

TIES 2003

Teachers in Industry for Educational Support

Developing a business web site

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July 28, 2003**

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Developing a business web site Curriculum Unit Overview

Summary

Web site design has been a commonplace activity in the world of technology. However, the activity in connection with a real business requires considerations not required of a personal web site. Besides the usual computer skills required, skills in marketing, English, and communication are essential. This unit would be best accomplished as a culminating activity in a high school web design or e-commerce class. Time period required would be from 2-4 weeks.

Big Picture

A good introductory “hook” activity would be to engage the students in “surfing” a variety of business web sites. Students will work in pairs to measure the time required to find and purchase specified products. Students will be expected to evaluate the shopping experience, describe their perception of the business images, and rank the visits in order of ease of use. A short oral report from each group will conclude this activity.

Preparation for the Unit

Work with supervisor to:

Secure network access for all students. Make sure there is enough disk space on computers to hold 5-10 web pages with graphics. Make sure the following software is loaded: Adobe Illustrator, Adobe Photoshop, Macromedia Flash, and Macromedia Dreamweaver. Secure at least 3 guest speakers that are from local businesses with a web presence.

Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

Developing a business web site Curriculum Unit Summary

Web site Evaluation & Content Development	Web site graphics	Putting it all together
English/Communications	Computer Graphics	Web site Design
<p>ALT 1 - Web site Diagrams Using the Internet, diagram at least 3 web sites, giving the main pages and their links.</p>	<p>ALT 1 – Graphics Planning Make a list of graphics to be used, and describe how to obtain or design them.</p>	<p>ALT 1 – Web site Flowchart Draw a diagram of the proposed web site, including page names & links.</p>
<p>ALT 2 – Web site Summaries Using the Internet, select at least 2 web sites you find enjoyable. Write a one page summary for each & present one orally.</p>	<p>ALT 2 – Bitmap Graphics Create web site graphics using Fireworks or ImageReady.</p>	<p>ALT 2 – Create web pages & links Using Dreamweaver, create the web pages and links required for the site.</p>
<p>ALT 3 – Business Web site Outline Select an actual business, meet with the owner/manager, and develop an outline for a web site.</p>	<p>ALT 3 – Vector/Flash Graphics Create web site graphics using Flash and Illustrator.</p>	<p>ALT 3 – Develop Interactivity Add forms, JavaScript, and Flash content to improve the interactive nature of the site.</p>
<p>Transfer or Culminating Activity- Web site Civic Project</p> <p>Basically the transfer activity will involve the same basic steps as the unit activities, except that arrangements will be made to create a working web site that will be hosted on the Internet. One main difference from the unit activities is that a plan for updating the site throughout the school year will be developed.</p>		

Section One: Web site Evaluation & Content Development

ALT One: Web site Diagrams

Summary

Using the Internet, diagram at least 3 web sites, giving the main pages and their links.

Competencies

1. Be able to successfully navigate the Internet and select at least three web sites for analysis.
2. Be able to identify the major pages of a web site, by listing at least 10 web pages on each selected site.
3. Be able to find, and list, the web address of each of these 10 web pages for each site.
4. Be able to identify image & text links on a web page, within 90% accuracy.

Time

The student should be able to complete these competencies in two hours or less.

Materials

One computer for each student with Internet access. Computers should have Internet Explorer and Word or WordPad for typing documentation.

Instructions

1. Students will access the Internet and spend some time selecting web sites for analysis.
2. Instructor will demonstrate what to look for when searching for sites, and how to identify different styles of navigation.
3. Instructor will diagram a web address, describing what are the domain, folders, and the actual web page within the web address.
4. Also the instructor will demonstrate links of various types & how to identify them.

Evaluation/Assessment of Student's Competency

The student will diagram, using Photoshop, three web sites for individual pages and links. Then they will present these diagrams to the class in a 5 minute presentation.

Diagrams will count 80% and the presentation 20%. Minimum acceptable evaluation is 70%.

Closure

Basically we will compare the various web sites described, evaluating which seem to be more organized and more useful to the majority of the class.

