EDTC 6332 Educational Technology Practicum
Practicum Project

Project Description

In this project, I applied all of the knowledge I acquired from my previous courses and created a solution for a training which was a real problem in my building. My project is titled "How to Build a Google Sites" and the web-based training is on Google Sites. The real-world problem we have within my building is we copy too much paper and we were trying to figure out within my grade level how we could better streamline the grade level newsletter. What better way than a website which can be updated in just a few clicks of a button. Though, the problem is I was the only one on my team who knew how to create and manage the site. This training teaches some of the basics about Google Sites from inserting header pictures to adding video links.

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 Creating.** I used Google Sites as a web-based for this instructional training. The training is set up to explain to the audience geared for teachers about how to build a Google Sites for a newsletter or teacher blog. It consists of videos, explanations, checking for understanding through gamification, and a final project.
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 Using.** Throughout the web-based training I designed the lessons to fit the needs of what the teachers did not already know. I utilized gamification to reinforce the directions, given in the videos, which they were to use in the project/assessment.
1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and	**1.3 Assessing/Evaluating.** Throughout the lessons, there was gamification from

evaluate the effective integration of appropriate technologies and instructional materials.	WordWall and the "Game Show" game was used to reinforce concepts. At the end of the web-based training, a rubric I created was used to assess the learner's skills and the learners knew what the expectations of the project were.
1.4 Managing. Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.	**1.4 Managing.** Google Sites is free for teachers to use to effectively manage people and set up an online course along with Google Forms. Google Sites was used to upload the videos and explanations. The Google Form was used so the student could send me their Google Site when published.
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 Ethics.** In this project regarding the creation of an online course with e-lessons, I abided by the most important ethical standards. **Section 1, principle 7: Shall promote current and sound professional practices in the use of technology in education.** Utilizing the ADDIE Model of Instructional Design was one way I kept up with current and sound practices in the use of technology in education. The ability to integrate this process allowed me to further my pedagogy. I used this for myself and the learner to have the best teaching practice. **Section 2, principle 4: Shall promote positive and minimize negative environmental impacts of educational technologies.** Before I started to create a web-based learning course, I thought about what tools we have available. I wanted this to be a positive experience. The learners already know how to use their laptops with ease. Thinking this portion through is important to make sure the learning environment is not negatively affected. **Section 3, principle 4: Shall strive continually to improve professional knowledge and skill and to make available to patrons and colleagues the benefit of that person's professional attainments.** I have shared with my team

	the knowledge I have gained from creating a web-based training and we have discussed if we could incorporate this somehow into the lessons with students. Our discussions are not deep but are thought provoking in the matter of getting ideas rolling of how to use student devices in a way that will help them in the future.

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 Creating.** When creating this project for adult learners with varying comforts with technology and Google Suites knowledge, I took their abilities into consideration for what I needed to put into the training. Within the multimedia presentation, there are video links for students to play, pause, or repeat as many times as needed, gamification was used to reinforce concepts, and a project at the end to put it all together.
2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.	**2.2 Using.** Upon reflecting on content pedagogy, learners needed to know how to create and present information to others effectively on Google Sites. The content of the instructional training gives students a step by step guide within the videos.
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 Assessing/Evaluating.** After the completion of each lesson I created a WordWall game to complete. This allowed the adult learner to evaluate their own skills and help them decide if they needed to go back and review the video before moving onto the next lesson.
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	**2.4 Managing.** The technology chosen for the instructional piece gives learners a visual of how to create a Google Sites. It includes videos where learners can be flexible in their ability to pause the YouTube video or replay.

pedagogy.

2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	**2.5 Ethics.** In this project, ethics were prioritized by selecting media, technology, and responsibility for the target audience. I ensured that the content and pedagogy was inclusive and respectful of different cultures, beliefs, backgrounds, and perspectives. The project strived to reach all learners where they are academically so that each student felt some level of success.

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 Creating.** With the use of Google Sites, a website was created to present information in an effective and engaging manner. The ADDIE Model was used to create this web-based training to enhance the learner perspective and to increase learner knowledge. The use of selected YouTube videos, allowed the content to be easily digested and captivate the target audience with multimedia principles in mind.
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 Using.** The decision I made to utilize Google Sites made sense in that the training did not last for an entire course, but rather an hour or so. Google Sites was also able to house all of the content needed for the learner to be successful in their project creation. When in one location the students know where to go back when completed with a video.
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 Assessing/Evaluating.** Each lesson had a WordWall game the students could play at the end. It was fun to see how they did and get excited even as adults on how they would "win" the activity. The project at the end with this first round of SME helps me drive what I could do better to get the results I was hoping for in their projects. I can also take the feedback and add more to the training.

3.4 Managing. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.	**3.4 Managing.** I decided to create the modules with the same mechanisms. This way the learner knew what was coming and what was expected to happen within each module. I created a flow for each lesson with the same order each time as follows, overview, video, and gamification.
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 Ethics.** By utilizing Google Sites I was able to come up with my own creations of the lesson, come up with my own question for the discussion, and create the gamification with WordWall and the project. Google Sites is free to teachers. I am mindful of adhering to best ethical practices regarding copyright. I utilized royalty-free resources, such as images, to ensure that I am respecting copyright laws.

