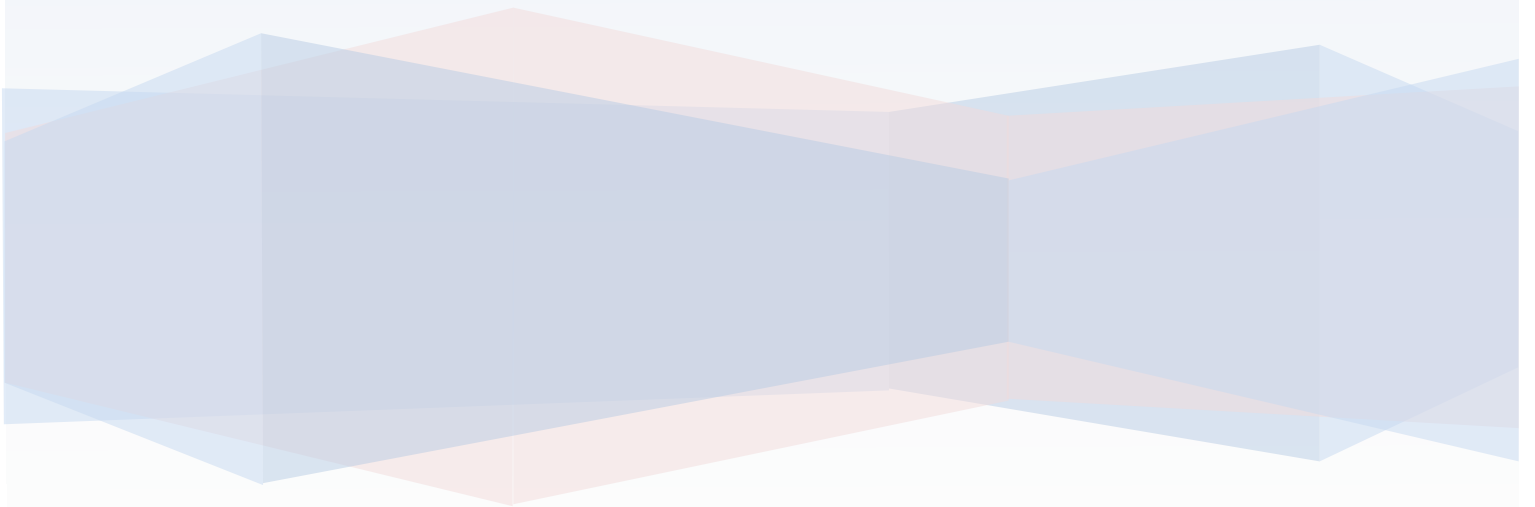


# Edmodo Lesson

EDTECH 503 (Fall 2011)

Jodene DeVan



<b>Table of Contents</b>	<b>Page</b>
<b>Reflection Paper</b>	<b>3</b>
<b>Part 1: Topic</b>	<b>4</b>
Part 1a: Goal	4
Part 1b: Audience	4
Part 1c: Rationale	4
<b>Part 2: Analysis Report</b>	<b>5</b>
Part 2a. Description of the Need Part	5
Part 2a.1: Needs Analysis Survey	5
Part 2a.2: Needs Analysis Data Report	6
Part 2b: Description of the Learning Context	7
Part 2b.2: Transfer Context	7
Part 2c. Description of the Learners	8
Part 2d. Learning Task analysis	9
<b>Part 3: Planning</b>	<b>9</b>
Part 3a: List of Learning Objectives	9-10
Part 3b: Objectives Matrix Table	9
Part 3c: ARCS Table	10
<b>Part 4: Instructor Guide</b>	<b>11-12</b>
<b>Part 5: Learner Content</b>	<b>12-14</b>
Part 5a: Learning Materials	12-13
Part 5b: Formative and/or Summative Assessment Materials	14
Part 5c: Technology Tool Justification	14
<b>Part 6: Formative Evaluation Plan</b>	<b>15-16</b>
Part 6a: Expert Review	15
Part 6b: One-to-One Evaluation	15
Part 6c: Small Group Evaluation	15
Part 6d: Field Trial	15-16
<b>Part 7: Formative Evaluation Report</b>	<b>16-17</b>
Part 7a: Evaluation Survey or Rubric	16-17
Part 7b: Report of Expert Review	17
Part 7c: Comments on Change	17
<b>Part 8: AECT Standards Grid</b>	<b>17-22</b>

## Reflection Paper

Instructional Design is like baking a cake. First, the chef must do a 'needs analysis' to figure out what cake will be the most appropriate or needed for the special occasion. Who is the cake for? Do any of the cake consumers have allergies to any of the ingredients? How will the cake be delivered? Second, comes the 'design phase' where the chef must bake a prototype that serves as an example cake to test so the taste and design can be changed if necessary before the final cake is made and served at the function. Third, in the 'development phase' the cake is revised and changed according to the feedback of the cake testers. Fourth, is the 'implementation phase' where the chef bakes the final cake and serves it to the guests. Finally, during the 'evaluation phase' the guests provide feedback letting the chef know if he/she has baked a successful cake or if there is room for changes that could have made the cake taste or look better.

