EDTC 6325 Educational Communications
E-Learning Module

Project Description

The purpose of this project is to create an online course with lessons to assist the learner understand new material. Developed throughout each lesson are multimedia elements to enhance the feel and retention of information. This online course teaches long division with the intentions of 4th graders completing the course. The course is held on Canvas and contains objectives with subgoals.

Standards Met

This project demonstrates proficiencies in the following AECT standards: Standard 1 – Content Knowledge, Standard 2 – Content Pedagogy, Standard 3 – Learning Environments, and Standard 4 – Professional Knowledge and Skills. 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 the Canvas platform to create a learning environment students would already be familiar with. In Canvas, there are lessons which go with long division utilizing videos I created for instructional materials.
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.** Within the online course I chose to create assignments within Canvas so that it was graded quickly for student feedback and I used Canva templates to build slides to present information in the videos to enhance the students knowledge of long division.
1.3 Assessing/Evaluating. Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	**1.3 Assessing/Evaluating.** To assess the students' knowledge of long division, I utilized the Canvas quizzes to evaluate their abilities to meet the objectives. This integration was simple since it is already within the Canvas platform.

1.4 Managing. Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.	**1.4 Managing.** Canvas is free for teachers to use to effectively manage people and set up an online course. Canva is another free tool which teachers can use for many reasons. I used Canva to create content for my videos. YouTube is another free site to upload my videos and share with everyone to learn about long division.
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 Mayer's Multimedia Principles in my videos is one way I kept up with current and sound practices in the use of technology in education. The ability to integrate these principles allows for students to get the best teaching practices and in a timely manner. **Section 2, principle 4: Shall promote positive and minimize negative environmental impacts of educational technologies.** Before I started to create an online learning course, I thought about what tools we have available. I wanted this to be a positive experience. The students already know how to use their chromebooks and are able to use them 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.** Once I completed the online course, I did share with my math partner teacher. We share our knowledge and our skills to move our students forward to ensure success for all students to take part in a good education.

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 the project for 4th grade students their abilities were taken into account for what they needed to do on their own. I thought about the pedagogy of how to teach long division and the best practices I had come up over the years of my teaching experience. Students need practice alongside the instructor. Pausing a video allows students one way to write down and practice as they watch the video which is one way to accomplish this practice time.
2.2 Using. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.	**2.2 Using.** Within the online course I was able to integrate videos and quizzes for the students to further their knowledge. When students are on the videos they are aware they can pause or repeat as many times as needed.
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 discussion question and quiz to complete. This will allow the instructor to decide if the course was well received or if there need to be revisions.
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 solve a long division problem. The videos I created are so students can be flexible in their ability to pause the YouTube video or replay.
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. The project strived to reach all students

	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 creation of Canvas modules I utilized the principles of best practice for teaching by creating discussion boards, practicing the long division, and taking a quiz to check for understanding. Within the videos I utilized Mayer's Multimedia Principles to enhance the learning with minimal pictures on the screen and step by step instruction.
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 create a video to teach students how to perform the long division process was one to create a consistency for the students. With a video this helps the audio and visual learners. The video gives quick and concise instructions for the student to remember. The student is encouraged to playback as needed.
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.** I titled the assessments "Quiz" and included diverse question formats, including multiple choice, fill in the blank, and true/false. When looking at the students' responses to the discussion boards, it allows the instructor to think about what the student knows or is missing. This allows me to see where the disconnect is.
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 module with the same order each time as follows, lesson, discussion, assignment, and quiz.
3.5 Ethics. Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice	**3.5 Ethics.** By utilizing Canvas I was able to come up with my own creations of the lesson, come up with my own questions for the discussions, creating assignments and

and respect for copyright, Fair Use, and appropriate open access to resources.	quizzes. I utilized Canva templates to create the video I would have the students play to learn the long division process. Both of these are free to teachers. 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 videos 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. There were notes available below each video within the lesson page so that students could look at them to help solve long division problems during the assignment and quiz sections.

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 brainstormed with my planning partner at school/work many times about the content and what the students would respond to best. I took these discussions and thought through the process Dr. Corbeil was teaching in our class meetings and online discussions.
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.	**4.3 Reflection on Practice.** After developing this content in the class, 6325, I took the same concepts and completed in my own classroom Canvas in my district. The students responded well to each. They enjoyed the discussions they could have and felt responsible. This was a great connection for digital footprint class discussions.

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 pieces the learning goals within the lessons were used to create the quizzes. For example, I made a quiz for "The Big 7," a quiz for 2 by 1 long division, a quiz for 3 by 1 long division, and 4 by 1 long division. I added an end of unit assessment in preparation for next school year.
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. When I think about varying learners throughout the creation of the project and create a positive experience for each, the diverse learners felt comfortable adding to the class discussions and answering questions on the quizzes.

Modifications Made

- Added an "End of Course" Quiz - This allows for the instructor to see what they know what students understand by the end of the course.

Original Draft   Final Draft