Assignment 2: Unit Plan

Theressa François

Memorial University

Dr. Robert Power

EDUC5103:91: Integration of Instructional Design & Information Technology

4 March 2018

Approach

The Manitoba French Immersion program is content-based, meaning that French is explicitly taught in some lessons while mostly being absorbed through the teaching of other concepts. Anecdotally, many French Immersion educators make the same observations: their students are intelligent and capable of meeting provincial curricular outcomes in the Sciences and in Social Studies, but they are hindered from doing so by their limited French language abilities.

Research suggests that constructivist ICT interventions have the potential to enhance learning by providing students with opportunities for subject exploration, manipulation, and collaboration that may otherwise be difficult to provide in a traditional classroom (Smeets, 2005; Ntuli, 2015). Constructivist ICT tools that provide meaningful opportunities for interaction in a target language and behaviourist techniques, used appropriately to reinforce vocabulary acquisition, can also enhance second-language learning (Yang & Walker, 2015; Ziegler & Feucht, 2012).

This unit plan utilizes behaviourist teaching and assessment activities to tackle basic concepts and terms before quickly advancing to constructivist tasks and projects. Such an approach ensures that subsequent content-based lessons are properly understood and absorbed by students (Stepp-Greany, 2003). The constructivist activities that follow also encourage students to develop a deeper understanding of the subject matter by reflecting on the knowledge they have gained and by organising it into a meaningful cognitive framework.

Background

Learning Context

This unit plan is destined for implementation within a grade 4, publicly-funded, French Immersion classroom in Manitoba. Lesson delivery will be blended, with activities and assessments taking place both online and face-to-face. Lessons for this course are based on learning objectives from the French Immersion curriculum (Éducation, 2004),

although English equivalents of the curricular objectives have been adapted for this plan to avoid translation errors (Manitoba, 2004).

Two thematically related clusters of the grade 4 French Immersion Social Studies curriculum, *Geography of Canada* and *Living in Canada,* have been combined in this plan in order to meet the 30-hour minimum of instructional time required for this assignment. Ideally, each cluster would have its own plan. Unit plans based on clusters provide teachers with greater flexibility in organising instruction to better fit individual schools' term lengths and report card assessment deadlines. The curriculum includes many outcomes and goals requiring evaluation. This increases the number of assessments in the plan relative to the number of preparatory activities.

Learner Profile

The 20 students in this Social Studies class come from a wide range of ethnic and socioeconomic backgrounds. A quarter of the students are recent immigrants themselves or are the children of recent immigrants. Very few students are exposed to the French language outside of the school environment. All families own an Internet-enabled device, but student access to such devices can be limited. Adequate access time has been built into the unit plan to accommodate students with limited home Web access. An orientation module has been created to ensure that all students know how to log into school computers and access the Web.

Infrastructure

Manitoba's education ministry has invested in the Blackboard Learning Management System (LMS), which it makes freely available to all Manitoba teachers and eligible students. The Blackboard LMS features a number of powerful tools, including surveys, Wikis, quizzes, glossaries, discussion boards and embedded audio and video recording tools. Only students with a Blackboard account who are subscribed to this unit will be capable of viewing its content, thus protecting student privacy. Resources used in this unit are either publicly accessible, teacher-generated, purchased from an online stock

image provider, or adapted from royalty-free sources sources such as municipal, provincial and federal agencies.

The classroom's technology infrastructure includes high speed WiFi, an instructor computer with an attached digital overhead projector, and a digital whiteboard. Three laptop carts of varying quality are spread throughout the school. Carts are booked online through the school's Web portal and teachers who book early usually get their desired time slots. Non-ICT activities have been listed as alternatives in case school laptops are briefly unavailable.

Unit Plan Goals

Built on behavioural and constructivist methodologies, this unit motivates students to tackle abstract concepts in Social Studies in a more engaging and effective format through the use of ICT. It also meets the secondary goal of pushing students to use French meaningfully all while meeting learning objectives.

