

# Using the Web in Your Teaching

November 16, 2001

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# Workshop Outline

## ► What will we cover?

- Why use the Web for teaching and learning?
- Planning to use the Web for teaching.

## ► What will you take away?

- Some basic information about Web design.
- Some inspiration about how you can use the Web in your course.

# What is Web teaching all about?

## Making connections!

- students to one another
- to resources around the world
- combining different materials into one presentation
- collecting related information from multiple sources
- enable students to make their own *meaningful* connections

# What is Web teaching all about?

## “Shovelware”?

- “Much Web course development is simply making content available, it is neither ambitious nor innovative.”

Alistair Fraser, *Chronicle of Higher Education*

- However...
  - Still means students have access to materials.
  - A first step, then move to more innovation.

# Why use the Web for teaching?

## Some ideas

- Using it for administrative purposes
- Using it for supplementary purposes
- Using it for instructional purposes

# Developing a Web-based Course

## Step 1: Planning

As an emerging technology, the Web has many possibilities for teaching. Yet how you use that technology to address your teaching needs is necessarily shaped by your circumstances. Those who *have* and those who *have not*. For your purposes, what works, is good enough to get the job done.

# Planning

Conduct a thorough *means* assessment

An institutional inventory

A personal inventory

Define your objectives for the Web site

Purpose

Scope

# Assessing Your Means

## Institutional Means

### Tools

Courseware Systems

Web Authoring Tools

Conversion utilities

Templates

# Assessing Your Means

Institutional Means

Help

Courses

Development support (personnel)

Facilities

Funding

# Assessing Your Means

Personal Means

Workload

Time to develop

Time to use in your class

Time to update and maintain

# Assessing Your Means

Personal Means

Promotion

“An innovative curriculum with a strong technology component is seen as a selling point for many potential students.”

Rewards for innovation?

Check institutional policy!

# Assessing Your Means

## Personal Means

### Change

Using the Web may require a change in teaching methods (skills, knowledge, attitude).

Not a case of the old message, new medium.

Are **you** willing?

# Summary

Before you begin the planning process ask:

Are your goals realistic given your means?

Are you equipped to undertake the project? Do you have the necessary time, skills, and resources?

Do you feel well supported in your endeavour? Do you have adequate institutional backing?

# Define Your Objectives

Some reflection is necessary....

Take the time now to define your purpose for creating a course Web site—what challenges you are hoping to meet, what tasks you are hoping to simplify—and how you intend to combine the Web and the classroom.

# Define Your Objectives

Motivations

A colleague's success story

Institutional requirements

Web offers a solution to a teaching challenge

# Define Your Objectives

Getting Motivated

Look at online courses

Explore your discipline

Evaluate and consult

# Define Your Objectives

## Ask Questions

Audience profile?

What hardware/network connections?

What software?

What comfort level?

Do they expect Web access to course materials?

# Define Your Objectives

## Ask Questions

Usage profile?

How much time expected to spend using the site?

Will the Web site be an addition to regular course load?

Will Web materials replace some traditional curriculum?

Will the site be operative for the full term or only part?

Will you use the site during class sessions?

# Define Your Objectives

## Ask Questions

### Teaching Goals?

What do you hope to accomplish that cannot be addressed using other tools, methods, etc.?

What do you want the site to look like in a year? In four?

What have others done that might enhance yours?

How will you use the technology to best effect?

# Define Your Objectives

## Scope

A basic question:

Will the site be adjunct or integral to the course?

# Define Your Objectives

Scope

Adjunct

Course site serves an administrative/support function.

Access to the syllabus, scheduling information, etc.



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Course Menu  
Homepage  
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## Sociology 220: Sociology & Social Welfare Organization

Home



Soc220 -  
Sociology and Social Welfare Organization  
extension division



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# Define Your Objectives

Scope

Integral

Course site serves an integral purpose in the course and can range from supplying resources to fully online instruction.

How? Populate the site with materials students normally don't have access to; offer them something new that will help them learn.



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## Approaches to Language Teaching

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Approaches to  
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Support

This course is copyrighted by the Extension Division,  
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# Define Your Objectives

Scope in detail

Administrative

Students access site to get information about scheduling, office hours, submit assignments, check their grades, the syllabus, etc.

Instructors use the site to maintain class lists and grade books, post announcements, distribute handouts, etc.

# Introduction to Political Studies

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## November 2001

Date: Month  Year

To compile a list of entries, click [Compile](#).

[Previous Month](#)

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To view, add, or edit the daily schedule, click a hyperlinked date below.

