AOIT Web Design

Lesson 10

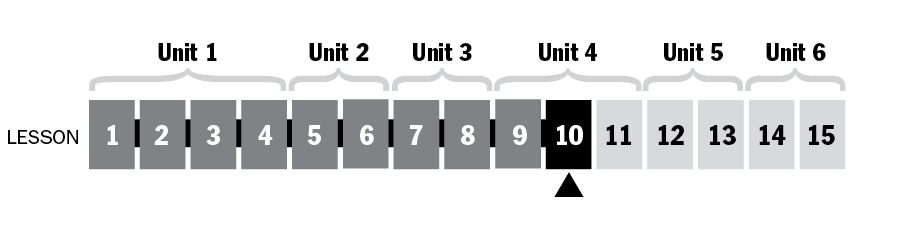
Gathering and Preparing   
Web Content

In this lesson, students gain an understanding of how writing for the web differs from writing for traditional media. They review guidelines on how to write effectively for the web, and they have hands-on practice following those guidelines. Students also learn techniques for obtaining, formatting, and preparing graphics for the web. Finally, they utilize their new knowledge to create, format, and insert content and graphics into their culminating project website.

Advance Preparation

In this lesson, students need access to a graphics software package to prepare images for their website. Possible software products include Microsoft Photo Editor, Microsoft Paint, Adobe Photoshop Elements, Adobe Photoshop, Adobe Fireworks, Corel Draw, and GIMP (free shareware from <http://www.gimp.org>).Prepare a demonstration of how to use your chosen tool to perform all the tasks described on Teacher Resource 10.2, Guide: Preparing Images for the Web.

This lesson is expected to take 5 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Characterize effective writing for the web
* Create effective written content for the web\*
* Demonstrate the ability to prepare various types of graphical content for use on a web page\*

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Analyze how the application of visual arts elements and principles of design communicate and express ideas (Common Career Technical Core 2012, AR-VIS 2)
* Use product or service design processes and guidelines to produce a quality information technology (IT) product or service (Common Career Technical Core 2012, IT 2)
* Analyze customer requirements to design and develop a Web or digital communication product (Common Career Technical Core 2012, IT-WD 1)
* Apply the design and development process to produce user-focused Web and digital communications solutions (Common Career Technical Core 2012, IT-WD 2)
* Demonstrate the effective use of tools for digital communication production, development and project management (Common Career Technical Core 2012, IT-WD 4)
* Perform common editing and formatting functions (IC3 GS4 2012, Key Applications)
* Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications (Common Career Technical Core 2012, IT-WD 10)
* Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (ISTE NETS for Students 2007, 2a)
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (ISTE NETS for Students 2007, 3b)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Written content for culminating project website | Assessment Criteria: Website Written Content (Teacher Resource 10.1) |
| Graphical content for culminating project website | Assessment Criteria: Website Graphical Content (Teacher Resource 10.3) |

Prerequisites

* Ability to use a web browser and independently locate specific websites
* A working vocabulary of fundamental website-related terms
* Ability to use a computer operating system and file folder structure
* Knowledge of how to use Dreamweaver to place content on web pages based on a template
* Knowledge of the basic purpose and functions of a graphics editor
* Basic HTML coding skills

