Evidence of Standards Achievement

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ETEC 5981 ePortfolio

AECT Standards

STANDARD 1) Content Knowledge: Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

Standard 1.1 – CREATING: create instructional materials and learning environments using a variety of systems approaches.

ARTIFACTS - ID Models Website, Photo/Tactics Website: The systems approach was used to break down the complex concepts of both learning environments of the **ID Models Webpage** and the **Photo/Tactics Website** into simple straightforward units to aid in comprehension of the information presented. Various elements were used to systematically direct learning towards specific objectives within each including the use of the ADDIE model to design, develop, and implement the learning solutions.

Standard 1.2 – USING: demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.

ARTIFACTS - ID Models Website, Photo/Tactics Website, Future Tech Lesson Plan: The three artifacts all exhibit varied technology usage and establish attainment of substandard 1.2. Multiple avenues of information presentation were considered and implemented including written texts, video, audio, online resources, open educational resources (OER), surveys, and test instruments. In the **Lesson Plan: Using Future Tech**, the exercise of forecasting a future "new" learning technology provided the opportunity to potentially forge new paths to learning. The projects within the **Photo/Tactics Website** integrated authentic performance-based opportunities for student learning and skill development. Learning for all lessons were based on asynchronous

instruction methods to provide students the ability to complete the instructional material at their own pace. The evaluation of various fully online design technology solutions for the construction of both the **ID Models and Photo/Tactics websites** demonstrates the ability identify, evaluate, and implement a system to best support the learning environment: a crucial role of an instructional designer. Gaining the knowledge of and proficiency in using new technology such as Weebly, SoundCloud, and Blackboard Course sites, augmented my instructional methods.

Standard 1.3 – ASSESSING/EVALUATING: Assess and evaluate the effective integration of appropriate technologies and instructional materials.

ARTIFACTS - Full Website & Guide, Strategic Technology Plan: Two projects, a **full website build for Schluterman ATV Tours** and the development of a **Strategic Technology Plan for Chaffee Crossing Baptist Church** (CCBC), demonstrated proficiency in standard 1.3. The **Schluterman ATV Tour website** project required the development and use of a usability test for assessment and evaluation. The test identified potential problem areas to be corrected as well as providing verification of appropriate accessibility and ease of use. At my direction, the steering committee for the **CCBC Strategic Technology Plan** gave oversight in the creation of assessments and evaluation instruments, such as online surveys and personal interviews with stakeholders, to determine the success of the technology integrations identified through the completed technology evaluation process.

Standard 1.4 – MANAGING: Manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.

ARTIFACTS - Full Website & Guide, Strategic Technology Plan: Evidence of mastery of standard 1.4 was demonstrated by my lead role in the development of the **Strategic Technology Plan for CCBC**, as well as the completion of the **Schluterman ATV Tour website and guide**. In leading the formation of a **Strategic Technology plan**, I was tasked with forming various committees,

facilitating meetings, and developing the evaluation and implementation process. After writing the completed document, which defined the scope of the project, budget, physical needs, and implementation timeline, I presented the plan to the steering committee as well as my instructor and peers. Creation of the **website guide for Schluterman ATV Tours** gives evidence of the creation of a step-by-step informational design to guide and assist the future access and management of the website. The guide delineates the management of information and website assets to drive the booking of services offered. Visitors / potential customers to the actual website can navigate the pages to gain information that will guide their purchasing decisions. The informative guide will help the business owner to manage both the physical infrastructure of the ATV tours and property rental, as well as provide guidance to booking and payment information.

Standard 1.5 – ETHICS: Demonstrate contemporary professional ethics of the field as outlined by the AECT Code of Ethics.

ARTIFACTS - Full Website & Guide, Strategic Technology Plan: Throughout the **ID Models website** and **Strategic Technology Plan** projects, I have purposefully adhered to the overall goals of the AECT Code of Ethics by understanding my commitment to the individual, society, and the profession. These educational, and beneficial projects were developed and implemented to provide transparency and open access to the information and processes involved in their creation.

STANDARD 2) Content Pedagogy: Candidates develop as reflective practitioners able todemonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

Standard 2.1 – CREATING: Apply content pedagogy to create appropriate uses of processes and technologies to improve learning and performance outcomes.

