

Creating a Classroom Website

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CREATING A CLASSROOM WEBSITE

An Educational Project

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The Graduate Faculty

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Master of Science in

Education

by

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TABLE OF CONTENTS

APPROVAL PAGE	i	
TITLE PAGE	ii	
TABLE OF CONTENTS	iii	
CHAPTER I. INTRODUCTION		
Introduction	1	
Statement of the Problem	2	
Definitions of Terms	2	
Delimitations	2	
Method of Approach	3	
CHAPTER II. REVIEW OF LITERATURE		
Evolution of Technology Education	4	
Classroom Websites	5	
CHAPTER III. CONCLUSIONS AND RECOMMENDATIONS		7
REFERENCES	13	
Appendix A		
Fennimore High School Driver Education Website	14	
Appendix B		
Fennimore High School Technology Education 9-12 Classroom Website	15	
Appendix C		
Fennimore High School Construction and Home Repair Classroom Website ..	16	
Appendix D		
Fennimore High School Machine Woods Classroom Website	17	
Appendix E		
Fennimore High School Automotive Classroom Website	18	
Appendix F		
Fennimore H.S. Graphic Communications Classroom Website	19	

CHAPTER 1

INTRODUCTION

Educators of the past relied on paper syllabi, chalkboards, handouts and phone calls to communicate with students and parents. Educators may have used overhead projectors or slides to present information. Teachers used hand written report cards and parent-teacher conferences to communicate between students and parents. Classroom websites have been emerging as a unique genre of instructional material used both in and out of school (Leu, Leu & Coiro, 2004). Modern educators have used classroom websites to present multimedia content to students, parents and community members from resources around the world.

At the time of this study, many opinions about classroom websites and their advantages and disadvantages existed. Some teachers believed classroom websites were overrated, time-consuming and were not a necessary tool to educate students. Other teachers felt classroom websites saved time, connected students to various resources, and opened communication between the classroom and the community. Teachers who have developed classroom websites demonstrated a commitment to prepare students for participation in a growing technologically literate world (Leu, 2000).

Educators have responded to the evolution of literacy by having created more opportunities for students to read and learn using the Internet (Tyner, 1998). More and more teachers have created classroom websites to provide students with additional resources to the course, enhance parent and community communication, offer interactive resources and external resources. Some educators still believe it is not worth the effort maintaining a website.

However, many experts have agreed it has increased efficiency and the developed a connection between students, teachers and the community.

The nature of technology education lends itself to Internet technologies and interactive classroom websites. Communication, a cluster of technology education, encourages the exploration, designing and creation of websites by students themselves. According to John D. and Catherine T. MacArthur Foundation's \$50-million digital media and learning initiative, research has shown that America's youth had developed important social and technical skills online. Classroom websites offer another opportunity to develop critical technical skills to compete in the digital world we live in.

Statement of the Problem

The problem to be addressed is "What benefits would an interactive comprehensive classroom website provide for a local Technology Education program?"

Definition of Terms

For the purpose of this study a classroom website is a website designed by the teacher or student that contains pertinent information about a particular class.

Delimitations of Research

The following research only applies to a small southwest Wisconsin community school. Because these websites were particular to this particular school, other schools would need to access local needs before creating their own classroom websites.

Method of Approach

The educational project would involve the designing and implementing one Technology Education Department page and 6 specific course pages via Adobe Contribute®. The department page will include: an introduction video, descriptions of the courses offered at the Fennimore High School, links to each of the specific Tech Ed courses, general links, and student project pictures. Each course website will include classroom hand-outs, laboratory activities, videos, quizzes, student project pictures and Internet links.

Once the websites are in place, the instructor will evaluate the effectiveness of the classroom websites. The instructor will evaluate the website, ease of use and recognize any problems with the classroom websites. Finally, the instructor will modify the classroom websites to further meet the needs of the students, parents and community members.

CHAPTER TWO

REVIEW OF LITERATURE

Evolution of Technology Education

In the mid 1980's industrial arts evolved into technology education to meet the needs of students in a technical society. During the transformation from industrial arts to technology education, the shop began to evolve into a laboratory. The single largest contributing factor in the evolution of the laboratories was the computer.

