

WEB DESIGN FOR BEGINNERS - 5 DAYS COURSE

Introduction and Description

This five-day course offers a conceptually rich and methodologically grounded introduction to web design for educators, positioning website creation as a key dimension of contemporary digital literacy and professional practice. Drawing on interdisciplinary scholarship in human–computer interaction, multimodal communication, visual rhetoric and user experience (UX) design, the programme frames educational websites as purposeful pedagogical and communicative environments. Within these environments, decisions about structure, navigation, layout, and content selection directly influence how learners, colleagues and stakeholders engage with information, construct meaning and access educational resources.

The course begins by situating web design within broader debates about the role of digital tools in education, highlighting how online spaces function as extensions of teaching practice, institutional identity and professional visibility. Participants critically analyse exemplary educational websites, interrogating the principles that underpin effective design—clarity of information architecture, coherence of visual hierarchy, accessibility for diverse users, and alignment between communicative intent and aesthetic choices. This analytical foundation establishes a conceptual vocabulary that guides all subsequent design work.

Hands-on sessions enable participants to engage deeply with the affordances of contemporary web design platforms, progressively developing their own sites through structured exploration of core components: page architecture, navigation pathways, multimodal content integration, and resource organisation. Particular emphasis is placed on accessible design practices, encouraging participants to consider readability, contrast, alternative text, and structural coherence as essential elements of inclusive digital environments. Participants also examine how curated educational resources, project documentation and professional materials can be meaningfully organised to support transparent communication and pedagogical clarity.

Through iterative design, peer feedback and reflective dialogue, participants cultivate both technical proficiency and an informed, critical understanding of how web design intersects with pedagogy, communication and educational leadership. By the end of the programme, they produce a functional website that demonstrates conceptual awareness, practical skill and a capacity to design digital spaces aligned with the communicative, instructional and professional aims of their educational contexts.

Methodology and Assessment

The course uses a practice-based, participatory methodology combining short theoretical inputs, demonstrations, guided workshops and iterative design tasks. Participants progressively construct their own websites while analysing design principles, experimenting with layout choices and integrating multimodal content. Reflection and peer exchange support conceptual understanding and refinement of design decisions. Assessment is formative, based on active participation, practical engagement and the development of a functional website demonstrating coherent structure, inclusive design and alignment with educational purposes. Final presentations allow participants to articulate their design rationale and the intended application of their site within their professional context.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Web Design Principles

- Analyse foundational concepts of user-centred design, information architecture, accessibility and multimodal communication.
- Critically evaluate existing educational websites using criteria related to structure, clarity, visual coherence and usability.

Planning & Structuring a Website

- Design a coherent site architecture including menus, navigation pathways and core pages (Home, About, Blog/News, Resources, Contact).
- Apply principles of hierarchy, intuitive flow and purposeful organisation aligned with educational needs.

Content Integration & Design Aesthetics

- Incorporate and adapt text, images, presentations and educational materials to enhance clarity and engagement.
- Use layout, colour, typography and templates to achieve a visually balanced and accessible design.

Creating Resource Sections & Enhancing Usability

- Organise resource collections and project materials using user-friendly structures and inclusive design practices.

- Implement accessibility considerations such as alternative text, contrast, readability and logical internal linking.

Professional Application

- Produce a functional website aligned with professional, pedagogical or institutional goals.
- Reflect on how web design supports communication, resource dissemination and the broader work of educators.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 400 €

Cancellation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

| TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday | |
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| Day 1 | Introduction, Digital Literacy Foundations & Web Design Landscape |
| 09.00 - 09.45 | Introductions & Icebreakers |
| 09.45 - 10.30 | Course Overview & Learning Agreement |
| 10.30 - 11.15 | Introduction to key concepts |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Overview of major web design platforms |

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| 12.15 - 13.00 | Guided exploration of exemplary educational websites and analysis of good practice |
| Day 2 | Platform Setup & Website Structure |
| 09.00 - 09.45 | Creating accounts and accessing platform dashboards |
| 09.45 - 10.30 | Planning website structure |
| 10.30 - 11.15 | Creating essential pages (Home, About, Blog/News, Resources) |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Adding functional pages such as Contact or Calendar |
| 12.15 - 13.00 | Collaborative review: assessing clarity, coherence and navigation flow |
| Day 3 | Working with Content: Text, Images, Layout & Design |
| 09.00 - 09.45 | Principles of effective text design |
| 09.45 - 10.30 | Uploading and adjusting photos |
| 10.30 - 11.15 | Embedding educational content such as presentations or documents |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Applying visual design principles |
| 12.15 - 13.00 | Building a complete content-rich page with varied media |
| Day 4 | Designing Resource Sections & Enhancing Usability |
| 09.00 - 09.45 | Creating resource libraries |
| 09.45 - 10.30 | Structuring classroom materials, lesson plans, or project pages for easy navigation |
| 10.30 - 11.15 | Ensuring accessibility |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Internal linking strategies |
| 12.15 - 13.00 | Introduction to online collaboration tools for educational projects (eTwinning, ESEP) |
| Day 5 | Collaboration Tools, Finalisation & Presentations |
| 09.00 - 09.45 | Linking websites to collaborative platforms and integrating project information |
| 09.45 - 10.30 | Presentations of individual website projects |

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| 10.30 - 11.15 | |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluation & Reflection |
| 12.15 - 13.00 | Validation of learning outcomes and certification |
| Day 6 | Creating & Publishing Screen-Casting Tutorials & Explainer Videos |
| 09.00 - 09.45 | Overview of screen-casting tools |
| 09.45 - 10.30 | Basics of video recording |
| 10.30 - 11.15 | Editing techniques |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Exporting and embedding tutorial videos into the website |
| 12.15 - 13.00 | Recording a short tutorial for one website feature |
| Day 7 | Advanced Content Management Tools & Enhancing Site Functionality |
| 09.00 - 09.45 | Working with plugins, widgets and add-ons |
| 09.45 - 10.30 | Managing file storage, linking to cloud resources and resource libraries |
| 10.30 - 11.15 | Creating resource download pages and learning modules |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Introduction to basic SEO principles for educational websites |
| 12.15 - 13.00 | Quality assurance: checking consistency, loading speed and user navigation |
| Day 8 | Publishing, Sharing & Legal Considerations |
| 09.00 - 09.45 | Technical steps for publishing |
| 09.45 - 10.30 | Sharing content responsibly |
| 10.30 - 11.15 | Legal framework for producing and publishing videos and multimedia |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Privacy, GDPR and ethical considerations in educational web publishing |
| 12.15 - 13.00 | Preparing websites for public release |

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| Day 9 | Online Collaboration Tools & Educational ICT Projects |
| 09.00 - 09.45 | Introduction to collaborative platforms: eTwinning, ESEP |
| 09.45 - 10.30 | Integrating websites into collaborative projects |
| 10.30 - 11.15 | Designing online collaboration activities for students and teachers |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Linking websites to external platforms and embedding collaborative elements |
| 12.15 - 13.00 | Individual support session: troubleshooting, customisation, refinement |
| Day 10 | Presentations, Reflection, Evaluation & Closing |
| 09.00 - 09.45 | Final adjustments to websites |
| 09.45 - 10.30 | Preparing the final presentations and individual support |
| 10.30 - 11.15 | Final presentations and feedback |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluation & Reflection |
| 12.15 - 13.00 | Validation of learning outcomes and certification |

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.

**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.