

Assignment Report

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Assignment Report

1 Prior planning and research

1.1 Prior planning

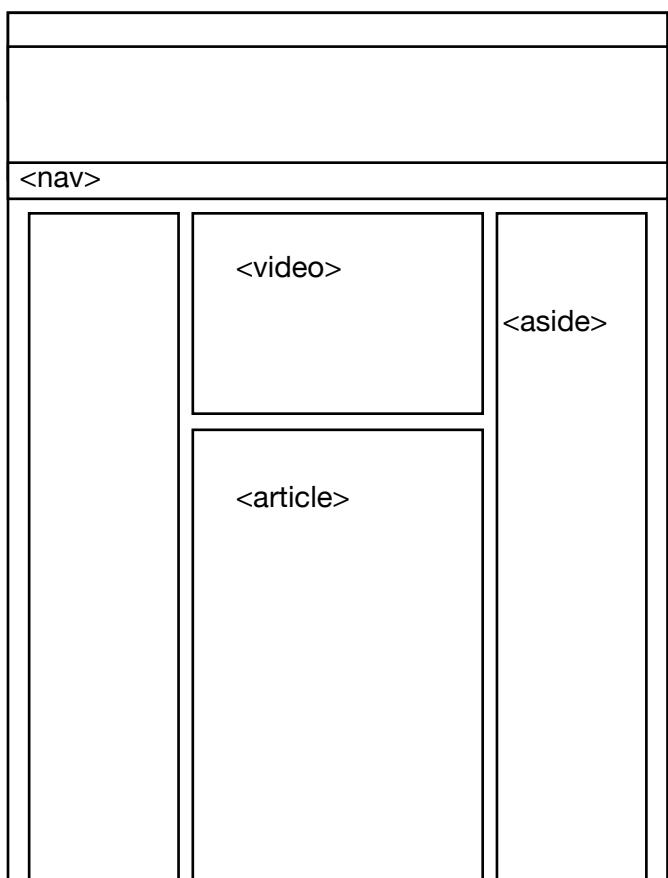
In the beginning, there were six topics could be chose. After analysing all the topics from the three points, that were, knowledge familiarity, network data richness and personal interest, I chose *all you need to know about CSS*. While studying this course, I read several related books, such as *css mastery*, *CSS: The definitive Guide*, etc. Reading these books made me more familiar with css, and it was also very helpful for web page production, so I chose The topic.

After the topic was selected, I outlined the sub-topics to prepare for the classification of the navigation bar. I divided css3 into five parts, version introduction, CSS basics, CSS3 and CSS differences, book lists, useful websites. These five sections plus the homepage were a total of six websites. Among them, about the CSS basic knowledge, I chose a few more important to introduce, because CSS has a lot of knowledge points and time was limited, it was difficult to enumerate complete.

After determining the general idea, I drew a rough sketch on paper about the home page.(Picture 1.1) I hope that the homepage can roughly provide the content of the subpages.

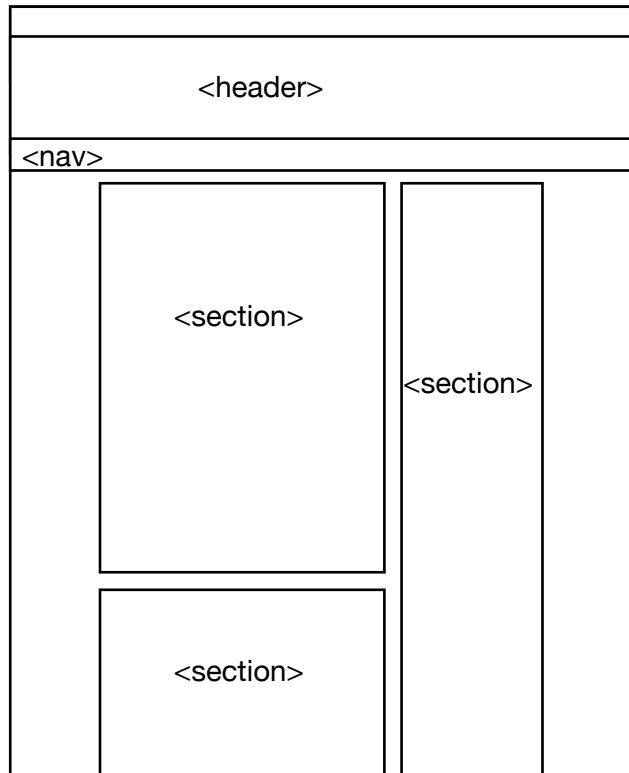
1.2 Research

At this stage, I mainly modified my draft. After collecting the data, I found that many pages, such as google and Wikipedia, rarely divide the page into three columns, because this actually distracts the user's attention and makes the page appear messy. So I changed it to

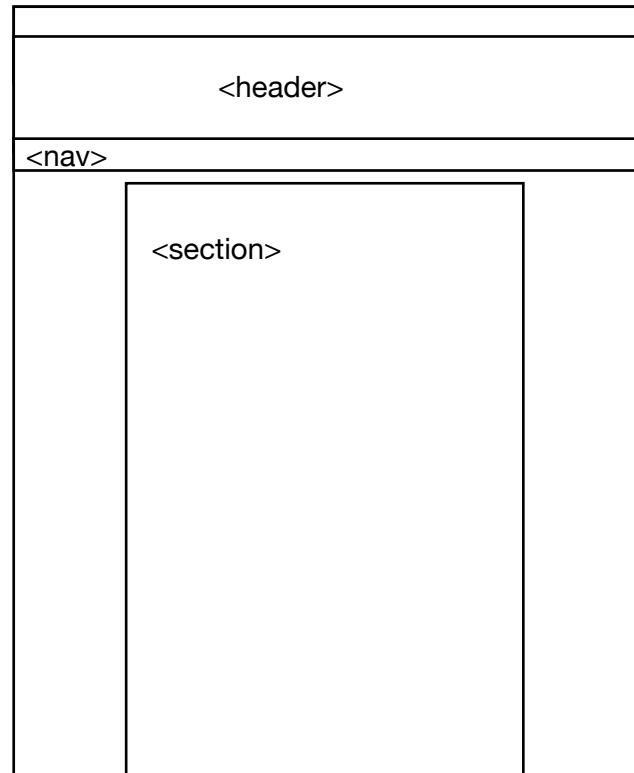


Picture 1.1

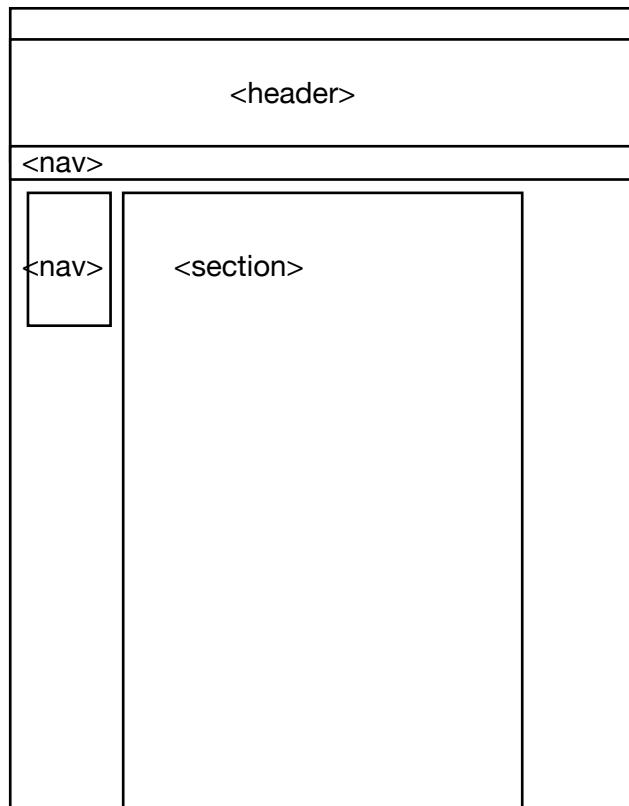
two columns or columns that are now popular. In addition, the videos on css3 on the google were long tutorials, so the three-minute introduction video of the homepage was deleted. The pictures below are the structure of the current webpages. (Picture 1.2.1-1.2.6)



