EDTC 6325 Educational Communications
E-Learning Module

Project Description

The instructional Unit for this course consists of a Course created in the Canvas LMS. The course addresses a common issue with incoming students not knowing the basics of using Blackboard in their Online/Hybrid courses. This Instructional unit will provide them with a basic overview of using Blackboard.

Standards Met

This project demonstrates proficiencies in the following AECT standards: Standard 1 – Content Knowledge, Standard 2 – Content Pedagogy, Standard 3 – Learning Environments, and Standard 4 – Professional Knowledge and Skills. 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**
1.1 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. **1.3 Assessing/Evaluating.** Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials. **1.4 Managing.** Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. **1.5 Ethics.** Candidates demonstrate the	*1.1 Creating. The material was created with tools that required little to no knowledge prior to it use. Canvas was the LMS that a lot of users are familiar with and the tutorials and videos were created using IoRAD and Panopto which are all web based platforms.* *1.2 Using. The applications used were easy for the learners to use and enhanced their learning experience by providing visuals and audio.* *1.3 Assessing/Evaluating. The applications used allowed proper assessment to ensure all learning objectives were met.* *1.4 Managing. The Canvas LMS used for this instructional unit is free for users. All other applications used within the course were public facing applications that required no cost to the end user.*

contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.	*1.5 Ethics. Professional ethics were taken into consideration when developing all materials for this instructional unit. Feedback was requested from peers to ensure course was ethically sound.*

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. **2.3 Assessing/Evaluating.** Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice. **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 Creating. Canvas was used for the instructional unit which provided learners a streamlined application to learn the materials presented in the lessons. The Content was self-paced and learner-centered* *2.2 Using. Educational technologies used were all well known in the education sector and are widely used. The content pedagogy followed the ADDIE model.* *2.3 Assessing/Evaluating. Applications such as IORAD and Canvas quizzes allowed proper assessment of the learner's ability to learn the material.* *2.4 Managing. Using Canvas LMS, the users can follow through the lesson at their own pace. All the applications needed were built and embedded within the LMS to allow engagement and collaboration.* *2.5 Ethics. All materials developed followed ethics guidelines and were accessible to all learners. The videos contained captions and text that are accessible.*

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.	*3.1 Creating. When creating the course structure, adult learning principals were followed. The course structure allows the learner to easy navigate their way around the course.*
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.	*3.2 Using. All principals, theories and effective practices were taken into considering when selecting the resources used in this instructional unit. All applications were researched to ensure the learner gained the most out of the lessons.*
3.3 Assessing/Evaluating. Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.	*3.3 Assessing/Evaluating. Meetings were held with various SME's to evaluate the instructional lesson to ensure learner outcomes were met and the learning environment was improved.*
3.4 Managing. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.	*3.4 Managing. The learning solution is hosted in the cloud by CANVAS which is a well known Learning Management System with a proven infrastructure.*
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.	*3.5 Ethics. Copyright was respected when creating the instructional materials.*
3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.	*3.6 Diversity of Learners. The materials created for this instructional unit are accessible to all members of the learning community. Closed captions were added to all videos so that they were accessible.*

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 Collaborative Practice. Before deciding on an instructional unite, SME's were met with to discuss the true need for this instructional unit topic. SME's were involved in every process.*
4.3 Reflection on Practice. Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.	*4.3 Reflection on Practice. A target audience was run through the course to analyze the effectiveness of the instructional unit.* *4.4 Assessing/Evaluating. The assessments developed for this instructional unit were authentic and contained question types that varied to engage the learners.*
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.	*4.5 Ethics. All material presented in this course met the needs of a diverse set of learners. All accessibility requirements were met to address the needs of those with disabilities.*

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.

NOTE: In some projects, like the e-learning project, the changes and improvements are made in Bb CourseSites so no before and after versions will be available. Therefore, it will be important to document the changes you made.

Original Draft   Final Draft