

Creative Interaction Design and Technologies
TANG, Xuetong

Introduction to Design Thinking

Agenda

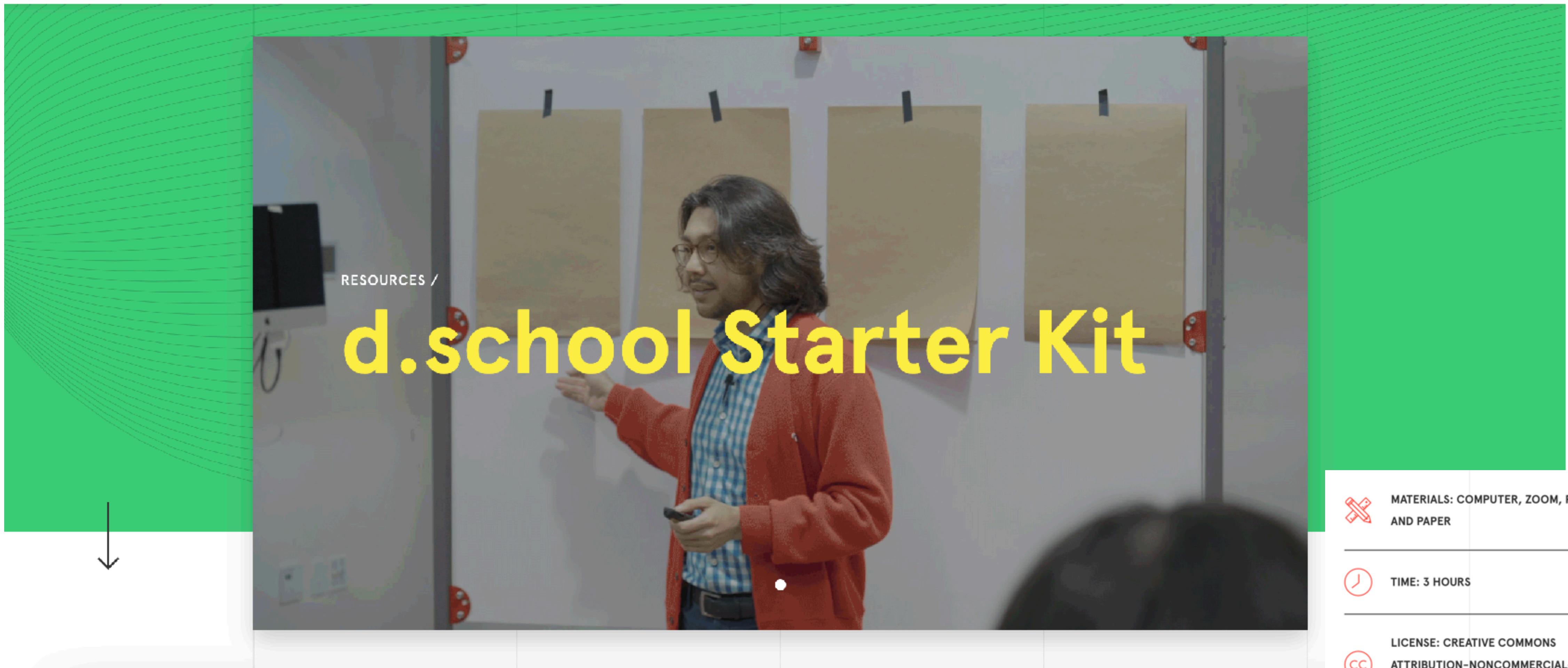
Lecture

- The iPhone story — think different
- History of design thinking
- Introduction to design thinking
- Technology and liberal arts

Lab Time

- More practice with HTML
- CSS box model
- CSS tutorial, starting with HTML+CSS





RESOURCES /

d.school Starter Kit

 MATERIALS: COMPUTER, ZOOM, PEN, AND PAPER

 TIME: 3 HOURS

 LICENSE: CREATIVE COMMONS ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE 4.0 INTERNATIONAL

Source: Stanford d.school, License: Creative Commons Attribution - Noncommercial - ShareAlike 4.0 International

Who is really satisfied with your design last week and wants to share with us?



Workshop recap

- **Problem-solving approach v.s. human-centered approach**
- **Human need is the place to start. Prototyping is vehicle for progress.**
- **Design's too important to be left with designers.**
- **Show don't tell.**
- **Power of iteration.**
- **Design thinking can be practiced by everybody.**

Do you think that creativity can be taught?

HOW TO TEACH PEOPLE CREATIVITY?

“DESIGN THINKING” 创新设计思维

Apple: Think Different.



Steve Jobs
1955-2011



“Here's to the crazy ones.
The misfits.
The rebels.
The troublemakers.
The round pegs in the square holes.
The ones who see things differently.
They're not fond of rules.
And they have no respect for the status quo.
You can quote them, disagree with them,
glorify or vilify them.
About the only thing you can't do is ignore them.
Because they change things.
They push the human race forward.
While some may see them as the crazy ones,
we see genius.
Because the people who are crazy enough to think
they can change the world, are the ones who do.”
© 1997 Apple Computer, Inc.

Talent hits a target no one else can hit.
牛人能击中别人无法击中的目标。

Innovator hits a target no one else can see.
创新者能击中别人看不见的目标。

The iPhone Story



 FingerWorks™
MultiTouch Technology



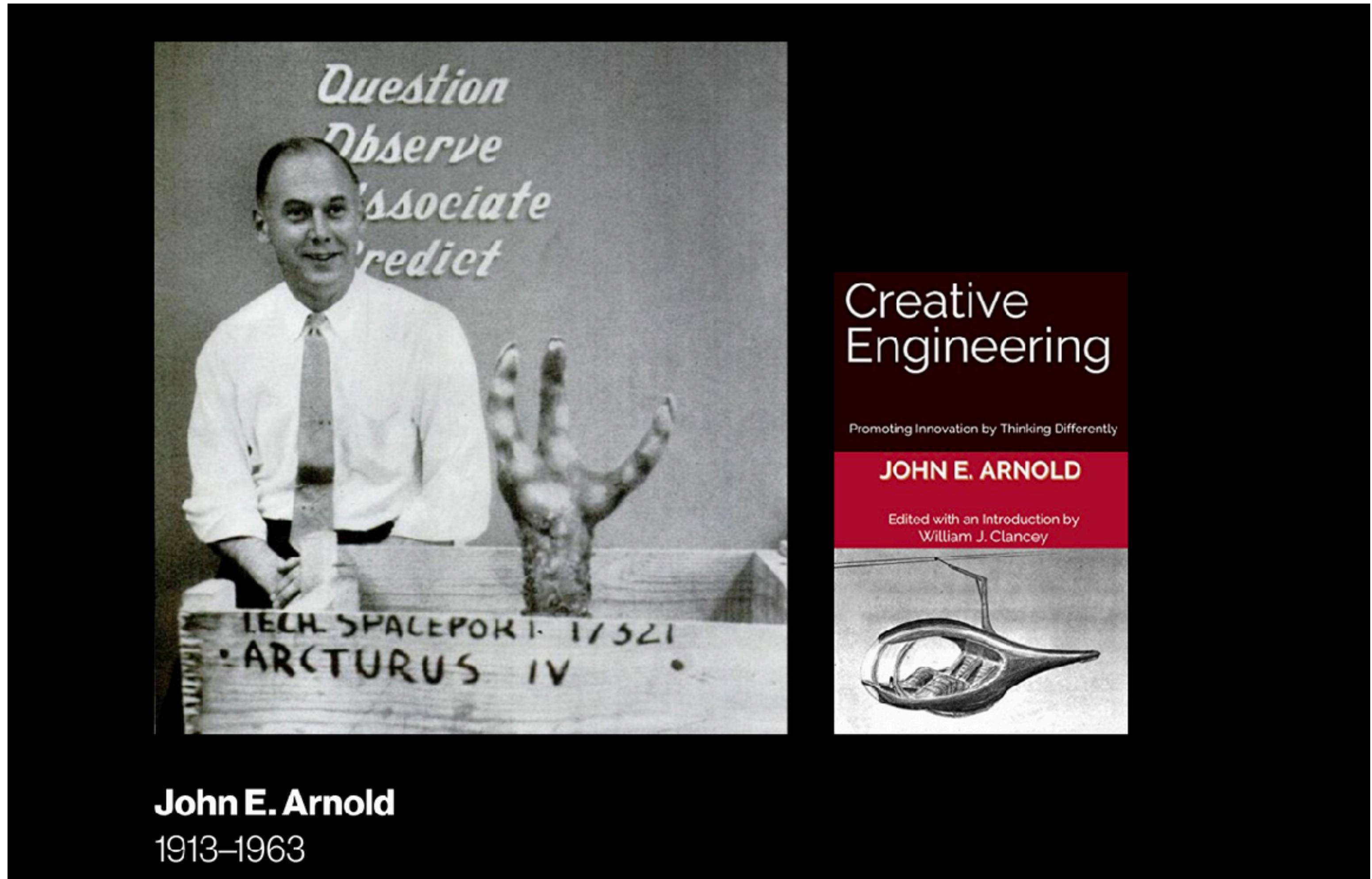
Only Steve Jobs saw its value.

The iPhone Story



The 1st generation iPhone was introduced at the Macworld Conference & Expo 2007

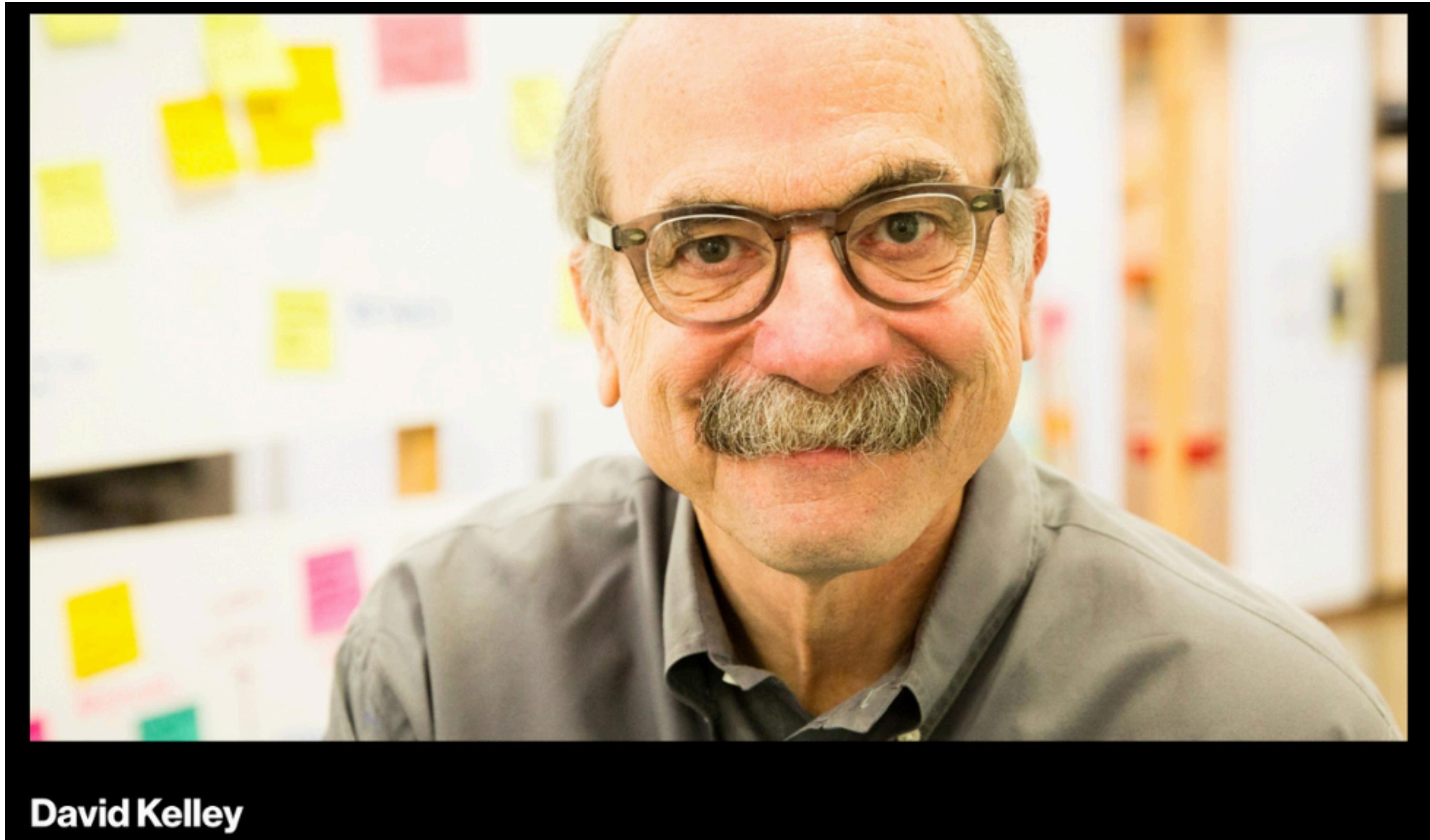
Dr. Arnold Invented the Word – Design Thinking



1950s

MIT and Stanford professor John E. Arnold was one of the first people to discuss "design thinking" in his writing and teaching.

David Kelley and IDEO

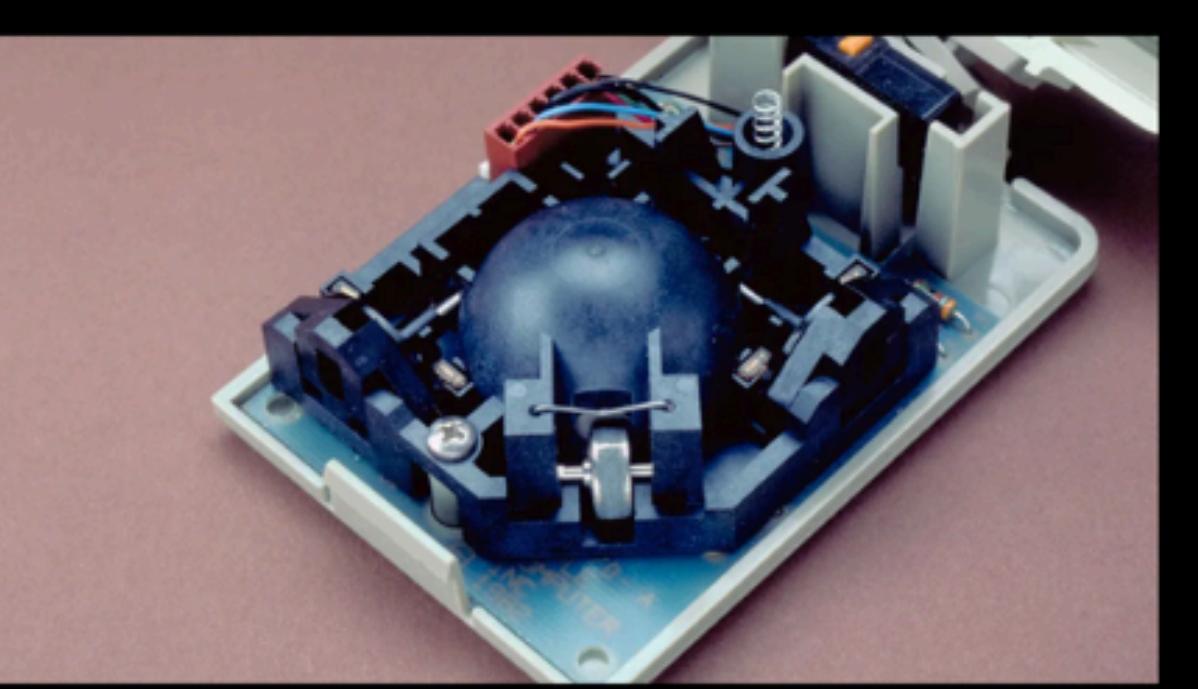
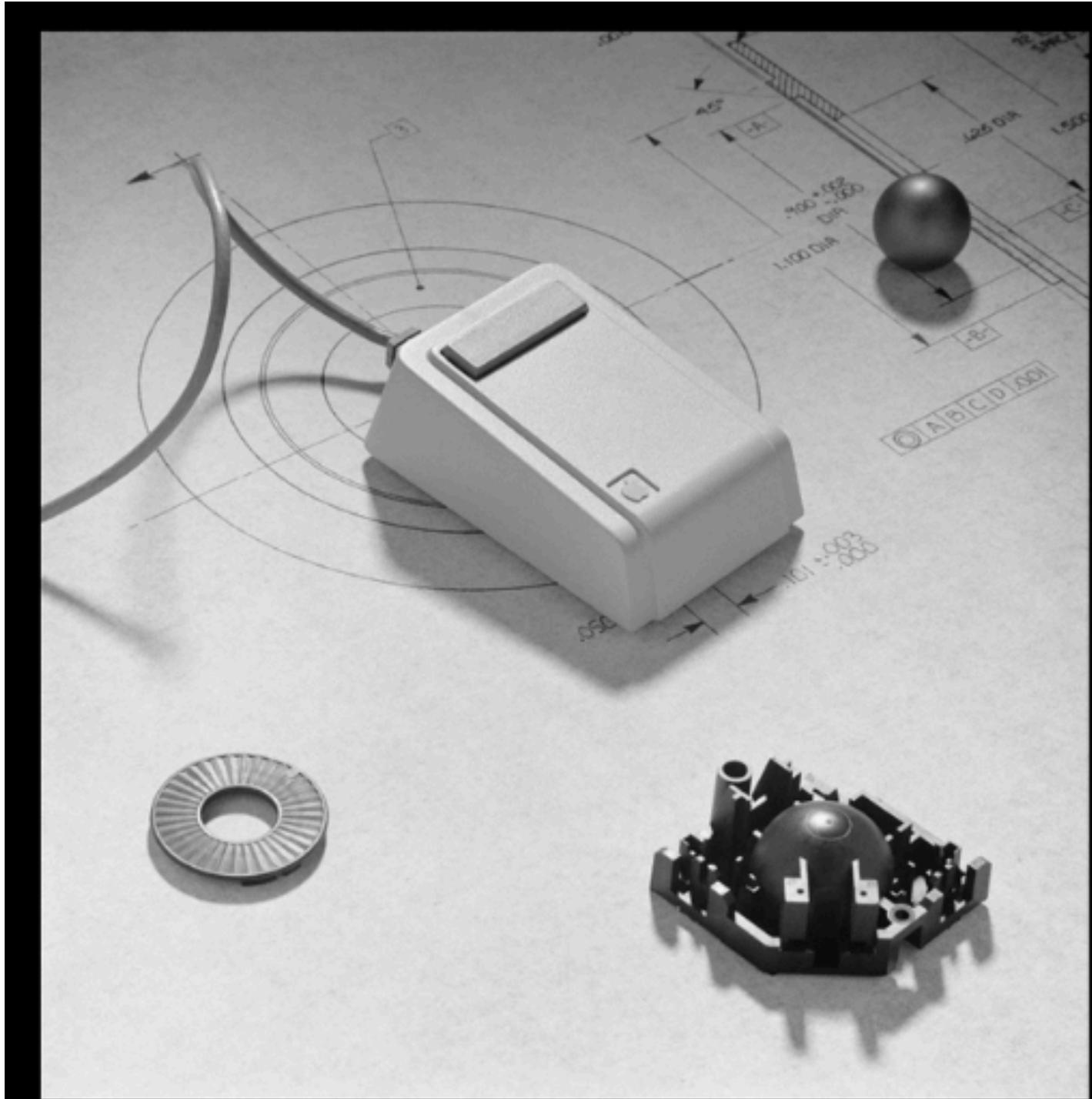


David Kelley

1970s

IDEO founder David Kelley studied and taught at Stanford's design program, and brought with him the ideas that became Design Thinking.

