Unit 3
Building a basic client website

Timing: 15–23 hours

Unit overview
In this unit, student teams work on a project to build a website for a client. All student teams build the same site. The instructor can play the role of the client, a hypothetical organization. The client selects the topic of the site and specifies the content to be included on the site. Each student team interprets the client’s needs in designing the navigation, the look and feel, and the content flow. The client determines which site most closely meets those needs.

The focus of this unit is working on a team and designing for someone else. The main emphasis is the design-team process for website development, the team-client interaction for incorporating feedback and changes throughout the development of the site, and the application of techniques that make the site design and content easily reusable and revisable.

Unit objectives
At the completion of the unit, students will have developed the following skills:

### Project management skills
- Designing for a client
- Developing a project plan
- Developing a marketing plan
- Analyzing and evaluating to select best examples

### Design skills
- Creating designs that meet client requirements
- Communicating ideas and information through simple screen views
- Providing multiple design ideas
- Designing to others’ requirements
- Synthesizing information from design review meetings
- Creating design comps

### Research and communication skills
- Asking questions to focus and clarify
- Communicating ideas clearly
- Listening and interpreting information and feedback
- Finalizing design with a client

### Technical skills

#### Dreamweaver
- Creating Cascading Style Sheets (CSS)
- Creating external style sheets
- Using templates
- Using libraries
- Creating forms
- Creating a calendar
- Creating rollover images
- Creating image maps
- Checking files in and out

#### Fireworks
- Creating pop-up menus
## Activity summary

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<td>Activity 3.7: Building a client website</td>
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<td>Guide: How to check files in and out</td>
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<td>Guide: How to create a calendar</td>
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<td>Guide: How to create forms</td>
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<td>Guide: How to create image maps</td>
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<td>Guide: How to create rollover images</td>
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<td>Guide: How to create pop-up menus</td>
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<td></td>
<td>Sample assets (electronic files)</td>
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<tr>
<td>Activity 3.8: Testing a client website</td>
<td>None</td>
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<td>Activity 3.9: Launching a client website</td>
<td>Worksheet: How to promote a website</td>
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</table>
Activity 3.1

Defining a client website project

Objectives

• Examine the scope of a project.
• Explore the phases of website production.
• Interview clients to identify the goals and audience, the design and technical (delivery) requirements, and the main content.
• Write a brief design document incorporating information from clients.

Materials

• Presentation: Website production phases
• Guide: Professional web design and development process
• Worksheet: Client interview
• Projection system for instructor workstation or overhead slides with Website production phases presentation

Time

90–135 minutes

Overview

The instructor introduces the client project by discussing the background of the client. The class discusses the steps for creating a client website. Student teams prepare for and conduct a client interview. Students write a brief design document based on their interview notes.

Student product: Interview notes and a brief design document

Activity steps

1. Introduce the project, with information about the client organization, such as the following:
   • Name of organization
   • Its mission and goals
   • Product or service provided by the organization and explanation of how it works
   • Background and history
   • Why the organization is in search of a web-design team
2. In a class discussion, ask students to define the phases of a client website project to build a common class understanding and agreement for each phase and task.

- Define:
  - Goals, target audience, content, and delivery requirements for the website
- Structure:
  - Flowchart to portray the overall structure of the site
  - Screen views to block out the basic structure of site pages
- Design:
  - Design of comps to provide detailed alternative page designs
  - Review of comps with client to ascertain client’s design preferences
  - Redesign based on client feedback
  - Production storyboard
- Build and test:
  - Site production based on storyboards
  - Technical and usability testing, recording bugs and design-change requirements
  - Revision based on test results
  - Technical and usability testing of revised site
  - Final presentation to client and final revision
- Launch:
  - Launch plan

**Presentation:** Website production phases

**Guide:** Professional web design and development process

3. Form student design teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Discuss the concept of working as a team.

4. In preparation for the client interview, discuss the kind of information design teams need from their clients about the client’s goals and target audience.

   Help students identify criteria for determining whether content is relevant to the site goals and whether it is appropriate for the target audience.

   **Worksheet:** Client interview

5. Have each design team meet to discuss the interview questions and add other questions they feel might be necessary to build their understanding of their client’s needs.

6. Have design teams interview the client as a whole class. Make sure each team gets to ask some of the questions. Ask all students on the team to take notes during the interview to ensure the team has collected complete information. During the interview, point out more and less effective questioning techniques students use.

7. After the interview, have teams review websites recommended by the client. Encourage teams to collect potential assets and design ideas as they review sites.
8. Have teams write up their conclusions from the interview in a brief design document. Design documents typically are divided into sections with headings such as the following:
   - Project overview
   - Goals and objectives
   - Audience
   - Content
   - Design summary and site messages
   - Technical (delivery) and functional requirements

Make sure students identify any copyrighted material they plan to include on their sites. Ask teams to identify in the content section of the design document any copyrighted material they plan to include, as well as their strategy for acquiring permission to use such material.

Preparation

- Decide who will represent the client for students: you (the instructor) or a volunteer from outside your classroom. Create a hypothetical organization, such as a nonprofit, that you will represent. You might search the web to see the contents of sites for similar organizations. You also might simplify content gathering for students by providing information packets to each team—or you could select an organization that’s concerned with a topic with which students are familiar.

- Prepare background about the client.
- Collect content for the site (optional).
- Review the Website production phases presentation.
- If you plan to use the worksheet, make photocopies.

Extension

As the class discusses project phases, you can point out similar phases of work completed by students in previous units:

- Define
  - In Unit 1, Graphic design using Fireworks, students defined goals and audience when creating their logos and page banners.
  - In Unit 2, Electronic portfolios using Dreamweaver, students defined the goals and audience for their portfolios, created flowcharts, and drew screen views for the home page and a sample content page.

- Structure
  - In Unit 1, students drew sketches for their logos and page banner storyboards when creating their logos and page banners.
  - In Unit 2, students built their portfolio sites and completed both technical and usability testing.

- Design
  - In Unit 1, students completed redesign reviews for their logos and page banners.
• Build and Test
  • In Unit 2, students built their portfolios and conducted a technical test on the site.

**Rationale**

Before beginning site design, professional designers interview their clients to understand the audience and goals of the site. Interviewing key members of the client team about site goals, target audience, key messages, and style preferences helps designers more fully understand the scope of the project.

