The University of Akron

College of Education
Educational Foundations and Leadership
5100:632-301 Web-based Learning System 3 Credits

Instructor:	**I-Chun Tsai, Ph.D.**	**Section:**	**301**
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I. COURSE DESCRIPTION

The purpose of this project-based course is to assist the learner in becoming proficient in the analysis, design, development, and facilitation of web-based learning systems for education and training. Emphasis will be placed on creating a highly interactive, portfolio-quality site that can be used to enhance or supplement traditional methods of instructional delivery. Students will explore the conceptual frameworks and rationale for Web-based Learning systems (WBLS), gain knowledge about the technologies, approaches and community of WBLS, and build competency for the procedures and processes of designing and evaluating WBLS.

This is a blended course with regular classroom meetings and Springboard supported. Thus, you will need to be familiar with the features of Springboard system. You should be able to find Springboard after logging to your Zipline account. Or you can login with your ID and password directly to the Springboard system via this link: https://springboard.uakron.edu/index.asp. **Many relevant course documents and resources will be uploaded to the CONTENT space of Springboard. Also, extended course discussion and some discussion activities will take place in Springboard as well.** Students will require the use of a computer with Internet access to utilize the online resources.

II. RATIONALE

This course provides an opportunity to understand the key constructs, rationale, approaches and practices of WBLS and to develop, practice and apply key competencies and processes of designing usability and interactivity into WBLS. Students will design a WBLS by going through the WBID process of conducting analysis, creating design specifications, scenarios and visual prototypes, implementing usability test and summative evaluation of the.

Through the use of readings, examples, activities, and discussions students will develop an understanding of WBLS and design competencies. Through a class project each class member will test and improve their knowledge about WBLS and their design competencies for usability and interactivity.
The key objectives of the course are that students will learn and demonstrate:

- Understanding of the key constructs of WBLS & WBID
- Knowledge about the technologies, approaches and community of WBLS
- Knowledge about design processes, techniques and objectives.

- Strategies and techniques for design of usability and interactivity in WBLS.
- Criteria for evaluating design and design work in WBLS.

III. COURSE GOALS/OBJECTIVES

The goal is for students to develop a broad understanding of origins, current trends and future possibilities for instructional technologies. Participants that complete all assignments and actively engage in the instructional activities will be able to:

- Classify emerging technologies into global categories.
- Identify the theories of learning and/or instruction that support the instructional technology.
- Identify the strengths and weaknesses of a specific instructional technology.
- Develop evaluation/assessment instruments for instructional technologies.
- Specify characteristics of the intended learning environment that are critical factors for successful integration of a new technology.
- Design an instructional strategy to match a target audience and a specific technology.
- Evaluate each component of the instructional technology with respect to the instructional design process.
- Evaluate each component of the instructional technology with respect to concerns and issues related to accessibility and diversity.
- Develop an information collection system to stay current on trends and issues related to technology in education.

IV. COURSE OUTLINE

Your main projects or tasks in this class including 3 primary elements:

- Participate in Online Class Discussion in Discussion Board
- Complete Module Projects

***** For more detail information about learning tasks and due dates, please refer to Course Calendar upload under CONTENT space Course Info folder.**

Summer 2009	Dates	Topic/Assignments
Module 1	5/17 - 5/23 **F2F** 5/24 - 5/30 **F2F**	I. Orientation II. Intro to Web-based Learning
Module 2	5/31 - 6/06 6/7 - 6/13 **F2F**	I. Intro to WBID Model II. Analysis of Outcomes, Context, and Learners III. Planning the Evaluation of WBL System
Module 3	6/14 - 6/20 6/21 - 6/27 **F2F**	I. Preplanning and Design Tasks of WBL System II. Interface Design of WBL System
Module 4	6/28 – 7/4 7/5 – 7/11	I. Formative Evaluation II. Implementation III. Summative Evaluation

- **Class and Discussion Board Participation:**
  In-Class discussion/attendance and DB Participation is worthy for **20 points of your final grade**. You will be expected to participate in not only in-class discussion but also online discussion forums. **To receive full credit for in-class**

discussion, you will need to participate in class discussion actively. Below are DB activities and points for participation:

A. Module 1- Orientation: In the first module, you will first introduce yourself in the Get to Know You discussion forum and provide at least a reply message to others. [2 posts x0.5 points =1 points]

B. Weekly Topic Discussion: In each module, you will be assigned several readings regarding to the module topics. After reading these required readings, you will participate in Weekly Topic Discussion by providing at least **1 initial** and **2 reply posts** to share your thoughts. [8 topics x3 posts x0.5 points =12 points]

C. Module Project Submission Discussion: In each module, each group will submit their group project by Friday (**NOT** count as part of discussion point). After reviewing other groups' submissions, you will provide your feedback to their work by posting at least 2 individual feedback. [4 modules x2 posts x0.5 pints =4 points]

To receive full credit for DB discussions, the postings must be substantive responses such as "good idea," or "interesting point," while appreciated as general feedback to your classmates, **will not be considered substantive responses**. Substantive responses are those that extend the discussion, elaborate on points others have made, etc. In addition to participating in DB discussion, you will also attend face-to-face class meetings. **1-3 points of participation will be given based on the class attendance.**

- **Module Projects**
  You will need to complete five module projects throughout the semester. Each project is worthy for **different points:** M1-10 points; M2-20 points; M3- 25 points; M4- 25 points. The instruction for the module projects will be delivered before the project starts. Basically, each module will be due on **Friday** in the last week of the Module weeks and the feedback for others' projects will be due on each **Saturday**.