IDEO



IDEO

IDEO: <https://designthinking.ideo.com/>

Tim Brown and IDEO



Tim Brown

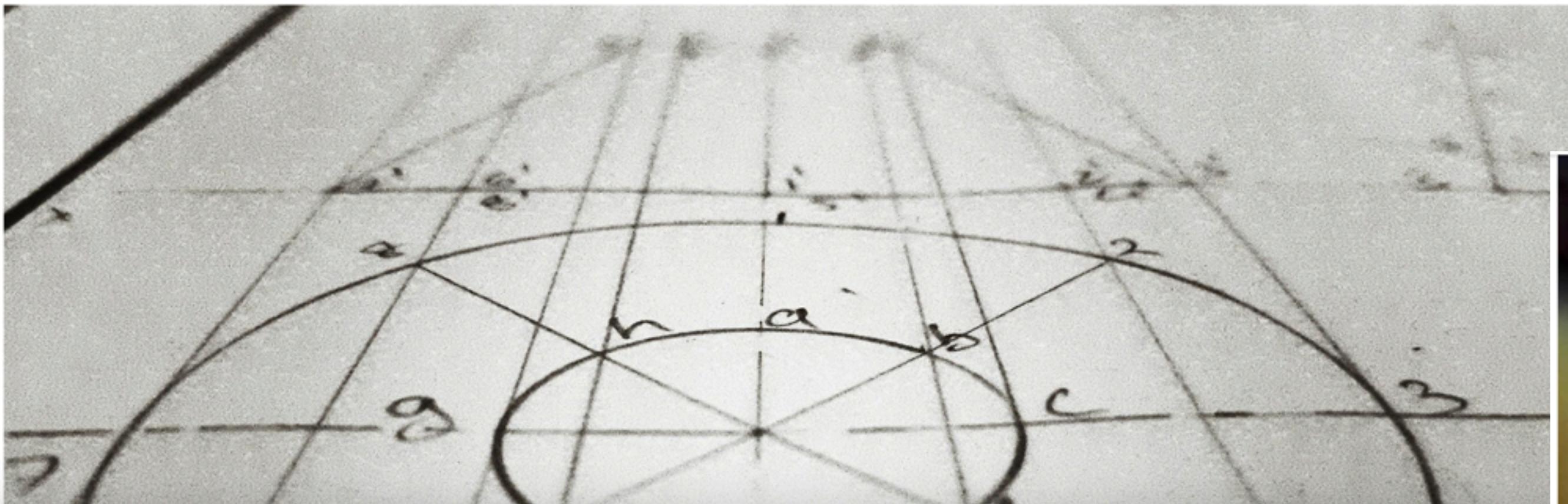
2000

Tim Brown's work as IDEO's CEO was dedicated to explaining and promoting design to the business world.

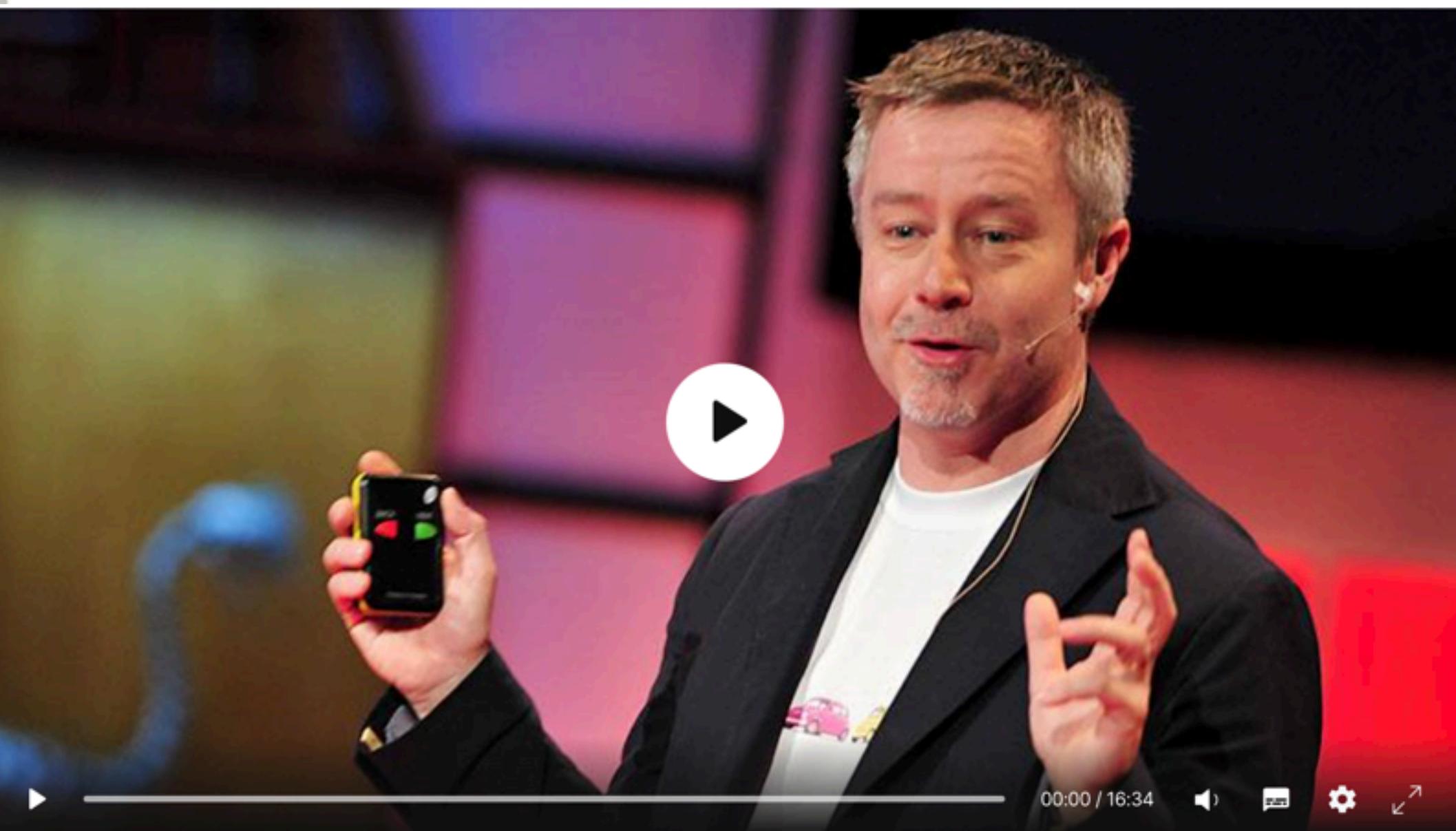
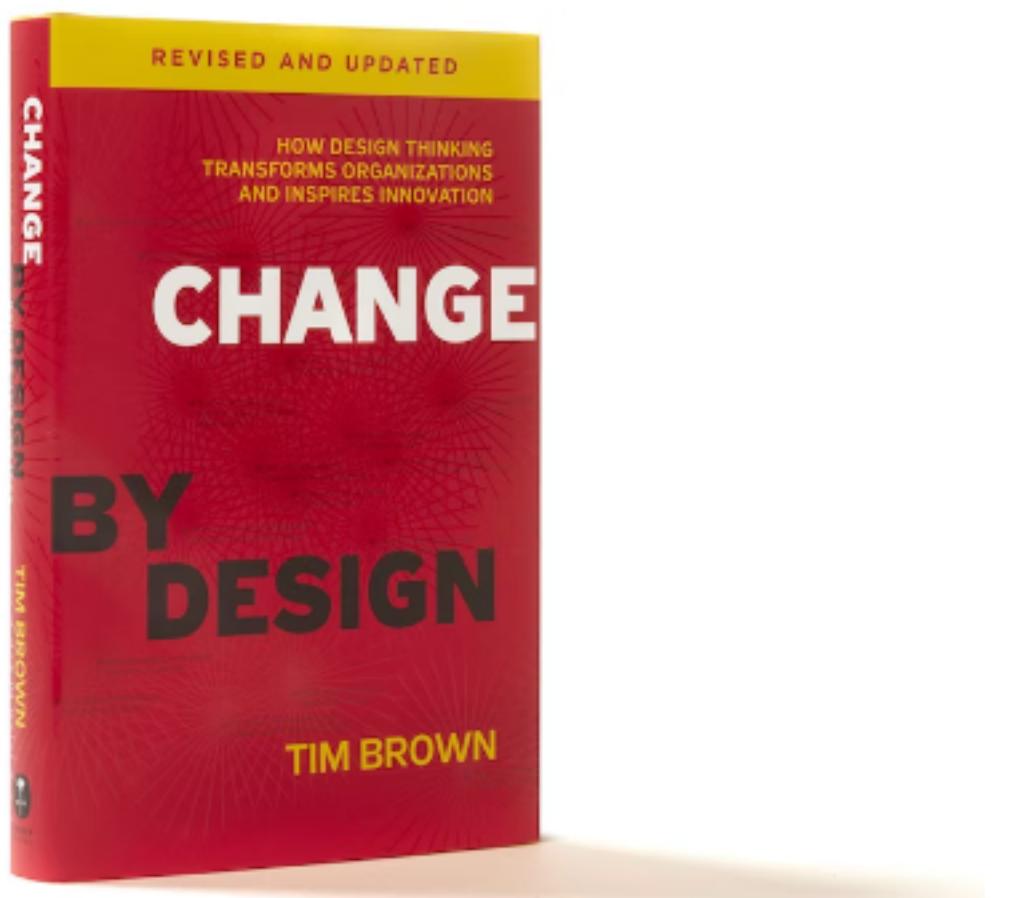
Design Thinking

Thinking like a designer can transform the way you develop products, services, processes—and even strategy. **by Tim Brown**

From the Magazine (June 2008)



Source: <https://hbr.org/2008/06/design-thinking>



TEDGlobal 2009 • July 2009 | 2.1M views

Like (64K) Share Add

Designers -- think big!

Read transcript

Source: https://www.ted.com/talks/tim_brown_designers_think_big

Stanford Industrial Park 斯坦福工业园



Terman, the father of Silicon Valley

Science and
technology

Stanford Industrial Park

Products &
User needs

We need to teach creativity and innovation.

Steve Jobs: Technology & Liberal Arts



Steve Jobs: Technology & Liberal Arts

Source: <https://www.youtube.com/watch?v=KII1MR-qNt8>

Stanford Innovation Class Started 1969

Stanford | News

Search Stanford news...

Home Find Stories For Journalists Contact

JUNE 14, 2018

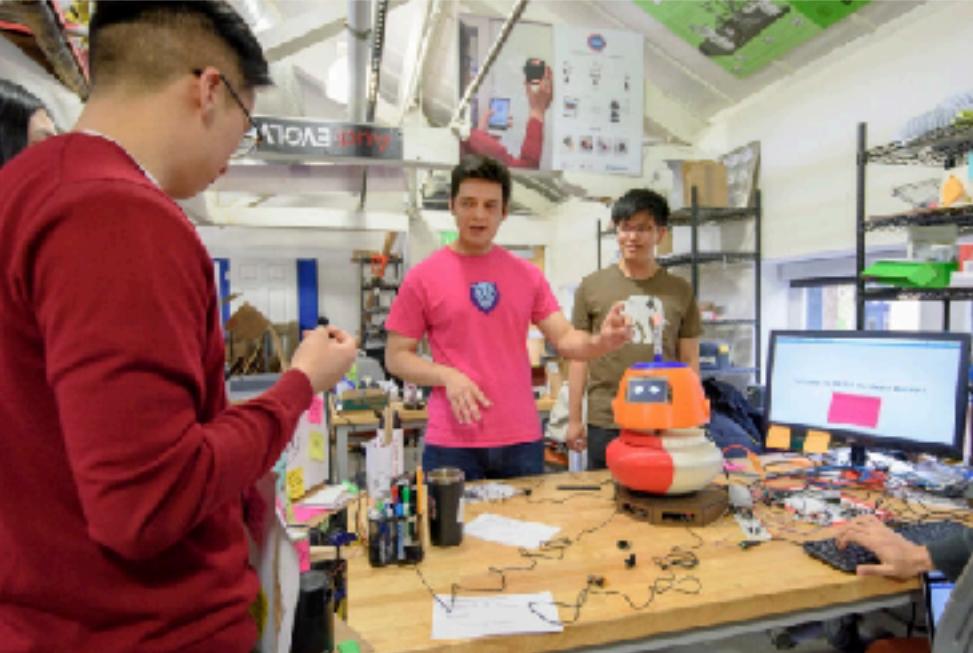
Stanford engineering design course reaches its 50th year

Over the last half-century, students in the ME310 course have produced hundreds of prototypes for cameras, makeup, cars and much more. Combined with international teams, they design and develop new products while learning from reality.

[!\[\]\(fd52e7add9a442aaa4ca7017b17360c5_img.jpg\)](#) [!\[\]\(37919d19afc63f14e440d2a44d4af43d_img.jpg\)](#) [BY TAYLOR KUBOTA](#)
[!\[\]\(03d63843f61b0093ef0dc2a37c30b212_img.jpg\)](#) [!\[\]\(5a0f76d320769fba58ec14b60a0bd214_img.jpg\)](#) After months spent designing product prototypes, graduate student teams in the course ME310, *Engineering Design Entrepreneurship and Innovation*, at Stanford University drop what they're doing and return to an idea they had discarded as impossible.

A fitness app team pivots to work on breathing masks, [package delivery](#) begets an air-purifying desk and a [smart home system](#) turns into an automated diaper changer (a design the team regarded as "infamous"). This task, called the "dark horse," stimulates experimentation, which is essential to this distinctive design innovation course.

