

Please see my Diary Posts and Other Posts as listed below on the Landing. The links provided are proof and my supporting evidence as well.

Please note that you need to be logged in to view this content.

1. Unit 1 Site Design

- a. Link: <https://landing.athabascau.ca/file/view/17626369/unit-1-site-design-and-diary-entry>

## Site Design

### Identify and write the main themes and purposes of your site

The main purpose of my site is to advertise myself within the job market and professional circles. There will be information regarding my qualifications as an engineer, my personal hobbies and interests, my experience and goals, among various other information possibly not totally related to me.

An online resource that I can put on my Resume and Cover letter – that is easily accessible to the general public through a link seems like the most efficient way to market myself. Showing that I built the website on top of it being a resource to show who I am seems like a good way for me to continually use this website and maintain it after this course has concluded.

A website about myself could help connect myself with people who have similar interests of who may be interested in what I can do. It will give me a platform to share my ideas, thoughts and any creative work in the world.

Equity, Diversity and Inclusion.

### Identify at least three different personas, at most ten.

- Potential Employers
- Colleagues
- Peers
- Students
- Academics
- Friends, Family/Other Personal Contacts

See specific personas and scenarios in next section.

### Identify at the very least six scenarios at most 20, including at least one for each persona

- Potential Employers
  - o Would use the website to learn more about my skills and experiences before deciding whether to work with me on a project, hire me for a job, or get more insight into my

who I am.

- Family/Friend
    - Would use the website to see what I have created and what I have been up to lately, or to find out more about my interests or activities.
  - Peers/Academics/Students/Colleague
    - To learn more about me, see if I have any events or upcoming projects for them to participate or support.
    - To see if there is anything interesting or if there are any comments I have made that are relevant for them.
    - To see the latest updates.
1. Samantha is a 32-year-old marketing professional from New York City. She is always on the lookout for new and innovative ways to promote her company's products. While browsing the internet one day, she comes across a website that caught her attention. An Engineering Student who has skills marketed on this website. Samantha is intrigued and spends some time exploring the site and learning more about Alex and his skills and qualifications that he offers. She is impressed by the quality of the content and the professionalism of the website, and decides to reach out for potential employment opportunities
  2. A woman named Mary, who is 28 years old and lives in Toronto, comes across Alexander Gorgi's personal portfolio site while browsing online. She had been looking for inspiration for her own personal portfolio and was impressed by the clean design and the variety of projects that Alexander had included on his site. She spent some time browsing through the different sections of the site, learning more about Alexander and the work that he has done. She particularly liked the case studies section, where Alexander shared detailed accounts of some of his most interesting projects. She decided to reach out to Alexander through the contact form on his site, and they ended up networking and sharing each other's contact information.
  3. A man named John, who is 35 years old and lives in St. Catherine's, comes across Alexander Gorgi's personal portfolio site while looking for potential Electrical Engineers for his company. John works as a project manager for a large engineering firm and is always on the lookout for talented individuals to join his team. He was impressed by the quality of Alexander's work and decided to reach out to him through the contact form on the site. They set up a meeting to discuss potential collaborations, and John ended up hiring Alexander to work at his company.
  4. Chris, who is a close friend of Alexander's, comes across Alexander's personal portfolio site while looking for more information about his friend's work. Chris had always known that Alexander was a talented Engineer but had never seen a comprehensive collection of his work. He was blown away by the quality of the designs on the site and spent several hours browsing through the different sections. He was particularly impressed by the case studies, where Alexander shared detailed accounts of the thought process behind each project. Chris decided to share the link to Alexander's site with some of his other friends, and they all agreed that Alexander's site

was one to behold.

5. Alex's brother Julian, who is a few years younger than him, comes across Alexander's personal portfolio site while looking for inspiration for his own career as an engineer. Alex's brother had always admired his older brother's intelligence and drive and was excited to see a detailed collection of his work. He spent several hours browsing through the different sections of the site, learning more about the projects that Alexander had worked on and the challenges that he had faced. He was particularly interested in the electrical engineering projects and made a note of some of the techniques that Alexander had used in order to solve complex problems. Julian decided to reach out to Alexander through the contact form on the site, and they ended up having a long conversation about the field of electrical engineering and the challenges that it presents.
6. A potential employer John 35 years old and lives in St. Catherine's is looking for a talented electrical engineer to join his team, comes across Alexander's personal portfolio site while browsing online. The employer was impressed by the quality of the work on the site and decided to spend some time learning more about Alexander and his background. As he was browsing through the site, he noticed that Alexander had included a section about his hobbies and interests and was surprised to see that they shared a love of playing guitar. The employer decided to reach out to Alexander through the contact form on the site, and they ended up having a long conversation about their shared interest and the potential job opportunity. After reviewing Alexander's qualifications and experience, the employer decided to offer him the job.
7. Jeff, who is a student studying electrical engineering at a University, comes across Alexander's personal portfolio site while looking for information on the what other students are up to at his school. He was impressed by the quality of the work on the site and decided to spend some time learning more about Alexander and his background. As he was browsing through the site, he noticed that Alexander had included a section about his education and experience and was impressed by the depth of his knowledge and the variety of projects that he had worked on. Jeff decided to reach out to Alexander through the contact form on the site to network, and they ended up having a long conversation about their shared interest in electrical engineering and the challenges that they faced as students. They decided to keep in touch and potentially meet up in person to discuss their work and potentially collaborate on a project.

