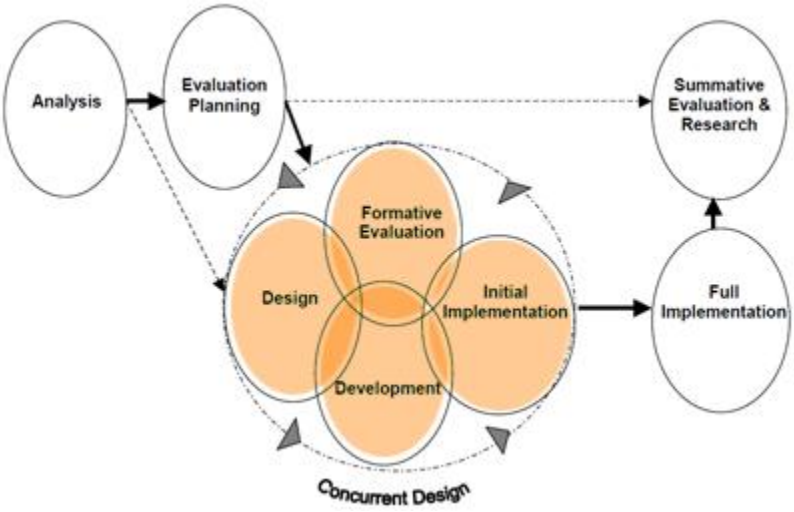
Concurrent Design



*Web Based Instructional Design Model**

Pre-Planning Activities

WBI Gantt Timeline

Tasks	Time	Who is responsible?	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Conduct Preplanning Activities	Est	D. Reilley										
	Act											
Write Objectives	Est	D. Reilley										
	Act											
Design Learning Task Map	Est	D. Reilley										
	Act											
Write Assessment Items and Tools	Est	D. Reilley										
	Act											
Evaluate Objectives and Assessment Items	Est	D. Reilley										
	Act											
Cluster and Sequence Objectives	Est	D. Reilley										
	Act											
Create WBI Strategy Worksheet	Est	D. Reilley										
	Act											
Identify Media	Est	D. Reilley										
	Act											
Evaluate Instructional Strategies and Media	Est	D. Reilley										
	Act											
Create Flowchart and Storyboard Lesson	Est	D. Reilley										
	Act											
Evaluate Flowcharts and Storyboards	Est	D. Reilley										
	Act											
Design Website	Est	D. Reilley										
	Act											
Convert Storyboards to Web Pages	Est	D. Reilley										
	Act											
Conduct Evaluation	Est	D. Reilley										
	Act											

Instructional Strategy Component

Orientation to Learning	**Instructional Strategies**
Provide course overview	• Welcome and video introduction • Course description • Brief overview of course requirements (software and books) related to version numbers • Getting started lecture (File management, installing software, and connecting to FTP)
State goal and main objectives	• Present syllabus and outline objectives • Link to required materials for course (including educational discount sites on software)
Explain relevance of instruction	• Introduction to creating and designing web pages from a graphic designer's perspective
Assist learner recall of prior knowledge, skills and experience	• Icebreaker activity (autobiography post) • Students share educational background and previous knowledge of design and software.
Provide directions on how to proceed with the instruction	• Links to LMS materials and modules provided
Orientation strategies repeated at the beginning of the module	• Tasks and module objectives are provided at the beginning of each module.
Instructional Strategies	**Instructional Strategies**
Present content information	• Task and objectives outlined for module. • Written lecture with graphic images • Content-specific videos
Provide learning cues	• Exploration questions in weekly discussion forum threads.
Present opportunities for practice	• Lesson assignments from book • Additional activities provided to support learned material from book
Provide feedback on the practice performance	• Instructor feedback • Peer critique • LMS assessment
Provide review of and close the unit of instruction	• Summarize learning through each module
Measurement of Learning	**Instructional Strategies**
Assess performance	• Weekly task checklist • Completion of assigned lessons and projects
Advise learner of performance scores	• Instructor feedback through LMS gradebook
Summary and Close	**Instructional Strategies**
Enhance and enrich learning	• Provide additional resources and links to supplement instruction • Suggest further reading and web

	exploration • Encourage students to practice on personal projects
Provide remediation for unmet objectives	• Instructor feedback
Provide opportunities for retention	• Review lesson content and provide additional examples

Technical Issues

Since this class is taught fully online, the main technical concerns are:

- Internet access to WBI instruction
- Login access and password security
- Email and WebAdvisor issues connecting to and synching to LMS
- Functionality of current LMS system with course applications (specifically, Adobe application files and submission problems)
- Viewing of course material and multimedia related to bandwidth connection

Task Objective-Assessment Item Blueprint (TOAB)

Learning Task Item and Number	Objective	Outcome Level	Assessment Item
Goal: Students will create web pages incorporating basic design principles from conception to publication.			
1.0 Identify the elements and principles of graphic design			
1.1 Define the elements of design	Given examples and non-examples of graphic design elements, students will accurately identify each of the five elements with no error in identification.	Comprehension	Quiz
1.1.1 Define lines	Given examples and non-examples of graphic design elements, students will accurately identify lines.	Comprehension	Quiz
1.1.2 Define shapes	Given examples and non-examples of graphic design elements, students will accurately identify shapes.	Comprehension	Quiz
1.1.3 Define size	Given examples and non-examples of graphic design elements, students will accurately identify shapes.	Comprehension	Quiz
1.1.4 Define texture	Given examples and non-examples of graphic design elements, students will accurately	Comprehension	Quiz

	identify texture.		
1.1.5 Define color	Given examples and non-examples of graphic design elements, students will accurately identify color.	Comprehension	Quiz
1.2 Define the principles of design	Given examples and non-examples of graphic design principles, students will accurately identify each of the six elements with no error in identification.	Comprehension	Quiz
1.2.1 Define contrast	Given examples and non-examples of graphic design principles, students will accurately identify contrast.	Comprehension	Quiz
1.2.2 Define alignment	Given examples and non-examples of graphic design principles, students will accurately identify alignment.	Comprehension	Quiz
1.2.3 Define repetition	Given examples and non-examples of graphic design principles, students will accurately identify repetition.	Comprehension	Quiz
1.2.4 Define proximity	Given examples and non-examples of graphic design principles, students will accurately identify proximity.	Comprehension	Quiz
1.2.5 Define balance	Given examples and non-examples of graphic design principles, students will accurately identify balance.	Comprehension	Quiz
1.2.6 Define white space	Given examples and non-examples of graphic design principles, students will accurately identify white space.	Comprehension	Quiz
1.3 Analyze effective web page design and layout	Given assignment parameters, students will research and explore existing websites and find examples of each of the design principle.	Knowledge, Application	Rubric
1.3.1 Understanding the effective use of typography	Given examples of typography, students will be able identify typographic elements and fonts.	Knowledge, Comprehension	Quiz
1.3.2 Understanding color theory in web design	Given examples of color, students will be able to correctly identify color, hue, and emotions associated to color.	Knowledge, Comprehension	Quiz
1.3.3 Identify effective	Given assignment parameters,	Analyzing	Rubric

