EDTC 6325 Educational Communications
E-Learning Module

Project Description

This project involved the creation of an Adobe Premiere Pro basics lesson, using the Canvas learning management system. The lesson included a home page, a welcome page, a syllabus, and four modules. Each module included a page with instructional content, a discussion, an assignment, and a quiz. The instructional content for each module included at least one video.

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.	1.1 An action mapping approach was used to identify the key points to cover in the instructional unit.
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 As software is being covered, video, screenshots, and animated .gifs were selected to demonstrate actions. Software, such as Camtasia and SnagIt, was used to emphasis points in a lesson.
1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	1.3 Quizzes were created and added to the lesson as knowledge checks for learners.
1.4 Managing. Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.	1.4 The lesson was organized into modules on the Canvas LMS. Videos for the lesson were scripted, voiced, and edited. Existing resources, such as licenses to stock photo and video websites, were used in the lesson.

Performance indicators:	Justification
1.5 Ethics. Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.	1.5 Video, audio, or images used in the lessons did not violate any copyright. No confidential or sensitive information was collected from learners.

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 lesson was broken up into modules. Each lesson included clear headings and included multimedia elements.
2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.	2.2 Images and videos were added to demonstrate parts of the lessons, as appropriate. Links to additional resources were provided. Seductive details and other extraneous information were avoided.
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.	2.3 Assignments and quizzes were included in the lesson to assess and evaluate learning.
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 instructional unit is self-paced and web-based, so learners can access it online whenever it is needed. Lesson discussions encourage supportive learning environments.
2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	2.5 Multimedia elements used were appropriately licensed and did not violate copyright. Closed captions were included for all the videos and alt text was added to images.

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 lesson was made on the Canvas learning management system. Graphics, videos, assignments, and discussions were created.
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 Canvas tools for discussion, quizzes, and assignments were utilized for the lesson.
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. Discussions were created to interact with learners and assess their motivation for taking the course. Quizzes and assignments were included in the lessons to evaluate the learner's understanding.
3.4 Managing. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.	3.4 The lesson was organized into modules on the Canvas LMS. All the lesson's content is housed on LMS and was exported as a course, as a backup.
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 The course included links for photo and video resources, which are free for use. The elements used in the lesson did not violate any copyrights.
3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.	3.6 Closed captions were included for all the videos and alt text was added to images. Content was presented in multiple formats, such as text, video, and images.

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 During development of the project, peers discussed different design ideas and tools that could help learners.
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 The lesson built on earlier, informal design. New visuals were created to clarify instruction. Discussions were added to engage learners, and quizzes were included as knowledge checks.
4.4 Assessing/Evaluating. Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.	4.4 Each module in the lesson includes a 10-question quiz about the instructional content covered.
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 Video, audio, or images used in the lessons did not violate any copyright. No confidential or sensitive information was collected from learners.

Modifications Made

The project was created in the Canvas learning management system, so there is not a link to share for the original draft. The only modification note I received was about fixing the order of the discussions. The procedure to do this was found and they were put in the correct order.

As a long-term goal, I would like to break the third module into smaller segments and add two modules to cover additional features in Adobe Premiere Pro. I would also like to add a more authentic assessment to the modules, instead of quizzes. And I believe one of the assignments would be more appropriate as a discussion.

[Final Draft](#)