

Azusa Pacific University
School of Education
Department of Innovative Education Technology (IET)
and Physical Education
Masters of Arts in Educational Technology and Learning
Masters of Arts in Education: Digital Teaching and Learning



EDUC 525

Web Design for the Classroom

Summer II 2009, 3 units

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Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

About EDUC 525

Students learn and apply the educational uses of Web design. Emphasis is placed on making website design a teaching and learning tool. Effective design is accentuated in the course and is assessed by usability tests.

Students learn basic web authoring to enhance the traditional learning environment and improve home-to-school communication.

Student Outcomes and Expected Competencies

The student will have the opportunity to:

- First. Analyze and evaluate effective web design.
- Second. Create and publish a multi-page educational web site.
- Third. Prioritize user needs and design appropriate solutions.
- Fourth. Incorporate media files to enhance web sites.
- Fifth. Use web tools to collaborate with other students.
- Sixth. State the implications of copyright law and fair use policies in education.

Required Textbooks and Resources

Build Your Own Website The Right Way Using HTML & CSS

by Ian Lloyd, SitePoint 2006.

ISBN-10: 0975240293

Available on Amazon.com at <http://snipurl.com/wdbook1>

Don't Make Me Think: A Common Sense Approach to Web Usability (2nd Edition)

by Steve Krug, New Riders Press 2005.

ISBN-10: 0321344758

Available on Amazon.com at <http://snipurl.com/wdbook2>

Web hosting service for final web site project

Firefox 3.0.10 web browser: <http://www.getfirefox.com>

Safari 4 web browser: <http://www.apple.com/safari/download>

Multi-colored index cards (50)

Recommended Course Resources

Bluehost.com web hosting service: <http://www.bluehost.com>

Macromedia Dreamweaver CS3

Adobe Photoshop CS3

California State Standards: <http://www.cde.ca.gov/standards>

ISTE Technology Standards: <http://www.iste.org/nets>

Designing Web Usability

by Jakob Nielsen, Peachpit Press 1999.

ISBN-10: 156205810X

Available on Amazon.com at <http://snipurl.com/wdbook4>

Homepage Usability: 50 Websites Deconstructed

by Jakob Nielsen, Marie Tahir, New Riders Press 2001.

ISBN-10: 073571102X

Available on Amazon.com at <http://snipurl.com/wdbook5>

Teach Yourself CSS in 24 Hours (2nd Edition)

by Kynn Bartlett, Sams 2006.

ISBN-10: 0672329069

Available on Amazon.com at <http://snipurl.com/wdbook6>

Course Calendar:

Week	Topics	Reading	Assignments
1 Tuesday June 23	Web design tools & concepts, design process for web design, Basic HTML markup, TextExpander	Lloyd Ch. 2 Krug Ch. 1 & 2	Sign up & join our forum and wiki at billselak.com/forum & billselak.com/wiki. Subscribe to class RSS feeds.
2 Tuesday June 30	Hyperlinks, Linking images, Creative Commons, Embedding flash media (games, videos, and presentations), Wiki markup, WordPress CMS, Permalinks	Lloyd Ch. 3 Krug Ch. 3-5	Terrific/Terrible web site due
3 Thursday July 2	Cascading Style Sheets, <div> element, Content vs. Layout, WordPress themes and widgets	Lloyd Ch. 4, 8	Autobiography web page due
4 Tuesday July 7	Communicating with Color, Creating an online brand, Web hosting solutions, Content Management, FTP clients, cPanel, Link style sheets	Lloyd Ch. 9 Krug Ch. 9	Web Wiki due Terrific/Terrible web site due
5 Tuesday July 14	Product Planning Process, Design: define the user, user interface needs; Form & function, Create tree of pages	Lloyd Ch. 5 Krug Ch. 11	Web Wiki due Terrific/Terrible web site due Customized start page due Bring blank colored index cards
6 Thursday July 16	Web graphics: optimize images for web, png files, indexed color mode, blending modes, <alt> element	Krug Ch. 7 Krug Ch. 10	
7 Tuesday July 21	Web resources, Slideshare, Social media, Blogging in the classroom, Create RSS feeds, Forms, Screen capture and create online tutorials		Web Wiki due Terrific/Terrible web site due Storyboard and mockup for final multi-page site due
8 Thursday July 23	Document links, Intro to php (download documents), Intro to javascript (shadowbox), Hosting a podcast, Configure domain	Lloyd Ch. 11 Krug Ch. 12	Draft of multi-page educational web site due
9 Tuesday July 28	Present final web site, Online web design communities, mySQL databases, Maintaining web sites (CMS), phpMyAdmin		Multi-page educational web site presented and published online

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion. Check <http://www.billselak.com/educ525> regularly for current schedule.

