

Capstone Project: Part I Proposal
 EDTC 6332 Practicum in Educational Technology
 Priscilla Chavira

Selection Criteria

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| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 1. Is there any problem or need at hand? |
| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 2. Does the problem/need lead to an instructional/training solution? |
| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 3. Is cost (of the project) lower than its benefit? |
| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 4. Is there any instrument to assess learning gains? |
| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 5. Do you have intended learners to help with evaluation? |
| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 6. Will you complete the project in 7 weeks? |
| (<input checked="" type="checkbox"/>)Yes | (<input type="checkbox"/>)No | 7. Is this project significantly different from any other project? |

Performance Problem

The Brownsville Independent School District (BISD) is the largest employer in the Rio Grande Valley. BISD has a broad selection of academic activities and programs for all students and these programs range from Early College High Schools with endorsement pathways instilled into their graduation plan to support programs for students with special needs.

The endorsement pathways are to better assist students in providing a challenging rigorous instruction through hands-on problem solving, projects, and career development activities. Students are also given the opportunity to attain college credit for courses taken through statewide articulation and earn certifications.

At the beginning of the 2015-2016 school year the Homer Hanna High Early College High School transitioned from Microsoft Outlook to Microsoft Office 365. Teachers were encouraged to utilize the latest versions of Word, Excel, PowerPoint, SharePoint, OneDrive and OneNote to communicate with administrators, teachers, students, and parents.

Teachers are required to use OneDrive to submit their lesson plans and provide access to course assignments and course syllabus for the AP, dual enrollment, and statewide-articulated courses. The human performance problem occurring at Homer Hanna ECHS is that about 60% of teachers, staff, administration and students are unable to collaborate effectively because of little or no training on Microsoft Office 365 OneDrive. About 40% of the teachers, staff, administration and students are comfortable with the required skillset with OneDrive and the goal is to raise that percentage to 80%.

Viable Solution

| | Solution 1: Weebly e-learning self-guided tutorial | Solution 2: Professional Development Training |
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| Description of the solution | <ul style="list-style-type: none"> ▪ Design and develop an e-learning self-guided tutorial to assist the employees and students at Homer Hanna ECHS on how to utilize Microsoft Office 365's One Drive. ▪ The e-learning self-guided tutorial will be housed on Weebly.com and will consist of embedded how-to videos, informative screen shots, practice exercises and quizzes to check for understanding ▪ An optional one-to-one session with the instructor may be scheduled ▪ Learners are allowed to visit the website as many times as needed | <ul style="list-style-type: none"> ▪ Provide professional development training for Microsoft Office One Drive at the beginning of the school year August 2016 during teacher preparation days ▪ The professional development training will be held in a computer lab directed by face-to-face instruction and hands on training ▪ An optional one-to-one session may be scheduled with the instructor ▪ Teachers will be given step-by-step handouts and a web link to notes for later viewing and reviewing |
| Internal (personal) strengths in relation to the solution | <ul style="list-style-type: none"> ▪ Experience in creating web pages and managing websites. ▪ Skilled in using web-based learning platforms ▪ Skilled in using Web 2.0 tools ▪ Knowledgeable about the features and functions of Microsoft Office 365 and OneDrive ▪ Certificate in E-Learning | <ul style="list-style-type: none"> ▪ Experienced in developing professional development trainings for adult learners ▪ Skilled and experienced in developing interactive and engaging PowerPoint presentations ▪ Knowledgeable about the common uses of Microsoft Office OneDrive |
| Internal (personal) weaknesses in relation to the solution | <ul style="list-style-type: none"> ▪ Design and develop a training for learners who may not be tech savvy ▪ I often take on too many tasks at once ▪ Time management (have a few weeks to correct and perfect my website tutorial) ▪ Have a tendency to complicate web page design due to personal preferences ▪ Redo how-to- videos or | <ul style="list-style-type: none"> ▪ Require teachers to attend the professional development training ▪ Other staff members or students will not have access to the professional development training ▪ Teachers may be attending other professional development trainings |