*Note: All private entries are italicized.*

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<a href="#">View Week</a>					<a href="#">1</a> - Join Ninth Discussion Group <a href="#">more...</a>	<a href="#">2</a> - Do Self Quiz - Module Three Graded Quiz Closes	<a href="#">3</a>
<a href="#">View Week</a>	<a href="#">4</a>	<a href="#">5</a> - Read Canadian Constitution (Begins Module 5)	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a> - Join Tenth Discussion Group	<a href="#">9</a> - Do Self Quiz - Module Four Graded Quiz Closes	<a href="#">10</a>
<a href="#">View Week</a>	<a href="#">11</a>	<a href="#">12</a> - Read Canadian Executive	<a href="#">13</a> - Today	<a href="#">14</a>	<a href="#">15</a> - Join Eleventh Discussion Group	<a href="#">16</a> - Do Self Quiz	<a href="#">17</a>
<a href="#">View Week</a>	<a href="#">18</a>	<a href="#">19</a> - Read Canadian	<a href="#">20</a>	<a href="#">21</a>	<a href="#">22</a> - Join	<a href="#">23</a> - Do Self Quiz	<a href="#">24</a>



POLST 110.6. You will have written assignments, regular quizzes, and will be awarded grades for your online participation. In addition, you will have a final exam, likely a take-home. These are described in more detail elsewhere (just a click away), but here is a quick breakdown of the grading assigned each.

## Assignments & Grading

<b>Individual Assignment</b> at the end of Module 3	5%
<b>Collaborative Assignment</b> at the end of Module 5	10%
<b>Competitive Assignment</b> at the end of Module 7	10%
<b>CD/Web Quest, Research Assignment</b> due anytime before April 6, 2001	10%
<b>Online Participation</b>	15%
<b>Graded quizzes</b> at the end of modules 1-8	20%
<b>Self-test quizzes</b>	
<b>Final Exam</b> (take-home)	30%



## Introduction to Political Studies

### Assignments & Quizzes

Assignments

Graded  
Quizzes

Weekly Self  
Tests

Current Student Record for Guest User (guestuser01)

# Introduction to Political Studies

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## Introduction to Political Studies

### Syllabus

The syllabus is your guide to the materials you'll require to complete the course and the method by which all students will be evaluated. You'll also find a brief introduction and a link to the course calendar.

Use the links at the top of each page to navigate through the syllabus.

**Course  
Syllabus**





## Introduction to Political Studies

### **November 12th: Eleventh Week!**

Read Canadian Executive

Drop in at the Cafe for a coffee and some conversation

Join Eleventh Discussion Group

Do Self-Quiz

Get together with your partner to work on the second assignment

# Define Your Objectives

Scope in detail

Supplementary

Site can offer aids to understanding, such as links to related sites or an online area to discuss class topics.

<input type="checkbox"/>	<input checked="" type="checkbox"/> Subject	Size	Name	Last Mo
<input checked="" type="checkbox"/>	Blend grooves, download jigsaws, and more	20	shockwave@mms.shockwave.com	11/11/01
<input checked="" type="checkbox"/>	SWCC site	4	sandy.ramsay@shaw.ca	11/11/01
<input checked="" type="checkbox"/>	Re(4):	3	Kathleen Matheos	11/11/01
<input checked="" type="checkbox"/>	Wednesday evening			
<input checked="" type="checkbox"/>	Re(2):	2	Kathleen Matheos	11/11/01
<input checked="" type="checkbox"/>	Wednesday evening			
<input checked="" type="checkbox"/>	Re: Re(2):	6	poupore@sk.sympatico.ca	11/11/01
<input checked="" type="checkbox"/>	Fwd(2): Re(2):			
<input checked="" type="checkbox"/>	Re(2): Agric 11			
<input checked="" type="checkbox"/>	RE: images	7	ahammer@the.link.ca	11/11/01
<input checked="" type="checkbox"/>	RE: CARCI logo	8	ahammer@the.link.ca	11/11/01

# Define Your Objectives

Scope in detail

Class Resource

Offer materials you use in your teaching on the course site, especially if limited access

Students are able to review resources (images, simulations, exercises, etc.) at their leisure.

## **CDROM and WWW Resources**

In addition to this print material, we have created a number of additional resources, which we have placed on CDROM or on the WWW. These are identified throughout the module (in the section to which each applies). We list them here, as well, for those who wish to view them after they have read the course materials, or for those who wish to review them at a later date.