UNIT ORIENTATION (1 hour)

Goal:
Students will familiarise themselves with Blackboard LMS.

Scope and Sequence:
Students will require training in accessing, navigating and contributing to the Blackboard LMS system. This activity also exposes them to the vocabulary words they will be encountering throughout the course.

Objective:
Students demonstrate their ability to independently access, navigate, and post information to Blackboard LMS through a computer.

Assessment: --
Due: --

Activities:
- Log into divisional network with user name and password and navigate computer desktop to open Web browser.
- Log onto Blackboard LMS, navigate Blackboard to find unit glossary.
- Review ground rules for glossary contributions and netiquette.

Technology/Resources:
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

UNIT VOCABULARY (2,5 hours)

Goal:
Students must understand and successfully employ French vocabulary terms related to Canadian geography and citizenship to effectively complete this unit's activities.

Scope and Sequence:
This module isn't required explicitly by the provincial curriculum, but vocabulary skills are an essential requirement for the successful completion of subsequent activities.

Objectives:
By the end of the unit, students will independently complete a quiz linking a selection of glossary terms to their correct definitions, achieving a score of at least 90% after 5 attempts.

Assessment:
Online quiz on Blackboard LMS (or printed document).

Activities:
- Insert a text definition in an online glossary.
- Search, save, retrieve and upload a photo to an online test glossary.
- Record and upload a video to an online test glossary using an integrated webcam and microphone.
- Contribute two text, audio or video definitions to the final unit glossary accompanied by an illustration.
- Correct or improve upon glossary definitions in response to teacher feedback.
- Create quiz for classmates using online test building tools. Post quiz to discussion forum.
- Reinforce associations between vocabulary terms and images by attempting online matching games (or paper equivalents) created by teacher based on existing glossary definitions.
- Submit, review or refine unit glossary contributions. (ongoing)

Technology/Resources:
- Match the Memory account (https://matchthememory.com/create)
- Kahoot classroom account (kahoot.com/)
- Web-enabled computers, tablets or smart phones
- Webcam and/or microphone
- Digital overhead projector
- Blackboard LMS

CLUSTER 1: Geography of Canada

Module 1: Mapping (5 hours)

Curricular Goals:
- Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
- Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
- Locate the provinces, territories, and capital cities on a map of Canada. (Manitoba, 2004)

Scope and Sequence:
Understanding the size and location of Canada helps to makes the concept of our country more concrete, paving the way for discussions of more abstract concepts.

Objective:
By the end of the module, students will independently identify and locate the Canadian provinces and territories on an unlabelled map of Canada with an accuracy rate greater than 90% after 3 attempts.

Assessment:
Online provinces and territories quiz on Blackboard LMS (or printed document).

Activities:
- Use an existing map or atlas as a guide to draw in and colour provincial boundaries and mark capital cities onto a printed outline of Canada. Turn over the map and cut into pieces to create a puzzle game.
- Complete a series of online Canadian geography puzzles.
- Working in teams, attempt an online provinces and territories quiz (or paper equivalent) in class.
- Review provinces and territories quiz in class – share combined results and go over questions that proved most difficult.

Technology/Resources:
- Canada outline printout with puzzle piece shapes on reverse.
- Online geography games at:
  https://www.contefleur.fr/dossierjeux/canada/canada.htm
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Objective:
By the end of the module, students will independently identify and locate a predetermined selection of oceans, major landforms, lakes, and waterways on an unlabelled map of Canada with an accuracy rate greater than 90% after 3 attempts.

Assessment:

Online landforms and water bodies quiz on Blackboard LMS (or paper equivalent).

Activities:
- Draw and label oceans, major landforms, lakes and waterways on a political map of Canada.
- Working in teams, attempt an online landforms and water bodies quiz (or paper equivalent) in class.
- Review landforms and water bodies quiz in class – share combined results and go over questions that proved most difficult.

