*NOTES ABOUT THE USE OF THIS FORM:*

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
3. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
6. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template**should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

# MODULE-LEVEL TEMPLATE

|  |
| --- |
| **Details of institution that has developed the module** |
| Name of University | Ladoke Akintola University of Technology, Ogbomoso, Oyo-State, Nigeria. |
| Name of institutional contact | Professor Timothy I. Olabiyi |
| Email address of institutional contact | tiolabiyi@lautech.edu.ng |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) |
| Licence type | Licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). ***X:\MIS\DL Administration\Research Projects\OTTER\IPR\CC licence logos\by-nc-sa.png***  |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* |
| Lead author (+ email address) | OYESINA Oyegbade Ayo |
| *Responsible for:* | Content developer and Instructor |
| Co-author/co-contributor | Adegbite Oluwaseyi |
| *Responsible for:* | Assessment Development |
| Co-author/co-contributor | Nafiu Mubashir |
| *Responsible for:* | Code Sample Development |
| Co-author/co-contributor | AKINDELE A.T |
| *Responsible for:* | Instructional Designer |
| Co-author/co-contributor | Professor Timothy I. Olabiyi |
| *Responsible for:* | Course Leader  |

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| **Information regarding format of material to upload onto the OER Africa repository** |
| Primary resource (Not PDF) | Zip file LAUTECH LMS Moodle Platform |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** |
| Module title: | Web Design and Development |
| Under- or Post-graduate? | Undergraduate | Year of study: | 200 Level |
| Class contact time (hours): | 15 | Number of credits: | 3 |
| Private/online study hours: | 60 | Number of weeks of study: | 12 |
| Total student learning hours: | 75 | Number of units of study: | 8 |

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| Aim of the module: | The aim of the module is to build capacities and stimulate interest of learners in web design technologies and equip them with tools to develop cutting edge websites. |
| Brief description of module: | A strong internet presence has become essential for every new and growing business today. The first and foremost way for a business to begin online is through designing a spectacular website that can represent its core ideas and the brand. With this need for crafting cool and amazing websites, various career prospects in web designing have rapidly emerged. This course is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop websites for local community organizations. Website Design & Development Course covers website development using the two technologies required in all webpages today: HTML (which provides structure) and CSS (which sets formatting & positioning). After a broad overview of HTML we’ll learn the basics of CSS. We’ll conclude with Responsive Web Design: a modern method for developing websites that provides optimal viewing experiences (in terms of reading, navigation, and layout) across a wide range of traditional and mobile devices |

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| Programme(s) which might include this Module: | All courses in Faculties of Engineering, Computing and Informatics … including Bachelor of Technology in Computer Science, Bachelor of Information Technology and other related programmes. |
| Pre-requisite student abilities and knowledge: | Basic Computer Skills |
| Pre-requisite (or co-requisite) modules: | Welcome and Orientation of using LAUTECH LMS found in <http://elearn.lautech.edu.ng> |

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| **Assessment of module-level learning outcomes** |
| Module-level learning outcome | Module assessment task |
| 1. Write functional and standard HTML/CSS codes
 | 1S-1, 1S-2, 1S-3, 2S-2, 3S-1, 3S-3, 4S-1, 4S-2, 4S-3, 4S-4, 5S-1, 6S-1, 6S-2, 7S-1, 8S-1, 9S-1, 10S-1, 12S-1 |
| 1. Design well layout dynamic web pages
 | 2S-3, 3S-2, 5S-1, 7S-1, 8S-2, 9S-1, 9S-2, 12S-1 |
| 1. Deploy a completed website for a targeted clientele
 | 11S-1, 12S-1 |
| 1. Implement strategies to your profiles and establish market presence.
 | 11S-2, 12S-1 |

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| **Significant features or elements of module** |
| Internet Technologies, Cloud Computing, Web 2.0, HTML, Cascading Style Sheet, Entrepreneurship. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*1. Write functional and standard HTML/CSS codes
2. Design well layout dynamic web pages,
3. Deploy a completed website for a targeted clientele
4. Implement strategies to your profiles and establish market presence.
 |
| Indicative content: | **Unit 1:**  **Introduction to HTML,CSS and JavaScript**Learners will be introduced to HTML, its history and basic Editors, Elements, Attributes, Headings, Paragraphs, Styles, Formatting, Quotations, Comments, Colors, Tables, Lists, Block & Inline, Classes, Id, Iframes, HTML vs. XHTML and Others, Computercode, Semantics, Entities, Symbols, Emojis, Charset, URL Encode, File PathsLearners will be familiarized with basic CSS, Links, Images, Favicon, Head, Layout, Responsive and Style Guide.Learners will be introduced to Document Object Model (DOM) and JavaScript. In-depth concept of variables, data types, conditionals, and functions will be introduced.**Unit 2:**   **Forms, Graphics and Media in HTML** Introduction to Forms, Form Attributes, Form Elements, Input Types, Input Attributes, HTML Canvas, SVG, Media, Video, Audio, Plug-ins**Unit 3:**  **HTML Reference**HTML tags and their description HTML attributes and their description.HTML event attributes and their descriptionHTML Canvas properties and their description.HTML Colors and their values.HTML Audio/Video Methods, Properties and Events with their description.HTML Language and Country codesHTML Error Messages and their values.HTML Request Methods and their values.HTML Keyboard Shortcuts.**Unit 4:**  **Basic Cascading Style Sheet (CSS)**Introduction to CSS Syntax, Selectors, Type, Comments, Colors, Backgrounds, Borders, Margins, Padding, Height/Width, Box Model, Outline, Text, Fonts, Icons, Links, Lists, Tables, Display, Max-width, Position, Z-index, Overflow, Float, Inline-block, Align, Combinators, Pseudo-class, Pseudo-element, Opacity, Navigation Bar, Dropdowns, Image Gallery, Image Sprites, Attr Selectors, Forms, Counters, Website Layout, Units, Specificity, !important, Math Functions.**Unit 5: Advanced Cascading Style Sheet (CSS)**Introduction to Rounded Corners, Border Images, Backgrounds, Colors, Color Keywords, Gradients, Shadows, Text Effects, Web Fonts, 2D Transforms, 3D Transforms, Transitions, Animations, Tooltips, Style Images, Image Reflection, object-fit, object-position, Masking, Buttons, Pagination, Multiple Columns, User Interface. Variables, Box Sizing, Media Queries, Flexbox.**Unit 6: Responsive CSS, Grid and SASS**Introduction to Viewport, Grid View, Media Queries and Responsive Images and Videos.Introduction to CSS Frameworks and TemplatesIntroduction to CSS SASS, Grid layoutIntroduction to CSS References**Unit 7: Building and Maintaining Website Portfolio**Introduction to domain name services, web servers and hosting services.Introduction to Internet marketing tools |
| Form of final/summative assessment: | Quiz, Individual Project and Group Project. |

