Sakai Pedagogy and Instructional Strategies

Selecting Sakai Tools

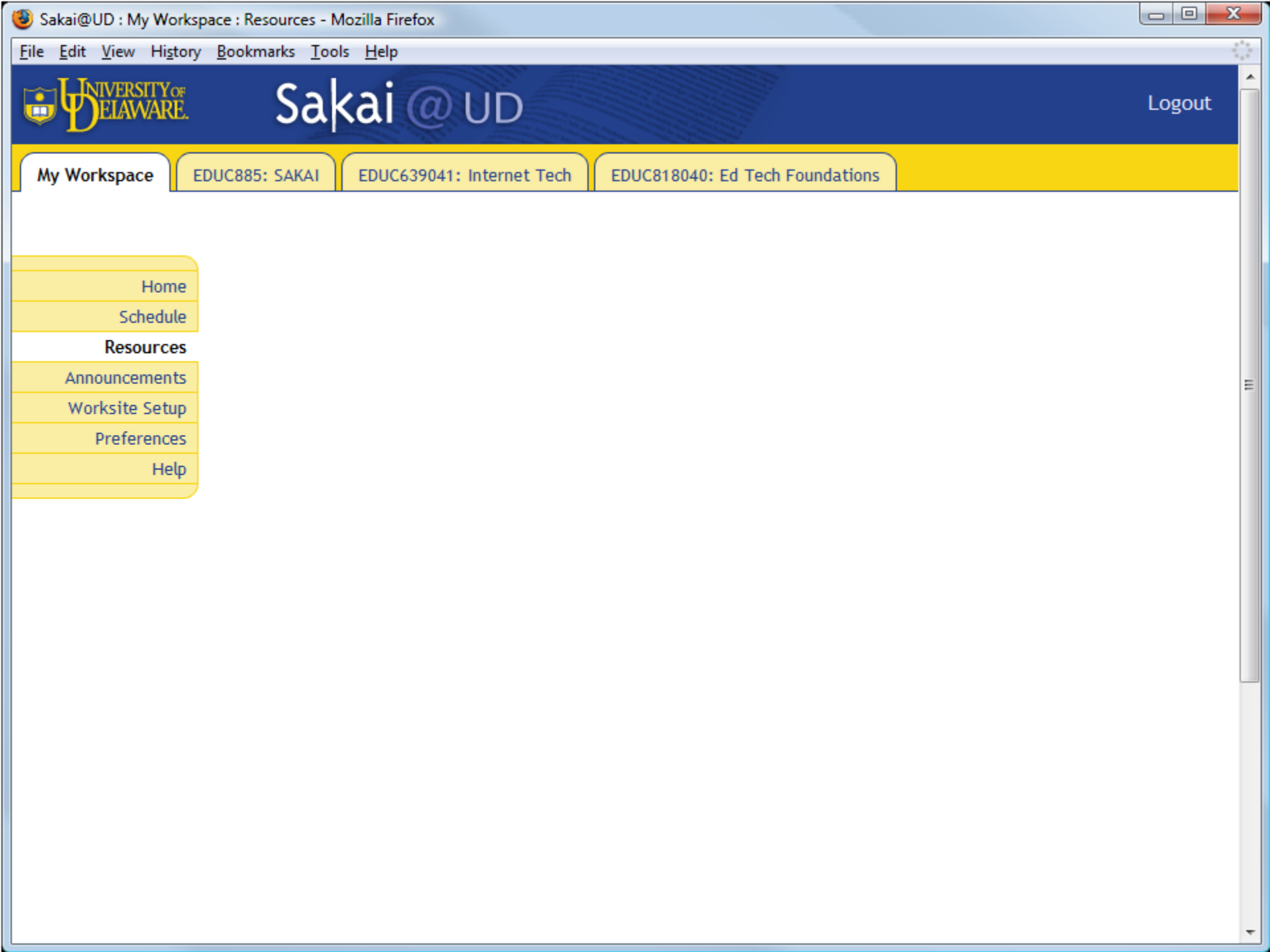
Based on How People Learn

Designing a Course with Sakai

- Sakai uses a frameset that provides the student with a powerful set of tools in a left sidebar.
- The key to creating a successful course with Sakai is designing the content so it can integrate seamlessly along the sidebar.
- Sakai lets you, the course instructor, decide which tools will appear in the sidebar.
- How do you make these decisions?

Log on to Sakai and show the default frameset.


Sakai@UD : Gateway : Welcome - Mozilla Firefox
File Edit View History Bookmarks Tools Help
University of Delaware
Sakai @ UD
user id: fth
password: ••••••••
Login
Welcome
Help
Sakai@UD Gateway
The Center of Your Learning Experience
Welcome to Sakai@UD, the University of Delaware's new Learning Management System! We are excited that so many faculty have chosen to use Sakai this fall, the first semester that it is being used in full production for credit courses. Because it's an open source product developed by educators for educators, Sakai provides an engaging platform for learning and collaboration that will enrich UD students' experience and provide additional teaching tools for UD faculty.
USER TRAINING
HELP FILES
UD's other learning management system: MyCourses (WebCT)
News
Sakai@UD
RSS feed for Sakai at the University of Delaware.
(Graphic Version) - Copyright (C) 2008 University of Delaware -
Sakai reboot and BlogWow fix complete
The Sakai@UD reboot to fix issues with BlogWow has been completed.
Issues fixed:
Commenting on blog entries is working
Blogs with more than 10 entries are accessible
The "Last Update" date is accurate
(Full Story) (Nov 6, 2008)
Sakai@UD Reboot around 8:00 am Thu, 11/5/08
Sakai@UD will be rebooted between 7:45 and 8:30 on Thursday, Nov. 5 2008 in order to apply fixes to the BlogWow tool.
The reboot should take approximately ten minutes
(Full Story) (Nov 6, 2008)
Winter 2009 Courses
Faculty can now create course sites for their winter 2009 courses by going to "My Workspace," selecting "Worksite setup," then selecting "New."


Sakai@UD : My Workspace : Resources - Mozilla Firefox
File Edit View History Bookmarks Tools Help
University of Delaware
Sakai @ UD
Logout
My Workspace
EDUC885: SAKAI
EDUC639041: Internet Tech
EDUC818040: Ed Tech Foundations
Home
Schedule
Resources
Announcements
Worksite Setup
Preferences
Help

Frameworks for Framesets

- The science of learning has evolved theoretical frameworks based on researched best practices that can inform the design of your Sakai frameset.
- The design principles I will be presenting this morning are based on this research, which I will document as we move along.

How People Learn

- How do you decide which Sakai tools to use?
- You decide based on how people learn.
- A landmark book from the National Research Council, *How People Learn* is freely available at www.nap.edu/openbook.php?isbn=0309070368.
- It describes how effective learning environments are learner-centered, knowledge-centered, assessment-centered, and community-centered.
- Sakai contains tools that support and align these four components for learning.

The Science of Learning

According to *How People Learn* (pp. 14-23), three guiding principles have emerged from the science of learning:

1) People learn by connecting new information to concepts already learned.
2) To learn how to reason, solve problems, and augment knowledge in a field of inquiry, people need to understand facts and ideas in the context of a conceptual framework that facilitates application to real-world problem solving.
3) People are motivated to learn when they can set their own goals, reflect on their progress, and feel in control of their learning.

From these principles, it follows that Sakai learning environments will be effective when instructional designs:

1) take into account the learner's preexisting understandings and correct any faulty preconceptions in order to prevent future misunderstandings;
2) enable students to study multiple examples of the concept at work in order to learn it in depth in authentic contexts; and
3) include metacognitive supports that make visible the learner's reflections and enable an instructor to provide scaffolding and guide revisions to improve student learning and reasoning.

Sakai Tool Selection

Learning principles guided my selection of the following Sakai tools to create a socially constructivist e-learning environment:

- **Home**. Collapsible menus foster differentiated instruction.
- **Assignments**. Engage and scaffold students in the zone.
- **Schedule**. Visualize how the course unfolds.
- **Forums**. Interact in a socially constructed discussion.
- **Wiki**. Build communal knowledge.
- **Blogger**. Submit reflective logs.
- **Podcasts**. Get videos just-in-time.
- **Chat Room**. Talk synchronously with classmates online.
- **Search**. Find things in the course including chats with tags.
- **Roster**. Identify your classmates.
- **Site Info**. Create groups and give tools intuitive names.
- **Resources**. Peruse file folders and follow Web links.
- **Tests**. Survey students about their initial reactions to Sakai.
- **Gradebook**. Provide second chances to enable students to succeed.
- **Help**. Get answers to your questions about Sakai.

Demonstrate logon to show tool selection.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File Edit View History Bookmarks Tools Help
University of Delaware
Sakai @ UD
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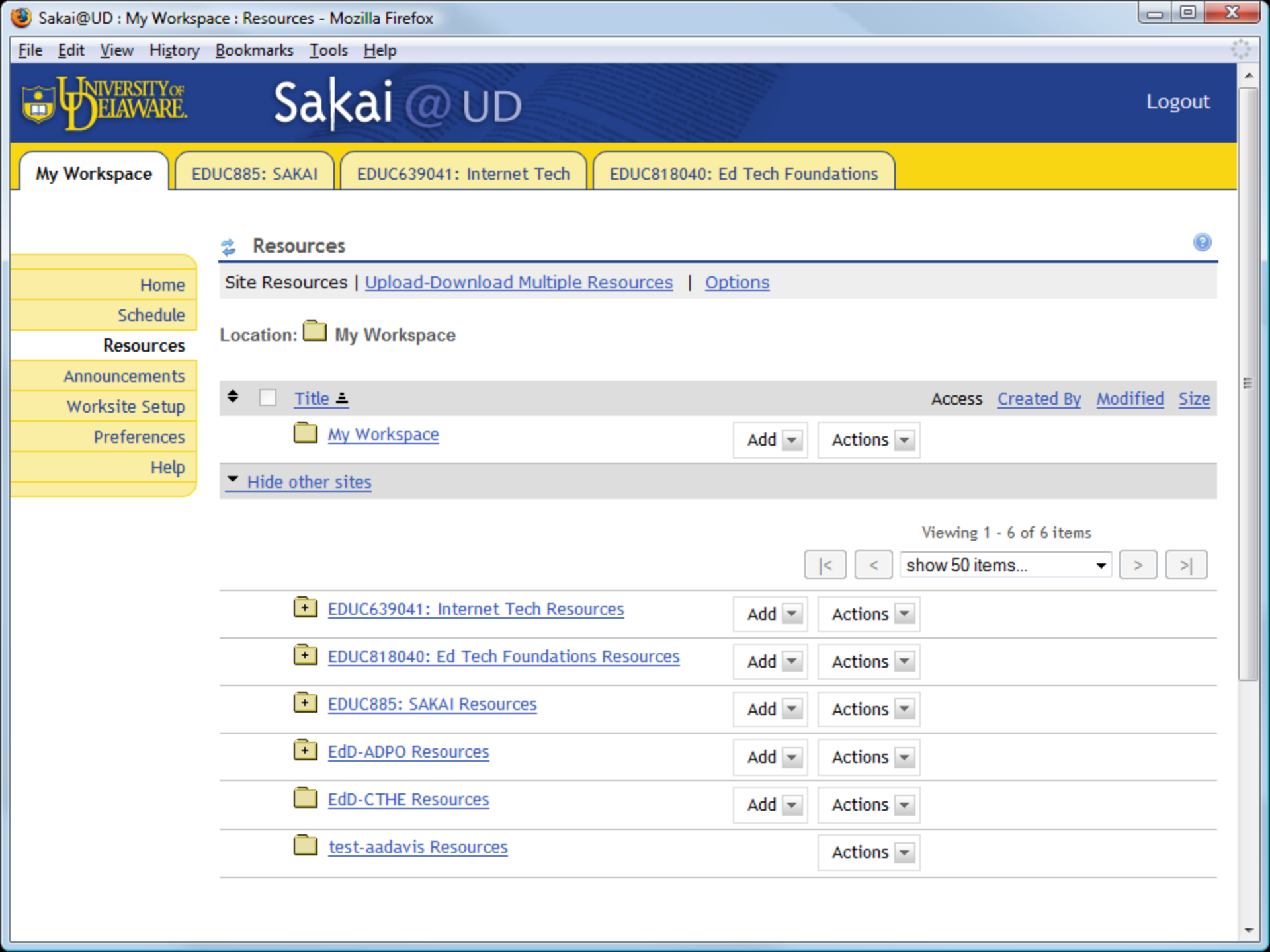
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Sakai @ UD
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My Workspace
EDUC885: SAKAI
EDUC639041: Internet Tech
EDUC818040: Ed Tech Foundations
Home
Schedule
Resources
Announcements
Worksite Setup
Preferences
Help
Resources
Site Resources | Upload-Download Multiple Resources | Options
Location: My Workspace
Title
Access
Created By
Modified
Size
My Workspace
Add
Actions
Hide other sites
Viewing 1 - 6 of 6 items
show 50 items...
EDUC639041: Internet Tech Resources
EDUC818040: Ed Tech Foundations Resources
EDUC885: SAKAI Resources
EdD-ADPO Resources
EdD-CTHE Resources
test-aadavis Resources

Sakai@UD : EDUC818040: Ed Tech Foundations : Home - Mozilla Firefox

File Edit View History Bookmarks Tools Help

University of Delaware Sakai @ UD

Logout

My Workspace | EDUC885: SAKAI | EDUC639041: Internet Tech | EDUC818040: Ed Tech Foundations

EDUC 818: Educational Technology Foundations

- Home
- Blogs
- Chat Room
- Forums
- Gradebook
- News at UD
- Podcasts
- Requirements
- Resources
- Roster
- Schedule
- Search
- Site Info
- Submit Assignments
- Help

Sakai Web Design

Making Content Make Sense in the Context of the Sakai Frameset

Creating Your First Screen

- What the student sees onscreen makes all the difference in an online course. The first screen especially must make sense. You need to make it as intuitive as you can.
- Because Sakai uses a frameset, you are going to have its menu of tools in the left sidebar.
- How do you design your content so it makes sense in the context of the Sakai sidebar?

Home
Blogs
Chat Room
Forums
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News at UD
Podcasts
Requirements
Resources
Roster
Schedule
Search
Site Info
Submit Assignments
Help

EDUC 818: Educational Technology Foundations

Options

University of Delaware School of Education

Educational Technology Foundations Course Tools

Welcome to the online course tools for EDUC 818! Use the sidebar to access your course tools, which are powered by Sakai. Most of the Sakai tools in the sidebar are self-explanatory. To find out when things are due, for example, follow the link to the Schedule. Use the Assignments tool when you are ready to submit an assignment. If you want to chat with fellow students in the course, go to the Chat Room. To see your grades, check the Gradebook.

Complete information about this course is in the Educational Technology Portal, where you will find the following resources:

- Introduction
- Formats
- Course Description
- Textbook
- Requirements
- Grading Scale
- Logistics
- Just-In-Time Video

Many students have referred to this course as an E-ticket ride, and I want you to have the same outstanding results. If you ever get stuck during this course and need help from your professor, please do not hesitate to e-mail me by sending a message to fth@udel.edu. I hope you will enjoy the journey!

Differentiated Instruction

Powered by Dreamweaver and Ajax

- Collapsible menus enable you to design your course content so students can locate material appropriate for their current level of achievement as well as learning style.
- You can create collapsible menus using either
  (1) Dreamweaver and Ajax; or
  (2) MS Word and Adobe Acrobat.
- I created my course content using our School of Education's Dreamweaver template.
- Collapsible menus powered by Ajax enable students to explore all of the course content at will.

Demonstrate home page design for differentiation (Firefox, Dreamweaver).

Home
Blogs
Chat Room
Forums
Gradebook
News at UD
Podcasts
Requirements
Resources
Roster
Schedule
Search
Site Info
Submit Assignments
Help

EDUC 818: Educational Technology Foundations

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SCHOOL OF EDUCATION

Educational Technology Course Frameworks

- Overview
  - Introduction
  - Logging On to Sakai@UD
  - Grading Scale
  - Logistics
  - Just-In-Time Video
- Internet Technologies
- Ed Tech Foundations
- Web Design

Resources

- Internet Technologies
- Beginning Web Design
- CSS Web Design
- ePortfolio Web Design
- Ajax Web Design
- Web Application Design
- Data-Driven Web Design
- Multimedia Web Design
- Sakai Design
- Sakai Development

Educational Technology Course Portal

Welcome to the portal for educational technology courses taught by Professor Fred Hofstetter at the University of Delaware. True to its name, this portal functions as a gateway through which you can access the course descriptions, resources, requirements, tutorials, and videos that help students, teachers, and faculty become empowered to use technology to solve educational problems and improve teaching and learning.

This portal provides access to materials for the following courses:

- EDUC 639: Internet Technologies
- EDUC 818: Educational Technology Foundations
- EDUC 885: CSS Web Design
- EDUC 885: ePortfolio Web Design
- EDUC 885: Ajax Web Design
- EDUC 885: Advanced Web Design
- EDUC 885: Advanced Multimedia Design
- EDUC 885: Data Driven Web Design
- EDUC 885: Accessibility Web Design
- EDUC 885: Sakai Web Design
- EDUC 885: Sakai Multimedia Design

In addition to these publicly available resources, each one of these courses has password-protected components offered through Sakai@UD. Students who enroll in these courses can log on to Sakai, which is used for course discussions, blogs, podcasts, assignments, grading, and access to materials that cannot be posted on the public Web due to licensing, copyright, or privacy issues.

SCHOOL OF EDUCATION

Educational Technology Course Frameworks

- Overview
- Internet Technologies
- Ed Tech Foundations
- Web Design
  - Introduction
  - Formats
  - Course Description
  - Textbooks
  - Requirements

Resources

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Web Design Course Formats

To accommodate the needs of adult learners, the EDUC 639 and EDUC 885 Web Design courses are offered in several formats.

You can enroll in a classroom version that meets weekly on Monday nights at 7 PM during the Fall and Spring semesters, or you can take the courses online in a virtual classroom format. Online students may attend the Monday night session at any time to meet and interact with classroom students in person. Classroom students who encounter scheduling conflicts are permitted to become virtual and attend class online during weeks when you cannot attend class in person.

Regardless of whether EDUC 885 is taken in the classroom or online, all students participate at the course Web site, which uses cooperative learning strategies to create a learning community in which you work together to form teams that create effective multimedia Web environments.

During the five-week Winter session, we offer the EDUC 639 and EDUC 885 Web Design courses in a hybrid format that mixes face-to-face meetings on Tuesday and Thursday evenings with online instruction during the rest of the week.

Course Formats

Web design course formats include:

- Traditional classroom
- Totally online
- Hybrid mix of classroom and online

Courses are offered according to the following schedule:

- Monday evenings in the Spring. You have the option of attending class at 7 PM in Pearson 007.
- Tuesday and Thursday evenings in Summer. You attend class at 5 PM or 6:30 PM in Pearson 007.
- Monday evenings in the Fall. You have the option of attending class at 7 PM in Pearson 007.
- Tuesday and Thursday evenings in Winter. You attend class at 5 PM or 6:30 PM in Pearson 007.

SCHOOL OF EDUCATION

Educational Technology Course Frameworks

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- Sakai Design
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Web Design Course Requirements

This course is all about empowering you to create effective Webs. Thus, the course requirements revolve around you and the nature of the Web you want to create.

In the sidebar is a list of the specific assignments and how much they count toward your grade in the course. You can think of these assignments as consisting of three major parts, each of which counts for a third of your grade. The first part is class participation. You create a goal statement and share it with your fellow classmates, with whom you communicate in the course discussion forum as well as in the course Wiki, where you share knowledge and contribute to a knowledge base consisting of cool tools discovered by students while taking this course. The second major part of your grade is determined by your final project, which you submit at the end of the course. The rest of your grade is determined by a reflective journal that you keep in a blog, which I will visit three times during the course to assess the progress you are making and to provide any help you may need toward accomplishing your project's goals.