Technology education began to really utilize the modular labs. Stephen Petrina, a technology studies associate professor at the University Columbia states: "Modules are free-standing, self contained, and comprehensive instructional packages, meaning that basically everything that the student needs is in the module" (Petrina. 2007. p. 270). In 2001, 72.5% of technology education programs used teacher-made modules and 48.5% use commercially produced modules. Today modules are often computer based utilizing electronic encyclopedias, the Internet, videos and computer operated assessment. Modular exploration content may include but is not limited to the following: robotics, aerodynamics, aviation, biotechnology, computer animation, web design, CNC mill, digital video editing, electrical and plumbing, mechanisms, and pneumatics.

Today technology education laboratories may include traditional workshops, modular labs, informational technology labs, and digital studios. Technology education laboratory's may include the following equipment: a SawStop (a table saw that has a safety feature which stops the blade if the operator touches it), CNC mill, pneumatic nailers, lithium-ion powered drills and camcorders, laser levels, smart board, and a digital negative scanner. Technical software might include the following: Auto-CAD, I-movie, Garage Band, Contribute, Dreamweaver,

MasterCAM, Inventor and SolidWorks. Technology education laboratories have evolved into advanced interactive learning centers.

Today technology education support many curriculum innovations. Technology education teachers utilize programs such as SolidWorks and MasterCAM to create meaningful hands-on instruction. Students are able to design, create and manufacture a product and often feel proud of their accomplishments. Students have the opportunity to create, design and publish a website while they unlock their creative potential. Technology education students have favorable circumstances to use AutoCAD to design, produce and utilize a jig to perform a safe and more accurate rabbet cut on the router table. An additional opportunity may be available to other students to experience scanning a vehicle's sensors by using an OBD2 computer scanner. Technology allows teachers to explore new and exciting innovations in a fast paced technical world.

Classroom Websites

Classroom websites serve three major educational roles: specific classroom informational provider, communication facilitator, and resource center. These educational roles will develop enhanced communication between the teacher, students, parents and community members.

A classroom website may offer specific classroom information to help guide and direct student to succeed in the class. It may provide a calendar of events, assignment due dates, instructor email addresses and helpful pictures and videos (see **Appendix B**). Classroom websites provide another form of communication via the Internet to inform students of specific classroom information.

Computer-Mediated Communication (CMC) constitutes powerful interaction means allowing students to communicate with peers, teachers, and experts, and also conduct collaborative work.

Interactive classroom websites may include links to specific group emails or emails to experts in a particular field to encourage CMC. Classroom websites may also provide downloads to hand-outs and assignments to keep students up to date.

Interactive classroom websites also provide an array of resourceful information to students, parents and community members. Email address links are helpful and encourage educational communication. Educational hyperlinks help gain teaching time and offer additional resource to further explore content area. Hyperlinks may include but are not limited to educational games, museums, expert advice, educational curriculum and additional research information.

Informational manipulation functions such as generating, transmitting, storing, processing and retrieving of information is the heart of educational experience. Accessing an interactive classroom website provides students, parents and community members with specific classroom information, additional communication and a wide variety of resources.

CHAPTER THREE

CONCLUSIONS AND RECOMMENDATIONS

My Classroom websites provide specific classroom information, enhanced communication, and a resource center to encourage student success. Now over 80% of our students have Internet access at home. Most students will be able to access my website to keep up to date in my classes.

The objectives in creating the Fennimore Driver Education classroom website (see **Appendix A**) was to utilize Adobe Contribute® to enhance student, parent and community communication and to provide students with resources to complete assignments at home and to further explore classroom content. First, I developed a plan to implement the planning, research, design and creation of my Driver Education website. Next, I learned how to utilize Adobe Contribute® through research, professionals from my field and lessons from our school's website designer. Lastly, I designed and created the Fennimore Driver Education website with an effective layout of content text, hyperlinks and pictures.

The Driver Education website has met my objectives by providing clear and organized classroom information that may be utilized by most of Fennimore's students, parents and community members at their convenience. The Driver Education website encourages communication by providing a link to my email address. It also allows parents and students to explore classroom content as well as access helpful driving skill reviews and it has a link to the Wisconsin DMV road test schedule website. The classroom content included procedures on how to obtain one's driver permit and license. It also outlined the six required driving lessons and provided driving related links and pictures of the Fennimore Driver Education vehicle. The

content of the Driver Education encourages communication and provides specific classroom information to improve student success in my classroom.

