

Addendum 17: Example of a portfolio of evidence of a learner who is competent (Furstenburg, 2001)

Note:

- The learner gave permission to include the portfolio in the thesis
- The learner gave permission to copy the portfolio from a CD
- The learner, the witness and the assessor must sign each page of the document. The original copy is with the learner. It is expensive to photocopy colour pages. The printouts of the CD do not include all the original signatures. Some of the pages (the website) with the signatures were photocopied as examples to indicate the validity of the portfolio. All pages were signed in the original copy.

NTG 471



Deur
Elize Fürstenburg
20299789

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TOPIC	DESCRIPTION	REF NUMBER
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Project 1	One URL that explains website design principles	NTG 471 : 2/2001
Project 1	Summary of 10 web site design principles	NTG 471 : 2/2001
Project 1	Storyboard for website	NTG 471 : 3/2001
Project 1	Website for Laerskool Menlopark Voorskoolsentrum (can be seen on Website of Laerskool Menlopark – http://www.lmp.co.za)	NTG 471 : 4/2001
Project 2	Presentation to governing body with regard to the design, implementation, management and integration into the curriculum of a computer center	NTG 471 : 5/2001
	Class projects	

I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I have created this document on 11 March 2001 for the module NTG 471

Witness: Don Fürstenburg

Contact details of witness: 377 Stonewall Lane Faerie Glen cell: 082 900 4392

New Technologies

Unit standard number: NTG 471

Unit standard level: 6 (on a post graduate level)

Credit attached: 12 SAQA credits

Field and Sub-field: Education, training and development: Higher Education and Training (12 different fields)

Issue date: Thursday, April 06, 2000

Review date: Friday, April 06, 2001

Purpose: This unit will enable the candidate to integrate computer skills and techniques with the development of a web designed application and the knowledge structures for networking in an educational environment

Learning assumed: A relevant teachers' qualification and experience in teaching. This course would have been included in the 4 year Baccalaureus degree in Education, the 3 year Baccalaureus degree and Higher Education Diploma or the Professional Teaching Qualification of at least 3 years. Candidates will have successfully completed a course in advanced computer skills.

Specific outcomes: Specific Outcome 1 OBE ^{specific} critical outcomes (covers all education) Identify, describe and apply knowledge on web based design

Specific Outcome 2
Understand the principles and application of networks

Embedded knowledge: Knowledge of application of webpages and networking in an educational institution.

Critical outcomes: Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
Work effectively with others as a member of a team, group, organisation, community.
Organise and manage oneself and one's activities responsibly and effectively.
Collect, analyse, organise and critically evaluate information.
Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
Demonstrate an understanding of the world as a set of related

9/1/8/2001

systems by recognising that problem-solving contexts do not exist in isolation.

Assessment criteria: Specific Outcome 1

bes - competent

Identify, describe and apply knowledge on web based design

oil - Non competent

- i. Design a website for educational purposes
- ii. Demonstrate knowledge of sound design principles
- iii. Publish the website

Specific Outcome 2

Understand the principles and application of networks

- i. Knowledge of the components of a network
- ii. Knowledge of the typology of a network
- iii. Knowledge of the cabling of a network
- iv. Knowledge of the different types of networks
- v. Knowledge of the administration of networks

Accreditation: 1. Assessor

2. Internal Moderator
3. External Moderator
4. ETQA
5. SAQA

Range statements: Specific Outcome 1 (how far must be nego)

Identify, describe and apply knowledge on web based design

- i. Use an appropriate software program *Frontpage*
- ii. Apply design principles (*≥ 10 principles*)
- iii. Submit a URL

Specific Outcome 2

Understand the principles and application of networks

- i. LAN, WAN, MAN
- ii. Bus, Star, Ring
- iii. Co-axial, UTP
- iv. Server-based, peer-to-peer
- v. Compile a strategy for the implementation of a network in the institution according to the needs.

Notes: All applications must be done in an authentic context.

Evidence:

A portfolio of data including

1. A variety of authentic Word processing documents
2. A variety of authentic Website documents

werkheids gebou

9 11/8/2001

NTG 471 Learning Tasks		
Topic	Description	Ref Number
Introduction	Table of Contents	Table of Content
Personal	A short description of yourself (a short CV).	Personal
Project 1 Design and development of a website	Find two URLs as examples of well designed websites in your learning area.	NTG 471: 1/2001
	Summarise 5 aspects that you like and five aspects that you dislike about these websites.	
	Find at least one URL that explains website design principles.	NTG 471: 2/2001
	Summarise 10 web site design principles to take into account when designing your website.	
	Submit the storyboard for the website as a Word document (Website.doc)	NTG 471: 3/2001
	<p>Design a website on ONE of the following:</p> <ol style="list-style-type: none"> 1. You are going to publish your learning tasks for NTG 471, RTS 471 and TBG 471 on the Futurekids web page for FDE(CAE) students. Design a website for yourself to enable you to add all your learning tasks during the year. This website will include the short description of yourself, a table of content, and the three modules. 2. You are going to design a website for your school. The website must include at least five web pages. 3. Your school has a website. Add a separate part to this website on your learning area. The website must include at least five web pages. <p>Follow the following guidelines:</p> <p>The website must be designed in an html editor (e.g. Frontpage).</p> <p>It must include as many different aspects of the html editor in which you design the website as possible.</p> <p>The website must be published on the Futurekids Website.</p> <p>You are not allowed to design any website of your choice that has no educational value.</p>	NTG 471: 4/2001

<p>Project 2 Computer networking in a computer center</p>	<p>Use one of the following scenarios to do this project. You may use any software program. The proposal must be appropriate to be presented to an audience.</p>	<p>NTG 471: 5/2001</p>
<p>Scenario 1</p> <p>Die bestaan van rekenaars kan nie ontken word nie. Dit word al hoe belangriker dat skole rekenaar tegnologie sal implementeer en integreer binne skoolverband. Daar word dikwels baie weerstand ondervind teen die aankoop van rekenaars vir 'n skool. Argumente is dat dit duur is en in die meeste skole uiteindelik maar net wit olifante word.</p> <p>Die beheerliggaam van u skool benodig agtergrond vir die beplanning, implementering, bestuur en integrasie in die kurrikulum van 'n rekenaarsentrum by u skool. Die skoolhoof is self effens onseker en vra dat u 'n voorlegging voorberei vir die beheerliggaam vergadering. U het 'n spreekbeurt van 30 minute.</p>	<p>Scenario 1</p> <p>The existence of computers cannot be denied. It has become very important to implement and integrate computer technology in the school environment. There are very often major objections to buying computers for a school. Some of the objections are that computers are very expensive and a computer center may become a white elephant.</p> <p>The governing body of the school needs background information on the planning, implementation, management and integration into the curriculum of a computer center at your school. The principal of the school needs more information and asks you to make a presentation to the governing body during the next meeting. You will have 30 minutes available.</p>	
<p>Scenario 2</p> <p>U is aan 'n skool verbonde waar rekenaars reeds suksesvol in die kurrikulum integreer word. Die naburige skool is egter nog huiwerig om rekenaars te implementeer omdat dit duur is en daar vrees bestaan dat die implementering van die sentrum nie sal realiseer nie omdat dit uiteindelik nie reg bedryf sal word nie.</p> <p>Die beheerliggaam van die naburige skool nooi u uit om tydens 'n vergadering aan hulle te verduidelik hoe so 'n sentrum ontwerp, implementeer, bestuur en met die skoolkurrikulum integreer kan word. U het 'n spreekbeurt van 30 minute.</p>	<p>Scenario 2</p> <p>Your school is already integrating computers in the curriculum with great success. The neighbouring school is still scared to implement computers. The main reasons being that they think it is very expensive and may result in a failure due to inappropriate management.</p> <p>The governing body of the neighbouring school invites you to make a presentation on the design, implementation, management and integration into the curriculum of a computer center during their next meeting. You will have 30 minutes available.</p>	



Curriculum Vitae

Elizabeth Fürstenburg
20299789

Q 1/8/2021


1. PERSOONLIKE BESONDERHEDE:

Geboortedatum : 3 Augustus 1957
Identiteitsnommer : 570803 0024 080
Huwelikstatus : Getroud
Eggenoot : Don Friedrich Fürstenburg
Kinders : Twee
 Dietrich : 15 jaar
 Igna : 12 jaar
Stokperdjies : Reis, stap, lees
Huisadres : Stonewallsteeg 377
 FAERIE GLEN
 0043
Posadres : Posbus 37451
 FAERIE GLEN
 0043
Telefoonnommer : (012) 991 1895 of 082 895 2965

2. KWALIFIKASIES EN OPLEIDING:

Universitêre Opleiding: BA (Ed) Senior Primêr aan die Universiteit van Port Elizabeth (1976-1979)
Onderrigvakke: Afrikaans (met onderskeiding)
 Engels
 Wiskunde (met onderskeiding)
 Aardrykskunde (met onderskeiding)
 Geskiedenis (met onderskeiding)
 Biologie (met onderskeiding)
Taalmediumbevoegdheid: Engels Hoër
 Afrikaans Hoër
VDO: Rekenaargesteunde Onderwys: Votoi eerste jaar in 2000, tans besig met tweede jaar by Universiteit van Pretoria
Matriek: Slaag matriek in die eersteklas in 1975 aan Hoërskool Pearson, Port Elizabeth.