Weighting of Course Assignments

Assignment	Weight
Goal Statement	7%
E-mail Registration	5%
Discussion Forum	10%
Cool Tool Wiki	10%
Blog Checkpoint #1	10%
Blog Checkpoint #2	10%
Blog Checkpoint #3	10%
Web Design Project	33%
Course Evaluation	5%

Assignment #1: Goal Statement

Your first assignment is to state the reasons why you enrolled in this course. Please tell why you decided to take this course and state briefly what you hope to get out of it. If you have only a general idea, go ahead and describe your goals in general terms. If you have more specific goals in mind, please enumerate them. I will use this information to help advise you and guide you through the appropriate course materials.

Assignment #2: E-mail Registration

In response to the e-mail registration assignment in your online course environment, you tell your course instructor what is your e-mail address. Yes, there is an e-mail address on file for you here at the University of Delaware, but just in case I need to contact you about something related to this course, I want to make sure I have a good working e-mail address. Being able to reach you when I need to is so important that I am

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- Beginning Web Design
  - Web Page Design
  - How HTML Works
  - Creating a Résumé Page
  - Preparing Images for the Web
  - Web Page Layout
  - Web Page Publishing
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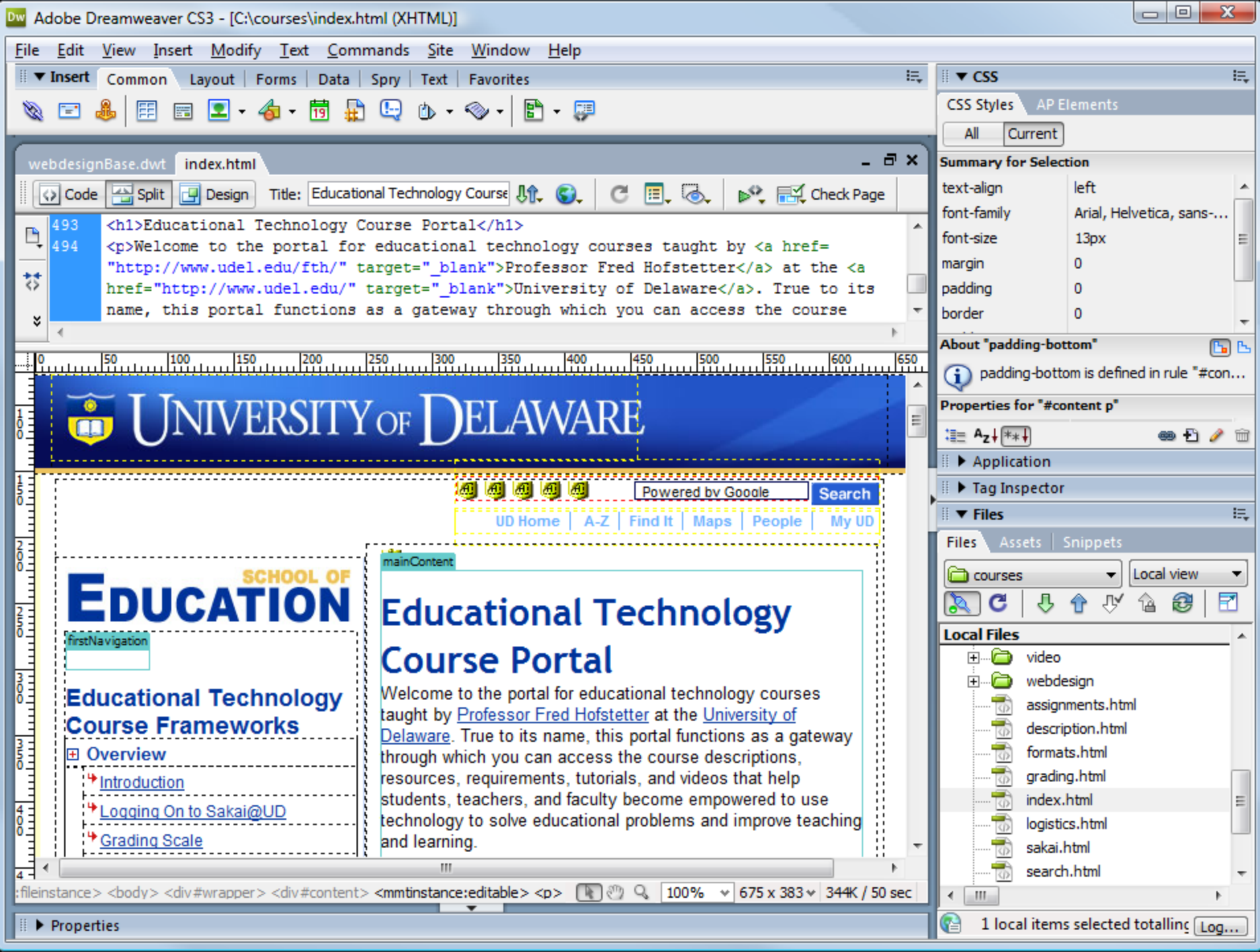
Adobe Dreamweaver CS3 - [C:\courses\index.html (XHTML)]
File Edit View Insert Modify Text Commands Site Window Help
Insert Common Layout Forms Data Spry Text Favorites
webdesignBase.dwt index.html
Code Split Design Title: Educational Technology Course Check Page
493 <h1>Educational Technology Course Portal</h1>
494 <p>Welcome to the portal for educational technology courses taught by <a href=
"http://www.udel.edu/fth/" target="_blank">Professor Fred Hofstetter at the <a
href="http://www.udel.edu/" target="_blank">University of Delaware. True to its
name, this portal functions as a gateway through which you can access the course
UNIVERSITY OF DELAWARE
Powered by Google Search
UD Home | A-Z | Find It | Maps | People | My UD
SCHOOL OF EDUCATION
firstNavigation
Educational Technology Course Frameworks
Overview
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Files
Files Assets Snippets
courses
Local view
Local Files
video
webdesign
assignments.html
description.html
formats.html
grading.html
index.html
logistics.html
sakai.html
search.html
1 local items selected totallinc
Log...
Properties

Differentiated Instruction

Powered by MS Word and Acrobat

- There is a simpler way to create Sakai content.
- You can use MS Word.
- Organize your course content using Word's heading styles: H1 for chapter headings, H2 for section headings, H3 for subheads.
- Then use the freely downloadable PDF add-in to convert your Word document into a PDF file.
- Automatically, Acrobat creates bookmarks that enable students to navigate your course content through its headings.

Demonstrate collapsing menus created via MS Word for Acrobat.

SCHOOL OF EDUCATION

Web Design Course Tools

Welcome to the online course tools for EDUC 639 and EDUC 885! Use the sidebar to access your course tools, which are powered by Sakai. Most of the Sakai tools in the sidebar are self-explanatory. To find out when things are due, for example, follow the link to the Schedule. Use the Assignments tool when you are ready to submit an assignment. If you want to chat with fellow students in the course, go to the Chat Room. To see your grades, check the Gradebook.

To reveal a detailed outline of course content, click the bookmark tool; to hide the outline, click the bookmark tool again. The bookmark tool looks like this:

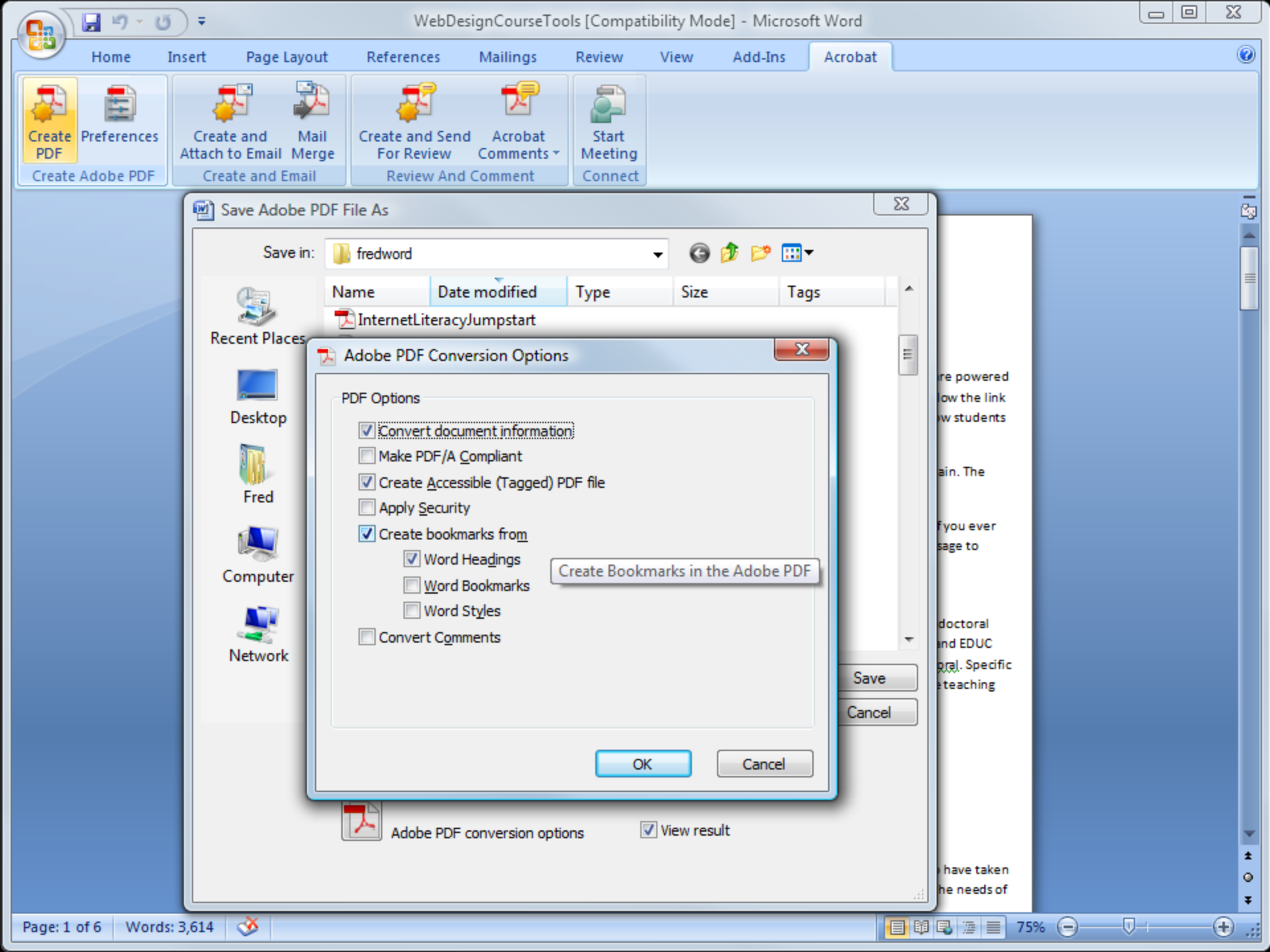
Many students have referred to this course as an E-ticket ride, and I want you to have the same outstanding results. If you ever get stuck during this course and need help from your professor, please do not hesitate to e-mail me by sending a message to fth@udel.edu. I hope you will enjoy the journey!

Introduction to the Web Design Portal for EDUC 639 and EDUC 885

EDUC 639 and EDUC 885 are so-called "repeating topics" course numbers in the educational technology master's and doctoral programs at the University of Delaware. As required or with permission of your advisor, students can take EDUC 639 and EDUC 885 multiple times, as long as the topic's title is different each time. EDUC 639 is master's level, and EDUC 885 is doctoral. Specific course titles evolve as the technology progresses and the field of education applies emerging technologies to improve teaching and learning. Course titles that are currently being offered include:

- CSS Web Design
- ePortfolio Web Design
- Ajax Web Design
- Advanced Web Design
- Advanced Multimedia Design
- Data Driven Web Design

In general, master's students should enroll in EDUC 639, and doctoral students take EDUC 885. Master's students who have taken three technology courses may also enroll in EDUC 885. From time to time, depending on the titles being offered and the needs of specific students, an advisor may grant permission for a doctoral student to take EDUC 639


WebDesignCourseTools [Compatibility Mode] - Microsoft Word
Home
Insert
Page Layout
References
Mailings
Review
View
Add-Ins
Acrobat
Create PDF
Preferences
Create Adobe PDF
Create and Attach to Email
Mail Merge
Create and Email
Create and Send For Review
Acrobat Comments
Review And Comment
Start Meeting
Connect
Save Adobe PDF File As
Save in:
fredword
Name
Date modified
Type
Size
Tags
InternetLiteracyJumpstart
Recent Places
Desktop
Fred
Computer
Network
Adobe PDF Conversion Options
PDF Options
Convert document information
Make PDF/A Compliant
Create Accessible (Tagged) PDF file
Apply Security
Create bookmarks from
Word Headings
Word Bookmarks
Word Styles
Convert Comments
Create Bookmarks in the Adobe PDF
OK
Cancel
Save
Cancel
Adobe PDF conversion options
View result
Page: 1 of 6
Words: 3,614
75%

EDUC 885: Sakai Multimedia & Web Design

Options

Home
Blogger
Chat Room
Forums
Gradebook
Messages
Podcasts
Requirements
Resources
Roster
Schedule
Search
Section Info
Site Info
Submit Assignments
UD News
Wiki
Help

SCHOOL OF EDUCATION

Web Design Course Tools

Welcome to the online course tools for EDUC 639 and EDUC 885! Use the sidebar to access your course tools, which are powered by Sakai. Most of the Sakai tools in the sidebar are self-explanatory. To find out when things are due, for example, follow the link to the Schedule. Use the Assignments tool when you are ready to submit an assignment. If you want to chat with fellow students in the course, go to the Chat Room. To see your grades, check the Gradebook.

To reveal a detailed outline of course content, click the bookmark tool; to hide the outline, click the bookmark tool again. The bookmark tool looks like this:

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- CSS Web Design
- ePortfolio Web Design

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EDUC 885: Sakai Multimedia & Web Design

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Bookmarks: Go to specific points of interest using bookmark links

