

University of North Florida



*Active leaders and responsive partners
within diverse learning communities*

EME 6405: Educational Web Design

Candidate dispositions for the development and demonstration of ethical and professional attitudes and beliefs.

On-going, active reflection on professional practice.

Multiculturalism through educators who value diversity and advocate for the success of all students within diverse learning communities.

Professional growth of pre-service and experienced educators and other helping professionals.

Academic programs that are rigorous, standards-based, and model and apply innovative and enduring ideas about teaching and learning.

Scholarship for advancement of the professional knowledge base.

Service to the University, P-12 schools, the profession, and the community.

Master Syllabus

Course Number: EME 6405
Course Title: Educational Web Design
Number of Credit Hours: 3
Required or Elective: Required in Instructional Technology MEd

Term:
Day and Time:
Location:
Course web site: <http://blackboard.unf.edu>

Professor/Instructor: Dr. C. Cavanaugh
Office: 9/2249
Office Hours:
Telephone: 904-620-1751
Email Address: ccavanau@unf.edu
Instructor web site: <http://www.unf.edu/~ccavanau>

Required text:
Cunningham & Billingsley. 2003. Curriculum Webs: A Practical Guide to Weaving the Web into Teaching and Learning. Allyn & Bacon. ISBN 0-205-33659-0.

Aho, K., ed. Macromedia Studio MX Step-by-Step. 2003. Macromedia, Inc. Course Technology. ISBN: 0-619-05507-3.

Course Description

This course develops competencies in evaluating web pages for educational use, and in designing and producing web pages for school and classroom. The course prepares educators to create online content and tools for learning. Students develop their understanding of web design principles, multimedia, HTML, needs assessment, instructional design, web publishing and usability testing.

The following concepts are a framework for the course.

- Educators know the subjects they teach and how develop experiences for learning those subjects.
- There are many ways present information well, but learning is mainly an active process.
- There are principles based on theory, research and experience to guide educational web design.
- Educators and students are members of learning communities that can be connected through the web.

In consonance with the conceptual framework, this course will be focused on the acquisition of knowledge and skills for designing and teaching effective web-based lessons for PreK-12 grade levels.

Course Goals

In this course, teachers will develop and demonstrate dispositions of ethical and professional technology using educators as they learn skills and methods for integrating web-based teaching and learning materials and methods into standards-based instruction of all students. Teachers will use technology to reflect on their learning with technology.

Diversity Considerations

The course includes the topic of accessibility of web pages for all students.

Technology Considerations

Instruction is enhanced using online resources and electronically delivered reading, presentations, and assignments. Teachers create assignments using a wide range of technology, including word processor, concept mapping software, presentation software, web page editors, scanners, digital cameras, and other means, and to submit assignments electronically. Teachers also participate in reflective discussion via online synchronous and asynchronous communication tools.

Assignments will be completed using software versions located on the computers in 15/1105, including but not limited to: Windows XP, Microsoft Office 2002/XP, Internet Explorer, Netscape Composer or FrontPage Express, Dreamweaver and Fireworks MX, and Inspiration.

Course Objectives

Objective Matrix

Course Objective	Knowledge	Skill	Disposition	Impact
Demonstrate knowledge, comprehension, application, and evaluation of appropriate strategies and models for design of educational web pages.	☐	☐		
Demonstrate understanding of the needs analysis process as it pertains to design of web-based material.	☐	☐		
Demonstrate proficiency in performance of basic and intermediate web authoring processes.	☐	☐		
Demonstrate knowledge of various forms of online presentation, and an understanding of design strategies to use with students with special needs including language minority students.	☐	☐	☐	
Demonstrate knowledge and application of technology tools in the web design, development, testing, and publishing processes.	☐	☐		
Demonstrate an understanding of how students, including special needs students and language minority students perceive and respond to information.	☐	☐	☐	
Examine trends in approaches to web design and development.	☐	☐		
Explore and use resources that enable effective development of web materials.	☐	☐		

Please notify the instructor within the first week if a reasonable accommodation to a disability is needed for this course. A letter from the Student Disability Office must accompany this request.