Instructional Materials

Teacher Resources

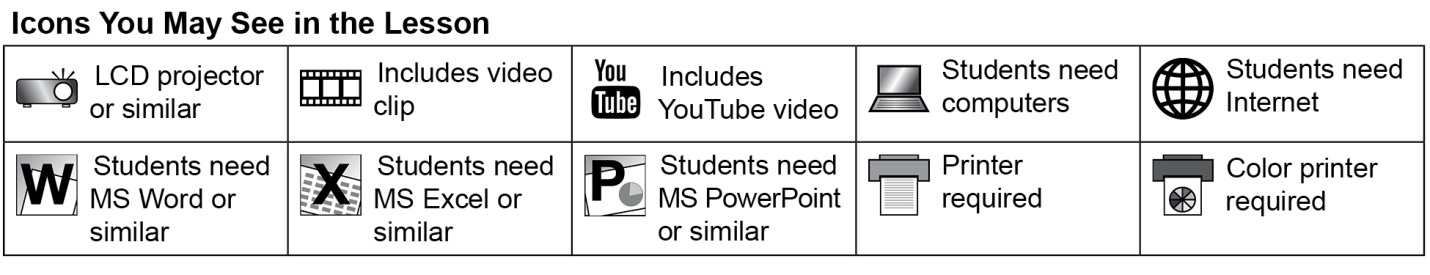
* Teacher Resource 10.1, Assessment Criteria: Website Written Content
* Teacher Resource 10.2, Guide: Preparing Images for the Web
* Teacher Resource 10.3, Assessment Criteria: Website Graphical Content
* Teacher Resource 10.4, Key Vocabulary: Gathering and Preparing Web Content

Student Resources

* Student Resource 10.1, Web Writing: Adapting Content for the Web
* Student Resource 10.2, Examples: Effective Writing for the Web
* Student Resource 10.3, Note Taking: Preparing Images for the Web
* Student Resource 10.4, Checklist: Preparing Your Client’s Website

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Computer access for each student or student pair, with Dreamweaver and some type of image editor installed on each machine
* LCD projector and computer
* Access to a library of stock photos and clip art
* Scanner
* Digital camera