ARTIFACTS – Photo/Tactics Website, Future Tech Lesson Plan: Both projects illustrate my understanding of how to facilitate and improve learning and performance. An important aspect of competence for 21st century learners is the integration of technology to support and enhance their learning and engagement. The **Photo/Tactics website** project allowed for the creation of authentic, performance-based opportunities for student learning and skill development on several aspects of Adobe Photoshop. Producing logical step-by-step written instruction reinforced by original generated example images and existing walk-through videos proved advantageous. In the **Lesson Plan: Future Tech** project, an indication of proficiency for substandard 2.1 was the methodical exploration of the challenges faced due to the increasing infusion of technology in learning environments and the selection of appropriate learning content. I attempted to provide student with multiple, often redundant, resources for information critical to learning success.

Standard 2.2 – USING: Implement appropriate educational technologies and processes based on appropriate content pedagogy.

ARTIFACTS – ID Models Website, Photo/Tactics Website, Future Tech Lesson Plan: Appropriate education technology and processes were employed in the **ID Models** and **Photo/Tactics** website projects**,** as well as the **Lesson Plan: Future Tech.** In the **Lesson Plan** project, the hypothetical creation of a future technology through science fiction prototyping, the use of open educational resources, and the creation of application practice modules followed by performance tasks to demonstrate mastery were implemented. For the **Photo/Tactics web project** as well as the **ID Models website**, the constructed step-by-step instruction with image and video redundancies were utilized.

Standard 2.3 – ASSESSING/EVALUATING: Assess the adequacy of learning and evaluate the instruction and implementation of technologies and processes.

ARTIFACTS – Photo/Tactics Website, Future Tech Lesson Plan: The **lesson plan created in ETEC**

6393 on **Future Technology** demonstrates various evaluative methods used to assess student learning. Application practice modules were chosen to allow for students to compare their work to examples of correct usage utilizing automated feedback within the modules to helped to reiterate concepts provide opportunities for self-evaluation before advancing to the performance task modules. The hypothetical incorporation of a future technology, the "creative design inspector", allowed for the speculative implementation of an automated assessment of final performance task evidence and thinking through its benefits and deficiencies. The **Photo/Tactics educational training website**, designed in ETEC 5213, allowed for students to demonstrate their learning through task modules which would give evidence of their comprehension of both the written instruction as well as the use of integrated technology to complete the assignments. Assessment of the module's student created artifacts would provide an effective assessment of the success of the processes used.

Standard 2.4 – MANAGING: Manage processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and demonstrate appropriate content pedagogy.

ARTIFACTS – ID Models Website, Future Tech Lesson Plan: Within my **Future Tech lesson plan**, I chose to incorporate varied processes for demonstration of student understanding and provided access to robust resources for student engagement, seeking to take into account the student's diverse backgrounds and learning styles. Appropriate content pedagogy is evidenced by the development and implementation of appropriate tools and diverse techniques to accomplish and assess student learning. The **ID Models website** exhibits the effective use of processes and resources through the creation of learning resources to connect learners to appropriate content. A thorough understanding of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model was an essential component of managing this learning

environment.

Standard 2.5 – ETHICS: Design and select media, technology, and processes that emphasize the diversity of our society.

ARTIFACTS – Full Website & Guide, Future Tech Lesson Plan: The content of **the Future Tech lesson plan**, which includes media, tools, and technology, was designed to create an accessible learning environment. All lecture videos include closed captioning and transcripts of content are provides. The use of the Creative Design Inspector (future technology) for grading of student's creative work is specifically designed to remove the personal and cultural bias from the grading equation by rendering an objective assessment of each student's work. The **full website build for Schulterman's ATV Tours** incorporated accessible content specifically designed to meet the Web Content Accessibility Guidelines (WCAG) to benefit the 15% of the population that self-identify as disabled. Images on the site contain descriptive alternative text (alt-text), video content is captioned, on-page text is designed for optimal contrast to aid in viewing and size for effective navigation.

STANDARD 3) Learning Environments: Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

Standard 3.1 – CREATING: Candidates create instructional design products based on learning principles and research-based best practices.

ARTIFACTS - ID Models Website, Photo/Tactics Website: Creation and development of both artifacts relied heavily on the understanding of various theories and models of instructional design. These informative site's visual design was based on the basic principles and elements of

effective design such as Contrast, Alignment, Repetition, and Proximity. The content was guided by the application of behavioral, cognitive, and constructivists principles to present the information using best practices to guide the learners in practice, providing for independent practice, and assessing the learner's achievement. Having a thorough understanding of ADDIE model was essential to the learning experience. I found this project as a great opportunity to utilize my skills as a visual designer in creating individualized and targeted instructional materials to enhance viewers comprehension of the information. Both artifacts for this standard included the use of instructional design best practices of Chunking and Personalization as well. The **ID Models site** is chunked into 4 sections covering distinct models of instruction, allowing each to be examined at the viewer's pace, thus reducing their cognitive load.