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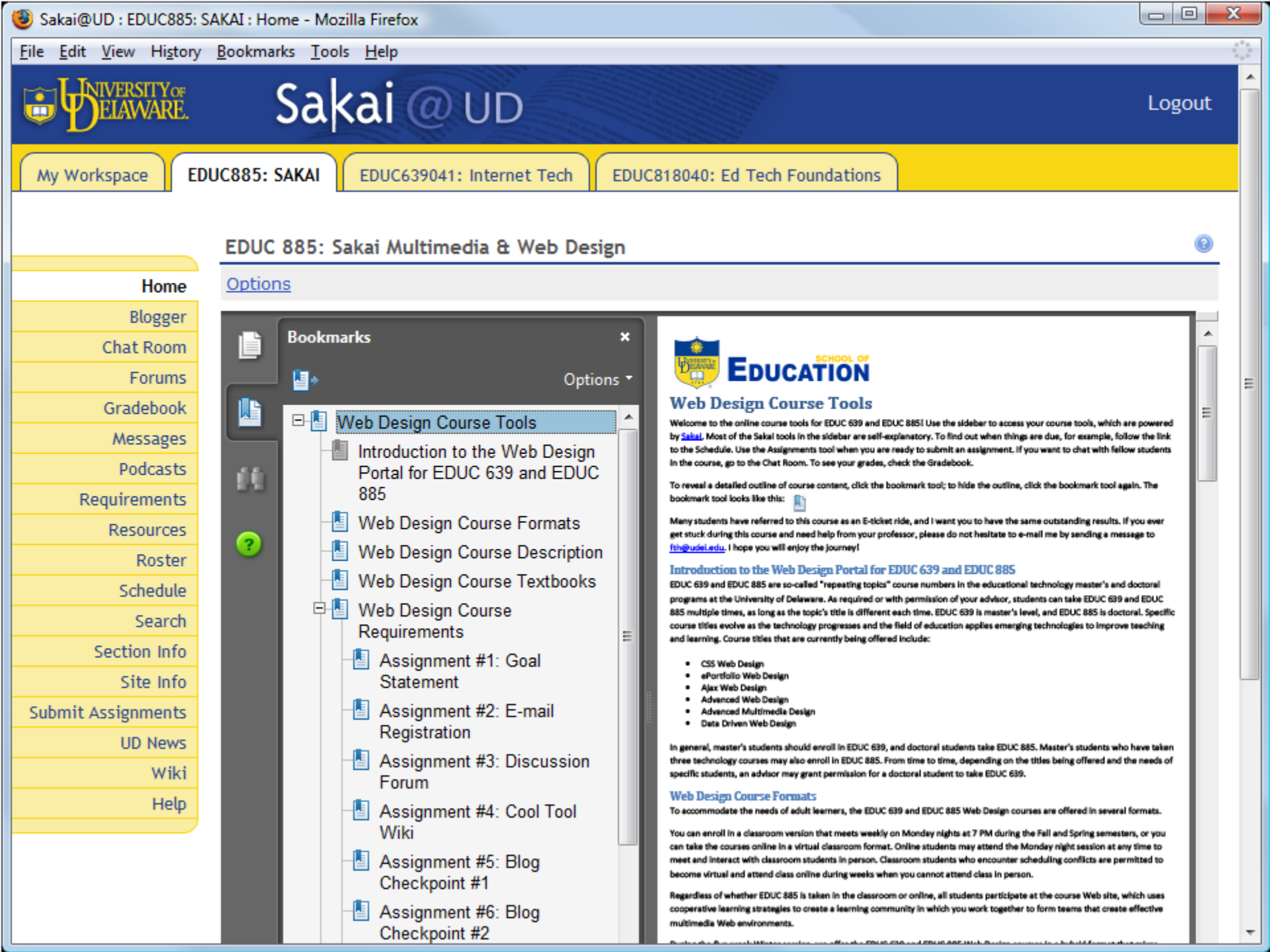
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Web Design Course Formats
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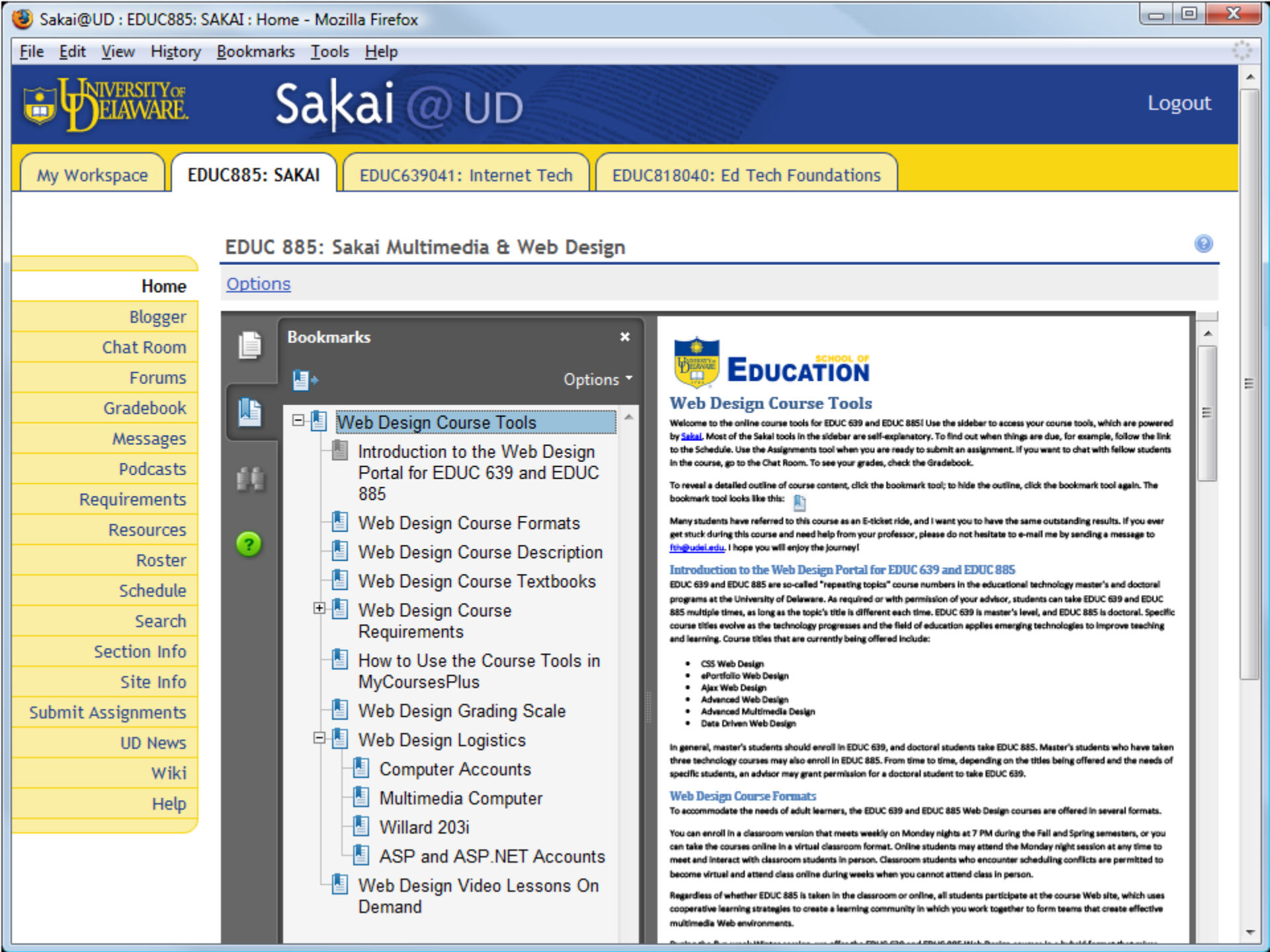
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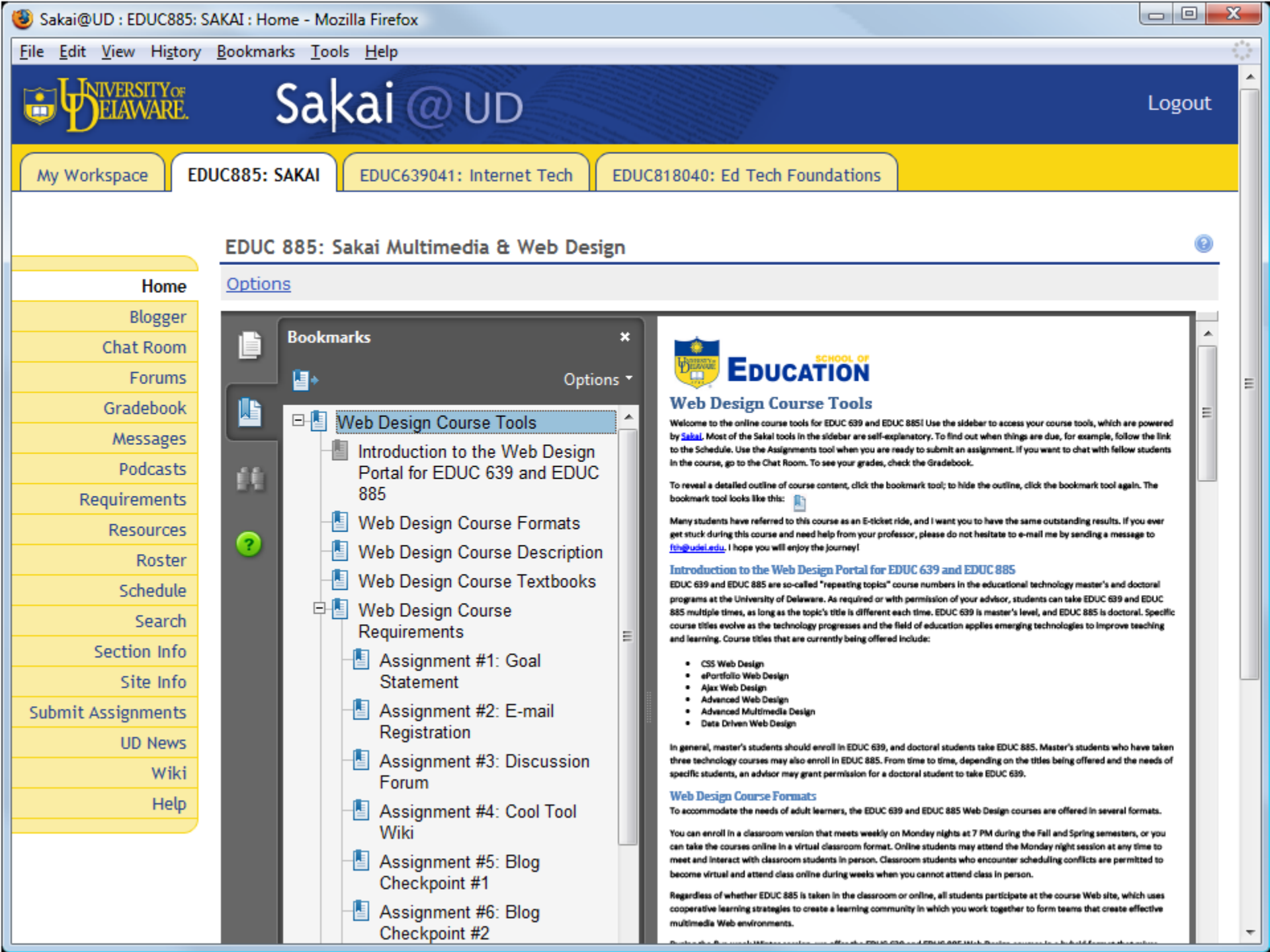
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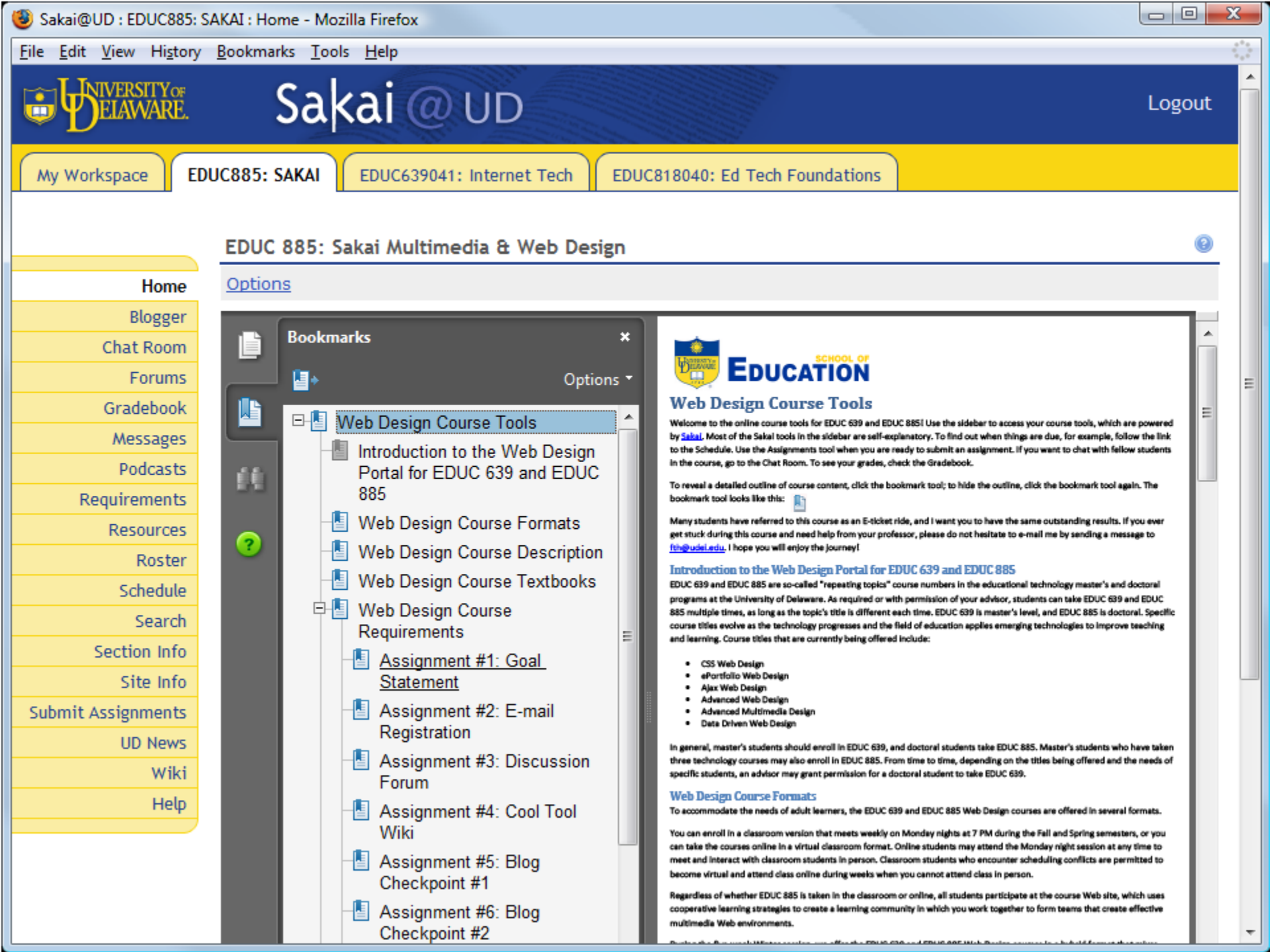
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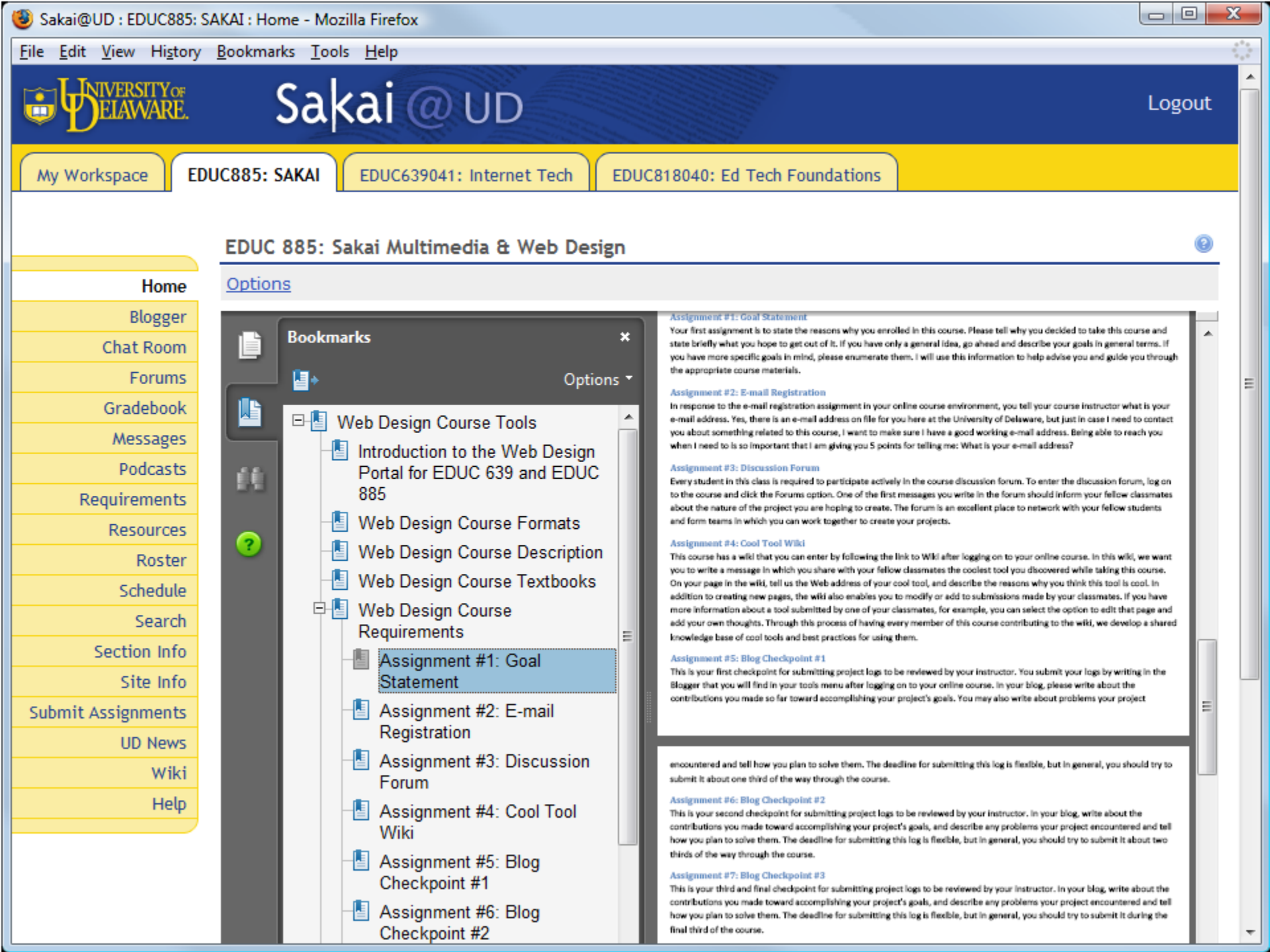
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Assignment #4: Cool Tool Wiki
Assignment #5: Blog Checkpoint #1
Assignment #6: Blog Checkpoint #2
Assignment #1: Goal Statement
Your first assignment is to state the reasons why you enrolled in this course. Please tell why you decided to take this course and state briefly what you hope to get out of it. If you have only a general idea, go ahead and describe your goals in general terms. If you have more specific goals in mind, please enumerate them. I will use this information to help advise you and guide you through the appropriate course materials.
Assignment #2: E-mail Registration
In response to the e-mail registration assignment in your online course environment, you tell your course instructor what is your e-mail address. Yes, there is an e-mail address on file for you here at the University of Delaware, but just in case I need to contact you about something related to this course, I want to make sure I have a good working e-mail address. Being able to reach you when I need to is so important that I am giving you 5 points for telling me: What is your e-mail address?
Assignment #3: Discussion Forum
Every student in this class is required to participate actively in the course discussion forum. To enter the discussion forum, log on to the course and click the Forums option. One of the first messages you write in the forum should inform your fellow classmates about the nature of the project you are hoping to create. The forum is an excellent place to network with your fellow students and form teams in which you can work together to create your projects.
Assignment #4: Cool Tool Wiki
This course has a wiki that you can enter by following the link to Wiki after logging on to your online course. In this wiki, we want you to write a message in which you share with your fellow classmates the coolest tool you discovered while taking this course. On your page in the wiki, tell us the Web address of your cool tool, and describe the reasons why you think this tool is cool. In addition to creating new pages, the wiki also enables you to modify or add to submissions made by your classmates. If you have more information about a tool submitted by one of your classmates, for example, you can select the option to edit that page and add your own thoughts. Through this process of having every member of this course contributing to the wiki, we develop a shared knowledge base of cool tools and best practices for using them.
Assignment #5: Blog Checkpoint #1
This is your first checkpoint for submitting project logs to be reviewed by your instructor. You submit your logs by writing in the Blogger that you will find in your tools menu after logging on to your online course. In your blog, please write about the contributions you made so far toward accomplishing your project's goals. You may also write about problems your project
encountered and tell how you plan to solve them. The deadline for submitting this log is flexible, but in general, you should try to submit it about one third of the way through the course.
Assignment #6: Blog Checkpoint #2
This is your second checkpoint for submitting project logs to be reviewed by your instructor. In your blog, write about the contributions you made toward accomplishing your project's goals, and describe any problems your project encountered and tell how you plan to solve them. The deadline for submitting this log is flexible, but in general, you should try to submit it about two thirds of the way through the course.
Assignment #7: Blog Checkpoint #3
This is your third and final checkpoint for submitting project logs to be reviewed by your instructor. In your blog, write about the contributions you made toward accomplishing your project's goals, and describe any problems your project encountered and tell how you plan to solve them. The deadline for submitting this log is flexible, but in general, you should try to submit it during the final third of the course.

EDUC 885: Sakai Multimedia & Web Design

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Assignment #2: E-mail Registration

In response to the e-mail registration assignment in your online course environment, you tell your course instructor what is your e-mail address. Yes, there is an e-mail address on file for you here at the University of Delaware, but just in case I need to contact you about something related to this course, I want to make sure I have a good working e-mail address. Being able to reach you when I need to is so important that I am giving you 5 points for telling me: What is your e-mail address?

Assignment #3: Discussion Forum

Every student in this class is required to participate actively in the course discussion forum. To enter the discussion forum, log on to the course and click the Forums option. One of the first messages you write in the forum should inform your fellow classmates about the nature of the project you are hoping to create. The forum is an excellent place to network with your fellow students and form teams in which you can work together to create your projects.

Assignment #4: Cool Tool Wiki

This course has a wiki that you can enter by following the link to Wiki after logging on to your online course. In this wiki, we want you to write a message in which you share with your fellow classmates the coolest tool you discovered while taking this course. On your page in the wiki, tell us the Web address of your cool tool, and describe the reasons why you think this tool is cool. In addition to creating new pages, the wiki also enables you to modify or add to submissions made by your classmates. If you have more information about a tool submitted by one of your classmates, for example, you can select the option to edit that page and add your own thoughts. Through this process of having every member of this course contributing to the wiki, we develop a shared knowledge base of cool tools and best practices for using them.

Assignment #5: Blog Checkpoint #1

Engaging Students In the Zone

Sakai Supports Key Principles of Online Learning

Engaging Your Students Early

- In online learning, it is important to engage students early in the course.
- This creates a dynamic conversational framework that establishes an empathetic bond (Holmberg, 2003) among students and professor.
- I create this bond by engaging students early in the course through assignments that get students accustomed to interacting with me.

Demonstrate e-mail assignment (Mike Albertson).

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EDUC 818: Educational Technology Foundations

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University of Delaware School of Education

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Complete information about this course is in the Educational Technology Portal, where you will find the following resources:

- Introduction
- Formats
- Course Description
- Textbook
- Requirements
- Grading Scale
- Logistics
- Just-In-Time Video

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Assignments

Add | Assignment List | Grade Report | Student View | Reorder | Permissions

Assignment List

View: Assignment List

Viewing 1 - 4 of 4 items

|< < Show 200 items... > >|

Assignment title	Status	Open	Due	In / New	Scale	Remove?
ePortfolio Project Edit | Duplicate | Grade	Due	Jun 15, 2008 12:00 pm	Jul 17, 2008 11:55 pm	20/0	0-33.0	☐
Cool Tool Wiki Edit | Duplicate | Grade	Due	Jun 16, 2008 12:00 pm	Jul 11, 2008 11:55 pm	22/0	0-10.0	☐
Goal Statement Edit | Duplicate | Grade	Due	Jun 15, 2008 12:00 pm	Jun 22, 2008 11:55 pm	22/0	0-7.0	☐
E-mail Registration Edit | Duplicate | Grade	Due	Jun 15, 2008 12:00 pm	Jun 20, 2008 11:55 pm	23/0	0-5.0	☐

Update

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Submissions for "E-mail Registration"

View All Sections/Groups

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Viewing 1 - 25 of 25 items

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Student	Submitted	Status	Grade	Release
Albertson, Michael(700520846)	Jun 24, 2008 6:31 pm	Returned	5.0	✔
Baker, Sandra(21666)	Jun 18, 2008 9:38 pm	Returned	5.0	✔
Bradley, Robert(700000125)	Jun 17, 2008 6:37 pm	Returned	5.0	✔
Cooke, Marc(700336590)	Jun 18, 2008 7:48 pm	Returned	5.0	✔
Coveleski, Joshua(700992467)	Jun 26, 2008 2:37 pm	Returned	5.0	✔
Dorrell, Brenda(700565402)	Jun 17, 2008 6:48 pm	Returned	5.0	✔
Erskine, Brian(700516280)	Jun 24, 2008 3:51 pm	Returned	5.0	✔
Fitzpatrick, Thomas(27150)		No Submission		
Grey, Robert(58800)	Jun 17, 2008 7:14 pm	Returned	5.0	✔
Groff, Susan(18426)	Jun 17, 2008 6:55 pm	Returned	5.0	✔

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Important Reminder:

Please do not grade assignments with multiple browser windows or tabs. Only grade assignments and navigate Sakai with one browser window.

