

BigTime Telecom, Inc.
Training & Education Center

Creating Web Content & Information Structure
Design Document

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Course Objectives and Related Exercises

Objectives	Related Exercises
1. Define the ways in which a company can utilize a World Wide Web Site to fulfill the needs of the company while maintaining adherence to the budget.	Document needs of ENCORE Musical Instruments by developing a Flow Chart or If-Then Matrix. then, Compare the Charts with those provided by the instructor.
2. Examine the processes used to determine Site Content. Lecture will be developed using common copywriting techniques with an emphasis on WWW mediums, information regarding the Telecom Reform Bill, Interstate Commerce Law, and Internet legal issues.	Develop a matrix which lists the legal, copyright, Trade Marking and Internet Ethics for ENCORE. Use chart to make recommendations.
3. Graphically design the overall look of a Web Site, highlighting the differences between paper and Web design	Use traditional design processes and incorporate electronic design principles to conceptualize a Web Site. Designs may include Frames/ Background, etc. Issues concerning Web browser, multiple platforms, and user survey will be addressed.
4. Develop a Web Site Map	Use standard flow-charting procedures to develop a Web Site Map.
5. Design individual Web Pages	Design specific paper Web pages for ENCORE as assigned by the instructor.
6. Program Web Pages	Use an HTML editor to program Web Pages for ENCORE which meet their needs, wants, and budget. Use a variety of graphics tools and WYSIWYG HTML Hot Dog Pro to create the page.
7. Load pages to a server	Use FTP protocols to load created pages into a server. Get access from your instructor.
8. Beta test the Site using various Web browsers	Students will review the Web Site you created for ENCORE and critique the Site on checklist provided by the instructor
9. Analyze and evaluate the Sites created by course attendees	Use format provided by instructor to present findings of Web Site to class mates. Compare Web Sites to OPTIMUN Web Site for ENCORE that is prepared by your instructor.

Course Administration

Course Length	<ul style="list-style-type: none"> • 4 days
Class Size	<ul style="list-style-type: none"> • 12 through 20
Prerequisites	<ul style="list-style-type: none"> • Students will have a working knowledge of the HTML language including an understanding of Microsoft's Front Page HTML programming software.
Testing/ Assessment Strategy	<ul style="list-style-type: none"> • Paper and pencil tests of knowledge design and structure. Hands on criterion referenced testing of building a Site on the Web.
Course Description	<ul style="list-style-type: none"> • Would you like to feel confident that the designers and programmers for your Web Site were giving you every advantage in getting your Site built? Would you like insurance that when your Site was running, all goals for business, sales, or information resourcing have been executed with excellence? "Web Site Content and Infrastructure has been designed to get managers who seek help to build Web Sites, the information they need to get more of what they want, need and can afford.
Course Goals	<ul style="list-style-type: none"> • When this course is completed students will be able to: • Understand the artistic and aesthetic design of a Web Site • Know the capabilities and limitations of graphic content on a Web Site • Understand the processes used to create a Web Site • Understand the consequences of Web Site Programming • Understand the basic marketing rules of the Web Site • Understand at high level the legal ramifications of creating a Web Site • Develop a project plan for creating a Web Site • Create and beta test their Web Site
Audience	<ul style="list-style-type: none"> • Web Site Developers • Web Site Creation Managers • IS Managers • Users of Netscape, AirMosaic, and Lynx
Benefits	<ul style="list-style-type: none"> • Efficiently manage the construction of a Web Site in all phases. In depth knowledge of this new technology, from a managerial perspective, will save corporate time and money.