The main objectives in creating the Fennimore Technology Education 9-12 classroom website (see **Appendix B**) was to utilize Adobe Contribute® to enhance student, parent and community communication and to provide students with resources to complete assignments at home and to further explore classroom content. First, I developed a plan to implement the planning, research, design and creation of my Technology Education 9-12 website. Next, I learned how to utilize Adobe Contribute® through research, professionals from my field and lessons from our school's website designer. Lastly, I designed and created the Fennimore Technology Education 9-12 website with an effective layout of content text, video, hyperlinks and pictures.

The Technology Education 9-12 website has met my objectives by providing clear and organized classroom information that may be utilized by most of Fennimore's students, parents and community members at their convenience. The Technology Education 9-12 website encourages communication by providing a link to my email address. It also allows parents and students to explore the classroom outline as well as access helpful technology related information. My website also has a link to classroom resources which provides the classroom agenda for the week in which students are able to download student handouts. The Technology Education 9-12 website also provides a links page to outstanding educational websites. The website also has video incorporated into it to encourage students to enroll in my class which brings the website to life. It also has a classroom standards link to the ten power standards for my classroom. The content of the Technology Education 9-12 encourages communication and provides specific classroom information to improve student success in my classroom.

The main objectives in creating the Fennimore Construction and Home Repair classroom website (see **Appendix C**) was to utilize Adobe Contribute® to enhance student, parent and community communication and to provide students with resources to complete assignments at home and to further explore classroom content. First, I developed a plan to implement the planning, research, design and creation of my Construction and Home Repair website. Next, I learned how to utilize Adobe Contribute® through research, professionals from my field and lessons from our school's website designer. Lastly, I designed and created the Fennimore Construction and Home Repair website with an effective layout of content text, hyperlinks and pictures.

The Construction and Home Repair website has met my objectives by providing clear and organized classroom information that may be utilized by most of Fennimore's students, parents and community members at their convenience. The Construction and Home Repair website encourages communication by providing a link to my email address. It also allows parents and students to explore the classroom outline as well as access helpful construction related information. My website also has a link to classroom resources which provides the classroom agenda for the week in which students are able to download student handouts. The Construction and Home Repair website also provides a links page to outstanding educational websites. It also has a classroom standards link to the ten power standards for my classroom. The content of the Construction and Home Repair encourages communication and provides specific classroom information to improve student success in my classroom.

The main objectives in creating the Fennimore Machine Woods classroom website (see **Appendix D**) was to utilize Adobe Contribute® to enhance student, parent and community communication and to provide students with resources to complete assignments at home and to

further explore classroom content. First, I developed a plan to implement the planning, research, design and creation of my Machine Woods website. Next, I learned how to utilize Adobe Contribute® through research, professionals from my field and lessons from our school's website designer. Lastly, I designed and created the Fennimore Machine Woods website with an effective layout of content text, hyperlinks and pictures.

The Machine Woods website has met my objectives by providing clear and organized classroom information that may be utilized by most of Fennimore's students, parents and community members at their convenience. The Machine Woods website encourages communication by providing a link to my email address. It also allows parents and students to explore the classroom outline as well as access helpful woodworking related information. My website also has a link to classroom resources which provides the classroom agenda for the week in which students are able to download student handouts. The Machine Woods website also provides a links page to outstanding educational websites. It also has a classroom standards link to the ten power standards for my classroom. The content of the Machine Woods encourages communication and provides specific classroom information to improve student success in my classroom.

The main objectives in creating the Fennimore Automotive Maintenance classroom website (see **Appendix E**) was to utilize Adobe Contribute® to enhance student, parent and community communication and to provide students with resources to complete assignments at home and to further explore classroom content. First, I developed a plan to implement the planning, research, design and creation of my Automotive Maintenance website. Next, I learned how to utilize Adobe Contribute® through research, professionals from my field and lessons

from our school's website designer. Lastly, I designed and created the Fennimore Automotive Maintenance website with an effective layout of content text, hyperlinks and pictures.

The Automotive Maintenance website has met my objectives by providing clear and organized classroom information that may be utilized by most of Fennimore's students, parents and community members at their convenience. The Automotive Maintenance website encourages communication by providing a link to my email address. It also allows parents and students to explore the classroom outline as well as access helpful automotive related information. My website also has a link to classroom resources which provides the classroom agenda for the week in which students are able to download student handouts. The Automotive Maintenance website also provides a links page to outstanding educational websites. It also has a classroom standards link to the ten power standards for my classroom. The content of the Automotive Maintenance encourages communication and provides specific classroom information to improve student success in my classroom.