This course meets the following ISTE standards:

Educational Computing and Technology Facilitation (TF)

TF-I. Technology Operations and Concepts. Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:

1. Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

TF-II. Planning and Designing Learning Environments and Experiences. Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology facilitators:

E. Plan strategies to manage student learning in a technology-enhanced environment.

1. Provide teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies.

TF-III. Teaching, Learning, and the Curriculum. Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. Educational technology facilitators:

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
 - 5. Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.
 - 6. Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.
 - 7. Use methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.
 - 1. Use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.
- E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.
 - 1. Describe and identify curricular methods and strategies that are aligned with district/region/state/national content and technology standards.

TF-V. Productivity and Professional Practice. Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology facilitators:

- B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
 - 1. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. Apply technology to increase productivity.
 - 1. Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.
 - 2. Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products.
 - 5. Use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.
 - 6. Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.
 - 7. Use examples of emerging programming, authoring, or problem solving environments that support personal and professional development.
 - 8. Set and manipulate preferences, defaults, and other selectable features of operating systems and productivity tool programs commonly found in P-12 schools.
- D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
 - 1. Model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning.
 - 4. Design and maintain Web pages and sites that support communication between the school and community.

TF-VI. Social, Ethical, Legal, and Human Issues. Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:

- A. Model and teach legal and ethical practice related to technology use.
 - 2. Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.

TF-VII. Procedures, Policies, Planning and Budgeting for Technology Environments. Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools. Educational technology facilitators:

- A. Use the school technology facilities and resources to implement classroom instruction.

2. Use local mass storage devices and media to store and retrieve information and resources.
 4. Model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.
 - B. Follow procedures and guidelines used in planning and purchasing technology resources.
 6. Use distance and online learning facilities.
- TF-VIII. Leadership and Vision. Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology facilitators:
- A. Utilize school technology facilities and resources to implement classroom instruction.
 1. Discuss and evaluate current research in educational technology.
 - D. Lead in the development and evaluation of district technology planning and implementation.
 1. Participate in cooperative group processes and identify the processes that were effective.
 3. Identify and discuss national, state, and local standards for integrating technology in the school environment.

Educational Computing and Technology Leadership (TL)

- TL-I. Technology Operations and Concepts. Educational technology leaders demonstrate an advanced understanding of technology operations and concepts. Educational technology leaders:
- A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Teachers).
 1. Identify and evaluate components needed for the continual growth of knowledge, skills, and understanding of concepts related to technology.
- TL-II. Planning and Designing Learning Environments and Experiences. Educational Technology Leaders assist by planning, designing, and modeling effective learning environments and experiences supported by technology at the district/ state/ regional level. Educational Technology Leaders:
- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
 1. Research and disseminate project-based instructional units modeling appropriate uses of technology to support learning.
 2. Identify and evaluate methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning and coordinate dissemination of best practices at the district/state/regional level.
 3. Stay abreast of current technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.
 - B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
 1. Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.
 - C. Identify and locate technology resources and evaluate them for accuracy and suitability.
 1. Identify technology resources and evaluate them for accuracy and suitability based on the content standards.
 - F. Identify and apply instructional design principles associated with the development of technology resources.
 1. Identify and evaluate instructional design principles associated with the development of technology resources.
- TL-III. Teaching, Learning, and the Curriculum. Educational technology leaders model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning. Educational technology leaders will:
- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
 2. Design methods for teaching concepts and skills that support integration of communication tools (refer to NETS for Students).
 5. Design methods and model strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.

6. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.
 7. Design methods and model strategies for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.
1. Design methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.
- C. Apply technology to develop students' higher order skills and creativity.
1. Design methods and model strategies for teaching hypermedia development, scripting, and/or computer programming, in a problem-solving context in the school environment.
- E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.
1. Disseminate curricular methods and strategies that are aligned with district/region/state/national content and technology standards.
- TL-IV. Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies. Educational technology leaders:
- C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
1. Design strategies and methods for evaluating the effectiveness of technology resources for learning, communication, and productivity.
- TL-V. Productivity and Professional Practice. Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice. Educational technology leaders:
- C. Apply technology to increase productivity.
1. Model the integration of data from multiple software applications using advanced features of applications such as word processing, database, spreadsheet, communication, and other tools into a product.
 2. Create multimedia presentations integrated with multiple types of data using advanced features of a presentation tool and model them to district staff using computer projection systems.
 5. Apply instructional design principles to develop and analyze substantive interactive multimedia computer-based instructional products.
 6. Design and practice strategies for testing functions and evaluating technology use effectiveness of instructional products that were developed using multiple technology tools.
- D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
1. Model and implement the use of telecommunications tools and resources to foster and support information sharing, remote information access, and communication between students, school staff, parents, and local community.
 4. Design, modify, maintain, and facilitate the development of Web pages and sites that support communication and information access between the entire school district and local/state/national/ international communities.
- TL-VIII. Leadership and Vision. Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology leaders:
- A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.
1. Communicate and apply principles and practices of educational research in educational technology.

