**EDTC 6321 Instructional Design**
**Instructional Design Project (IU's 1-5)**

**Project Description**

The purpose of this instructional unit is to enhance the proficiency of elementary students, specifically 4th graders, in utilizing Google Slides for presentations. By providing guidance and practice, the aim is to help students become more efficient in creating engaging presentations, allowing them to focus more on the content rather than spending time on technical skills. The unit includes four slides with instructional videos to assist students who may require additional support in following the directions. Additionally, the final slide incorporates a rubric outlining the expectations for a graded assignment, providing students with a clear understanding of the assessment criteria covered throughout the unit.

**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 | |
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| **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 Slides were videos created and uploaded to YouTube and linked within the presentation. They are utilized to instruct the audience on how to use Google Slides more efficiently with a variety of multimedia. |
| **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 Slides were created to instruct students on how to use Google Slides. Within the multimedia presentation Google Slides were created to create a video uploaded to YouTube and linked within the presentation in order to instruct the audience on how to use Google Slides more 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. | |
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| **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 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 are video links for students to play, pause, or repeat as many times as needed. The small steps of learning how to utilize the "Share" button, adding visuals to the slides, and adding text boxes will set them up for success in future presentations. When students complete the final assignment it instills lifelong learner skills to carry with the student into the future. |
| **2.2 Using.** Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy. | **2.2 Using.** Upon reflecting on content pedagogy, students needed to know how to create and present information to others effectively and complete in a timely manner. The content of the instructional slides gives students a step by step guide with words and video for varying learning styles. |
| **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 Managing.** The technology chosen for the instructional piece gives students a visual of how to create a Google Slides presentation on Google Slides, it has a video where students can be flexible in their ability to pause the YouTube video or replay, and students can read directions to guide how to complete the "Share" button, adding slides, text boxes, and pictures. |
| **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 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 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. |
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**Standard 3 – Learning Environments:** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

| Performance indicators: | Justification |
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| **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 Slides and YouTube uploaded videos the instructional steps were given in an effective and engaging manner. Being able to capture a video to show step-by-step how to perform the process was an easy way to give students the tools they needed to be successful with a project. |
| **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 to utilize Google Slides to instruct how to add Google Slide items to the presentation was to engage the learner in the process with ease. The slides had minimal amount of information needed to follow the step by step instructions. The videos enhanced the learning by giving a visual for the learner. |
| **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 slides the target audiences' diverse backgrounds, characteristics, and abilities were taken into consideration. Some students are not able to read as effectively as others so they watch the video while other students prefer to read. |

**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 |
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| **4.4 Assessing/Evaluating.** Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities. | **4.4 Assessing/Evaluating.** When designing the assessment piece the learning goals within the lesson were used to create the task. For example, multiple slides so the learner adds slides (learning goal #2), add a picture to each slide (learning goal #3), and sharing with the instructor (learning goal #1) once completed. |

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| **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.** Creating a love for learning and a safe environment where learners can take risks, big or small, to stretch and grow was demonstrated with a positive attitude towards learning and trying something new for the learners. Thinking about varying learners throughout the creation of the project so that many diverse learners felt comfortable creating slides about themselves. |

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

| Performance indicators: | Justification |
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| **5.1 Theoretical Foundations.** Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. | **5.1 Theoretical Foundations.** The ADDIE approach lends itself to good teaching that most teachers practice in one form or another if not straight out ADDIE. When utilizing this approach for this lesson I followed A- determine goals, D- write performance objectives, D- conduct a pilot test, I- prepared the learning environment for students and teachers, E- assessed with a tool. |
| **5.2 Method.** Candidates apply research methodologies to solve problems and enhance practice. | **5.2 Method.** With the ADDIE approach, being able to enhance the students' knowledge there were steps I took to ensure the students' time was being used wisely. I observed that students did not know how to share the Google Slides with others, add pictures, text boxes, or slides. This ultimately solved a problem in the classroom when Google Slides were used to present to the class over the force unit in science. |
| **5.3 Assessing/Evaluating.** Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. | **5.3 Assessing/Evaluating.** Branch found "Donald Kirkpatrick and Jack Phillips have influenced the practice of different levels of evaluation as applied to instructional design for decades." They are the "Evaluating Training Programs: The Four Levels" which are" 1. Reaction of student, 2. Learning, 3. Behavior, 4. Results. (Branch, 2010) Reviewing with these four levels in mind help the instructor modify and tweak what has been created to improve the amount of |

| | time needed to complete and knowledge acquired by the students. |
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**Modifications Made**

On the storyboard, the changes made were under the audio section on slides 1-6. The red font was changed to black font for ease of reading a darker font or for disabilities, such as color blindness. After reflecting from the One-on-One Evaluation, I decided the duration of times could be changed on slides three, five and six.

On the Google Slides Presentation, there were minor grammatical errors corrected, and on slide four the video was re-recorded to include a "Full Screen" instead of "This Tab" view, so that the viewer could see how to get to the folder of pictures. Added a survey link.

It has been six months since completing this assignment and I have thought of another modification to make. Have the directions fly in one direction at a time instead of all at once. This way the learner can concentrate on each direction one at a time. Also, this has been given to six different classes and each class asks me to add slides to learn more on another day. This is a work in progress with reflection after each time given to a class.

**Links to Materials**

Click the link for the First Draft Storyboard for the instructor to use while learners follow along on the presentation.
Click the link for the revised Second Draft Storyboard for the instructor with edits.

Click here for the First Draft Google Slides Presentation in which the learners follow during instruction along with practice and post test rubric.
Click here for the revised Second Draft Google Slides Presentation in which the learners follow during instruction along with practice and post test rubric with edits.

# References

Branch, R. M. (2010). *Instructional Design: The ADDIE Approach*. Springer Science + Business Media, LLC. (153)