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| **Student profile in the context of this module:** |
| What is the target group of students who would do this module? | Undergraduate students in any field |
| What **skills** should a *student* have **already** mastered before starting this Module? | Computer Literacy |
| What **prior knowledge** of the subject matter should a *student* have? | Nil |

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| **Non-expert support:** |
| What **skills** and **prior knowledge** of the subject mattershould *facilitators* have **already** mastered before starting to deliver this Module? | Ability to design and develop web applications |
| What **skills** do *support staff* need in order to support the delivery of this module? | Ability to design and develop web applications |

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| **Quality assurance matters** |
| How will feedback on module be obtained from students? | Student survey, Student Representative meetings with QA officers and Student Consultation with course instructor |
| How will student feedback be used to improve module? | Reviewing the course outline based on contents, learning activities, assessment methods and teaching learning materials through University QAs. |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. |  Yes [ ]  No [ ]  |

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# WEEK 0:UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** | **0** |
| Topic name: | Welcome and Orientation |
| Aim of the topic: | In this week you will be taken through the course guide, introduced to the Virtual Learning Environment (Moodle LMS) that will be used for this course via blended learning. |
| This topic covers: | Introduction to Virtual Learning Environment (VLE)Navigating through your specific environmentUnderstanding the Course Guide |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Socialize and get to know one another
2. Define course goals/mission and objectives
3. Demonstrate how online learning process (e-learning) works including platforms, tools, assessment formats and how to actively participate in all activities using the technology and infrastructures available.
4. Employ the use of forums to share their work and thoughts.
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| Overview of student activity: | 0A-1: Log in to the VLE and update your profile form0A -2: Log in to the VLE and do the quiz0A-3: Log in to the VLE, update your profile, share your goals and aspiration on the forum0A -4: Post to the Forum and other Social media. View what others posted – this provide insight on how forum works. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Socialize and get to know one another
 | nil | 0A -1, 0A -4 | 0S-1: View each participant profile and reply their posting on the forum. |
| 1. Define course goals/mission and objectives
 | nil | 0A -2 | 0S-1 |
| 1. Demonstrate how online learning process (e-learning) works including platforms, tools, assessment formats and how to actively participate in all activities using the technology and infrastructures available
 | nil | 0A -1, 0A -2, 0A -3, 0A -4 | 0S-1 |

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| = Total number of hours | 3 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| Nil |
| Purpose of the unit/week/section: |
| The purpose of the unit is to orientate students on the required technical skills especially knowledge of tools, and techniques needed to effortlessly use VLE for learning. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be introduced to the Course guide, a document detailing what this course is all about and how to get the utmost benefit from the course. Also you will take a tour of the Virtual Learning Environment (VLE) and practice using some features on it. |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 0: Virtual Learning Environment (VLE) Tour**In this unit, we will take a tour of the Virtual Learning Environment (VLE) that we are using for this course which is the LAUTECH eLearn (a Moodle based platform). We will eventually discuss the Course Guide, an important document detailing all the features of the course.**Resources for students:**The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit for LMS E-book](https://docs.google.com/document/d/10tkjzhqAbknugbk7PsrNBcWgzhn-zs7P/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit for LMS Video](https://docs.google.com/document/d/10l-92YUHLkwcj6pjzBrq9Y6IG_aSG4wF/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| Nil |
| Online activity: | Number of hours | 1 |
| What should students do? | **Task 1:**In this practical you will have the opportunity to log in to the VLE, update your profile, share your goals and aspiration on the forum and walk through a quiz. The tutor will be around in case you need some helpThe guide is found in the link below:[Unit for LMS Workbook](https://docs.google.com/document/d/10pvrrSVNMWTcqFpIVNRGpn0djTUUIoHb/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)  |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| To lead forum discussionTo review posts and replay to other postingsGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submit quiz on the LMS platform to be graded by the LMS |
| How does this section link to other sections of the module? |
| This section builds a basic concept of using the Learning Management System. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | OnlineE-booksComputer Labs |
| How are students enabled to access the resources? | Face-to-faceEmailLearning Management System(LMS) |
| Where in this unit are students expected to work collaboratively? | 0A -4: Post to the Forum and other Social media. View what others posted – this provide insight on how forum works. |
| How has an inclusive approach been incorporated in this unit? | * The use of computer
* Group Work
 |
| How will feedback on unit be obtained from students? | Students will update their profiles and post on the forum on the LMS platform  |
| How will student feedback be used to improve unit? | Student feedback can be used to revise course content and/or design certain aspects and content, learning guides, teaching methods, activities, reflect on learning outcomes and assessment types and teaching materials/resources. |

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| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to face. |

# WEEK 1:UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Introduction to Web Design and Development |
| Aim of the topic: | In this topic you will be introduced to how the web works. You will also get to know web design using modern technologies such as HTML, CSS and JavaScript. The aim of this unit is to illuminate students on the basic structure of the web 2.0 and how websites can be built upon this structure using modern frameworks and technologies. |
| This topic covers: | How the Web WorksConcepts in WEB 2.0Getting Started in Web Design |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Describe how the web works
2. Describe the major concepts in Web Design
3. Describe roles of personnel in Web Design Industry
 |