Assignments

Web Wiki

30 pts. (10 pts. each) Due Thurs, 5 p.m.

Visit <http://www.billselak.com/wiki>. Read classmates' wiki contributions, and add a wiki page or an element to an existing page. Justify the importance of your wiki contribution.

Posts are due by 5 p.m. on selected Thursdays.

Terrific/Terrible web sites

20 pts (5 pts. each) Due Thurs, 5 p.m.

Visit <http://www.billselak.com/forum>. Read classmates' forum contributions, and add a hyperlink for a web page that is either terrific or terrible. Appraise or criticize the site, and defend your assessment.

Initial posts are due by 5 p.m. on selected Thursdays. Two comments on classmates' posts are due by 8 p.m. on the following Sunday.

Autobiography web site

20 pts.

Due July 2 (week 3)

Create a brief autobiographical web page using TextEdit, Notepad, Dreamweaver, or TextWrangler. Please include the following markup:

- <html>, <head>, <title>, and <body> elements
- Background and font colors (using the element <color>)
- 1 picture (using the element)
- 2 headings (using the elements <h1> through <h6>)
- 2 paragraphs of text (using the paragraph element <p>)
- 1 "mailto" link (using the element)
- 5 hyperlinks (using the element <a href>)

Customized Start page

40 pts.

Due July 14 (week 5)

Create a single web page (for you or your classroom), and set it up as your web browser's default start page. Please include at least:

- 3 links to regularly used sites
- 1 embedded video (from slideshare.net, teachertube.com, or youtube.com)
- Appropriate color combinations to create a brand/style for your page (background color, font color, font style, graphics, etc.)
- Cascading Style Sheet (CSS) attached
- 2 <div> elements
- 1 local image and 1 licensed image from an external web site
- 1 "mailto" link

Storyboard/Site mockup 70 pts. Due July 21 (week 7)

Using pencil and paper, design a content-driven, multi-page site. Use index cards to plan and create a hierarchical structure (tree of pages) for your site. Sketch a site template on paper. Do not write any HTML or CSS code! Please include a 2-page document that explains your plans for:

- Intended users
- User needs for the site
- Content on the home page
- Content that is *not* on the site
- Intended style (e.g. traditional, minimal, grunge, magazine, etc.)
- Web site logo
- Navigation scheme (e.g. vertical, horizontal, traditional, creative)
- Needed assets (e.g. graphics, links, videos, podcasts, slideshows, photos, etc.)

Multi-Page Educational Web Site 120 pts. Due July 28 (week 9)

Using HTML, design a content-driven, multi-page site. Project must be published to the internet to be complete. An effective web site has a(n):

- Consistent, professional appearance
- Site Brand and identification
- Intuitive navigation scheme
- Clear purpose and goal

Required assets for the final site include:

- Graphics
- Logo
- Text
- Hyperlinks
- Contact information
- Multimedia documents (video, audio, or PDF)

Evaluation/Assessment Rationale for Grade Determination

Course grades will be compiled by the completion of the following assignments:

Web Wiki posts	30
Terrific/Terrible web posts	20
Autobiography web site	20
Customized start page	40
Storyboard/Site mockup.....	70
Multi-page educational web site	120
Total: 300 points	

Grading Scale:

285-300 pts.	A
276-284 pts.	A-
267-275 pts.	B+
252-266 pts.	B
243-251 pts.	B-
219-242 pts.	C

A

Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique and relationship to other information.

B

More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.

C

Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further information.

D

Graduate credit not given for the grade of D.

F

Graduate credit not given for the grade of F.

ISTE Standards

1. Facilitate and Inspire Student Learning and Creativity

- a. Promote, support, and model creative and innovative thinking and inventiveness.

3. Model Digital-Age Work and Learning

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

4. Promote and Model Digital Citizenship and Responsibility

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the

appropriate documentation of sources.

b. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

5. Engage in Professional Growth and Leadership

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

Course Policies

Regular attendance and participation is expected of all students. Please contact me as soon as possible if there is an emergency situation that keeps you from attending. Students missing more than two class meetings will not receive credit for the class.

All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% of the total points available per assignment for each week late, or portion thereof. Permission for late work is granted only by special request. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence.

Students interested in proposing other means of demonstrating their comprehension, inquiry, and skill relative to the purposes of this course may do so upon the instructor’s discretionary consent. Proposals for projects that support APU’s Four Cornerstones (Christ, Scholarship, Community, Service) are encouraged.

Make up work and extra credit work is not accepted.

Plagiarism/copying violate APU’s Standards of Student Conduct. Students are expected to produce work that reflects graduate-level standards. An automatic failure of the course will result if a student violates this code of conduct.