I, Elizabeth A Fürstenburg, whose student number is 20299789, declare that I have created this document on 17 February 2001 for the module NTG 471

Witness: Don Fürstenburg

Contact detail of witness: 377 Stonewall Lane, Faerie Glen, 082 900 4392


 (Witness)
 Prof. D.F. Fürstenburg



Onderskeiding word in die volgende vakke behaal:

- Handelswiskunde
- Rekeningkunde
- Tikskrif

3. **WERKSONDERVINDING:**

3.1 **Januarie 1980 tot April 1985 (5 jaar, 4 maande)**

**Gee onderwys by Laerskool Menlopark
Onderrigvakke:**

- Afrikaans (Gr 5 en 7)
- Biologie (Gr 5)
- Bybelonderrig (Gr 5)
- Geskiedenis (Gr 6)
- Gesondheidsopvoeding (Gr 5)

Posisie beklee:

- Vakhoof : Afrikaans (Gr 4 - 6)
- Standerdhoof (Gr 5)

Meriete ontvang:

- Ontvang twee keer meriete tydens my dienstydyperk

3.2 **Mei 1985 tot Desember 1991 (6 jaar, 8 maande)**

Moeder en tuisteskepper

3.3 **Januarie 1992 - Desember 1992**

Verskeie aflosposte by Laerskool Menlopark beklee

Onderrigvakke:

- Afrikaans (Gr 5 en 6)
- Geskiedenis (Gr 7)
- Engels (Gr 5 en 6)
- Opvoedkundige Leiding (Gr 5 tot 7)

3.4 **Januarie 1993 tot April 1997**

Gee onderwys by Laerskool Menlopark

**Onderrigvakke:**

- Engels (Gr 5)
- Kuns (Gr 5)
- Opvoedkundige Leiding (Gr 5 en 6)

Meriete ontvang:

Ontvang my laaste merietetoekenning tydens my dienstydsperk (M3)

Buitemuurse aktiwiteite : Sport

- Swemorganiseerder (afrigting en organisasie)

3.5 Mei 1997 tot Junie 2000:

Bedryf my eie besigheid vanaf my huis. Besigheid behels die volgende:

- Fondsinsamelingsprojekte aan skole, kerke en welsynsorganisasies

Pligte:

- Bemaking van produkte
- Identifisering van nuwe produkte
- Onderhandelings met verskaffers
- Aankope
- Verkope
- Administratiewe werk
 - Tik van fakture
 - Debiteurelyste saamstel
 - Krediteurelys saamstel
 - Voorleggings faks en uitstuur
 - Telefoniese kontak met kliënte
 - Aflewering hanteer

3.6 Julie 2000 tot Desember 2000:

Beklee aflospos by Laerskool Menlopark.

Verskaf onderrig aan Graad 4's in die volgende vakke:

- Afrikaans
- Engels
- Wiskunde
- LO
- Rekenaaropvoeding aan alle Graad 4's

3.7 Januarie 2001 tot op hede:

Beklee bestuursliggaamos by Laerskool Menlopark.

Onderrigvakke:

- Rekenaaropvoeding : Graad 0 tot Graad 7

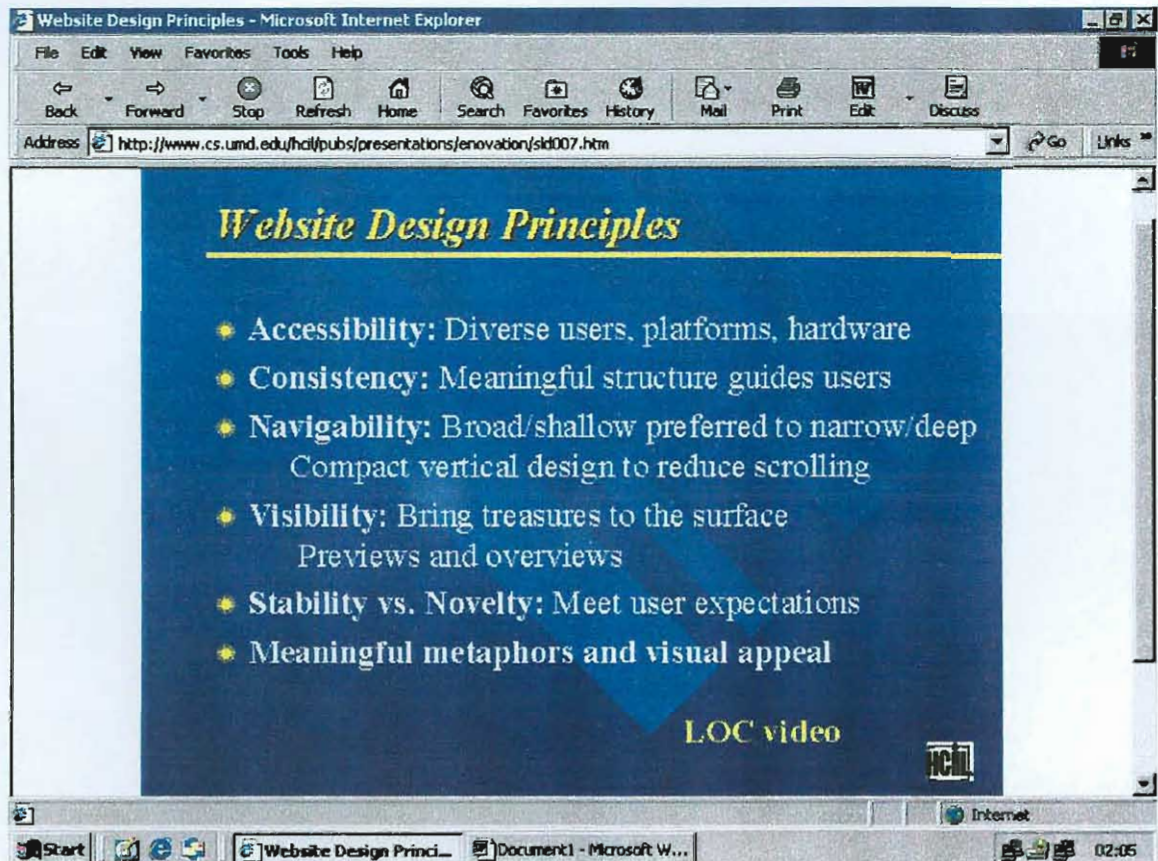
Project 1

Likes and dislikes of two URL's
In my learning area

URL'S IN MY LEARNING AREA

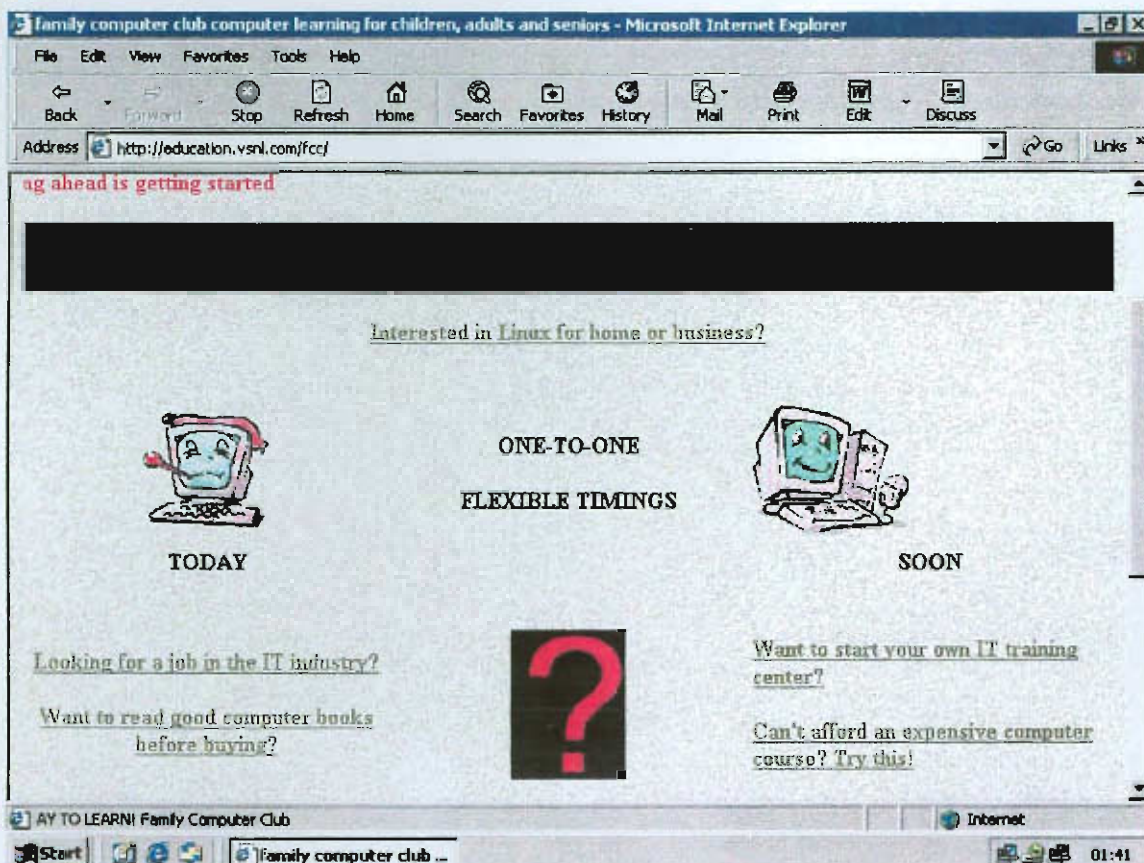
http://hotwired.lycos.com/webmonkey/kids/		http://education.vsnl.com/fcc/	
LIKES	DISLIKES	LIKES	DISLIKES
Colourful background (first page)	Same graphics are used over and over again	Texture of background	Colours are a bit dull
User friendly	Colour on pages never changes	Good graphics - scans and negatives are small, clear and relevant	Colour of link boxes are too dark
Good graphics - not too big - user friendly - attract attention		User friendly	Language used is not always grammatically correct (see page on children)
Good layout		Good and usable links	Information sometimes tends to be too much on a page and not always well organised (see page on courses offered)
Information is organised in a logical manner - text is relevant - easy to read - concise information - grammatically correct		Information is organised in a logical manner - scans compliment information	
Good and usable links			

