The ITrain Collective

Web Site Creation

Training Course

Instructor Manual

August 1999

WEB SITE CREATION TRAINING COURSE

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PREFACE

The Web Site Creation Instructor manual is part of a series of Internet training (ITrain) materials developed by the ITrain Group with the financial assistance of the International Development Research Centre (IDRC). The complete set of materials can be obtained from http://unganisha.idrc.ca/itrain/. The ITrain Group consists of individuals and institutions from around the world with a wide range of technical and training expertise in the Internet field.

The training materials are a result of a needs analysis conducted in .November and December of 1997 and subsequent consultations with experts and users, including field testing. The materials are developed for use by Internet trainers and users in developing countries. If you are an individual or an institution engaged in delivering basic or advanced Internet training course or a user who is seeking a simple, flexible and effective Internet training guide, these materials are for you.

The Web Site Creation Instructor manual will enable you to teach your students how to build web sites. A key component of the ITrain package is the Instructor Notes, a separate 30 page document which provides useful guidelines on how to deliver effective training. It is crucial that you read this in conjunction with the Web Site Creation manual.

These materials are distributed under the OpenContent License (http://www.opencontent.org/) the full text of which can be found on page 60.

PREPARATION CHECKLIST

We have written the following checklist to help you to prepare and conduct ITrain sessions. Each item in the checklist is explained in a 30 page document called Instructor Notes. It is an integral part of the ITrain programme. Please use it.

Topic	Done	To be done
Preparing to conduct an ITrain course		
1. Learn about students		
2. Identify the training context		
3. Assess the information sharing culture		
4. Inform yourself about Itrain		
5. Address your students' learning styles		
6. Produce and select effective learning tools		
7. Develop 'what' and 'why' questions		
8. Plan ways to demystify technology		
9. Design a flexible schedule for the training programme		
10. Choose an appropriate training venue		
11. Practice making demonstrations		
12. Arrange supplies and materials		
13. Announce the training		
Conducting Itrain courses		
1. Get to know your students: before and during the course		
2. Use principles of adult education		
3. Ask questions effectively		
4. Handle questions effectively		
5. Link your material to what students know		
6. Show the benefits of what you are teaching		
7. Be prepared for last minute surprises		
8. Use appropriate language		
9. Use appropriate non-verbal behaviour		
10. Be aware of culture or gender signals you send		
11. Check your assumptions		
12. Address negative experiences and remarks		
13. Use reviews and repetition		
14. Make sure that all trainees have equal access to computers		
15. Deal positively with technical problems		
16. Conclude sections on a high point		

Planning to deliver the Course

Time to start planning our course. That is an important point — planning is an essential ingredient of solid training. Later in this manual we include a session plan. However, the plan is not cast in concrete. You will need to adapt it to the group you are instructing and also to your preferred way of instructing.

This is a broad course. Keeping to a schedule while teaching a course like this takes skill and planning. In the course outline that follows, we have placed the estimated time for each section in the heading for each section. This information, in a stopwatch, does not appear in the participant materials. While you are giving the course, you will need to monitor your time so you can see how you are doing compared to the planned use of time.

Timing of sections

This course is designed to be conducted over two days. The course covers a lot of material and new concepts and if you have the time, the course can be extended over to three days. The course is made up of 7 modules and we recommend that each module is completed in the order set out. However you can change the order of the modules, extend the time of the modules or leave out certain of them, if you do not have the time. You can also insert additional modules into the training, eg, WYSIWYG editors, automatic document conversion through MS-WORD. The following table outlines the sections within the Web Site Creation Training course and indicates the amount of time we have estimated for teaching them. There are leader-led components where the instructor speaks to the group. There are also self-study sections, with participants working on their own, or in pairs and the instructor acting as a coach.

Be certain to allocate time for the leader-led sections. The self-study sections are more flexible. The number finished in a course will depend on the speed with which individual participants complete them.

Planning summary

When instructors are planning to conduct training, it is important that they gain an overview of the course they are about to teach. That way you can remember how the pieces of the puzzle fit together. As a result, your delivery will be smoother. You will feel more confident. For example, when someone asks you a question about a topic that comes later you will be able to confidently say what is coming and ask them to be patient.

Planning table

The following table will help you gain an overview of the course. It is not however a substitute for a plan that you draw up yourself. It should help you; nevertheless, in making you own plan. One way to make your personal plan would be to photocopy this plan and modify it to suit your person needs. If you obtain the MS-Word file of this course plan, you will be able to make whatever modifications you wish, to this plan — and the entire course.

	Topic	Key points	Time
Day 1: Learning the Tools			
1.	Introductions, expectations of participants, aims of course	**Leader-led**: Introduce yourself. Explain prerequisites. Hand out student Manuals. Set the tone of the course. Allow participants to introduce each other or themselves.	15
2.	Critiquing web sites	**Self study**: Students will browse and critique existing Web sites. In this way they will become critically aware of navigational, design, aesthetic and content components of Web sites. Produce a list of **do's** and **don'ts** that apply to building a Web site. Set up a list of URLs to critique before the course.	75
3.	Introduction to HTML and browsers	**Leader-led:** Understanding the jargon and concepts of HTML, the Web, browsers, etc. gives students a grasp of working with editors and browsers in coding documents.	15
4.	Creating a Web page using a text editor	**Leader-led and self –study:** Learning how to format text, add colour, create lists, links and tables, and how to add graphics and images to a Web page. Please copy the file TEST.TXT into the TEMP folder on each computer before the training course. Remind the participants that they will be working in the TEMP folder for the purposes of the training session.	
	Formatting text Lists Links Images Tables		70 15 30 30 35
5.	Building and Manipulating Graphics and Images	**Leader-led and self-study:** Students will learn the basic concepts of Web graphic and image management. They will learn how to create, edit and manipulate images at a basic level. They will also learn how to download an image from the Web.	60

6.	Summary and Evaluation of the day	**Leader-led:** Summarise what has been covered during the day and ask each student in turn to evaluate the day.	15
Day 2: Creating a Web Site			
7.	Site Mapping	**Leader-led:** Give the students a strategic approach to site planning and development, so that they are able to identify their target audience, plan the structure and information content of the site.	120
8.	Building a Web Site	**Self-study:** Students will identify key pages that make up web site, decide on what pages to build for their specific site and build a web site jointly. Students will work in pairs on different pages. Photograph each student so that they can use the images as part of the about page. Be available constantly for help and advice	240
9.	Making your site live - FTP	**Leader-led and self-study:** Give the students a background to what FTP is and how it works. Explanations of how sites are made live using the FTP program. Work with students on FTP'ing their information so that a live site is created.	60
10.	Summary	**Leader-led:** Summarise the events over the past two days. Ask the students for questions or comments.	15
11.	Evaluation	**Self-study:** Ask the students to fill in the evaluation forms before leaving	15

Preplanning for the course

1. **Computers and Software:**

    Make sure all the computers in the training facility are working. They need the following software installed:

    - HTMLTool
    - PaintShop Pro
    - WS_FTP

    Set up a folder called TEMP on each computer, and copy the file TEST.TXT into this folder.

2. **Equipment:**

    Flip chart, whiteboard:

    Ensure that you have a flip chart and whiteboard available. Check that you have enough paper and correct pens.

    Digital Camera or camera:

    Ensure that the digital camera or camera is working and that there is a facility to scan in photos if you don't have a digital camera..

3. **Liaison with your ISP**

    Try and liaise with your ISP, to set up an FTP space, with a user ID and password, for usage for the group. If this is not possible you will have to copy all the created web pages on to each computer.

4. **List of URLs to critique**

    Try to assess which students are attending the course, the type of organisations they come from, whether they have Web sites, and draw up a list of 6 Web sites to critique fitting in with their organisational interests. Hand out this sheet to the students at the beginning of the exercise.

Conventions used in this manual

All text in Italics is for the instructor. It gives the instructor hints on how to conduct the session. Some of the italicised text also provides sample

answer material to questions posed by the instructor. If an instructor follows the approach contained in Italics, this will help to produce an interactive session in which participants get involved and learn more.

Bold text in the manual indicates key words that instructors and participants will find on their monitor screen when software is running.

3-D boxes with notes to instructors

The 3-D boxes throughout the course contain notes to the instructor.

> **ⓘ** *This is a 3-D box with notes for the instructor. You can use it to prepare yourself before you conduct a course.*

Icons

Icons appear in both the instructor manual and the participant manual. We included icons to draw attention to the text beside the icon and to give an immediate visual clue about the meaning of the material contained in the section.

> **ⓘ** *Customisation: When you see a box like this you are strongly encouraged to modify the current topic, to make it relevant to participants..*

In the instructor manual, the stopwatch icon indicates the estimated time to deliver a section of the course.

1. Introduction

AIM: To get to know each other and our goals.

To outline the aims of the course and to review the agenda.

> **ⓘ** *Introduce yourself and welcome everyone to the course. Explain that the course runs over two days and review the agenda of the course. Introduce the aims of the course, and state the ground or house rules, e.g. "Cellphones to be kept switched off"; "No smoking" etc.*
>
> *Introductions of students: Present the following innovative way of introducing the group to one another. Ask each student to interview the person next to them using the questions suggested below. Next, ask each student to introduce the person they interviewed to the rest of the group. To optimize time, limit introductions to a few sentences (1-2 minutes).*

1. Please introduce to the group, the person you interviewed. In a sentence or two, indicate what type of work he or she does.