Standard 3.2 – USING: Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.

ARTIFACTS - ID Models Website, Photo/Tactics Website: Both artifact websites utilize video as a communication tool based on an important aspect of competence for 21st century learners, the integration of technology to support and enhance learning and engagement. The inclusion of elements of self-directed learning allowed for the reviewing materials at the student's own pace, tailoring the learning experience to meet their individual need, and providing the ability to "virtually attend" to the information, thus helping to overcome the obstacles of time and space and allowing the information to be revisited and engaged with. The **Photo/Tactics website** allowed for the integration of authentic, performance-based opportunities for student learning and skill development. The completed site delivers free introductory training into several aspects of Adobe Photoshop where students, as they progress through the information, can begin to construct meaning for themselves (constructivist theory). Scaffolding knowledge and skill

acquisition through progressing contextual problems, a problem based learning environment was created within the online course. These problems are designed to aid the learner as they progress through the course. The incorporation of real-life challenges encourages students to engage with the content and aid in comprehension.

Standard 3.3 – ASSESSING/EVALUATING: Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.

ARTIFACTS – Full Website & Guide, Future Tech Lesson Plan, Strategic Technology Plan: The building of **a full website for Schluterman's ATV Tours**, the **Future Tech lesson plan**, and the **Chaffee Crossing Baptist Church Strategic Plan** provided for the use of varied assessments which will be used evaluate and inform improvement processes. The **Future Tech lesson plan** project includes formative assessments such as low-stakes quizzes for self-assessment, allowing learners to identify their strengths/weaknesses and for the instructor to discover what learners understand while in the process of learning and to gauge their progress. Summative assessments, such as performance tasks, are included to evaluate the learning that has occurred at the end of instruction. These summative assessments are also used formatively to guide the improvement of courses that follow. In the Performance Task Module, learners accessed the Adobe Creative Cloud software via computers to create an effective original visual design containing the required elements and effective use of the basic design principles of contrast, alignment, repetition, and proximity (CARP). Other assessment strategies include the use of a multiple-choice performance enhancement quiz which emphasizes higher order thinking skills based on real world problems. The quiz, administered through the learning management system, provided immediate grading and feedback to the learners. On the **Schluterman's ATV Tours website build**, assessment was conducted through usability testing. These usability tests were developed, deployed, data was

collected and evaluated to improve the user experience. The analysis of the feedback was an important aspect of informing the decisions relating to the revision and refinement of the final product. In the **Chaffee Crossing Baptist Church Strategic Technology Plan**, several different strategies were employed to assess, and evaluate collected data including observations, surveys / questionnaires, and interviews. Observations were used to provide an accurate picture of how technology was being used and to evaluate how well the proposed solutions were being implemented. Surveys, questionnaires, and personal interviews provided much needed input from stakeholders. I believe these three artifacts show mastery of the standard in that they provide an avenue to monitor the learner's interaction and understanding throughout the projects.

Standard 3.4 – Managing: Establish mechanisms or plans for maintaining the technology infrastructure to improve learning and performance.

ARTIFACTS – Full Website & Guide, Strategic Technology Plan: I feel that these two artifacts establish master of this standard: the **Schluterman's ATV Tour website** & the **CCBC Strategic Technology Plan**. The **Schluterman's ATV Tour Website** build included the creation of a **complete website guide**, which is an invaluable tool when transitioning the site over to the client's control. This guide helps them understand the underlying design, maintenance, operation, and updating of the website's infrastructure. The **CCBC Strategic Technology Plan** document details my facilitation of the establishment of a strategic technology planning committee for the church, the committee's work in evaluating the current technology situation, their work in developing a plan of action for implementation and management, and of course an evaluation plan. The goal was to provide the guidelines and develop the framework for the standard operating procedures to support and advance the mission, technology vision statement, and technology resources into the future. Being a newly constituted church, CCBC had no plan in place to guide them in technology

related decision. Various management mechanisms developed included timelines, data collection and evaluation methods. Stakeholders were placed into managing roles within the organization to facilitate the process of implementation.

Standard 3.5 – Ethics: Foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources.