ALT Two: Web site Summaries

Summary

Using the Internet, select at least 2 web sites you find enjoyable. Write a one page summary for each & present one orally.

Competencies

1. Be able to browse the Internet for a variety of web sites.
2. Navigate web sites and analyze them for interest, ease of use, and content.

Time

The student should be able to accomplish these competencies in about an hour.

Materials

The students will need a computer, Internet access.

Instructions

Have students browse the Internet to complete the assignment.

Evaluation/Assessment of Student's Competency

Students will be evaluated on the quality of written content and their oral report. An evaluation of 70% or better is acceptable.

Closure

Comparisons of each students findings will conclude this section.

ALT Three: Business Web site Outline

Summary

Select an actual business, meet with the owner/manager, and develop an outline for a web site.

Competencies

1. Schedule an interview with a business owner and ask questions needed to create a web site outline.
2. Create a web site outline that contains the details needed to create a web site.

Time

The student should be able to accomplish these competencies in about two hours.

Materials

The students will need a computer and word processing software.

Instructions

Make a list of possible business contacts on the board. Discuss how to approach business owners and allow students time to make phone calls. Provide a sample outline that contains business name, web page names, navigation arrows, and a brief description of content for each page.

Evaluation/Assessment of Student's Competency

Students will be evaluated on the quality of written content. An evaluation of 70% or better is acceptable.

Closure

Invite a couple of business owners to class to share their ideas and perspectives on web sites for their businesses.

Section Two: Web site Graphics

ALT One: Graphics Planning

Summary

Make a list of graphics to be used, and describe how to obtain or design them.

Competencies

1. Understand the differences between graphic formats, and be able to select the appropriate format for a designated use.
2. Plan for heading, navigation, and decoration graphics for at least five pages of a web site.

Time

The student should be able to complete these competencies in two hours or less.

Materials

One computer for each student with Internet access. Computers should have Flash, Illustrator, Photoshop, and Fireworks.

Instructions

1. Spend some time showing a variety of vector and bitmap formats. Show how to create simple graphics with each program.
2. Make sure that students understand the issues of browser compatibility, download time, interactivity, sound, animation, and how to select the appropriate format.

Evaluation/Assessment of Student's Competency

Students should be evaluated on the quality of planning for the intended business.

Closure

Student graphics from the previous year will be displayed on the classroom bulletin board.

ALT Two: Bitmap Graphics

Summary

Create web site graphics using Fireworks or ImageReady.

Competencies

1. Be able to create simple graphics in Fireworks and ImageReady, and be able to compare the strengths and weaknesses of each.
2. Create matching graphics for the five page web site that demonstrate a professional image.

Time

The student should be able to complete these competencies in two hours or less.

Materials

One computer for each student with Internet access. Computers should have Flash, Illustrator, Photoshop, and Fireworks.

Instructions

1. Students should be given plenty of time to create these graphics, and should NOT be encouraged to do them quickly.
2. Encourage other students to give feedback so that instructor's opinion is not the only one that counts.

Evaluation/Assessment of Student's Competency

Students should be evaluated on quality of finished graphics, and on the quantity needed for the planned pages. This evaluation will be somewhat subjective, but instructor should look for performance issues, readability, and professional image as required by the intended business.

Closure

Student graphics will be displayed on the classroom bulletin board.

ALT THREE: Vector Graphics

Summary

Create web site graphics using Flash and Illustrator.

Competencies

1. Be able to create simple graphics in Flash and Illustrator, and be able to compare the strengths and weaknesses of each.
2. Create navigation buttons in Flash that incorporate rollover effects.
3. Create heading graphics that include at least one vector graphic.

Time

The student should be able to complete these competencies in two hours or less.

Materials

One computer for each student with Internet access. Computers should have Flash, Illustrator, Photoshop, and Fireworks.

Instructions

1. Students should be given plenty of time to create these graphics, and should NOT be encouraged to do them quickly.
2. Encourage other students to give feedback so that instructor's opinion is not the only one that counts.

Evaluation/Assessment of Student's Competency

Students should be evaluated on quality of finished graphics, and on the quantity needed for the planned pages. This evaluation will be somewhat subjective, but instructor should look for performance issues, readability, and professional image as required by the intended business.