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| Overview of student activity: | 1A-1: In groups of three, prepare a short PowerPoint presentation discussing the major concept in Web Design1A-2: Prepare a short note discussing the roles of personnel and career paths in Web Design industry. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Illustrate how the web works
 | 1 | 1A-1 | 1S-1: Online Quiz |
| 1. Define the major concepts in Web Design
 | 1 | 1A-1 | 1S-2: Assignment |
| 1. Describe the roles of personnel and career paths in Web Design Industry
 | 1 | 1A-2 | 1S-3: Assignment  |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1, 2 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to expose students to the vocabularies used in Web Design and the kind of roles or career that can be followed in web design and development industry. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be introduced to the brief history of Internet Technologies, Cloud Computing, Web 2.0, HTML, Cascading Style Sheet and Entrepreneurship. We will delve into various careers in Web design and development industry. |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 1:**  **Introduction to Web Design and Development**In this module, we will discuss the brief history of Internet Technologies, Cloud Computing, Web 2.0, and how the Web works. We will throw some light into various careers in Web design and development industry that you can pursue.**Resources for students:**The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit 0 Video](https://docs.google.com/document/d/10hibu5jE7JlgmCJQHEe1VHCWDjYmL-f5/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In groups of three, prepare a short PowerPoint presentation discussing the major concepts in Web Design.  |
| Online activity: | Number of hours | 1 |
| What should students do? | 1A-2: Prepare a short note discussing the roles of personnel in Web Design industry.**Assignment:** Submit your file/folder to the LMS |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submit file on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of Internet and Web Design technologies. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| --- | --- |
| = Total number of hours | 2 |

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| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to face.Online activity feedback will be received at the end of the week. |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | OnlineE-booksComputer Labs |
| How are students enabled to access the resources? | Face-to-faceEmailLearning Management System(LMS) |
| Where in this unit are students expected to work collaboratively? | 1A-1: In groups of three, prepare a short PowerPoint presentation discussing the major concept in Web Design |
| How has an inclusive approach been incorporated in this unit? | * The use of computer
* Group Work
 |
| How will feedback on unit be obtained from students? | Students will submit their assignment on the LMS platform.  |
| How will student feedback be used to improve unit? | Student feedback can be used to revise course content and/or design certain aspects and content, learning guides, teaching methods, activities, reflect on learning outcomes and assessment types and teaching materials/resources. |

# WEEK 2:UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Introduction to HTML , CSS and JavaScript I |
| Aim of the topic: | In this topic you will be taken through the fundamental modern technologies of web design, which are HTML, CSS and JavaScript. The aim of this unit is to prepare you as a student on the rudimentary of design and development of websites using modern frameworks and technologies. |
| This topic covers: | HTML, its history and Basic Editors, Elements, Attributes, Headings, Paragraphs, Styles, Formatting, Quotations, Comments, Colors, Tables, Lists, Block & Inline, Classes, Id, Iframes, HTML vs. XHTML and Others, Computercode, Semantics, Entities, Symbols, Emojis, Charset, URL Encode, File Paths |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Design simple webpages using each of these basic HTML tags i.e. Headings, Paragraphs, Styles, Formatting, Quotations, Comments, Colors, Tables, Lists, Block & Inline
2. Employ the use of all aforementioned combined HTML tags in the design of web pages.
 |

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| Overview of student activity: | 2A-1: Install an editor i.e. Visual Studio Code (VSC) [Unit1: Workbook (2A-1)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)2A-2: Using the editor run the code samples in [Unit1: Workbook (2A-2)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)2A-3: Replicate the webpage in [Unit1: Workbook (2A-3)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Design simple webpages using each of these basic HTML tags i.e. Headings, Paragraphs, Styles, Formatting, Quotations, Comments, Colors, Tables, Lists, Block & Inline.
 | 1 | 2A-2 | 2S-2: Submit the screenshots of your code samples and output on the LMS |
| 1. Create a structured webpage using the combined HTML tags
 | 2 | 2A-3 | 2S-3: Submit the screenshot of the final webpage and the code base on the LMS |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1, 2 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to equip students with the basic tools, knowledge and techniques to create a simple website. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be introduced to the brief history of HTML, and some syntax of HTML, the language used to develop web pages. |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 1: Introduction to HTML, CSS and JavaScript**In this module, we will discuss the basics of HTML and their elements and how they are used in developing web pages. This topics cover the following: HTML, its history and basic Editors, Elements, Attributes, Headings, Paragraphs, Styles, Formatting, Quotations, Comments, Colors, Tables, Lists, Block & Inline, Classes, Id, Iframes, HTML vs. XHTML and Others, Computer code, Semantics, Entities, Symbols, Emoji, Charset, URL Encode, File Paths**Resources for students:**The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit 1 E-book](https://docs.google.com/document/d/1q8TG26NlncTARTwuTMrvaiAGg6QZXD3T/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 1 Video](https://docs.google.com/document/d/1hkxZ2qLRYXIruVhroLVC_iTVckoFoSsV/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In this practical you will have the opportunity of installing editor for HTML and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 1 Workbook (2A-1)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Task 2:**In this practical you will have the opportunity of writing some codes on the editor of your choice and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 1 Workbook (2A-2)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Online activity: | Number of hours | 1 |
| What should students do? | 2A-3: Replicate the webpage in [Unit1: Workbook (2A-3)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Practical Assignment:** A webpage has been screenshotted as shown in the workbook, start from scratch by writing the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with Zipped folder to the LMS |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submit code file on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of Web designing technologies and syntax of the language used in website development. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | OnlineE-booksComputer Labs |
| How are students enabled to access the resources? | Face-to-faceEmailLearning Management System(LMS) |
| Where in this unit are students expected to work collaboratively? | 2A-3: Replicate the webpage in [Unit1: Workbook (2A-3)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) can be a group work |
| How has an inclusive approach been incorporated in this unit? | * The use of computer
* Group Work
 |
| How will feedback on unit be obtained from students? | Students will post the 2A-2 and 2A-3 activities screenshots and code files on the LMS platform. |
| How will student feedback be used to improve unit? | Student feedback can be used to revise course content and/or design certain aspects and content, learning guides, teaching methods, activities, reflect on learning outcomes and assessment types and teaching materials/resources. |