In comparison to the lesson plans that I was use to throwing together for my class, I now see how important it is to follow the systematic approach of an instructional designer so you see and taste how much better the lesson or cake is. Although the Betty Crocker instant cake is quicker and easier, the end results are enormous.

In this course I have learned that Instructional Designers make a plan to teach something to the learner which uses successful past experiences while maximizing learning effectiveness and efficiency. Using assessment to determine the current state and needs of the learner, defining the end goal of instruction, and creating some "intervention" to assist in the transition. When I began this journey into instructional design I really had no idea how complex and involved the whole process was. It is a lot more involved than just writing out the steps of a lesson plan.

In developing my part one of my Instructional Design project I followed each step of the ADDIE model and really took the time to find out who my learners were and what their specific needs were. I took a needs survey, thoroughly looked over my data and made an assessment plan. In part two of my project I wrote an instructor's guide, along with learning materials, formative and summative assessment materials. I did one-to one and small group evaluations, along with a field trial. I had an expert review my lesson to make sure there wasn't anything I had overlooked or that was missing. Finally, I did an evaluation survey and reported the results of my expert reviewer. This was a completely different approach to making lesson plans than what I was used to, but in the end I feel that the results were enormously better than my previous lesson plan template.

In the future, when writing lesson plans for my class, I will look at what I have learned in this course and know that my students are far better off with a teacher who has taken an instructional design course. This course has taught me how to look at my own lessons more objectively and how to create interesting lessons that will engage my students while evaluating what they have learned. I look forward to being able to take my new tools and implement them by designing, delivering, facilitating, and managing instruction for my learners.

## **Part 1: Topic**

### **Part 1a: Stated Learning Goal**

After one hour of instruction, a fourth grade class will sign up, create a profile, answer a poll question, and take a quiz using Edmodo.

### **Part 1b: Description of the Audience**

The learners for this instructional design project are fourth grade students at Chaparral Elementary located in an affluent neighborhood of Orange County, California. Students are strongly encouraged to be a part of the voluntary 'Learning with Laptops' program. Approximately 75% of all grade 3-4-5 students at Chaparral bring their own Apple laptop computer to school every day.

### **Part 1c: Rationale**

Due to the vast implementation of technology that already exists at Chaparral school it is important for teachers to constantly find new ways to apply technological learning experiences. Edmodo is very similar to the social network 'Facebook' which all but a few of the students in this class are already using to communicate with friends and family. Edmodo is a free and secure social learning network for teachers, students and schools. It provides classrooms a safe and easy way to connect and collaborate, offering a real-time platform to exchange ideas, share content, and access homework, grades and school notices. Parents are able to sign into their child's account to inquire about assignments, due dates, and grades. As a teacher it is important that I can sign into my Edmodo account and have contact with my students and their parents from wherever I happen to be.

The overall strategy of this lesson project is primarily supplantive instruction, meaning that there is a high level of teacher scaffolding. The students will mostly follow the modeling of their teachers for the beginning of the lesson, but once signed onto Edmodo students are required to answer a poll question, and take a quiz using Edmodo. This part of the lesson is more of a generative strategy of instruction. Together there is a blend of approximately 90% supplantive strategy and 10% generative strategy.

The major instructional strategy under which the goal is classified is procedural. It is classified this way because after the teacher demonstrates each step the students need to follow the sequenced steps to sign onto Edmodo. Because most students are already familiar with Facebook log in procedures, the steps involve prior knowledge, which will support the transfer of this learning. This lesson will utilize procedural instructional strategies because the goal of the instruction is to teach the learner the procedures involved in signing onto Edmodo, creating a profile, and completing a quiz that will promote learning with strategies that prompt learners to present their findings.