Closure

Student graphics will be displayed on the classroom bulletin board.

Section Three: Putting It All Together

ALT One: Web site Flow Chart

Summary

Draw a diagram of the proposed web site, including page names & links.

Competencies

1. Understand the issues of clear navigation and page naming conventions for web servers.
2. Students will create a diagram of at least five pages, showing all links and page names.

Time

The student should be able to complete these competencies in two hours or less.

Materials

Students will need graphics software to draw these diagrams.

Instructions

Have students take plenty of time to think through these diagrams. All of the subsequent work is based upon them.

Evaluation/Assessment of Student's Competency

Student diagrams must contain at least five pages, and all pages will have links to the home page. Page names must conform to UNIX server requirements.

Closure

As usual, student work will be posted.

ALT Two: Create Web Pages and Links

Summary

Using Dreamweaver, create the web pages and links required for the site.

Competencies

1. Be able to create simple pages and links, using DreamWeaver.
2. Be able to insert Flash files into web pages, using DreamWeaver.
3. Be able to insert and adjust graphics into web pages, using DreamWeaver.
4. Be able to create tables for page layout in DreamWeaver.

Time

The student should be able to complete these competencies in four hours or less.

Materials

Students will need DreamWeaver to create, link, and adjust these pages.

Instructions

It is very important that students base their pages upon previous work with images and diagrams. Consistency of design and professional appearance is most important.

Evaluation/Assessment of Student's Competency

The student-created web site must be at least five pages in size. Each page must contain a heading graphic, navigation graphic, and at least one graphic for decoration. Minimum evaluation required is 70%.

Closure

Students will demonstrate their initial web sites to class, with student comments and suggestions encouraged.

ALT Three: Develop Interactivity

Summary

Students will add forms, JavaScript, and Flash content to improve the interactive nature of the site.

Competencies

1. Students will add at least one form to their web site, using the mailto action.
2. Students will add at least one JavaScript to their web site, not including rollovers.
3. Students will add at least one Flash animation to their web site.

Time

The student should be able to complete these competencies in four hours or less.

Materials

Students will need DreamWeaver and Flash to create these enhancements to the web site. Encourage students to explore the Internet to find JavaScripts that would enhance their web site. These might include counters, date messages, cookie greetings, etc.

Instructions

It is important that these enhancements do, in fact, add to the quality of the web site. Adding animation, if it doesn't improve the viewer's experience, is detracting to the web site. Often, subtle animations are the best. Consistency of design and professional appearance is most important.

Evaluation/Assessment of Student's Competency

The student-created web site must include an interactive form, JavaScript, and Flash animation. Attention to professional appearance will be the number one priority. Minimum level of competency will be 70%.

Closure

Business owners will be invited to class for a final viewing of the web sites.

Transfer Activity- Web site Civic Project

Summary

As a public service, the class will conduct a campaign to develop web pages for local businesses free of charge. We would, of course, accept donations for our club from any businesses so inclined.

Organization

Students would be assigned to teams to contact businesses. Prizes for teams obtaining the most interested businesses would be given. Web site development would be a team project, with planning, graphics, and web page design being divided between students. Planning for regular updates of the web site would also be made.

Evaluation

Being a club project, the student's reward would be donations, as well as a civic service to the community. No formal evaluations would be made, but recognition of the best sites would be made at end of the year award programs.

Appendix

The following is a suggested evaluation form to be used for web pages and their associated graphics, flash objects, etc.

Web Page Evaluation Form

Criteria	Excellent	Good	Fair	Poor
File size of page w/graphics	100kb or less 10	150kb 8	200kb 6	300kb 4
Consistency of pages	10	8	6	4
Quality/Performance of Graphics	10	8	6	4
All links work	Yes 10			No 0
Navigation is clear and simple	10	8	6	4
Flash animations enhance site	10	8	6	4
JavaScript works	Yes 10			No 0
Form enhances site	10	8	6	4
Site maintains and enhances Business image	20	16	12	8
Quality of Content	10	8	6	4
Quantity of Content	10	8	6	4