2. What experience with the Internet does he or she have?

3. What does he or she expect to learn form this course?

> **ⓘ** *The instructor should take notes of what the students hope to learn so that this list can be reviewed at the end of the course. A flip chart or white board can be used for this purpose. The flip chart is best because the list can be taped to the wall. If using the white board, the list would most likely need to be erased to make room for other notes on the white board. In such cases, the list could be copied to a piece of paper, perhaps by a coach or fellow trainer and re-written on the board for the final review.*
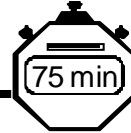
2. Critiquing Web Sites

AIM: To browse and critique existing Web sites.

To create critical awareness of navigational, design, aesthetic and content components of Web sites.

To introduce the features and building blocks of a good Web site.

To create awareness of features that make a Web site difficult or unfriendly to use.

To produce a list of **do's** and **don'ts** that apply to building a Web site.

This exercise is used to refresh students' use of their browsers. It is also used to critique and assess Web sites with regard to design, colour, navigation bar and ease of finding information. The exercise aims to produce a list of criteria to apply when creating Web sites in the form of 'do's and don'ts.'

The instructor should present a list of about 6 Web sites to critique. Use some sites that might be relevant to your group and use sites from the organisations which the students come from if these exist. Include examples of excellent and poor Web sites. Hand out this list of Web sites to the students at the beginning of the exercise.

Explain to the students the purpose of the exercise and discuss the criteria used for critiquing sites. Explain the rating system used.

Explaining the purpose of the exercise: 10 minutes

Browsing and critiquing sites: 50 minutes

Feedback from students: 15 minutes

This list below includes various criteria by which you can evaluate Web sites. It is not always immediately obvious why we prefer some sites to others, but by taking the time to understand what makes a Web site 'work' for us, we can begin to establish some best practice rules for creating really effective Web sites.

Try and assign each site a score for each question :

✸ **- excellent**
☺ **- good**
😐 **- not good, but not entirely useless**
☹ **- useless**

	1	2	3	4	5	6	7	8	9	10
How navigable is the site?										
Is it easy to find the information you're after, given the various signposts on the Home Page?										
Is it easy to find your way back to the home page or other main section pages from the site's 'interior'?										
Are the navigation graphics self-explanatory?										
Do you have to click through too many pages, to get to your destination page?										

	1	2	3	4	5	6	7	8	9	10
How readable is the information on the site?										
You've found the section of the site with the relevant information for your needs - is it easy to read?										
Are there clear headings on the page?										
Is the size and colour of the text easy on your eyes?										
Do the graphics on the page compliment, or detract from, the text content?										

	1	2	3	4	5	6	7	8	9	10
Is the site aesthetically pleasing?										
Do the colours of the site design work well together?										
Is there a continuity of style between the graphics?										
Is the spatial arrangement of text and graphics complimentary, incidental or irritating?										
Is the design of the site in tune with the subject matter/organisation?										

How informative is the site?

Does the information on the site stick to overviews and links to other resources, or are there opportunities to access in depth resources?										
Are there opportunities to interact with the site and ask for additional information (e.g. 'contact us' buttons etc.)?										
Are the search pages, discussion forums, guest books and other special features clearly explained and easy to use?										
Are the lists of contacts, resources and links annotated with useful descriptions, explanations and advice?										

How long does it take to get the page loaded onto the screen?

Are there large graphics that slow down the delivery of text onto the site?										
Are there text alternatives to the graphics to read whilst waiting for the graphics?										
Does the length of the page force you to wait a long time before you can read what is at the bottom of it?										

ⓘ ***Feedback:*** *Firstly ask each person in turn to tell the group which site they liked most, and why they chose this site. Write up their comments on a flip chart.*

Now ask each person in turn to say which site they liked least, and why. Write up their comments.

Add any additional important criteria that the students may have left out.

The objective is to produce two lists in bullet point format: the 'do's' and 'don'ts' of building Web sites.

Explain that the students will need to keep these criteria in mind when they build a Web site on the second day of the training course.

Keep the lists up on the wall as an easy reference tool.

Do's	Don'ts
Graphics and Images: *Simple graphics* *Relevant to the text* *Quick to download* *Self explanatory*	 *Too big* *Too many colours* *Unclear* *Too many graphics on a page*
Navigation *Easy to navigate* *Navigation bars on each page* *Continuity between sections and throughout site*	 *No links on pages* *No access back to home page* *Very long pages*
Text *Clear* *Easy to read* *Not too much on a page*	 *Overcrowded*
Information *Easy to read* *Relevant* *Well organised*	 *Not up to date* *Broken links* *No information on pages* *No feedback pages*
Colour *Simple* *Good use of colour* *Attractive*	 *Clashing colours* *Too little colour* *Boring page*

3. An introduction to HTML and browsers

AIM: To gain a basic understanding of HTML concepts, terms and jargon.

To set the stage for understanding and working with HTML editors.

ⓘ *Review concepts and jargon related to the World Wide Web to refresh students' existing knowledge and to fill in gaps in their knowledge.*

What is a browser?

A browser is a software program, which is used to view information on the World Wide Web. The two main browsers currently used are Netscape and Internet Explorer. Both perform very similar functions and either can be used effectively. Newer and older versions of browser software have different capabilities.

What is a URL?

Uniform Resource Locator (e.g. http://www.womensnet.org.za). This is the unique address of any Web page. Typing in the URL in the location box of your browser, will take you to that particular Web site. Many URLs begin with 'WWW', but this is not an essential requirement. E.g., http://sn.apc.org is as valid as http://www.sn.apc.org. It depends on how the site has been named on the server where it is hosted.

The URL will usually give you an indication of the location, and origin of the site. E.g. in the example below, 'IDRC' tell you that this is the site of the International Development Research Centre, and 'CA', that the site is located in Canada as 'CA' is the international country code for Canada.

Location: http://www.idrc.ca

What is HTTP?

HTTP stands for HyperText Transfer Protocol and it is the protocol used in storing and loading Web documents.

What is HTML?

*HTML is the abbreviation of **h**yper**t**ext **m**arkup **l**anguage. HTML is a language used for formatting text and graphics on the Web.*

What is a link?

Links are a way of linking one piece of text on a Web page to another Web page that could be part of the same site, or located anywhere else in the world. Commonly, these links appear on your screen as coloured, underlined text.

What is an HTML editor?

An HTML editor is a software program, which is used to produce text and HTML code. The HTML editor formats your information so that it can be viewed through a browser. Just as you use a word processing program for producing a document, so you produce a Web page with an HTML editor.

There are two different types of editors, **WYSIWYG editors** *and* **Text editors***.*

WYSIWYG editors: WYSIWYG (*What You See Is What You Get*) *editors allow you to type in text, insert graphics and lay out pages, without any need for using* HTML *code. The page you produce will look as it does when viewed through a browser. The HTML coding can be viewed on request, and is usually referred to as 'source'. Examples of* WYSIWYG *editors are Microsoft FrontPage, Macromedia Dreamweaver, Adobe Page Mill and Netscape Composer. They can be quite expensive, but are worth the investment if you want to speed up Website production. Netscape Composer is also available freely on the Internet.*

Text editors: *Text editors allow you to see the* HTML *code that produces and determines the formatting, colour, layout etc. of the Web page. You need to assign code , in the form of 'tags' (see below) to each piece of text which you want to format. Examples of text editors are Allaire Homesite;* HTML *Tool; Hot Dog Pro.*

What is a tag?

Tags are the HTML code which you assign to text. For example, if you want a word to appear in **bold***, you need to tag it with the HTML code that 'instructs' the text to appear in boldface. HTML tags are always inserted in between arrow brackets. You always need a tag at the beginning and at the end of the relevant text. The code in the closing tag always begins with a forward slash. E.g. if you want to the word text to appear in bold, you would tag it as follows:*

text

What is an attribute?

*An attribute is additional code 'attributed' to a particular tag. It modifies the properties of a tag. For example the <**body**> tag marks the start of the text in the HTML document and the </**body**> tag marks the end of the text in the document. You can add an attribute to the **body** tag that specifies the background colour of the document, e.g. <**body bgcolor="red"**>.*

ⓘ *Explain to the students how the editor and browser relate to one another and how they will switch between the two applications when developing Web pages.*

Explain how they will be working offline to create their Web pages, and that once the pages are ready, upload them onto a Web server that is permanently linked to the Internet.

Explain the file naming convention for HTML documents.

You will always be working in the folder called TEMP on the hard drive.

Students will need to save their files in the TEMP folder.

What are File Extensions?

*File extensions are the letters which usually follow the name that you assign to the file. They are separated from the file name by a full stop and give an indication of the type of file it is. HTML Files are always saved with the extension **.htm** or **.html***

What is the relationship between a *Browser* and an *Editor*?

You will always use an HTML editor to type in and code your information in Web format. You will use your browser to view the information you have coded.