### **CDROM Resources**

Mod 01.1 "Goals for Agriculture," interviews with a number of people who give their views of goals for agriculture.

Mod 01.2 "A Saskatchewan Farm." Harry Harder describes the ways in which his farm meets the goal of food, fiber, and industrial feedstock production.

Mod 01.3 "Goals in Conflict" is a dramatization illustrating how families may disagree on goals in agriculture.

### **Web Resources**

[\*\*"Environmental Manipulation"\*\*](#)



X Close

## Degrees of Manipulation in Agriculture

Most areas of Saskatchewan that are now agricultural land were once prairie grassland.

Next ►

# Define Your Objectives

Scope in detail

Instructional

Usually in DE applications. Web is the delivery method for instruction, along with course materials, learning resources, and course administration.

Takes more time, invention, and resources, but great potential to enhance student learning.

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## Introduction to Political Studies

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# Introduction to Political Studies

### November 5th: Tenth Week!

- Read Canadian Constitution (begins Module 5)
- Drop in at the Cafe for a coffee and some conversation
- Join Tenth Discussion Group
- Do Self-Quiz
- Module Four Graded Quiz Closes Friday

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# Define Your Objectives

## Scope in detail

### Short-Term Instruction

May want to use Web for only part of our curriculum;  
might want to activate only instructional parts of your  
site, specific to a topic.

Has potential for cross-usage (learning objects).

# Plan Your Site

The success of your site depends as much on how well you organize your content as on the content you offer.

A careful review and classification of your content can be painstaking work, but the reward is better site usability and ease of maintenance.

# Plan Your Site

## Content Inventory

Create a list of items you want to include as content.

Establish priorities and realistic expectations.

For each content item, rank its priority.

Review the list, cull and keep.

# Plan Your Site

## Site Architecture

Organize content list into an architecture.

Organizational scheme, identifying common characteristics

Generalized scheme: subject groupings

Exact theme: targeted searching via alphabetical listing

# Plan Your Site

## A note on browsing environments

Browsing supports the kind of associative and user-defined learning the computer enables. Presented with an array of options, organized in a systematic fashion, and charting a course through the information, students make serendipitous discoveries along the way.

But, users need to be able to locate specific course materials quickly; should not have to scan through multiple pages to find what they're looking for.

# Plan Your Site

## Classifying Content

Review content list and come up with main categories that cover all items listed.

Then, list each content item under its appropriate label.

Should have schematic consistency; students should be able to construct a mental model of your site.

# Plan Your Site

## Classifying Content

### Labeling

Communicate to users in a language they understand.

Use labels that really describe your content.

Labels are challenging because they are multipurpose:  
they are descriptors of content and  
navigational pointers

# Plan Your Site

## Aids to Classifying Your Content

Card sorting

Outlining

# Plan Your Site

## Site Structure

This is the mental model users form of your content—what is to be found and how to find it—and the foundation for your site’s navigation interface.

Allows users to retain sense of context as they move through your information, where they are, where they’ve been, and where they can still go.

# Plan Your Site

## Site Structure

### Linear

One in which the content of the site is presented in a sequence.

Best used when content needs to be learned in a sequence in order to be understood.

# Plan Your Site

## Site Structure

### Hierarchical

One in which the content is grouped into main categories and subsections.

