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Website Report

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Introduction

This document provides a detailed structure for the requirement, functionality and design specification of the website to help the next cohort of students with learning materials from the first trimester modules.

It explains all the steps, which went into the production of the website, and the strategies, which were, used in the implementation of the website most importantly the functionalities.

The report also covers the logical reasoning of the contents of each page and how each of the pages was built.

This provide a detailed analysis on images used and how it was incorporated into the site. How the text content was associated with all graphics, including pictures of text in navigation areas, image functionality, website maps, and usability structure.
It also explains the colours and how it contributes to the structure of the website.
The ways the tables, frames, and maps were encoded in the website and how clear it makes the purpose of the website visible to its users.
Under navigation, the report also gives the structure of navigation through the web the positioning of the tabs, titles of the pages, the height and width attributes and descriptions.

Requirement Specifications

As per the specifications of the website the site has a homepage with links to all the modules from last trimester Fundamentals of Software Engineering, Programming 1, Introduction to Networking and Mathematics for computing including the quizzes sections, with each page allocated to the modules respectively.

To ensure, that the site self descriptive, and a clearly laid out interface and an attractive design to keep students engaged. I made the navigations simple and easy to follow by building out the site map with the goal to keep it more intuitive and

simple as possible. I also, named each page appropriately with the course names to ensure easy user-friendly manipulations.
And to make the site map more faster and easier to use I ensured that the sub navigation relates to its main navigation option with a hover to ensure the visibility of a highlighted tab.

In addition, I placed the logo in the top left corner of the web pages thereby ensuring that the visitors or students know the site they are on as well as identifying the name with the content they are viewing. The logo also serves a direct link to the homepage, allowing the visitor/students to return to it no matter where they are within the site.

The navigations to the various sections of the website was also placed at the top right side of the website. The way the visitors/students are able to see their options to navigate through the site. With the navigation above the site to guarantee distinguishability and easy convenience.

Also, to ensure that users always know where they are, I highlighted the navigation to indicate where the visitor is. I also used link headings often seen at the top of websites showing where a visitor is on the website and providing links to each individual page listed.

Website Structure and Implementation

The site PIN is designed for simplicity in its structure, while serving the core purpose of been the platform where students can access module topics and content as well as, quizzes and a channel where student could reach out to with their respective module leaders.

I created a simple homepage displaying the modules, and the logo which acts as a link to the homepage in any page a user is. To ensure that the user know his/her current location on the website a white hover displays when the tab is highlighted or pointed at.

On clicking any of the modules, the user is taken to the main page of the module. Scrolling down each of the pages respectively, the user can use the "click here" link to contact the module leaders of the various courses.
Each page through a table tabulation gives various descriptions of the course including the module leader's name, duration for the course, the course start date, location and a section to contact the module leader.

At the Networking page, it has the "read course" link which enable the user to be able to view the course content of networking.

The pairing of the html, css and js functionality of the website are as follows:
The home page has the link "index.html" with the style sheets "all.css" and "index1.css" respectively.
The programming 1 page has the link " pro.html" with style sheets "all.css" and "tex.css" respectively.
The mathematics for computing page has the link "math.html" with style sheets "all.css" and "tex.css" respectively.
The networking page has the link "networking.html" with style sheets "all.css" and "tex.css" respectively.
The software engineering page has the link "se.html" with style sheets "all.css" and "tex.css" respectively.
The quizzes page has the link "quiz.html" with style sheets "all.css" and "quiz.css" with javascript file quiz.js.
The contact us page has the link "contact.html" with style sheets "all.css" and co.css.
And the Networking content page with link "pro2.css" and css's of all and lessons.css respectively.

With regards to the implementation of the quizzes - The function "changeSection" takes a parameter called btn. The function consists of multiple statement that says to return the parameter of the function. The return statement specifies the value returned by the function.
The parameters is served as the function expression and is used inside the function to refer to itself, and in the debugger to identify the function in stack traces.

Given that, the number of conditional arguments to the functions varied, or in which the context of the function call needs to be set to a specific object determined at runtime, the methods are used to achieve the results.

The “get” function , checks if the returned value equals to the outlined correct answers, hence adding the correct number of scores.
Other components of the quizzes are the checkbox type input question. The user is required to check one relevant answers thereby generating feedback and the right answer.

The drag and drop section where three functions are executed, there is also a “pull” function which drags a draggable element.
In addition, there are functionalities like the fall function where one is able to choose an answer of preference.
Finally the highlight to choice answer function with a column side pointer leading to the next question.

Also, if the site were to store students scores and track their progress, the local storage on the web browser could be used. The local data stores data with no expiration date as well as stores data for one session until the tab in the web browser is closed. This platform can store students grades for a given number of time allocated to it.