ESLTECH 5281 – Introduction to Developing Educational Websites
Summer, 2023
(5/9/22 - 6/16/22)

Instructor: Rick Voithofer, PhD

Email: Voithofer.2@osu.edu
Course Format: Online
http://carmen.osu.edu

Phone: Cell (614) 325-2239
Office Hours: By appointment
https://osu.zoom.us/j/92523440579?pwd=QnRrbyt
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Course Description

Well-designed web sites can enhance the pedagogical choices that educators can offer their students. Developing web design and development skills requires competency in applying sound pedagogical, visual, and technical principles. Applying these principles, educational web designers must possess an understanding of the learning possibilities and pitfalls of web sites, the visual and information design capacity to develop usable, accessible, and aesthetically pleasing web pages, and the technical know-how to apply the previous two.

In this introductory course students will develop the skills to create a variety of educational web content. Students will gradually develop their web design expertise through a series of hands-on activities and projects with support from the instructor and appropriate technologies. While we will be learning some HyperText Markup Language (HTML) programming, most of the work in the course will be completed in WordPress (u.osu.edu). Approximately 40% of the content on the WWW is created using WordPress.

The course assumes no previous experience developing web pages, although students are expected to have basic computer literacy and be proficient with word processing, web searching and surfing, basic image manipulation, and the use of email. The entire course will be taught in Carmen, OSU's LMS.

Course Goals

At the completion of this course, students should be able to:

- Create and manipulate web media objects using editing software.
- Ability to implement an appropriate planning strategy for developing websites.
- Incorporate aesthetics and formal concepts of layout and organization to design websites that effectively communicate using visual elements.
- Incorporate best practices in navigation and written content to design websites that

give users easy access to the information they seek.
- Create responsive websites and employ strategies with user-centered design methodologies, usability principles, accessibility, and web-based information architecture and design

Text and Materials

All of the materials for the course will be provided in Carmen. You will not be required to purchase a book for the course.

1. **Image Editing -** For image editing we will be using a free online editor called Pixlr (https://pixlr.com/e/). You are welcome to use other advanced graphics software like Photoshop with which you are familiar. All instruction, however, will be provided in PIXLR since it is web-based and can be used on either a pc or mac.

2. **Personal Computer with High-Speed Internet** - A reasonably recent personal computer (Mac or PC) and high-speed Internet access is required for this class. Please be aware that you will have technical difficulties if you do not meet this requirement. If you have any questions about the suitability of your computer please check with me and provide as much information as you can including the year the computer was purchased, model, operating system and version, processor, RAM, storage, and free space on your hard drive.

3. **Cloud Storage -** In order to back up your work, you will need to have cloud storage. One Drive is an OSU-supported cloud storage solution that you can use while you are an OSU student. Instruction for how to access One Drive will be provided in Carmen.

4. In order to test your website, you should have multiple browsers installed on your computer including Safari on the Mac, Edge on PC, in addition to Chrome and Firefox. If you have a tablet, there are iOS and Android versions of Chrome and Firefox. Each web browser can display a website differently so it's important to test your site on multiple browser.

5. If you have a smart phone you'll be using it to test your website as well. If you don't have smartphone, no problem – I'll show you a way to test your site for smartphones without a smartphone.

Course Assignments

Week 1 Activities (10 %) – Complete the follow activities during the first week of the course:

- Watch course intro video
- Read Syllabus
- Complete course questionnaire
- Introduce yourself to the class
- Complete html and CSS activities
- Upload activity files to Microsoft OneDrive
- View/Read WordPress introductory material

Web Graphics Project (10%) For this project you will select 5 images, edit them, adjust them, and add them to a page on your u.osu site. During the first week of the course, look through your personal digital photo collections and choose 5 pictures for some of the photo projects. Below are some ideas to get you started:

- Nice subject, poor background
- Nice subject, less than ideal lighting
- Nice "people" shot
- Photo of yourself
- Interesting inanimate object
- Great background shot

NOTE: Don't look for perfect pictures. They won't give you enough room to improve. In addition to the photos you already have, you should take new original photos.

The specifics of this project will be provided in Carmen.

Website Persona Project (10%) – During the second part of Week 2 you will start to develop the goals for your final project. As part of this initial work, you will develop a description of the typical user of your website. This description, or persona, will include things like the age, motivation, reading level, and visual literacies of the typical user. You will be provided with a template in Carmen to complete the persona project.

Website Wireframe Project (10%) – Before you start creating and linking webpages you must have an idea of the structure of your website. Wireframing will help you to visualize your site and start to think about the experience of the people who will navigate it. You will receive specific instructions in Carmen for how to create your wireframe and what to include.