During the nine-month-long course, student teams brainstorm, design, build, test and create professional-quality prototype products for a sponsoring industry collaborator. Although they have plenty of coaching support along the way



At the Hardware Bazaar, Martin Perez, center, and Ye Wang, right, describe their robot designed to facilitate group interaction among elementary school children in China. The bazaar offers a sneak peek of the projects weeks before final presentations. *(Image credit: J.A. Civera)*

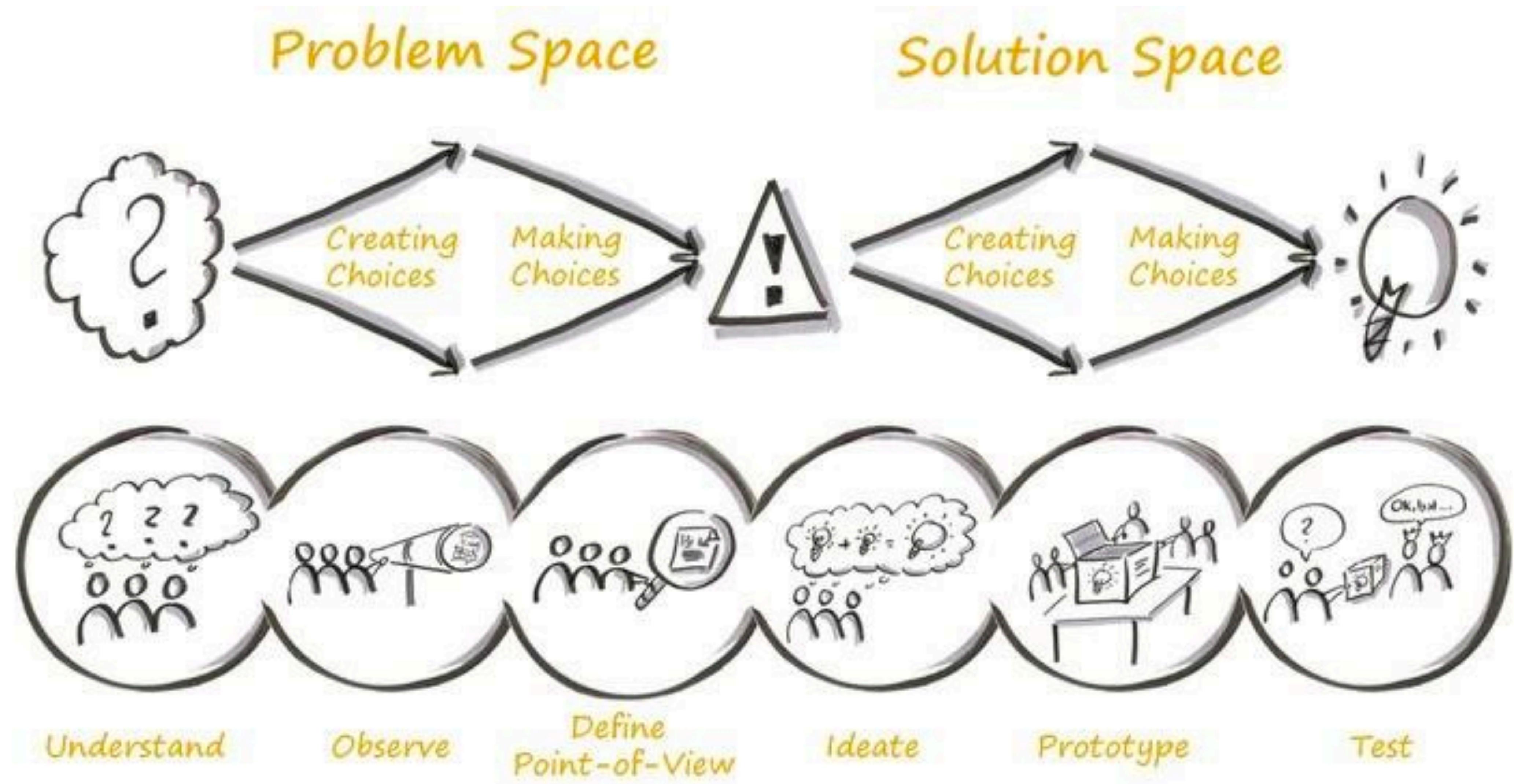


Source: <https://news.stanford.edu/2018/06/14/engineering-design-course-reaches-50th-year/>

So,

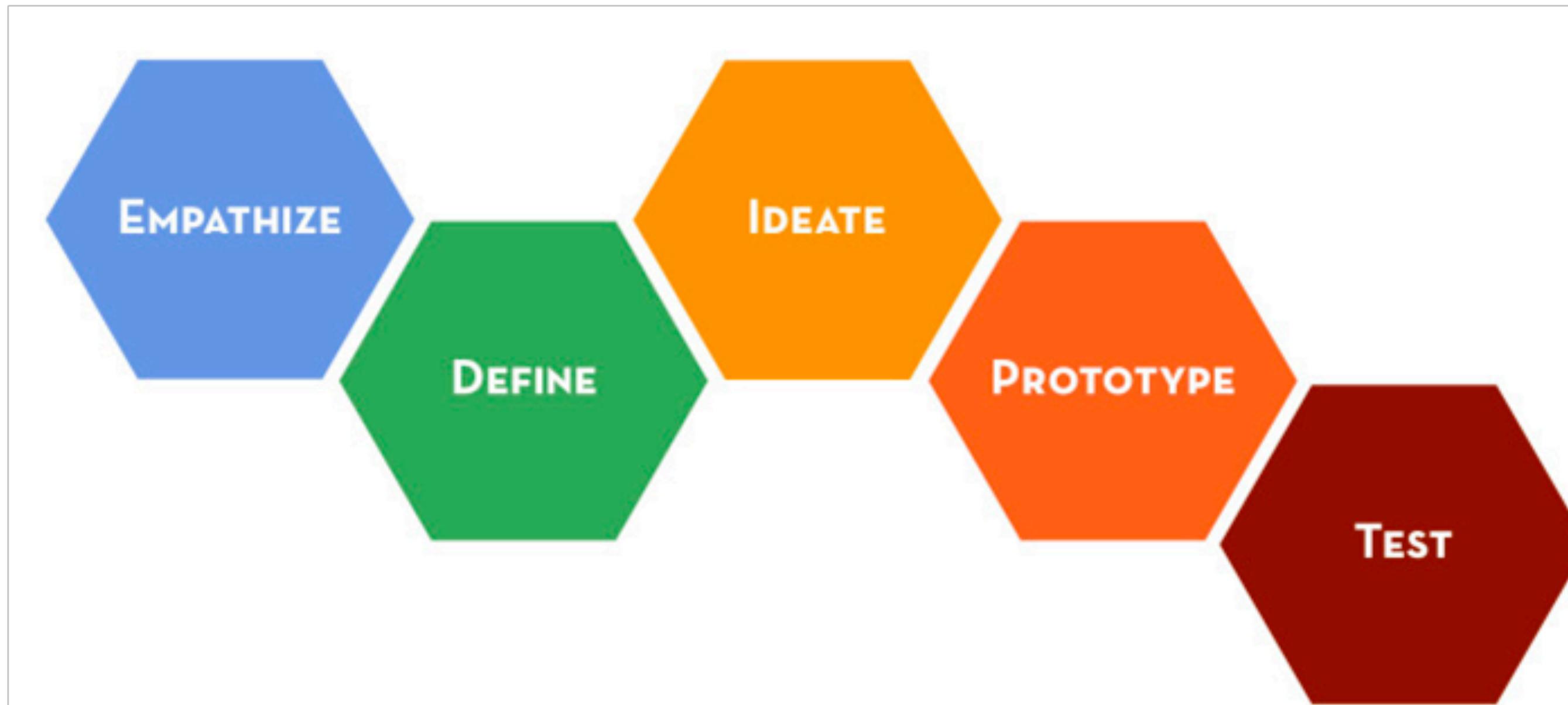
What is design thinking?

Remember what you did in last week's workshop?

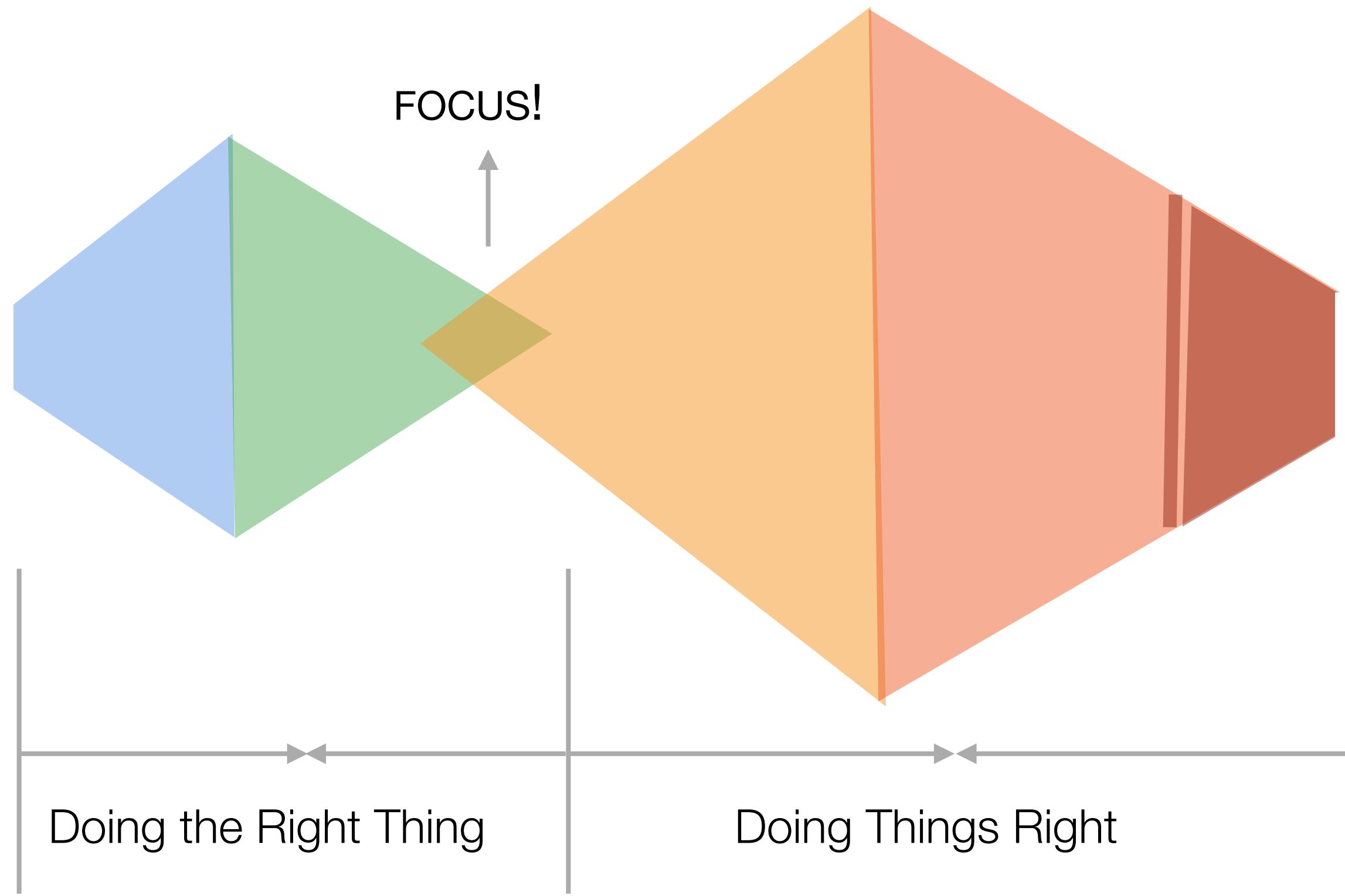
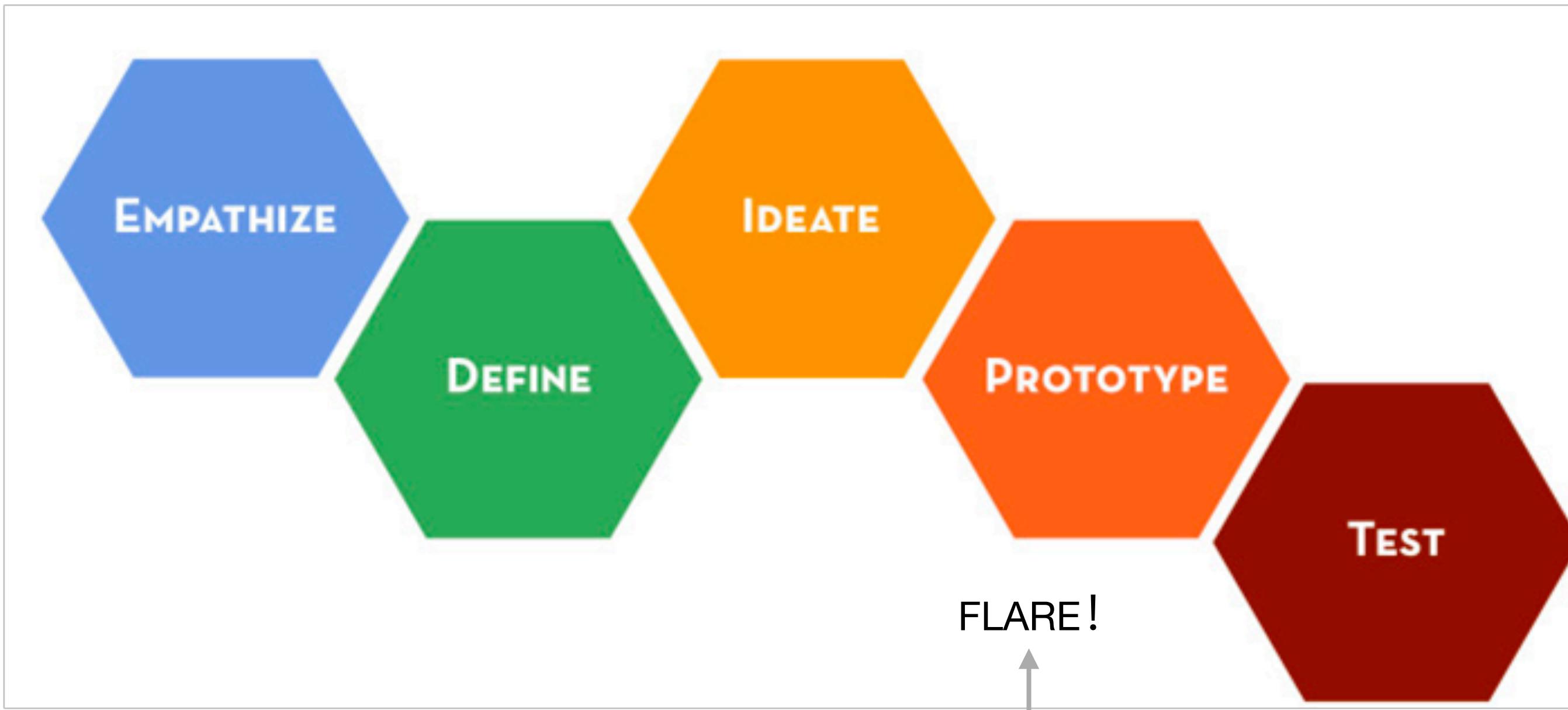


Info-Graphic of Design Thinking Steps and Mindset at SAP.
 Derived from Tim Brown, IDEO & HPI/D-School, Potsdam.
 Illustrated by Tobias Hildenbrand, SAP

Design Thinking



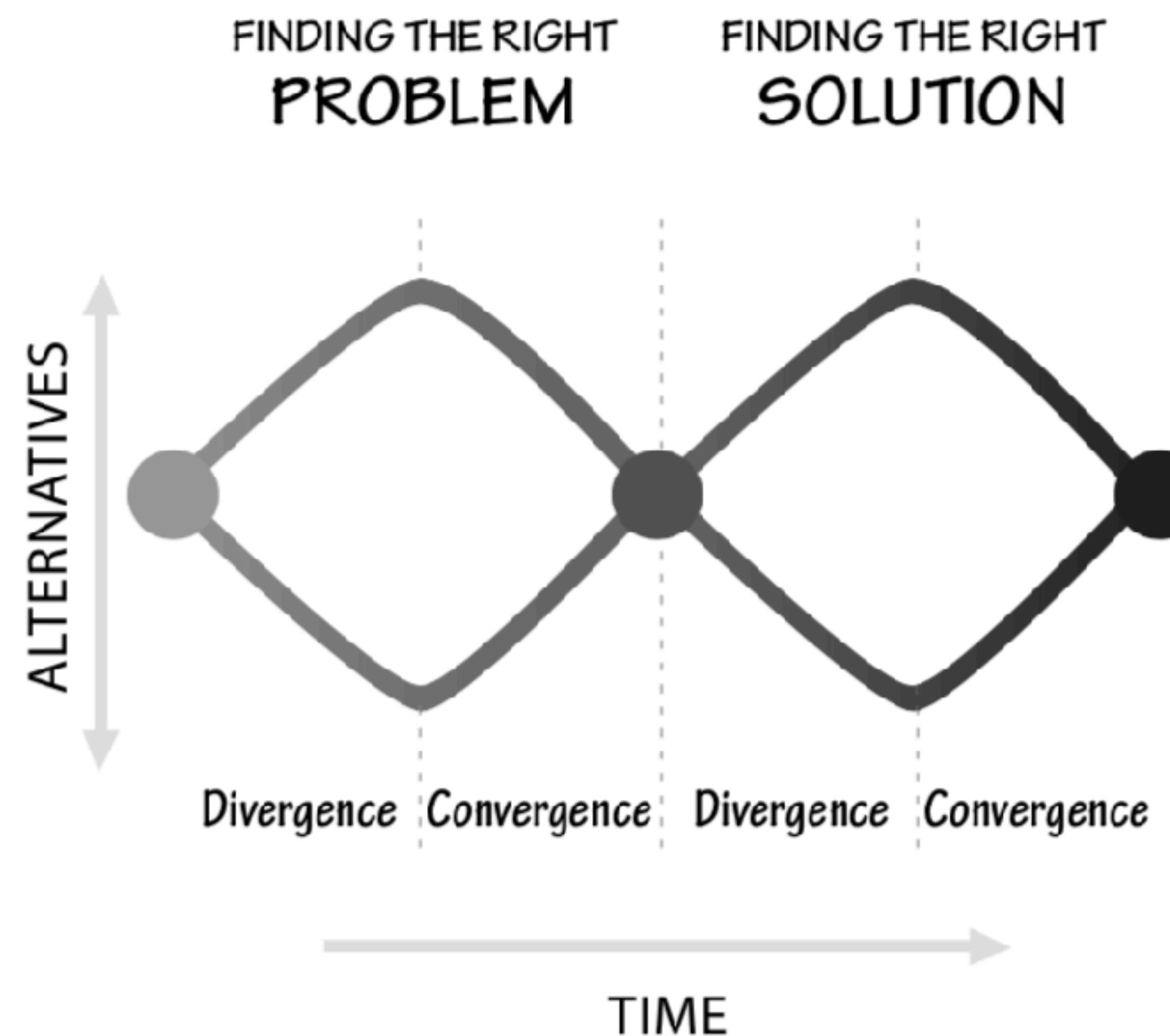
Design Thinking is a **methodology** that provides a solution-based innovative approach to solve problems. It focuses on understanding the user perspective, with a **human-centered** point of view.



