Noroff
School of technology and digital media

Technical Report

Semester Project 1 Report

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1. Summary

This report outlines the process and decisions behind creating the semester project “Community Museum” website. Overall, the process has both focused on creating a aestethically pleasing site for both kids and parents, that also communicates Community Museum as a trustworthy source of information. The report also explains how I have worked to make the site responsive and accessible, as well as be in line with the other technical requirement in the assignment.

2. Body

2.1. Introduction

The following sections divides into three parts, the fist explaining the timeline and process of creating the website, the second discussing the design and target group of the website, and the third focusing on the technical aspects of the site.

2.2. Main section of report

2.2.1. The process of building the site

The plan for building the website included two weeks of coding and two weeks of testing and making changes. I did end up spending longer on development and shorter on testing, which the timeline “made room for” in advance. This did not lead to any problems, as the issues discovered in testing could be fixed within the timeframe.

I started by building an outline of what I wanted the site to look like in Figma, and from there continued working only in the code. While Figma offered a great starting place for the design, I personally find it easier to make the further design choices using the inspector. Had I worked on this project with others, we probably would have updated the Figma more through the process.

2.2.2. The target group and the design

As described in the semester project 1 brief, the website to be built is for an interactive science museum whose main target group is children ages 7-15 and families with young children. The site thus needs to appeal to kids / youth as well as parents, and at the same time fit the image of a science museum.

The overall design of the website focuses on clean lines, images that support the image of a young science museum, and colors and images to spark some extra interest among younger people.

Children like colorful displays (Valkenburg and Cantor 2001), and this is also fairly obvious as most of us could identify a toy store from a significant distance purely because of the multitude of colors. While this could indicate that the website for the Community Museum should be as colorful as possible, there are other concerns to take into account. Firstly, the site needs to also appeal to youth upwards of 15 years old, as well as to parents, and it needs to be professional enough to both be trustworthy as a communicator of science related information, and as a business where people will feel comfortable inputing their payment information. I have therefore decided to use different colors in framings and to include playful and vibrant images, but the white background and simple font tones this down to a certain degree, and gives the design the credibilty a museum needs.

The site currently has five pages, in addition to the home page. These are:

- About

- Exhibitions
- Visit
- Get involved
- Contact us

All of these have the same basic graphic profile. All have a header image that sets the tone for the information on that specific page. This header image has a line in the themed orange around it, which both contributes to the website's consistency and adds some color for the kids.

The bottom margin is the same on all pages, and includes a link to the contact sheet, social media tags and address. A clear orange line makes it easy to see where the page ends, and this information begins.

Some pages include special design choices upon which I would like to elaborate:

On the visit page, the information that is the most important to anyone visiting is placed at the top (opening hours, admission and address including map), with information about accessability coming right after, as this is vital information to those who need it. Finally, the site gives information about tours, food and drink and the shop.

The Get involved and About-page uses images to break up the text-heavy page and make it easier to navigate through and read, as well as make it more fun for kids to look at.

2.2.3. The technical aspects of the site

The website had multiple technical requirement as described in the assignment. Some of these are, in the context of a paper text, easy to “check” with little explanation needed, while some require more information to explain.

Some technical “checks”:

- The CSS of the website does follow the DRY-principle as far as possible. With so many lines of code, it is however difficult to say 100% certain there are no repeats.
- The site has three CSS stylesheets. One for the header, one for the footer and one for the site’s main content. I did it this way to keep good separation of concerns. I also tested any new design element in a separate test-CSS, to make sure that they were functional before being included in one of the main stylesheets.
- The site downloads quickly and does not contain too large images. I have also asked those who tested it if the site loaded well, to make sure.
- The site employs meta tags (such as “museum”, “language”, “kids museum”, “science”, “science kids”, etc.) and alt text is included on all images.

Accessability:
Keeping the website in accordance with WCAG principles has been a main focus throughout the process, and I have tested this myself thoughtout every stage. As an extra quality assurance regarding WCAG, I asked all that tested the website to note down a summary of the pages they saw and information they read, note any issues they had or if

anything felt unclear, and to test across a couple different screens each. One of the testers was a child in the target group age, and two were parents with smaller children.

Responsiveness:
I did run into some issues regarding responsiveness in the process. Early on, I loved the idea of using a carousel to show the information on the exhibitions page. This was my first time making one without JavaScript, and I had several issues making it responsive. I decided in the end that responsiveness and accessability is more important than visually compressing and enhancing this information, and the information on the page is therefore now shown as plain text. The carousel, upon interest, can be found in the GitHub history. When creating the contact form, I encountered similar issues. I attempted to negate this issue by putting in two breakpoints for my media queries, which does make it work well with most screens. Thus, I decided to keep the contact sheet, because although it is not perfect, I think it rises to the level of importance where it is worth the slight inconvenience it may present to some users if they were to drag their screen back and forth.

Overall, responsiveness has been a focus throughout the process. The site should at the moment be responsive, with the same graphic profile, information shown and functionality across screens.

2.3. Conclusion

In conclusion, I have focused greatly on both design and functionality in building this website. The design is both aestethically pleasing to children viewing it, as well as

professional enough for a museum that people will entrust their personal information. It is responsive across different screens and accessible for anyone viewing it.

3. References

Patti M Valkenburg, Joanne Cantor,
The development of a child into a consumer,
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4. Acknowledgements

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5. Appendices

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