I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I have created this document on 10 March 2001 for the module NTG 471
 Witness: Don Fürstenburg
 Contact details of witness: 377 Stonewall Lane Faerie Glen, tel 082 900 4392



I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I have created this document on 5 March 2001, for the module NTG 471 *Enovation*
 Witness: Don Fürstenburg *[Signature]*
 Contact details of witness: 377 Stonewall Lane Faerie Glen, Cell 082 900 4392

[Handwritten signature] 11/8/2001

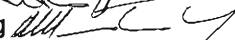


I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I have created this document on 5 March 2001, for the module NTG 471 *Elizabeth Fürstenburg*
Witness: Don Fürstenburg *[Signature]*
Contact details of witness: 377 Stonewall Lane Faerie Glen, Cell 082 900 4392

9/11/2001



I, Elizabeth Fürstenburg, declare that I have created this document for the module NTG 471, on 5 March 2001

Witness: Don Fürstenburg 

Contact details of witness: 377 Stonewall Lane Faerie Glen Cell: 082 900 4392

9 11/3/2001

http://hotwired.lycos.com/

Webmonkey For Kids - Microsoft Internet Explorer

File Edit View Favorites Tools Help


Back Forward Stop Refresh Home Search Favorites History Mail Print Edit Discuss

Address <http://hotwired.lycos.com/webmonkey/kids/> Go Links Best of the Web Channel Guide


SITE FREE!

webmonkey for kids


The fun way to build Web sites




LESSONS
Learn everything you need to know about building your own homepage.



PROJECTS
Make an online birthday invitation, slide show, self-portrait, and more.



PLAYGROUND
Can't take any more learning? Then sit back and watch some _



TOOLS
Get help with writing code, creating pictures, and putting your site online.

Done Internet

Start Webmonkey For Kids ... Document1 - Microsoft Word 06:41

9 11/12/2007

Try better way to rent DVDs
CLICK FOR A **FREE TRIAL!**

THIS AD HELPS
US MAKE THE
SITE FREE!



- 1 Introduction
- 2 [Sketch It Out](#)
- 3 [Get Organized](#)

Parents and Teachers:

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Lesson B: Web Design

Introduction

People make Web sites for all sorts of reasons. Some will make sites about their favorite bands, about their hobbies, or in order to sell things. Web sites can take the form of anything you can think of. Just like the people in your family, some Web pages are neat, some are weird, some are boring, some are interesting.

Before you start creating a Web site, first think about why you're making it. Knowing the purpose of your site will help when you get ready to design it.

For example, let's say you really like staplers. Staplers are terrific, you say to yourself. They're useful and neat looking and just all-around great pieces of modern technology. They deserve their own Web site! OK, so now you know the purpose of your site: to tell people all about staplers and how wonderful they are. So you'll want to have a few pictures of staplers and some text describing what they do and why you like them. Then maybe you'll want to add some links to other stapler-related sites so your visitors can easily find more information. Great! You already have more ideas for content than a lot of Web sites out there right now.

[Next Page](#) ▶

WEB HOSTING starting at **\$5.95**
WEB Panel GO **aplus.net**
Web hosting

THIS AD HELPS
US MAKE THE
SITE FREE!



- 1 [Introduction](#)
- 2 [Sketch It Out](#)
- 3 [Get Organized](#)

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Lesson B: Web Design

Sketch It Out

Now you can sit down and sketch what you want your page to look like. That's right, sketch it out with good, old-fashioned pencil and paper. Forget about all this computer junk for a few minutes and just draw it. Where should the picture of the staplers go on the page? Where should your writing go? What about those poems you wrote about staplers? Where can they go? And the links?

If it looks too crowded with everything on one page, think about having a second page and then linking them together. Also plan out what color you want everything to be. Should all the writing be green? Should there be a pattern in the background? Don't worry about how you're going to do all that stuff, just think about how you want it to look, and we'll figure out the details later on.

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Lesson B: Web Design

Get Organized

You want lots of people to come visit your site, right? So make it easy for your visitors to get around and find what they want. If you're making a page about staplers, don't have a bunch of pictures of your pet monkey and then squeeze all the stapler information down at the bottom of the page. As you probably know, people get impatient really quickly when looking at Web sites - there are always other places to go. So make sure your site does what it's supposed to do. If it's supposed to tell people about staplers, then it should do that quickly. If it's supposed to annoy people with loud recordings of your singing, then make sure those recordings play as soon as the visitors arrive at your site.

OK. So there's a lot of planning involved with making a Web site, but all this thinking means less work for you down the road. You'd be surprised how many people skip the planning part and jump right into making the site. It'll take them about 10 times as long to finish, so let's take a moment right now to laugh at those poor fools. Ha ha ha. OK, that's enough.

So now you know what you want your site to look like. How do you get that cute little sketch onto a computer? You need to learn some HTML, which you can do in [this lesson](#).

[◀ Back](#)

[More Lessons ▶](#)

7. Change the HTML code so it has your pictures and colors in it instead of ours. We left some hints and instructions in the code to help you along.

8. Save your file and look at it in your Web browser. It's a page all about your favorite color! Sharp! Snazzy! Sensational!

[More Projects](#) ▶

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Domains



Colors

[Preview the Example](#)

[Project Gallery](#)

[Submit Your Project!](#)

Project 2

Colors

What's your favorite color? Red? Green? Blue? Purple? Orange? With this project, you can make a Web page about whatever color you want, complete with pictures. Here's what you do:

1. Click on the little picture to the right to see what our color page looks like. When you're done, hit the Powered by Webmonkey button to come back here.



2. Decide what your favorite color is. This is often the hardest part.

[Let's see the example](#)

3. Get a digital camera and take pictures of everything you can find that is your favorite color. Don't forget to check the refrigerator and under your bed.

4. Pick the eight best pictures you took. With your image-editing program, make sure all of your pictures are the same size and they're saved as either GIFs or JPEGs. If you don't have an image-editing program, check out our [Tools](#) section for how to get one. You might also want to read our article about [images](#) for help getting your pictures ready.

5. Think of as many different shades of your favorite color as you can. We thought of eight (salmon, rust, sienna, etc.), but if you can think of more, go for it. Then figure out what the color codes are for each of those shades. For help on doing this, cruise on over to our [Color Codes](#) page. Write down the codes for your colors so you can add them to your page later.

6. Click on the little picture to the right again, then look at the [source code](#). Copy this code and paste it into your text editor (if you don't have one, look in our [Tools](#) section).

Parents and Teachers:

Find out how your kids can use Webmonkey for Kids as a learning tool at home or in the classroom with our [Planning Guide](#).

[Send us feedback](#)

7. Change the HTML code so it has your pictures and colors in it instead of ours. We left some hints and instructions in the code to help you along.