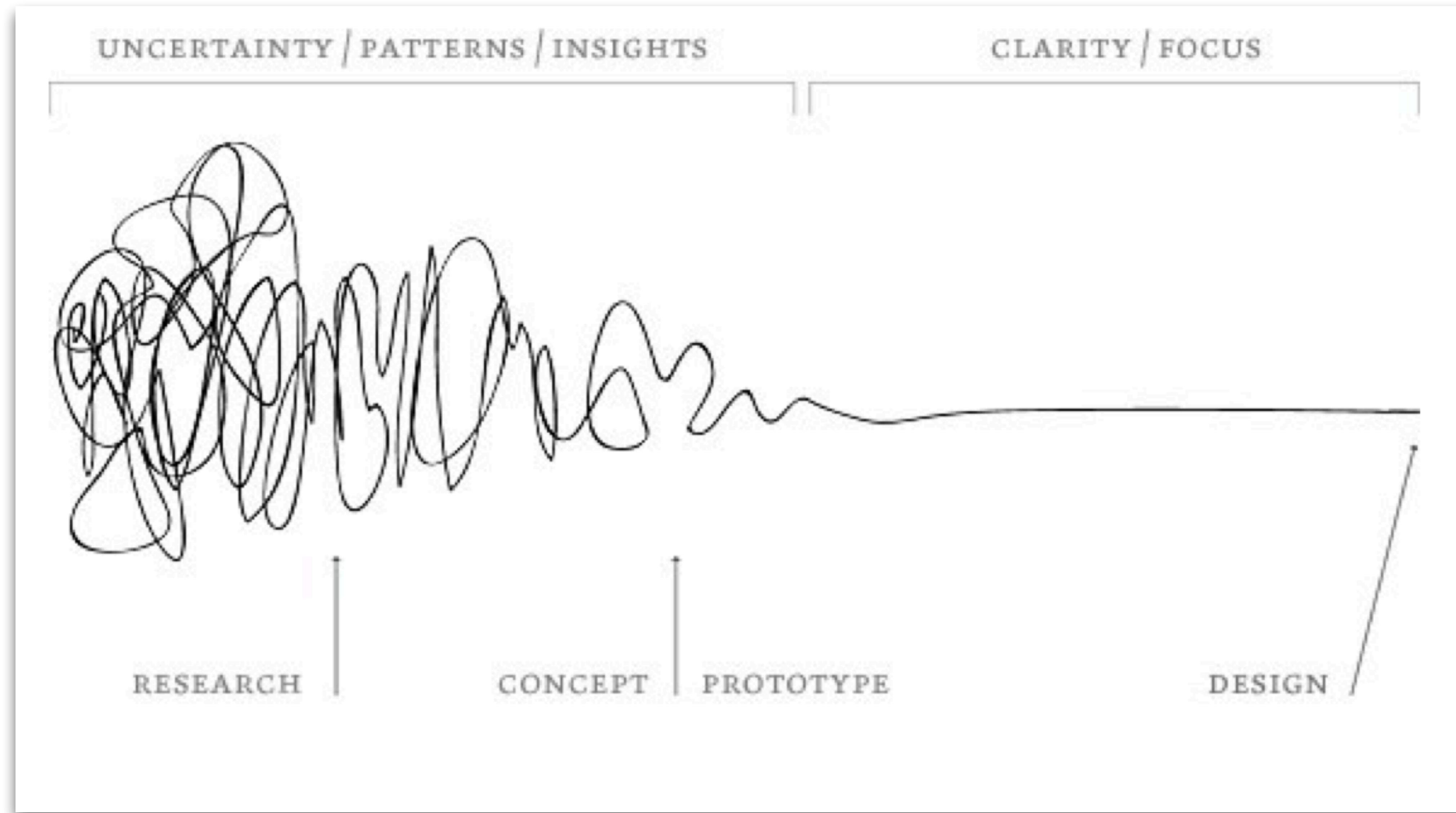
Adapted from: Stanford d.school

The Double-Diamond Model of Design - British Design Council

FIGURE 6.1. The Double-Diamond Model of Design. Start with an idea, and through the initial design research, expand the thinking to explore the fundamental issues. Only then is it time to converge upon the real, underlying problem. Similarly, use design research tools to explore a wide variety of solutions before converging upon one. (Slightly modified from the work of the British Design Council, 2005.)



Source: Don Norman, The-Design-of-Everyday-Things, Page220



The Design Process Simplified by <http://designsojourn.com/design-process-explained/>

Design thinking – think big!

- Especially useful for complicated problems
- Can be applied to developing new products and services, and to improving existing products or services
- Can be applied to a whole range of problems, from creating a business model for selling solar panels in Africa to the operation of Airbnb.
- Design's too important to be left to designers. - Tim Brown
- Design thinking can be practiced by everybody.

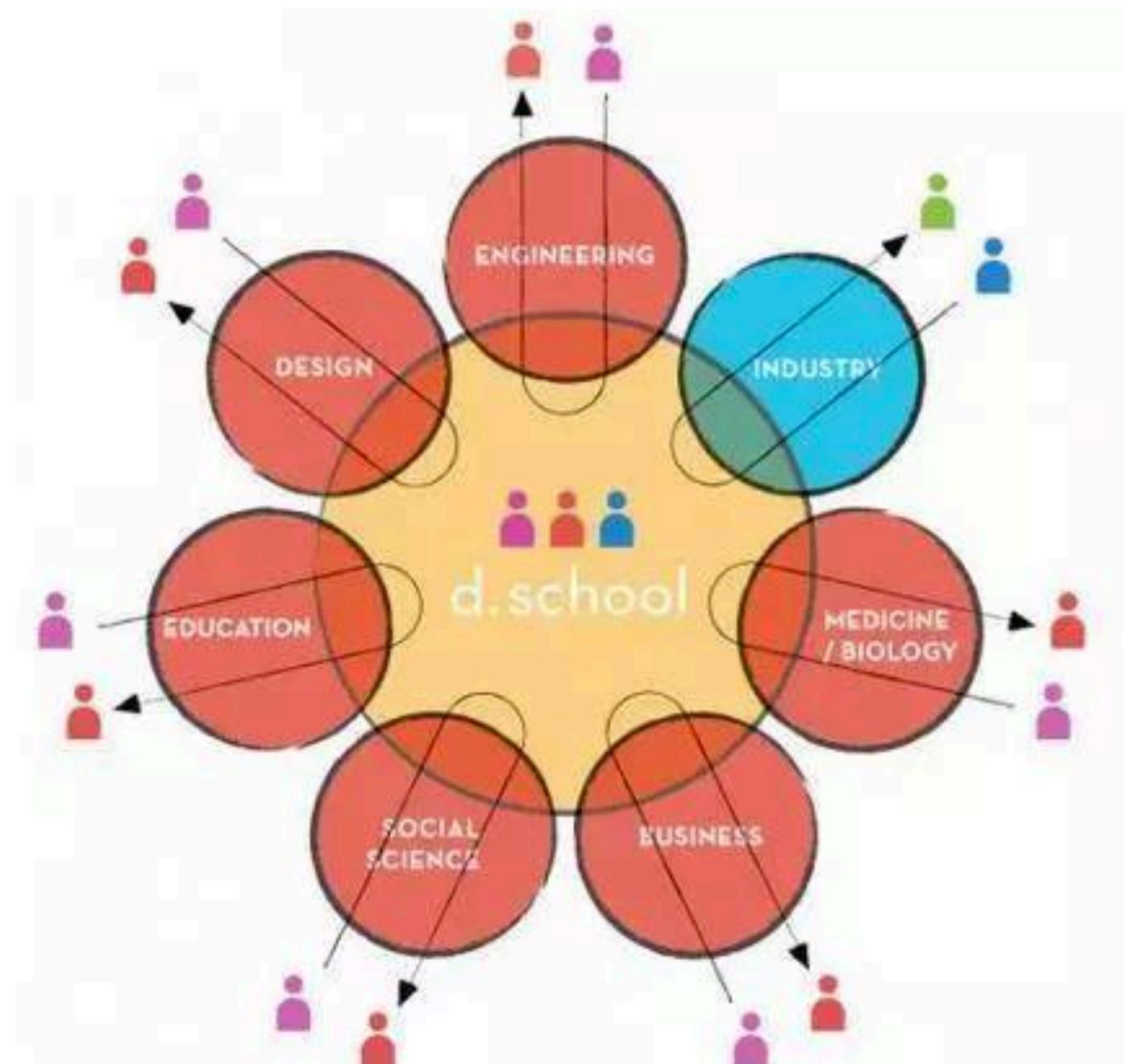


Image source: Stanford d.school

Why innovation is so important?

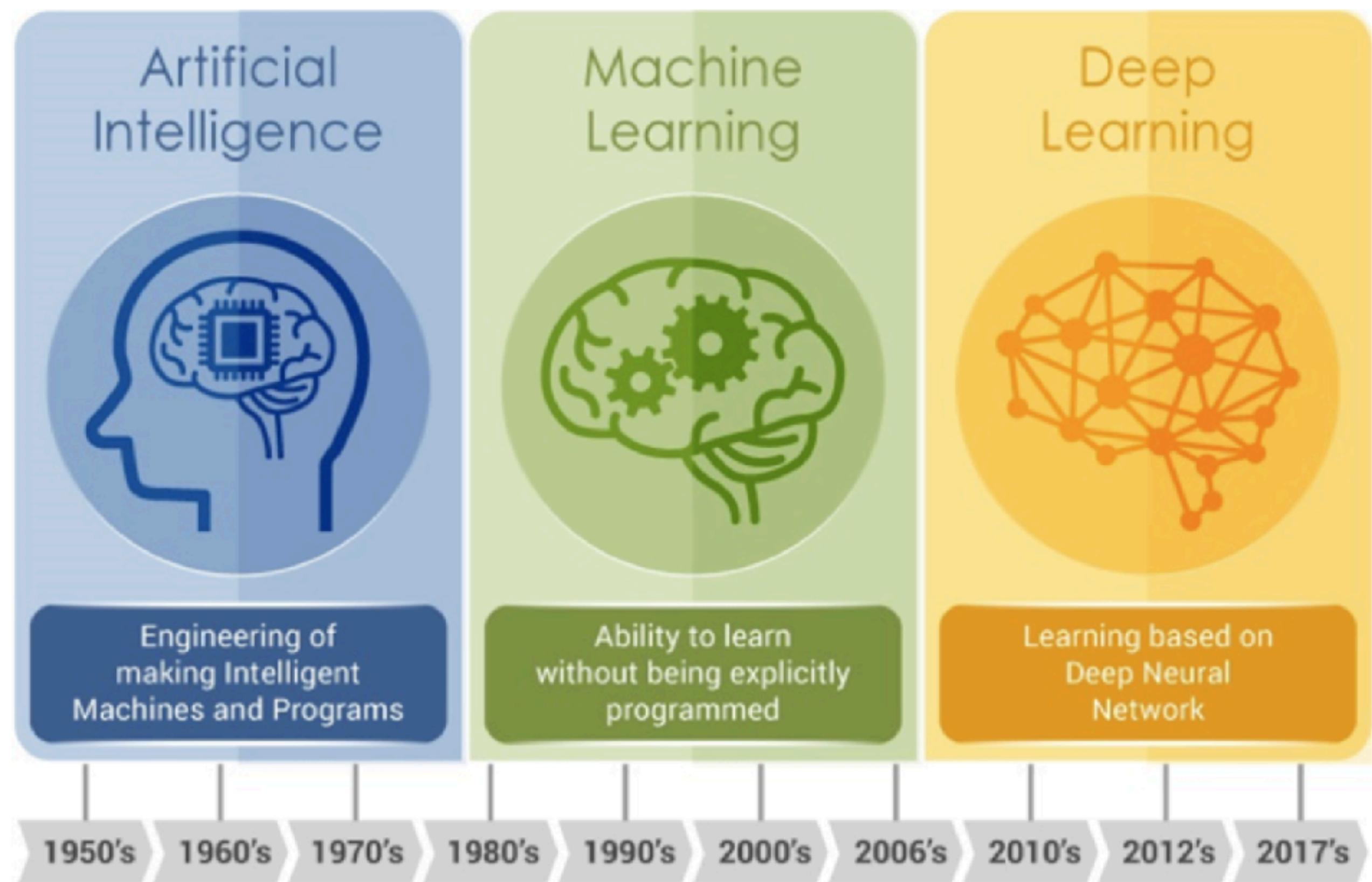


AI in Three Waves 人工智能三次发展浪潮

- 1st Wave (Non-intelligent Dialogue Robot 非智能对话机器人)
20 century 50 era to 60 era
e.g. robot ELIZA, Shakey
- 2nd Wave (Speech Recognition 语音识别)
20 century 80 era to 90 era
- 3rd Wave (Deep Learning + Big Data 深度学习与大数据)
21 century
e.g. AlphaGo

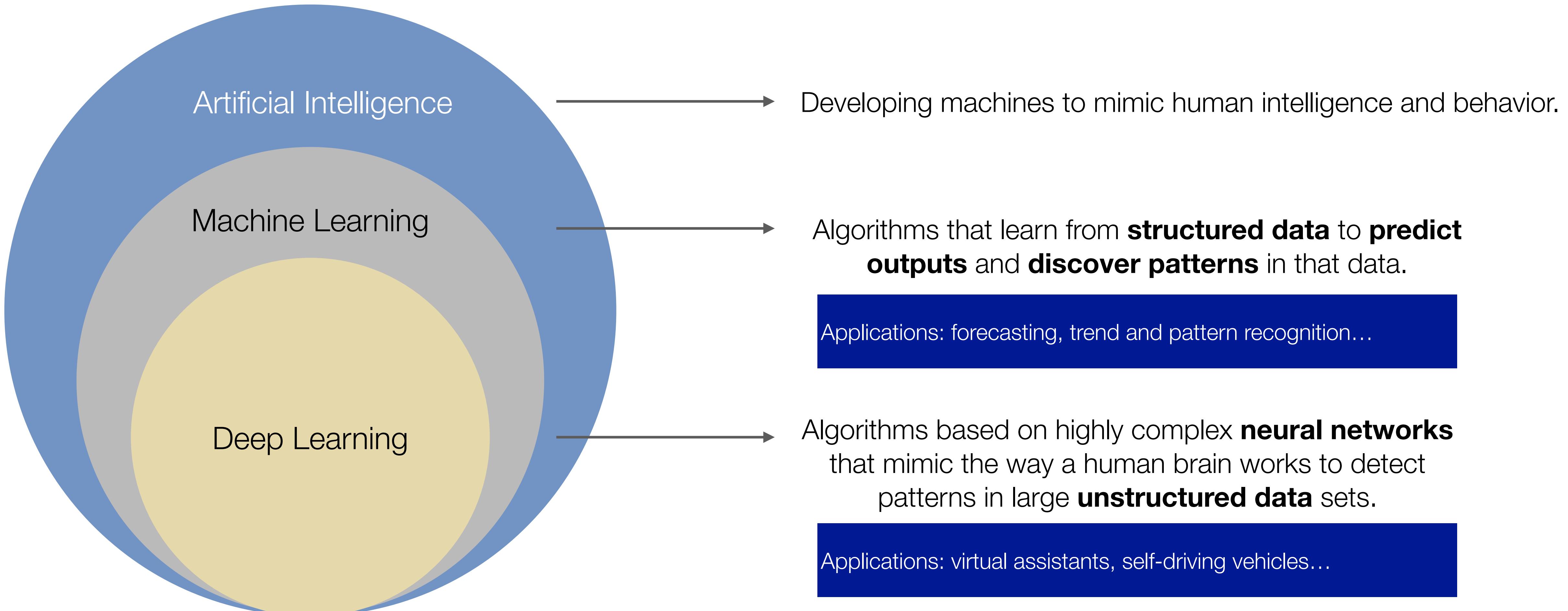
Source: 李开复, 《人工智能》

Difference Between AI, ML and DL



Evolution of AI — Source: <https://www.embedded-vision.com/>

Difference Between AI, ML and DL



Structured data: phone numbers, customer names, and product names, etc.

Unstructured data: photos, audio, and video files, etc.