Technology/Resources:
- Printouts of unlabelled political map of Canada
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Module 2: Geographic Regions of Canada (2,5 hours)

Curricular Goals:
- Locate the geographic regions on a map of Canada. Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...
- Describe characteristics of the geographic regions of Canada. Examples: landforms, bodies of water, vegetation, climate, population distribution...
- Appreciate Canada's vast and diverse geography. (Manitoba, 2004)

Scope and Sequence:
It is important that students realise that political divisions, such as provinces, often exist independently of geologic or hydrologic features.

Objective:
By the end of the module, students will correctly identify all of the major geographic regions of Canada, roughly situate them on a map of Canada, and correctly associate images of Canadian scenery with their appropriate regions.

Assessment:
Group project (2 students): Create of a collage depicting Canadian geographic regions using images taken from provincial tourism brochures and magazines.

Activities:
- View tourism videos from Canadian provinces to identify different geographic areas of Canada.
- Draw and label the boundaries of geographic regions on a political map of Canada.
- Use online satellite mapping sites or computer software to view and identify geographical features from space.
- Working in assigned teams, identify and present 3 specific reasons others

should visit an assigned geographic region.
- Use an online survey (or paper equivalent) to choose which region students find most appealing based on the presentations of classmates.

Technology/Resources:
- YouTube video: *Canada: a 10-minute journey / Voyage de dix minutes au Canada* (https://www.youtube.com/watch?v=BbCM0rZuBbw)
- Printouts of labelled political map of Canada
- Google Maps and/or Google Earth (google.ca)
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

CLUSTER 2: Living in Canada

Module 3: Symbols, Monuments, and Important Days (5 hours)

Curricular Goals:
- Describe Canadian and provincial or territorial symbols and monuments. Examples: national anthem, coats of arms, flags, monuments, legislative buildings...
- Identify days important to Manitobans and Canadians. Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...
- Describe media influences on their perceptions of people and places in Canada. [This goal has been moved from a different module to enhance flow.] (Manitoba, 2004)

Scope and Sequence:
This section is an accessible introduction to notions of Canadian iconography and celebrations for students who may not have previously identified them as being 'cultural' or particular to their country.

Objective:
By the end of the module, students will recognise examples of imagery associated with Canada, its provinces, and its territories that are representative of symbols, monuments, people, rituals and objects specific to those regions.

Assessment:
Post 3 images to an online discussion forum depicting 1) Canadian, 2) provincial, and 3) territorial iconography.

Activities:
- View documentary video of Canada with the sound disabled. Students identify imagery that suggests the video is Canadian.
- Demonstrate searching for copyright-free images for posting in discussion boards.

Technology/Resources:

- YouTube video: *Our Journey to 150 | Narrated by Mike Myers* (https://www.youtube.com/watch?v=6pbQbLYx2do)
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Objective:
By the end of the module, students will identify at least 5 secular holidays or days of observance that are particular to Canada and to Manitoba and associate appropriate imagery with each day.

Assessment:
Students assemble, mark, and illustrate Canadian and Manitoban secular holidays and days of observance on a simplified calendar as well as days that are special to their own cultures/religions.

Activities:
- Classroom discussion: Brainstorm holidays and days of observance. (The instructor engages the students in distinguishing between religious or ethnic holidays and secular holidays and days of observance.)
- Group project (2 or 3 students): Advocate for a particular Canadian or Manitoban public holiday or day of observance to their classmates in anticipation of a classroom vote.
- Vote for 3 favourite public holidays or days of observance through an online survey (or paper equivalent).

Technology/Resources:
- Printed calendar templates
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Module 4: Public and Private Property (2,5 hours)

Curricular Goals:
- Use examples to distinguish between public and private property.
- Respect public and private property. (Manitoba, 2004)

Scope and Sequence:
Distinguishing between private and public properties introduces students to notions of shared interests that are necessary precursors leading to the creation of representative governments.

Objective:
By the end of the module, students will identify at least one example each of public and private properties while naming at least three activities that are appropriate to each type.