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | CLASS PERIOD 1 |
| 1 | 35 | Web Writing: Adapting Content for the Web  This introductory activity will demonstrate to students the power of writing for the web. It also focuses on the following college and career skill:  Demonstrating adaptability and flexibility  Refer students to Student Resource 10.1, Web Writing: Adapting Content for the Web. Explain that their job is to convert the information in the paragraphs about Westside Pizza into a home page that will attract clients to the pizza parlor. Tell students they have 20 minutes to work with a partner and sketch out how they would put the content on the Westside Pizza home page. They should indicate where they will put links and where they will use images instead of words. Remind them that on a website, people need to be able to find what they’re looking for quickly, and what they see needs to appeal to them.  When students have finished their page sketches, have them share them in groups of six, and ask each group to choose one image to share with the class.  Next, ask students what writing techniques they see in the sketches that they find particularly adapted to web writing. Try to elicit the following types of responses:  Large headings  Content designed for scanning  Descriptive titles  Summarize first, then link  Obvious buttons and links  Use of graphics to convey information  Understanding the audience  Accurate content  Tell students they will learn more about these concepts in the assignment that follows. And explain that since they will be writing the content for their website in this lesson, they will have a chance to apply everything that they learn. |
| 2 | 15 | Homework: Effective Writing for the Web  In this activity, students learn specific techniques and guidelines for creating copy for a website.  Explain to students that writing for the web is quite different from writing for print media such as a magazine, a brochure, or a book, and that organized content and effective writing is essential to a positive user experience.  Refer students to Student Resource 10.2, Examples: Effective Writing for the Web. Explain that this resource illustrates the rules of effective web writing. Have students start by working individually or in pairs; ask them to study each rule and the example that illustrates the rule and then answer the questions about each example. Have them finish the activity for homework.  This student resource will serve as a reference when students write content for their client’s website in upcoming activities. |
|  |  | CLASS PERIOD 2 |
| 3 | 10 | Homework Review: Effective Writing for the Web  The purpose of this activity is to make sure students have a clear understanding of effective writing for web pages.  Have students compare their homework in pairs, and then report out as a class. To gauge student understanding, assess the students’ work for credit/no credit.  Remind students that they need to practice using all the effective web writing tools they’ve learned about when they start writing the web copy for their client’s website in the next activity. |
| 4 | 40 | Culminating Project Work: Preparing Written Content for the Web  In this activity, students further their understanding of effective web writing by composing actual copy for their client’s website. This activity also focuses on the following college and career skills:  Demonstrating teamwork and collaboration  Developing awareness of one’s own abilities and performance  Ask students to get into their project groups, and have each student select a section of the client’s website that requires written copy. Using the principles of effective writing for the web, each student will write the copy for his or her selection as appropriate for that page of the client’s website. Alternatively, ask each group to select one written piece to create together using proper writing techniques.  Provide students with Student Resource 10.4, Checklist: Preparing Your Client’s Website, and discuss the content criteria before students begin writing.  During the last 10 minutes of the activity, ask students to exchange what they wrote with someone in another group for peer editing. Ask them to use the checklist in Student Resource 10.4 to assess each other’s writing.  If students have access to Microsoft Word, you may want to have them compose their content in Word, using Track Changes and reviewing comments in the writing process.  Clear up any questions that arise during the peer edit, so that students are prepared to begin creating the rest of the content and graphics for their site in the next activities. |
|  |  | CLASS PERIOD 3 |
| 5 | 50 | Modeling: Preparing Images for the Web  This teacher demonstration is designed to guide students through information and techniques used when preparing images to be used on a website.  **Note**: This activity and the following activities require software that students can use to edit photos and graphics. Before class begins, select a tool available to students in the classroom. Some software suggestions include:  Microsoft Photo Editor  Microsoft Paint  Adobe Photoshop  Adobe Photoshop Elements  Adobe Fireworks  Corel Draw  GIMP (free shareware from <http://www.gimp.org>)  You will also want to prepare a demonstration of how to use your tool to perform all of the tasks described in Teacher Resource 10.2, Guide: Preparing Images for the Web.  Using an LCD projector, demonstrate how to prepare images for use on a website using the graphics editor and an image of your choice. Demonstrate each point as described in Teacher Resource 10.2, Guide: Preparing Images for the Web.  Instruct students to follow along and take notes on Student Resource 10.3, Note Taking: Preparing Images for the Web, as you show them each of the tasks in the graphics editor of your choice. At the end of the demonstration, review the items on the note-taking sheet with the class and instruct students to add notes or make changes accordingly.  About 10 minutes before the end of the class period, explain to students that during the next class period, they will use one of the images they have collected to include on their client’s website, along with the notes they just took, to prepare an image for use on the website. Ask students to convene in their culminating project groups for a few minutes to make sure they have all of the graphics they need for their culminating project. Tell them that each group member should choose one of the graphics, and each will prepare that graphic for the client’s website in the next activity.  Point students to Student Resource 10.4, Checklist: Preparing Your Client’s Website, and review the assessment criteria for graphical content so that students know what is expected of them with regard to their final website graphics. Instruct students to come to the next class period with the image they have chosen. |
|  |  | CLASS PERIOD 4 |
| 6 | 15 | Individual Practice: Preparing Images for the Web  In this activity, students get practice preparing an image for a web page.  Instruct students to use their completed note-taking sheet from the previous activity to prepare their selected image. Remind them that they should consider:  The image format (JPEG or PNG, whichever is most appropriate)  Making the image transparent if necessary  Resizing the image appropriately  Setting the image to the proper resolution  Naming the file according to their website’s naming conventions  Circulate as students work. Review each individual student’s image for proper website graphics formatting and clear up any questions before students begin working with their groups to prepare the rest of the graphics for their client’s website in the next activities. |
| 7 | 35 | Culminating Project Work: Preparing Written and Graphical Content  In this activity, which extends to the next class period, students build hands-on skills in creating and preparing graphics and copy for their culminating project website. This activity also focuses on the following college and career skills:  Demonstrating initiative and resourcefulness in challenging situations  Utilizing time efficiently when managing complex tasks  Convene culminating project groups and instruct them to gather and prepare all of the graphics and text they will need to complete every page in their client’s website. They should gather any materials (brochures, logos, graphics, etc.) provided by their client, as well as any images they have collected for use on the site.  Explain to students that in addition to creating their content, they also need to place it on the pages of their website so that it displays correctly. Emphasize the importance of creating excellent written content and excellent graphics.  Instruct students to decide which members of their group will be responsible for which tasks, and suggest that they assign members specific roles:  **Writers.** The content for each page should be assigned to a writer. Probably all group members will have some writing responsibilities.  **Lead Content Designer.** This person should make sure all written content for the website has a consistent voice. This can be done by having writers submit outlines to the Content Designer or by having the Content Designer serve as an editor for the group members’ written material.  **Visual/Graphic Designer.** This person works with other group members to make sure all images are prepared correctly.  **Dreamweaver Expert.** This person helps with any coding difficulties and makes sure all pages display correctly.  Circulate as students are working and coach them as necessary. If time is an issue, instruct students to work on writing content for homework. Tell them they will have time in the next class period to review their content and work in Dreamweaver placing the graphics and content on the pages.  Remind students that creating content for their client is a professional activity, and it’s especially important that they work together as a team. The contribution of each team member can make or break their site. |
|  |  | CLASS PERIOD 5 |
| 8 | 40 | Culminating Project Work: Preparing Written and Graphical Content (Continued)  Have project groups get right to work on the graphics and written content for their website. Tell them that they have 40 minutes to work on their web pages. Remind them to check their work against the assessment criteria.  Circulate as students are working; help them troubleshoot, and answer questions as needed.  **Note**: Depending on your students and the complexity of their websites, they may need another class period to complete this activity.  When they have completed their copy and graphics content, have students submit their work for assessment. Use Teacher Resource 10.1, Assessment Criteria: Website Written Content, and Teacher Resource 10.3, Assessment Criteria: Website Graphical Content, to assess each group’s work. |
| 9 | 10 | Wrap-Up: Gathering and Preparing Web Content  This final activity will help students reflect on the process of gathering and preparing web content for their culminating project website.  Ask students to step back from their production work and reflect as a group on the process they have been using to create and prepare their website content. Instruct them to think of one item or process they have used that is working well, and one that they would do differently if they could start over.  Bring the class back together and have each group briefly share with the class their two items. Wrap up this discussion with final thoughts on how the groups worked together, what may still need to be completed, and how the completed content pages will be tested for usability in the next lesson. |

