

PBS TeacherLine Course Syllabus

Title

Publishing on the Web

Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites

This is an advanced course. It is recommended that learners become familiar with the related content and other PBS Teacherline technology integration courses, and have access to their school or district's technology coordinator to assist with some of the more difficult technical tasks required in the course. These tasks include: obtaining a URL for a Web site, finding a host server and transferring files in order to publish the home page of a Web site, and writing simple HTML code.

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be able to use a word processing program.
- Be able to navigate the Web easily.
- Be able to find and insert graphics into documents.
- Be familiar with taking an online course or have completed the PBS "Practice Learning Online with Teacherline" course.
- Be familiar with elementary, middle, or high school educational content.

Course Description

In this advanced course learners will be able to develop, implement, and produce a plan to create a functional and informative Web site that they will publish on the Internet. They will analyze ways Web publishing can foster interaction among students and identify the differences between administrative and instructional uses of a Web site. They will also employ various strategies to design a Web site and use the tools needed to publish on the Web.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

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Goals

The overall goal of this course is for learners to understand how Web publishing can be used to facilitate the learning and instructional processes in their classroom. They will also learn how Web sites can support school administration needs. Learners will immerse themselves in the Web design process and produce a small Web site.

At the end of this course, learners will:

- Understand ways publishing on the Web can foster interaction among students.
- Understand the differences between administrative and instructional uses of a Web site.
- Acquire knowledge regarding the various tools needed to publish on the Web.
- Plan and organize a functional and informative Web site and publish the home page of the site to the Web.
- Know and use principles and methodology for Web page design.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners will plan and develop an educational Web site, create the home page for this Web site, work to publish the Web site on the Internet, and then reflect on the entire process.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS*T:

II. Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning, and the Curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- C. Apply technology to develop students' higher order skills and creativity.
- D. Manage student learning activities in a technology-enhanced environment.

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IV. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers:

- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Visit cnets.iste.org for a full list of the ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and more information about these standards.

Session 1: Introduction to Web Publishing

In this session, learners will begin by introducing themselves in the discussion board, as well as set goals and create questions to guide their learning in throughout this course. There are many reasons for publishing on the Web, especially when it comes to educational use. Learners will learn about the two most obvious reasons for educators to use the Web - for administrative and instructional purposes. Finally, as learners prepare to design a Web site for instructional use, a great way to decide what they want to build is to analyze and discuss the characteristics and usefulness of existing school Web sites.

By the end of this session, learners will be able to:

- Define your professional goals and expectations for this course in your online journal.
- Explain your prior knowledge and experiences with Web publishing and in teaching Web publishing in your online journal.
- Identify current characteristics, features, and usefulness of school Web sites.
- Identify and explain preliminary ideas for the Web site you will be creating for this course.
- Analyze and reflect on the different uses of school and student material on the Internet.

Read

- "New and Great Ideas for School Web Sites"

Write in online journal

- Reflect on professional goals and expectations for the course.
- Reflect on prior knowledge and experiences with Web publishing and in teaching Web publishing.
- Reflect on the different uses of school and student material on the Internet.

Participate in an online discussion

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- Introduce themselves to other learners and share any other information that is relevant to their situation and desire to study Web publishing.
- Discuss content and intended audience of the Web site they will be creating in this course.
- Discuss characteristics, features, and usefulness of school Web sites after researching a school Web site.

Session 2: Web Publishing

In this session, learners will learn about Web publishing terminology and Web publishing tools to help create their final project.

By the end of this session, learners will be able to:

- Analyze two examples of Web use for instructional purposes and provide suggestions on how to improve them.
- Describe what could be useful from two examples of Web use for your school's or your own personal site.
- Research, identify, and select the Web publishing tools and support available to you to create the home page of your Web site.