Assessment:
Using the Popplet concept mapping tool (or paper equivalent) groups of 2 or 3 students collaborate to sort images of activities on a Venn diagram according to their appropriate use in public or in private spaces.

Activities:
- Brainstorm examples of public and private property.
- Classroom discussion: Identify property rights and potential limits.
- Post two images to an online discussion post: one depicting an example of public property in use, and one depicting private property in use.

Technology/Resources:
- Popplet (https://popplet.com/) or app.
- Numbered Popplet accounts for students (set up anonymously by teacher.)
- Web-enabled computers, tablets or smart phones
- Digital overhead projector

Module 5: Power and Authority (3,5 hours)

Curricular Goals:
- Give examples of formal and informal power and authority in their lives. Examples: rules, laws, student councils, bullying, gangs...
- Identify positive ways of dealing with conflict or the misuse of power and authority.
- Be willing to contribute to their groups and communities.
- Respect the rights of others when using personal power or authority. Examples: as a member of cooperative groups, patrols, class monitors, conflict managers... (Manitoba, 2004)

Scope and Sequence:
Many students have experienced abuses of power on a personal level. This section introduces students to the actions that constitute an abuse of power, options for addressing abuses, and the responsibilities of those exercising power. This leads to a discussion of citizen rights and responsibilities in subsequent sections.

Objective:
By the end of the module, students will identify an example of either formal and informal power in their lives as well as a realistic solution for responding to an abuse of power.

Assessment:
Students create a comic strip depicting their reactions to an abuse of power.

Activities:
- Classroom discussion: How do people gain and hold power? How is power granted?
- List 'powerful' people students know or that they've heard of.

Technology/Resources:
- Comic Life program (preinstalled on divisional computers)
- Pre-printed comic strip templates
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Objective:
By the end of the module, students will identify a form of power or authority that they exercise over others and at least two options for exercising that power constructively.

Assessment:
Students create a poster depicting themselves as superheroes. This poster lists the ways they can use their 'powers' for good.

Activities:
- Group Web search: Find examples of children who exercised their powers for the good of others (Malala Yousafzai, Kielburger brothers, Hannah Taylor).
- Brainstorm: What powers to children have?
- Discussion: How can children exercise their powers to help others (at school, at home, in their communities?)

Technology/Resources:
- Poster board and art supplies

Module 6: Government (6 hours)

Curricular Goals:
- Identify democratic ideals in Canadian society. Examples: equality, freedom, citizen participation in government...
- Explain the purposes of government.
- Identify levels of government in Canada and give examples of their responsibilities. Include: municipal or local, provincial or territorial, First Nation, and federal governments.
- Identify various ways in which governments help people meet their needs. Examples: education, health care, sanitation... (Manitoba, 2004)

Scope and Sequence:
This section demystifies government for students by explaining its purpose, its structure, and its duties in a democratic society. Students realize that government exists to serve them, not the other way around. This is an important step to understanding one's roles and rights in a democratic society.

Objective:
By the end of the module, students will name the three levels of government and correctly identify the duties and responsibilities associated with each level.

Assessment:
Group project (2-3 students): Using an online concept mapping tool (or paper equivalent), students organise and label images of functions of government according to their spheres of responsibility.

Activities:
- Group project (2-3 students): Illustrate the layers of power within a school community (student ⇨ teacher ⇨ principal). Teacher uses these models to explain the layers of government in Canada (municipal ⇨ provincial ⇨ federal).
- Formative assessment: Working in teams, students create online quizzes (or paper equivalents) for classmates in which they must recognise and identify local and nationally elected representatives, images of government buildings, flags, and geographic outlines of Winnipeg, Manitoba and Canada and associate each image with the correct level of government.

Technology/Resources:
- Popplet classroom account (popplet.com) or mobile app.
- Kahoot classroom account (kahoot.com/)
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Objective:
By the end of this module, students will identify at least one example of how each level of government has met their personal needs or those of their family members.

Assessment:
Students create a poster, divided in three sections, where they draw and label an example of a time when each level of government has met their needs or those of their family members.

