### **REST**

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#### What is REST?

- REpresentational State Transfer
- A term and architectural approach for the web coined in Roy Fielding's thesis (2000)
- It proposes that accesses to a web site be represented uniformly
- State Transfer because a user goes from one page to another by following links
- It helps to design "good" URIs

#### REST

- Uses a combination of URI and HTTP methods
  - GET means "read"
  - PUT means "edit"
  - DELETE means "delete"
  - POST means "create"

# What is good URI design?

- Uniform and consistent
  - Is /listproduct.php?id=2 or /show\_product.jsp?pid=5 consistent?
- Readable
- Use nouns, not verbs
- Meaningful: users can guess what the resource is
- Stackable: remove a piece from the url and should also get a resource
- Query args (after the ?) should be used for queries

# Tips for good URIs

- Do not mix lower and upper case (prefer lower case)
- Use hyphens rather than underscores (more readable, but that's your choice)
- Do not use extensions (php, aspx, jsp, pl, py,...),
  be technology independent
- Avoid spaces and "illegal" URI characters, because they get URL-encoded (with lots of %)
- Do not change an URI over time

### Some examples

- /students GET lists students
- /students POST creates a student
- /students/25 GET lists, PUT edits it, DELETE
- /students/25/courses GET
- /students/25/courses/3
  GET, PUT, DELETE
- /students?name=john GET does a search
- The same URI can have different operations depending on the HTTP method

## More examples

- Getting forms to edit/create
  - GET / students/25/edit
  - GET / students/new
- Alternative way
  - GET /students/form/33/data/25 the edit form
  - GET /students/form/33 same, but empty
- Sorting data
  - GET /students?sort=ascending&page=2

# Specifying data formats

- When the client needs a specific format it must specify it
- /students/23.json
- /students/23.xml
- Useful for web services, Ajax calls
- A default format can be HTML

### Responses

- Response to a REST request should specify a HTTP response code
  - 200 OK
  - . . .