

HUMCOM1

Human Computer Interaction

2nd Semester || First Year

JERLYN JYD M. CORTEZ

This portfolio showcases my activities, experiential learnings, and reflections in HUMCOM1 this semester under the supervision of our instructor Mr. Benny Cris C. Pio.



End semester self-assessment

Looking back on the semester, I'm struck by how much I've learned about HCI and website design. Starting with zero programming knowledge felt like staring up at a massive mountain. Each assignment, each lab, was a step toward the summit. The initial steepness of the learning curve was daunting; simple tasks like creating a basic HTML page felt incredibly challenging. However, as I progressed, I found myself gaining confidence and a deeper understanding of the underlying principles. The hands-on nature of the course was key; I learned far more by *doing* than by simply reading. The collaborative environment was also crucial – working with classmates helped me overcome obstacles and learn from different approaches. I'm proud of how far I've come, and I'm excited to continue building on this foundation.

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SAMPLE FORMATIVE ASSESSMENTS:

PRELIMS

Quiz 1

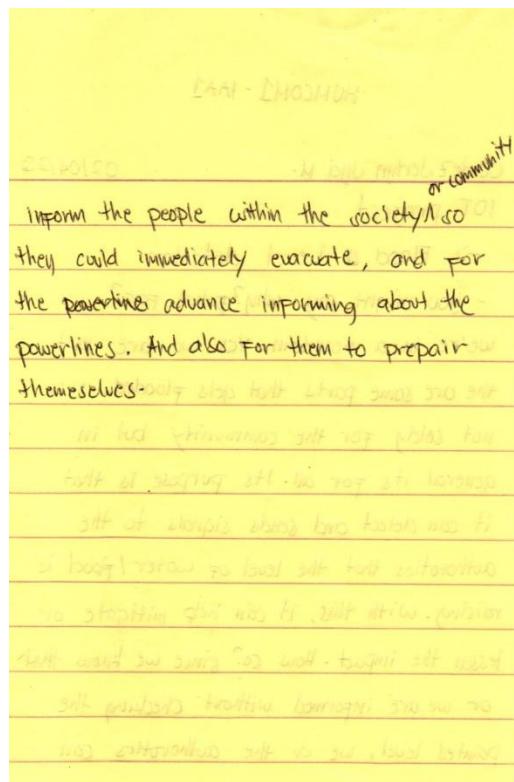
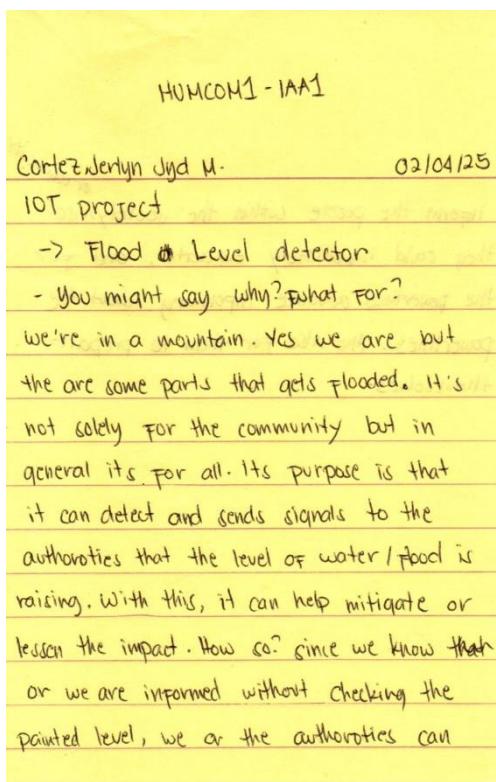
Contez, Jerlyn Jynd M.	IAA1 - HUMCOM	11/90	NO.: DATE: 01/28/25
1. Hypertext Media Link	1. <p>	21. 	31. $\frac{a}{b}$
2. Header & Head	2. <rowspan>	22.	32.
3. <style>	3. <emp>	23. <+>	33. >
4. <link>	4. <sub>	24.	34. <
5. <scripts>	5. <sup>	25. <10>	35.

6.	6.	26.	36.
7. <body>	7. <pre>	27. <amp>	37. ©
8. <h3>	8.	28.	38.
9. 	9. <a>	29. <am>	39. &trade
10. comment <!-->	10. <dt>	30.	40.

Description: This quiz consisted of 40 identification questions. We were given a generous time limit to complete it.

Reflection: I was confident going into the quiz because I had thoroughly reviewed our lecture materials. However, I was surprised when the questions focused entirely on our laboratory discussions instead. I wasn't prepared for that, so I didn't perform well. It taught me to review all materials equally—not just what's emphasized in class.

Quiz 2



Description: For this quiz, we were asked to conceptualize an **Internet of Things (IoT) project** that could positively impact our community. It required us to apply our understanding of HCI principles to a real-world problem and propose a digital solution using IoT technology.

Reflection: This activity pushed me to think beyond theoretical knowledge and imagine how technology could be used for social good. It made me realize how HCI is not just about design, but about solving real problems for real people. I enjoyed brainstorming ideas, and it sparked my interest in tech-based community solutions.

LabExercise1

JERLYN JYD CORTEZ	
PERSONAL INFORMATION	
<p>Age: 19 Gender: Female Date of Birth: October 27, 2005 Place of Birth: Baguio General Hospital Contact No.: 09695057681 Benguet Address: Wangal Motorpool</p>	
EDUCATION	
College	June 2026 Bachelor of Science in Computer Science University of Baguio Baguio City
High School	July 2024 Ambangeg National High School Ambangeg National High School Ambangeg, Daclan, Bokod, Benguet
Elementary	July 2018 Ambangeg Elementary School Ambangeg, Daclan, Bokod, Benguet
AWARDS & RECOGNITION	
First Place	Coffee Painting Ambangeg National High School March 2024 Bokod, Benguet
First Place	Slogan making Ambangeg National High School March 2024 Bokod, Benguet
Second Place	Badminton Doubles Daclan, Bokod, Benguet August 2023 Bokod, Benguet
SKILLS & TALENTS	
<p>- Playing Badminton, Playing lyre, Drawing</p>	

Description: We were instructed to create a resume using only HTML. The content had to be our own, and we were not allowed to use any templates or CSS.

Reflection: This activity helped me appreciate the basics of HTML. It was challenging to make a clean layout without styling, but it helped reinforce the importance of structure and proper use of tags.

LabExercise2

The screenshot shows a web browser window with multiple tabs open. The active tab is titled "Sample Poly" and displays a table titled "Sample Polynomial Expressions". The table has three columns: "Name", "Example", and "Note".

Name	Example	Note
Monomial	$(3x^2y^3) + 1$	Q ₁ : One term (mono)
Binomial	$2xy + 1/2y^2$	Q ₂ : Two terms (bi)
Trinomial	$x^3y^4 + 2x^3y + xy^2$	Q ₃ : Three terms (tri)
Polynomial	$6x^4y + 5x^3y^2 + 4x^2y^3 + xy^4 + 7y^5$	Q ₄ : Many terms (poly)

At the bottom left of the page, there is a copyright notice: "© College Algebra Fundamentals".

Description: For this task, we were required to replicate sample **polynomial expressions** using HTML. The focus was on accurately formatting mathematical expressions with the appropriate use of superscripts and spacing to ensure they were readable and properly aligned on the webpage.

Reflection: At first glance, it seemed like a simple typing task, but I quickly realized that replicating mathematical notation in HTML requires precision and creativity. I learned how to use `<sup>` tags for exponents and how crucial proper formatting is for clarity. This exercise taught me attention to detail and how HTML can be adapted to represent even complex content like math expressions.

LabExercise3

Topics Covered

Session 1 - The Fun Stuff - In town, Saturday morning

1. Goals
2. Introductory remarks and outline of this course
3. Round Robin
 - o Clothing
 - o Sleeping materials:
 - Sleeping Bags
 - Sleeping pad; and,
 - other sleeping gear
 - o Tents and other camp
4. Trip planning
5. Winter driving

Session 2 - Serious Concerns - In town, Saturday Afternoon

1. Further administrative details
2. Overview of problems unique to winter and snow activities
3. Round Robin
 - o Minimum Impact Camping and Sanitation
 - o Snow travel and intro to
 - Skis
 - Snowshoes
 - sleds
 - o Weather - some consideration on how winter differs from summer trips
 - o Avalanche dangers
4. Navigating - Special considerations in land navigation in winter conditions
5. Dealing with Wintert Emergencies
6. Other Problems to Consider an Wrap-up of session

Description: In this task, we were instructed to replicate a sample webpage that included both **ordered and unordered lists**, and to apply **basic CSS styling** to improve its presentation. The goal was to demonstrate our understanding of list structures in HTML and introduce us to inline or internal CSS for enhancing the visual design.

Reflection: This activity deepened my knowledge of HTML lists and gave me my first real experience with styling content. While the list syntax was straightforward, making it look clean and organized using CSS took some trial and error. I learned how even small touches like font size, margin, and color can make a page more readable and visually appealing. It was rewarding to see how simple code can create structured and attractive content.

LabExercise4

Why Facts Don't Change Our Minds

Facts Don't Change Our Minds.
Friendship Does.

[Jerlyn Jyd Cortez](#)

Convincing someone to change their mind is really the process of convincing them to change their tribe. If they abandon their beliefs, they run the risk of losing social ties. You can't expect someone to change their mind if you take away their community too. You have to give them somewhere to go. Nobody wants their [worldview](#) torn apart if loneliness is the outcome.

The way to change people's minds is to become [friends](#) with them, to integrate them into your tribe, to bring them into your circle. Now, they can change their beliefs without the risk of being abandoned socially.

The British [philosopher](#) Alain de Botton suggests that we simply share meals with those who disagree with us:

"Sitting down at a table with a group of strangers has the incomparable and odd benefit of making it a little more difficult to hate them with [impunity](#). Prejudice and ethnic strife feed off abstraction. However, the proximity required by a meal – something about handing dishes around, unfurling napkins at the same moment, even asking a stranger to pass the salt – disrupts our ability to cling to the belief that the outsiders who wear unusual clothes and speak in distinctive accents deserve to be sent home or assaulted. For all the large-scale political [solutions](#) which have been proposed to salve ethnic conflict, there are few more effective ways to promote tolerance between suspicious neighbours than to force them to eat supper [together](#)."

Perhaps it is not difference, but distance that breeds tribalism and hostility. As proximity increases, so does [understanding](#). I am reminded of Abraham Lincoln's quote, "I don't like that man. I must get to know him better."

Facts don't change our minds. Friendship does.