Instructional Strategies	<ul style="list-style-type: none"> • This course will be about 50% hands-on exercises of creating and designing a Web Site. Throughout the course, one real-world situation (case study) will be used for purposes of illustration for illustration and hands on exercises. This will help cement the newly learned material into students minds plus give them experiences that will transfer to the job easily. • The total actual course time is approximately 32 hours. Total exercise time is approximately 24 hours. Proportion of exercise time is approximately 75% or instruction time. • There will be direct Web navigation as students will use examples of Web Sites pulled directly from the Web.
Materials to be Developed	<ul style="list-style-type: none"> • Student Guide to teach students to develop a Web Site using the ENCORE Musical Instruments Business Case. • Leaders Guide to effectively communicate the latest technology. • Pre-written Note Book
Media	<ul style="list-style-type: none"> • Media will consist almost entirely of projected computer graphics. However, the following media will also be used: • Text: <u>Designing Web Graphics</u> by Linda Weinman • Computer: Internet Programming in various programming languages
Facilities and Equipment	<ul style="list-style-type: none"> • A standard classroom equipped for projected computer graphics media with Internet access. PLUS one IBM-type personal computer per student having Netwape 2.02 and direct Internet access
Developmental Test	<ul style="list-style-type: none"> • Developmental testing will occur lesson by lesson.
Field Trial and Field Trial Data Collection Plan	<ul style="list-style-type: none"> • Session 1 will be used as the field trial. After each lesson, short questionnaires will be completed by the students on which they indicate the appropriateness of the topic, their readiness for it, their ability to learn the topic, the usefulness of the exercises and the amount of interest the learning presentations generated. At the end of the course, the long version of the Conferee Evaluation Questionnaire will be used to gather information about the course as a whole.

Segment Schedule: Web Site Content and Infrastructure -- Day One					
Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
1	8:00	0:15	Welcome & Course Introduction		Students are welcomed by the instructor(s). Students watch/listen to course name, format, objectives, schedule, materials, etc.
2	8:15	0:15	Class Introductions		Students hear about instructor(s)' background. Students introduce themselves and state reason for attending and special questions/concerns they might have.
Lesson One: Usage of the World Wide Web					
3	8:30	0:30		Overview	Students will listen to a lecture on the current uses of the WWW. Each of the following will be supplemented with examples from actual Web Sites: Advertising Information Resourcing Communication -Sales, Marketing, Product & Information Distribution, and Customer Support.
4	9:00	0:15	Exercise 1	Overview	Students will be given a CHECKLIST of the above criteria and will be directed to the graphic projection of Web Sites. Each student will evaluate all FOUR sites and will either compare evaluations with each other or instructor will identify criteria that fit the lesson just learned.
Lesson Two: Step-by-step Web Site Development					
5	9:15	0:30		Overview	Students will listen to a detailed lecture of the steps involved in developing a Web Site. Instructor will review the content of the video, "Web Site Structure Overview."
B	9:45	15	BREAK		BREAK
Lesson Three: Needs Uses, and Costing					
6	10:00	0:15	Explanations	1	Students will listen and take notes on a lecture that defines Needs, Uses and Costing.
7	10:15	0:15	PROCESS and Documentation	1 flowchart if, then	Students will be walked through a process for determining client needs. They will document the general client needs.
8	10:30	0:30	Exercise	1	Using the Business Plan for ENCORE Musical Instruments, students will determine the needs of ENCORE. When completed, students will compare their own determinations with the LIST PROVIDED BY INSTRUCTOR.
9	11:00	0:15	Process and Documentation	1	Students will be walked through a process for determining client uses for the Web Site. They will DOCUMENT the benefits of using a Web Site.

Segment Schedule: Web Site Content and Infrastructure -- Day One					
Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
10	11:15	0:30	Exercise	1 flowchart if, then	Using the Business Plan for ENCORE Musical Instruments, students will determine the uses of a Web Site in fulfilling the needs of ENCORE. When completed, students will compare their own determinations with the LIST PROVIDED BY THE INSTRUCTOR.
L	11:45	1:00	Lunch		
11	12:45	1:00	Explanation	1	Students will listen to a detailed explanation on the various aspects of creating a cost study for creating a Web Site. Students will be given a REFERENCE COSTING SHEET that shows the individual costing for each segment for planning, creating and establishing a Web Site.
12	1:45	2:45	Exercise	1	Using the Business Plan for ENCORE Musical Instruments and their Reference Costing Sheet, students will break into small groups to determine the size and complexity of a Web Site for ENCORE using the PROVIDED BUDGET.
B	2:45	0:15			
13	3:00	1:00	Exercise: Peer Review Presentation	1	When completed, students will present their findings to the class. At the end of the presentations, the instructor will graphically display the commonalities of the each groups findings.
14	4:00	:50	Conclusion of Needs, Uses, and Costing	1	<i>At the conclusion of the exercise, the instructor will compare the commonalities to the OPTIMUM PLAN.</i>
15	4:50	0:10	Evening Exercise	All	Students will locate three Sites on the Internet that interest them. Download and print a copy, The class will choose 3 or 4 sites to review the next day.
End of Day One					