**Background resources**

• Adobe’s Website Production Management Techniques (read the information under Define on the right side of the page for information on defining goals and objectives, creating a project plan, and establishing requirements)
  [www.adobe.com/resources/techniques/](http://www.adobe.com/resources/techniques/)

• A client survey you can download and use
  [www.adobe.com/resources/techniques/resources/define/client_survey.rtf](http://www.adobe.com/resources/techniques/resources/define/client_survey.rtf)

**Assessment**

<table>
<thead>
<tr>
<th></th>
<th>0 - Does not meet expectations</th>
<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and development process</td>
<td>Absent or incomplete.</td>
<td>Students understand the phases of the design and development process.</td>
<td>Students understand and can provide examples of the phases of the design and development process.</td>
</tr>
<tr>
<td>Client interview</td>
<td>Absent or incomplete.</td>
<td>Students identify criteria and information needed from clients. Students use effective questioning techniques to gather information and data from clients.</td>
<td>Students identify criteria and information needed from clients. Students develop original questions to the existing interview questions to evaluate client needs. Students use effective questioning techniques to gather information and data from clients.</td>
</tr>
<tr>
<td>Design document</td>
<td>0 - Does not meet expectations</td>
<td>3 - Meets expectations</td>
<td>5 - Exceeds expectations</td>
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<tr>
<td></td>
<td>Absent or incomplete.</td>
<td>Students conduct research and collect potential examples of material needed by clients. Students write design document synthesized from research and interview transcript that includes a project overview, goals and objectives, audience definition, content requirements, design summary and site messages, technical (delivery) and functional requirements.</td>
<td>Students conduct research and collect potential examples of material needed by clients, then analyze and evaluate this information. Students write design document synthesized from research and interview transcript that includes a project overview, goals and objectives, audience definition, content requirements, design summary and site messages, technical (delivery) and functional requirements.</td>
</tr>
</tbody>
</table>

**ISTE NETS*S Standards for Students**

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas and products and processes.
   d. identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   d. contribute to project teams to produce original works and solve problems.

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. collect and analyze data to identify solutions and/or make informed decisions.

Adobe Certified Associate, Web Communication objectives

1.1 Identify the purpose, audience, and audience needs for a website.

1.2 Identify web page content that is relevant to the website purpose and appropriate for the target audience.

1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

1.6 Understand project management tasks and responsibilities.

2.6 Communicate with others (such as peers and clients) about design and content plans.

Key terms

- audience
- screen view
- flowchart
- design comp
- production storyboard
- design review
- launch plan
Activity 3.2

Planning a client project

Objectives

- Understand a client’s needs and requirements.
- Define a project plan for a client website project.

Materials

- Worksheet: Project plan
- Guide: Professional web design and development process (from activity 3.1)

Time

45–90 minutes

Overview

Based on their understanding of the needs of their clients, students organize their web design and production process.

*Student product:* Project plan

Activity steps

1. Discuss the project phases again in the context of the client websites. Ask students to organize the planning of their tasks within the project phases.
   - Define:
     - Goals and target audience
     - Content and asset collection
     - Style information
     - Delivery requirements
   - Structure:
     - Flowchart
     - Screen view sketches
   - Design:
     - Design comps
     - Review with client
     - Redesign based on client feedback
     - Production storyboard
• Build and Test:
  o Site production based on storyboards
  o Technical test (against storyboards) and bug list
  o Usability test
  o Revision based on test results
  o Technical and usability testing of revised site
  o Final presentation to client and final revision

• Launch:
  o Launch plan

*Guide*: Professional web design and development process

*Worksheet*: Project plan

2. Let teams know when the completed client site is due. Discuss reasonable time frames for each phase. Discuss the responsibility of the task owner, who is accountable for getting a task completed regardless of who actually works on the task.

3. Ask teams to discuss their project plans, set due dates, and designate a task owner for each task on their lists.

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**Preparation**

• If you plan to use the guide or worksheet, make photocopies.

**Rationale**

Defining schedules and task owners is critical to successful team projects. A basic project plan lists the tasks, due dates, and people responsible. Project plans can take many forms, from an extensive document (sometimes called a scope document or a project charter) to an overview of methodology and schedule. The size of the plan reflects the size and scope of a project. The plan should contain enough information and detail to accurately communicate key project tasks to both the client and the design team.

**Background resources**

• Adobe’s Website Production Management Techniques (read the information under Define on the right side of the page)
  [www.adobe.com/resources/techniques/](http://www.adobe.com/resources/techniques/)
Assessment

<table>
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<tr>
<th>Project plan</th>
<th>0 - Does not meet expectations</th>
<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
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</thead>
<tbody>
<tr>
<td>Absent or incomplete.</td>
<td>Students set milestones, assign task managers reflect equal workload amongst team members, and set final deadlines to plan each phase of the project.</td>
<td>Students set milestones that include detailed descriptions of tasks, assign task managers reflect equal workload amongst team members, and set final deadlines to plan each phase of the project.</td>
<td></td>
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</tbody>
</table>

ISTE NETS*S Standards for Students

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas and products and processes.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   d. contribute to project teams to produce original works and solve problems.

4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
   b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

Adobe Certified Associate, Web Communication objectives

1.6 Understand project management tasks and responsibilities.

2.6 Communicate with others (such as peers and clients) about design and content plans.
Activity 3.3

Structuring a client website

Objectives

• Build a flowchart for a client site.
• Present a flowchart to a client.
• Create screen views of the home page and a sample content page for a client site.

Materials

• Guide: Sample Screen Views
• Screen views for Friends of the Golden Gate (electronic files):
  • GG_Bridge-screenview_1.png
  • GG_Bridge-screenview_2.png
  • GG_Bridge-screenview_3.png
• Adobe Fireworks CS3 installed on instructor and student workstations

Time

90–135 minutes

Overview

The instructor introduces screen views and using sample screen views. Students organize information for the client site by drawing a flowchart and building screen views for the home page and a sample content page. Students present their information design to the client and incorporate any changes the client requests.

Student product: Flowchart, screen views

Activity steps

1. Review the structure phase of the project. You might want to use the Website production phases presentation from the first activity. Discuss how the flowchart and screen views communicate information organization.

2. Ask teams to organize and outline their content. Have them consider technical features that might be relevant to convey the content provided by the client, such as calendars, forms, image maps, rollover images, pop-up menus, Flash movies, Flash video, or preparation of photographs.