References

<https://worldview.earthdata.nasa.gov/>

<https://www.britannica.com/topic/Friends>

<https://www.invaluable.com/blog/famous-philosophers/?srltid=AfmBOoq0ihR6JhLIDFqncl3s2h-plc0TgBWtcTc0hz2yBgvPJCV1m8he>

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<https://www.vedantu.com/chemistry/solution-concentration-properties>

<https://genius.com/Rick-astley-together-forever-lyrics>

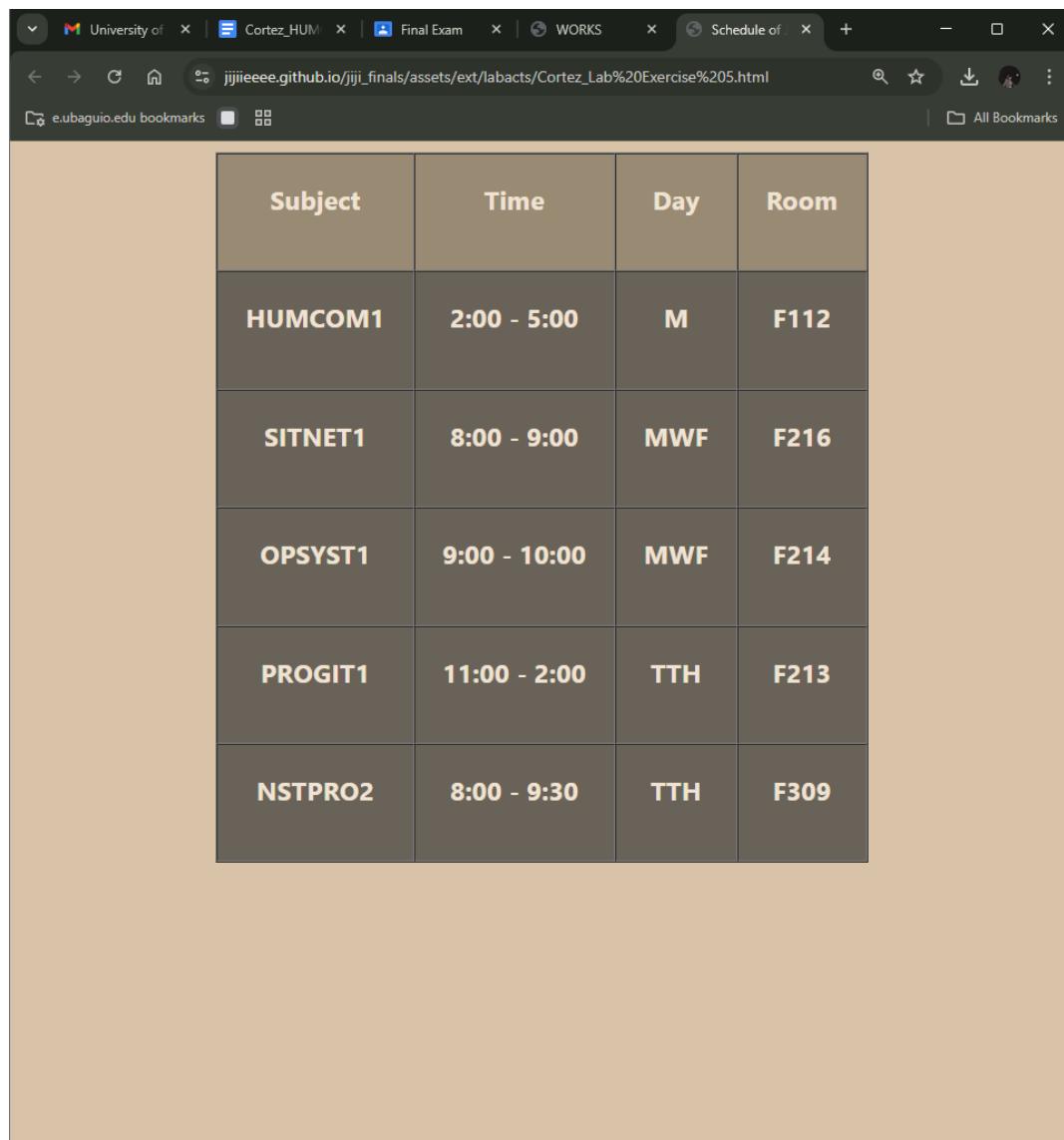
<https://www.forbes.com/quotes/theme/understanding/>

Description: In this activity, we were tasked to write a simple **article using HTML**, then select **seven keywords or phrases** within the content and create **hyperlinks** to relevant external websites. The goal was to practice the use of the <a> tag and understand how linking

works in web development.

Reflection: This task taught me the practical use of hyperlinks in providing additional context or references within a webpage. Choosing which words to link and finding appropriate websites helped me think more critically about content relevance. It also improved my familiarity with the syntax of the <a> tag and the importance of creating meaningful navigation for users.

LabExercise5



A screenshot of a web browser window displaying a class schedule. The page title is "Schedule of". The URL in the address bar is "jijiieee.github.io/jiji_finals/assets/ext/labacts/Cortez_Lab%20Exercise%205.html". The browser tabs include "University of", "Cortez_HUM", "Final Exam", "WORKS", and "Schedule of". Below the tabs, there are bookmarks for "e.ubaguio.edu bookmarks" and "All Bookmarks". The main content is a table with the following data:

Subject	Time	Day	Room
HUMCOM1	2:00 - 5:00	M	F112
SITNET1	8:00 - 9:00	MWF	F216
OPSYST1	9:00 - 10:00	MWF	F214
PROGIT1	11:00 - 2:00	TTH	F213
NSTPRO2	8:00 - 9:30	TTH	F309

Description: In this activity, we were tasked to **create a table using HTML** and design a **class schedule** within it. We applied various table elements such as <table>, <tr>, <th>, and <td> to organize the data into days, times, and subjects. Basic styling was used to improve readability.

Reflection: This exercise helped me understand how to structure and present tabular data on a webpage. It was a bit challenging to align everything correctly, especially when merging cells and organizing time slots, but I learned how tables can be a powerful tool for creating clear, organized layouts—especially for schedules and data presentation.

LabExercise6

JERLYN JYD MOTAL
CORTEZ

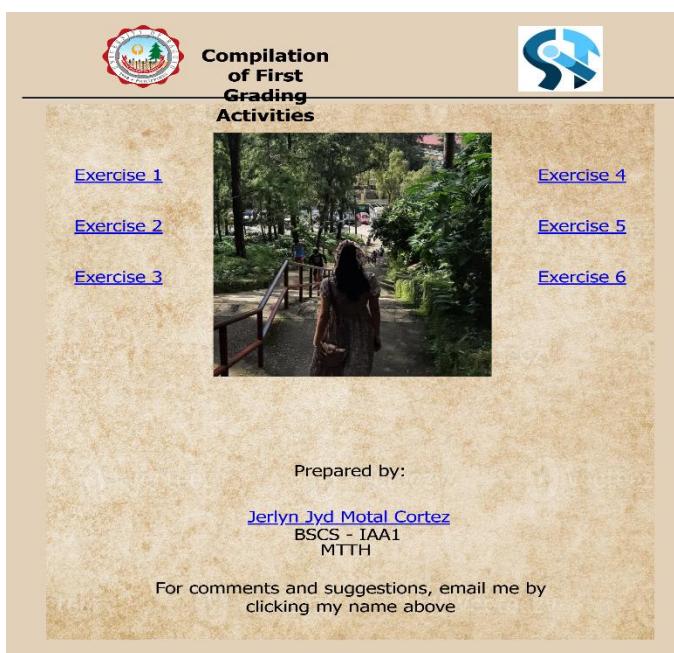
SCHEDULE PROJECTION						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 AM						
7:30 AM						
8:00 AM	8:00 AM - 9:30 AM [SITNET1] NETWORKS AND COMMUNICATIONS F216 ANTHONY GALUTAN JR IAA1	8:00 AM - 9:00 AM [NSTPRO1] NATIONAL SERVICE TRAINING PROGRAM 2 F306 CATHERINE REYES IAA1	8:00 AM - 9:30 AM [SITNET1] NETWORKS AND COMMUNICATIONS F216 ANTHONY GALUTAN JR IAA1	8:00 AM - 9:00 AM [NSTPRO1] NATIONAL SERVICE TRAINING PROGRAM 2 F306 CATHERINE REYES IAA1		
8:30 AM						
9:00 AM	9:00 AM - 10:00 AM		9:00 AM - 10:00 AM			
9:30 AM	[OPSYST1] OPERATING SYSTEM F214 CATHERINE REYES IAA1	9:30 AM - 10:30 AM [PROGIT1] COMPUTER PROGRAMMING F214 DIVINE AGUILAR-AGUDONG IAA1	[OPSYST1] OPERATING SYSTEM F214 CATHERINE REYES IAA1	9:30 AM - 10:30 AM [PROGIT1] COMPUTER PROGRAMMING F214 DIVINE AGUILAR-AGUDONG IAA1	8:00 AM - 11:00 AM [SITNET1] NETWORKS AND COMMUNICATIONS D202 ANTHONY GALUTAN JR IAA1	
10:00 AM						
10:30 AM						
11:00 AM	11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1		11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1		11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1	
11:30 AM		11:00 AM - 2:00 PM		11:00 AM - 2:00 PM		
12:00 PM		[PROGIT1] COMPUTER PROGRAMMING F213 DIVINE AGUILAR-AGUDONG IAA1		[PROGIT1] COMPUTER PROGRAMMING F213 DIVINE AGUILAR-AGUDONG IAA1		
12:30 PM						
1:00 PM	1:00 PM - 2:00 PM [CWORLD1] CONTEMPORARY WORLD F212 ERIEL STARR GONZALES IAA1		1:00 PM - 2:00 PM [CWORLD1] CONTEMPORARY WORLD F212 ERIEL STARR GONZALES IAA1		1:00 PM - 2:00 PM [CWORLD1] CONTEMPORARY WORLD F212 ERIEL STARR GONZALES IAA1	
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM	2:00 PM - 5:00 PM [HUMCOM1] HUMAN COMPUTER INTERACTION F112 BENNY CRIS PIO IAA1	3:00 PM - 4:00 AM [HUMCOM1] HUMAN COMPUTER INTERACTION F112 BENNY CRIS PIO IAA1	2:00 PM - 4:00 PM [PATHFT2] EXERCISE-BASED FITNESS ACTIVITIES TBA JONAH PALO IAA1	3:00 PM - 4:00 AM [HUMCOM1] HUMAN COMPUTER INTERACTION F112 BENNY CRIS PIO IAA1	2:00 PM - 5:00 PM [OPSYST1] OPERATING SYSTEM CAO1 CATHERINE REYES IAA1	
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM	5:00 5M - 6:00 PM [SCITES1] SCIENCE TECHNOLOGY AND SOCIETY F306 NORMAN PATIANG IAA1		5:00 5M - 6:00 PM [SCITES1] SCIENCE TECHNOLOGY AND SOCIETY F306 NORMAN PATIANG IAA1		5:00 5M - 6:00 PM [SCITES1] SCIENCE TECHNOLOGY AND SOCIETY F306 NORMAN PATIANG IAA1	
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						

Description: This lab was a continuation of the previous activity, but instead of a sample layout, we were tasked to recreate our actual class

schedule using an HTML **table**. This time, we applied advanced table attributes like **colspan** and **rowspan** to merge cells and accurately reflect overlapping time slots. We also added **styling** to improve the visual appeal of the schedule.

