# Your Website: creating a website with wordpress

## Description

Learn how to create a basic WordPress website for your business or personal venture in this hands-on, introductory class. Learners will create a free account, explore visual customization and practise creating new content. A valid email address is required to create an account. Basic ability to use a computer and mouse is required. Register here for other classes in the Web Design Essentials series. Each class must be registered for separately.

## Learning goals > OUTCOMES

**Digital Fluency** > Manage > Manage Digital Information & Data

* Identify the benefits and limitations of different data and information management tools.

**Digital Fluency** > Create > Apply Design Principles & Processes

* Design the final product or purpose of a digital project.
* Integrate considerations of accessibility, aesthetics and user experience into the design process.
* Capture, generate or assemble content using available creative tools.
* Arrange and edit the project to provide the audience with cues for navigating and understanding it.

**Digital Fluency** > Create > Understand Creative Rights & Responsibilities in a Digital Context

* Determine how Canadian copyright laws and “copyleft” options (2017: Creative Commons, etc) govern the use and adaptation of existing works (ownership, term, fair dealing, etc).

## Preparation

|  |  |
| --- | --- |
| Equipment Needed: | * Computers for learners * Projector/laptop * Internet access * Sound |
| **Materials Needed:** | * PowerPoint on usb * Handouts/evaluation forms for learners * Blank certificates + date stamp |
| **Setup Procedures:** | * Review the “Adult Teaching & Learning at VPL” teaching philosophy: <http://hub.vpl.ca/content/85898> * Review the lesson materials * Confirm that all necessary space and equipment has been booked * Login to WordPress account, and ensure the previous Site had been deleted (see Opening procedure) |
| **Background Reading** (books, websites, articles for staff to get familiar with the lesson topics) | * How to Make A Website for free on WordPress.com 2016 Restaurant Example / Real Website Hints   https://youtu.be/JrypWf\_Uxqk   * WordPress Support Page – Video Tutorials – Customize Your Site   https://en.support.wordpress.com/video-tutorials/customize-your-site/ |
| **# of Staff Required** | * 1-5 learners: 1 instructor * 6-12 learners: 2 instructors * For branch meeting room capacities, please see: <http://hub.vpl.ca/content/64490> |

## Opening

Before doors open:

* Write your name and contact info (optional) somewhere visible
* Distribute handouts, evaluation forms
* Test internet & speakers
* Log in to the PLG Wordpress test account:

NEW account (to see what learners see) login with: [plgpractice@gmail.com](mailto:plgpractice@gmail.com) password: tpi4plgWP -the gmail password is tpi4plgG (you will need to access this to verify a new site if you choose to create one as a demo).

OLD account – for your information and use :

<http://plgvpl.wordpress.com> (plgtestblog / tpi4plgTESTblog ) email associated with account is: [plg\_vpl@yahoo.ca](mailto:plg_vpl@yahoo.ca) / tpi4plgY

* Library Card info for PLG Log in to Lynda.com and load the videos in lesson plan/slides. 21383026295464 / 2013

As learners enter:

* As people arrive, reminder learners that they must have an email address (and know their password) in order to create a WordPress account for the lesson. In order to save changes on their new site today, they must confirm their account via their email account.
* *If they have an existing WordPress account*: get them to log in (this will allow time for password resets if needed). Users with an existing account can create multiple sites.
* Those who can’t log in to their email/WordPress account are welcome to observe. Refer them to ISV’s Tech Café or One-to-One’s for help.

