ETEC 500 Final Exam  
To: Dr. Brian Newberry

From: Nita Leighton  
  
**1. (1 point) What was the most important, useful or notable thing you learned in this class. Be sure to justify your answer. (3-5 paragraphs)**

Instructional Design is the framework of a strong educational presentation. Whether it is for only one lesson or it is for an entire curriculum. What instructional design is doing is it is creating a way to allow the instructor to organize the educational material, and to evaluate the outcome of the delivery. These tools to aid the teacher are called models, and there are many successful versions available to use or adapt, to the instructor's needs. A classic one is the ADDIE Model, which breaks down into Analyze, Develop, Design, Implement and Evaluate. Another model is ASSURE that is a classroom model. ASSURE means: Analyze learners, State standards & objectives, utilize technology, media & materials, Require learner participation, Evaluation & revise. Both have attributes that are beneficial to educators.

It is learning about different models, and how to implement them within the curriculum that was rewarding. Having had an introduction to them in STEM, it is great to have a more in-depth knowledge that was gained from this class from research and fellow classmates. Wanting to not follow the masses, by only using ADDIE, but branching out for new avenues, there a wealth of information within the world of Instructional Technology to explore. This knowledge of models has grown from about four to about 25 well established versions now, with room to continually expand.

From there, taking the models, and combining the vast variety of technology that is ever changing, and growing to make the educational experience more enjoyable, for the students, no matter what the age, and easier for the instructor as well. The technology term being generic, and therefore, to be more specific it can be referred to as the computer, which is being replaced by the laptop, and then miniaturized down tablets, iPads, and even the personal cell phones in the classroom. This is just one aspect of technology. There are many more types of hardware components, and the user must also incorporate the multitude of software packages, and applications that have flooded the market. All of these become tools that also help aid the instructor make the instructional models come to life.

<http://www.instructionaldesign.org/models/assure.html>

<http://www.umich.edu/~ed626/define.html>

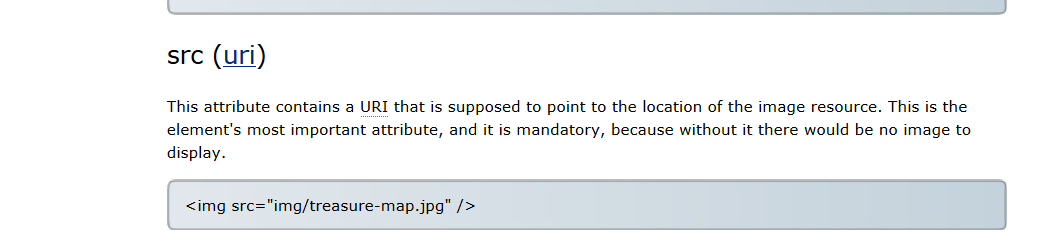
**2. (1 point) Help! My webpage doesn’t work properly. Look at the following example and identify the error in the HTML that is causing my image to not appear:**  
  
<html>  
<body>  
<div>  
<img scr=mypicture.html>  
</div>  
</body>  
</html>

In line 4 of the html there is a space and spaces are not allowed, at least not in file names, so maybe not in tags either. And, you showed no examples of tags with spaces.

All else appears correct since they each start with a lowercase letter, there are no capital letters, there are no standard separators used like the dash "-" or underscore "\_", and/or the additions of special characters like &, @, $ or even "or"

Also, the file extension is incorrect for the image. You need to use a .jpg

Other options are a gif or tif, but not a bitmap because the image is way too large for the bandwidth of a webpage.



