MIT- 512

Context and Conditions

There were many projects created for *MIT 512: Computer Applications in Education*. These projects were completed under the direction of Dr. Sue Jen Chen in Fall 2006. I am highlighting two of the projects from this class: a Web Quest with a unit plan and an ADA Compliant Computer Lab.

A unit plan and Web Quest on Network Etiquette was created for secondary schools computer classes. There was no budget for this project. The graphics were taken from clipart.com and edited to fit the needs of the Web Quest.

The ADA Compliant Computer Workstation Plan was created by Tom Dorgan, Amanda Hodges, and I.

Scope

The Web Quest was designed and developed for secondary schools. It included the use of the Internet and Microsoft PowerPoint along with individual and collaborative activities to teach students proper network etiquette. Using the constructivist learning theory students had to use to complete a variety of projects. I used Adobe Photoshop to edit various pictures; Fireworks to give animate the pictures; and Dreamweaver to create the web site.

The Web Quest was incorporated into a Computer Skills curriculum for Learning Disabled students. Students at Ashley High School were able to complete the Web Quest in the Computer Skills class.

The ADA Compliant Computer Workstation plan was developed for students with both physically and mental disabilities. This plan was developed for an ideal classroom.

Role

Since the Web Quest was an individual project, I took on the role of instructional designer for the unit plan, designer and web developer for the Web Quest, as well as project manager. The project was submitted to Ashley High School for the new computer skills classroom and was successfully implemented during the Spring 2006-2007 school year.

As an instructional designer, I conducted a learner and instructional analysis to determine the performance objectives. The assessments and instructional strategies were developed. Next, the manual was developed for the teachers.

As the designer and developer for the Web Quest, I relied on the unit plan as a blueprint. I utilized Adobe Fireworks to create the buttons, Photoshop to edit the images, and Dreamweaver to create the web site.

In order to finish this project, I had to construct a timeline which allocated a timeframe for design and development.

For the ADA Compliant Computer Workstation Plan, I served as a Subject Matter Expert (SME) for the Individuals with Disabilities Education Act (IDEA). Since this was a collaborative effort, every team member served at one point or another as a designer.

Reflection

This was my first experience with taking a unit plan and creating a Web Quest. I had the pleasure of being invited to the student's project presentations after the Web Quest had been implemented. I enjoyed seeing the student's reactions to the material and new knowledge. If I were to change anything in this project, I would have included more group work with the students.

As for the technology piece of this project, I was enrolled in the Multimedia Design and Development course at the same time; therefore, I had minimal exposure to the development products of Dreamweaver, Fireworks, and Photoshop. I was developing this project strictly from the "design" mode in Dreamweaver. Right before the project was due, I did something where I had a blank screen in the "design" mode but my web page looked fine in a browser. At that point, I ventured into the "code" mode, and finished my project. It was my first exposure to coding and looking back a positive one since it forced me out of my comfort zone.

The ADA Compliant Computer Workstation Plan was challenging because of all the regulations from IDEA but I really enjoyed creating this plan. It gave me an opportunity to dream big and plan out the most efficient and effective computer workstation without any boundaries.

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Domain of Instructional Design			
Competencies	**Job Description**	**Artifacts**	**Justification**
Analyze the characteristics of a setting (learning environment)	Analyze learning needs, audience, and environment	MIT 512 – *Computer Applications in Education* - Creating Accessible Workstations for Students with Disabilities	These artifacts demonstrate my ability to analyze the learning environment where the learning is to occur to make informed decisions regarding the

			instruction.
Sequence learner outcome	Develop instructional flow Breakdown learning objectives into teaching points	MIT 512 – *Computer Applications in Education* - Netiquette WebQuest	These artifacts demonstrate my ability to arrange tasks or materials the individual needs to accomplish in order to achieve the goal or goals
The Domain of Development			
Competencies	**Job Description**	**Artifacts**	**Justification**
Develop projected and non-projected graphic instructional materials.	Demonstrates experience in graphic design	MIT 512 – *Computer Applications in Education* - Netiquette WebQuest	These artifacts demonstrate my ability to design and create multi-media graphics
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	Incorporating the use of best practice technology to support instruction as needed (i.e. creation of online instructional resources); adherence to the internal design process Work with authoring tools such as Adobe captivate, Macro media – Flash and Dreamweaver	MIT 512 – *Computer Applications in Education* - Netiquette WebQuest	These artifacts demonstrate my ability to develop online instruction for computer based training by using authoring tools such as Adobe Captivate, Dreamweaver, Fireworks, and Photoshop to create various materials and interactive training.
Design and produce computer-based instruction including drill-and-practice and tutorial programs.	Develop multi-multimedia instructional e-Learning material including; web based training, blended learning, electronic performance support systems, and other	MIT 512 – *Computer Applications in Education* - Netiquette WebQuest	These artifacts demonstrate my ability to design and develop computer-based self instructional and online instructional materials.

	knowledge products. Designs instruction for stand-up, web-based, self-instructional and other types of performance –based learning interventions for industry-specific topics		
Design and produce interactive multimedia systems.		MIT 512 – *Computer Applications in Education* - Netiquette WebQuest	These artifacts demonstrate my ability to produce learning modules that allow the user to interact with the training by including interactive components such as click boxes and interactive assessments that allow the learners to learn by doing.
Design and produce mediated instruction.	Analyze, design, and develop classroom-based, instructor-led, online and web-based (e-learning) instructional content and course materials to be used by Trainers and other facilitators, incorporating an instructional system design (ISD) model that includes all phrases from analysis to evaluation for various audiences	MIT 512 – *Computer Applications in Education* - Netiquette WebQuest	These artifacts demonstrate my ability to use technology to deliver instruction.

Domain of Utilization			
Competencies	**Job Description**	**Artifacts**	**Justification**
Demonstrate a knowledge of the laws and regulations which govern the selection and utilization of media/emerging technology, including copyright, censorship, State Board Regulations, Local Board Policies, etc.	Must have knowledge of ADA and Section 508	MIT 512 – *Computer Applications in Education* - Netiquette WebQuest MIT 512 – *Computer Applications in Education* - Creating Accessible Workstations for Students with Disabilities	These artifacts demonstrate my knowledge and ability to apply laws and regulations to learning and training environments.