

Learning Objectives from all classes

Compose a reflection of how your course projects met the learning objectives of each course.

1 CED 525 Legal and Ethical Technology Issues

Upon completion of this course, students will be able to:

- Identify basic legal & ethical issues in the use of technology (NBPTS 1,2,3,4)
- Conduct a Fair Use analysis (NBPTS 2,5)
- Evaluate and construct policies for technology use appropriate to their workplace (NBPTS 1,2,3)
- Develop and implement lessons/presentations to educate others on legal & ethical issues in the use of technology (NBPTS 1,2,3,4)

This course prepared me to Identify basic legal & ethical issues in the use of technology by completing readings and having social discussions on Schoology LMS. I Conducted a Fair Use analysis by completing a fair use checklist on a work that I used for a project in class. I Developed and implement lessons/presentations to educate others on legal & ethical issues in the use of technology creating a final handbook that outlined these issues for an organization.

2 IDT 500 Foundations of Instructional Design Systems

- Define instructional design (NETS•T) (NBPTS)
- Explain what it means to be an instructional designer (NETS•T) (NBPTS)
- Describe the role of an instructional designer in a K12, postsecondary, corporate, healthcare, or military environment (NETS•T) (NBPTS)
- Explain important theories of instructional design (NETS•T) (NBPTS)
- Describe each phase of the instructional design process and explain how it might be applied in organizational settings (NETS•T) (NBPTS)

I defined instructional design and explained what it means to be an instructional designer by conducting an interview of Dr. Tiffany Jarvis at Edward Jones. I explained important theories of instructional design and described each phase of

the instructional design process through the process of a case study of Dr. Lindsey Jenkins at the Brooks Health Science Center School of Nursing.

3 IDT565 The Internet and the Web

- Explore some of the Fontbonne University resources for online students.
- Understand the four specializations that this program has to offer.
- Create an ePortfolio to build upon throughout the program
- Effectively make use of the Internet for communication and resources.
- Identify and make use of specific information and strategies appropriate for use in instruction.
- Locate scholarly information related to a specific topic using Fontbonne databases and resources.
- Recommend and support the use of telecommunications as another tool for gathering information.

I understood the four specializations that this program has to offer and decided to move forward with an emphasis in Learner Experience. I created an ePortfolio to build upon throughout the program which is the web page you are viewing this information on (<https://www.davidkolmer.com/portfolio>) I Effectively made use of the Internet for communication and resources and made use of specific information and strategies appropriate for use in instruction by coding HTML by hand on a word processor, using Wix.com, using wordpress.com. I located scholarly information related to a specific topic using Fontbonne databases and resources to assist in composing blog posts.
<https://improvementdave.wordpress.com/>

4 IDT507 Instructional Technology Tools for the 21st Century

The student will:

- Use Web 2.0 technology to enhance professional productivity. (NBPTS 3, 4) (NETS•T 2, 3, 4, 5)
- Evaluate and research the effectiveness of Web 2.0 tools in education and training. <https://improvementdave.wordpress.com/2018/03/20/social-bookmarking/>
- Use the International Society for Technology in Education (ISTE) *National*

Education Technology Standards (NETs) as guidelines for planning and evaluating technology-based lessons (NBPTS 1, 2, 3, 4, 5) (NETS•T 1, 2, 3, 4, 5)

- Within the framework of a learning environment: (NBPTS 1, 2, 3) (NETS•T 1, 2, 3, 4)
 - o Plan and design an effective learning environment using Web 2.0 applications.
 - o Evaluate the effectiveness of Web 2.0 tools to enhance learning and increase learner achievement in the classroom and professional development offerings.
 - o Identify assessment tools used to measure the effectiveness of Web 2.0 applications within a learning environment.
 - o Explore web 2.0 applications and technology to promote online publishing.
 - o Explore web 2.0 applications and technology to for research and organization.
 - o Explore web 2.0 applications to create multimedia projects.
 - o Explore the use of Web 2.0 applications for global collaboration.
 - o Explore the use of Web 2.0 applications to create lessons that develop cultural understanding and global awareness.
 - o Explore mobile apps for learning, productivity, collaboration, etc.
 - o Explore virtual reality and augmented reality for learning
 - o Create online learning environments that include synchronous and asynchronous communications.
- Use and evaluate the advantages of social software, such as blogs, wikis, social bookmarking, mobile apps and other social media with colleagues and in a learning environment. (NBPTS 1, 2, 3, 4, 5) (NETS•T 1, 2, 3, 4, 5)
- Use and evaluate the advantages of online collaboration tools and apps with colleagues and his / her learners. (NBPTS 1, 2, 3, 4, 5) (NETS•T 1, 2, 3, 4, 5)
- Create a professional workshop for colleagues and share online. (NBPTS 4, 5) (NETS•T 4, 5)

