

# WEB PAGE DESIGN

## Career Web Site

### Overview

**GOAL:** Create an interactive Web site on careers, with emphasis on careers in desktop publishing (DTP) and multimedia (MM) to be navigated by users.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching). A19	1.8, 2.7	Create an interactive Web site that allows the users to investigate careers in general and desktop publishing and multimedia career opportunities in specific. Locate sites on careers in general and desktop publishing and multimedia careers specifically, personality types, and learning styles to use as links on the site. The Web site should include bulleted and numbered lists, marquee and scrolling text, animated gifs, an e-mail link, internal and external links, targets to move within pages, page modified date, and a form for feedback. The site should also follow design strategies for layout, color usage, background, graphics, and length (more than one page for the site is highly recommended). The site should also be creative, easy to navigate, and error free. Practice good file management.	Use the <i>Career Web Site</i> assessment to evaluate the Web site on careers for layout and design, color usage, graphics, length of page(s), ease of navigation, inclusion of required information and accuracy (free of errors). The assignment will be evaluated for characteristics of being creative, attractive, distraction free, effective, understandable, labeled, and logically arranged information.
Download files (e.g., graphics, sound, video, animation). A11	2.7		
Design a Web page with text, graphics, and tables. F7	1.4, 1.6		
Apply external media (e.g. text, images, sound). F10	1.4, 1.6		
Apply object linking in multimedia products. C12	1.4		
Import graphics. C4	1.4, 1.6		
Evaluate file size as it relates to the Internet. F12	1.4, 1.6, 1.8		
Create hyperlinks (internal and external). F8	1.4		
Proofread and correct multimedia documents. A14	CA1, 2.2		
Identify career/self-employment opportunities in desktop publishing. A12 (DTP)	CA3, 1.10		
Identify career/self-employment opportunities in multimedia. A 17	CA1, 2.6		
Manage Files. A7	1.4, 2.7		

Activity originally developed by Darla Brocksmith; adapted and used with her permission.

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## **Career Web Site**

### **Teaching Points**

#### **Overview**

Persons who investigate their personality, interests, learning styles, and resources to determine their potential and abilities will better understand the career options available and their career match. Much of the information to explore career development can be obtained on the Web. This assignment allows a student to locate Web sites on careers in general and desktop publishing and multimedia careers in specific, personality types, and learning styles to be used as links in the development of a Career Web Site.

#### **Content Review**

Review and/or demonstrate the following as needed:

1. Creating hyperlinks (both internal and external) and an e-mail link
2. Using targets on a Web page
3. Inserting and manipulating an image on a Web page
4. Applying backgrounds and using Web-friendly colors
5. Using horizontal lines, tables, bullets, and listings on a Web page
6. Inserting a marquee or scrolling text
7. Using animated images
8. Creating and using a feedback form with different boxes
9. Using documentation on a Web site
10. Using the Internet for research
11. Using multiple pages on a Web site (length)

#### **Activity Preparation**

Show and discuss with the students examples of good and poor Web page design and layout.

Discuss how to conduct research on career information, self-assessment career and personality tools, and other career resources using the Internet.

Discuss and demonstrate background, Web-friendly color, text, graphics, and animations on a Web site.

Discuss and demonstrate the use of lines, tables, bullets, and listings in the organization of information on a Web site.

Discuss organizational tools for Web site development (e.g., storyboarding, outlining, branching).

Discuss and demonstrate the use of a marquee and scrolling text.

Discuss and demonstrate creating links (internal and external), targets, an e-mail link, page documentation, and a feedback form for a Web page and a Web site.

Brainstorm categories to be used for the organization of a career Web site and appropriate layout and design techniques.

Discuss and demonstration how to create a form for feedback in a Web site.

Discuss the length of pages on a Web site.

## Resources

### **Supplies needed for the activity:**

Computer

Internet access

Web editing software or a way to enter HTML code (Notepad)

Computer and projection equipment to view Web sites

### **Web sites (and/or key words to use for search):**

The following Web sites provide career assessment tools:

<http://www.jobhuntersbible.com/counseling/counseling.shtml>

Several career assessment and personality tools:

*The Princeton Review Quiz* (also called the Birkman Method) consisting of 24 questions.

*The Career Interests Game*—Exercises in color with career links.

*The Career Key*—This site also provides information on education beyond high school.

