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## Open Gateways Program - Professional Development Curriculum

### Module 7: Web Publishing

#### Logistical Preparations for This Workshop

The checklist below summarizes what you will need to do to have everything ready for the workshop:

- Familiarize yourself with the display unit that you will be using.
- Have enough handouts for all of the teachers. These include:
  - The student lesson plans
  - A copy of the Glossary
- Review the lesson plans and be prepared to guide participants through the steps.
- Review the training slides and the talking points for the module (also, see the summary table for the training slides).
- Post the agenda prominently at the beginning of the workshop. It should be printed large enough to read across the room.
- Find out the address of the teacher's school or district Web server where completed Web pages can be published. Find out the log in name and password of the site. Get an orientation so you know how the site is organized and where teachers should save class work.
- Find out if the school or district has a privacy or Internet safety policy for teachers and students, with rules about how and what students may access and what identifying information about students can be published on the Internet. You should obtain this, read through it before beginning the workshop, and perhaps have copies for the teachers.

#### Skills Checklist

To be effective for this workshop, you should:

- Understand how to use the operating system: how to save files, find saved files, rename files, move files, and delete files.
- Be able to use the font features: alter fonts, change text attributes (bold, italics), change font color, and switch font size.
- Have a basic understanding of how to use fonts most effectively in documents.
- Know the basics of using the Internet and telecommunication applications: performing Web searches, using email, uploading files to the Internet, and understanding concepts of hyperlinking.
- Be proficient at cutting and pasting images from other applications into an HTML document, understand how to anchor an image, wrap text around images, and move images.
- Understand that Web pages can use graphic images, but that the images are not part of the page. (The images must be located in a directory relative to the HTML file from which they are linked, and graphics need to be saved in JPEG or GIF format and kept as small as possible.)

#### Overview

This module looks at the uses of Web publishing as an effective communication tool. Teachers are encouraged to help students reach out to the community to research what is going on locally and to present the results of their studies to a range of potential readers of the Web pages they produce. Web publishing is now a basic skill that students in all grades need to master. They will continue to use this tool throughout their careers, not only in academic settings but also in almost any workplace.

## Learning Goals and Objectives

All participants will learn to create and upload a Web page onto the school's intranet or Internet site. Point out that the goals and objectives will be covered during four hours. Let the teachers know that they will have time to review the elements from the first workshop in the follow-up workshop.

By the end of this workshop, all teachers should:

- Have some clear ideas or plans for integrating Web publishing into their own curriculum.
- Realize the importance of teaching students about Web publishing.
- Be able to plan cooperative learning lessons that take into consideration the management techniques necessary to ensure effective computer use by small groups of students.
- Understand that Web publishing tools are similar in most software packages.
- Know how to create a new document, save it, and upload it to the school's intranet or Internet site.
- Be able to enter text into a document and place and link images in Web documents.

In addition, intermediate to advanced teachers should be able to:

- Create tables to more carefully place text and graphics on a page.
- Know how to wrap text around images.

## New Vocabulary

In the workshops outlined in this module, the following vocabulary may be new to the participants:

- uploading files
- GIF and JPEG
- FTP

## Agenda

Furnish teachers with an agenda for the session. Post it where they can refer to it during the workshop. Do the same thing for the norms. (Module 1 lists possible norms to establish throughout all workshops.) Below is the agenda for teachers who are taking the workshop in two segments of two hours each.

Divide your teachers into two groups: novice and intermediate/advanced. (These terms refer to their experience with computers, not with teaching.) Move at a pace comfortable for your group. With novice teachers, walk through the steps of the guided practice slowly, checking to see that everyone has completed each step before moving on. With intermediate/advanced teachers, proceed at a faster pace; walk around and assist teachers as they complete the guided practice from the worksheets.