## **Part 2. Analysis Report**

### **Part 2a. Description of the Need**

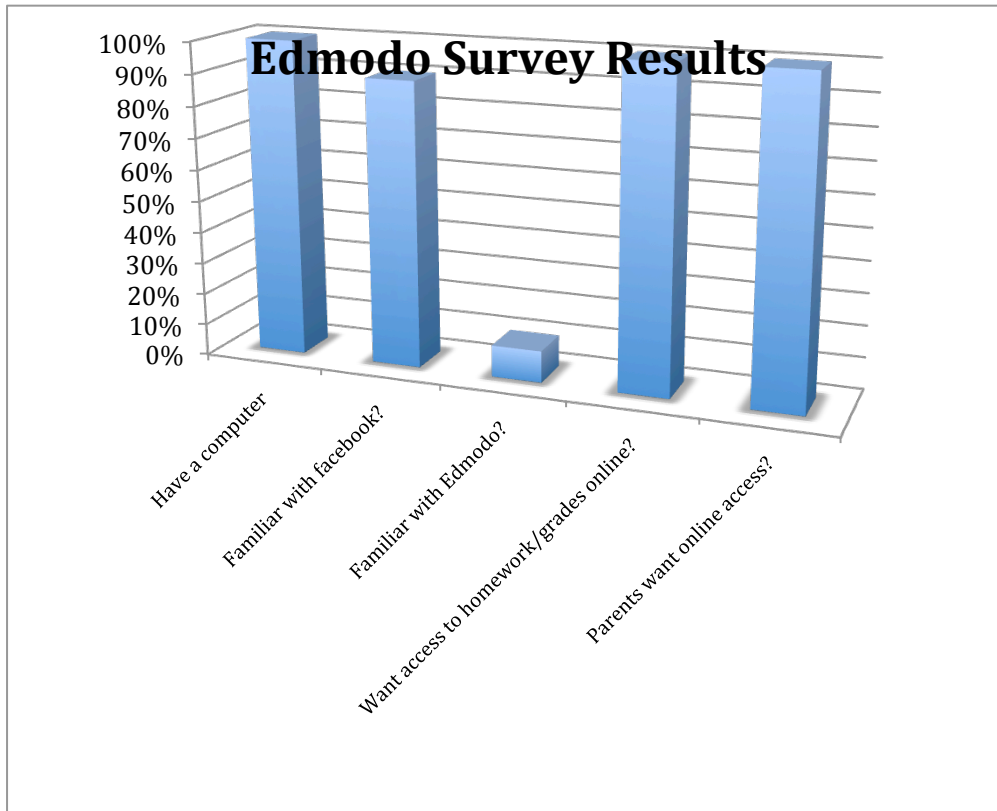
#### **2a.1 Needs Analysis Survey**

The needs analysis survey was distributed by hand to my entire class of 25 students. I received all of the surveys back as they were able to use class time to complete it. The survey questions were as follows:

- 1) Do you have a computer with internet access at home?
- 2) Do you use email?
- 3) Are you familiar with using Facebook social network?
- 4) Do you already have a Facebook account set up?
- 5) Are you familiar with Edmodo teacher/student network?
- 6) Do you already have an Edmodo account?
- 7) Would you like a safe and easy way to connect and collaborate online with classmates?
- 8) Would you like to exchange and share ideas online with classmates?
- 9) Would you like to be able to access homework assignments online from home?
- 10) Would you like to be able to access grades online?
- 11) Would you like to be able to access school notices online?
- 12) Do you think your parents would like to access your homework assignments online?
- 13) Do you think your parents would like to access your grades online?
- 14) Do you think your parents would like to access school notices online?
- 15) Would you like to be able to get class notifications via email or text messaging on your cell phone?

#### **Part 2a.2 Needs Analysis Data Report**

My findings from the needs survey was that 100% of the students have a computer at home with an internet connection. 90% of the students have an email account, and 90% are already familiar with using Facebook as a social networking tool. Only 10 % had ever heard about Edmodo Teacher/Student networking tool. 100% of the students and their parents would like to be able to access their grades and homework online.



## Part 2b. Description of the Learning Context

Although all students at Chaparral Elementary have access to computers at school whereby technology is integrated into the instructional program based on California's State's and the districts rigorous content and performance standards. However, with most students' in grades 3-4-5 voluntarily in the 'Learning with Laptops' program the learning possibilities are endless anytime - - at school, home, or anywhere. The learners in this class are very familiar with using technology as most started bringing their laptops to school one year ago in third grade. Now in fourth grade 90% of the students are mostly using their computers in class to take notes.

### Part 2b.1: Learning context

Students will be using the schools computer lab for this project. There are 30 available Apple computers for students along with a "teacher use only" computer with a document camera to display presentations on large screen. The Chaparral classrooms, library, and computer lab feature full Internet access for students in a supervised and firewall-controlled environment. Students can access and use information from all over the world via the Internet. Students and teachers may take virtual field trips, access the best libraries, visit museums, and write electronic mail. Every student and parent is asked to sign and return a legally binding "Acceptable Use Contract" related to Internet access while at Chaparral School.

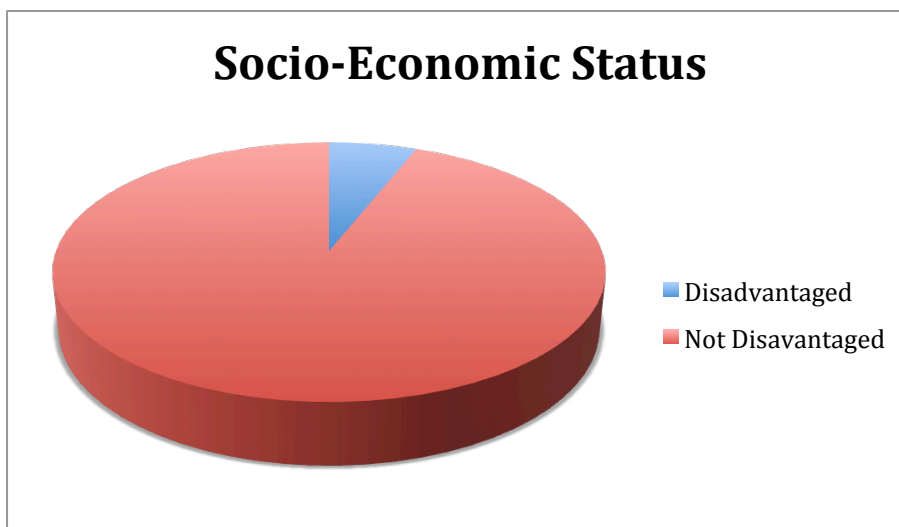
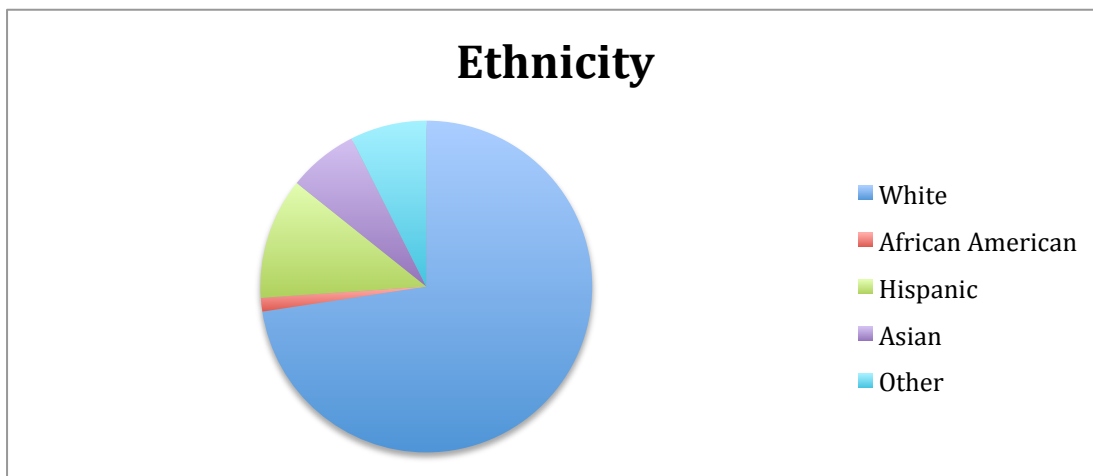
### Part 2b.2: Transfer context

