

EDTC 6325 Educational Communications E-Learning Module

Project Description

The Canvas online course, ADDIE 101 - Instructional Design Frameworks, is a 4-module course that provides educators and instructional designers with a structured, practical training on the foundational principles of instructional design. This module focuses on the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation) and integrates iterative design processes such as SAM (Successive Approximation Model) to promote flexibility and real-time feedback during course development. Bloom's Taxonomy is incorporated to ensure learning objectives are clear, measurable, and aligned with different cognitive levels, promoting effective knowledge transfer. Interactive elements, multimedia content, and assessments drive engagement and ensure measurable outcomes, making this course a comprehensive approach to creating learner-centered, goal-driven online environments.

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. 1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy. 1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	1.1 Creating: This project demonstrates my ability to create instructional materials using systems approaches by developing a structured, multi-module e-learning course grounded in the ADDIE model. Each phase—Analysis through Evaluation—was explicitly integrated into the course structure, supported by iterative feedback cycles informed by SAM. The result was a learner-centered online environment that models effective instructional design principles in both content and format. 1.2 Using: I selected Canvas LMS as the primary platform for its alignment with learner needs and instructional goals. Within this

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.

environment, I integrated multimedia, discussion prompts, and interactive assessments to enhance engagement and knowledge retention. These tools were strategically chosen to support flexible, self-paced learning and to model best practices in technology-enhanced instruction.

1.3 Assessing/Evaluating:

To evaluate the course's effectiveness, I aligned each module's assessments with Bloom's Taxonomy to ensure clear, measurable learning outcomes. Knowledge checks, discussions, and a final assessment allowed for both formative and summative evaluation of learner progress. Feedback mechanisms were also embedded to inform ongoing revisions, ensuring the integration of instructional materials met learning goals and supported continuous improvement.

1.4 Managing:

I effectively managed the instructional design process by coordinating timelines, organizing content delivery across four structured modules, and utilizing Canvas LMS features to streamline navigation and learner access. This included managing both the course structure and learning flow to ensure alignment with objectives, while making efficient use of digital tools and media assets within realistic constraints—such as time, scope, and platform capabilities.

1.5 Ethics:

Throughout the project, I adhered to AECT's professional ethical standards by ensuring all resources used in the course were properly cited, using openly licensed media where applicable, and designing the course to be accessible, inclusive, and respectful of diverse learner backgrounds. The course reflects a commitment to transparency, equitable access, and instructional integrity in both content and delivery.

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
<p>2.1 Creating. Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.</p> <p>2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.</p> <p>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.</p> <p>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.</p> <p>2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.</p>	<p>2.1 Creating: I applied instructional design pedagogy by integrating the ADDIE and SAM models with Bloom's Taxonomy to create a course that scaffolded content for different cognitive levels. Each module was designed to build practical knowledge through real-world applications of instructional design, using interactive tools and reflective prompts to enhance learning and performance outcomes.</p> <p>2.2 Using: I implemented Canvas LMS, multimedia content, discussion forums, and self-assessments to support learner engagement and reflection. These technologies were chosen to align with best practices in instructional design pedagogy and ensure learners could apply core concepts in authentic contexts.</p> <p>2.3 Assessing/Evaluating: The course design included built-in formative assessments and module-end evaluations to assess both learner understanding and instructional effectiveness. I reflected on learner responses and feedback to adjust pacing and refine content clarity, demonstrating an inquiry-based approach to evaluation grounded in continuous improvement and reflective practice.</p> <p>2.4 Managing: I managed the technological tools and content structure in Canvas to create a user-friendly, flexible learning environment that supported independent learning. The course included clear navigation, consistent visual design, and scaffolded content to</p>

	<p>meet the needs of a diverse learner base while modeling sound content pedagogy.</p> <p>2.5 Ethics: Media, language, and examples were selected with an emphasis on inclusivity and cultural neutrality. The course design reflected ethical practices by respecting diverse learning preferences and ensuring accessibility across devices, as well as by properly citing all resources and using open-access or Creative Commons-licensed materials when applicable.</p>
<p>Standard 3 – Learning Environments: Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.</p>	
Performance indicators:	Justification
<p>3.1 Creating. Candidates create instructional design products based on learning principles and research-based best practices.</p> <p>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.</p> <p>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.</p> <p>3.4 Managing. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.</p> <p>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.</p>	<p>3.1 Creating: I created a multi-module instructional design course using evidence-based strategies such as Bloom’s Taxonomy, Mayer’s Multimedia Principles, and the ADDIE framework. The content was sequenced and scaffolded to support cognitive engagement, skill development, and real-world application, reflecting sound learning theory and instructional design principles.</p> <p>3.2 Using: I selected Canvas LMS for its capacity to support structured online learning and integrated multimedia tools, interactive assessments, and learner-centered activities. These selections were grounded in research-based best practices and aligned with the course’s instructional goals, providing optimal learning conditions.</p> <p>3.3 Assessing/Evaluating: The course incorporated multiple formative and summative assessments, including quizzes, reflections, and application-based tasks, to measure learner understanding and inform instructional refinements. These</p>

<p>3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.</p>	<p>strategies allowed for data-informed decisions about pacing, clarity, and learner engagement.</p> <p>3.4 Managing: Canvas's modular structure and user-friendly tools enabled me to maintain the instructional and technological infrastructure effectively. I ensured consistent navigation, embedded multimedia access, and clear communication to support seamless learning experiences and platform stability.</p> <p>3.5 Ethics: I followed ethical design practices throughout the project by using open-access content, properly citing all sources, and respecting copyright and Fair Use guidelines. I also prioritized digital safety and accessibility, creating a respectful and inclusive learning environment.</p> <p>3.6 Diversity of Learners: The course was designed to support diverse learners through flexible pacing, clear instructions, multimodal content, and scaffolded support. Examples and scenarios were chosen to be relevant and inclusive, ensuring accessibility for individuals with varied educational and cultural backgrounds.</p>
<p>Standard 4 – Professional Knowledge and Skills: Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.</p>	
<p>Performance indicators:</p>	<p>Justification</p>

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 throughout the course development process to review content flow, align assessments with objectives, and evaluate learner needs. Peer feedback and informal input from instructional design colleagues helped refine module pacing, interactivity, and clarity, ensuring the course was relevant and engaging for a diverse learner audience.

4.3 Reflection on Practice:

I engaged in reflective practice by analyzing discussion data, quiz performance, and learner feedback to identify areas for improvement. This reflection led to adjustments in instructional materials and reinforced my understanding of how design choices directly impact learner engagement and comprehension, supporting my professional growth as a designer.

4.4 Assessing/Evaluating:

Assessment and evaluation strategies were embedded across all four modules and aligned closely with Bloom's Taxonomy and stated learning outcomes. Quizzes, discussions, and real-world application tasks were designed to measure learning progress and inform instructional effectiveness in a way that supports ongoing improvement.

4.5 Ethics:

Throughout the course development, I upheld professional ethics by using inclusive language, ensuring accessibility, and representing diverse perspectives. All media and resources were cited properly, with attention to copyright, Fair Use, and open-access standards, ensuring respect for both intellectual property and learner diversity.

Modifications Made:

This project was refined throughout the design and development process based on instructor feedback, peer input, and self-reflection. During the course, I adjusted module flow for better pacing, clarified instructions within activities, and revised quiz questions to better align with Bloom's Taxonomy levels. I also restructured certain content areas to enhance learner engagement and improved the consistency of visual and interactive elements across modules. These modifications reflect my growth in applying iterative design principles and responding to learner needs in real time, strengthening both the instructional quality and user experience.