Reflection: Working on our real schedule made the task more engaging and relevant. Applying colspan and rowspan taught me how flexible and powerful HTML tables can be when it comes to displaying structured information. Adding CSS styles gave it a polished look, and I learned how proper formatting can make even dense information easier to understand.

LabExercise7



Description: This final lab for the prelims required us to **compile all our previous HTML activities** into a single, well-structured HTML file. The compilation included various elements such as **images**, **internal links using id and target attributes**, headings, lists, tables, and basic styling. The goal was to demonstrate our understanding of HTML fundamentals in one cohesive output.

Reflection: This activity was both challenging and rewarding. Bringing together everything we learned—from formatting text and tables to embedding images and linking sections—helped me see how each concept fits into a complete website structure. It felt like building a real project, and I was proud of the final output. It also showed me areas where I still needed improvement, especially in maintaining consistency and clean code.

Assignment : Research

Cortez, Jerlyn Jyjd M.
IAA1 - HUMCOM

02/06/25

Learability and Memorability

Learability refers to how quickly a person can learn to use something. It emphasizes the user's ability to quickly understand and use an interface without extensive training. One example, is a Microwave oven with clear labeling. This falls under learnability, for the reason that, the clear labels helps users quickly grasp how to operate the microwave's basic functions. Another one is, Google Maps, this falls under learnability because it is easy to learn. How? Because its interface is user-friendly and gives clear feedback, helping users to quickly understand how to use it.

Meanwhile, memorability is the principle of designing interfaces that are easy to remember. This can be achieved by using clear and concise language, creating intuitive navigation, and using consistent design elements throughout the interface. One example is a Photo Editing APP with standard tools. Standard tools labeled clearly in a photo editing app make it easy for users to remember how to use them. Another is Online Banking with consistent design, this helps users to remember how to perform or navigate tasks easily.

References: Nielsen, J. (1994). 10 Usability Heuristics for user Interface Design

Designing the user interface: User Strategies for Effective Human-Computer Interaction. Pearson

Description: We were assigned to research the concepts of **learnability** and **readability** in human-computer interaction, investigating their definitions and differences. We compiled our findings into a document that explored how these factors impact usability in interface design.

Reflection: This research deepened my understanding of critical HCI concepts. Learning the difference between learnability—how quickly users can become proficient—and readability—how easily information can be read and understood—helped me appreciate how both are essential to effective design. It made me more aware of designing interfaces that are intuitive and accessible.

Assignment : KIOSK

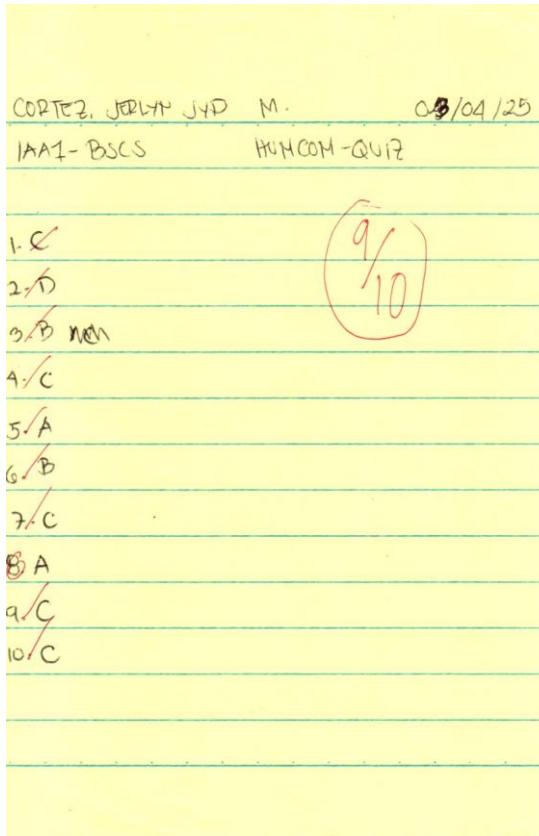


Description: For this assignment, we were tasked to design a **user interface (UI)** using HTML, choosing either an **educational website** or a **digital kiosk** as the project theme. I chose to create a **digital kiosk** interface, where I planned the content and layout with a focus on user accessibility and ease of navigation for public use.

Reflection: This was one of the most creative and practical tasks in the course. Designing a kiosk UI made me think about real-world applications and how people interact with public digital devices. It challenged me to prioritize clarity, simplicity, and responsiveness in my design, deepening my understanding of user-centered interface development.

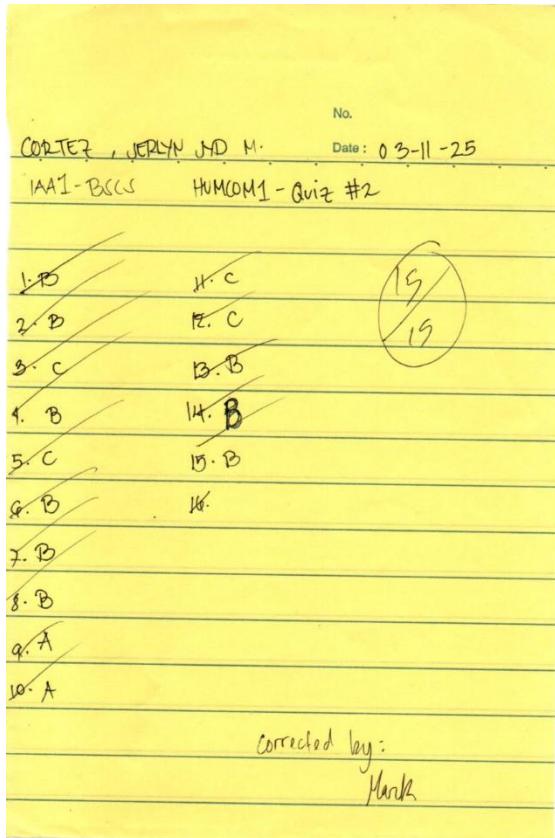
MIDTERMS

Quiz 1



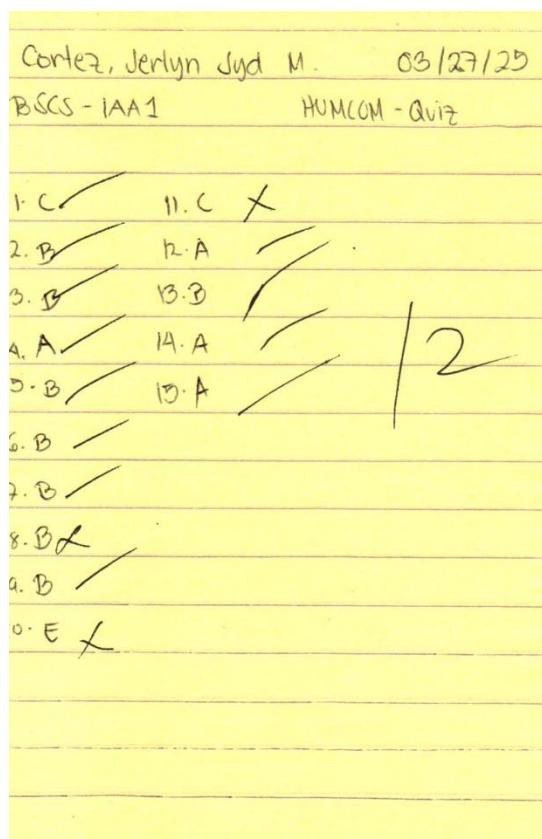
Reflection: This quiz felt straightforward because I'd diligently reviewed the material on emotional intelligence in HCI. I felt confident in my understanding of how emotions impact user experience and was pleased to receive a good score. The quiz reinforced the importance of considering emotional factors in design.

Quiz 2



Reflection: Similar to Quiz 1, the material on emotional design was well-understood. I felt prepared for the assessment and the good score reflected that preparation. It was a positive reinforcement of the importance of designing with user emotions in mind.

Quiz 3



Reflection: This longer quiz tested my overall understanding of the material covered so far. While I felt prepared, there were a few questions that challenged me, highlighting areas where I could strengthen my knowledge. It was a valuable assessment of my progress.

LabExercise1

The screenshot shows a web browser window with several tabs open. The active tab displays a table titled "Sample Polynomial Expressions". The table has three columns: "Name", "Example", and "Note". The rows represent different types of polynomials:

Name	Example	Note
Monomial	$(3x^2y^3) + 1$	Q ₁ : One term (mono)
Binomial	$2xy + 1/2y^2$	Q ₂ : Two terms (bi)
Trinomial	$x^3y^4 + 2x^3y + xy^2$	Q ₃ : Three terms (tri)
Polynomial	$6x^4y + 5x^3y^2 + 4x^2y^3 + xy^4 + 7y^5$	Q ₄ : Many terms (poly)

At the bottom left of the table, there is a copyright notice: "© College Algebra Fundamentals".

Reflection: In the activity where we built a simple web page to display a polynomial expression using the `<pre>` tag and basic HTML elements, I discovered how powerful CSS can be in improving the look and feel of content. By applying CSS styles, I was able to enhance the visual layout of the expression—changing the font, spacing, color scheme, and alignment to make the math easier to interpret.

This task clarified the distinct roles of HTML and CSS: HTML structures the content, while CSS takes care of the design. Working with both in this exercise allowed me to explore how they complement each other in web development. It also gave me valuable hands-on experience in styling even the simplest elements, boosting my confidence in making web pages more attractive and user-friendly.

LabExercise2a

The screenshot shows a web browser window with multiple tabs open. The active tab displays a table titled "Sample Polynomial Expressions:" with four rows: Monomial, Binomial, Trinomial, and Polynomial. Each row contains a "Name", "Example", and "Note". The "Note" column uses abbreviations Q1 through Q4 to denote the number of terms. The entire table is enclosed in a light gray border. At the bottom of the table, there is a small footer with the text "© College Algebra Fundamentals".

Name	Example	Note
Monomial	$(3x^2y^3) \div 1$	Q ₁ : One term (mono)
Binomial	$2xy + 1/2y^2$	Q ₂ : Two terms (bi)
Trinomial	$x^3y^4 + 2x^3y + xy^2$	Q ₃ : Three terms (tri)
Polynomial	$6x^4y + 5x^3y^2 + 4x^2y^3 + xy^4 + 7y^5$	Q ₄ : Many terms (poly)

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Reflection: In the revised version of the activity where I presented a polynomial expression using the `<pre>` tag, I explored the use of internal CSS to improve the overall style and layout of the web page. I placed the styling rules within the `<style>` element in the `<head>` section, allowing me to manage both structure and design in a single file.

