



## **Educational Technology and Media Leadership Program**

*Signature Assignment for ETEC 570*

*Multimedia Project*

### **Student Learning Outcome(s) Assessed:**

SLO #3: Apply instructional design principles to locate, evaluate and develop educational materials.

### **Description of the Signature Assignment**

For this assignment candidates should choose a k-12 or a university subject and design and create instructional materials for at least 3 weeks (or 3 chapters of a textbook) of instruction.

1- Using multimedia authoring tools they should create a virtual classroom for an imaginary class of at least 30 students. They should focus on e-learning principles discussed throughout the course.

2- They should also write a paper (minimum of 3000 words) along with this project in which they explain the process and the justification of their instructional design. During the semester students do some activities/assignments that will be helpful to complete this project and to write this paper.

### **Directions for Students**

1. Choose a topic which you know well and something which is most appropriate for e-learning. Try to be original. You may extend what is already available but don't repeat what others have done.
2. You should address comprehension, problem solving, and higher order thinking rather than memorization or "drill & practice".
3. The goal should be significant and clear
4. The objectives should be clear, precise, and worthy and are operationally defined.
5. At least 3 types of objectives (Do, Decide, and Create) should be included.
6. Students' need an prior knowledge should be evaluated.
7. Prerequisites should be identified and included in the instructions
8. Teaching strategy for each objective is clear (Standalone e-learning, Games and simulations, Virtual-classroom e-learning, Physical-classroom learning, Coaching, Referring to learning resources, Searching online resources, Interacting with a social network, Letting learners find the solution on their own)
9. Student's activity for each objective is clear and specified a variety of Absorb, Connect, or Do activities and their subcategories are used effectively.
10. Presentations, slide shows, software demo, instructional videos, and other Absorb activities are appropriate and based on guidelines in the book.
11. Practices, Discovery activities, and games & simulation are appropriate and based on guidelines in the book.
12. A variety of Connect activities (ponder, questioning, stories, job aids, research, and original work) are used appropriately and based on guidelines in the book.

13. The assessment is clear, specific, and detailed. A variety of assessment methods are used. The tests and questions are linked to the course goals and objectives.
14. Technology is used extensively and effectively in your assessment.
15. Social learning is used frequently and effectively based on the guidelines listed in chapter 8.
16. Readings are enough to cover the content and useful to achieve goals.
17. You should include at least 5 types of media in your project (text, sound, music/spoken words, graphics, pictures, animation, and video)
18. Design for high level of interactivity (for example, using buttons, hot spot. Hot object, text entry, pull-down menus, key-press, target area, tries limit, and conditional interactions).
19. Provide frequent and appropriate feedback to the user's interaction with the lesson.
20. Use tracking and record keeping features (for example, sending user's scores into a text file or a database and reading or retrieving this information back).
21. Use visual principles discussed in class including (sequencing, legibility, effort reduction, active engagement, patterns, arrangement, appropriate use of concept maps and other visual organizers, alignment of elements, shape, balance, style, color scheme, and color appeal, and most importantly the laws of Proximity, Directionals, Figure and Ground, & Consistency)
22. Buttons should be put on each page, leading to other pages. Pictures and sounds associated with buttons should be appropriate to the page's purpose/content. Buttons should be placed consistently throughout pages for easy use (e.g., a back arrow in the same place on all cards) and should be clearly identifiable as buttons.

## Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Score
<b>Instructional Design</b> <i>8 points</i>	Uses most of principles of e-learning effectively. Follows the best practice guides in all steps of design and development.	Uses some principles of e-learning effectively. Follows the best practice guides in most steps of design, and development	Violates a few e-learning principles. Tries to follow the best practice examples but not quite successful.	Violates many e-learning principles. Doesn't follow the best practice examples.	
<b>Originality</b> <i>4 points</i>	Project shows a large amount of original thought. Ideas are creative and inventive.	Project shows some original thought. Work shows new ideas and insights.	Uses other people's ideas through linking and docking linking, and there is little evidence of original thinking.	Uses other people's ideas (not giving them the credit), and there is no evidence of original thinking.	
<b>Goals and Objectives</b> <i>4 points</i>	The goal is quite significant and clear. The objectives are clear, precise, worthy and are operationally defined. All three types of primary objectives are included.	The goal is significant and clear enough. The objectives are clear, and precise. At least 2 of primary objectives are included.	The goal is clear to some extent. The objectives are clear, and precise. At least one primary objective included.	The goal is not clear or significant. The objectives are not quite clear. Only secondary objectives are included.	
<b>Content</b> <i>4 points</i>	A large variety of "Absorb, Connect, and Do" activities are used appropriately and based on the guidelines.	A variety of "Absorb, Connect, and Do" activities are used appropriately and based on the guidelines.	Do and Connect activities are rarely used but there is a variety of "Absorb" activities used appropriately.	Only "Absorb" activities are included and they are limited to presentations, readings and lectures.	
<b>User Interface</b> <i>4 points</i>	Makes excellent use of graphics, audio, video, animation, and visual effects, etc. to enhance the presentation.	Makes good use of graphics, audio, video, animation, and visual effects, etc. to enhance to presentation.	Makes use of graphics, audio, video, animation, and visual effects, etc. However, occasionally these detract from the content.	Makes use of graphics, audio, video, animation, and visual effects, etc. However, frequently these detract from the content.	
<b>Interactivity</b> <i>4 points</i>	Learning objects are very engaging and interactive. Includes a progress bar and a record keeping feature.	Learning objects are somewhat engaging and interactive. Includes a progress but not a record keeping feature.	Learning objects are somewhat engaging and interactive. Doesn't include a progress or record keeping feature.	Learning objects are not engaging. Mostly slide show style is used.	
<b>Justification</b> <i>4 points</i>	The written part of the project very well justifies both the overall and the specifics of the instructional design.	The written part of the project justifies enough both the overall and the specifics of the instructional design.	The written part tries to justify both the overall and the specifics of the instructional design.	The written part does not justify enough either the overall or specifics of the instructional design.	

<b>Writing</b> <i>4 points</i>	Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.	Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistency in style.	Text contains some errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.	Text contains many errors. Sentences seem disconnected, and there is carelessness throughout.	
<b>Total</b>					<i>/36</i>

### Legend

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>30-36</b>	4 (Exceeds Expectations)
<b>25-29</b>	3 (Meets Expectations)
<b>20-24</b>	2 (Meets Some Expectations)
<b>15-19</b>	1 (Does Not Meet Expectations)
<b>0-14</b>	0 (Can't Score)