The main objectives in creating the Fennimore Graphic Communications classroom website (see **Appendix F**) was to utilize Adobe Contribute® to enhance student, parent and community communication and to provide students with resources to complete assignments at home and to further explore classroom content. First, I developed a plan to implement the planning, research, design and creation of my Graphic Communications website. Next, I learned how to utilize Adobe Contribute® through research, professionals from my field and lessons from our school's website designer. Lastly, I designed and created the Fennimore Automotive Maintenance website with an effective layout of content text, a video, hyperlinks and pictures.

The Graphic Communications website has met my objectives by providing clear and organized classroom information that may be utilized by most of Fennimore's students, parents

and community members at their convenience. The Graphic Communications website encourages communication by providing a link to my email address. It also allows parents and students to explore the classroom outline as well as access helpful technology related information. My website also has a link to classroom resources which provides the classroom agenda for the week in which students are able to download student handouts. The Graphic Communications website also provides a links page to outstanding educational websites. The website also has video incorporated into it to encourage students to enroll in my class which brings the website to life. It also has a classroom standards link to the ten power standards for my classroom. The content of the Graphic Communications encourages communication and provides specific classroom information to improve student success in my classroom.

The classroom websites provide an opportunity to utilize the Internet to enhance learning. The Interactive classroom website provides an opportunity to communicate via email links to students, parents and community members. It also gives student access to hyperlinks to outstanding educational resources that reinforce classroom objectives such as interactive educational games, educational videos, and hyperlinks to other educational interactive websites. These classroom websites enhance student, parent and community communication and provide students with resources to complete assignments at home and to further explore classroom content to improve student instruction in my class.

References

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Appendix A

Fennimore High School Driver Education Classroom Website. Design includes three pictures and one animation.

(<http://www.fennimore.k12.wi.us/hspages/tech-ed/Drivered.html>)

Fennimore Driver Education


District Elementary High Calendars Elem. Departments

Driver Education Links
Mr. Bussan's e-mail
Wisconsin Department of Transportation
FAQ Driver Ed
Motorists' Handbook
Class D road test study guide
Schedule a Road Test
Safe Teen Driving
Driving Skills for Life
Elementary Staff Directory
High School Staff Directory

Classroom instructor: Mr. Hollenbeck



Driving instructor: Mr. Bussan



Fact of the Week: According to http://dmv.ca.gov/teenweb/more_btn6/traffic/traffic.htm# 35.3% of fatal crashes of drivers between 16-19 was due to unsafe speed.

Obtaining an Instruction Driver Permit

Step 1 You must be 15 years and six months, be a Driver Education classroom student for six weeks, enrolled and paid your low fees and have passed the permit written test which is given at the high school.

Step 2 At the DMV you must provide a MV3001 form given to you and signed by Mr. Bussan, pass the vision test, provide a certified copy of your birth certificate, have an adult sponsor sign the application, pay the driver permit fee.

Step 3 Set up an appointment with Mr. Bussan to drive with a partner within 60 days of receiving your driver permit.

Obtaining a Driver License

Step 1 Successfully complete the classroom portion of your driver education. Successfully complete 6 hours of driving and 6 hours of observing with Mr. Bussan.

Step 2 Have your driver permit for a minimum of 6 months. Accumulate 30 hours of behind-the-wheel experience, which 10 of the 30 hours must be night driving.

Step 3 Acquire no moving violations for the 6 months prior to the application for this license.

Step 4 Have a parent or adult sponsor certify the 30 hours of driving experience.

Step 6 Pass the skills test and pay the required fees.

Mr. Bussan's Driving Lessons

Lesson 1 During the first lesson we will stay in Fennimore and practice full and proper stops, yields, turns and braking all way stops. You will practice maintaining speed and checking your mirrors every 8 seconds. You will also practice uphill parks, downhill parks and yturns.

Lesson 2 During the second lesson we will go to Boscobel and review lesson 1 procedures and cover railroad crossing, straight backing and angle parking.

Lesson 3 During the third lesson we will go to Lancaster and review lesson 1 and 2 procedures and cover the Lancaster square, parallel parking and rural driving.

Lesson 4 During the fourth lesson we will go to Platteville and review lesson 1-3 procedures and cover traffic lights and busy residential and business driving.