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Children	Adults	Senior Citizen	Courses	FAQ	Application Form	Contact Us
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Children



Children begin to interact with their family using expressions first, sign language is the next which they pick up imitating their close ones and then finally comes any of the spoken languages. Teaching them to talk to a semi interactive machine like computers is not a good idea at any age below 4. Instead of teaching anything at that age, it would be better if the child given an environment of edutainment programs on computer or children watching parents work on the computers

Children	Adults	Senior Citizen	Courses	FAQ	Application Form	Contact Us
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Search For:

Match: Any word All words Exact phrase

Sound-alike matching

Dated: Anytime From:

To:

Within: Anywhere

Show: 10 results with summaries

Sort by: score

Alta Vista Search	Yahoo Search	Satyam Search	India Times Search	Lycos Search	Infoseek Search	America Online Search
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Children	Adults	Senior Citizen	Courses	FAQ	Application Form	Contact Us
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[Basic Course](#) [Multimedia](#) [Web Page Designing](#) [Programming](#)

Windows MS Office Internet	Photoshop 3DMax Illustrator Corel Draw GIF Animator Premier Director	Front Page/MS Word HTML DHTML CGI, Perl Java Script Visual Basic Script Director Flash GIF Animator	QBasic C & C++ Java Visual Basic Visual C++
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[Accounting](#) [Database](#) [Networking](#) [E-Commerce](#)

Tally Ex	Access/Oracle/SQL	Windows Linux	Front Page/MS Word HTML DHTML CGI, Perl Java Script Visual Basic Script Photoshop, Director GIF Animator E-bazar
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Children	Adults	Senior Citizen	Courses	FAQ	Application Form	Contact Us
--------------------------	------------------------	--------------------------------	-------------------------	---------------------	----------------------------------	----------------------------

Search For:

Match: Any word All words Exact phrase

Sound-alike matching

Dated: Anytime [Dropdown]

From: ,

To: ,

Within: Anywhere

Show: 10 results with summaries

Sort by: score

Alta Vista Search	Yahoo Search	Satyam Search	India Times Search	Lycos Search	Infoseek Search	America Online Search
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Websites

By

Elize Fürstenburg

Websites

- a collection of one or more pages on the World Wide Web on a specific topic



PURPOSE

- sharing of information
- finding information
- Way of communicating with the world



Different types of websites



```

graph TD
    A[Organisation site] --> B[Product site]
    B --> C[Event or promotion site]
    
```

Organisation site

Provide information on:

- Who you are
- What you do
- Company's background
- Overview of products or services



Product site

Provide information on:

- who you are
- what you do
- background
- detailed information on products or services



Product site

- source of information
- on-line customer service
- facility for initial and continuing interaction



Event or promotion site

- description of event or promotion
- its time and duration
- detailed description and information



URL's ON COMPUTER SKILLS

- <http://hotwired>
- <http://www.pcskills>



URL's ON WEB DESIGN

- <http://www.dsiegel.com>
- <http://www.info.med.yale.edu/caim/manual/sites>
- <http://jeffglover.com/sucky.html>
- <http://members.aol.com/teachmathcreate/htm>.

Project 1

One URL's that explains website
design principles

Homepage ~ [HyperText Markup Language](#) ~ [Design and Style](#) ~ [Cascading Style Sheets](#) ~ [Additional Resources](#)

Web Site Development Information

Try my **Web authoring resources and tips** and three-pronged *Pitchfork Approach* to Web authoring:

- select the appropriate design standard for your pages, for example, 'world wide accessibility' versus something less universal.
- test, test, test.. to make sure your design features **degrade gracefully** on multiple browser types.
- use commonly accepted [good site design practices](#)

Topics include HyperText Markup Language (HTML), Design & Style, Cascading Style Sheets (CSS), Accessibility, Usability, and Web Standardization.

(If you write articles on Web authoring and need a stable storage location for your articles, GoodPractices will publish/archive *qualifying articles* here at no charge. Please [contact](#) the editor.)

Top Nine Resources

[Designing For Multiple Browsers Without Being Bland](#)

A concise, sober, and BRIEF description of a good Web authoring strategy. Other fine articles by the author include *What You See is Not What Others Get* and *Widen Your Web Site's Audience*. Stephen Traub.

[Getting Started with HTML](#)

A primer to *Learning HTML 3.2 by Examples*, this is a comprehensive and succinct guide to writing standard HTML. Jukka Korpela.

[The Web Design Group Reference Section](#)

Excellent background information and technical details on HTML authoring. Web Design Group.

Designing for The Web

A series of informative articles on Web site design, including *A Web Site is a Harsh Mistress & Rules of Thumb*. The special focus is on complementing Web design skills with competence in interface design. Don't miss [Web Site Design](#). Diane Wilson.

Useit.com: Usable Information Technology

An expansive resource on usability and user interface issues -- featuring several extremely challenging and well-researched essays on Web design and style. Jakob Nielsen.

Understanding HTML

An outstanding presentation of HTML basics by an Australian with a fine writing style. Dianne Gorman.
Gorman.

Hints for Web Authors

A short yet insightful historical analysis of conventional vs. Web publishing, **Hints for Web Authors** is replete with solid recommendations on how to succeed with the latter, including a few pragmatic suggestions mixed in there for good measure, "...in hopes that others may find 'em useful." Warren Steel.

Dan's Web Tips

This huge resource contains a balanced **summary review** of most of today's important Web authoring topics. Daniel Tobias.

HyperText Markup Language

World Wide Web Consortium (W3C) home page for HTML. Here you will find pointers to specifications for HTML, guidelines for how to use HTML to the best effect and pointers to related work at W3C. W3C.

Good Site Design Practices

These tips will help beginners to create highly functional and accessible Web pages. Some of the tips focus on writing valid HTML syntax while others focus on designing pages for "ease-of-use."

General Tips

- ◇ Write your pages for multiple types of Web browsers--to provide **trouble-free access** to the widest possible audience. The World Wide Web is a multi-platform, non-browser specific medium. It should not matter whether people browse your Web pages using Netscape, Explorer, Opera, Lynx, WebTV, NetPhonic's Web-On-Call, Mobile Telephones, or Personal Digital Assistants (PDAs, or palmtops, the little computers with screens the size of a credit card). Each browser ought to render your informational Web pages without problems. If a Web page is designed properly, blind individuals, or anyone using text-to-voice or Braille displays, can easily listen to and review your work.
 - ◇ [What You See Is Not What Others Get On The Web](#)
 - ◇ [Bobby](#)
- ◇ Run Web pages through a validator to test their **compliance** with common HTML (HyperText Markup Language) specifications. Modify pages until they validate, because compliant pages have a better chance of being rendered by various Web browsers, as the writer intends. However, if you intend something that is impractical with HTML, it will be no less impractical for being syntactically valid. Work with the strengths of HTML rather than trying to batter it into a WYSIWYG page design system. (WYSIWYG stands for What You See Is What You Get.)
 - ◇ [Specifications for HTML](#)
 - ◇ [WDG HTML Validator](#)
 - ◇ [W3C HTML Validation Service](#)
- ◇ **Condense** textual content to fit the time and attention constraints of today's busy Web users.
 - ◇ [Thoughts on Web Style](#)
 - ◇ [Inverted Pyramids in Cyberspace](#)
- ◇ Use **small (byte-wise) graphics** so graphics load more quickly in graphics-capable browsers. (It is not advisable to use GIFs for everything. It's of

the first importance to make the right choice between JPEG and a palette-based format. Avoid blindly choosing GIF and then trying to rescue yourself from the resulting problems.)

◇ [JPEG Image Compression Frequently Asked Questions](#)

- ◇ When using graphics, provide **textual alternatives** for image-disabled or text-only Web browsers and indexing agents. Some people never turn images on.

◇ [Use of ALT Texts In IMGs](#)

- ◇ **Test.** Every visitor will see your pages differently. Test your pages with as many browsers and platforms as you can. For example, run pages through a browser like Lynx to see how the "**text-only**" world sees your documents. Note that search engines are, in effect, text-only browsers. Make documents Lynx-friendly. Try different preferences, color and font settings, and window sizes. Always check how pages look with higher/lower monitor brightness settings.

◇ [Lynx Viewer](#)

◇ [Lynx-me](#)

◇ [Lynx](#)

- ◇ For the future, to add presentational effects and Web page style, validate documents at the HTML 4.0 level (for the cleanest possible markup), so pages contain little or no HTML 3.2 presentational markup or proprietary stylistic hacks, and use the World Wide Web Consortium's **Cascading Style Sheet (CSS)** language to add stylistic effects to your pages.

◇ [W3C's HTML Home Page](#)

◇ [Web Style Sheets](#)

- ◇ **Spell check** and proof-read your documents.

◇ [Site Inspector by Link Exchange](#)

- ◇ Establish a routine for **locating and fixing** broken internal and external Web site links.

- ◇ Include **contact information** and a copyright notice.
 - ◇ [Sign It!](#)
- ◇ If your Web site URL or email address will **change** occasionally, consider using a service that provides email forwarding and URL redirection.
 - ◇ [Pobox](#)
 - ◇ [Persistent Uniform Resource Locator](#)
- ◇ Submit your Web site address to an appropriate newsgroup for a critical **peer review**.
 - ◇ [Newsgroups](#)
- ◇ Promote your Web site by adding your Web address to search engine indices and subject directories. To ensure that people can easily find your Web site, it may be necessary to **modify your pages** to take best advantage of current search technologies.
 - ◇ [Search Engine Watch](#)

Special Tips

- ◇ Be aware of the **pitfalls of character sets**. (Here comes a pound sign £ what did you get?) Currency signs are a real danger. It might be safer to write the currency in full. It is not just the signs that fail in some way; even those that do display may be misinterpreted. Let's say you are in the USA and write \$25.00 without qualification. How much does that look like to a browser in Australia, Canada, or Hong Kong? If the local \$ is worth more than the US\$ then you risk someone dismissing a product as overpriced. If the local \$ is less, your strangely eager customer may suddenly turn sour when she or he thinks you have been deliberately misleading.
 - ◇ [ISO 8859-1 Character Set Overview](#)
- ◇ If you specify a background color or image, but don't specify text and link colors, the user's text and link colors will be used against your background. In some cases, there won't be

contrast between the user's text and link colors and your background color or image, so your text and links will disappear. The rule of thumb is that **if you set one color, then you need to set them all.**

Acknowledgements

Critical feedback, editorial assistance, and numerous snippets provided by [Alan J. Flavell](#), [Sue Jordan](#) and Susan Lesch.

