Web Design for Instruction - MEDT 7467

Semester Hours 3
Semester/Year Fall 2014
Time/Location Online
Instructor Dr. George Bradford
Office Location 129 Education Annex
Office Hours Tuesdays 10:00am to 3:00 pm or by appointment
Online Hours Mondays & Wednesdays 9:30am to 12:00pm or by appointment
Appointments Schedule an appointment – go here: http://www.meetme.so/GeorgeBradford
Telephone Direct Line: (678) 839-6152
Department Line: (678) 839-6558
Email gbradfor@westga.edu
The surest and quickest way to reach me is by email, not by telephone.
Fax 678-839-6153
Online Support CourseDen Home Page
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/
IMPORTANT NOTE:

This course is under development. The instructor may make minor adjustments to this syllabus. It is therefore VERY IMPORTANT that the student refer back to this web page as it represents the current AND ONLY syllabus. Therefore, copies of the syllabus the student may download to their computer will not represent the current syllabus. The student accepts full responsibility for following the information in the current syllabus.

COURSE DESCRIPTION:

This is an intermediate level course on design, development, and formative evaluation of web-based instructional systems. Web page design strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive lessons including strategies for assessing learning achievement.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:
1. Demonstrate knowledge, skills, and understanding of concepts related to instructional websites (Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IA, IIA, IIIA, IID.)

   <Everything in this course supports this objective>

2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging internet technologies (Abbey, 2000; Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IIA, IIB, IID.)

   Write a personal bio and code it using raw HTML (ie, by using only a text editing program, such as Notepad or SimpleText).
   Create a web page using only a text editor and demonstrate: creating and using lists, links, tables, and images.
   Create a web page using only a text editor and demonstrate: inserting horizontal rule lines, creating and using tables & images, controlling attributes in paragraphs and tables, creating and using named anchors.
   Create a personal introduction web page using a selected WYSIWYG editor.

3. Design developmentally appropriate online learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners (Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IIIA, IIB, IIIC. IVA, IVB, IVC, IVD)

   Identify strategies to support special needs and/or multicultural students for use within instructional web site design.
   Demonstrate awareness of special needs and/or multicultural students with learning mediated through instructional web sites.
   Leverage strategies to support special needs and/or multicultural students and create evaluation criteria for instructional web sites.

4. Apply current research on teaching and learning with technology when planning online environments and experiences (Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IA, ID, IIA, IIB.)

   Create and share a presentation on general multimedia learning principles.
   Create and share a presentation on applying a specific multimedia learning principle.
   Demonstrate use of one or more multimedia learning principles incorporated into web site/page design.
Demonstrate use of one or more multimedia learning principles as evaluation criteria for instructional web sites.

5. Identify and locate internet based resources and evaluate them for accessibility (Bray, Brown, & Green, 2004; Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IVA, IVB, IVD.)

Demonstrate knowledge of 508 compliance by testing several web pages and discussing faults and corrections.
Leverage knowledge of 508 compliance by creating evaluation criteria for instructional web pages/sites.

6. Plan for the management of online instructional resources within the context of learning activities (Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IA, IB, IC, ID, IIA, IIB.)

Create a web site planning document using a T-slice/Blueprint design approach.
Write a project plan for your instructional web site.
Demonstrate use of copyright and fair-use law as applied to web site/page design.
Leverage general knowledge of copyright and fair-use laws by creating evaluation criteria for instructional web pages/sites.

7. Plan strategies to manage student learning in an online learning environment (Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Koontz, 2006; Sklar, 2000; Williams & Tollett, 2006). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IIA, IIB, IIC, IID.)

Demonstrate web site design and construction skills through building an instructional web site.
Demonstrate knowledge of web site evaluations using explicit criteria and/or heuristic methods.

8. Identify and apply instructional design principles associated with the development of instructional websites (Davidson-Shivers & Rasmussen, 2006; Driscoll, 2006; Sklar, 2000; Williams & Tollett, 2006). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IIIA, IIIB, IIID.)

