

# RENEW & RECHARGE YOUR WEB DESIGN COURSE

2010 NCCIA Conference  
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<http://webdevfoundations.net>

<http://terrymorris.net>

# 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!



# Free Online 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

# XHTML & CSS Self-Assessment Demo

- Example: XHTML Validation

- <http://validator.w3.org/>
  - index1error.html

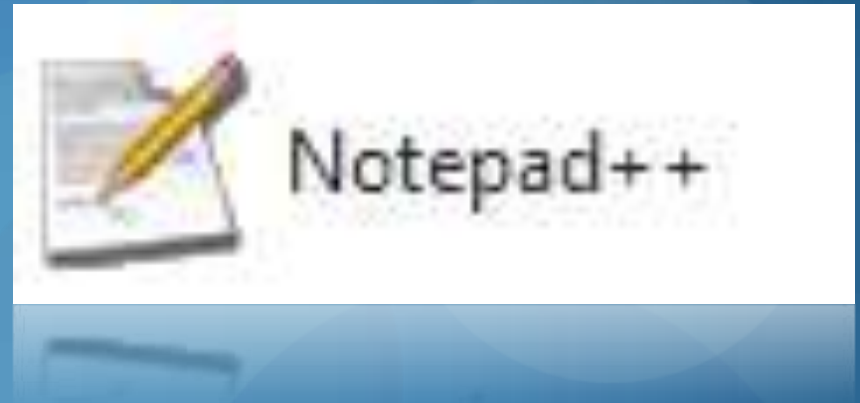


- Example: CSS Validation

- <http://jigsaw.w3.org/css-validator>
  - index2error.html
  - trillium.jpg

# 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
- Miscellaneous > Display ruler
- Miscellaneous > Edit HTML
- Outline > Outline Headings
- Outline > Outline Block Level Elements
- View Source
- Miscellaneous > Small Screen Rendering
- Resize

# Web Developer Extension Features

- Any other favorite features?

# 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/>

# Free Accessibility Testing Tools



"The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect."

*Sir Tim Berners-Lee, Inventor of the World Wide Web*

- ATRC Accessibility Checker

<http://achecker.ca/checker/index.php>

- Web Aim WAVE

<http://wave.webaim.org>

# Web Design Concepts & Coding

## Self- Assessment

- Review Games

- Sometimes provided by textbook publisher / author

- Example:

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

- Create them yourself!

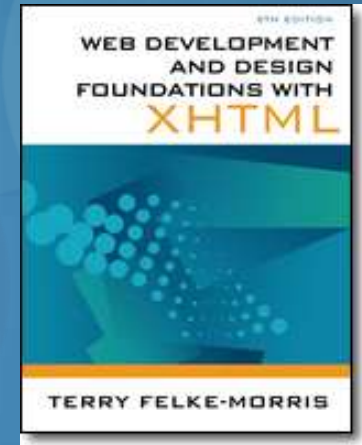
StudyMate by Respondus

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



# Meeting the Varied Needs of Students

- Teaching for learners with diverse backgrounds
  - Graphic designers
  - Traditional college students
  - Career changers
  - Software developers
- Guided Practice: Hands-On Practice Exercises
- Case Studies: Apply New Skills
- Web Research Questions:  
Provide opportunities for exploration of topics
- Companion Web Site: <http://webdevfoundations.net>



# 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

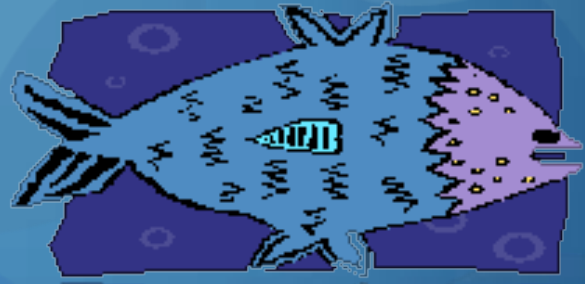
Criteria	Value
Cooperation	
Effectiveness	
Participation	
Total Points	
AVERAGE Points (Total/3)	

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://terrismorris.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>

- Photo Slide Show: <http://www.slideflickr.com>

- 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:  -  -

Please select your mobile carrier:

Please select your area:

**Submit** **Member? Send a message**

UNSUBSCRIBE  
STD MSG RATES APPLY

Powered by **Broadtexter**  
Mobile Clubs

WHY JOIN?  
PROMOTE/EMBED  
MESSAGE BOARD  
NO SPAM  
PRIVACY POLICY  
DON'T SEE YOUR CARRIER?

YOUR QUESTIONS / IDEAS /  
TIPS / SHARING

# Your Ideas / Tips Sharing

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# 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.
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# Resources (2)

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- Palloff, R., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. Jossey-Bass.
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