Please [email](#) additions or describe why a resource listed here may contain misleading information. We will consider adding or removing....

Reader Comments

One of the best sites for Web Design Information, recommended for good, reliable information on a variety of web issues, in particular, on basic web design.

25 March 2001, [Lynn J. Alford](#), Australia

A highly selective references guide.

20 March 2001, [Nir Dagan](#), Israel

In this page are what they call the "top nine" resources for design and elaboration of pages web. They are links toward extremely informative places about design of pages and resources.

25 January 2001, [Gustavo Arizpe](#), México

Links to excellent HTML authoring and Web site development resources and list of good site development practices.

5 January 2001, [2Learn Tutorials](#), Canada

Good Practices has numerous articles on the varying topics related to good site design. Mostly well written articles by noted web authors concerning their opinion of site design.

8 June 2000, [Rock13](#), USA

This website provides valuable information for beginners, including a list of references and a loose network of articles covering topics such as Internet/HTML basics, Web site design and free software available for downloads.

11 January 2000, Quicken BuyerZone.Com, USA

An extremely useful compendium of advice and links about how to build a Web site: graphics, standards, content, free software etc.

17 October 1999, [MidEast Web](#), Middle East

I am trying to start a website and I do not know where to start exactly. All I can find are suggestions and tutorials for people who already have started one or have an existing webpage already. I read your webpage and I am quite impressed since it is concise and clear. No extra fancy stuff most people don't have use for.

13 October 1999, Alina Danglay, Canada

This is a useful site with lots of practical advice, resources and information, but questionable grammar.

30 September 1999, IT Resources, United Kingdom

Excellent, regularly updated concise guidance to the principles of good web-design.

7 June 1999, [Sheffield College](#), United Kingdom

Large, carefully selected and organized collection of resources for the Web author, from beginners' guides to discussions of style.

10 March 1998, [LookSmart](#), United States

Yes, a great document. A few of the links relating to validation and Lynx type services were incorporated. Have included this in the reference section of the central Web Accessibility Initiative Accessibility Guidelines: Page Authoring document.

28 January 1998, [Gregg Vanderheiden](#), United States

An excellent selection of links of interest to those who want to write good HTML.

3 November 1997, [Arno Wouters](#), Netherlands

An excellent collection of varied, carefully chosen, resources.

22 May 1997, [Dianne Gorman](#), Australia

A large collection of links to carefully selected high-quality documents.

24 March 1997, [Jukka Korpela](#), Finland

Good content makes sense on any presentation platform, when properly marked up in HTML. It can be enhanced in such a way that it looks particularly attractive on those platforms that use the enhancements, without impairing the presentation on less performant platforms...

Take a look at "Web site development" at <http://goodpractices.com/>. I might not agree with every single word it says there, but the whole resource is highly commendable, and you could learn a lot.

23 August 1996, [Alan J. Flavell](#), United Kingdom

Homepage ~ [HyperText Markup Language](#) ~ [Design and Style](#) ~ [Cascading Style Sheets](#) ~ [Additional Resources](#)

Contact [Toby](#)

Tobias C. Brown (toby@goodpractices.com)

Last update: January 29, 2000

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Project 1

Summary of 10 website design
principles

DESIGN PRINCIPLES WHEN CREATING A WEBSITE

1. Use a combination of graphic design and layout.
 - the size of the graphics must not be too big, as it takes too long to download
 - graphics can be used as a link
 - for illustration
 - for colour
 - to attract attention
 - you must know what the purpose of the graphic is
2. Keep information short – smaller discrete units of information are more functional and easier.
 - text must be relevant
 - it must be legible
 - the font must be easy to read
 - the text must match your audience
3. Organise your information in a logical manner – establish a hierarchy of importance.
 - keep your information short, down to the essence
 - information must be user friendly
4. Use a uniform format for organising and presenting your information.
5. Concise chunks of information are better suited to computer screen.
6. Build a hierarchy of menus and pages that feels natural to the user and doesn't interfere with their use of the Website or mislead them.
 - your links must always work
7. Keep your pictures down to thumbnail size.
8. Don't use too much loud sound and animation.
 - too much animation and sound can be frustrating
9. Use good scans or negatives.
10. Use colour to compliment your product/site.
 - when using a dark background, your text must be in a lighter colour
 - when using a light background, your text must be in a darker colour
11. Use only one or two graphics per page. Graphics might include a combination of logos, photographs and illustrations.

I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I have created this document on 10 March 2001 for the module NTG 471

Witness: Don Fürstenburg

Contact details of witness: 377 Stonewall Lane, Faerie Glen

Tel: 082 900 4392

12. Text input must be grammatically correct and well organised. Attempt to achieve a balance between text, graphics and open space on Web pages.
13. Message must be communicated clearly. Move from general to detailed information by using links in your pages.
14. While every Web page may have a different background colour, one style should be used for headers, navigation elements and accents on all the pages to give your site continuity.
15. Utilise the interface / layout
 - prevent too much scrolling
 - there must be consistency with regard to font, colour, text, etc) else you may confuse your audience
16. The website must not be static, it must be updated regularly – it must therefore be dynamic.

I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I have created this document on 10 March 2001 for the module NTG 471

Witness: Don Fürstenburg

Contact details of witness: 377 Stonewall Lane, Faerie Glen

Tel: 082 900 4392

Project 1

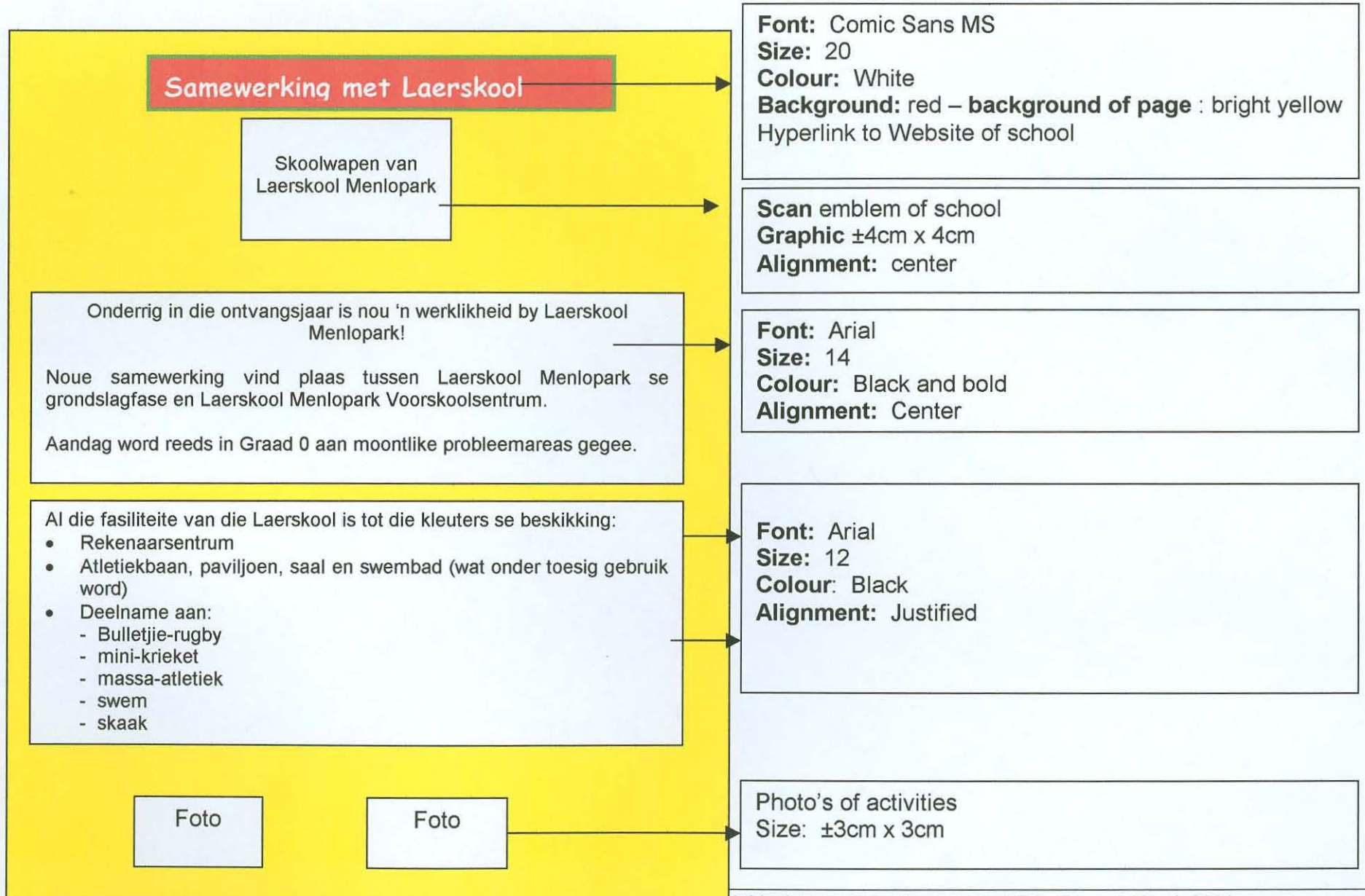
Storyboard for website



Alignment: To the right
Font: WordArt, size 24 (design principle – easy to read)
Colour: Blue and yellow (pattern)
Background: Green to match school colours (design principle – writing in dark colours, background light)