Students will be able to access their Edmodo account from their home computer or cellular phone. Edmodo is accessible online and on any mobile device with Internet capabilities (they also offer a free iPhone and Android app). You can access your account on the go, and adjust your notification settings within Edmodo to receive alerts via text or email. Once signed onto Edmodo students can look at homework assignments along with due dates that

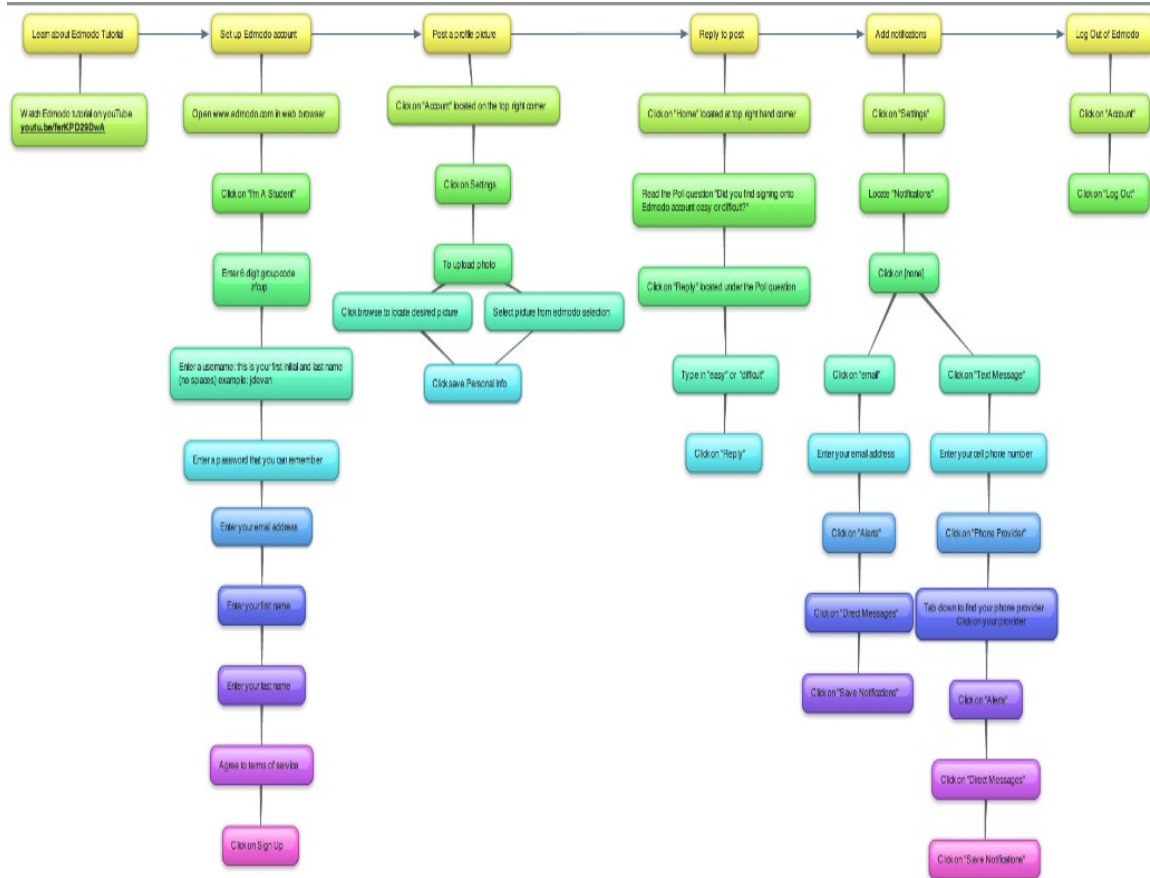
are automatically inputted by the teacher into their calendar. Students can receive notifications from their teacher alerting them of grades or classroom reminders. Parents can sign into their child's account to send messages to your child and teacher, either together or individually, view homework assignments and due dates, stay up to date on their child's grades and receive updates on class and school events.

