last year)
International teacher experience	4–16 years of teaching experience
National teacher experience	8 to more than 20 years of teaching experience

Learner Assessment

Entry Competencies

Upon entering the training, Prep teachers can:

- Access and navigate basic digital platforms (school email, learning management systems)
- Deliver instruction using existing curriculum frameworks
- Manage young ESL learners in a classroom setting
- Understand the British curriculum model used at HD Ningbo Primary
- Observe student performance informally during ICT activities

Prerequisite Skills

To benefit fully from this training, learners should possess:

- Basic computer literacy (navigating file systems, opening applications, using a web browser)
- Familiarity with school digital platforms and login systems
- Understanding of the British curriculum framework used at HD Ningbo Primary
- Experience working with young ESL learners in a classroom setting
- Awareness of Semester 2 reporting requirements, including ICT progress grades and comments

Design Implications

These learner characteristics directly inform the training design:

Characteristic	Design Decision
Multilingual team	All training materials use clear, jargon-free language with visual supports; key terms defined on first use
Varied ICT confidence (3 brand-new teachers)	Content scaffolded with advanced options for confident teachers and additional support for beginners
Mixed cultural backgrounds	Balance of direct instruction and collaborative work; explicit instructions reduce ambiguity
Hands-on preference	Every concept includes a practical application task within the 2-hour session
Time pressure	Centralized resource programme reduces future planning time; navigation training focuses on efficiency
Apple/Mac transition	Dedicated segment on Mac interface differences; device-specific troubleshooting included
New teachers	3 brand new to teaching (graduated last year)
International teacher experience	4–16 years of teaching experience
National teacher experience	8 to more than 20 years of teaching experience

Contextual Analysis — Physical Environment Addition

Physical Instructional Environment

The 2-hour CPD training session will be delivered in the HD Ningbo Primary boardroom, which provides a professional, comfortable setting for adult learning.

Factor	Description
Seating	Large boardroom table with chairs arranged around it; supports face-to-face discussion and collaborative activities. Teachers can spread out materials and use their own devices comfortably.
Display technology	Interactive screen/whiteboard available for presentations, live demonstrations, and guided navigation practice. HDMI cable provided for device connection.
Whiteboard tools	Interactive whiteboard calibrated pen and whiteboard markers available for facilitator use and collaborative exercises.
Audio	JBL speaker ensures clear audio for all participants during video content or demonstration audio.
Lighting	Good lighting with large windows providing natural light; comfortable for extended screen viewing. Blinds available to reduce glare on the interactive screen if needed.
Temperature	Air conditioning regulated to 24 degrees Celsius; comfortable for the 2-hour session duration.
Noise	Boardroom environment is generally quiet; located away from student areas to minimize disruption.
Accommodations	No known disabilities requiring accommodation among current teaching staff; adjustments available upon request.
Transportation	Not applicable — training occurs on-site during contracted school hours.
Scheduling	Training scheduled during designated CPD time at the start of Semester 1, before teachers begin delivering the ICT curriculum.

Technology access

- Teachers will use their own devices given by the school (laptops/tablets) to access the ICT resource program during hands-on practice segments.
- New ICT Apple MacBooks - Available in the ICT room (Can be moved to CPD Room)
- Reliable school Wi-Fi is available throughout the session.

Performance Gap Analysis

The performance gap is the difference between what teachers can currently do and what they need to do to consistently teach Prep ICT and collect evidence of student progress.

Current Performance

Currently, teachers have access to a Prep ICT curriculum map, but the supporting lesson resources and tracking tools are not fully developed. ICT lessons may be inconsistent across classes because teachers do not all have the same resources, training, or guidance. Student progress is mostly observed informally, which makes it difficult to collect reliable data for report cards.

Teachers may also spend unnecessary time searching for resources or creating their own materials. This increases workload and creates inconsistency across the year group.

Desired Performance

After the training and implementation of the ICT resource program, teachers should be able to:

- Identify key Prep ICT curriculum skills
- Access ready-made ICT lesson resources quickly
- Match activities to curriculum objectives
- Guide students through skill-based ICT activities
- Differentiate support for young ESL learners
- Track student progress using the school scoring system
- Use progress data to support report card grades and comments

Performance Gap Summary

Current Situation	Desired Situation	Gap
Resources are not fully organized or updated.	Teachers can access centralized, skill-aligned resources	Resource organization gap
Teachers have not been trained consistently.	Teachers receive CPD training on curriculum, resources and tracking.	Training gap
Lessons vary across classes.	Teachers use a shared program and lesson structure.	Consistency gap
Student progress is observed informally.	Student progress is tracked using a clear system.	Assessment gap
Report comments lack consistent evidence.	Teachers use tracked data to support report comments.	Reporting gap

Contextual Analysis

The training will take place at HD Ningbo Primary during CPD time at the start of Semester 1. This timing is important because teachers need to understand the ICT expectations before delivering the curriculum throughout the year.

The instructional context is a workplace-based professional development setting. The training will be delivered face-to-face and will last approximately 2 hours. Teachers will need access to the ICT resource program during the session, likely via a Wix-based website, an Adobe Captivate prototype, or another digital platform.

The classroom context also shapes the project's design. Prep students use laptops and tablets that are also used by Year 1, Year 2, and Year 3 students. Because devices are shared across grade levels, students sometimes delete or move content needed by other classes. This creates a need for clear student routines, simple access points, and structured activities that reduce confusion.

The shift from Windows to Apple/Mac devices is also a key contextual factor. Teachers and students may need support with new interface features, app navigation, and device routines. Resources must therefore be updated to match the Apple/Mac environment.

The school context also includes staff movement across academic years. Since teachers may move to different year levels or leave the school, resources need to be stored in a centralized system rather than remaining with individual teachers. This will help protect the long-term sustainability of the ICT program.

Unit Goals



Develop a comprehensive understanding of the Prep ICT curriculum structure.

Effectively access and navigate the centralized ICT resource programme.

Accurately align learning activities to curriculum objectives and differentiate for young ESL learners.

Consistently track student ICT progress and use evidence to support report card feedback.

Task Analysis

Three key topics form the backbone of this 2 hour face to face session:

Facts and Concepts

Curriculum map skills,
Mac interface basics,
age-appropriate digital
literacy, hub navigation

**Prep ICT
Curriculum & Mac Basics**

Principles and Rules

Skill alignment,
differentiation strategies
for ESL learners, school
scoring system

**Skill Alignment
& Differentiation**

Procedures

Timed resource location,
progress tracking, report
comment composition,
data organization

**Resource Navigation &
Progress Tracking**

Task Analysis (Topic Analysis)

The training will include both topic-based knowledge and procedural skills.

Teachers need to understand the ICT curriculum, but they also need to practice using the resource program and tracking student progress.

Topic Analysis

Teachers need to understand the following key topics:

Topic	What the Learner Does	What Teachers Need to Know	Cues for Success or Problems
Prep ICT curriculum	Identify six key digital skills from the curriculum map and explain how each connects to age-appropriate literacy for 5–7-year-old ESL learners.	The key ICT skills students need to learn and practise, and how each skill supports digital literacy development for young ESL learners.	Skills are named correctly; explanations use two or more complete sentences per skill; a personal classroom connection is shared.
Apple/Mac transition	Observe the Mac interface demonstration and practise basic navigation routines (Finder, Safari, trackpad) during the guided walkthrough.	How the change from Windows to Apple/Mac affects lesson resources and instructions, and where Mac equivalents are located.	Teacher opens required apps without reverting to Windows terminology; trackpad gestures are used correctly; can locate equivalent functions independently.
ICT resource program	Locate one lesson plan, one student activity, and one assessment tool within five minutes; complete the login-to-download sequence in three minutes without help.	Where lesson plans, student activities, and assessment tools are located, and the step-by-step navigation sequence from login to download.	Correct materials are found within time limits; selected resources are Prep-level and Mac-compatible; teacher voluntarily shares one resource with a colleague.
Skill alignment	Match three activities to the correct curriculum objectives using the planning checklist; adapt one activity for a limited-English, low-ICT student profile using two scaffolding strategies.	How each activity connects to a curriculum objective, and which scaffolding strategies are appropriate for limited English proficiency and low prior ICT experience.	Activities are matched correctly; two distinct scaffolding strategies are identified from the strategy bank; strategies address both language and ICT barriers.

Task Analysis (Topic Analysis)

Topic	What the Learner Does	What Teachers Need to Know	Cues for Success or Problems
Differentiation	Justify in writing why differentiated ICT instruction matters for young ESL learners, giving two equity-based reasons.	How to support young ESL learners with different ICT ability levels, and why equity-based differentiation matters in multilingual classrooms.	Two distinct equity-based reasons are provided; reasons connect to ESL learner needs; writing is specific rather than generic.
Student progress tracking	Record one complete tracker entry using the school scoring system; complete an implementation planning card identifying which class to track first and when to start.	track first and when to start. How to record observable evidence of student performance, the differences between meeting, developing, and needs support, and how to plan for sustained implementation.	Tracker entry is accurate with the correct scoring category; evidence is specific and observable; planning card includes a specific class and start date.
Report card feedback	Compose one report card comment that references specific tracker evidence, aligns with the school scoring system, and meets the school's length and format guidelines.	How to use progress data to support grades and comments, the school's required comment length and format, and how to reference evidence without violating privacy.	Comment references specific evidence from the tracker; aligns with school scoring language; meets length and format requirements; is appropriate for parents.

Task Analysis (Procedural Analysis)

Teachers need to learn how to complete the following steps:

- 1 Open the ICT resource program.
- 2 Locate the correct Prep ICT lesson.
- 3 Review the lesson objective and linked curriculum skill.
- 4 Open or assign the student activity.
- 5 Guide students through the activity using clear routines and visual support.
- 6 Observe or review student performance.
- 7 Record student progress using the tracker and school scoring system.
- 8 Identify whether the student is meeting, developing or needing support with the skill.
- 9 Use the recorded data to write a short report card comment.
- 10 Reflect on whether the activity needs to be adapted for different learners.

Click. Track. Learn.