Lesson 5 During the fifth lesson we will go to Bernsveld and review lesson 1-4 procedures and cover the Dodgeville roundabout, entrance and exit ramps and Interstate driving procedures.

Lesson 6 During the sixth lesson we will go to Platteville and review with a practice skills test.

The Driver Education 2004 Ford Taurus

The Southwest Technical College has provided the Fennimore High School with a nice 2004 Ford Taurus with only 64,000 miles. It has ABS and dual air bags and sits three passengers and one driver comfortably.



Here is the Driver's Education Car on a sunny day!

Please contact me, Mr Bussan by e-mail if you have any questions or concerns.

Appendix B

Fennimore High School Technology Education 9-12 Classroom Website. Design includes four pictures, a video and hyperlinks to classroom resources, links and standards.
(<http://www.fennimore.k12.wi.us/hspages/tech-ed/TechnologyEducation9-12.html>)

Technology Education Grades 9-12

District Elementary High Calendars Elem. Departments

Technology Education Links
Mr. Bussan's e-mail
Technology Education Home
Construction & Home Repair
Machine Woods
Graphic Communications
Technology Education 9-12
Classroom Resources
Tech Ed related Links
Tech Ed 9-12 Standards

Why take Technology Education?

Technology education consists of educational programs focused on technical means, their evolution, utilization, and significance in the industrial world. The study encompasses four broad content areas: communications, construction, manufacturing and transportation.

[Technology Education 9-12 Course Outline](#)

[Introduction to Technology](#)

- a. Technology Education Lecture
- b. Problem Solving Activity
- c. Technology Quiz

[Introduction to Construction](#)

- a. Paper Towers
- b. Paper Platform
- c. Construction Quiz
- d. Truss
- e. Pipeline
- f. Bridge
- g. Framed model house
- h. Construction Test

[Introduction to Transportation](#)

- a. Paper Car Activity
- b. Hovercraft
- c. Drill Press operation and safety
- d. Band saw operation and safety
- e. Jig Saw operation and safety
- f. Belt Sander operation and safety
- g. Oscillating Sander operation and safety
- h. Practice Cut-out
- i. Rubber Band Car
- j. Mouse trap Vehicle
- k. Automotive model
- l. Final Exam
- m. Wind Vehicle
- n. Transportation Test

[Introduction to Manufacturing and Communications](#)

- a. Introduction to Manufacturing
- b. CO2 cars
- c. Delta Cars and Flight Test
- d. Shoebox ROV
- e. Rockets
- f. Mass Production Unit
- g. Prototypes
- h. Commercials
- i. Careers in Technology
- j. Final Exam

[Evaluation](#)

50% Activities
25% Quizzes/Test
25% Behavior Attitude and Participation

Appendix C

Fennimore High School Construction and Home Repair Classroom Website. Design includes four pictures and hyperlinks to classroom resources, links and standards.
(<http://www.fennimore.k12.wi.us/hspages/tech-ed/ConstructionHomeRepair.html>)

Construction & Home Repair 10-12

Technology Education Links
Mr. Bussan's e-mail
Technology Education Home
Technology Education 9-12
Machine Woods
Automotive Maintenance
Graphic Communications
Construction 10-12 Links
Classroom Resources
Construction related Links
Construction HR Standards

Why enroll in Construction & Home Repair?

Construction & Home Repair is for students who would like to learn more about building materials and construction methods. Students will have an opportunity to plan, design and construct an entire 1/4" = 1' scale model house while following local, state and federal building codes. Students will also be able to plan and construct a corner wall section to better develop hands-on construction skills. Students will also have an opportunity to visit the Design Homes manufacturing plant in Prairie du Chien to further reinforce how a house is constructed.