"E-mail Registration" - Re-grading

Student	Albertson, Michael(700520846)
Submitted Date	Jun 24, 2008 6:31 pm
Status	Graded

▸ Assignment Instructions

Assignment Submission

Submitted Text

Below is the submission from a student. You can insert comments into this text by clicking in the box, then type your comments. Comments surrounded by double curly braces, {{like this}}, will appear red to the student.

Source | B I U ABC | Style | Format Normal | Font | Size

albertsonm@christina.k12.de.us

albertsonm@christina.k12.de.us

Instructor Comments

Use the box below to enter additional summary comments about this submission

Thanks for telling me your e-mail address, Mike! Now you can see how easily we can communicate via Sakai. If you do not read your UD e-mail regularly, please put a forward onto your UD e-mail to make it go to your Christina address. You can do this at www.udel.edu/network.

Constructing Goals

- The innate human desire to develop competence is an important factor in motivating people to learn (National Research Council, 2000, p. 60).
- In one of the early assignments, I work with my students to construct their goals, which are performance based.
- Having students articulate their goals early in the course and hone them dialogically creates a bond that the professor later uses to scaffold students when they begin encountering difficulty.

Identifying the Zone

- Later in the course, it is inevitable that the students will encounter difficulty, hopefully not with Sakai, but probably with more advanced course content.
- When this happens, the students enter an educational space that the great Russian psychologist Vygotsky (1978, p. 86) called the Zone of Proximal Development; I simply call it the Zone.
- It is in the Zone that you can use the Sakai coaching protocol to help students when they encounter difficulty.
- Coaching students in their Zone is the most important principle of e-learning, and I was happy to discover that Sakai supports it extremely well.

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Assignment List

View: Assignment List

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Assignment title	For	Status	Open	Due	In / New	Scale	Remove?
E-mail Registration Revise | Duplicate | Grade	site	Due	Feb 9, 2008 12:00 pm	Feb 18, 2008 11:45 pm	14/0	0-5.0	☐
Your Goals Revise | Duplicate | Grade	site	Due	Feb 9, 2008 12:00 pm	Feb 25, 2008 11:45 pm	13/4	0-7.0	☐
Blog Checkpoint #1 Revise | Duplicate | Grade	site	Open	Feb 9, 2008 12:00 pm	Mar 17, 2008 11:45 pm	2/2	0-10.0	☐
Blog Checkpoint #2 Revise | Duplicate | Grade	site	Open	Feb 9, 2008 12:00 pm	Apr 14, 2008 11:45 pm	0/0	0-10.0	☐
Blog Checkpoint #3 Revise | Duplicate | Grade	site	Open	Feb 9, 2008 12:00 pm	May 12, 2008 11:45 pm	0/0	0-10.0	☐
Cool Tool Wiki Revise | Duplicate | Grade	site	Open	Feb 9, 2008 12:00 pm	May 13, 2008 11:45 pm	2/2	0-10.0	☐
Discussion Forum Revise | Duplicate | Grade	site	Open	Feb 9, 2008 12:00 pm	May 14, 2008 11:45 pm	1/0	0-10.0	☐

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Submissions for "Your Goals"

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Student	Submitted	Status	Grade	Release
Allen, Donald		No Submission		
Branigan, Margaret		No Submission		
Brawders, Olivia	Feb 17, 2008 2:26 pm	Returned	7.0	✔
Briel, Holly	Feb 25, 2008 9:19 pm	Ungraded		
DeMonte, Karen		No Submission		
Fendler, Daniel	Feb 25, 2008 9:52 am	Returned	7.0	✔
Ferguson, Andrew		No Submission		
Ferris, Laurel	Feb 25, 2008 11:02 am	Ungraded		
Graham, Carmelita	Feb 19, 2008 6:19 am	Returned	7.0	✔
Hagovsky, Elizabeth		No Submission		
Henderson, Joyce	Feb 25, 2008 2:50 pm	Returned	7.0	✔
Hofstetter, Fred		No Submission		

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Student	Submitted	Status	Grade	Release
Briel, Holly	Feb 25, 2008 9:19 pm	Ungraded		
Ferris, Laurel	Feb 25, 2008 11:02 am	Ungraded		
Jules-Chester, Karene	Feb 25, 2008 12:09 pm	Ungraded		
Schiavone, Rachel	Feb 19, 2008 9:34 am	Returned	7.0	✔
Henderson, Joyce	Feb 25, 2008 2:50 pm	Returned	7.0	✔
Schumacher, Robert	Feb 11, 2008 2:41 pm	Returned	7.0	✔
Brawders, Olivia	Feb 17, 2008 2:26 pm	Returned	7.0	✔
Robleto, Barbara	Feb 18, 2008 6:51 pm	Returned	7.0	✔
Graham, Carmelita	Feb 19, 2008 6:19 am	Returned	7.0	✔
Wright, David	Feb 11, 2008 9:03 pm	Returned	7.0	✔
Olive, Geoffrey	Feb 10, 2008 12:54 pm	Returned	7.0	✔
Fendler, Daniel	Feb 25, 2008 9:52 am	Returned	7.0	✔

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"Your Goals"

Student	Olive, Geoffrey
Submitted Date	Feb 10, 2008 12:54 pm
Status	Grade

▸ Assignment Instructions

Submission

Submitted Text

Below is the submission from a student. You can insert comments into this text by clicking in the box, then type your comments. Comments surrounded by double curly braces, {{like this}}, will appear red to the student.

Source | Style | Format Normal | Font | Size

My goal for this class, Accessibility Web Design, is to consider how websites can be improved for people with disabilities, particularly those who are visually impaired.

Specifically, I will be looking at the design of the Wilmington University (WU) web site with two main objectives. These are (a) to identify any existing accessibility issues, and (b) to see how the site can be made a site *par excellence* for the visually impaired.

This will be the basis for my EPP, provisionally entitled "Wilmington University Web Site. Does it conform to Web accessibility?".

My goal for this class, Accessibility Web Design, is to consider how websites can be improved for people with disabilities, particularly those who are visually impaired.

Specifically, I will be looking at the design of the Wilmington University (WU) web site with two main objectives. These are (a) to identify any existing accessibility issues, and (b) to see how the site can be made a site *par excellence* for the visually impaired.

This will be the basis for my EPP, provisionally entitled "Wilmington University Web Site. Does it conform to Web accessibility?".

Preliminary investigation with data from the visually impaired, both internal to WU and from those with no connection has already been gathered. The website will be tested further and the investigation expanded to look at good practices as applied to other websites. Recommendations will be made for changes.

Geoff Olive

Submitted Attachments

No attachments submitted

Instructor Comments

Use the box below to enter additional summary comments about this submission

As we discussed, Geoff, creating your EPP proposal is an excellent goal for you to work on in this course. An important element you have not mentioned here are the standards consisting of the U.S. government's Section 508 as well as the World Wide Web Consortium's WAI standards. The developer toolbars at http://www.udel.edu/fth/webdesign/ajax/toolbars.html provide you with tools you can use to run the WU Web site through accessibility checkers that will help you benchmark the extent to which key pages at the WU site meet these guidelines. We can discuss.

In the meantime, let me welcome you and wish you all the best for success in this new Web accessibility course. I hope you will enjoy it and learn a lot along the way. Welcome!

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Source Style Format Normal Font Size

As we discussed, Geoff, creating your EPP proposal is an excellent goal for you to work on in this course. An important element you have not mentioned here are the standards consisting of the U.S. government's Section 508 as well as the World Wide Web Consortium's WAI standards. The developer toolbars at http://www.udel.edu/fth/webdesign/ajax/toolbars.html provide you with tools you can use to run the WU Web site through accessibility checkers that will help you benchmark the extent to which key pages at the WU site meet these guidelines. We can discuss.

In the meantime, let me welcome you and wish you all the best for success in this new Web accessibility course. I hope you will enjoy it and learn a lot along the way. Welcome!

Attachments to Return with Grade

No attachments yet

Add Attachments

Grade: 7.0 (out of 7.0)

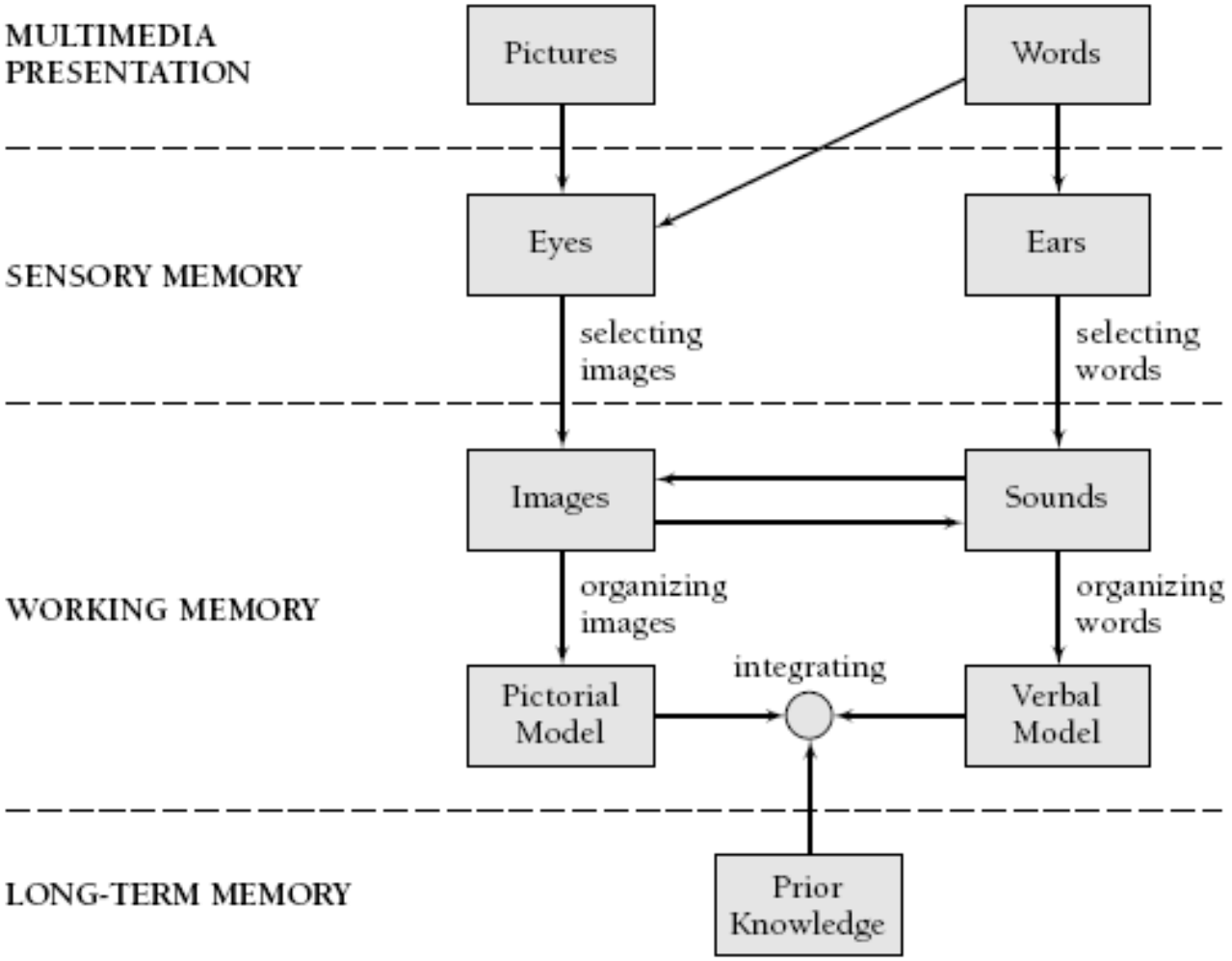
Allow Resubmission

Return to student | Preview | Save Draft | Cancel

Multimedia Learning

How the Principles of Multimedia Learning Inform the Design of Course Content

Multimedia Learning Theory



Richard Mayer's (2001, p. 44) Cognitive Theory of Multimedia Learning

Multimedia Learning Principles

Principle	Effect on Learning
1. Multimedia	Deeper learning from words and pictures than words alone
2. Contiguity	Deeper learning from presenting words and pictures simultaneously rather than successively
3. Coherence	Deeper learning when extraneous words, sounds, or pictures are excluded rather than included
4. Modality	Deeper learning when words are presented as narration rather than as on-screen text
5. Redundancy	Deeper learning when words are presented as narration rather than as both narration and on-screen text
6. Personalization	Deeper learning when words are presented in conversational style rather than formal style
7. Segmentation	Deeper learning when complex lessons are presented in smaller parts
8. Pretraining	Deeper learning when key terms are explained in advance

Source: Clark & Mayer (2006, p. 386), summarized.

Multimedia Research Results

Cognitive Principle	Effect Size	Studies Showing This Effect
1. Multimedia	1.50	9 of 9
2. Contiguity	1.11	8 of 8
3. Coherence	1.32	11 of 12
4. Modality	0.97	21 of 21
5. Redundancy	0.69	10 of 10
6. Personalization	1.30	10 of 10
7. Segmentation	0.98	3 of 3
8. Pretraining	1.30	7 of 7

Clark & Mayer (2008, p. 383)

Just-In-Time Video

- Key to my instructional strategy is just-in-time video that students can view to have my lectures onscreen just when you need them.
- I create these videos with Camtasia Studio and follow Mayer's principles to make them effective.
- By balancing content across visual and auditory channels, I observe Mayer's (2001) modality principle, and by organizing the videos into small clips, I follow the segmenting principle (Clark & Mayer, 2008, p. 183).

Demonstrate collapsible video menus.

Camtasia Workflow

Creating Just-In-Time Videos with Camtasia Studio

Camtasia Workflow

- The next few slides step you through the process of creating an instructional video with Camtasia.
- This is the process I have evolved over the past few years based on fairly extensive use of Camtasia.
- I am always open to learning better ways of doing things, however, so if you know of a better way, please let me know!

Storyboard

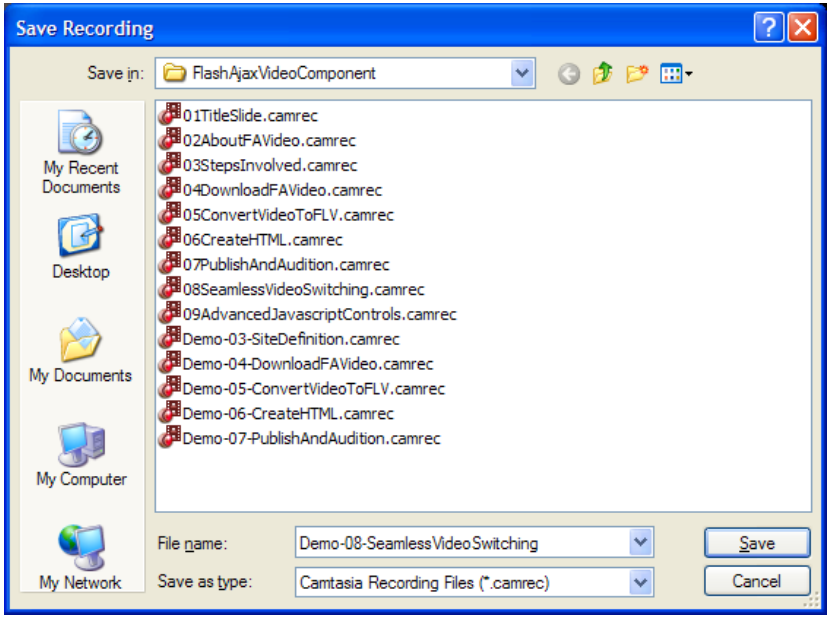
- You begin by planning your video sequence. Video professionals call this storyboarding.
- I create my storyboards with PowerPoint.
- Because the Camtasia player has a green skin, I created a PowerPoint theme based on that same shade of green.

Record a Slide with Narration

- Use Camtasia to make the PowerPoint window be what gets recorded.
- It works best if you set the window to 1024 by 768.
- Use the Camtasia Recorder to record the slide with your narration.
- Make sure your microphone gain is turned way up, but not so high as to distort.

Review the Recorded Slide

- After you record something, Camtasia provides a playback window that lets you review it.
- You can delete the recording if you do not like it, or you can save it for future use.
- When I save a clip, I begin the filename with a number, so the file manager will display my clips in sequence.

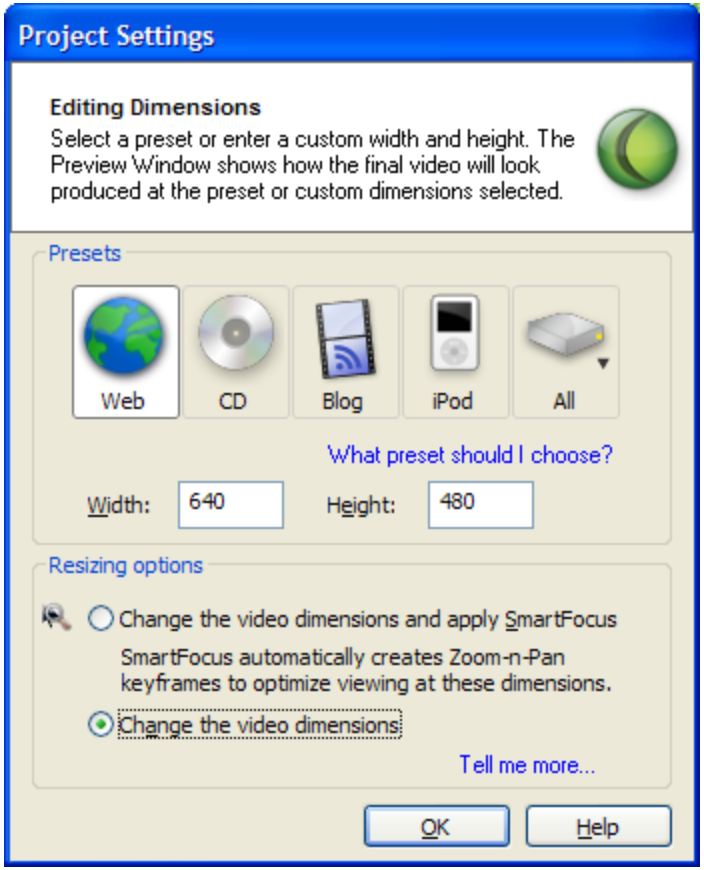


Record a Demo with Narration

- Use Camtasia to make the demonstration window be what gets recorded.
- It works best if you set the window to 1024 by 768.
- Record the slide with your narration.
- Save it.
- Edit out any unwanted audio pauses or glitches.
- Save it.