ⓘ *Explain the choice between using a text editor and a* WYSIWYG *editor. The point of learning to use a text editor is to give students a basic understanding of HTML code. This will enable the student to understand the '**source'** of a Web page when they view it and will give them more control when creating Web pages. Explain the concept of 'source' and the 'view source' option in a browser.*

4. Creating a Web page using a text editor

AIM: Hands-on session on coding a Web page.

Understanding how to format text, add colour, create lists, links and tables, and how to add graphics and images to a Web page.

ⓘ *We will be using an editor called **HTMLTool** which is a shareware package, and can therefore be downloaded freely from the Internet. You can download the software from http://www.lograf.com. A set of instructions on how to download the program and install it, is found in Appendix 1 of this manual. You do not have to use HTMLTool as the HTML text editor. We have chosen it for the following reasons:*

- *It is a relatively small program so it is quick to download*

- *It is easy to use*

- *It provides all the basic features of HTML in a user friendly way*

- *It has a good file structure*

If you choose another editor, please customise this section. Other text editors available are for example, Hotdog Pro, Home Site, UltraEdit

Make sure that the program has been installed on each computer that will be used for training. If you have sufficient time, and a good connection to the Internet, the students can be coached through the process of downloading and installing the software themselves.

Set up each student's computer with a TEMP folder. This should be done before the training begins. The file TEST.TXT is a pre-prepared text document which the students will code as their first Web page. The complete text of the file can be found in Appendix 3. Copy the file TEST.TXT into the TEMP folder. The instructions below are the instructions to be used to code the text.. If you are using any other HTML editor, please use this file as it is a good exercise in coding.

Timing guidelines for this section:

Formatting text   70 minutes

Lists   15 minutes

Links   30 minutes

Images   30 minutes

Tables   35 minutes

ⓘ *Explain to the students that we will now begin our hands-on work, and will start by opening up the browser and the editor. In our exercise, the students will be switching between the two applications, editing in HTMLTool and viewing their pages with a browser.*

4.1   Opening *HTMLTool*

Click on the *HTMLTool* icon on your desktop or click on the **START** button, select **PROGRAMS** and click on *Lorenz Graf's HTMLTool*. The following window will appear on your screen:
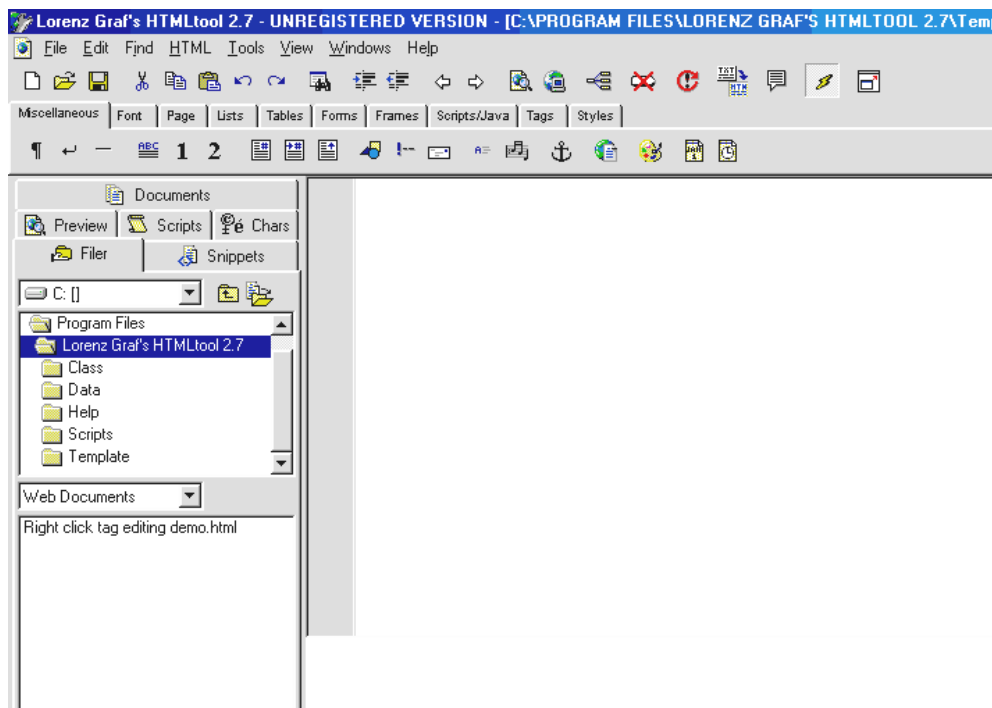
4.2   *HTMLTool*: Pulldown menus and toolbar

ⓘ *Explain what the screen looks like, the pulldown menus, toolbar, the file structure on the left hand side of the screen.*

The pull down menus and toolbar perform standard functions such as helping you open, close and save files, as well as all the functions that are needed to format HTML documents. Scan the Pulldown menus and the toolbar to familiarise yourself with them.
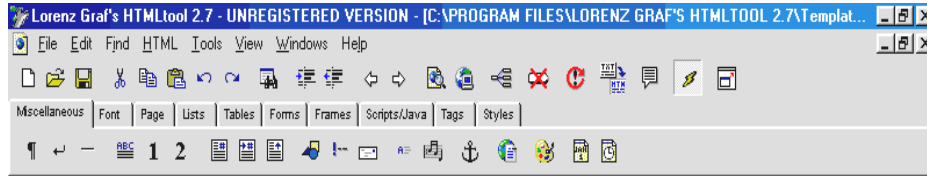
4.3 Opening a new document

Click on the *New Page* icon.
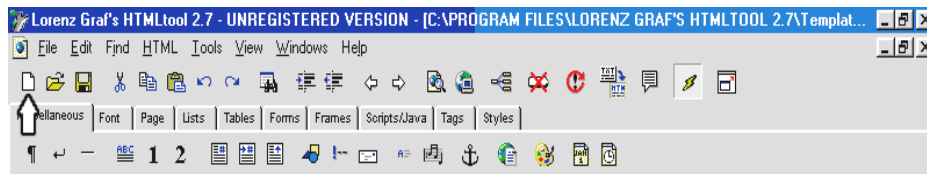
Choose **NEW FROM SCRATCH**

Enter the *title* of the document you want to create.

> **ⓘ** *Explain that the title is the name of the document and that it will appear in the blue bar or title bar of a Web browser screen. Give some examples of titles that accurately reflect the contents of a document.*

*The **title** is the name of the Web page you are creating. It appears in the blue bar or title bar of the Web browser screen. Give your Web document a title that gives a clear indication of its content as, once the document is 'live' on the Internet, the title is used by Web search engines.*

Enter your name as the author of the document and then click OK. A new document, with the outline of the basic structure of a Web page, will appear on your screen. The various 'parts' of the Web page are indicated by 'tags' that appear in arrow brackets.

> **ⓘ** *Explain the purpose of the tags in <> - arrow brackets - and that these tags are the essential characteristic of an HTML document. Review the basic tags illustrated in the screen below.*

Each Web page has to contain certain basic tags for it to be a valid Web page. They can be seen on the right hand side of the screen below.
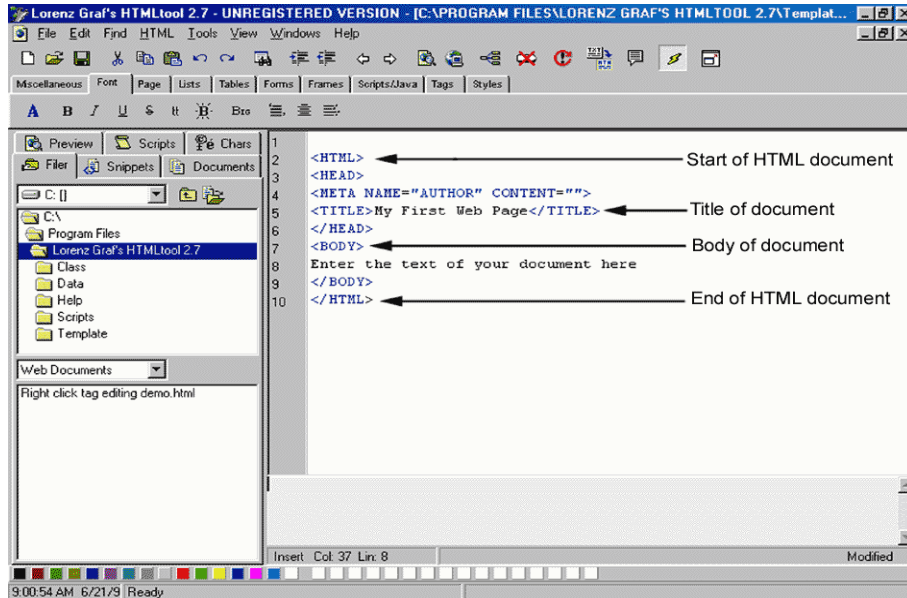
4.4 Inserting existing text