Task Analysis Flowchart | 2-Hour Face-to-Face Training

ENTRY: PREREQUISITE SKILLS

Basic computer literacy + Curriculum familiarity + ESL classroom experience

PHASE 1: KNOWLEDGE BUILDING

0:00 – 0:35 | Gagne's Events 1–3: Attention, Objectives, Recall

1.1

Cognitive — Remembering (Bloom's)

Given the curriculum map, identify 6 key digital skills with 100% accuracy

1.2

Cognitive — Understanding (Bloom's)

Explain how skills connect to age-appropriate digital literacy for 5–7-year-old ESL learners

1.3

Affective — Receiving (Krathwohl)

Articulate one personal connection between a curriculum skill and classroom practice

Formative Check: Verbal Q&A on curriculum skills

PHASE 2: SKILL DEVELOPMENT

0:35 – 1:15 | Gagne's Events 4–7: Content, Guidance, Practice, Feedback

Includes: Apple/Mac transition briefing (interface differences, navigation changes)

2.1

Cognitive — Applying (Bloom's)

Locate lesson plan, student activity, and assessment tool within 5 minutes

2.2

Psychomotor — Mechanism (Simpson)

Demonstrate complete navigation sequence (login to download) without help, under 3 min

2.3

Affective — Responding (Krathwohl)

Voluntarily share one discovered resource with a colleague

Formative Check: Timed navigation task — successful completion observed

PHASE 3: APPLICATION

1:15 – 1:50 | Gagne's Events 4–7 continued: Practice, Feedback, Assessment

3.1

Cognitive — Analyzing (Bloom's)

Match 3 activities to correct curriculum objectives using planning checklist (80% accuracy)

3.2

Cognitive — Creating (Bloom's)

Adapt 1 activity for ESL learners using 2 scaffolding strategies from differentiation bank

3.3

Affective — Valuing (Krathwohl)

Justify why differentiated ICT instruction matters for young ESL learners (2 equity reasons)

4.1

Cognitive — Applying (Bloom's)

Record 1 complete tracker entry using school scoring system (100% accuracy)

4.2

Cognitive — Creating (Bloom's)

Compose 1 evidence-based report card comment aligned to scoring system guidelines

Formative Check: Completed worksheets — alignment + tracker + comment reviewed

PHASE 4: CLOSURE AND TRANSFER

1:50 – 2:00 | Gagne's Events 8–9: Assessment, Retention, Transfer

4.3

Affective — Organizing (Krathwohl)

Commit to using progress tracking by completing implementation planning card (class + start date)

EXIT: MASTERY DEMONSTRATED

All 12 objectives assessed via completed tasks, worksheets, and planning card



Cognitive domain



Psychomotor domain



Affective domain



Formative assessment check

Figure 1:

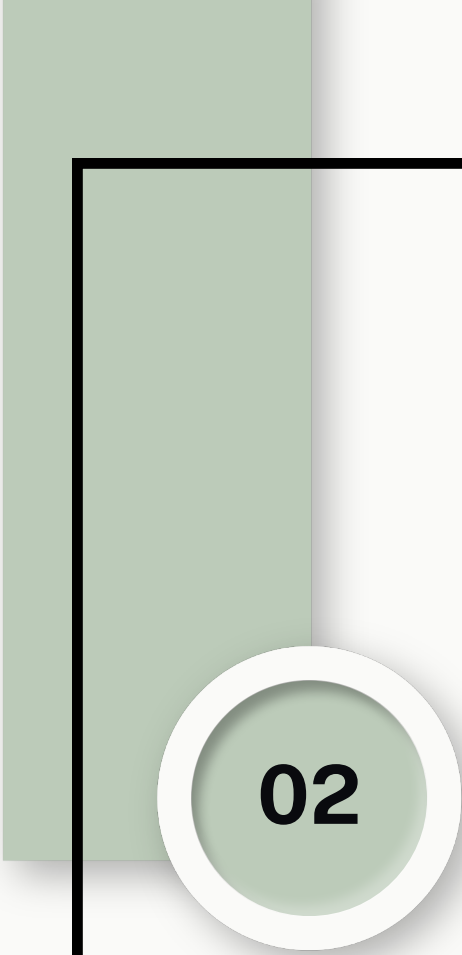
Task Analysis Flowchart – Learning-related sequencing across four training phases. Adapted from Morrison et al. (2019).

Task Analysis (Procedural Analysis)

Teachers need to learn how to complete the following steps:

Time	Activity	Purpose
0:00–0:05	Welcome and technology check-in	Settle participants, confirm device access
0:05–0:15	Introduction: problem data and training purpose	Establish relevance and motivation
0:15–0:25	Curriculum map overview: identify six key skills	Build foundational knowledge (Goal 1)
0:25–0:35	Curriculum connections: write skill explanations	Deepen understanding (Goal 1)
0:35–0:45	BREAK	Manage cognitive load
0:45–0:55	Apple/Mac transition: key differences	Update technical knowledge
0:55–1:10	Resource programme demonstration	Model navigation (Goal 2)
1:10–1:25	Guided navigation practice	Build procedural fluency (Goal 2)
1:25–1:40	Skill-activity alignment: group exercise	Develop analytical skills (Goal 3)
1:40–1:45	BREAK	Manage cognitive load
1:45–1:55	Differentiation: ESL learner case study	Apply adaptive strategies (Goal 3)
1:55–2:10	Progress tracking: model + practice	Develop assessment skills (Goal 4)
2:10–2:20	Report card comments: write using data	Create evidence-based feedback (Goal 4)
2:20–2:30	Implementation planning card + exit reflection	Commit to action (Goal 4)

This project addresses a real instructional need at HD Ningbo Primary by combining teacher training, curriculum-aligned ICT resources, and student progress tracking. The solution supports teachers in delivering ICT lessons more confidently and consistently while also helping the school collect useful evidence for report card feedback. By focusing on both teacher performance and student progress, the project offers a practical, sustainable approach to improving Prep ICT instruction.



02

DESIGN DOCUMENT



Instructional Objectives

By the end of the 2-hour CPD training, Prep teachers will be able to:

Number	SMART Learning Objective	Bloom's Taxonomy Level	Evidence of Learning
1	Teachers will identify and explain six key digital skills and their connection to age-appropriate digital literacy for 5–7-year-old ESL learners.	Remembering / Understanding	Skills matching activity + written explanations
2	Teachers will independently locate, access, and implement lesson plans, student activities, and assessment tools from the ICT resource programme within five minutes.	Applying	Timed navigation task
3	Teachers will accurately match student activities to curriculum objectives and identify appropriate differentiation strategies for young ESL learners.	Analyzing / Creating	Alignment worksheet + differentiation plan
4	Teachers will record student ICT progress using the school scoring system and compose one evidence-based report card comment aligned with school reporting guidelines.	Applying / Creating	Tracker entry + report comment

Intended Outcomes

After the training, teachers should be able to find ICT resources more quickly, use shared resources more consistently, and deliver lessons that better align with the required skills. New teachers should feel more supported, planning time should be reduced, and student progress data should be easier to collect for reporting.

Instructional Objectives – Broken Down

"Following Morrison et al. (2019, Chapter 5), instructional objectives were developed from four program goals using the ABCD format (Audience, Behavior, Condition, Degree). Each goal is supported by three objectives. All three learning domains, cognitive, psychomotor, and affective, are represented across the full set of twelve objectives. The four goals below consolidate and refine the five goals established in the Module 1 Project Statement; the mapping is noted after each goal."

Goal 1: Teachers will develop a comprehensive understanding of the Prep ICT curriculum structure and the digital skills students are expected to learn. (Maps to Module 1 Goal 5)

Objective	Domain	Objective	Taxonomy Level
1.1	Cognitive	Given the curriculum map, teachers will identify six key digital skills with 100% accuracy.	Remembering (Bloom's)
1.2	Cognitive	Teachers will explain how two skills connect to age-appropriate digital literacy for 5–7-year-old ESL learners.	Understanding (Bloom's)
1.3	Affective	During the discussion, teachers will share one personal connection between a curriculum skill and their classroom practice.	Receiving (Krathwohl)

Goal 2: Teachers will effectively access and navigate the centralized ICT resource programme to locate and implement appropriate lesson materials. (Maps to Module 1 Goal 4)

Objective	Domain	Objective	Taxonomy Level
2.1	Cognitive	Using their device and navigation guide, teachers will locate a lesson plan, student activity, and assessment tool within 5 minutes.	Applying (Bloom's)
2.2	Psychomotor	Teachers will demonstrate the complete navigation sequence (login to download) without facilitator help, under 3 minutes.	Mechanism (Simpson)
2.3	Affective	Following navigation practice, teachers will voluntarily share one discovered resource with a colleague.	Responding (Krathwohl)

Instructional Objectives

Goal 3: Teachers will accurately align learning activities to curriculum objectives and apply differentiation strategies for young ESL learners. (Maps to Module 1 Goals 2 + 3)

Objective	Domain	Objective	Taxonomy Level
3.1	Cognitive	Given three activities and one objective, teachers will match each activity to the correct objective using the planning checklist, with 80% accuracy.	Analyzing (Bloom's)
3.2	Cognitive	Given one activity and an ESL learner profile, teachers will identify two scaffolding strategies from the differentiation bank.	Creating (Bloom's)
3.3	Affective	During the differentiation discussion, teachers will justify why differentiated ICT instruction matters for ESL learners, giving two equity-based reasons.	Valuing (Krathwohl)

Goal 4: Teachers will consistently track student ICT progress using the school scoring system and use evidence to support report card feedback. (Maps to Module 1 Goal 1)

Objective	Domain	Objective	Taxonomy Level
4.1	Cognitive	Given sample student data, teachers will record one complete tracker entry using the school scoring system with 100% accuracy.	Applying (Bloom's)
4.2	Cognitive	Using one tracker entry, teachers will compose one report card comment that references specific performance evidence and aligns with school format guidelines.	Creating (Bloom's)
4.3	Affective	At the conclusion of training, teachers will complete an implementation planning card identifying which class they will track first and when they will start.	Organizing (Krathwohl)

Sequencing Description

The training uses learning-related sequencing (Morrison et al., 2019, Chapter 6), which organizes content from prerequisite knowledge to advanced application. This sequencing scheme ensures teachers master foundational curriculum understanding before progressing to hands-on resource navigation and complex tasks such as differentiation and progress tracking.

