

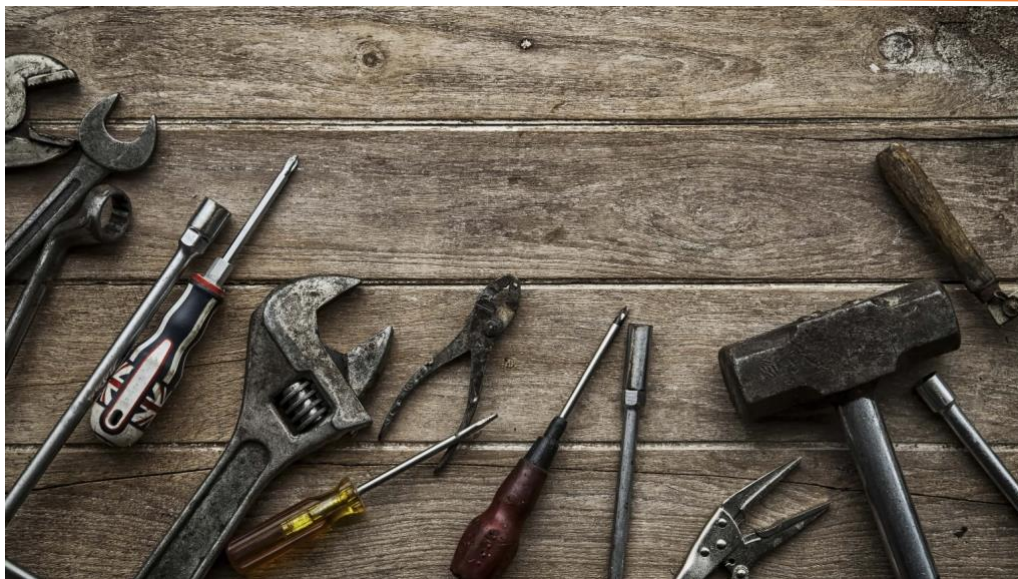
Study guide

Online Presence

HTML/CSS

(part of UXD-PC)

<i>Code</i>	UXD-PC
<i>Module</i>	1.2
<i>Number of credits</i>	1 ECs
<i>Academic year</i>	2019-2020



USER EXPERIENCE DESIGN

CMD
COMMUNICATION & MULTIMEDIA DESIGN

1 Course description

1.1 Subject matter

In this course you will learn HTML5 and CSS3 in order to build a portfolio website, ready to be published on the internet. What do we mean by a portfolio website? A portfolio website is a website that contains info about yourself and your work. It is mainly used as a showcase (e.g. for future employers or other people interested in your work).

Please note, much of the needed knowledge in this course will be delivered via online videos on LinkedIn Learning. We will guide you through them during class, so it's important that everything works (before our first lesson). You can try and login here: <https://www.linkedin.com/learning-login/>

If this fails, please send an email to your lecturer.

We will coach you throughout the course in scheduled seminars. At the end of the course we have one week of dedicated worktime. With teachers being full-time available in for consultation in building your personal portfolio website.

1.2 Completing the course

To successfully complete this course, you will complete several challenges and will deliver a personal portfolio website built in HTML5/CSS3.

1.3 Learning objectives

After successfully completing this course you will be able to:

- Plan individual work, communicate effectively and convincingly and showcase work and ideas.
- Independently improve your skills in the field of front-end development related online courses from Lynda.com or sources that you have found on your own.
- Learn how browsers work and form an understanding regarding the basics of the markup and styling languages HTML and CSS
- Apply the basics of web development for the realization of a website which uses semantic HTML5 and CSS3
- Know and apply the basics of industry standard tools like text editors (e.g. Sublime Text) and version control systems (e.g. GitHub)

The learning objectives are derived from the competences Visualize and Prototype and Plan and Collaborate.

1.4 Related courses

This course prepares for Programming: Extended Class (UXD-PRO2).

1.5 Changes since last year

We have created three activating seminars to go in depth and answer your questions. We have moved from PathBrite to Blackboard for submitting your work. We also added an extra week of dedicated working time. Just like our Programming Bootcamp setup, students can work together with experts helping them complete the final challenge.

2 Examination

2.1 Overview

Examination	Osiris Code	Weight	Requirement	Grade
Challenges HTML5 & CSS3		N/A	Complete	Conditional for grade
The Final Challenge (portfolio website)	N/A	100 %	Satisfactory > 5.5	0 - 10

**See Student Charter, examination rules and regulations (@ student portal) for minimal requirements*

2.2 Assignment criteria

You will deliver the results of the challenges with your own personal content and style. You will be working on adding and designing content. You will be creating a website that showcases the acquired HTML/CSS skills.