We are going to insert a document called test.txt, which has been prepared for you. Go to the FILE Pulldown menu and select INSERT
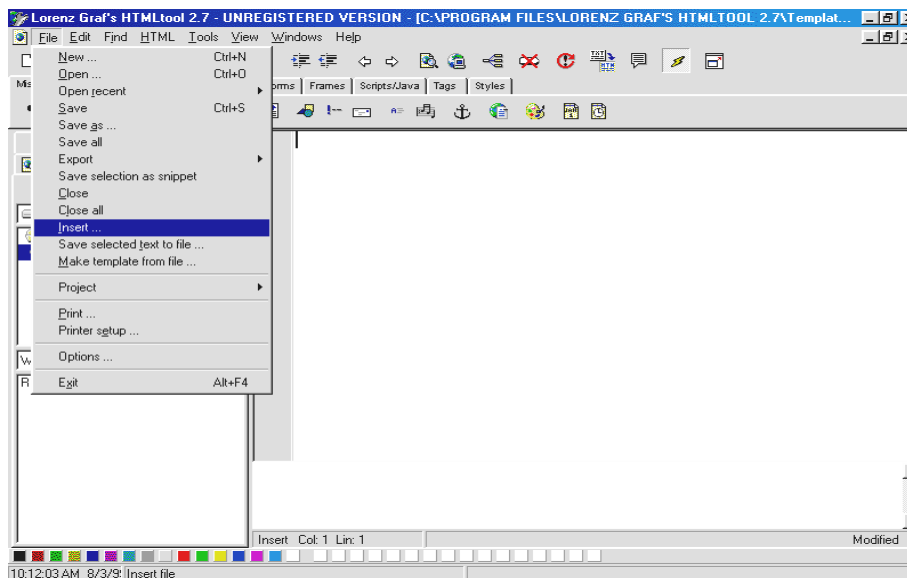
Find the document, previously prepared by your trainer, named TEST.TXT in the TEMP directory on your C: drive and double click on it. The TEST.TXT document is loaded and ready for formatting.

4.5 Saving Web documents

Click on the *Save* icon
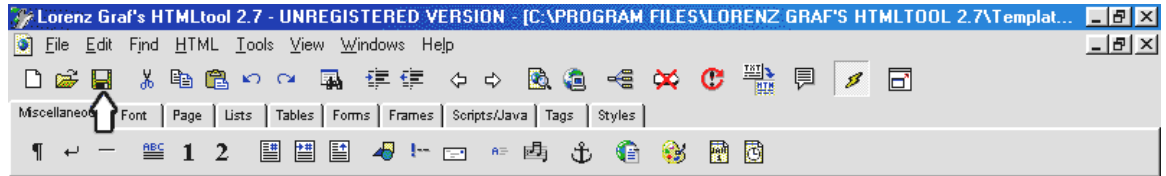
Save the file called test into the TEMP directory. It will automatically be saved with an **.htm** extension. From now onwards this document will be referred to as a Web document.

4.6   Viewing a Web document with a browser

(i) *Explain how to view the Web document, which now has a **.htm** file extension, with a browser. Explain that the title of the document appears in the blue bar or title bar of the browser, and that all the content appears in one paragraph even if the original version had paragraph and line breaks.*

We will now view your Web document with a browser. Minimise *HTMLTool,* which will keep it open. Open up either *Netscape* or *Internet Explorer.*

Go to the **FILE** Pulldown menu in your browser and click on **OPEN PAGE,** in Netscape and **OPEN** in Internet Explorer
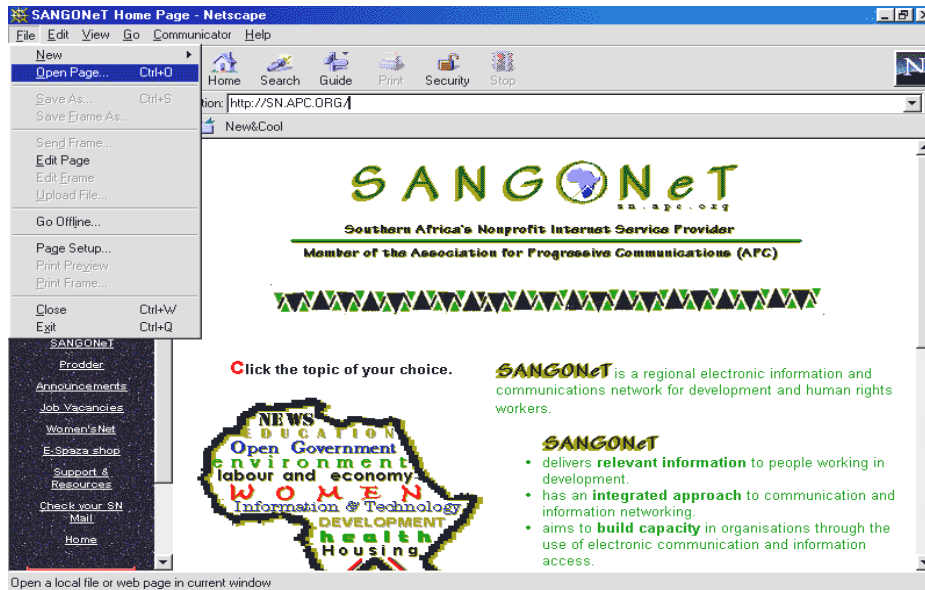
Go to the TEMP directory and double click on **test.htm** to open the document

You will see the page load up on screen without any formatting. There are no paragraph spaces or line spaces.

Go back to *HTMLTool* to start formatting the Web document.

4.7 Formatting text

In HTML, you can format the text of the Web document in various styles. You can bold and italicise text, change the font size, type and colour, centre and align text, add headings, and create lists of items. You are limited by the HTML tags, but you can still create good effects.

- **Bold text**

Highlight the text that you want to appear in bold.

Click on the **FONT** tab on the toolbar and click on **B.**
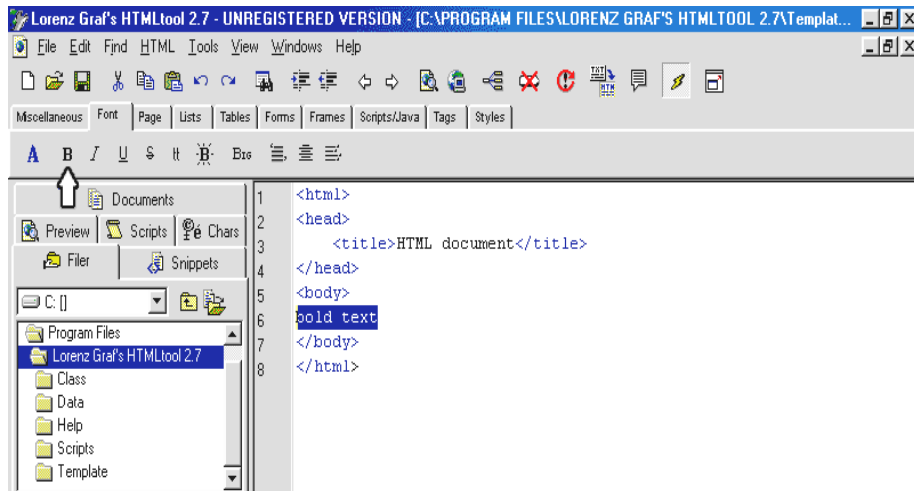
You can see that 'tags' that indicate **bold** will appear before, **<B>,** and after, **</B>,** the text you selected.

- **Italic text**

Highlight the text that you want to appear in italics.

Click on the **FONT** tab on the toolbar and click on **I**
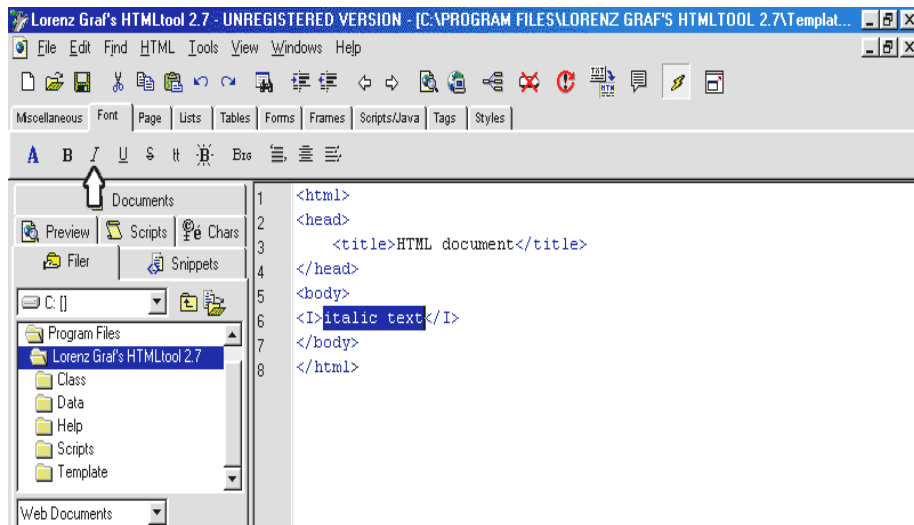
You can see that 'tags' that indicate **italics** will appear before, **<I>, a**nd after, **</I>,** the text you selected.

- **Headers**

Explain the concept of headers in HTML and how they relate to sub-headings in word-processed documents.

