**2.1 Content Standards & Student Technology Standards**

Candidates model and facilitate the design, and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.

Reflection

The Multimedia Design Project WebQuest (WebQuest) was completed to highlight and showcase my ability to use the elements of multimedia design for the creation of an instructional product that includes audio, graphics, video, and additional design elements which demonstrates an effective design. I used the elements from a first-grade science unit on plants and animals and incorporated them into my WebQuest project. I challenged myself to take everyday tasks and present them in a way that incorporated technology-enhanced learning opportunities for the students who inspired me to create this project. The WebQuest demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Skilled Personnel- “Educators and support staff skilled in the use of technology appropriate for their job responsibilities” (Williamson and Redish, 2009, p.12).

2.1 Content Standards & Student Technology Standards outlines the criteria candidates need to facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. The artifact I chose, showcases my ability to plan, design, create, and implement an authentic WebQuest appropriate for students with disabilities in grades kindergarten through second grade. At the time I designed this project, I was teaching a group of mixed-grade students from kindergarten, first, and second grades. I chose the middle grade so that I could easily enhance the standards making them appropriate for students in second grade, or remediate the standards making them appropriate for students in kindergarten. I adopted the lesson from the Georgia Department of Education’s website. I chose Science because it is a content area that is associated with hands-on activities and tactile learning opportunities. Science aligns well with English Language Arts (ELA) because of the writing involved in responding to each Science task.

Completing this WebQuest was very intimidating for me because I had only seen WebQuests as finished products. I had no idea what skills were involved to “make it happen”…until now. It took every ounce of courage I had to put myself out there to display my vision for what I think a WebQuest should look like. I had to choose a standard (or a group of standards) students across grade levels all had in common or nearly in common. I had to choose tasks, assessments, videos, visuals/ graphics/ images, a platform- Weebly, Wiki, or PowerPoint, etc. This project was what I imagine is like having a house built. When I moved into my house, it was six years old, and I was the second resident-owner. Moving into a move-in ready house and decorating it is like taking a content area unit lesson framework and personalizing it for the students one serves. Having a house built from ground up, is like designing and creating a WebQuest centered around several grade level content standards that align for a single purpose or one common theme. Who was I to decide what to include, which theme, which resources, assessments, tasks, standards, etc.? After hyperventilating, I calmed down and remembered that my ITEC 7445 Multimedia and Web Design in Education class was my resource. Although I was still learning about integrating technology into my teaching practices, ITEC 7445 was teaching me about technology-enhanced learning experiences called Authentic Learning Projects, Project Based Learning (PBL) and WebQuests. ITEC 7445 was also teaching me how to design, create, develop, and implement my very own technology-enhanced learning experience. It was very intimidating because I had not actually mastered all of the individual skills needed for such a daunting task, and now, I was tasked with having to bring those individual skills together to create my very first WebQuest. What was genius about this class is that as we learned, evaluated, and practiced individual tasks in isolation, we were charged with using the same skills within the context of creating an actual WebQuest. Williams and Tollett (2006) teach that alignment, proximity, repetition, and contrast are the four basic principles in all print and web design. These are the elements that give products their clean professional look that people enjoy (p. 113). Using the first-grade Science unit and my students as my inspiration, I realized that I too could use digital tools to design, develop, and implement technology-enhanced learning experiences for my students. The one aspect of the WebQuest that I would change is I would integrate Math standards into the tasks and assessments as well. Since this was my first WebQuest, I am very proud of the product that I created. Since creating this artifact, I have shared my WebQuest with a few colleagues. I look forward to creating more technology-enhanced learning experiences.

I recall sharing parts of this WebQuest with my students the following year after creating this product, and they enjoyed using the computer to retrieve their assignments. At the time, the school where I worked had at least three student desktop computers per classroom and we were phasing in laptop carts that teachers could reserve for their class to use. Fifth and fourth grade students had priority for reserving and using the laptops. Subsequently, sharing my WebQuest with other Special Education teachers have allowed them to increase student engagement when students were able to incorporate the WebQuest during their unit on plants and animals. The assessment was measured by teacher feedback and student participation. My former students thought that it was “fun” and I think that they were proud that their teacher created a WebQuest just for them.