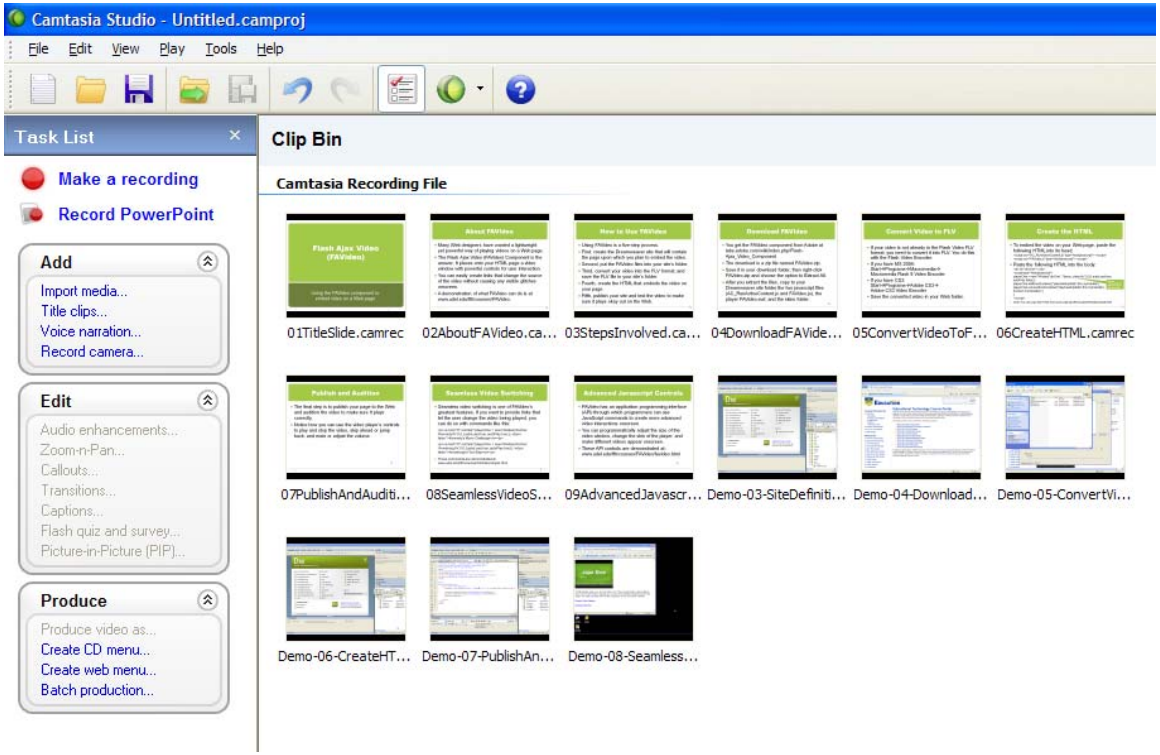
Insert Slides into Camtasia

- When you begin editing your production, Camtasia will ask about your settings.
- If you are producing for the Web, I recommend 640 x 480.
- I do not recommend automatic Smart Focus because I find it more efficient creating the zooms by hand.



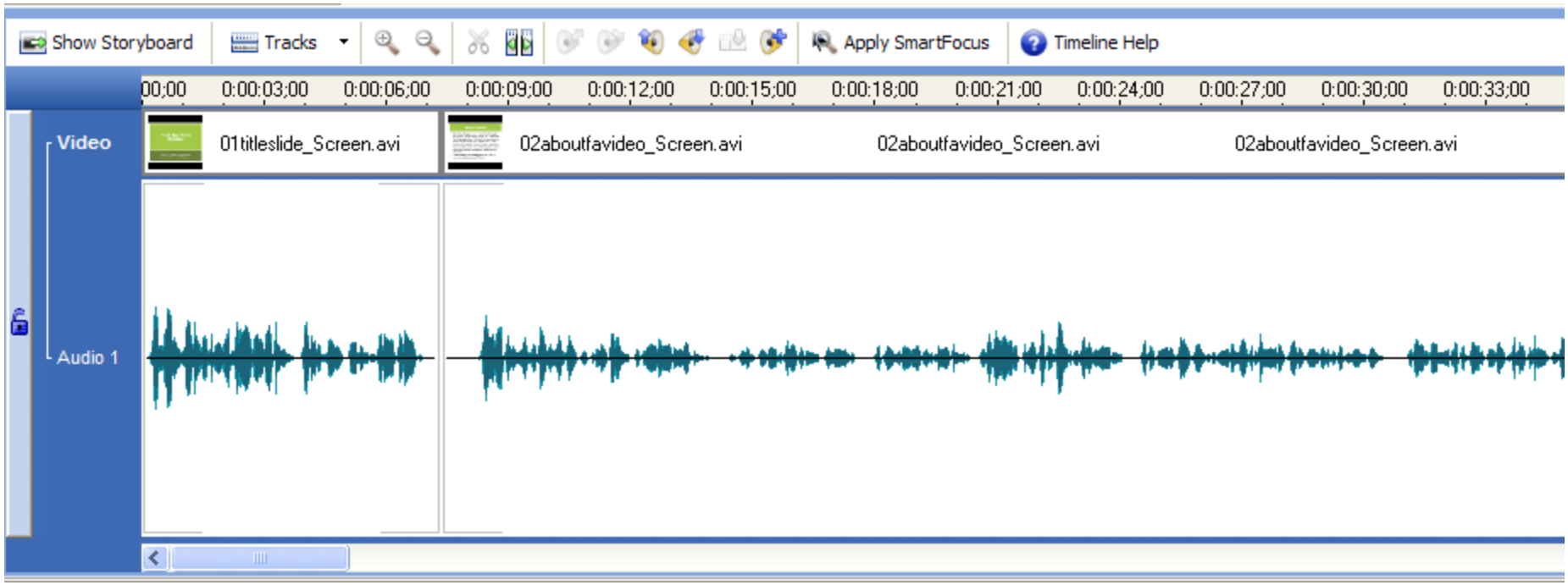
Using the Clip Bin

- If you right-click the Clip Bin and choose Import Media, you can import all of the clips you created for use in this production.



Delete Pauses and Glitches

- On the timeline, you can delete all the pauses and glitches in your production. The timeline's "zoom in" and "zoom out" features are very helpful here.

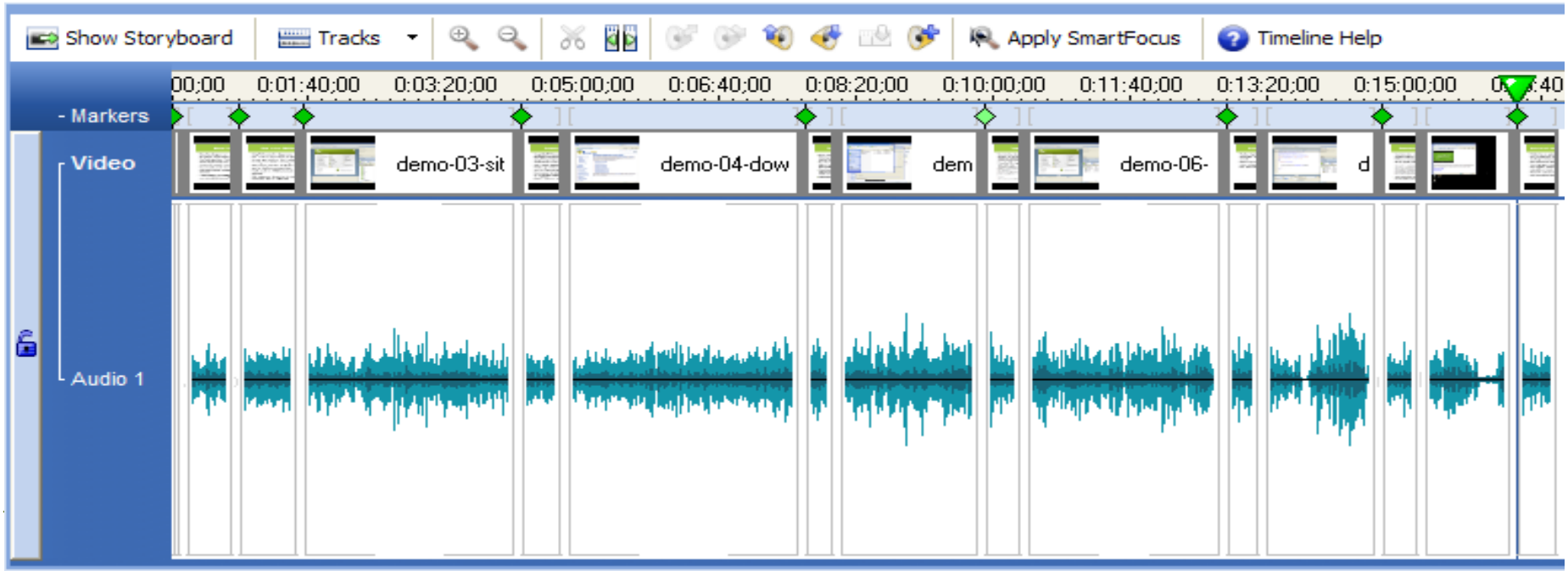


Add Transitions

- The transitions I found to work best are:
  1. The gradient wipe, which I put before each slide.
  2. The wheel, which I put before each demonstration.

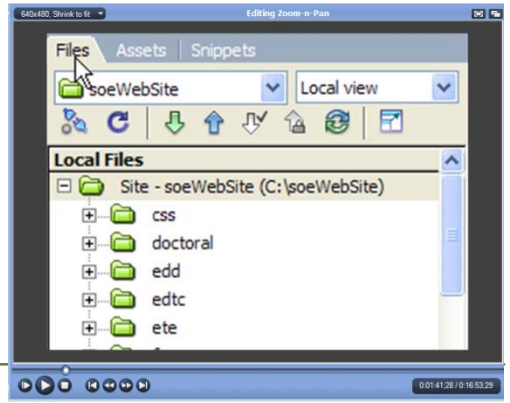
Create Markers

- Markers create a sidebar that users can click to jump to different parts of your video.
- Use markers when you have a complex, multi-part video.
- If you are creating a simple screen recording, on the other hand, you will not need markers.



Create Pans and Zooms

- Pans and Zooms enable you to focus on the part of the screen to which you want to draw the viewer's attention.
- Zooms are especially helpful when the text is small and you want to make it more readable.
- It helps to pre-arrange the window positions to make any popout windows appear within the frame of the zoom you have onscreen.



Camtasia Zoom

- As noted by Clark & Mayer (2008, p. 38), “our cognitive systems have limited capacity. Since there are too many sources of information competing for this limited capacity, the learner must select those that best match his or her goals.”
- Through judicious use of Camtasia’s zoom feature, you can help learners attend to important parts of the lesson.

Sakai Podcasting

Reducing Transactional Distance by Reaching 21st Century Students On Their iPods

Sakai Podcasting

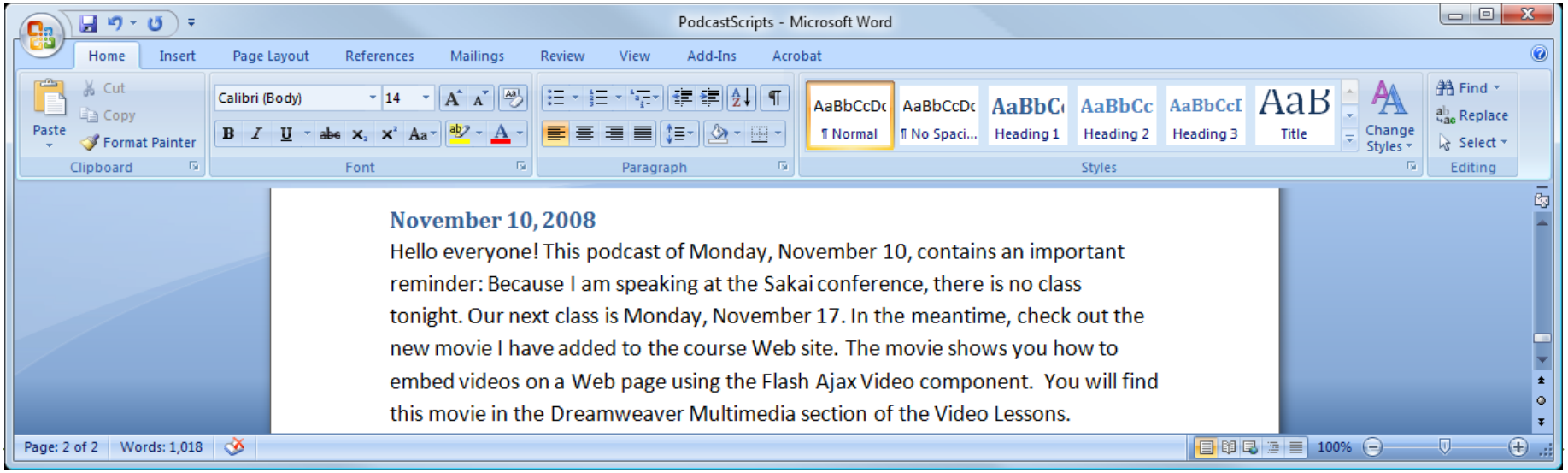
- As identified by Michael Moore (1993), transactional distance is the psychological gap created by communication latency in distance learning environments.
- For the younger generation of students who live on their cell phones and iPods, Sakai Podcasting is a powerful way of reducing transactional distance.
- Throughout my course, as I make new videos and add them to the online collection, I announce the new titles via Sakai Podcasting.
- Students do not need an iPod, but if they have one, their Sakai professor can be on it.

Podcasting Software

- We create our Sakai podcasts with open-source software, including:
  1. Audacity, which is freely downloadable from http://audacity.sourceforge.net;
  2. Lame, an MP3 encoder that you download freely from http://audacity.sourceforge.net/download/lame; and
  3. Sakai, in which you use the Podcasting tool to upload the recording to your course feed.
- Students can subscribe to your course feed from iTunes or from the latest versions of Internet Explorer, Firefox, and Safari. Thus, you can tune in to the feed without necessarily having an iPod.

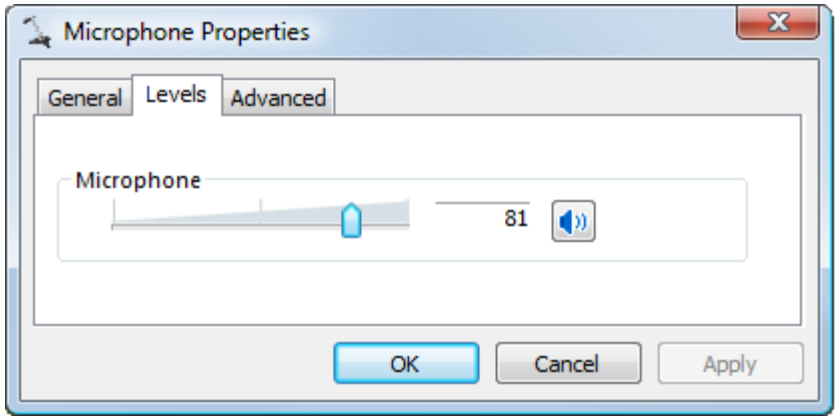
Scripting Your Narrative

- It saves considerable time if you script your narrative prior to recording it.
- Following Mayer's personalization principle, avoid third person and instead use first and second person in your script.



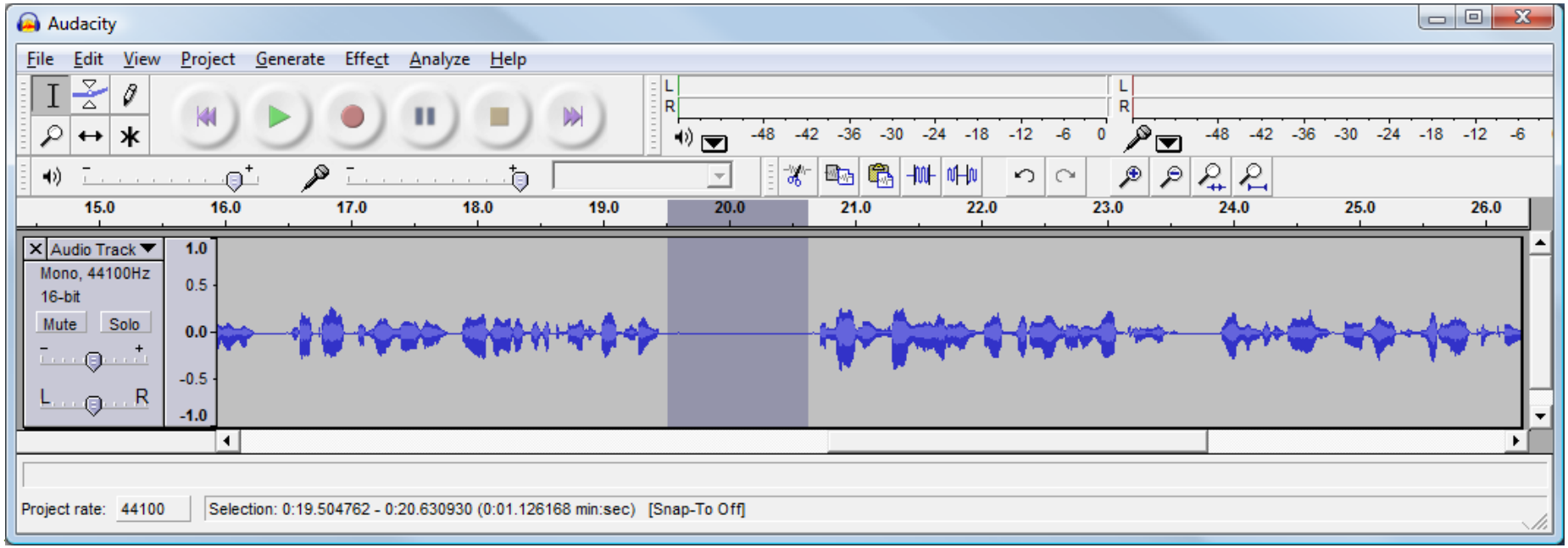
Recording Your Narrative

- When you record your narrative, make sure your audio record level is turned way up, but not so high as to distort, and keep your mouth close to the mic to create presence.



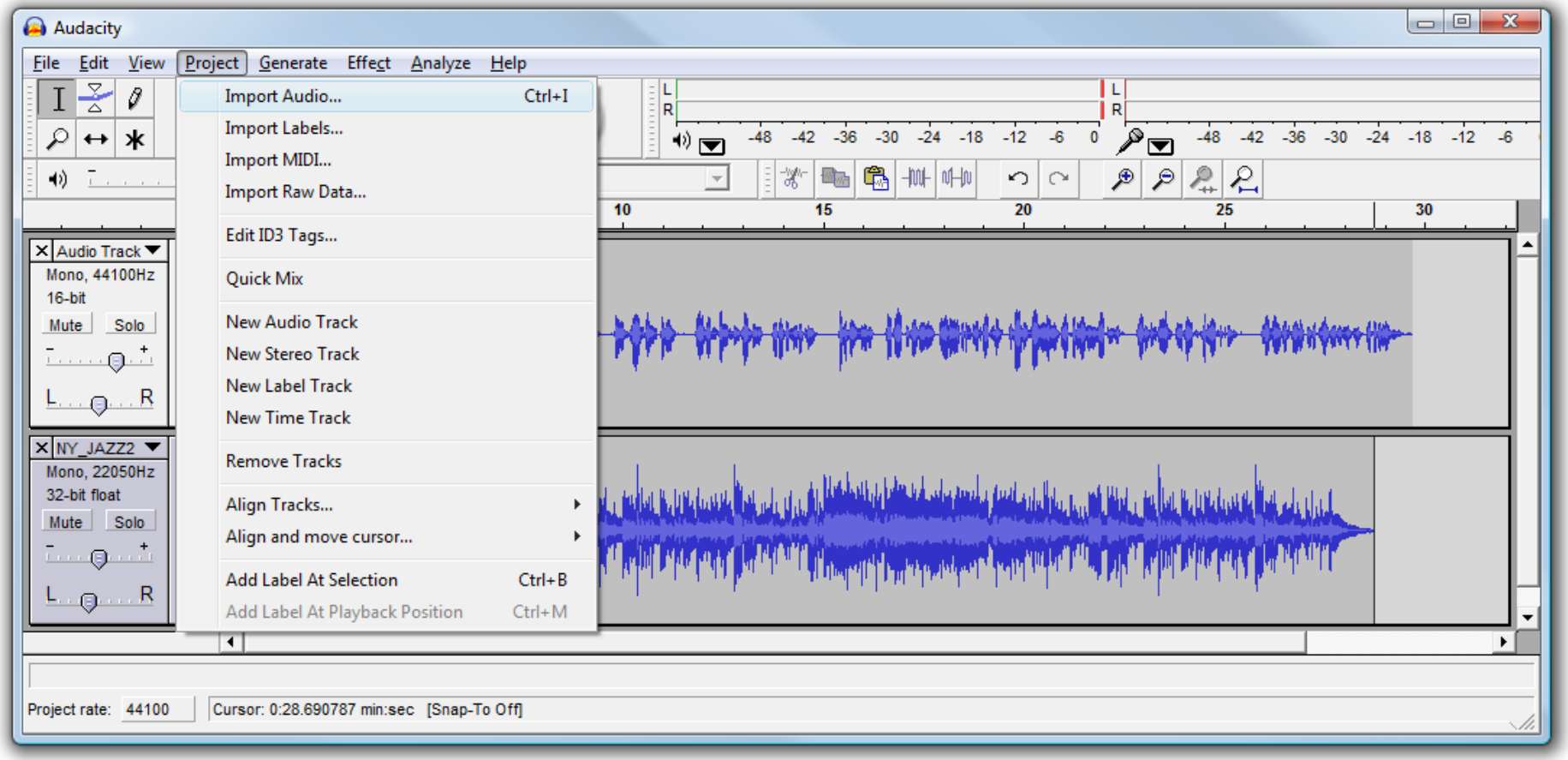
Delete Glitches

- Audacity makes it easy to delete glitches.
- Remove unwanted silence from the beginning and end of the clip; this is called trimming.



