Educational Telecommunications Design and Production (ETAP626)
Summer 2006 - Section 1470 (July 10-14) & Section 1472 (July 17-21)
CETL Digital Workshop II, Monday-Friday, 8:30AM to 4:30PM
Class Website: http://www.Albany.edu/dj2930/etap626/index.html

Instructor:

Daphne Jorgensen
Education, 113
(O) 442-5020  (H) (private number - emailed to students and given out in class)
E-mail: daphne@nycap.rr.com  (Email and home phone are best method to reach me.)

Course Description: In this introductory course on design and production techniques for the Internet and the World-Wide Web, students will learn fundamental HTML skills as they develop an educational website. Knowing how to design web pages from an educational perspective provides teachers, and their students, with an inexhaustible resource for learning. Through readings, discussion, writings and plenty of lab activities, students will explore the impact of the Word Wide Web on learning and media theory while they engage in HTML authoring.

Objectives: By the end of this course, students will be able to

- Critically evaluate web page design, considering design issues from the perspective of the user as well as the creator
- Recognize the components of an HTML document
- Format text with a variety of HTML structural tags, including: creating remote and local hyperlinks; add graphics and sound to web pages; create lists, multi-column and multi-row tables; set body and background attributes; create a simple form; create a frame; use javascripts; create original banners and buttons, and manipulate images in Adobe Photoshop
- Create a simple HTML document
- Use a File Transfer Protocol (FTP) to upload their HTML documents onto the Internet

Class Attendance: Because this course is offered in an “intensive” format (over a shortened period of time), we have a special opportunity to build a community atmosphere in our class and to concentrate, in a relatively uninterrupted way, on our topics. However, this requires everyone’s commitment to attend and participate in all our class meetings. Missing a single day of class is the equivalent of missing a much larger block of class meetings in an academic year course and will be detrimental to your learning and to our class community. In order to get the full benefit from this intensive one-week format course, students are expected to attend every session and to arrive on time. In an extraordinary event, you should obtain my permission for a planned absence or provide an explanation for unplanned absence. Unexcused absence (10), lateness (2), or leaving early (3) will result in point deductions (in parenthesis) per occurrence.

Prerequisites: None, although experience navigating through Windows-based interface is helpful. In order to complete the assignments in this course, you will need access to a computer running a text editor (e.g. Notepad, Wordpad, or the Mac equivalent), with an Internet connection and a recent Web browser. (It is ideal to have both Internet Explorer and Netscape.)
Digital Backups: You will need to bring a MEMORY STICK (i.e., jump drive) with sufficient memory to store large files, REWRITABLE CD (CD-RW), or IBM-FORMATTED floppy disks to class in order to back up your work. Having worked in these labs for the last five years, I heartily recommend a memory stick (less problems writing to the disk!). If you choose the CD route, then make sure you purchase the CD-RW and not a CD-R.

Readings: You will need an HTML handbook to use as a reference guide as you construct your pages. I recommend Castro (see below) because her easy-to-read format makes it a good introductory text for web development. She also has a website with electronic resources that complement each chapter's themes. (I include the link to this website on the Online Resources page.) You can get the recommended textbook from Amazon.com, half.com, other Internet discount sites, or any bookstore. Additional readings and resources are found on our class web page: http://www.Albany.edu/dj2930/etap626. Please consult your introductory letter for the password to the readings.


- Additional readings linked from the class web page.

Student Performance Evaluation:

10 points - Website Evaluation
10 points - Envisioning Your Website (with map)
10 points - Annotated Bibliography or CSS and Validation/Accessibility
  5 points - Friday's presentation, with handout
40 points - Original website, plus map or outline of site
15 points - Reflective paper
10 points - Classroom participation*

*Please keep in mind that attendance is a factor in grading (see “Class Attendance” statement above). Also see “Food, Phones, and Distractions” below. A positive, helpful and respectful attitude for one another and a community spirit are desirable. We would like to foster an environment where everyone can feel comfortable asking questions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>
**Time Required:** This is a graduate level 3-credit class. The University at Albany uses the Carnegie units as the standard: for every credit hour, there should be 2-3 hours of homework. In a regular semester, this translates to about 9-12 hours of coursework per week, or 135-180 hours per semester. We will have about 40 contact hours, and so it is reasonable to expect 95 – 120 hours of outside coursework for a rigorous graduate level course.