- Know and adhere to the Commitments of the Responsible Educator for the purposes of this course. (NBPTS 1, 2, 3, 4, 5) (NETS•T 1, 2, 3, 4, 5) (NOTE: The Commitments of the Responsible Educator [C.O.R.E.] statements may be found on the Fontbonne University website.)

I used Web 2.0 technology to enhance professional productivity by producing learning assignments on my macbook while traveling abroad in Thailand. I evaluated and research the effectiveness of Web 2.0 tools in education and training and composed blog post on Social Bookmarking and web-based cartoon development. <https://improvementdave.wordpress.com/2018/03/20/social-bookmarking/>

<https://improvementdave.wordpress.com/2018/03/30/animated-lesson-introductions/>

I Used the International Society for Technology in Education (ISTE) *National Education Technology Standards* (NETs) as guidelines for planning and evaluating technology-based lessons by engaging in a virtual conference about building an online presence on the web. <https://vimeo.com/495918529>

5 IDT590 Current Topics in Instructional Design

Course Objectives

COURSE GOALS

- This course will help the students to have not only a growing awareness of ability, but to actively pursue ways to make their designs more accessible to more people with the realization that space and accessibility matter.
- This course will help the students to be able to do independent investigation, research, and evaluation on new trends and ideas in ID. (i.e., lifelong learners)
- This course will help students learn new and useful methods of collaboration with peers, abut also how to better communicate with diverse groups of people in order to get things done as a team. (i.e. project management)

SIGNIFICANT LEARNING GOALS

Foundational Knowledge: What key ideas or perspectives are important for students to understand in this course?

- Remember the idea behind universal design is to make your content more accessible to more people.
- Understand how space and environment effects learning.
- Identify the basic steps of project management.

Application: What kinds of thinking are important to learn?

1. Make decisions about how to best incorporate UID principles into their projects.
2. Analyze new trends and technology for appropriateness.
3. Manage project management tools and timelines.

Integration: What are the connections between material in this course and student's personal, social, and work life?

1. Connect the concepts in UID to their current workplace responsibilities.
2. Relate process of project management to the profession.
3. Connect the activities of finding, researching, and education others about new trends in instructional design.

Human Dimension: What should students learn about understanding and interacting with others?

1. Understand others in terms of how accessibility effects learning.

Caring: What to see change in the student's feelings, interests, and values?

1. To be more interested in helping to support people learning new ideas.
2. Be more interested and effective at collaborative learning.

Learning How to Learn: How to become a self-directed learner?

1. Identify sources of information on trends in ID.
2. Be able to construct knowledge about how research connects and encourages best practices.

(For more on this pedagogical framework and the six dimensions, see "Creating Significant Learning Experiences" by L. Dee Fink)

In Current Topics in Instructional Design, learners applied concepts of design models and standards for accessibility. I created infographics that contrasted and compared the ADDIE and AGILE design models. I researched and then applied the standards of the "Universal Design for Learning (UDL) Guidelines to create learning artifacts that are more accessible to learners of a wider range of abilities and disabilities. There was also discussion and application of microlearning,

smaller chunks of information that can be implemented on an as needed basis. This contrasts from macro-learning which is a complete curriculum developed for complex or difficult tasks.

6 IDT505 Teaching, Technology, and Learning Theory

Due to the course activities, readings, and assignments, at the end of the course the Learner will be able to:

- Develop web-based instructional lessons and/or units to support a cognitive-active approach to learning. (NBPTS 2, 3, 4, 5) (NETS•T 1, 2, 3, 4, 5)
- Learn to modify questioning strategies in order to create essential questions that develop critical thinking and problem-solving skills. (NBPTS 2, 3, 4, 5) (NETS•T 1, 2, 3)
- Connect theories of teaching and learning to the use of technology in learning environments. (NBPTS 4, 5) (NETS•T 4, 5)
- Recognize web-based resources as an instructional tool. (NBPTS 1, 2) (NETS•T 1, 2, 3)
- Integrate the Internet in content-area instruction. (NBPTS 1, 2) (NETS•T 2, 4)
- Develop professional alignments with national standards in technology. (NBPTS 3, 4, 5) (NETS•T 4, 5)
- Increase proficiency with Internet search techniques. (NBPTS 1, 2, 3) (NETS•T 2, 4)
- Demonstrate online etiquette in virtual environments. (NBPTS 4, 5) (NETS•T 3, 4)
- Know and adhere to the Commitments of the Responsible Educator for the purposes of this course. (NBPTS 1, 2, 3, 4, 5) (NETS•T 1, 2, 3, 4, 5)

In this course, I develop web-based instructional lessons that supported a cognitive-active approach to learning. I created blog posts around topics of my personal vision around Instructional Design. I Integrated the Internet in content-area instruction with tools like Mindmap to organize my thoughts and tools like Padlet to easily present them in tiled columns to learners (https://padlet.com/david_kolmer/e885fnw9kb29). I used this visual-based information-sharing platform to build my case around why physical application of recently learned skills is the most effective means for building retrievable schema in the learner. I develop professional alignments with national standards in

technology through exploring the use of a flipped classroom. I recognized web-based resources as an instructional tool by creating a flipped "TED ed" module to simulate an assignment in a flipped classroom, here:

<https://ed.ted.com/on/qL8gKf3z>. I developed a flipped classroom learner guide using Microsoft Word and videos hosted by Microsoft on the One Note application. I hosted this content on Google Drive here:

<https://drive.google.com/file/d/1X1TcWnA-oeUj8-pWhHI0Ci9scBTNVkxv/view>

I leveraged PowToon to develop an instructional video around Malcolm Knowles 6 assumptions. <https://vimeo.com/283318180>

Learn to modify questioning strategies in order to create essential questions that develop critical thinking and problem-solving skills.

Connect theories of teaching and learning to the use of technology in learning environments.

Recognize web-based resources as an instructional tool.

Integrate the Internet in content-area instruction.

Develop professional alignments with national standards in technology.

Increase proficiency with Internet search techniques.

Demonstrate online etiquette in virtual environments.

Know and adhere to the Commitments of the Responsible Educator for the purposes of this course.

7 IDT581 Video Production, Design, and Editing

Upon successful completion of this course the students will be able to:

- Create and produce the appropriate pre-production paperwork required for

effective story development

- Create original graphic images and audio clips, and computer methods necessary to produce quality multimedia presentations.
- Create both linear and interactive multimedia resources.
- Demonstrate appropriate multimedia design elements based on professional standards.
- Develop audio and video production skills by creating digital video projects using a variety of video camera technologies and editing software:
 - o Video camera operation
 - o Staging, lighting and sound technology
 - o Motion graphics
 - o Editing and post-production video
- Apply copyright and fair use.
- Effectively collaborate with team members in creating video assets.
- Practice project management skills.
- Evaluate and critique self and peer digital productions.

I produced the appropriate pre-production paperwork required for effective story development in both [hand drawn](#) and [digital formats](#). I created original graphic images and audio clips, and computer methods necessary to produce quality multimedia presentations. Create both linear and interactive multimedia resources. Demonstrate appropriate multimedia design elements based on professional standards by designing [storyboards](#). I develop audio and video production skills by creating digital video projects using a variety of video camera technologies and editing software to generate an [instructional video on how to use the software](#). I effectively collaborated with team members in creating video assets by having performers sign release forms for a video on [mental state](#). Practice project management skills by developing a [video biography of a local business](#). This project included use of the following skills video camera operation staging, lighting and sound technology, motion graphics, editing and post-production video. I applied copyright and fair use measures by selecting [music that was developed in the creative commons license](#) and I appropriately gave credit for the music.

