

Lesson Outlines

Lesson #7 (Media Creation): Creating a Website

In this lesson, students view a pre-selected group of websites and then plan and create a real or mock-up website of their own.

The Media Triangle guiding questions for the lesson are:

Audience

- *What is the purpose of my message?*
- *What point of view will I take?*
- *Who is my audience?*
- *What do I know about my audience?*

Text

- *What information will I include and exclude?*
- *How can I make this message appealing to my audience?*

Production

- *What effective techniques have been used on other sites (e.g., backgrounds, fonts, hyperlinks, pictures, animations)?*
- *What techniques will I use?*

Questions to prompt reflection and further discussion might include:

- *Is the information clear to the reader?*
- *Do I need to add or delete information?*
- *How well does my website suit my purpose and audience?*
- *How could I improve my website?*

What the Teacher Does:

Before

- Explains the purpose of the lesson: to plan and prepare a mock-up of a website (and possibly to produce an actual webpage).
- Has students explore a pre-selected group of websites, using the “Website Checklist” (Appendix 19) to analyse their effectiveness.
- Asks students to determine the topic, purpose, and audience. Poses questions to help students make their decisions.
- Asks students to review their website checklists and determine the criteria they will use while creating their own webpage. Lists final criteria and required elements on an anchor chart.
- Has the class divide up content on a topic (e.g., the provinces and territories of Canada, with each group taking a province or territory). Helps students to organize the major topics and sub-topics. Introduces the “Organizing a Website” template (Appendix 20) and has the students create one based on the sub-topics involved.

What the Students Do:

- Use a checklist to evaluate the design of several websites.
- Determine the topic, purpose, and audience. Answer the questions: What do we want to tell people? What is our purpose? What do we want to advertise or share and with whom?
- Agree on the criteria and elements that will be used for their project.
- Decide how to organize the main topic for the home (title) page or site map (index) page and the sub-topics for each of the connected pages. Ensure that each sub-topic has a link on the home page.
- Use the “Organizing a Website” template to plan the flow of the pages that are linked to the home page. Sketch out what the home page will look like. Decide where to put the pictures, the text, and the titles.

Lesson Outlines

What the Teacher Does:

During

- If students will be creating a real page, decides on the web design software to be used and, once students have planned their content, leads them through the tutorials provided with the software.
- Provides time for students to develop their content (i.e., to write, edit, and revise the text to produce a polished product). Provides time for students to draw, scan, or download their images. Reminds them to “keep it simple and make it look good”. Places emphasis on the content development, especially if students are working with web authoring software (students often play with appearances at the expense of content if they are using web authoring software).
- With electronic versions, makes sure that groups test each other’s work, because developers often fail to see what is not working in their own products.
- Encourages students to interact, using the criteria from the exploration to assess their own work and the work of others.

After

- Has students reflect on their learning by describing the strategies they used. Uses the Media Triangle Guiding Questions and other question prompts as a framework.
- Provides students with specific feedback on their work.

What the Students Do:

- Write, edit, and revise the text for each page; draw the pictures or scan or download images.
 - Assemble the pieces for the pages, either on paper or by importing them. Determine sizes and colors; move pieces around until a satisfactory result is obtained and the pages do what they are supposed to do.
 - If doing only a mock-up, sketch each page on single sheets of paper using the “Organizing a Website” template.
 - If doing a real webpage, carefully test each page. Use a Web browser to open the pages and see how they look. When everything looks correct, publish the page on a local Intranet or on the Internet through a Web host.
 - Use the criteria from the exploration to assess the pages and give feedback to others.
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- Reflect on learning by discussing the website creation experience and by writing responses in media logs to questions taken from the Media Triangle or to other questions posed by the teacher. Justify production decisions in media logs.

Appendix 18 – Website Checklist

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|---------------------|---|
| Appearance | <ul style="list-style-type: none"><input type="checkbox"/> Text areas and graphic areas are balanced.<input type="checkbox"/> The words are easy to read.<input type="checkbox"/> The words are spelled correctly.<input type="checkbox"/> The graphics are easy to see and understand.<input type="checkbox"/> The background does not interfere with the text or graphics.<input type="checkbox"/> The colours and patterns look good together. |
| Images | <ul style="list-style-type: none"><input type="checkbox"/> Titles and headings stand out from the text.<input type="checkbox"/> Original art and effects have been used.<input type="checkbox"/> Other people's art, animations, or effects have been used, with credits.<input type="checkbox"/> The images are related to the text.<input type="checkbox"/> The images add to the user's understanding.<input type="checkbox"/> The images add to the user's interest.<input type="checkbox"/> Images are balanced appropriately with text. |
| Navigation | <ul style="list-style-type: none"><input type="checkbox"/> Users can find their way around easily.<input type="checkbox"/> Users can backtrack if they desire.<input type="checkbox"/> The navigation tools are easy to see and click on.<input type="checkbox"/> The navigation tools are labelled when necessary.<input type="checkbox"/> The navigation tools lead to logical (expected) destinations.<input type="checkbox"/> The navigation tools work. |
| Organization | <ul style="list-style-type: none"><input type="checkbox"/> The website offers a clear explanation of a topic.<input type="checkbox"/> The message is persuasive and presents a point of view.<input type="checkbox"/> The organization is easy for others to follow.<input type="checkbox"/> The home (title) page and site map (index) page are meaningful.<input type="checkbox"/> There are pages to support the main points and sub-points. |
| Resources | <ul style="list-style-type: none"><input type="checkbox"/> The site offers a variety of resources (electronic, print, video, media).<input type="checkbox"/> The resources offer different perspectives.<input type="checkbox"/> The resources appear to be reliable, fair, and credible.<input type="checkbox"/> The resources are up to date.<input type="checkbox"/> Proper credit has been given to sources of information. |
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Organizing a Website