3. Have teams review their criteria for determining whether content is (a) relevant to site goals and (b) appropriate for the target audience. They may need to propose some of the technical features they
plan to use for conveying the content and ask follow-up questions of the client to clarify their understanding or to get additional content and approval for the features.

4. Ask teams to draw a flowchart for the client site.

   **Note:** Students have several options for building a flowchart. They can draw by hand, use visual design software such as Inspiration (Inspiration Software), or use the Organization Chart feature in Microsoft PowerPoint or Microsoft Word.

5. Have teams present their flowcharts to the client and solicit feedback. Teams can then update their flowcharts as needed.

6. Introduce the concept of making quick screen views of key pages in a website. Show students the screen views for the home page of the Friends of the Golden Gate site as examples. Discuss the techniques involved in making screen views, such as using shapes to represent graphics, showing page layout and content layout, and communicating visual design without using specific graphics.

   **Guide:** Sample screen views

7. Discuss page elements that may be affected by delivery requirements. Examine items in each team’s delivery requirements and ask students to describe how each requirement can affect their page designs. Possible requirements and page elements to mention include the following:
   - Limited user Internet connection speed may affect the file size of graphics on a page or the use of rich media.
   - Limited user screen resolution may affect the number of colors on a page.

8. Have teams organize information at the page level, using Fireworks to lay out black-and-white screen views of the home page and a sample content page. Have them focus on using graphic design concepts to create a clear visual hierarchy. Remind them to take into account design limitations created by delivery requirements.

   Here are some graphic design tips from *Don’t Make Me Think: A Common Sense Approach to Web Usability* by Steve Krug (Que Books, 2006):
   - Make the most important things prominent: larger, bolder, near the top, with more white space.
   - Relate similar content visually: grouped by heading, lined up, with similar look or size, grouped in an area.
   - Nest content visually: use boxes in boxes, have headings and indented subheadings to show elements as parts of groups.

9. Ask students to present their screen views to the client. Ask the client to give an assessment of how well the information organization and placement meets their goals and addresses their target audience. Make sure at least one team member takes notes on the client’s comments.

10. Have teams revise their screen views in response to the client’s feedback.

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**Preparation**

- If you plan to use the guide, make photocopies.
• If you want students to view the electronic files for sample screen views in Fireworks, copy these files to student workstations.

Rationale

In the structure phase of website development, design teams consider the information architecture of the site. Structuring organizes site information in a consistent and intuitive way. Structuring also results in a site blueprint of function and organization to communicate effectively with the client and among the team. Design teams use their flowcharts and screen views to convey to the client their information design and screen layout ideas.

Background resources

• Adobe’s Website Production Management Techniques (read the information under Structure on the right side of the page)
  www.adobe.com/resources/techniques/

Assessment

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<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
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</thead>
<tbody>
<tr>
<td><strong>Flowchart</strong></td>
<td>Absent or incomplete.</td>
<td>Students organize information and create a flowchart for the client site based on goals, requirements, and content identified from interviews.</td>
<td>Students organize information and create a detailed flowchart for the client site based on goals, requirements, and content identified from interviews. Students support each decision in the flowchart with data and information gathered from research and clients.</td>
</tr>
<tr>
<td><strong>Screen views</strong></td>
<td>Absent or incomplete.</td>
<td>Students create screen views based on design principles and delivery requirements to organize content on pages.</td>
<td>Students create screen views based on design principles and delivery requirements to organize content on pages. Students support each decision on elements in the screen views with data and information gathered from research and clients.</td>
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</table>
### Client reviews

<table>
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<tr>
<th>0 - Does not meet expectations</th>
<th>3 - Meets expectations</th>
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</thead>
<tbody>
<tr>
<td>Absent or incomplete.</td>
<td>Students present to clients to clarify information and review flowcharts and screen views. Students take detailed notes and implement changes to come to agreement with clients and meet goals for the project in a timely manner.</td>
<td>Students present to clients to clarify information and review flowcharts and screen views. Students exhibit professionalism, such as being on time, dressing professionally, and showing respect for ideas. Students take detailed notes and implement changes to come to agreement with clients and meet goals for the project in a timely manner.</td>
</tr>
</tbody>
</table>

### ISTE NETS*S Standards for Students

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas and products and processes.
   b. create original works as a means of personal and group expression
   d. identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   d. contribute to project teams to produce original works and solve problems.

4. **Critical Thinking, Problem-Solving & Decision-Making**
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

b. select and use applications effectively and productively.

Adobe Certified Associate, Web Communication objectives

1.2 Identify web page content that is relevant to the website purpose and appropriate for the target audience.

1.5 Follow design specifications.

2.5 Demonstrate knowledge of flowcharts and storyboards to create web pages and a site map (site index) that maintain the planned website hierarchy.

Key terms

- screen view
- flowchart
- information organization
Activity 3.4

Designing a client website

Objectives

• Apply design principles when creating visual designs.
• Create design comps of a home page and a sample content page to show different looks.
• As a team, select the best design comps to present to a client.

Materials

• Design comps for Friends of the Golden Gate (electronic files):
  • GG_Bridge-rough_comp_1.png
  • GG_Bridge-rough_comp_2.png
  • GG_Bridge-rough_comp_3.png
• Presentation: Page design principles
• Adobe Fireworks CS3 installed on instructor and student workstations

Time

90–135 minutes

Overview

The instructor introduces design comps, using comps for Friends of the Golden Gate as examples. The class discusses how design comps enable designers to consider different aspects of the visual design. Student teams develop, present, and revise two different design comps each for a home page and for a content page.

Student product: Design comps for a home page and a content page

Activity steps

1. Introduce the concept of a design comp, an electronic drawing that shows a detailed design of a web page. Emphasize the following:
   • Mood: The comp is the client’s first impression of what the site really looks like. The comp should immediately convey an appropriate message, such as fun, serious, youthful, organized, trendy, or family-oriented.
   • Color: Colors should be well coordinated, fit the mood and tone of the site, and provide enough contrast for legibility. Discuss web-safe colors and decide whether it’s appropriate for students to design only with web-safe colors.
   • Fonts: Use different fonts sparingly to be effective; consider how size and weight draw attention. Most sites are designed with one or two fonts, using size, color, and boldface for further
distinction. Make sure the contrast between the font and background colors is adequate to make the text legible. Discuss which fonts are common on Windows and Macintosh operating systems.

