**EDTC 6323 Multimedia/Hypermedia  
Interactive Learning Object**

**Project Description**

*This project consisted of developing a re-usable learning object. The purpose of this learning object is for learners to use Respondus Monitor and Lockdown browser to deliver online exams with minimal academic dishonesty. The learners will also learn best practices to instruct their students so to reduce the need to cheat.*

**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.

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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 created using the Blackboard Learning Management System, Softchalk and Panopto to deliver the multimedia.*  *1.2 The technology resources and processes selected for this instructional unit were selected based on ease of use and delivered the instruction in a way that learning was enhanced.* | |
| **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* *The instructional materials were created in Softchalk and PowerPoint and allowed the learners to practice at their own pace to complete performance outcomes.*  *2.2 When developing the learning module, the ADDIE model was used to create materials. This allowed the learners to have a well laid out lesson to follow.*  *2.4 By selecting technologies such as Blackboard, Softchalk and google sites, learners were able to learn at their own pace and access the training from anywhere.*  *2.5 The technologies used in this Instructional Unit were all accessible. The instructional unit is fair and accessible to all members of our institution.* | |
| **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 The instructional Unit was created using best practices and learning principles of course design. Research was conducted to ensure the materials taught would benefit the learner.*  *3.2 All resources used in this project were picked based on how effectively they could deliver the needed instructional material so that learners had an overall good learning experience.*  *3.5 All materials used for this project followed good ethics best practices. The material was cited and followed all copyright guidelines.*  *3.6 All material in this instructional unit meets the needs of all learners regardless of background, abilities, and needs.* | |

**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