Segment Schedule: Web Site Content and Infrastructure - Day Two

Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
15	8:00	0:30	Site Content	2	Students listen to a lecture on processes for determining site content.
16	8:30	0:15	Netiquette	2	Students listen to a lecture on the generalities of netiquette
17	8:45	0:30	Internet and the Law	2	Students listen to a lecture on the legal generalities associated with the Internet
	9:15	:45			Students will review the evening assignment
B	10:00	:15	BREAK		
18	10:15	1:15	Exercise	2	Students will break into small groups to determine the Web Site content for ENCORE. They will use their notes, the Business Plan and a GUIDELINE provided by the instructor to complete this exercise
19	11:30	0:30	Review	2	Instructor will display on the overhead a MODEL of ENCORE content and students will challenge the material or question their own logic throughout this comparison.
L	12:00	1:00	LUNCH		
20	1:00	1:00	Site Design Basics	3	Students listen to a lecture on the generalities of Web Site Design Concepts: Page Options including frames, static pages, scripting options and basic imaging principles (achievement, overall look & feel of the company, graphical message, and how the Web Site will fit within the companies philosophy and strategy.
21	2:00	0:45	Exercise	2	Working in small groups, students will collaborate to design on paper a draft of a Web Site for ENCORE.
22	2:45	0:30	Analysis	2	A representative from each group will present the groups paper Web Site Design and present the logic that led to its creation.
B	3:00	:15	BREAK		
23	3:15	0:30	Site Design Model	2	Instructor will graphically display the model Site Design for ENCORE and the logic behind its design. Students challenges will be welcome.
24	3:45	0:15	Site Mapping Basics	3	Students listen to an overview presentation on the basics of Site Mapping and Flow Charting and Storyboarding.
25		0:15		3	Page Loading Limitations.

Segment Schedule: Web Site Content and Infrastructure - Day Two					
Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
26		0:15		3	Levels of Interest Structure are the same principles that apply to holding and maintaining interest on the Site as users drill down into the Site.
27		0:25		3	Levels of Web Structure are the same principles that apply to determining content and visual graphics for the various levels of the site.
28	4:55	0:05	Evening Assignment	3	Working independently, students will draft a Site Map for ENCORE. Students will be encouraged not to collaborate with each other rather save collaborative time for group work the next day.
End of Day Two					

Segment Schedule: Web Site Content and Infrastructure - Day Three					
Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
29	8:00	1:00	Exercise	3	Working in small groups, students will use the flow charting/page loading/interest/structure principles just learned and transfer the MODEL of ENCORE Content into an actual Site Map.
30	9:00	0:45	Presentation	3	A representative from each group will present the Site Map outlining the logic that led to key determinations of: number of pages, level of pages, navigational structure, and usability.
31	9:45	0:30	Site Map Model	3	Instructor will graphically display the model Site Map for ENCORE and present the justification for the decisions made. Purpose is to get affirmation for making the correct conclusions or have illogical desisions reversed.
B	10:15	:15	BREAK		
32	10:30	0:10	Design Structure	4	Students listen to a lecture on the generalities of Web Site Structure focusing on the design of a Web Page.
33		0:15		4	Lecture on Graphic Design Implications
34		0:05		4	Lecture on Loading Times
35		0:10		4	Lecture on Usability
36	11:10	0:50	Exercise	4	Working independently, students will be assigned individual pages by the instructor from the Model Site Map for ENCORE. Each will design and storyboard the page assigned to them.
L	12:00	1:00	LUNCH		
37	1:00	0:30	HTML Review	5	Students listen to a review of HTMLThey have a working knowledge of this language according to prerequisites, therefore the reveiw will consist of Basic HTML scripting.
38	1:30	1:30	Exercises Programming I	5	Students will be taken to a lab and will work on a computer for the first time. Working independently, students will program the page from the design document previously assigned using Microsoft, "Hot Dog Pro" editor. Instructor will support the students by answering any question during both programming sessions.
B	3:00	:15	BREAK		
39	3:15	1:15	Exercise Programming II	5	Students will complete their programming assnigment.