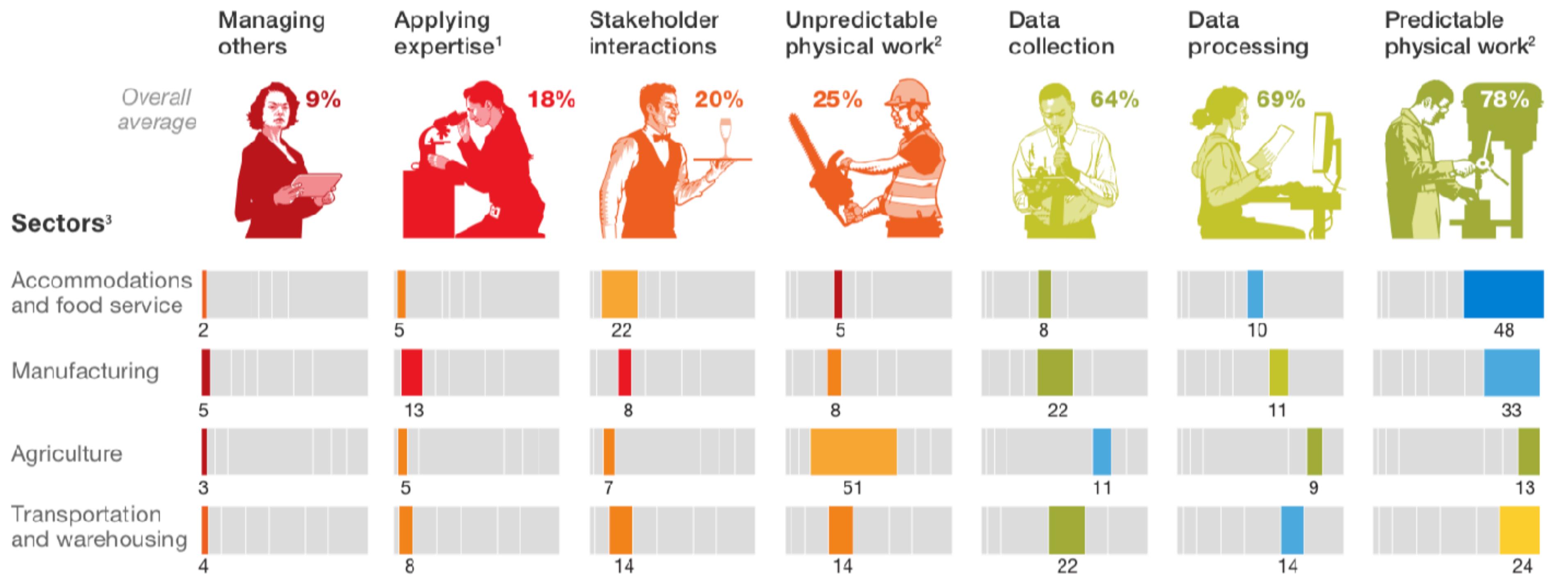
WILL CHATGPT STEAL OUR JOBS?

What Jobs Will Be Replaced by AI?

The technical potential for automation in the US

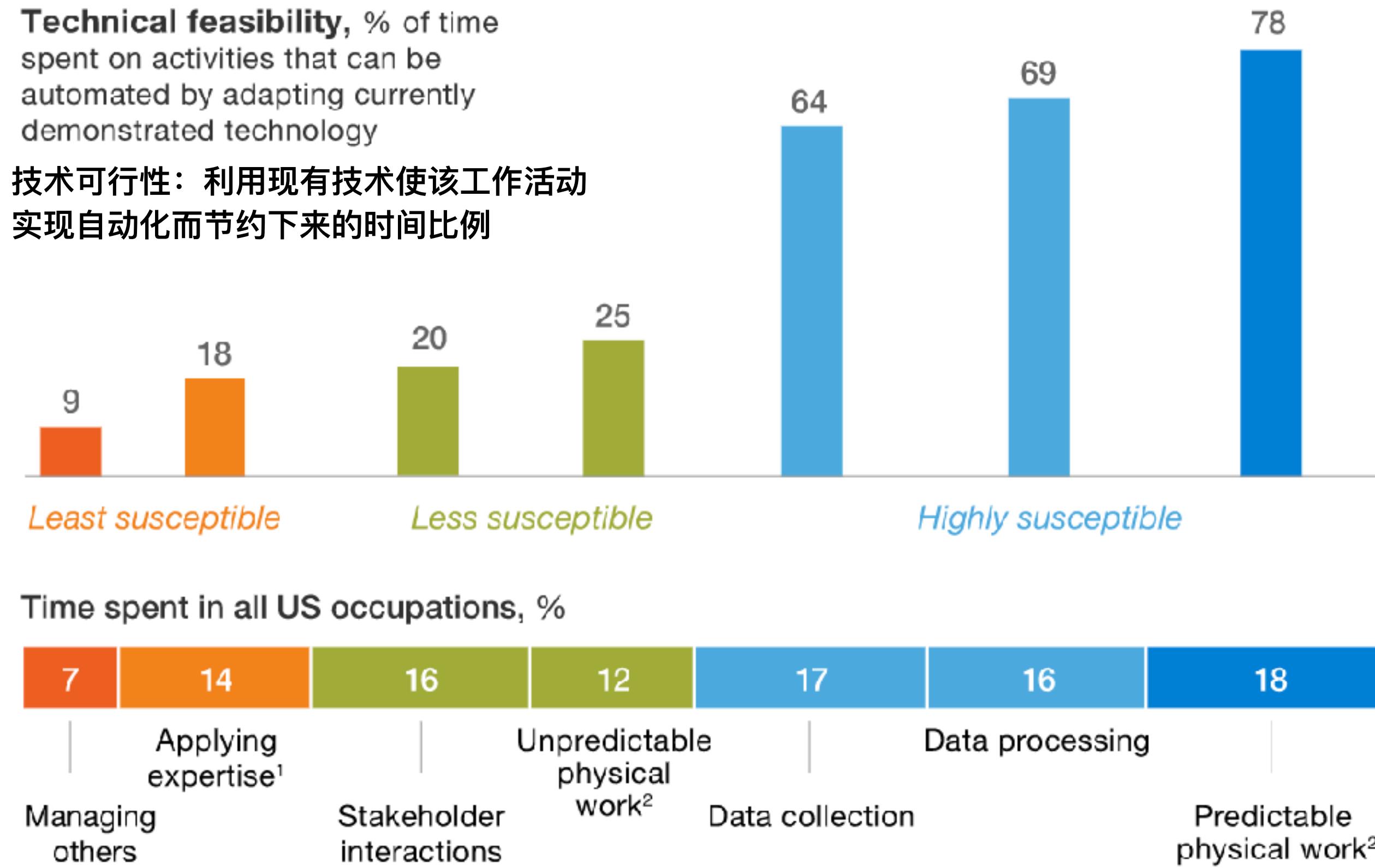
Many types of activities in industry sectors have the technical potential to be automated, but that potential varies significantly across activities.

Technical feasibility: % of time spent on activities that can be automated by adapting currently demonstrated technology



Source: McKinsey&Company

Analyzing work activities rather than occupations is the most accurate way to examine the technical feasibility of automation.
应从分析具体工作活动而非某一职业来准确判断其被自动化技术替代的可行性



In practice, automation will depend on more than just technical feasibility. Five factors are involved: technical feasibility; costs to automate; the relative scarcity, skills, and cost of workers who might otherwise do the activity; benefits (eg, superior performance) of automation beyond labor-cost substitution; and regulatory and social-acceptance considerations.

¹Applying expertise to decision making, planning, and creative tasks.

²Unpredictable physical work (physical activities and the operation of machinery) is performed in unpredictable environments, while in predictable physical work, the environments are predictable.

“

麦肯锡认为，5中因素共同决定某项工作活动被自动化取代的潜力或可能性：

- 技术可行性
- 自动化成本
- 相对稀缺性，如劳动力充足，则其成本低于自动化成本
- 自动化替代人工成本的好处
- 制度与社会接纳度

”

CAN STUDENTS COPE WITH THESE CHANGES?

“STEM” Education



U.S. Department of Education

Search...



Student Loans

Grants

Laws

Data

Science, Technology, Engineering, and Math, including Computer Science

Background

In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering and math—disciplines collectively known as STEM. If we want a nation where our future leaders, neighbors, and workers have the ability to understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce, building students' skills, content knowledge, and fluency in STEM fields is essential. We must also make sure that, no matter where children live, they have access to quality learning environments. A child's zip code should not determine their STEM fluency.

Charting a Course for Success: America's Strategy for STEM Education

This Plan was published in December 2018 and sets out a Federal strategy for the next five years based on a vision for a future where all Americans will have lifelong access to high-quality STEM education and the United States will be the global leader in STEM literacy, innovation, and employment. It represents an urgent call to action for a nationwide collaboration with learners, families, educators, communities, and employers—a "North Star" for the STEM community as it collectively charts a course for the Nation's success. Read more about this strategy and what the U.S. Department of Education (Department) plans to do to support by going [here](#).

In October 2019, the Office of Science and Technology Policy at The White House issued the *Progress Report on The Federal Implementation of The STEM Education Strategic Plan*. This Progress Report provides an update on how federal agencies are implementing the STEM Strategic Plan and what activities are they doing. Organizations from across the country are aligning their

How Do I Find...?

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098, tax forms
- More...

Information About...

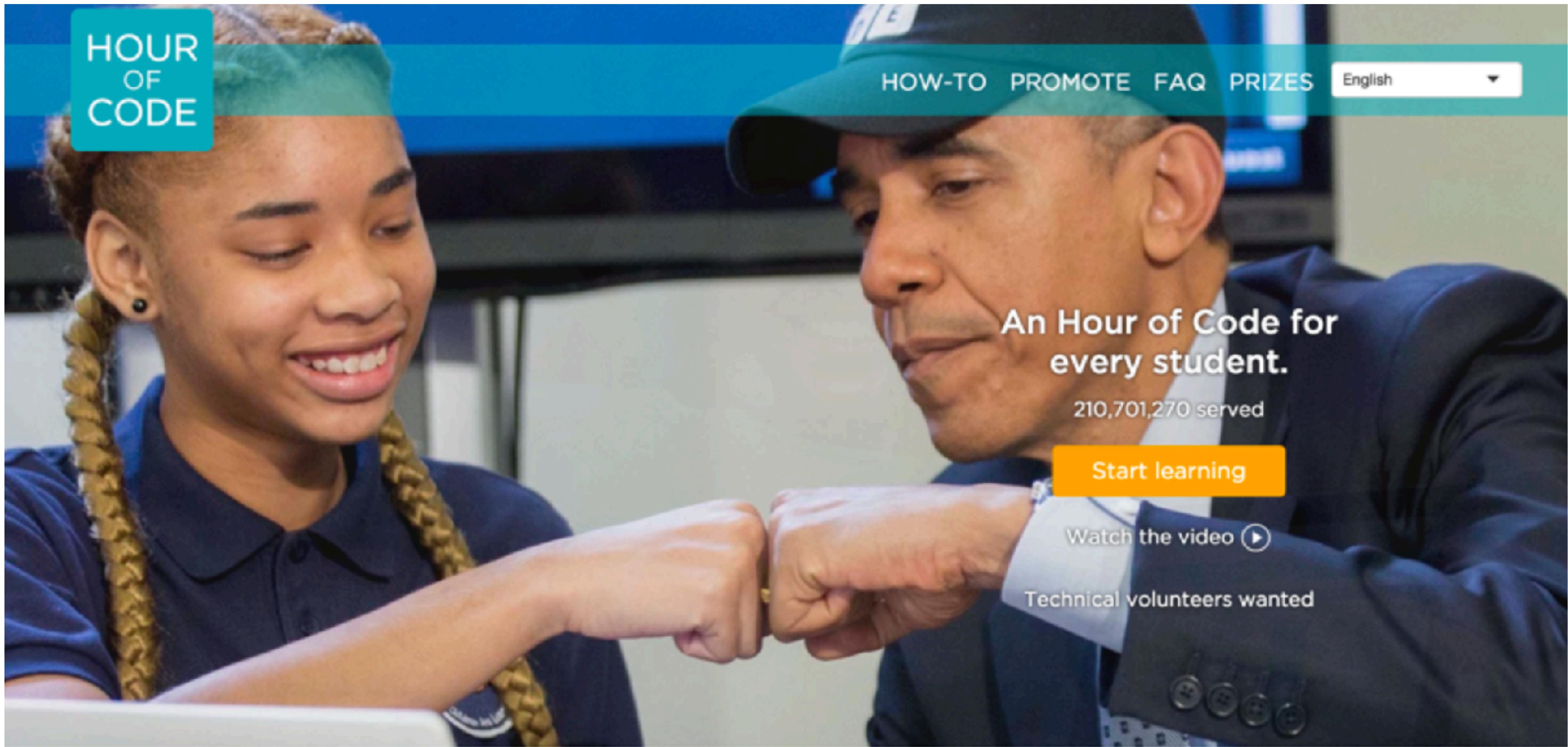
- Transforming Teaching
- Family and Community Engagement
- Early Learning

Source: <https://www.ed.gov/stem>



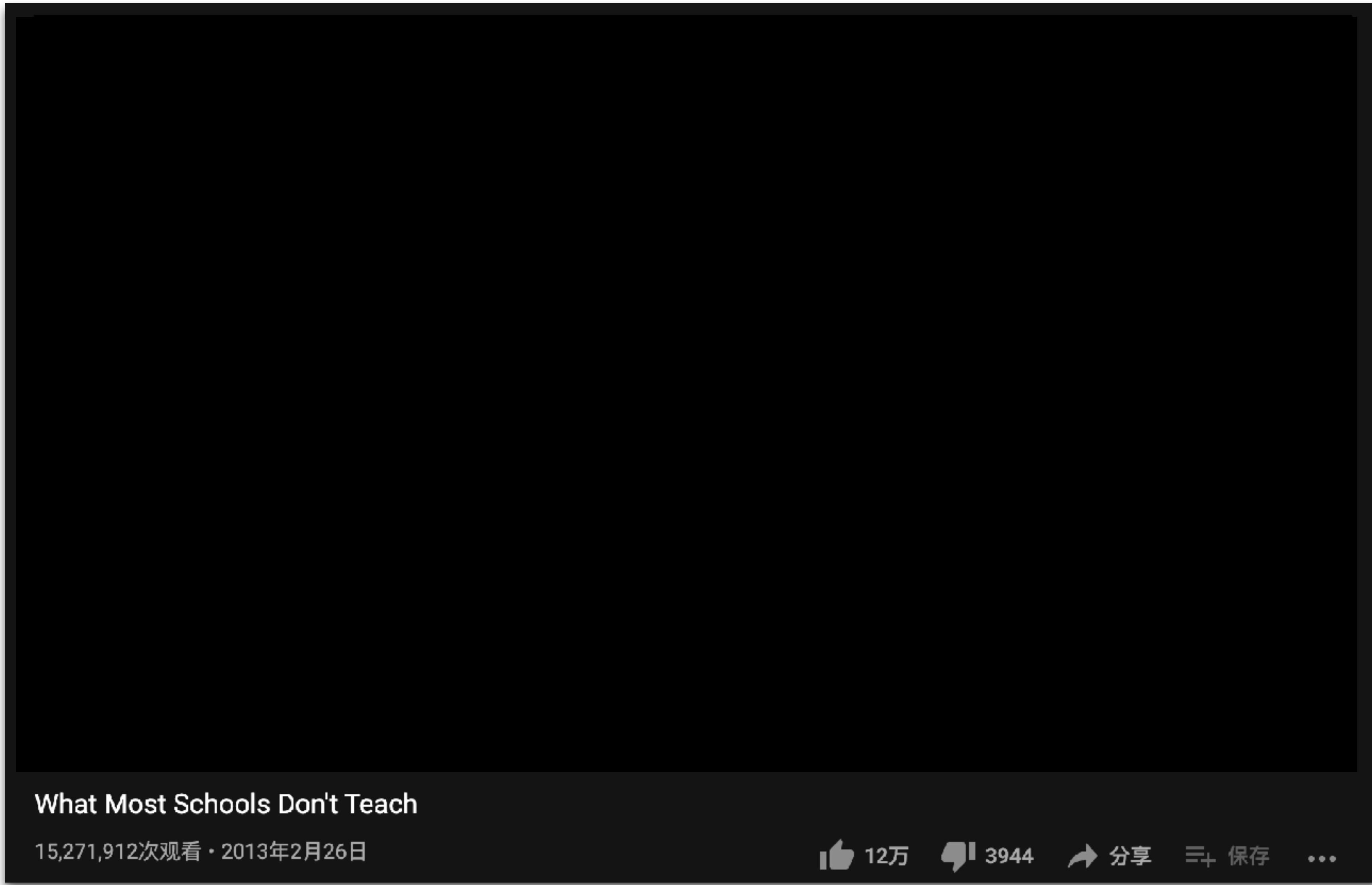
Response From HKSAR

November 2015



The Hour of Code is a global movement reaching tens of millions of students in 180+ countries. Anyone, anywhere can organize an Hour of Code event. One-hour tutorials are available in over 40 languages. No experience needed. **Ages**

Q&A 58



Source: <https://www.youtube.com/watch?v=nKlu9yen5nc>



McKinsey Quarterly

Where machines could replace humans—and where they can't (yet)

July 2016 | Article

Source: *where machines could replace humans-and where they can't (yet)*

Scientists have identified three skills that are difficult to replace with artificial intelligence:

- Social wisdom (insight, negotiation skills, empathy ...) 洞察, 谈判技巧, 同理心
- Creativity (original power, artistic aesthetic ...) 创造力, 艺术审美
- Perception and operation ability (finger sensitivity, ability to coordinate operation, ability to cope with complex environments ...) 感知与操作能力, 协作, 复杂环境应对

Source: easyai.tech

While, Google learned that top characteristics of success are soft skills!
然而， STEM教育足够了吗？谷歌发现， 占据最顶端的人往往是软性技能专家

The Washington Post
Democracy Dies in Darkness

The surprising thing Google learned about its employees – and what it means for today's students

By Valerie Strauss December 20, 2017 Email the author



"In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company's incorporation in 1998. Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google's top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas."

