iPhone 101:
Features for First-Time and Veteran Users

Online Course Planning Document

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Submitted to Dr. Curtis Ho
in partial fulfillment for course requirements for
ETEC 632 – Spring Semester 2010
1. Rationale or Need
   - Describe current conditions, problem or need.

   The number of iPhone users is growing at a rapid pace, as there are already over 90 million people already owning the iPhone as of January 2011 (Costello, n.d.) and still more to come, given that Verizon has already started selling the iPhone since from February 10th. A recent survey shows that people who own Verizon’s Android or Blackberry are planning to switch to iPhone (Ong, 2011). The problem we have encountered is, there are a number of users who want to configure their iPhones but have somewhat limited instructions available through Apple’s iPhone website and desire additional training resources.

   - Describe how the course will improve conditions or address a problem or need.

   This course will help iPhone users learn how to configure their iPhone and maximize their experience by using iPhone. This course also will introduce several key features over a six-week period of instruction to enable students to use their iPhone efficiently as a phone, a social networking tool, and an organizer, along with some suggested applications that will be introduced during the course. The course will provide the knowledge about the basic and a few of the advanced features found in the iPhone, as well as the instructions on how to care the iPhone.

   - Explain why the Web is the preferred method of instructional delivery.

   The Web format of instruction is preferred as this will allow multiple users with different schedules, commitments, and locations be able to learn about the key functions found in the iPhone. The Web delivery also provides course content at their own paces and schedule that is best suited for each of the students. We believe that the Web is the best delivery method for this course because it is more convenient for many users, given that this can be delivered online with fewer constraints.

2. Goals and Objectives
   - Course Goal

   The major goal of the course is to have the students learn how to use their iPhone efficiently with new knowledge of other features available in iPhone, maximizing their experience with the iPhone over a six-week period of instruction.
• **Learning Objectives/Outcomes**
  
  ➢ The student will demonstrate how to configure at least one e-mail account on the iPhone successfully.
  ➢ Given the applications that come with the iPhone, the student will identify and use at least six of these apps without any errors.
  ➢ In the App Store, the student will demonstrate how to search for, download, and install specific apps mentioned during the course in iPhone successfully.
  ➢ The student will be able to organize the apps into at least three different categories on iPhone without any errors.
  ➢ The student will be able to demonstrate the steps of how to care the iPhone.
  ➢ The student will demonstrate how to make and receive a call from the iPhone using different features of the iPhone.
  ➢ The student will demonstrate how to sync the iPhone with iTunes on the computer, either a Mac or a PC.
  ➢ The student will demonstrate how to obtain and use the Apple ID account through iTunes.
  ➢ In iTunes, the student will be able to find the App Store without any assistance.
  ➢ The student will demonstrate how to make a video call through FaceTime on iPhone.
  ➢ The student will be able to take at least five pictures and/or video using the iPhone without any assistance.

• **Audience Criteria**

  This course is open to any individuals who are currently attending college or older who own an iPhone.

3. **Procedures**

   • **Team Members and Job Descriptions**

   The development team for this online course will be two graduate students from Department of Educational Technology at University of Hawai‘i at Mānoa, John Coney and Brian “Brien” Nakamoto. John will be the website designer/developer for the website through Weebly. Brien will be the subject matter expert for iPhone. He also will be responsible for finding the features available in iPhone. Both of us also will be working as a group in developing and moderating this course in Laulima. Most importantly, we aim to work collaboratively throughout this course planning.
• **Breakdown of Tasks and Time Requirements**

We will be working together in designing and developing the website in Weebly, a webpage-building website, and the online course in Laulima, a course management system. We also will find the essential features in iPhone to be shared with the class, as well as several iPhone applications such as Facebook, Twitter, Yelp!, et cetera. Here is the breakdown of the specific tasks, given with their required time. The tasks that are bolded are the required assignments to be turned in as followed in the ETEC 632’s assignment list with due dates.

