**2.6 Instructional Design**

Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.

Reflection

The Internet Lesson Plan Template (ILP Screencast) was completed to showcase my ability to incorporate digital tools into a lesson plan by incorporating my internet lesson plan outline into a visual format. The ILP Screencast artifact demonstrates my ability incorporate research-based best practices into instructional designing of a technology-enhanced learning experience. The ILP Screencast artifact 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). This artifact was created for a multi-grade Science Unit lesson for a group if students with learning disabilities in kindergarten, first, and second grades.

Standard 2.6 Instructional Design outlines the criteria required to model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. I created a digital platform to display my internet lesson plan. Modeling a screencast of this assignment was the initial goal, but the artifact I produced is a PowerPoint presentation of the lesson I designed. The presentation includes seventeen slides with text and images. Each slide highlights a different requirement for the lesson plan from beginning to end including timed transitions with a consistent sound effect between slides. I included my class background information, standards: GPS and NETS-S, an overview, students’ enduring understanding, a culminating activity, essential questions, prior knowledge, strategies, differentiation, assessments, three types of technology use, and a reflection. I made sure to include some elements of design. Williams and Tollett (2006) wrote about the basic design principles in their book, The Non-Designer’s Web Book. Alignment, proximity, repetition, and contrast “are the underlying factors in every designed piece you see anywhere, on screen or in print.” Including these elements will make your print or web designs more professional (Williams and Tollett, 2006, p. 113).

Completing this digital artifact gave me the opportunity to incorporate the elements of design. I chose a format where the images were aligned in good proximity with the text in the same location on each slide. I chose a green color that repeats on each slide. Finally, I chose contrasting colors on a few of the slides in addition to selecting a few contrasting images that complimented the theme or topic presented on each slide as the lesson progressed from one slide to the next. One element I’d change or do over is text size and fonts. I would experiment more with various font options.

My sharing this lesson with my colleagues was a form of collaboration that can improve student engagement and increase student achievement overall in the years to come. Exposing students to meaningful, authentic, and engaging web-based learning experiences will impact student achievement in my building.