Through this, I was able to personalize the font, text color, and spacing, while also adding a background image that made the presentation more visually appealing and engaging. This exercise helped me see how effective design can support the delivery of educational content. It also strengthened my understanding of how to position elements and incorporate images into a layout, which will be helpful in designing more creative and informative web pages in the future.

LabExercise2b

Subject	Time	Day	Room
HUMCOM1	2:00 - 5:00	M	F112
SITNET1	8:00 - 9:00	MWF	F216
OPSYST1	9:00 - 10:00	MWF	F214
PROGIT1	11:00 - 2:00	TTH	F213
NSTPRO2	8:00 - 9:30	TTH	F309

Reflection: In the activity where I designed a simple schedule using HTML tables, I later improved it by incorporating external CSS, which emphasized the benefit of keeping content structure and visual styling separate. By linking a separate .css file to my HTML page, I was able to control the appearance of the schedule—adjusting colors, fonts, borders, and spacing—with better clarity and flexibility.

Using external CSS made my code cleaner and easier to maintain, especially when applying consistent styles across multiple pages. I also experimented with features like hover effects, alternating row colors, and basic responsive design techniques to make the schedule more interactive and visually appealing. This experience gave me a deeper appreciation for the role of external stylesheets in web development and highlighted their importance in building scalable, professional-looking websites.

LabExercise3

Why Facts Don't Change Our Minds

Facts Don't Change Our Minds. Friendship Does.

>[Jerlyn Jyd Cortez](#)

Convincing someone to change their mind is really the process of convincing them to change their tribe. If they abandon their beliefs, they run the risk of losing social ties. You can't expect someone to change their mind if you take away their community too. You have to give them somewhere to go. Nobody wants their [worldview](#) torn apart if loneliness is the outcome.

The way to change people's minds is to become [friends](#) with them, to integrate them into your tribe, to bring them into your circle. Now, they can change their beliefs without the risk of being abandoned socially.

The British [philosopher](#) Alain de Botton suggests that we simply share meals with those who disagree with us:

"Sitting down at a table with a group of strangers has the incomparable and odd benefit of making it a little more difficult to hate them with [impunity](#). Prejudice and ethnic strife feed off abstraction. However, the proximity required by a meal – something about handing dishes around, unfurling napkins at the same moment, even asking a stranger to pass the salt – disrupts our ability to cling to the belief that the outsiders who wear unusual clothes and speak in distinctive accents deserve to be sent home or assaulted. For all the large-scale political [solutions](#) which have been proposed to salve ethnic conflict, there are few more effective ways to promote tolerance between suspicious neighbours than to force them to eat supper [together](#)."

Perhaps it is not difference, but distance that breeds tribalism and hostility. As proximity increases, so does [understanding](#). I am reminded of Abraham Lincoln's quote, "I don't like that man. I must get to know him better."

Facts don't change our minds. Friendship does.

References

<https://worldview.earthdata.nasa.gov/>

<https://www.britannica.com/topic/Friends>

<https://www.invaluable.com/blog/famous-philosophers/?srltid=AfmBOoq0ihR6JhLIDFqncl3s2h-plc0TgBWtcTc0hz2yBgvPJCV1m8he>

<https://www.collinsdictionary.com/dictionary/english/impunity>

<https://www.vedantu.com/chemistry/solution-concentration-properties>

<https://genius.com/Rick-astley-together-forever-lyrics>

<https://www.forbes.com/quotes/theme/understanding/>

Reflection: In this activity, I developed a simple article that included several hyperlinks and used an external CSS file to style the content. By linking the stylesheet separately, I was able to refine the look of the entire article—adjusting font types, line height, spacing, and especially the appearance of the links.

I customized the links by changing their default colors, removing underlines, and adding hover effects that made them stand out when hovered over. These enhancements gave the article a cleaner, more polished feel and improved the ease of navigation for users.

This task showed me how using external CSS allows for better control and reusability in styling web pages. It also highlighted how even small design features, like hover animations and color changes, can make a big difference in how users interact with a page.

LabExercise4

The screenshot shows a Microsoft Edge browser window with multiple tabs open. The active tab displays a web page with a light beige background. At the top, there is a red header section containing the title "Winter and snow Camping safety for Scout Leaders". Below this, a red section titled "Topics Covered" lists the following content:

Topics Covered

Session 1 - The Fun Stuff - town, Saturday morning

- 1. Goals
- 2. Introductory remarks and outline of this course
- 3. Round Robin
 - o Clothing
 - o Sleeping materials:
 - Sleeping Bags
 - Sleeping pad; and,
 - other sleeping gear
 - o Tents and other camp
- 4. Trip planning
- 5. Winter driving

Session 2 - Serious Concerns - In town, Saturday Afternoon

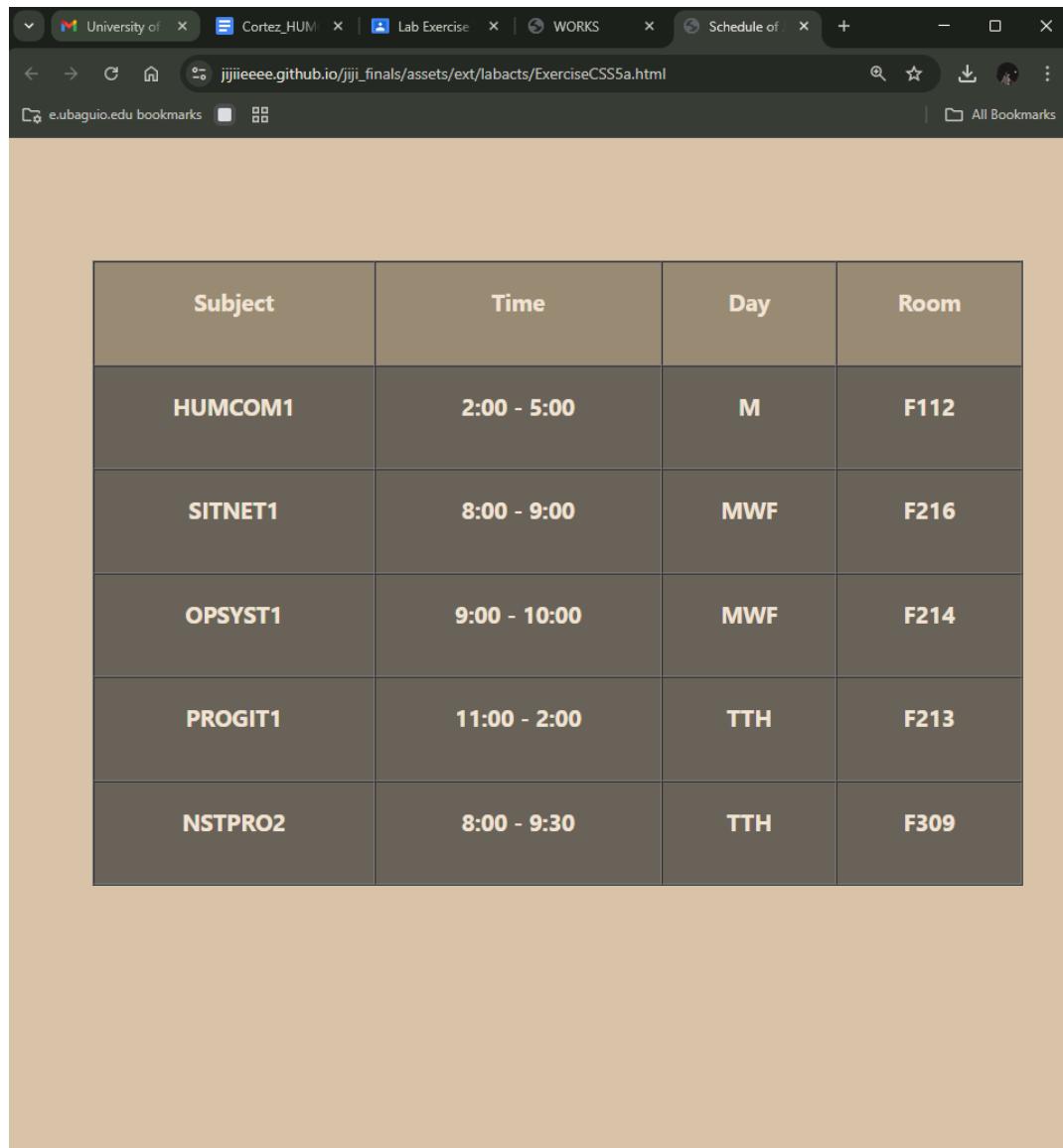
- 1. Further administrative details
- 2. Overview of problems unique to winter and snow activities
- 3. Round Robin
 - o Minimum Impact Camping and Sanitation
 - o Snow travel and intro to
 - Skis
 - Snowshoes
 - sleds
 - o Weather - some consideration on how winter differs from summer trips
 - o Avalanche dangers
- 4. Navigating - Special considerations in land navigation in winter conditions
- 5. Dealing with Winter Emergencies
- 6. Other Problems to Consider an Wrap-up of session

Reflection: In the activity where I worked with both unordered and ordered lists, I applied external CSS to personalize their visual style. By linking an external stylesheet to my HTML file, I was able to manage the appearance of the lists more efficiently and apply different design elements to each type.

For instance, I changed the bullet style of the unordered list using list-style-type and assigned it a specific color, while giving the ordered list's numbers a different color for contrast. I also adjusted the text color, using soft tones like blue for the unordered list and a more vibrant shade like green for the ordered one.

This task helped me grasp how external CSS contributes to organized, reusable code and how design choices—like color and list styling—can make even simple content more visually appealing and easier to read.

LabExercise5a



A screenshot of a web browser window displaying a class schedule table. The browser tabs include 'University of ...', 'Cortez_HUM', 'Lab Exercise', 'WORKS', 'Schedule of ...', and the current page 'jijiieee.github.io/jiji_finals/assets/ext/labacts/ExerciseCSS5a.html'. The page content shows a table with five rows, each representing a class. The columns are labeled 'Subject', 'Time', 'Day', and 'Room'. The rows are colored with alternating shades of brown and grey. The data is as follows:

Subject	Time	Day	Room
HUMCOM1	2:00 - 5:00	M	F112
SITNET1	8:00 - 9:00	MWF	F216
OPSYST1	9:00 - 10:00	MWF	F214
PROGIT1	11:00 - 2:00	TTH	F213
NSTPRO2	8:00 - 9:30	TTH	F309

Reflection: In the activity where I designed a simple class schedule using HTML tables, I enhanced its appearance by applying external CSS, which allowed me to give each subject a distinct visual style. By connecting an external stylesheet, I was able to specifically target table elements—such as individual rows, columns, or cells—and apply custom background colors to differentiate each subject clearly.

