Website, blog, and digital exhibit projects allow students to think critically, creatively, and with complexity while addressing significant research questions. Students will approach problems in integrative ways from multiple perspectives, and will ethically acquire, evaluate, apply and communicate information in multiple formats. A website, blog or digital exhibit project will expose students to basic web design skills, with opportunities to engage in reflective learning, analytic inquiry, problem solving, and creative communication.

Instructional Technology and the Libraries have developed joint learning outcomes, which correlate to our institutional learning outcomes, that can be addressed through website, blog, and digital exhibit projects in many different disciplines.

Website, blog, and digital exhibit projects are divided into five interconnected sequential steps. Each step is designed to maximize students' ability to think critically about every aspect of their research.

Research ←→ Analyze ←→ Review ←→ Build ←→ Publish

Research

- Students identify their topic(s) and try to form research questions and/or a thesis statement. They also work to identify and understand who the audience will be.
- Students conduct research using primary, secondary, and tertiary resources.

Analyze

- Students analyze, synthetize, and think about the information they found to address their research question and/or thesis statement by outlining and writing a draft of the content for their website, blog, or digital exhibit.

Review

- Students turn in a written draft to the Instructor teaching the course. Instructional Technology Specialist, Librarian and Instructor provide feedback on the written draft.

Build

- Students build and edit their website, blog, or digital exhibit using applicable platforms or software.
- Students write or curate additional content based on the finalized draft.

Publish

- Students share and present their website, blog, or digital exhibit on the platform/venue determined by the Instructor.

Recommended minimum number of class sessions

- Research begins with a class session for at least 35 minutes
- Build begins with a class session, for at least 55 minutes

Recommended number of staff involved in the process

- 1 Librarian
- 1 Instructional Technology Specialist

Recommended Tips & Best Practices

Based on our experience with multiple website, blog, and digital exhibit assignments, below are our recommendations for the most successful outcomes.

- We recommend students select a specific audience to increase focus and direction. A "general public" audience is effective for student engagement.
- Have students working in groups of two or three. This fosters collaboration and will help ensure that each participant contributes to the project.
- Students should move to the next step of building their website, blog, or digital exhibit after the written draft is approved by the Instructor.
- As website, blog, and digital exhibit software and platforms are always changing, critical thinking aspects of the project should be emphasized over the technology.
- Instructional Technology and the Libraries are committed to creating accessible content. We recommend that projects include consideration for text readability, written transcripts, image descriptions, and/or other accessible web design principles.
- We recommend Wix, WordPress, or Omeka as effective website, blog, and digital exhibit platforms. Consider your project's learning objectives and what you want your student to accomplish when choosing an appropriate platform.
- We recommend that students use this project as an artifact to add to their e-Portfolio. They can be shared on social network platforms or with a general audience.