Segment Schedule: Web Site Content and Infrastructure - Day Three					
Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
40	4:30	0:10	Uploading	5	Students will be instructed on the steps of uploading a page to the Web Site
41	4:40	0:20	Exercise - Uploading	5	Students will upload the page just programmed onto the Internet. Instructor will provide assistance.
End of Day Three					

Segment Schedule: Web Site Content and Infrastructure -- Day Four					
Seg. #	Start Time	Run Time	Segment Name	Deals w/ Objective	Student Activity
42	8:00	:30	Beta Testing	6	Instructor will review the importance of a beta test, the step-by-step procedures for beta testing, and the criteria used to evaluate a Web Site. At the end of this exercise, students will be able to critique a Web Site and identify what works and what does not.
43	8:30	1:30	Exercise	6	Each student working on a computer will beta test the entire Web Site page-by-page and note personal evaluations on the EVALUATION SHEET provided by the instructor.
B	10:00	:15	BREAK		
44	10:15	1:45	Peer Learning Review	6	Students return to the classroom and the instructor will graphically display the Web Site page-by-page while students evaluate using one ir Evaluation Sheet per page. The author of each page will take detailed notes. At the end of each page, students will turn over their Page Evaluation Sheet to the author. This process will be repeated for each page.
L	12:00	1:00	LUNCH		
45	1:00	0:45	Exercise - Improve Sites	6	Students return to the lab and using their notes and other students Evaluation Sheets, make programming improvements to their Web Site and upload their revisions.
46	1:45	0:15	Exercise - Download	6	Students will download improved Page onto a 3 ¹ / ₂ " PC disk to take with them.
47	2:00	0:30	Final Review	6	Students return to the classroom for a final evaluation of improved Web Site. Instructor retrieves the ENCORE Web Site from Bellcore's network and walks students through while commenting on obvious improvements.
End-of-Course Administrative Details					
	2:30	0:05	Thanks for Coming		Students listen to words of appreciation for coming, hopes that the course served their needs, and hopes that they will tell others to come to the course.
	2:35	0:05	CEQ		Students fill out Conferee Evaluation Questionnaire.
	2:40	0:05	Graduation		Students receive attendance certificates and a handshake, then leave the classroom.
End of Course					

EXERCISE ONE

DIRECTIONS: You will be given five Web Site locations. Instructor will load the Site and graphically display each location on the Internet. Students will indicate which aspect of Web Design each Site uses to differentiate it from other Sites by writing the way each is used. Use the chart below.

Web Sites	http://www.disney.com	IRS Tax Sites	Web Site 3	Web Site 4	Web Site 5
Advertising	Information on: Product Retail Vacation				
Communications	-E-mail Links -Telephone Numbers -FAX Numbers -Booking Agents Numbers				
Sales/ Marketing	-Direct Transaction Purchase -Retail Outlet Locations				
Information Distribution	-In-depth product and Service Information				
Product Distribution	-Direct Mail -Retail Outlet Locations				
Customer Service	Types of response: -E-mail -Direct Call Back -Mail Back				

EXERCISE TWO

DIRECTIONS: Identify the needs of ENCORE Musical Instruments Corporation. Students will read the Business Plan and write their answers on this Chart in the space provided. If additional needs are identified, please add them to the chart..