## Part 2c. Description of the Learners

The demographics of the learners are twenty-five boys and girls ages nine or ten in fourth grade. The fourth grade class is made up of 65% females and 35% males. According to the schools demographic database, the ethnic breakdown of the students is: White 72.58%, African American 1.33%, Hispanic 11.82%, Asian 6.83%, Other 7.44%. Of the 25 students in the class my findings from the needs survey was that 100% of the students have a computer at home with an internet connection. 90% of the students have an email account, and 90% are already familiar with using Facebook as a social networking tool. Only 10 % had ever heard about Edmodo Teacher/Student networking tool. 100% of the students and their parents would like to be able to access their grades and homework online.



## Part 2d. Learning task



## Part 3. Planning

### Part 3a. Learning Objectives (list)

#### Learning objectives:

- 1) Learner will be able to use a computer with Internet access.
- 2) Learner will access www.edmodo.com site.
- 3) Learner will be able to select "Student Signup"
- 4) Learner will be able to enter 6-digit group code provided from their teacher.
- 5) Learner will be able to create a unique username and password, and provide their name.
- 6) Learner will be able to post a profile picture.
- 7) Learner will be able to add notifications via email.
- 8) Learner will be able to add notifications via text messaging.



- 9) Learner will be able to reply to a poll.  
 10) Learner will be able to take a short quiz.  
 11) Learner will be able to log out of Edmodo.com

### Part 3b. Matrix of Objectives, Bloom's Taxonomy, and Assessment Plan.

Learning Objectives (a)	Bloom's Taxonomy Classification (b)	Format of Assessment (c)	Description of test form (d)	Sample items (e)
1.0	Application	Performance	Observation with a checklist	use a computer with Internet access
2.0	Application	Performance	Observation with a checklist	access www.edmodo.com site
3.0	Application	Performance	Observation with a checklist	select "Student Signup"
4.0	Application	Performance	Observation with a checklist	enter 6-digit group code provided from their teacher
5.0	Application	Performance	Observation with a checklist	create a unique username and password, and provide their name
6.0	Application	Performance	Observation with a checklist	post a profile picture
7.0	Application	Performance	Observation with a checklist	add notifications via email
8.0	Application	Performance	Observation with a checklist	add notifications via text messaging
9.0	Application	Performance	Observation with a checklist	reply to a poll
10.0	Application	Performance	Observation with a checklist	Take a quiz
11.0	Application	Performance	Observation with a checklist	log out of Edmodo.com

### Part 3c. ARCS Table

**Project Goal Statement: After one hour of instruction, a fourth grade class will sign up, create a profile, answer a poll question, and take a quiz using Edmodo.**

<b>ATTENTION</b>
<b>A.1 Perceptual Arousal</b>
> Ask students if they have a Facebook account that they use to communicate with friends and family. The students are shown a Facebook page to remind them or show them what it looks like.
<b>A2. Inquiry Arousal</b>
>Ask students if they would like to be able to have a means of communication like Facebook, but it just be between our class and their parents.
<b>A3. Variability</b>
>Show a video that explains Edmodo's capabilities and how we would use it in the classroom.

<b>RELEVANCE</b>
<b>R1. Goal orientation</b>
>Students will be told they will be creating an Edmodo account, answering a poll question, and take a quiz using Edmodo.
<b>R2. Motive matching</b>
>Ask students how they feel Edmodo could help them with classroom assignments.
<b>R3. Familiarity</b>
>Most of you already have a Facebook account and Edmodo will be very much the same idea or concept: Edmodo's goal is to harness the power of social media to customize the classroom for each and every learner.

<b>CONFIDENCE</b>
<b>C1. Learning requirements</b>
>Inform students that they will be watching a video presentation of the lesson and that a teacher will be available to answer any questions.
<b>C2. Success opportunities</b>
>Students will feel successful when they are in the poll question and can tell how they feel about the sign on process.
<b>C3. Personal control</b>
>Students will have opportunities throughout the lesson to experiment with Edmodo tools.

<b>SATISFACTION</b>
<b>S1. Natural consequences</b>
>Students will answer a poll on the level of difficulty of signing into Edmodo and completing a quiz where they can apply the skills learned in the lesson.
<b>S2. Positive consequences</b>
>The instructor will provide constructive feedback within 48 hours of the due date.
<b>S3. Equity</b>
>Students will receive a grade for their work within 48 hours of the due date.

## Part 4 Instructor Guide

### Instructor Guide

#### Introduction

##### Gain the Attention of the Students

Ask students (with a show of hands) if they have a Facebook account that they use regularly to communicate with friends and family. Show the students a cute Facebook page to remind them or show them what it looks like.

<http://www.facebook.com/funnypictures>

##### Establish Lesson Purpose

Most of you already have a Facebook account and Edmodo (what we will be working with today) will be very much the same idea or concept: Edmodo's goal is to harness the power of social media to customize the classroom for each and every learner.

