

ETEC 661 Final Project

Overview

Each student will design and develop an interactive lesson for distance instruction, including an analysis of potential delivery systems and a rationale for selecting the system used for the lesson. Students will

1. design and develop instructional materials to enhance the distance lesson;
2. specify criteria for evaluating student performance and lesson effectiveness; and
3. use appropriate instructional technologies to deliver a lesson for distance learning.

Topic

The lesson can be relatively brief – on the order of 20 minutes for a lecture/discussion style presentation (though this need not be the style). Your topic may be anything you wish and need not pertain directly to education or educational technology. Select something in which you are already knowledgeable or feel motivated to learn about right away. Examples that I might choose for myself would include:

- A summary comparison of web-conferencing tools (I've already got this information!)
- Rigging and sailing a Hobie catamaran sailboat (I do this regularly, I'm a pro.)
- Proper serve technique for tennis (I need to read up on this, but I'm interested!)
- Options for resurfacing a swimming pool (You guessed it, I need to resurface a pool)

Analysis

Your audience for this lesson is the ETEC 661 class. By now, you should have an idea where your classmates are, what their technology skills are, their access to various technologies, etc. If not, it might be wise to conduct a survey or otherwise collect data you need.

You should analyze potential delivery systems using the USDLA Instructional Media Selection Guide to narrow down the options based on your lesson objectives and your audience analysis. Present a strong rationale for choosing your delivery technology.

Preparation

After you've selected a delivery technology, prepare the lesson. Lessons should include objectives, content and a summary/conclusion.

Presentation should include:

- Relevant instructional materials (slides, job aid, handout, notes page, etc.) that evidence strong visual design and should be engaging.
- Interaction with participants
- An outline of the presentation
- Criteria for evaluating student performance and lesson effectiveness

Delivery

Deliver your presentation to no less than 2 classmates. Where possible, perform a dry run without an audience. If feasible, your presentation should be recorded. If the presentation does not lend itself to recording, you must arrange for the instructor or teaching assistant to receive the presentation in addition to your classmates.

Assessment

Collect data relating to your evaluation criteria. Also collect formative feedback on the strengths and weaknesses of your lesson with suggestions for improvement. The survey tool in College of Education Portal may be useful to you for this purpose.

Product

The following should be assembled into a final paper for submission:

1. Topic and your rationale and/or interest in selecting it
2. Audience and technology analysis (2 pages maximum)
3. Outline of the lesson
4. Recording or delivery link or media (CD, VHS, electronic file) with recording if available
5. Summary of assessments – both learning assessment and formative feedback
6. References
7. Appendix with any instructional materials