- **Images**: Images reflect the content and mood of the site. Photographs should be the highest-quality images. Graphics should match the mood and tone of the site. Text used with an image should be close enough to be visually associated with the image. The logo of an organization should be properly positioned, sized, and so on.

- **Text**: Web visitors are more likely to skim than to read carefully. The biggest challenge is to use only as much text as is necessary to convey key messages. Organize the text so visitors can scan it to find relevant information.

- **Navigation elements**: Buttons, menus, and navigation bars should all reflect the site mood and integrate effectively with site colors, fonts, and images.

You may want to use the following presentation as a reminder of design principles.

*Presentation: Page design principles*

2. Ask each student on a team to make at least one design comp of the home page and a sample content page, using Fireworks. Encourage teams to create comps that show varying perspectives on the pages, but remind them to consider the value of consistency between the home page and the content page.

3. After individuals have completed their comps, ask each team to select their two best home page comps and their two best content page comps to share with clients.

---

**Preparation**

- If you plan to use the design comps for Friends of the Golden Gate as examples, copy them onto student workstations.

**Rationale**

In the design phase, professional designers conceptualize the look and feel of the client site, based on goals, audience, and content. They create visual comps—electronic drawings or *compositions*—to express the visual identity or *brand* of the client. Visual comps convey mood and include designs for buttons, color, fonts, and images. Typically, designers brainstorm and develop several approaches to give their clients options for communicating their content and messages.

**Background resources**

- Adobe’s Website Production Management Techniques (select *Design and Prototype* on the right side of the page)
  [www.adobe.com/resources/techniques/](http://www.adobe.com/resources/techniques/)

- IBM Web Design Concepts
  [www-03.ibm.com/easy/page/567](http://www-03.ibm.com/easy/page/567)

- IBM Web Design Guidelines
  [www-03.ibm.com/easy/page/572](http://www-03.ibm.com/easy/page/572)

- Search for keyword *website prototyping*, using a search engine on the web
Assessment

<table>
<thead>
<tr>
<th></th>
<th>0 - Does not meet expectations</th>
<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design comps</strong></td>
<td>Absent or incomplete.</td>
<td>Students each create design comps that accurately reflect client design requirements, audience, and goals. The selected comps reflect different approaches to the design.</td>
<td>Students each create design comps that accurately reflect client design requirements, audience, and goals. The selected comps reflect different approaches to the design. Students can clearly articulate the ways design principles are implemented to impact the audience.</td>
</tr>
<tr>
<td><strong>Team process</strong></td>
<td>Absent or incomplete.</td>
<td>Students fairly select two comps to share with the client.</td>
<td>Students discuss and analyze each comp to determine the best representations of client needs.</td>
</tr>
</tbody>
</table>

**ISTE NETS*S Standards for Students**

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas and products and processes.
   b. create original works as a means of personal and group expression

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   d. contribute to project teams to produce original works and solve problems.

4. **Critical Thinking, Problem-Solving & Decision-Making**
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

Adobe Certified Associate, Web Communication objectives

2.1 Demonstrate knowledge of best practices for designing a website, such as maintaining consistency, separating content from design, using standard fonts and web-safe colors.

2.3 Demonstrate knowledge of page layout design elements and principles.

Key terms

- design comp
- navigation
Activity 3.5

Reviewing and revising to client specifications

Objectives

• Present design comps to a client.
• Use active listening skills during a client review.
• Revise design comps and present revised comps to a client.
• Create production storyboards for a client website.

Materials

• Worksheet: Production storyboard
• Guide: Production storyboard
• Adobe Fireworks CS3 installed on instructor and student workstations

Time

90–135 minutes

Overview

Students present their design comps to the clients and then make changes based on client feedback. The clients review the revised comps and give feedback one more time. Students then develop detailed production storyboards.

Student product: Final design comps and production storyboard

Activity steps

1. Ask students to prepare to discuss with the clients how their two design comps address the client’s goals, audience, and content requirements.
2. Have each team present its concepts to their clients.
3. Ask the clients to give feedback to each team. Teams should actively listen to the clients’ feedback:
   • Take notes
   • Summarize what they heard the clients say, based on their notes
• Ask clarifying questions such as the following:
  o Can you identify online examples that solve this problem?
  o How would you solve this problem?
  o Would this solve the problem?

4. Ask teams to revise the design comps based on client feedback and present their comps to the clients again. Teams can begin to incorporate final graphics and content as parts of the comps are approved.

5. Help students prepare for creating their storyboards. Show them a sample production storyboard and describe the level of detail required. Perhaps use one team’s design comps to create a sample storyboard page on the board or online. Make sure students understand that their storyboards are how they communicate page layout as well as font and color decisions within the team, so the storyboards must include a high level of detail.

   Guide: Production storyboard

6. Have teams create storyboards for all the pages in their sites. Storyboards should include the following elements for each site page:
   • Site name
   • Page title
   • Document name
   • Page sketch (layout)
   • Background
   • Heading texts (specification of fonts, font sizes, styles, borders, margins, alignment, padding, and colors)
   • Body texts (specification of fonts, font sizes, styles, borders, margins, alignment, padding, and colors)
   • Description of all text, graphics, Flash movies, and video, including the order in which these elements are displayed
   • Buttons, links, and their destinations
   • Graphics, video, or Flash movie files needed for the page

   Worksheet: Production storyboard

---

**Preparation**

• If you plan to use either the worksheet or the guide, make photocopies.

