

Renew & Recharge Your Web Design Course

Pearson Education Webinar
March 2010
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<http://webdevfoundations.net>
<http://terrymorris.net/pearson2010>



My Background

- Professional Experience
 - Since 1998 – full-time Harper College faculty
 - Eight years adjunct faculty
 - Ten years information technology industry experience
- Education
 - MS Information Systems
 - Master Online Teacher Certificate
 - Doctoral Candidate
- Awards
 - • 2008 ITC Outstanding e-Learning Faculty Award for Excellence
 - • 2008 MERLOT Business Classics 2008 Award
 - • 2006 Blackboard Greenhouse Exemplary Online Course Award

Agenda

- Standards-Based Self-Assessment
 - Free Online Tools
 - Web Design Concepts Self-Assessment
- Facilitating Collaborative Activities
- Managing Student Web Projects
- Have some fun: Wordles, You Tube, Texting
- Your questions / ideas / tips / sharing

Self-Assessment

Self-Assessment Activities

- **Learner Benefits**
 - Early feedback
 - Early reinforcement / success
 - Improved success on graded assignments
- **Instructor Benefits**
 - Improved learner performance
 - Less time grading!



Online Self-Assessment XHTML & CSS Validators

- XHTML Validation

- <http://validator.w3.org/>



- CSS Validation

- <http://jigsaw.w3.org/css-validator>

Free Browser Tools for XHTML & CSS Self-Assessment

- Firefox Browser

- <http://www.mozilla.org/products/firefox>
- Multi-platform



- Web Developer Extension

- <https://addons.mozilla.org/en-US/firefox/addon/60>
- Created by Chris Pederick
- Validate XHTML (Tools)
- Validate CSS (Tools)
- View image information – and more

Free Text Editor: Notepad++

- **Text Editor**
- **Windows Only**



<http://sourceforge.net/projects/notepad-plus/files/>

More on the Web Developer Extension



A few minutes to install ... a lifetime to explore ...

- Tools > Validate Local HTML
- Tools > Validate Local CSS
- CSS > View CSS
- CSS > Edit CSS
- Information > View Color Information
- Images > Display Alt Attributes
- Images > Hide Background Images
- View Source
- Miscellaneous > Display ruler
- Miscellaneous > Edit HTML
- Outline > Outline Headings
- Outline > Outline Block Level Elements
- Miscellaneous > Small Screen Rendering
- Resize

More Free Online Tools

- Google's Browser Size
<http://browsersize.googlelabs.com>
- Adobe Browser Lab
<https://browserlab.adobe.com>
- IE NetRenderer
<http://ipinfo.info/netrenderer>
- Web Page Analyzer
<http://www.websiteoptimization.com/services/analyze/>



Web Design Concepts & Coding

Self- Assessment



- Review Games

- Sometimes provided by textbook publisher / author

- Example:

- <http://webdevfoundations.net/5e/chapter4.html>

- Create them yourself!

- StudyMate by Respondus

- <http://www.respondus.com/products/studymate.shtml>

Facilitating Collaborative Activities

Collaborative Activities

- **Need:**
 - Industry wants students to have experience working in groups
- **Benefit:**
 - Collaborative activities can enhance student learning
Liu et al. (2007), Palloff & Pratt (2001, 2007), Rovai (2007)
- **Issue:**
 - Collaborative activities can be time-consuming to plan, manage, and evaluate.



Keys to Successful Group Activities

- Start small
- Ramp up
- Clear expectations
- Well-defined tasks
- Accountability
- Rubrics



Ideas for Group Activities :

Start Small

- **Small Groups**

- **Informal / Casual:**

- Share likes/dislikes about web design
- Make a list
- Class discussion

- **Progressing:**

- Analyze a web page for:
contrast, repetition, alignment, proximity
- Post a group message / class discussion



Ideas for Group Activities: Web Design Evaluation

- Well Defined Task:
 Evaluate a web site for use of
 web design best practices
<http://terrymorris.net/bestpractices>

- Clear Expectations:
 - Assignment Description

- Accountability:
 - Rubrics



Web Design Evaluation: Assignment Description

<http://terrymorris.net/bestpractices>

1. Indicate the target audience
2. Indicate whether the site appeals to that target audience and why
3. Comment on the following components
 - a. Page Layout
 - b. Browser Compatibility
 - c. Navigation
 - d. Color and Graphics
 - e. Multimedia (if applicable)
 - f. Content Presentation
 - g. Functionality
4. Comment on accessibility as appropriate within each of the above components
5. Suggest two ideas about how to improve the website

Group Evaluation Rubric (10 points)

A total of 10 points is available for a Group Design Evaluation.

