

IS 289-3/HIS 201H: Design of a History Website

Wednesdays, 9 am – 12 pm

GSE&IS Building 118

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Office Hours: Tuesdays, 11 am-1 pm or by appointment

Course Description: Welcome to *Design of a History Website*! In this course we will cover the theory and practical steps that go into designing a history website for educators. A wide gap currently exists between academic historians and information specialists on one side, and K-12 educators who use technology to teach history to their students on the other. This workshop-intensive course will attempt to bridge that gap, by considering the best practices to build a live working site that can be used in the classroom and satisfies curriculum standards.

For expediency purposes, the historical topic for your website has been preselected: The World's Columbian Exposition of 1893, aka the Chicago World's Fair. The objective of this course will be to familiarize you with the historical period in question, gather available primary materials either in print or online, and construct a website containing lesson modules based upon those resources. In the end, your website will function partially as a digital cultural heritage collection and partially as a curriculum resource.

Course Requirements

This course is founded upon the principle of collaboration and participation; much of your evaluation will depend on how well you work within a group environment. Responding to one another's questions, offering feedback on each other's work, sharing responsibility, and proactively learning beyond assigned readings – all of these factors will contribute to your evaluation in this course. As we move into a digital academic environment, you will find these skills to be extremely valuable.

In-Class Participation – 20%: Criteria includes the following: Contribution to class discussion; demonstrated mastery of assigned readings; preparation and delivery of class presentations and progress reports. Attendance to all classes is mandatory, and only two excused absences are permitted.

Outside Participation – 20%: Criteria includes the following: Assigned blog postings; response to other postings in the form of feedback, critique, suggestions; willingness to help one another solve difficult tasks by sharing knowledge and resources; proactive learning of a technical skill when necessary. **Note: All blog postings, unless otherwise stated, are due on the Tuesday before class by 6 pm. This is to allow both myself and you time to review one another's postings and respond.**

Final Lesson Plan – 30%: You will all produce in groups of 2 or 3 an educational module/lesson plan. You will select a set of primary materials that will be used to construct a lesson plan. These plans will be

evaluated based upon how well you articulate the objective of the plan according to national (and possibly state) history and technology curriculum standards (10%); your demonstrated knowledge of the topic including your selection and use of the primary materials and how they contribute to a larger historical understanding (10%); and your utilization of available digital tools in the final execution of the module as well as its interactive component (10%).

Contribution to Overall Site – 30%: Beyond producing a final lesson plan, you will also be assigned to one of two teams responsible for the overall construction of the site. Half of you will contribute to the site's design, which includes: graphics and aesthetics (fonts, color scheme, etc.), site layout and information architecture, and usability. The other half will be responsible for the site's content, which includes: digitization of primary resources, assigning metadata, and constructing a keyword thesaurus and tags for search capability. Joining either group will not mean that you cannot (and probably will not) also contribute to the other; both groups will be expected to report their progress to the class generally on a weekly basis, and you may find yourself answering one another's blog queries. A final report by each group outlining your overall strategy, execution of that strategy, division of responsibilities among members, and problems encountered will be due **Finals Week, Wednesday, June 10.**

Course Materials

Most assigned readings will be posted to the class Moodle sites (one for those enrolled in the IS course and one for HIS) as pdf files.

The following two books must be purchased in person at the National Center for History in the Schools on the sixth floor of Bunche Hall. (\$30, cash, credit card, or check. Exact change required):

Ankeney, Kirk, Richard Del Rio, Gary B. Nash, and David Vigilante, eds. *Bring History Alive! A Sourcebook for Teaching United States History*. Los Angeles: National Center for History in the Schools.

Rydell, Robert, and Kevin Randolph. *World's Fairs and the Dawning Of "The American Century"*. Los Angeles: Organization of American Historians, National Center for History in the Schools, 1998.

The following book can be found on Amazon for around \$10:

Appelbaum, Stanley. *The Chicago World's Fair of 1893: A Photographic Record*. New York: Dover Publications, 1980.

Additional books on the Exposition and constructing digital collections will be placed on course reserves at the YRL. Please check the course blog for all available books.