<http://studyonthebeach.com/csusb/classes/etec_500_fall_2013/media/htmltutorial/html_tutorial.html>

<http://www.htmlquick.com/reference/tags/img.html>

**3. (2 points) Review the Foundation section of your portfolio. Analyze this section of your portfolio. Describe it (a screen shot would help) and identify strengths and weaknesses. Identify changes or improvements you need to make on this section of your portfolio. Make at least one of the identified improvements and provide the URL to the page.**

**Below is how the webpage originally looked.**

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This webpage, talks generically about Instructional Technology, with a little of its history included for background information. There is a strong opening statement about Instructional Technology. First person in the history part tends to weaken the second paragraph, especially when there is third person used in that same section. This will be corrected now, to make it all read in third person. Another change is to eliminate the word read in the first line of the second paragraph and add the word research which is more appropriate and accurate. A couple of other words were changed to make the sentence read smoothly.

Then, a new second small paragraph was inserted which includes the well know definition for Instructional Technology by Seels and Richey (1994), with link at bottom of page

Here is the URL to this webpage, and a screenshot of the updated changes is below.



**4. (3 points) Explain why research is important to the field of Instructional Technology. Describe a research topic that is relevant to the field and provide at least three peer-reviewed journal articles that relate to your chosen topic. Use APA format for each citation and briefly explain the research method presented by the article and the findings.**

Research is important in any field in education. There are different types of research. For Instructional Technology action research is used most often. It is defined "as any systematic inquiry conducted by teachers, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn" (Mills, 2011).

Identifying eLearning, as very current in education today, it is the chosen research topic. Below, are many peer review journal articles written on this subject. These selected research articles were geared more toward college and university classes, than K-12. Since many colleges and universities are now offering distant learning, it has opened up another way of reaching more students, who may not otherwise be able to attend a traditional face-to-face class. Reasons can range from distance from school, work schedule conflicts, family obligations, along with lack of transportation to name a few.

ELearning adds flexibility for the schools to also offer hybrid classes. In this way, more students may be enrolled in a given class, even if they are not actually within the four walls. Since the beginning of the distant learning classes, there have been some growing pains. Some people are not willing to try new things. There were problems with delivery, when this idea was first proposed back in the 1950s, when they started to broadcast, via television. The current research is taking the learning resources that now are available, and evaluating what is utilized with the classroom. What is now available is a marked difference from a few decades ago. Taking eLearning out of the university setting, and applying it to the business world, is another aspect that is of vast importance. This allows employees to get the required training, and not loose precious work time. Beyond research, there is the evaluation of the data collected, regarding eLearning. One such article delved into the academic methods that were employed by instructors within their disciplines. Since social networking has exploded into society, it is now commonplace to hear about people blogging. Therefore, it has been adopted into the educational sphere as well, if one wants to stay current.

ELearning is not as simple as people may think. Therefore, to do it correctly one needs to employ the instructional technology and design skills which are the framework to create an organized program, so that the delivery of the material will be well received, and understood.

In Towards eLearning 2.O University the article starts out with a question on "how universities should integrate Web 2.0 technologies and tools into educational and institutional practices" (Berlanga, 2010). Yet, as to the research, and how it was conducted, it really was not stated in this very short article. The statements made were backed up by contributions from others in short paragraphs, while Berlanga exploring works from Karasavvidis, Huang and Nakazawa, and Wopereis, Sloep and Poortman plus others. It appears that Berlanga is consolidating the information into just a summary. The evidence pointed to the fact that universities do play an important role in the shift, from the traditional classroom model, to where the learners are now taking responsibility, and control of their own instructional and education path. It was a joint effort.

# This British article Characterising Effective eLearning Resources is broken down into seven sections. The main focus is on the key characteristics of learning resources, which have influenced the teaching and learning aspects of education as they relate to the educational framework that is in place and the resources available. The learning portion was based on Conceptualisation, Construction, and Integration framework. Another term is learning resources which consist of digital assets, information objects, learning activities, and learning design. Then, comes the sourcing of the learning resources, this being mechanics of the using the technology. Having accomplished that, manipulating and using learning resource was studied. This included the narrative, communicative, interactive, adaptive and productive side of the study. That led to developing and communicating of new resources. They may be all brand new, a blend of new with prior used material or adapting material to fit the need. Following up, with the analysis of resources, may influence the outcome of the practices. The conclusion to this research, pointed out 12 key characteristics of effective resources to be pragmatic and evidence-based. This research also may create change within eLearning practice.

