The 3 D’s of Web Creation: Define, Design, and Develop

Unit Overview

Introduction

This unit will introduce the participants to the world of Web Design. With the use of a rubric, the participants will assess ten sites and determine which components he/she wants in their own Web page. Some of the listed sites will be poor examples and others will be excellent. Using the tools and sites provided in the workshop, the participant will begin to develop a Web page.

Outcomes

Upon successful completion of this unit, the learner will:

- Be able to use a Rubric to assess effective/ineffective sites
- Determine what will be the purpose of their site
- Decide what design the site will follow by using a concept map to design the site
- Use various tools to develop the site
- Use the rubric to assess their finished site

New Mexico Teacher Competencies

I. THE TEACHER ACCURATELY DEMONSTRATES KNOWLEDGE OF THE CONTENT AREA AND APPROVED CURRICULUM.
   B. Gives clear explanations relating to lesson content and procedures
   D. Shows interrelatedness of one content area to another.

II. THE TEACHER COMMUNICATES WITH AND OBTAINS FEEDBACK FROM STUDENTS IN A MANNER THAT ENHANCES STUDENT LEARNING AND UNDERSTANDING.
   A. Explains and/or demonstrates the relevance of topics and activities.
   B. Communicates to students the instructional intent, directions, or plan at the appropriate time.
   C. Establishes and states expectations for student performance
   D. Clarifies actions, directions, and explanations when students do not understand.
   E. Actively solicits communication from students about their learning.
   F. Communicates regularly with students about their progress.

III. THE TEACHER COMPREHENDS THE PRINCIPLES OF STUDENT GROWTH, DEVELOPMENT AND LEARNING, AND APPLIES THEM APPROPRIATELY.
   A. Uses and instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.
   B. Uses teaching techniques, which address student learning levels, rates, and styles.
   C. Uses materials and media, which address student learning levels, rates, and styles.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates, and styles.

IV. THE TEACHER EFFECTIVELY UTILIZES STUDENT ASSESSMENT TECHNIQUES AND PROCEDURES.
   A. Uses a variety of assessment tools and strategies, as appropriate.
   D. Communicates student progress with students and families in a timely manner.

V. THE TEACHER MANAGES THE EDUCATIONAL SETTING IN A MANNER THAT PROMOTES POSITIVE STUDENT BEHAVIOR AND A SAFE AND HEALTHY ENVIRONMENT.
   E. Has materials and media ready for student use.
   G. Identifies hazards, assesses risks and takes appropriate action.

VIII. THE TEACHER DEMONSTRATES A WILLINGNESS TO EXAMINE AND IMPLEMENT CHANGE, AS APPROPRIATE.
   B. Implements a variety of strategies to enhance learning.
   C. Recognizes that change entails risk and modifications may be needed.

IX. THE TEACHER WORKS PRODUCTIVELY WITH COLLEAGUES, PARENTS, AND COMMUNITY MEMBERS.
   A. Collaborates with colleagues.
   B. Communicates with parents on a regular basis.
   D. Involves parents and community in their learning environment.
   D. Communicates in a professional manner with colleagues, parents, and community Members regarding educational matters.

Technology Use

Internet sites
Inspiration software \ MS Word \ PowerPoint
Digital camera
Scanner
Image converters
Web Page Editors (Composer, Front Page, MS Word, Page Mill)

Related Links & Resources
See Debs’ disk for Internet links
See Phyllis’ disk for Internet sites
Possible articles—Debbie-Guacamole and Technology: A Fulfilling Combination

Assessment
Web Page Assessment Rubric
Web Page Evaluation Criteria (Debbie)
Scoring Rubric for Student Homepage Projects (Debbie)

Extensions
A lesson in creating personal Logos aligned with Character Counts