I used CSS classes to assign unique color schemes for subjects like Math, Science, and History, making the schedule easier to read and visually more engaging. In addition, I styled the borders, adjusted text

alignment, and fine-tuned spacing to improve the overall layout and readability.

This activity helped me understand the power of external CSS in organizing complex content and creating visually clear distinctions. It also reinforced how external stylesheets support consistent design across multiple pages while keeping customization simple and efficient.

LabExercise5b

JERLYN JYD
MOTAL
CORTEZ

SCHEDULE PROJECTION						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 AM						
7:30 AM						
8:00 AM	8:00 AM - 9:30 AM [SITNET1] NETWORKS AND COMMUNICATIONS F216 ANTHONY GALUTAN JR IAA1	8:00 AM - 9:00 AM [NSTPRO1] NATIONAL SERVICE TRAINING PROGRAM 2 F306 CATHERINE REYES IAA1	8:00 AM - 9:30 AM [SITNET1] NETWORKS AND COMMUNICATIONS F216 ANTHONY GALUTAN JR IAA1	8:00 AM - 9:00 AM [NSTPRO1] NATIONAL SERVICE TRAINING PROGRAM 2 F306 CATHERINE REYES IAA1		
8:30 AM						
9:00 AM	9:00 AM - 10:00 AM [OPSYST1] OPERATING SYSTEM F214 CATHERINE REYES IAA1	9:30 AM - 10:30 AM [PROGIT1] COMPUTER PROGRAMMING F214 DIVINE AGUILAR-AGUDONG IAA1	9:00 AM - 10:00 AM [OPSYST1] OPERATING SYSTEM F214 CATHERINE REYES IAA1	9:30 AM - 10:30 AM [PROGIT1] COMPUTER PROGRAMMING F214 DIVINE AGUILAR-AGUDONG IAA1	8:00 AM - 11:00 AM [SITNET1] NETWORKS AND COMMUNICATIONS D202 ANTHONY GALUTAN JR IAA1	
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM	11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1		11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1		11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1	
11:30 AM		11:00 AM - 12:00 PM [DITRUC1] DISCRETE STRUCTURES 1 F306 JEREMY MOSES EBREO IAA1				
12:00 PM						
12:30 PM						
1:00 PM	1:00 PM - 2:00 PM [CWORLD1] CONTEMPORARY WORLD F212 ERIEL STARR GONZALES IAA1		1:00 PM - 2:00 PM [CWORLD1] CONTEMPORARY WORLD F212 ERIEL STARR GONZALES IAA1		1:00 PM - 2:00 PM [CWORLD1] CONTEMPORARY WORLD F212 ERIEL STARR GONZALES IAA1	
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM	2:00 PM - 5:00 PM [HUMCOM1] HUMAN COMPUTER INTERACTION F112 BENNY CRIS PIO IAA1	3:00 PM - 4:00 AM [HUMCOM1] HUMAN COMPUTER INTERACTION F112 BENNY CRIS PIO IAA1	2:00 PM - 4:00 PM [PATHFT2] EXERCISE-BASED FITNESS ACTIVITIES TBA JONAH PALO IAA1	3:00 PM - 4:00 AM [HUMCOM1] HUMAN COMPUTER INTERACTION F112 BENNY CRIS PIO IAA1	2:00 PM - 5:00 PM [OPSYST1] OPERATING SYSTEM CA01 CATHERINE REYES IAA1	
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM	5:00 5M - 6:00 PM [SCITES1] SCIENCE TECHNOLOGY AND SOCIETY F306 NORMAN PATIANG IAA1		5:00 5M - 6:00 PM [SCITES1] SCIENCE TECHNOLOGY AND SOCIETY F306 NORMAN PATIANG IAA1		5:00 5M - 6:00 PM [SCITES1] SCIENCE TECHNOLOGY AND SOCIETY F306 NORMAN PATIANG IAA1	
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						

Reflection: For this activity, I created a functional school schedule using HTML tables and enhanced its visual layout with the help of external CSS. By linking a separate CSS file, I was able to manage the

overall design more effectively—assigning specific colors to different subjects and organizing the content in a way that was clean and easy to follow.

I refined the appearance of the table by adjusting the borders, aligning the text properly, and making sure each cell was easy to read. I also added a hover effect so that when the user moved the cursor over a cell, it would highlight slightly—making it easier to trace a specific class or time slot.

This project showed me how CSS can transform basic HTML into a more engaging and user-friendly layout. It also emphasized how separating content structure from design allows for smoother updates and better organization, especially when working with detailed content like schedules.

LabExercise6

The screenshot shows a web browser window with multiple tabs open. The active tab displays a page titled "Why Facts Don't Change Our Minds". The page content includes a large central image labeled "Friendship" with a placeholder message: "Circles of friends are the best way to change someone's mind". Below this are three columns of text in boxes:

- Left Column:** "Convincing someone to change their mind is really the process of convincing them to change their tribe. If they abandon their beliefs, they run the risk of losing social ties. You can't expect someone to change their mind if you take away their community too. You have to give them somewhere to go. Nobody wants their worldview torn apart if loneliness is the outcome." This text is framed with a dashed border.
- Middle Column:** "The way to change people's minds is to become friends with them, to integrate them into your tribe, to bring them into your circle. Now, they can change their beliefs without the risk of being abandoned socially." This text is also framed with a dashed border.
- Right Column:** "The British philosopher Alain de Botton suggests that we simply share meals with those who disagree with us: 'Sitting down at a table with a group of strangers has the incomparable and odd benefit of making it a little more difficult to hate them with impunity'. Prejudice and ethnic strife feed off abstraction. However, the proximity required by a meal – something about handing dishes around, unfurling napkins at the same moment, even asking a stranger to pass the salt – disrupts our ability to cling to the belief that the outsiders who wear unusual clothes and speak in distinctive accents deserve to be sent home or assaulted. For all the large-scale political solutions which have been proposed to salve ethnic conflict, there are few more effective ways to promote tolerance between suspicious neighbours than to force them to eat supper together."

At the bottom left, there is a "References" section with several links:

- <https://worldview.earthdata.nasa.gov/>
- <https://www.britannica.com/topic/friends>
- <https://www.invaluable.com/blog/famous-philosophers/?srstid=AfmBOog0ihR6JhLIDFgncl3s2h-plc0TgBWtcTc0hz2yBgvPJCv1m8he>
- <https://www.collinsdictionary.com/dictionary/english/impunity>
- <https://www.vedantu.com/chemistry/solution-concentration-properties>
- <https://genius.com/Rick-astley-together-forever-lyrics>

Reflection: In this activity, I enhanced an article with links by using internal CSS placed inside the `<style>` tag in the HTML `<head>`. This allowed me to control the article's layout and style without needing an

external file. I focused on making the links interactive by using the :active pseudo-class, which changed the link color when clicked or tapped, providing immediate visual feedback to users.

Additionally, I used `<div>` elements to group different sections of the article. By styling these containers with background colors, padding, and margins, I improved the overall organization and readability of the content. This exercise helped me understand how internal CSS can effectively combine structure and style within a single document, enhancing both the look and functionality of a webpage.

Assignment : Research



SCHOOL OF INFORMATION TECHNOLOGY

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Name: Cortez, Jerlyn Jyd M.

Date: Mar 20, 2025

Course & Section : BSCS - IAA1

Subject: HUMCOM1

1. Ethical Concerns About Computers Expressing Emotions

When computers act like they have emotions, it can lead to some serious problems. People might think the computer really "feels" something, but the truth is it doesn't. It's only programmed to act that way. This could make people trust or connect with the computer in ways that aren't healthy, like relying on it for emotional support or believing it truly understands them. It also raises concerns about honesty because the emotions are fake, and the computer isn't actually capable of feeling or understanding. This can be very misleading, especially for people who don't fully understand how artificial intelligence works. If people's trust is harmed because of this, it could affect how they interact with technology in general and even make them more vulnerable to manipulation.

2. Should Computers Apologize and Track Emotions?

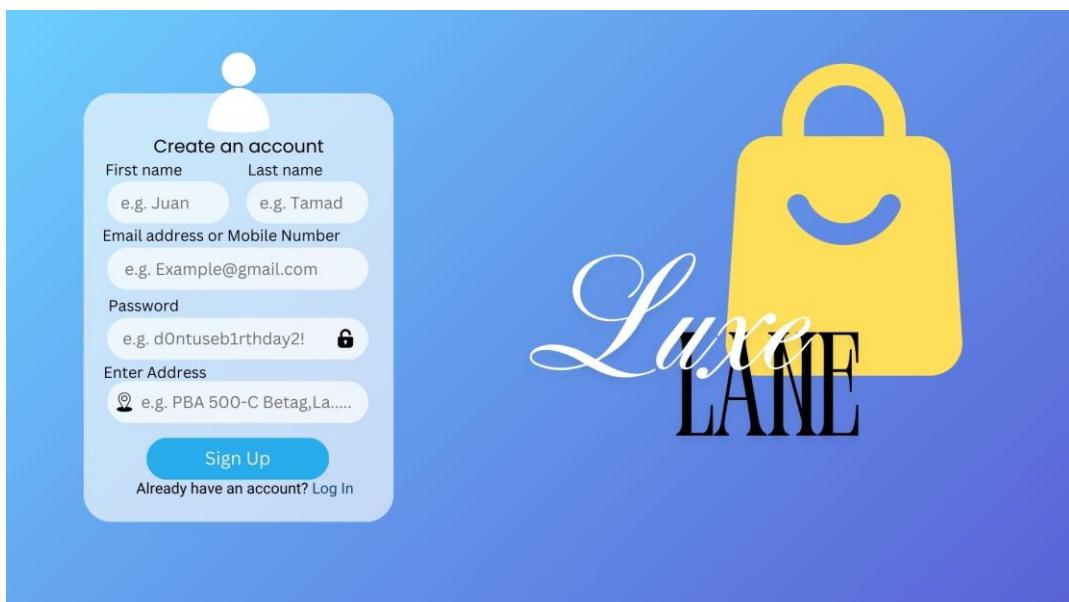
When computers apologize or track emotions, there are important issues to consider. If a computer says sorry, it might make people feel better, but it's not genuine—it's just part of its programming. Computers don't have feelings or consciousness, so they can't actually feel regret or take responsibility for mistakes. This can confuse people about accountability since machines aren't the ones making real decisions—it's usually the people who designed or programmed them. Emotion tracking, on the other hand, uses tools like facial recognition, voice tone analysis, or typing patterns to figure out how someone is feeling. This raises privacy concerns because the data collected is very personal. If this data is misused, shared without permission, or falls into the wrong hands, it could harm people. For example, AI could use this data to manipulate people's decisions, like showing ads that target their mood or influencing them in ways they didn't agree to. That's why it's important to have rules and protections in place to make sure people's emotions and privacy are respected.