A **header** is a headline or heading in a Web document. HTML provides you with 6 sizes of headers ranging from small (H6) to large (H1). A header will automatically place the text in bold and give it a different size. The size of the headers you select will depend on your text. E.g., you might select H1 for your main heading, i.e. the document title, and smaller headers for sub-headings.

Highlight the text that you want to appear as a header.

Click on the *Miscellaneous* tab on the toolbar and choose **ABC**
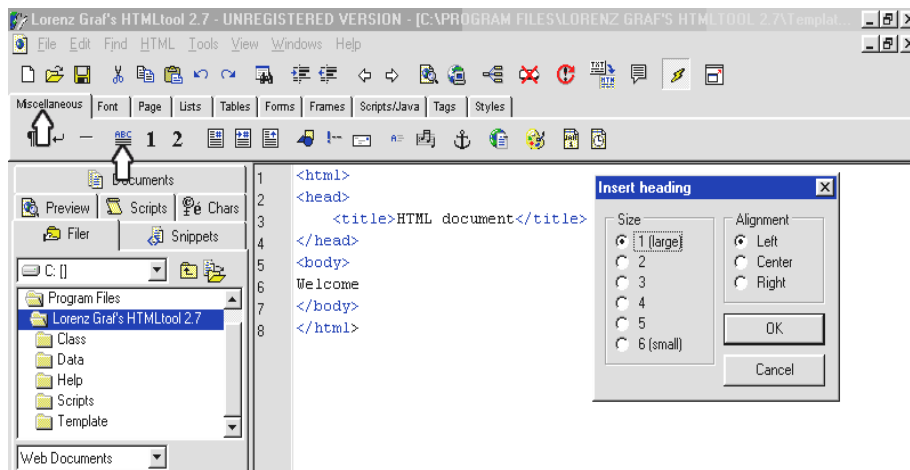
Select the header size you want to use, and the alignment you require (left, right or centered), and then click on **OK**.

Remember to get the students to save their documents and then switch to the browser and click on RELOAD or REFRESH to view the changes they have just made.

- **Saving and reloading the Web document**

Remember to save your file so that the changes you have just made are saved. To save your file, click on the **SAVE** icon on the toolbar.

You need to then reload the document in your browser to view the changes you have just made.

Switch applications to Netscape or Internet Explorer by either using your task bar, or holding your **Alt** key down while pressing **Tab**.

Click on the **RELOAD** button in Netscape or the **REFRESH** button in Internet Explorer. These are found on the toolbar. The changes you have just made can be viewed on your Web page.

- **Paragraphs and line breaks**

Paragraph breaks are the 'spaces' between paragraphs. Line breaks are the breaks which are generally inserted at the end of a line, or after a sentence that stands on its own.

Place the cursor at the position in the text where you want to insert a paragraph or line break.
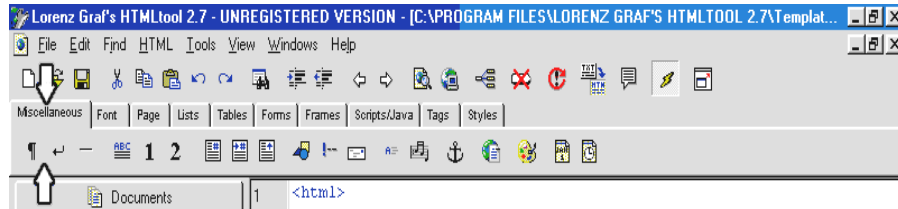
Click on the *Miscellaneous* tab on the toolbar and choose

¶   for paragraph break.

The tag <P> will be inserted in the text.

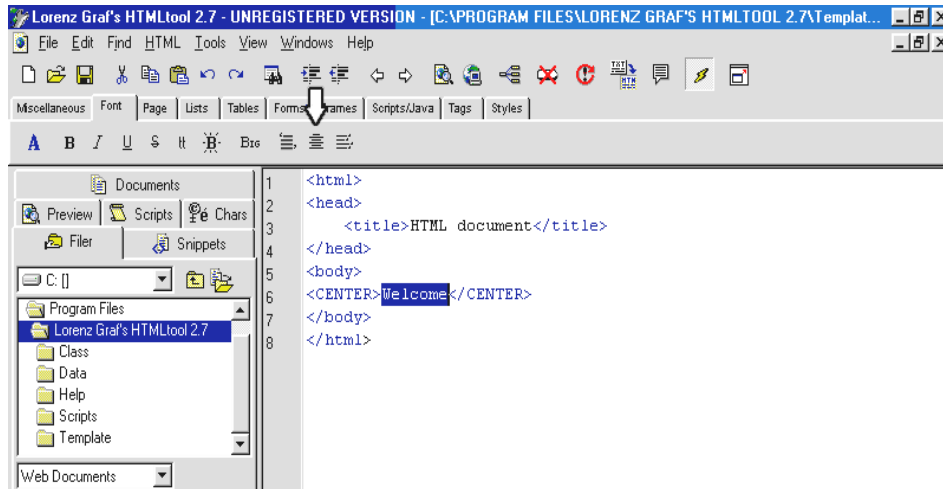Click on the *Miscellaneous* tab on the toolbar and choose

↵   to insert a break at the end of a line, or sentence.

The tag <BR> will be inserted in the text.

- **Centering text**

  Highlight the text you want to centre

  Click on the *Font* tab on the toolbar and choose **CENTER**
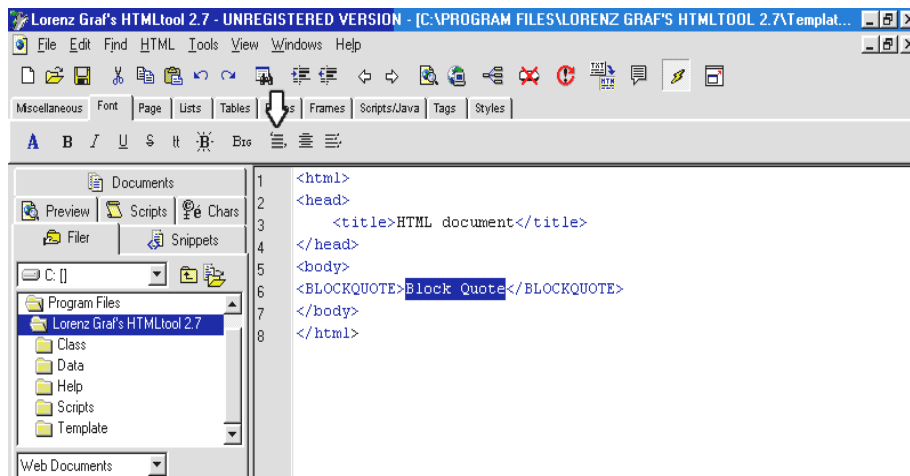

  The tags indicating centering text, <center> and </center>, are inserted around the text.

- **Blockquoting text**

  *A **blockquote** indents text a certain distance away from both the left and the right margins, so that it looks like "quoted" text.*

  Highlight the text that you want to appear in a blockquote.

  Click on the Font tab on the toolbar and select **BLOCKQUOTE**.

  The tags indicating blockquotes, <blockquote> and </blockquote>, are inserted around the text.

- **Pre-formatting text**

Preformatted text is kept in Courier font, and, when viewed as a Web document, retains all the spaces made by the spacebar and breaks made by enter key.

Highlight the text that you want to preformat.

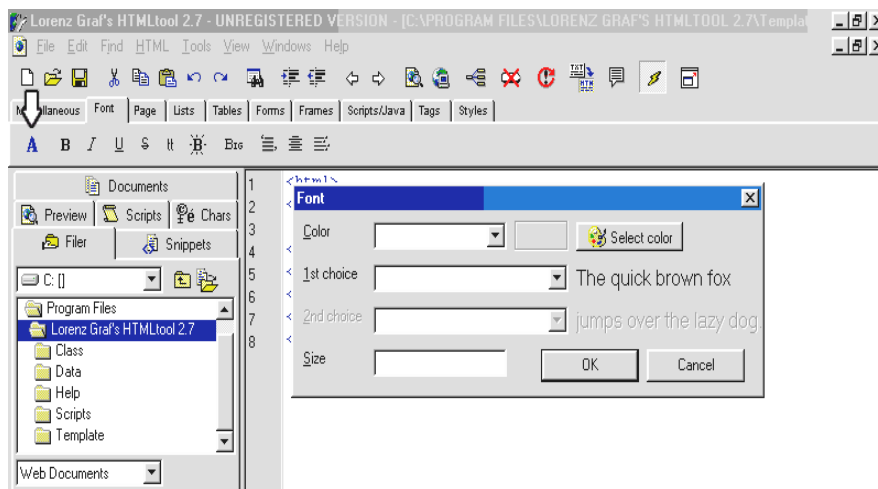Click on the *Font* tab on the toolbar and choose the PREFORMAT icon.
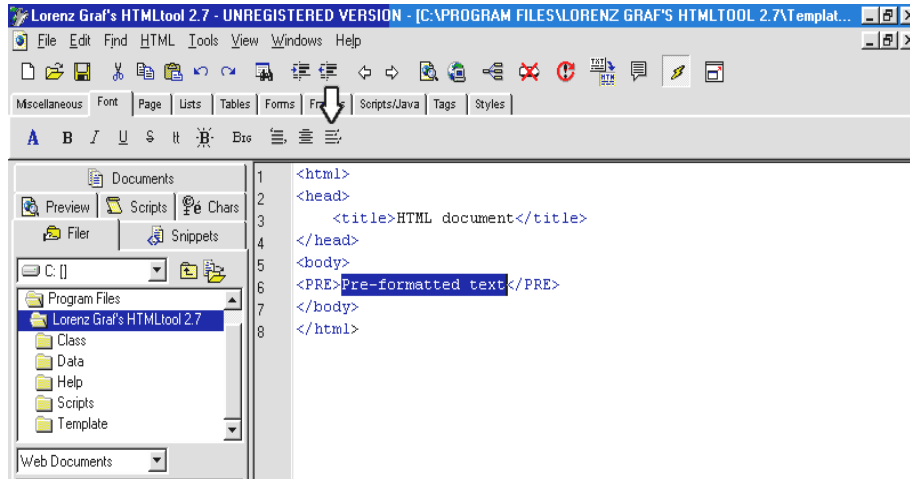
The tags indicating preformatted text, <pre> and </pre>, are inserted around the text.