(Marcio Jose Sanchez/AP)

What are soft skills?

CREATION

Critical thinker

Empathy

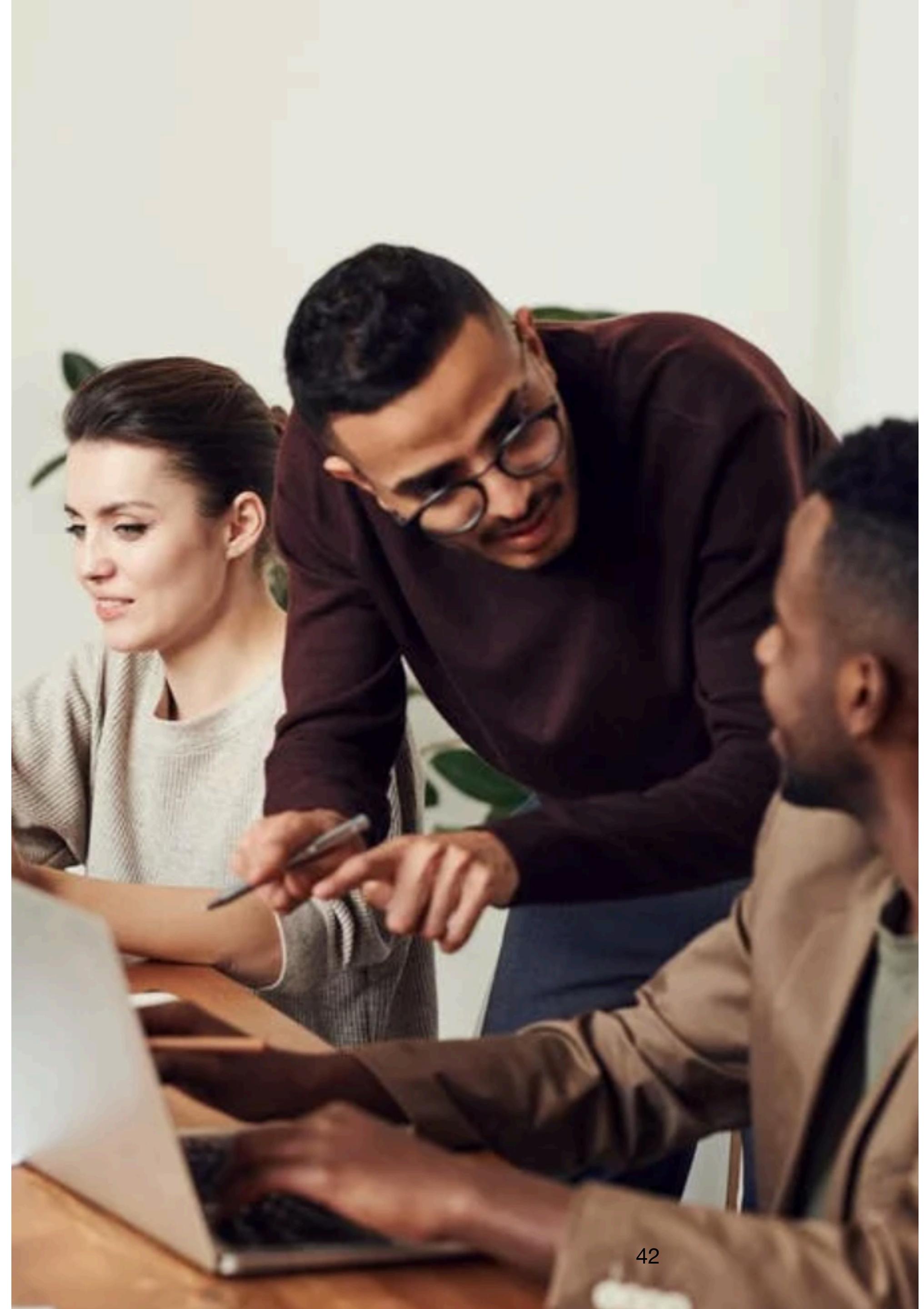
Communication

Listening

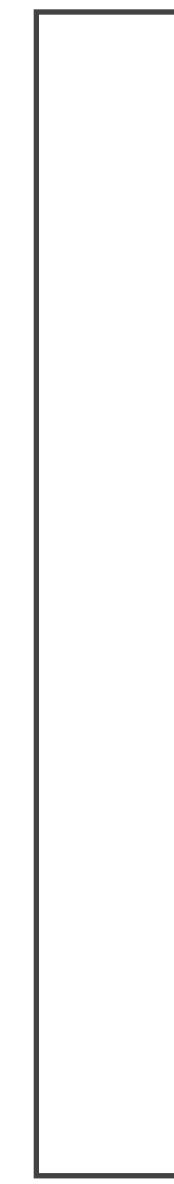
Collaboration

Problem solver

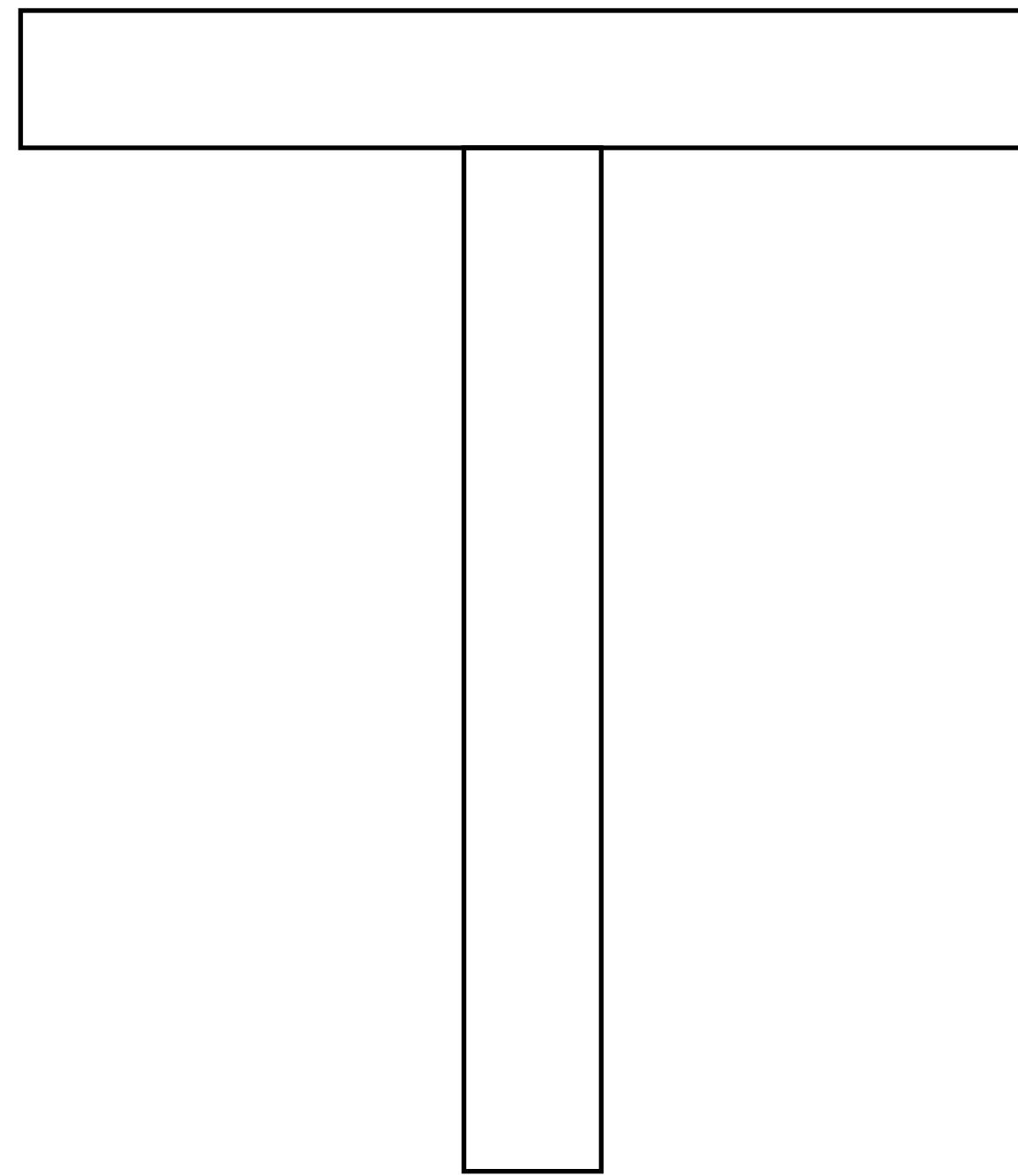
...



From I-Shaped to T-Shaped Person



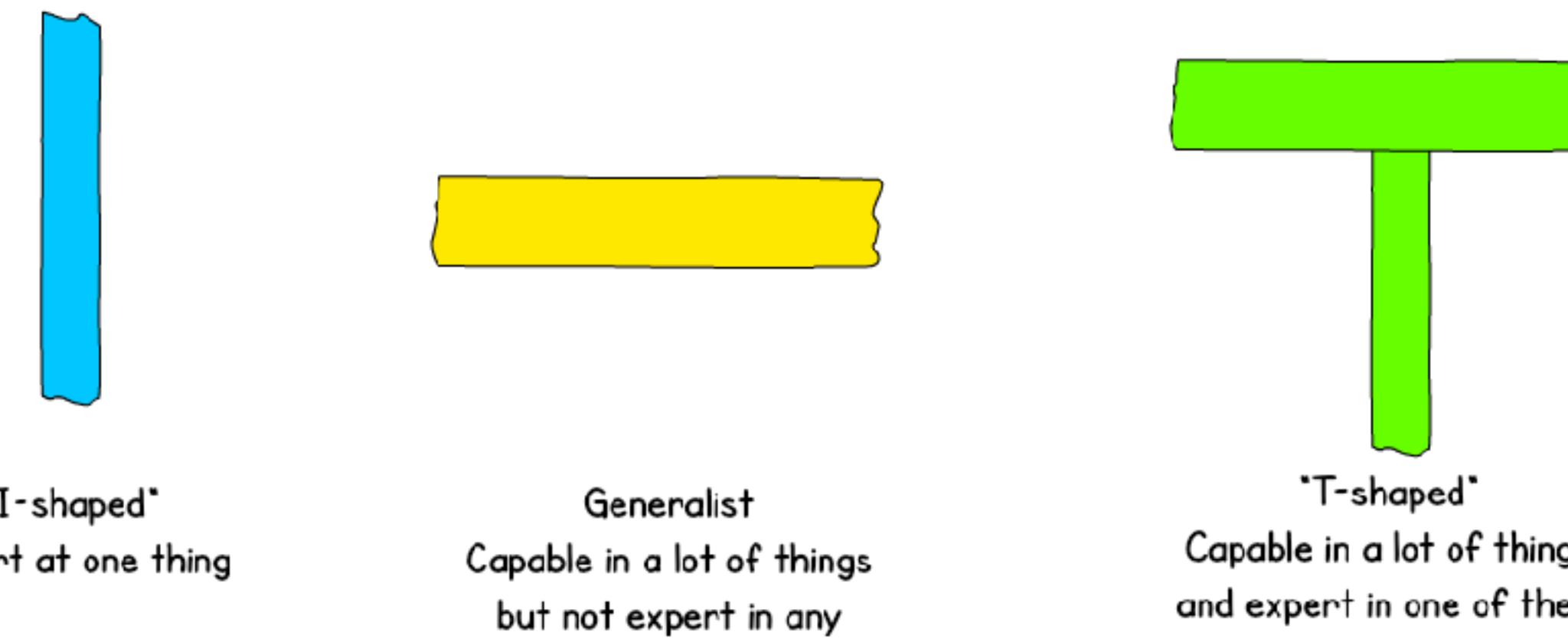
I-Shaped Talent of Industrial Age



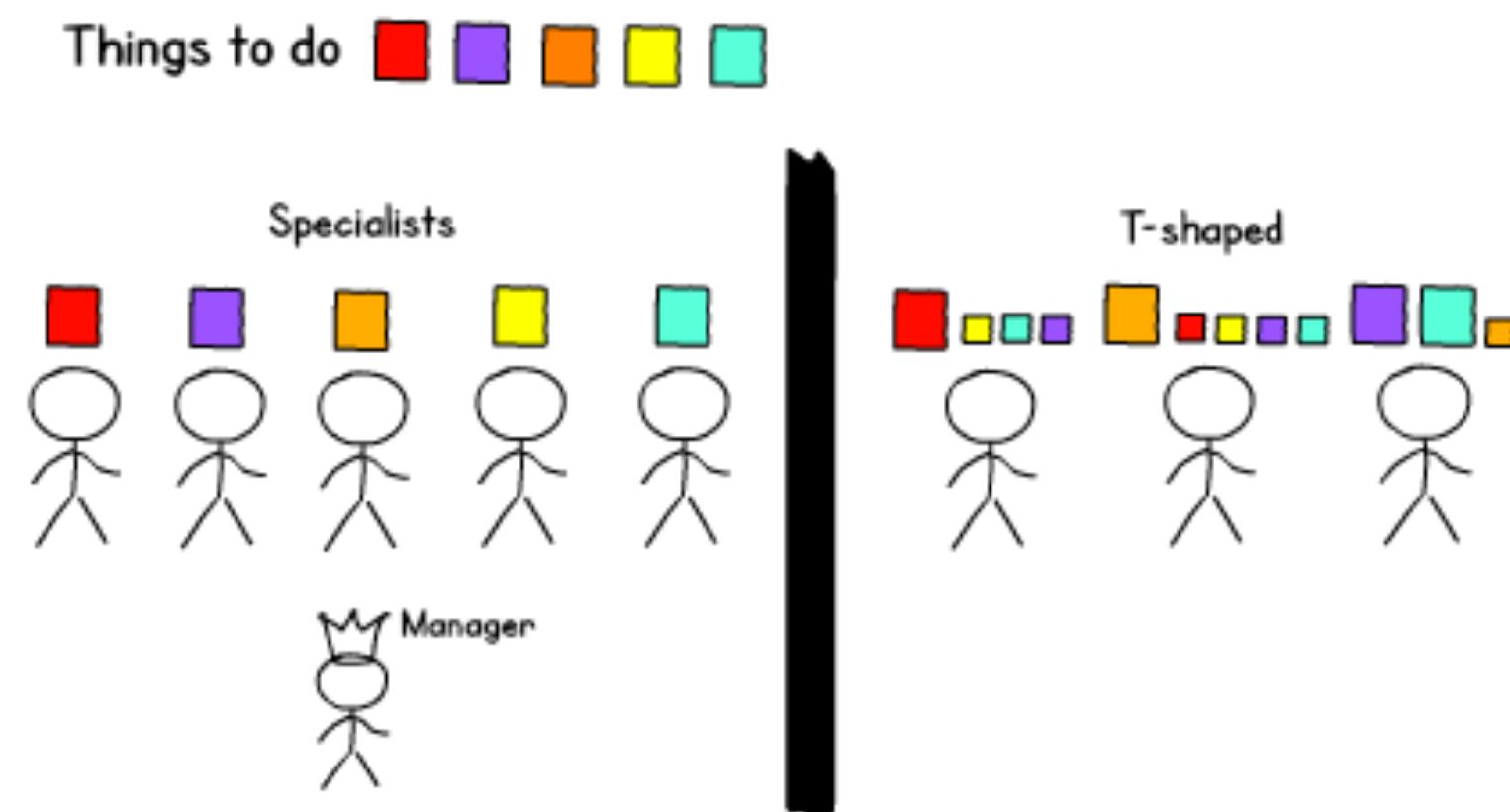
T-Shaped Talent of Information Age

Interdisciplinary Team

Why T-Shaped People?

