WEB DESIGN BASICS WITH ADOBE MUSE
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BACKGROUND AND GOAL
Adobe Muse is an application which allows us to design and publish websites without having to write any programming code. This course is the first in a series of three lessons (3 hours, 90 min, 90 min). By the end of the professional development series, participants will have understood key vocabulary and will be aware of basic principles of web design. They will have acquired core skills and have designed a simple profile portfolio website. They will be aware of the concepts of responsive and adaptive design for mobile devices and have published their site to the web.

LESSON 1	3 hours

AUDIENCE

Software	Adobe Muse
Product Experience Level	Beginner level
Job Function	High School Teachers
Subject Areas Taught	Visual Arts and Design

MATERIALS
One computer per person
Session outline (handout)
Resource list (PDF)
Resource website with
  – links to sites created with Muse
  – web design fundamentals
  – design tips for screen layouts
  – further resources

SCHEDULE

Lesson 1	
Opening Session:	20 min
Direct Instruction (Theory):	25 min
Direct Instruction (Modelling):	20 min
Guided Practice:	30 min
Independent Practice:	30 min
Closing and wrap up:	25 min

Breaks: 15 min break after DI
10 min break after GP

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LESSON 1

LEARNING OBJECTIVES

To understand the importance of defining a site's purpose and planning its structure beforehand.
To be aware of the needs and preferences of their intended audience.
To confidently use the type, rectangular frame and selection tools.
To be able to place, resize and move images.
To apply colour and stroke to elements on a page.
To be aware of basic design principles in web design.
To create the first page of their personal profile site.

SESSION OPENING

20

The instructor demonstrates the application's capabilities by presenting live examples of sites, pointing out features and functionality which can easily be achieved with Muse.

The instructor reminds participants that their students are digital natives who come to class with skills in electronic technology and communication. Being able to offer them online learning resources, collaborating online or providing them with a platform to showcase projects via a website makes learning a more satisfying and meaningful experience. Points out that participants are on their way to improving their own digital skills and capacity for information and communications technology.

Instructor summarizes the learning objectives and explains the schedule for the lesson.
Participants are given the session outline as a guide to proceedings.

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LESSON 1

GUIDING QUESTION

The instructor acknowledges learners' life long experience in teaching with conventional media / methods such as print and on-site presence in classrooms. Asks them to consider how eLearning in general may be used to augment and enhance education in the future.

WARM UP ACTIVITY

Participants are introduced to the resource site and briefly guided through the content.
Students explore some sites on [Muse Site of the Day](#) for inspiration and a sense of the app's capabilities.

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LESSON 1

DIRECT INSTRUCTION – THEORY

25

The anatomy of a website.
Defining a site's purpose – What kind of website will you build?
The intended audience – Who is your audience? What are their preferences?
Structuring a website – What is site plan?
Selecting appropriate content – Images, text, multimedia
Basic design principles: adapting content for readability with a focus on typography and choice of colour
Providing universal, intuitive navigation.

The instructor explains the above, using the [resource site](#) to facilitate understanding. The lecture is followed by a five minute question and answer session.

DIRECT INSTRUCTION – PRAXIS

20

Introduction to the Muse workspace.
Working with the TYPE tool, character options, creating and applying type styles.
Incorporation of web fonts with the TYPEKIT add-on.
The RECTANGLE tool: drawing rectangles, manipulating size, colour fill and stroke options.
Using the PLACE command to insert pictures on a page and in a rectangular frame, resizing.
Grouping, positioning and aligning elements on a page.
Creating a SITE MAP

The instructor introduces the Muse workspace, paying special attention to the tools to be demonstrated.
Participants prior experience is acknowledged by pointing out that the tools and symbols are similar to those they are already familiar with (word-processing, presentation applications).
Skills are conveyed by modelling; students follow the steps demonstrated by the instructor.
Participants are encouraged to ask questions in between stages, should anything be unclear.

15 MINUTE BREAK

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GUIDED PRACTICE

30

Grouping :Learners pair up to practice the new skills.
They are encouraged to help each other out and to practice the "Ask Three, Then Me" rule.

Learners perform the following tasks:

TEXT – TYPE TOOL
  – Write and format text and experiment with different fonts, font sizes and colours
  – Choose and apply fonts from Type-Kit
  – Define type styles and apply these to text
  – Copy / paste text into a text-field and format with text styles

RECTANGLE TOOL
  – Experiment with the Rectangle Tool
  – Apply borders, rounded corners and colour-fills

IMAGES
  – Place and resize images

WORKING WITH ELEMENTS
  – Grouping elements, positioning and alignment, changing stack order of elements

DEVELOP A STRUCTURE FOR THEIR WEBSITE
  – Sketch a site plan on paper, including the menu labels for navigation

Instructor role: circulates the room, listens to conversation and observes learners at work. Steps in to help and explain when necessary. Revisits an area of difficulty for the entire group if it is obvious that many are experiencing problems with a particular skill.

10 MINUTE BREAK

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INDEPENDENT PRACTICE

30

Task: One of the goals of this 3 session course is to create an online portfolio. Participants begin designing their website in this independent practice session. Learners work individually and are encouraged to collaborate by exchanging ideas and help each other during the process.
By the end of this first lesson, learners should have completed most of the first page of their site.
- * The concept of a master page and inclusion of a menu widget will be treated in the next lesson

Procedure
SKETCH IDEAS
- Learners sketch a layout showing where they will place navigation,
  text and other elements of content.

CREATE A SITE MAP
- In Muse, learners refer to their site map sketches to create a site map for their profile site.

PLACE CONTENT
- Learners work on the first page of their portfolio using their layout sketches as a guideline.

Participants save and upload their files to a cloud drive at the end of independent practice.

Materials
Access to the resource site that accompanies the professional development session.
PDF Resource document with links to helpful sites.

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ASSESSMENT

On-going assessment
Instructor circulates the room, listens to conversation and observes progress at set tasks. Remains actively engaged by visiting each participant and stepping in to offer advice, help and explain when necessary.
Revisits an area of difficulty for the entire group if it is obvious that many are experiencing problems with a particular skill.
Reminds learners to pay attention to typography and colour.

WORKSHOP CLOSING

20

Peer review
The instructor asks for 3 volunteers to present their work to the class for review. Learners are encouraged to give constructive feedback on their peers' work.

A short overview of the next lesson in the series is given. Topics include:
- setting up a master page and configuring a menu
- placing and configuring a slide show, contact form and other widgets
- embedding video

Instructor reminds learners to select content (images etc.) and continue working on texts they require for the site in readiness for the next lesson. Encourages visiting the resource site to build their knowledge.

Wrap up and close

The instructor revisits the objectives for this session and congratulates learners on their achievements.
Exit slips are handed out to gain feedback and suggestions for improvements on the lesson.