**E-mail:** Each student is expected to have an e-mail account for this class.

**Incompletes:** No incompletes will be given in this class without the express permission of the instructor in advance of the assignment deadline. The first four assignments are due during the week of the course. The take home paper and completed website (with self-evaluation rubric) are due by **Tuesday, August 1**. (If you have a personal conflict due to vacation plans, please see me privately so that I can try to accommodate your schedule.)

**Food, Phones, and Distractions:** Please feel free to bring a snack to eat outside of class during breaks, however, **no food or drinks are permitted inside the Lab.** (CETL is strictly enforcing this.) **Please turn off your cell phone.** This is a course in which we will have access to a computer and the Internet all day. There is a temptation to engage in off-task behavior by clicking away at projects and personal searches or answering email while the class is going on or while the instructor or classmates are speaking. This is frowned upon and generally considered rude and unacceptable classroom behavior. Please feel free to use the computer and Internet for personal tasks during breaks.

**Academic Integrity:** Whatever you produce for this course should be your own work and unique to this course. You cannot present the work of others as your own. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. You should not submit any work for this course that you've also presented or will present to another course. Failure to follow these guidelines is a serious infraction of University regulations, and you will receive zero points for the work in question. Other penalties are possible including a failing grade in the course, referral to the University Judicial System, or dismissal from the University. You lose valuable opportunities for practice and deny faculty and peers opportunities to guide you to new insights and creativity. If you have ANY questions about whether your work duplicates something you or someone else has done elsewhere, please talk to me about it. For detailed information about the University’s policy regarding academic integrity, see the Graduate Bulletin ([http://www.albany.edu/grad/requirements_general_admissions.shtml#standards_integrity](http://www.albany.edu/grad/requirements_general_admissions.shtml#standards_integrity)). I, of course, only expect the best from everyone.

**Learning Accomodations:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of
Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the UAlbany Office for Disabled Student Services (http://www.albany.edu/studentlife/DSS/guidelines/accomodation.html).

Assignments: The course assignments are devised to assist students with the development of the course major project: an educational web page. You will find yourself going through the same steps in subsequent website development projects.

### Assignment One: Website Evaluation
**Due Tuesday**
The purpose of this assignment is to familiarize students with the issues and standards in designing and evaluating web pages. Please read the material and links listed under this assignment heading in our Course Readings page. Then prepare a brief report (1-2 pages) of some of the design issues and selection criteria you deem important. Please be prepared to discuss these in class Tuesday morning.

### Assignment Two: Envisioning Your Website (with map)**
**Due Wednesday** *(PLEASE GIVE ME TWO COPIES (ONE TO KEEP AND ONE TO HAND BACK TO YOU WITH COMMENTS)*
How do you envision your web site? What is its purpose? Who is the intended audience? How can your website be used with teachers or others to support instruction? Drawing from your knowledge of website evaluation and desirable elements, your own experience with web sites, your knowledge of teaching and learning, and YOUR IMAGINATION, create the website of your dreams. Create a 2-3 page paper that expresses where you think you might go with the web site you ultimately design. Then make a simple map or outline of the organizational structure of the site. (If you want, you can include a printed example of a website you may want to emulate. At this point, don’t worry about whether or not your envisioned website is too complicated.)

### Assignment Three: Annotated Bibliography *(or see below)*
**Due Thursday**
This assignment is aimed to (1) help you gather some resources you can eventually link to from your web page, and (2) give you practice critically evaluating whether a site is worthy of inclusion. Prepare an annotated bibliography of 5 web sites that will support or augment your website. Briefly, but critically, annotate with (1) the website theme or purpose and (2) why it meets (or does not meet) your selection criteria (using standards discussed in Evaluation your readings and assignment). You can link to the desirable ones from your website.