**Rationale**

Design review is an ongoing conversation between professional designers and their clients until they reach agreement about the design. Effective reviews are based on the goals and needs of the site, not on personal preferences. Professional designers actively listen to client input and relate that input to the design requirements of the site. When the review is complete, the design team creates production storyboards. Storyboards enable team members to share production tasks and be sure they are creating the correct graphics, text, and navigation. Storyboards also guide the site-testing process.
Background resources

- Adobe’s Website Production Management Techniques (select Design and Prototype on the right side of the page)
  www.adobe.com/resources/techniques/
- IBM Web Design Concepts
  www-03.ibm.com/easy/page/567
- IBM Web Design Guidelines
  www-03.ibm.com/easy/page/572

Assessment

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<tr>
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<th>0 - Does not meet expectations</th>
<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client reviews</strong></td>
<td>Absent or incomplete.</td>
<td>Students clearly present their comps, providing details for design decisions and actively listening to feedback. Design comp revisions incorporate client feedback. Students engage in an ongoing review process to gain approval for all elements of the comps.</td>
<td>Students clearly present their comps, providing details for design decisions and actively listening to feedback. Design comp revisions incorporate client feedback. Students engage in an ongoing review process to gain approval for all elements of the comps using effective, clarifying questions to be sure all decisions reflect good design that meets the needs of the audience and purpose of the site.</td>
</tr>
<tr>
<td><strong>Production storyboard</strong></td>
<td>Absent or incomplete.</td>
<td>Students create detailed production storyboards, with information for design and structure of the site and its elements.</td>
<td>Students create detailed production storyboards, with information for design and structure of the site and its elements.</td>
</tr>
</tbody>
</table>

ISTE NETS*S Standards for Students

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas and products and processes.
b. create original works as a means of personal and group expression

2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a
distance, to support individual learning and contribute to the learning of others. Students:
a. interact, collaborate, and publish with peers, experts or others employing a variety of digital
   environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media
   and formats.
d. contribute to project teams to produce original works and solve problems.

4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems
   and make informed decisions using appropriate digital tools and resources. Students:
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and
   ethical behavior. Students:
b. exhibit positive attitudes toward technology uses that support collaboration, learning, and
   productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

Adobe Certified Associate, Web Communication objectives

1.2 Identify web page content that is relevant to the website purpose and appropriate for the target
   audience.

2.5 Demonstrate knowledge of flowcharts and storyboards to create web pages and a site map (site
   index) that maintain the planned website hierarchy.

2.6 Communicate with others (such as peers and clients) about design and content plans.

6.3 Present web pages to others (such as team members and clients) for feedback and evaluation.

Key terms

• active listening
• production storyboard
Activity 3.6
Implementing a reusable design

Objectives
- Examine the uses of Cascading Style Sheets.
- Implement design elements using styles.
- Create a style sheet for use with the client website.

Materials
- Adobe Dreamweaver CS3 and Adobe Fireworks CS3 installed on instructor and student workstations
- Projection system for instructor workstation or overhead slides with screenshots
- Sample Dreamweaver page and external style sheet (electronic files)
  - example_dw_page.htm
  - example_css.css
- Guide: CSS styles panel
- Worksheet: CSS styles panel
- Guide: How to create Cascading Style Sheets

Time
130–160 minutes

Overview
The instructor demonstrates how to create a Cascading Style Sheet (CSS) to implement a client site design. Students use CSS to create page layouts based on their design comps. Then students use CSS to generate external style sheets for their sites.

Student product: Style sheet

Activity steps
1. Introduce Cascading Style Sheets (CSS) to students. You might explain the importance of CSS as follows:
   - Simplify text formatting.
   - Enable design of consistent-looking pages.
   - Enable site-wide changes.
2. Ask students to open the sample Dreamweaver page.
3. Using the styles in the sample Dreamweaver page, go through the style features on the CSS Styles panel to show students the types of styles they can create.

   Guide: CSS styles panel in Dreamweaver
   Worksheet: CSS styles panel in Dreamweaver

4. Have students select a style in the CSS Styles panel and either make changes to an existing property in the Properties pane or click Add Property and select a property to add and manipulate. Students can also complete this same action by clicking the Edit Style button at the bottom of the panel. Ask them to make a change to the features of the style to see how the change is implemented on the page. (They can click Apply to see changes without closing the dialog box if they use the Edit Style button.)

5. After manipulating styles, students should create a new style and add it to the sample CSS. You might have them create each of the following:
   - A redefined style (for example, an H1 tag that is bold and green, with a 25-point Arial font)
   - A new style class (for example, a tag called .special that is italic and yellow, with a 10-point Times font)

6. Demonstrate how to turn their internal styles into a new external style sheet. Ask students to start creating external style sheets for their client sites as they follow along with the demonstration.
   Guide: How to create Cascading Style Sheets

7. Have students complete the style sheets for their client sites, applying what they have learned about creating and editing styles to implement the styles required by their design comps.

Preparation

- Copy the sample Dreamweaver page and external style sheet on student workstations.
- Try creating CSS styles so you understand how they work.
- If you plan to use the worksheet or guides, make photocopies.

Extension

Research: To provide students with more of a foundation in Cascading Style Sheets, you might have teams of students spend some time researching topics and then present their findings to the class. Topics could include the following:
   - The emergence of CSS
   - The current standards around CSS from the W3C
   - The benefits of using CSS
Rationale
Designers use CSS to make overall design and the management of that design easier. Designers can then change or update even large sites at a global level.

Background resources
- Understand basic and advanced techniques of Cascading Style Sheets in the CSS Technology Center www.adobe.com/devnet/dreamweaver/css.html

Assessment

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<th>CSS style sheets</th>
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<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent or incomplete.</td>
<td>Students understand CSS styles and their uses in implementing page design. Students create CSS styles using a combination of redefined styles and new styles. Students generate external style sheets that reflect approved design comps.</td>
<td>Students understand and clearly articulate CSS styles and their uses in implementing page design. Students create CSS styles using redefined styles and new styles. Students generate external style sheets that reflect approved design comps.</td>
<td></td>
</tr>
</tbody>
</table>

ISTE NETS*S Standards for Students
This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations.
Students:
- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate, Web Communication objectives

2.1 Demonstrate knowledge of best practices for designing a website (maintain consistency, use styles, use standard fonts, and use web-safe colors).

4.3 Follow a flowchart and storyboards to create web pages and a site map (site index) that maintain the planned website hierarchy

5.10 Use CSS to implement a reusable design.
Key terms

- Cascading Style Sheets (CSS)
- tag style
- class style
- selector style
- linked style sheet
- external style sheet
Activity 3.7

Building a client website

Objectives

• Work collaboratively to build a client website.
• Use templates and libraries to build consistent web pages.
• Apply Cascading Style Sheets to templates.
• Create various technical features, as required (calendars, forms, image maps, rollover images, pop-up menus, Flash movies, Flash video, and preparation of photographs)

Materials

• Guide: How to use templates
• Guide: How to use libraries
• Guide: How to add Flash movies and Flash video to a website
• Guide: How to check files in and out
• Guide: How to create a calendar
• Guide: How to create forms
• Guide: How to create image maps
• Guide: How to create rollover images
• Guide: How to create pop-up menus
• Guide: How to prepare photographs
• Adobe Fireworks CS3 and Adobe Dreamweaver CS3 installed on instructor and student workstations
• Sample Adobe Flash CS3 movie file: Sample_Flash-Movie.swf
• Sample Flash video file: Sample_Flash-Video.flv

Time

4–6.5 hours

Overview

Students create graphic assets for their client site by using Fireworks. They develop a template in Dreamweaver, based on the page layout described in their design document and production storyboard. They use the Dreamweaver library to store elements that will be used on multiple site pages. Students learn how to add Flash movies and video to a web page. Students check Dreamweaver files in and out as they collaborate to build the pages for the client website. Students use various technical features of Dreamweaver and Fireworks to complete their pages.

