Instructor's Summary for
Murach's Dreamweaver CC 2014

This summary is intended to introduce you to the instructor's materials for this book and to help you get started using them. At the least, we recommend that you read the topics under "What the instructor's materials include," because they not only describe the components but also our underlying instructional philosophy.

But first, some thoughts about the modular structure of this book that you should be aware of. That's important because it gives you some instructional options that you just don't have with other books.

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About the modular structure of the book

After your students complete the first section of the book, you can continue with any other chapter in the book. In other words, chapters 7 through 17 are written as independent modules that require only the first six chapters of the book as prerequisites. (The exception is chapter 8, because it requires an understanding of media queries as presented in chapter 7.) That's what we mean by "modularity." And that lets you teach the course in the sequence that works best for your class.

Section 1: A professional subset of Dreamweaver CC

The six chapters of section 1 present a professional subset of Dreamweaver CC 2014 that includes all the skills for developing substantial websites. In particular, this section shows how to use Dreamweaver to generate the HTML5 for the structure of a web page and content like text, images, and links. It also shows how to use Dreamweaver to generate the CSS3 for the formatting and page layout. That includes sizing and spacing elements, setting borders and backgrounds, creating navigation menus, floating elements, and more.

Once your students master the skills in this section, they'll have the perspective that they need for learning new skills at a rapid pace. From that point on, you can teach the remaining chapters in whatever sequence you think is best.

Section 2: More Dreamweaver skills as needed

The seven chapters of section 2 present professional skills for enhancing a website: Skills like using media queries and fluid layouts to create a responsive design, using templates to create pages with common elements, adding audio, video, and animations, using tables, collaborating with a team, and deploying a website to a remote server. Although you probably won't be able to assign all of these chapters in a single course, you can decide which chapters are most important and assign those. Remember that each of these chapters except for chapters 7 and 8 is modular, so they make complete sense after the students read section 1.

Section 3: How to create interactive and mobile web pages

The four chapters of section 3 show how to use a variety of features to create pages that the user can interact with as well as pages for mobile devices. First, chapter 14 shows how to work with forms. Then, chapter 15 shows how to use Dreamweaver behaviors, which are implemented using JavaScript, and CSS3 transitions, which can be used to perform simple animations. Next, chapter 16 shows how to add features like accordions and dialog boxes using jQuery UI widgets. You'll also learn how to use jQuery UI effects to animate elements when their visibility changes. And you'll learn how to use jQuery plugins to add features like carousels and slide shows. Last, chapter 17 shows how to use jQuery Mobile to develop a mobile website, which in some cases is a practical alternative to Responsive Web Design.

Our suggestions for using this book

Once you understand the modular structure of this book, you should have no problem choosing the sequence of chapters that's right for your course. But if you have doubts about what the best sequence is, here are a few suggestions.

First, if your students will be submitting the websites they develop to you by deploying them to a remote server, consider teaching the topics in chapter 13 on how to deploy a website after you teach chapter 3. That way, they can learn how to deploy a website right after they learn how to develop a website.

Second, when in doubt, teach the chapters in section 2 in the sequence that they are in the book. That way, your students will learn the most important skills—like creating a responsive design and using templates—first, and less important skills—like adding audio, video, animations, and tables—later. On the other hand, don't hesitate to modify this sequence based on the interests of your students. Often, the most effective teaching sequence is the one that best reflects the interests of your students.

Third, for a change of pace, mix some of the features presented in section 3 into your teaching sequence. Since students enjoy adding features like behaviors and widgets to their web pages, it's easy to get them interested. And if you're going to show how to build mobile websites in your course, jQuery Mobile is a great way to do that.

What's in the student download

To help your students get the most from our book, our website lets your students download the files for the book applications, the book examples, the files that are required for each exercise, and *the solutions to the exercises*. Appendix A in the book shows them how to do that. Please note, however, that these items are also included in the instructor's materials, so you don't have to download them separately.

Book applications and examples

Many of the chapters in the book include one or more applications that demonstrate what the chapter has presented. All of these applications build on the Vecta Corp. website that starts in chapter 5 and continues through chapter 17. We refer to these as the book applications, and they are all stored in a folder named *book_apps* when they're downloaded. In addition, this folder includes many of the examples that are presented throughout the book. These book applications and examples are stored by figure number within folders numbered by chapter.

Once they're downloaded, the students can run these applications and examples to see how they work. They can use the Property Inspector and the CSS Designer to review the properties and styles for the elements on a page. And they can review the code for these applications and examples.

Exercise starts

To help your students master the skills that are taught in each chapter, the book provides exercises at the end of each chapter. For each exercise, the students start from folders and files that contain some of the code that the exercise requires. That way, your students get the most practice in the least time. When downloaded, these files are stored in a top-level folder named *exercises*.

