

# OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

Output 10 Example Learning Plan: Computing  
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# LEARNING PLAN 2018-19

## COURSE: Course Component/Unit:

Good time management is essential to meet all the demands of study, home and work. To assist your forward planning please use this Learning Plan to identify course dates, key study targets and the assessment schedule for your course. Use the resources identified in each individual *Learning Plan* to study ahead and to return to topics studied to consolidate and extend your learning. Aim high and use this Learning Plan to advance your own learning.

COURSE MANAGEMENT	
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Below are the exact details of your course. You may use this information to access the full syllabus or specification for your course online.

COURSE DETAILS	
COMPONENT/MODULE TITLE	Web Development
START DATE	5 <sup>th</sup> Nov 2018
END DATE	1 <sup>st</sup> July 2019
LESSON TIMES	See your weekly timetable on Digidash.
LOCATION	2-307, 2-308,

### Indicative Scheme of Work for

Masterclass	Indicative Content	Self-Study
Pre-Read/Task:		
Week 1+2	Introduction to the Unit. Students will look at assessment methods and the learning plan. We will have an introduction to HTML5 and look to build a basic web page using HTML and CSS.	Students can look to W3Schools to help with their project. What can they add to the learning in the master class?
Week 3+4	To introduce the use of page formatting tags using CSS to demonstrate an understanding of the W3C standards for web development.	Students will work together in their groups to form a solid understanding of the problem. What has the client asked for?
Week 5+6	An introduction to the use of colour and HSLA in HTML and CSS. Students will be given the opportunity to explore colour and think about its uses.	Students to think about the first assignment date and around the theory of web design. What are some of the fundamentals of HTML and CSS?
Week 7+8	An introduction to JavaScript and its uses in web design. What are the fundamentals, where can we use it, why is it important.	Students to work together to find other areas where JavaScript can be used. Think about interaction. Record your investigations.
Week 9+10	Further investigation in to JavaScript and how we can use it to help with validation and security. Where do we use it to give users a better understanding of how the pages work?	Think about parallax scrolling and how this works. Can you have a look at this in your investigations?
Week 11+12	Investigating other methods of interactivity. Can the students create a Flash file and insert it in to a web page? SWF file to be inserted in to a web page.	Are there any other ways to get the same results without using Flash? Why would this be beneficial?
Week 13+14	Design principles. We will be exploring what it takes to design a complete website. What are the considerations when thinking about the user requirements? What does the brief ask for exactly? How can you work together to complete this area for assessment?	What makes good design? Explore some different design techniques. Think about the black sheep. Who follows the pack and who leads through innovation?

Week 15+16	Turning your designs in to a reality. How can you make sure that you have all of the skills to create your own web site? Make sure you create a skills audit and think about where the gaps are in your knowledge.	Working with your peers set yourself challenges. Think about making templates or mimicking any web pages which have inspired you.
Week 17+18	Testing in web design. What will you need to test? How do web developers test their pages? How can you design a test plan?	Think about what needs to be tested in web development. Where can you find out more about this?
<b>Workshops</b> Students will continue to work on the problem thinking about the end date with the client. They will need to present their findings and show their working throughout the project. Students will make sure they have offered evidence on the 4 learning criteria for the brief.		<b>Peer work will need to be well thought out. How can you evidence that you have ALL met the criteria?</b>

## Key assessment dates

10<sup>th</sup> Dec 2018 (LO1)  
1<sup>st</sup> Feb 2019 (LO2)  
28<sup>th</sup> June 2019 (LO3+4)

## Key learning outcomes

1. Understand the fundamentals of cascading style sheets.
2. Understand the fundamentals of scripting languages.
3. Be able to control the layout of web pages using CSS.
4. Be able to create interactive web pages.

### Recommended inspiring starter:

Knowing what types of websites exist is a good place to start when thinking about this unit. It would be a good idea to create a diary documenting the types of websites which inspire you. Take screen shots, look at the source code, talk about them but more importantly, show your peers. The aim of this is for you to inspire others over your findings. Start discussions on Google Classroom and debate over what makes a good website.

## Key questions

Can I answer the following key questions? The issues raised are central to understanding this topic. Use the learning resources identified overleaf to study ahead and be prepared to ask and answer questions in your lessons.

- What are the fundamentals of HTML and CSS?
- What are the fundamentals of JavaScript?
- How will I evidence my designs?
- How will I make sure that my product fulfils the brief?
- Have I contributed to the problem?
- Have I thought about legality?
- What should I be testing in Web Development?
- How can my web page be optimised for all users?
- How can I make sure that I have thought about functionality?
- Is my web site optimised?
- How am I going to plan for this?
- What do I need to prepare?

## Links to employer requirements

We have made sure that our curriculum is designed by employers in the area. Think about your future and start to plan your destination. What skills are companies looking for exactly? What behaviours are important?

<https://www.itjobswatch.co.uk/>

## EDI Strategies

Working in groups and taking part in online discussions will give you a chance to broaden your thought process. Think about others and respect their opinions at all times (this does not mean you have to agree with them.) Ensure that all are involved in activities and look to work together to help with problem solving.

## Learning Strategy

### Classroom

Research, key questions, discussion, practising, concept mapping. All of the above will take part in your lessons. The teacher will be there to help you on your way but the majority of lessons will be led by the students. They are merely here to facilitate your learning.

### Collaboration

You will be working in groups for the most part. We will be using collaborative software such as Google Classroom to start discussions and debates. How can you keep track of your learning?

### Independent

This will be different to your normal ways of learning and being taught. We will be teaching you key skills to find your own way to the end solution. This is very much like real life. You will make mistakes.

### Maths/English:

Problem solving, good time management and proper use of the syntax are all key actors. How you manage your time is up to you but be prepared to work hard for the end goal.

## Library learning

The following textbooks, are in **Gateshead College's Library** and will deepen your knowledge:

HTML & CSS: DESIGN AND BUILD WEBSITES

Author: DUCKETT, JON

DESIGNING WEB USABILITY

Author: NIELSEN, JAKOB

THE MODERN WEB: MULTI-DEVICE WEB DEVELOPMENT WITH HTML5, CSS3 AND JAVASCRIPT

Author: GASSTON, PETER

BUILDING A WEBSITE

Author: WORSLEY, TIM

## Online learning

The following websites, apps and online resources are very useful:

<https://www.w3schools.com/>

<https://www.techradar.com/news/best-web-design-software>

<https://webflow.com/blog/17-amazing-sources-of-web-design-inspiration>

## Key Learning Resources

Please see the S:Drive for all of your resources. You may also find that Google Classroom has some interesting points of reference for you to discover over the course of the project.

### Extension learning

Suggested further challenge

- **Challenge resources –**  
<https://www.w3schools.com/bootstrap/default.asp>  
<https://1stwebdesigner.com/parallax-scrolling-tutorial/>  
<https://colorlib.com/wp/parallax-scrolling-tutorial-resources/>
- **Challenge questions –**  
What is browser detection? Why is this important?  
How can JavaScript improve functionality?  
How is your website fit for purpose?
- **Challenge tasks –**  
Take what you have been shown in lessons and expand on that. Are there different methods to complete the same tasks? Which do you prefer?