By the end of this course I had planned and designed a course with logical and clear navigation that met professional quality design standards and followed universal design standards. I started by [evaluating Learning Management Systems](#) that I had access to. I constructed an [online syllabus](#) that followed identified guidelines for an online syllabus to create a transparent and welcoming environment for my learners. This [online syllabus](#) states measurable learning objectives from my learner's perspective and presents a clear course calendar and course requirements. The courses in the [online syllabus](#) connects the learners in the following 3 ways: Student-to-student, Student-to-instructor, Student-to-student. The content that was designed was relative to the lives, experiences and perspectives of my future online learners because it prepared them for their new position as a claims processor for multiple health plans. I designed and implemented communication elements with effective and engaging discussion questions. I made a point in my writing to neutralize the effects of ethnicity, culture, gender, ageism and those that might affect communication in an online course. I developed a complete online virtual curriculum in the Schoology LMS complete with educational discussion board activities that are engaging for my learners. Demonstrated the ability to use a variety of methods, other than Discussion Boards, for communication (interaction) purposes in an online course, which I outlined in this [reflection chart](#) hosted on Google Drive. I constructed [a rubric](#) to evaluate specific assignments and designed [assignments and activities](#) for my online learners that addressed a variety of learning styles.

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11 MGT 535 Organizational Development and Change

In discussions with my adviser I had identified that a I had promoted to a leadership role in the Learning and Development department I was working in. I am very pleased that my advisor thought to suggest taking a class on

Organizational Development and I feel like this should be standard procedure for any student planning to enter the industry of corporate training. I immediately saw the value of this content and took a military level of discipline around learning the new topic, which resulted in a perfect 100% score for the course.

I constructed and investigated alternatives to propose an achievable and measurable organizational development within the constraints of organizational resources. This course was set on a rigorous group of reading assignments. Each week included presenting notes on what was discussed and a roundtable discussion. In this course I created and assessed an intervention plan for a set of strategic goals and objectives and outline a situational analysis of an organization by composing weekly application analysis statements. I formulated a defensible point of view through writing a mid-term paper that applied the topics presented to a case study. The term paper drove me to analyze organizational information collected to propose a strategic change intervention and apply the recognized tools of analysis to the internal and external environments of an organization. I then identified and explained the challenges facing management given the needs for human resource intervention and distinguish between the needs for the multiple types of interventions in an organization for economic, ecological, and social outcomes in a final Power Point presentation based on the mid-term paper.

Upon completion of this course, each student will be able to:

- Construct and investigate alternatives to propose an achievable and measurable organizational development within the constraints of organizational resources.
- Create and assess an intervention plan for a set of strategic goals and objectives
- Outline a situational analysis of an organization and formulate a defensible point of view
- Analyze organizational information collected to propose a strategic change intervention
- Apply the recognized tools of analysis to the internal and external environments of an organization.
- Identify and explain the challenges facing management given the needs for human resource intervention.

- Distinguish between the needs for the multiple types of interventions in an organization for economic, ecological, and social outcomes

12 IDT 535-01W-2: Instructional Games and Simulations

Upon the successful completion of this course, the student will:

- Apply game elements to non-game contexts (Gamification). (NBPTS 1,2,3) (ISTE 2)
- Cite the principles used to develop engaging and successful instructional games. (NBPTS 1,2,3,4,5) (ISTE 2)
- Identify the most influential and popular games in history based on assigned reading. (NBPTS 1,2,3,4,5) (ISTE 1,3)
- Categorize a variety of games based on style, structure, and audience. (NBPTS 1,2,3,4,5) (ISTE 1,2,3)
- Determine the qualities of an engaging game. (NBPTS 1,2,5) (ISTE 1)
- Generate criteria for evaluating games. (NBPTS 1,2,3) (ISTE 2)
- Identify types of contemporary games used for instruction and business. (NBPTS 1,2,3,4,5) (ISTE 3)
- Create functional plans to use simulations in an instructional environment. (NBPTS 1,2,3,4,5) (ISTE 1,3)
- Demonstrate the basic functions of *PowerPoint* for game production applications (NBPTS 1,2,3,4,5) (ISTE 3)
- Generate a simple group unit activity using the Multiplayer Classroom approach. (NBPTS 1,2,3) (ISTE 2)
- Produce an instructional simulation to be used for a specific audience with an application such as *PowerPoint*. (Additional applications will be considered.) (NBPTS 1,2,3,4,5) (ISTE 1,2,3)

Foundational Knowledge: *What key ideas or perspectives are important for students to understand in this course?*

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2. Understand how space and environment effects learning.
3. Identify the basic steps of project management.

Application: *What kinds of thinking are important to learn?*

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Learning How to Learn: *How to become a self-directed learner?*

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(For more on this pedagogical framework

Works Sited

Source Section (Chapter) Title
Year Published Source Title Date
<http://webpage.com>