## Lesson

| **LEARNING ACTIVITIES** | | | | **LEARNING OUTCOMES** |
| --- | --- | --- | --- | --- |
| **Slideshow and/or Demo** | **Time** | **Trainer Does** | **Learners Do** |  |
| **wo.png** | **2 min** | **INTRODUCTION**  *Welcome* students; *introduce* yourself; *introduce* the class and series  *Remind* learners of washroom locations; turn off cell phones; etc.  *Ask* if everyone can hear you. | * Listen to instructor * Respond to instructor’s questions |  |
|  | **2 min** | **LEARNING OPPORTUNTITIES AT VPL**   * This is the 3rd class in a 3 part series on Web Design Essentials * Don’t worry, you don’t have to take all the classes, and you don’t have to take them in order * If you have completed all 3, you can receive your certificate at the end of this class.   *Encourage* students to explore other classes offered by VPL. | * Listen to instructor * Ask questions |  |
|  | **5 min** | **LEARNING OPPORTUNTITIES AT VPL**   * There are several ways you can learn more about this topic. One way is through online learning at yourown pace.   **Lynda.com**   * + [vpl.ca/lynda](http://www.vpl.ca/lynda)   + videos; various tech topics; basic to advanced   + there is a class on WordPress (noted on your handout)   *Navigate to* Lynda.com via the VPL website.  *Show* them how to login and access Lynda.  *Show* them where to find the WordPress class on Lynda.  **VPL Research Guides**   * [guides.vpl.ca](http://guides.vpl.ca/) * Wide variety of topics; collected books & online resources   *Remind* the students that these resources are noted on the first page of their handout  *Show* them how to find the Research Guides from the VPL website and how to navigate to the Web Design Essentials Guide | * Listen to instructor * Respond to prompts * Ask questions |  |
|  | **3 min** | **LEARNING OPPORTUNITIES AT VPL**   * This is **one of many learning opportunities** at the library. * Today’s class is meant to be an **introduction to the topic** – there are lots more ways to delve deeper. * There are many other ways to learn and **get help** on this and other topics at the library   + **Drop in** to any branch   + **Tech Café** at Central   + **Call or email** the library   *Encourage* students to reach out the library at a later date if they want some additional support with the subject matter. *Explain* that we aren’t web design experts, but we can help them find the resources they need. | * Listen to instructor * Ask questions |  |
| **goals.png** | **2 min** | **LEARNING OBJECTIVES**  *Review* slide and read learning outcomes listed on slide  *Ask:*   * Any **comments or questions** about what we will be covering today?   *Lead* a round where people introduce themselves and answer this question:   * Please share your name and what brings you here today. What are you hoping to learn from this class? * Does anyone have experience making websites? Where there any challenges you faced? | * Listen to instructor * Respond to instructor’s questions |  |
|  | **5 min** | **ELEMENTS OF WEB DESIGN**  *Review*key principles from the **Design class**   * To recap what we learned in the design class, it is important to have a plan about the **purpose** and **audience** for your website, which will help guide the **3 Elements of Web Desig**n.   [Note: Slide includes animations on click]  [Click]   * How does your **content** affect your aesthetic decisions, and the usability/accessibility considerations for your site? * Possible answers: audience will affect aesthetic choices (eg children prefer different aesthetics than adults); if content is image-based, you will have to consider the aesthetics and consider how to communicate the content to people with vision impairments   [Click]   * How do the **aesthetics** of your site affect you content choices, and the usability/accessibility for your site? * Possible answers: if you want your site to look clean (lots of whitespace), you will have to limit content per page; too little content might make the site difficult to navigate, affecting usability   [Click]   * How might **usability** considerations affect your aesthetic and content choices?   Possible answers: you may against relying on colours to convey information, due to colorblindness | * Listen to instructor * Respond to prompts * Ask questions | * Integrate considerations of accessibility, aesthetics and user experience into the design process. * Design the final product or purpose of a digital project. |
|  | **5 min** | **HOW DO WEBSITES WORK**  *Explain* that this video gives background information on how websites work, but the students don’t have to know all the details to make their own site.  *Play video* | * Watch video * Ask questions | * Identify the benefits and limitations of different data and information management tools. |
|  | **5 min** | **HOW DO WEBSITES WORK**   * What is HTML, and what does it do?   + Answer: Hypertext Markup Language is the standard language that your browsers use to piece together the content of a website * What is a server?   + Answer: A special, powerful computer where website’s content is saved. Your computer connects with servers to access the content * What is a hosting service?   + Answer: Example: Bluehost. The service that has the servers, where you save your content. * What does “DNS” mean?   + Answer: The Domain Name System is the system that allows us to use URLs/addresses that are words to access a website. A domain name is your websites address on the World Wide Web. | * Respond to prompts * Ask questions | * Identify the benefits and limitations of different data and information management tools. |