Graphic: Clipart of happy children
Size ±9cm x 9cm
Alignment: center of page

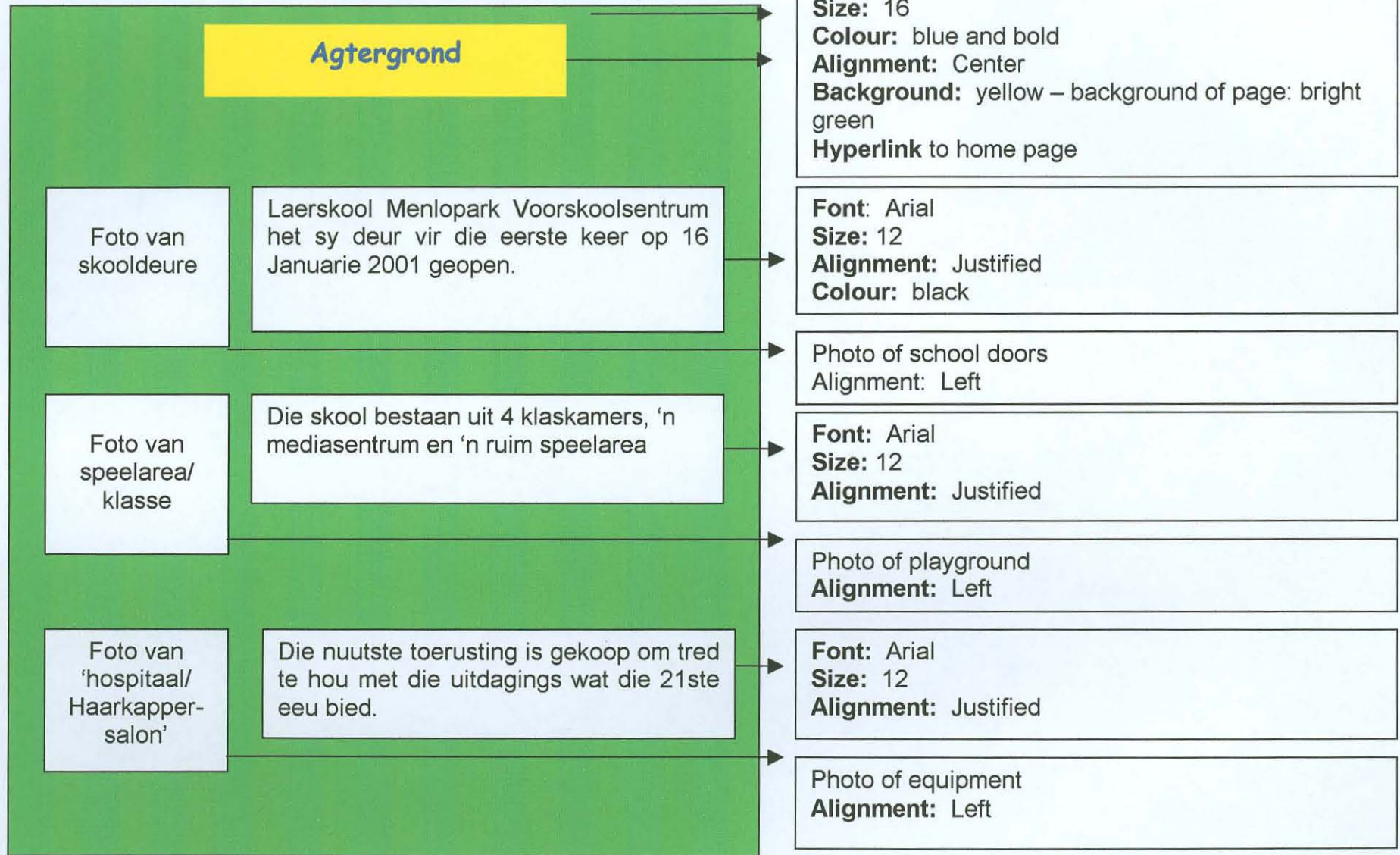
Information and hyperlinks background dark, font arial 10 bold and light, or background light, font arial 10 bold and colour to show up
Alignment: center
All hyperlinks



I, Elizabeth Furstenburg, whose student number is 20239769, declare that I created this document for the module NTG 471 on 3 March 2001

Witness: Don Furstenburg

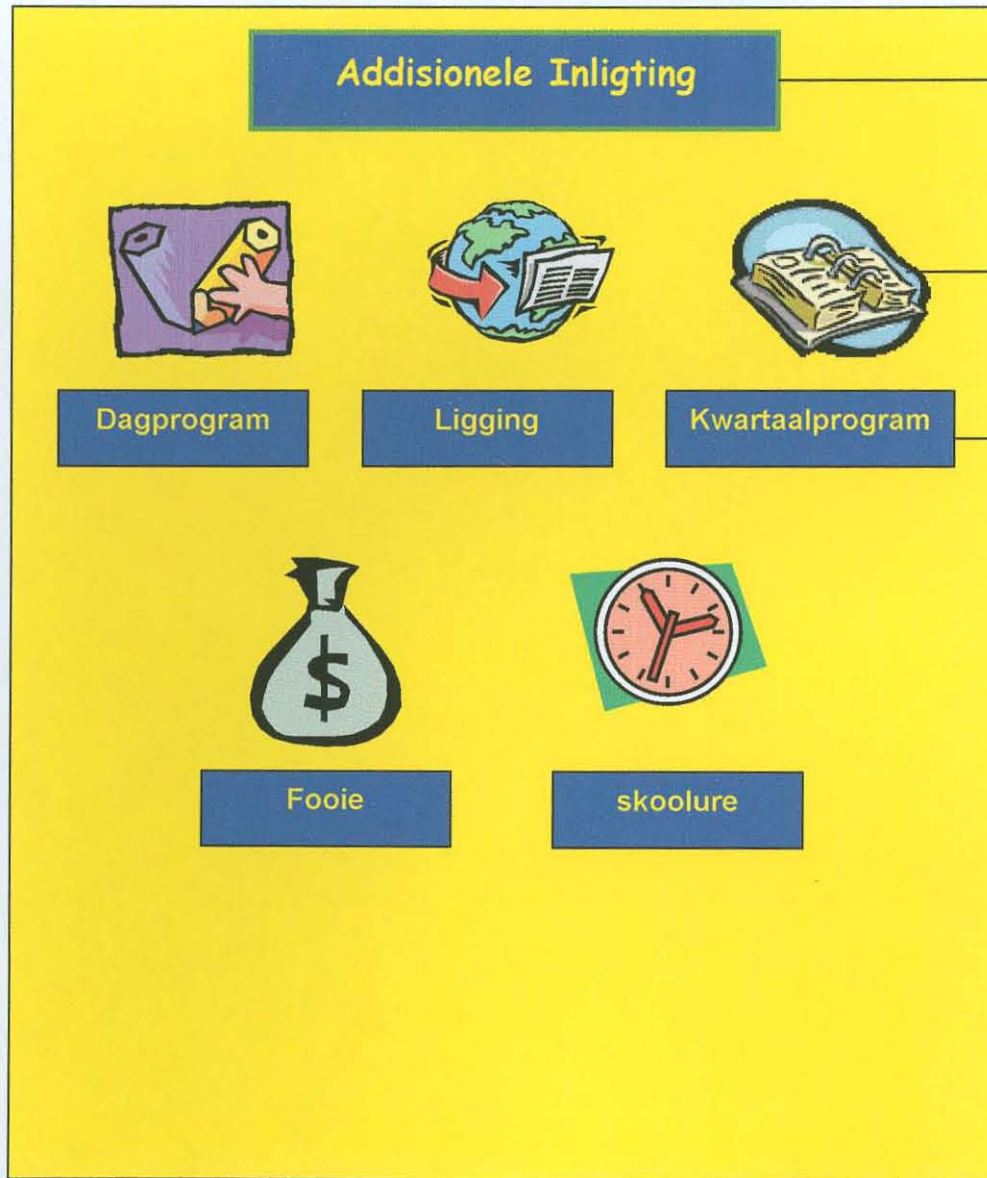
Contact details of witness: 377 Stonewall Lane, Faerie Glen, cell: 082 900 4392