The sequencing aligns with Gagne's Nine Events of Instruction:

Phase 1: Orientation and Knowledge Building (0:00–0:35)

- Gain attention and establish motivation
- Inform learners of objectives
- Stimulate recall of prior knowledge
- Present curriculum structure
- Activities: Welcome & Tech Check, Why This Matters, Skill Snap
- Formative check: verbal Q&A

Phase 2: Skill Development and Guided Practice (0:45–1:25)

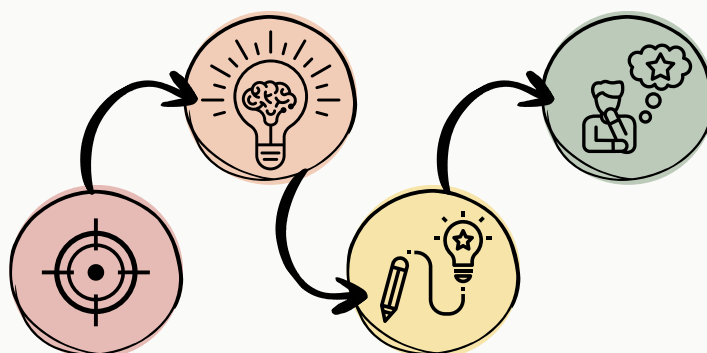
- Present Apple/Mac transition content
- Present resource program structure
- Provide learning guidance: live demonstration
- Elicit performance: guided navigation practice
- Activities: Mac Match-Up, Resource Scavenger Hunt
- Formative check: timed navigation task

Phase 3: Application and Independent Practice (1:25–1:55)

- Present differentiation strategies
- Elicit performance: independent alignment and adaptation exercises
- Provide feedback: peer review and facilitator check
- Activities: Match and Defend, Support the Student
- Formative check: completed worksheet review

Phase 4: Closure and Transfer (1:55–2:30)

- Present progress tracking and report comment procedures
- Elicit performance: tracker entry and comment writing
- Assess performance: review of completed tasks
- Enhance retention and transfer: implementation planning card
- Activities: Track It, Comment Builder and Commit Card



Instructional Message

The instructional message for CLICK.TRACK.LEARN. is organized around a single guiding principle: teachers learn best by doing. The message structure follows a "show, guide, release" model (Morrison et al., 2019), in which facilitators first demonstrate a skill, then guide teachers through scaffolded practice, and finally release them to independent application.

Core Message Components:

1. Relevance First:

- a. Open with data showing the problem:
 - i. inconsistent ICT lessons, lost planning time, and reporting challenges. Connect every activity to a real classroom need.

2. Clear Structure:

- a. Use consistent formatting across all materials so teachers can anticipate what comes next.
 - i. Every segment follows the format: "What, Why, How, Practice."

3. Visual-First Communication:

- a. Given the multilingual teaching team, minimize text-heavy slides.
 - i. Use screenshots, icons, color-coding, and live demonstrations as primary communication channels.

4. Immediate Application:

- a. Every concept taught is practiced within the same session.
 - i. There is no purely theoretical segment; all content connects to a hands-on task.

5. Sustainability Messaging:

- a. Emphasize that the resource programme and tracking tools will remain available and continuously updated, protecting teacher investment of time and effort.

Strategies Table

Objective	Strategy	Delivery Method	Media	Assessment
1.1	Direct instruction + guided identification	Facilitator-led curriculum map walkthrough	Slide deck, printed curriculum map	Verbal naming of six skills; facilitator check
1.2	Elaborative interrogation + written response	Individual writing + partner share	Worksheet, curriculum skill cards	Review written explanations for completeness
1.3	Personal relevance + reflective sharing	Small group discussion	Anchor chart, discussion prompts	Facilitator listens for specific connections
2.1	Demonstration + guided practice	Facilitator models; teachers follow on devices	Projected screen, teacher laptops, navigation guide	Observation: successful completion within 5 min
2.2	Independent timed practice	Individual computer-based task	Navigation prompt card, teacher device	Time check: under 3 min without help
2.3	Social sharing + peer learning	Voluntary resource sharing with colleagues	Shared "teacher favorites" list	Facilitator observation of voluntary sharing
3.1	Collaborative matching exercise	Small group work with planning checklist	Alignment worksheet, activity cards, checklist	Scored worksheet: 80% accuracy
3.2	Case-based adaptation	Individual analysis using strategy bank	Student profile scenario, differentiation strategy bank	Review adaptation for two specific strategies
3.3	Values-based justification	Written reflection + optional sharing	Justification prompt card, writing template	Review for two distinct equity-based reasons
4.1	Modeling + independent practice	Facilitator demonstrates; teachers complete entry	Projected tracker, sample data, tracker template	Accuracy check: correct scoring category
4.2	Guided writing using evidence	Template-based individual writing	Comment bank, tracker data, format guide	Comment reviewed against school requirements
4.3	Commitment + action planning	Individual completion of implementation card	Planning card template	Card collected; facilitator reviews specificity

Text Design

The **CLICK.TRACK.LEARN.** Visual identity is built on a friendly-tech aesthetic, professional enough for educators, approachable enough for a multicultural teaching team, and visually connected to the digital literacy skills being taught. The brand communicates clarity, confidence, and playful precision.

Brand Voice and Tone

Learner-facing content should be written in a clear, concise, and encouraging style.

Language must be accessible for multilingual educators, with short instructions, consistent terminology, and a strong focus on action.

The tone is warm and supportive

- Teachers are professional, educated colleagues, not students
- While maintaining professional credibility.

Feedback and guidance should be:

- Constructive
- Helping teachers build confidence with technology.

The overall voice aligns with the **CLICK.TRACK.LEARN.** identity by **feeling capable, organized, and refreshingly uncomplicated.**

Why These Fonts:

- **Poppins** is a geometric sans-serif with excellent screen readability, consistent letterforms across weights, and a modern, friendly appearance. Its rounded characters feel approachable without sacrificing professionalism. This is ideal for a teacher audience that includes both international and Chinese national educators.
- **Quicksand** is used sparingly as an accent font. Its rounded terminals and soft geometry add warmth and a subtle "cute" quality to decorative elements like numbers, icons, and emphasis text, without compromising accessibility in large sizes.

Type Specifications

- **Line height:** 1.5 for body text, 1.3 for headings
- **Letter spacing:** Normal for body; +0.5 px for uppercase headings
- **Maximum line length:** 60–75 characters for optimal readability
- **Text alignment:** Left-aligned for instructional content; centered for titles and brand elements only
- **All text** should use sentence case (not ALL CAPS) for body content; Title Case for headings

Poppins

Aa

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Bold

Aa

Regular

Aa

Bold Italic

Aa

Regular Italic

Aa

Display

Display or Logo

Bold

Size: 48–72 px

Programme title, section
openers, brand lockups

Heading 1

H1

Semi Bold

Size: 32–40 px

Slide titles, major section
headers

Heading 2

H2

Medium

Size: 24–28 px

Subsection headers, activity
titles

Heading 3

H2

Medium

Size: 20–22 px

Card titles, tab labels

Font Hierarchy

Body Text

Body Text
Regular
Size: 16–18 px
Paragraphs, instructions,
descriptions

Captions / Labels

Captions or Labels
Regular
Size: 12–14 px
Image captions, footnotes, UI
labels

Quicksand

Aa

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Bold

Aa

Regular

Aa

Bold Italic

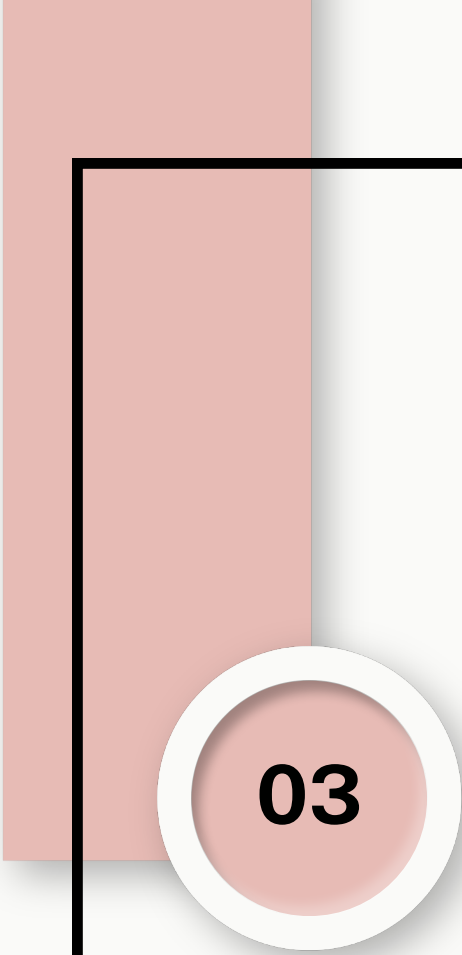
Aa

Regular Italic

Aa

Special

Special Font
Medium
Size: 24–36 px
Pull quotes, callout numbers,
emphasis text



03



DEVELOPMENT GUIDE

Description of Instructional Materials

The **'CLICK.TRACK.LEARN.'** instructional materials have been designed to support a two-hour face-to-face professional development workshop for Prep-grade teachers at HD Ningbo Primary. The program addresses the identified gap between current ICT lesson delivery practices and the school's expectation for consistent, curriculum-aligned instruction with systematic student progress tracking.

The materials package includes five core instructional resources, eight structured learning activities, a comprehensive assessment framework, and supporting multimedia elements. All materials have been designed in accordance with the HD Ningbo School Brand Guidelines, with Poppins as the primary typeface and a carefully selected color palette to ensure WCAG 2.1 Level AA accessibility compliance.