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| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to face.Online activity feedback will be received at the end of the week. |

# WEEK 3:UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| --- | --- | --- |
| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Introduction to HTML , CSS and JavaScript II |
| Aim of the topic: | In this topic you will deepen your knowledge of web design using the fundamental modern technologies which are HTML, CSS and JavaScript. The aim of this unit is to strengthen the students’ knowledge to be able to design and develop websites using modern frameworks and technologies |
| This topic covers: | Introduction to Cascading Style Sheet (CSS), Links, Images, Favicon, Head, Layout, Responsive and Style Guide.Document Object Model (DOM) and JavaScript. In-depth concept of variables, data types, conditionals, and functions |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Design webpages featuring combined HTML and CSS elements/tags such as Links, Images, Favicon, Head, Layout, Responsive and Style Guide.
2. Create dynamic webpages adaptable and responsive on major devices and operating systems
3. Differentiate between HTML vs. XHTML technologies
 |

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| Overview of student activity: | 3A-1: Using the editor, run the code samples in [Unit1: Workbook (3A-1)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)3A-2: Replicate the webpage in [Unit1: Workbook (3A-2)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)3A-3: Write a short note highlighting important differences between HTML and XHTML |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Produce webpages featuring combined HTML and CSS elements/tags such as Links, Images, Favicon, Head, Layout, Responsive and Style Guide
 | 1 | 3A-1 | 3S-1: Submit the screenshots of your code samples and output on the LMS |
| 1. Create dynamic webpages adaptable and responsive on major devices and operating systems
 | 2 | 3A-2 | 3S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |
| 1. Differentiate between HTML vs. XHTML technologies
 | 1 | 3A-3 | 3S-3: Submit your assignment on the LMS |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1, 2 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to increase the students’ knowledge and techniques to create a basic website. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be introduced to the basics of CSS and JavaScript, the language used to develop web pages. |
| Pre-topic activity: |  Number of hours | 1 |
| ***Unit 1:* Introduction to HTML, CSS and JavaScript II**In this module, we will discuss the basics of CSS/JavaScript and their elements and how they are used in developing web pages. This topics cover the following:* Introduction to Cascading Style Sheet (CSS), Links, Images, Favicon, Head, Layout, Responsive and Style Guide
* Document Object Model (DOM) and JavaScript. In-depth concept of variables, data types, conditionals

The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below**:**[Unit 1 E-book](https://docs.google.com/document/d/1q8TG26NlncTARTwuTMrvaiAGg6QZXD3T/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 1 Video](https://docs.google.com/document/d/1hkxZ2qLRYXIruVhroLVC_iTVckoFoSsV/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In this practical you will have the opportunity of writing some codes on the editor of your choice and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 1 Workbook (3A-1)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Online activity: | Number of hours | 1 |
| What should students do? | **Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with Zipped folder to the LMS3A-2: Replicate the webpage in [Unit1: Workbook (3A-2)](https://docs.google.com/document/d/1M5X2V6UcMhcfkNIFGmGCWSD51k6o9lqh/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Theoretical Assignment:**3A-3: Write a short note highlighting important differences between HTML and XHTML |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMSAssist in the online group peer review |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submit code file on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of Web designing technologies and syntax of the language used in website development. The students are encouraged to pay special attention to this part, before moving to the next topics. |

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| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the Learning Management System (LMS) |
| Where in this unit are students expected to work collaboratively? | 3S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |
| How has an inclusive approach been incorporated in this unit? | The use of computer |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week. |

# WEEK 4: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | HTML Forms, Graphics, Media & APIs |
| Aim of the topic: | In this topic you will be introduced to forms and graphics elements of HTML. You will also learn how to embed code snippets into HTML pages. The aim of this unit is to prepare students to be able to design and develop websites that can capture input from the visitors and other applications. |
| This topic covers: | Introduction to Forms, Form Attributes, Form Elements, Input Types, Input Attributes, HTML Canvas, SVG, Media, Video, Audio, Plug-ins |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Describe all the form elements and attributes
2. Produce simple webpages using forms to capture information from visitors.
3. Create HTML Graphics using canvas and SVG
4. Experiment with HTML APIs embedded in HTML webpages
 |

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| Overview of student activity: | 4A-1: Using the editor, run the code samples in [Unit2: Workbook (4A-1)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)4A-2: Replicate the webpage in [Unit2: Workbook (4A-2)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)4A-3: Replicate the webpage in [Unit2: Workbook (4A-3)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)4A-4: Replicate the webpage in [Unit2: Workbook (4A-4)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Describe all the form elements and attributes
 | 1 | 4A-1 | 4S-1: Submit the screenshots of your code samples and output on the LMS |
| 1. Produce simple webpages using forms to capture information from visitors.
 | 1 | 4A-2 | 4S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |
| 1. Create HTML Graphics using canvas and SVG
 | 1 | 4A-3 | 4S-3: Submit this assignment on the LMS |
| 1. Experiment with HTML APIs embedded in HTML webpages
 | 1 | 4A-4 | 4S-4: Exchange your output with a chosen peer. (Online Group Peer Review) |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to increase the students’ knowledge and techniques to create a basic website. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be introduced to the basics of CSS and JavaScript, the language used to develop web pages. |
| Pre-topic activity: |  Number of hours | 1 |
| ***Unit 2:***  HTML Forms, Graphics, Media & APIsIn this module, we will discuss the basics of form elements and their attributes and how they are used in developing web pages. This topics cover the following:* Introduction to Forms, Form Attributes, Form Elements, Input Types, Input Attributes, HTML Canvas, SVG, Media, Video, Audio, Plug-ins

