

TITLE OF THE SCENARIO	Development of strategies to build a Web page	
Keywords	HTML, secondary school, web development, IT	
A chi voglio insegnare?		
Age range and grade of the learners	Secondary school (15-16 years old)	
Special characteristics of learners	None	
The learning emphasis?		
Learning subject /field / skills or dimension	Information and Communication Technologies for kids (secondary school). The game is oriented to one of the didactic units of the secondary school subject "informatics" that addresses HTML and Web technologies.	
Specific Goals	<p>The game is part of a didactic unit that covers HTML and Web Design. The module is structured in 11 units that focus on different topics. The goals of the module are:</p> <ul style="list-style-type: none"> • Learn the basic elements of the HTML language. • Know the accessibility initiatives present on the Web and the use of formats to exchange information. • To develop simple web sites using editors and HTML language • Understand and practice the tasks involved in the maintenance and administration of a web site <p>The game fosters the development of strategies for building a web page (topic, structure, contents, brand image, etc.), and is part of unit 8, the module's Final practical work.</p>	
The teaching emphasis?		Rate 0-5
Learning metaphor that can support the learning objectives	Acquisition (I will transmit/ present / explain content to learners)	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Participation (I will organize sessions in which learners can discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practise, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Description of the game	Narrative description	The game sets out a requirements capture meeting with

of the game plot

a public servant working as IT manager for the Spanish Ministry of Education. The goal is to build a Web system for a contest between high schools in the area. The student will have to plan an appropriate strategy (steps to complete) to build the web site (topic, structure, contents, brand image, implementation, technologies, etc.).

In the game students interact with characters and physical elements & items (computers, coffee machines, mobile phones, notebooks, chalkboards, etc.), in a game-like simulation composed by photo-realistic scenarios and also clip-arts and animated characters. The student receives feedback from the characters and the results his/her actions have in the game world.



Fig: First requirements capture meeting with project manager.



Fig: Work Meeting

Goals

To define an adequate strategy for building a web page

	Rules	Typical rules of point-and-click adventure games		
	Challenge	To be able to develop a web site according to the strategy defined		
	Satisfaciton system /feedback cycle	<ul style="list-style-type: none"> - Dialogs with characters - Effects of interactions in the game world 		
		Learning settings	Estimated time	
<p>narrative description of learning activities – step by step organization and structuring</p>	Introduction to the didactic unit. Goals and contents are presented. Brief introduction to the Moodle platform. Instructions to access the online module are presented.		in the classroom	15 minutes
	1 - Formats			
	Interactive tutorial (Wink) about formats. Include two practical exercises: <ul style="list-style-type: none"> - Create a short document with OpenOffice/Microsoft Office and analyze the format information enclosed with notepad - Browse the internet for information about formats 		in the classroom	20 minutes
	Play puzzle game (JClic) about formats		in the classroom	5 minutes
	Upload screenshot of the puzzle completed to the moodle platform		in the classroom	-----
	Online Evaluation of the activity		in the classroom	3 minutes
	2 - Basic HTML (with NVU)			
	Interactive tutorial (Wink): "Starting with the NVU editor"		in the classroom	10 minutes
	Interactive tutorial (Wink): "Starting with NVU (2)"		in the classroom	10 minutes
	Practical work: Formatting text using NVU		in the classroom	15 minutes
	Upload the "index.html" file to the Moodle platform		in the classroom	-----
	3 - Basic HTML (programming HTML)			
	Read document "Basic HTML. Writing HTML" which introduces the language.		in the classroom	15 minutes
	Practical exercise: convert a short text to a formatted HTML file (using notepad).		in the classroom	15 minutes

