

Jennie Kies Applied Advanced Media Project Reflection

What was the context (the course, purpose, situation, etc.) in which this artifact was created?

This artifact was created to fulfill the project requirement for Advanced Media. For the artifact, I identified the topic to be covered, a goal, and 3-5 objectives to be achieved during the semester. I organized and developed a media product to explore flash animation creation. I created three interactive presentations for my Introduction to Engineering Design class for the visual elements and principles lesson.

What outcome(s) (ECIT standards) were you to demonstrate in creating it? For each outcome, describe how the artifact addresses the indicators within the standard. (A review of aligned indicators will assist you in completing this response.)

Design

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

I wrote objectives for a lesson on Visual Analysis and Design

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

I created interactive, flash media for students to engage in learning the Principles and Elements of Design.

1.1.3.a Produce instructional materials which require the use of multiple media

I used Power Point and iSpring to create the presentations and Blackboard Course Management System to disseminate the materials.

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

I used Power Point and iSpring for the first time to create interactive presentations.

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings that address the needs of all learners, including appropriate accommodations for learners with special needs.

I implemented the interactive presentations designed for this class with my Introduction to Engineering Design students. The presentations were available on the Blackboard class website. The presentations included audio and visual elements and could be repeated as often as students' required.

Development

2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.

I used Power Point and iSpring to develop interactive flash animation.

2.2.2 Apply development techniques such as storyboarding and or scripting to plan for the development of audio/video technologies.

I created an outline of each presentation before beginning. Then I created a script for each section and found appropriate visual examples.

2.3.1 Design and produce audio/video instructional materials which use computer-based technologies.

I created three interactive flash presentations with audio, visuals and clickable elements.

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

I created three interactive flash presentations with audio, visuals and clickable elements.

2.4.1 Use authoring tools to create effective hypermedia/multimedia instructional materials or products.

I embedded the three interactive flash presentations into the class website.

2.4.4 Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.

I created three interactive flash presentations with visual elements found using a creative commons search engine <http://search.creativecommons.org/>.

2.4.7 Use appropriate software for capturing Web pages, audio wave files, and video files for developing off-line presentations.

The three presentations I created could be viewed off-line using the flash file.

Utilization

3.4.2 Identify and apply policies, which incorporate professional ethics within practice.

I created three interactive flash presentations with visual elements found using a creative commons search engine <http://search.creativecommons.org/>. I replaced many unattributed pictures from the original with better pictures with reliable sources.

3.4.3 Identify and apply copyright and fair use guidelines within practice.

I created three interactive flash presentations with visual elements found using a creative commons search engine <http://search.creativecommons.org/>. I only used images which were under creative commons copyright and attributed the work to the artist.

What problem(s) did you encounter in creating this artifact? What did you learn from encountering this problem, and how can you apply this in your current or future professional life?

The biggest problem I encountered in creating this artifact was choosing the tool to create the interactive presentations. I determined that iSpring and Power Point were the best solution given the time constraints and product. I considered PowerBullet, a flash animation design software, but decided that it would take too much time to learn the software and create the presentation. I also considered creating an interactive game using 3D Game Labs, but they were not taking new users at the time. Although I was new to Power Point 2010, I was familiar enough with the tools and resources to improve my skills and create a high quality product in the time available. iSpring's free add on was perfect for creating the narration and exporting the flash animation. In the future, I can this experience to determine the best technology tool for a given educational goal.

What does this work show about you and your capabilities?

This work demonstrates that I can create high quality interactive presentations for use in an educational setting. It demonstrates that I can learn new tools and determine which tool is most appropriate for the criteria and constraints within which I must work. It also demonstrated that I could work through the instructional design process to create an educational product.

What did completing this work teach you about yourself within the field of instructional technology?

Content comes first. Throughout my master's classes we have discussed how we need to choose technology based on the content and objectives. If I use technology without a clear goal, it negates the effectiveness of the technology. I need to have a plan before I jump on a technology band wagon. If I identify my goals and objectives, I can find the appropriate technology for implementation or possibly find that technology is not the answer.

In this situation, I found that identifying the content and objectives is not always the hardest part of designing instructional products. I spent a lot of time improving the goals and objectives to include higher level learning, but it took me longer to determine the best tool for the project. Completing this work taught me that I can weigh different technological tools in terms of their effectiveness at conveying content and their usability.