EDTC 6320 Instructional Technology
Cooperative Project

Project Description

The purpose of this project is to assist an Educational Technology program director with answering common questions received from prospective students and employees about the fully online educational technology program. The common questions the director receives are What does an Educational Technologist do? Quickly followed by: What can I do with the degree? and How much will I earn? Our team created a professional website that consisted of a client proposal that answered the common questions involving Educational Technology. The website also included a 3-5 minute multimedia video that streamlined and provided more insights about Educational Technology program.

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**
1.2 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 website was created using Google Sites, the multimedia presentation was created using Canva, and uploaded to YouTube in order to help high school students learn about the field of Educational Technology.
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 our project regarding Educational Technology, we 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.** As a team, discussions took place to ensure the best approach would meet the

	target audience where they are at to better understand the field of Educational Technology. A multimedia presentation is quick and to the point for high schoolers to stay engaged long enough to learn about the field of Educational Technology.
	Section 3, principle 1: Shall accord just and equitable treatment to all members of the profession in terms of professional rights and responsibilities, including being actively committed to providing opportunities for culturally and intellectually diverse points of view in publications and conferences. Each member cited where they found their information to give credit to those that did the work before us. Each individual strived to make certain the multimedia presentation gave credit for information which was researched.
	Section 3, principle 7: Shall delegate assigned tasks to qualified personnel. Qualified personnel are those who have appropriate training or credentials and/or who can demonstrate competency in performing the task. Each member of the team voluntarily took on parts of the project they felt comfortable with completing. As a team, we respected the opinions of others, listened, and discussed ideas or questions brought up among the team. We divided each portion of the project as best we could, so not one individual was overwhelmed.

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
2.5 Ethics. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	In our collaborative project as Nooglers, we prioritized the ethics performance indicator by selecting media, technology, responsibility, and processes that celebrated the diversity within our team and of the audience. As a team, we ensured that our content and pedagogy were inclusive and respectful of different cultures, beliefs, backgrounds, and perspectives. During our online team planning and working sessions, we created a

	virtual environment where every member felt valued and represented. We also promoted ethical decision-making and responsible digital citizenship, emphasizing the potential impact of technology resources on our multimedia project. Our project aimed to foster empathy, respect, and a sense of social responsibility, preparing the team members and the audience to thrive in a diverse world where we belong to the same digital world.

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 use of Canva, allowed the data to be easily digested and captive the target audience with multimedia principles in mind.
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 and Canva, we made sure to utilize free design tools. We are mindful of adhering to best ethical practices regarding copyright. We utilized royalty-free resources, such as images and templates, to ensure that we are 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:** Multiple video conferences were done to plan, design, and develop the team's website and story board for the multimedia video. Each scheduled meeting served a purpose to collaborate and assign duties for the projects. The Noogler team was supportive in every step of the way, and each member made sure to complete their portion of the assignment before the deadline, to get feedback from Dr.Corbeil. Once feedback was received, we each would reflect on how to implement the changes for a cohesive product, all while team members were there to support within the process.
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**: The Noogler team collaborated through scheduled Zoom meetings and on the Whatsapp mobile app. Each member was respectful of one another's cultural differences, diverse educational background, and career fields for the project's completion. The work produced was done on a cloud-based platform of Google Drive, and Canva to complete assigned portions of the website and video about Educational Technology. The professional knowledge and skill each member demonstrated on the project was beneficial in achieving a website and multimedia presentation that are neutral biased of gender, cultural and religious stereotypes, per The AECT Code of Ethics—Section 1, Principle 8.

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

Performance indicators:	Justification
5.1 Theoretical Foundations. Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.	Our team Nooglers incorporated the Theoretical Foundations performance indicator in the project by examining and applying research findings and theories related to educational communications and technology. It assisted us in understanding the historical and current contributions of research in

	the field, enabling us to make informed decisions about our research findings at an application level. By exploring and synthesizing existing theories from the past and present, we enhanced our project's design and ensured its effectiveness. The indicator helped us integrate evidence-based practices and align our project with established principles in instructional technology. Overall, it allowed us to leverage research to create a successful collaborative multimedia project.

Modifications Made

Feedback was obtained and these modifications were made to the website and multimedia presentation:

- Duration of slides - After careful consideration we took away the red circle as it was taking up too much time for the content to build. Some slides were duplicated and eliminated these slides to get to relevant information for the presentation and consideration of time.
- Content accuracy - After obtaining feedback, the bullet points on the "What is EdTech?" slide was not enough information to describe the field. The video offers more description to define these characteristics of Educational Technology.
- Design consistency - Font and spacing were aligned to be the same across all slides and webpages, so this is no longer a visual distraction to the viewer.
- Voice consistency - Some of the webpages were 2nd person point of view while others were 3rd person. These have been updated to 3rd person since it is a client proposal.
- Corrected misspellings - Misspellings were corrected on the webpages and slides as needed.
- Purpose of presentation for beginning and end - After adding the video with the slides, it allowed the presentation to come together with a purpose at the beginning and end. The viewer is now more clear on what Educational Technology is.

Website: Final Draft
Multimedia Presentation: Original Draft, Final Draft