

EDTC 6321 Instructional Design
Instructional Design Project (IU's 1-5)

Project Description

This project utilized the instructional systems design model to effectively design a five-part instructional unit module in order to train learners in the design of their own electronic or digital portfolio. The instructional units implemented theoretical elements of social cognitive theory, in order that the student may assess and evaluate their progress in a digital 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
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>In the development of the Instructional Units, I began with the technological process of the ADDIE model to develop and design my instruction. In order to enhance student learning I based the units on the analysis and characteristics of the intended learners.</i>
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>The instructional units also implemented theoretical elements of social cognitive theory, in order that the student may assess and evaluate their progress in a digital environment.</i> <i>The development of the Instructional Units in the design phase included learning objectives, assessment instruments, exercises, and media based on the results of the analysis and research done in the initial phase.</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
<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><i>In the development phase, I created a task analysis, storyboard, various media and content that was shared with subject matter experts as well as my peers. I analyzed the resulting feedback in order to make changes to the Instructional Units that I developed.</i></p> <p><i>The application of the various instructional strategies were revised as appropriate and/or as my instructor, subject matter expert, and peers suggested.</i></p> <p><i>The user interface was adapted to create an approachable user experience and facilitate in various learning contexts. These prototypical units were tested in small groups and feedback was collected and analyzed. Various changes were made to suit the intended audience and facilitate in achieving successful learning outcomes.</i></p> <p><i>The methods and designs of the instructional units include the features required for the diverse audience; including, but not limited to: appropriate color contrasts, font utilization and accessibility for a variety of platforms.</i></p>
<p>Standard 3 – Learning Environments: Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.</p>	
Performance indicators:	Justification
<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><i>In the development of the Instructional Units, I applied various instructional strategies according to intended behavioral outcomes based on the characteristics in the domain of learning.</i></p> <p><i>The appropriate resources were selected and chosen based on the Social Cognitive Theory advanced by Albert Bandura in the application of a self-reflective learning process and a modern</i></p>

<p>3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.</p>	<p><i>day version of the practice of keeping a journal.</i></p> <p><i>A learning community of various backgrounds, characteristics, and abilities could utilize these instructional modules to reflect on their various talents, progress academically and inform their parents and/or instructors about any aspect of their education and/or talents.</i></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>	
Performance indicators:	Justification
<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><i>For each module there is an accompanying online assessment. These assessments correlate to specific instructional goals and performance objectives.</i></p> <p><i>Each and every module is created with complete adherence to a respect for the diversity of learners, and a respect to the cultural context in all aspects of the design process.</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>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</p>	<p><i>There is an abundance of applicable research that addresses the importance of self-reflection that contributed to the foundation of my project. I simply updated the basis to address available technology.</i></p> <p><i>In order to better benefit students that move from one school to the next, or prefer to create online, implementing a digital portfolio would address their needs.</i></p> <p><i>I utilized a demonstrated SME, or Subject Matter Expert to evaluate and assess my</i></p>

assessing and evaluating processes and resources for learning and performance.	<i>instructional modules, as well as advise me on my strategies.</i>
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Modifications Made

Several initial modifications were made while the project was in process which were suggested or advised by the SME, Sister Mary Paul. These included directions or descriptions for those unfamiliar with computer terminology and a question as to the availability of a fallback position for those that fail to pass the pre-test. Considering these suggestions as well as those of my professor and peers I aligned the resulting instructional units to a more specific audience. Other minor modifications have been made, such as word changes, and a quiz question or two.