



EDTC 5330.W4: Designing Web-based Instructions (Part II)

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Course Description

This course teaches how to apply instructional models and develop effective web-based instructions for the use in educational settings. In this course, you will learn how to apply rapid application development model to an online learning environment, including writing good learning objectives, analyzing learners, designing online learning activities, designing online learning assessments, applying web design principles, developing web content, understanding copy right issues, conducting user test, etc.

This is a project-based course. You will design and develop a web project. The focus of your project will be the application of instructional design principles and distance learning principles. You will defend the design of your project from instructional design and pedagogical perspectives.

You are recommended to take "Designing web-based instructions: Part (I)" before taking this course if you are very new to designing web-based instruction.

Technical requirements

Although you will develop a web project in this course, this course is not focusing on teaching "how to" technical skills. The instructor will provide technical tutorial links and resources, set up discussion area for the class to share technical tips, and provide limited technical tutoring.

- Software used:
 - You need to have a web editor (e.g. Microsoft Word, Dreamweaver, Microsoft Frontpage, Netscape composer, Pagemill, etc)
 - Skills level: create a web page, create external/internal links, insert graphics, format fonts/paragraphs, save a web page
 - FTP program (can be downloaded free from the Internet. The link will be provided by the instructor)
 - Skills level: FTP files from local computer to the server, understanding file/folder hierarchical structure.

*It is not required to do the actual production of audio/video or other animated components in this course. If you plan to do audio/video or any other interactive components, you need to have those software (e.g. Flash) and equipment (e.g. camcorder).

Learning Outcomes

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

- Describe the instructional processes to create web-based instructions (MoStep 1.2.11.3)
- Apply instructional design theory and distance learning theories to create an effective and comprehensive lesson module (MoStep 1.2.11.2)
- Write good learning objectives in an online learning environment (MoStep 1.2.11.3)
- Critique online learning activities and learning assessments (MoStep 1.2.11.4)
- Conduct user test (MoStep 1.2.11.4)
- Apply copyright laws in an online learning environment (Mostep 1.2.11.6)

Content Outline

Week	Activities
Week 1	<ul style="list-style-type: none"> • Advantages & disadvantages of online instructions • Discussion activity • Assignment: choose a topic for web project
Week 2	<p>ID model for designing web-based instruction - write good learning objectives</p> <ul style="list-style-type: none"> • Big picture (diagram) • How to write good online learning objectives • Discussion activity • Project area: write learning objectives for your project • Technical corner <ul style="list-style-type: none"> ○ Use web editors • Review corner <ul style="list-style-type: none"> ○ Web design basics
Week 3-4	<p>ID model for designing web-based instruction - analyze your learners and design/develop content</p> <ul style="list-style-type: none"> • Big picture (diagram) • Analyze your learners • Designing/selecting content • Copyright - fair use and teach act • Develop your content • Discussion activity • Project area: Write about your learners and design the content • Technical corner: <ul style="list-style-type: none"> ○ FTP programs • Review corner <ul style="list-style-type: none"> ○ Storyboarding
Week 5	<p>ID model for designing web-based instruction - design online activities</p> <ul style="list-style-type: none"> • Big picture (diagram) • Design online activities • Discussion activity • Project area: design online activities
Week 6	<p>ID model for designing web-based instruction - design online assessments</p>

	<ul style="list-style-type: none"> • Big picture (diagram) • Design online assessments • Discussion activity • Project area: design online assessments
Week 7	Go global <ul style="list-style-type: none"> • User test • Discussion activity • Project area: Conduct user test
Week 8	Wrap up <ul style="list-style-type: none"> • Project due

Text Books

William Horton (2000). Designing web-based training. John Wiley & Sons, Inc. ISBN# 0-471-35614-x. <http://www.wiley.com/compbooks>

Supplemental Readings (Optional)

Supplemental readings will be put onto Webster EReserves or be posted online by the instructor.

Steve Krug (2000). Don't make me think. Pearson Technology Group. ISBN #0-7897-2310-7. <http://www.circle.com/krugbook>

Walter Dick, Low Carey, James O. Carey. (2001). The systematic design of instruction. 5th ed. Addison – Wesley Educational Publishers Inc. ISBN# 0-321-03780-4. <http://www.awl.com>

Course Requirements

- **Online Discussion Participation**

You are required to actively participate in weekly online discussions. Ideally, you are recommended to log on the course site every day for 15-30 minutes to join class discussions.