## **List further requirements**

### *Legal Constraints*

It's important that there is no illegal or infringing content. I should make sure to obtain permission from anyone before publishing personal details.

### *Social Constraints*

Website should be presented in an appropriate respectful tone for the audience specified.

### Contextual Constraints

This website should be created to be viewed from different devices; whether it be phone/laptop/tablet, etc.

### Make your site map

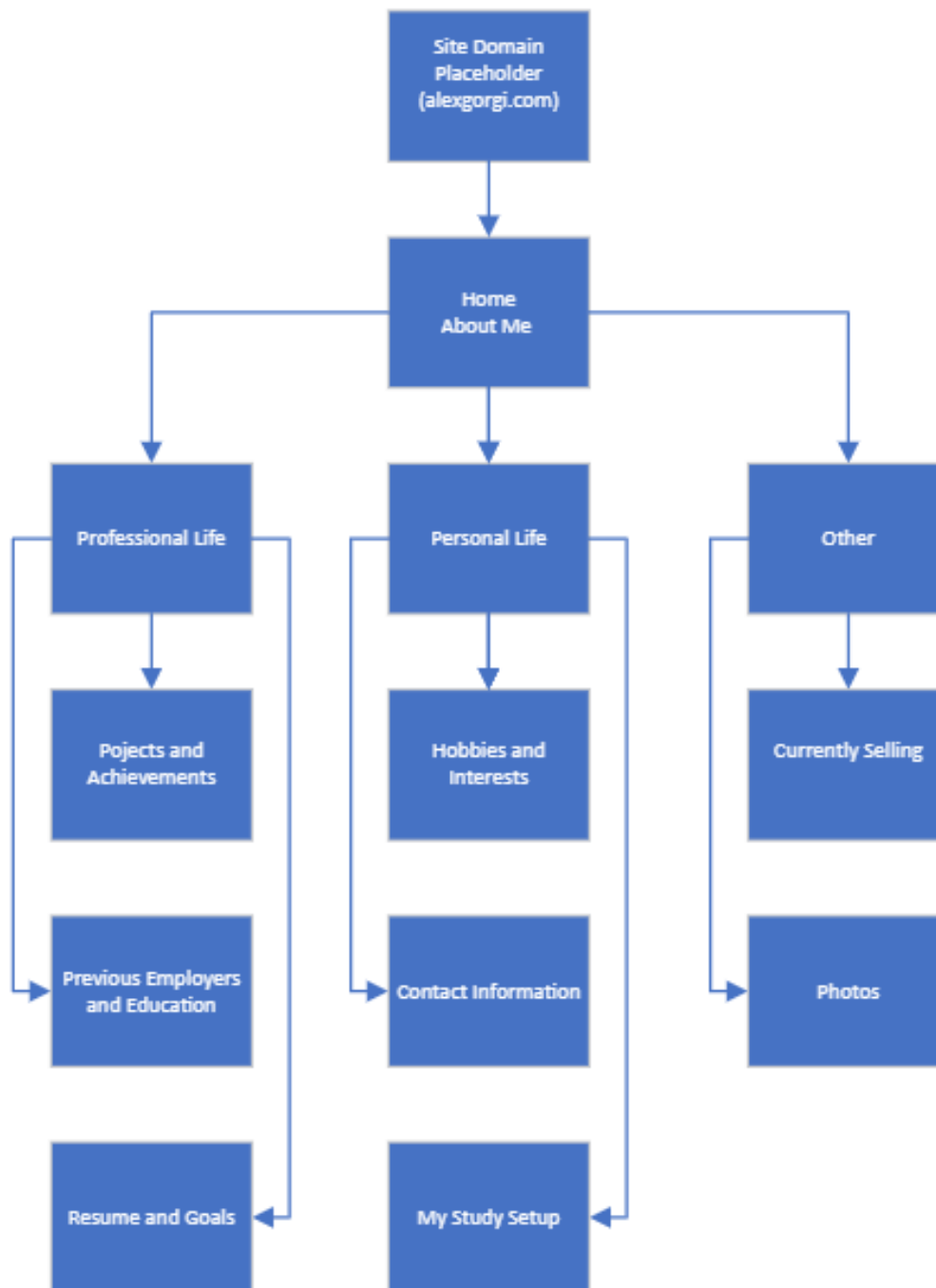


Figure 1: Sitemap of my personal portfolio site version 1.