|  | **2 min** | **WEBSITE BUILDERS**  *Explain* website builders:   * **Wordpress** is a platform to help people build websites. It is one of many website builders you can use. Website builders are tools that let you build a website quickly, **without needing to know any coding** or having website design knowledge. * A few other examples of website builders other than WordPress are:Weebly, Wix and Squarespace. To read an overview of the different website builders, and their pros and cons, you can search online for “reviews 2019 website builders best”. * Another term you might hear for these “builders” is **Content Management System or “CMS”** – because they allow you to manage and organize your **content** and the system will take care of most of the issues around usability and aesthetics. | * Listen to instructor * Ask questions | * Identify the benefits and limitations of different data and information management tools. * Capture, generate or assemble content using available creative tools. |
|  | **10 min** | **WORDPRESS.ORG VS WORDPRESS.COM**  [Background Reading:  <https://www.wpbeginner.com/beginners-guide/self-hosted-wordpress-org-vs-free-wordpress-com-infograph/>]   * Today we will be using Wordpress.com. This is not to be confused Wordrpess.org. Which is operated by the same company, but has some key differences. * **Wordpress.org** is a CMS (content management system) that you download to your computer, or that is embedded in your webhosting service.   + You edit your website on the computer and then “move” it to your hosting service from there.   + You need to have a **webhost** that you would arrange separately and costs money.   + It has benefits in that it allows more ability to customize the site itself * Since we’re using the more beginner-friendly version (**Wordpress.com**), **customization may be limited**   + Your main aesthetic decision is going to be selecting a template. After that, there isn’t a ton you can customize.   + The free site won’t allow e-commerce, or the use of added plugins, a check out system, or other features. | * Listen to instructor * Respond to prompts * Ask questions | * Identify the benefits and limitations of different data and information management tools. * Design the final product or purpose of a digital project |
|  | **5 min** | **WORDPRESS.COM “ALL IN ONE”**  *Review Slide*   * Wordpress.**com** is an “all in one” service. * They allow you to set up the site on their **servers** (they act as a hosting service). * They give you a domain name immediately – and then you can change it for a fee. * The Content Management System is live on their site. * What you do notget are certain controls over: look, feel and functionality.   + To get these you need to pay for access and then it costs as much or more than getting your own hosting. | * Listen to instructor * Ask questions | * Identify the benefits and limitations of different data and information management tools. |
|  | **5 min** | **GETTING STARTED WITH WORDPRESS**   * Don’t attempt to follow along—we’ll go through this together step by step, this is just the overview to give some context first * If you have questions, let me know when we reach that step   *Play video* | * Watch video | * Design the final product or purpose of a digital project |
|  | **1 min** | **FOLLOW ALONG**  *Navigate* to Wordpress.com and *demonstrate* according to the cues that follow   * Please raise our hand if I am going too fast or you have a question. I’ve also included the steps on your handout if it’s easier to follow along there. | * Follow along creating website * Ask questions | * Design the final product or purpose of a digital project. * Identify the benefits and limitations of different data and information management tools. |
| No slide | **15 min** | **CREATING AN ACCOUNT**  [Note: The instructor will be unable to create a new account. Instead, you will walk them through the Sign Up process verbally, then sign into your account:  [plgpractice@gmail.com](mailto:plgpractice@gmail.com) password: tpi4plgWP ]  *Ask:*   * Has anyone created a Wordpress.com account before?   + If so, you will have to log in to your account, instead of creating a new one. You can wait for me, or flip to p.4 of the handout and follow the steps under Creating a Second Site on Your Wordpress Account * Otherwise, follow along with my prompts   *Read out* the first 4 Steps without doing them on your own computer (remember: you can’t create a new account)  Step 1: Creating an account   * Go to Wordpress.com * Click on “Get Started”   + If you already have an account Click on “Log In” in the top right corner * Enter your email, create a username and password to finish. * The username cannot be changed, and must be unique   Step 2: Create a site   * The next page “Let’s Create A Site” lists a series of questions. Your answers don’t affect much, other than the suggestions WordPress makes to you. You can change your answers later. * If you have a **purpose** for your website, this is where you can enter it   Step 3: Pick an address   * Give your site a web address by typing keywords into the search box. When considering your website address (domain):   + **Come up with the beginning of your address, and WordPress will suggest a variation that is free.** * Select Free option   Step 4: Pick a plan   * Select the Free (“Best for Students”) plan (0$ for life), click “Start with Free”. * You should be directed to your new site. Wait here for a moment to ensure we’re all in the same spot.   *Check in* with students to ensure everyone has successfully made it to this step, and is now at the WordPress main page.  Check your email   * Open another window, and sign into your email (the one you used to sign up for your WordPress account) * There should be an email from WordPress waiting for you: open it and click “Activate Account” * Close this window, and go back to your WordPress window | * Listen to instructor * Follow the instructor’s instructions to create an account * Ask questions | * Design the final product or purpose of a digital project * Integrate considerations of accessibility, aesthetics and user experience into the design process. |