- **Font size, face and font colour**

Highlight the text you want to format.

Click on the *Font* tab on the toolbar, then click on the **"A"** and select the font colour, the font face and the size you want to use.

2Click on OK. The tags indicating font size, type and colour, and , are inserted around the text.

4.8   Lists

> **(i)** *Explain what unordered and ordered lists are, and how they can be used on Web pages. Explain that each item in a list must be tagged with a 'list item tag'.*

Unordered and Ordered Lists

An unordered list is a list of bulleted items. Each item is lined up and separated automatically by a space. For example:

- first item on list
- second item on list
- third item on list

An ordered list is a list of items, but each item is numbered. Numbering can be decimal, roman or alphabetic.   For example:

1. this is item one on the list
2. this is item two on the list
3. this is item 3

OR

a. this is item one on the list
b. this is item two on the list
c. this is item 3

HTML code automatically bullets or numbers each item in the list.

To create a list, highlight the text you want to convert to a list. Click on the *Lists* tab on the toolbar and choose either an ordered, or unordered list. Select the type of bullets or numbering you want. The list is created with the appropriate tags, for example <ul> and for an unordered list. Now you need to **bullet** or **number** each item in the list, by making it a list item.

Highlight each item you require in the list and click on the LIST ITEM icon.
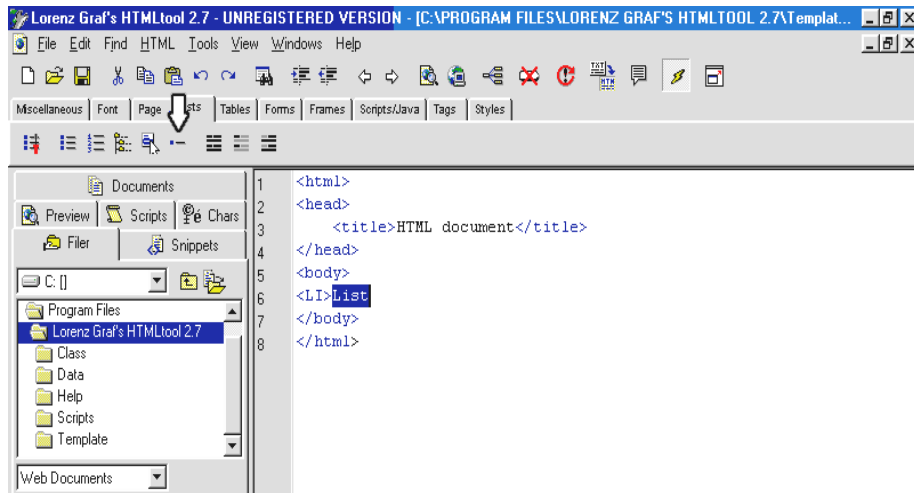
The tag indicating a list item, <li> is inserted before the text.

4.9 Horizontal Rules

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i *Explain what a horizontal rule is, that its length can be assigned as a certain percentage of the width of the page, and that it can be shaded or unshaded.*

A horizontal rule is a line which is ruled right across the page. The attributes of the line can be set to determine the thickness, length and appearance of the line. The length is stated as a percentage of the width of the page. You can experiment until you achieve the desired length. In terms of appearance, you can choose to make the line shaded.

Click in the text where you want your rule to appear.

Click on the *Miscellaneous* tab on the toolbar and click on the **HORIZONTAL RULE** icon.
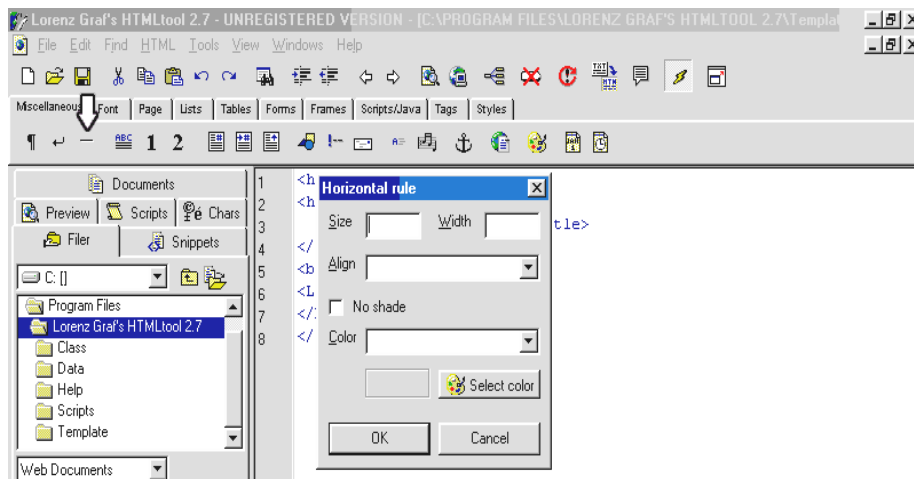
The tag indicating a horizontal rule, <hr width=75% noshade> is inserted in the text.

4.10 Background colour

Background colour refers to the colour of the Web page on which your text appears. The default colour is white, but you can choose almost any colour you want. Background colour is an attribute of the **<body>** tag.
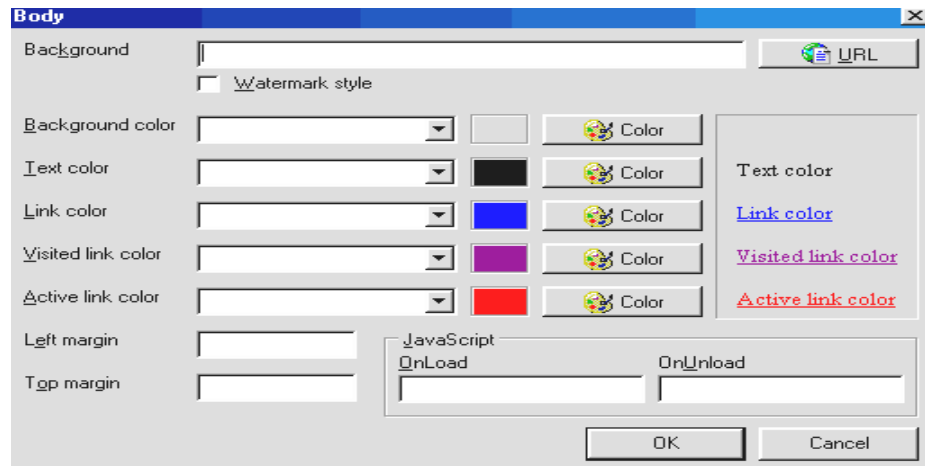
(**i**) *Explain to the students that if they want to change a tag in HTMLTool, they need to 'right click' inside the tag, and then choose EDIT the tag from the menu. Remind them that 'right click' means clicking with the right hand button on the mouse.*

Go to the <body> tag.

Right-click on the body tag.

Edit the settings.

Click **OK.**

The attribute bgcolor will be inserted in the <body> tag. For example <body bgcolor="silver">

4.11　Links

(i) *Ask the students to create a new HTML document from scratch, assign their own names to it as filename, and to save it in the TEMP folder. They should now write two paragraphs about either their organisations or themselves. They should include some formatting, colour and at least one list in the text they are creating.*

Ask them to view their document in the browser making sure they load this newly created Web document. The students should now create links from this new document to the previous document they were working on: test.htm. Make sure that the students test that their links are working by clicking on them in their browsers.

A link is a word, phrase, or image in a Web document that is 'clickable'. In other words, when clicking on the 'link' word, phrase or image, you automatically open another document, or jump to a different section of the same document.