Activities:
- Use online concept mapping tool (or paper equivalent) to indentify the layers of government students have accessed for services.
- Participate in an online survey (or paper equivalent) determining which services have been accessed most often by students and their families. Students are invited to guess who accesses the services that were least popular for them (seniors, farmers, etc.)

Technology/Resources:
- Popplet classroom account (popplet.com) or mobile app.
- Numbered Popplet accounts for students (set up anonymously by teacher.)
- Web-enabled computers, tablets or smart phones
- Digital overhead projector

- Blackboard LMS

Objective:
By the end of this module, students will identify the rights they enjoy in Canadian democratic society.

Assessment:
Group project: After analysing a document explaining different forms of government, students accurately complete a table comparing other countries' treatment of its citizens with that of Canada.

Activities:
- Demonstrate different versions of governments by organising the classroom according to different models of government: monarchy, oligarchy/totalitarian, dictatorship, theocracy, democracy (incl. republics). Students should compare and voice their opinions on each system.
- Read an adapted document explaining types of government. Share major points gleaned from document with the rest of the class.

Technology/Resources:
- Website: *Difference Between Democratic and Non-Democratic Government* (pediaa.com/)
- Printed table for comparison of different types of government.
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Module 7: Elected Leaders (3,5 hours)

Curricular Goals:
- Identify elected government leaders in their local communities, in Manitoba, and in Canada.
- Recognize that there are elected Aboriginal representatives in Manitoba and in Canada. (Manitoba, 2004)

Scope and Sequence:
This section carries on the work of previous sections by explicitly identifying the elected officials in students' communities. Students are also empowered to identify their communities' needs and to address their concerns to the appropriate elected official, encouraging engagement with their government.

Objective:
By the end of this module, students will identify their municipal, provincial and federal representatives as well as at least one Indigenous or First Nations representative or leader from Manitoba.

Assessment:

Using a provided template, students will identify their elected representatives and then compose a letter to the appropriate representative based on a personal or a community need they have identified.

Activities:
- Locate student home addresses on a Winnipeg city map.
- Consult municipal, provincial, and federal electoral maps to identify their particular wards and ridings.
- Use online satellite mapping sites or computer software to pinpoint students' home addresses from space.
- Visit municipal, provincial, and federal websites to identify students' elected representatives.
- Invite an elected representative to the classroom and prepare questions for that representative.
- Field trip to the Manitoba Legislature or to Winnipeg City Hall to visit an elected representative.

Technology/Resources:
- Copies of Winnipeg street maps
- Google Maps and/or Google Earth (google.ca)
- Printouts of electoral maps
- Web page listing municipal, provincial and federal elected officials
- Microsoft Word or Adobe Acrobat letter template
- Web-enabled computers, tablets or smart phones
- Digital overhead projector
- Blackboard LMS

Module 8: Canadian Citizenship (4 hours)

Curricular Goals:
- Explain from a personal perspective what it means to be a citizen of Canada.
- Explain from a personal perspective what it means to be a francophone citizen of Canada.
- Value Canadian citizenship. (Manitoba, 2004)

Scope and Sequence:
This section appears earlier in the original provincial curriculum. It has been moved to the end of this unit plan because students will be better placed at this point to express themselves effectively in French on the subject of Canadian citizenship. They will have also examined enough elements of Canadian culture, government, and personal rights and responsibilities to form a cohesive opinion on the subject of citizenship.

Objective:
By the end of the unit, students will give at least two reasons explaining why they value being Canadian, one reason why they value being francophone, as well as give an example of something they could do personally to improve their community at home or abroad.

Assessment:
Students post a video to an online discussion forum explaining the reasons they value being a Canadian. This video may feature the student in person, an avatar, puppets, or an animation.