### Assignment Three: For IST & Other Students - a More Technical Assignment
**Due August 1st**
In lieu of the Annotated Bibliography, this assignment is for Information Studies (IST) students and others who would benefit from a more technical application. This assignment is in response
to the needs of students who take this class from diverse majors or programs that are outside of the School of Education. Here you will have practice creating a cascading style sheet (CSS), and either use the W3C Validation service or HTML tidy to clean up your code or run a page through Bobby for web accessibility.

**CSS:** Using Notepad (or Wordpad), please create an html document that is linked to either an embedded or external style sheet. Send me an email with your complete URL so that all I have to do is point and click. Please be sure to include the page name in your URL: http://www.albany.edu/~yournetid/pagename.html

In addition to the CSS handout linked off of the Course Readings page, two good CSS resources can be found at: http://www.htmlhelp.com/reference/css/ and http://hotwired.lycos.com/webmonkey/stylesheets/tutorials/tutorial1.html?tw=stylesheets

**HTML Tidy or Bobby:** Please see the “Accessibility, Usability & Validation” section of the Online Resources page. Either run one of your pages through the W3C Validation Service, HTML Tidy or through Bobby. Adjust your code until you are compliant with the standards (make sure you have the appropriate dtd on your page). Send me the printout of before and after results. The validator and tidy are to get your code up to W3C standards, whereas Bobby is to make sure your code is accessible to people with disabilities (or for text only readers).

---

**Assignment Four A: Website – Part I: Presentation and Handout for classmates**

**Due Friday**

A one-page handout for your classmates that includes your URL, briefly describes your site and intended audience, and includes several choice links to share (name the link and include the URL). These will be passed out during your end-of-week presentation. (Hint: You can easily cut and paste from the Envisioning and Bibliography assignments to create this simple handout.) You will have 5 minutes for the presentation on Friday afternoon. Just hit the highlights and tell us where you are going (and maybe show us something cool). We all realize these are works in progress, so don’t worry if things are not totally polished.

---

**Assignment Four B: Website – Part II: Completed Website and rubric**

**Due August 1, 2005 – send the URL and completed rubric to daphne@nycap.rr.com**

The purpose of this course is to teach you how to critically evaluate and prepare educational web pages. Educational website design is an ongoing process. I do not expect that everything you had hoped for is in the site but I do expect to be able to find the minimal competencies (please complete and send me your rubric downloaded from Course Readings page). The framework should be there, but I don’t expect that you will have every aspect totally fleshed out. However, please be sure that the site is up and running and mechanically in good shape (i.e. links work). If something is not working, then take it out. Bottom line: I am not looking for perfection, just excellence. I would like to compile our sites into a nice educational resource that will be linked off of the course page.
Assignment Five: Take home reflective paper

Due August 1st – send an RTF or DOC file as an email attachment to daphne@nycap.rr.com: 5-7 pages, double-spaced, 12 font

Drawing from the readings, class discussions, assignments, and your own experience, write a reflective paper about the process you underwent as you prepared your website. Use this paper as an opportunity to reflect on the design of your website and to modify problem areas, as well as to think about the emerging educational interactive environments. Please include the following elements in your paper:

1. **PROCESS:** What did you envision, and how did your vision evolve? What obstacles did you overcome to get there? What did you learn about yourself in the process? What did you find helpful in the process? Do you have suggestions for novice web designers or pitfalls web designers should avoid?

2. **EVALUATION:** Drawing from your knowledge of website evaluation, evaluate your site using evaluation criteria from our course readings and class discussions. Please reflect on the theories of learning, education and human factors that influenced their design and activities. What did you assume about human information processing, motivation, and behavior in constructing your website. Some questions to consider: What are your site strengths and weaknesses? How do you plan to build upon and improve the site? Does your site fulfill its intended purpose? How will your users navigate through and work with your pages? Please include a brief rationale for the navigation method you chose. How will your site support teaching and learning? If it is a content area site, how do you plan to use it in a lesson plan?

3. **VISION & EMERGING INTERACTIVE ENVIRONMENTS:** Given your experience in creating your own website, what do you think will be the role of the web in classrooms of the future? Are schools' well advised to enhance their teachers' technology competence, particularly in the use of the web, or are schools wasting valuable time and funds on web investments? (*Please see Windschitl, Brooks, and the WinSchool and EdWeb links on the Course Readings page.*)