EDTC 6323 Multimedia/Hypermedia
Interactive Learning Object

Project Description

This project built an interactive learning object that was planned in an earlier course. The learning goal was to show volunteer teachers how to embed a Google Slides presentation into a class webpage on the Our Lady of the Assumption Catholic Church website. In addition to a learner and context analysis, a development timeline and budget were created.

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.

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.	1.1 The steps needed to address the learning gap were identified. The perquisite skills needed were also identified.
1.2 Using. Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.	1.2 Software, like Camtasia and SnagIt, was utilized to create instructional step-by-step content of the process being taught.
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.	2.1 The instructional need was identified and confirmed to be a gap in skill and knowledge.

2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.	2.2 Using the identified goals, performance objectives were created for the instructional unit.
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.	2.4 The steps to meet the instructional goal were matched with performance objectives and assessments.
2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	2.5 The lesson includes basic computer commands for low-knowledge learners. It utilizes multimedia with interactivity, as well as a basic checklist.

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 The instructional unit was created as a self-paced, web-based lesson to accommodate learners with varied schedules and computer skills.
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 The video created follows the design principles in Mayer's cognitive theory of multimedia learning.
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.	3.6 To ensure all learners could access the lesson, information was presented 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.

Modifications Made

This project built upon the design of instructional unit planned in another course. As such, the original draft is the version created in that prior course. It is linked below. With a functioning learning object, more feedback was provided. One immediate issue faced was the need to clarify the learning object should be viewed on a desktop computer. The technology use in the interactive video is not friendly to mobile devices.

Based on the feedback, learners wanted more of an easing into the lesson. There were also points where they wanted to know the reason for an action, like why did they have to enter their email at the end of the lesson. The multiple programs covered also confused some learners. While these adjustments are long-term modifications planned for this project later, I have begun addressing these issues when developing other projects. I try to clarify why a certain is action is needed, state how a project is best viewed, and provide more background for a lesson.

[Original Draft (Created in previous course)](#)   [Final Draft](#)