

Make It: Creating an Effective Web Page (Internet #3)

ICT.11

TIME

120 minutes

OVERVIEW

In this learning experience (designed to follow ICT.9: Look for It: Learning to Search the Internet and ICT.10: Find It: Internet Scavenger Hunt), each collaborative group of students creates its own online scavenger hunt. They then create a class website on which they post their scavenger hunts, as well as other school work throughout the year.

Note: The Internet-related ICTs are intended to be taught in the suggested order:

- ICT.9: Look for It: Learning to Search the Internet
- ICT.10: Find It: Internet Scavenger Hunt
- ICT.11: Make It: Creating an Effective Web Page

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 4.1.2 *Choose Forms* — Select specific forms [such as diaries, narratives, speeches, letters, poetry, mime...] that serve particular audiences and purposes.
- 4.1.3 *Organize Ideas* — adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs...].
- 4.2.3 *Enhance Legibility* — write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options [such as spacing, graphics, titles and headings, variety of font sizes and styles...] when appropriate.
- 4.2.4 *Enhance Artistry* — choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.
- 4.2.5 *Enhance Presentation* — prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- concept mapping
- ethical use of technologies
- web page authoring

SUGGESTED LEARNING RESOURCES**Software**

- web authoring

Internet

- IMYM Links Database: <<http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>>
- Search the Internet using the terms “evaluating websites” for suggested criteria and rubrics.

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs

- BLM ICT.9#1: Internet FAQs for Students
- BLM ICT.11#1: Web Page Design: Observation Chart
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?
- BLM Mod.2.2#1: Venn Diagram

TBLMs

- TBLM ICT.9#1: “Internet 101” for Teachers
- TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections

Materials

- three-ring binder
- dividers
- loose-leaf paper (white and lined)

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the functions of the web page authoring software installed on the classroom computers.
- Create a web page to host the student-created scavenger hunts, with hyperlinks. This page will later reside on the class website.

Activating Strategies

- Using a computer and projection system, open the web page authoring software that will be used in the class. Introduce its basic functions. Point out similarities with word-processing software and other applications students are already using.
- If ICT.8: Make Your Point has already been taught, discuss similarities between web pages and multimedia applications such as PowerPoint (see TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections). Use a Venn Diagram (see BLM Mod.2.2#1: Venn Diagram), concept-mapping software (see ICT.6: Inspired), or a wall chart to record similarities and differences.
- In collaborative groups, students navigate the menus of the web page authoring software to familiarize themselves with its capabilities. Students share with the whole class some tips they found while navigating the software. Provide further clarifications and explanations, as needed.

Acquiring Strategies

- In collaborative groups, students review the websites they identified in ICT.9: Look for It: Learning to Search the Internet. Using BLM ICT.11#1: Web Page Design: Observation Chart, students note what they like and don't like in the presentation of the pages, including colour palette, layout, table of contents, and background. As a group, they select, discuss, and agree on components to be included in their own scavenger hunt web page.
- Each collaborative group of students plans its web page based on student observations and ratings of other web pages. The group plans colour, layout, and presentation of content. Students work on chart paper or use concept-mapping software (see ICT.6: Inspired) to visualize and represent their ideas.

Applying Strategies

- Each collaborative group of students uses the web authoring software on the class computers to create one web page to host its scavenger hunt questions.
- In collaborative groups, students try each group's scavenger hunt and email (see ICT.3: Riddle This) the answers to each hunt, as well as offering comments and suggestions regarding the web page.
- Each group reviews the emailed answers to the scavenger hunt questions. They analyze where there were difficulties, consider suggestions, and edit unclear scavenger hunt questions. They create another web page for the answers. They link their pages to the teacher-created home page.

Variations/Extensions

- Plan for a class website to contain the scavenger hunts and other student projects for the school year.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT

- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Collaborative groups assess the accuracy of another group's answers to their scavenger hunt questions. Groups email the feedback to each other.
- Assess the applications of this ICT through the learning experiences in this interdisciplinary unit.

CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES

- The Internet is a resource that students need to use effectively for the duration of the *Inventions, Innovations, and Discoveries* interdisciplinary unit, as well as throughout the whole school year.

BLM ICT.11#1: Web Page Design: Observation Chart

Evaluation Group Members _____

Observe the appearance of a selected website.

- Consider the bulleted items in each category listed below when noting the characteristics or features that you find helpful, that are attractive, or that make it easier to locate information at a glance or navigate the website. Record your observations and assessments.
- Rate the website characteristics on a scale of 1 (low) to 4 (high).

Website Title _____ **Date** _____

URL _____

Website Characteristics	Observations	Rating
Print <ul style="list-style-type: none"> • Title (Placement) • Letter Style • Font • Size • Colour • Other: 		
Colour <ul style="list-style-type: none"> • Main • Complementary • Shades of... • Other: 		
Layout <ul style="list-style-type: none"> • Text • Tables • Scrolling • Bulleted Items • Spacing of Content • Other: 		
Illustrations <ul style="list-style-type: none"> • Quantity • Size • Thumbnails Can Be Enlarged • Complement the Text • Appropriate for Topic • Copyright • Other: 		
Navigation Bar <ul style="list-style-type: none"> • Top Horizontal • Left Vertical • Bottom Horizontal • Bottom Vertical 		