The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below**:**[Unit 2 E-book](https://docs.google.com/document/d/1wExviJ2tRADe7VHinQAJoHm2E0UsJ6Fb/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 2 Video](https://docs.google.com/document/d/1o-vbP9I_FbG4E2lOqxgwAIgPNvGcH_0V/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In this practical you will have the opportunity of writing some codes on the editor of your choice and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 2 Workbook (4A-1)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Online activity: | Number of hours | 1 |
| What should students do? | **Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with zipped folder to the LMS4A-2: Replicate the webpage in [Unit2: Workbook (4A-2)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with zipped folder to the LMS4A-3: Replicate the webpage in [Unit2: Workbook (4A-3)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with zipped folder to the LMS4A-4: Replicate the webpage in [Unit2: Workbook (4A-4)](https://docs.google.com/document/d/16WcuTruPYGfStu8kGlncNBq_GHfJNgic/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMSAssist in the online group peer review |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of form display using Web designing technologies. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 4S-2: Exchange your output with a chosen peer. (Online Group Peer Review)4S-4: Exchange your output with a chosen peer. (Online Group Peer Review) |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 5: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| --- | --- | --- |
| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Week 1 -4 Summary and Review |
| Aim of the topic: | The aim of this topic is to review the code samples that have been generated in the course for interoperability with other website. |
| This topic covers: | * Week 1-4 topics
 |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Demonstrate that the webpages earlier created have no syntax errors
 |

|  |  |
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| Overview of student activity: | 5A-1: Using the HTML validator, run all the code samples you have generated.5S-1: For each of the files you passed through the validator, save and post it on the LMS. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Demonstrate that the webpages earlier created have no syntax errors
 | 1,2 | 5A-1 | 5S-1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to review all the previous work to make sure that the codes conform to the industry standards thereby increasing the students’ knowledge and techniques to create a basic website. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be introduced to the validation process of your HTML codes. |
| Pre-topic activity: |  Number of hours | 1 |
| **Group Formation:**In group of 3, come up with a theme for all the practical work that you are going to do during the rest of this module. Everything that you do from now on – websites, web application assignments, and your design for a complete web-based system – will be centred on this theme, so make sure that it is something that you can live with for the rest of the course.Submit the title of your theme to the instructor in a PDF file.Sample titles are as provided below:* Restaurant Management System
* Hospital Management System
* Laboratory System
* School Management System
* University Admission System
* Company Website
 |
| Face to face time: *(if applicable)* | Number of hours |  |
| Nil |
| Online activity: | Number of hours | 1 |
| What should students do? | **Task 1:**In this practical you will validate all the codes you have written so far using HTML Validator. Validator is available via the link - <https://validator.w3.org/>Output of the platform should be screenshot and uploaded to the LMS**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Give feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of building interoperable Web pages. The students are encouraged to pay special attention to this part before moving to the next topics |

|  |  |
| --- | --- |
| = Total number of hours | 2 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 5A-1: Using the HTML validator, run all the code samples you have generated.(This activity can be done in groups) |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Online activity feedback will be received at the end of the week |

# WEEK 6: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | HTML References |
| Aim of the topic: | The aim of this topic is for students to relate with most of the HTML syntax, methods and properties |
| This topic covers: | HTML tags and their description HTML attributes and their description.HTML event attributes and their descriptionHTML Canvas properties and their description.HTML Colors and their values.HTML Audio/Video Methods, Properties and Events with their description.HTML Language and Country codesHTML Error Messages and their values.HTML Request Methods and their values.HTML Keyboard Shortcuts. |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Relate with all the HTML tags/events and their description.
2. Familiarize with HTML country codes and their description.
3. Utilize language codes and their description.
4. Employ the use of HTML methods and their description.
 |

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| Overview of student activity: | 6A-1: List 5 HTML tags and their description for these categories - Basic HTML, Formatting, Forms and Input, Frames, Images, Audio / Video, Links, Lists, Tables, Styles and Semantics, Meta Info, Programming6A-2: Using a line of code for each tag demonstrate the use of all the HTML tags you listed in 6A-16S-1: Submit your file to the LMS6S-2: Submit your code file to the LMS |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Relate with all the HTML tags/events and their description.
 | 1 | 6A-1, 6A-2 | 6S-1, 6S-2 |
| 1. Familiarize with all the HTML country codes and their description
 | 1 | 6A-1, 6A-2 | 6S-1, 6S-2 |
| 1. Utilize language codes and their description
 | 1 | 6A-1, 6A-2 | 6S-1, 6S-2 |
| 1. Employ the use of HTML methods and their description
 | 1 | 6A-1, 6A-2 | 6S-1, 6S-2 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to motivate the students to learn by heart some of the tag, properties and methods used to construct HTML codes and increase their knowledge and techniques to create a basic website. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will be given lists of some HTML References to learn by heart. |
| Pre-topic activity: |  Number of hours | 1 |
| ***Unit 3:* HTML References**In this unit, you will be given lists of some HTML References to learn by heart This topics cover the following:* HTML tags and their description
* HTML attributes and their description.
* HTML event attributes and their description
* HTML Canvas properties and their description.
* HTML Colors and their values.
* HTML Audio/Video Methods, Properties and Events with their description.
* HTML Language and Country codes
* HTML Error Messages and their values.
* HTML Request Methods and their values.
* HTML Keyboard Shortcuts.