If you review the exercises, you'll see that they guide the students through the process of building several pages of a website. These exercises force the students to use all of the critical skills that are needed for website development. In fact, if your students can successfully do all of the exercises, they will be well on their way to a professional level of competence.

Exercise solutions

To help students get over any learning obstacles when they're working on their own, the download also provides the solutions to the exercises in a top-level folder named *solutions*. That way, the students can check the solutions to see how something is done whenever they're wasting time on what is likely to be a trivial mistake. We think that providing the solutions is the right approach didactically because it helps students learn faster and better.

We realize, however, that providing the solutions means that it's more difficult for an instructor to use the book exercises to test their students. That's why the instructor's materials include a second set of exercises and generic projects that can be used for testing purposes.

What the instructor's materials include

The instructor's materials for *Murach's Dreamweaver CC 2014* will help any corporate trainer or college instructor run a highly effective course. Besides the materials in the student download, they include instructional objectives, test banks, PowerPoint slides, a second set of exercises that are analogous to the book exercises, and student projects. A summary of these materials follows.

Book applications, examples, exercises, and solutions

These are the same materials that your students can download from our website. We've included them in the instructor's materials so you can demonstrate and review the book applications, examples, and exercise solutions in class. The easiest way to do that is to create Dreamweaver sites that point to the book_apps and solutions folders.

Objectives

Since we believe that instructional objectives should be the start of any educational methodology, we provide a set of objectives for each chapter in the book. We prepared these objectives based on the principles presented by Robert F. Mager in his classic book, *Preparing Instructional Objectives*. As a result, our objectives describe the skills that your students or trainees should have when they complete a chapter, and you should be able to test whether they have those skills.

If you review the objectives, you'll see that the first objectives for each chapter are what we refer to as *applied objectives*. These ask the students to apply what they've learned as they develop web pages and websites. These of course are the critical objectives of a web development course, and they are best tested by having the students or trainees do exercises and projects like the ones that we provide.

After the applied objectives for each chapter, you'll find what we refer to as *knowledge objectives*. These objectives define skills like identifying, describing, and explaining the required concepts, terms, and procedures. These objectives determine whether your students are able to talk intelligently about the topics that are presented. And these objectives can be tested by the test banks that we provide.

To help you get the most from the instructional objectives, we have included them at the start of the PowerPoint slides for each chapter. As we see it, if you can convince your students that they only need to have the skills that are described by the objectives, their study becomes more focused and efficient.

Test banks

To test comprehension, the instructor's materials include one test bank for each chapter in the book. We developed these test banks in ExamView, and we provide them in several formats so that they'll work in a variety of learning management systems.

Each test bank provides questions that are designed to test the skills that are described by the objectives for that chapter, and each test question is designed to test the skill described by one objective. This keeps the promise to the students that they will only be expected to have the skills that are described by the objectives.

In our test banks, we use only completion and multiple-choice test questions because they have the highest validity. To us, that means that the students or trainees who get the best scores are also the ones with the best knowledge and skills. In contrast, matching and true/false questions have low validity, so we don't use them.

Besides matching our questions to the objectives, we use this guideline to check the validity of each question: *A Dreamweaver professional should be able to get the right answer.* This guideline eliminates questions that test the knowledge of trivial details that no one should be expected to remember. This guideline also forces us to focus on questions that test the concepts and skills that are required on the job.

Kings River Casting (KRC) exercises and solutions

Because we provide the solutions for the book exercises in the download for this book, the instructor's materials include a second set of exercises. These exercises are analogous to the book exercises, but this time the students build a website for a company that manufactures products like benches and trash receptacles.

These exercises are provided in a Word document so you can modify them if you want to, as well as a PDF document that you can distribute to your students if you don't want to make any modifications. The starting folders and files are also included in the instructor's materials so you can distribute them to your students. And the folders and files for the solutions are provided so you can demonstrate and review them in class. To do that, you can just create a Dreamweaver site that points to the KRC_solutions folder.

Since both the book exercises and the KRC exercises force the students to use all of the critical skills for web development, you can assign either set. The only significant differences are (1) the students will have the solutions for the book exercises, (2) the book exercises are slightly more comprehensive than the KRC exercises, and (3) the KRC exercises provide less guidance than the book exercises (which you may prefer). The advantages of using the book exercises are (1) they are included in the book, and (2) the folders and files for the exercises are part of the download. As a result, you don't have to distribute anything.

Because the book exercises are so easy to use, we suggest that you start by assigning them to your students. Then, if you want to test your students by having them do other exercises, you can use the KRC exercises. For some exercises, you may want to distribute the solution for an earlier chapter so the students can start from those folders and files. If, for example, you want to use the exercise for chapter 7 as a test, you can first distribute the solution for chapter 6.