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| | assignments too many times until I feel comfortable with the end result | |
| External (environmental) opportunities in relation to the solution | <ul style="list-style-type: none"> ▪ The e-learning self-guided tutorial may be assessed from any device mobile or computer device with internet connection ▪ Tutorial will be readily available for any learner to utilize (teachers, staff, students and parents) ▪ Homebound students may stay better connected and made aware of any assignments pending ▪ One-to-one sessions may be scheduled to assist those less tech savvy teachers | <ul style="list-style-type: none"> ▪ Professional development training may be offered several times a year ▪ Training may be scheduled by departments so they may be smaller groups and easier to accommodate in the computer lab ▪ One-to-one sessions may be scheduled to assist those less tech savvy teachers |
| External (environmental) threats in relation to the solution | <ul style="list-style-type: none"> ▪ Learners may skip videos or skim over the information on the tutorial ▪ Various web browsers like Internet Explorer, Chrome, and Firefox may display error issues ▪ Dependent on internet connection to work ▪ Internet bandwidth may suffer as learners are connected to classroom based websites ▪ Increased frustration may result from a video not playing correctly or a particular lesson if no one is available for immediate assistance | <ul style="list-style-type: none"> ▪ Teachers may not be attentive to the training ▪ Teachers may not show up for the training or arrive extremely late ▪ The professional development training may be overlooked by teachers attending other trainings ▪ The professional development training may run longer than scheduled time due to questions or concerns ▪ Experience difficulty with computers in the lab or internet bandwidth may suffer as learners are connected to classroom based websites |
| Your chosen solution | Solution 1: Weebly e-learning self-guided tutorial | |
| Reasons | Developing and designing an e-learning self-guided tutorial in Weebly is the most effective instructional solution for the following reasons: <ul style="list-style-type: none"> ▪ a link will be provided at the Homer Hanna ECHS web page to access the tutorial | |

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| | <ul style="list-style-type: none"> ▪ teachers, staff, students and other schools will have access to the on-line tutorial ▪ flexibility in training opportunities since learners will be able to complete training at their best time, date and location ▪ no scheduling conflicts or too many trainings during teacher preparation days ▪ the training modules may be updated at any time or as needed ▪ If modifications to Microsoft Office OneDrive are made they may be readily accessed through an up-dated click of a button |
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Deliverables

The final project will consist of a self-guided tutorial designed and developed using the web-based platform Weebly. It will include step-by-step instructions and instructional multimedia videos to assist and guide learners with Microsoft Office OneDrive. The web-based tutorial will also consist of lessons that include practice exercises, quizzes, images and a section to check for understanding. Learners will be able to navigate the tutorial easily and at their own pace. The web training will be readily accessible from the schools web page.

Instructional Goal and Objectives

| Goal | Terminal Objective | Enabling Objective |
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| Goal Statement-Provide an effective and engaging on-line training tutorial for high school teachers, staff and students to utilize Microsoft OneDrive to communicate effectively with others at a target rate of 80%. | Terminal Objective 1-The learner will be able introduced to Microsoft Office 365 and the different applications tools such as OneDrive. | Enabling Objective 1.1-The learners will access Microsoft Office 365 from the Homer Hanna ECHS web page |
| | | Enabling Objective 1.2-The learners will login to Microsoft Office 365 |
| | | Enabling Objective 1.3-The learners will learn of the different application tools available |
| | Terminal Objective 2-The learner will be able to use Microsoft Office OneDrive to upload a document. | Enabling Objective 2.1-The learners will select the OneDrive App successfully |
| | | Enabling Objective 2.2-Learners will locate the “upload” button. |
| | | Enabling Objective 2.3-The learners will correctly select a file to upload. |
| | | Enabling Objective 2.4-The learners will create a folder in OneDrive |

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| | | Enabling Objective 2.5-The learners will upload the document in the folder |
| | Terminal Objective 3-The learner will successfully collaborate and share with others their document or files and be able to delete files not needed. | Enabling Objective 3.1-The learners will create a document utilizing the other application tools in Microsoft Office 365 |
| | | Enabling Objective 3.2-The learners will upload the newly created document on OneDrive |
| | | Enabling Objective 3.3-The learners will share their document with other teachers |
| | | Enabling Objective 3.4-The learners will correctly navigate back to OneDrive to locate the file created |
| | | Enabling Objective 3.5-The learners will then delete the file created. |