Reflection: Exploring emotional design in Human-Computer

Interaction (HCI) opened my eyes to the important role emotions play in how users engage with technology. I learned that emotional design isn't just about making products functional, but about crafting experiences that are enjoyable, meaningful, and satisfying. It emphasizes how users feel while using a website, app, or device, which greatly impacts their overall impression.

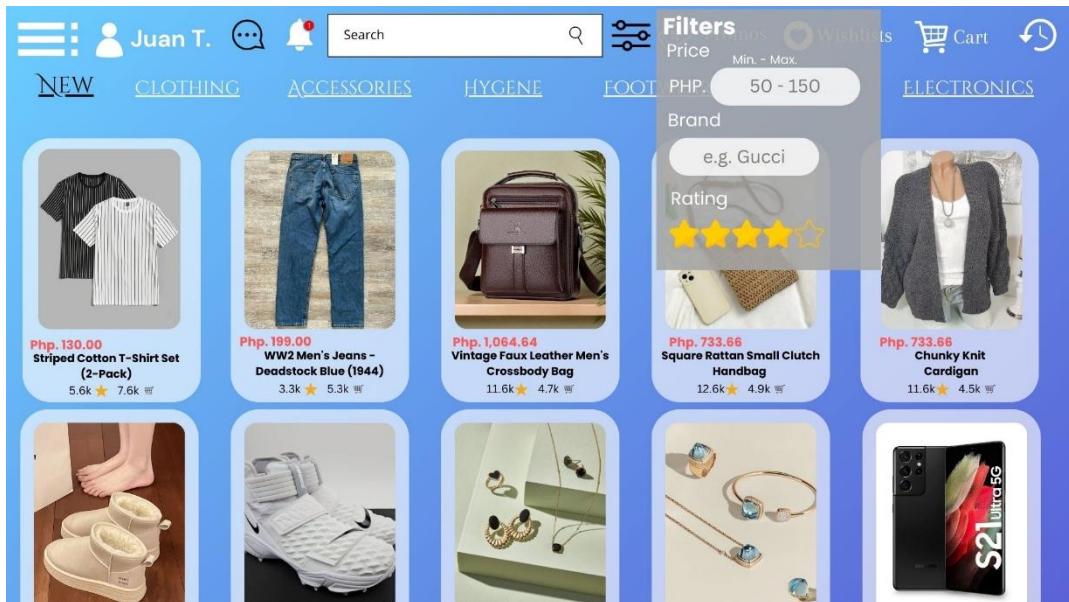
This research deepened my understanding of designing with empathy, encouraging me to consider not only usability but also the emotional impact of my work. As someone interested in technology and design, it inspired me to shift my focus from just "how something works" to "how it makes users feel." This approach will definitely influence how I design user interfaces and digital experiences in the future, aiming to create stronger, more personal connections with users.

Assignment: eCommerce



This screenshot shows a product listing page on the Luxe Lane website. At the top, there are navigation links for NEW, CLOTHING, ACCESSORIES, HYGIENE, and FOOTWEAR. Below these are several product cards. One card for 'Striped Cotton T-Shirt Set (2-Pack)' is highlighted. To the right, a sidebar shows a selected item, 'Lambard White Sneakers', with a price of PHP 2,500.00, a rating of 5.6k stars, and 7.6k reviews. There is also a link to 'Apply Voucher!'. A cart summary at the bottom indicates '(1) Item Selected' and a 'Check Out' button.

This screenshot shows a combined notifications and product listing page. On the left, there is a 'Notifications' section with four alerts: 'Shipped!', 'Payment Received!', 'Hot Deal Alert!', and 'Big Sale!'. Below this is a box labeled '--Notifications--'. To the right, there are categories for HYGIENE, FOOTWEAR, COSMETICS, and ELECTRONICS. Under FOOTWEAR, there are three product cards: 'Vintage Faux Leather Men's Crossbody Bag', 'Square Rattan Small Clutch Handbag', and 'Chunky Knit Cardigan'. Under ELECTRONICS, there is one visible product card for the 'S21 Ultra 5G' smartphone.



Check Out

Lambard White Sneakers
ShoeStore

Est. delivery: March 8 - 12
Global Standard Shopping

LuxeLane discount v - Php. 32

Order Summary

Subtotal	Php. 2,500
Shipping	Php. 60
Discounts	- Php. 32
Total	2,528

Payment Method

- Cash on Delivery
- Credit/debit card
- GCash

By placing an order, you agree to the [LuxeLane Terms of Use and Sale](#) and acknowledge that you have read the [Privacy Policy](#).

Total Price: 2,528 [Check Out](#)

The screenshot shows a mobile application interface. At the top, there's a navigation bar with icons for notifications, search, and account. Below it, a header bar includes categories: NEW, CLOTHING, ACCESSORIES, HYGIENE, FOOTWEAR, COSMETICS, and ELECTRONICS. A sidebar on the right lists pending orders with items like a Hooded Zip-Up Jacket, Cotton Polo Shirt, and iPhone 16 Pro Max, each with a 'Cancel Order' button.

This screenshot shows a detailed product page for a "Striped Cotton T-Shirt Set (2-Pack)". The product image shows two shirts: one black and one white with vertical stripes. Key details listed include:

- Price:** Php. 130.00
- Availability:** In Stock
- Sizes:** S, M, L, XL, XXL
- Key Features:**
 - ✓ Soft & breathable cotton fabric
 - ✓ Slim-fit design for a modern look
 - ✓ Classic striped pattern for a trendy style
 - ✓ Suitable for casual outings, streetwear, and layering
- Care Instructions:**
 - Machine wash cold
 - Do not bleach
 - Tumble dry low

Below the product details, there are customer reviews with ratings of 4.8/5 from James R. (Verified Buyer) and Maria L. (Verified Buyer).

This screenshot shows a promotional section on the app. It features three main offers:

- Free Shipping:** Offers P20 off on orders over P50 and P55 off on orders over P139. Buttons for "Use" and "Claim" are provided.
- Exclusive Coupon:** Offers 10% off on orders over P280. A note says it's valid for 2 days after claiming.
- Loyalty Code (Discount):** Offers P50 off on orders over P399. A "Claim" button is shown.

Striped Cotton T-Shirt Set (2-Pack)

Stock Availability: In Stock (120 units left)
Category: Men's Fashion > T-Shirts
SKU: STRIPE-TSHIRT-002

Price : Php. 130.00

Wireless Noise-Canceling Headphones

Stock Level: 25 units left
Supplier: TechGear Distributors
Warehouse Location: Los Angeles, CA
Expiration Date: Not applicable

Price : Php. 998.00

Orders

Order ID: #ORD-5478392
Customer Name: James Robertson
Order Status: Shipped (Tracking: UPS IZ23456)
Payment Status: Paid (via PayPal)
Shipping Address: 123 Main Street, New York, NY, 10001
Invoice: [Download PDF](#)
Return Request: Not Initiated

User Name: Maria Lopez
Email: maria.lopez@email.com
Role: Customer
Order History:
1. Striped Cotton T-Shirt Set – Delivered
2. Leather Backpack – Pending
3. Smartwatch Pro X – Returned
Account Status: Active

FAQs (Frequently Asked Questions)

v How long does shipping take?
Standard shipping takes 5-7 business days, while express shipping takes 2-3 days.

^ Can I return a product if I don't like it?
^ What payment methods do you accept?

Return/Exchange Policy Information

Return Period: 30 days from purchase
Condition: Must be unused, unwashed, and in original packaging
Refund Method: Refunds processed within 5-7 business days
Exchange: Available for size and color swaps

Contact Us From

✉ emelangto@email.com
📞 09695057681
👤 LuxeLaneOfficial
📷 @LuxeLane
XM @LuxeLane.official

Profile

Mode

Book Address

Voice Search

Language EN(US)

Settings

Admin

About us

Logout

HYGENE

FOOTWEAR

COSMETICS

ELECTRONICS

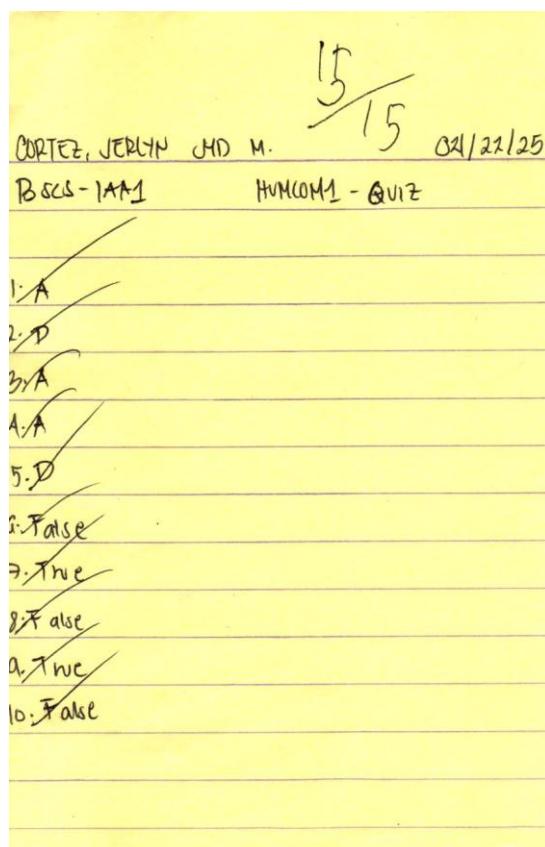
Reflection: While designing the eCommerce app, I encountered major challenges because of the tight deadline. It was difficult to perfect all the design details, particularly ensuring smooth navigation and attractive product displays.

Still, by staying focused and organizing my time well, I managed to complete the project on schedule. Although it was stressful, I was proud of the final result, which met both functional and visual goals. This

experience taught me valuable lessons about managing time effectively and prioritizing key features to create a practical and appealing app.