<table>
<thead>
<tr>
<th>Target Dates</th>
<th>Tasks and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24, 2011</td>
<td>Determine the team and course topic</td>
</tr>
<tr>
<td>February 7, 2011</td>
<td>Planning Document – Part One Due</td>
</tr>
<tr>
<td>February 7 - 20, 2011</td>
<td>Findings of Features and Apps in iPhone</td>
</tr>
<tr>
<td><strong>February 21, 2011</strong></td>
<td>Planning Document – Part Two Due</td>
</tr>
<tr>
<td>February 22, 2011</td>
<td>Start the Website Development in Weebly and the Course Development in Laulima</td>
</tr>
<tr>
<td><strong>March 7, 2011</strong></td>
<td><strong>Online Course Draft Dues</strong></td>
</tr>
<tr>
<td>March 12, 2011</td>
<td>Complete both the Website Development in Weebly and the Course Development in Laulima</td>
</tr>
<tr>
<td><strong>March 14, 2011</strong></td>
<td><strong>Review of Online Course Draft Dues</strong></td>
</tr>
<tr>
<td>March 21 – 25, 2011</td>
<td>Modifying the Online Course</td>
</tr>
<tr>
<td>March 26 – April 1, 2011</td>
<td>Pilot Testing on Online Course</td>
</tr>
<tr>
<td><strong>April 4, 2011</strong></td>
<td><strong>Submit the Final Version of the Course</strong></td>
</tr>
<tr>
<td><strong>April 2011 (TBD)</strong></td>
<td><strong>TCC Presentation</strong></td>
</tr>
<tr>
<td><strong>May 2, 2011</strong></td>
<td><strong>Instructor's Guide Dues</strong></td>
</tr>
</tbody>
</table>

Table 1: Tasks and assignments with target dates.
• **Hardware and Software Requirements**

  - **Hardware**
    - iPhone
    - A computer with either Windows or Mac OS X
    - Internet connection

  - **Software**
    - The current version of iOS software for iPhone
    - iTunes
    - Weebly
    - Web browser to access course
    - QuickTime X (available as built-in for Mac; as a free download for Windows)

• **Outside Resources**

  - **Apple ID Account**
    To obtain an Apple ID account, you will need to set up through iTunes Store.

  - **App Store**
    The store where you will find over than 300,000 apps to download onto the iPhone. Keep in mind, not all the apps are free to download. This is available through iTunes Store.

  - **Apple’s iPhone Support**
    The Apple’s support center for iPhone users. Downloads, configurations, manuals, and other resources for iPhone can be found here.

• **Budget**

  Our goal for the budget is that all hardware and software we plan to use are free. There is no charge to use Weebly, the webpage-building website. Dr. Curtis Ho will provide us an access in Laulima for our mini course development, which is also free. There is no need to purchase any hardware as Brien currently owns iPhone 4 and John currently owns iPod touch.

4. **Planning Tools**

  - **Content Outline**

    The content for our course is outlined below. There are eight sections to be taught to the students in the course.
A. Section I: Course Introduction and Introduction to iPhone
   1. Course Syllabus Review
   2. Difference between AT&T iPhone and Verizon iPhone
   3. Possibilities on iPhone

B. Section II: Nurturing Your iPhone
   1. Cleaning the Display Screen
   2. Charging/Recharging the iPhone
   3. Recommendations

C. Section III: Getting Around in iPhone
   1. Finger Tips
   2. Home Button
   3. Volume Buttons

D. Section IV: Features
   1. Basic Features
      a. Physical Controls of iPhone
         i. Use of Lock/Unlock Button
         ii. Use of On/Off Button
         iii. Use of Home Button
         iv. Ringer/Vibration Switch
      b. Customizing Settings in iPhone
         i. Brightness
         ii. Volume
         iii. Wi-Fi Network
         iv. Bluetooth
         v. Wallpaper
         vi. Specifications for Locking the iPhone
         vii. Airplane Mode
   2. Advanced Features
      a. Syncing your iPhone
      b. Accessibility
      c. Bringing Up the Multitasking Bar
      d. Troubleshooting with the iPhone

E. Section V: Immersing into the App World
   1. Introduction to Apps
      a. Organizational Apps
         i. Mail
         ii. Contacts
         iii. Calendar
         iv. Notes
      b. Communicational Apps
         i. Phone
         ii. FaceTime
iii. Text Messages
iv. Safari
v. Voice Memos
c. Other Functional Apps
   i. Clock
   ii. Camera and Photos
   iii. Calculator
   iv. iPod
   v. iTunes
   vi. Maps
2. Introduction to App Store
   a. Overview of App Store
   b. Setting Up Account with App Store
   c. Exploring in App Store
   d. Comparison of Paid vs. Free Apps

F. Section VI: Expanding Your Apps
1. Downloadable Apps
   a. Social Networking
      i. AIM
      ii. Skype
      iii. Tango
      iv. Facebook
      v. Twitter
      vi. Yelp!
      vii. Foursquare
   b. Reference
      i. Dictionary
      ii. Wikipedia
      iii. YellowPages
      iv. Converting Units
   c. Entertainment
      i. Internet Movie Database (IMDB)
      ii. TV Guide
      iii. Netflix
      iv. News
      v. Livesketch and Doodle