Create a web site planning document using a blueprint design approach.
Write a project plan for your instructional web site.
9. Demonstrate the effective use of software tools to create and publish an instructional website (Green, Chilcott & Flick, 2003; Miller & Padgett, 2003; Sklar, 2000). (Decision Makers; Lifelong Learners; Knowledgeable; NBPTS Propositions 1, 2, 3, 4, 5; ISTE IIA, IIB, IIC, IID)

Write a personal bio and code it using raw HTML (ie, by using only a text editing program, such as Notepad or SimpleText).
Create a web page using only a text editor and demonstrate: creating and using lists, links, tables, and images.
Create a web page using only a text editor and demonstrate: inserting horizontal rule lines, creating and using tables & images, controlling attributes in paragraphs and tables, creating and using named anchors.
Create a personal introduction web page using a selected WYSIWYG editor.
Create a course syllabus and several sample lesson web pages using a selected WYSIWYG editor.
Demonstrate web site design and construction skills through building an instructional web site.

10. Engage collaboratively

Write, edit, and submit a self-introduction that includes course expectations.
Complete a survey.
Conduct and participate in group-oriented activities.
Write, edit, and submit a final course reflection discussing personal gains, how you might apply your gains, positive and non-positive course experiences, and ideas for course improvement.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Recommended Texts:

Software:
- WYSIWYG HTML Authoring programs, such as Microsoft Expression Web 4 (Available free to students at www.dreamspark.com) or Adobe Dreamweaver (Any version after CS4 is acceptable).
• Notepad (for PC - Free on all Windows based computers) or similar on Apple platform (e.g., TextEdit). NOTE: Using MS Word or any advanced Word processing software will not be accepted for production of HTML required work.

Academic Writing, File Naming & Writing Resources

**IMPORTANT – Academic Writing:** It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors, or missing the writer’s name and the date of submission will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

**File Naming Protocol:**

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

1. Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Bradford_)
2. The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., GR_)
3. The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., InitialReflection_)
4. The course number (i.e., for this course, 7467)

Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Bradford_GR_InitialReflection_7467.docx).

REMEMBER: If you use MS Word, you do not add the final extension to the file name (e.g., ".docx") - MS Word does this for you.

**Writing Resources to assist you with your academic writing:**


**ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

Link to Conceptual Framework

The focus of this course is on designing and putting together an instructional web site based upon widely accepted web design principles. During the site development students will review site design principles. In addition, they will develop their skills in utilizing the
advanced features available in web development tools such as Microsoft Expression Web 4. The overall evaluation for this course is structured so that each project contributes to the completion of a quality instructional web site. Due to the broad nature of the overall project, each conceptual framework descriptor is covered in the various course assignments.

As students complete the course, they will have demonstrated achievement in the areas of decision making: selecting an instruction topic and developing a functional site design that conforms to instructional design principles (HTML Production work, Directory Planning & Development, and Instructional Web Site Planning and Development work); lifelong learning: studying how to use and integrate web technologies into the work place (Resource Collection Contributions); collaboration: working with colleagues to plan and develop instruction (Resource Collection Contributions, Class Collaborations and Discussions, and Surveys); cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse learners (Leveraging Established Principles of Design); knowledge: drawing on pedagogical, content, and professional knowledge while designing and developing an instructional web site (Instructional Web Site Planning and Development, and Leveraging Established Principles); and reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations to create effective instruction (Reflection Papers).

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Surveys (TBD points)

   This course may include surveys that will be used to poll how you are doing and/or possibly related to on-going research. Such surveys may or may not carry point values used for the course. As these activities will be related to effective learning themes, it is expected that everyone would participate since the results will be used to improve this and other courses.

   Detailed instructions for these activities will be provided in CourseDen D2L as necessary.

2. HTML Production in 2 Ways: Plain HTML & WYSIWYG – A2, A3, A9 (300, 150, 100 points respectively: 550 points total)

   Students will first learn how to create HTML pages using ONLY the most simple word processing software, such as Notepad on a PC and SimpleText on a Mac. More advanced word processing software will not be useable for these exercises. This is to learn some of the basic principles of HTML design and will allow you to understand why advanced HTML authoring programs behave differently than Word authoring programs. Then students will begin to become familiar with advanced HTML authoring programs often labeled as WYSIWYG (What-You-See-Is-What-You-Get) and create pages to be later uploaded to a web site. Detailed instructions for this project will be provided in a separate document.
Since more than half of the HTML pages to be developed by students in this course will be completed using web authoring software, of the type WYSIWYG, students may want to consider purchasing the software. Such applications can be expensive; however, if you find you will continue developing web pages in the future, a sound investment (in terms of both your time learning the software during this semester and in the money you will have spend) is a good idea. Your current instructor prefers Adobe Dreamweaver. However, there are many free applications available, one of which is MS Expression Web, which is listed under subheading TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES previously, is free to students.