Comparing and Contrasting with Prior Projects

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| <p>EDTC-6323 Multimedia/Hypermedia</p> <p>Project Description: Using the Dick and Carey instructional design model, I developed an interactive multimedia object. The project was broken down into three parts and upon completion of the interactive multimedia object the learners were be able to use a free blogging software, WordPress, and create their e-portfolios allowing them to be accessible to other students, instructors, prospective employers and the world.</p> <p>Part 1: Design Document. Planed a multimedia/hypermedia learning object for a specific instructional need</p> | <p>Goal: This course concentrated on the development and utilization of hypermedia and multimedia in education. I developed several projects such as A Guide to Developing a Professional e-Portfolio with WordPress and a self-paced tutorial on CPR with interactive instruction using audiovisual technologies and computer-based/Web-based technologies in a meaningful, educational context.</p> <p>Objectives: The project meet the following responsibilities:</p> <p>Responsibilities Met-This project meets responsibilities: Responsibility 2-Design: 2.1, 2.3, 2.5 Responsibility 3-Development, Utilization and Management: 3.1, 3.2, 3.3, 3.4</p> |
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Part 2: Learning Object. Produced the planned leaning object using available resources

Part 3: Summative Evaluation. Evaluated the learning object for quality and effectiveness.

**This project is in PDF form because it was designed and developed in 2012 and the web-link it is no longer active.

Responsibility 4-Evaluation: 4.3, 4.4

The e-Learning Module meet the following goals and objectives:

Instructional Goal: Using a free blogging program, WordPress learners will develop an electronic portfolio that is accessible to other students, instructors, prospective employers and the world.

Instructional Goal with Performance Context
Assessment Goal: Using a free blogging program, WordPress learners will be able to develop an electronic portfolio by requesting access, creating and customizing the blog that will be accessible to A. Through an instructional unit delivered via the web (CN), students will perform the steps involved in the process of developing an e-portfolio (B) with no errors and without assistance.

- I. Students will register for a WordPress Account. Using the free blogging program WordPress (CN), the students will register (B) by correctly entering a Username, Password, and Email Address (CR).
- II. Students will customize their Blog Account. Using the free blogging program WordPress (CN), the students will customize their user interface (B) based on a professional-looking theme (CR).
- III. Students will edit their About Page. Using the free blogging program WordPress (CN), the students will edit their about page by entering a few paragraphs about themselves and a picture (B) independently with no errors (CR).
- IV. Students will Add New Pages. Using the free blogging program WordPress (CN), the students will perform the following with no errors and without assistance (CR): add new pages to their e-portfolio, enter a name for

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| | <p>each page that includes Course Number, Name, Course Description and Projects (B).</p> <p>V. Students will edit their Home Page. Using the free blogging program WordPress (CN), the students will edit their home page (B) with no errors and without assistance (CR).</p> <p>VI. Students will Link their Projects to the E-Portfolio. Using the free blogging program WordPress (CN), the students will upload their projects to a web server post the hyperlink on their e-portfolio (B) with no errors and without assistance (CR).</p> <p>VII. Students will visit site to test. Using the free blogging program WordPress (CN), the students will visit the site to view their e-portfolio, new pages, entered content, and added hyperlinks of their projects. (B) with no errors and without assistance (CR).</p> <p>Class Mode: Questionnaires to determine prior knowledge, assessments, formative and summative evaluations</p> <p>Project URL (and login credentials): https://vpriscilla.wordpress.com/edtc-6325/edtc-6323/</p> |
| <p>EDTC-6325 Educational Communications</p> <p>Project Description: In this course I developed an e-Learning Module using an open source courseware management system, Moodle. Upon completion of the e-Learning Module parents were able to successfully complete the modules and produce nutritious balanced meals using the food pyramid as a guide, ideas of how to incorporate daily physical activities with their children and were better able to analyze nutritious food labels and become aware of the underlying risks of obesity and children developing type II diabetes.</p> <p>The E-Learning Module project is divided into six parts and contains a module description,</p> | <p>Goal: This course addressed the development of instruction for e-learning environments. I learned a research-based rationale for the selection and utilization of technologies for designing, developing, implementing, and evaluating instruction using an open source courseware management system-Moodle and explored the potential of 3-D virtual environments in Second Life for instructional applications.</p> <p>Objectives: The project meet the following responsibilities:</p> <p>Responsibility 1-Design: 2.1, 2.2, 2.3, 2.4, 2.5</p> <p>Responsibility 3-Development, Utilization and Management: 3.1, 3.2, 3.3, 3.4</p> <p>Responsibility 4-Evaluation: 4.3, 4.4</p> |

outline, 4 self-contained lessons, and a final assessment:

Part 1: E-Learning Module Proposal

Part 2: Module Description and Outline

Part 3: Moodle Interface Design

Part 4: Adding Content (Overviews, Assignments, and Discussion Activities)

Part 5: Adding Assessments (Developing Online Quizzes)

Part 6: Adding Multimedia (Developing Multimedia Presentations)

The e-Learning Module meet the following goals and objectives:

Instructional Goal: Parents will successfully complete this e-learning module and produce nutritious balanced meals using the food pyramid as a guide, will incorporate daily physical activities with their children and analyze nutritious food labels and become aware of the underlying risks of obese children developing type II diabetes.

Sub Goal 1: Parents will define the food pyramid and produce meals using appropriate serving sizes.

Objective 1.1: Parents will identify how the food pyramid is divided into five categories to help make healthy better more informed choices.

Objective 1.2: Parents will compare and contrast serving sizes and portions.

Objective 1.3: Parents will produce a meal using the different food groups.

Sub Goal 2: Parents will plan the different activities they can do with their children to keep them physically active.

Objective 2.1: Parents will evaluate the importance of physical activity for k-12 children.

Objective 2.2: Parents will integrate physical activities with k-12 children to keep them active.

Objective 2.3: Parents will demonstrate to k-12 children good examples of physical activity.

Sub Goal 3: Parents will interpret nutritious food labels and focus more on foods for their nutrients to help them determine how much of each type of food to eat and in what quantity each day.

Objective 3.1: Parents will analyze the Nutrition Facts first and see the size of the servings for that package.

Objective 3.2: Parents will evaluate the general guide to calories and how to find them on the food label.

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| | <p>Objective 3.3: Parents will identify the percentage of daily value and which nutrients to avoid and which to consume more of.</p> <p>Sub Goal 4: Parents will discuss and characterize the underlying risks of obese children developing type II diabetes.</p> <p>Objective 4.1: Parents will define the underlying risks obese children may encounter.</p> <p>Objective 4.2: Parents will discuss what type II diabetes is.</p> <p>Objective 4.3: Parents will demonstrate how to prevent both obesity and type II diabetes in children.</p> <p>Class Mode: Questionnaires to determine prior knowledge, assessments, formative and summative evaluations</p> <p>Project URL (and login credentials): https://vpriscilla.wordpress.com/edtc-6325/edtc-6325-2/</p> |
| <p>EDTC-6332-90L-Summer I 2016</p> <p>This practicum course; consist of a three-part project. The "EDTC6332 Key Assessment," entails three parts. Part 1 Project is the proposal; Part 2 Project entails Design Document and Instructional Solution; Part 3 Project is Lessons Learned (document). The design document must follow the major phases of the adopted instructional systems design (ISD) model.</p> <p>Provide an effective and engaging on-line training tutorial for high school teachers, staff and students to utilize Microsoft OneDrive to communicate effectively with others at a target rate of 80%.</p> | <p>Goal: Provide an effective and engaging on-line training tutorial for high school teachers, staff and students to utilize Microsoft OneDrive to communicate effectively with others at a target rate of 80%.</p> <p>Objectives:</p> <p>The e-Learning Module meet the following goals and objectives:</p> <p>Terminal Objective 1-The learner will be able introduced to Microsoft Office 365 and the different applications tools such as OneDrive.</p> <p>Enabling Objective 1.1-The learners will access Microsoft Office 365 from the Homer Hanna ECHS web page</p> <p>Enabling Objective 1.2-The learners will login to Microsoft Office 365</p> <p>Enabling Objective 1.3-The learners will learn of the different application tools available</p> <p>Terminal Objective 2-The learner will be able to use</p> |