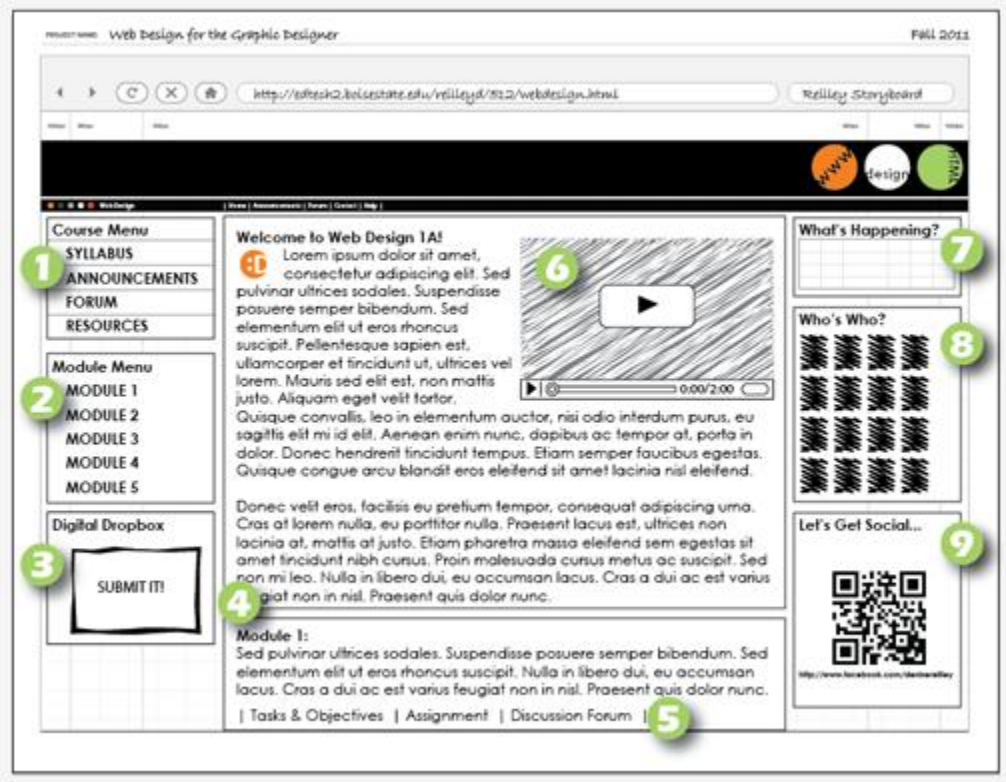
sites on the web	students will research and explore existing professional work.		
2.0 Create graphics for the web			
2.1 Introduction to web graphics and images	Given examples of vector and raster graphics, student will be to correctly identify usage for web design.	Knowledge, Comprehension	Quiz
2.1.1 Understand copyright law when creating graphics for the web	Given examples of different copyright laws, student will be able to correctly cite images from the web and also apply © to images that they create.	Knowledge, Comprehension, Application	Quiz
2.1.2 Optimizing graphics for the web	Students will create images in both Illustrator and Photoshop and optimize and save for the web	Application, Create	Rubric
2.2 Create navigation buttons	Students will create a navigation buttons for web pages	Application, Create	Rubric
2.3 Create a web page banner	Students will create a banner for their web page	Application, Create	Rubric
2.4 Select a color theme	Students will select a color scheme appropriate to content	Application, Create	Rubric
3.0 Create web pages			
3.1 Basic HTML markup	Given a set of guidelines, students will create a one page design using HTML only in a text editor	Knowledge, Application	Rubric
3.2 Using Dreamweaver to create a page	Given a set of guidelines, students will create a web page using Adobe Dreamweaver.	Knowledge, Application	Rubric
3.2 Creating links	Given a set of guidelines, students will create working links using HTML.	Knowledge, Application	Rubric
3.3 Create a navigational system	Given a set of guidelines, students will create a navigational for multiple web pages using Adobe Dreamweaver.	Knowledge, Application	Rubric
3.4 Understanding accessible design	Given a set of examples, student will correctly identify accessible design and validate pages.	Knowledge, Comprehension	Quiz Rubric
4.0 Format web pages			
4.1 Introduction to CSS	Students will learn the concept of style sheets (internal and external)	Knowledge, Comprehension	Quiz
4.2 Layout pages with CSS	Given a set of guidelines, students will create a style sheet using Adobe Dreamweaver.	Knowledge, Application	Rubric
4.3 Validate website	Student will validate web pages	Knowledge,	Rubric

	using a W3C CSS Validator.	Application	
5.0 Publish a web site			
5.1 Understand publishing to the web	Student will learn the guidelines to publishing a web site.	Knowledge, Comprehension	Quiz
5.2 Create a root folder	Given a set of guidelines, students will create a root folder.	Knowledge, Application	Rubric
5.3 Save and manage files	Given a set of guidelines, students will save and manage files for site publications.	Knowledge, Application	Rubric
5.4 Connect to server using FTP	Given a set of guidelines, students will successfully connect and upload their webpages to the designated server	Knowledge, Application	Rubric
Entry Skills			
Basic computing skills (mouse/keyboarding and saving/locating files)		Knowledge	
Ability to connect to and navigate the internet		Knowledge	
Ability to upload and download files		Knowledge	
Ability to use vector and raster software programs (Adobe Illustrator & Photoshop)		Knowledge, Application	

Objective Clustering

Objective Numbers	Clustering Description
1.1-1.3	Defining the characteristics of the principles of design in relation to web design
3.1-3.4	Designing and planning web pages
4.1-4.3	Creating pages with HTML and CSS
1.3.1,1.3.2, 2.1-2.4	Creating visual elements and text
5.1-5.4	Building a website

WBI Storyboard



	1	Main Course Menu
	2	Course-specific Module Menu
	3	Digital Dropbox (for submitting lessons and projects)
	4	Module Content
	5	Module-specific Links
	6	Content-specific Video
	7	Semester Calendar
	8	All Instructor & Student Participants (photos with links)
	9	Social Media Widget (extracurricular)

Image Reference (page 1):

Davidson-Shivers, G. V. & Rasmussen, K.L. (2006). *Web-Based Learning: Design, Implementation, and Evaluation.* New Jersey: Pearson.