Read

- "Creating Images for Web Pages"
- "New Web Publishing Tools Enhance Schools Presence Online"
- "Be Your Own Webmaster"

View Video

- "Prevention Clinic – Part I"

Complete activities

- Web Publishing Terminology Interactive
- FTP Interactive

Complete assignment

- Web Publishing Tools Assignment

Write in online journal

- After viewing the video and reading the article, reflect on the following: "What did you find interesting about Brewster's or the Bergen Medical Academy's use of the Web? How can they make their site better? Do you see any downfalls to their site? How can what you learned about their site be used for your school or your own personal site?"

Participate in an online discussion

- Post and peer review Web Publishing Tools Assignment.

Session 3: Beginning Web Site Design

In this session, learners will discover specific design issues that can make or break a Web site. They will also begin to think about learning goals and student expression to help bring Web publishing into their classrooms.

By the end of this session, learners will be able to:

- Identify and articulate examples of good and bad Web design.
- Discuss the dimensions of expression and their application in classroom instruction.



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Read

- "Questions to Consider in Preparing to Publish Web Pages"
- "Design and Navigation Principles"
- "You Create a Class Web Site"
- "Children Should be Seen and Heard on the Web"

View video

- "Prevention Clinic – Part II"

Complete Activity

- Web Site Review Activity

Write in online journal

- Reflect on the four dimensions of expression (the speaker, the idea, the content/focus, and the structure.)

Participate in an online discussion

- Discuss the Web Site Review Activity.

Session 4: Storyboards and Concept Maps

In this session, students will create outlines, diagrams and storyboards for their Web site, learn about HTML and practice writing code in Web editing software.

By the end of this session, learners will be able to:

- Describe the process of planning and developing your Web site
- Create HTML code and reflect about the process of writing HTML code

Read

- "Outlining, Diagramming & Storyboarding"
- "HTML Code Basics"
- "Introducing Dynamic HTML"

View videos

- "Think Quest: Part I"
- "Think Quest: Part II"

Complete activity

- Create a Web Page

Begin assignment

- Plan and Develop Your Web Site: Final Project Part I – create an outline, storyboard and diagram for a Web site.

Write in online journal

- Reflect on the following questions: "What did you learn about writing HTML code? What did you find easy and what did you find difficult about your attempt at writing HTML code?"

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Session 5: Web Publishing Policies

In this session, learners will create a draft of their Web site and discuss the importance of Web publishing policies concerning their students

By the end of the session, learners will be able to:

- Create and design a Web page.
- Reflect on the process of creating and publishing a Web site.
- Discuss the importance and value of Web publishing policies.

Read

- “Web Publishing Policy”

View video

- “Web Publishing Overview”

Review Web site

- “Section 508: The Road to Accessibility.”

Complete assignment

- Plan and Develop Your Web Site: Final Project Part I

Begin assignment

- Create Your Web Site Home page: Final Project Part II – create the home page of the Web site and publish it to the Web.

Write in online journal

- Reflect on the process of creating and publishing a Web site.

Participate in an online discussion

- Discuss the importance and value of Web publishing policies.

Session 6: Concluding Thoughts and Ideas

This final session will provide learners with the opportunity to pull together all the concepts they have learned during the course through evaluating the implementation of their final project.

By the end of this session, learners will be able to:

- Publish their Web sites to the Internet.
- Evaluate the effectiveness of their Web publishing project, and identify ways to improve or change it.
- Analyze and reflect on the learning experience in this course by reflecting about their professional goals and expectations in the online journal.
- Evaluate their learning in this course by comparing their prior and acquired knowledge.

Complete assignments

- Reflection Paper: Final Project Part III –a 3-4 paper on experience of creating their Web page(s).
- Create Your Web Site Homepage: Final Project Part II - publish Web page(s) and post URL in the discussion forum.

Write in online journal

- Reflect on acquired knowledge.



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- Reflect on professional goals and expectations.

Participate in an online discussion

- Review and reflect on the Web pages posted by other learners.

Schedule

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

Requirements

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only