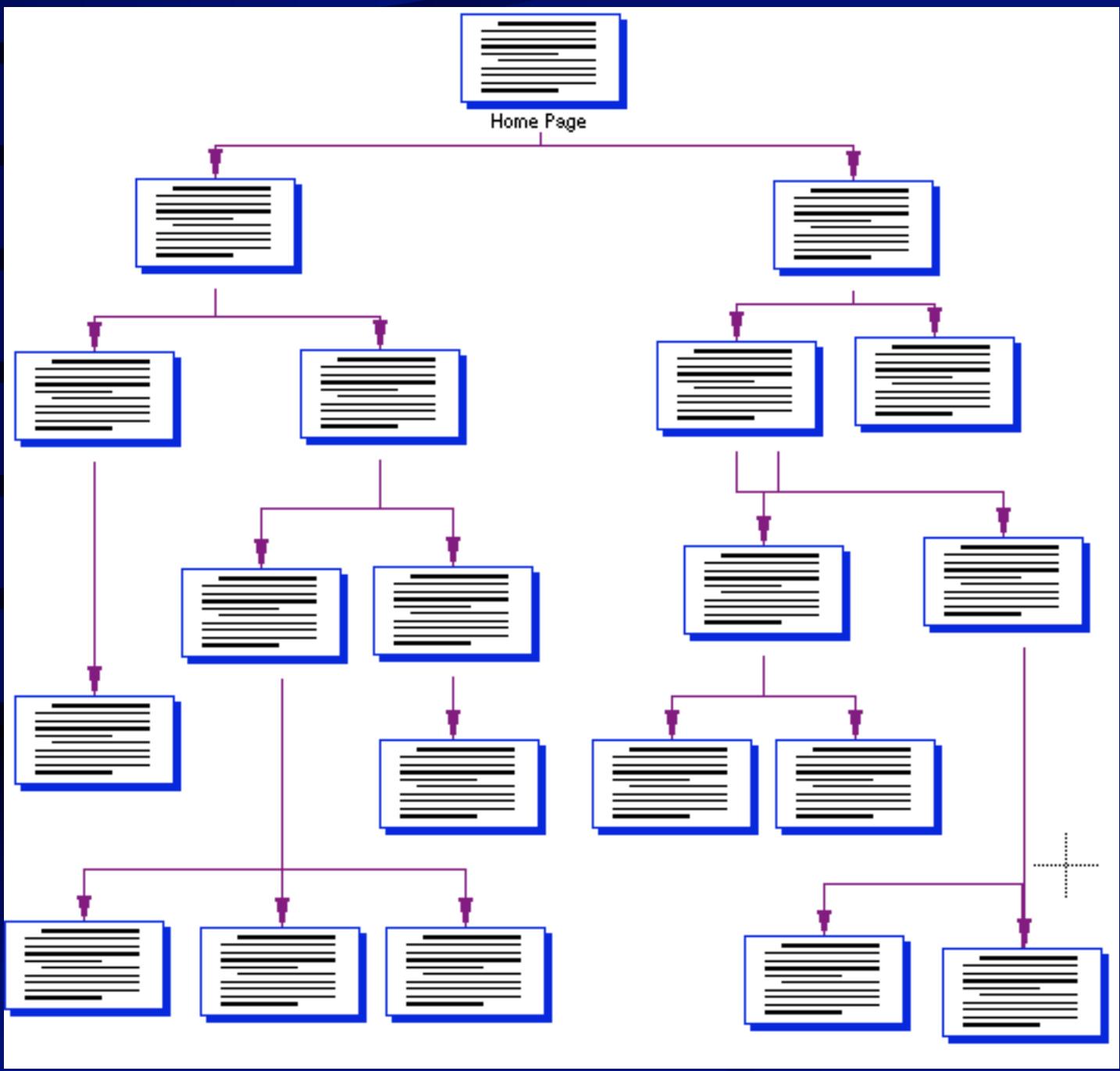
Most effective when based on well-organized materials.

# Plan Your Site

## Site Structure

### Hierarchical

**Consider:** Web sites often fail because content is buried too deep within the site. Users may give up in frustration when faced with clicking through multiple menus.