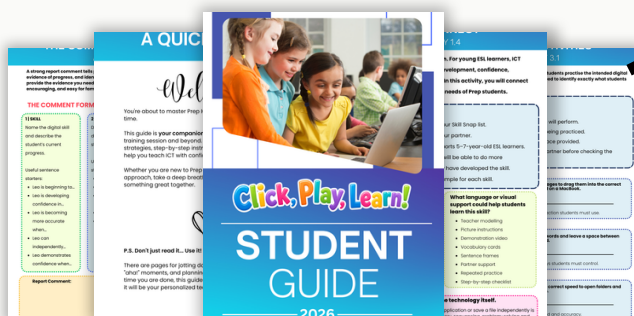
Sample Instructional Materials



Read Me Firts Guide

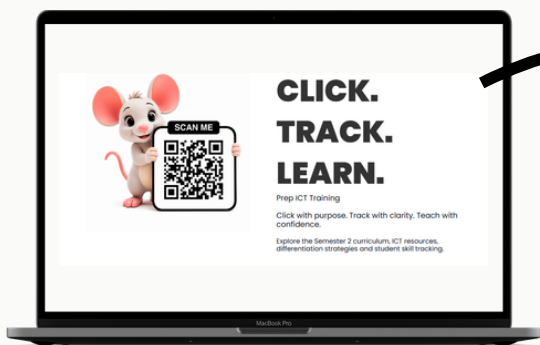


Facilitator's Guide

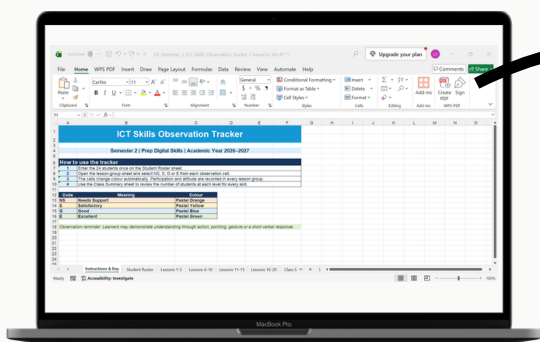


Student Guide

Sample Instructional Materials



ICT Web based
Training materials



Teachers Data Tracking



ICT Website



ICT Curriculum -
Semester 2 Updated

Delivery Method

This training uses a face-to-face group delivery model rather than a fully self-paced online approach. The rationale for this decision is based on five key factors drawn from the needs assessment and contextual analysis: multicultural teaching team, hands-on Mac transition, real-time peer collaboration, immediate facilitator feedback, and building shared understanding.

Factor 1: Multilingual Teaching Team Requires Scaffolding

The Prep teaching team comprises 24 teachers from diverse cultural and linguistic backgrounds, including international teachers from South Africa, Canada, and the UK, as well as Chinese national homeroom teachers. Face-to-face delivery allows the facilitator to adjust language complexity in real time, provide clarifying explanations, and use visual demonstrations that transcend language barriers. This is critical for ensuring all teachers, regardless of English proficiency, can fully participate.

Factor 2: Hands-On Mac Device Transition

The school is transitioning from Windows-based devices to Apple/Mac devices. This transition requires physical, hands-on practice that cannot be effectively replicated in a self-paced online module. Teachers need to physically navigate the new interface, practice click sequences, and troubleshoot device-specific issues with facilitator support immediately available.

Factor 3: Real-Time Peer Collaboration

The training incorporates collaborative activities such as Skill Snap (peer skill identification), Match and Defend (group alignment exercises), and peer feedback on report comments. These activities build collective professional knowledge and create a shared language around ICT instruction. Face-to-face delivery enables the spontaneous knowledge sharing and peer support that make these activities effective.

Factor 4: Immediate Facilitator Feedback

Formative assessment checkpoints are embedded throughout the training. Face-to-face delivery allows the facilitator to observe teacher practice, catch misconceptions immediately, and provide just-in-time coaching. This is particularly important for the progress-tracking and report-comment-writing components, where accuracy directly impacts the quality of the Semester 2 report card.

Factor 5: Building Shared Understanding

A central goal of this training is to establish consistent ICT practice across all Prep classes. Face-to-face delivery creates a shared experience where all teachers hear the same messages, see the same demonstrations, and agree on the same standards. This collective alignment is more difficult to achieve when teachers complete self-paced modules at different times with different levels of engagement.

Delivery Method

Self-Paced Elements Within the Group Model

While the primary delivery is face-to-face, the program incorporates self-paced elements that teachers can access after the workshop: the Canvas LMS course, Articulate 360 scenario modules, downloadable resource templates, and the ICT resource program itself. These self-paced components provide just-in-time support as teachers plan actual lessons.

This blended approach – face-to-face for initial skill building, self-paced for ongoing reference and new teacher onboarding – provides the best of both delivery models while remaining practical for the school's CPD schedule.

Instructional Materials Summary:

Material	Purpose	Linked Assessment
Curriculum Skill Cards	Help teachers identify 6 key Prep ICT skills and explain connections to ESL learners	Curriculum Skills Quick Check
Mac Match-Up Guide	Support teachers in rewriting Windows instructions for Mac devices	Verbal Q&A and facilitator checklist
Resource Scavenger Hunt Card	Guide teachers to locate lesson plan, activity, and assessment tool within 5 minutes	Timed Resource Navigation Task
Alignment and Differentiation Worksheet	Support matching activities to objectives and adapting for ESL learners	Skill-to-Activity Matching Task + ESL Case Study
Progress Tracker and Comment Builder	Enable recording student progress and writing evidence-based report comments	Progress Tracker Practice + Report Comment

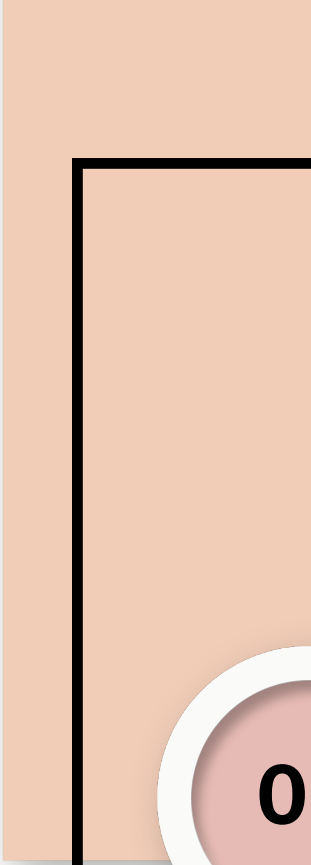
Description of Assessment Materials

The assessment framework includes seven formative assessments embedded within the training activities, one culminating summative assessment (the ICT Lesson Readiness Pack), one follow-up assessment conducted two weeks post-training, and a Learner Satisfaction Survey. All assessments are performance-based, requiring teachers to demonstrate skills rather than recall information.

Each assessment is directly aligned to one or more instructional objectives, ensuring that every assessment measures a specific, observable behaviour. The assessment instruments have been designed using the HD Ningbo scoring system language (Meeting Expectations, Developing, Needs Support) to maintain consistency with school-wide practices.

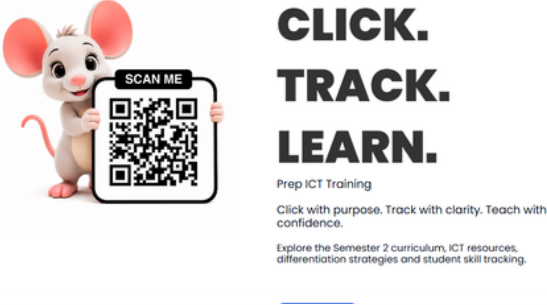
The image shows a collage of five assessment forms from the ICT Lesson Readiness Pack. The forms are colorful and feature a cartoon mouse character. The forms include sections for 'My Commi', '4.3 Peer Feedback Check', 'Writer edits made', and 'Facilitator check'. They feature checkboxes, text boxes, and a cartoon mouse character.

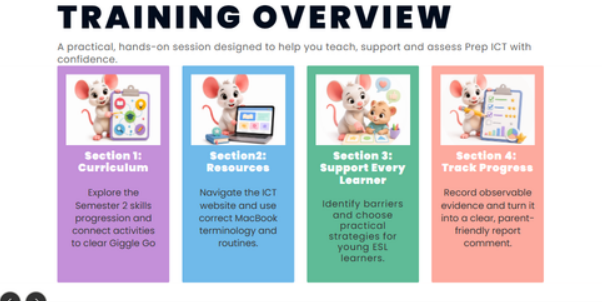
The ICT
Lesson Readiness Pack

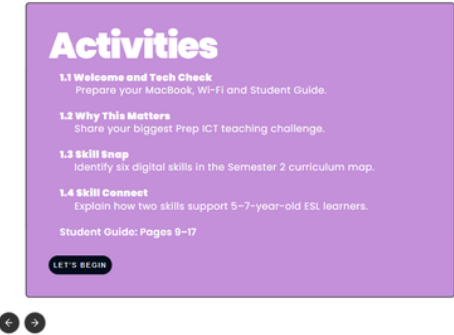


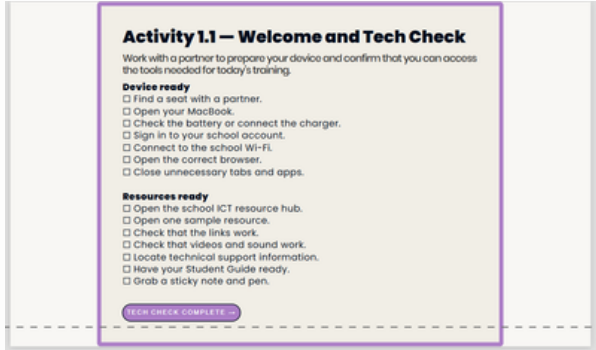
03

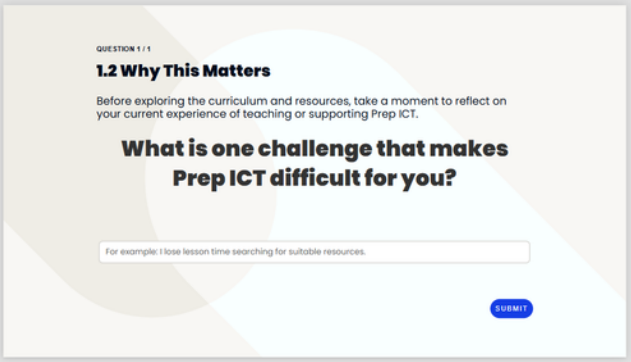
STORY BOARD

Lesson Name:	Click. Track. Learn.	Screen number:	Slide 1 – Welcome Page Phase 1
Script		Image/Visuals	
‘Welcome to Click.Track.Learn.’ a practical Prep ICT training experience. During this session, you will explore the Semester 2 curriculum, navigate the Giggle Mice resource hub, identify strategies for supporting young ESL learners, and practice recording observable evidence of student progress. Scan the QR code to open your Student Guide. When you are ready, select Start Training.		School logo, title slide with CLICK.TRACK.LEARN. branding, QR Code 	
Interactions, branching and programming notes		Additional Notes	
On-screen text CLICK. TRACK. LEARN. Prep ICT Training Click with purpose. Track with clarity. Teach with confidence. Explore the Semester 2 curriculum, Giggle Mice resources, differentiation strategies and student skill tracking. START TRAINING Visuals/media • Final mouse-and-QR illustration • White background • Dark navy text • Blue Start Training button Interaction/activity • QR code opens the Student Guide. • Start Training advances to Slide 2. • Do not auto-advance. • No learner response is collected.		Enable closed captions. Make the QR code and the Start button keyboard-accessible. The actual tech check occurs in Activity 1.1 on the Student Guide page 9.	