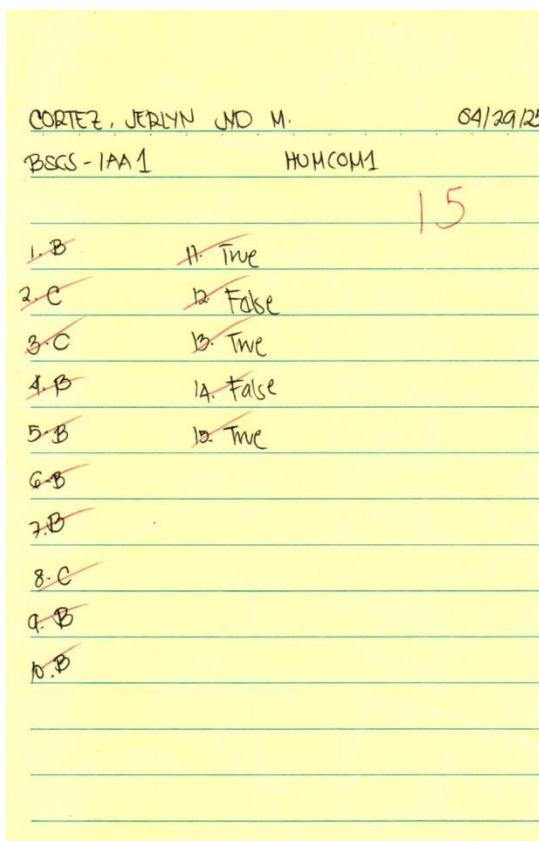
FINALS

Quiz 1



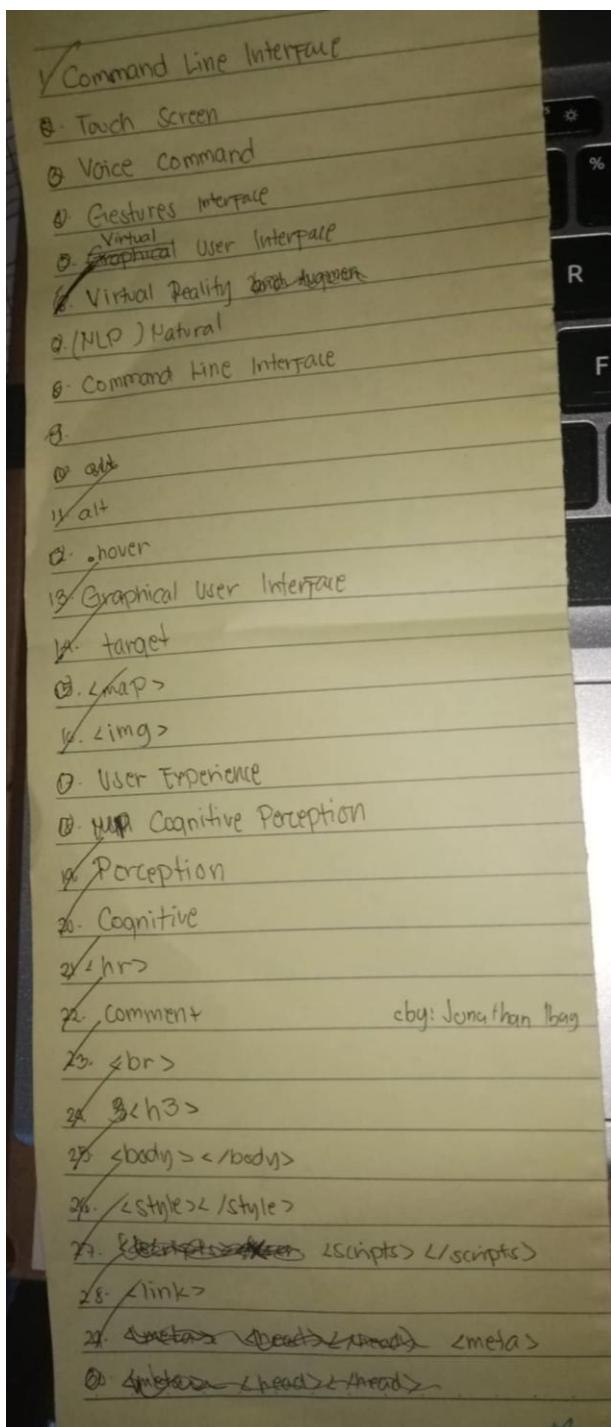
Reflection: The quiz on emotional design in HCI helped reinforce my understanding of how emotions impact user experience. Concepts like visceral, behavioral, and reflective levels were well explained, making the quiz easier to tackle. I felt confident answering the questions and was happy to earn a perfect score. This experience showed me how important it is to consider user emotions when designing digital products.

Quiz 2



Reflection: Our assessment on emotional design in HCI was a great chance to deepen my understanding of how emotions affect user interaction. The concepts of visceral, behavioral, and reflective stages were clearly explained, which made the quiz straightforward. I felt confident answering the questions and was happy to earn a perfect score. This experience highlighted the importance of considering user emotions to create engaging and meaningful digital experiences.

Quiz 3



Reflection: Taking the long quiz in our Human-Computer Interaction (HUMCOM) class was both challenging and insightful. Although I had reviewed the materials and joined class discussions, I found it hard to remember some terms and concepts during the quiz.

Still, it was a valuable learning moment. The questions pushed me beyond simple recall and made me think critically about emotional design, usability, and user experience. Even though I didn't achieve a perfect score, I appreciated the chance to measure my understanding and recognized that mistakes are part of learning.

Overall, this experience strengthened my interest in HCI and motivated me to study the subject more deeply going forward.

Activity 1

NO.:
 DATE: 05/06/29
 CORTEZ, JERLYN ND M.
 BSCS - IAA1 HUMCOM1
 Application: Tiktok.com
 Suggestions:
 1. Adding custom reacts on the comment sections, like Haha! wow!
 Sad! etc.
 2. On profile page, there should be an edit button where the user can select multiple videos or select all to delete. (To avoid the hassle of manually deleting one by one)
 3. Another on profile section, the user should be allowed to create directories where to save the posted (by the user) videos, for easy navigation and organization.

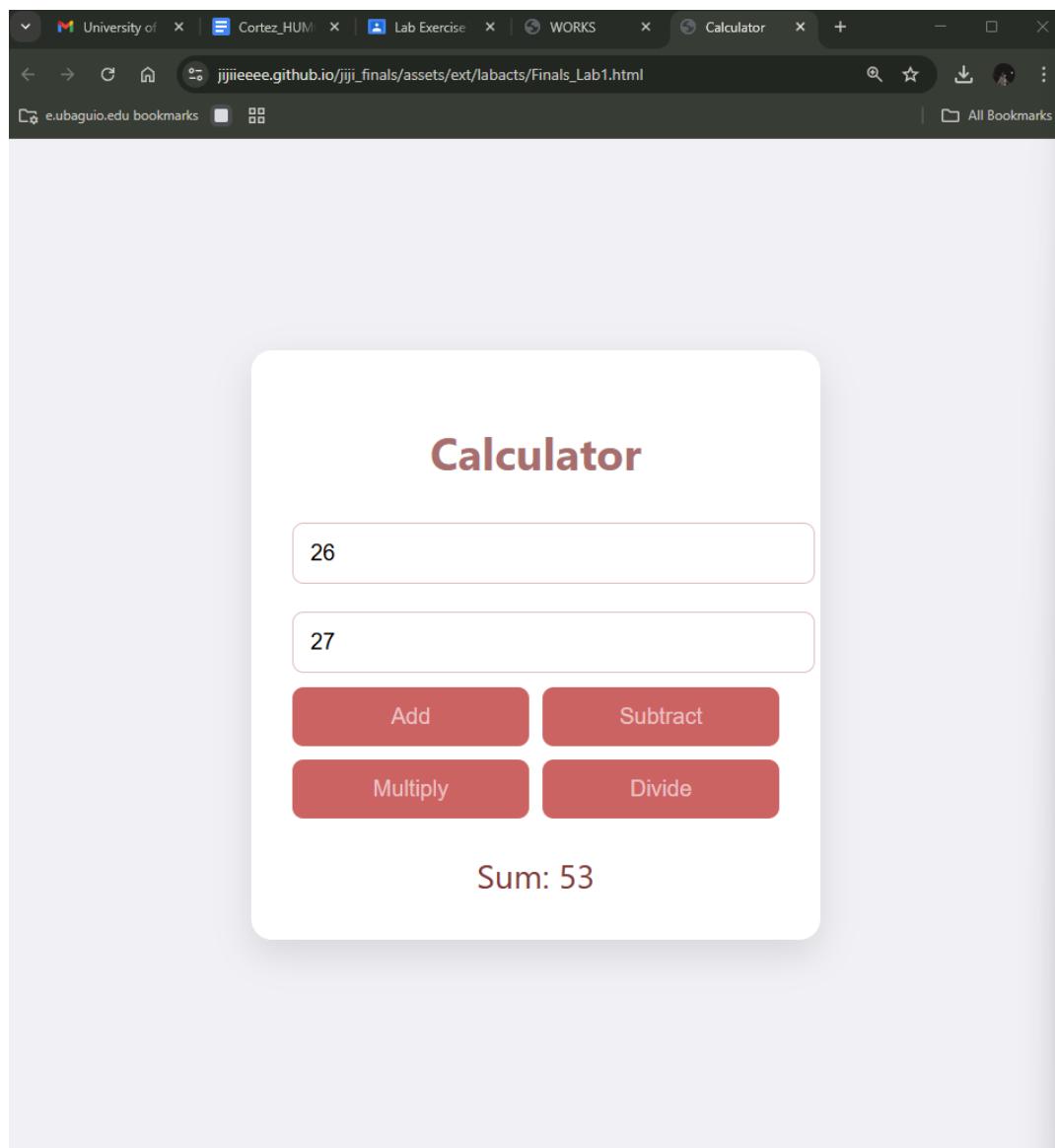
I

II

Reflection: Redesigning TikTok's website in this activity was both rewarding and eye-opening. The main goal wasn't just to improve its appearance, but to enhance how users actually interact with the platform.

At first, identifying the flaws in the original design was challenging because many issues weren't obvious at first glance. I had to dig deeper to find aspects that could negatively affect user experience. After that, I focused on making improvements that better meet users' needs—creating a more intuitive, visually attractive, and emotionally engaging interface.