| ***No slide*** | **20-25 min** | **THEMES**  [Behind the scenes: If there are students who already have an account, but want help creating a second site, you can have them follow along as you do it (the directions are on p.4 of the handout). Otherwise, just sign in, create a new site, and leave it at the page “Welcome to your new site”. Do the following steps with the students as you direct them]   * Next, we will select a theme. You can follow along with me, or refer to the handout.   Step 5: Navigate to Themes   * Go to “My Sites” (top left) * Just past half way down the left column menu you will find “Personalize” header, and under that, Customize – Themes. You may have to scroll down a bit.   *Open* the Themes page  Step 6: Browse Free Themes   * Narrow Theme options to only **“free” themes**. You can do this by selected “Free” from the buttons to the right of the theme search bar. * We’re all going to **use the same theme today**, but you can take a moment to have a look at what’s available   + What are some considerations you should think about when selecting a theme?   + [Possible answers: content, purpose, aesthetics, usability]   *Allow some time* for the students to have a look for themes. *Ask* if they have a style they prefer.  *Bring attention* back to projector screen.   * In the Search Bar you can type the name of a Theme (if you know of one) or a specific purpose (ie photography, travel) to get suggestions * For today, we will all use **Radcliffe 2.** Please search for this theme and select it. You will all be able to change the theme later - you can select preview for any other theme and activate. There are paid options as well.   *Ask* learners to navigate to the theme “**Radcliffe 2**” and choose this theme.   * Select **Radcliffe 2** by clicking “Activate this Theme for Free”. A pop-up will appear: click “Customize” to then start customizing your theme. Just wait here for a moment so I can make sure we’re all on the same page.   *Check in* with each student to ensure they’ve all made it to this step. | * Listen to instructor * Watch the instructor and follow along * Ask questions | * Design the final product or purpose of a digital project * Integrate considerations of accessibility, aesthetics and user experience into the design process. * Capture, generate or assemble content using available creative tools. |
| ***No slide*** | **20 mins** | **CUSTOMIZING THEMES**   * This is the fun bit! Select “Customize Theme” from the pop up. * Let’s explore how we can modify this theme to make it unique to our site. Note: customization options are limited in the free version of WordPress – **the Theme and Style Packs will often override your choices**. * **“Save and Publish”** – whenever you update your site there should be a blue button option to save/publish/update! You can use the gear icon to change this to **“Save Draft”**, which will save your changes, but not put them online. * On the sidebar, you can explore the first 6 options to adjust your website’s appearance   + Refer to the handout for a map of what each option on the sidebar does   + We’ll go through the menu options together in a minute   *Point out* “View Site” option (top left), as well as mobile views.  *Allow time* for participants to play around with the customization settings. | * Listen to instructor * Watch the instructor and follow along * Play around with customization settings * Ask questions | * Design the final product or purpose of a digital project * Integrate considerations of accessibility, aesthetics and user experience into the design process. * Capture, generate or assemble content using available creative tools. |
|  | **5 min** | **POSTS VS PAGES**   * WordPress has two different ways to display content on your website: posts and pages   *Play video*   * Posts are like “blog entries”   + Comment features   + The most recent one goes first, and older ones are archived   + They should be used for temporary   + You can search them with tags, but they don’t appear in the menu * Pages are static content   + They appear in the menu   + They don’t have comment features   + They should be used for basic content that you want your users to always be able to find, as opposed to temporary features   *Ask* students to consider the uses of both formats   * What kind of pages will your visitors **expect** to find in the menu? | * Watch video * Ask questions | * Capture, generate or assemble content using available creative tools. * Arrange and edit the project to provide the audience with cues for navigating and understanding it. |