Identifying Client Needs	
Advertising	-What product, service or company aspect do they wish to advertise? --What does the company wish to give-away on the Web as a marketing tool? (Free T-shirt, Guitar Pic)
Communication	What knowledge does the client want the Web Site viewer to know about your background, services, product, company, etc.
Sales/ Marketing	-What products/services does the client want available on the Web Site? -What depth does s/he want to go to bring a sale to the Web Site? -Does this plan fit the marketing philosophy of the company to date or do modifications/communication have to be made?
Information Distribution	-What kind of hard information does the client wish to share with the Internet viewers about the products/services, personnel, or company?
Product Distribution	-Will electronic product distribution benefit the client now or will it be added on in the future?
Customer Support	-What kind and what level of support is the client willing to give away on the Web that will not be billable?

EXERCISE THREE

DIRECTIONS: Students will use their notes from EXERCISE TWO to translate ENCORE's needs into Web uses.

Needs And Uses Checklist For ENCORE*		
	NEEDS	USES
Advertising		
Communication		
Sales/ Marketing		
Information Distribution		
Product Distribution		
Customer Support		

* For student use

MODEL ONE

Model Needs And Uses Checklist For ENCORE		
	NEEDS	USES
Advertising		
Communication		
Sales/ Marketing		
Information Distribution		
Product Distribution		
Customer Support		

EXERCISE THREE

DIRECTIONS: Using the detailed items listed in Column One. Students will determine a budget breakdown for ENCORE.

REFERENCE COSTING SHEET		
Activity	Detail	Hourly Cost
HTML Programming		
Graphic Artist		
Electronic Graphic Artist		
Copywriter		
Web Site Consultant		
Monthly Hosting Cost		
Monthly Usage Cost		

EXERCISE FOUR

DIRECTIONS: Using the information in Column "Items," students working in groups will compile a projected budget analysis for the ENCORE Web Site.

ENCORE Web Site Budget Analysis*		
Item	Description	Budgeted Cost
Project Manager/Consultant	Determine whether internal or external resources will be used.	Average cost when course was developed was \$150/hr.
Needs, Uses and Costing Analysis	Refer to Reference Costing Sheet	Eight hours of Consulting time

* For Student Use

EXERCISE FIVE

DIRECTIONS: Using your notes from the Model Needs and Uses Checklist for ENCORE, the Model ENCORE Web Site Budget Analysis, and the ENCORE Business Plan, fill in the following chart.

Guidelines for Web Site Content*		
Content		Needs and Uses
Example: Company information Mission		Needs and Uses: To provide information on products. Budget Business Plan We provide the medium for professional music expression Acoustic and elecyrtonic lines, keyboards, speakers
Company information : Ownership History		
Products		
Marketing		
Sales Practices		
Service Practices		
Other (Company location, telephone, FAX numbers etc.)		

Model Guidelines for ENCORE Web Site Content	
Content	Rationale
Example: Company information Mission	Needs and Uses Budget Business Plan Using the best mix of business and technology
Company information : Ownership History	
Products	
Marketing	
Sales Practices	
Service Practices	
Other (Company location, telephone, FAX numbers etc.)	

Create a Model Site Design on paper for ENCORE and include a copy in the workbook

Create a Model Site Map on paper for ENCORE and include a copy in the workbook - Flow Chart

Create HTML programming in Front Page for the Model Site Design for ENCORE.

WEB SITE EVALUATION SHEET Exercise	
	Notes
Level I First Hit Impression Loading Time Visual Impact Usability End Impression	Loading Time Visual Impact Usability End Impression
Level I Second and Ongoing Hit Impressions Navigatibility	Navigatibility
Level II Interest Rating Loading Time Visual Impact Usability End Impression	Interest Rating Loading Time Visual Impact Usability End Impression
Level III Interest Rating Motivation Loading Time Visual Impact Usability End Impression5	Interest Rating Motivation Loading Time Visual Impact Usability End Impression

WEB SITE EVALUATION SHEET Exercise (Continued)	
Level IV and Beyond	Intersest Rating
Intersest Rating	Motivation
Motivation	Loading Time
Loading Time	Visual Impact
Visual Impact	Usability
Usability	End Impression
End Impression	