Grading criteria for online discussions are based on both quality and quantity of your postings. You are required to answer initial questions posted by the instructor and respond to at least two other students' postings each week. Your quality feedback and active participation will be valuable for us to build a good online learning community. The instructor will look for insights and how you apply knowledge you have learned during the week in the discussions.

- **Project**

The instructor will team up every one of you to work on your project. Each learning team has 2-3 members. **EACH** member on the team will design a web-based lesson module as his/her own course project. Each week, you will work on a portion of the project, post the work as scheduled, comment on other team members' work, and refine design based on feedback from other team members and the instructor.

There is a designated discussion forum created for each team to use. You are recommended to keep all your team communication in the Discussion forum for grading purposes. You can also use Mail or Chat to communicate with your team member. You might want to cc copy your messages to the instructor for the grading purposes if you use Mail. Your contribution for teamwork will be graded by the instructor as a part of online participation.

The project is made up of two parts.

- Part I: web product - an online lesson module. The module will have clear learning objectives, targeted learners, complete course materials, well-designed instructional activities, good test questions, and good web design. The scope and depth of the web product is minimum 5 web pages. You are encouraged to pick your own topic. Please read project guidelines for more details.
- Part II: design documentation - a word document in which you would defend the design of your online lesson module. Please read project guidelines for more details.

The entire project will be due by the midnight of Friday of Week 8.

- **Reflection Paper**

At the end of the semester, you are required to write a reflection paper. In the paper, you are going to reflect if you have changed your perceptions about web-based instruction, how you changed, and how you think you might use web-based instruction in your professional setting. The paper will be 1 or 2 page in length, 11pt, Arial, and double-spaced.

Assignment Submission

- **Project - web product**

You are required to post your web pages onto Hermes server for team review. Here is the posting schedule.

Time	Work	Where to Submit
By midnight of Friday of Week 2	Post <ul style="list-style-type: none"> • Learning objectives 	Hermes Server
By midnight of Friday of Week Week 4	Post <ul style="list-style-type: none"> • Refined learning objectives based on the feedback • Partial content materials 	Hermes Server
By midnight of Friday of Week Week 6	Post <ul style="list-style-type: none"> • Refined learning objectives • Refined content materials • Complete content materials • Learning activities 	Hermes Server

	<ul style="list-style-type: none"> • Learning assessments 	
Week 8	Post <ul style="list-style-type: none"> • final version of project 	Hermes Server

- **Project - design document**

You are required to submit your design document via WebCT Assignments area for grading purposes.

Time	Work	Where to Submit
By midnight of Friday of Week 6	design documentation of objectives, content materials	WebCT Assignments area
By midnight of Friday of Week 8	design documentation of learning activities, assessments	WebCT Assignments area

Due Dates

Please go to Calendar to view due dates of assignments by clicking on the "Calendar" link on the left course menu.

Grading

Discussions	30% <ul style="list-style-type: none"> • Class discussion: 20% • Peer review activity 10%
Project	65% <ul style="list-style-type: none"> • web design - 15% <ul style="list-style-type: none"> ○ navigation - 10% <ul style="list-style-type: none"> ▪ Users can easily get around the web site. ○ design principles - 5% <ul style="list-style-type: none"> ▪ web design principles have been applied successfully.

	<ul style="list-style-type: none">▪ PARC design principles are used well.• learning objectives - 5%<ul style="list-style-type: none">○ Learning objectives are well defined and well written.○ Web product is accomplishing learning objectives.• learners' characteristics - 5%<ul style="list-style-type: none">○ Learners' characteristics are described appropriately.○ Learners' characteristics are well taken care of in the design of web product.• content presentation - 20%<ul style="list-style-type: none">○ text - 5%<ul style="list-style-type: none">▪ Text is effectively formatted/organized for web presentation.○ graphic - 5%<ul style="list-style-type: none">▪ Graphics are appropriate for the web product.▪ Graphic selecting/design is well defended in the design document.○ audio/video - 10%<ul style="list-style-type: none">▪ Audio/video is appropriate for the web product.▪ Audio/video is well defended in the design document.
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	<ul style="list-style-type: none"> • learning activities - 10% <ul style="list-style-type: none"> ○ Appropriate and effective learning activities are chosen. ○ Learning activities are effectively defended in the design document. • learning assessment - 10% <ul style="list-style-type: none"> ○ Appropriate and effective learning assessments are chosen. ○ Learning assessments are effectively defended in the design document.
Reflection paper	5%

This syllabus is subject to change at the discretion of the instructor.