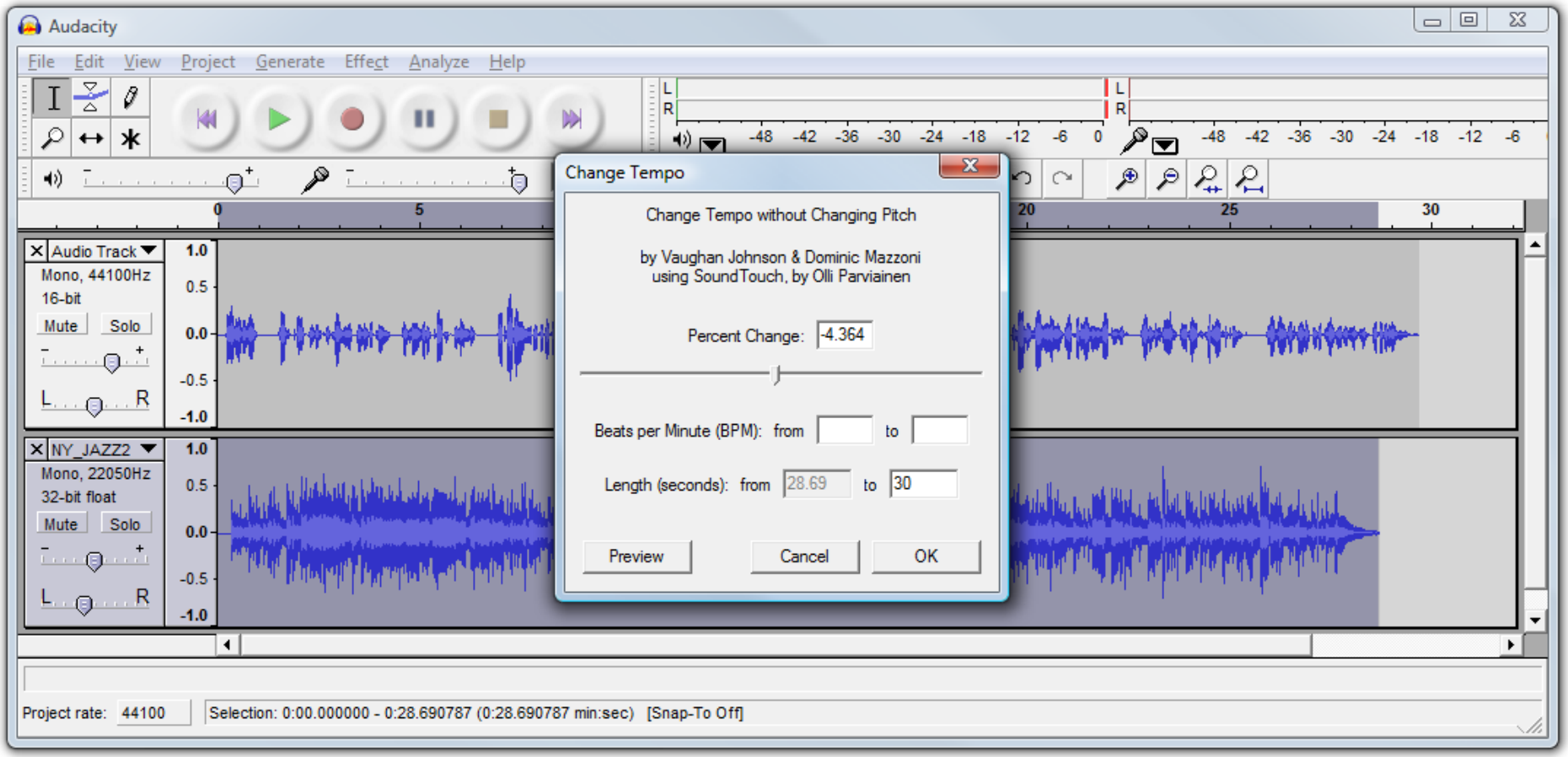
Mix In Some Music

Musical backgrounds add a professional quality to your podcast. Audacity makes it easy to import audio.



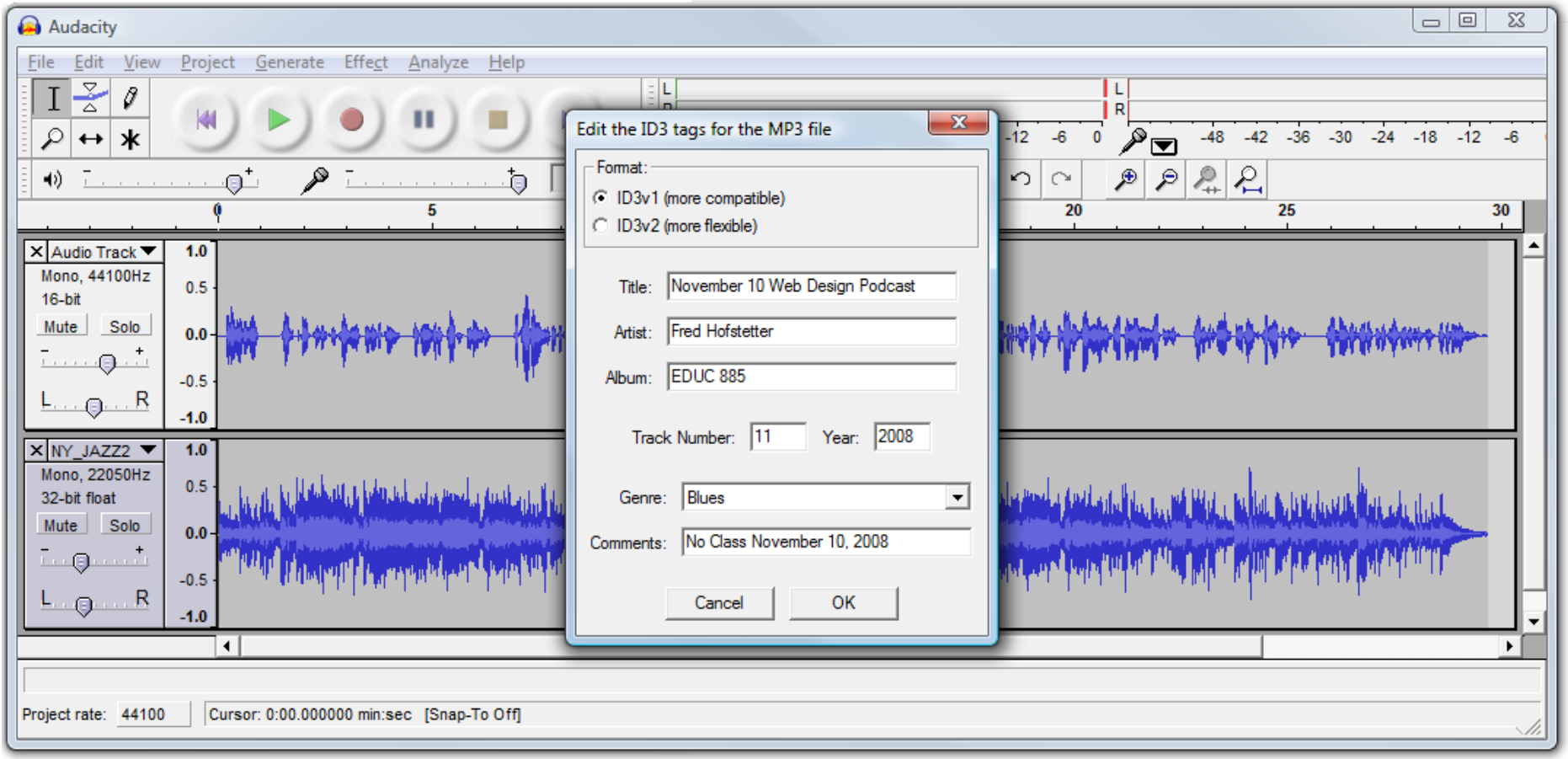
Adjust the Length

If the length of the music does not quite match that of your narration, you can use Audacity to lengthen or shorten the tracks without changing their pitch.



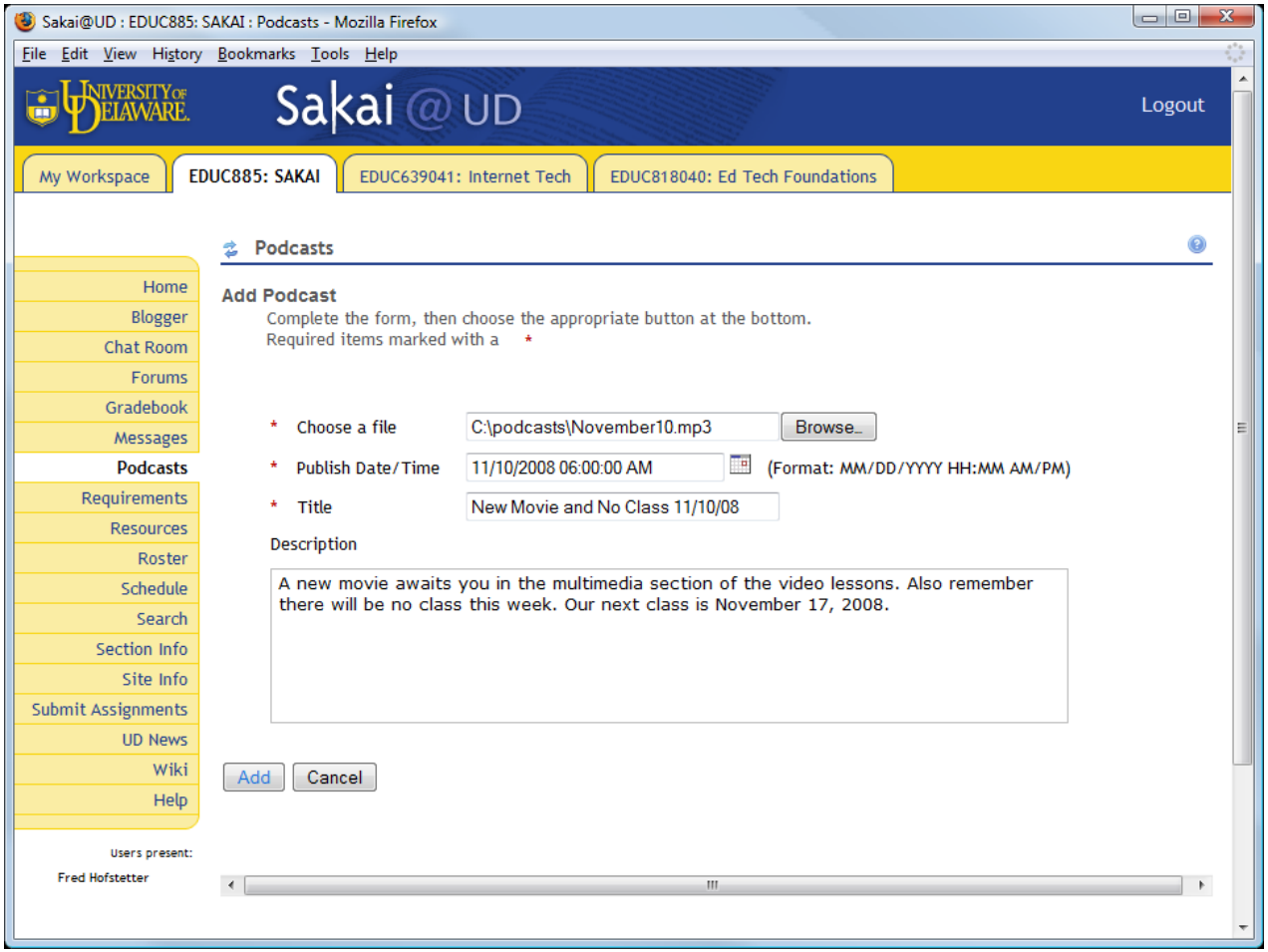
Export the MP3

You export the recording as an MP3 file, which is the format used in audio podcasting.



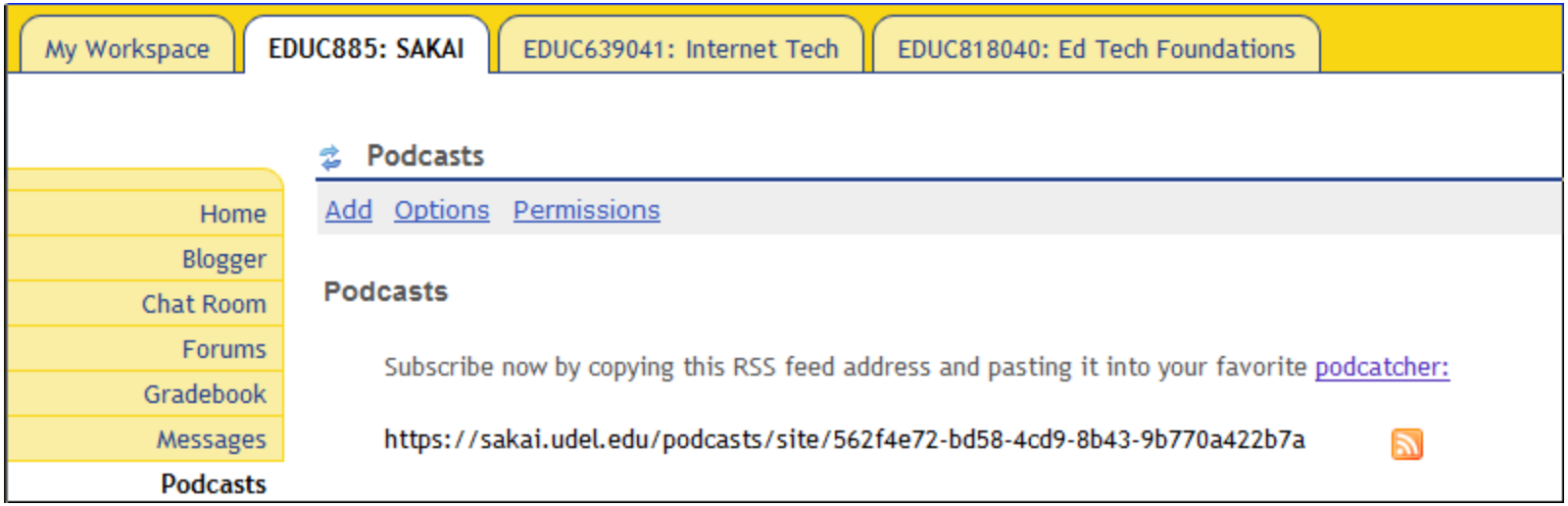
Use Sakai to Podcast the MP3

- Sakai steps you through the process of uploading the MP3 file to your podcast.
- Behind the scenes, Sakai creates the RSS file that defines your podcast.

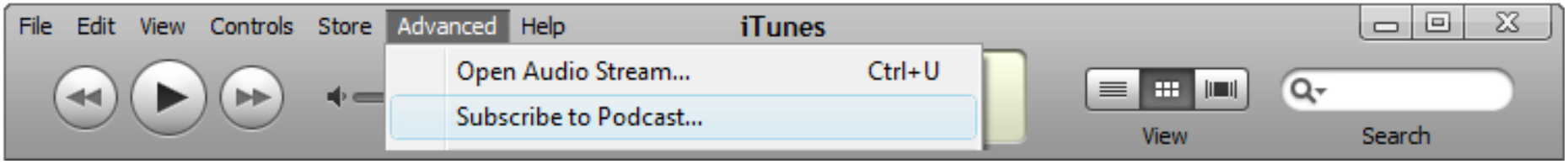


Receiving a Sakai Podcast

Sakai tells you the address of the podcast here:



To tune in from iTunes, pull down the Advanced menu, and click Subscribe to Podcast:

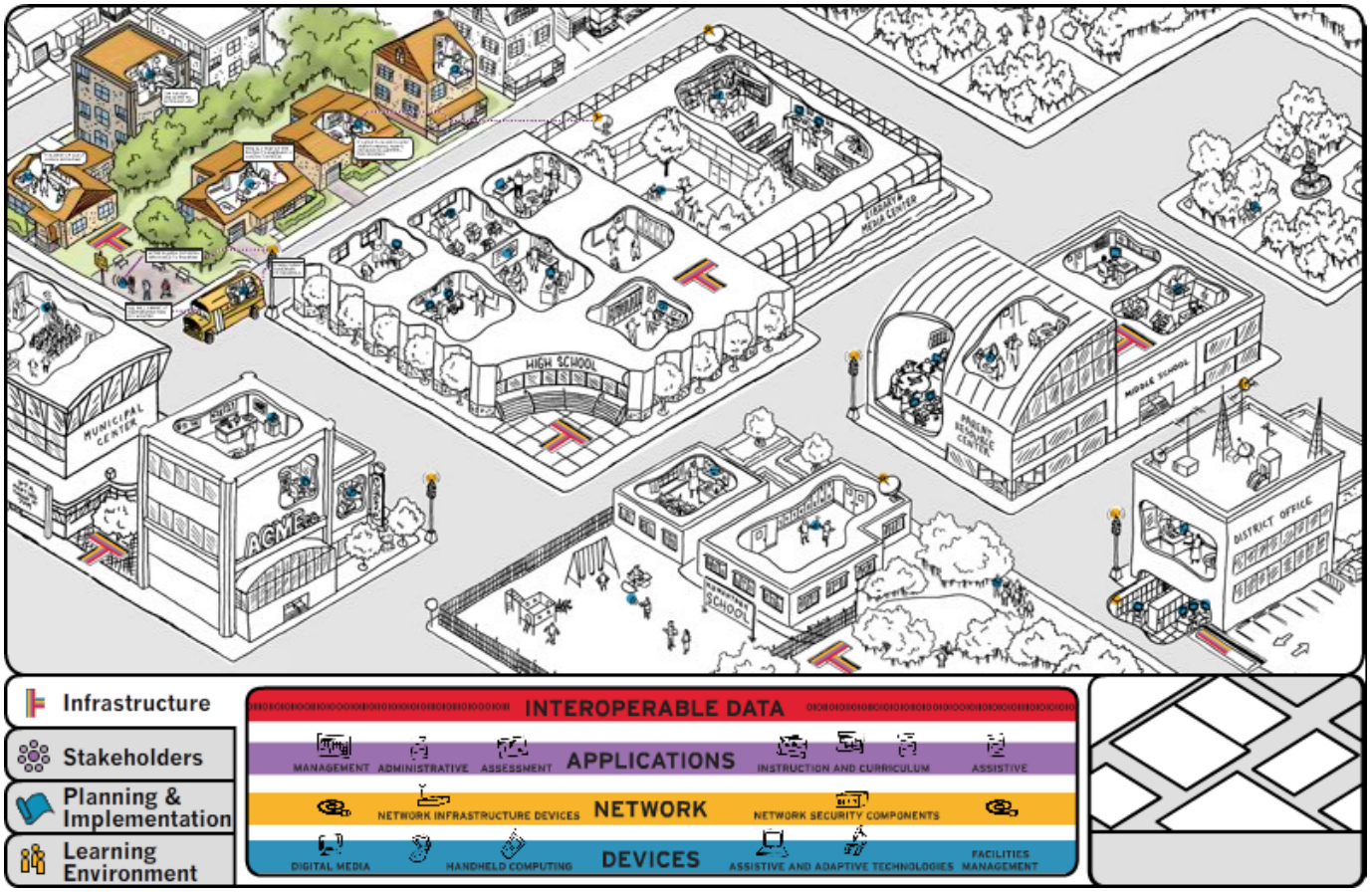


Knowledge Building

Using Sakai's Web 2.0 Tools to Create a Shared Knowledge Building Environment

School 2.0

"In *School 2.0*, the learning ecosystem includes not just a school building, but also the combination of home, school, and community that collaborate to bring the wider world into day-to-day instruction and provide a rich array of learning opportunities."



www.school2-0.org

Office of Educational Technology, U.S. Department of Education

Collaboration Principle

- Reflecting on his invention of the virtual high school (VHS) concept, Tinker (2005, p. 413) concluded that "Without collaboration, the social value of networking is lost and online courses become simply extensions of existing course formats."
- Riel (2005, p. 315-316) identified three overlapping ways in which online education should be community based: (1) collaborative learning in the context of a student cadre, (2) theoretical learning through community experiences, and (3) transformational learning in one's community of practice.