The first task at hand was deciding what my website would be. I struggled to find an idea that would encompass a large amount of information/discourse that would be a good starting point. I wanted to think of a project that I would find passion in doing over the course and one that could benefit me potentially after this course. I wanted to fit this criterion because I feel that it would motivate me to make this project as pristine as possible. I met these objectives with the idea of making a personal portfolio site. It encompasses all my interests, as well as my qualifications for job opportunities among other things. I thought it would be great for marketing myself and I could attach the link to my Resume or LinkedIn and share it with friends. A little vanity will be needed, and it will be difficult – but the challenge will be worth the result. On top of that I don't have to worry about taking anyone else's intellectual property as I can just use my own personal pictures – if there are people in it ask for their permission of course. This site will help people learn something about me, promote myself in the job market, help me sell something, meet others and I think I will sustain it long after this course is finished.

## 2. Unit 2 HTML

- a. Link: <https://landing.athabascau.ca/blog/view/18677575/unit-2>
- b. File link: <https://landing.athabascau.ca/file/view/18677574/unit-2>

I have learned a great deal from the resource <https://www.w3schools.com/> on HTML and the standards. This is where I got all of my knowledge for HTML. In the documents I created you will see that I use the correct HTML syntax with the mandatory `<!DOCTYPE html>`, `<html>`, `<head>`, `<title>`, and `<body>` tags. Additionally, I use the `xmins` attribute to indicate the language and version of HTML which was specified. I use the correct structure, to help overall organization and readability of the document. For example, I used the `<header>` and `<nav>` tags to separate and organize the relevant sections. I used the `<ul>` and `<li>` tags to list out items in a bullet format.

In terms of specific tags, I uses `<meta>` to define the character encoding, which can help with displaying special characters properly. I also include `<br>` to create single line breaks, `<hr>` to create thematic changes in the content, and `<abbr>` to define abbreviations. Additionally, I included an `<a>` tag to create links to other pages or external websites. I also include an `<img>` tag to display an image.

I feel like the scenarios I defined before fall into the following categories: friends, family, potential employers, colleagues. These scenarios cover what I website to consist of.

For sample 1:

The main issues are that it has some invalid HTML syntax and some outdated practices. Here are some of the changes I made to improve the code.

- The style tag had no content within it, so I removed it.
- The meta tag for character set was incomplete so I changed it to `<meta charset = "UTF-8">`
- The closing tag for h3 element was missing so I added it.
- The alt for img should have more description so I added some.
- The border attribute in table was removed.
- tbody was unnecessary and removed.

For sample 2:

The code provided seems to be incomplete. A closing `</head>` tag and an opening `<body>` tag is missing.

Here are the issues with the code:

1. The **DOCTYPE** declaration is not closed properly.
2. The **meta** tag for the character encoding is missing the; before the specified "UTF-8" which should be included.
3. The **xmlns** attribute in the **html** tag is unnecessary.

Here is the fixed code:

I added the missing `<body>` tag and removed the **xmlns** attribute from the `<html>` tag. I also added the missing, before the **charset** attribute value in the **meta** tag for the character encoding.

3. Unit 3 CSS Styling
  - a. Link: <https://landing.athabascau.ca/blog/view/18684072/unit-3-learning-diary-and-submission>

As a student who has been learning CSS, I have found the W3Schools website to be an invaluable resource. Through their comprehensive tutorials and examples, I have learned how to style and format web pages using CSS.

One of the ways that I have applied what I learned from W3Schools to my project is by using the global styles to set the font, background color, and color of the text for the entire page. This has helped to create a consistent look and feel across all sections of the website.

I also used the header styles to create a visually appealing header for my website. I used the background-color property to set the background color of the header to a deep blue (#0077b6), and the color property to set the font color to a light gray (#f0f8ff). Additionally, I used the display, flex-direction, justify-content, and align-items properties to create a responsive header that looks great on all devices.

In the main content section of my website, I used the h2, hr, p, and img styles to format the text and images. For example, I used the color property to set the color of the h2 headings to the same deep blue (#0077b6) as the header, and the border-top property to create a horizontal line below each heading. I also used the padding and border properties to create a border around the images.

Finally, I used the form styles to format a contact form on my website. I used the display, flex-direction, and max-width properties to create a centered form that looks great on all devices. I also used the color, padding, border-radius, and cursor properties to create a visually appealing and user-friendly form that encourages visitors to submit their information.