I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I created this document for the module NTG 471 on 3 March 2001

Witness: Don Fürstenburg

Contact details of witness: 377 Stonewall Lane, Faerie Glen, cell: 082 900 4392




Font: Comic Sans MS, colour: yellow and bold
Size: 16
Colour of text box: blue
Alignment: center
Hyperlink to home page

Insert ClipArt
Size: ±2.50cm x 2.50cm

Size of text box: ±1cm x 3.3cm
Font: Arial
Size: 12
Colour of font: yellow
Colour of text box: blue
Hyperlinks to appropriate pages
Last hyperlink to home page

Visie en Missie



Die visie en en missie vir die Laerskool Menlopark Voorskoolsentrum is:

Om te streef na die handhawing, beskerming en bevordering van:

- Vryheid van taal en assosiasie
- Hoë standard van onderrig
- Christelike waardes
- Opvoeding van kleuters tot skoolgereedheid
- Vorming van gebalanseerde, selfstandige en gelukkige kleuters

Font: Comic Sans Ms
Size: 16, bold
Colour: white
Hyperlink to home page
Colour of background: red

Insert Clipart
 Size: ±4cm x 4cm
Alignment: Left

Font: Arial 12
Alignment: To the right of Clipart
Alignment in text box: Justified

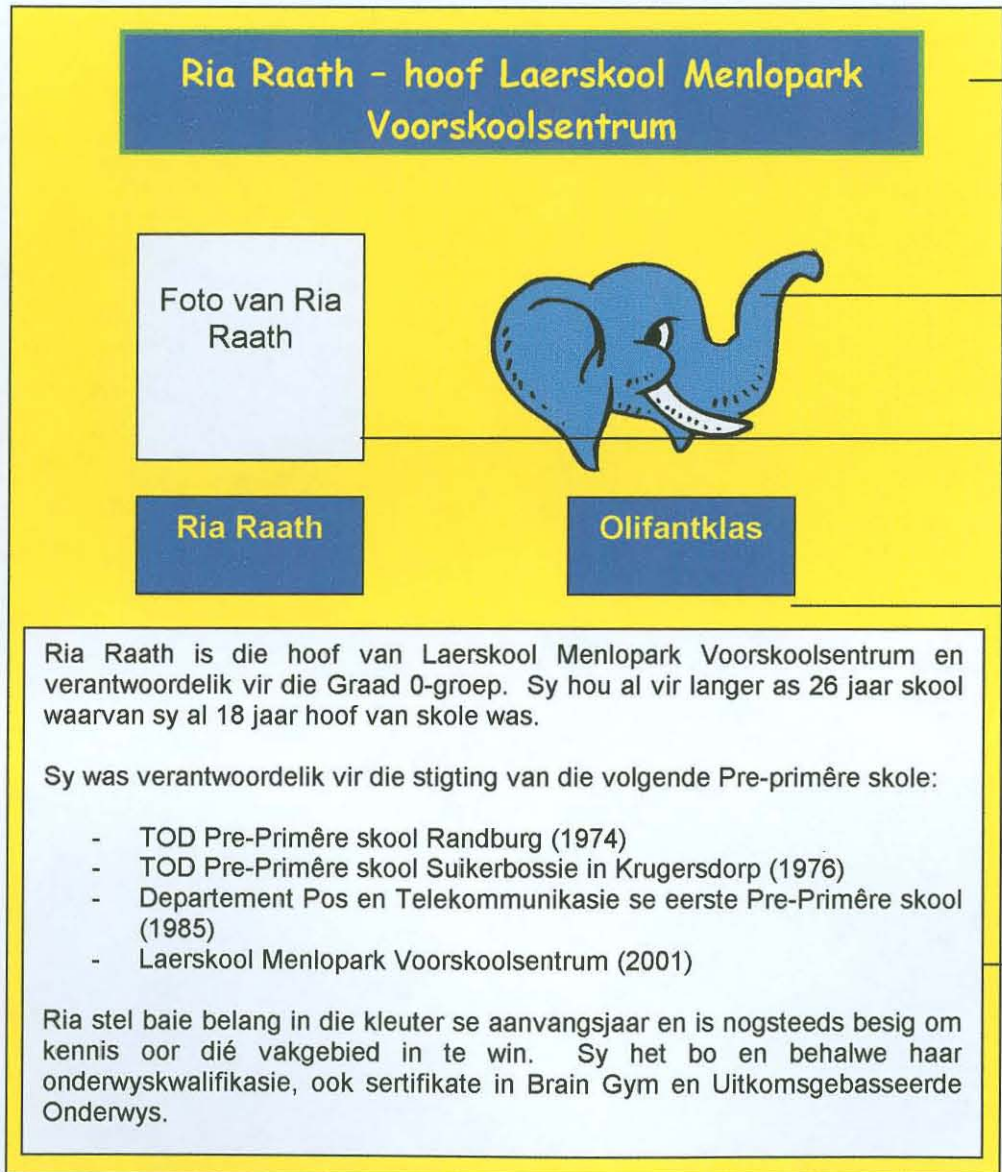
The screenshot shows a web page with a green background. At the top center is a yellow box with the word "Personeel" in blue. Below this is a white text box containing two paragraphs of text. Underneath the text are three white boxes labeled "Foto". At the bottom are three colored boxes: a blue one with "Ria Raath (hoof)", a yellow one with "Jacqueline Liebenberg", and a red one with "Antoinette Marx".

Font: Comic Sans Ms
Size: 16 and bold
Colour: blue
Colour of background: green
Alignment: center
Hyperlink to home page

Font: Arial
Size: 12
Alignment: Justified

Photo's of staff members
Size: ±3cm x 3cm

Text box size: 1.30cm x 3cm
Colour: blue, yellow and red
Font: Arial 12, bold
Colour of font: yellow and blue
Hyperlink to appropriate page



Ria Raath - hoof Laerskool Menlopark Voorskoolsentrum

Foto van Ria Raath

Ria Raath

Olifantklas

Ria Raath is die hoof van Laerskool Menlopark Voorskoolsentrum en verantwoordelik vir die Graad 0-groep. Sy hou al vir langer as 26 jaar skool waarvan sy al 18 jaar hoof van skole was.

Sy was verantwoordelik vir die stigting van die volgende Pre-primêre skole:

- TOD Pre-Primêre skool Randburg (1974)
- TOD Pre-Primêre skool Suikerbossie in Krugersdorp (1976)
- Departement Pos en Telekommunikasie se eerste Pre-Primêre skool (1985)
- Laerskool Menlopark Voorskoolsentrum (2001)

Ria stel baie belang in die kleuter se aanvangsjaar en is nogsteeds besig om kennis oor dié vakgebied in te win. Sy het bo en behalwe haar onderwyskwalifikasie, ook sertifikate in Brain Gym en Uitkomsgebaseerde Onderwys.

Font: Comic Sans Ms
Size: 16, bold
Colour: yellow
Colour of background: blue
Alignment: Center
Hyperlink to 'personeel'