Projects

If your students do the book exercises or the KRC exercises, they should develop the skills that they will need on the job. Then, the next step is to build websites without any guidance. That is the final test of their ability to apply what they've learned.

To that end, the instructor's materials provide three projects that give general specifications for small, 3-page websites. However, these projects don't specify the contents for the websites. As a result, the students have to choose their own. This means the websites developed by the students should have some general similarities, but each one should be unique in terms of design and content.

After the students develop the initial versions of their websites based on the skills of section 1, they can enhance them by using the skills of sections 2 and 3. Ideas for doing that are also provided in the project descriptions.

The specifications for these projects are provided in Word so you can modify the project descriptions to make them more appropriate for your class before you distribute them. For instance, you may want to modify the description to make a project easier, harder, or more specific. But we also provide these specifications as a PDF document that you can use if you don't want to make any modifications.

Of course, we can't provide solutions to the projects because each student's solution will be different. However, we do provide one example of a project solution that you can use to demonstrate what a good solution should look like. This solution is used as an example in the projects document, and it's stored in the project_solution folder.

PowerPoint slides

The PowerPoint slides present all of the critical information that's presented in the figures of the book. That includes all of the screen shots, diagrams, tables, and code that you may want to review in class. As a result, these slides make it easy for you to review any of the skills that your students have difficulty with.

Beyond the book information, the slides for each chapter start with the instructional objectives, so you can review them in class. The slides for each chapter also end with the screen shot for the book exercise, plus the screen shots for the KRC exercises for the chapter. That makes it easy for you to answer questions and provide additional information about these exercises.

If you want to modify any of the PowerPoint slides, you should know that we prepared them by abridging and editing the Word text for each figure and copying it into PowerPoint slides. As a result, you can't use PowerPoint to modify the text in the normal way. Instead, you need to (1) double-click on the text for a slide to open it up in Word, (2) make modifications to the text in Word, and (3) click outside the text to return to PowerPoint. You can also use PowerPoint in the normal way to add slides, delete slides, or add your own presentation notes to our slides.

How to get started

You can download the instructor's materials for our book from our instructor's website or get them on an Instructor's CD. If you get the CD, you can do a preliminary review of our materials by opening and reviewing the files on the CD. But if you decide to adopt the book, you'll want to install the folders and files on your computer as described below.

How to install the folders and files on a Windows system

Find the instructor's file that you downloaded *or* the file named Install.exe in the root of the Instructor's CD. Double-click on it, and respond to the dialog boxes that follow. This will install the instructor materials onto your C drive in a folder structure that starts with:

```
c:\murach\dreamweaver
```

How to install the folders and files on a Mac

Save the downloaded instructor's file *or* drag the file named MacInstall.zip on the Instructor's CD to wherever you want to store it on your Mac. Then, double-click on the file and it will unzip the instructor's materials into a folder structure that starts with:

```
dreamweaver
```

The folders and files that get installed on your computer

The table that follows summarizes the file structure for the instructor's materials after they're installed (folder names are boldfaced). The first set of folders…the ones that are shaded…are installed on your students' computers when they download the code for this book from our website. The items that are *not* shaded are available only to instructors.

	dreamweaver\student_download	Contents
Students	**book_apps**	One folder for each chapter that contains the chapter's applications and examples. The name of the folder for each application or example is the number of the related figure.
	exercises	The folders and files that are needed for starting each exercise.
	solutions	The folders and files that provide the solutions for the exercises.
	dreamweaver\instructors	Contents
Instructors only	Instructor's summary.pdf	This document in PDF format.
	Objectives.docx Objectives.pdf	A document in both Word and PDF formats that contains the instructional objectives for all chapters.
	extra_exercises\KRC_exercises.docx **extra_exercises**\KRC_exercises.pdf	A document in both Word and PDF formats that presents the extra exercises for the book.
	extra_exercises\KRC_exercises	The folders and files that the students need for doing the KRC exercises. If you assign these exercises, you'll need to distribute this folder to your students.
	extra_exercises\KRC_solutions	One folder for each chapter with extra exercises with our solutions to those exercises.
	projects\Projects.docx **projects**\Projects.pdf	A document in both Word and PDF formats that describes three generic projects.
	projects\project_solution	The folders and files that present one example of an acceptable solution for a project.
	slides	One PowerPoint file for each chapter that starts with the instructional objectives and ends with the screen shots for the book exercises and KRC exercises.
	test_banks	Blackboard, ExamView, Respondus, and RTF folders that contain one test bank for each chapter.

Any comments?

If you have any comments about our book or its instructional materials, we would be delighted to hear from you. If you discover any errors in our applications, examples, or solutions, we would appreciate hearing about them. And if you want to let us know that you're going to adopt our book for your course, that would make our day.

Just e-mail us at the addresses below. But whether or not we hear from you, we want to thank you for your interest in our Dreamweaver CC 2014 book.

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