Besides the assigned texts, the following web accounts are also required:

A Google account (free). This will be used for Gchat in and out of class, access to the class Google Calendar, and sharing documents on Google Docs.

A Wordpress account (free). This will provide access to the class blog where you can post your assignments and hold discussions with one another.

GSEIS Account (free): You have all been given access to a shared server space. If you do not already have a GSEIS account, you can pick it up at ETU located at Moore Hall, 3051. Once you have an account, information on how to access the server “sternfeldresearch-grp” can be found here:
<http://www.gseis.ucla.edu/etu/support/shared/index.html>.

Week 1: Introduction

In-class:

- Introductions – setting up accounts, access to the blog, course expectations
- Introductory Lecture by Professor Jan Reiff : Chicago and the World’s Fair Exposition
- Discussion on how to evaluate history websites

Reading Assignment:

Downey, Dennis. *A Season of Renewal: The Columbian Exposition and Victorian America*. Westport: Praeger, 2002. Chapter 5.

Rydell, Robert. *All the World's a Fair*. Chicago: University of Chicago Press, 1984. Chapter 2.

Trachtenberg, Alan. *Incorporation of America: Culture and Society in the Gilded Age*. New York: Hill and Wang, 2007. Chapter 7.

Web Assignment:

Review current Exposition websites (Delicious bookmarks with “Exposition” tag).

Writing Assignment (Blog entry):

Assess the current Exposition websites as historical representations based upon this week’s assigned readings and Professor Reiff’s in-class lecture. 2-3 pages.

Week 2: Columbian Exposition Historiography

In-class:

- Discussion of Exposition scholarship (written and online)

- Introduction to Exposition virtualization by Lisa Snyder

Reading Assignment:

Ankeney, Kirk, Richard Del Rio, Gary B. Nash, and David Vigilante, eds. *Bring History Alive! A Sourcebook for Teaching United States History*. Los Angeles: National Center for History in the Schools. 1-34, 122-163. [Purchased]

Voss, James F. "Issues in the Learning of History." *Issues in Education* 4, no. 2 (1998): 163-210.

Rydell, Robert, and Kevin Randolph. *World's Fairs and the Dawning Of "The American Century"*. Los Angeles: Organization of American Historians, National Center for History in the Schools, 1998. 1-63. [Purchased]

Roegiers, Sara, and Frederik Truyen. "History Is 3D: Presenting a Framework for Meaningful Historical Representations in Digital Media." In *New Heritage: New Media and Cultural Heritage*, edited by Yehuda E. Kalay, Thomas Dvan and Janice Affleck. London: Routledge, 2008. 67-77.

Kos, Jose R. "Experiencing the City through a Historical Digital System." In *New Heritage: New Media and Cultural Heritage*, edited by Yehuda E. Kalay, Thomas Dvan and Janice Affleck. London: Routledge, 2008. 132-52.

Web Assignment:

Explore the availability of primary materials related to the Exposition based upon library and online resources. (Delicious bookmarks with "Exposition" and "primarymaterials" tags)

Writing Assignment (Blog entry):

Based upon your review of available primary resources, write a proposal for the course website's theme. What are the strengths of the available materials and where are they weakest? Given these strengths and weaknesses should the website focus on a very specific subtheme of the Exposition (i.e. race, architecture, women), or would a more general approach be more effective? 2-3 pages.

Week 3: History Pedagogy: Standards, Theory, and Practice

In-class:

- Discussion of history pedagogy and curriculum standards
- Discussion of site conceptualization – reach a consensus on final site theme

Reading Assignment:

Cunningham, Craig A., and Marty Billingsley. *Curriculum Webs: A Practical Guide to Weaving the Web into Teaching and Learning*. Boston, 2003. 1-56.

National Educational Technology Standards for Teachers. Second ed. Washington, DC: International Society for Technology in Education, 2008.

Morville, Peter, and Louis Rosenfeld. *Information Architecture for the World Wide Web*. Cambridge: O'Reilly, 2007. Chapters 3-5, 12.

Web Assignment: Explore history content on open education sites beginning with Thinkfinity and Kathy Schrock's Guide for Educators (see Delicious Bookmarks). Share through the blog any outstanding lesson plans – make sure to support your reasoning.

