EDUC 5130: Technology and Pedagogy

Stephanie Kirk | October 2026

Product 02 | Technology-Enhanced Learning Design

Website Presentation Planning

Interdisciplinary Eco-Advertising Capstone

Part 1: Planning Your Learning Design

See Capstone Document	Interdisciplinary Eco-Advertising Capstone

Part 2: Planning Your Website Presentation

Option A: AI Thinking Partner

I decided to present the learning design on my website before completing this template, so I chose Option B rather than using AI to make a decision I had already made.

Option B: Reflection Questions

If you prefer to not use AI here, answer each question thoughtfully. These are designed to help you choose the right format.

1. What do you think will be most difficult for another educator to understand about this learning design?
The most difficult part may be understanding how the different subject areas connect throughout the project. The environmental research, content-area learning, and advertising design are not separate assignments. They build on one another, with students using what they learn to create a visual message for a specific audience.
2. How could you help people understand how the pieces of this learning design work together?
I linked my complete planning document on the website so educators can see how the project is organized, from the learning outcomes and standards to the assessment and final exhibition. The website gives an overview, while the planning document provides the details needed to understand how the pieces connect.

3. What's the "why" behind your design choices that might get lost in a simple step-by-step description?

I wanted students to see how what they learn in different subject areas connects to real-world issues and careers. By taking on the role of junior creative directors, they get to use research, visual design, and communication to create a campaign for an intended audience. The project also gives students a chance to explore different interests, make choices about how they work, and share their ideas through the final exhibition. I want them to see that what they learn in school can connect to things they might enjoy doing beyond the classroom.

4. Who is most likely to see this on your portfolio? What would they need to be able to adapt this design for their own students?

Other educators, especially art teachers and teachers interested in interdisciplinary learning, are the most likely audience for my portfolio. To adapt this project, they would need to understand the project structure, learning outcomes, assessment, timeline, and how the different subject areas connect. Students take on the role of junior creative directors and use research, visual design, and communication to create a campaign for an intended audience. A side quest of the project is that students may discover interests in areas like graphic design, marketing and advertising, environmental research, or earth sciences. This can also give me opportunities to notice their interests and strengths and help guide them toward related careers. Students can choose to work collaboratively or independently, and the final exhibition gives their work a real audience. Other educators would need flexibility to adapt the environmental topics, subject-area connections, tools, and schedule to fit their own students and resources.

Final Section: Your Format Decision (Complete after Option A or B)

What format will you use to present your learning design on your website? (e.g., infographic, video walkthrough, audio recording, illustrated guide, interactive page, annotated visual)

I chose to present this learning design on my portfolio website so other educators can explore the project and access the complete planning document. The website provides an overview, while the planning document includes the standards, learning outcomes, assessment, timeline, and other details needed to understand the design. I also created an illustrative guide to help educators see how the different parts of the project connect. Together, these resources provide a visual overview and the information educators need to consider how they could adapt the project for their own students and classrooms.

Why is this the best format for helping someone understand and adapt your specific learning design? Connect your choice back to the communication challenges you

identified above.
I chose this format because the project has several connected parts that may be difficult to understand from a brief overview alone. The website introduces the project, the planning document provides the details, and the illustrative guide helps show how the parts work together. This gives educators more than one way to understand the design and helps them see how they could adapt it to fit their own students, resources, and classroom needs.