**EDTC 6321 Instructional Design**

**Instructional Design Project (IU’s 1-5)**

**Project Description**

*The purpose of this instructional unit is to teach new student employees at the Center for Online Learning & Teaching Technology (COLTT) how to create an assignment in Blackboard. The Skills that they will learn are how to create an assignment in a module page, attach files to an assignment, set due dates properly, and where to grade 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.

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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** |
| **1.1 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 Instructional Materials were developed using MS Word, Google Sites, IoRAD and Adobe PDF.**1.2 The entire project followed the ADDIE instructional design model.*  |
| **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 When creating instructional materials, we followed varia instructional design principals and research.* *2.2 Tools used in creating the instructional materials consisted of IoRad and Blackboard LMS.**2.4 During the planning phase for Instructional Design Project, UDL or Universal Design for Learning principals were followed. In selecting supportive technologies, diverse learners were kept in mind.* *2.5 UDL and Accessibility were both taken into consideration when developing instructional materials for this project.*  |
| **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.**3.6 Diversity of Learners.** Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities. | *3.1 When creating the Instructional Material for this project, the ADDIE model was followed**3.2 The processes and resources selected for this instructional unit were selected to provide optimal conditions for learning.* *3.6 The instructional unit was developed with the needs of diverse learners in mind.* |
| **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** |
| **4.4 Assessing/Evaluating.** Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.**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. | *4.4 The assessment and evaluations used in this instructional unit aligned with the objectives and learning materials for this course.* *4.5 Participants in this instructional unit were treated fairly following UTRGV’s code of conduct.* |
| **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.**5.2 Method.** Candidates apply research methodologies to solve problems and enhance practice. **5.3 Assessing/Evaluating.** Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. | *5.1 The ADDIE model was the foundation of this instructional unit. As the ADDIE model suggest, a problem was identified, performance objectives were well thought out, content was developed, teacher was assisted and the IU was evaluated.**5.2 Every step of the ADDIE module was researched to help develop the individual instructional units used in this project.* *5.3 Assessment of the objectives was completed following methods by Robert Branch.**Branch, R (2010). Instructional Design: The ADDIE Approach. Boston, MA: Springer,**US.* |

**Modifications Made**

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 Final Draft