Rubric

Points	Exceptional 3 points	Average 2 points	Needs Improvement .5 point	Unacceptable 0 points
Content	<p>Content is complete, accurate and offers new ideas.</p> <p>The discussion is well supported by documented best practices of web design.</p> <p>Content encourages further discussion on topic.</p>	<p>Content is complete and accurate, but lacking in new ideas, or there may be one areas an opinion is presented without supporting facts or references.</p> <p>Content generally doesn't invite further discussion or investigation.</p>	<p>Ideas were incomplete or had inaccuracies, or there are two or more opinions are presented without supporting facts.</p>	<p>Response was not applicable to the discussion or did not follow Netiquette.</p>
Critical Thinking	<p>Clear evidence of critical thinking (application, analysis, synthesis, and evaluation). Postings are characterized by originality and relevance to the topic.</p>	<p>Some critical thinking evident, but posting may not directly address the issue.</p>	<p>Lacking critical thinking. Postings tend to address peripheral issues. Generally accurate, but with omissions or clear recitation.</p>	<p>Lacking critical thinking. Postings tend to be inaccurate or unclear.</p>
Timeliness	---	<p>Answer is on or before the due date.</p>	<p>Participant's answer is late but before the end of the week.</p>	<p>Participant did not participate in the discussion.</p>
Involvement and Responsiveness	---	<p>Enters discussion at least 3 days per week and responds to other students.</p> <p>Communication encourages further responses, raises questions or politely offers alternative perspectives.</p>	---	<p>Enters discussion 2 days per week and/or fails to responds to others.</p> <p>Interaction is best described as "good idea ..." and of little substance to continue discussion.</p>

Peer Review Example

Mod 9 Group Rating Assignment

Evaluate each group member in each criteria based on the following scale:

Above Average = 2

Average = 1

Below average or did not participate = 0

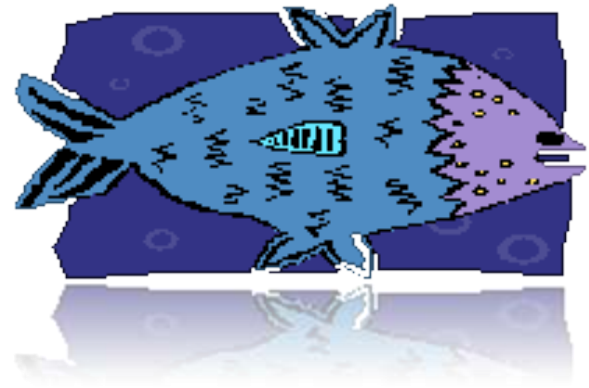
Criteria	Value
Cooperation	
Effectiveness	
Participation	
Total Points	
AVERAGE Points (Total/3)	

Submit your group rating with the name of each group member and the total points you assigned to each member in your group. If you do not submit a group rating by the due date, 3 points will be deducted from YOUR group score.

>> [View/Complete Assignment: Mod 9 Group Rating Assignment](#)

More Complex Group Activity: WebQuest

- **BlueFish Media Design WebQuest**
 - <http://webdevfoundations.net/4e/webquest.html>
 - Students role-play
 - Instructor acts as “client”
 - Multiple Milestones:
 - Analysis Report
 - Sample Page Layout
 - Presentation
 - Share Your Design



Facilitating Groups

- Introducing a Large-Scale Group Project
 - <http://terrymorris.net/teamwork>
 - Brief module about teamwork
 - Reflection Activities
 - Conflict Resolution
 - Peer Review



Working in Teams
the whole is greater than the sum of its parts

Intro

- Teams
 - Virtual Teams
 - Team Roles
 - Reflection 1
- Productive Teams
 - Resolving Conflicts
 - Reflection 2
- First Meeting
 - Success Stories
 - Reflection 3
- Wrap-up

The Importance of Teamwork

- **Develop Useful Workplace Skills**
When managers working in industry are asked about skills that they look for in prospective employees, one of their top answers is:
"The ability to work in a team and experience working in a team."
- **Be More Engaged as a Learner**
Teamwork provides an opportunity for you to connect with your fellow students and learn from them. While working on a project or case study, you will hear new ideas and even get a chance to share some of your own.

Select the links at the left or click the arrow below to explore this learning object and discover more about working successfully in a team.

Peer Review Example

<http://terrymorris.net/nccia/groupprojectratingsheet.pdf>

Name _____

Group Project Rating Sheet

Rate each of your fellow group members on the following criteria: project contributions, idea generation, follow through on tasks, effectiveness, and cooperation.