Construction & Home Repair Semester Course Outline

I. Introduction to Construction

- What is Construction
- Types of Construction
- Problem Solving Project

II. Materials and Measurement of Construction

- Building Materials Demonstration
- Measurement and Layout Project

III. Planning and Design

- House Purchase
- House Construction Planning
- Architecture Design
- Drafting and Floor Plans
- Model House Project

IV. Tool and Machine Safety and Operation

- Overview of General Construction Safety
- Tool Operation and Safety -Hand tool project
- Machine Safety and Operation and Safety-Power Equipment Project

V. Framing

- Floor
- Wall- Project
- Ceiling
- Roof- Project

VI. Utilities

- Plumbing-Project
- Electrical-Project
- Heating and Cooling

VII. Interior and Exterior Construction

- Insulation
- Roofing-Project
- Drywall-Project
- Painting-Project
- Siding-Project

Projects

- Problem Solving Activity
- Building Layout
- Floor Plan Design
- 3/4" = 1' Model House Construction
- Practice Cut-out
- Wall Section - Framing, Roofing, Plumbing, Electrical, Drywall and Finish Work
- Construction Project

Evaluation

Projects	40%
BAP	40%
Final Exam	20%

If you have any questions or comments please e-mail Mr. Bussan.

Appendix D

Fennimore High School Machine Woods Classroom Website. Designed with four pictures and hyperlinks to classroom resources, links and standards.

(<http://www.fennimore.k12.wi.us/hspages/tech-ed/MachineWoods.html>)



Machine Woods 10-12

District Elementary High Calendars Elem. Departments

Technology Education Links
Mr. Bussan's e-mail
Technology Education Home
Technology Education 9-12
Construction & Home Repair
Automotive Maintenance
Graphic Communications
Machine Woods Links
Classroom Resources
Machine Woods Links
Machine Woods Standards

Why enroll in Machine Woods?

Students will learn proper use of woodworking power tools as well as safe work habits in a shop environment. Students will learn project planning, design and estimating of woodworking projects. Students will construct required projects. Upon completion of required projects, students will do projects of their own choosing. Students will be introduced to building construction techniques as well as manufacturing processes.

Machine Woods Course Outline

Introduction to wood types and properties of wood
Print Reading, Layout and Measurement
Shop Layout and Hand Tool Operation and Safety
Hand tool project
Project Design and CAD
Portable Power Tool Safety and Operation
Portable Power tool Project
Stationary Machine Power Tool Safety and Operation
Machine Safety Tests
Project 1
Gluing and Clamping
Project 2
Joints and Fasteners
Preparing for Finishes
Finishes
Problem Solving in Woodworking

Projects

Hand Tool - Tool Box
Portable Power Equipment -OC Plaques
Clock
Tractor
Decorative box
Stool
Pagoda Box
Asian Cabinet
Independent Projects

Evaluation:

50% Project activities- Woodworking Projects
25% B.A.P. Behavior, Attitude and Participation
25% Safety Tests

If you have any questions or comments please e-mail Mr. Bussan.

Appendix F

Fennimore High School Graphic Communications Classroom Website. Design includes four pictures, a video and hyperlinks to classroom resources, links and standards.
 (http://www.fennimore.k12.wi.us/hspages/tech-ed/GraphicCommunications.html)

Graphic Communications

[District](#) [Elementary](#) [High](#) [Calendars](#) [Elem. Departments](#)

[Technology Education Links](#)
[Mr. Bussan's e-mail](#)
[Technology Education Home](#)
[Technology Education 9-12](#)
[Construction & Home Repair](#)
[Machine Woods](#)
[Automotive Maintenance](#)

[Graphic Comm. Links](#)
[Classroom Resources](#)
[Graphic Comm. related LINKS](#)
[Graphic Comm. Standards](#)

Why enroll in Graphic Communications?

Graphic Communications is a single semester course that explores photography, video production, graphic design, CAD and web production. Students will develop hands-on experience with still cameras, HD digital video cameras, and darkroom procedures. Students will also learn how to operate the following computer software: CorelDRAW, AutoCAD, iMovie, Google SketchUp and Publisher.

[Graphic Communications Course Outline](#)

Introduction Portfolio Covers

Assignment 1 Exploring a type of Communication

Introduction to Black and White Photography

Composition

How to take great pictures

35 mm camera basics

Darkroom basics

How to Develop Film and Prints

Introduction to video production

Camera usage and care

How to make a video

How to Edit a video

How to make a DVD

Introduction to Graphic Design

Design Elements and Principles

AutoCAD

SketchUp

Introduction to Web Page Production

How to use Publisher

Web Page Production

Review

Exam

2 Week Rotations

Photography	Black and White Pictures Scrapbook
TV Video Production	Digitally Edited TV show 4-5 minutes with 4 commercials
Movie Video Production	Digitally Edited Movie 4-5 minutes with trailer
Graphic Design	Personal Web Page
Computer Design	AutoCAD and SketchUp Drawings