Course Assignments, Expectations and Grading Procedures

GRADING PROCEDURES

Course grades are based on activities, projects, and assignments. Assignments may be turned in during class meetings in print or on disk, or they may be placed in Blackboard. Be sure to use the "Send" feature

EME 6405

when sending files to the instructor's dropbox, and use the "Add" feature to put a backup copy of the file in your dropbox.

1. Professional Conduct is necessary to earn an excellent or good grade.
2. Web Page Evaluation 8
3. Web Site Plan 15
4. Multimedia Web Page 15
5. Interactive Web Page 15
6. Issue Paper 20
7. Semester Web Site Project 20
8. Forum 7

All written work must be typed or word-processed, except for forms. All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date.

A	90-100	Excellent performance
B	80-89	Good performance
C	70-79	Fair performance
D	60-69	Poor performance

Assignment details and rubrics:

1. Professional conduct

Read assignments and engage in a positive way in all class discussions and activities. On-time attendance is required. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

2. Web Page Evaluation

Because web authoring is easy and inexpensive, a proliferation of web sites has appeared. Many web sites undergo no review or quality control process. When using or creating web pages for use with students, an essential step is evaluation of the pages for criteria including authority, appropriateness, accuracy, aesthetics, and access.

For this assignment you will use web site evaluation rubrics to rate two web pages for education purposes. One of the pages will be designated, and the other will be a page that you select and that is appropriate for an educational purpose. You will also develop an evaluation guide for students at the level you choose. You may use the evaluation rubrics found in Cunningham & Billingsley or on the course Blackboard area.

You will turn in complete web page evaluation forms for two websites. Table 10.1 on page 162 of Curriculum Webs or the Web Evaluation Checklist from the Blackboard course pages may be printed and completed. One form will evaluate a web page selected in class, and the other form will evaluate a web page that you select. Your selection should be related to the topic of your semester project site. In addition to the forms, write a paragraph summarizing your evaluation of each page. Turn in your completed forms in class or by email.

Web Page Evaluation Assignment Rubric: (8 points)

Value	2	4
Evaluation form	Both incomplete	Both complete
Written summary	Both less than a paragraph	Both complete paragraphs
On time: 10% per week deduction on points for late work		

3. Web Site Mapping

EME 6405

Before developing any web site, it is important to think about the scope of the content, ways to present the content in a logical and organized way, and multimedia and interactive elements that will add to the effectiveness of the site. Your semester web site project will be a set of web pages that you create for a specific educational purpose. The specifications can be found below. The first step is a site map, similar to a storyboard. The site map should be created as a digital diagram using software such as Inspiration, Visio, or Word Organization Chart. The map will be a plan that evolves through the semester, and its purpose is to be a visual reference and organizer for your site.

The map should show the purpose of the site, and display each page that you plan to include in your site, with the links between pages and to external pages, and notes listing topics and special elements of each page. The map may be incorporated into your site as a site map or illustration.

You will turn in a web site plan mapping the possible pages in your semester web site project with links among the pages and out to the web. The plan will indicate the topic of each page and your plan for media elements on the pages. The visual map may be completed using Word Organization Chart, Inspiration (provided in class), or Visio. Turn in either a print or electronic file.