# Economies Of eLearning In The 21st Century talks about the Internet and the advancements in a variety of technologies that made it possible for many people to have access to what use to be reserved for a few. This article was written to evaluate the cost effectiveness and efficiency of three different sectors of the eLearning industry. The effective eLearning is comprised of Learners interacting with other learners, with content and with an instructor. The efficiency aspects are to be able to study at one's convenience, navigation of material is not limited to paper resources, and having interactive resources. Costs were to compare traditional classroom settings versus eLearning environments. Benefits proved to be both hard and soft in nature. Hard were more productivity and easy to measure and cost out. Soft benefits are hard to define, measure, and cost out because of their nature, example, training within an organization. This is hard to convert to a specific price. There are more steps involved, this gives a general overview. Concluding, the researchers are finding that eLearning as a whole is changing from production mode, to being more service oriented. The cost are therefore, decreasing since more people are using the products, which comes back to the purpose of the article, being the review of the efficiency and effectiveness of eLearning within the three sectors.

# This article is about Overcoming Barriers for eLearning in Universities-portfolio Models for eCompetence Development of Faculty in higher education. This paper used and international survey as part of the research regarding the motivation of faculty to use eLearning. 23 universities were involved. This research went from proving older methods of training were not innovate enough to inspire the faculty to necessary tool to gain the required competence to do eLearnning. Portfolios were created to track the data gathered regarding networks, peer groups and community of practice. Then, to further the progress opportunities were created to continue the growth. They employed the institutional strategies for eLearning integration, theoretical foundation of eCompetency, adding in the portfolio models for eCompetence development. The empirical data that was collected and the method for interpreting then, analyzing it was a qualitative design. It was based in Europe using a standardized web questionnaire as the survey. They collected 31 descriptive eCompetence practices for the database. Interviews about case studies also were performed. This showed a good comparison between the differences as well as the similarities. The methodical tool of typologies added another dimension to the study. The findings and discussions came to two these direct measures, that they create educational supplies and support by all the universities involved in this survey. Then, various universities branched off and their individual incentives. The portfolios models appeared to be a successful tool for the research and for the universities which helped to break down the barriers and start innovating.

# About 8 other journal articles were considered, until it was discovered that those full articles were not immediately available.

# Reference:

Berlanga, A., Penalvo, F., & Sloep, P. (2010). Towards eLearning 2.0 university. *Interactive Learning Environments*, *18*(3), 199-20

Kasraie, N. , & Kasraie, E. (2010). Economies of eLearning in the 21st century. *Contemporary Issues in Education Research*, *3*(10), 57.

Littlejohn,A., Falconer, I., & Mcgill, L. (2008). Characterising effective eLearning resources. *Computers & Education*, *50*(3), 757-771.

# Schneckenberg, D. (2010). Overcoming barriers for eLearning in universities-portfolio models for eCompetence development of faculty. *British Journal of Educational Technology*, *41*(6), 979-991.

# Mertler, C. A., (2012) *Action Research Improving Schools and Empowering Education.* Thousand Oaks, CA Sage Publications, Inc.

**5. (3 points) Explain why Instructional Design is important to the field of Instructional Technology. Describe how you might use Instructional Design in your own career.**

Instructional design can be defined in four ways according to the University of Michigan. Instructional Design may be a discipline, process, reality or a science. As a discipline, it is within the realm of education. It can be thought of as a branch of knowledge which deals with both research and the theory that are applied to the educational materials, how they are applied and executed, along with the development of the processes and materials to achieve the strategies that were implemented.