Overall, I have found W3Schools to be an incredibly useful resource for learning CSS and applying that knowledge to my project. By using the various styles and properties available in CSS, I have been able to create a visually appealing and user-friendly website.

I used one stylesheet for all of my pages as I wanted a consistent theme throughout the entire website without much alteration.

In reference to my personas created in Unit 1, all fall under the category of family, friends, co-workers, and potential employers. I have created the website to be simplistic in its design and professional as to provide as much information to the users and accessibility so that they may be able to get the information efficiently as possible without any distractions. All of the personas require the website to be easily viewable and professional as to not turn away any potential employers who are looking at my work. Clean font, Bolded Titles, and aligned paragraphs contribute to the overall professional feel of the site. The information is attractive and you can look through it efficiently for those who don't have much time on their hands.

I have completed all of the requirements for the CSS code as described in the outline.

The unit's learning objective is to enable the student to produce well-structured, easily maintained, standards-compliant CSS code for presenting HTML pages in various styles. I am confident that I have achieved this objective by crafting CSS code that adheres to W3C's standards and accessibility goals. To achieve this, I employed a variety of formatting techniques, CSS selectors, and element positioning. Additionally, I evaluated my pages' compatibility with mobile devices using <https://chrome.google.com/webstore/detail/mobile-simulator-responsi/ckejmhbmiajgoklhgbapkickcekfoccmk>, which allowed me to see how the site would appear on various resolution screens, such as iPads, iPhones, or smaller laptops. By trial and error, I fine-tuned the general media query that affects every page and assessed it with the extension to improve the site's appearance on smaller devices.

I found that Creating a CSS page can be challenging due to the many approaches available. I struggled with indecisiveness and errors when styling my page. To overcome this, I identified critical aspects of my page and focused on relevant CSS concepts. Leaving the most difficult designs to the end This strategy allowed me to work confidently and effectively. If I were to do it all over again I would simply make a design decision arbitrarily and then see it to decide if it was what I wanted rather than planning for what I wanted it to look like and researching

#### 4. Unit 4 Script Use and Augmentation

- a. Link: <https://landing.athabascau.ca/blog/view/18753126/unit-4-diary-and-files>

In Unit 4, I spent time searching for useful JavaScript code examples to enhance my website. After considering various options, I found that incorporating an image slider would be a great way to save space while providing additional information without being intrusive. I discovered a code snippet for an image slider on the following website:

[https://www.w3schools.com/howto/howto\\_js\\_slideshow.asp](https://www.w3schools.com/howto/howto_js_slideshow.asp)

I came across a dark mode button, as well as a smooth scrolling script, which I may decide to implement later in unit 5 with much modification. The image slider was the simplest and most effective to apply for my means in unit 4.

- I changed the content of course to the content I wanted to show on the site (image files)

- I separated the code provided into separate files so that I could modularize and call upon them for certain pages. (.js, .css respectively)
- I resized and standardized the dimensions of all the images to ensure a consistent and visually appealing slideshow experience.
- I added a 4<sup>th</sup> image and adjusted some CSS qualities to meet the theme of my website.
- The respective files added are slideshow.js and slideshow.css.

The sample code that I provided is good practice JavaScript coding. Proper indentation, good syntax, and it is complete. I added some comments for clarity.

An example of bad JavaScript practice would be the following.

```
var x = 10;

function addNumbers(a, b) {

    return x + a + b;

}

function subtractNumbers(a, b) {

    return x - a - b;

}

console.log(addNumbers(5, 3)); // Output: 18
console.log(subtractNumbers(5, 3)); // Output: 2
```

This is because it is using global variables and we should avoid using them excessively for good practice.

I think overall implementing this went well, I made additional adjustments to make my site presentation and information clearer as well. I initially tried to implement the dark mode toggle button but realized that it was very involved and would be more appropriate for Unit 5. I ran into many difficulties, so I decided to go with the image slider which conceptually was easier to grasp and implement.

Something I would do differently next time more effectively would be: While exploring different code examples, I would prioritize features that align more closely with the current unit's objectives. This way, I can ensure efficient use of time and stay focused on the intended learning outcomes.

Please my website for Unit 4 Here : <https://landing.athabascau.ca/file/view/18753123/unit-4-project>

## 5. Unit 5



- a. Proposal Link: <https://landing.athabascau.ca/blog/view/18858974/proposed-javascript-unit-5-ideas>

### 3 Ideas for the use of JavaScript on my site

- Clean up site navigation with drop down menus and add more content.
  - o In my page “ “ I want to add tabs for different sections making it separated content so that there isn’t too much information overwhelming the reader on each page. I didn’t have much to go on for creating this so this is how I would loosely go about it.