The plan also includes a written summary of the goal and audience for the site. Include:

- Target audience description: age, skills, assumptions
- Nature of your site: reference, teaching, other
- Main messages your site will convey
- Need for the site
- Critical success factors and constraints
- Topics you will include in the site: sources, how it will be made appropriate for the audience, how it will be used by the audience
- Site structure: theme for design and navigation, interactive features
- Interface design: ideas about style, tone, look and feel
- Team and resources: site developers and the resources they will provide

Web Site Plan Assignment Rubric: (15 points)

Value	2	4
Site map file	Created electronically	
Site map	Includes site pages	Includes links among pages
Site plan summary	Addresses some points listed	Addresses all points listed (5)
Site plan details	Includes some detail	Includes detail on all points sufficient to guide action
On time: 10% per week deduction on points for late work		

4. Multimedia Web Page Assignment

Media elements add impact and power to a web page when they add to the message. In class we will work with a variety of media elements including graphics, sound, and animation. For this assignment, you will create a page or short series of pages that have an educational theme. The theme may relate to the topic of your semester project. The page must include at least one of each: photograph, clipart image, moving image and sound. A table should be used for media placement at some point in the page. Each media element must be carefully selected and placed to add to the message of the page, and each must incorporate principles of good design. See the assignment rubric for details.

Your multimedia web page will consist of at least one web page and at least one photograph, one clipart/line art image, one moving image, and one sound. All elements must add to the educational theme of the page and follow principles of good design. Turn in an electronic file and a printed copy.

Multimedia Web Page Assignment Rubric: (15 points)

Value	2	5
Web page	At least one web page is present	

Media elements	At least two required elements present	All four required elements present
Theme	Educational theme is clearly evident	All media add to the theme
Design	Principles of good design generally present (3)	
On time: 10% per week deduction on points for late work		

5. Interactive Web Page Assignment

Users tend to spend more time on a web page and feel the page is more valuable to them when they interact with the page. Interactions range from clickable image maps and rollover buttons to forms. We will work with the most common types of interactions currently used on the web, those involving text or graphics. For this assignment, you will create a page or short series of pages that have an educational theme. The theme may relate to the topic of your semester project. The page must include at least one image-based interaction such as a rollover or image map, and at least one form-based interaction, such as a text box, radio button, check box, drop-down box or pop-up menu. Each media element must be carefully selected and placed to add to the message of the page, and each must incorporate principles of good design. See the assignment rubric for details.

Your interactive web page will consist of at least one web page and at least one image-based interaction and one form-based interaction. All elements must add to the educational theme of the page and follow principles of good design. Turn in an electronic file and a printed copy.

Multimedia Web Page Assignment Rubric: (15 points)

Value	2	5
Web page	At least one web page is present	
Media elements	One required element present	Both required elements present
Theme	Educational theme is clearly evident	All elements add to the theme
Design	Principles of good design generally present (3)	
On time: 10% per week deduction on points for late work		

6. Educational Web Issue paper

Technology and education, as human endeavors, change constantly. In order to develop skills in applying current trends in web communication for education, you will choose an issue in educational web design to explore in depth. Use a range of current sources to research the issue, synthesize your findings into a paper, and include your response to the findings. See the paper guidelines for more details.

Choose an issue in educational web design and develop a paper that describes current viewpoints on the issue in 3-5 double-spaced pages, using 12-point font and standard margins. Use current online and paper sources, and cite the sources using APA style for citing references. Use the list here for guidance: <http://www.psychwww.com/resource/apacrib.htm>. Turn in the paper electronically or in print.

Possible topics:

- Review of Excellent Web Sites in ____ Content Area or Grade Level
- Web Accessibility for Educators
- Web Page Design for Students
- Annotated Webliography of Web Design Sites
- Making the Most of Multimedia/Interactive Web Sites in Education
- Trends in Use of the Web in Education
- The Future of the Web in Education: Wireless, etc.

Issue Paper Rubric: (20 points)

Value	2	4
Citations	Generally uses APA format	
Topic	Educational relevance or web design topic	Educational relevance and web design topic
Mechanics	Contains some errors in language, less than 3 pages	Largely free of errors in language, 3-5 pages
Sources	Current, online or print	Current, online and print
Coverage	Single or slanted viewpoint	Balanced viewpoint
Discussion	Flows smoothly and makes point backed by evidence	

7. Semester Web Site Project

The semester project is your opportunity to synthesize and apply your skills to develop a comprehensive web site that presents well-designed educational information. You may work individually or with a partner. You may develop a site for your own use or for a client. Your site will be shared in the final class meeting. The page may incorporate your map, multimedia page and/or interaction page. More detail is given in the project guidelines and rubric.