Extensions

Content Enrichment

* To further comprehension of how writing for the web differs from traditional print writing, have students take a chapter from a favorite magazine or book and turn it into a web page or series of web pages. They should chunk content appropriately, and use a scanner app to pull in graphics and photos.
* To expand student understanding of web design and content creation, provide students with a print copy of the Section 508 Web Content Accessibility Guidelines, which you can find on Wikipedia (<http://en.wikipedia.org/wiki/Web_Content_Accessibility_Guidelines>)andW3C (<http://www.w3.org/TR/WCAG20/>). Students should make any adjustments possible to their client’s website and then list the changes made so that their client is aware of how the site is accessible to those with disabilities. Students should also list other changes that would further accessibility that they were not able to make at this time.

Additional Cross-Curricular Ideas

* Social Sciences: To build understanding of how people use the web, students survey 10 friends on how they use the Internet. They should provide the respondents with a specific task, such as, “Using the Internet, find an excellent restaurant to take your mom on her birthday.” Survey questions can include: How did you begin your search? How many sites did you click through before actually reading any information on a specific restaurant? Did you read any reviews completely or just scan reviews and ratings? Students should sum up their findings, focusing on how their peers used the web to complete a task.
* Visual Arts: To enhance student understanding of web graphics and the concept of resolution, ask students to use a graphic editor to manipulate a favorite photo. They should save the photo in a variety of formats and resolutions, placing the variations all on one page to show the comparisons. Each image should be labeled appropriately with the format and ppi.
* English Language Arts: To encourage students to reflect on various types of writing and their own writing skills, ask them to complete a brief personal essay comparing web writing to writing for another medium, such as a magazine or a book. They should focus on which type of writing they prefer and why they feel their skills are better suited to that style.