NOTE: Clicking on a career area of interest in the above tools link to the job title found in the *Occupational Outlook Handbook*.

<http://www.schoolfinder.com/careers/3step1.asp>

Consists of an 80-item questionnaire; you must register to complete the questions. *Do not request the long report because of cost.* Click on a career area, and information similar to the *Occupational Outlook Handbook* will appear. A school listing will also be provided; schools are located in Canada (some even have e-tours).

<http://www.myfuture.com/career/interest.html>

Contains a 60-question career assessment and a 70-item personality test.

*The Career (Work Interest) Quiz:* The career options link to armed forces sites and compare civilian job titles to military job titles by responsibilities and requirements.

*The Personality Quiz:* A preliminary report is provided, but a more extensive reports costs approximately \$14.95. A listing of famous people who have similar personality types are also available at this site.

<http://www.personalitytype.com>

Upon completion of this quick personality quiz, a job listing will be provided.

The following Web sites link to the *Occupational Outlook Handbook* and similar sources:

<http://stats.bls.gov/oco/>

Bureau of Labor Statistics: The *Occupational Outlook Handbook* (OOH) has information on almost every job performed in the United States as well as in other countries. It provides great detail on outlook for the future as well as information on the current job market and salaries.

<http://www.works.state.mo.us>

Missouri Works: Missouri Works indicates what is happening in Missouri and also provides links to similar information as that found in the OOH and the *Dictionary of Occupational Titles*.

<http://www.acinet.org/acinet/>

America's Career InfoNet: Using this site, go to Career Exploration then View Career Videos to learn more about nearly 300 selected occupations or see if the Career Videos link is available on the homepage, download real player (free) if needed. The videos are also closed-captioned.

America's Career InfoNet can also be used to locate career information for self-assessment.  
NOTE: Most instruments have fees.

<http://keirseey.com>

Information about the Myers-Briggs personality assessment and the results – information about careers

<http://www.joinwow.org>

World Organization of Webmasters

**Key words:** *career, Occupational Outlook Handbook, personality inventory, self-assessment*

### **Books, articles, and other resources:**

Barksdale, K., & Stubbs, T. (2003). *Web design basics*. Boston, MA: Thomson Course Technology.

- Bishop, S. (2001). *Macromedia Dreamweaver 4—Illustrated introductory*. Boston, MA: Thomson Course Technology.
- Carey, P. (2003). *New perspectives on creating Web pages with HTML and Dynamic HTML*. Boston, MA: Thomson Course Technology.
- Hart, K., & Geller, M. (2003). *New perspectives on Macromedia Dreamweaver MX—Introductory*. Boston, MA: Thomson Course Technology.
- Shelly, G. B., Cashman, T. J., & Kosteba, L. (2002). *Web design introductory concepts and techniques*. Boston, MA: Thomson Course Technology.
- Solomon, A. W. (2004). *Introduction to multimedia*. Columbus, OH: Glencoe (McGraw-Hill).
- Towers, J. T. (2004). *Dreamweaver MX for Windows and Macintosh, student edition*. Berkley, CA: Peachpit Press (Pearson Education).

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## Career Web Site

### Assignment

#### Activity Preparation and Assignment

Create a Web site that allows users to investigate careers in general and desktop publishing and multimedia careers in specific. The site should also have links for users to investigate their personalities and assess their potential and abilities for various careers. Create a folder entitled [*insert your name*] *Career Web Site* to hold all files. Follow the steps/directions below for the development of your Web site:

1. Locate and research sites on:
  - a. Careers in general and DTP/MM careers in specific. Write brief notes about the contents of each site and ways to use each.
  - b. Personality types and learning styles. Write brief notes about the contents and/or directions on how to use or maneuver the sites.
2. Plan and/or design the layout of your Web site using an organizational tool (e.g., storyboarding, etc.); submit your plan with assignment.
3. Use bulleted and numbered lists for the site.
4. Use at least two tables for the layout of information on the site (or the entire site could use tables) and at least two horizontal lines.
5. Have a marquee and scrolling text on the site.
6. Create links to sites on career information, personality types, learning styles, and e-mail. Have at least one graphic which is a link.
7. Use internal links to navigate within a Web page.
8. Use targets to maneuver up and down the Web page.
9. Apply at least two appropriate animations on the site.
10. Create a form for feedback to be used on the site.
11. Use appropriate design strategies for color usage, background, graphics, and page length.
12. Use documentation of creation and modification date of site.
13. Proofread and correct all errors.

