

**EDTC 6332 Educational Technology Practicum
Practicum Project**

Project Description

This project consisted of creating a course to address a training or educational need. The topic I chose was the COLTT Ticketing System. The topic was chosen because at the Center for Online Learning & Teaching Technology we have student employees come and go and we needed to have an efficient way to train them quickly in the use of our ticketing system.

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
<p>1.1 Creating. Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.</p> <p>1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.</p> <p>1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.</p> <p>1.4 Managing. Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.</p>	<p><i>1.1 Creating. The materials used for this Instructional Unit were created with the ADDIE model in mind.</i></p> <p><i>1.2 Using. All technologies and resources were selected based on their ability to support the learners needs. The instructional unit was created using the Blackboard LMS which is familiar to our current students.</i></p> <p><i>1.3 Assessing/Evaluating. The course is structured in a way that the learners knowledge can easily be assess through real world assessment strategies as well as IORAD interactive tutorials.</i></p> <p><i>1.4 Managing. Blackboard was selected for the instructional solution as it is easily manageable and available to current learners at our institution.</i></p>

<p>1.5 Ethics. Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.</p>	<p><i>1.5 Ethics. Professional ethics were present in the entire process of this instructional unit. Our learners are diverse and feedback was gathered to ensure ethics were demonstrated.</i></p>
<p>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.</p>	
<p>Performance indicators:</p>	<p>Justification</p>
<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>2.3 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.</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>2.1 Creating. The materials for this instructional unit were created with technologies that allow the performance outcomes to be met.</i></p> <p><i>2.2 Using. The technologies and processes used in this instructional unit were appropriate for the learners that would participate in the instructional unit.</i></p> <p><i>2.3 Assessing/Evaluating. SME's were consulted with during the design phase to ensure the learning process was adequate and represented real world results.</i></p> <p><i>2.4 Managing. Using technologies like Blackboard, Panopto and IoRad, learners are able to have a diverse learning environment that will provide engagement so that knowledge is retained.</i></p> <p><i>2.5 Ethics. Universal Design for learning strategies were chosen for this instructional unit so that it is ethically sound and available to our diverse learners.</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>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.</p> <p>3.4 Managing. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.</p> <p>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.</p>	<p><i>3.1 Creating. When creating this instructional solution, each lesson was created using research-based best practices learned throughout the duration of the ed-tech program.</i></p> <p><i>3.2 Using. The instructional solution used technologies that delivered various learning methods from media, discussions and interactive tutorials to enhance the learning experience.</i></p> <p><i>3.3 Assessing/Evaluating. During the design phase of the instructional solution, SME's were consulted with to ensure the outcomes and instructional goals were met. Feedback was received and revisions were made if needed</i></p> <p><i>3.4 Managing. The instructional solution was housed in the Blackboard LMS which is maintained with high expectations.</i></p> <p><i>3.5 Ethics. Professional Ethic standards were used when creating the instructional material for this instructional solution.</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>4.1 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>4.2 Leadership. Candidates lead their peers in designing and implementing technology-supported learning.</p> <p>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.</p> <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>4.1 Collaborative Practice. Subject Matter Experts were collaborated with to design instruction that would be relevant to the learners needs. Revisions were made based on feedback from our evaluations.</i></p> <p><i>4.2 Leadership. This project was not group based, but I did lead the team of SME's whose advice was taken into consideration when designing this instructional unit.</i></p> <p><i>4.3 Reflection on Practice. One-to-One evaluations were done with learners to evaluate the effectiveness of the design.</i></p> <p><i>4.4 Assessing/Evaluating. For assessing and evaluating the learners, I used an interactive tutorial (IORAD) and relied on real world assessments that the SME (Supervisor) verified on the actual COLTT Ticketing System.</i></p> <p><i>4.5 Ethics. All learning material in this course took our diverse learners into consideration.</i></p>
<p>Standard 5 – Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.</p>	
<p>Performance indicators:</p>	<p>Justification</p>
<p>5.3 Assessing/Evaluating. Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.</p> <p>5.4 Ethics. Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.</p>	<p><i>5.3 Assessing/Evaluating. The design approach for this instructional solution was in line with ADDIE Approach ((Branch, R. (2010) Instructional Design: The ADDIE Approach.) SME's and Learners were also part of the evaluation process.</i></p> <p><i>5.4 Ethics. All research for this instructional solution was based off practices learned throughout the duration of the Ed-Tech program.</i></p>

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