Student product: Completed client site
Activity steps

1. Because multiple students will be working on a single website, have students work together to figure out what elements of the final comps will be on all pages of the site. Explain how using templates helps keep the site consistent while a team produces the site.

2. Ask students to use Fireworks to create the common graphic page elements from their final comps.

3. Ask students to export each of the Fireworks graphics. They will use these graphics on the content page template.

4. Briefly demonstrate to students the templates available in Dreamweaver.

5. Remind students of their previous experience using CSS for layout.

6. Have student teams use Dreamweaver to create a template for their content pages, following their storyboards. Their templates should incorporate their style sheets. Encourage them to use tables, paragraph styles for headings, and indentation to create and maintain a page structure and a meaningful content hierarchy. Students should insert the graphics they created in Fireworks. Make sure they add editable regions and save their files as templates.

   Guide: How to use templates

7. Discuss the types of elements that can be stored in a Dreamweaver library. Briefly demonstrate how to add an element to the library and how to place a library item in a document by dragging or by using the Insert button. Have students add elements to the library for later use throughout the site, such as logos, buttons, and mottos. In particular, they should add to the library any elements that are used more than once on site pages.

   Guide: How to use libraries

8. Discuss the importance of templates and libraries as tools for promoting consistency in website design. Other techniques with which students should be familiar include managing reusable assets in the Assets panel, applying styles to text, using standard fonts, and using web-safe colors.

9. Introduce the procedure for checking Dreamweaver files in and out. Discuss how this procedure supports collaboration within a team and eliminates the possibility that two different team members simultaneously make different changes to a file.

   Guide: How to check files in and out

10. Have students use their templates to build all the pages for their client websites, inserting elements from the library as appropriate. Using the template, all team members can work on the pages and still maintain uniformity of site design.
11. Students might create one or more of the technical features described in the following guides, based on the needs of their clients. You might want to demonstrate any of these technical features most groups plan to implement.

Guide: How to create a calendar
Guide: How to create forms
Guide: How to create image maps
Guide: How to create rollover images
Guide: How to create pop-up menus
Guide: How to prepare photographs
Guide: How to add Flash movies and Flash video to a website

Electronic file: Sample_Flash-Movie.swf
Electronic file: Sample_Flash-Video.flv

Note: If you want students to learn specific technical techniques to prepare for web communication certification, you might have them build test pages or sample features to show clients how technical features would be implemented or as a learning exercise for students to complete as they wait for feedback from clients.

12. As students build their pages, have students identify the key terms that might be useful to include in the meta tags of their sites to make their pages easier for search engines to find.

Preparation

- If you plan to use the guides, make photocopies.
- If you plan to use the sample Flash movie, copy it onto student workstations.
- If you plan to use the sample Flash video or other Flash video students already have, be sure to work with your tech coordinator or system administrator to set up the video on a server students can access so they are able to preview pages that include the Flash video when working in Dreamweaver.
- Work with your tech coordinator or system administrator to set up for each team a remote site on your server to associate with the team’s local site. If you want students to check Dreamweaver files in and out, you need to enable this feature in the site definition. (For information on how to do this, start Dreamweaver and choose Help > Dreamweaver Help. Search for “check in” and select “Setting up the Check In/Check Out system.”)

Extension

Peer teaching: If some teams use a guide to learn about a technical feature, have them hold a mini-seminar to teach the rest of the class. Their presentation could include the following:

- A working example
- Short explanations of when and why to use the feature (design challenges it helps to solve)
- Step-by-step demonstration of how to create the feature
Rationale
During the build phase, professional designers maintain clear standards for the HTML pages by creating templates—especially when working with a team. Maintaining clear standards and consistency throughout production is a challenge. Templates help larger teams save valuable production time and control the site design.

Background resources
- Online material for Dreamweaver
  www.adobe.com/support/dreamweaver/
- Adobe’s Website Production Management Techniques (read the information under Build and Test on the right side of the page)
  www.adobe.com/resources/techniques/
- Description of meta tags and how to build them when building your pages
  http://searchenginewatch.com/webmasters/article.php/2167931

Assessment

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<tr>
<td>Templates</td>
<td>Absent or incomplete.</td>
<td>Students build templates with editable regions that reflect the production storyboard. Students use the CSS style sheet generated for the site to implement the design on the templates. Students build site pages from templates.</td>
<td>Students build templates with editable regions that reflect the production storyboard. Students use different types of editable regions to creatively display content on the page. Students use the CSS style sheet generated for the site to implement the design on the templates. Students build site pages from templates.</td>
</tr>
<tr>
<td>Reusable elements</td>
<td>Absent or incomplete.</td>
<td>Students identify graphical elements that will be reused across the site. Students use the Library in Dreamweaver to hold all reusable graphical elements to maintain consistency across pages.</td>
<td>Students identify graphical elements that will be reused across the site. Students use the Library in Dreamweaver to hold all reusable graphical elements, fonts, and colors to maintain consistency across pages.</td>
</tr>
<tr>
<td>Team process</td>
<td>0 - Does not meet expectations</td>
<td>3 - Meets expectations</td>
<td>5 - Exceeds expectations</td>
</tr>
<tr>
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<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Absent or incomplete.</td>
<td>Student task managers track milestones and due dates in project plan. Task managers work with all members of the team to distribute work equally and meet deadlines.</td>
<td>Student task managers track milestones and due dates in project plan. Task managers work with all members of the team to distribute work equally and meet deadlines. Student teams use technologies such as Check-in/Check-out and develop workflows that help all team members work efficiently.</td>
</tr>
</tbody>
</table>

ISTE NETS*S Standards for Students

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information. Students:
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
   b. plan and manage activities to develop a solution or complete a project.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
   a. understand and use technology systems.
b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate, Web Communication objectives

2.1 Demonstrate knowledge of best practices for designing a website, such as maintaining consistency, separating content from design, using standard fonts and web-safe colors.

