

EDTC 6332 Educational Technology Practicum Practicum Project

Project Description

The goal of the project was to teach learners how to create a closed caption file for a video. Along with an introductory page, the self-paced instructional unit included four lessons and a final assessment. The instruction unit covered three resources: an online text tool and the free programs DivXLand Media Subtitler and Subtitle Edit. The final assessment was the creation of a closed captions file for a sample video and transcript provided.

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
1.1 Creating. Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.	1.1 Identified the learning gap. Researched the subject to learn how to create closed captions and identified best practices.
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 Found free online tools and resources to include in the lesson, so learners can use them to create closed captions.
1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	1.3 Used best practices and information from subject matter experts to evaluate the content to include in the instructional unit.
1.4 Managing. Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.	1.4 Drilled down the process of creating a closed captions file to identify learning objectives. Located and used free resources to avoid financial barrier for learners.

<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>1.5 Software used is freeware and does not violate any copyright. No sensitive or confidential information is collected in the lesson.</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>2.1 Learning objectives were identified, and a lesson was created for each.</p> <p>2.2. A website template with easy navigation was used for the self-paced lesson. Mayer’s principles of multimedia learning were followed in the creation of video.</p> <p>2.3 Each lesson included an assessment, and a final assessment to show if the overall instructional goal was met is also included.</p> <p>2.4 The instructional unit is self-paced on online, so learners can access it as needed. Closed captions are included on videos to make the content more accessible. Links to learn more about the topic are provided. The tools reviewed in the lesson are free.</p> <p>2.5 The software covered in the lesson is free, so there is not a financial barrier to learners. Closed captions are included so the lessons are more accessible. No sensitive or confidential information is collected in the lesson.</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>3.1 The project was created on Weebly using a template. It is a self-paced course. The overall instructional goal is broken into four learning objectives.</p> <p>3.2 Each lesson in the course targets a learning objective. The multimedia elements included follow Richard Mayer’s principles of multimedia learning.</p> <p>3.3 There are assessments in each lesson for learners to demonstrate their knowledge. A final assessment is used to see if the overall goal instructional goal is met.</p> <p>3.4 Updates and additions have been made and can continue to be made on the Weebly template used for the instructional unit.</p> <p>3.5 No copyright was violated with the content used in the instructional unit. No confidential or sensitive information was collected from learners.</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>4.1 A subject matter expert and peers evaluated the learning module.</p> <p>4.2 In feedback collected, peers commented they were unaware a video hotspot quiz, which was used in the lesson, was an option for assessment.</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>4.3 The instructional unit builds on an informal lesson created as a slideshow presentation years ago. Now the lesson includes videos, interactivity, links to resources, and a final assessment.</p> <p>4.4 Quizzes built into videos check the learner’s knowledge. In the first assessment, learners practice using a tool reviewed in the lesson. The final assessment is the creation of a closed captions file, which is the overall instructional goal.</p> <p>4.5 Any visual used were free or properly licensed. No confidential or sensitive information was collected from learners.</p>
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Standard 5 – Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

Performance indicators:	Justification
<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>5.3 A subject matter expert review and peer evaluations were conducted on the instructional unit. Robert Branch’s “Instructional Design: The ADDIE Approach” mentions peer review as a form of evaluation. He also states the importance of evaluation before and after implementation. While not enough to count as a small group evaluation, some of the intended learners also reviewed the lesson and provided feedback. The principles identified in Richard Mayer’s “Multimedia Learning” were used to evaluate the videos in the instructional unit.</p> <p>5.4 In Robert Branch’s “Instructional Design: The ADDIE Approach,” he wrote, “A valid instructional design process considers the emotional and instinctive feelings of the student.” To do this, the lesson must be inclusive and address the reason for the instruction. The lesson topic itself – closed captions - deals with</p>

	improving accessibility. And the lesson addresses the importance (and legal requirement) of that in the introduction/home page.
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Modifications Made

Feedback received was mostly minor cosmetic changes. It included emphasizing a part of the graphic, darkening the paragraph text, and matching page header titles. A sentence was moved to avoid a report of confusion.

One larger suggestion was including an assessment in each lesson that involved the software mentioned. This was part of the original plan, but due to the limit of having only one sample video, that assessment became the final assessment. A long-term plan is to create another sample video to use in the earlier assessments.

[Original Draft \(seen in Evaluation and Revision Report\)](#) [Final Draft](#)