

EDTC 6320 Instructional Technology Cooperative Project

Project Description

The training module: "Discovering the World of Math at Khan's Academy" provided learners with a practical means to implement specific available technologies in order for us to assess the effectiveness of these technologies in providing learners with resources by which they could train, learn and develop their skills in various math classes. This module trained educators in the resources available at this website, and how to use them.

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.	<i>Through the development of the training module: "Discovering the World of Math at Khan's Academy" we selected and developed training and instruction on how to utilize a number of resources that are available to students, parents and educators. We identified key areas of concern and decided to provide an outline or blueprint for Coaches to in turn be better able to guide and assist students in the proper and most beneficial use of the Khan Academy website. Instead of reinventing the wheel, we will enhance students learning with a guide to readily available programs.</i>
1.5 Ethics. Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.	<i>Sources are cited, and references are provided for any and all information, photos, clip art, research and other information that is being shared, reprinted or provided within this training module. We clearly followed professional ethics of the field as defined and developed by the Association for Educational Communications and Technology to the best of our ability and knowledge.</i>

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.	<i>Standard navigation bars and, maximum contrast is utilized in the web design of the training modules. No meaningful text are used as graphics, and standard font sizes are utilized. Meaningful multimedia videos are added along with transcripts of the training modules. We selected and designed all media to insure access to all students, coaches, parents and facilitators. This was an integral factor in our choices, design and story board process.</i>
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.	<i>Utilizing a variety of web 2.0 technologies and available resources we created a learning module that was based on a clearly defined needs assessment, performance and learning objectives, instructional strategies and other best practices in the field. The evaluation and needs assessment pointed specifically to the solution we choose, which in turn led us to the cutting-edge world of adaptive assessments that pinpoint where the student needs to be directed next.</i> <i>The latest, up-to-date guides on open access, and safety guides were utilized and implemented throughout the development and assessment process. Health, safety, best practices and respect for copyright, Fair Use, and appropriate open access to resources were all foremost in our designing and development sessions.</i>
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
<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.</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><i>Utilizing specifically defined needs assessment, and performance objectives, coaching plans were sent along with surveys to determine if learning outcomes were met following the training exercises. We met with teachers, parents, and facilitators to determine how best to accomplish these tasks. We received constant feedback from our peers, other classmates and our professor as we progressed through the project, and development of the various learning modules.</i></p> <p><i>In order to provide a learning environment that can service a wide and diverse community of learners we strived to accommodate a safe digital resource for our students. We emphasized the guidelines of the school district in respect to respect for the diversity of learners, and also reiterated this to our students, teachers, facilitators and all that attended our inservice.</i></p>
<p>Standard 5 – Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.</p>	
Performance indicators:	Justification
<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><i>In order to demonstrate foundational knowledge of past, present, and future trends in instructional technologies. I Submitted a 3000-word formal paper (in APA format) that described past, present and future trends in instructional technologies and/or ISD. This can be found here.</i></p> <p>https://mariedlara.files.wordpress.com/2013/09/marie-dennany-lara-project-3.pdf</p>

Modifications Made:

There was a number of positive evaluations from the formative peer evaluation, with few changes being recommended. The first modification was the inclusion of transcripts for coaches, teachers and others who wish to follow along with the

written word. This adaptation was also recommended for the purposes of others who wish to read/train offline. There has been some feedback regarding a suggested change in the format of the fonts on certain web links, but this process has been difficult to adopt since we are unclear if this process will alter the submitted links to the TK20 site.