*//Hide elements with class “tabcontent”*

*//Show element when clicked on “tablink”*

- Form Validation
  - o I want to create the form validation for my contact form which will display alerts that will guide the user to make a more accurate submission based on the format.

*validateForm() //function to be called to validate form*

*{*

*validateName(); validatePhone(); validateEmail(); //create each with relevant criteria*

*If (validName() and validatePhone() and validateEmail())  
        //success message*

*Else*

*//failure message + alert messages*

*}*

**Functions:**

*validateForm()*

*validateName(name, e)*

*validatePhoneNumber(phoneNumber)*

*validateEmail(email)*

*showErrorMessage(errorElement)*

*showSuccessMessage(errorElement)*

*showAlert(message)*

- Create a timer

- I am a fourth-year student at McMaster University and I am set to graduate soon, pending the final update of this course. I thought it would be useful to show when I am going to graduate!

```
// Set the countdown target date to June 17, 2023, at 18:00:00
graduation_date = createNewDate("June 17, 2023 18:00:00")

// Update the countdown every minute
update = setInterval(function() {

    // Get the current date and time in milliseconds
    today_date = getCurrentTimeInMilliseconds()

    // Calculate the time difference between the graduation date and current date
    timediff = graduation_date - today_date

    // Calculate the remaining days, hours, minutes, and seconds
    days = calculateDays(timediff)
    hours = calculateHours(timediff)
    minutes = calculateMinutes(timediff)
    seconds = calculateSeconds(timediff)

    // Output the remaining time to the element with ID "TimeUntilGrad"
    outputRemainingTime(days, hours, minutes, seconds)

    // Check if the countdown has expired
    if (timediff < 0) {
        stopCountdown()
        displayGraduationMessage()
    }
}, 1000)
```

### **Functions:**

```
// Function to create a new Date object with the specified date and time
createNewDate(dateString)

// Function to get the current time in milliseconds
getCurrentTimeInMilliseconds()
```

```

// Function to calculate the remaining days
calculateDays(timediff)

// Function to calculate the remaining hours
calculateHours(timediff)

// Function to calculate the remaining minutes
calculateMinutes(timediff)

// Function to calculate the remaining seconds
calculateSeconds(timediff)

// Function to output the remaining time to the HTML element with the specified ID
outputRemainingTime(days, hours, minutes, seconds)

// Function to stop the countdown interval
stopCountdown()

// Function to display the graduation message when the countdown has expired
displayGraduationMessage()

```

I think the three ideas above will be the most viable for me to do.

I also thought of these other ideas for JavaScript implementation, but looking forward, there will be opportunities to implement these into the site in the units following this one.

- Social Media Integration (LinkedIn, Instagram, Facebook)
- Video/Audio Player for YouTube Videos

- b. Diary Link: <https://landing.athabasca.ca/blog/view/18869460/unit-5-learning-diary-and-website-zip-submission>

## Learning Diary

### Idea 1 – Site Navigation Drop Down Navigation

I applied the different tabs to my “ProfessionalLife.html” page using the script “tabs.js”. I created a stylesheet for it as well “tabs.css” to better organize my content. This worked successfully. I used the `openTab(evt, tabName)` where `evt` rep an event object (click event) and `tabName` represents the identifier name of the tab to be opened. In summary, the **openTab** function hides all tab contents and removes the "active" class from all tab buttons. Then, it displays the content of the selected tab and adds the "active" class to the clicked button. This way, it provides the functionality to switch between tabs when the associated tab buttons are clicked. To see a more in-depth explanation, please take a look at the code as it is well commented.

Source: [https://www.w3schools.com/howto/howto\\_js\\_tabs.asp](https://www.w3schools.com/howto/howto_js_tabs.asp)

## Idea 2 – Form Validation

I created a **validateForm()** function within my new code “formvalidation.js” which was applied on my page “ContactMe.html”. This function sets up an event listener to on the form to capture the submission event. It validates each section (Name, Phone number, email) separately in their respective functions (**validateName()**, **validatePhoneNumber()**, and **validateEmail()**). Each is relatively similar as it tests a pattern, as well as other specific criteria to see if these quantities are in the correct format and are ready to be submitted. Please see the code for more information as it is well commented.

Sources: [https://www.w3schools.com/js/js\\_validation.asp](https://www.w3schools.com/js/js_validation.asp)

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

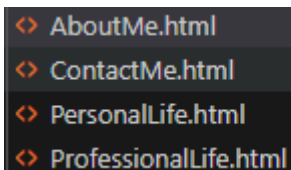
## Idea 3 – Create a Timer

I created a timer using the Date() object and using the method .getTime() to get the current time and the time of my graduation, and subsequently get the difference. This difference was in milliseconds and using the % divisibility operator and division I was able to get the Days, Hours, Minutes, Seconds to be displayed in a timer fashion. I graduate soon on June 17<sup>th</sup>, assuming this course is marked before then. The timer program is called “countdown\_to\_graduation.js”.