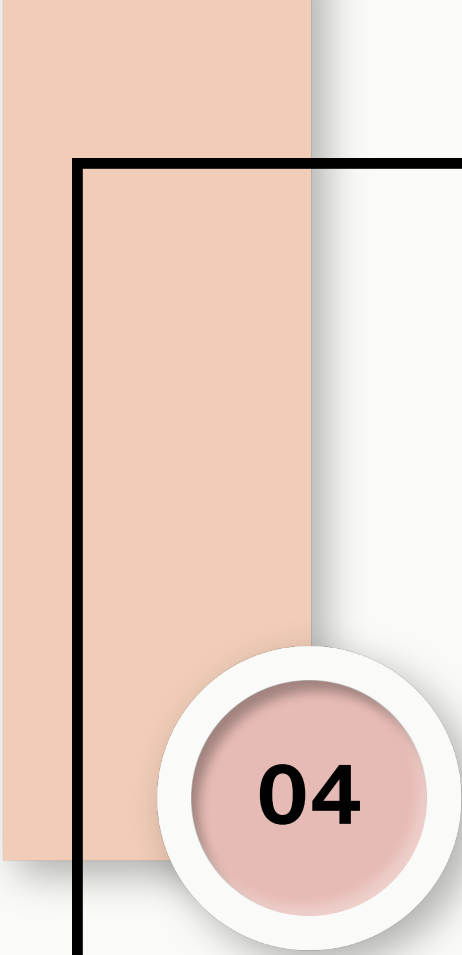
Lesson Name:	Click. Track. Learn.	Screen number:	Slide 2 – Training Overview Phase 1
Script		Image/Visuals	
This training is organised into four connected sections. First, you will explore the Semester 2 curriculum and connect activities to clear Giggle Goals. Next, you will navigate the Giggle Mice resource hub and use correct MacBook terminology and routines. You will then identify practical strategies for supporting young ESL learners. Finally, you will practise recording observable evidence and turning it into a clear, parent-friendly report comment. Select Continue when you are ready.		 TRAINING OVERVIEW A practical, hands-on session designed to help you teach, support and assess Prep ICT with confidence. Section 1: Curriculum Explore the Semester 2 skills progression and connect activities to clear Giggle Go. Section 2: Resources Navigate the ICT website and use correct MacBook terminology and routines. Section 3: Support Every Learner Identify barriers and choose practical strategies for young ESL learners. Section 4: Track Progress Record observable evidence and turn it into a clear, parent-friendly report comment.	
Interactions, branching and programming notes		Additional Notes	
On-screen text SECTION 1 OF 4 01 Welcome, Why This Matters & Skill Snap Prepare your technology, reflect on your current challenges and explore the key Semester 2 digital skills. Interaction/activity • Back returns to Training Overview. • Right arrow advances to Slide 4. • No skill-identification activity occurs on this opening slide.		Enable closed captions for the narration. Keep the slide visible until the learner selects Continue. Add descriptive alternative text to each meaningful illustration. Keep decorative images out of the keyboard tab order. Do not collect sticky-note responses on this screen. The challenge reflection will appear later in Activity 1.2: Why This Matters.	

Lesson Name:	Click. Track. Learn.	Screen number:	Slide 4 – Section 1 Activities Overview Phase 1
Script		Image/Visuals	
Section One contains four activities. Begin with the Welcome and Tech Check to prepare your device and access the ICT resource hub. Next, identify one challenge that makes Prep ICT difficult for you. During Skill Snap, work with a partner to identify six digital skills from the Semester 2 curriculum map. Finally, choose two skills and explain how they support 5–7-year-old ESL learners. Use pages 9 to 17 of your Student Guide.			
Interactions, branching and programming notes		Additional Notes	
On-screen text ACTIVITIES 1.1 Welcome and Tech Check Prepare your MacBook, Wi-Fi, and Student Guide. 1.2 Why This Matters Share your biggest Prep ICT teaching challenge. 1.3 Skill Snap Identify six digital skills in the Semester 2 curriculum map. 1.4 Skill Connect Explain how two skills support 5–7-year-old ESL learners. Student Guide: Pages 9–17 BEGIN ACTIVITY 1.1 Interaction/activity • Begin Activity 1.1 by opening the Student Guide or pausing for live facilitation. • Participants complete the activities in the Student Guide. The facilitator circulates and checks responses.		Activity 1.3 requires participants to record the lesson in which the skill is introduced, not the term. Activity 1.4 asks participants to connect two skills to language, confidence, independence, fine-motor development, problem-solving, collaboration, or digital safety.	

Lesson Name:	Click. Track. Learn.	Screen number:	Slide 5 – Activity 1.1: Welcome and Tech Check
Script		Image/Visuals	
Before we begin, take a few minutes to make sure your device and resources are ready for the session. Work with a partner to complete the checklist on the screen. Check your battery, sign in to your school account, connect to the school Wi-Fi and open the correct browser. Next, open the school’s ICT resource hub and test one sample resource. Confirm that its links, video and sound are working. Make sure you know where to ask for technical help, then have your Student Guide, sticky note and pen ready. Select each item as you complete it. When you are ready, select Tech Check Complete.			
Interactions, branching and programming notes		Additional Notes	
On-screen text 1.1 WELCOME AND TECH CHECK Work with a partner to prepare your device and confirm that you can access everything needed for today’s session. Device Ready - Find a seat with a partner. - Open your MacBook. - Check the battery or connect the charger. - Sign in to your school account. - Connect to the school Wi-Fi. - Open the correct internet browser. - Close unnecessary tabs and applications. Resources Ready - Open the school’s ICT resource hub. - Open one sample resource. - Check that all links are working. - Check that videos and sound are working. - Locate technical support information. - Have your Student Guide ready. - Grab a sticky note and pen. Student Guide: Page 9 TECH CHECK COMPLETE →		The checklist wording matches Activity 1.1 in the Student Guide. Learner interaction Learners select each checkbox as they complete the task. Selected items change to a green tick. Learners work with a partner. Selecting Tech Check Complete advances to Activity 1.2. Buttons GO BACK YES, CONTINUE → This gives you meaningful interaction without unnecessary programming. Navigation Back: returns to the Section 1 Activities overview Tech Check Complete: opens the confirmation pop-up Yes, Continue: advances to Activity 1.2 No branching required	

Lesson Name:	Click. Track. Learn.	Screen number:	Slide 6 – Why it matters
Script		Image/Visuals	
Before exploring the Prep ICT curriculum and resources, take a moment to reflect on your current experience. Think about the ICT lessons you currently teach or support. What is one challenge that makes Prep ICT difficult for you? Your challenge may relate to planning, suitable resources, mixed ability levels, students’ English proficiency, assessment, reporting, the transition from Windows to Mac, limited lesson time, classroom routines or technical problems. Type one clear challenge in the response box/ Add a sticky note to the anchor chart Read at least two challenges shared by other teachers and identify one that is similar to your own. When you have finished, select Continue to Skill Snap.		 The screenshot shows a digital interface for a survey. At the top, it says 'QUESTION 1 / 1' and '1.2 Why This Matters'. Below this is a paragraph: 'Before exploring the curriculum and resources, take a moment to reflect on your current experience of teaching or supporting Prep ICT.' The main question is 'What is one challenge that makes Prep ICT difficult for you?'. There is a text input field with a placeholder example: 'For example: I lose lesson time searching for suitable resources.' and a blue 'SUBMIT' button at the bottom right.	
Interactions, branching and programming notes		Additional Notes	
On-screen text 1.2 WHY THIS MATTERS Before exploring the curriculum and resources, reflect on your current experience of teaching or supporting Prep ICT. What is one challenge that makes Prep ICT difficult for you? Type one clear challenge below. Add it to the challenge board: 1. Write your challenge on a sticky note. 2. Place it on the shared challenge board. 3. Read at least two other challenges. 4. Find one challenge similar to your own. Student Guide: Page 10 ADD MY CHALLENGE → Learner interaction/activity: Participants write one Prep ICT challenge on a physical sticky note and place it on the shared anchor chart. They read at least two colleagues’ responses and identify a repeated or similar challenge.		Allow approximately five minutes. Group similar sticky notes together after participants have added their responses. Use the common themes to connect participants’ challenges to the training goals.	

Lesson Name:	Click. Track. Learn.	Screen number:	Slide 7 – Activity 1.3: Skill Snap
Script		Image/Visuals	
Digital skills are not taught in isolation. For young ESL learners, an ICT activity can also develop language, listening, confidence, independence, fine-motor control, problem-solving, collaboration and digital safety. Choose two skills from your Skill Snap list and discuss them with your partner. For each skill, explain how it supports the learner beyond the technology itself. Consider what the student may be able to do more independently once the skill has developed. Then identify one language or visual support that could help the student learn the skill and record one practical example in your Student Guide. You have eight minutes. Be ready to share one connection with the group.			
Interactions, branching and programming notes		Additional Notes	
On-screen text 1.4 SKILL CONNECT Choose two skills from your Skill Snap list. • Explain how each skill supports a young ESL learner. • Identify one wider learning benefit. • Suggest one language or visual support. • Record one practical classroom example. Think about: Language • Listening • Confidence • Independence • Fine-motor development • Problem-solving • Collaboration • Digital safety Student Guide: Page 17 WE HAVE CONNECTED TWO SKILLS → Learner interaction • Participants work in pairs. • They select two skills from Activity 1.3. • They discuss the wider learning benefits. • They record one explanation and one practical example for each skill. • Selected pairs share one connection with the whole group. Captivate programming notes • No answers are typed into Captivate. • The slide remains visible during the partner discussion. • The completion button advances to Section 2. • Back returns to Activity 1.3. • No scoring or branching is required. • An optional eight-minute timer may be displayed, but the facilitator controls the timing.		Keep the activity explicitly linked to the participants’ own Skill Snap choices. Encourage specific explanations rather than generic statements. Language or visual supports may include teacher modelling, picture instructions, demonstration videos, vocabulary cards, sentence frames, partner support, repeated practice or a step-by-step checklist. Participants should retain their responses as part of the final ICT Lesson Readiness Pack. After this activity, move to the break or Section 2 opening according to the final course sequence.	