### First Session

5 minutes	Introductions, overview of goals, agenda, and norms
10 minutes	Introduction to spreadsheet concepts
5 minutes	Distribute and discuss the summary of research
30 minutes	Work through the student lesson plan
10 minutes	BREAK (Optional)
20 minutes	Discuss student skills needed in small groups and adaptations of lesson
30 minutes	Practice skills in lesson
10 minutes	Questions and answers, reflection on feelings

### Second Session

5 minutes	Overview of goals and agenda for the session
25 minutes	Discussion of how to upload files to the server
20 minutes	Continue developing a Web page
10 minutes	BREAK

45 minutes      Upload files to the Web site, test links  
15 minutes      Questions and answers, reflection on feelings

### **Beginning Session 1**

- Introduce yourself
- Review agenda
- Introduce goals, objectives, norms

If you haven't worked previously with these teachers, begin your training session by introducing yourself and telling a little about your background. Post your agenda for the workshop and briefly explain it. If you want, establish your norms for the workshop (see ideas in Module 1).

Chances are that the teachers have now had a fair amount of practice using the StarOffice suite of tools. The new concepts introduced during this workshop are few. For computer-novice teachers, this workshop offers another opportunity to work with more experienced peers to learn basic computer skills. For intermediate and advanced teachers, this workshop provides some tools they may have been thinking about mastering but never got around to learning. For all participants, this workshop supplies a chance to interact with other teachers and brainstorm ways to get students more involved in community organization's and community organizations involved in schools.

The skills that may be most confusing for novice computer users are those involved in getting files up onto the Internet after they are completed, making links work properly, and debugging problems (images missing, for example). More advanced teachers will have more experience with the concepts of hyperlinks, embedded versus linked graphics, and moving files into directories. They will be able to take the new skills into stride quickly and will have more time to focus on the curricular aspects of the lessons.

Group teachers on the basis of what grades they teach. Have three to five teachers per group. You may need to help them form groups. For this workshop, assign each teacher to a computer, but have group members sit together. If possible, break the workshop into two separate workshops, one for computer novices and one for intermediate and advanced participants. This will allow you to move at the pace most comfortable for all of the teachers.

### **Summary of Research**

The activity discussed in this session helps focus teachers on the educational appropriateness of the lessons that they develop for their students and helps frame the activities for the rest of the workshop. Distribute the handout Summary of Research, a brief outline of current educational research that indicates why Web publishing is motivational and educationally useful for students. Give the teachers a few minutes to read this material. Post some discussion questions. (If you have a projection system set up, you can type these directly into StarOffice's word processing unit, StarWriter; otherwise write them on a white board or large sheet of paper.) Your questions can be general or specific, depending on the teachers in your workshop. For example, you could ask: How can you best use Web publishing tools at your grade level? How will you protect your students from "bad influences" on the Internet or over email communications? Ask the teachers to supply other discussion questions. Give participants time to discuss. Have each group report the results of their discussion to the class.

### **Introducing Web Publishing Concepts**

View the Web Publishing slide show at  
[http://www.sun.com/aboutsun/comm\\_invest/lessons/slides/webpub.html](http://www.sun.com/aboutsun/comm_invest/lessons/slides/webpub.html).

The teachers in this workshop should, by now, be familiar with tools in the StarOffice suite of software. Point out some particular differences between creating Web documents and word processing documents: In word processing documents, each "page" is one page long, while in a Web document a "page" can be a fraction of a printed page or many times the length of a printed page. In Web publishing, topics are grouped on a page by relevancy, and the exact size of a page is not an issue. In Web publishing, documents are designed to be read online, not printed, so key information is presented near the top of a page.

Web documents are organized by links. Because readers may go through the pages in different sequences, each Web document should be self-inclusive and should be linked to other documents for deeper information on any topic. In word processing, you pay a lot of attention to fonts and how the page is laid out, but in Web publishing, fewer font styles and page designs are available. As a page is created for Web publishing, the author needs to be aware that it will look different on different computers, depending on user's browsers, the fonts on their systems, the size of the monitors, and the preferences set on their browsers. Composing Web pages is more about creating content than the particular visual design of any page. Discuss the concept of a hyperlink (a link from one Web page or site to another). This topic may be new to many participants. Show them how to create a hyperlink. Explain the options for wrapping text around graphics and show how these options are set. The options are different from and more limited than with word processing documents. Explain how files are uploaded onto the Internet server, and show the teachers how to get to their school or district server. Consider working with teachers in organizing their Web sites - for example, by creating a storyboard of how information is linked on the site. Consider showing how to use tables to format a page and place objects (text, images) in specific locations.