Activities:
- Create a video using an online avatar or text-to-speech generator
- Examine samples of inexpensive and easy-to-build puppets
- Create a short Powtoon animation
- Submit, review or refine unit glossary contributions. (last chance)

Technology/Resources:
- Voki.com classroom account (voki.com)
- Powtoons.com classroom account (powtoon.com)
- Web-enabled computers, tablets or smart phones
- Digital video camera (or integrated smart phone or tablet camera)
- Puppet crafting materials and art supplies
- Webcam and/or microphone
- Digital overhead projector
- Blackboard LMS

Conclusion

This unit plan was developed as a test of the power of ICT (Information and Computer Technologies) to enhance learning outcomes in a blended French Immersion learning environment by providing students with meaningful opportunities for exploring the topics of Canadian geography and citizenship while simultaneously practicing and developing their French language skills. The activities of this unit build on behaviourist and constructivist approaches to provide the engaging, meaningful and memorable learning experiences recommended by e-learning designers and childhood learning researchers (Allen, 2007; Ziegler & Feucht, 2012). The technological resources chosen for this unit plan are either already in place, freely available, or can be implemented at very low cost (less than 100$ total). The tools are user-friendly and many feature French-language interfaces and options. Issues of student privacy have been addressed by selecting tools that either do not require student information, or that have policies protecting any identifying data.

Lessons and activities in this unit plan have been carefully scaffolded, with each lesson building on previous ones, to ensure that students are provided with the knowledge and

the means to tackle material independently in French (Stepp-Greany, 2003). The sequencing of learning activities has also been carefully considered. In several cases, the order of curricular goals has been altered to ensure that students are either advancing from concrete concepts to more abstract ones, or so that they are positioned to summarize the knowledge acquired in previous lessons, an approach advocated in elaboration theory (Reigeluth, Merrill, Wilson, & Spiller, 1980). Plenty of opportunities are also provided in this unit plan for formative assessment before attempting summative evaluations. Students are offered several opportunities to test their knowledge – and to learn from their mistakes – wherever possible.

The format for online activities is accessible from private Internet-enabled devices, but plenty of classroom time has allocated to ensure that students lacking Internet access outside of school hours are not disadvantaged by the blended format. Many ICT activities listed in the unit plan also feature traditional paper alternatives, in case of technical issues or difficulties in accessing necessary equipment. In summary, this unit plan integrates the educational approaches, tools, and techniques recommended for ICT integration within an elementary level second-language classroom (Hess, 2011). It is practical, safe, affordable, and accessible, making it an excellent option for implementation in its intended learning environment.

Reflection

In developing this unit, I considered a number of instructional design models. Product-oriented models such as Seels & Glasgow (The Herridge Group, 2004) were quickly discarded as the planning and the delivery of this unit would hardly be straightforward. This was due to the complicating issues of adapting learning objectives to provincial curricular outcomes, potential technical issues, uncertainty regarding student ICT skills, second language learning integration, and the likely need for re-evaluation and adjustment of activities and assessments during unit delivery. On a lesson planning level, Gagné's Events of Instruction (Thomas, 2010) proved a useful tool for organising the order and implementation of specific learning activities, but it was too rigid for overall unit planning. Constructivist instructional design frameworks, such as R2D2 (Colón,

Taylor & Willis, 2000) or the more iterative Morrison, Ross, and Kemp Model (Herridge) were also considered and ought to have been a good fit given my teaching philosophy. The openness and circularity of these frameworks made it hard to determine a starting point for plan development however, and it was easy to lose focus or to pursue unproductive leads.

A happy middle ground was found in the Dick and Carey systems approach based model (Dick & Carey, 1985). This model is somewhat linear, yet it features plenty of opportunities for reflection, re-evaluation, and readjustment of the plan as it is being developed. This approach also harmonizes well with my personal approach to lesson planning. The organisational framework of the Dick and Carey proved a useful framework for creating a rough first draft of the unit plan. This then served as a platform for reviewing and redesigning the final product, as called for in the model. I found choosing appropriate learning activities techniques to be relatively easy once unit objectives had been properly developed using the ABCD model (Heinich, Molenda, Russell & Smaldino, 2001). Assessment activities were sometimes redesigned of discarded when they didn't align with objectives, and some objectives required slight retooling to make them actionable. I plan on continuing to use the Dick & Carey model for formal course design in the future.