	Upload the html file to the Moodle platform	in the classroom	-----
	JClc game: "Where's the tag?" (Matching game)	in the classroom	5 minutes
	Upload screenshot of the puzzle completed to the moodle platform	in the classroom	-----
	Online Evaluation of the activity	in the classroom	3 minutes
4 - HTML Tables			
	Interactive tutorial (Wink): "Editing tables the NVU editor"	in the classroom	10 minutes
	Interactive tutorial (Wink): "Editing tables with NVU (2)"	in the classroom	10 minutes
	Interactive tutorial (Wink): "Editing tables with NVU (3)"	in the classroom	10 minutes
	Interactive tutorial (Wink): "Editing tables with NVU (4)"	in the classroom	10 minutes
	Practical work: Tables with NVU.	in the classroom	15 minutes
	Upload the "esqui.html" file to the Moodle platform	in the classroom	-----
5 - W3C (Accessibility)			
	Interactive tutorial about the W3C initiatives	in the classroom	15 minutes
	Explore websites discussing accessibility in the web. Then write your own conclusions.	in the classroom	20 minutes
	Upload conclusions in a text file to the Moodle platform	in the classroom	-----
6 - Embedding Images			
	Interactive tutorial (Wink): "How to include images"	in the classroom	10 minutes
	Interactive tutorial (Wink): "How to include images (2)"	in the classroom	10 minutes
	Practical work: "Sea diving"	in the classroom	15 minutes
	Upload the "buceo.html" file to the Moodle platform	in the classroom	-----
7 - Links and Hyperlinks			

Interactive tutorial (Wink): "Editing Links with the NVU editor"	in the classroom	10 minutes
Interactive tutorial (Wink): "Editing Links with the NVU editor (2)"	in the classroom	10 minutes
Interactive tutorial (Wink): "Editing Links with the NVU editor (3)"	in the classroom	10 minutes
Interactive tutorial (Wink): "Editing Links with the NVU editor (4)"	in the classroom	10 minutes
Evaluation of the tutorials	in the classroom	3 minutes
Practical work: Publishing a web site.	in the classroom / at home	15 minutes
Upload the results to the Moodle platform	in the classroom	-----
8 - Final practical work		
Brief introduction to the game (running, interacting, etc.)	in the classroom	5 minutes
Play <e-Adventure> game: "Strategies to design a web page"	in the classroom	25 minutes
Evaluation of the game	in the classroom	3 minutes
Final project: design, build and publish a web site	in the classroom / at home	Undefined
Upload the final project to the Moodle platform	in the classroom	-----
9 - Final remarks		
Read the summary (self-study to prepare for the exam)	At home	10minutes - 2 hours
10 - Frames in HTML (Optional)		
Read file "Implementing frames with HTML"	At home	15 minutes
11 - Style sheets (Optional)		
Read file "Creation of stylesheets"	At home	15 minutes
Advanced links (further reading)	At home	-----
		Around 3 sessions of 2 hours

How will I evaluate students?

Evaluation approach	<ul style="list-style-type: none"> ➤ Online Evaluation questionnaires ➤ Screenshots of completing the exercises ➤ Assessment reports produced by the <e-Adventure> game ➤ Monitoring during game play ➤ Essays collected the next session 				
What will learners need in order to achieve learning objectives?					
Prerequisite	Basic HTML and Web concepts (what's a web-site, URL, web browser, etc.).				
Setting and materials	A computer per two students. <e-Adventure>				
What is needed to implement the scenario?					
Application involved	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Mandatory</td> <td><e-Adventure>, Java, Flash, JCllic, NVU editor, Web browser, the "Strategies for web development" game</td> </tr> <tr> <td style="text-align: center;">Optional</td> <td></td> </tr> </table>	Mandatory	<e-Adventure>, Java, Flash, JCllic, NVU editor, Web browser, the "Strategies for web development" game	Optional	
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Optional					
Infrastructure / equipment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Mandatory</td> <td>A computer</td> </tr> <tr> <td style="text-align: center;">Optional</td> <td></td> </tr> </table>	Mandatory	A computer	Optional	
Mandatory	A computer				
Optional					
Learning resource type	Game (Interactive learning resource)				
Time / space resources	A classroom, 3 sessions of 2 hours				
Other things to consider					
<p>The course can be accessed at: http://dfrcursos.co.cc/course/view.php?id=69</p>					