

EDTC 6323 Multimedia/Hypermedia Interactive Learning Object

Project Description

This project involved the development of a multimedia learning object designed in the 6321 Instructional Unit. This multimedia learning object focused on the first two objectives to instruct teachers on how to identify grades, and assign coursework to students in a credit recovery setting. A link to this learning object can be found at the end of this Artifact Report.

Standards Met

This project demonstrates proficiencies in the following AECT standards: Standard 1 – Content Knowledge, Standard 2 – Content Pedagogy, and Standard 3 – Learning Environments. The chart below illustrates the performances that fulfill the AECT standards.

AECT 2012 Standards	
Standard 1 – Content Knowledge: Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.	
Performance indicators:	Justification
1.1 Creating. Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches. 1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.	1.1 Creating. The candidate designed an instructional environment that would utilize a simple digital navigation, and non distracting work area for learners. The instructional materials were created with YouTube to ensure accessibility during and after the training. 1.2 Using. The candidate utilized Screencastify to screen record a prepared Google Slide that demonstrated step by step directions for the learning content. The use of these technology resources enhanced the pedagogy by creating a clear and realistic experience for the learner to utilize.
Standard 2 – Content Pedagogy: Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.	

Performance indicators:	Justification
2.1 Creating. Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes. 2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy. 2.4 Managing. Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy. 2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	2.1 Creating. The twelve principles of Multimedia were used to design appropriate activities and learning content for this learning object. All activities were direct opportunities for learners to apply how they think to make the learning more meaningful and improve performance outcomes. 2.2 Using. Instructional content was designed with the Segmenting Principle in mind. The screen recorded videos were discussed with a continuous, but well paced speed to allow learners to continually move forward or pause and rewind to increase comprehension. 2.4 Managing. The candidate selected a Google Blogger webpage to implement the learning object. This allowed for immediate clarity of navigation, and could be accessed when and as needed by the learner. This diverse flexibility would decrease essential processing overload, and therefore enhance learning outcomes. 2.5 Ethics. The candidate designed all media, resources, and processes to be generic and utilize popular tools such as YouTube. This will allow diverse levels of technology skilled learners, and other multicultural learners, to benefit and maintain success.
Standard 3 – Learning Environments: Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	
Performance indicators:	Justification

3.1 Creating. Candidates create instructional design products based on learning principles and research-based best practices. 3.2 Using. Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices. 3.5 Ethics. Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice and respect for copyright, Fair Use, and appropriate open access to resources. 3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.	3.1 Creating. When creating instructional design products the Coherence Principle was referenced. All content was reviewed to exclude any irrelevant words or pictures, such as, the instructions in the second objective video. Music was excluded to avoid any distractions in the screen recordings. And symbols were utilized strategically to ensure the learner focused on various parts of the Academic History Form. 3.2 Using. All processes and resources were designed and evaluated to ensure that they followed learning based principles, theories, and effective practices. Such as, ensuring that all resources and directions did not included any unneeded words or distractions. As well as ensuring learners could progress on a self paced approach. 3.5 Ethics. The Candidate ensured the learning design was conducive to all types of learners and maintained confidentiality. All activities were examples of what the learners would conduct in real life, and, the instructor of the training, would be knowledgeable in the skills and confidential content the learns would need to access. All examples included in the training blocked out any confidential information, and all resources were candidate. This ensured fair use, respect for copyright, and appropriate use of resources. 3.6 Diversity of Learners. Candidate selected tools, such as YouTube, and locations, such as district staff development training rooms, that have the needed settings or digital aids for diverse learners. All documents are accessible digitally with images that can be easily identified, described, and text that could be read by any software. This fostered a learning environment for all learners.
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Modifications Made

During the project the Google Slides used to create the screen recording were consistently altered to ensure confidentiality of student profiles and clarity of instructions on how to calculate grades. Once the evaluation of the training was complete the following short term and long term modifications were made.

Short Term:

- Some wording was altered in the instructional videos due to confusion of content instruction. There were not many to alter, but some were found in the second instructional video regarding the calculating of Math.

Long Term:

- An additional learning gap was identified by the counselor. An additional training was suggested for creation to discuss how to identify various grading scenarios on Skyward. This training was created and can be accessed by using the link below:
 - <https://sites.google.com/view/sgst6358/home>

Given that the multimedia learning object is a working website you will only be able to view the final products below.

- Project 1 – Design Document
- Project 2 – Learning Object Original Design
- Project 3 – Summative Evaluation