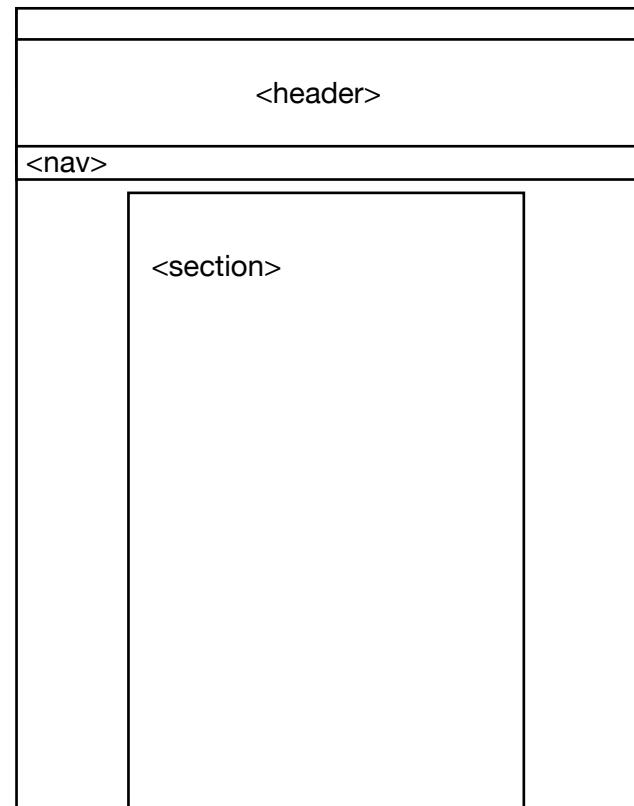
Picture 1.2.1



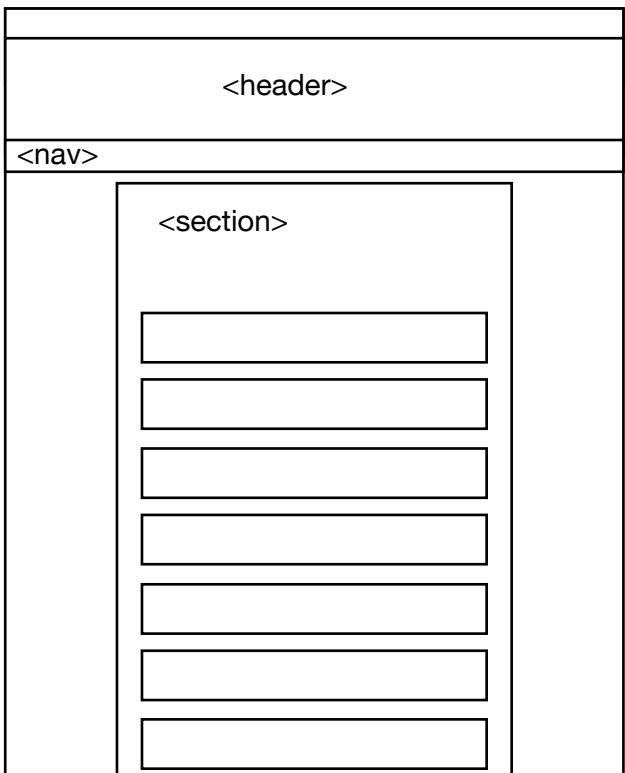
Picture 1.2.2



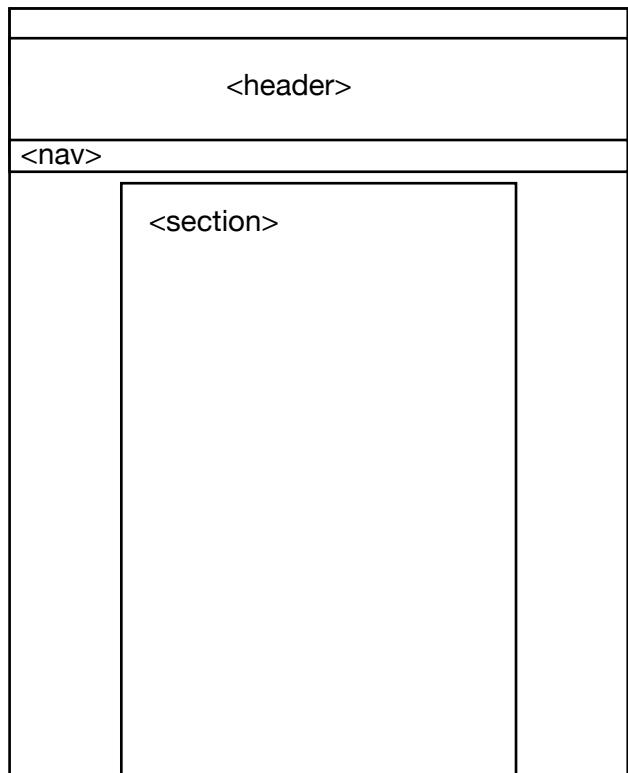
Picture 1.2.3



Picture 1.2.4



Picture 1.2.5



Picture 1.2.6

2 Aims of the website

This course is designed to allow us to more fully understand, master and integrate the knowledge of web technology we have learned by making the web. Through this operation, we could master the operation and application of software such as Visual Studio Code and Photoshop. Enhancing hands-on practice. Personally, in addition to hoping to make me more familiar with css and web page production, I hope that this page will become a reference book for my css learning in future reading. I will link useful websites, books, and code to the site to improve learning efficiency. I will also save the questions I do not understand on the site to give me a deeper impression.

3 Target audience

The audience for this page is mainly for students who are just starting to learn html or who are interested in html and css and want to know more. Because the content of the website is very simple, it is mainly about the general theory of css3. If the users want more professional and systematic learning, they could study at w3schools. Or reading the books related to css3.

4 Design and content

In this part, I will explain the structure of the website and the specific technology of each section.

4.1 Design analysis

When dealing with structural issues, I first designed the interface style of the home page as the overall web page style.

4.1.1 Overall interface style design

The overall interface refers to the page structure design of the entire Web, which can give the user a sense of unity.

So when designing the webpage, I considered the following questions. When I browse the webpage, if I feel comfortable. Whether the design style of the entire web application system consistent.

So I designed all six pages in blue, black, white and grey, because these three colours show more professional web pages. Page thumbnails are shown in the appendix. In general, designers need to do a questionnaire on the home page to get feedback from end users.

4.1.2 Navigation design

In order to make the navigation bar and web page style consistent, I also adopted blue, white, and black styles to make the webpage more concise and intuitive. In order not to affect the user's use, I have designed the navigation bar of the six websites to be the same css style. Putting too much information on one page tends to have the opposite effect than expected. Few users are willing to take the time to familiarise themselves with the structure of a web application system, so navigation should be as accurate as possible.

4.1.3 Theme module design

I used the settings of Bulma[1] website to separate each section into boxes. You can set the style of the box, and I designed it to be rounded for aesthetics.