Whereas, if Instructional Design is thought of as a process, then, it should be viewed as being a systematic development using guidelines from theory and experience, to developing the framework for the materials used. This is where the models aid the designer in creating a foundation for a successful platform. The instructional design model offers steps to follow, ways to evaluate, and then, improve the presentation, during and after delivery. This process can be considered a guide, for the instructor so, nothing may be forgotten, or overlooked. It also, is a way to be prepared, with materials that can be executed as teacher or student led, group activities, or a combination. It therefore, allows those involved, to evaluate the results, and decide if the goals were obtained, or not, and what might be kept, discarded, improved or added to in the future.

The Reality of Instructional Design is that it need not wait, to begin at a certain point in any process. It can start at any time. This allows for great flexibility for the designer or instructor. Why allow this? Because, when an idea strikes, it is best to run with it, and see what may develop, rather than lose it by shelving it for a later time. Then, when the idea is allowed to grow and the processes are implemented then, the developer should take a second look to see if all the pieces are in place and if it is a viable program. If possible, test it before using it. After the presentation evaluate it to see if it was a correct systematic process. If not, then make changes accordingly.

When Instructional Design is a science, it is viewed as more as developing specific directions and materials within the given instructional model, to carrying out the required step-by-step process. This goes from the initial creation, to the use the gathered materials, through the evaluation whether to keep, discard, or add material, and then, to maintain the presentation for future use. This material may be revised, for different audiences, rather than having to begin from scratch each time. The depth and complexity of the material will vary according to the audience.

Instructional Design and Instructional Technology are entwined. Being that above are four different types of Instructional Design here is a definition for Instructional Technology, "Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning” (Seels & Richie, 1994, p. 1). While in the STEM master's program, I introduced the 5Es of Rodger Bybee that Arthur Eisenkarft expanded to the 7Es, into my classroom. It was a major transformation from instructor led to student interactive. Being that I teach college classes, it was still a challenge to get some adults to participate. As, instructors will say, each class has its own dynamics. From this first class in IT, I have gained more insight in how I can make major improvements to what I have been doing, in the recent past. I need to have more very short term class activities. I need to rotate teams, like was done in Tech Lab the first night, on STEM 535, when you challenged us with what technology we should select. What a great way for students to meet one another, and for the instructor to study the different dynamics of the class itself. One headache, if you want to call it that, for my OSHA class is that the department chair keeps changing the number of days and length of the class. So, I seem to always have to be flexible and more prepared each time not knowing how this new schedule will play. Quickly to explain I had 6 days at 6 hours each, then 12 days at 2 hours 20 minutes, then 10 days at 3 hours and 18 minutes and this semester. I had a full length semester class at 16 weeks (with holidays) at 2 hours 5 minutes. The most workable was the 3 plus hour class, because with up to 40 students we almost always got the class activities finished in one class. Any other time frames, except the all day one, did not work. The long day was just too long for everyone.

When I elicit the information from my students, I have a base to work from. I engage my students into the topic, by first having them explore the resources at hand, and then, present their findings usually in groups of three, to the class-at-large. When this has proven successful, then, the students are taking the knowledge gained, not only from the answers, but the research itself, and applying these new tools to other activities, and evaluating their work in the process. Each time gaining more confidence, and speed, so each future presentation is more elaborate. By the end of the class, I find many students extending beyond what was required. This worked in a number of my classes, until this semester. I found I had too many assumptions, when dealing with adults you thought you could treat them as such. This current class challenges me to the point I feel like I am teaching kindergarten children, for the number of repeats, poor questions, arguments on a single word spoken, etc. I need to clarify more in handouts, than assume the students will take notes, or remember what was stated. I need to set shorter time limits to keep them from getting bored. 10-15minutes of research for this class is too long. They do not comprehend in-depth. Even when things were written on the whiteboard, students said, "I did not understand what you meant" or "I forgot to read it" or "I did not write it down" are they that spoiled, in other classes or that helpless in reality? I will be better prepared next semester, by applying more instructional design techniques, thanks

<http://arcmit01.uncw.edu/andersonl/Documents/Definition%20of%20Instructional%20Technology.pdf>

<http://www.scribd.com/doc/101302949/eisenkraft-7e>

<http://www.umich.edu/~ed626/define.html>