##### Arouse Interest and Motivation

Ask students if they would like to be able to have a means of communication like Facebook, but it be just between our class.

##### Provide an Overview

Show a video that explains Edmodo capabilities and how we would use it in our classroom.

<http://bit.ly/pWCpbh>

#### Body

##### Recall Relevancy

Talk about a time when a student forgot to write down his homework in his homework planner, he got home and had no idea what assignment he was suppose to do. If the student had an Edmodo account he could just sign on to any computer and check his account that has all his homework assignments there to see.

##### Present Information and Examples

Here is a [checklist for the instructor](#) to recall procedures.

Provide learners with [handout with a checklist to recall procedures](#).

Watch video so students can observe how to set up a student account.

<http://bit.ly/ndcnyR>

##### Focus Attention

Learners will be focused on their own computer and setting up personal information on Edmodo account.

### Employ Learning Strategies

Learners will be provided with a handout with a checklist to recall procedures.

### Guided Practice

Make yourself available for questions. Check in with students and remind them you are available to assist.

### Evaluate and Provide Feedback

Provide instructions on how to submit their work and when the due date is. Give expectations on when grading and feedback will be completed.

## Conclusion

### Summarize and Review

After all students have completed the poll and quiz questions provide a view of teachers account so student can see the class's submissions.

### Transfer Learning

Encourage students to send a message to the teacher.

### Provide Remediation and Closure

Encourage students to browse all the different features Edmodo features.

### Conduct Assessment

Learners will complete poll and quiz assessment on Edmodo.

### Provide Feedback and Remediation

Learners will be encouraged to post comments on Edmodo as well as the instructor regarding any questions. The instructor should follow-up by posting comments and feedback to students.

## Part 5. Learner Content

### Part 5a. Learning materials

Here is a [checklist for the instructor](#) to recall procedures.

- 1) Make sure students have their own computer and that is in correct working order.
- 2) Provide students with the information they need to get to Edmodo's sign up page: [www.edmodo.com](http://www.edmodo.com)
- 3) Students will select "I'm a Student".
- 4) The first field of the sign up form will ask for the group code. Students will enter a 6-digit group code (zfcup5) provided from the teacher.
- 5) Students will be need to create a username (first initial last name) and password (something they can remember and must write down), and provide their name.

- 6) Once the fields are complete, select "sign up" to complete the sign up process.
- 7) After creating the account the student will automatically be taken to the Edmodo homepage. From here they click in the top right hand corner where it says "Account". Click on this dropdown to locate your "Settings" page. From here they can update notifications and complete their profile.
- 8) To add a profile picture they must choose from the Edmodo provided icons. Scroll the icons to find the one they want then click on it and they will see it appear in the box labeled "your current photo".
- 9) To set students notifications they click on the "Notifications Type". From the dropdown click on "Text Message" or "Email" or both. The student would then enter their cell phone number where it says "Phone Number (10 Digits)". Then click on "Phone Provider" to find their cell phone provider. If they do not know this information they can just leave it blank. Then Click on the types of notifications they would like to receive: Alerts, Notes, Assignments, Quizzes, Direct Messages, Replies. For today they will choose Assignments and Quizzes only. Then click "Save Notifications".
- 10) Students can take some time to browse the Edmodo account to discover any other features they may find.
- 11) Students can ask questions.

**Provide learners with [handout with a checklist to recall procedures.](#)**

- 1) Enter: [www.edmodo.com](http://www.edmodo.com) into computers address bar.
- 2) Select "I'm a Student".
- 3) The first field of the sign up form will ask for the group code. Enter 6-digit group code (zfcup5).
- 4) Create a **username (first initial last name)** and password (**something you can remember and must write down**), and provide your name.
- 5) Once the fields are complete, select "sign up" to complete the sign up process.
- 6) After creating your account you will automatically be taken to the Edmodo homepage. From here click in the top right hand corner where it says "Account". Click on this dropdown to locate your "Settings" page. From here you can update notifications and complete your profile.
- 7) To add a profile picture choose from the Edmodo provided icons. Scroll the icons to find the picture you want then click on it and you will see it appear in the box labeled "your current photo".
- 8) To set students notifications click on the "Notifications Type". From the dropdown click on "Text Message" or "Email" or both. Enter your cell phone number where it says "Phone Number (10 Digits)". Then click on "Phone Provider" to find your cell phone provider. If you do not know this information they can just leave it blank until you get this information from your parents. Then Click on the types of notifications you would like to receive: Alerts, Notes, Assignments, Quizzes, Direct Messages, Replies. For today you will choose **Assignments, Quizzes, Direct messages** only. Then click "Save Notifications".
- 9) Take some time to browse the Edmodo account to discover any other features you may find.
- 10) Ask teacher questions if you need help with account.
- 11) Sign out of Edmodo by clicking on "Account" and go to bottom of drop down to "Logout" click to log out.

## Part 5b. Assessment Materials

The checklist below will be used to assess students' performance.

