EDTC 6320 Instructional Technology
Cooperative Project

Project Description

The Instructional Technology cooperative project is a team effort where we created a website and a multimedia presentation to explain what the Educational Technology program is for our client. The cooperative project explains the logistics of Educational Technology as well as the responsibilities and objectives of an educational technologist. The instructional solution we chose to create as a team is a brief video that explores the ins and outs of educational technology.

The project demonstrates our collective knowledge of technology, design, and pedagogy to reach our client's prospective learners.

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**
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 As a team, we used Google Slides an iPhone and Canva to create a short film that prospective students can view to learn about Educational Technology 1.5 We incorporated our references used to maintain our professionalism and prevent plagiarism
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 We designed our film with fonts, colors, and themes that are easy to read and a voice recording to go along with the screen that reflects the message of film. The script to the film is also available for prospective learners who prefer to read information.

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 We used Google Sites and designed our Multimedia presentation around our audience. We understand that as potential students in the Educational Program, we need to make our design appealing and captivating in order to engage our audience. We researched possible media to use that would include audio and nice template designs. We also researched best practices when it comes to media designs and took this into account when creating our media selection. 3.5 In creating our website and multimedia project, we were sure to include any citations we may have used. In our media presentation, a slide was added for this purpose. All citations that we used are listed here. We also took the time to share ideas and brainstorm before we came to an agreement on any of the tasks we had. We made sure our sources were relevant and factual before using.
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.	4.1 All group members collaborated on this project by sharing ideas and input. We used the GroupMe site to communicate frequently as we worked through the projects.
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.	4.5 Group members were respectful to each other's ideas and were open to all ideas presented. We were considerate of daily schedules and emergencies that came up and worked together to complete all tasks.

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 The team collaborated and decided which methods of presentation would be best to include in the project. One instance was retaining a consistent format throughout our Google Slides.

Modifications Made

There were a variety of modifications that were made throughout the entirety of the project. Most were small details that made all the difference. Changes in design and wording were the most prevalent and minor changes included incorporating images onto slides that were .PNG format without backgrounds to make slides more aesthetically pleasing. The largest change that we made was re-filming the Google Slides presentation with a script after filming the initial presentation with a cold-read of the slides; by doing this, we cut down the length of the presentation and were able to create a video that had more information and depth for the learner.

All projects are considered to be works in progress. Describe modifications made to your project during and after course completion to reflect your growth in the program over time. Keep copies of original and final drafts for all projects and include hyperlinks to prior draft(s) here. Describe short-term and long-term modifications.

Note: If you actually use your lesson materials with actual learners, document the improvements you have made based on real-time input from the learners. These future improvements would be documentation of summative evaluation.

Include hyperlinks to the BEFORE and AFTER versions on any projects you revised after the course ended as illustrated below.

Original Draft - Feb. 06, 2023
Second draft - Feb. 07, 2023

Final Draft
https://youtu.be/2p8YDw2_t38