Design and Formative Evaluation of an Introductory Computer Course on the Web

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A development process was used by a team consisting of a faculty member, instructional designer, and Web developer. A front-end analysis was conducted to determine how introductory computer courses were taught in the distance learning format, what content topics were covered, and what technological trends were being advanced by computer science textbook publishers. A list of content topics was developed and validated by an advisory committee. The advisory committee also critiqued first and second draft course designs. From the critiques, it was determined that a problem-based learning design was appropriate for the course. One-on-one formative evaluation with students began with the third draft design and modifications made. The revised design was then converted into a template for full course production. During full course production, one small-group section of the course was offered. Student and advisory committee recommendations were collected and used to make final revisions to the Web course design.