4.1.4 Content testing

Content testing is used to verify the correctness, accuracy, and relevance of information provided by Web applications. This problem can be done using some word processing software, such as the "Grammar Check" feature of Microsoft Word. All the text on the page, I typed enter it on the word, corrected the error and then copied it to the visual studio code.

4.2 Technology analysis

4.2.1 Header



Picture 4.2.1

```
html
<header id="header" class="bgc">
    <p class="nav">All you need to know</p>
    <p class="nav">about CSS3</p>
    <a href="4.css3.html"> </a>
</header>
```

The settings in the header are mainly divided into three parts, setting the background colour, inserting the picture, and inputting the slogan. Set the background colour and slogan style in css, set the image with absolute positioning. I modified the font style, size, padding, position, colour, and shadow of the slogan in css to make the slogan more stereo and more integrated with the background.

4.2.2 Navigation



Picture 4.2.2

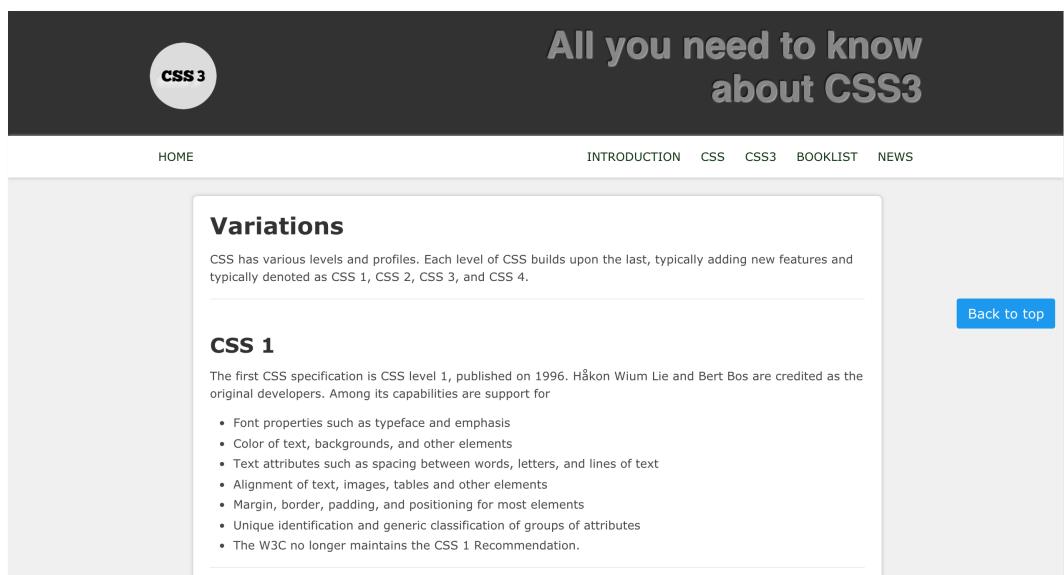
```

<nav>
  <div class="nav-wrapper">
    <div class="spoof"></div>
    <a class="blue" href="1.index.html">HOME</a>
    <a class="blue" href="2.introduction.html">INTRODUCTION</a>
    <a class="blue" href="3.css.html">CSS</a>
    <a class="blue" href="4.css3.html">CSS3</a>
    <a class="blue" href="5.booklist.html">BOOKLIST</a>
    <a class="blue" href="6.news.html">NEWS</a>
  </div>
</nav>

```

There are two main settings in the navigation bar. One is to set the function - to create a hyperlink, and the other is to set the performance style of the navigation bar.

4.2.3 Column



Picture 4.2.3

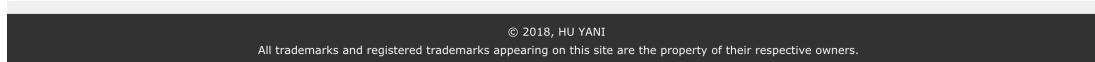
```

<div class="container">
  <div class="tile is-vertical is-parent is-7">
    <div class="box">...
  </div>
</div>
</div>

```

Here I used the default setting of bulma[1], added a bulma link to the head tag to find more styles and improved efficiency.

4.2.4 Footer

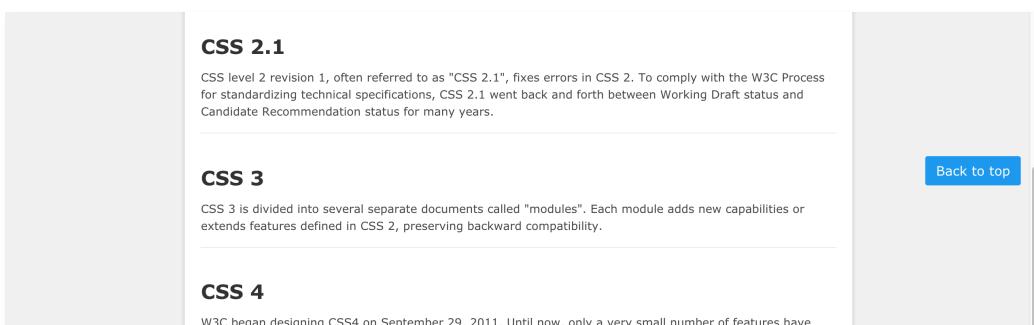


Picture 4.2.4

```
<footer>
    &copy; 2018, HU YANI
    <br>
    All trademarks and registered trademarks appearing on
    this site are the property of their respective owners.
</footer>
```

I modified the font size, background colour, and position of the footer in css.

4.2.5 Others



Picture 4.2.5

```
<a id="top"></a>
```

```
<div id="lable">
    <a class="button is-info" href="#top" >Back to top</a>
</div>
```

Set back to top to improve the efficiency of users. Also use Bulma `class="button is-info"` to modify the style of the button. CSS code showed below:

```
#lable {
    position: fixed;
    top: 350px;
    right: 10px;
}
```

4.3 Content analysis

The source of the entire web page is listed in the appendices.

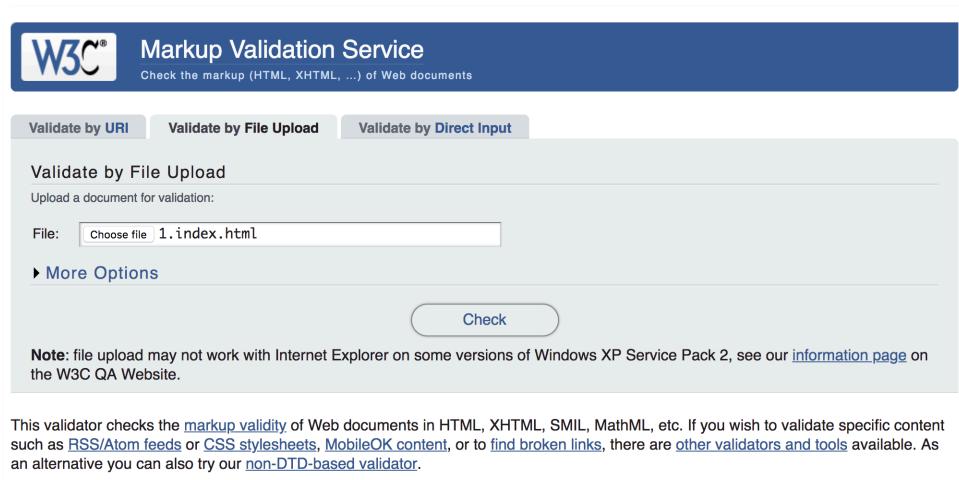
5 Accessibility

Generally speaking, after a website is basically completed, it needs to pass the website function test, performance test, interface test, usability test, compatibility test, security test, code legality test[2] to be successful and deliverable. However, my webpage is not published online, so I will test whether the website meets the requirements only from the legitimacy of the code, usability, and compatibility.