Your semester web site project is a connected group of web pages used for an educational goal displaying evidence of good design principles. You may work independently or in a partnership. Your site will be shared at the final class meeting.

Your site should include the following competencies:

- Appropriate META tags
- Appropriate graphics with ALT tags, and documentation that all graphics are public or used with permission.
- Good design practice
- Wise chunking, with few clicks to materials
- Credit sources of all non-original material
- Descriptive title tag
- Educational objective appropriate for the selected audience
- Contact information for page authors
- Consistent and easily-used navigation
- Accurate content
- Content that is largely free from language error

Semester Web Site Project Rubric: (20 points)

Value	2	4
Tags	META, ALT, logical	
Topic	Educational relevance	Educational relevance and appropriate to audience
Mechanics	Largely free of errors in language	
Sources	Uncredited	Credited with clear permission, authors indicated
Organization	Divisions unclear, too short or too long, inaccuracies	Divisions clear and length appropriate, accurate
Navigation	Consistent and easy to use	
Design	Good principles applied	

8. Forum Discussion and Online Participation

You are expected to stay current with the online portion of the class and take part regularly in the discussions and other online activities, at <http://blackboard.unf.edu>. New discussion topics will be added bi-weekly.

Course Policies and Guidelines

COLLEGE OF EDUCATION AND HUMAN SERVICES POLICIES

1. Americans with Disabilities Act (ADA) Policy. The College of Education and Human Services complies with ADA requirements in making reasonable accommodations for qualified students with disabilities. Students desiring reasonable accommodations should contact the UNF Office of Disabled Services (Founders Hall 2120; telephone: 904/620-2769) and are encouraged to inform the instructor as early in the semester as possible regarding desired accommodations.

2. College Undergraduate Admission Policy. In order to earn credit toward an undergraduate degree in the College of Education and Human Services, students must be admitted to a COEHS undergraduate program of study. Admission to the University does NOT in and of itself constitute admission to a given program of study. Transfer students cannot take more than 14 UNF hours toward any COEHS undergraduate degree without first having been fully admitted into a program of study.

Prior to being considered for full admission into an undergraduate program of study, students must (a) submit acceptable scores on all parts of the College-Level Academic Skills Test (CLAST) and (b) present official transcripts documenting a cumulative undergraduate GPA of 2.5 or better on a minimum of 60 semester hours from a regionally accredited college or university. Students are encouraged to consult the Undergraduate Catalog and/or contact the College's Office of Student Services (Schultz Hall 2305; telephone: 904/620-2530) for information regarding admission to a specific undergraduate program of study.

3. University Enrollment Policy. Only those students who are admitted to the University are entitled to enroll in classes, and only those students who are enrolled in a given course are permitted to attend class meetings for that course. Sitting through a class without registering does not constitute enrollment. Instructors are authorized to bar students who are not enrolled in a course from attending class sessions until evidence of enrollment is presented to the instructor. Even if unenrolled students are allowed via the instructor's oversight to remain in a class, university policy prohibits students from being added to a class roster after the reinstatement deadline. The primary responsibility for assuring that a student is enrolled in a course belongs to the student. Students are therefore encouraged to check their enrollment status several times during each semester with an advisor or via the UNF website.

4. Policies Governing Student Conduct. The University of North Florida has adopted a Student Conduct Code in order to promote responsible behavior for all students and to assure a physically, emotionally, and intellectually safe university community. This code addresses issues that may threaten the safety and order of the university environment and provides procedures and remedies for addressing these issues. Specific issues addressed include, but are not limited to, sexual misconduct; endangerment; harassment; hazing; possession/use of weapons, alcohol, and illegal drugs; damage or destruction of property; malicious mischief; computer misuse; and falsification/fraud. Students who are aware of and/or feel they are victims of any activity in violation of the Student Conduct Code should report the activity to the University Police or the appropriate campus administrator. The conduct code is available in its entirety on the University website at web address <http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf>

5. Academic Integrity Policy. The University of North Florida has adopted a strict policy on academic integrity. As noted in the UNF 2003-2004 Undergraduate Catalog (p. 35) and the UNF 2001-2002 Student Handbook (p. 23), violations to academic integrity include, but are not limited to cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this

person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The full policy on academic integrity is available on the University website at web address <http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf>

The Academic Integrity Policy affords University instructors authority to assign penalties for these offenses. For example, the instructor may assign a grade of "F" on the assignment in question or for the course. In the case of flagrant violations of the Academic Integrity Policy, the instructor may recommend additional specific penalties to the university administration, including referral for academic counseling, expulsion from a program of study, denying of degree, expulsion from the University, or revocation of a degree already granted.

