



Course Syllabus

<u>EDTC 5330 ,W3</u> COURSE NUMBER AND SECTION	<u>Qian (Kathy) Li</u> INSTRUCTOR	<u>qianli@webster.edu</u> E-MAIL ADDRESS
<u>Designing Web-based Instruction</u> COURSE TITLE	<u>Spring 2, 2004</u> TERM	<u>3</u> CREDIT HOURS
<u>Online</u> SITE		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course describes how to design effective web-based instructions for the use in educational settings. In the course, students will learn about what is web-based instruction, advantages/disadvantages of web-based instructions, applicable instructional design models for an effective and active learning environment, and effective design guidelines for developing web-based materials, evaluate web-based instructions, etc. The course will be very helpful for educators who are interested in designing web-based instructions.

This course is not focused on teaching technical skills. Instead, it focuses on helping you to apply effective instructional design principles to organize web-based instructions. Therefore, it only requires your skills/knowledge to use any web editors (e.g. Dreamweaver, MS Frontpage, PageMill, etc) and basic knowledge of web design. Your knowledge about HTML is a plus.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

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

- Identify advantages and disadvantages of web-based instruction (5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.)
- Apply instructional design models in an online learning environment (4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district and states performance standards.)
- Develop comprehensive instructional lesson modules for training and teaching (6. The pre-service teacher uses an understanding of individuals and group motivation and behavior to create a learning environment that encourages

positive social interaction, active engagement in learning, and self-motivation.)

- Evaluate web-based instruction
(8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.)
- Describe accessibility issues in web-based instruction
(5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week	Activities
Week 1	Introduction to web-based instruction <ul style="list-style-type: none"> • Course overview • Reading – Designing web-based training • Class discussions • Project overview
Week 2	ID(Instructional Design) models in an online learning environment <ul style="list-style-type: none"> • Weekly overview • ID models • Readings – The systematic Design of Instructions • Class discussions • Project work area: pick a topic Assignment: Project topic due
Week 3	Learning objectives and determine assessments <ul style="list-style-type: none"> • Weekly overview • Bloom Taxonomy • ABCD Principles • Reading – Preparing instructional objectives • Class discussions • Project work area: write learning objectives • Peer review project work Assignment: Learning objectives for the project due
Week 4	Analyzing learners and context <ul style="list-style-type: none"> • Weekly overview

	<ul style="list-style-type: none"> • Reading – The systematic design of instruction • Activity: identify your learning styles • Class discussions • Project work area: define learner characteristics • Peer review project work <p>Assignment: Defining learner characteristics of the project due</p>
Week 5	<p>Designing activities for web-based instructions</p> <ul style="list-style-type: none"> • Weekly overview • Reading – Designing web-based training. • Class discussions • Project work area: build instructional strategies • Design documentation • Peer review <p>Assignment: Instructional strategies of project due; design documentation due.</p>
Week 6	<p>Effective ways for content presentations</p> <ul style="list-style-type: none"> • Weekly overview • Reading – Non-designers' design book; Don't make me think. • Class discussions • Project work area: develop materials for your project • Design documentation • Peer review <p>Assignment: instructional materials development due; design documentation due.</p>
Week 7	<p>Assessing learning</p> <ul style="list-style-type: none"> • Weekly overview • Reading – Designing web-based learning • Class discussions • Project work area: how to assess learning • Design documentation

	Assignments: assessments due; design documentation due
Week 8	Go global & Wrap up <ul style="list-style-type: none"> • Project presentation • Course reflection Assignments: project site due; peer evaluation due; course reflection paper due.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s)

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

Robin Williams (1994). Non-Designer's book. Peachpit Press. ISBN# 1-56609-159-4

Supplemental Readings:

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

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>

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

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Discussions	20%
Project	50% Week 3 Learning objectives – 10% Week 4 Learner characteristics – 5% Week 5 Instructional Strategies – 10% Week 6 Content presentation – 10% Week 7 Assess learning – 5% Peer review – 10%
Design Documentation	20%
Reflection paper	10%

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 20-40 minutes to join class discussions. There are open class discussions, structured discussions, and peer review discussions each week. Your participation will be graded based on both quantity and quality of your postings. Detailed grading criteria are available. (will be provided later)

Project

This course is threaded by project-based activities. For the entire term, you will design a web-based lesson module as a term project. Each week you will work on a portion of the project and get feedback from your instructor and the class. The project will be presented as web pages in the designated server at the end of Week 8.

Design Documentation

Along with the project, you will write up documentation to defend your project design. The defend documentation will reflect your understanding and learning of the course content.

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 change, and how you think you might use web-based instruction to enhance your class. The paper will be 1 or 2 page in length, 11pt, Arial, and double-spaced.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

There is no test in this course.

7. 3 Hour Course: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

This course is 2 credits.

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

Students will post their final projects online and submit their papers via WebCT Assignments area.

NOTE: Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.