

EDTC 6323 Multimedia/Hypermedia Interactive Learning Object

Project Description

The purpose of the final product is to highlight how to use Mayer's Multimedia Principles in my own lesson. All of the Mayer's Multimedia Principles were interwoven within the video's lesson, but I concentrated heavily on the redundancy principle, segmenting principle, and coherence principles put into place among the other principles. For example, the redundancy principle was utilized to only have text as needed and along with voiceover to describe the process. Another example is the segmenting principle was emphasized at the beginning to remind students they had control over their learning. They could pause and replay as much as needed. The lesson covered two-digit by two-digit multiplication with the use of an array model geared towards 4th graders. The student would first open a Google Form with a video teaching the process of how to multiply two-digit by two-digit numbers on an array model. Once they watch and take notes from the video the student could solve and answer the problems below the video on the Google Form.

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 Creating. Within the Google Form is a linked video uploaded from YouTube. It was utilized to instruct the audience on how to solve a two-digit by two-digit multiplication equation with an array model more efficiently with a variety of multimedias.
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. The Google Form was created to instruct students on how to solve two-digit by two-digit numbers with an array model. Within the multimedia presentation Canva was used to display the information and recorded with voiceover and uploaded to YouTube. The video was then linked

	within the Google Form in order to instruct the audience on how to solve a two-digit by two-digit multiplication equation effectively.
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 technologies to improve learning and performance outcomes.</p>	<p>2.1 Creating. When creating the project for 4th grade students their abilities were taken into account for what they needed to do on their own. Within the multimedia presentation, there is a video link in which students can play, pause, or repeat as many times as needed. When the video is over they can replay from the beginning or start the assessment to check for understanding.</p>
<p>2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.</p>	<p>2.2 Using. Upon reflecting on content pedagogy, students needed to know how to complete a two-digit by two-digit multiplication equation. Google Form is a piece of technology they are used to utilizing in the classroom. Clicking on a video and easy to use technology.</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>2.4 Managing. The technology chosen for the instructional piece gives students a visual of how to solve two-digit by two-digit problems. It has a video for students in which they can pause and/or replay as often as needed. The questions I created are ones that the instructor can decide if the student does or does not comprehend. This way the instructor can find exactly where the disconnect began so they can give feedback appropriately.</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>2.5 Ethics. In this project, ethics were prioritized by performance indicators in 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. Creating an environment which held students to a high feeling of becoming a</p>

	responsible digital citizen. The project strived to reach all students where they were at with empathy and a sense of “you can too” attitude with a positive energy.
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. The content was given utilizing Mayer’s Multimedia Principles to enhance their learning. I concentrated on the redundancy principle, segmenting principle, and coherence principles. For example, the redundancy principle was utilized to only have text as needed and along with voiceover to describe the process. Another example, the segmenting principle was utilized by emphasizing that students could pause and replay as much as needed.
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 Forms was for the simple purpose of all the items needed to be in one location. When in one location the students know where to go back when completed with the video. The video also reminds them to go back to the Google Form at the end of the lesson. The video gives quick and concise instructions for the student to remember. The student is encouraged to playback as needed.
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 Forms and Canva, I made sure to utilize free design tools. I am mindful of adhering to best ethical practices regarding copyright. I utilized royalty-free resources, such as images and templates, to ensure that I am respecting copyright laws.
3.6 Diversity of Learners. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.	3.6 Diversity of Learners. When creating the instructional video and questions the target audiences' diverse backgrounds, characteristics, and abilities were taken into consideration. Knowing that some students are able to take notes and some are not

	was a consideration so it was not mandatory yet they felt they had a choice.
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Modifications Made

- After the completion of the evaluations, I decided there needed to be directions with the video about how to make it larger on their screen. Some devices are small and if viewing on a Chromebook then it could be tiny instead of filling the whole screen. Directions were added to the section with the video about making it larger on the screen.
- Questions 6, 7, 8, and 9 were removed to see if the exam could be completed in a shorter amount of time due to redundancy in questions.

[Original Draft](#)

[Final Draft](#)