References

Allen, M. W. (2007). *Designing Successful e-Learning: Forget What You Know About Instructional Design and Do Something Interesting*. San Francisco, CA: Pfeiffer.

Colón, B., Taylor, K. A., & Willis, J. (2000). Constructivist Instructional Design: Creating a Multimedia Package for Teaching Critical Qualitative Research. *The Qualitative Report*, 5(1), 1-29. Retrieved from: http://nsuworks.nova.edu/tqr/vol5/iss1/6

Dick, W., & Carey, L. (1985). *The systematic design of instruction* (2nd ed.). Glenview, Ill.: Scott, Foresman.

Éducation, Citoyenneté et Jeunesse Manitoba. (2004) *Sciences humaines 4e année Programme d'immersion française : Programme d'études : Document de mise en œuvre*. Retrieved from: http://www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo-imm_4e/docs/document_complet.pdf

Heinich, R., Molenda, M., Russell, J. & Smaldino, S. (2001). *Instructional Media and Technologies for Learning, 7th Edition*. Englewood Cliffs: Prentice Hall, Inc.

Hess, C. (2011). Using Technology in the Languages Classroom from the 20th to the 21st Century: A Literature Review of Classroom Practices and Fundamental Second Language Learning Theories. *Babel*. Vol. 46 (2-3), pp. 4-11.

Manitoba Education and Training. (n.d.). Curriculum [web page]. Retrieved from: http://www.edu.gov.mb.ca/k12/cur/fr_imm_pr.html

Manitoba Education, Citizenship and Youth. (2004). *Grade 4 Social Studies: Manitoba, Canada, and the North: Places and Stories: A Foundation for Implementation*. Retrieved from: http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4/gr4_fulldoc.pdf

Ntuli, E. (2015). Active Learning Strategies in Technology Integrated K-12 Classrooms. In J. Keengwe (Ed.), *Handbook of Research on Educational Technology Integration and Active Learning* (pp. 140-161). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-8363-1.ch007

Reigeluth, C., Merrill, M., Wilson, B. & Spiller, R. (1980). The Elaboration Theory of Instruction: A Model for Sequencing and Synthesizing Instruction. *Instructional Science*, 9(3), 195-219.

Smeets, Ed. (2005) Does ICT contribute to powerful learning environments in primary education? *Computers & Education*. Volume 44, pp. 43–55.

Stepp-Greany, J. (2003). Designing Instructional Technology for Language Learning. *Academic Exchange Quarterly*. Winter 2003: Volume 7, Issue 4. Retrieved from:

https://www.questia.com/library/journal/1G1-114168113/designing-instructional-technology-for-language-learning

The Herridge Group. (2004). *The Use of Traditional Instructional Systems Design Models for eLearning*. Retrieved from: http://www.herridge.ca/pdfs/The use of Traditional ISD for eLearning.pdf

Thomas, P.Y. (2010). *Towards developing a web-based blended learning environment at the University of Botswana* (D. Ed. thesis). University of South Africa. Retrieved from: http://uir.unisa.ac.za/bitstream/handle/10500/4245/04Chap 3_Learning and instructional systems design.pdf?sequence=5&isAllowed=y

Yang, S., & Walker, V. (2015). A Pedagogical Framework for Technology Integration in ESL Classrooms: The Promises and Challenges of Integration. *Journal of Educational Multimedia and Hypermedia*, 24(2), 179-203.

Ziegler, N. E., & Feucht, F. C. (2012). Technology and Second Language Learning: Developmental Recommendations for Early-Childhood Education. In S. Blake, D. Winsor, & L. Allen (Eds.), *Technology and Young Children: Bridging the Communication-Generation Gap* (pp. 151-179). Hershey, PA: IGI Global. doi:10.4018/978-1-61350-059-0.ch008