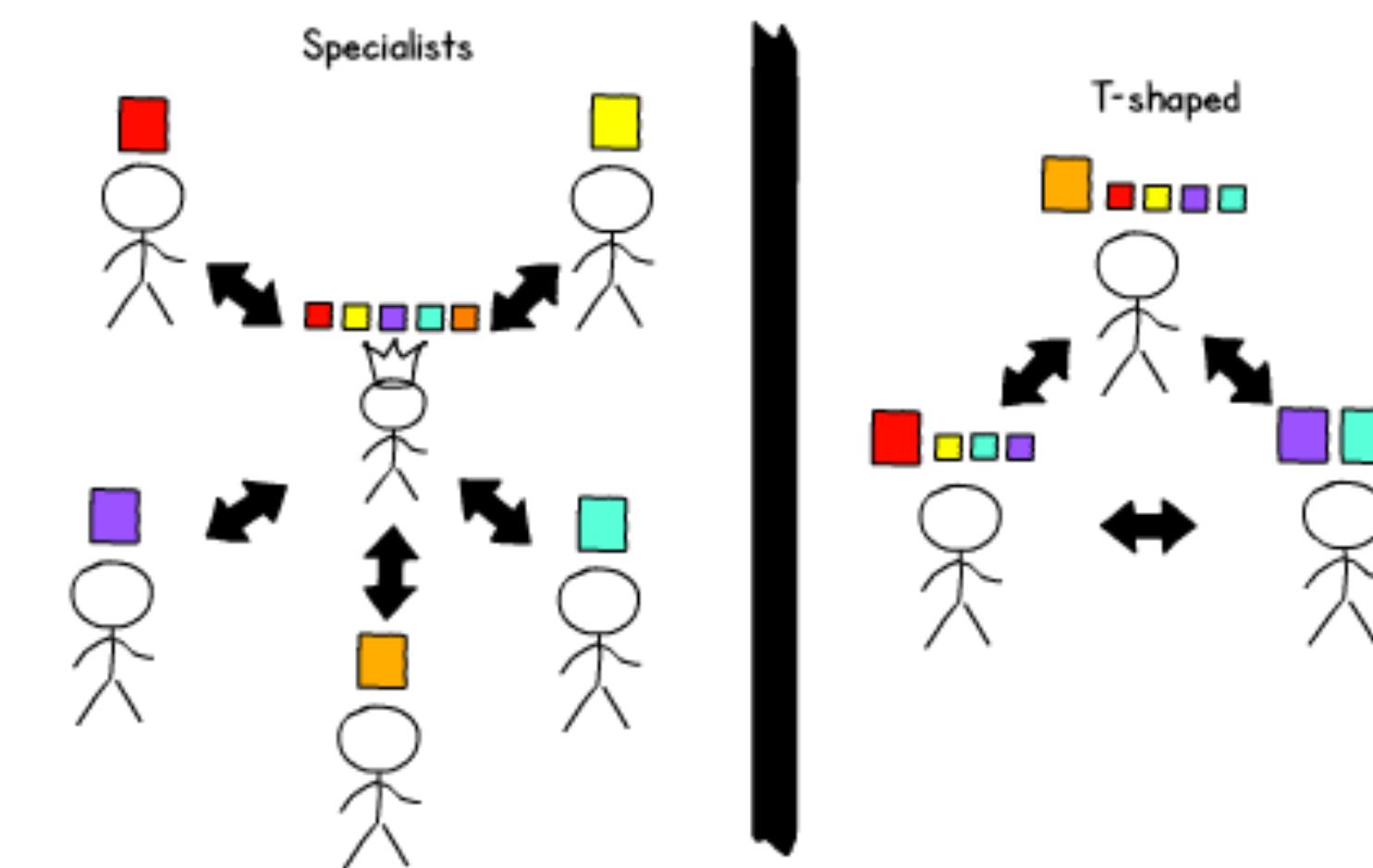


We can do more with the same number of people (or do the same with less people).

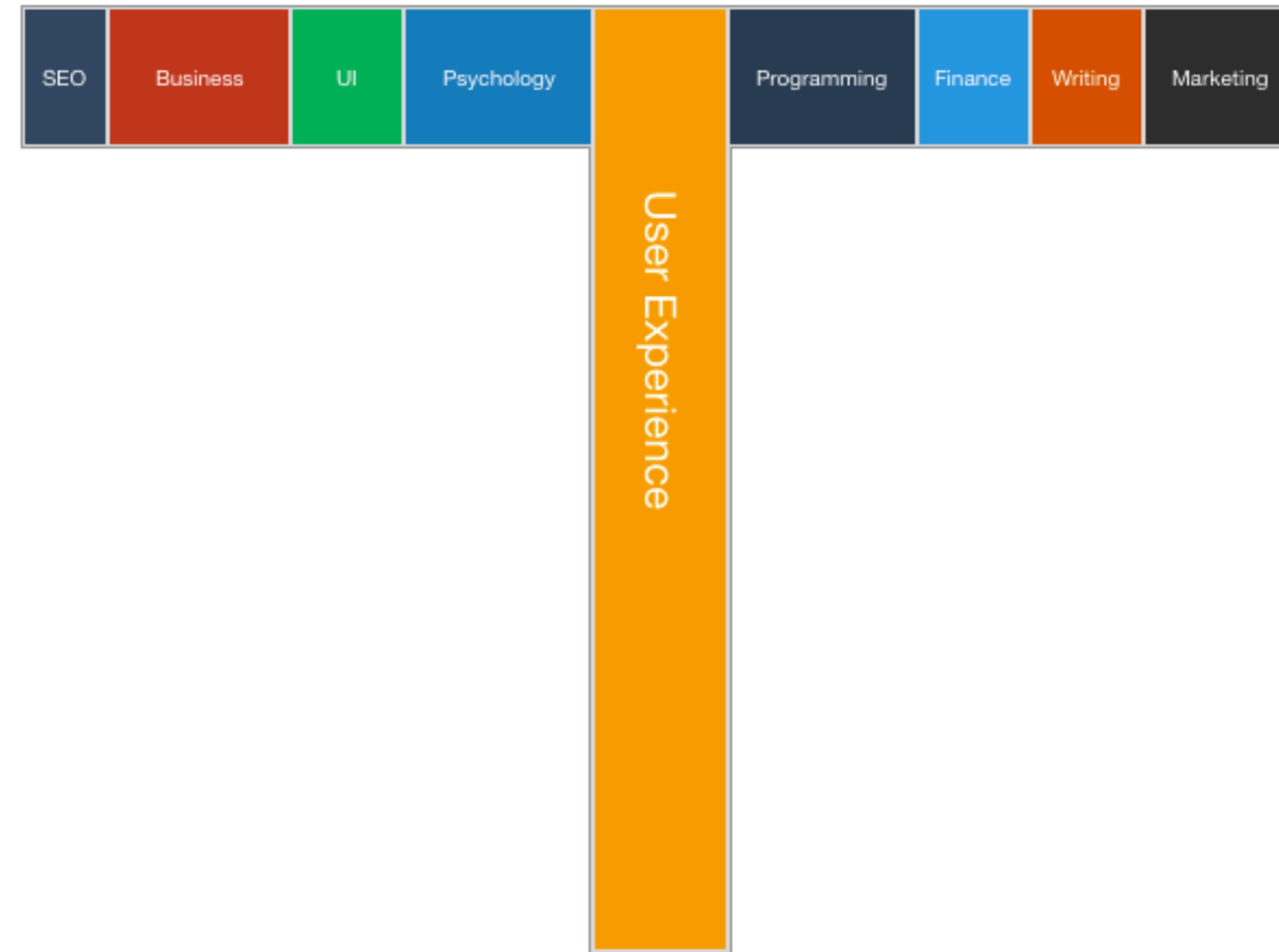


Source: Jason Yip, Medium

T-shaped people help us communicate more effectively.



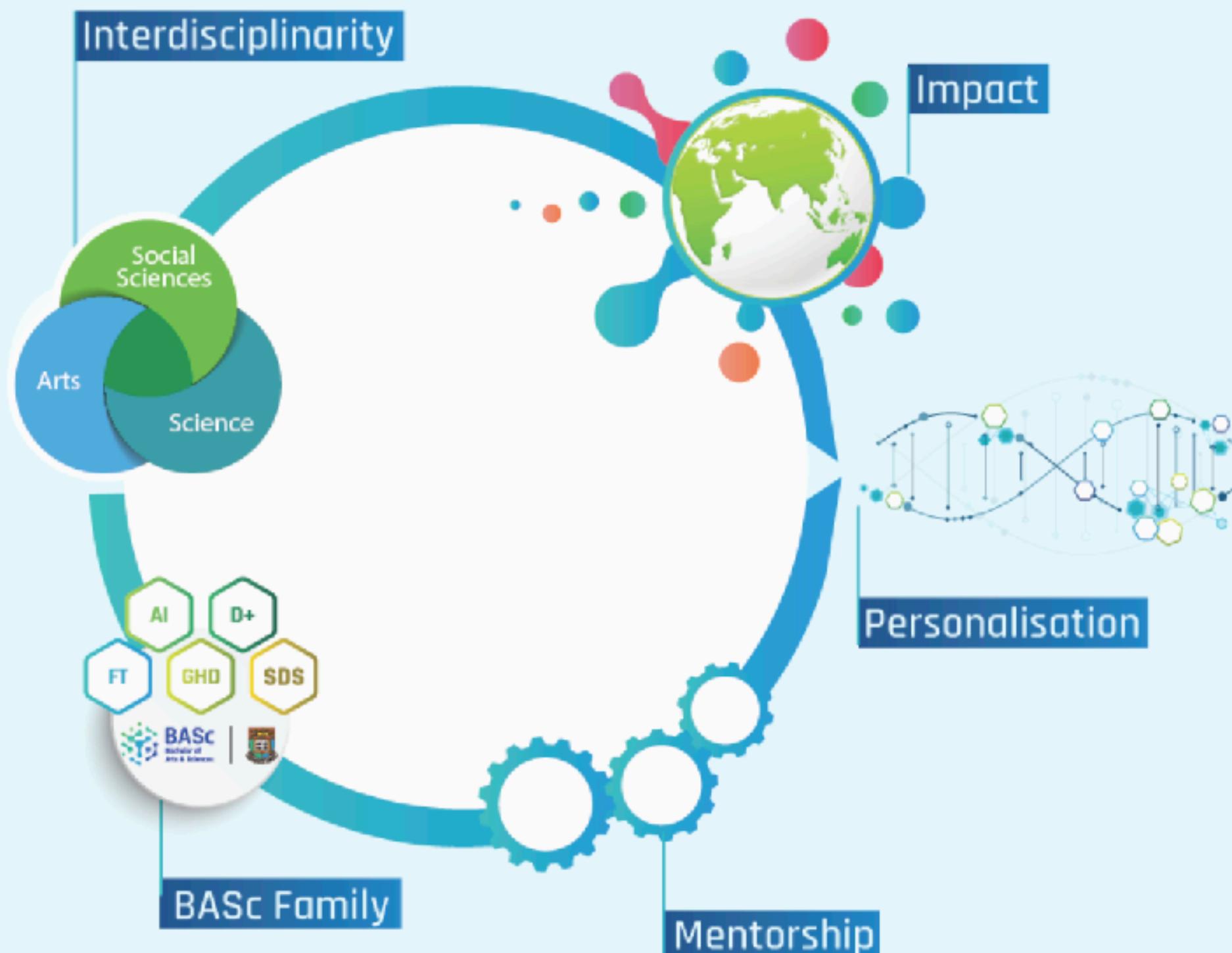
How Can You Become T-Shaped?



From Stem To Steam

From I-Shaped To T-Shaped

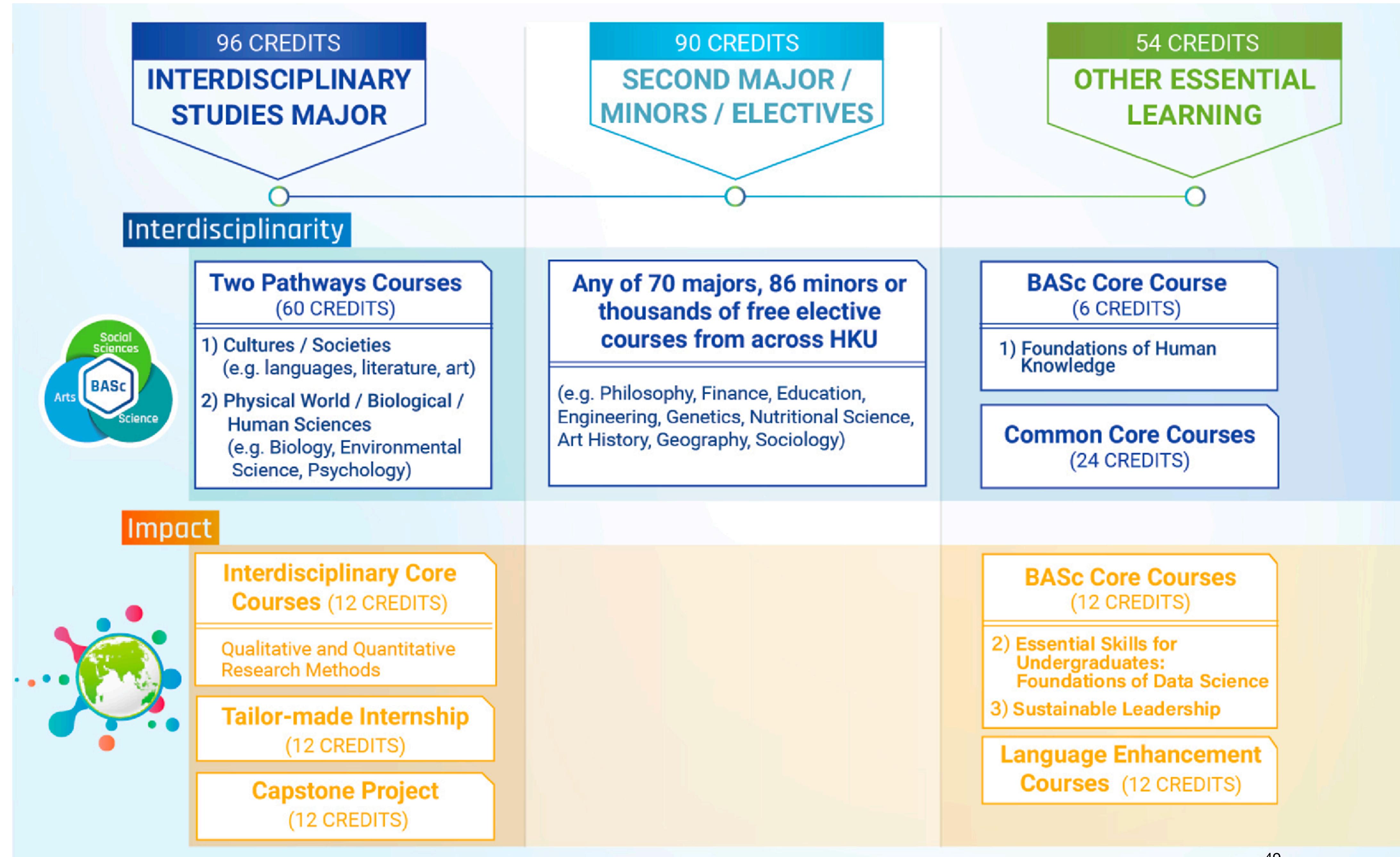
The Power Of An Interdisciplinary Study



Interdisciplinarity

Students are given **unprecedented access** to the full range of subjects across the Arts, Science and Social Sciences faculties. We encourage students to acquire and combine insights from across different subject areas in order to find novel ways to think about and solve the world's problems.





A place for explorers & experimenters at Stanford University.

[What We Do](#)

[How We Do It](#)

[Our Impact](#)

[The Home Team](#)

[How to start a d.school](#)





UNLEASHING CREATIVITY

Here's what that looks like at the d.school

OUR WAY OF WORKING

Radical collaboration. To inspire creative thinking, we bring together students, faculty, and practitioners from all disciplines, perspectives, and backgrounds

—when we say radical, we mean it!

Different points of view are key in pushing students to advance their own design practice. Our methods become a shared language for groups to navigate the ups and downs of messy challenges.

Real-world projects. Students want to make real impact in the world. We think they can start immediately. Our classes challenge them to tackle problems that are happening right now, not the ones from a textbook page. We work with partners from non-profit, corporate, and government

Yeap! Finland Will Become The First Country In The World To Get Rid Of All School Subjects

By Elizabeth Williams

SHARE  Facebook  Twitter  G+  P



In an era of technology and easily accessible information, our schools still expect from us to know everything from the books, without considering whether this is going to be what we will actually need in our professional development.

How many times have you wondered if you were going to need subjects you were made to learn because the curriculum said so? Finland has decided to change this in their educational system and introduce something which is suitable for the 21st century.

Source: <https://curiousmindmagazine.com/goodbye-subjects-finland-taking-revolution-education-step/>.

What Are The Implications Of These Shifts For This Course?



about featured portfolio blog contact



designer

UI/UX Designer with a passion for designing beautiful and functional user experiences.



<coder>

Front End Developer who focuses on writing clean, elegant and efficient code.

```
<html>  
height:184px; }  
class="jedi">  
CS3 HTML5  
color:#000;  
jQuery
```

Image credit: Adham Dannaway



LAB TIME

Recap

Exercise 1

```
<!DOCTYPE html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>My Web Page</title>
  </head>
  <body style="background-color:lavender;">
    <h1 style="background-color:lightskyblue;">My First Website</h1>
    <h2>I hope you like it here.</h2>
    <h3>I hope you like it here.</h3>
    <h4>I hope you like it here.</h4>
    <h5>I hope you like it here.</h5>
    <h6>I hope you like it here.</h6>
    <p style="color:midnightblue;">This is my paragraph.</p><br>
    <p>This is another paragraph.</p>
    <b>Bold text</b>
    <i>Italic text</i>
    <u>Underlined text</u>
    <em>Emphasized text</em>
    <strong>Strong text</strong>
    <sub>Subscript text</sub>
    <sup>Superscript text</sup>
    </img>
    <a href="http://by.cuc.edu.cn/" target="_blank">This is the link to CUC's website</a>
  </body>
</html>
```

Set the web page background color to lavender by adding the style attribute to the <body> tag.

Set the background color of an H1-style header lightskyblue.

Make the text in one of <p> tags midnightblue.

By default anchor tag will open the link in the same page. If you want the link to open in a new page, set target to “_blank.”