6. E-mail Policy. The University of North Florida's policy on student e-mail allows academic and service units of the University to use e-mail as the primary means for communicating certain types of information to students. Although individual instructors may determine that "external" (i.e., non-University-provided) e-mail accounts are a suitable means for communicating with students, the University policy specifies that the University-provided e-mail address serve as the "official" e-mail address for purposes of formal electronic communication with students. All students should become knowledgeable of their University-provided e-mail address and either check their account regularly or arrange for all e-mail delivered to their account to be forwarded to an external e-mail account of their choice. Students can find out their e-mail account username, reset their password, and set forwarding options by visiting <http://www.unf.edu/compserv/guidelines/glemail.html>

INSTRUCTOR POLICIES

- Attendance: Attendance at each class meeting is required because of the practical, hands-on nature of instruction.
- Academic integrity: Follow the guidelines of the UNF Student Handbook located at <http://www.unf.edu/studentaffairs/mainpage.html>
- Assignment and quality of work: Completion of all assignments is expected during the week indicated. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each class day the assignment is late.

Schedule

Week	Topic	Reading Due	Assignment Due
1 Jan 8	Approaching Web Design: Course goals and resources, elements of effective web pages for education, purposes of educational web pages		
2 Jan 15	Design by Example: Criteria for evaluating web pages	CW 1, 4	Forum 1
3 Jan 22	Why Design Matters: Measuring usability and accessibility of pages through tests and tags, interface design	CW 2, 3	Web page evaluation
4 Jan 29	Web Site Planning: Decisions regarding chunking, flow, links, media, and interactions. Site mapping (<i>Inspiration</i>)	CW 5, App. A	Forum 2
5 Feb 5	HTML Basics: Greater control with code (<i>Notepad</i>)	CW 6, App. B	Site plan and map
6 Feb 12	HTML Beyond Basics: Greater control with code		Forum 3
7 Feb 19	Designing Pages with Text: Achieving clarity and conciseness, constraints and opportunities, comparison of HTML editors (<i>Composer, Dreamweaver</i>)	MX DW 1, 3	
8 Feb 26	Creating and Using Static Media 1: Working with color and images (<i>Fireworks, Lview</i>)	CW 7 MX DW 2 MX FW 1, 2	Forum 4
9 Mar 5	Creating and Using Static Media 2: Working with photos	MX FW 3, 4, 6	Issue paper
10 Mar 12	Creating and Using Dynamic Media: Working with motion and sound	MX DW 5 MX FW 5, 7	Forum 5
11 Mar 26	<i>No class: project work night</i>		
12 Apr 2	Page Layout: Elements of the page, integration of media and space, tables (<i>Dreamweaver</i>)	MX DW 4	Multimedia page
13 Apr 9	Interactive Page Elements 1: Engaging users with image maps	CW 8	Forum 6
14 Apr 16	Interactive Page Elements 2: Engaging users with forms	CW 8	Forum 7
15 Apr 23	Site Management, Publishing and Promotion: Practices for organizing files, options for uploading pages to servers, announcing your page to search engines, next steps in design	CW 10 MX DW 6	Interactive page
16 Apr 30	<i>Presentation of Semester Projects</i>	CW 11	Semester project

Key to Reading:

CW = Curriculum Webs (App.=Appendix)
 MX = Macromedia Studio MX Step-by-Step
 (DW=Dreamweaver lessons; FW=Fireworks lessons)