5.1 Code legality test

This step is divided into two parts, one is the correctness of the code, and the other is whether the various functions of the website are valid.

Using W3C's *Markup Validation Service* to test whether the html code is compliant.(Picture 5.1.1)



Picture 5.1.1

The html code legality test results of the six web pages are as follows. The figure shows that each html code is legal.

Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for uploaded file 1.index.html

Checker Input

Show source outline image report Options...

Check by No file chosen

Uploaded files with .xhtml or .xht extensions are parsed using the XML parser.

Document checking completed. No errors or warnings to show.

Used the HTML parser.

Total execution time 24 milliseconds.

[About this checker](#) • [Report an issue](#) • Version: 18.10.5

Picture 5.1.2

Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for uploaded file 2.introduction.html

Checker Input

Show source outline image report Options...

Check by No file chosen

Uploaded files with .xhtml or .xht extensions are parsed using the XML parser.

Document checking completed. No errors or warnings to show.

Used the HTML parser.

Total execution time 18 milliseconds.

[About this checker](#) • [Report an issue](#) • Version: 18.10.5

Picture 5.1.3

Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for uploaded file 3.css.html

Checker Input

Show source outline image report Options...

Check by No file chosen

Uploaded files with .xhtml or .xht extensions are parsed using the XML parser.

Document checking completed. No errors or warnings to show.

Used the HTML parser.

Total execution time 48 milliseconds.

[About this checker](#) • [Report an issue](#) • Version: 18.10.5

Picture 5.1.4

Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for uploaded file 4.css3.html

Checker Input

Show source outline image report

Check by file upload Choose file No file chosen

Uploaded files with .xhtml or .xht extensions are parsed using the XML parser.

Document checking completed. No errors or warnings to show.

Used the HTML parser.

Total execution time 17 milliseconds.

[About this checker](#) • [Report an issue](#) • Version: 18.10.5

Picture 5.1.5

Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for uploaded file 5.booklist.html

Checker Input

Show source outline image report

Check by file upload Choose file No file chosen

Uploaded files with .xhtml or .xht extensions are parsed using the XML parser.

Document checking completed. No errors or warnings to show.

Used the HTML parser.

Total execution time 18 milliseconds.

[About this checker](#) • [Report an issue](#) • Version: 18.10.5

Picture 5.1.6

Nu Html Checker

This tool is an ongoing experiment in better HTML checking, and its behavior remains subject to change

Showing results for uploaded file 6.news.html

Checker Input

Show source outline image report

Check by file upload Choose file No file chosen

Uploaded files with .xhtml or .xht extensions are parsed using the XML parser.

Document checking completed. No errors or warnings to show.

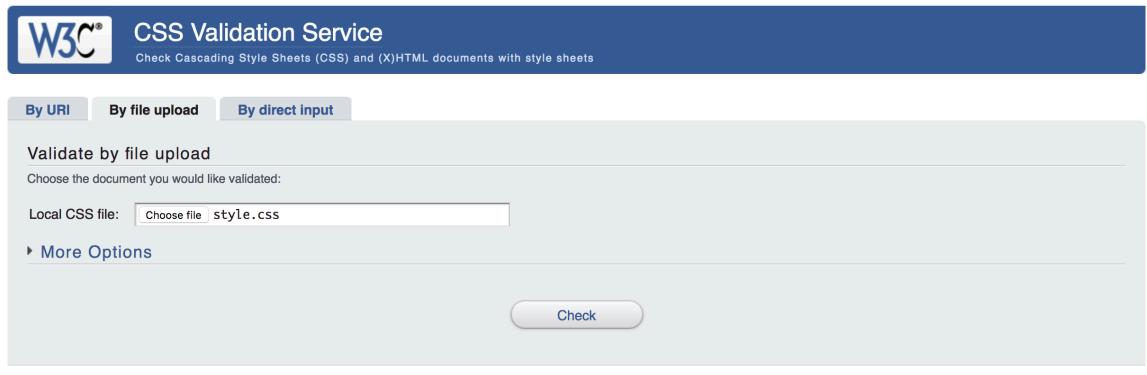
Used the HTML parser.

Total execution time 19 milliseconds.

[About this checker](#) • [Report an issue](#) • Version: 18.10.5

Picture 5.1.7

Using the css validation service to test the legality of css, the results are correct.



Picture 5.1.8

A screenshot of the W3C CSS Validator results page. The top navigation bar includes the W3C logo and the text "The W3C CSS Validation Service" and "W3C CSS Validator results for style.css (CSS level 3 + SVG)". Below the navigation, a green banner displays the message "Congratulations! No Error Found.". The main content area shows the validation status: "This document validates as [CSS level 3 + SVG](#)!". It also provides instructions for adding the validation icon to a webpage. On the left side, there's a small "W3C CSS" logo with a red checkmark icon.

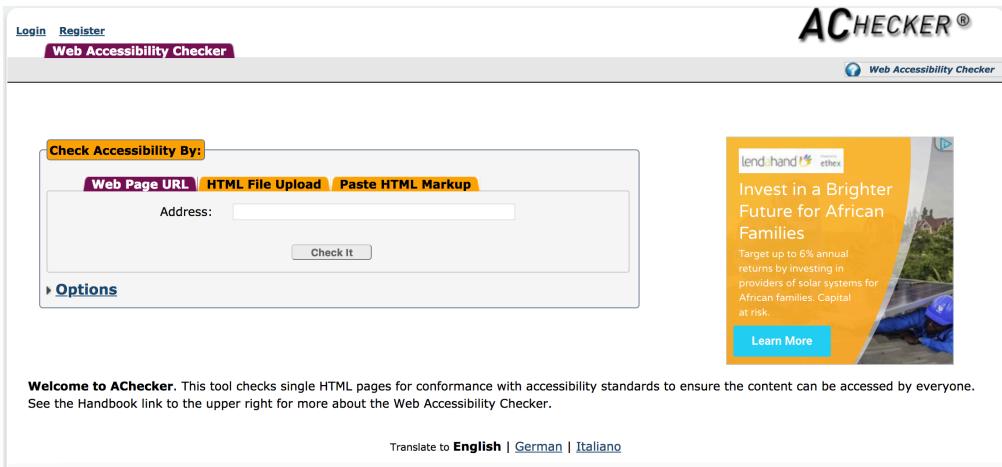
Picture 5.1.9

The second step is to test whether the various functions of the website are valid.

I mainly tested the web link. Linking is a key feature of web applications, and it is the primary means of switching between pages. After testing, you can find that all linked pages exist except the search bar at the top of the page, and links to the linked page as indicated. At present, I can only judge by manual testing, so I lack a good evaluation standard. I hope to discuss it in more depth.

5.2 Usability test

Use AChecker[4] to analyse the usability of web pages.



Picture 5.2.1

The inspection results are shown in the figure below.

The screenshot shows the 'Accessibility Review' report. At the top, it says 'Accessibility Review (Guidelines: WCAG 2.0 (Level AA))' and has buttons for 'Known Problems(17)', 'Likely Problems (0)', 'Potential Problems (143)', 'HTML Validation', and 'CSS Validation'. It also has 'Export Format: PDF' and 'Report to Export: All' dropdowns and a 'Get File' button. The main content area shows a red warning message: '1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.' Below this, under 'Success Criteria 1.4.4 Resize text (AA)', it lists a 'Known Problem': 'Check 117: *(italic) element used.*' with a repair note: 'Repair: Replace your *i elements with em or strong.'

