

EDTC 6321 Instructional Design Instructional Design Project (IU's 1-4)

Project Description

This instructional design project is divided into four parts showcasing application of the ADDIE Instructional Design process to an instructional unit: 1) the learners, environment, and instructional goal, 2) task analysis and performance objectives, 3) instructional strategy, activities, and materials, and 4) the formative evaluation report. The instructional unit was designed, developed, implemented, and evaluated for a specific group of learners in a specific environment.

Standards Met

This project demonstrates proficiencies in the following AECT standards: Standard 1 – Content Knowledge, Standard 2 – Content Pedagogy, Standard 3 – Learning Environments, Standard 4 – Professional Knowledge and Skills, and Standard 5 – Research. 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
<p>1.1 Creating. Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.</p> <p>1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.</p>	<p>1.1 This project demonstrates an in-depth analysis of the intended audience and learning environment before progressing toward the creation of instructional materials to support the lesson for this specific environment (home kitchens) and this particular audience (untrained home chefs.)</p> <p>1.2 This project is the planning portion of an instructional unit. Selected resources for this planning included the use of text, charts, and storyboarding to support later design of an e-learning module.</p>

<p>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.</p>	
<p>Performance indicators:</p>	<p>Justification</p>
<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>2.4 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 This project applied the ADDIE instructional design process to the creation of a future e-learning module by identifying learning goals and performance objectives, analyzing the intended audience, and drafting materials to accommodate that audience and meet those goals and objectives.</p> <p>2.2 The educational technologies considered for this project were chosen for ease of use by an audience working in their home kitchens. The content and pedagogy targeted an audience of home cooks without formal training but with fundamental cooking knowledge.</p> <p>2.4 The resources required for the educational unit are listed at the beginning of the lesson and are available in most home kitchens.</p> <p>2.5 A multicultural audience was considered throughout the process of design, including but not limited to English language learners. The development of the lesson included consideration for a diverse audience and avoided culture-specific language and processes.</p>
<p>Standard 3 – Learning Environments: Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.</p>	
<p>Performance indicators:</p>	<p>Justification</p>

<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>3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.</p>	<p>3.1 This instructional unit was created with consideration of learning principles and research-based best practices as they apply to an adult audience of home chefs.</p> <p>3.2 The instructional unit was created with consideration for online access from a home kitchen--tablet, phone, and computer access—using technology that is portable and regularly available in a kitchen.</p> <p>3.6 Novice bakers were considered during creation of the instructional unit. The use of pictures, video demonstration, text, and sound were chosen to appeal to all types and levels of learners.</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>
<p>4.4 Assessing/Evaluating. Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.</p> <p>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.</p>	<p>4.4 All assessment plans within the unit were self-assessment because the learners would be accessing the content asynchronously. Guidelines for self-assessment were given in the instructions.</p> <p>4.5 The appeal to many different learning styles is apparent in the use of text, sound, video demonstrations, and still pictures. The design of the unit attempted to eliminate any cultural biases from the instruction.</p>
<p>Standard 5 – Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.</p>	
<p>Performance indicators:</p>	<p>Justification</p>

<p>5.1 Theoretical Foundations. Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.</p> <p>5.2 Method. Candidates apply research methodologies to solve problems and enhance practice.</p> <p>5.3 Assessing/Evaluating. Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.</p>	<p>5.1 The creation of the instructional unit followed the ADDIE instructional design process in considering learning goals, intended audience characteristics, and the learning environment.</p> <p>5.2 Following the ADDIE process required analysis of an intended audience, learning environment, and learning goals before advancing into the development and design of the unit. Although the unit was not implemented and presented to learners, it was evaluated by an SME and a one-to-one evaluator for content, clarity, and engagement.</p> <p>5.3 The presentation of content in this instructional unit adheres to Mayer's Principles of Multimedia Learning. The project applied the ADDIE instructional design process in the creation of this future e-learning module.</p>
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Modifications Made

After review, the project was modified in the following ways:

- Language was altered to ensure proper grammatical structure and reduce wordiness.
- Clarifying statements were made to ensure less-skilled audience members understood directions.
- Pictures of cooking stages were added to appeal to visual learners and clarify the process.
- Formatting of the checklist was modified to make it easier for the learner to read and digest.
- Words of encouragement were added to aid in motivating the less-skilled learners.
- Instructions for future storage of the final pie were added upon personal review of materials.

In the long-term, if I were to take this project to the point of creating the video lesson, I would ensure that the video images were clear and actually showed the learners the processes required in the lesson. I would also ensure that the

voiceover used in the video would be encouraging and soothing. All materials would be offered in both video format and text to appeal to the widest range of learning styles possible.

[Original Draft](#)

[Final Draft with Revisions Marked in Comments](#)