



Goal

The purpose of the capstone project was to use the experience, knowledge and strategies, we'd attained throughout the Educational Technology program. The goal was to identify a real life problem, to analyze its area of concern and see if an instructional solution was possible. Time management had to be taken into consideration since it was one of the most important areas of the project to ensure goals and objectives were met.

It took time to identify a problem at my work setting, until I was called to a District Technology Committee meeting at Raymondville ISD. The administrators expressed they wanted middle school teachers to implement Edmodo in their classes. Edmodo is an online networking application for teachers, students and parents and this tool could help improve student engagement and communication. Then they discussed the problem; many teachers are still reluctant in using technology while others use it but are not familiar with this specific tool. I checked our school STaR chart and according to the Texas Education Agency, Myra Green Middle School scored 1 in Key Area II. In other words, teachers of this campus are considered Early-Tech in Professional Development for Online Learning.

The proposed suitable solution was to train teachers on how to get started with Edmodo to be implemented in the classroom. This training would be designed in an online-based instructional unit, which would be utilized during an initial face to face training in the upcoming In-service.

Design

In order to design the functionality of this instructional unit, I had to use different methods learned in this course. I used the work breakdown structured (WBS) which helped me to break a big unit into small sections; this helped me concentrate each of the areas of this project. Using the WBS helped me visualize and plan to use the instructional deliverables for the unit. I used different media to keep the material simple but at the same time functional and effective. The instructional unit was designed in a Weebly website, which allowed me to use interactive and multimedia tools. There are



five lessons in this unit, and every lesson is organized in separate webpages. All webpages have functional links and buttons that make training easier to navigate. To provide visual aids, I posted screenshots of the step by step instructions and these were edited with Snagit 11. At the end of each lesson I provided a multimedia video to summarize the steps, which was edited with Camtasia. Then, a quiz was embedded as part of assessment instrument; these quizzes were created online to receive immediate feedback. These let the learners check their understanding before moving onto the next lesson. On the final page, there's an activity for learners are engaged to utilize the instrument learned. They are also required to answer a questionnaire to evaluate the instructional unit and to check if the goals and objectives were met. At the end, they will receive an actual Edmodo Certificate of completion. All of these instruments were selected based on the Dick & Carey model. The design was modified to improve its effectiveness, after receiving feedback from formative evaluations. Having more than one person evaluating the unit was an essential part of the project since it helps to identify gaps in the design.

Target Audience

The target audience for this unit is certified middle school teachers who have implemented technology in their class before but were not familiar with this specific tool. As soon as I was able to identify the problem at this school, I asked five teachers to volunteer for an online unit evaluation; this was before the summer. These five teachers were observed during the face to face evaluation. I learned that middle school teachers are like the students; they love to play and interact among themselves while working. That is the reason I decided that in the actual training interaction will be allowed during the training, but I have to be ready to redirect instruction so learners don't waste instructional time. On the actual training we have 50 minutes and I have to make sure we meet the goals and objectives within this time frame. Other modifications were made to the instructional material after this evaluation.



Project Management

Time management was crucial during the development of this project; I had to focus on different phases of the project within a given time frame. This is the first course in which I was required to write an actual timeline to be followed step by step in order to achieve the goal. I learned to plan ahead; week by week. It did help me to stay focus only on certain parts of the project. However, sometimes there were unplanned incidents where I would get behind. Several times I had to modify this timeline and it helped me to re-focus to continue with the plan. I learned to be prepared for sudden changes but to ensure it doesn't intervene with the development of the project.

The WBS also helped me to organize the project. After learning about the WBS, I was able to organize and visualize many aspects of the project. I could identify areas in which I had to be prepared with a backup plan. For example, what if the learner is not motivated to read and see illustrations of every single step to the training; that's when I decided to record a provide videos so learner could choose their instructional delivery. This structure assisted me in identifying risks; to create a plan of action and have it available at the time of the actual training. Also this method helped me to focus on the instructional goal, select the terminal objective and divide the steps. It was used to do a Subordinate Skills Analysis and also a Flow Chart- a diagram of the training.

Evaluation

The evaluation is a critical phase of the project. After the SME evaluation and the one-to-one evaluation helped to see gaps that I couldn't identify before. I made immediate changes after receiving their constructive feedback, which it helped to improve the instructional unit.

However, something unexpected happened after successfully finishing the group evaluation. Edmodo website changed their look and some features on July 15, 2013. I felt frustrated because I had just finished making changes to the unit after my last



evaluation. The screenshots and the videos did not match with Edmodo's "new look". After analyzing and thinking over this sudden change, I decided to re-take and re-record the instructional media tools. This online instructional material will be used for an actual training in August 19-23, 2013. If I would not make changes to it, it could cause confusion when the learners access Edmodo and instructional goals and objectives wouldn't be met. With this situation I learned that as Instructional Designers we have to be prepared to re-do, re-take, re-design before the project's deadline. Currently, I'm working hard every day in finishing the last steps of the actual training; it will be ready for July 25th.

Conclusion

In conclusion, I learned how to apply my skills and conceptual knowledge to diagnose and devise an instructional solution to an identified real life performance problem. During the development of this capstone project, I learned to keep focused on the instructional goal at all times. Create and follow a timeline; modify it if needed to meet goals within a given timeframe. Use the WBS to visualize, analyze; breakdown a big project to concentrate in each different area, to ensure this instructional unit is effective and completed with essential tools. I learned to guide the organization of the project in an instructional design model; in this case, Dick & Carey model. Doing this, will ensure the target audience is been taught with the right tools accordingly to their skills. Conducting evaluations is very important to test the functionality of the instructional materials, clarify and identify gaps in the instructions; modify it as many times necessary until goals are been met.