You are expected to read and practice ahead of the class. The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below**:**[Unit 3 E-book](https://docs.google.com/document/d/1hBeXqyuk8x2RXd6xldLwRnEI_c0N-1JF/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:** 6A-1In this practical you will list 5 HTML tags and their description for these categories - Basic HTML, Formatting, Forms and Input, Frames, Images, Audio / Video, Links, Lists, Tables, Styles and Semantics, Meta Info, Programming |
| Online activity: | Number of hours | 1 |
| What should students do? | **Theoretical Assignment:**6A-2: Using a line of code for each tag demonstrate the use of all the HTML tags you listed in 6A-1**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of HTML using Web designing technologies. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 6A-1: List 5 HTML tags and their description for these categories Basic HTML, Formatting, Forms and Input, Frames, Images, Audio / Video, Links, Lists, Tables, Styles and Semantics, Meta Info, Programming |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 7: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Basic Cascading Style Sheet (CSS) |
| Aim of the topic: | The aim of the unit is to enable students to use Cascading Style Sheets (CSS/CSS3) which will make their web pages look professional and presentable. |
| This topic covers: | Introduction to CSS Syntax, Selectors, Type, Comments, Colors, Backgrounds, Borders, Margins, Padding, Height/Width, Box Model, Outline, Text, Fonts, Icons, Links, Lists, Tables, Display, Max-width, Position, Z-index, Overflow, Float, Inline-block, Align, Combinators, Pseudo-class, Pseudo-element, Opacity, Navigation Bar, Dropdowns, Image Gallery, Image Sprites, Attr Selectors, Forms, Counters, Website Layout, Units, Specificity, !important, Math Functions. |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Design and Deploy CSS structure, tags and their description.
2. Add features such as CSS Syntax, Selectors, Type to your webpage
 |

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| --- | --- |
| Overview of student activity: | 7A-1: Using the editor, run the code samples in [Unit4: Workbook (7A-1)](https://docs.google.com/document/d/1dgAaCbrjoFkPfoSb4zPk0T0fEzhtoPNV/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)7A-2: Replicate the webpage in [Unit4: Workbook (7A-2)](https://docs.google.com/document/d/1dgAaCbrjoFkPfoSb4zPk0T0fEzhtoPNV/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)7S-1: Submit the screenshots of your code samples and output on the LMS7S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Design and Deploy CSS structure, tags and their description.
 | 1 | 7A-1 | 7S-1 |
| 1. Add features such as CSS Syntax, Selectors, Type to your webpage
 | 2 | 7A-2 | 7S-1 |

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| = Total number of hours | 3 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2 |
| Purpose of the unit/week/section: |
| This week you will be introduced to CSS Syntax and how to add CSS to your webpages to make your website presentable. |
| Over to you: *(a description of the process of the section)* |
| This week you will introduce some simple examples and demonstrate the basic syntax of CSS. You will run some of CSS codes in your editor and design a web page showing these CSS features. |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 4: Basic Cascading Style Sheet (CSS)**In this module, we will discuss the basics of CSS and their elements and how they are used in aesthetically presenting web pages. This topics cover the following:Introduction to CSS Syntax, Selectors, Type, Comments, Colors, Backgrounds, Borders, Margins, Padding, Height/Width, Box Model, Outline, Text, Fonts, Icons, Links, Lists, Tables, Display, Max-width, Position, Z-index, Overflow, Float, Inline-block, Align, Combinators, Pseudo-class, Pseudo-element, Opacity, Navigation Bar, Dropdowns, Image Gallery, Image Sprites, Attr Selectors, Forms, Counters, Website Layout, Units, Specificity, !important, Math Functions.The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit 4 E-book](https://docs.google.com/document/d/1ijnOhOvZnf-sSmQZXkLfHVx-szSyeLLR/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 4 Video](https://docs.google.com/document/d/1IjRCCyS8OSLw-wrOQUa7P4A4iOQ4YhR5/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In this practical you will have the opportunity of writing some codes on the editor of your choice and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 4 Workbook (7A-1)](https://docs.google.com/document/d/1dgAaCbrjoFkPfoSb4zPk0T0fEzhtoPNV/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Online activity: | Number of hours | 1 |
| What should students do? | **Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with Zipped folder to the LMS7A-2: Replicate the webpage in [Unit 4: Workbook (7A-2)](https://docs.google.com/document/d/1dgAaCbrjoFkPfoSb4zPk0T0fEzhtoPNV/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds a basic concept of Cascading Style Sheet (CSS) using Web designing technologies. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 7S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 8: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Advanced Cascading Style Sheet (CSS) |
| Aim of the topic: | The aim of the unit is to deepen the students’ knowledge of using advanced features of Cascading Style Sheets (CSS/CSS3) to make the web pages look dynamic and animated. This is a ‘must-have skill’ for any web designer and developer |
| This topic covers: | Introduction to Rounded Corners, Border Images, Backgrounds, Colors, Color Keywords, Gradients, Shadows, Text Effects, Web Fonts, 2D Transforms, 3D Transforms, Transitions, Animations, Tooltips, Style Images, Image Reflection, object-fit, object-position, Masking, Buttons, Pagination, Multiple Columns, User Interface. Variables, Box Sizing, Media Queries, Flexbox. |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Relate with all the CSS events and their description.
2. Create simple webpages using 2D Transforms, 3D Transforms, Transitions, Animations, Tooltips, Style Images, Image Reflection, object-fit, object-position, Masking, Buttons, Pagination in the CSS toolbox
 |