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 Collaborative Practice.** When I was developing the content in this course, I utilized the discussion questions from 6332's class comments to brainstorm what they were using and listened to what Dr. Corbeil said when I shared what I was thinking for the direction in this project. The discussions from the course and Dr. Corbeil's feedback was helpful to get started.
4.2 Leadership. Candidates lead their peers in designing and implementing technology-supported learning.	**4.2 Leadership.** Throughout class discussions, I was able to share what I had also completed in my content. This led to some discussions for others to also change or get started on in their content. Being a leader is not always being in charge but sharing ideas in a helpful tone and setting.
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	**4.3 Reflection on Practice.** After developing this content in the class, I was able to reflect and think about what I could add to the content for future use and how could I implement this for my own classroom. The learners enjoyed the

learning to enhance their professional growth.	WordWal gamification and this is something which is easy to implement into the class for any subject. The students responded well to each.
4.4 Assessing/Evaluating. Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.	**4.4 Assessing/Evaluating.** I designed the project before designing the lessons. I created the rubric to match the project and the objectives I had for the learners. With the end in mind, I went back to the lessons and already had a majority of what I wanted worked out in my head. It was just a matter of finding adequate videos to fit the objectives and designing the layout of the Google Sites.
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 Ethics.** The end product of this Google Site was respectful and considerate of others and of cultural aspects. The adult learners were taken into consideration and so was the learning environment. Learners had the ability to take risks, big or small, to stretch and grow. It was demonstrated with their positive attitude towards learning a new way to communicate with parents. Thinking about varying learners throughout the creation of the project so that many diverse learners felt comfortable creating a website of their choice, but also in the hopes of applying their knowledge in the future.

Standard 5 – Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

Performance indicators:	Justification
5.3 Assessing/Evaluating. Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.	**5.3 Assessing/Evaluating.** I took into consideration the learners' behavior and reaction to the project. They felt like they could use the skills to create their own Google Sites. Once reviewing their Google Sites, I see that the outcome was a success.
5.4 Ethics. Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.	**5.4 Ethics.** When designing this web-based training, I used the ADDIE Model to think about my learners and how I could create the best training necessary for what I

	wanted for each learner to have as an outcome.

Modifications Made

- On each page, I took the "..." off and added a colon as an aesthetic edit, for example: "How to… Insert a Header Image" to "How to: Insert a Header Image"
- Changed the button on the welcome page to be a shorter phrase. It was "What Will You Create with Your Google Sites?" to "What Will You Create?"
- Changed on the opening page the description writing from: "This is a how-to tutorial on how to create a Google Site for school, work, or for a personal blog. To start, watch the video for an introduction to the training. Then click on the green button below to tell us why you are interested in creating a Google Sites." to "This tutorial provides step-by-step instructions on creating a Google Site for school, work, or a blog. Begin by watching the video for an introduction to the training. After that, click on the green button below to share why you are keen on building a Google Sites page."
- Changed the Image Header description writing from: "Your homepage is seen first when visiting a website. It should be purposeful, eye catching, and friendly to the user so they want to stay and see the rest. Click the video to see how to insert a picture to the header." to "Your website's homepage is the first thing visitor's see. It should be purposeful, eye-catching, and user-friendly to keep them engaged. Click the video(s) to learn how to add a picture to the header."
- Changed the Add Pages description writing from: "Websites can be organized in varying ways. One of the most commonly organized websites is to have a new topic to each page. It is not "right or wrong" but a preference. Click the video to view how to add pages to your Google Sites." to "Websites can be organized in various ways. One common approach is dedicating each page to a new topic, based on personal preference. Watch the video for guidance on adding pages to your Google Sites."
- Changed the Clickable Buttons description writing from: "Clicking buttons is fun for any age. Having a button gives the viewer a focal point of what you want them to click on or to a next page so they are know where to go. It is a great way to click a link to another page. Buttons are seen has more information to be viewed when placed on a page. Click the video to learn about how to produce a clickable

button." to "Clicking buttons is enjoyable for any age. Buttons provide a focal point, guiding the viewer to click on specific elements or navigate to the next page. They serve as a convenient way to access links and explore additional information on a page. Watch the video to learn how to produce clickable buttons."

- Changed the Video Links description writing from: "Some of the best teachers have videos of what they are teaching. Adding a video link to your site will give the viewer a quick guide to what it is you want them to know. Click the videos to learn about how to add a link." to "Some of the best teachers have videos of what they are teaching. Including a video link on your site offers viewers a quick guide to the information you want them to grasp. Click the videos to discover how to add a link."
- Changed the Assessments description writing from: "In this project you will create a Google Sites of your own. Shape it to fit your needs and wants. When you are complete fill out the Google Form submission at the bottom of this page. Before turning in, be sure to check your Google Sites against the rubric to ensure you have met all of the criteria. View this website as an example. Here is a video if needed to find where to start." to "In this project you will create a Google Sites of your own. Shape it to fit your needs and wants. When you are complete fill out the Google Form submission at the bottom of this page. Before turning in, be sure to check your Google Sites against the rubric to ensure you have met all of the criteria.

Helpful tools:

- 4th Grade Website
- Where to Start a Google Sites
- How to Publish"

Original Draft   Final Draft