14. Test the Web site in several engines to determine ease of navigation and appearance.
15. Submit the Web site on a disk or source determined by the instructor and/or post on the Web.
16. Submit a print screen of the project folder in Details view.

## Resources

### Web sites (and/or keywords to use for search):

<http://keirsesey.com>

The Keirsey Temperament Sort II has 70 questions and a good overview and is similar to Myers-Briggs, except no cost.

<http://stats.bls.gov/oco/>

Bureau of Labor statistics: The Occupational Outlook Handbook (OOH) or hard copy from the library.

<http://www.joinwow.org>

World Organization of Webmasters site

**Key words:** *career, Occupational Outlook Handbook, personality inventory, self-assessment*

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## Career Web Site Assessment

Criteria	Outstanding	Sufficient	Some Success	Little Success
<b>Planning and Organization (10)</b> <input type="checkbox"/> Main points/purpose evident <input type="checkbox"/> Main points/purpose supported by details <input type="checkbox"/> Organized logically <input type="checkbox"/> Organizational tool used and submitted	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Research (10)</b> <input type="checkbox"/> All categories researched <input type="checkbox"/> Careers in general <input type="checkbox"/> DTP/MM careers <input type="checkbox"/> Personality <input type="checkbox"/> Learning styles	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Research (10)</b> <input type="checkbox"/> Quality and quantity of data <input type="checkbox"/> Sufficient research conducted on each category <input type="checkbox"/> Sources properly documented <input type="checkbox"/> Each category is well developed	<b>10-9</b>	<b>8-6</b>	<b>5-3</b>	<b>2-1</b>
<b>Navigation (10)</b> <input type="checkbox"/> Links operate as expected <input type="checkbox"/> Internal hyperlinks <input type="checkbox"/> External hyperlinks <input type="checkbox"/> E-mail link <input type="checkbox"/> Targets <input type="checkbox"/> Graphic as a link (1 or more)	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Four criteria evident and correct	<b>5-3</b> Three criteria evident and correct	<b>2-1</b> Two or less criteria evident and correct
<b>Visual Attributes (10)</b> <input type="checkbox"/> Present, appropriate, and operates <input type="checkbox"/> Images <input type="checkbox"/> Appropriate backgrounds and color usage <input type="checkbox"/> Horizontal lines (2 or more) <input type="checkbox"/> Animated GIF (2 or more)	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct



Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	Outstanding	Sufficient	Some Success	Little Success
<b>Organizing Information (10)</b> <input type="checkbox"/> Tables (2 or more) <input type="checkbox"/> Bulleted and numbered listing (1 or more each) <input type="checkbox"/> Marquee and scrolling text (1 each) <input type="checkbox"/> Feedback form (1)	<b>10-9</b> All criteria evident and correct	<b>8-6</b> Three criteria evident and correct	<b>5-3</b> Two criteria evident and correct	<b>2-1</b> One criterion evident and correct
<b>Proofreading and Editing (10)</b> <input type="checkbox"/> Text edited to short clauses/phrases where appropriate <input type="checkbox"/> Text reflects correct grammar, punctuation, spelling and word uses	<b>10-9</b> All errors corrected, one clause/phrase needs improvement	<b>8-6</b> One error remains, two clauses/phrases need improvement	<b>5-3</b> Two errors remain, three clauses/phrases need improvement	<b>2-1</b> Three or more errors remain, four or more clauses/phrases need improvement
<b>Creativity (10)</b> <input type="checkbox"/> Original, creative, and catches and holds viewers' interests	<b>10-9</b>	<b>8-6</b>	<b>5-3</b>	<b>2-1</b>
<b>Documentation (2)</b> <input type="checkbox"/> Site creation and modification dates provided and updated	<b>Yes = 2</b>	<b>xxxxxxx</b>	<b>Partial = 1</b>	<b>No = 0</b>
<b>Print Screen (2)</b> <input type="checkbox"/> Submitted in Details view	<b>Yes = 2</b>	<b>xxxxxxx</b>	<b>xxxxxxx</b>	<b>No = 0</b>
<b>Subtotal</b>				
				<b>Total Points =</b>