Writing Assignment: Diagram a wireframe of the website according to the guidelines in the Information Architecture readings. I recommend using a free program such as Gliffy to sketch your diagram because it can be shared with the class through our blog.

Week 4: Educational Technology and Information Architecture

In-class:

- Discussion of benefits and pitfalls of education technology and how it may influence the design and purpose of the site
- Go over individual wireframes and reach a consensus on a working model
- Determine teams for both lesson plans (groups of 2 or 3) and the Design and Content teams (5 each)

Reading Assignment:

Design Team:

Cohen, Daniel J., and Roy Rosenzweig. "Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web." Philadelphia: University of Pennsylvania Press, 2006. Chapter 3: Designing for the History Web.

Lawrence, Dave, and Soheyla Tavakol. *Balanced Website Design: Optimising Aesthetics, Usability and Purpose*. London: Springer, 2007. Chapters 3 and 4 (Usability and Aesthetics).

Content Team:

"Handbook for Digital Projects: A Management Tool for Preservation and Access." ed Maxine K. Sitts. Andover: Northeast Document Conservation Center, 2000.
<http://www.nedcc.org/resources/digitalhandbook/dman.pdf>

"A Framework of Guidance for Building Good Digital Collections." edited by National Information Standards Organization: Institute of Museum and Library Services, 2007.

Humanities Advanced Technology Institute and National Initiative for a Networked Cultural Heritage and Information. "The NINCH Guide to Good Practice in the Digital Representation and Management of Cultural Heritage Materials."

Class Assignments:

Meet in your lesson plan groups and decide upon a theme and the primary materials you plan to use in your lesson plans. A draft of the plan is **due in Week 6**. This draft must include a discussion of the primary materials you have selected, the curriculum standards your plan will satisfy, and the interactive components you will implement. Post your draft and be prepared to present them to the class.

Group Assignments:

Design: Before meeting as a group, draft a design layout for the site based upon the wireframe agreed upon by the class. The design should include at minimum a sketch of the homepage, the layout for a typical lesson plan, and the layout for a typical digital asset. Be prepared to present your design to the class.

Content: Before meeting as a group, outline a plan based upon the guidelines in the assigned readings to digitize and upload content to the site. Consider issues such as digital standards for different media content, how to handle any issues with rights management, the proper metadata scheme (Dublin Core is the standard for Omeka), and the best method to integrate content into the overall site (i.e. through keywords, a finding aid, and tagging). Be prepared to present and defend your proposal in class.

Week 5: Planning the Initial Draft of the Site

In-class:

- Go over individual designs and content management proposals
- Discuss progress in development of lesson plans
- Review basics of Omeka

Reading Assignment:

Entire Class: Copyright Standards and Rights Management. TBD

Content: Selected metadata readings. TBD.

Design: Depending on your assigned responsibilities by the group, you may need to become familiar with certain web design skills or languages (CSS, Flash, PHP). Refer to the Delicious Bookmarks and Course Reserves for guidance.

Class Assignment

Finalize a preliminary draft for your lesson plans. If you need to gather primary materials, be sure to do so by this point.

Web Assignment

Explore available Web 2.0 tools (that are free!) using as a starting point the Delicious sites bookmarked “tools,” “Web 2.0,” and “webtools.” Share with the group any tools that you think may be useful in developing either the lesson plans or the overall site.

Group Assignments

Design: Meet as a group and sketch out a schedule to complete the site’s design by Week 9. Assess one another’s strengths and map out each member’s responsibilities. Develop a CSS page and apply it to the site homepage (your first deliverable). Things to consider for the homepage are whether you want to include multimedia, an introductory essay, or other web tools to introduce the site.

Content: Meet as a group and sketch out a schedule to complete the digitization and uploading of content by Week 9. Assess one another’s strengths and map out each member’s responsibilities, including metadata maintenance, creating a keyword thesaurus and/or finding aid, and digitizing primary materials. You should decide upon the metadata scheme for digital assets and be prepared to present your decision in class. If you decide to go with Dublin Core, you will need to settle upon which fields will need to be filled for all content and what standards you plan to use for each field.

