

EDTC 6325 Educational Communications E-Learning Module

Project Description

The "Graphic Design for Digital Advocacy" instructional unit is an e-learning course designed to empower individuals and organizations in the nonprofit sector with essential graphic design skills tailored for digital advocacy. Through a structured curriculum, learners engage with topics ranging from the principles of design and the use of Canva to the adaptation of visuals for various digital platforms and the psychological impact of visuals in advocacy efforts. The course combines theoretical knowledge with practical application, enabling learners to create impactful, platform-appropriate visual content for their campaigns. Delivered entirely online, it offers flexibility to accommodate the schedules of busy professionals while providing interactive assignments, peer reviews, and comprehensive resources to support learning. This instructional unit aims to bridge the skills gap in digital advocacy, transforming novice designers into proficient digital advocates capable of effectively communicating their causes.

Standards Met

This project demonstrates proficiencies in the following AECT standards: Standard 1 – Content Knowledge, Standard 2 – Content Pedagogy, Standard 3 – Learning Environments, and Standard 4 – Professional Knowledge and Skills. 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.	1.1 Creating: I demonstrated the ability to create instructional materials and learning environments by designing an e-learning course titled "Graphic Design for Digital Advocacy," which uses a systematic approach to teach design principles and tool usage for advocacy campaigns.
1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.	1.2 Using: I selected and used technological resources such as Canva, an online design tool, and various digital platforms to support learners' acquisition of graphic design skills, enhancing their ability to create impactful advocacy campaigns.
1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	1.3 Assessing/Evaluating: I assessed and evaluated the effective integration of technologies and instructional materials by incorporating quizzes, peer reviews, and design

1.4 Managing. Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. 1.5 Ethics. Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.	assignments within the course, ensuring that the learning objectives were met. 1.4 Managing: I managed the course's online learning environment, resources, and schedules, effectively facilitating weekly office hours and guiding learners through asynchronous discussions and feedback sessions to achieve the course's instructional goals. 1.5 Ethics: I adhered to contemporary professional ethics defined by the Association for Educational Communications and Technology by ensuring the course content promoted inclusivity, respected intellectual property, and encouraged ethical use of design in advocacy.
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. 2.3 Assessing/Evaluating. Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice. 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	2.1 Creating: Applying my understanding of content pedagogy, I created the "Graphic Design for Digital Advocacy" course to improve learning outcomes by teaching students how to effectively use design for advocacy. 2.2 Using: I implemented educational technologies and processes, such as Canva, based on solid content pedagogy to enhance students' learning experiences and outcomes in the context of digital advocacy. 2.3 Assessing/Evaluating: Through a reflective practice, I conducted an inquiry process to assess learning adequacy and evaluate the instruction, ensuring the educational technologies and processes I implemented were effective. 2.4 Managing: I managed technological processes and resources to support a learning community that is flexible and diverse, demonstrating appropriate content pedagogy in the realm of digital advocacy and graphic design. 2.5 Ethics: In designing the course and selecting media and technology, I emphasized the

pedagogy. 2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	importance of diversity and inclusivity, aligning with the multicultural values of our society.
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. 3.3 Assessing/Evaluating. Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. 3.4 Managing. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance. 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: I have created the "Graphic Design for Digital Advocacy" course, incorporating learning principles and research-based best practices to ensure the instructional design effectively meets learners' needs. 3.2 Using: In developing this course, I made decisions based on educational principles, theories, and effective practices to select the best processes and resources, ensuring optimal learning conditions for students. 3.3 Assessing/Evaluating: I employed multiple assessment strategies, including peer reviews and project evaluations, to collect data that informed my decisions to enhance instructional practices and improve learner outcomes. 3.4 Managing: I established and maintained a robust online platform for the course, ensuring the technology infrastructure was reliable and conducive to improving learning and performance. 3.5 Ethics: Throughout the course, I emphasized ethical practices in digital design, promoting health, safety, respect for copyright, Fair Use, and appropriate access to resources, guiding learners to practice ethically. 3.6 Diversity of Learners: I designed the course to empower a diverse learning community, incorporating content and pedagogical approaches that cater to learners with varied backgrounds, characteristics, and abilities.

Standard 4 – Professional Knowledge and Skills: Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	
Performance indicators:	Justification
4.1 Collaborative Practice. Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners. 4.3 Reflection on Practice. Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth. 4.4 Assessing/Evaluating. Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities. 4.5 Ethics. Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.	4.1 Collaborative Practice: I collaborated with peers and subject matter experts in graphic design and digital advocacy to analyze learner needs, which guided the development and design of my course, and we collectively evaluated its impact on learners' skills and advocacy efforts. 4.3 Reflection on Practice: Through analyzing student feedback and engagement data, I reflected on the effectiveness of my course design and delivery, identifying areas for improvement to enhance my professional growth and the instructional quality. 4.4 Assessing/Evaluating: I designed and implemented a comprehensive assessment and evaluation plan for the course, ensuring it aligned with our learning goals and instructional activities, focusing on the practical application of graphic design in advocacy. 4.5 Ethics: Throughout the course development and implementation, I upheld ethical standards by respecting cultural contexts, promoting inclusivity, and ensuring that all course materials and practices respected the diversity of learners.

Modifications Made

In developing the "Graphic Design for Digital Advocacy" e-learning course, my approach leaned heavily on the initial design and content I believed strongly in from the outset. Throughout the process, I remained consistent with my original vision, making minimal adjustments as I was confident in the course's foundation and its alignment with the instructional goals. This confidence stemmed from comprehensive planning and the integration of best practices in instructional design and graphic design for advocacy, which I felt accurately addressed the learners' needs from the beginning. While I recognize the value of iterative design and the potential for enhancements based on learner feedback, the opportunity for substantial changes has not presented itself as of yet. Future updates and modifications will be considered with great care, focusing on maintaining the integrity of the course while incorporating valuable insights gained from learner interactions and feedback.