### **Introduction to Web Publishing Tools**

- Slide-show introduction to Web publishing
- Demo of tools and definition of terminology

Give the class an overview of how to build effective Web sites using the training slides prepared for this module. Briefly run through the basic techniques they will be using during the hands-on practice session. Be certain to include:

- Starting a new HTML document
- Converting an existing StarWriter document to HTML
- Adding graphics
- Changing fonts
- Changing the attributes of text

### **Lesson Plan Review and Practice**

**View the Online Geography Newsletter lesson plan at**

[http://www.sun.com/aboutsun/comm\\_invest/lessons/newsletter.html](http://www.sun.com/aboutsun/comm_invest/lessons/newsletter.html).

Hand out the Impact of Population on the State lesson plan to participants in the workshop. The novice teachers may find it difficult to work through a whole lesson during the workshop, while advanced teachers may be able to work through the lesson quickly.

Have the teachers read through the lesson plan. Ask them to meet in their groups and discuss it. Is it at the right level of difficulty for their students? Will these organizational methods work for their classroom and students? Are the goals appropriate for their students? Do the students in their class have the prerequisite skills? How will they need to modify this lesson to make it work with their students? Have each group report briefly to the class the results of their discussion.

Have the teachers go through the directions at the computer, doing each step as they follow along with the guided practice. Make the rounds of the room, offering encouragement and helping when there are questions. Keep an eye out for difficulties. If possible, have more than one volunteer work with the teachers while they do the hands-on portion of the lesson.

### **Ending Session 1**

#### **Wrap-up session**

When you approach the end of this workshop, give the teachers time to reflect on what they have done, and what remains to be done in this module. Ask them to be prepared at the beginning of the next workshop to discuss how they will use the lessons.

### **Beginning Session 2**

Review goals and objectives. Start this second session by reintroducing yourself and reviewing the agenda, goals, and objectives. Ask the teachers to get out their copies of the lesson plan handed out during the last session. Discuss the Lesson Plan. Read the lesson plan. Encourage open discussion of anticipated difficulties and creative solutions.

Have the teachers read through the lesson plan and discuss in their groups how they anticipate using this lesson with their students or using the skills it contains for other purposes. Encourage the participants to discuss what they learned in the last workshop and to talk about problems they may have encountered when trying to implement the lessons. If they did not use what they learned with their students, ask them why they did not. Help them focus on adapting one of the two lesson plans for their students.

Have each group report briefly to the class the results of their discussion. Pay particular attention to the obstacles to implementation that teachers mention. Help the group brainstorm on solutions to these obstacles, and share the results with the class. If a problem cannot be resolved, tell them that you will seek a solution and get back to them. Then use your resources to help find an answer.

### **Workshop Activities**

During the second part of the workshop, focus first on helping the participants understand any aspect of using the software that they found confusing or difficult. At that point, leave plenty of time for the participants to create (or finish creating) their own Web pages. Explain how files are uploaded to the Internet and help them get their own files uploaded. Devote most of the workshop to this topic, as there are sure to be problems and concerns. Show the participants how to locate the files on the school server via their Web browsers (give them the appropriate URL) and how to check all the links and fix broken ones.

It is essential that the teachers practice uploading pages because this is most confusing part of this workshop. So be sure to organize your time appropriately.

### **Ending Session 2**

#### **Reflect on workshop**

Provide time at the end of the workshop for the teachers to reflect on the process that they just went through. Important points to reflect on include:

- How do they feel about it?
- Are they comfortable with what they have learned, or do they feel they need more time to practice?
- What concerns do they still have?
- Do they feel ready to implement this lesson with students?
- If not, what do the teachers feel they need?
- What do they need to modify to make it work with their students?
- Help them understand the resources that are available to meet their goals of learning to use the software and implementing the unit successfully.