

EDTC 6323 Multimedia/Hypermedia Interactive Learning Object

Project Description

This instructional unit, focused on enabling console gamers to stream on Twitch using GoLightstream.com, guides users through a comprehensive process, including account creation, DNS settings adjustment, and scene setup. Designed for tech-savvy gamers lacking streaming capabilities from their consoles, the unit combines step-by-step tutorials, multimedia resources, and practical exercises to enhance learning and engagement. It targets learners with basic to intermediate technological proficiency, offering them a pathway to share their gaming experiences with a broader audience. Feedback mechanisms, such as quizzes and a Google Forms questionnaire, assess learner understanding and offer insights for iterative improvement. The unit emphasizes practical application, aiming to equip gamers with the skills necessary to navigate the complexities of live streaming efficiently.

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 In my project, I demonstrated the ability to create instructional materials and learning environments by developing a step-by-step tutorial for console gamers to stream on Twitch using GoLightstream.com, employing a systems approach that integrated multimedia elements and interactive components to facilitate learning. 1.2 I selected and utilized technological resources and processes, such as GoLightstream.com, Discord for communication, and Google Forms for feedback collection, to support learner engagement and skill acquisition, thereby enhancing my pedagogical approach to teaching complex technological tasks like streaming setup and DNS configuration.

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 I applied content pedagogy in my project by designing a tutorial that not only teaches console gamers how to stream on Twitch via GoLightstream.com but also incorporates learning strategies that cater to different learning styles, thereby improving the learners' ability to achieve the desired outcomes of account creation, DNS modification, and scene setup. 2.2 In implementing my project, I carefully chose educational technologies and processes, such as video tutorials and interactive quizzes, that align with content pedagogy principles, ensuring that the instructional design effectively supports the learning objectives for gamers aspiring to stream their gameplay. 2.4 I managed technological processes and resources by creating a supportive online learning community on Discord, offering a flexible learning environment through Canva-hosted multimedia content, and demonstrating appropriate content pedagogy by tailoring the tutorial to the specific needs of console gamers seeking to engage with Twitch streaming. 2.5 In designing my project, I emphasized the importance of ethical considerations and diversity by ensuring that the content was accessible and inclusive, reflecting the diverse backgrounds and experiences of the gaming community, and promoting a respectful and supportive environment for all learners.
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 In creating my tutorial for streaming console games to Twitch via GoLightstream.com, I incorporated instructional design principles and research-based best practices, ensuring the content was structured to facilitate easy understanding and application, from account creation to live streaming, for learners at varying skill levels. 3.2 I made decisions grounded in professional judgment to select the most appropriate technological processes and resources, like GoLightstream for streaming and Discord for communication, ensuring these choices align with learning theories and practices that cater to the needs and preferences of console gamers looking to stream. 3.5 In developing the tutorial, I emphasized ethical practices by guiding learners on respecting copyright and fair use, ensuring the content promoted the safe and responsible use of technology and digital resources in streaming, and advocating for open access where appropriate. 3.6 I aimed to foster an inclusive learning community through my project, acknowledging and catering to the diverse backgrounds, characteristics, and abilities of gamers. The tutorial and feedback mechanisms were designed to be accessible and supportive, encouraging participation and learning for all interested in streaming, regardless of their prior experience.
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Modifications Made

Throughout the development and subsequent evaluation of my Go Light Stream tutorial project, I've made several modifications to enhance its effectiveness and accessibility. Initially, the project was designed with a focus on providing clear, step-by-step instructions for console gamers to start streaming on Twitch. However, based on feedback and my growth in the educational technology program, I've recognized the importance of iterative improvement to better meet the needs of my audience.

Short-term modifications included refining the language for clarity, adding more detailed descriptions to the steps for changing DNS settings, and improving the visuals in the tutorial videos for better engagement. I also integrated interactive quizzes at the end of each section to reinforce learning and provide immediate feedback.

Long-term modifications were more strategic and focused on inclusivity and accessibility. I revised the content to ensure it was welcoming to gamers of all skill levels and backgrounds, including more diverse examples of successful streams. Additionally, I implemented alternative text descriptions for all images and ensured that the videos had subtitles for the deaf and hard-of-hearing community.

After implementing these changes, I used the tutorial with actual learners in a gaming workshop. Their real-time input was invaluable, leading to further adjustments such as simplifying technical jargon and adding a FAQ section to address common issues encountered by new streamers.

Documentation and Evaluation:

The revisions made post-course completion reflect my growth in understanding the dynamic needs of digital learners and the importance of creating flexible, inclusive educational materials. Future improvements, guided by ongoing summative evaluation, will focus on leveraging emerging technologies to enhance interactivity and personalizing learning experiences to cater to individual learner needs more effectively.

Original Draft

Final Draft