Insert Clipart
Alignment: Right
Size: ± 3cm x 3cm

Photo of teacher
Size: ±3cm x 3m

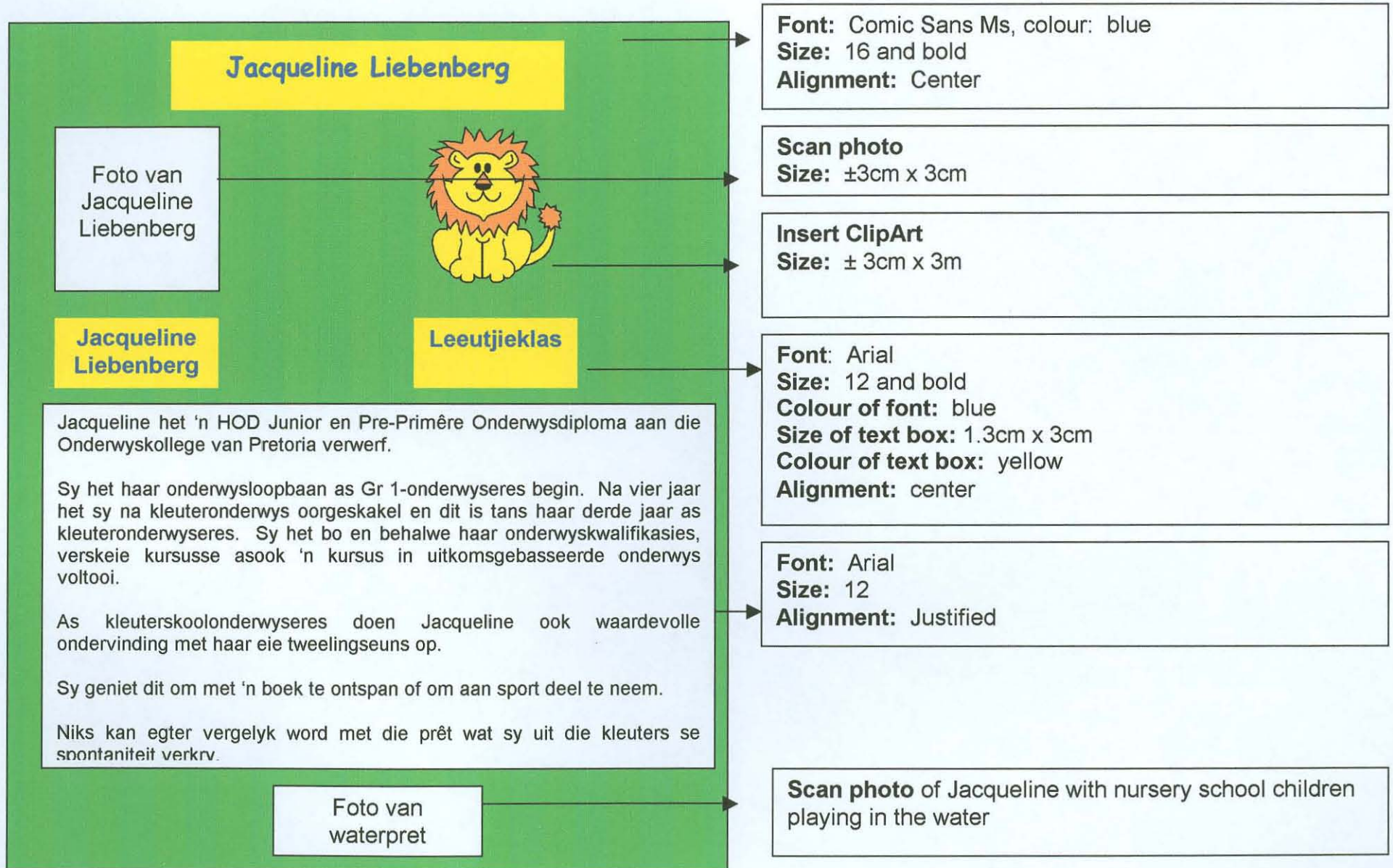
Captions
Size: ±1.3cm x 3cm
Font: Arial
Size: 12 and bold
Colour of font: yellow
Colour of text box: blue

Font: Arial
Size: 12 and bold
Alignment: Justified

I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I created this document for the module NTG 471 on 3 March 2001

Witness: Don Fürstenburg

Contact details of witness: 377 Stonewall Lane, Faerie Glen, cell: 082 900 4392




I, Elizabeth Fürstenburg, whose student number is 20299789, declare that I created this document for the module NTG 471 on 3 March 2001

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Antoinette Marx

Foto van Antoinette Marx



Antoinette Marx

Tiertjieklas

Antoinette Marx is in 1975 in Pretoria gebore. Sy het haar skoolloopbaan in 1993 aan die Hoërskool Menlopark voltooi. Sy het 'n B Prim Ed (Pre-Primêr) asook 'n B.Ed (opvoedkundige sielkunde) aan die Universiteit van Pretoria voltooi. Sy het benewens haar onderwyskwalifikasies ook verskeie ander kursusse voltooi, waaronder een in kreatiwiteit en kreatiewe denke asook 'n opleidingskursus in uitkomsgebaseerde onderwys.

In 1998 het sy 'n pos by Pierneef Pre-Primêre Kleuterskool aanvaar en het in 2001 die pos by Laerskool Menlopark Voorskoolsentrum aanvaar.

Antoinette geniet alles wat skeppend is: tuinmaak, skilder, binnenshuisversiering, pottebakery en kuns.

Sy is baie lief vir kinders en geniet die daaglikse betrokkenheid by die kleuters.


Font: Comic Sans MS
Size: 16 and bold
Colour of font: white
Colour of text box: red
Alignment: center
Hyperlink to 'personeel'

Scan in photo
Size: ±3cm x 3cm

Insert ClipArt
Size: ±3cm x 3cm

Font: Arial
Size: 12 and bold
Colour: white
Size of text box: ±1.3cm x 3cm
Colour of text box: red

Font: Arial
Size: 12
Alignment: Justified



Dagprogram

Tyd	Aktiwiteit	Omskrywing
07:00 tot 08:00	Aankoms en konstruksie spel	
08:00 tot 08:30	Buitespel	Sandput, waterbak, fantasie-areas en klimapparaat
08:30 tot 09:00	Môre sê: - gewyde sang - weerkaart - Leier/helpers - Temabespreking of - Persepsie of - Taalontwikkeling of - 'n Bybelverhaal	- Wissel elke dag - 'n Nuwe tema word elke week bespreek - Hoofsaaklik ouditief en visueel - 'n Nuwe rympie word elke week aangeleer - wat tot elke kleuter spreek
09:00 tot 10:00	Kuns en vryspel - Nuwe vaardighede - Kreatiwiteit	- word daaglik aangeleer en word progressief moeiliker - speel die grootste rol
10:00 tot 10:15	Opruim- en toiletroetine	
10:15 tot 10:45	Verversings	Word aan tafel geniet
10:45 tot 11:00	Musiek en beweging	Speel 'n belangrike rol
11:00 tot 12:00	Gerigte buitespel	
12:00 tot 12:10	Handewas	
12:10 tot 12:30	Taalontwikkeling	Storie en poppespel
12:30 tot 13:00	Rustyd/opvoedkundige spel	Speelmateriaal word benut
13:00 tot 13:30	Middagete of vertrek	Goed gebalanseerde etes word verskaf

Font: Comic Sans MS
 Size: 16 and bold
 Alignment: center
 Colour: yellow
 Hyperlink to 'addisionele inligting'

Insert Picture from Clipart
 Size: ±3cm x 3cm

Insert table
 Font: Arial
 Size: 12
 Setup: Landscape

Ligging

Adres: Tiendestraat
Menlopark

Telefoon: (012) 460 7201

Faks: (012) 460 2304

E-pos: rraath@lmp.gp.school.za

Webadres:

Font: Comic Sans MS
Size: 16 and bold
Colour of font: white
Alignment: center
Colour of text box: red
Hyperlink to 'addisionele inligting'
Background: bright green

Insert ClipArt

Font: Arial
Size: 12 and bold
Colour: white
Colour of text box: red
Alignment: left

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: blue; color: yellow; padding: 5px; font-weight: bold;">Kwartaalprogram</div>  </div>				
Datum	Tema	Opvoedkundige Program/funksie	Benodigdhede vir tema	Benodigdhede vir kuns
Januarie				
16-19	My klas			
22-26	My skool		Troffel, waterpas, foto's van bouery	Klein dosis, sykouse
29-2	Ek is spesiaal		Foto van kleuter	Materiaal
Februarie				
5-9	Higiëne		Handerom, tandepasta	Seepstukkies
12-16	Water	(14) My-hartjie-my-liefie-dag (16) Waterpretdag	(16) Kleuter bring swemklere	Leë pype, kurkproppe
19-23	My liggaam	(22) Ken-mekaar-aand		
26-2	Baba	(2) Bad demonstrasie	Babaklere, foto-album	Poeier, Vaseline
Maart				
5-9	Troeteldiere		Voël in kou/vis in bak	Troeteldierkos
12-16	Eiers		(2) Gekookte eiers	Eierdoppe, vere
19-23	Dieretuin	(23) Uitstappie na dieretuin	Boeke van diere	
26-30	See	(30) Vorderingsverslae	Skulpies	Skulpies

Font: Comic Sans MS
Size: 16 and bold
Colour: yellow
Alignment: center
Colour of text box: blue
Hyperlink to 'addisionel inligting'

Insert ClipArt
Alignment: Place to the right of heading

Insert table
Font: Arial
Size: 12
Shade top row and center

Hyperlink to next page with photo's of waterpret

Foie



Ouers betaal slegs vir 10 maande

Soggens alleenlik (07:00 tot 13:00)

- R500,00

Voldag (07:00 tot 17:30)

- R650,00

Vakansiesorg is beskikbaar:

- R30,00 per dag

Font: Comis Sans MS
Size: 16 and bold
Colour: blue
Colour of text box: bright yellow
Alignment: Center
Hyperlink to 'addisionel inligting'

Insert ClipArt
Alignment to the right of heading

Font: Arial
Size: 12 and bold
Colour: blue
Text box colour: bright yellow
Colour of background: bright green

Skoolure

Aankoms:
07:00 tot 08:30

Vertrektye:
12:30 tot 13:30

Nasorgsentrum:
13:00 tot 17:30 (middagetes word voorsien)

Font: Comic Sans MS
Size: 16 and bold
Colour: yellow
Alignment: center
Text box colour: blue
Hyperlink to home page

Insert ClipArt
Size: ±3cm x 3cm

Font: Arial
Size: 12 and bold
Colour: yellow
Alignment: center
Colour of text box: blue