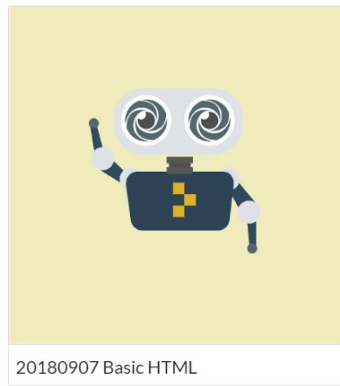


Friday 7 September 2018

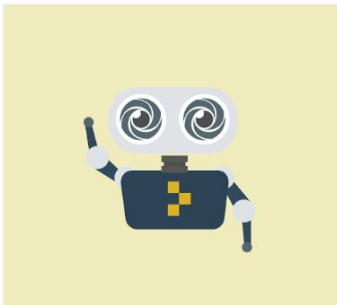
On Friday 7 September, we started learning about how to use HTML. We went over the following elements - click on any of the element names to learn more about them if you are stuck:

- [Headings](#) (h1, h2, h3...)
- [Paragraphs](#) (p)
- [Images](#) (img)

Click [here](#) to access the code from this lesson!



# MTEL 8004 7.2 Artefact



Tuesday 11 September 2018

On Tuesday 11 September, we continued our learning about how to use HTML. We went over the following elements - click on any of the element names to learn more about them if you are stuck:

- [Images](#) (img)
- [Line Breaks](#) (br)
- [Links](#) (a)

Click [here](#) to access the code from this lesson!



## Green List

- [Images as Links](#)
- [Youtube Videos](#)
- [Tables](#)
- [Special Characters](#)
- [Text Formatting](#)

## Blue List

- [Multiple Pages](#)
- [Flash Games](#)
- [Responsive Design](#)
- [Google Maps](#)

Link:

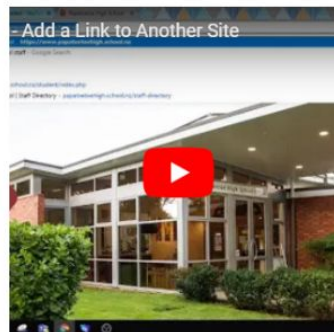
<https://sites.google.com/view/10dtg-website-crash-course/home>

PLEASE NOTE: You are welcome to use any other resources that you can find on these topics to help you to learn them. Please ask your friends and google anything that you are unsure of! If you find any good resources, add them to our padlet [here](#)!

The 10DTG Website Development Crash Course is a short, (approximately) ten-lesson unit that is intended to guide learners in the creation of their first HTML and CSS-based static websites. This tool is constructed implementing innovative strategies to support learners by differentiating their learning, and encouraging independent agency and goal-setting.



GREEN - Images as Links



GREEN - Youtube Videos

Year	No. of St
10	27
12	17
13	16

GREEN - Tables

The unit is presented as an all-in-one portal with a “menu” of different task choices with the ultimate aim of encouraging the development of website creation skills, along with opportunities to collaborate with others, set goals, and learning at an undetermined pace.

Learning approaches on the portal are differentiated by preferred learning style, as well as content, interests, difficulty, and preference of working with others. As part of my inquiry, I identified number of learners in my class who benefit from interacting with others in small groups, especially when collaborating on tasks or solving tricky problems. The portal supports this by encouraging learners to work with their peers and providing opportunities for peer feedback and shared work. Through this, there is also an opportunity for tuakana teina relationships to form in the classroom as learners work with different groups of peers and some are looked to as “experts” in different content areas.

I identified in my inquiry that a number of my learners have tested at low literacy levels for their age group. This has been addressed in this learning approach by providing learners with a variety of different ways to explore and practice class content - text-based instruction for those who prefer working at their own pace and following written material; video-based instruction for those who prefer working at their own pace and following visual demonstrations with narrated explanations; and practice-based instruction for those who prefer working along with a large group of others in the class to complete tasks which are demonstrated on the board. It is also important to note that learners have free choice over what approach they would like to focus on for each section, and are also free to change their choice of approach at any time during the learning. This means that learners are able to be guides and constructors of their own learning and are expected to take the lead on their own learning journey.

Learner agency forms a key part of this learning approach as progress in the unit is defined entirely by the decisions of the learner. Scaffolding is in place to provide learners with an opportunity to set their own goals and reflect on their learning, but for the most part, outcomes are determined by what it is that the learner would like to show. Topics for websites are left entirely up to the decision of each individual, while the key skills that are learned throughout the unit are applicable to the creation of a website about any given topic.

This artefact could be further improved through the showcasing of student work and the use of learner-made tutorials. I intend to continue to use the unit in later years with some modification.