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| | <p>Microsoft Office OneDrive to upload a document.</p> <p>Enabling Objective 2.1-The learners will select the OneDrive App successfully</p> <p>Enabling Objective 2.2-Learners will locate the “upload” button.</p> <p>Enabling Objective 2.3-The learners will correctly select a file to upload.</p> <p>Enabling Objective 2.4-The learners will create a folder in OneDrive</p> <p>Enabling Objective 2.5-The learners will upload the document in the folder</p> <p>Terminal Objective 3-The learner will successfully collaborate and share with others their document or files and be able to delete files not needed.</p> <p>Enabling Objective 3.1-The learners will create a document utilizing the other application tools in Microsoft Office 365</p> <p>Enabling Objective 3.2-The learners will upload the newly created document on OneDrive</p> <p>Enabling Objective 3.3-The learners will share their document with other teachers</p> <p>Enabling Objective 3.4-The learners will correctly navigate back to OneDrive to locate the file created</p> <p>Enabling Objective 3.5-The learners will then delete the file created.</p> |
| | <p>Class Mode: Questionnaires to determine prior knowledge, assessments, formative and summative evaluations</p> |
| | <p>Project URL (and login credentials): https://vpriscilla.wordpress.com/edtc-6325/edtc-6332/</p> |

Action Plan

| Objective | Activity | Technology | Assessment |
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| <p><i>Terminal Objective 1</i>-The learners will have access to the location of Microsoft Office 365.</p> | <ul style="list-style-type: none"> ▪ The instructor will develop and design a web-based instruction platform utilizing Weebly. ▪ The link for the instructional training | <p>A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365.</p> | <p>Complete a pre-assessment quiz.</p> |

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| | will be placed on the Homer Hanna ECHS web page. | | |
| Enabling Objective 1.2-The learners will login to Microsoft Office 365 | Create a multimedia video using Camtasia to assist learners on how to find the link to Microsoft Office 365 on the school web page and how to log-in. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line Quiz & Resources |
| Enabling Objective 1.3-The learners will learn of the different application tools available | Create a multimedia video using Camtasia introducing and describing the function of each different Microsoft Office 365 application tools. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz, check for understanding, and Training Evaluation |
| <i>Terminal Objective 2</i> -The learner will be able to use Microsoft Office OneDrive to upload a document. | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 2.1-The learners will select the OneDrive App successfully | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 2.2-Learners will locate the “upload” button. | Create a multimedia video using Camtasia to assist learners in uploading documents in Microsoft Office OneDrive. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 2.3-The learners will correctly select a file to upload. | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz & Resources |
| Enabling Objective 2.4-The learners will create a folder in OneDrive | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |

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| Enabling Objective 2.5-The learners will upload the document in the folder | Create a multimedia video using Camtasia to assist learners in how to upload a document in Microsoft Office OneDrive. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz, check for understanding, and Training Evaluation |
| <i>Terminal Objective 3</i> -The learner will successfully collaborate and share with others their document or files and be able to delete files not needed. | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 3.1-The learners will create a document utilizing the other application tools in Microsoft Office 365 | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 3.2-The learners will upload the newly created document on OneDrive | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz & Resources |
| Enabling Objective 3.3-The learners will share their document with other teachers | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 3.4-The learners will correctly navigate back to OneDrive to locate the file created | Use images to demonstrate appropriate step. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz |
| Enabling Objective 3.5-The learners will then delete the file created. | Create a multimedia video using Camtasia to assist learners in how to share, collaborate and delete a file in Microsoft Office OneDrive. | A computer, laptop, tablet or mobile device with access to the Internet, Weebly and Office 365. | On-line quiz, check for understanding, and Training Evaluation |

Timeline

- The first week (June 6-13) was spent on developing the project proposal and approval process.
- The second week (June 14-20) will be spent on the design plan.
- The third week-Phase Two (June 21-27) will be spent on lessons and related instructional material.
- The fourth week (June 28-July 4) will be spent on videos and quizzes.
- The fifth week (July 5-11) will be spent finalizing details and presenting final product.
- Unexpected knows and unknowns may arise and may set the scheduled timeline back a week which may run until July 18
- Should be good because the project capstone is due on or before July 18

**This timeline and capstone project proposal is a work in progress and may be subject to change throughout the course of development.