04

IMPLEMENTATION PLAN & FACILITATOR'S GUIDE

1.1 Context and Participants

The CLICK.TRACK.LEARN. workshop was implemented on Monday, 28 July 2026, in the HD Ningbo Primary School Innovation Lab. Of the 24 Prep teachers invited, 20 attended (83% attendance rate). Four teachers were absent: two on approved sick leave, one attending a mandatory parent conference, and one who reported forgetting the session despite the 48-hour reminder sent via WeChat.

Participant demographics reflected the school's teaching profile: 14 Chinese nationals, 4 South African expatriates, 1 British teacher, and 1 Australian teacher. Teaching experience ranged from 1 to 12 years (mean = 4.3 years). Fifteen participants (75%) reported having used a Windows PC as their primary device prior to the school's Mac transition in January 2026; only five identified as 'comfortable' with Mac terminology before the session. This demographic profile is significant because it confirms that the majority of participants faced the exact problem the workshop was designed to address: navigating a new technology ecosystem with limited prior experience.

The session followed the 120-minute structure outlined in the facilitator guide: Phase 1 (Curriculum Overview, 0:00–0:25), Phase 2 (Resource Navigation, 0:25–0:45), a 10-minute break (0:45–0:55), Phase 3 (Differentiation and Tracking, 0:55–1:30), Phase 4 (Comment Writing, 1:30–1:55), and Close (1:55–2:00). All facilitator materials were prepared per the F1 Pre-Workshop Checklist, including printed A5 activity cards, the published Captivate HTML5 package (tested on Chrome and Safari), and QR codes linking to the Giggle Mice resource hub.

1.2 High Points

Three aspects of the implementation exceeded expectations and are worth preserving in future iterations:

- Phase 2 Scavenger Hunt (Activity 2.3): This timed competitive task generated the highest energy level of the session. Teachers worked in pairs to locate five specific resources on the Giggle Mice hub within five minutes. The competitive framing ('first pair to find all five wins a Giggle Mice sticker') created immediate engagement. Several participants reported that this activity alone demystified the resource hub. One teacher commented: 'I have been avoiding this website for six months because I did not know where to start. Now I know exactly where everything is.' This comment captures the essence of what the activity was designed to achieve: transform an anxiety-inducing digital space into a familiar, navigable tool. The Scavenger Hunt's 100% completion rate further confirms its effectiveness.

- Activity 3.2 Match and Defend: The matching activity, where teachers paired Giggle Goals with curriculum activities and defended their choices to a partner, produced rich collaborative dialogue. The 80% accuracy target was met (mean accuracy = 85%), and the peer-defence structure surfaced misconceptions that the facilitator could address in real time. Teachers valued hearing how colleagues justified their matches, which modelled the analytical process more effectively than a facilitator-led lecture. This peer-teaching dynamic is consistent with social constructivist learning theory (Vygotsky, 1978) and validates the pair-based design decision.

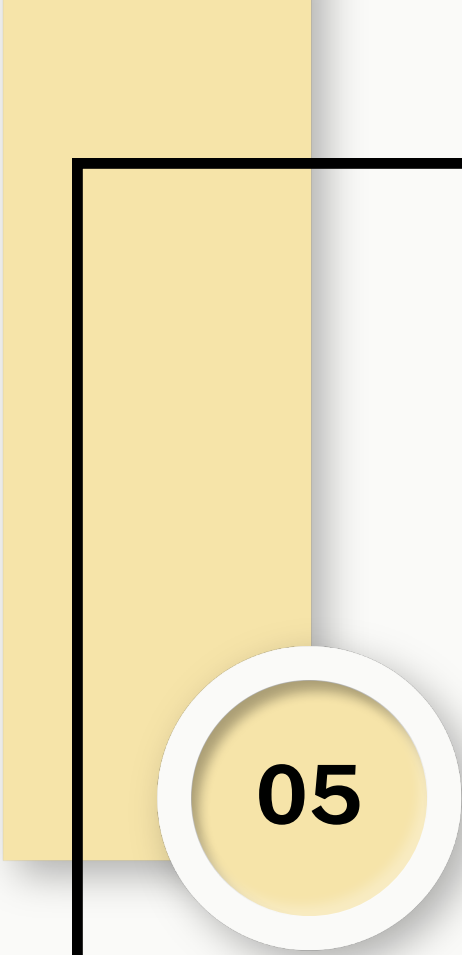
- The A5 Comment Formula Cards (Activity 4.1): Teachers consistently rated this as the most immediately transferable tool. The three-part structure (Skill + Evidence + Next Step) was described as 'simple enough to use tomorrow' by multiple participants. The sentence frames provided scaffolding that reduced cognitive load for teachers who had previously struggled with report comment writing. This finding is particularly important because it demonstrates that even within a compressed Phase 4, the most essential content was still absorbed and valued.

1.3 Challenges

Two significant challenges affected the session flow. Neither was anticipated, and both provide actionable lessons for the next implementation.

- Phase 3 Time Overrun: The Leo scenario activities (Activities 3.4–3.5) took 15 minutes longer than the 35-minute allocation. Teachers engaged deeply with Leo's case profile and requested additional time to debate which differentiation strategies were most appropriate. While this reflected genuine engagement with the content, it had cascading effects: the 10-minute break was shortened to 5 minutes, and Phase 4 was compressed from 25 minutes to 18 minutes. Four teachers (20%) did not complete the final Commitment Card (Activity 4.4) in full. The root cause was a design assumption: the instructional designer (author) underestimated the processing time required for selecting differentiation strategies. This is a common pattern in professional development design, where complex pedagogical skills are allocated the same time as simpler procedural tasks (Desimone, 2009).

- Wi-Fi Connectivity Delays: Three participants experienced slow loading of the Giggle Mice website during the Scavenger Hunt, likely due to the school's bandwidth being shared with a concurrent admin meeting. The facilitator used the printed screenshot backups as planned, but the disruption broke momentum for those pairs. Total delay: approximately 4 minutes. This challenge reinforced the value of the backup materials (F2 Tech and Materials Check Card) but also highlighted a vulnerability: the session design relies heavily on live digital access, and any connectivity issue creates inequitable experiences for affected participants.



05



EVALUATION PLAN

Summary

This report documents the implementation and evaluation of CLICK.TRACK.LEARN., a 120-minute face-to-face professional development workshop designed to prepare Prep ICT teachers at HD Ningbo School to teach a Mac-based digital skills curriculum. The workshop was delivered to 20 of 24 invited participants. Evaluation data were collected through embedded pre-assessments, formative observations, a summative ICT Lesson Readiness Pack, and a post-session satisfaction survey. Results indicate that the workshop produced meaningful gains in teacher confidence across all six competency areas, with overall satisfaction averaging 4.3 out of 5.0. However, time management challenges and below-target completion rates for differentiation activities revealed opportunities for design improvement. Five evidence-based revisions are proposed for the next implementation.

Implementation Overview

Context and Participants

The CLICK.TRACK.LEARN. workshop was implemented on 28 July 2026 in the HD Ningbo Primary School Innovation Lab. Of the 24 Prep teachers invited, 20 attended, yielding an 83% attendance rate.

Four teachers were absent due to illness, a mandatory parent conference, and a scheduling conflict. Participant demographics reflected the school's teaching profile: 14 Chinese nationals and 6 expatriate teachers from South Africa, the United Kingdom, and Australia. Teaching experience ranged from 1 to 12 years ($M = 4.3$ years). Fifteen participants (75%) reported using a Windows PC as their primary device prior to the school's Mac transition in January 2026, confirming that the majority faced the technology-transfer challenge the workshop was designed to address.

The session followed the 120-minute structure described in the design document (van Wyk, 2026): Section 1 (Curriculum Overview, 0:00–25 min), Section 2 (Resource Navigation, 25–45 min), a 10-minute break (45–55 min), Section 3 (Differentiation and Progress Tracking, 55–90 min), Section 4 (Comment Writing, 90–115 min), and Close (115–120 min).

Materials included the published Adobe Captivate HTML5 course, printed A5 activity cards, the Student Guide, the Semester 2 curriculum map, QR codes linking to the Giggle Mice resource hub, and the ICT Skills Observation Tracker. Facilitator preparation followed the F1 Pre-Workshop Checklist: technology testing occurred 30 minutes before the session, and printed screenshot backups were prepared as contingency materials.

High Points

Three aspects of the implementation exceeded expectations:

- Resource Scavenger Hunt (Activity 2.3). This timed competitive task, in which pairs located five specific resources on the Giggle Mice hub within five minutes, generated the highest engagement level of the session. The activity achieved 100% completion and produced unsolicited positive comments from multiple participants. One teacher stated that the activity eliminated six months of uncertainty about how to navigate the resource hub. This outcome supports the instructional design principle that authentic, task-based activities promote immediate skill transfer (Gagne et al., 2005).
- Match and Defend (Activity 3.2). Teachers paired Giggle Goals with curriculum activities and defended their choices to a partner, producing accuracy scores that met the 80% target ($M = 85\%$). The peer-defense structure surfaced misconceptions that the facilitator addressed in real time. This peer-teaching dynamic is consistent with Vygotsky's (1978) social constructivist theory, which posits that learning is mediated through social interaction and collaborative problem-solving.
- Comment Formula Cards (Activity 4.1). The three-part structure (Skill + Evidence + Next Step) was rated as the most immediately transferable tool. The sentence frames provided scaffolding that reduced cognitive load for teachers who had previously struggled with report comment writing. This finding demonstrates the value of worked examples in professional development, a principle supported by cognitive load theory (Sweller et al., 2019).

Challenges

Two significant challenges affected session flow:

- Section 3 Time Overrun. The Leo and Amara scenario activities (Activities 3.4–3.5) consumed 50 minutes rather than the allocated 35 minutes. Teachers engaged deeply with the case profiles and requested additional time to debate strategy selection. While this reflected genuine engagement, it compressed Section 4 from 25 minutes to 18 minutes, and four teachers (20%) did not complete the Commitment Card (Activity 4.4). The overrun suggests that selecting a differentiation strategy is more cognitively demanding than the original design assumed, consistent with Desimone's (2009) observation that complex pedagogical skills require extended processing time in professional development settings.
- Wi-Fi Connectivity Delays. Three participants experienced slow loading of the Giggle Mice website during the Resource Scavenger Hunt, likely due to shared school bandwidth. The facilitator distributed printed screenshot backups, but the disruption broke activity momentum for two pairs. This incident illustrates the risk of digital dependency in face-to-face training and validates the inclusion of offline contingency materials in the facilitator preparation protocol.