3.4 Use the Assets panel.

4.7 Insert rich media, such as video, sound, and animation in Flash format.

4.9 Build image maps.

4.12 Create forms.

5.7 Create web page templates.

5.9 Add head content to make a web page visible to search engines.

6.5 Manage assets, links, and files for a site.

Key terms

- Dreamweaver template
- Dreamweaver library
- search engines
- check in
- check out
- meta tags
Activity 3.8

Testing a client website

Objectives

• Conduct a technical test on a client website and compile a bug list.
• Conduct a usability test on a client website.
• Compile the results of technical testing and usability testing of a client website, make necessary revisions, and add the client site to an electronic portfolio.

Materials

• Adobe Dreamweaver CS3 and Adobe Fireworks CS3 installed on instructor and student workstations

Time

90–135 minutes

Overview

Students conduct technical and usability tests of their client websites. They revise the sites to fix errors and implement suggestions from users. Students add completed sites to their portfolios.

Student product: Revised client site and updated portfolio

Activity steps

1. Have students begin the process of technical testing by making a checklist—also called a test plan—of the technical features they need to test, as those features are specified in their design documents and storyboards. The checklists might include the following:
   • Test links to make sure they go to proper destinations.
   • Check for layout elements that should appear on every page (for example, banners across the top, navigation bars).
   • Check the spelling of all text (such as content paragraphs and button labels) on every page.
   • Check that the site works in at least the two major browsers, Netscape Navigator and Internet Explorer. If students have access to both Macintosh computers and computers with Windows installed, they should test their sites on each platform.
   • Check for broken links by using the Link Checker feature in Dreamweaver.

2. You might want to pair teams to test each other’s sites or have members of each team follow the test checklist on their own site. Make sure testers write down the bugs and problems they find so the team knows everything that needs to be fixed.
3. To prepare for usability testing, have student teams make a usability test interview sheet for testers to fill out as they go through the site. You might want to send your students to the All Things Web site at www.pantos.org/atw/35317.html for interview worksheet ideas.

4. For usability testing, pair students from different teams.

5. Ask one partner to test the other’s site, following the usability test worksheet. The other partner should observe the tester and document the tester’s actions, looking for latent behavior.

6. After the first test is finished, have partners switch roles and perform the usability test for the other student’s site.

7. From the peer feedback and personal notes, ask students to propose written solutions and implement them. If they do not plan to implement a proposed solution, make sure they document why they choose not to do so.

8. Ask teams to revise their sites based on the information from the technical and usability tests.

9. Have students add their sites to their electronic portfolios. One way to integrate the client site into the portfolio is to create a summary web page in the portfolio and link it to the client site, instead of adding a client site link to the main navigation. This summary page should contain a description of the client site, its goals, and its audience. The main navigation bar of the electronic portfolio can be added to this summary page without any need to modify the client site.

Preparation

- Decide whether you want students to create testing checklists or whether you want to use information from sources in the Background resources section and from notes in the activity to create the checklist yourself.

Rationale

The testing phase means conducting quality assurance (QA). During the building process, teams test sites against browsers and platforms to check that the HTML code is not breaking or displaying incorrectly. This type of testing is not sufficient because it is typically not thorough and it does not focus on the site visitor. More formal, in-depth technical and usability testing occurs after the site is complete.

Background resources

- Adobe’s Website Production Management Techniques (read the information under Build and Test on the right side of the page) www.adobe.com/resources/techniques/

- All Things Web: User testing techniques www.pantos.org/atw/35317.html
### Assessment

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<tr>
<td><strong>Technical test</strong></td>
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<td>Students create detailed test plans to test all technical aspects of the clients site. Students test sites, document bugs, and provide design teams with this documentation. Design teams fix bugs.</td>
<td>Students create test plans to test all technical aspects of the clients site. Students test sites, document bugs, and provide design teams with this documentation. Design teams fix bugs.</td>
</tr>
<tr>
<td><strong>Usability test</strong></td>
<td>Absent or incomplete.</td>
<td>Students create detailed user feedback forms and run usability tests with multiple peers. Students clearly document observations of user subject and gather detailed reports for user from the test. Design teams implement all feasible suggestions from user test.</td>
<td>Students create detailed user feedback forms and run usability tests with multiple peers. Students clearly document observations of user subject and gather detailed reports for user from the test. Design teams implement all suggestions from user test and provide clear articulation of the impact these changes had on the overall site.</td>
</tr>
<tr>
<td><strong>Final client website</strong></td>
<td>Absent or incomplete.</td>
<td>Students complete the client site and add it to their electronic portfolio. Students explain goals, purpose, and audience when adding the site to their portfolio.</td>
<td>Students complete the client site and add it to their electronic portfolio. Students explain goals, purpose, audience and highlight achievements (whether technical, team process, or design) when adding the site to their portfolio.</td>
</tr>
</tbody>
</table>

### ISTE NETS*S Standards for Students

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

2. Communication and Collaboration
   - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
     a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
d. contribute to project teams to produce original works and solve problems.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
a. plan strategies to guide inquiry.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
a. understand and use technology systems.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate, Web Communication objectives

6.1 Conduct basic technical tests.

6.2 Identify techniques for basic usability tests.
Key terms

- technical testing
- bug list
- usability testing
- latent behavior
Activity 3.9

Launching a client website

Objectives

- Create a basic marketing plan for a client website.
- Present a website and marketing plan to a client.

Materials

- Worksheet: How to promote a website

Time

45 minutes

Overview

Students choose organizations and search engines on the web for promoting the client site. After writing a marketing plan, students create a presentation for their clients that explains how the site accomplishes client goals.

*Student product:* Basic marketing plan and client website presentation

Activity steps

1. Ask students to investigate how to use web search engines to promote or market a website. They can find information on search engines on the Submission Tips page at the site searchenginewatch.com/webmasters/. Students should explore and contrast the following two options:
   - Find a search engine that offers free submission of websites. Make a list of their submission procedures.
   - Find a search engine or promotion site for which you pay to submit your site. State the cost and discuss whether the benefits of the service are worth the cost.