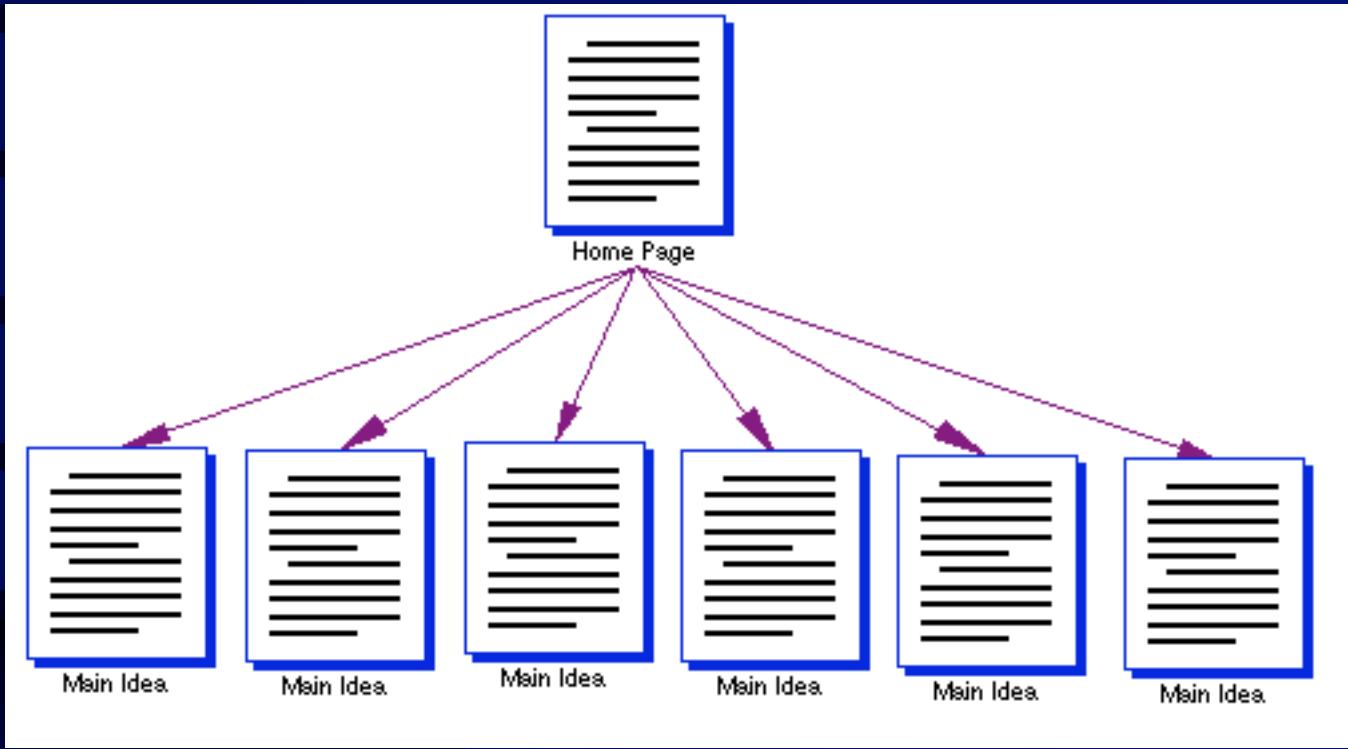


# Plan Your Site

## Site Structure

Hierarchical

**Consider:** Web sites often fail because content is all at one level, confusing the user with too many choices.

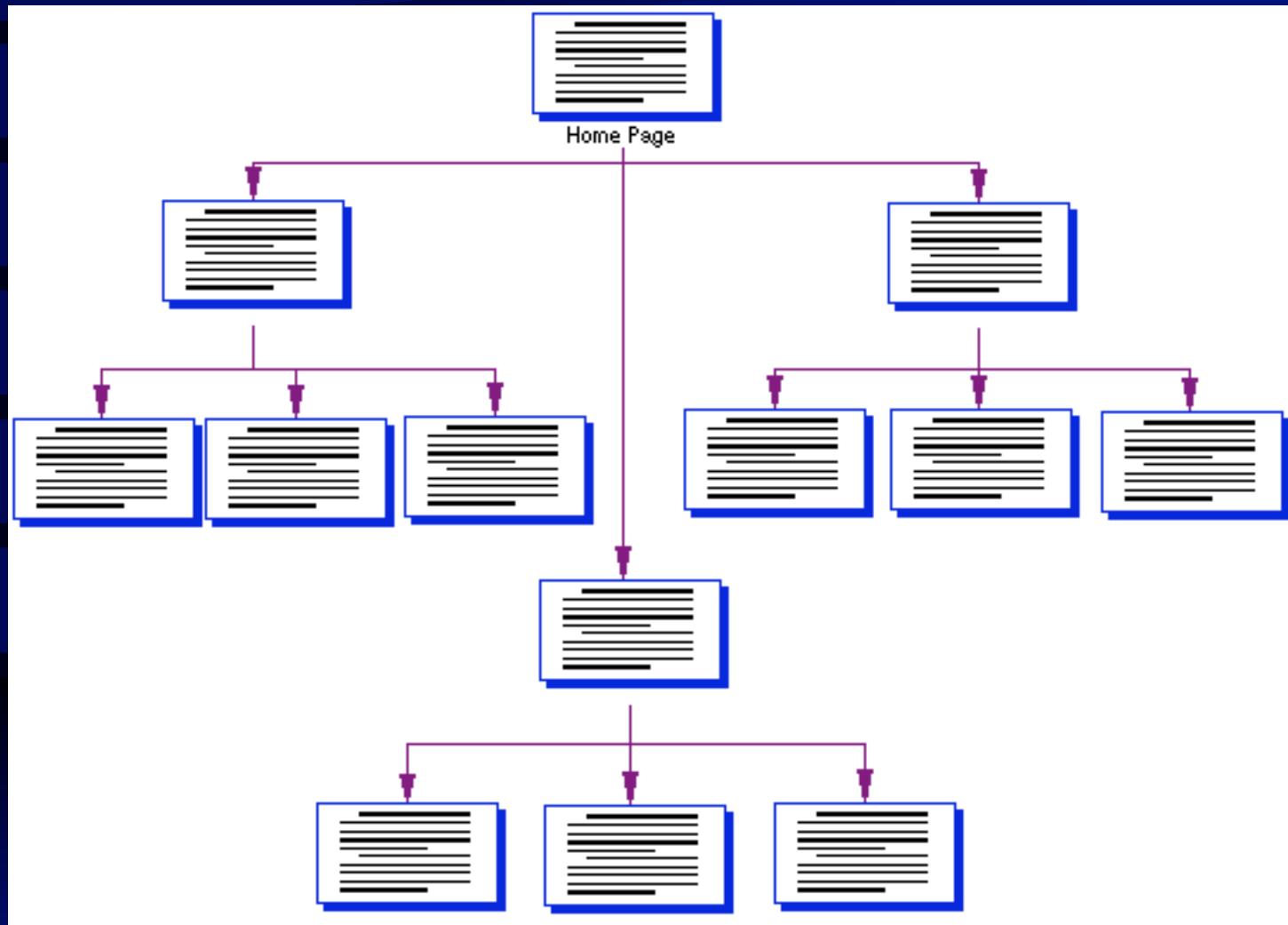


# Plan Your Site

## Site Structure

### Hierarchical

A **good** Web hierarchy presents eight or fewer main level options and incorporates the content only a level or two away from the main page.



# Plan Your Site

## Site Structure

### Hierarchical

If you use a hierarchical approach, how many layers will be required to represent every content item?

Map out a structure for your site.

# Plan Your Site

## Site Structure

## Navigation

Site navigation is intrinsically tied to information structure. Navigation systems that rest on a solid site structure will enable users to move through the site with ease.

Navigation links that are added ad hoc will disorient users. Offer only the most relevant links, and keep them to a minimum.

# Plan Your Site

## Navigation

### Site Links

Site links are the links that appear on every page of the site, allowing access to other site areas without having to return to the homepage or use the browser's Back button.

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**Course  
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## Unit 1: Concepts, Forms, Institutions & Processes

The first unit of this introductory course on politics and government is designed to give you, the student, a chance to become familiar with a number of terms and ideas, and to build up the analytical tools and vocabulary which you will need to be able to complete the second and third units. This unit is comprised of four modules. They are as follows:

- [Module 1: Basic Concepts](#)
- [Module 2: Forms of Government](#)
- [Module 3: Political Institutions](#)
- [Module 4: Political Processes](#)

# Plan Your Site

## Navigation

### Page Links

Page links are page-specific, local navigation links that relate to the content of a page.

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Quick Jump Course Tools

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Politics

Government

Sovereignty, State & Nation

Power, Authority, Legitimacy

Law & Constitutionalism