Edmodo Account Sign up Assignment Checklist		
Event	Points Possible	Points Earned
Use a computer with Internet access	5	
Access www.edmodo.com site	5	
Select "Student Signup"	5	
Enter 6-digit group code provided	5	
Create a unique username and password	5	
Post a profile picture	5	
Add notifications via email or text messages	5	
Reply to a poll	5	
Take a quiz	5	
Log out of Edmodo.com	5	
<b>Total Possible Points</b>	50	

## Part 5c. Technology Tool Justification

This lesson is to teach students how to use a LSM and so it is necessary to use technology. It is necessary for each student to be able to have access to a computer to access Edmodo. Also, the instructor needs access to a projector to show the students the Facebook site and videos about Edmodo.

<http://www.facebook.com/funnypictures> : In order to gain the attention of the students ask students (with a show of hands) if they have a Facebook account that they use regularly to communicate with friends and family. Show the students a cute Facebook page to remind them or show them what Facebook looks like.

<http://bit.ly/pWCpbh> : In order to provide an overview show students a video that explains Edmodo capabilities and how we would use it in our classroom.

<http://bit.ly/ndcnyR> : In order to present the information and examples watch a "how to" video so students can observe how to set up a student account.

Here is a printable [checklist for the instructor](#) to recall procedures.

Here is a printable [checklist for students to recall procedures](#). Instructor will handout to each student so they can follow procedures.

## **Part 6. Formative Evaluation Plan**

### **Part 6a. Expert Review**

Expert Review Evaluation for the ID project.

- My SME is Coleen Jolly, she is a elementary school teacher. I will have the instructional material ready for her by Monday and she will look at it and provide her feedback within one weeks time.

Questions to ask the expert about instructional materials:

- Are there any typographical errors, unclear sentences, poor or missing directions, inappropriate examples, unfamiliar vocabulary?
- Is there any other prior knowledge that I need to review in order to help the learners succeed?
- Is the lesson engaging to students?
- Is the purpose and expectations clearly stated?
- Is the content appropriate for the level of students?
- Are there any technical problems with the process?
- Are the lesson components appropriate and consistent with the learning outcomes?
- Are the delivery methods appropriate?
- What other changes or suggestions do you have?

### **Part 6b. One-to-One Evaluation**

During the one-on-one evaluation I will ask the student if they were able to clearly understand and follow along with the lesson. I will notice if the student seems confused and needs additional help. I'll observe the student to make sure they were able to sign into Edmodo and create an account with accuracy. I will note the times they have to ask me to clarify the instructions. I will have the learner take some time to browse the Edmodo account to discover any other features they may find that may be important to include.

- Is the learner able to follow the checklist handout that is included with the lesson?
- Are there any typographical errors?
- Is there any unfamiliar vocabulary?
- Are the instructions easy to understand for each step?
- Do any steps require additional clarification?

### **Part 6c. Small Group Evaluation**

During the small group evaluation I will see if the learners are able to sign up for an Edmodo account on their own or if they depend on the other learners around them to help them with the process and there are I will note where those places are.

Questions I will ask while observing the small group:

- Is there any other prior knowledge that I need to review in order to help the learners succeed?
- Is the lesson engaging to students?
- Are the learners able to complete the desired objectives by following the instructions and referring to the checklist?
- Are there any technical problems with the videos?

### **Part 6d. Field Trial**

A field trial evaluation will take place after all revisions have been made from the small group evaluation, the lesson will be presented to the students by the SME. The purpose for the field trial is to determine the effectiveness and clarity of the instruction in a realistic environment. The

students will also be asked what they thought of the difficulty of the lesson in a poll on Edmodo. Questions I will ask as I get feedback from the lesson:

- Were all the students able to understand the checklist guide?
- Were the videos helpful and engaging?
- Did the videos work properly?
- Were there any times when students needed additional help?

## Part 7. Formative Evaluation Report

### Part 7a. Evaluation Survey

<b>SME</b>	Coleen Jolly
<b>Date</b>	11/28/11
<b>Lesson</b>	Edmodo account sign in
<b>Designer</b>	Jodene DeVan
<b>Questions and Comments</b>	
Are there any typographical errors, unclear sentences, poor or missing directions, inappropriate examples, unfamiliar vocabulary?	
No, everything is spelled correctly and clear to the reader.	
Is there any other prior knowledge that I need to review in order to help the learners succeed?	
You may want to do a keyboarding assessment so you can make sure all students can type.	
Is the lesson engaging to students?	
I think the students are engaged because this Edmodo learning allows students to participate in "real-life" activities through collaboration, exploration, and discovery with peers.	
Is the purpose and expectations clearly stated?	
Yes, the students understand that they are required to set up an Edmodo account and answer a poll question about the difficulty of signing into the site. Finally, they will answer three quiz questions so that they get familiar with the sites uses.	
Is the content appropriate for the level of students?	
The content is appropriate for fourth graders and they will actively participate.	
Are there any technical problems with the process?	
I did not have any technical problems with this lesson.	
Are the lesson components appropriate and consistent with the learning outcomes?	
Yes, all of the lessons components benefit students ability to accomplish the tasks with ease.	



Are the delivery methods appropriate?
The delivery methods of text, video, and hands-on practice for the lesson works to engage multiple types of learners.
What other changes or suggestions do you have?
You may think about giving the students an opportunity to experiment more with Edmodo's features.