|  |  |
| --- | --- |
| Overview of student activity: | 8A-1: Using the editor, run the code samples in [Unit 5: Workbook (8A-1)](https://docs.google.com/document/d/1Ot6cZLoEjNIesXGjTTd3gJ_fRnIvqcr2/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)8A-2: Replicate the webpage in [Unit 5: Workbook (8A-2)](https://docs.google.com/document/d/1Ot6cZLoEjNIesXGjTTd3gJ_fRnIvqcr2/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)8S-1: Submit the screenshots of your code samples and output on the LMS8S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Relate with all the CSS events and their description
 | 1 | 8A-1 | 8S-1 |
| 1. Create simple webpages using 2D Transforms, 3D Transforms, Transitions, Animations, Tooltips, Style Images, Image Reflection, object-fit, object-position, Masking, Buttons, Pagination in the CSS toolbox
 | 2 | 8A-2 | 8S-2 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2 |
| Purpose of the unit/week/section: |
| This week you will deepen your knowledge of CSS and its Syntax and how to make website look dynamic and animated. |
| Over to you: *(a description of the process of the section)* |
| This week you will be introduced to some advance examples and demonstrate the advance syntax of CSS. You will run some of CSS codes in your editor and design a web page showing these CSS features. |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 5: Advanced Cascading Style Sheet (CSS)**In this module, we will experiment with advanced Cascading Style Sheet (CSS) and their elements and how they are used to optimised, animate webpages dynamically. This topics cover the following:Introduction to Rounded Corners, Border Images, Backgrounds, Colors, Color Keywords, Gradients, Shadows, Text Effects, Web Fonts, 2D Transforms, 3D Transforms, Transitions, Animations, Tooltips, Style Images, Image Reflection, object-fit, object-position, Masking, Buttons, Pagination, Multiple Columns, User Interface. Variables, Box Sizing, Media Queries, Flexbox.The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit 5 E-book](https://docs.google.com/document/d/1y71TM-ATn9aqfwYtjJle0-fmXSEYECJX/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 5 Video](https://docs.google.com/document/d/1D8lou98XhGD7ny8aW5vYvcuIbllrTOMi/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In this practical you will have the opportunity of writing some codes on the editor of your choice and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 5 Workbook (8A-1)](https://docs.google.com/document/d/1Ot6cZLoEjNIesXGjTTd3gJ_fRnIvqcr2/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Online activity: | Number of hours | 1 |
| What should students do? | **Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with Zipped folder to the LMS.8A-2: Replicate the webpage in [Unit 5: Workbook (8A-2)](https://docs.google.com/document/d/1Ot6cZLoEjNIesXGjTTd3gJ_fRnIvqcr2/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds on the advance concept of CSS using Web designing technologies. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| --- | --- |
| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 8S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 9: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Building Responsive CSS, Grid & SASS |
| Aim of the topic: | In this week, the student will use responsive features of CSS that will make their website adaptable to any device. |
| This topic covers: | * Introduction to Viewport, Grid View, Media Queries and Responsive Images and Videos.
* Introduction to CSS Frameworks and Templates
* Introduction to CSS SASS, Grid layout
* Introduction to CSS References
 |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Experiment with CSS grid elements and their properties.
2. Produce webpages layout that is responsive on all devices.
3. Differentiate between CSS vs. SASS technologies
 |

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| --- | --- |
| Overview of student activity: | 9A-1: Using the editor, run the code samples in [Unit 6: Workbook (9A-1)](https://docs.google.com/document/d/1yxrVIv0YCDeErYCqQcZyaLj3ge2HU3QX/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)9A-2: Replicate the webpage in [Unit 6: Workbook (9A-2)](https://docs.google.com/document/d/1yxrVIv0YCDeErYCqQcZyaLj3ge2HU3QX/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)9S-1: Submit the screenshots of your code samples and output on the LMS9S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Experiment with CSS grid elements and their properties
 | 2 | 9A-1 | 9S-1 |
| 1. Produce webpages layout that is responsive on all devices
 | 2 | 9A-2 | 9S-2 |
| 1. Differentiate between CSS vs. SASS technologies
 | 1 | 9A-1 | 9S-1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2 |
| Purpose of the unit/week/section: |
| This week you will deepen your knowledge of CSS and its Syntax and how to make website that adapt to any display/device. |
| Over to you: *(a description of the process of the section)* |
| This week you will use some responsive features of CSS to layout web pages. You will run some of CSS codes in your editor and design web pages showing these CSS features. |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 6: Building Responsive CSS, Grid & SASS**In this module, we will experiment with responsive Cascading Style Sheet (CSS) and their elements and how they are used in compiled form to build responsive website that can adapt to any device i.e. TV, Laptop, Mobile. This topics cover the following:* Introduction to Viewport, Grid View, Media Queries and Responsive Images and Videos.
* Introduction to CSS Frameworks and Templates
* Introduction to CSS SASS, Grid layout
* Introduction to CSS References

The E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit 6 E-book](https://docs.google.com/document/d/1ZfCN5M5_o7p6SYM4jBXBrW0yl9--Op5W/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 6 Video](https://docs.google.com/document/d/14YgxdMZTnWDub45Xa8bmk-aS3z_xRx8D/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:**In this practical you will have the opportunity of writing some codes on the editor of your choice and the tutor will be around in case you need some helpThe guide is found in the link below:[Unit 6 Workbook (9A-1)](https://docs.google.com/document/d/1yxrVIv0YCDeErYCqQcZyaLj3ge2HU3QX/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Online activity: | Number of hours | 1 |
| What should students do? | **Practical Assignment:** A webpage has been screenshot, from scratch write the HTML and CSS codes to replicate the shown webpage. Submit your code base as file extension .htm with Zipped folder to the LMS9A-2: Replicate the webpage in [Unit 6: Workbook (9A-2)](https://docs.google.com/document/d/1yxrVIv0YCDeErYCqQcZyaLj3ge2HU3QX/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds on advance concept of Cascading Style Sheet (CSS) to build responsive Web Applications. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 9S-2: Exchange your output with a chosen peer. (Online Group Peer Review) |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 10: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Week 6 -9 Summary and Review |
| Aim of the topic: | The aim of this topic is to review the code samples that have been generated in the course for interoperability with other website. |
| This topic covers: | Week 6 - 9 topics |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Validate all the Cascading Style Sheet (CSS) web pages you have written.
 |

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| Overview of student activity: | 10A-1: Using the HTML validator, run all the code samples you have generated.10S-1: For each of the files you passed through the validator, save and post it on the LMS. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Validate all the Cascading Style Sheet (CSS) web pages you have written.
 | 1 | 10A-1 | 10S-1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2 |
| Purpose of the unit/week/section: |
| The purpose of the unit is to review all the previous work to make sure that the codes conform to the industry standards thereby increasing the students’ knowledge and techniques to create a dynamic, animated and responsive websites. |
| Over to you: *(a description of the process of the section)* |
| In this topic you will validate your HTML and CSS codes you have written so far. Use an online tool i.e. <https://validator.w3.org/> |
| Pre-topic activity: |  Number of hours | 0 |
| Nil |
| Face to face time: *(if applicable)* | Number of hours | 0 |
| Nil |
| Online activity: | Number of hours | 2 |
| What should students do? | **Task 1:**In this practical you will validate all the codes you have written so far using HTML and CSS Validator i.e. <https://validator.w3.org/>Output of the platform should be screenshot and uploaded to the LMS**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section builds on advance concept of Cascading Style Sheet (CSS) using its responsive features in Web designing technologies. The students are encouraged to pay special attention to this part, before moving to the next topics |