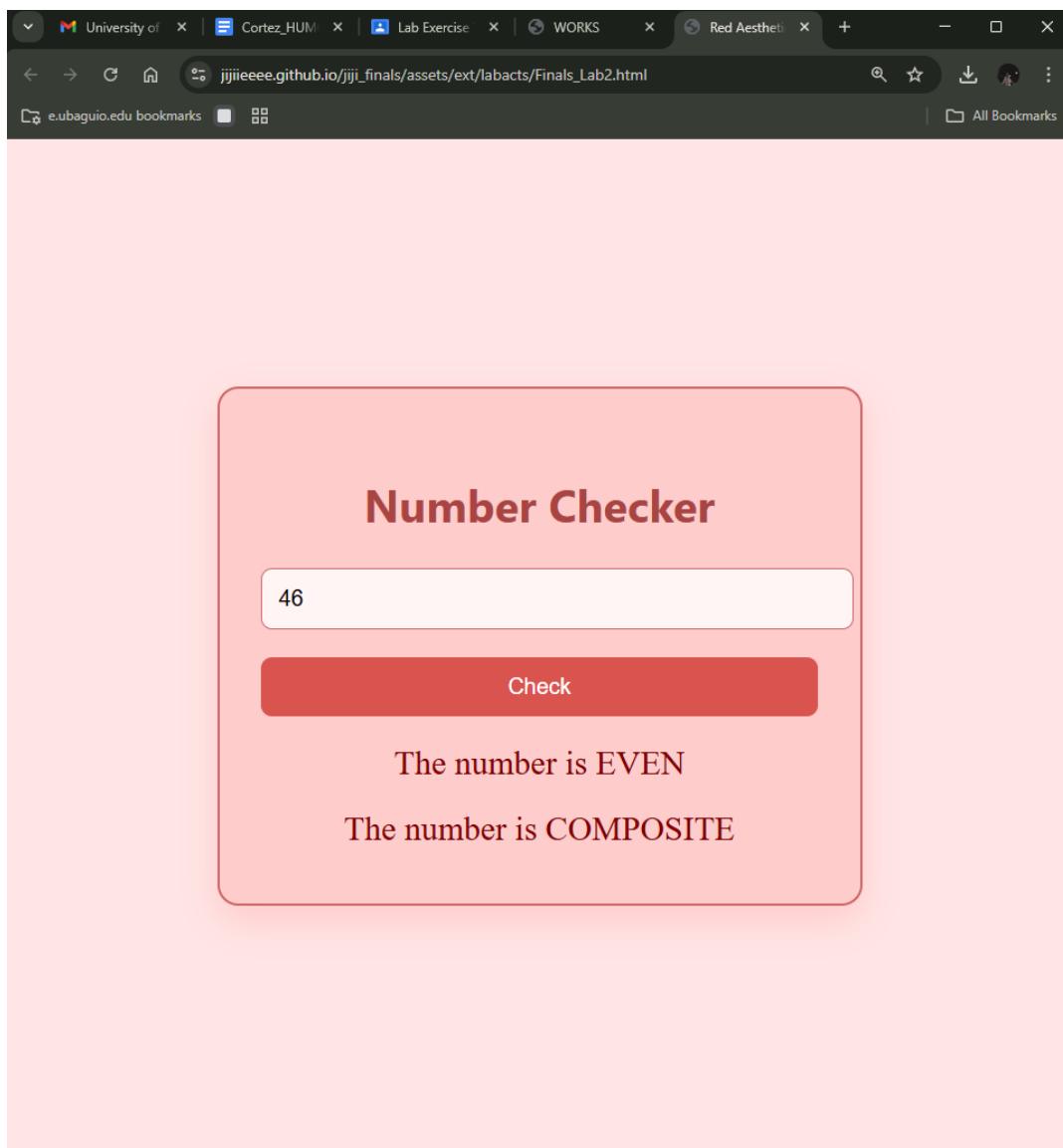
LabExercise1



Reflection: Building a simple calculator with JavaScript was a valuable way to practice managing user input and performing basic operations. The task involved creating an interface where users could enter two numbers and choose an operation like addition, subtraction, multiplication, or division. Although integrating the HTML layout with JavaScript logic was challenging, I successfully captured input values and displayed results dynamically when a button was clicked.

One tricky part was handling division by zero, which required adding error checks to prevent invalid calculations. Despite time limits, I finished the project, which deepened my understanding of JavaScript and showed me how HTML, CSS, and JavaScript work together to build interactive web applications.

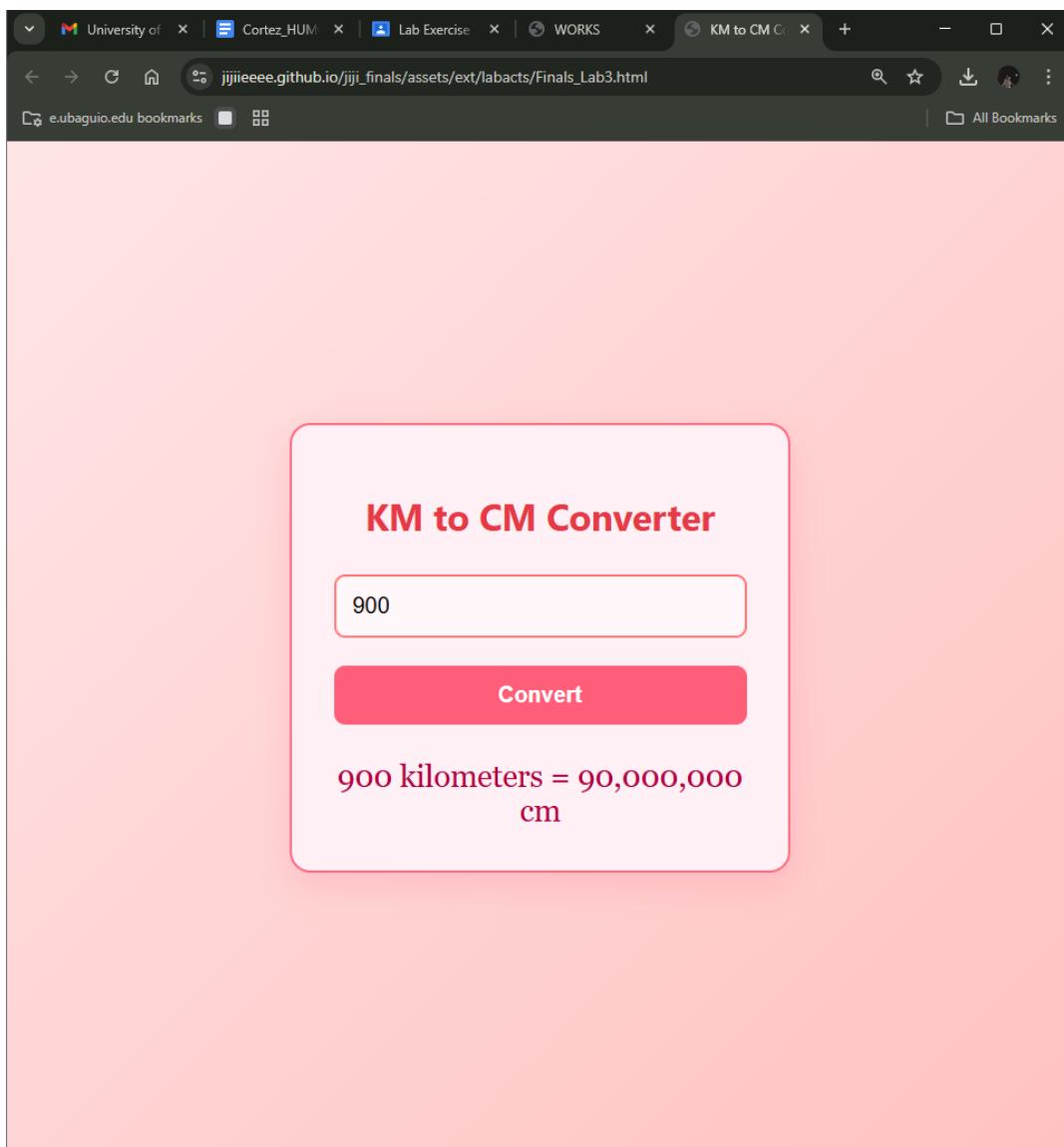
LabExercise2



Reflection: In this activity, I learned how to apply basic number theory concepts using JavaScript by creating a program that identifies whether a user-entered number is odd or even, and prime or composite. The interface allowed users to input a number, and the script checked divisibility by 2 to determine odd or even. For prime and composite checking, I wrote a loop to test if the number was divisible by any value besides 1 and itself.

One challenge was making sure the logic handled edge cases correctly, such as 0 and 1, and worked efficiently with larger numbers. This task improved my problem-solving skills and deepened my understanding of number manipulation in JavaScript. Although I faced some difficulties at first, completing the activity was very satisfying.

LabExercise3



Reflection: In this activity, I applied my knowledge of unit conversion and JavaScript by creating a tool that converts kilometers to centimeters. Users could enter a distance in kilometers, and the program multiplied it by 100,000 to get the equivalent centimeters, then displayed the result clearly.

The main challenge was making sure the conversion formula was correct and presenting the output in an easy-to-understand way. This task helped me strengthen both my math and JavaScript skills, especially in handling user inputs and showing dynamic results. Overall, it was a rewarding experience that highlighted the importance of accuracy and user-friendly design.

LabExercise4

The screenshot shows a web browser window with multiple tabs open. The active tab displays a multiplication table titled "Multiplication Table". A "Generate Table" button is visible above the table. The table consists of 26 rows and 11 columns, starting from 1x1 and ending at 26x10. The numbers are displayed in a grid format.

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100
11	22	33	44	55	66	77	88	99	110
12	24	36	48	60	72	84	96	108	120
13	26	39	52	65	78	91	104	117	130
14	28	42	56	70	84	98	112	126	140
15	30	45	60	75	90	105	120	135	150
16	32	48	64	80	96	112	128	144	160
17	34	51	68	85	102	119	136	153	170
18	36	54	72	90	108	126	144	162	180
19	38	57	76	95	114	133	152	171	190
20	40	60	80	100	120	140	160	180	200
21	42	63	84	105	126	147	168	189	210
22	44	66	88	110	132	154	176	198	220
23	46	69	92	115	138	161	184	207	230
24	48	72	96	120	144	168	192	216	240
25	50	75	100	125	150	175	200	225	250
26	52	78	104	130	156	182	208	234	260

Reflection: In this activity, I created a multiplication table based on user input for rows and columns, which challenged me mainly with setting up the loops. The task involved building an interface where users could enter the number of rows and columns, and the program would generate the table dynamically.

At first, I found it tricky to structure the nested loops correctly for both rows and columns. However, through debugging and testing, I finally got the logic right. Once the loops were working properly, I was able to display the multiplication table clearly.

Despite the initial difficulty, I completed the task on time, and it was a rewarding experience that strengthened my understanding of loops and dynamic content creation in JavaScript.

EXPERIENCE

What I like about the course:

1. The experience of writing the HTML ONLY.
2. Was able to cultivate friendship by helping one another.
3. Got to learn new things.
4. Creative Minds
5. Collaboration Across Disciplines

My Favorite Topics

1. Java
2. Bootstrap
3. KIOSK

My Favorite Activities

1. The making of a resume.
2. Creating Lists.
3. Remaking of our Class schedule.
4. Activity Compilation.
5. Designing Our Own Kiosk.

What can be improved in this subject

1. More Collaboration
2. Time Management / Deadline Management
3. More User Testing

Most Challenging Topics

1. Conceptualizing Interaction Design
2. Process of Interaction Design
3. Java Script
4. Logical Thinking

Tribute to people who helped me in this subject:

1. Mr. Benny Cris C. Pio
2. Ms. December Rain C. Gomez
3. Mr. Mike Aaron F. Valenton
4. Mr. Karl Angelo B. Marteja
5. Mr. Rowald Rafael B. Saliganan