No late submission for DB discussion and project work will be accepted.

V. REQUIRED TEXT

- Davidson-Shivers, G. V. & Rasmussen, K. L. (2006). Web-based Learning: design, implementation, and evaluation. Pearson Education, Inc., NJ. (ISBN 0-13-081425-3)
- In addition to the text book, course instructions and materials will be provided in CONTENT space in Springboard.
- Recommended book (not required): Isaacs, E. & Walendowski, A., Designing from both sides of the screen. New Riders. Indianapolis, IN. 2002. http://www.uidesigns.com/

VI. INSTRUCTOR CONTACT INFORMATION

I can meet in-person if you visit UA campus. (Of course, you will need to make an appointment with me in advance.) You can also reach me virtually via my office telephone and e-mail address listed above. Or leave me a message in the Springboard course discussion board. If you are asking questions regarding to course content, I prefer you use the course discussion board.

VII. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Students will participate in not only in-class meetings but also Springboard. Students will experience aspects of diverse hypermedia and multimedia tools. In the end, students will need to reflect what they have learned by completing the learning tasks in each module project.

VIII. EVALUATION/STUDENT ASSESSMENT

Assessment for learning will be done formatively through class discussions and DB discussions and summatively using module projects. Mastery of course objectives is the ultimate goal and you are advised to ensure that you understand the objectives and how they are being measured in the course. Master's level students should be self-directed in terms of their learning and their own self-evaluation of their progress.

The following assignments/discussion must be completed and submitted for a grade. It is your responsibility to complete these assignments/discussions by the due dates. **Because summer semester is very intensive, no late submission or resubmission will be accepted.** Also, you are required to submit the assignments via Springboard by following the regulations addressed in the assignment instructions.

What will be assessed?	How will this be assessed?	Weight	Due Date
I. Class & DB discussion	Reflective engagement in all aspects of the course discussion and DB discussion. Both quantity and quality are used as indicators.	**20** pts	Throughout course.
II. Module Projects	Requirements and criteria are varied across projects. Rubrics will be provided within Module Project Instructions.	M1-**10** pts M2-**20** pts M3-**25** pts M4-**25** pts	**Refer to course calendar**
	Total:	100 pts	

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: http://www.uakron.edu/libraries/depts/tt/plagiarism/, then select "Plagiarism & Academic Integrity" (academic honesty); or http://www.uakron.edu/studentlife/sja/codecon.php (Student Code of Conduct). Any

student who feels she/he may need an accommodation based on the impact of a disability please consult http://www.uakron.edu/access/ and the Office of Accessibility at (330) 972-7928.

In addition to the information above, here are some additional policies for learning in this class:

- Reviewing Student Work. In this course, it sometimes requires you to present your work electronically so other students can see it; and you will also be asked to review the work of other students, as part of the instructional process of the class. Your work may be used as an example of how to accomplish a discussion or for ideas by other students. In many cases having other students peer review your work helps support your own learning and leads to better outcomes for everyone in the course. If at any time you feel uncomfortable sharing your work, or with the feedback or comments on your work by other students, contact the instructor as soon as possible.
- Feedback. You may receive feedback on all of your work. You may ask for my or other students' feedback before the assignment is due. If you want feedback before an assignment is due, you MUST request the feedback at least three days prior to the due date to allow enough time for us to give you feedback and for you to implement our suggestions. If you submit a request for feedback at a later time, we will do our best to give you feedback but do not rely on our comments - we may be too busy to help you by the due date. No matter what, you should always utilize the knowledge base of your fellow classmates when you have a question or need help. Post to the discussion boards, ask for feedback from your classmates.

X. BIBLIOGRAPHY

Dourish, P. 2001. Where the Action Is: The Foundations of Embodied Interaction. Cambridge, MA: MIT Press.

Strauss, A. 1993. Continual Permutations of Action. Hawthorne, N.Y.: Aldine de Gruyter.

Wenger, E. (1998). Communities of practice: learning, meaning, and identity. Cambridge University Press.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated Cognition and the Culture of Learning. Educational Researcher, 18(1), p. 32-42.

Duffy, T. M., Lowyck, J., & Jonassen, D. (Eds.), (1993). Designing environments for constructivist learning. Heidelberg: Springer-Verlag.

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