There are four different types of links in HTML:

- *A link to another document: a clickable area that links to another HTML document you have created.*

- *A link to a URL: a clickable area that links to another Web site.*

- *A link to an email address: a clickable area that links to an email message with a pre-selected email address*

- *A link to a point somewhere else in your Web page (an internal link): a clickable link to a point somewhere else in the same Web page.*
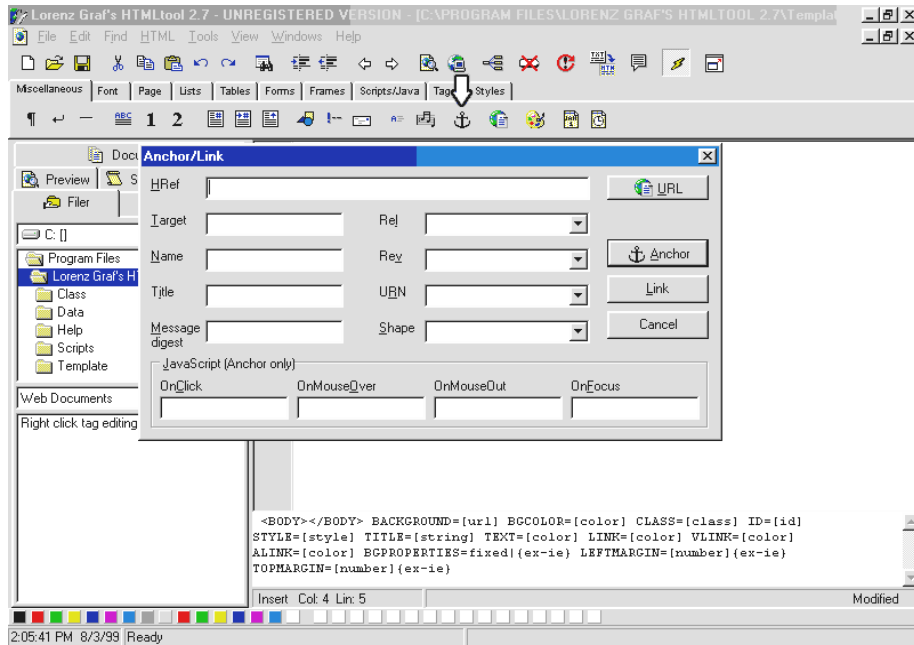
4.11.1 A link to another Web document

First type in the text that you want to make clickable in your Web document.

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Now click on the **ANCHOR** icon

Type in the filename of the document to which you want to link in the box next to HREF.

Click on **ANCHOR**

The tag indicating a link to a document, and , are inserted around the text.
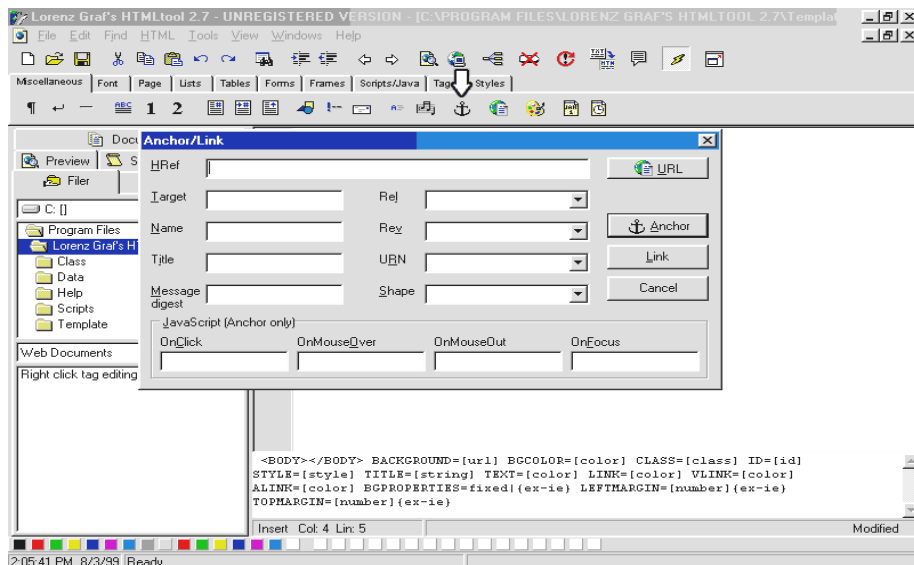
4.11.2 Links to another Web site

First type in the text that you want to make clickable in your Web document.

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Now click on the **ANCHOR** icon

The same dialogue box as in the previous example appears. Type in the URL of the Web site to which you want to link in the box next to HREF, e.g. http://www.sn.apc.org.

Click on **ANCHOR**

The tag indicating a link, and , are inserted around the text.

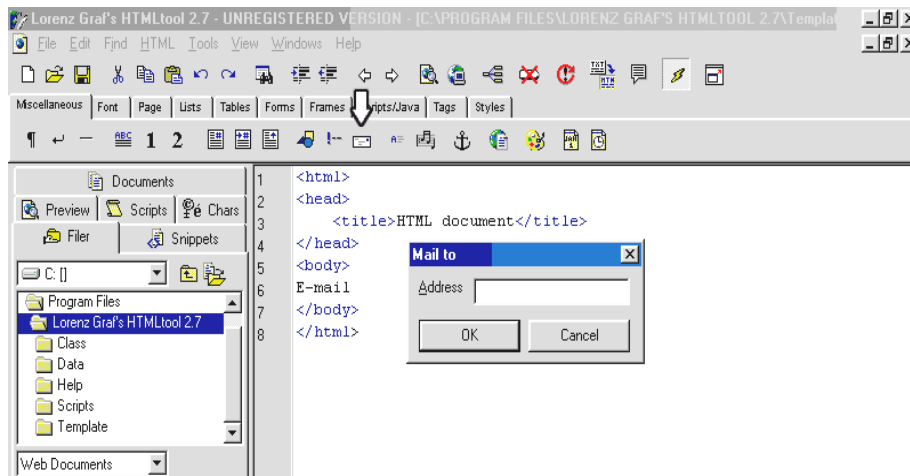
4.11.3 Links to an email message

First type in the text that you want to make clickable in your Web document, for example, *'contact us'*.

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Now click on the **MAILTO** icon

Type in the email address to which you want to link.

Click on OK

The tag indicating a mail link, and , are inserted around the text.

4.11.4 Internal links

Explain what an internal link is and when it is useful, e.g. in very long documents with multiple sections.

*An **internal link** is a clickable link to a different place in the same Web page.*

Firstly go to the place in the document that is the intended destination of the link. The destination is known as the *target*. You have to decide on a name for the target.
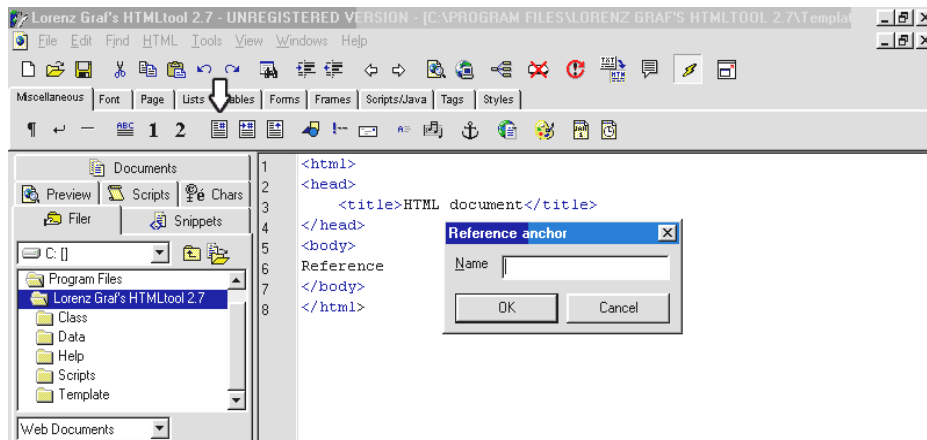
Naming targets:

Give the target a relevant name

Don't use any spaces in the target name.

Give it a name that refers to the particular paragraph or section. Eg. Section1 or section1.2

Click on the *Miscellaneous* tab on the toolbar.

Click on the **REFERENCE ANCHOR** icon

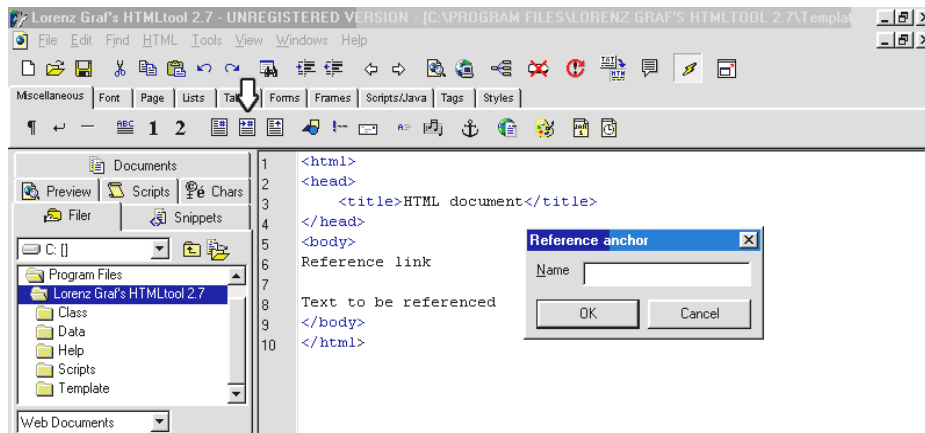Type in the name of the target.