   *Worksheet:* How to promote a website

2. Ask students to outline a brief launch plan for their client site that is based on their research. Have students think about their target audience and goals when selecting the organizations and methods they might use for promoting the site.

3. After students devise a launch plan, discuss how to organize a formal presentation to their clients. Some topics students might include in their presentations follow:
   - Highlights of the client site
   - Explanation of how the client site accomplishes the client goals, meets audience needs, and addresses client content and technical requirements
   - Explanation of the launch and marketing plan
4. Ask students to create formal presentations and then present the sites to their clients.

5. Provide feedback to student teams about the degree to which the site meets client goals.

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**Preparation**

- If you plan to use the worksheet, make photocopies.
- Students complete the client website project in this activity. If you want to do a full project assessment, use the sample project rubric in the Course Overview and Setup.

**Rationale**

After completing the client site, design teams investigate how best to promote and launch the site. Design teams use this phase to discuss how to announce the site, including resources and links that can be used to generate audience awareness, both online and offline. Presenting the final site and marketing plan to a client formally finishes a project.

**Background resources**

- Adobe’s Website Production Management Techniques (select Launch on the right side of the page for a checklist of tasks students might want to engage in after launching their sites)
  
  [www.adobe.com/resources/techniques](http://www.adobe.com/resources/techniques/)

**Assessment**

<table>
<thead>
<tr>
<th></th>
<th>0 - Does not meet expectations</th>
<th>3 - Meets expectations</th>
<th>5 - Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch plan</strong></td>
<td>Absent or incomplete.</td>
<td>Students understand the way search engines work and the mechanisms they might use to promote their site. Students create a detailed launch plan based on their “Search” research.</td>
<td>Students understand the way search engines work and the mechanisms they might use to promote their site. Students can articulate the different methods and offer a thoughtful proposal on the mechanisms they select. Students create a detailed launch plan based on their “Search” research.</td>
</tr>
<tr>
<td>Client presentation</td>
<td>0 - Does not meet expectations</td>
<td>3 - Meets expectations</td>
<td>5 - Exceeds expectations</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Presentation is absent or incomplete.</td>
<td>Students present the client site to the client, highlighting how the site accomplishes the client goals, meets audience needs, and addresses client content and technical requirements as well as proposes the launch plan.</td>
<td>Students present the client site to the client, highlighting how the site accomplishes the client goals, meets audience needs, and addresses client content and technical requirements as well as proposes the launch plan. Students evaluate successful strategies employed during the production and offer a plan for how the client can go forward with managing and maintaining their site.</td>
<td></td>
</tr>
</tbody>
</table>

**ISTE NETS*S Standards for Students**

This activity is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this activity aligns to your state requirements.

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. create original works as a means of personal and group expression
   b. identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. contribute to project teams to produce original works and solve problems.

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems
   and make informed decisions using appropriate digital tools and resources. Students:
   b. plan and manage activities to develop a solution or complete a project.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems and operations.
   Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   d. transfer current knowledge to learning of new technologies.

**Adobe Certified Associate, Web Communication objectives**

6.3 Present web pages to others (such as team members and clients) for feedback and evaluation.
6.4 Identify methods for collecting site feedback.

**Key terms**

- launch
- marketing
- promote
Unit 3 presentations

- Website production phases
- Page design principles
WEBSITE PRODUCTION PHASES
DEFINE, STRUCTURE, DESIGN, BUILD AND TEST, LAUNCH
Define phase

- Interview the client to understand goals, audience, content, design, and delivery requirements.
- Organize and outline interview information to help define the site.
Structure phase

- Develop and communicate structure and organization of site based on interview and content.
- Use a flowchart to organize information across site.
- Use screen views with simple shapes for buttons and graphics to show location of information on pages.
- Show how site information will flow without providing too many details about each page.
Design phase

- Create visual comps to present the site *brand* or visual expression through colors, fonts, and images.
- Leave comps rough, with room for change—enable client to participate in the design process.
- Validate design choices against client goals and target audience.
Design phase

- Present at least two visual comps and describe how they meet audience, goals, style, and delivery needs.
- Incorporate client feedback, adding more content as client approves design elements.
Build and test phase

- Create production storyboards to help define content and navigation.
- Use page templates, library items, and styles to help teams build pages efficiently and with a consistent look.
- Check files in and out to coordinate work.
Build and test phase

- Conduct a technical test to validate content, links, and graphics against production storyboards.
- Conduct a usability test to make sure the site is easy to use.
- After testing, revise the site to fix technical errors and incorporate feedback from usability testers.
Launch phase

- Use effective page titles to help search engines that look for content.
- Use alternative text for images to help search engines that look for images.
- Submit to topic-specific search engines to promote the site.
PAGE DESIGN PRINCIPLES
BALANCE, EMPHASIS, AND COLOR
Balance is the act of comparing or estimating two things, one against the other, and the contrast between:

- Empty space (white space) and filled space
- Text and images
- Color and no colors and different colors
- Textures against flat colors
Three different types of balance when laying out pages

- Symmetry
- Asymmetry
- Radial symmetry
Symmetrical or formal balance

You can usually identify at least one of three lines of symmetry.

- Horizontal
- Vertical
- Diagonal
Symmetrical balance
Examples of symmetrical balance

www.hyperlite.com
Examples of asymmetrical balance

www.boystownpediatrics.org
Examples of radial balance

www.disney.com
**Emphasis:** To express with particular stress or force

What message is stressed in this slide?
Color definitions

- **Hue** is another word for color.
- **Chroma** is the intensity or purity of color.
- **Tint** is a color mixed with white.
- **Tone** is a color mixed with gray.
- **Shade** is a color mixed with black.
Color and contrast

- Using color can enhance or detract from a composition.  
  [www.lighthouse.org/color_contrast.htm](http://www.lighthouse.org/color_contrast.htm)

- Color wheels help determine which colors are in greatest contrast.
Color wheels

- **Analogous colors** are adjacent to each other on the color wheel.
- **Complementary colors** are opposite each other on the color wheel.
Color in design

- Use color to label or show hierarchy.
- Use color to represent or imitate reality.
- Use color to unify, separate, or emphasize.
- Use color to decorate.
- Use color consistently.
Summary

- The basis of good page design is use of design elements and their thoughtful application in the form of design principles.
- Clearly identify what you are trying to accomplish—use design to convey your message.
- Brainstorm alternatives.