

Digital Citizenship Lesson Plan
Website Portfolios

| | |
|--|------------|
| General Topic (as defined in the Digital Literacy Framework) | TB3 |
| Technology Operations and Concepts b) Use in Everyday Life | |
| Applicable Grade Range | |
| 6-9 | |
| Outcome(s) to be Addressed | |
| The student searches, collects, processes, evaluates, shares, and stores data and information using various devices, applications, or cloud services. | |
| Importance / Significance of Lesson | |
| Just as students keep notebooks and binders of their work in order to reflect and review what they have learned, a collection of their online work is necessary in order to track their progress throughout the year and house an assortment of their projects and assignments that show evidence of their learning. | |
| Duration | |
| This 'lesson' will be continuous throughout the year and can continue throughout the students' academic career. | |
| Overview | |
| Students will compile and curate an ePortfolio that will house examples of their work, projects, and communications with other students. Please note: lesson RA5 Picture Attribution on Websites accompanies this lesson. | |
| Required Resources | |
| Computer hooked up to a projector Class set of laptops/access to the computer lab Set of class accounts for Weebly sites (education.weebly.com) | |

Lesson Plan and Extension Activities

I use education.weebly.com because they provide free websites for up to 40 students per class and they can be password protected so that only those who know the password can view the sites. Weebly is easy to use with a simple drag and drop structure that allows you to insert files, headings, pictures and links. There are many options for personal webpage builders (lists attached below).

As the teacher you will need to set up accounts for your students (be sure to get parental permission first). A good rule of thumb is to use a common 'first name' for students (perhaps the initials of your school) and then their first name as the 'last name' for the profile. That way there is little identifying information provided, an extra level of security. To start with you can also use a simple, generic password that is the same for each account. Students can change this if they are old enough to remember their password, or you can maintain a list of passwords in case they forget. As the teacher you get your own site and can use this as a demo site for student activities, a place where you post assignments and due dates, an online newsletter type site for parents to keep up to date or to post blog topics or ideas. It's a good idea to get familiar with the tools and options available to you by building up your own site (don't worry – your students will soon be teaching you cool tricks). Once created, these websites are available on any device hooked up to the internet. Though posting content is touchy on mobile devices, students can choose to work on their websites from home.

Lesson 1 – 60 minutes:

Introduce students to the website and take them on a web tour of your own site. Show them how to choose a theme, add pages, drag elements to add titles, text or pictures, publish and post a blog. You can ask students to have specific pages for specific tasks that are all the same (suggestions listed below) or allow them to be creative and develop their own site as they see fit (age and grade level will also affect your decision here).

After showing them the basics, let them play. Students can work on developing their website, adding in pictures, customizing their layout and writing introductory paragraphs while you circulate to help those who need assistance.

Suggested pages (Weebly allows 5 on student accounts):

Welcome – to welcome others to their site

(student name)'s Work – a place to keep exemplars of their work

(student name)'s Blog – a blog page where they can journal or respond to questions

My Favourite Links – a place to share their favourite websites and links to tools or resources

All About Me – a place to collect pictures and elements that they like or that represent who they are.

Optional sites can include things like Novel Study, Assignments and Projects

Lesson 2 – 30 minutes:

The first blog post. On the teacher site post a question or picture for students to respond to. Set out guidelines of your expectations (time writing, length, spelling, grammar, etc.) and then allow students to blog. If you provide a list of student websites (after students have published them on the first day), students can read and comment on other students websites and teachers can comment on them as well. Review how to post and publish their sites and allow students to write their blogs. At the end of the lesson give them 5 minutes to read and respond to a peer's blog post.

Subsequent lesson time can be spent building student websites, going over safe posting/commenting practices, attaching student work and developing website building skills. At the end of the year a show and share of student websites can encourage students to continue building their websites on their own. (The Weebly helpdesk will remove students from your 'class' so that students who are moving on can continue to manage their own websites while you have room to add your next year's students)

Some activity ideas for use with student websites:

- Picture of the Week – post a picture each week as a topic for students to complete a blog post. Pictures can be of an event or activity happening in class, a holiday, or a topic of interest. Students can also be required to look at a picture and infer or make guesses as to what is happening and justify their predictions in their post.
- Blogs – in place of weekly journals students can write blog posts. Posts can be structured (I am feeling happy/sad this week because...) or open to what students wish to share or discuss. Teachers and fellow students have access to read and comment on student blogs.
- Novel Study – Students can use their website as a place to house their work in relation to a specific project or novel study. If they complete their work on a computer they can upload any saved file to their site (comprehension worksheet assignments, making predictions, writing assignments or tracking their progress) and the teacher can access or mark it from there. Students can also blog their reading responses chapter by chapter or take notes and post them to their website.
- Pictures are easy to upload. Students can copy the file onto their computer or email it to themselves, save it to their computer and then upload it to their site. This can include pictures of art work, picture projects or class pictures (for privacy reasons be careful when posting pictures of children online).
- If a student is away on holidays or at home sick, they can log in to the teacher website to access posted homework assignments or readings for the day. They can also contact the teacher via a comment on a generic ‘I was away today’ blog post.

Adaptations

Younger students may struggle to maintain their own website, in which case a class website, worked on by all students in the class, might work better.

Older students will likely enjoy the freedoms of having their own websites. Using more complex tools like photo galleries, adding in video links and creating more dynamic and involved projects will challenge students in later intermediate and middle/high school grades.

Additional Resources

www.weebly.com

www.wix.com

www.squarespace.com

<http://edublogs.org/>

Listings of website builder websites:

<https://iwantmyname.com/services/website-builder/>

<http://www.top10websitebuilders.ca/>

For an example of how a class website can be used:

<http://clesmrssward.weebly.com/>

Cross-curricular Outcomes Also Addressed

Any number of subjects can be covered with student websites.

Language Arts – blogging (instead of journaling), commenting on blogs, reading for information, defending an opinion or choice, researching information, making inferences

Science – including links to projects or presentations, keeping track of research, posting assignments

Social Studies – creating and posting projects, researching topics, presenting information

Math – keeping a Math journal, linking to math practice pages

Second Language – posting assignments or projects, practicing writing (in the form of blog posts) in another language

PE – setting and tracking fitness goals and activities

Health and Career Prep – setting goals, tracking due dates and homework assignments, maintaining a log of work completed

Fine Arts – housing a collection of artifacts that represent student learning

~developed by Kristin Sward, 2014



Digital Citizenship in the Intermediate Classroom and all the lesson plans contained within it authored by [Kristin Sward](#) are licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).