| ***No slide***  **Under:**  **ex.png** | **10 min** | **MENUS**  *Explain* that most sites have 2 menus:   * The Header menu helps the user navigate to the website’s Pages * The Social menu connects the user to the website’s social media content * No menu navigates the Posts—Posts use a different system all together   *Edit a menu* using the menus option   * Select the menu option from the customization menu * Select the “**Primary**” menu to edit * Click “**Add new page**” and title it “About”   *Create a new menu* using the menus option   * Select the menu option from the customization menu * Click the “**Create New Menu**” button * Name the menu and select where you want the menu to appear: “**Social Menu**”. * Click “**Add Items**” * To connect your social menu to your social media pages (e.g. facebook, twitter, etc.), click “custom links” and enter the URL. If you don’t have any social media to add, try adding [www.google.ca](http://www.google.ca) here, and see what happens   + Answer: it should create an Icon, instead of text * Once you Save & Publish, the menu should appear on your website preview, in the location determined by the theme.   *Encourage* learners to practice editing and adding menus and pages. | * Listen to instructor * Watch the instructor and follow along * Ask questions | * Design the final product or purpose of a digital project * Integrate considerations of accessibility, aesthetics and user experience into the design process. * Capture, generate or assemble content using available creative tools. * Arrange and edit the project to provide the audience with cues for navigating and understanding it. |
|  | **10 min** | **IMAGES: WHAT YOU NEED TO KNOW**  *Explain* that most images you find online are **copyright**.   * “In Canada, copyright is automatically added to anything that is created by a person. So, for a photo, as soon as a person takes the picture it is covered under copyright by the creator and lasts until 50 years after the death of the creator. Copyright means the photo cannot be used by another person without the creator's permission.” * There are use cases that are allowed, referred to in Canada as **Fair Dealing**. If something is for personal use, you’re not making money from it, and you’re not prohibiting the original creator from making money, it might be allowed. However, publishing someone else’s image on your website will likely not fall under “Fair Dealing”. Refer to the handout for more information about Fair Dealing. | * Listen to instructor * Ask questions | * Determine how Canadian copyright laws and “copyleft” options (2017: Creative Commons, etc) govern the use and adaptation of existing works (ownership, term, fair dealing, etc). |
|  | **15 min** | **IMAGES: WHAT YOU NEED TO KNOW**   * Creative commons is a kind of license that allows for image reuse. Pay attention to the license details, which can limit the permitted uses.   *Demonstrate* how to search with **search.creativecommons.org**, and highlight where the license terms are noted  *Demonstrate* how to limit image search on **Google Images to “Labelled for Non-commerical Reuse”**   * Answer: Go to images.google.com , search a term, then select “Tools”, “Usage rights”, and select “labelled for non-commercial reuse” from dropdown.   *Explain* that “**non-commercial**” reuse means that this image cannot be used on sites designed to make money. Show other options.  *Note* that these search engines aren’t 100% accurate—check the image’s original source to make sure.  *Give learners time* to explore free images   * We have put together a list of websites where you can find copyright-free digital images can be found in our “Finding Images” guide (see handout)   <http://guides.vpl.ca/c.php?g=698617&p=4959380> | * Listen to instructor * Ask questions * If there’s time, browse Free Image resources | * Determine how Canadian copyright laws and “copyleft” options (2017: Creative Commons, etc) govern the use and adaptation of existing works (ownership, term, fair dealing, etc). |
| **out.png** | **1 min** | **DID WE LEARN HOW TO?**   * Did we meet all of our goals today? * Was there anything we didn’t cover? * Do you have any other questions and/or comments?   *Hand out* Certificates of Completion**:** ask who has completed the series, fill name in + date stamp  *Refer* learners to resources on the handout  *Review*how to search for more classes |  |  |
|  | **2 min** | **EVALUATION FORMS**  [Note: Consider directing them to do this before giving them free time to work on their site, or they may forget]  *Ask* them to take some time to fill out the evaluation form. If possible, have them fill out the form online. If not, provide them with the paper forms:   * We would like your feedback! Please take some time to fill out an evaluation form to let us know what you enjoyed and what could be improved. * There is a bookmark link to the form on all computers. * You can also access the link by going to <http://www.vpl.ca/trainingfeedback> | * Listen * Complete Evaluation Form * Ask questions about Evaluation Form |  |
| **No slide** |  | The remainder of the class time can be used to practice.  **Options: posts, tags, categories – one place to get learners started is the WP Beginner Glossary:**  [**http://www.wpbeginner.com/glossary/category/**](http://www.wpbeginner.com/glossary/category/)  [**http://www.wpbeginner.com/glossary/tag/**](http://www.wpbeginner.com/glossary/tag/)  [**http://www.wpbeginner.com/glossary/post-types/**](http://www.wpbeginner.com/glossary/post-types/) | * Practice * Ask questions |  |
|  | **20 min** | **Time for practice, questions, etc** | | |

## Closing

* [Thank learners for coming]