Ohio University
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DISSERTATION ABSTRACT

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Instructional Design Attributes of Web-based Courses

Completed: June, 2000

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With advances in computer technology, revitalized efforts have taken place in the fields of knowledge engineering, expert systems, and multimedia educational technology. Therefore, the delivery of instruction and instructional materials varies-from instructor to students in a classroom, to learners in different locations of a certain country by correspondence, and even to students all over the world on the Web. What theory or model can educators follow to design effective instruction for distance learners on the Web? However, there is no specific instructional design model or theory originally created for Web-based instruction. In an effort to apply instructional design theories to Web course development, the researcher conducted a qualitative research study to examine the experiences of faculty, distance learners, instructional designers/developers and distance program administrators in Web course design and delivery. And from this research at three sample institutions of higher education, the researcher planned to explore what components affected Web-based course design. The purpose of this research study is to identify and document instructional design attributes of the Web courses which contribute to the comprehension of online instruction vs. distance student learning and the relationships between the se major areas in Web-bases courses: Instructional design, Course development, Content delivery, and Administrative support. Five attributes in Web course design from this research study provided the basics for the teaching and learning transition—planning, designing, developing and delivering instruction from face-to-face to online: 1. The Web-based course requires a team effort; 2. The effective instruction with technology depends on several interacting element; 3. The effective use of the Web technology lies in its ability to serve specific instructional goals and desired learning outcomes; 4. Faculty members are critical to the success of an institution; and 5. Timely feedback from an instructor or a professor and the tutorial materials for distance students.