Source: [https://www.w3schools.com/howto/tryit.asp?filename=tryhow\\_js\\_countdown](https://www.w3schools.com/howto/tryit.asp?filename=tryhow_js_countdown)

## Content changes:

I found that my website was lacking information and organization in file naming, so I have renamed my files to be that of



```
<> AboutMe.html
<> ContactMe.html
<> PersonalLife.html
<> ProfessionalLife.html
```

Where ‘AboutMe.html’ is my homepage. the ‘ContactMe’ page is my form page, the ‘PersonalLife’ page is some more information on my personal interests, and the ‘ProfessionalLife’ page stayed the same.

I added much content to each of these pages.

- 1. AboutMe.html**
  - a. Added the countdown at the end.
  - b. Lines 61-64
- 2. ContactMe.html**
  - a. Added the validateForm function and many edits to the form.
  - b. Lines 33-51
- 3. PersonalLife.html**
  - a. Added more content in preparation for future units. I intend to use the smartScroll feature with JQuery.
- 4. ProfessionalLife.html**
  - a. Added the tabs to separate the content.
    - i. Projects and Achievements
    - ii. Education and Work
    - iii. Resume and Goals
  - b. Relevant edits are at Lines 37-130
- 5. Styles.css**
  - a. Added styling for #TimeUntilGrad countdown timer.
  - b. Lines 188-195

New Files:

- 1. "formvalidation.js" (1)**
- 2. "HeaderAndFooter.js" (2)**
  - a. I used this for a consistent Header and Footer. I didn't include this in my ideas as it was a very short script that did not use many of the learning outcomes.
- 3. "tabs.js" (3)**
- 4. "countdown\_to\_graduation.js" (4)**

Personas

Here is a list of reasons as why the personas I presented in unit 1 would benefit from these improvements to the websites.

- 1. Samantha (Marketing Professional)**
  - a. Appreciates the countdown to graduation feature as it is a symbol of my dedication and determination, making the website more appealing to her as a potential employer.
  - b. Samantha understands the importance of accurate data, and the form validation feature provides a seamless experience for users like Samantha. Making the website more professional.

- c. As a marketing professional, Samantha values efficiency and organization so the tab feature would be very useful. It will help her find relevant information quickly which align with a busy schedule.
- 2. Julian (Younger Brother)
  - a. Countdown to grad feature found exciting and engaging adding to the anticipation of graduation.
  - b. Form validation is impressive as to obtain accurate information.
- 3. In general
  - a. The countdown creates anticipation and excitement for users, especially those who are personally connected to me. It adds a dynamic element to keep users engaged as they eagerly await the graduation date.
  - b. Form validation ensures that the users can submit their inquiries, messages, and job opportunities securely and accurately. It enhances the websites professionalism. Users will more easily be able to trust their information is being processed properly.
  - c. Tabs: the tab feature improves the organization and accessibility of content on the website. Users can navigate between different sections to make it more convenient for the users to find specific information efficiently.

## How I completed the learning outcomes.

I was familiar with Python, Java, and C before starting this course, so I am quite familiar with this type of programming. The syntax took a little to get a hang off, as well as all the incredible functions that are relevant – but through going through the modules at W3Schools I found it very useful in learning this. Once I understood the syntax more and reacquainted myself with the line of thinking of programming, writing the code with many tutorials online I completed all the required learning outcomes.

- 1. I used sequence and iteration in **(3)**
- 2. I commented where necessary. **(1, 2, 3, 4)**
- 3. The code is modularized to improve the maintainability of the code and uses objects, functions, and variables. **(1, 3, 4)**
- 4. I used good practice in my scripts and many programming features and commands to improve the efficiency. **(1, 3, 4)**
- 5. I used arrays and global and local variables **(3, 4)**

There are many other examples but look for yourself to see that the relevant learning outcomes have been completed.

## What went well, what didn't and what would you change?

I had many ideas initially, and they all worked well, but I found that as I looked more into JQuery that the things I had been coding can be more easily done using the libraries involved. As previously stated, I am quite familiar with coding as I have done it before, so I found this section of the course to be most intuitive and familiar. If I were to change anything it would be to code more, and much faster – I wish I had more content to play with which is why I added more.

Please see the relevant sources commented at the beginning of each of the scripts listed in the ZIP File. Most of the information I obtained was derived from W3Schools.

### 6. Unit 6

- a. Proposal Link: <https://landing.athabascau.ca/blog/view/18902590/unit-61-jquery-ideas>

Ideas for jQuery on my website

#### Idea 1

Smooth Scrolling. I initially intended to create a smooth scrolling script to click links within the same page to get to different content. I wanted to do this in JavaScript, but using the jQuery methods looks like it will be much easier to do so I waited until this portion of the course to do it. The animate() function looks like it will be useful as well. It will help with the overall flow of the page and ensure that it will be easy for users to consume content.

