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Review of Developing Web-Based Instruction: Planning, Designing, Managing, and Evaluating for Results

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DEVELOPING WEB-BASED INSTRUCTION: PLANNING, DESIGNING, MANAGING, AND EVALUATING FOR RESULTS. Elizabeth A. Dupuis. *New York: Neal-Schuman Publishers, Inc., 2003, 279 pp., ISBN 1-55570-428-X, paperback.*

Elizabeth Dupuis has edited a book for librarians by librarians (and a few instructional designers and educational technologists) that would be useful for anyone in any discipline or profession who is attempting to develop web-based instruction. This is not another book about information literacy skills with a new way to present that information. This is much more—an overview of educational theory and design for the online world. Although the book is from Neal-Schuman's *New Library Series*, it could be used to plan and design instruction in any field.

This book has been edited so that it reads as a continuous book even though fourteen different writers contributed to the work. This was the goal of the editor as stated in the preface, and it is well met. The writers and editor have demonstrated the type of collaboration that librarians, faculty, and instructional designers must practice for successful planning of web-based instruction. Although Elizabeth Dupuis was involved with one of the most well-known web-based instruction projects (TILT—the Texas Information Literacy Tutorial), this book is not about her project. But her experience and the experience of the authors she chose for each chapter combine to make a book that includes many insights that others will find useful. What makes the book unique is that throughout each step of the planning and design process, the learner is at the center.

At first glance, it might seem that the three parts—Planning and Management, Evaluation and Assessment, and Design and Development—are arranged in the wrong order. How can you evaluate and assess what has not yet been designed and developed? But the book flows well this way since none of the elements can exist without the others.

In the first section on Planning and Management, authors discuss the decision-making process for determining the scope and timeline of the project, which in turn affects the budget. This leads into who should be on teams and who the projected audience will be. Educational theories for pedagogy and andragogy are compared. Good overviews of the theories of Knowles, Skinner, Bloom, cognitivism, constructivism, and the movement from teacher-centered to learner-centered learning are included. In discussing technology, the writers point out that technology can't replace a teacher and that it can't just be bolted on to existing educational systems.

The second part deals with Evaluation and Assessment and how it should be a part of the design process. Careful instructions are given for how to conduct focus groups and usability tests to see how well the instructional product is doing what was intended. Many kinds of assessment besides the summative assessment that results in a grade are explained.

The third section, on Design and Development, focuses on how to set the goals and objectives of the project, how to organize the content, and how to get students to interact with and engage in the content. Then the site can be designed and put online.

Two appendices are included. One gives a sample of the content to include in a project proposal. The other gives an extensive reference list that supplements the references used in each chapter.

This book will be useful to many individuals, regardless of the type of patrons they may work with. Libraries will want to purchase it for their collections, but many librarians, instructional designers, and educational technologists will want a personal copy to keep on hand for their next web-based instruction project.

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