✖ Line 26, Column 19:
<i class="fa fa-search"></i>

✖ Line 37, Column 15:
<i class="fa fa-15 fa-bell"></i>

✖ Line 40, Column 15:
<i class="fa fa-15 fa-comments"></i>

✖ Line 267, Column 32:
<i class="fas fa-book"></i>*

Picture 5.2.2

Picture 5.2.1 shows the results of the home page. There are 17 obvious problems. Replace the *<i>* tag with ** or ** in html. But the *<i>* tag refers to the icon icon in my html. The reference to Fontawesome icon representation method, in order to make the user more clear text content, I did not modify the problem. The specific functions are shown below.

The Truth About HTML5

Picture 5.2.3



Picture 5.2.4

The potential problem is mainly that the src attribute of the picture and the title attribute of the hyperlink are relatively simple to explain.

The remaining five html test results are shown in the figure.

This screenshot shows the 'Accessibility Review' tool interface. At the top, it displays 'Known Problems(3)', 'Likely Problems (0)', 'Potential Problems (58)', 'HTML Validation', and 'CSS Validation'. Below this, a red warning message states: '1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.' Under 'Success Criteria 1.4.4 Resize text (AA)', it lists 'Check 117: i (italic) element used.' A repair suggestion says: 'Repair: Replace your i elements with em or strong.' It then lists three specific errors with line numbers: 'Line 26, Column 19', 'Line 37, Column 15', and 'Line 40, Column 15', each accompanied by a code snippet showing the problematic *class="fa fa-search">* element.

Picture 5.2.5

This screenshot shows the 'Accessibility Review' tool interface, identical to Picture 5.2.5. It displays the same 'Known Problems(3)', 'Likely Problems (0)', 'Potential Problems (75)', 'HTML Validation', and 'CSS Validation' sections. The red warning message '1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.' is present. Under 'Success Criteria 1.4.4 Resize text (AA)', it lists 'Check 117: i (italic) element used.' A repair suggestion says: 'Repair: Replace your i elements with em or strong.' It then lists three specific errors with line numbers: 'Line 25, Column 19', 'Line 36, Column 15', and 'Line 39, Column 15', each accompanied by a code snippet showing the problematic *class="fa fa-search">* element.

Picture 5.2.6

Accessibility Review

Accessibility Review (Guidelines: [WCAG 2.0 \(Level AA\)](#))

Export Format: [PDF](#) Report to Export: [All](#) [Get File](#)

Known Problems(3) Likely Problems (0) Potential Problems (107) HTML Validation CSS Validation

1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

Success Criteria 1.4.4 Resize text (AA)

Check 117: i (italic) element used.

Repair: Replace your i elements with em or strong.

- ✖ **Line 26, Column 19:**
<i class="fa fa-search"></i>
- ✖ **Line 37, Column 15:**
<i class="fa fa-15 fa-bell"></i>
- ✖ **Line 40, Column 15:**
<i class="fa fa-15 fa-comments"></i>

Picture 5.2.7

Accessibility Review

Accessibility Review (Guidelines: [WCAG 2.0 \(Level AA\)](#))

Export Format: [PDF](#) Report to Export: [All](#) [Get File](#)

Known Problems(3) Likely Problems (0) Potential Problems (100) HTML Validation CSS Validation

1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

Success Criteria 1.4.4 Resize text (AA)

Check 117: i (italic) element used.

Repair: Replace your i elements with em OR strong.

- ✖ **Line 28, Column 19:**
<i class="fa fa-search"></i>
- ✖ **Line 39, Column 15:**
<i class="fa fa-15 fa-bell"></i>
- ✖ **Line 42, Column 15:**
<i class="fa fa-15 fa-comments"></i>

Picture 5.2.8

Accessibility Review

Accessibility Review (Guidelines: [WCAG 2.0 \(Level AA\)](#))

Export Format: [PDF](#) Report to Export: [All](#) [Get File](#)

Known Problems(3) Likely Problems (0) Potential Problems (75) HTML Validation CSS Validation

1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

Success Criteria 1.4.4 Resize text (AA)

Check 117: i (italic) element used.

Repair: Replace your i elements with em or strong.

- ✖ **Line 25, Column 19:**
<i class="fa fa-search"></i>
- ✖ **Line 36, Column 15:**
<i class="fa fa-15 fa-bell"></i>
- ✖ **Line 39, Column 15:**
<i class="fa fa-15 fa-comments"></i>

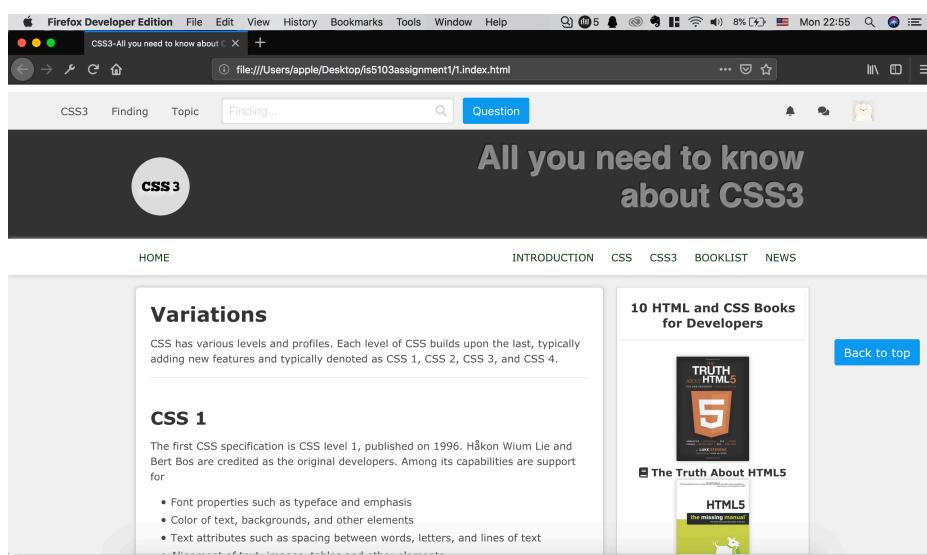
Picture 5.2.9

5.3 Compatibility test

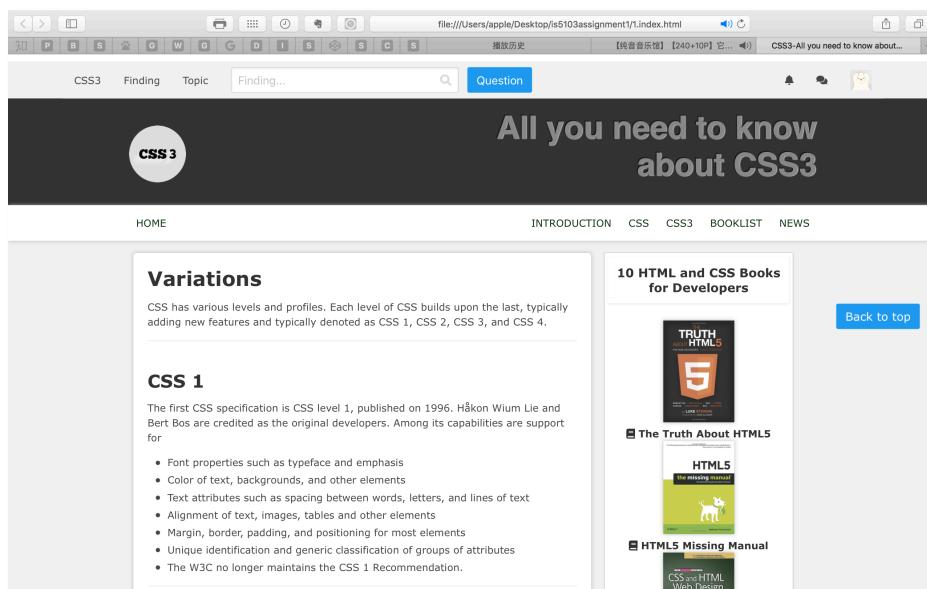
5.3.1 Browser testing

The browser is the core component of the Web client. Browsers from different vendors have different support for different HTML specifications. In addition, the framework, structure, and style are displayed differently in different browsers, or even not displayed at all. Different browsers have different security settings. I tested google, Firefox, Safari browser.