Week 6: Lesson Plan Presentations and Progress Reports

In-class:

- Present your lesson plans. Include in your presentation any problems you have encountered or possible obstacles you anticipate.

- Progress reports from both teams.

Reading Assignment:

Entire Class: Copyright Standards and Rights Management. TBD.

Content:

California Digital Library. "CDL Guidelines for Digital Images." Regents of the University of California, http://www.cdlib.org/inside/diglib/guidelines/bpgimages/cdl_gdi_v2.pdf.

Peterson, Kit A. "Standards Related to Digital Imaging of Pictorial Materials." Prints & Photographs Division, Library of Congress, <http://www.loc.gov/rr/print/tp/DigitizationStandardsPictorial.pdf>.

Class Assignments:

By this point you should all have a working draft of your lesson plan. Continue to build your plan by adding any interactive components (multimedia, Flash, etc.). A working "live" version of your lesson plan should be ready on the site by **Week 8**. You will likely have to coordinate with the Design and Content teams to configure your plan according to the site's layout and content management schemes.

Group Assignments:

Content: Gather primary materials from all lesson plan groups and digitize any print materials. Use the digitization standards in this week's readings as a guideline for proper practice. All digital content must be uploaded to the site by **Week 8**.

Design: Continue to design the additional layers of the site based upon your CSS and homepage. All pages must be completed by **Week 8**.

Week 7: Copyright Standards

In-class:

- Discussion of Copyright Standards
- Progress Reports from Lesson Plans and Teams

Reading Assignments:

Entire Class:

Lynch, Clifford. "Digital Libraries, Learning Communities, and Open Education." In *Opening up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*, edited by Toru Iiyoshi and M. S. Vijay Kumar. Cambridge: The MIT Press, 2008. 105-18.

Carey, Tom, and Gerard L. Hanley. "Extending the Impact of Open Education Resources through Alignment with Pedagogical Content Knowledge and Institutional Strategy: Lessons Learned from the Merlot Community Experience." In *Opening up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*, edited by Toru Iiyoshi and M. S. Vijay Kumar. Cambridge: The MIT Press, 2008. 181-95.

Baraniuk, Richard G. "Changes and Opportunities for the Open Education Movement: A Connexions Case." In *Opening up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*, edited by Toru Iiyoshi and M. S. Vijay Kumar. Cambridge: The MIT Press, 2008. 229-46.

Web Assignment: Explore the Connexions website and consider whether the Connexions model is an appropriate outlet for your lesson plan content. Post your conclusions in a 2-3 page response on course blog.

Group Assignments:

Design: Finalize all pages of the site.

Content: Finalize all digitization and uploading of primary content. Fill in all relevant metadata. Begin work on constructing a keyword thesaurus to be used for the site's tagging and search functions (due by **Week 9**).

Week 8: Open Education Resources

In-class:

- Presentation about OER from Guest Speaker TBD.
- Discussion of OER in the context of history curriculum
- Progress Reports

Class Assignments:

Finalize your lesson plans. Make sure to include: a teacher's guide, a description of student activities, document-based questions (if appropriate), methods to assess student performance, and introductions to individual assets. **Due Finals Week, Wednesday, June 10.**

Prepare to present the site and your lesson plans for outside evaluation by faculty, students, and educators.

Design: Begin integration of lesson plans into site. Begin testing of site for usability.

Content: Complete work on keyword thesaurus and tagging.

Week 9: Site Evaluation

In-class:

- Formative evaluation by students and faculty
- Discussion of site dissemination

Class Assignments: Based upon our class discussion on dissemination, individually draft an introductory letter that alerts a targeted audience of educators of the site and your particular lesson plan. Post your letter to the blog; we will decide upon an “official” dissemination strategy/letter in class.

Group Assignments (Both): Continue finalization of site. You may want to begin work on drafting your final group report due Finals Week.

Week 10: Summative Evaluation

In-class:

- Consensus of dissemination plan
- Discussion of long-term sustainability, costs, and maintenance
- Final updates

Class Assignments: A written copy of your lesson plans and final group reports are due **Wednesday, June 10, 5 pm.**

What To Do When You Have a Question: The Flowchart (Produced with the free software Gliffy)