Communal Knowledge Building

- As Scardamalia and Bereiter (2006, p. 99) teach us, “People are not honored for what is in their minds but for the contributions they make to the organization’s or the community’s knowledge.”
- Sakai’s Wiki tool is a powerful tool for communal knowledge building.
- If it could be searched and tagged, the Sakai wiki would be even more powerful.

Sakai KBE Tools

- Sakai contains several tools that can be used to form communities and build shared knowledge:
  1. Forums provide multi-threaded asynchronous discussion space;
  2. Blogs enable students to journal their activities, reflect on their progress, and, if enabled, let other students comment on their work.
  3. Chat rooms let students meet synchronously, although the Sakai chats are perpetually ongoing, so you can participate in them asynchronously as well.
  4. The Wiki lets participants create knowledge on pages that are communally shared, with an edit trail keeping track of who changed what when.

Forum Statistics

- I like how the forum statistics enable you to see each student's level of participation.
- This is particularly helpful when forum participation is a requirement in the course.
- You can even grade a message in a forum if you have created an assignment that requires participation in a forum.
- I like how you can sort the forum statistics by column categories.

Demonstrate forum statistics.

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Help

Users present:
Fred Hofstetter

Forums

Forums / Statistics

Name	Authored	Read	Unread	Percent Read
Bernal, Yanaka	9	17	201	8%
Cooke, Marc	20	208	10	95%
Davis, Aaron	3	149	69	68%
Ferris, Laurel	1	31	187	14%
Funkhouser, Beverly	9	126	92	58%
Girton-Snyder, Karen	28	217	1	100%
Gray, Theresa	9	16	202	7%
Gutierrez, Michael	6	208	10	95%
Hofstetter, Fred	19	170	48	78%
Howard, Jimmy	0	0	218	0%
Jules-Chester, Karene	2	3	215	1%
Kaliher, Licinia	35	210	8	96%
Pelton, Rebecca	1	55	163	25%
Snyder, Timothy	23	200	18	92%
Trafford, Stuart	6	8	210	4%
Trimble, Tina	7	19	199	9%

Sakai@UD : EDUC885: SAKAI : Forums - Mozilla Firefox

File Edit View History Bookmarks Tools Help

University of Delaware Sakai @ UD Logout

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Users present:
Fred Hofstetter

Forums

Forums / Statistics

Name	Authored	Read	Unread	Percent Read
Kaliher, Licinia	35	210	8	96%
Girton-Snyder, Karen	28	217	1	100%
Wilder, Debra	27	183	35	84%
Snyder, Timothy	23	200	18	92%
Cooke, Marc	20	208	10	95%
Hofstetter, Fred	19	170	48	78%
Bernal, Yanaka	9	17	201	8%
Funkhouser, Beverly	9	126	92	58%
Gray, Theresa	9	16	202	7%
Varrasse, Tiffini	8	37	181	17%
Trimble, Tina	7	19	199	9%
Gutierrez, Michael	6	208	10	95%
Trafford, Stuart	6	8	210	4%
Davis, Aaron	3	149	69	68%
Winslow, Jacqueline	3	138	80	63%

Wiki

- Social opportunity is important in motivating people to learn (National Research Council, 2000, p. 61).
- I used the Sakai Wiki to create a “cool tool” assignment in which I have the students (1) identify the tool they consider most useful and (2) write an essay explaining why they think it’s cool.
- Through the Wiki, students explore each other’s tools and make discoveries richer than anything I could design on my own.
- The Sakai Wiki addresses Romiszowski’s (2005, p. 337) criticism that in spite of what is known about creating knowledge building environments, IMS vendors have done little to build these kinds of cooperative learning protocols into their products.

Chat Room Searching

- Students go into the chat room to add a synchronous dimension to their online course.
- I like how the search tool includes chat room transcripts.
- The tags let you explore other info related to what was found in the search.
- Students like how the size of the tag represents how frequently it appears in the search results. This is powerful indeed for identifying themes in your course discussions.

Assessment

Sakai Supports Multiple Assessment Strategies

Multiple Assessment Strategies

- When a course is online, it is especially important for students to have a clear picture of how they will be evaluated.
- Sakai supports multiple forms of assessment that enable you to evaluate students on goal setting, individual performance, class participation, and performance outcomes.

Assessment Tools

- The assignment tool provides for formative assessment by enabling faculty to provide feedback and give students a chance to resubmit their work and earn a higher grade.
- The quizzing tool allows for self-tests and feedback so students can self-assess their learning.
- The testing tools have both formative and summative assessment.
- Blog Wow! is well-suited for gathering student self-reflective data and faculty or peer feedback.
- Sakai provides logs which enable faculty to know how long students work on tasks or which resources they access.

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Users present:
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EDUC 885 Requirements

Options

SCHOOL OF EDUCATION

Sakai Design Course Requirements

This course is all about empowering you to create effective Sakai Web environments. Thus, the course requirements revolve around you and the nature of the Web you want to create.

In the sidebar is a list of the specific assignments and how much they count toward your grade in the course. You can think of these assignments as consisting of three major parts, each of which counts for a third of your grade. The first part is class participation. You create a goal statement and share it with your fellow classmates, with whom you communicate in the course discussion forum as well as in the course Wiki, where you share knowledge and contribute to a knowledge base consisting of cool tools discovered by students while taking this course. The second major part of your grade is determined by your final project, which you submit at the end of the course. The rest of your grade is determined by a reflective journal that you keep in a blog, which I will visit three times during the course to assess the progress you are making and to provide any help you may need toward accomplishing your project's goals.

Weighting of Course Assignments

Assignment	Weight
Goal Statement	7%
E-mail Registration	5%
Discussion Forum	10%
Cool Tool Wiki	10%
Blog Checkpoint #1	10%
Blog Checkpoint #2	10%
Blog Checkpoint #3	10%
Web Design Project	33%
Course Evaluation	5%

Assignment #1: Goal Statement

Your first assignment is to state the reasons why you enrolled in this course. Please tell why you decided to take this course and state briefly what you hope to get out of it. If you have only a general idea, go ahead and describe your goals in general terms. If you have more specific goals in mind, please enumerate them. I will use this information to help advise you and guide

Learning Outcomes

- By the end of the course, each team must mount its portfolios and projects on the Web for their professor to review and grade. Each member of the team receives the grade awarded for the final project, which constitutes one third of the final grade.
- Individually graded, on the other hand, are the blogs, in which each team member keeps track of their individual contributions toward accomplishing the project's goals.
- Thus, at the end of the course, I can assign final grades based on the overall quality of the final project as well as the role each student played.

Gradebook Strategy

- Sakai lets you give students as many extra chances as you want. You can even markup the students' answers.
- You can set the date when assignments appear, when they must be answered, and when they will become unavailable. You can even restrict exams to specific IP addresses.
- Instead of passing students on with mediocre grades, I use the Sakai scaffolding to help each student master the content and ace the course.

Blogger

- In a meta-analysis of 122 studies of computer-supported collaborative learning, Lou, Abrami, and d'Apollonia (2001) found that group performance is not necessarily predictive of individual performance; I agree with this finding.
- To assess each individual's contribution to the group project, therefore, I require each student to write in the Sakai Blogger at three checkpoints equally spaced throughout the course.
- Students like being able to see each other's reports, and some of the students turn on the feature that lets classmates comment on each other's blogs.

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Gradebook

Gradebook Items | All Grades | Course Grades | Gradebook Setup | Course Grade Options | Import Grades

Gradebook Items

Currently, students can see their gradebook item scores, but not their course grade. Change course grade options.

Add Gradebook Item Import gradebook item from spreadsheet

Average Course Grade A+ (100%)

Gradebook Items Summary

Click a title to view complete details and to grade the item.

Title*		Class Avg**	Due Date	Released to Students	Included in Course Grade	Grade Editor***
E-mail Registration	Edit	5/5	Sep 10, 2008	Y	Y	*from Assignments*
Goal Statement	Edit	7/7	Sep 15, 2008	Y	Y	*from Assignments*
Blog Checkpoint #1	Edit	10/10	Oct 1, 2008	Y	Y	
Blog Checkpoint #2	Edit	-	Oct 29, 2008	Y	Y	
Blog Checkpoint #3	Edit	-	Nov 26, 2008	Y	Y	

Sakai@UD : EDUC885: SAKAI : Gradebook - Mozilla Firefox

File Edit View History Bookmarks Tools Help

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Gradebook

Gradebook Items | All Grades | Course Grades | Gradebook Setup | Course Grade Options | Import Grades

Gradebook Items > **Blog Checkpoint #1**

Gradebook Item Summary

< Previous Gradebook Item | Return to Gradebook Items | Next Gradebook Item >

Title	Blog Checkpoint #1
Points	10
Class average for scores entered	10
Due date	Oct 1, 2008
Options	Edit gradebook item settings Remove gradebook item from gradebook

Grading Table

View All Sections/Groups

Viewing 1 to 19 of 19 students

Student Name | Find | Clear

|< < Show 50 > >|

Save Changes | Clear Changes

Student Name	Student ID	Log	Points	Edit Comments >>

Done sakai.udel.edu

Sakai@UD : EDUC885: SAKAI : Gradebook - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Student Name	Student ID	Log	Points	Edit Comments >>
Bernal, Yanaka	700334488		10	I like your comparison of Moodle and Sakai. In the meantime, I am reading a book entitled "The Cambridge Handbook of the Learning Sciences," and as I work my way through it, I have made a fev notes regarding possible justifications for your pursuing your Simile project. We can discuss.
Cooke, Marc	700336590		10	Learning how to use Dreamweaver to create the shell for your ePortfolio is a good project for you to work on in this course, Marc. Along the way, you can be planning how you will eventually use these tools to create content for the online learning environment you eventually plan to create. Nice work!
Davis, Aaron	700419964		10	Nice work, Aaron, your plan to explore the capabilities of the Sakai portfolio tool is an excellent decision as you work to determine the best way to create and host your portfolio.
Ferris, Laurel	700561621		10	This is excellent progress you and Karene have reported on creating your DTCC Information LIteracy Project on the Sakai Sandbox. I look forward to hearing how well the Sandbox works as a host for your course as you work to develop the exciting outline you have planned. Nice work!
Funkhouser, Beverly	700985508		10	Bravo, Beverly, you have begun an excellent blog. I is interesting that you find the Sakai blog easier than Blogger and Edublogs. Let me clarify something you said about freshmen and UD Online. While it is true that freshmen cannot enroll in UD Online, there is no rule against having a "hybrid" course in which the students enroll in a F2F course that also has a substantial Web component.

Done sakai.udel.edu

Metacognitive Assessment

- Through the conversational assignment protocol that records the dialog between students and instructors, Sakai can make student thinking visible. By posing questions that make students reflect on whether their current level of understanding is adequate, the instructor can help students learn to be aware of the progress they are making toward understanding.
- In my Web design courses, for example, students propose and negotiate the topics of their projects. Through an online consultation protocol, I help students formulate a project that not only satisfies their interests, but also meets national standards in their chosen career field. The dialog I have with my students is recorded in the Sakai database and can be viewed at any time on the course assignment page.
- I encourage students to reflect on this dialog, think about their progress toward meeting the standards, and become actively involved in setting their learning priorities.

Course Evaluation Results

By following the principles of *How People Learn*, the Sakai course portal achieved the following results in Winter 2008, when my students completed a rigorous evaluation of the course administered independently through the University of Delaware course evaluation process:

- In the doctoral course offering (n=14), on a scale of 1 to 5, the Instructor rating was a perfect 5.0 (excellent), and likewise, the overall evaluation of the course was 5.0 (excellent).
- At the master's level (n=12), the Instructor rating was 4.75, and the course rating was 4.67 (4 = very good, 5 = excellent).

I am grateful to the University of Delaware for adopting Sakai and making this work possible.

Survey Results

The following responses are typical of the feedback I received when I used the Sakai testing tool to administer a survey asking my students what they thought about Sakai.

1. MyCoursesPlus in my view is 10 times better than mycourses. It is more up to date with times and has many more features that were not present in MyCourses.
2. I am very pleased with the new structure for this course. The site is very organized and easy to navigate.
3. This new course management system is very similar to Serf. It is easy to navigate, fun to use, and has a lot of various options for the student to use.

Pedagogical Frameworks

How Leading Instructional Models Inform the Design of Sakai Learning Materials

Component Architecture

- As we have seen, Sakai's frameset requires the course author to choose and configure the tools to be used in the course.
- Ferdig (2007, p. 52) refers to this kind of design framework as a component architecture.
- In the scholarly literature are several instructional design models that can help faculty think about what components to include and how to use them.

Gagne's Instructional Model

Gagne's (2005) nine events of instruction inform the design of online learning in the Florida Virtual School and Spokane Virtual Learning (Johnston, 2007, p. 22):

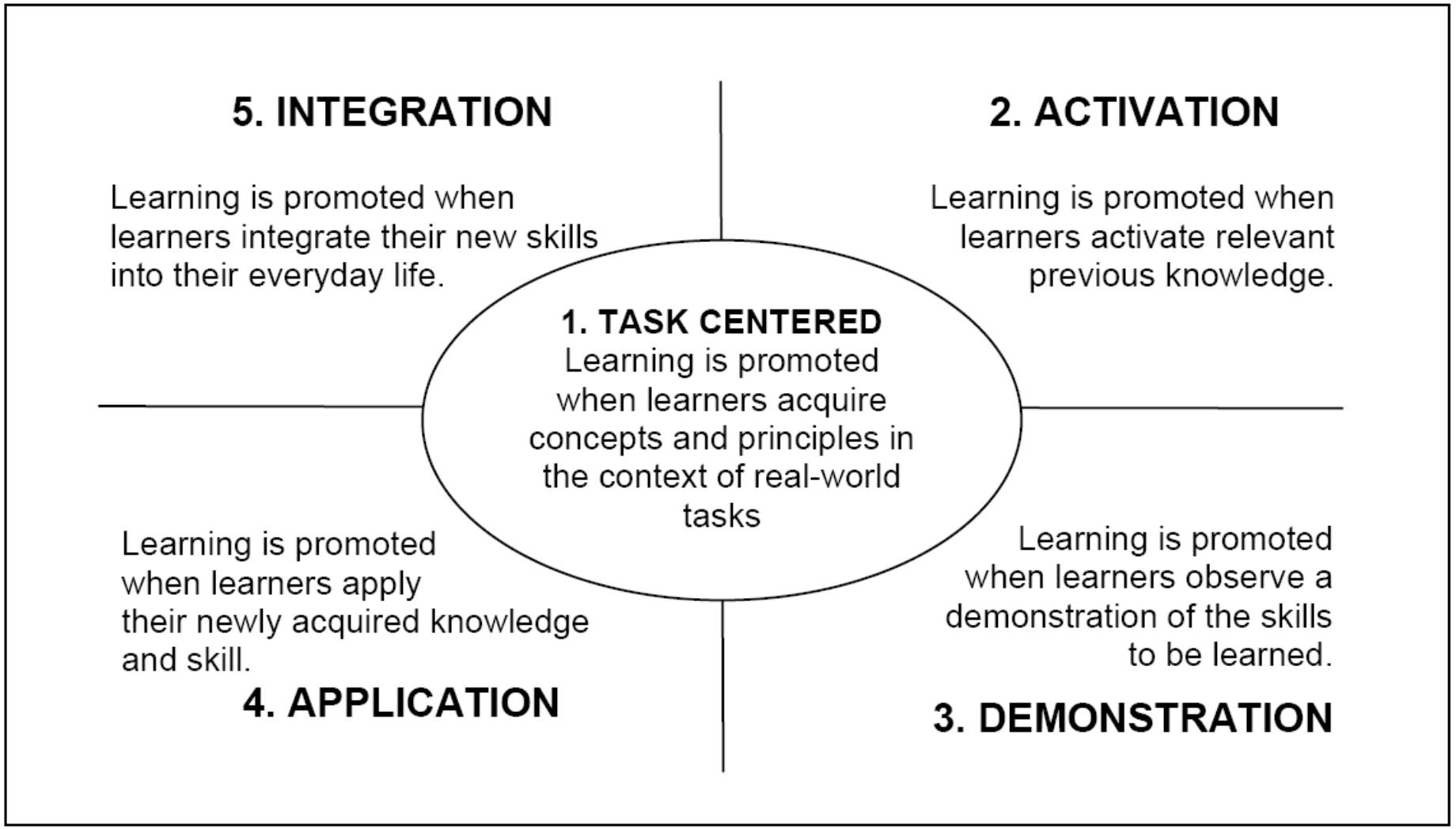
1. Gaining Attention (Reception)
2. Informing Learners of the Objectives (Expectations)
3. Stimulating Recall of Prior Learning (Retrieval)
4. Presenting the Stimulus (Selective Perception)
5. Providing Learning Guidance (Semantic Encoding)
6. Eliciting Performance (Responding)
7. Providing Feedback (Reinforcement)
8. Assessing Performance (Retrieval)
9. Enhancing Retention and Transfer (Generalization)

Keller's ARCS Model

Keller's (1987) motivation model called ARCS reminds us of four principles important in motivating virtual learners (Johnston, 2007, p. 23):

Attention:	establishing and maintaining curiosity and learner arousal;
Relevance:	linking the learner situation to the needs and motives of the learner;
Confidence:	learners attribute positive learning experiences to their individual behavior;
Satisfaction:	learners develop the desire to pursue similar goals.

Merrill's First Principles



Merrill (2007) http://cito.byuh.edu/merrill/text/papers/Task_Centered_Strategy.pdf

Andragogy

- Adragogy is a theory of adult learning developed by Malcolm Knowles (1984).
- Andragogy offers four design principles:
  1. Adults need to know why they need to learn something.
  2. Adults need to learn experientially.
  3. Adults approach learning as problem-solving.
  4. Adults learn best when the topic is of immediate value.

Articulation Principle

- Sawyer (2006, p. 12) teaches that “articulation and learning go hand in hand, in a mutually reinforcing feedback loop. In many cases, learners don’t actually learn something until they start to articulate it. In other words, while thinking out loud, they learn more rapidly and deeply than studying quietly.”

Creativity in Learning

- As we learn more about how people learn, creativity becomes more important as an instructional strategy.
- In the recent revision of the ISTE standards, creativity replaced operations as the first standard.

Bloom's Taxonomy

Creating is on top of Anderson & Krathwohl's revision of Bloom's taxonomy.