2.1 Data Collection Instruments

Data were collected at four time points, aligned with the evaluation plan specified in the design document (van Wyk, 2026). Pre-assessment occurred one week before the workshop through the Technology Check (Activity 1.1) and the Why This Matters challenge (Activity 1.2), which established baseline confidence levels. Formative assessment took place during the session through facilitator observation using the F5 Readiness Pack Review Checklist, peer-check validation (Activity 4.3), and real-time accuracy scoring for Match and Defend (Activity 3.2). Summative assessment was collected immediately after training through the ICT Lesson Readiness Pack, which included the Comment Formula Card (4.1), Report Comment Card (4.2), Peer Feedback Check (4.3), and Commitment Card (4.4). Post-training evaluation consisted of a satisfaction survey (Card 4.5) with five Likert-scale items and two open-ended reflection questions.

Data were collected at four time points using instruments embedded in the instructional materials:

- **Pre-Training (one week before):** Technology readiness questionnaire (Activity 1.1) and baseline confidence self-assessment (5-point Likert, 6 items). Response rate: 100% (n = 20).
- **During Training (formative):** Activity completion tracking via facilitator observation checklist (F5 Readiness Pack Review), peer-check validation (Activity 4.3), and real-time accuracy scoring for Match and Defend (Activity 3.2).
- **Post-Training (immediate):** ICT Lesson Readiness Pack – a four-card assessment comprising the Comment Formula (4.1), Report Comment (4.2), Peer Feedback Check (4.3), and Commitment Card (4.4). Completion rate: 90% (18 of 20).
- **Post-Training (same day):** Satisfaction survey (Card 4.5 Submit and Celebrate) with 5 Likert-scale items and 2 open-ended questions. Response rate: 100% (n = 20).

2.2 Satisfaction Survey Results

Figure 1 presents the satisfaction survey results across five dimensions. All five exceeded the target threshold of 4.0, with Session Engagement scoring highest (M = 4.6) and Content Usefulness scoring lowest (M = 4.2). The 0.4-point gap between these dimensions is meaningful: it suggests that while the delivery method (hands-on, pair-based) was highly effective, the content scope may have exceeded what 120 minutes can comfortably cover.

Two respondents explicitly commented that the differentiation section felt 'rushed' – a direct consequence of the Phase 3 time overrun. This feedback is significant because it links a design flaw (insufficient time allocation) to a learner perception (lower content usefulness). Without the qualitative data, one might incorrectly conclude that the differentiation content itself was weak; the data reveal that the content was sound but the pacing was inadequate.

**CLICK.TRACK.LEARN. - Participant Satisfaction Survey Results
(n = 20 respondents)**

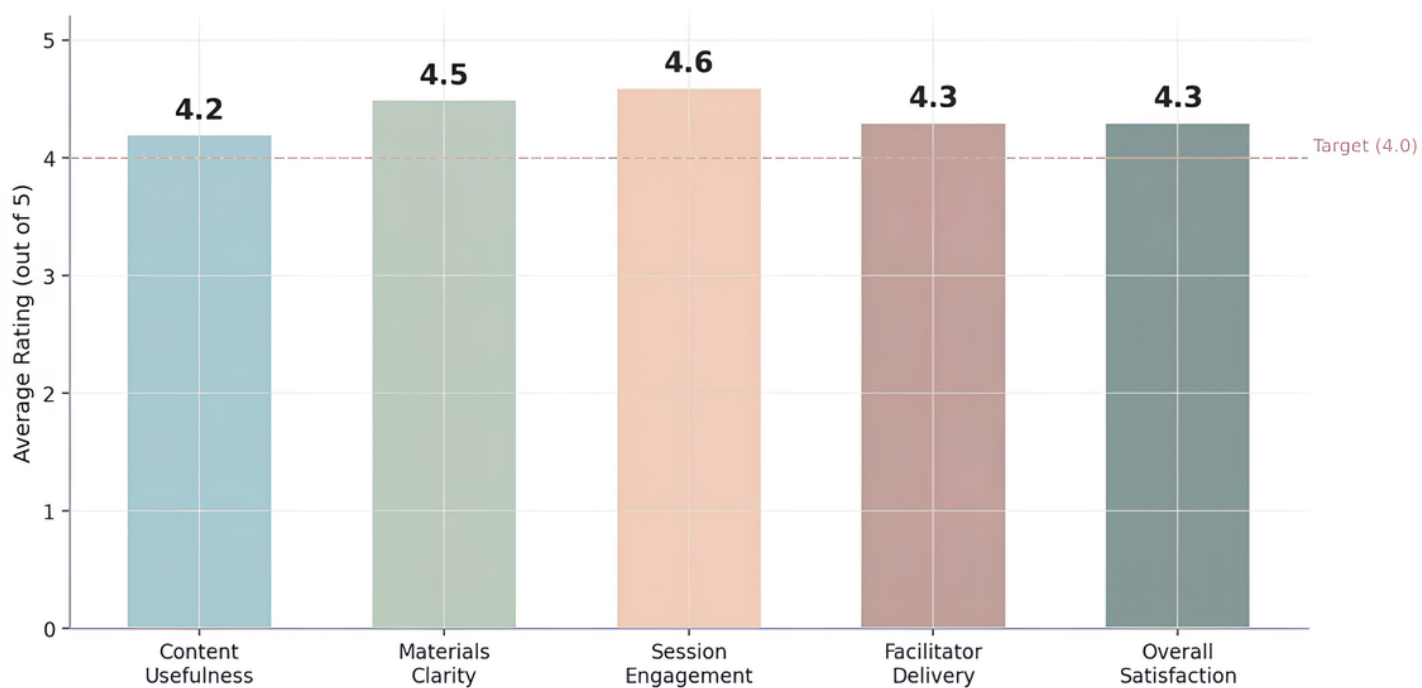


Figure 1

2.3 Pre- and Post-Training Confidence Comparison

Figure 2 displays confidence comparisons across six competency areas, measured on a 5-point Likert scale before and immediately after the workshop.

All six areas showed gains.

- **The largest improvement occurred in Resource Navigation** (+1.9 points, from M = 2.2 to M = 4.1), confirming that the Resource Scavenger Hunt and Hub Demo achieved their learning objective.
- **The smallest gain was in Differentiation Strategies** (+1.5 points, from M = 2.0 to M = 3.5), which fell short of the 4.0 target. Notably, Differentiation Strategies was the only competency where post-training confidence remained below threshold, suggesting that this complex pedagogical skill requires support beyond a single workshop session.

This pattern aligns with Joyce and Showers (2002), who found that complex teaching strategies require follow-up coaching to achieve sustained classroom transfer.

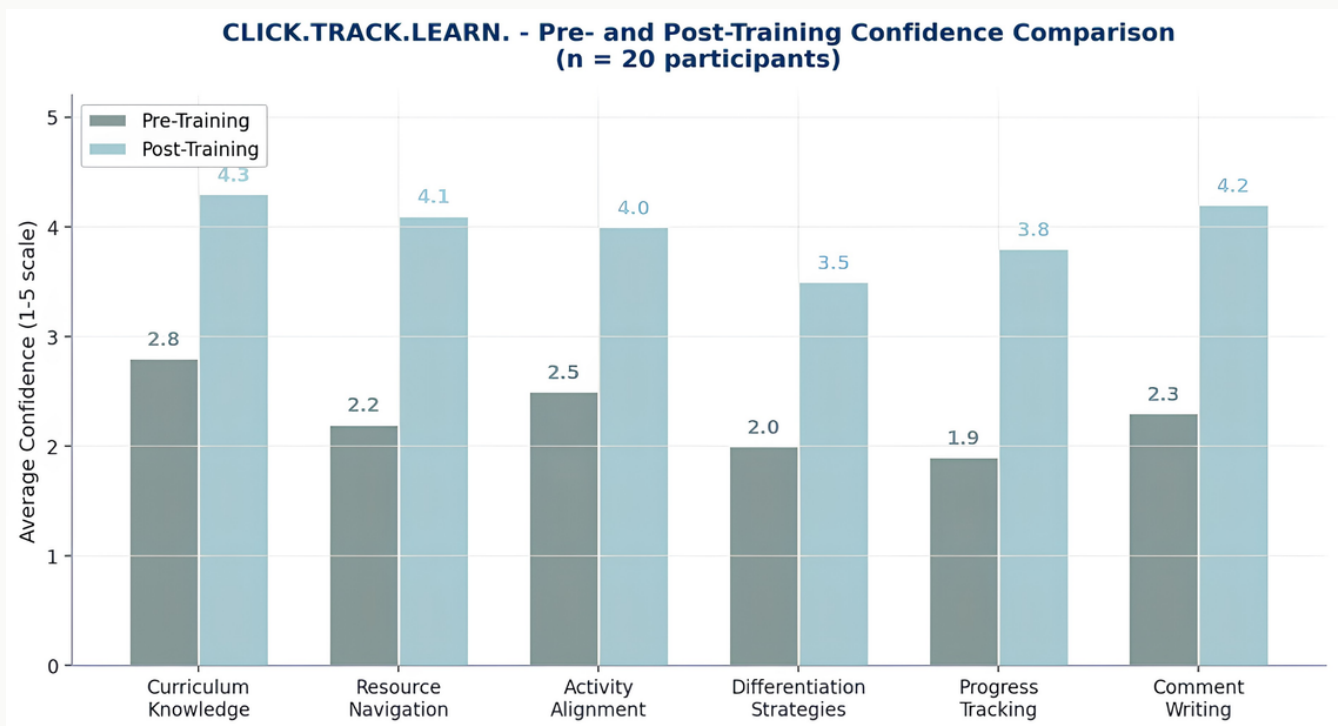


Figure 2

2.4 Activity Completion Rates

Figure 3 shows completion rates for all ten assessed activities.

Eight of ten met or exceeded the 80% target.