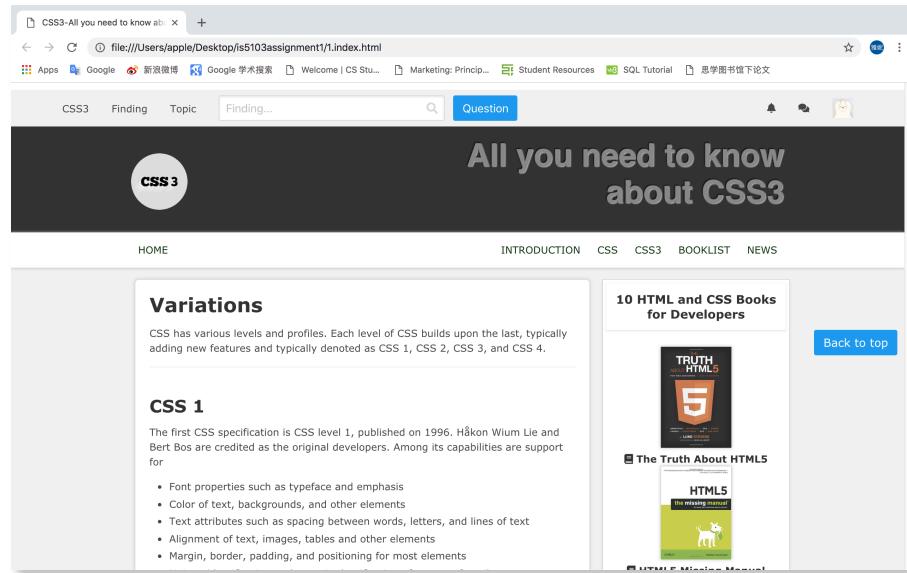
The test results are as follows:



Picture5.3.1.1



Picture5.3.1.2

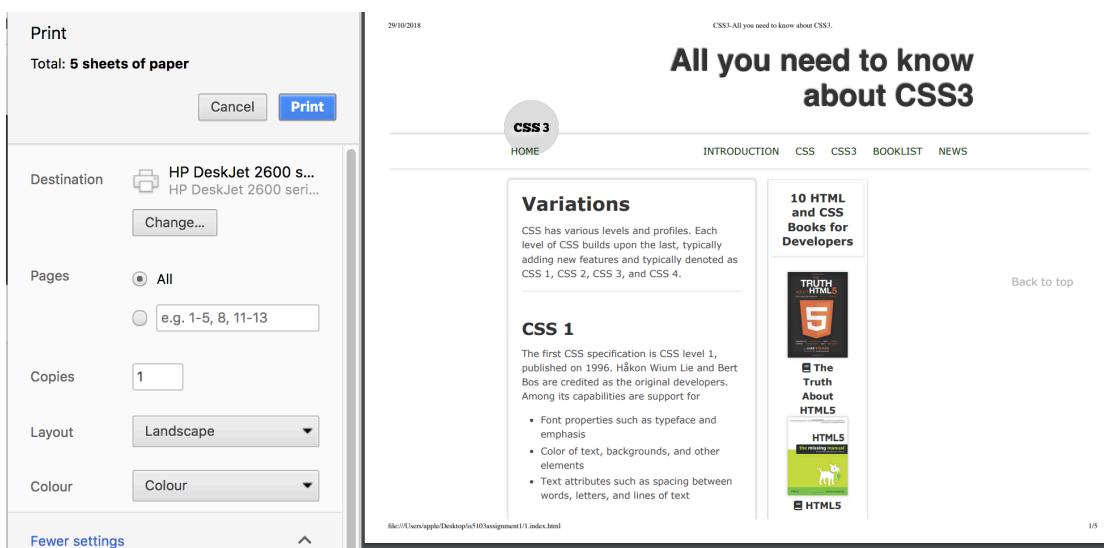


Picture5.3.1.3

As you can see from the figure, the access effects are the same in all three browsers.

5.3.2 Printer testing

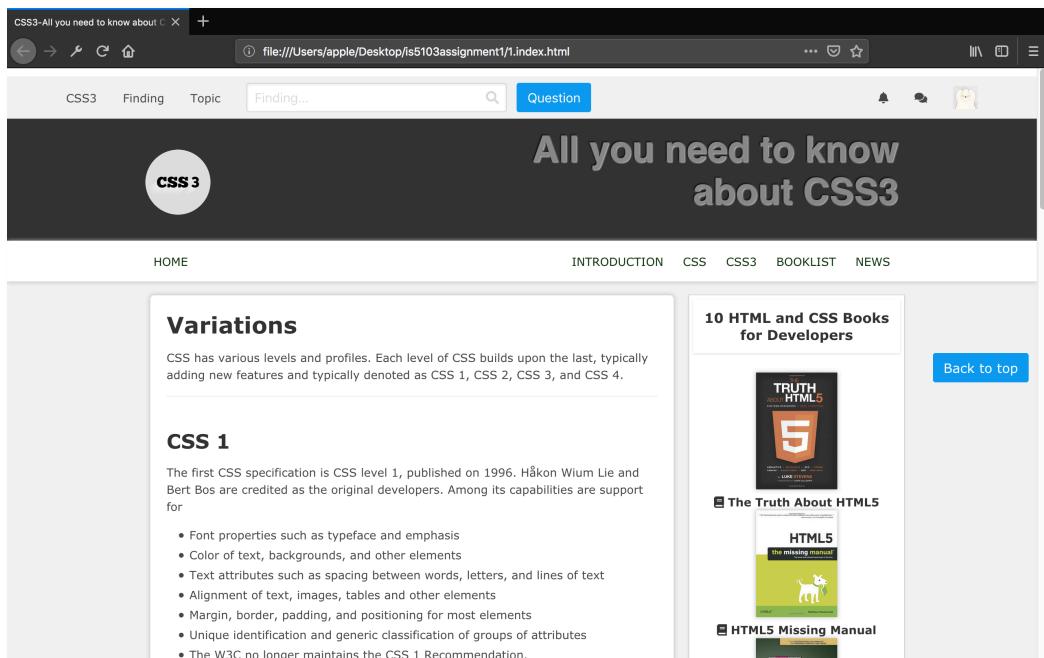
The user may print the web page. Therefore, the web page should be designed with printing in mind, paying attention to saving paper and ink. Many users like to read rather than stare at the screen, so verifying the page could be printed properly is important. Sometimes the alignment of the images and text displayed on the screen may be different from what is printed. I used the printer on google and the results are shown below.