In the table below write the name of each group member on a separate line. Then, rate each member on a scale from **0 to 4** in each criteria. Note that 0 indicates a lack of the criteria, 2 indicates average, and 4 indicates superior. Calculate the total of the scores for each person and place in the rightmost column. An example has been done for you. BE HONEST!

Name	Contribution to Project	Generated Ideas	Completed Tasks	Effectiveness	Cooperation	Total Score
John Doe	2	0	4	2	2	10

In the space below, write one to two sentences about each person that justifies your rating.

Example: John Doe worked well on tasks that he was specifically assigned to do by our group but he was unable to come up with any contributions while our group wrote the Project Brief. John's only contribution was publishing the web page for the project brief.

Write a similar paragraph about each member of your group.

Managing Student Web Projects

Student Web Projects

- Multiple Milestones
 - Project Topic Approval
 - Planning Analysis Sheet
 - Site Map
 - Wireframe
 - Project Update 1
 - Project Update 2
 - Publish & Present Project
- Rubric for each Milestone
- Web Project Description and Rubrics Available from Instructor Resources for [Web Development and Design Foundations with XHTML](#)



**Have some fun: Wordles,
You Tube, Texting, And More**

Wordle - A Word Cloud

- Engage visual learners with a wordle
- <http://wordle.net>
- <http://terrymorris.net/wordle>



You Tube, Animoto, and More....

- YouTube: <http://www.youtube.com>

Valid code example:

<http://terrymorris.net/nccia/youtube.html>



- Almost Instant Multimedia:

<http://animoto.com/education>

Unlimited videos for you and your students

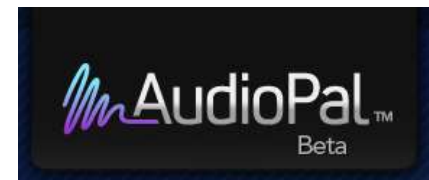
Upload to YouTube:

<http://www.youtube.com/watch?v=rtCZloFmHBo>



- Audio message and Flash player:

<http://www.audiopal.com>



Text Messages

- Our students are texting all the time
- Offer the option to receive course announcements and reminders via text
- <http://broadtexter.com>
- Privacy of cell phone numbers is protected!



Get Text Message Alerts!

That's right... FREE updates via Text Messaging. Sign up here.

First Name:

Last Name:

Mobile Phone Number: - -

WHY JOIN?

PROMOTE/EMBED

MESSAGE BOARD

NO SPAM

PRIVACY POLICY

Please select your mobile carrier:

Please select your area:

Submit

Member? Send a message

UNSUBSCRIBE

STD MSG RATES APPLY

Powered by

Your Questions / Ideas / Tips / Sharing

Resources (1)

- Felder, R. & Brent R. (2001). Effective strategies for cooperative learning. *Journal of Cooperation & Collaboration in College Teaching*, 10(2), 69-75. Retrieved from [http://www.ncsu.edu/felder-public/Papers/CLStrategies\(JCCCT\).pdf](http://www.ncsu.edu/felder-public/Papers/CLStrategies(JCCCT).pdf).
- Garrison, D.R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: interaction is not enough. *The American Journal of Distance Education*, 19(3), 133-148.
- Liu, S., Gomez, J., Khan, B., & Yen, C. (2007). Toward a learner-oriented community college online course dropout framework. *International Journal on ELearning*, 6(4), 519-543.
- Morris, T. (2005). Working in Teams, Retrieved from <http://terrymorris.net/teamwork>.

Resources (2)

- Oakley, B., Felder, R., Brent R., Elhajj, I. (2004). Turning student groups into effective teams. *Journal of Student Centered Learning*, 2(1), 69-75. Retrieved from [http://www.ncsu.edu/felder-public/Papers/Oakley-paper\(JSCL\).pdf](http://www.ncsu.edu/felder-public/Papers/Oakley-paper(JSCL).pdf).
- Palloff, R., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. Jossey-Bass.
- Palloff, R.M., & Pratt, K. (2007). *Building online learning communities*. San Francisco: Jossey-Bass.
- Rovai, A.P. (2007). Facilitating online discussions effectively. *The Internet and Higher Education*, 10(1), 77-88.
- Swan, K., Shen, J., & Hiltz, S. R. (2006). Assessment and collaboration in online learning. *Journal of Asynchronous Learning Networks*, 10(3), 45-62.

Thank You!

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A blurred image of a URL, likely "http://www...", overlaid on a light blue background with a subtle grid pattern.