#### Idea 2

Update my current slideshow with jQuery methods for the image sliders. This is just an idea to update on my code that I wrote for the last unit with more maintainable/efficient JQuery methods and to make it look better. The amount of various slide effects that can be easily implemented will be great.

#### Idea 3

Create more dropdown menus – with jQuery methods the animate() and slideDown() slideUp() methods will be useful for this. In general, just more animated effects for the website.

#### Idea 4

Update form validation with jQuery methods. Method validate(), and valid() would be useful to implement custom validation rules, handle error messages, and highlight invalid fields. Can create a

more response and user-friendly form.

- b. Diary Link: <https://landing.athabascau.ca/blog/view/18917266/unit-62-jquery-diary-completion>

## Review of Ideas

1. **Smooth Scrolling:** my initial idea came to fruition as it was the simplest one to accomplish with the many libraries available to me. In particular the most useful line from my code is `scrollTop: $target.offset().top //distance between top of doc and top position of target`. Which allows me to make use of the `animate` method in jQuery to scroll to my target.

For this task I created much more content on my “PersonalLife.html” page so that there was enough room for this smooth scroll to be useful.

2. **Form Validation:** I used the jQuery methods to update and improve upon my previous form validation design and create more methods for the user. For example, one thing I added to the form validation is that if you get the validation wrong it will highlight in red text which ones you entered incorrectly, and in green will be the ones that you did enter in correctly. This is just in case users do not pay attention the alerts given, and they have a visual queue as to which values, they need to correct.

I also implemented new functions `resetForm()` which will reset the form to it’s normal state without any extra text saying whether the form was submitted or incomplete. I also updated the methods `validateName`, `validatePhoneNumber`, and `validateEmail` to be able to cover every scenario where it does not meet the correct format requirements.

3. **Fade Page:** I used jQuery to create another script called `FadePage` which will fade page to the relevant link within the page and hide all other content. I debated using this instead of smooth scrolling, but I ended up deciding against it, as my previous `tabs.js` script achieves the same goal but looks better. I’ve included this script in the ZIP file but it serves no functional purpose for the website.

## Implementation of Ideas:

The implementation of these ideas took some time as I had to look through the jQuery API to fully understand each method in depth so that I could use it effectively. I found that the `smoothScrolling` script was the hardest obstacle to initially get over. Once the syntax and relevant functions had been found to be called, I got an idea of how jQuery worked – and found it very useful in changing CSS elements right within the JavaScript code along with all the other functions that allow for a more readable and maintainable code.



While W3Schools was helpful for my understanding, I found that looking through the jQuery website's API to be much more useful in learning the specifics of a module that is useful.

The new JavaScript Files are as follows:

- "jquery.js"
- "SmoothScrolling.js"
- "FadePage.js"
  - o Modified "formvalidation.js"

## Changes within website:

On top of these changes with the JavaScript I had to make relevant CSS files and changes to the HTML code. Here is a brief overview of all the changes.

- Created a new CSS file "smoothScroll.css" for styling the CSS contents within the page "PersonalLife.html"
  - o Added much content into "PersonalLife.html" including many images and used the relevant <div id:> tags to id different sections of the page so that it could be used as a link for the smart scroll script to perform its task.
- Modified all CSS files for better off presentation.
  - o Modified form to include new functions on reset as well as others.
- 

## Personas

Form validation ensures that user inputs are accurate and error-free, leading to successful interactions, while smooth scrolling creates a seamless and pleasant browsing experience, allowing users to navigate the website effortlessly. These enhancements contribute to a positive user experience for all the personas described in Unit 1.

## Learning Outcomes:

Within the JavaScript files that are discussed here and found in the ZIP file attached you will see that I have shown the learning outcomes in many ways. Using jQuery syntax such as '\$()' to select elements by their id as shown in the form validation script, and manipulate their CSS styles ('css('color', 'red)'). Using the animate as well as other functions described in my review of ideas section.

Overall the code implementation reflects the learning outcomes through jQuery integration, event handling, and code organization. These skills and techniques are essential in creating dynamic web pages that provide a smooth user experience.

## What went well, what didn't, what was difficult and what would you change?

It took a while to get accustomed to jQuery methods through W3Schools, I wish I looked at the API documentation first <https://api.jquery.com/> where it provides great information on the many libraries.

## How did your previous experience help or hinder the process?

My previous coding experience has familiarized me with using libraries and objects in such fashions, so I was familiar with the concepts, but I had to familiarize myself with this particular library.