WYSIWYG-type authoring software will not be used for the first 3 web page assignments. It will be quite evident if a student uses this type of software to complete the activities. Work submitted for these first three web pages that shows obvious evidence of using a WYSIWYG application will be penalized.

Detailed instructions for these activities are provided in CourseDen D2L.

(Course objectives 3, 9)

3. **Instructional Web Site Planning & Development** – A4, A5, A6, A7 (75 points each: 300 points total)

Students will participate in discussion boards and produce a number of reports that comprise effective planning of websites used for educational or instructional contexts. Specifically, the following is list of the different topic areas:

- Section 508 Compliance
- Copyright and Fair-Use Law
- Evaluating Web Sites Using Explicit Criteria

Detailed instructions for these activities are provided in CourseDen D2L.

(Course objectives 1, 2, 3, 4, 8)

4. **Web Site Planning & Development** – A8, A9, A10, A11 (200, 100, 50, 100 points respectively: 450 points total)

Students will produce a site Blueprint and Project Plan documents to develop a structured framework for their instructional web site. The elements within these documents will facilitate development and maintenance of your site as it evolves through time. This is a critical skill and often overlooked during site planning. The activity-topics associated with these products include:

- Develop Site Blueprint including a Web Site “T-Slice”
- Identify External Resources & Multimedia
- Discriminate Stable vs Changeable (i.e., Non-Permanent) Resources
- Develop Site Maintenance Checklist
• Identify Potentially Problematic Elements
• Check Constructive Alignment
• Finalize Site Blueprint and Project Plan

Detailed instructions for these activities are provided in CourseDen D2L.

(Course objectives 6, 7, 9)

5. Reflections – A1, A12 (50 points each: 100 points total)

Students will craft and submit 2 reflection documents (50 points each). The first will be at the beginning of the course, where the student will discuss course expectations and how they might be able to use what they hope to learn from this course. The second will be at the end of the course, where the student will discuss what they learned, the issues they perceive as pertinent to their profession, and how they hope to apply their new knowledge and skills.

Detailed instructions for this project will be provided in Course Den D2L.

(Course objectives 1, 2, 4, 8)

Course Schedule & Evaluation Procedures
Grading

A = 90% - 100% (1170 – 1300 points)
B = 80% - 89% (1040 – 1169 points)
C = 70% - 79% (910 – 1039 points)
F = Below 70% (below 910 points)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Class Participation

Students must check CourseDen at least 3 times per week is recommended. Students are expected to participate in all class activities and to submit assignments on time. Students can expect responses from the instructor within 48 hours – however during holidays and weekends the response may be a little later. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately (see contact info on page 1). Do not wait to ask for help with CourseDen. Seek assistance immediately. Remember, there are computer labs on campus for student use.

Late Assignment Policy

Students are expected to submit assignments on time. All components must be completed to receive a grade. It is the student’s responsibility to contact the professor when extenuating circumstances take place. Late assignments will not receive full credit. Ten percent (10 %) of the grade will be deducted for each day the assignment is late. Assignments received more than three days after the due date will not be accepted. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. If you have a valid reason for missing assignment deadlines, please contact the instructor in advance.

- 1 day late: 10% deduction
- 2 days late: 20% deduction
- 3 days late: 30% deduction
- More than 3 days late: No work will be accepted and a grade of zero will be given.

Professionalism

Students are expected to conduct themselves professionally. Professionalism includes, but is not limited to, the following:

- Participating in class activities in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Treating class members and colleagues with respect
Academic Honesty

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disability

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy

University of West Georgia students are provided a MyUWG email account and a D2L email account – the latter of which is the official means of communication between the University and student regarding course-related matters. Students are directed to use the D2L email account as the primary means of communication with the instructor. It is the student’s responsibility to check these email accounts for important University related information.