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| = Total number of hours | 2 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 10A-1: Using the HTML validator, run all the code samples you have generated. |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 11: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Building and Maintaining Website Portfolio |
| Aim of the topic: | This unit provides insight into how the students can make their work public or even commercialize it by uploading and publishing it in the Cloud. It also emphasizes how the students can build their profile as a reputable Web Designer and Developer.  |
| This topic covers: | Domain Name Service, File Transfer Service, Server Administration, Marketing tools for Web designers/Developers |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Upload their code snippet into a cloud computing server for public viewing
2. Implement strategies to raise their profile and establish market presence
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| Overview of student activity: | 11A-1: Using the parameters supplied by your tutor, upload all your works on the Internet Server provided on your subdomain.11A-2: Make a 10 slide PowerPoint document on how you can build your profile as a Web Designer/Developer11S-1: Submit the screenshots of your Website and the link on the LMS11S-2: Make a group presentation to the class on the PowerPoint Slide you have prepared. (Online Group Peer Review) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Upload their code snippet into a cloud computing server for public viewing
 | 3 | 11A-1 | 11S-1 |
| 1. Implement strategies to raise their profile and establish market presence
 | 4 | 11A-2 | 11S-2 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2 |
| Purpose of the unit/week/section: |
| To equip the students with the basic entrepreneurial skills to navigate the Web Design Industry. |
| Over to you: *(a description of the process of the section)* |
| This week comprises some readings on how to market your services as a Web Designer/Developer and how to upload your work to the public servers securely for a worldwide audience.  |
| Pre-topic activity: |  Number of hours | 1 |
| **Unit 7:**  **Building and Maintaining Website Portfolio**In this module, we will experiment with responsive Cascading Style Sheet (CSS) and their elements and how they are used in compiled form to build responsive website that can adapt to any device i.e. TV, Laptop, Mobile. This topics cover the following:Domain Name Service, File Transfer Service, Server Administration, Marketing tools for Web designers/DevelopersThe E-Book/PowerPoint slides/Videos for the lecture are provided in the link below:[Unit 7 E-book](https://docs.google.com/document/d/1oM2Cnkt6YrTQBVstZ_2dBsLAhb4eoa2o/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true)[Unit 7 Video](https://docs.google.com/document/d/1072AbeoTf0uTZeVEBgB3b-olnjVmrDV6/edit?usp=sharing&ouid=113952118128290731427&rtpof=true&sd=true) |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| **Task 1:** 11A-2In groups of three, prepare a 10 slide PowerPoint document on how you can build your profile as a Web Designer/Developer |
| Online activity: | Number of hours | 1 |
| What should students do? | **Task 1:** 11A-1In this practical using the parameters supplied by your tutor, upload all your works on the Internet Server provided on your subdomain.**Group Work**In this practical, you will team up with your group and work on the theme website your group has chosen. |
| Where do they do it? | Online - LMS |
| By when should they do it? | Within 7 days after the first activity |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This unit lays the foundation for developing entrepreneurial skills in delivery Web Design projects The students are encouraged to pay special attention to this part, before moving to the next topics |

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| = Total number of hours | 3 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 11A-2: Make a 10 slide PowerPoint document on how you can build your profile as a Web Designer/Developer |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |

# WEEK 12: UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** |  |
| Topic name: | Final Project Review |
| Aim of the topic: | The aim of this unit is to present the themed website your group has been working on for the past 7 weeks and also for the final summative assessment. |
| This topic covers: | Nil |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*1. Prove that you have achieved all the learning outcomes of the course: **Web Design and Development**
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| Overview of student activity: | 12A-1: Make a presentation of your group website detailing all the features you used.12S-1: Online Quiz on the LMS |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** |
| 1. Prove that you have satisfied all the learning outcomes of the course: **Web Design and Development**
 | 1,2,3,4 | 12A-1 | 12S-1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.******If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)******Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* |
| Module-level outcomes addressed: |
| 1,2,3,4 |
| Purpose of the unit/week/section: |
| The purpose of the week is for the students to present their group work to the facilitators and to take a summative test which qualifies them for an award of Certificate in Web Designing and Development. |
| Over to you: *(a description of the process of the section)* |
| You have to prove that you have satisfied all the learning outcomes of the course: **Web Design and Development** by making a detailed presentation of your group website and take a summative onlinequiz. |
| Pre-topic activity: |  Number of hours | 0 |
| Nil |
| Face to face time: *(if applicable)* | Number of hours | 1 |
| 12A-1: Make a presentation of your group Website detailing all the features you used. |
| Online activity: | Number of hours | 1 |
| What should students do? | 12S-1: Online Quiz on the LMS |
| Where do they do it? | Online - LMS |
| By when should they do it? | On first day of the week |
| E-moderator/tutor role |
| Facilitate Face-to-face tutorialGive feedback on submitted assignment to the LMS |
| How are the learning outcomes in this unit assessed? |  Number of hours | 1 |
| Submission on the LMS platform to be graded by the Tutor. |
| How does this section link to other sections of the module? |
| This section ends the course of Web design and Development. |

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| = Total number of hours | 2 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | Tutors E-books on the unitVideosOnline links |
| How are students enabled to access the resources? | The materials will be uploaded for students on to the learning management system (LMS) |
| Where in this unit are students expected to work collaboratively? | 12A-1: Make a presentation of your group Website detailing all the features you used. |
| How has an inclusive approach been incorporated in this unit? | Face-to-face presentationsThe use of computerPeer review |
| How will feedback on unit be obtained from students? | Students will be asked to give feedback at the end of the topic |
| How will student feedback be used to improve unit? | The feedback will be analysed and improve the way the material is presented to class and update the contents if there is a need to do so |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Face to face activity feedback will be received in the first week of the second face to faceOnline activity feedback will be received at the end of the week |