

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

Project Description

This instructional unit was made to teach volunteer teachers at Our Lady of the Assumption Catholic Church how to embed a Google Slides presentation on a class webpage on the parish website. In Fall 2020, due to COVID-19 precautions, the religious education classes were moved online. The unit is self-paced, web-based instruction. The instructional unit underwent a subject matter expert review, one-on-one evaluation, and a small group evaluation.

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>1.1 The learning gap was identified, as were the intended audience, instructional goal, and specific goals.</p> <p>1.2 The goals identified were used to create first-level and in-depth task analysis.</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.	
Performance indicators:	Justification
<p>2.1 Creating. Candidates apply content pedagogy to create appropriate applications of processes and</p>	<p>2.1 The instructional need was identified and confirmed to be a gap in skill and knowledge.</p>

<p>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>2.2 Using the identified goals, performance objectives were created for the instructional unit.</p> <p>2.4 The steps to meet the instructional goal were matched with performance objectives and assessments.</p> <p>2.5 The lesson includes basic computer commands for low-knowledge learners. It utilizes multimedia with interactivity, as well as a basic checklist.</p>
<p>Standard 3 – Learning Environments: Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.</p>	
<p>Performance indicators:</p>	<p>Justification</p>
<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>3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.</p>	<p>3.1 The instructional unit was created as a self-paced, web-based lesson to accommodate learners with varied schedules and computer skills.</p> <p>3.2 The video planned follows the design principles in Mayer’s cognitive theory of multimedia learning.</p> <p>3.6 To ensure all learners could access the lesson, information delivery was planned as video, which is a format that is accessible on most, if not all, internet-capable computers and mobile devices. It does not require special software, which would have limited its availability to some learners.</p>

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.	4.4 The instructional unit was reviewed by a subject matter expert, through one-on-one evaluation, and a small group evaluation.
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 The training itself and evaluations demonstrated ethical behavior. The instructional unit is for volunteers. The evaluators were volunteers. There were no conflicts of interest. The software and any images used were appropriately licensed.
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.	5.1 The ADDIE approach was used to develop the instructional unit. The intended audience, instructional goals, and learning environment were identified.
5.2 Method. Candidates apply research methodologies to solve problems and enhance practice.	5.2 Following ADDIE, the instructional problem was analyzed, and the solution was developed and designed. It was then implemented and evaluated.
5.3 Assessing/Evaluating. Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.	5.3 The principles identified in Richard Mayer’s “Multimedia Learning” were applied to the video planned for the instructional unit. For evaluation, the guidelines in Robert Branch’s “Instructional Design: The ADDIE Approach” were followed.

Modifications Made

Based on feedback received during the evaluations, the draft materials were modified and included in Instructional Unit 4. These revisions included:

- Add emphasis to button locations with zoom

- Add keyboard shortcut pop-ups
- Send training notification from known parish email address
- Add a checklist
- Enlarge mouse during screencasts
- Use images in quiz question to clarify options
- Use “hover” instead of “placing your mouse over” in script

[Original Draft \(Instructional Unit 3\)](#)

[Final Draft \(Instructional Unit 4\)](#)