Bibliography

- Bransford, J. D., Brown, A. L. & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. National Academy Press. <http://www.nap.edu/books/0309070368/html/>
- Duffy, T. & Jonassen, D. (Eds.). (1992). Constructivism and the Technology of Instruction. Hillsdale, NJ: Erlbaum.
- Gardner, H. E. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.
- Gagne, R. (1997). The conditions of learning and theory of instruction. New York: Holt, Rinehart and Winston.
- Jonassen, D. (2000). Computers as mindtools for schools. Englewood Cliffs, NJ: Prentice Hall Publishers.
- Ohler, J. (2001). Future Courses: A Compendium of Thought About the Future of Technology and Learning. Technos Press of the Agency for Instructional Technology.
- Papert, S. 1996. The connected family. Atlanta, GA: Longstreet Press.
- Thornburg, D. D. (1998). Brainstorms and lightning bolts: Thinking skills for the 21st century. San Carlos, CA: David D. Thornburg and Starsong Publications.

Websites

- Educator Accomplished Practices (AP) <http://www.beaconlc.org/ctech/apwebsite/APpage.htm>
- FL DOE <http://www.fldoe.org/>
- US DOE <http://www.ed.gov/index.jsp>
- FL FCAT <http://www.firn.edu/doe/sas/fcathome.htm>
- Concept Mapping <http://www.mindtools.com/mindmaps.html>
- Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
<http://www.firn.edu/doe/bin00061/publications/ethics.pdf>
- Educator Accomplished Practices-Teachers of the 21st Century
<http://www.firn.edu/doe/bin00061/publications/12practices.pdf>
- Subject Matter Content Standards for Florida Teachers
<http://www.firn.edu/doe/bin00061/publications/smcstandards.pdf>
- Performance Standards for Teachers of English for Speakers of Other Languages
<http://www.firn.edu/doe/bin00011/perstand.htm>
- Sunshine State Standards <http://www.firn.edu/doe/cgi-bin/doehome/menu.pl>
- NCATE Unit Standards (National Council for Accreditation of Teacher Education)
http://www.ncate.org/2000/unit_stnds_2002.pdf

EME 6405

NCATE Program Standards: Elementary, Secondary <http://www.ncate.org/standard/programstds.htm>

NCATE Technology Standards

<http://www.ncate.org/standard/new%20program%20standards/iste%202001.pdf>

INTASC Standards (Interstate New Teacher Assessment and Support Consortium)

<http://www.ccsso.org/intascst.html>

Resources for Educational Web Design:

Code examples:

- Web Site Goodies <http://www.websitegoodies.com>
- Character Codes <http://www.unicode.com>

Universal design:

- Designing a Global and Localized Web Site
<http://www.microsoft.com/technet/Analpln/globloc2.asp>

Web accessibility and usability:

- Bobby Accessibility Test <http://www.cast.org/bobby/>
- IBM HomePage Reader <http://www-3.ibm.com/able/hpr.html>
- Microsoft Usability Research <http://www.microsoft.com/usability/>
- Usable Information Technology <http://www.useit.com/>
- Usable Web <http://usableweb.com/>
- W3C Web Content Accessibility Guidelines <http://www.w3.org/TR/WAI-WEBCONTENT/>
- Web Metrics Tools <http://zing.ncsl.nist.gov/webmet/>

Web design guidance:

- About.com Web Design <http://webdesign.about.com/compute/webdesign/>
- Bad Human Factors Designs <http://www.baddesigns.com/index.shtml>
- Building a School Web Site <http://www.wigglebits.com/>
- Building Web Sites for Kids <http://www.builder.com/Graphics/Kids/>
- Elements of Web Design <http://builder.cnet.com/Graphics/Design/>
- Navigation Design <http://www.builder.com/Graphics/NavSpotlight/>
- School Web Site Design <http://www.fno.org/webdesign.html>
- The Web: Design for Active Learning <http://www.atl.ualberta.ca/articles/idesign/activel.cfm>

Guides and tutorials:

- HTML Forms Tutorial <http://www.echoecho.com/htmlforms.htm>
- HTML Forms Tutorial
<http://html.about.com/compute/html/library/weekly/aa072699.htm>
- HTML Tutorial Coding Forms <http://www.2kweb.net/html-tutorial/forms/index.html>
- HTML Forms for Interaction <http://wdvl.com/Authoring/HTML/Forms/>