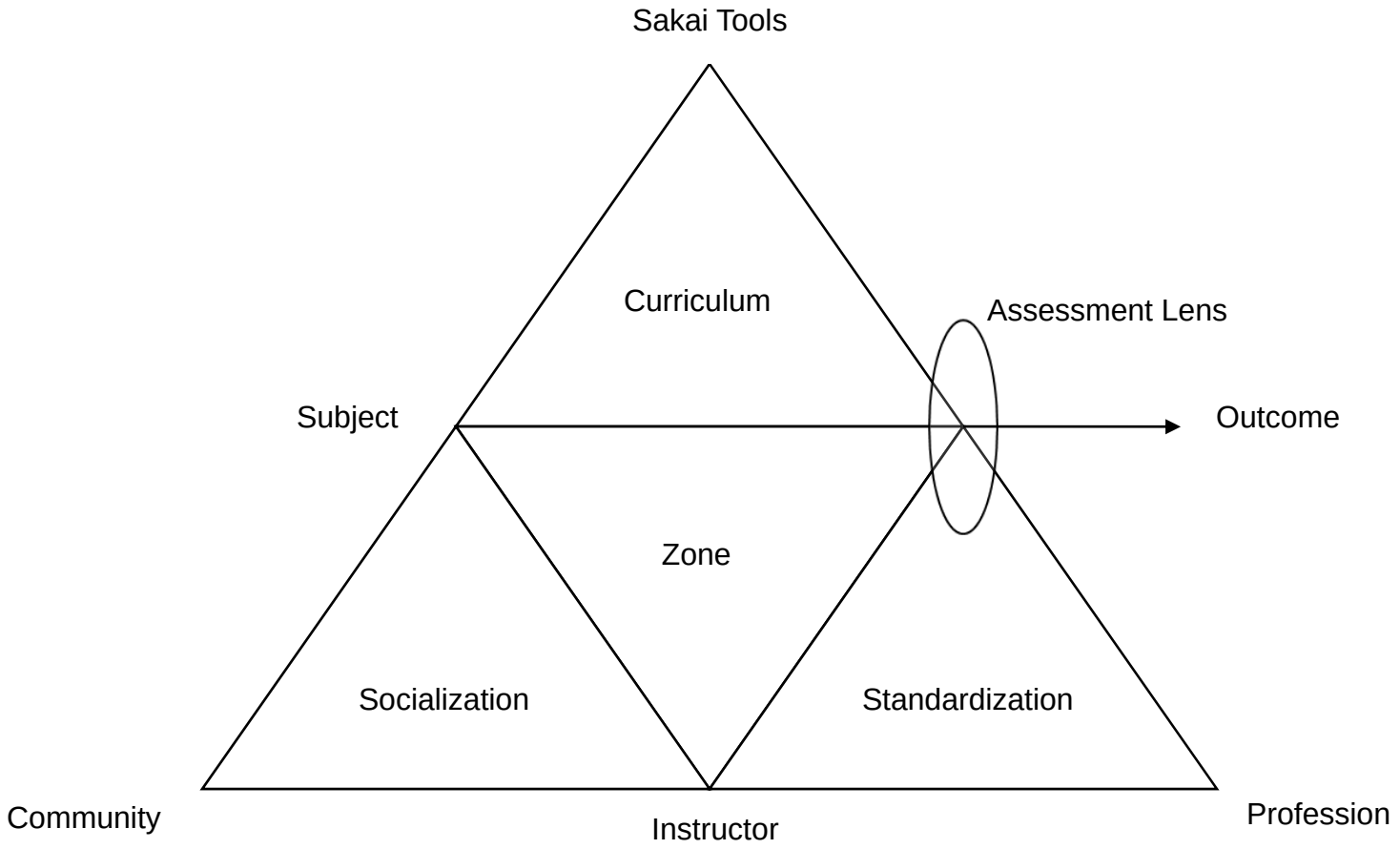
Benjamin Bloom (1984)	Anderson & Krathwohl (2001)
Evaluation	**Creating** **Generating new ideas, products, or ways of viewing things**
Synthesis	**Evaluating** **Justifying a decision or course of action**
Analysis	**Analyzing** **Breaking information into parts to explore understandings and relationships**
Application	**Applying** **Using information in another familiar situation**
Comprehension	**Understanding** **Explaining ideas or concepts**
Knowledge	**Remembering** **Recalling information**

Revised Taxonomy Table

The revised taxonomy table has a knowledge dimension and a cognitive process dimension. The instructional designer aligns objectives to assessment techniques by considering the kind of knowledge to be learned (knowledge dimension) and the process used to learn (cognitive process dimension).

The Knowledge Dimension	The Cognitive Process Dimension					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Metacognitive Knowledge						

Sakai Activity Theory



Adapted from Engeström (1987, p. 78)

Design Tips

Jumpstarting Three Sakai Tools in Which Instructions Are Not Clear

Making Sakai Tools Intuitive

I created startup messages in three tools for which students may need help getting started. These three startups explain that:

- In the Wiki, you must create a link in order to make a new page.
- In the Blogger, you must click new in the menu bar to write a new entry in the Blog.
- In the Forum, you must click the heading of the message to which you want to respond.

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Home

Welcome to the Cool Tool Wiki!

This is the Wiki in which you will complete your Cool Tool assignment. In this Wiki, we want you to write a message in which you share with your fellow classmates the coolest tool you discovered while taking this course. On the page that you create in this Wiki, tell us the Web address of your cool tool, and describe the reasons why you think this tool is cool.

In addition to creating new pages, the Wiki enables you to modify or add to submissions made by your classmates. If you have more information about a tool submitted by one of your classmates, for example, you can select the option to edit that page and add your own thoughts. Through this process of having every member of this course contributing to the Wiki, we develop a shared knowledge base of cool tools and best practices for using them.

Your grade on this assignment will be based on your contributions to the Wiki, the quality of your tool, and the reason you selected it.

When you go to create your page in this Wiki, you will discover that there is no "new page" option. In order to create a new page in the Sakai Wiki, you must create a link pointing to the page you plan to create. Let's handle that by having each class member create a link to their cool tool page by adding your link to the following list. For instructions, refer to the help tips you will get on the right side of the page when you click the Edit option to edit the page. To help get you started, I will create an entry for Dreamweaver. Go there to see how I created it.

Cool Tool Pages Created by Students in Fall 2008 EDUC 885

Dreamweaver, submitted by Fred Hofstetter

Photosynth, submited by Aaron Davis

Sakai@UD : EDUC885: SAKAI : Blogger - Mozilla Firefox

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Blog Wow!

Add blog entry | All the blogs | My blog settings | Permissions

Fred Hofstetter

How this course uses the Blogger tool

Sep 2, 2008

Welcome to the Blogger tool! In this course, you will use the Blogger tool to complete your three checkpoint assignments, which are creatively named Blog Checkpoint #1, Blog Checkpoint #2, and Blog Checkpoint #3. True to their names, these blogs are literally logs of the progress you make toward achieving your course goals or your specific project goals. You can write more than three times if you want. I like to see details regarding how you decided to organize your project, the order in which you decided to do things, tools you discovered along the way, any problems you ran into, and how you went about solving them.

To write a new entry in your Blog, click Add blog entry in your Blogger's menu bar. I suggest setting the access to SITE so you can view each other's blogs. I really look forward to reading them!

Edit entry | Remove entry | 0 comments | Leave a comment | Permalink

Hello, I am Fred Hofstetter, and it is my honor to serve as your course instructor. I hope you are enjoying the course!

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Forums

New Forum | Organize | Template Settings | Statistics

Forums

Sakai Multimedia & Web Design — New Topic | Forum Settings

This is the course discussion forum for EDUC 885: Sakai Web Design and EDUC 885: Sakai Multimedia Design.

General Discussion (218 messages - 8 unread) — Topic Settings

To participate in this discussion, click the heading of a message to read it. Then you can (1) click Post New Thread to create a new discussion thread, or (2) click a thread's heading and then click Reply to respond to it.

Reflections on Sakai

Many Features to Like and a
Few Pitfalls to Avoid

Automatic Notification

- I like how the Announcements, Resources, and Syllabus tools can send email notifications to site participants when you add new items to the course. You can specify low or high priority.
- In low priority, email notification will be subject to each participant's notification preferences.
- In high priority, all site participants receive the notification.
- To further reduce transactional distance, I would like to see this automatic notification feature added to the Sakai gradebook and assignment tools.

Forum Statistics

- I like how the forum statistics enable you to see each student's level of participation.
- This is particularly helpful when forum participation is a requirement in the course.
- You can even grade a message in a forum if you have created an assignment that requires participation in a forum.

Scheduling

- Students like how the Sakai schedule tool enables you to visualize how the course unfolds.
- I like how assignments appear automatically on the schedule.
- I really like how the schedule updates when you change an assignment's dates.
- I found the schedule's monthly view most useful because it pictures how the daily and weekly activities unfold.

Demonstrate the schedule's monthly view.

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EDUC 818: Educational Technology Foundations

Options

SCHOOL OF EDUCATION

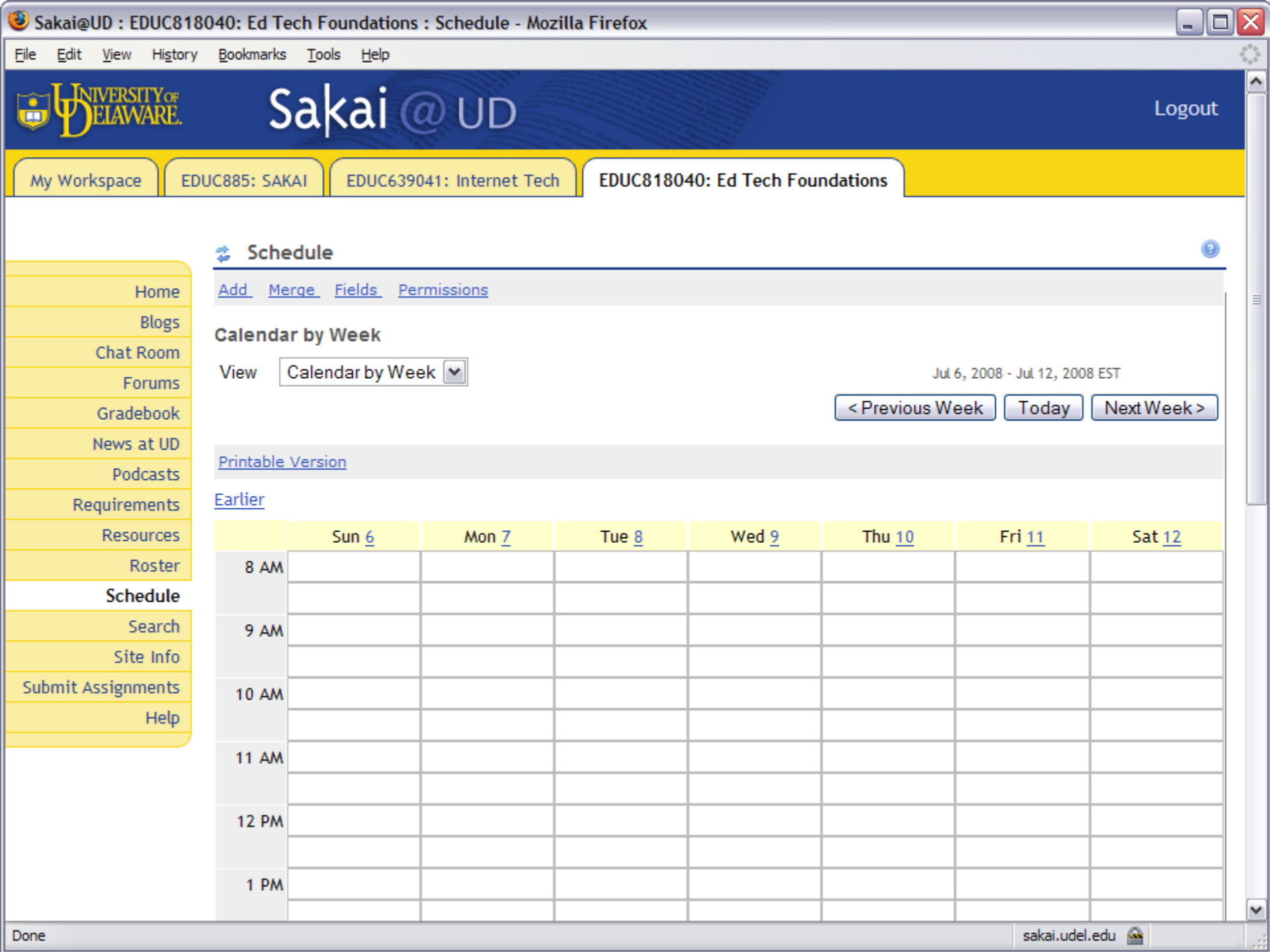
Educational Technology Foundations Course Tools

Welcome to the online course tools for EDUC 818! Use the sidebar to access your course tools, which are powered by Sakai. Most of the Sakai tools in the sidebar are self-explanatory. To find out when things are due, for example, follow the link to the Schedule. Use the Assignments tool when you are ready to submit an assignment. If you want to chat with fellow students in the course, go to the Chat Room. To see your grades, check the Gradebook.

Complete information about this course is in the Educational Technology Portal, where you will find the following resources:

- Introduction
- Formats
- Course Description
- Textbook
- Requirements
- Grading Scale
- Logistics
- Just-In-Time Video

Many students have referred to this course as an E-ticket ride, and I want you to have the same outstanding results. If you ever get stuck during this course and need help from your professor, please do not hesitate to e-mail me by sending a message to fth@udel.edu. I hope you will enjoy the journey!


Sakai@UD : EDUC818040: Ed Tech Foundations : Schedule - Mozilla Firefox
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View Calendar by Week
Jul 6, 2008 - Jul 12, 2008 EST
< Previous Week
Today
Next Week >
Printable Version
Earlier
Sun 6
Mon 7
Tue 8
Wed 9
Thu 10
Fri 11
Sat 12
8 AM
9 AM
10 AM
11 AM
12 PM
1 PM
Done
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Schedule

Add Merge Fields Permissions

Calendar by Week

View: Calendar by Week

- Calendar by Day
- Calendar by Week
- Calendar by Month
- Calendar by Year
- List of Events

Jul 6, 2008 - Jul 12, 2008 EST

< Previous Week | Today | Next Week >

Printable

Earlier

	Sun 6	Mon 7	Tue 8	Wed 9	Thu 10	Fri 11	Sat 12
8 AM							
9 AM							
10 AM							
11 AM							
12 PM							
1 PM							

Done

sakai.udel.edu

Sakai@UD : EDUC818040: Ed Tech Foundations : Schedule - Mozilla Firefox

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Schedule

Add Merge Fields Permissions

Calendar by Month

View: Calendar by Month

- Calendar by Day
- Calendar by Week
- Calendar by Month
- Calendar by Year
- List of Events

Jul 2008

< Previous Month | Today | Next Month >

Printable

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30 Due Blog...	1	2	3	4	5
6	7 Due Blog...	8	9	10	11 Due Cool...	12
13	14 Due Blog...	15 Due Disc...	16 Course E...	17 Due ePor...	18	19
20 Due Cour...	21	22	23	24	25	26

Done sakai.udel.edu

Grading

- Students reported no problems answering my first assignments in Sakai.
- Grading went smoothly and became more efficient when I figured out how to sort by submission status.
- To see what needs to be graded, you choose Assignments (not Gradebook), click the In/New summary, then click Status to sort by submission status.

Sidebar Tooling

- I like how the Page Order feature of the Site Info tool enables you to turn tools on or off and change the order in which the tools appear in your Sakai sidebar.

Blog and Wiki Wishes

- As noted earlier, Sakai's Blog and Wiki are powerful tools for communal knowledge building.
- If the Wiki could be searched and tagged, however, it would be even more powerful, as would the blogger.
- Tagging provides a mechanism for following discussion themes, which is one of the knowledge building requirements identified by Scardamalia and Bereiter (2006).

Pitfalls to Avoid

- In the forums, do not permit students to create new topics. Let students create threads, but not topics. When you create a topic and configure the settings, you should consider leaving the long description blank because it only shows if the student clicks details.
- Sakai@UD is a secured Web server that uses the https protocol. If you have http resources on an https page, you will get an annoying warning about mixing secure and non-secure items. To prevent this, either put everything into Sakai to make it all https, or create an external link from content not in the sidebar.
- When using Sakai, all users need to avoid using the browser's back button. Instead, use the Sakai buttons and breadcrumbs.
- Chat room conversations reside in an archive that classmates can search and read. Make sure students realize the chats are not private.

Sakai Design Process

In a Nutshell

- On the home page, replace “worksite information” with the name of your course. Use the Site Info URL field to give the link of your first page to display. Make this be a page within your Sakai worksite in order to avoid the unwanted warning about mixing secure and non-secure items.
- Use the Site Info tool to add tools to your course; I added assignments, schedule, forums, wiki, blogger, podcasts, chat room, search, and tests.
- Create your course content. I did this with Dreamweaver; you can also create content with MS Word and use the PDF add-in to convert it into a PDF file that works beautifully in Sakai.
- Adopt textbooks; I did this at safari.oreilly.com.
- Create assignments and decide upon the weighting of your assignments. This works best if the weights add up to 100.
- Decide when your assignments will become visible, due, and accepted.
- Write a startup message in the forum explaining to click the heading of the message to which you want to respond.
- Make the first message in your Wiki explain how to create a link to make a new page.
- Front-end your blogger with a message explaining to click new in the menu bar to write a new entry in the Blog.
- Record an audio or video message and use the Podcast tool to put it on your course feed.
- Use the Test tool to create a survey for students to take over the first weekend and let you know how they are doing with Sakai.

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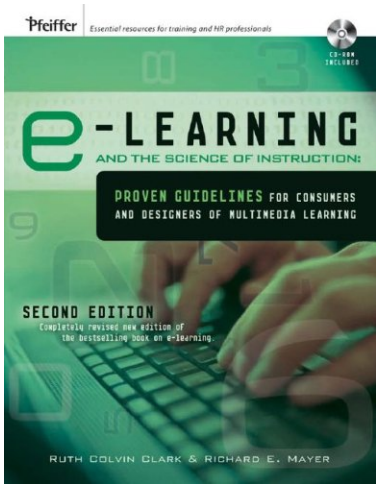
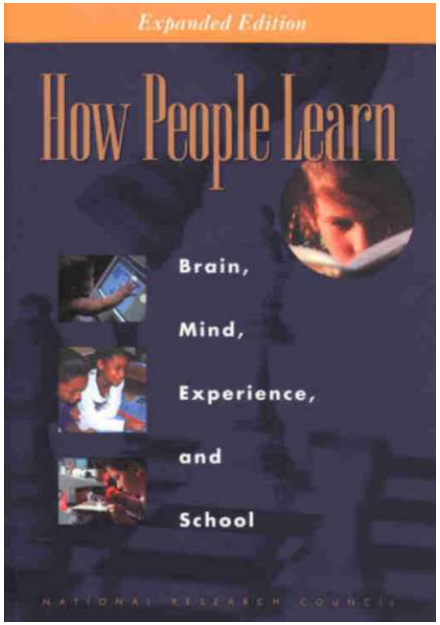
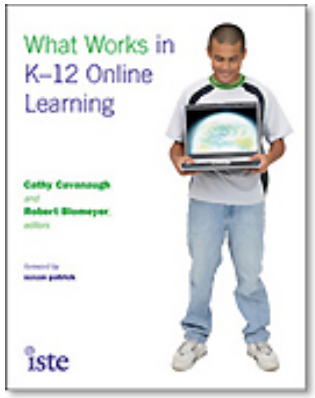
Recommeded Books

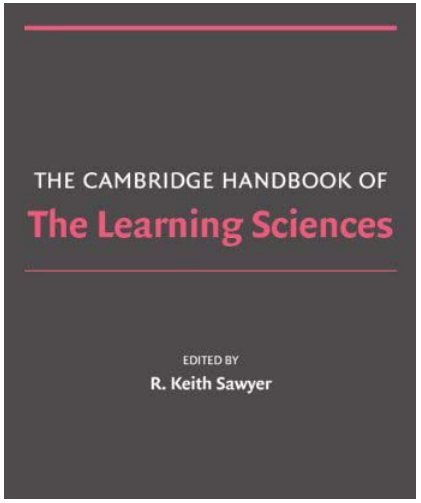
Researched Best Practices of e-Learning

Recommended Books









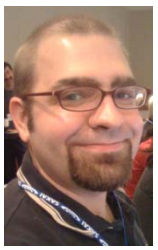
Thanking User Services

I want to thank the University of Delaware's IT-User Services for the fine service they are providing to faculty learning Sakai.

- Janet DeVry manages the effort and encourages our participation in the Sakai community.

- Nancy O'Laughlin facilitates our migration from WebCT to Sakai.

- Karen Kral is invaluable in finding workarounds to temporary problems you may encounter.



- John Hall is doing an excellent job of explaining technical details to faculty in our LMS forums.