Website Content Project (10%) – Developing visual and text content for the web requires unique criteria compared to print media. For this project, you will develop the imagery and write the content for your site. You will be required to apply guidelines for accessibility and usability to your content. In addition**,** you will be provided with a template in Carmen to complete the content project. **All content in the course must be original.**

Final Project (25%) - The final project involves designing and developing an educational website that utilizes the skills that you learn in this class. You will create your website progressively throughout the course by completing the persona, wireframe, and content projects. Ideas for sites include portfolio sites, class sites, unit sites, and informational sites. Because web pages vary in the amount of content present, it is difficult to state the size of the site, however, I would expect an average of about 10 pages. You will get feedback on the scope of your site from me where I will take into consideration the audience and goals of the site.

Your website will be evaluated based on the following criteria.

Topic	Criteria
Audience	Strong understanding of who the site was created for (persona). All elements of the site are engaging and appropriate for the target audience.
Home Page	Home page draws user into the site in a compelling way Home page readily orients users to the site
Layout	The Web site has an attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go.
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site. In-depth research calls on a wide variety of resources Content is fresh, original, insightful
Sources	Sources of information are credited in standard formats. All permissions are secured and organized for future reference
Functionality	All functionality works properly Creative use of interactivity enhances purpose of the site
Language	Site has been fully edited to be free of errors in grammar, usage and mechanics Writing style is engaging
Graphic Elements	Graphic elements are used in imaginative and effective ways

	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.
	Images have proper size, resolution, colors, and cropping.
Accessibility	ALT tags present and sufficiently equivalent to the graphic content
	Form elements explicitly associated with labels
	Information in PDF available in other more accessible formats?
	All links and navigational elements present and contextually appropriate via the keyboard
	The site avoids conveying meaning with color alone
	Data tables marked up as required
	Multimedia content captioned (or if audio only, transcribed)?
	Skip navigation link present if needed
	Pages functional when scripts are disabled
	Page functional when style sheets are disabled
	Link text provide a reasonable description of the link target

Learning Journal (15%) - By midnight on Tuesday each week (weeks 2-5) add a 150-250 word (no longer) entry into your learning journal. A learning journal is a collection of notes, observations, thoughts and other relevant materials built-up over a period of time. It will enhance your learning through the process of writing and thinking about your learning experiences. The purpose of learning journal is:

- To provide a "live" picture of your growing understanding of educational web development
- To demonstrate how your learning is developing
- To keep a record of your thoughts and ideas throughout your course experiences
- To help you identify your strengths, areas for improvement and preferences in learning
- To identify areas of confusion

A learning journal helps you to be reflective about your learning, this means that your journal should not be a purely descriptive account of what you did but an opportunity to communicate your thinking process, how and why you did what

you did, and what you think about what you did.

You should have 5 entries in your journal by the end of the course. The first entry is due on Tuesday by midnight on 5/18.

You can access your learning journal in the discussion section of Carmen.

Class and online participation (10%) - Participation is essential to your success in this class. In an online course, you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and projects on a timely basis. Through raising questions and sharing design experiences, students may not only further develop their own design and development skills, but also deepen understandings of other class members. In addition to participating in class discussions, posting resources on the Carmen course site, it is important that you demonstrate respect and sensitivity towards the contributions of others.

Students are strongly encouraged to post their questions regarding the assignments and projects in the discussion board on Carmen and students also are strongly encouraged to help each other and answer those questions.

Grades

The ESETEC 5281 course uses the OSU standard grading scale.

	A 93-100	A- 90-92.99
B+ 87-89.99	B 83-86.99	B- 80-82.99
C+ 77-79.99	C 73-76.99	C- 70-72.99
D+ 67-69.99	D 60-66.99	E less than 60

Course Policies

Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **36 hours on week days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus

may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Preliminary Weekly Schedule:

Week (Weeks will go Wednesday to Wednesday)	Topics:	Due (Assignments will be due midnight on Tuesdays)

One (5/9) Introduction to web terms, HTML, and WordPress	Web and Internet Terms Intro to HTML and CSS WordPress Intro Difference between u.osu and wordpress.com	Learning Journal Entry All activities by 5/16 at midnight
Two (5/16) Getting Started in u.osu Designing for the Web PT 1 Planning your website	Web Graphics Introduction to Pixlr Interactivity Intro to Design User Design Information Design Personas	Complete Web Graphics Activity Complete Persona Learning Journal Entry All assignments due by 5/23 at midnight
Three (5/23) Designing for the Web PT 2	Wireframe Navigation Intro to Accessibility	Revise persona if necessary Website wireframe Learning Journal Entry All assignments due by 5/30 at midnight
Four (5/30) Content and Page Design	- Page Design - Content - Adding Interactive elements	Design pages and add text and images to your website Learning Journal Entry All assignments due by 6/6 at midnight

Five (6/6) Work on Projects	- Present Works in Progress - Peer Review sites - Work on Websites / Troubleshooting	- Continue working on your website - Peer review - Learning Journal Entry - All assignments due by 6/13 at midnight
Six (6/13) Revising your website and course wrap-up	- Complete Websites - Peer Review sites	- Peer review (cont.) - Course evaluations - Completed website by 6/18

Note: Topics are subject to change