G. Section VII: Teleporting into Gaming World
1. Introduction to Game Center
   a. Leaderboards
   b. Achievements
   c. Friends and Friend Requests
2. Types of Gaming
H. Section VIII: iPhone Tips and Tricks
   a. Making your battery last longer
   b. Saving images from the Internet in Safari
   c. Opening a new page from the link in the web in Safari
   d. Taking snapshots of the screen on iPhone
   e. Creating categorical folders
   f. Killing the apps off to reduce multitasking
   g. Cutting, copying, and pasting the text

- Course Map

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course introduction, review course syllabus, peer and instructor introductions</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to iPhone Nurturing Your iPhone Getting Around in iPhone</td>
</tr>
<tr>
<td>Week 3</td>
<td>Features Assignment #1: Choice of Five Important Features Assignment #2: Useful Advanced Features</td>
</tr>
<tr>
<td>Week 4</td>
<td>Immersing into the App World Expanding Your Apps Assignment #3: Six Apps in Your Locus of Control</td>
</tr>
<tr>
<td>Week 5</td>
<td>Teleporting into Gaming World iPhone Tips and Tricks Assignment #4: Recommendation of Gaming Apps</td>
</tr>
<tr>
<td>Week 6</td>
<td>Final Presentations Course wrap-up and evaluation</td>
</tr>
</tbody>
</table>

Table 2: Course map.

- Description of Learning Objects

The information used in this course will consist of text, graphics, websites, and PDF documentations that support the learning related to the use of iPhone. The documentations will be mentioned in the course website and stored via Resources folder in Laulima.

5. Expert Review Plan
   - Qualifications for Reviewer

Reviewers for this module will be consisted of at least two students from the Spring 2011 ETEC 632 course. This is done to draw on their understanding of their current class project, similar to ours. This will
enhance their understanding of the review process, as well as have the criticism of the process fresh in their minds as they evaluate through this one-credit course. Preferences will be granted to those with a history and advanced knowledge of the iPhone.

- **Review Process**

A survey will be conducted to include a pre-survey and post survey to compare the effectiveness of this module.

- **Review Criteria**

A Likert-scale rating system and few open-ended questions will be used to evaluate students’ understanding of the iPhone. This is broken down into a pre-survey and post survey. Some questions were duplicated to evaluate their learning.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Rating (1 being poor; 5 being excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many years have you owned an iPhone?</td>
<td></td>
</tr>
<tr>
<td>Rate your comfort level of using the iPhone.</td>
<td></td>
</tr>
<tr>
<td>Rate your comfort level of adding and removing apps from iPhone.</td>
<td></td>
</tr>
<tr>
<td>Rate your knowledge on the iPhone.</td>
<td></td>
</tr>
<tr>
<td>Do you have an account set up with App Store?</td>
<td>(no rating; only YES or NO)</td>
</tr>
<tr>
<td>Do you consider yourself an expert of using the iPhone?</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Pre survey.
<table>
<thead>
<tr>
<th><strong>Descriptions</strong></th>
<th><strong>Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification of the module.</td>
<td></td>
</tr>
<tr>
<td>Course content is relevant to the course goal and learning objectives.</td>
<td></td>
</tr>
<tr>
<td>Are you confident about adding and removing apps from your iPhone?</td>
<td></td>
</tr>
<tr>
<td>Topics were covered in great depth.</td>
<td></td>
</tr>
<tr>
<td>Resources are relevant to the course.</td>
<td></td>
</tr>
<tr>
<td>Ease of pacing in learning of the module.</td>
<td></td>
</tr>
<tr>
<td>Well-developed learning objects.</td>
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<tr>
<td>Attitude after the module.</td>
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<tr>
<td>Assignments cover a reasonable amount of the course.</td>
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<tr>
<td>Quizzes are relevant.</td>
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<tr>
<td>Balance of synchronous and asynchronous meetings.</td>
<td></td>
</tr>
<tr>
<td>Rate your comfort level of using the iPhone.</td>
<td></td>
</tr>
<tr>
<td>Knowledge on the iPhone.</td>
<td></td>
</tr>
<tr>
<td>Any feedback or suggestions for modifications or improvements?</td>
<td></td>
</tr>
<tr>
<td>(no rating; open-ended question)</td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Post survey.
References