ARTIFACTS - ID Models Website, Photo/Tactics Website, Full Website & Guide: The **ID Model's Website project** was great practice in adhering to ethical use of visual elements and research information. With the website being a repository of information concerning four different instructional design models, the information was gathered and compiled from various sources, requiring proper documentation of original works through citations and attributions.

In the **Schluterman's ATV Tour website**, ethical practices such as adherence to copyright law, Fair Use, and accessibility recommendations through both section 508 of the Rehabilitation Act and Web Content Accessibility Guidelines (WCAG). Images throughout the site were either personal photos provided by the business owner, or images obtained from royalty and attribution free image sites online such as Pexels.com. Being a business that operates under a special permit from the USDA Forrest Service, the USDA legal disclaimer appears multiple times throughout the site.

Standard 3.6 – Diversity of Learners: Foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.

ARTIFACTS – ETEC Archive, Blackboard Course: In many papers written for the courses in the ETEC program, I explored the use of educational technology to engage a wide diversity of learners. The paper, ***"Reflecting on the Future"*** concluded that future technology that could empower users with a wide range of abilities. Other subjects such as the use of Open Educational Resources

to encourage economically disadvantaged learners to engage in content by providing the necessary assets was explored in ***"Open Education: Trends and Issues"***, and how the use of various learning theories, detailed in ***"Behaviorism VS Constructivism"***, help to tailor learning environments for specific learner populations, and the implications of effective visual communication strategies to enhance the learning environment discussed in ***"Creating Visuals"***. The **Photoshop Essentials Blackboard Course** build in ETEC 6253 was designed to support a diversity of learners regardless of prior skill or ability. Included resources were developed and implemented to aid the success of all learners, regardless of learning style. The information is presented in mixture of formats to engage learners and aid in comprehension. I incorporated a visual chart to give students a quick snapshot of what to expect in the lesson as well as revealing the strategies I have chosen such as instruction centered readings, videos, original multimedia resources, as well as learner centered performance tasks requiring students to act independently.

STANDARD 4) Professional Knowledge and Skills: Candidate's design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Standard 4.1 – COLLABORATIVE PRACTICE: Candidates collaborate with their peers and subject matter experts to analyze learners, develop, and design instruction, and evaluate its impact on learners.

ARTIFACTS – ETEC Archive, Full Website & Guide, Strategic Technology Plan: The **grant proposal for the Lemke Journalism Project (ETEC Document Archive)** was a collaborative effort with my class partner Stephen Teague. Working together, we conducted research, gathered data, and conducted an analysis of the pertinent information obtained from subject matter experts. While the **Schluterman ATV Tour Website & Guide**, created in ETEC 5273, was an individual execution, there were collaborative elements in the coursework including discussions, case studies / group

projects, and peer evaluations. The project required the design and development of the site as well as the identification of avenues to evaluate the effectiveness and impact of the site as well as conduct user testing. The **Strategic Technology Plan (CCBC)** proved to be a cooperative project as I established a strategic technology plan at Chaffee Crossing Baptist Church, identifying the members to bring their unique perspective of technology to the group and allow for a diversity of ideas. I worked to coordinate the collaboration of church leaders as well as experts in information systems, technology, media, and project management, I was able to help guide the process of developing a technology vision statement, an evaluation of current technology, identify the true needs, and create a three-year action plan to prioritize and address those needs through effective solutions. A tentative budget, as well as an evaluation plan, were also completed.

Standard 4.2 – LEADERSHIP: Candidates lead their peers in designing and implementing technology-supported learning.

ARTIFACTS – Strategic Technology Plan, Blackboard Course: As project lead for the **Strategic Technology Plan for Chaffee Crossing Baptist Church**, I was the responsible for oversight of the entire project. After identifying key stakeholders to establish a strategic technology planning committee, a vision team, and a media/technology team, I scheduled, developed the agendas, and led the various meetings throughout the semester long project. I coordinated with each team/committee to develop a vision technology statement, conduct technology evaluations, needs assessments, and guide technology purchases and implementation, new technology evaluations, and an action plan to for continued evaluation and improvement. Finally, I led the preparation of the final Technology Plan document. The **Blackboard Course: Photoshop Basics** required my leadership as both the subject matter expert as well as an instructional designer to design and implement the learning environment in the LMS. Technology supported learning through video, visual design, open educational resources, and the learning management system

all supported student learning.

Standard 4.3 – REFLECTION ON PRACTICE: Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development, and implementation of technology-supported instruction and learning to enhance their professional growth.