### 7. Unit 7

- a. Proposal Link: <https://landing.athabascau.ca/blog/view/18918570/unit-71-proposal>

Here is my proposal for external data use.

#### A. Using the YouTube API for video players

Using the YouTube Video API for a video player on a website has its benefits. It allows you to customize the video player's look and behavior to match your website's design. This keeps visitors on my site, offering a smoother experience. Plus, I gain more control over video playback and can add interactive features.

#### B. Using Share buttons for Twitter, LinkedIn and Facebook.

Adding share buttons for Twitter and LinkedIn on your website is also a good idea. It lets visitors easily share your content on their social media profiles, expanding its reach to a wider audience. When others see your content being shared, it adds credibility and encourages more engagement. Moreover, if your content strikes a chord and gets shared by influential users, it can go viral, bringing a surge of traffic to my site. It was an intention of mine from the beginning to incorporate something such as this.

Adding these things will enhance the user interface and experience, as well as create more clicks on the website.

- b. Diary Link: <https://landing.athabascau.ca/blog/view/18924066/unit-7-diary-submission>

## Review of Ideas

4. **YouTube API Embedded Video:** The YouTube Video embedded on the page using YouTube API was a great idea as it allows for high-quality multimedia content that is seamlessly integrated on the page so that users do not have to be redirected. It's a reliable host for streaming and a trusted platform. Allows for accessibility in the form of subtitles and mobile compatibility. This addition was a great one to see the least.
5. **Share Buttons:** The share button is a no-brainer idea that I have been waiting for the opportunity to implement from the first unit; but this unit is the most appropriate for it. This content allows for amplified reach, increased engagement, brand exposure, user empowerment and community building and engagement.

## Implementation of Ideas:

The implementation of these ideas took some time and testing, as well as a good amount of research. I found this to be the scarcest thing to find in all of the units, and I found myself turning to YouTube videos and examples to create the scripts. These videos are listed at the beginning of the respective scripts.

## Changes within website:

Here are the changes recorded.

- Youtube\_Integration.js created
- Share.js created
  - o Share.css created for the share buttons and imported library from online for images
- HeaderAndFooter.js modified with new social media share buttons included on every HTML page
- Styles.css modified with new styles for additions on HTML pages
- Modified the "ProfessionalLife.html" page to include the embedded YouTube Video

## Personas

The personas are kept in mind this Unit, as talking about implementing sharing social media features and embedded videos has been discussed from the beginning. With seamless integration and rich multimedia content, using YouTube API I embedded high quality video of my final Capstone directly on to my website in my Professional.html tab. Adding a share button is essential for any website so that it is easy for users to share throughout social media and spread my content. This is beneficial for all of the personas describe as they can more easily view content and share content now.

## Learning Outcomes:

I have implemented 2 connections to external websites. That being I used the YouTube API to manipulate the properties of the embedded Video and make it easy for viewing and pleasurable to look

at using CSS. Additionally, by creating share buttons I have also done what I needed to do for this website. This goes back to my initial thoughts on the themes I created in Unit 1 and satisfies the Learning Goals provided in this section.

## **What went well, what didn't, what was difficult and what would you change?**

It took a while to find the relevant information that I needed to start coding. I wish I looked in the right places first.

## **How did your previous experience help or hinder the process?**

My previous coding experience was not at all helpful for this portion of the course. I found that it was mostly up to my research skills to devise a good solution to the problems that I faced.

See the above Diaries and my comments on them to display my learning outcomes.

## **Final Course Reflection**

I felt as I did this course that there was little to no interaction from the TA's and no response. I have extended this course 2 times and I still haven't gotten feedback on my Unit 1 Submission from my TA. Despite not having any formal instruction from teachers or teaching assistants, I found this course to be very rich with content and it improved my skills on finding information on the web on a topic. I thought it would be relevant to learn how to manipulate webpages, and I found the content very engaging. I think the most difficult component of this course is not receiving feedback until you are finished everything, I find that to be quite nerve racking.

I took this course because it meets the requirements of an Engineering Elective at McMaster University. I'm not sure that I would ever want to become a web developer, but I have certainly gained a new appreciation for the profession. There are many aspects that go into creating a website, and while at times I found myself stuck in a rut in this course – I quite enjoyed learning about HTML, CSS, and JavaScript to make my own website. I think I will use the website I created in the future, as it will be great to show potential employers that I am able to learn many skills, not just ones in my profession!

If you see this TA, **I need this on my transcript by latest Sunday June 11, 2023, to be eligible to graduate.** Thank you to Athabasca University, Mushtaq Ahmed for facilitating a challenging and informative learning experience.

Please note: All references used to create the code is found at the first few lines of the code in each of the files. Special hat tip off to W3Schools which is where I did the bulk of learning for this course.