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Artifact Title	“Webpage Creation”
Program Outcome #	7. Demonstrate a capacity to lead collaborative teams to accomplish projects, establish priorities, develop criteria for decision making based upon data and research, and evaluate final products using specific parameters.
Required Key Assessment	DL5723 (Applying Learning Theories in Instructional Design - Module 4)
Degree Program	M. Ed. in Instructional Design and Technology

Helen Keller said it best when she stated, “Alone we can do so little, together we can do so much.” Whether in life or in the classroom, group work and collaboration is a part of life. As we design courses, we need a team of trusted individuals to come together with a common goal. While we are limited in what we can do alone, with others by our side we can accomplish much more. Group work and group projects are often called collaboration and collaboration is seen in the modern classroom every day in various ways. Students collaborate to expand their thinking and group work can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008, p. 247). Positive group experiences, moreover, have been shown to contribute to student learning, retention ownership, and overall engagement. In addition to collaboration, assessments and evaluations are also important. Authentic assessment is a vital part of teaching and learning for learners, instructors, and instructional designers as it provides data necessary for all parties involved. Learners assess the level of mastery they have achieved or the level of mastery they have yet to achieve. Instructors learn whether the lessons and learning objectives match up the assessments and whether the materials and lessons need to be tweaked for students to be more successful. And finally, instructional designers need to assess whether the programs designed are accurate - do the programs match the expectations that lead to students being successful?

Webpage Creation

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### Abstract

This paper discusses the assessment and evaluation criteria set created to reflect on the creation of the website [aksdesigncenter.weebly.com](http://aksdesigncenter.weebly.com) which showcases applying learning theories in instructional design. This paper includes the criteria, the web portfolio rubric, used to self-evaluate the website along with the scores and the explanations. The conclusion of this paper demonstrates the connections made from the website creation and the web portfolio rubric.

## Webpage Creation

Through the American College of Education's Applying Learning Theories in Instructional Design Course (DL5723), learners worked to develop their individual framework and theory to serve as a foundation for a design. Upon developing a multifaceted project which integrated learning theory, instructional design models, and web page design for the 21st century learner, a rubric (Table 1) was created to evaluate the design.

The website [aksdesigncenter.weebly.com](http://aksdesigncenter.weebly.com) was streamlined to have an aesthetic and design appeal, as well as to have a simply framework for providing information. The rubric looked at the following four categories: Descriptive text, Citations, Reflective Commentary, and Design and Aesthetics. The evaluation scale ranged from 1-4 with 4 being highly effective.

### Self-Evaluation of Web Portfolio

The writing quality of the web portfolio identified learning theories and industrial design models, their background, their unique importance, and how they are important in the scheme of the 21st century teaching and learning. The writing quality accurately integrates references to support foundation of knowledge. References and citations are properly documented and cited, when necessary. The references are diverse and are used well in support of claims. In the area of Reflective Commentary, the quality of writing demonstrates reflective commentary as it explains learning theories and instructional design models. The writing offers a practical element where thoughts and ideas are clearly presented in a reflective manner. And finally, in the category of design and aesthetics, the overall portfolio is simple to navigate and the aesthetics design works well with the purpose of the portfolio. The design is streamlined, clean, cohesive, and the design ultimately adds to the purpose of the site.

### Conclusion

Research shows that evidence based teaching strategies are likely to have the largest impact on student results. Evidence based teaching strategies include providing clear lesson objectives, teacher models, formative assessments for checks for understanding, practice, feedback, flexibility, and collaboration. Connecting theory, instructional design, and application help establish evidence based strategies and activities by bringing everything together cohesively. Everything is far better streamlined and all the parts work together towards the greater goal. Learning becomes more organized and scaffolded. All this leads to learners who are better able to meet the needs of the expectations and objectives outlined.

References

Caruso, H.M., & Wooley, A.W. (2008). Harnessing the power of emergent interdependence to promote diverse team collaboration. *Diversity and Groups*. 11, 245-266.

Table 1: Web Portfolio Evaluation Rubric

CATEGORY	4	3	2	1
Descriptive Text	Writing clearly explains the importance of learning theories and instructional design.	Most of the writing clearly explains the importance of learning theories and instructional design.	Some of the writing clearly explains the importance of learning theories and instructional design.	The writing does not clearly explain the importance of learning theories and instructional design.
Citations	Writing accurately and properly cites references used to support foundation of knowledge.	Most of the writing accurately and properly cites references used to support foundation of knowledge.	Some of the writing accurately and properly cites references used to support foundation of knowledge.	The writing does not accurately and properly cites references used to support foundation of knowledge.
Reflective Commentary	The reflections explain learning theories and instructional design.	Most of the reflections explain learning theories and instructional design.	Some of the reflections explain learning theories and instructional design.	The reflections lack explanations about learning theories and instructional design.
Design and Aesthetics	The portfolio is simple to navigate and the aesthetic design works with the purpose of the portfolio.	The portfolio is mostly simple to navigate and the aesthetic design works with the purpose of the portfolio.	Some of the portfolio is simple to navigate and the aesthetic design works with the purpose of the portfolio.	The portfolio is disorganized and is not simple to navigate and the aesthetic design does not work with the purpose of the portfolio.