ARTIFACTS – Full Website & Guide, ePortfolio Website: This **full ePortolio website (ETEC 5981)**, containing my analysis and interpretation of the information and practices I have developed and studied throughout my master's coursework, demonstrate an in-depth reflection on the coursework and projects that have helped me to gain mastery of the concepts required by the AECT standards. The **website build for Schluterman's ATV Tour** establishes my knowledge of the analysis and interpretation of the data to implement an effective, technologically innovative, and creative web solutions for my client. Both peer review and user feedback were utilized to scrutinize and evaluate the in-process iterations of the site to develop the final well-crafted solution.

Standard 4.4 – ASSESSING/EVAUATING: Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.

ARTIFACTS - Blackboard Course, Strategic Technology Plan: The **Blackboard Course: Photoshop Basics** contains various assessments, both formative and summative, to achieve the learning goals defined within the course. Assessment throughout the course was accomplished through various channels including quizzes, self-assessments, and performance tasks so that learners have multiple opportunities to practice and demonstrate their learning. The assessments progressively increase in difficulty beginning with quizzes. Each quiz is designed for the learner to complete and then retake until the desired score is achieved. This allows each learner to go back and learn the missing information before each attempt. The ending performance task may not be repeated and will allow the instructor to evaluate the learner's mastery of the skill. Students are given an

opportunity for evaluation of the learning content at the end of the course to provide feedback to the instructor to allow for instructional design adjustments to improve the instruction and aid in student understanding. The **Strategic Technology Plan** provided opportunities for the implementation of an assessment of current technology as well as the identification of verifiable needs that could address the goals of the plan. After the required technology implementation, post assessments were conducted to evaluate the success of the implementation and guide the continued drive towards fulfillment of the Technology Vision Statement.

Standard 4.5 – ETHICS: Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.

ARTIFACTS – Future Tech Lesson Plan, Full Website & Guide, ETEC Archive: The **Schluterman's ATV website build** provided opportunity to demonstrate ethical conduct through the design, and creation of the site as well as applying the requirements for designing accessible web pages that satisfy Section 508 standard and address and ensure compliance with relevant Copyright and Fair Use issues. In the document ***"Ethical Framework for Integrating OER Textbooks"***, I demonstrated understanding of ethical behavior in the development of an ethical framework to be used for integrating Open Educational Resource (OER), specifically open textbooks, into the higher education classroom. The three pillars are: ACCESSIBILITY | ACCOUNTABILITY | VALIDITY

The framework consists of six ethical principles that will guide their adoption and use, helping to address areas of concern. Principle 1 | OER must fully open; Principle 2 | OER content must be unbiased; Principle 3 | OER content revisions must comply with Copyright Law, Fair Use Act and Creative Common Licensing; Principle 4 | OER content must be accurate; Principle 5 | OER content must drive assessment; Principle 6 | Course assessments utilizing OER knowledge must be protected

STANDARD 5) Research: Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance

Standard 5.1 – THEORECTICAL FOUNDATIONS: Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.

ARTIFACTS - ID Models Website, ETEC Archive: The **ID Models Website** documents my exclusive study and comparison of various models of instructional design. The project, completed as part of ETEC 5343 ID Theory & Models in the Fall of 2019, involved requisite examination of chosen models of instructional design, and inquiry as related to improving instruction through analysis of learning needs and the development of learning experiences. The four instructional design models discussed and compared with the ADDIE model were: Gagne's 9 Events of Learning, the Kemp Model, the Successive Approximation Model (SAM), and the Assure model. Incorporating foundational knowledge and skills in visual design (based on design theory) and the effective use of media technology, were vital to the project's success. The published site now serves as a reference for viewers to gain an understanding of various instructional design models. Having a thorough understanding of ADDIE model was essential to the learning experience. The multimedia aspects of the site were designed in accordance with Richard Meyer's 12 Principles for Multimedia Learning. The ETEC Archive document, ***"Implementing the DESAE Model"*** demonstrates understanding that emerging technology is becoming available that might have application in the educational setting. Incorporating these technologies requires the application of an educational learning theory (ELT) integration model to help facilitate this within specific learning environments. The Social System of the DESAE model was based on constructivist theory, where students will be allowed to investigate, learn, and apply innovative solutions by drawing on past

knowledge of other software use and seeking alternative methods for problem-solving such as peer collaboration, expert consultation, or individual information gathering. These are real-life scenarios that will aid in social practice activities. Teachers will facilitate and come alongside learners needed special attention to guiding them to find solutions. Another ETEC Archive document, ***"Adopting OER"*** also builds on a student-centered curriculum design approach which realizes that students are not only consumers of content but also active participants in the construction of knowledge. This activity is not a mere substitution of traditional textbooks with OER but a shift in thinking more aligned with constructivist learning theory creating an environment where learners construct new ideas and concepts based on their current or past knowledge. In keeping with the tenets of OER, they transform the course information into a revised structure that goes beyond the original. This activity takes learning beyond the classroom where faculty and students become co-producers of content and contributors to the new digital world of knowledge by publishing online under Creative Commons licensing.