Not let's try out the relative path of images in HTML.

```
<!DOCTYPE html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>My Web Page</title>
  </head>
  <body style="background-color:lavender;">
    <h1 style="background-color:lightskyblue;">My First Website</h1>
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    <h4>I hope you like it here.</h4>
    <h5>I hope you like it here.</h5>
    <h6>I hope you like it here.</h6>
    <p style="color:midnightblue;">This is my paragraph.</p><br>
    <p>This is another paragraph.</p>
    <b>Bold text</b>
    <i>Italic text</i>
    <u>Underlined text</u>
    <em>Emphasized text</em>
    <strong>Strong text</strong>
    <sub>Subscript text</sub>
    <sup>Superscript text</sup>
    </img>
    <a href="http://by.cuc.edu.cn/">This is the link to CUC's website</a>
    </img>
  </body>
</html>
```

Exercise 1

 The absolute path.

 The relative path.

My First Website

I hope you like it here.

This is my paragraph.

This is another paragraph.

Bold text *Italic text* Underlined text **Emphasized text** **Strong text** Subscript text



中國傳媒大學
COMMUNICATION UNIVERSITY OF CHINA

[This is the link to CUC's website](#)



Add the list and table codes into example2.html

Exercise 2
(Add list and table)

```
<!DOCTYPE html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>My Web Page</title>
  </head>
  <body>
    <h1>My First Website</h1>
    <h2>My favorite fruit.</h2>
    <ul>
      <li>apples</li> → List tag, <ul> for making unordered list; <ol> for making ordered list
      <li>oranges</li>
      <li>pineapples</li>
    </ul>
    <table> → Table tag for building a table
      <tr> → <tr>tag for building the first table row
        <th>Month</th> → Table header tags to put column headers
        <th>Rent</th>
        <th>Eating Out</th>
        <th>Groceries</th>
      </tr>
      <tr>
        <td>August</td> → Table data tags to add table data
        <td>$1500</td>
        <td>$150</td>
        <td>$350</td>
      </tr>
    </table>
    </img>
    <a href="http://by.cuc.edu.cn/">This is the link to CUC's website</a>
  </body>
</html>
```

Exercise 2
(Add list and table)

```
<!DOCTYPE html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>My Web Page</title>
  </head>
  <body>
    <h1>My First Website</h1>
    <h2>My favorite fruit.</h2>
    <ul>
      <li>apples</li>
      <li>oranges</li>
      <li>pineapples</li>
    </ul>
    <table border="1" cellpadding="10" cellspacing="0">
      <tr>
        <th>Month</th>
        <th>Rent</th>
        <th>Eating Out</th>
        <th>Groceries</th>
      </tr>
      <tr>
        <td>August</td>
        <td>$1500</td>
        <td>$150</td>
        <td>$350</td>
      </tr>
      </img>
      <a href="http://by.cuc.edu.cn/">This is the link to CUC's website</a>
    </body>
  </html>
```

Styling the table:
Setting **border** attribute to add lines to the table;
Using **cellpadding** to control the amount of extra space inside each cell;
Using **cellspacing** to control the amount of extra space between cells

Code View

```
<!DOCTYPE html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>My Web Page</title>
  </head>
  <body>
    <h1>My First Website</h1>
    <h2>My favorite fruit.</h2>
    <ul>
      <li>apples</li>
      <li>oranges</li>
      <li>pineapples</li>
    </ul>
    <table>
      <tr>
        <th>Month</th>
        <th>Rent</th>
        <th>Eating Out</th>
        <th>Groceries</th>
      </tr>
      <tr>
        <td>August</td>
        <td>$1500</td>
        <td>$150</td>
        <td>$350</td>
      </tr>
    </table>
    <link>
      </img>
      <a href="http://by.cuc.edu.cn/">This is the link to CUC's website</a>
    </body>
  </html>
```

Browser View

My First Website

My favorite fruit.

- apples
- oranges
- pineapples



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[This is the link to CUC's website](#)

Month Rent Eating Out Groceries

August	\$1500	\$150	\$350
--------	--------	-------	-------

Style the table with built-in table attributes

My First Website

My favorite fruit.

- apples
- oranges
- pineapples



[This is the link to CUC's website](#)

Month	Rent	Eating Out	Groceries
August	\$1500	\$150	\$350

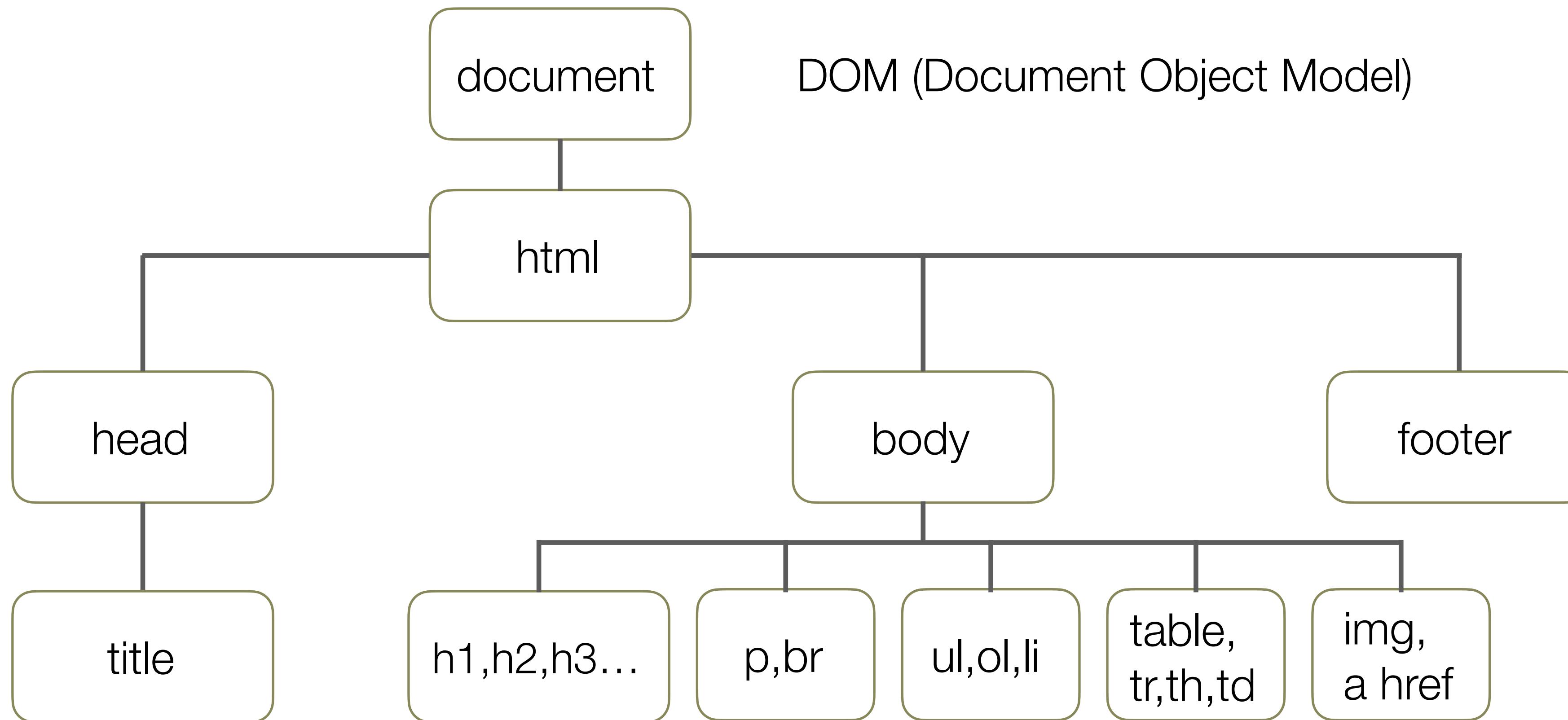
Please save your 2nd html document as example2.html.

And then uploading it to your remote Github account space.

For more practice, please check the link below:

<https://coder-coder.com/how-to-make-simple-website-html/>

HTML as Document Object Model



The grammar of HTML elements

- Starts with a start/opening tag (e.g. <p>)
- Ends with an end/closing tag (e.g. </p>)
- Elements content is everything between the start and end tags
- Void elements don't require a closing tag (e.g.
)
- Most elements have attributes

What Does CSS Stand for?

(C)ascading (S)tyle (S)heet

层叠样式表

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 Example:

Selector `body {`
 `background-color: lightblue;`
}

`h1 {`
Property `color: white;`
 `text-align: center;` **Value**
}

`p {`
 `font-family: verdana;`
 `font-size: 20px;`
}

My First Website

I hope you like it here.

This is my paragraph.

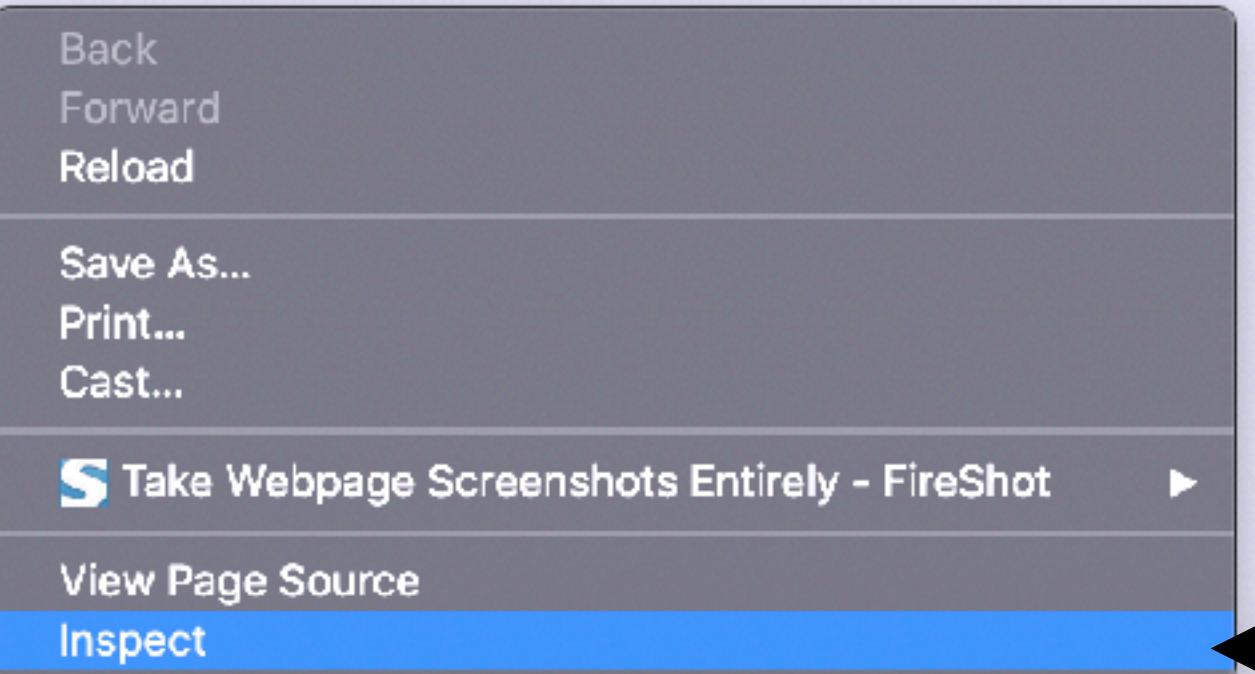
This is another paragraph.

Bold text *Italic text* Underlined text **Emphasized text** **Strong text** Subscript text



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Use right mouse click to trigger pop-up window

Browser View

My First Website

I hope you like it here.

I hope you like it here.

This is my paragraph.

This is another paragraph.

The screenshot shows the Chrome DevTools interface with the 'Elements' tab selected. The left panel displays the DOM tree:

```
<!DOCTYPE html>
<html lang="en">
  <head>...</head>
  ... <body style="background-color:lavender;"> == $0
    <h1 style="background-color:lightskyblue; color:#fefdff">My First Website</h1>
    <h2 style="border-style:solid; border-width:1px;">I hope you like it here.</h2>
    <h3>I hope you like it here.</h3>
    <h4>I hope you like it here.</h4>
    <h5>I hope you like it here.</h5>
    <h6>I hope you like it here.</h6>
    <p style="color:midnightblue;">This is my paragraph.</p>
    <br>
  ...
</body>
</html>
```

The 'body' element is selected, highlighted with a blue background. The right panel shows the 'Computed' tab of the Styles panel, displaying the following CSS properties for the selected element:

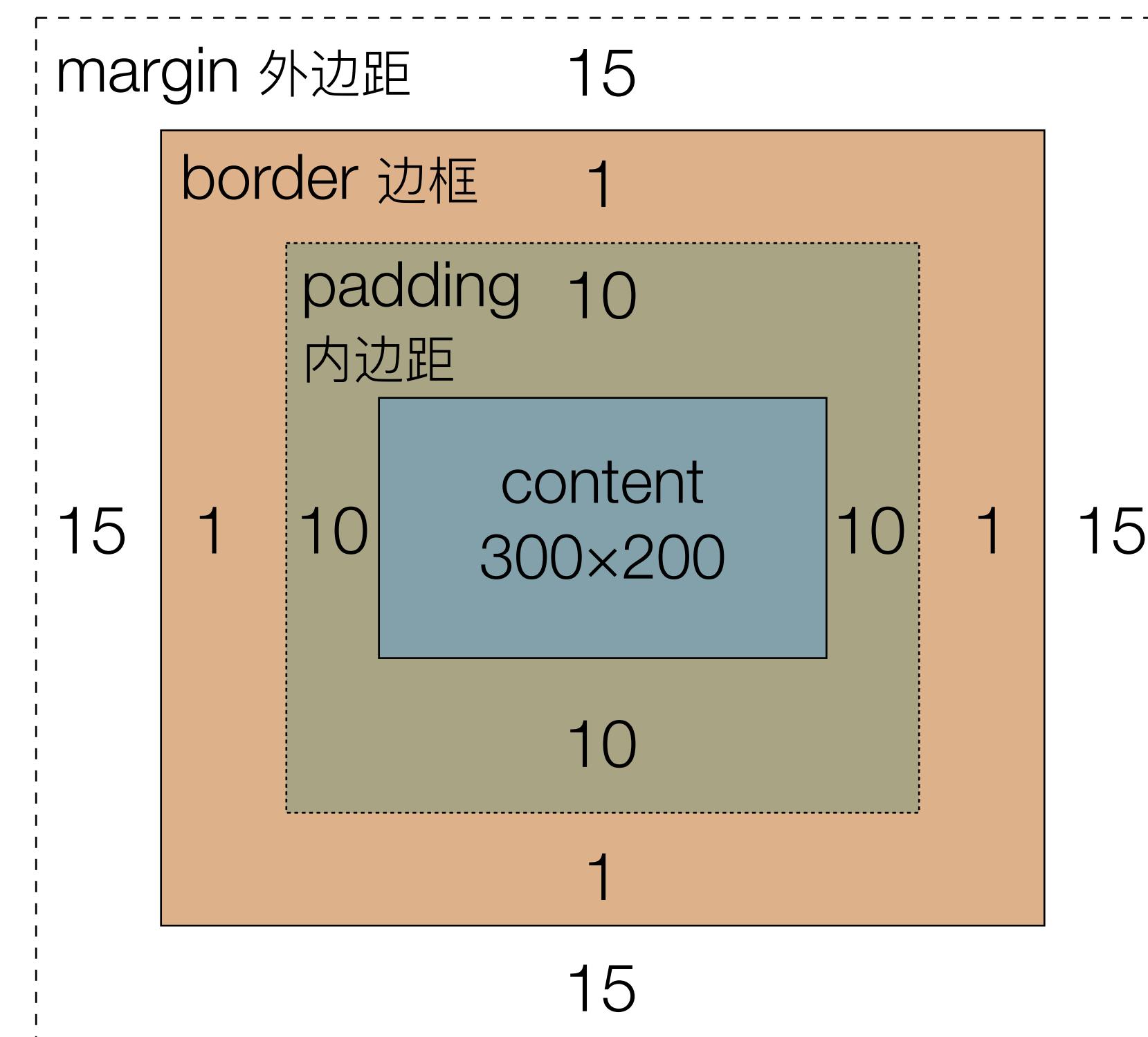
margin	8
border	-
padding	-
width	1447 x 745.906
height	8

Code View

```
<!DOCTYPE html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>My Web Page</title>
  </head>
  <body style="background-color:lavender;">
    <h1 style="background-color:lightskyblue; color:#fefdff;">My First Website</h1>
    <h2 style="border-style:solid; border-width:1px;">I hope you like it here.</h2>
    <h3>I hope you like it here.</h3>
    <h4>I hope you like it here.</h4>
    <h5>I hope you like it here.</h5>
    <h6>I hope you like it here.</h6>
    <p style="color:midnightblue;">This is my paragraph.</p><br>
    <p>This is another paragraph.</p>
    <b>Bold text</b>
    <i>Italic text</i>
    <u>Underlined text</u>
    <em>Emphasized text</em>
    <strong>Strong text</strong>
    <sub>Subscript text</sub>
    <sup>Superscript text</sup>
    </img>
    <a href="http://by.cuc.edu.cn/">This is the link to CUC's website</a>
    </img>
  </body>
</html>
```

Exercise 1

CSS box model



HTML elements which are part of visual layout are contained in rectangular boxes.

Now let's do the hands-on CSS exercise together:

<https://xxxok.wordpress.com/belajar-htmlcss/>

When you're done with this,
please save the html file as **example3.html** and the css file as **mystyle.css**.

And then upload them to your remote Github account space, too.

Thanks!