You have these challenges:

1. Getting Started and HTML Challenge
2. CSS Basics Challenge
3. CSS Advanced Challenge
4. The Final Challenge (website built in HTML and CSS of your portfolio)

You will be evaluated on these criteria:

- Student has successfully completed the first four challenges
- The work uses valid and semantic HTML5
- The work uses valid CSS3 in external stylesheets
- The student has created at least 6 sections in their portfolio website:
 1. *Home / About you*
 2. *Work Experience*
 3. *Education*
 4. *Contact*
 5. *Showcase project overview*
(overview of your projects, with a minimum of 4 projects)
 6. *Showcase detail sections*
(detail project view describing each project, e.g. images, texts, videos)

3 Organisation

3.1 Teaching method

Each class will have bi-weekly seminars. Here you are guided through the learning material with the help of tutorial videos. We will use the instruction videos on [LinkedIn Learning](#).

IMPORTANT: Make sure you check if you have access to the new LinkedIn Learning platform. If you have problems let your lecturer know before the first class.

During class you can get help with the challenges from teachers and fellow students. Deadlines for assignments are the same for both classes.

3.2 Schedule & Deadlines

Week	Classes & Activities	Deadlines Dates
1.12	HTML/CSS Seminar Getting Started and HTML Challenge 1	
1.13		
1.14	HTML/CSS Seminar CSS Basics Challenge 2	DEADLINE Challenge 1 Monday 9 December Deliver on Blackboard
1.15		
1.16	HTML/CSS Seminar CSS Advanced Challenge 3	DEADLINE Challenge 2 Monday 6 January Deliver on Blackboard
1.17		
1.18		DEADLINE Challenge 3 Monday 20 January Deliver on Blackboard
1.19	Bootcamp week (4 days)	
1.20		DEADLINE Challenge 4 (Final challenge) Monday 3 February Deliver on Blackboard

* Deadlines are the same for all classes

4 Resources

4.1 Study Materials

Video's on Linked Learning

Login at: <https://www.linkedin.com/learning-login/>

We will publish the links to the videos and the challenge (PDF) bi-weekly on Blackboard.

4.2 Contact & Questions

Course design and coordination:

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Please don't hesitate to get in touch if you have any questions or feedback.

Appendix 1 Competencies

In this module, (aspects of) the competencies below will be developed and assessed.

Research Conduct research within a UX design process, to explore user needs, business requirements, context of use and technological opportunities.	
	Level 1 To apply a variety of research methods throughout the design process in order to understand user behaviours, experiences, needs and motivations to empathize with the potential user group. Conduct research to evaluate prototypes with stakeholders to improve a design.
	Level 2 To apply a variety of research methods throughout the design process in a societal and technological context. Formulate research questions and compose a fitting research set-up given a certain research aim.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
Interpret and Define Make sense of findings and ideas. Gain insights and use knowledge to understand the user and how to fulfil his needs taking into account the concerns of the client. Create a frame and formulate a vision, guiding principle or challenge.	
	Level 1 Formulate requirements and challenges based on insights from research and the exploration of ideas.
	Level 2 Frame the problem and craft a meaningful and inspiring vision.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
Create Concepts Create UX concepts that have meaning and value for user, client and society. Utilize (user centered) design methods and creativity to come up with a wide range of rich ideas.	
	Level 1 Create multiple UX concepts that will fulfil user needs and meets business requirements. Utilize creative and imaginative power. Get a sense of what is needed.
	Level 2 Create value for user, client and society and produce innovative UX concepts in a complex context of business, society and technology.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
Visualize and Prototype Generate visualizations and artefacts that a user can interact with to test a design, generate ideas and communicate a design. Make and communicate prototypes to gain insights into user interactions and experiences and the way needs are fulfilled.	
X	Level 1 Use visual design techniques to create user interfaces that are based on a well thought out interaction design. Use basic logic programming skills and programming structures to create interactive prototypes. Choose appropriate techniques to create paper prototypes and other forms of non-interactive prototypes.
	Level 2 Experiment and tinker with prototypes. Explore technical possibilities that facilitate potential user experiences. Combine digital and physical techniques to explore multi modal interfaces. Use in depth interaction design methods to design for a complex context. In collaboration with experts implement a design within technical constraints/requirements and organizational structure of a specific context.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
Reflect Reflect on one's work and attitude and account for the ethical cultural and societal implications of one's work.	

	Level 1 Give and receive design critique to improve one's design. Understand how technology can embody ethical values, and how design has the power to affect the nature of these ethical values.
	Level 2 Discover ethical values relevant to a project, and translate these into specific design features. Reflect and speculate on technological developments' potential harms, benefits and ethical implications through design. Understand one's societal responsibilities as a designer.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
Collaborate and Inspire Find one's way in (international) organizations, networks and communities. Work together with people in an international setting and get them involved in ideas. Get a sense of your role in a design team or project.	
X	Level 1 Plan individual work within a project, communicate effectively and convincing and showcase work and ideas in an intercultural learning community.
	Level 2 Work and plan within a network. Inspire an organization to design for user experience and implement a concept within the business culture.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.