Standard 5.2 – METHOD: Candidates apply research methodologies to solve problems and enhance practice.

ARTIFACTS – Full Website & Guide, Strategic Technology Plan: Designing and building **the full website and guide for Schluterman's ATV Tours**, challenged me to acquire new information and demonstrate that knowledge and newly learned skills in developing and analyzing instructional websites. The final web design problem was solved by applying web design principles and standards. Methodologies were researched and employed in visual design principles, usability testing, audience analysis, designing accessible web pages that satisfy Section 508 standards, and techniques to address relevant copyright and Fair Use issues. While I have previous experience with web design, the execution of the **Strategic Technology Plan for Chaffee Crossing Baptist Church** (CCBC) was a completely new challenge for me that introduced many new and unknown

concepts. Utilizing a step-by-step approach, through reading, discussion, and real-work practice, culminated in an effective solution to the problem. Much research and study were required to faithfully execute leadership over the project and develop a workable Strategic Technology Plan for CCBC that is in keeping with their Technology Vision Statement and puts them on a track for continued success.

Standard 5.3 – ASSESSING/EVALUATING: Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance

ARTIFACTS – Full Website & Guide, Strategic Technology Plan: Various strategies were employed in assessment and evaluation of the **full website build for Schluterman's ATV Tours**. Collaborative case studies were undertaken on both copyright and accessibility incorporating both self-reflection and evaluation. Comparative assessments for accessibility issues were done on similar websites using the web accessibility evaluation tool browser plug-in WAVE. I followed basic principles of design to assessing the visual design of each site. In **the Strategic Technology Plan project,** inquiry was done to compare and choose a strategic planning model to follow plan model over the following months. In the following weeks, analysis instruments were developed to gather necessary information on identifying, gathering, and prioritizing the needs of CCBC. A needs assessment was completed and incorporated into the plan. Evaluation methods investigated and selected, and an evaluation timeline was established. Both an action plan and evaluation plan were incorporated into the plan for project review.

Standard 5.4 – ETHICS: Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.

ARTIFACTS – Full Website & Guide, Strategic Technology Plan, ETEC Archive: Ethical considerations were a component of nearly every project undertaken in all courses in my ETEC master's program, indicating the priority it plays in instructional design. For the **full website build**

for Schluterman's ATV Tours, national guidelines were followed to assure that copyright information was included, where relevant, and procedures for using copyrighted material followed Creative Commons licensing requirements. Checks were made using the accessibility validation tool in the Firefox Web Developer Toolbar to ensure all critical issues regarding Section 508 (accessibility) were resolved. The **Strategic Technology Plan** required the successful management of various stakeholder groups following professional guidelines outlined in the learning materials. Ethical procedures were utilized to gather survey and interview responses from participants. Being the year of the Coronavirus pandemic required that protective procedure be put in place and institutional guidelines (U of A) were followed regarding face-to-face meetings. Research was conducted to guide the creation of the ***"Ethical Framework for Integrating OER Textbooks"*** document as part of ETEC 6393: Issues & Trends in IDT. Procedures were developed and outlined in the document following national guidelines and best practices. The principle developed stating that OER must be fully open, is necessary because many are trying to refine the open paradigm and charge for their specific adaptation of the resources. Free access to OER removes any economic barriers for the learner to access the required content. It is incumbent upon contributors to responsibly check for validity of sources and provide reference to ensure that the OER content remains unbiased. Content developers have a duty to ensure compliance with Copyright Law, Fair Use Act, and Creative Commons Licensing to ensure that OER content is lawful. Accuracy of OER content is of paramount importance, thus it is the ethical duty of the creator to comprehensively authenticate OER content before adoption. Legitimate use of OER must include those assessments are based on the OER content exclusively and that the content be safeguarded and methods that inhibit cheating be employed