

WQ EX-3 Webquest-Draft
Dynamic Web components
By Michael

Introduction:

e-learning sites are all the rage. Many organizations will demand them without consideration of whether or not the approach is most suitable. It is important for instructional designers therefore to have at least a basic understanding of what an e-learning site is, and is capable of. Static websites rarely rate as “e-learning sites” – they offer little of the primary advantages of computer-based training. In order to sell a site as an “e-learning” tool, dynamic components will have to be introduced to the pages. Such components offer the user a greater depth of interaction and functionality. We will be learning how Macromedia’s FLASH software can be used to generate such components, and how they might be used to enhance the capabilities of an e-learning site. Your goal will be to describe/build an e-learning site that incorporates dynamic models of instruction.

Tasks definition and Time-table:

Webquest-

Review the given materials on Dynamic components and e-learning sites [Time limit – 1 class period (from one class day to the next. Ex. If it is assigned on Thursday it is due the following Thursday class)].

Describe what e-learning sites are all about and what advantages they may offer over more traditional teaching strategies. This should be presented in a small paper or power point presentation [Time limit – 1 class day]

For each “examples of FLASH-scripted sites” create a table which lists the URL, the types of components used, and possible uses of those components in teaching environments [Time limit – 1 class period].

Visit any one of the sample e-sites, and go through the modules of instruction. Write a brief summary of your experience there and describe how the interactive components added to your learning experience [Time limit – 1 class period].

After the webquest-

Build a small site using dynamic FLASH components to add functionality and justify your use of these modules. This should be a completed and uploaded web site with at least 3 different types of dynamic components. One page of the site should be used as an explanation of your approach and a justification of your dynamic structures [Time-limit – 3 class days (if assigned on ThursdayX, it is due the third Thursday after)].

Process:

Visit each of the given informational links and read through the material presented there.

Visit the examples links and note how the dynamic components are used to enhance the quality of the learning experience.

Write your paper/PPT presentation on the use of dynamic components.

Visit the “example” sites and create your table on component use.

Visit one of the e-learning sites and work through the modules. Describe your experiences and try to justify their use of interactive components.

Go through the tutorials included with Macromedia FLASH that deal with scripting.

Visit the extra technique/tutorial links on FLASH scripting.

Practice in class developing FLASH components.

Create your e-learning site.

Resources:

What e-learning is about:

<http://www.elearningshowcase.com/elearning.asp?br=lf>

<http://www.elearningshowcase.com/components.asp?br=lf>

<http://www.elearningshowcase.com/elearnfaq.asp?br=lf>

<http://www.elearningshowcase.com/redirect.asp?url=http%3A%2F%2Fwww%2Einternettime%2Ecom%2Fe%2Ehtm>

http://www.internettime.com/itimegroup/whats_e-Learning/sld001.htm

Examples of FLASH-scripted sites:

<http://www.macromedia.com/software/flash/> - select from the myriad here

Sample e-sites:

<http://www.embanet.com/AIO/demoform.htm> - follow the login procedures as guest

<http://www.discovery.com/highspeed/tlc/mummies/>

<http://tlc.discovery.com/tlcpages/ark/interactive.html>

Evaluations:

What e-learning sites are all about

Criteria	1	2	3	TOTAL
Describes e-learning	Can list the major descriptors of such.	Can also provide compare/contrast information as well as benefits and possible weakness.	Can further describe implications, trends, usage, processes etc.	
Describes the role of dynamic components in e-learning sites	Can list types of.	Can also describe form/function relationships of components.	Can further describe implications, use, and discrimination in usage.	

Examples of FALSH-scripted sites – evaluation for review table

Criteria	1	2	3	TOTAL
Pinpoints components	Managed to note which components were in use.	Could further justify the use of those components	Could describe implications of and possible learning benefits/usage of components	
Describes form/function of components	Can list components and give basic form/function outline.	Can give more advanced form/function responses to include examples and justifications.	Can detail the form/functions of components, provide justification for these, as well as discriminatory use and implication to IDD.	

Online tutorial Paper

Criteria	1	2	3	TOTAL
Describes experience	Uses a narrative form to detail experience.	Further reports on the dynamics of the sites and how they contributed.	Can detail component use specifically and relate them to learning strategy.	
Evaluate effectiveness	Describes the effectiveness of the modules.	Can offer examples of components and how they contributed to learning.	Can further map components to stratagem and justify the particular techniques and their suitability	
Describes use of components to enhance learning environments	Can list components and mentions their effectiveness or ineffectiveness.	Can further justify conclusions with examples and reasoning.	Demonstrates an ability to note implications and outlines a structured use of components and their value.	

Conclusion:

e-learning sites which make use of dynamic components can provide very rich learning environments. Interactivity, multi-media stimulation, rich resource provisions, and adaptability make such sites valuable tools to aid in learning. In this webquest/project you have reviewed the use of FLASH scripting to add dynamic structure to e-learning sites and have begun to delve into the possibilities offered by dynamic web programming.