### Part 7b. Expert review results

The SME made a few suggestions including giving the students an opportunity to experiment more with Edmodo's features. She stated the lesson subject was important and the level of instruction was appropriate for the grade level, but that it was difficult to see how this will impact student learning throughout the year. She liked the use of hands-on practice, video, and text for the instruction. She felt the presentation of the content was engaging.

### Part 7c. Comments on Change

Because this is only one lesson within the year it is difficult to see at this early stage what the students will do with Edmodo once comfortable and how they will use the features to connect, collaborate, share content, access homework, grades and school notices. For this lesson students are expected to demonstrate their ability to sign into Edmodo and use a couple of the features, there is no way of knowing how successful this social learning platform will be for each and every learner. Overall, I was pleased with the SME review.

### Part 8. AECT Standards Grid

#### Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks show on the list of assignments. Not all standards are addressed explicitly through student work.

Assignments meeting standard in whole or part

#### Standard 1: DESIGN

1.1 Instructional Systems Design (ISD)	X	ID Project
1.1.1 Analyzing	X	ID Project
1.1.2 Designing	X	ID Project
1.1.3 Developing	X	ID Project
1.1.4 Implementing	X	ID Project
1.1.5 Evaluating	X	Selected Discussion Forums; ID Project
1.2 Message Design		
1.3 Instructional Strategies	X	ID Project
1.4 Learner Characteristics	X	ID Project

#### Standard 2: DEVELOPMENT

2.0 (includes 2.0.1 to 2.0.8)	X	ID Project
2.1 Print Technologies	X	Reading Quiz; ID Projects
2.2 Audiovisual Technologies		

2.3 Computer-Based Technologies	X	(all assignments)
2.4 Integrated Technologies		
Standard 3: UTILIZATION		
3.0 (includes 3.0.1 & 3.0.2)		
3.1 Media Utilization	X	(all assignments)
3.2 Diffusion of Innovations		
3.3 Implementation and Institutionalization	X	ID Project
3.4 Policies and Regulations		
Standard 4: MANAGEMENT		
4.0 (includes 4.0.1 & 4.0.3)		
4.1 Project Management		
4.2 Resource Management		
4.3 Delivery System Management		
4.4 Information Management		
Standard 5: EVALUATION		
5.1 Problem Analysis	X	
5.2 Criterion-Referenced Measurement	X	ID Project
5.3 Formative and Summative Evaluation	X	ID Project
5.4 Long-Range Planning		

## **COURSE GOALS & OBJECTIVES**

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, emphasize realistic contexts, and employ a number of communications technologies. Following the course, students will be able to:

1. Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use
2. Describe at least two reasons why instructional design models are useful
3. Identify at least six instructional design models and classify them according to their use
4. Compare and contrast the major elements of three theories of learning as they relate to instructional design
5. Define “instructional design.”
6. Define the word “systematic” as it relates to instructional design
7. Define “learning” and synthesize its definition with the practice of instructional design
8. Relate the design of instruction to the term “educational (or “instructional”) technology”

9. Describe the major components of the instructional design process and the functions of models in the design process
10. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)
11. Build an instructional design product that integrates major aspects of the systematic process and make this available on the web.
  - a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
    - i. Create and conduct various aspects of a front-end analysis
    - ii. Identify methods and materials for communicating subject matter that are contextually relevant
  - b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
    - i. Construct clear instructional goals and objectives
    - ii. Develop a motivational design for a specific instructional task
    - iii. Develop assessments that accurately measure performance objectives
  - c. Select and implement instructional strategies for selected learning tasks
    - i. Select appropriate media tools that support instructional design decisions
  - d. Describe the rationale and processes associated with the formative evaluation of instructional products
    - i. Create a plan for formative evaluation
12. Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
13. Apply state and national content standards to the development of instructional products
14. Meet selected professional standards developed by the Association for Educational Communications and Technology
15. Use various technological tools for instructional and professional communication

## **AECT STANDARDS (Applicable to EDTECH 503)**

### **1.0 Design**

#### **1.1 Instructional Systems Design**

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

##### **1.1.1 Analyzing**

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

##### **1.1.2 Designing**

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

##### **1.1.3 Developing**

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

##### **1.1.4 Implementing**

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

##### **1.1.5 Evaluating**

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

#### **1.3 Instructional Strategies**

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.

1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.

1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

#### **1.4 Learner Characteristics**

- 1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.
- 1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.
- 1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

#### **2.0 Development**

- 2.0.1 Select appropriate media to produce effective learning environments using technology resources.
- 2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.
- 2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.
- 2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.
- 2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
- 2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.
- 2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

#### **2.1 Print Technologies**

- 2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.
- 2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

#### **2.3 Computer-Based Technologies**

- 2.3.2 Design, produce, and use digital information with computer-based technologies.

#### **3.0 Utilization**

##### **3.1 Media Utilization**

- 3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.
- 3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

##### **3.3 Implementation and Institutionalization**

- 3.3.1 Use appropriate instructional materials and strategies in various learning contexts.
- 3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.
- 3.3.3 Identify strategies to maintain use after initial adoption.

#### **4.0 Management**

*(none specifically addressed in 503)*

#### **5.0 Evaluation**

##### **5.1 Problem Analysis**

5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

##### **5.2 Criterion-referenced Measurement**

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

##### **5.3 Formative and Summative Evaluation**

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.

*SMET = School Media & Educational Technologies*