

EDTC 6320 Instructional Technology Cooperative Project

Project Description

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.

Standards Met

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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
1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy. 1. 5 Ethics. Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology	1.2 Using: We selected and integrated WordPress and multimedia tools such as Canva to enhance content delivery, applying dual coding and cognitive load principles to support learner engagement. These technologies were intentionally aligned with learning goals to model effective, inclusive pedagogy and promote understanding of Educational Technology concepts. 1.5 Ethics: Our team consistently upheld the professional ethics and standards outlined by AECT, demonstrating integrity, respect, and responsibility to individuals, society, and the profession. We collaborated equitably, maintained academic honesty by properly citing all sources, and ensured our work was both original and representative of shared contributions. The final product reflects a principled and informed perspective on the field, promoting educational technologists as skilled, ethical, and evidence-based practitioners.

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
2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	2.5 Ethics: In designing this project, we intentionally selected media, language, and visuals that reflect and respect the diversity of our society. Our content was crafted to be inclusive and accessible to learners from varied cultural and educational backgrounds, aligning with AECT's emphasis on equitable representation. The final presentation promotes Educational Technology as a field that values multicultural perspectives and inclusive instructional design.
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. 3.5 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.	3.1 Creating: We developed the instructional materials using evidence-based design principles, including cognitive load theory, dual coding, and the ADDIE model. The final product reflects best practices in multimedia learning and clearly communicates key concepts in Educational Technology through intentional structure, pacing, and design. 3.5 Ethics: We ensured the learning environment and deliverables were guided by ethical standards, promoting digital safety, respectful collaboration, and responsible use of media. All resources were properly cited, with attention to copyright, Fair Use, and open-access guidelines to model ethical instructional design practices.

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. 4.5 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: This project was a team-based effort involving active collaboration in content research, instructional design, multimedia production, and peer review. Together, we analyzed audience needs, refined the message, and evaluated the clarity and impact of our final product to ensure it met its instructional goals. 4.5 Ethics: Throughout the project, we demonstrated ethical conduct by fostering inclusive dialogue, respecting diverse perspectives, and ensuring cultural sensitivity in our messaging and design. Our work reflects a commitment to ethical collaboration and learner diversity across all stages of development.
Standard 5 – Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.	
Performance indicators:	Justification
5.1 Theoretical Foundations. Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.	5.1 Theoretical Foundations: This project was grounded in established learning theories and current research in educational technology, including cognitive load theory, dual coding, and multimedia learning principles. Specifically, we applied Mayer’s 12 Principles of Multimedia Learning to guide the integration of visuals and narration, ensuring content was streamlined, engaging, and easy to process. These frameworks informed our design choices, making the final product both pedagogically sound and aligned with contemporary best practices in instructional design.

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Modifications Made

This project was developed through an iterative design process, with continuous improvements made collaboratively during its creation. Rather than separate drafts, our team refined content, visuals, and narration in real time through discussions, peer feedback, and ongoing reflection. Adjustments were made to enhance clarity, alignment with learning principles, and overall impact—shaping the final product through responsive and thoughtful iteration. The result reflects a process-oriented approach that prioritized learner experience and professional standards every step of the way.