Individualism & collectivism

## Terms, Institutions & Processes

this introductory course on politics and  
designed to give you, the student, a chance  
to familiarise yourself with a number of terms and ideas, and to

build up the analytical tools and vocabulary which you will  
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- **Module 4: Political Processes**

# Plan Your Site

## Navigation

### Site Links

Site links are the links that appear on every page of the site, allowing access to other site areas without having to return to the homepage or use the browser's Back button.

# Plan Your Site

## Navigation

### Contents and Index Pages

A contents page normally presents the top few levels of the site's information hierarchy as navigation links.

Two-fold purpose:

1. Gives users an overview of available content,
2. Provides access to specific information.

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## Introduction to Political Studies

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# Introduction to Political Studies

## November 5th: Tenth Week!

- Read Canadian Constitution (begins Module 5)
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# Plan Your Site

## Navigation

### Paging links

If your site structure is based on a linear model, you may want to include paging links.

Invites users to move through pages in an ordered sequence, well-suited for multiple pages on a single subject.

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## Terms, Institutions & Processes

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- **Module 1: Basic Concepts**
- **Module 2: Forms of Government**
- **Module 3: Political Institutions**
- **Module 4: Political Processes**

# Summary

At the end of the last planning stage, you should have:

A site map that represents your site content.

The content came from an inventory of teaching materials, which you organized/classified.

Then you mapped out an organizational structure based on content characteristics.

Finally, you devised a navigation system to give users mobility within the site structure.

# What's Next?

Now it's time for:

Developing content

Creating the site

Page design

Using the site

Site assessment

But that's for another workshop!