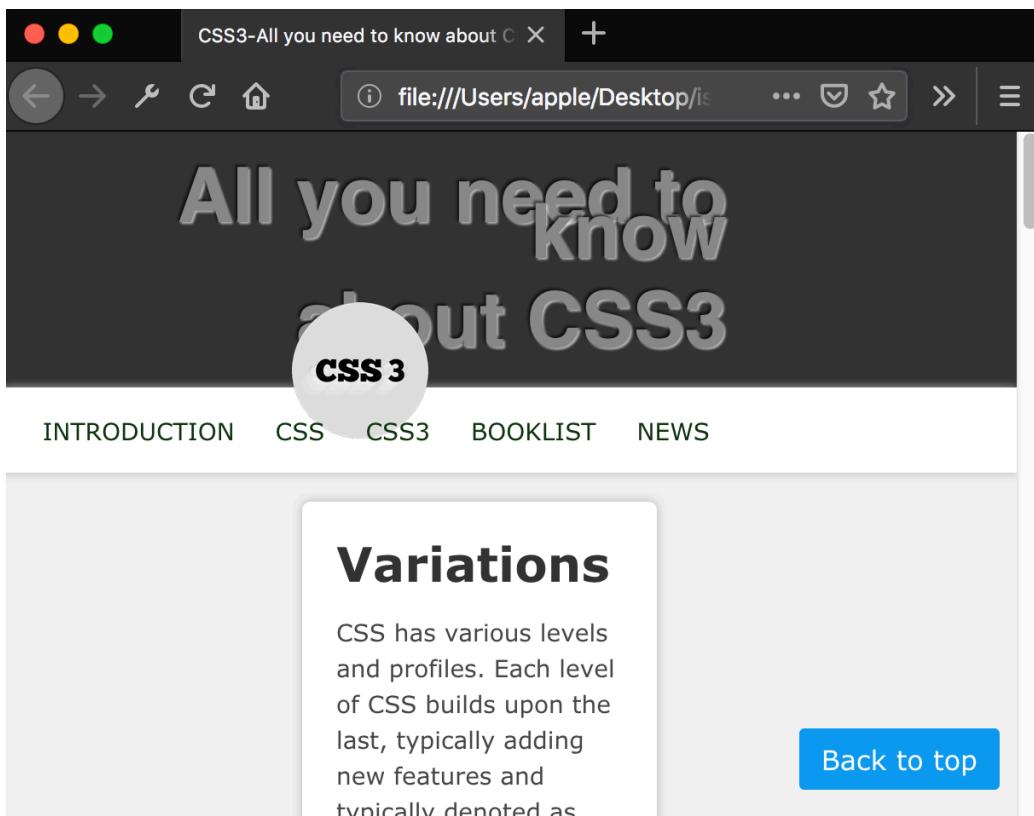
When testing the web page printing function, the layout will change to some extent. Especially for the picture of the header, this may be caused by the image being set to absolute positioning.

5.3.3 Window scaling test

There is also a scaling problem with the page. When the window is smaller than 300px, the layout will change greatly. I tried to debug this problem many times, but I still can't get a good solution. So far, this is the biggest problem I found on this page. I guess the reason may be that absolute positioning is used too much in css.



Picture5.3.3.1



Picture5.3.3.1

6 Final summary and reflection

According to the inspection results of the above websites, the html and css codes are correct and legal in input. The use of various links is also effective. There is no big problem in accessibility assessment. The main potential problem is the title of the hyperlink, which is not standardised. The alt description of the picture is not particularly clear or too short. From the layout of the entire page, the navigation bar is relatively clear, the overall style is also very uniform, bright, clear, concise, and has a good viewing.

However, there are also some limitations. When I use Lab browser to test, there are several problems. 1. The picture takes a long time to load. This may be because the browser version is too low or the image pixels are too large. 2. Some css3 formats cannot be loaded, such as shadows for slogans. Because of my limited level of knowledge and experience, I do not have very detailed consideration of system compatibility issues. I feel very sorry that I will do better next time.

Appendices

1 Page thumbnails

CSS3 Finding Topic Question

All you need to know about CSS3

css3

HOME INTRODUCTION CSS CSS3 BOOKLIST NEWS

Variations

19/10/2018

CSS has various levels and profiles. Each level of CSS builds upon the last, typically adding new features and typically denoted as CSS 1, CSS 2, CSS 3, and CSS 4.

CSS 1

The first CSS specification is CSS level 1, published on 1996. Håkon Wium Lie and Bert Bos are credited as the original developers. Among its capabilities are support for:

- Font properties such as typeface and emphasis
- Color of text, backgrounds, and other elements
- Text attributes such as spacing between words, letters, and lines of text
- Alignment of text, images, tables and other elements
- Margin, border, padding, and positioning for most elements
- Unique identification and generic classification of groups of attributes
- The W3C no longer maintains the CSS 1 Recommendation.

CSS 2

level 2 specification was developed by the W3C and published as a recommendation in May 1998. CSS 2 includes a number of new capabilities like absolute, relative, and fixed positioning of elements and z-index, the concept of media types, support for aural style sheets and bidirectional text, and new font properties such as shadows.

CSS 2.1

CSS level 2 revision 1, often referred to as "CSS 2.1", fixes errors in CSS 2. To comply with the W3C Process for standardizing technical specifications, CSS 2.1 went back and forth between Working Draft status and Candidate Recommendation status for many years.

CSS 3

CSS 3 is divided into several separate documents called "modules". Each module adds new capabilities or extends features defined in CSS 2, preserving backward compatibility.

CSS 4

W3C began designing CSS4 on September 29, 2011. Until now, only a very small number of features have been supported by some web browsers.

CSS 3

19/10/2018

Many exciting new functions and features are being thought up for CSS3. We will try and showcase some of them on this page, when they get implemented in either Firefox, Konqueror, Opera or

Text effect

text-shadow
text-overflow
word-wrap

User-interface

box-sizing
resize
outline
nav-top, nav-right, nav-bottom, nav-left

Other modules

CSS3 Transitions
media queries
multi-column layout
Web fonts
speech

10 HTML and CSS Books for Developers


The Truth About HTML5


HTML5: The Missing Manual


CSS and HTML Web Design


Learning jQuery


Smashing CSS


Learning Web Design


CSS Pocket Reference

Useful websites on CSS

>Designing an effective table
>357 Awesome Icons
>CSS animation effects
>The best CSS framework.

Back to top

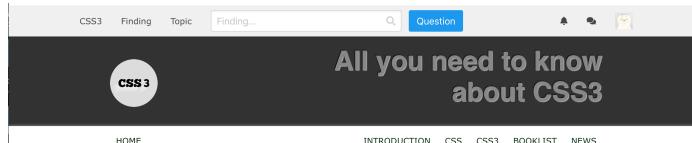
Back to top

Back to top

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Display a menu

Picture 1 homepage



Variations

19/10/2018
CSS has various levels and profiles. Each level of CSS builds upon the last, typically adding new features and typically denoted as CSS 1, CSS 2, CSS 3, and CSS 4.

CSS 1

The first CSS specification is CSS level 1, published on 1996. Håkon Wium Lie and Bert Bos are credited as the original developers. Among its capabilities are support for:

- Font properties such as typeface and emphasis
- Color of text, backgrounds, and other elements
- Text attributes such as spacing between words, letters, and lines of text

CSS 2

level 2 specification was developed by the W3C and published as a recommendation in May 1998. CSS 2 includes a number of new capabilities like absolute, relative, and fixed positioning of elements and z-index, the concept of media types, support for aural style sheets and bidirectional text, and new font properties such as shadows.

CSS 2.1

CSS level 2 revision 1, often referred to as "CSS 2.1", fixes errors in CSS 2. To comply with the W3C Process for standardizing technical specifications, CSS 2.1 went back and forth between Working Draft status and Candidate Recommendation status for many years.

CSS 3

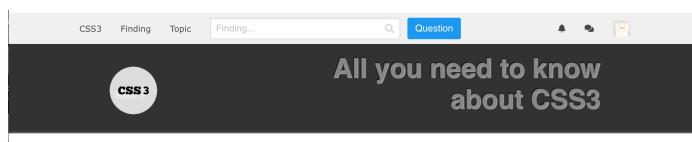
CSS 3 is divided into several separate documents called "modules". Each module adds new capabilities or extends features defined in CSS 2, preserving backward compatibility.