Click on OK.

The tags indicating a target name, and , are inserted in the text.

Now go to the text **from** which you want to link. This text is known as the **REFERENCE ANCHOR.**

Highlight the text.

Click on the *Miscellaneous* tab on the toolbar.

Click on the **JUMP TO REFERENCE ANCHOR** icon.

Type in the name of the REFERENCE target you have just created eg.section1

Click on OK.

The tag indicating the internal link, and , are inserted around the text.

4.12 Images

i *Firstly get the students to browse a Web site which contains a graphic or image that they would like to use. Explain that it is possible to download images from any Web site on the Internet by 'right clicking' on the image and saving it onto your own computer. Tell the students to remember to save the graphic as a GIF or JPG file into their TEMP folder.*

- **Downloading images and graphic from a Web site on the Internet**

Move your cursor over the image you would like to download.

Click on the image with the right hand button on your mouse.
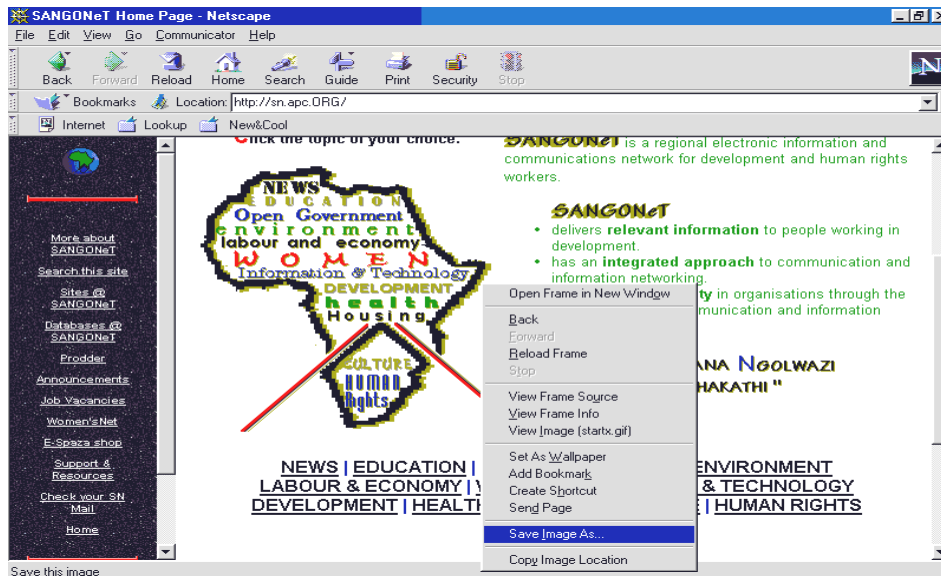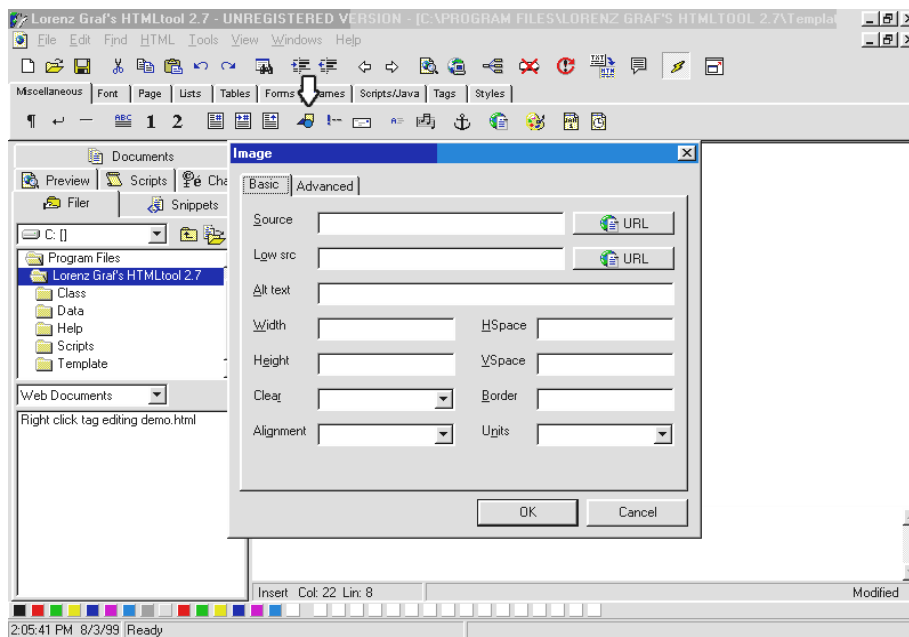
Choose **SAVE IMAGE AS**

Choose the folder, e.g. TEMP, that you want to save the image in, and click on **SAVE**.

- **Inserting a graphic or image into your text**

   Move your cursor to the place in the document where the image is to be inserted.

   Click on the *Miscellaneous* tab on the toolbar.

   Click on the *Image* icon.

Type in the name of the image which you want to insert. Use the name with which you had previously saved the image.

Click on OK

The tag indicating an image, <img src="logo.gif">, is inserted in the text.

4.13   Tables

ⓘ *Explain what a table is and how it is used in a Web page.*

A table consists of a grid of rows and columns. The intersection of each row and column is called a cell. This is where the text is located. You can insert text, images, headers or links into a table cell.

Tables are often used as a tool to locate text or images in fixed positions on a Web page.

ⓘ *Get the students to build a simple table of two rows and two columns. Explain the meaning of the tags that HTMLTool produces, e.g. <table> and </table>.*

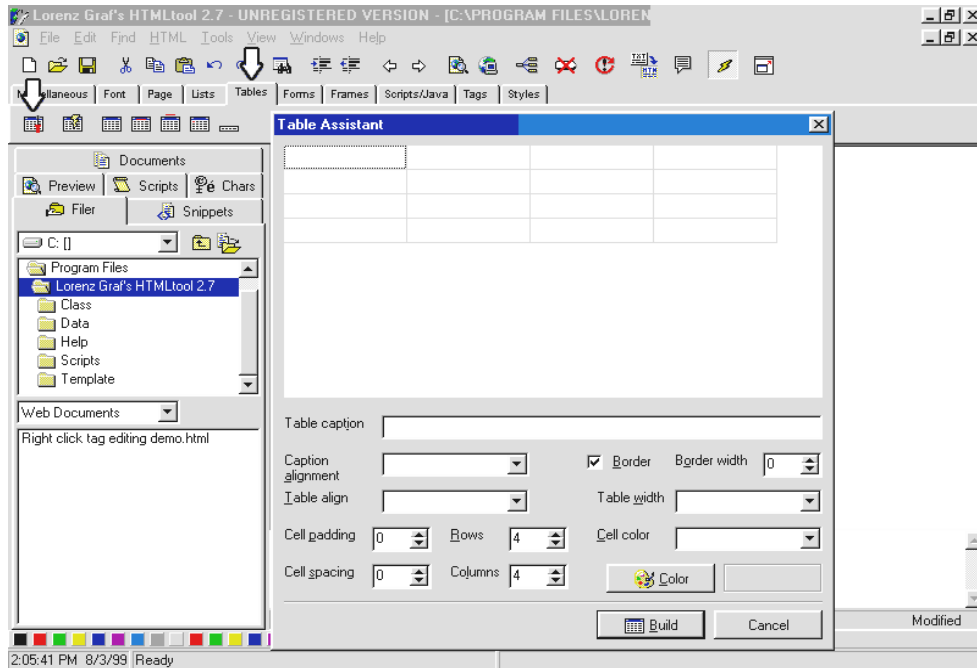Create a simple table that has the following format:

COLUMNS

Insert the graphic Downloaded into row1 column1	Insert the name of the organisation into row 1 column 2	**ROWS**
Insert the address of the organisation into row2 Column1	Insert a **mailto** link into Row2 colum2	

- **Building a table**

    Click on the *Table* tab on the toolbar.

    Click on the **TABLE ASSISTANT** icon

    Type in the number of rows and columns required. In this case, 2 rows and 2 columns.

    A border indicates the grid lines around the table. It clearly marks the rows and columns. If you don't want a border around the table, type 0 next to Border width. Otherwise type in a number from 1 to 7, which will give you different styles of borders.

    If you want the table background to be a certain colour, click on the down arrown next to cell color and choose the colour you require.

    If you want the table centred or right aligned, click on the down arrow next to Table align and choose the alignment.

    Click on OK.

    The basic outline of the table will appear on your Web document.

You will see the following code on your screen.

```
1   <html>
2   <head>
3       <title>HTML document</title>
4   </head>
5   <body>
6   <TABLE BORDER="0">  ◄─────────── Start of table
7   <TR>◄──────────────── Start of Row 1
8       <TD></TD>◄──────────── Column 1
9       <TD></TD>◄──────────── Column 2
10  </TR>
11  <TR>◄──────────────── Start of Row 2
12      <TD></TD>
13      <TD></TD>
14  </TR>
15  </TABLE>
16  </body>
17  </html>
```

Fill in the text as needed in the correct cells of the table.