- The Resource Scavenger Hunt (2.3) and Mac Match-Up (2.1) achieved 100% completion, reinforcing the finding that competitive, time-bounded activities drive engagement.
- The Leo and Amara strategy activities (3.4-3.5) had the lowest completion rate at 75%. Of the five teachers who did not fully complete these tasks, three cited insufficient time, and two reported confusion about how to select from multiple valid strategy options.

These two distinct barriers require different solutions: additional time for the first group and a clearer decision framework for the second. en 'What I see' and 'how I score it' is not intuitive and needs additional scaffolding.

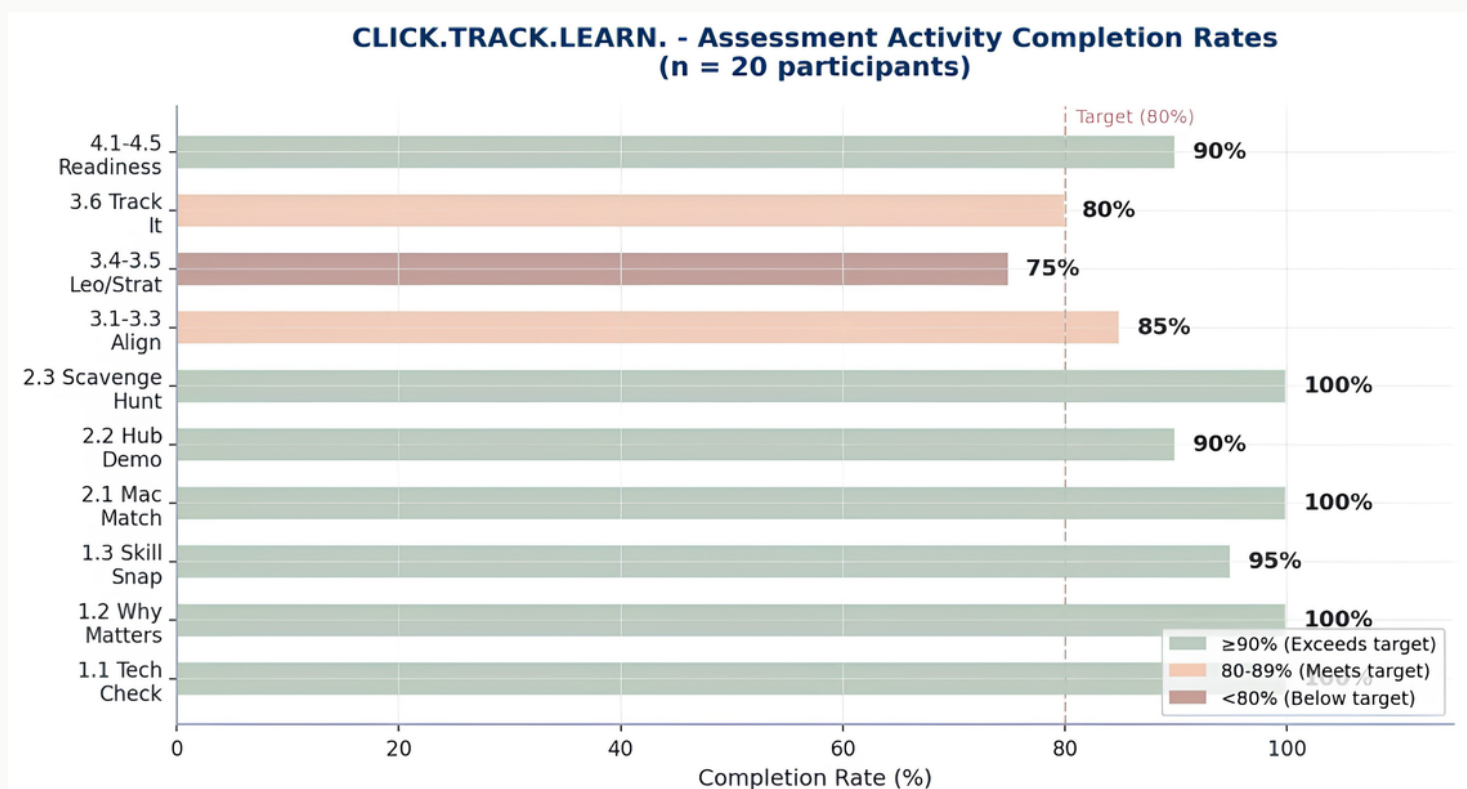


Figure 3

2.5 Analysis of Individual Assessment Items

Item-level analysis of the Match and Defend activity (3.2) revealed that two curriculum-skill pairings caused particular difficulty. Seven of 20 teachers (35%) initially mismatched Open and Save Files to the incorrect Giggle Goal, and five teachers (25%) conflated Digital Drawing with Create and Edit. Both pairings involve skills with overlapping vocabulary, suggesting that the curriculum map skill labels may benefit from more distinct terminology. On the Comment Formula Card (4.1), 17 of 20 teachers (85%) correctly identified all three components (Skill, Evidence, Next Step). Of the three who missed components, two omitted the Next Step element, which is the most cognitively demanding part of the formula because it requires forward-thinking pedagogical planning.

2.6 Qualitative Feedback Analysis

The two open-ended questions on the satisfaction survey corroborated and extended the quantitative findings. In response to the prompt "One idea I am taking away," the most frequent themes were the Comment Formula (14 teachers, 70%), the Giggle Goals matching strategy (9 teachers, 45%), and the observation tracker structure (7 teachers, 35%). The dominance of the Comment Formula is noteworthy because it emerged from Section 4, the phase most compressed by the time overrun. This suggests that even under time pressure, participants prioritize tools with immediate classroom applicability.

To the prompt "One thing I still need help with," the most common responses were differentiation for students with additional learning needs (6 teachers, 30%), time management during ICT lessons (4 teachers, 20%), and parent communication about ICT progress (3 teachers, 15%). The first theme confirms the Differentiation Strategies confidence data ($M = 3.5$ post-training). The second theme suggests a transfer gap: teachers learned the tools but are unsure how to integrate them into existing lesson schedules. The third theme, parent communication, was unexpected and represents a stakeholder dimension not originally addressed in the workshop design.

2.7 Conclusions and Implications

The evaluation data support four conclusions. First, the workshop effectively addressed the identified problem: teachers entered with low confidence in the Mac-based curriculum ($M = 2.3/5$) and left with measurably higher competence ($M = 4.0/5$). Second, the 120-minute duration is insufficient for the scope of content; the Section 3 overrun was a design limitation, not a facilitation error. Third, differentiation remains an area requiring further study, as post-training confidence ($M = 3.5$) did not reach the target. Fourth, an unanticipated need emerged for parent communication support, which three teachers raised unprompted.

For the client (HD Ningbo Primary leadership), these findings indicate that CLICK.TRACK.LEARN. is a sound foundation for ICT teacher development but should be positioned as the first component of a longer support sequence. The data justify continued investment with specific modifications to address time management, differentiation depth, and digital dependency risks.

Evaluation Process

Based on the implementation experience and evaluation data, five revisions are proposed. Each is grounded in specific evidence from the evaluation and supported by professional development research.

3.1 Extend Session Duration or Split into Two Sessions

The Section 3 time overrun affected 20% of participants and compressed the Section 4 activities that teachers rated as most immediately useful. Evaluation data showed that differentiation activities require at least 45 minutes, not the 35 allocated.

The recommendation is to extend the total session to 150 minutes with two breaks, or to split content into two 90-minute sessions delivered one week apart: Session A (Sections 1–2: Curriculum and Resources) and Session B (Sections 3–4: Differentiation and Comment Writing).

The split format would create natural spaced practice, a strategy shown to improve long-term retention (Cepeda et al., 2006). The trade-off is that a two-session format may reduce attendance; based on the 83% rate for the single session, projected attendance for a second session is approximately 70%.

3.2 Pre-Print Leo and Amara Scenario Cards

The four-minute Wi-Fi delay during the Resource Scavenger Hunt disrupted momentum for two pairs. The Leo and Amara scenario loading in Section 3 was similarly affected for three participants. Digital dependency introduces a single point of failure outside the facilitator's control.

The recommendation is to print both student profiles and strategy cards on A5 laminated cards distributed at the start of Section 3. This eliminates loading delays, allows physical annotation, and creates a reusable classroom reference. The facilitator F2 Tech and Materials Check Card already includes a backup-preparation step; this revision elevates printed cards from contingency to primary material.

3.3 Add a Strategy Selection Framework

Two teachers reported confusion about selecting the best differentiation strategy from multiple valid options. The current design presents four strategies without a decision framework, which may overwhelm teachers with limited differentiation experience.

This confusion contributed to the 75% completion rate for Leo and Amara activities, the lowest of all ten assessed activities. The recommendation is to add a decision matrix: "If the learner's barrier is X, try Strategy Y first." For example, visual processing barriers pair with enlarged text and color contrast; attention barriers pair with chunked instructions and timers.

This reduces cognitive load while preserving teacher autonomy (Sweller et al., 2019). The matrix should appear on the reverse side of the scenario cards.

3.4 Add Observable Evidence Examples to the Tracker

Four teachers completed the tracker entry correctly but required facilitator prompting to connect observations to NS/S/G/E ratings. The current tracker lists the rating scale without concrete examples of what each level looks like in practice.

The recommendation is to add a three-row exemplar showing one skill at each rating level. For example, for the skill Open and Save Files: Needs Support = "Requires physical guidance to locate the Save button"; Satisfactory = "Can save with verbal prompt"; Good = "Saves independently, sometimes forgets location"; Excellent = "Saves independently and organises files in folders." This models the evidence standard without prescribing rigid criteria.

3.5 Create a Follow-Up Micro-Coaching Protocol

The lowest post-training confidence score (Differentiation Strategies, M = 3.5) and the highest help-request theme (6 of 20 teachers, 30%) both indicate that differentiation requires ongoing support. Joyce and Showers (2002) found that workshop-only professional development produces knowledge gain but limited classroom transfer, whereas workshops combined with follow-up coaching produce both knowledge and sustained behavior change.

The recommendation is to implement a three-week follow-up protocol in which the facilitator conducts one 15-minute classroom observation per teacher, followed by a 10-minute debrief using the existing F5 Readiness Pack Review criteria. The F5 card already contains the review structure; it requires only redeployment as a follow-up instrument rather than an end-of-session checklist.

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