CSS 4

W3C began designing CSS4 on September 29, 2011. Until now, only a very small number of features have been supported by some web browsers.

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Picture 2



All you need to know about CSS3

CSS Introduction

What is CSS?

CSS stands for Cascading Style Sheets
CSS describes how HTML elements are to be displayed on screen, paper, or in other media
External stylesheets are stored in CSS files
CSS saves a lot of work. It can control the layout of multiple web pages all at once

Why Use CSS?

CSS is used to define styles for your web pages, including the design, layout and variations in display for different devices and screen sizes. CSS Solved a Big Problem.
HTML was NEVER intended to contain tags for formatting a web page! HTML was created to describe the content of a web page, like:

This is a heading

CSS Saves a Lot of Work!

The style definitions are normally saved in external .css files.
With an external stylesheet file, you can change the look of an entire website by changing just one file!

CSS Basis

CSS Syntax

The selector points to the HTML element you want to style.
The declaration block contains one or more declarations separated by semicolons.
Each declaration includes a CSS property name and a value, separated by a colon.
A CSS declaration always ends with a semicolon, and declaration blocks are surrounded by curly braces.

CSS Selectors

CSS selectors are used to "find" (or select) HTML elements based on their element name, id, class, attribute, and more.

The id Selector

The id selector uses the id attribute of an HTML element to select a specific element.
The id of an element should be unique within a page, so the id selector is used to select one unique element!
To select an element with a specific id, write a hash (#) character, followed by the id of the element.

The class Selector

The class selector selects elements with a specific class attribute.

To select elements with a specific class, write a period (.) character, followed by the name of the absolute CSS widths for page elements will cause the element to be too wide for the viewport on a smaller device. Instead, consider using relative width values, such as width: 100%. Also, be careful of using large absolute positioning values. It may cause the element to fall outside the viewport on small devices.

What is a Media Query?

Media query is a CSS technique introduced in CSS3.
It uses the @media rule to include a block of CSS properties only if a certain condition is true.

Add a Breakpoint

Earlier in this tutorial we made a web page with rows and columns, and it was responsive, but it did not look good on a small screen.

Media queries can help with that. We can add a breakpoint where certain parts of the design will behave differently on each side of the breakpoint.

Always Design for Mobile First

Mobile first means designing for mobile before designing for desktop or any other device (This will make the page display faster on smaller devices).

This means that we must make some changes in our CSS.

Instead of changing styles when the width gets smaller than 768px, we should change the design when the width gets larger than 768px.

Another Breakpoint

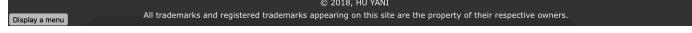
You can add as many breakpoints as you like.

We will also insert a breakpoint between tablets and mobile phones.

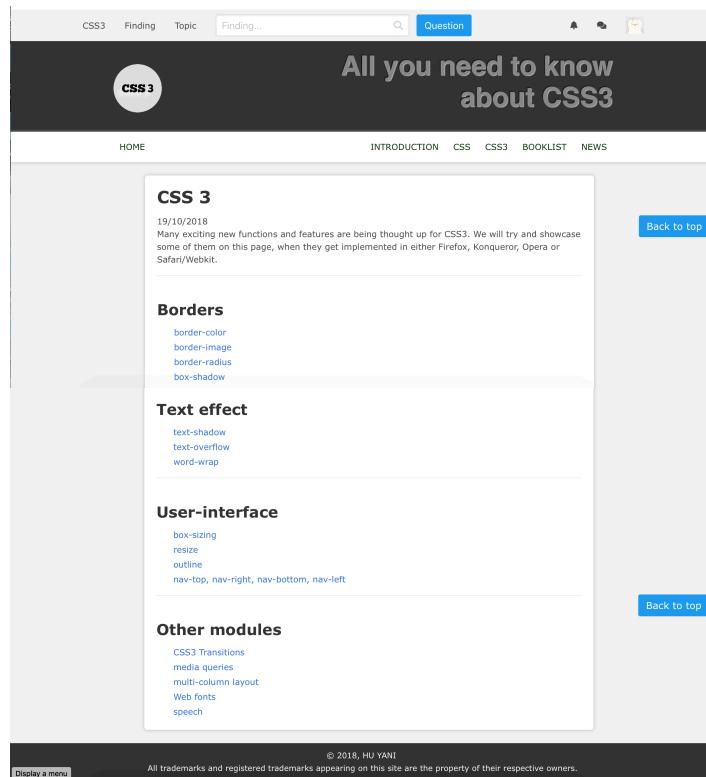
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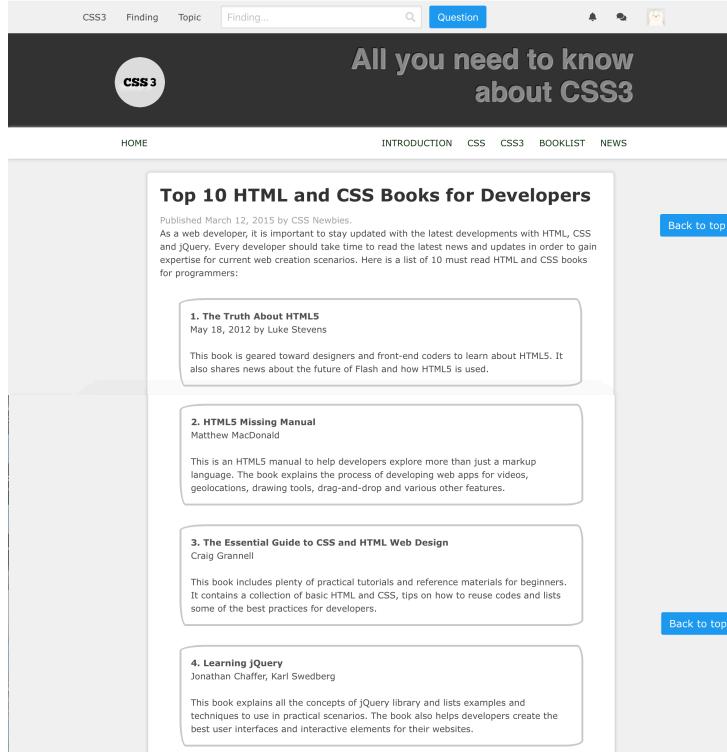
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Picture 3



Picture 4



Picture 5

The screenshot shows a website with a dark header bar. In the top left, there's a circular logo with 'css 3'. To its right, the title 'All you need to know about CSS3' is displayed in a large, bold, white font. The top navigation bar includes links for 'HOME', 'INTRODUCTION', 'CSS', 'CSS3', 'BOOKLIST', and 'NEWS'. Below the header, there are three main content sections:

- CSS basis**: Contains links to 'CSS Tutorial' (describing CSS as a language for styling HTML) and 'CSS3 Properties' (a list of properties introduced in CSS Level 3).
- Assistive tools**: Lists 'Bulma' (an open-source CSS framework), 'Learn Bulma in 5 minutes' (a tutorial), 'CSS3 Generator', 'Font Awesome' (for icons), and 'CodePen' (an online community for testing code snippets).
- News**: Features articles like '10 powerful things you didn't know about CSS3', 'CSS3 vs CSS - How Are They Different?', and 'CSS Fonts Module Level 3 is now a W3C Recommendation'.

Each section has a 'Back to top' button in the bottom right corner. At the very bottom of the page, there's a footer bar with copyright information: '© 2018, HU YANI' and 'All trademarks and registered trademarks appearing on this site are the property of their respective owners.'

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