

Mapping Learning Outcomes

Student 2729329

Dave Boyle
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Unit One – Site Design

Potential Grades

A - Your design fits very well with the site's purpose, and with the personas and scenarios you have created, with clear links between purpose, scenario, personas, and design. Excellent presentation. Everything is very well communicated with clear illustrations, clear and unambiguous text, and an easily navigable structure and design. Your design is extendible to accommodate all the requirements for the rest of the course outputs. An experienced web designer could take your design and create a site that would be an excellent fit with the purposes and needs that it is intended to address.

B - A clearly communicated set of design documents that show strong continuity and linking between purpose, scenarios, personas, and design. Well presented, in a form that an experienced web designer would find complete and sufficient to design a website that would fit the purposes and needs it is intended to address. Complete.

C - A good set of design documentation that provides sufficient information for an experienced web designer to create a professional website addressing the needs of its users, at least as identified in the personas. May be some minor weaknesses in presentation and may be slightly incomplete in some respects, or there may be aspects of the design that do not fully take into account the purpose, scenarios, or personas. Personas or scenarios may have insufficient detail or be slightly unrealistic.

D - Some weaknesses in presentation, limited continuity and linking between purposes, personas, scenarios, and/or the design. Insufficient detail to be able to judge the effectiveness or meaning of some elements. Unreflectively chosen personas or scenarios that do not relate well to the purposes of the site. Limited potential for development to meet the learning outcomes of the course.

Recommended Grading

The recommended grade for this unit would be an A. The links between the personas, scenarios, and the site purpose are clear. The presentation of the personas and scenarios shows the site purpose is justified, but also clearly shows a common theme of needing information to be easily accessible as well as well organized. Perhaps not achievable in the first couple of units, but there is also a clear need to display the site information differently depending on the device used, achievable with JavaScript. With the plan to incorporate external site information into the site and turn the home page of the site into a page pulling in external data, that will meet the obligation of the later units of the course as well. Both the planned future use of JavaScript and external site data clearly meet the needs and criteria of a dynamic website.

Unit Two – HTML Site Building

Potential Grades

A

- very well-structured, standards-compliant code with no visual mark-up
- a large set of tags properly used
- accessible to users with a wide range of disabilities (including visual, motor and cognitive)
- well organized, with any use of the work of others properly cited
- design decisions and content for the pages fully justified in the context of personas and scenarios, with a very clear rationale for every decision you make
- critique of the template code identifies all of the errors and provides improvements that would make them perfectly formed, syntactically correct, and with all the necessary elements and attributes of a good HTML document
- excellent communication

B

- well-structured, standards-compliant code with no visual mark-up
- a wide range of tags properly used
- accessible to users with a wide range of disabilities (including visual, motor and cognitive)
- well organized, with any use of the work of others properly cited
- design decisions and content for the pages fully justified in the context of personas and scenarios, with a clear rationale for every decision you make
- critique of the template code identifies almost all of the errors and provides improvements to make them well-formed, syntactically correct, and with all the necessary elements and attributes of a good HTML document
- well communicated

C

- correctly structured, standards-compliant code
- little or no visual mark-up
- a good range of tags used, covering the basic needs of the assignment
- accessible for most users with disabilities
- properly cited
- justified in the context of personas and scenarios but not always naturally following from them
- small coding errors
- weaknesses in effectiveness of communication
- critique identifies most errors

D

Learning Diary

- minor weaknesses in structure and standards compliance
- occasional use of visual mark-up
- enough tags to satisfy the requirements but not always used effectively—for example, failure to use headings where they would be needed
- accessible to blind people
- adequate critique identifying some errors, but with some corrections in the code not matched to the critique
- poor communication (e.g., spelling errors, poor layout, weak structure)
- the occasional error in HTML or content (e.g., improper use of absolute URLs, missing attributes, wrongly sized images, etc.)

Recommended Grading

The recommended grade for this unit is an A. 50% of the grading comes from HTML structure, standard's compliance, accessibility, comprehensiveness, having multiple pages, use of and image, hyperlinks, forms and tables. I believe I adequately met this object. The form is not 100% functional, but the learning objective of this unit did not cover off JavaScript or PHP which would be required to make the form functional to email me feedback on one of the pages. The beginners section shows enough information to go out for a first hike, and even recommends two starter ones. This would meet the requirements of Suburban Bob, which links to our personas and scenario, worth 30% of this unit. It is difficult to capture all personas and scenarios with one additional page. The critique in my diary is bang on and worth 15% of this unit as I relied heavily on an online validation tool to confirm my suspicions, especially of sample1, of not closing element or paragraph elements. It also provided me an opportunity to learn some items that in my past of playing around with HTML maybe I wasn't fully compliant. The effective communication piece is worth 5% and the weaker part of my work. Sometimes my thoughts are unorganized in nature.

Unit Three – CSS Site Styling

Potential Grades

A

- an attractive set of pages that effectively separate the content, structure, and presentation of the site
- sophisticated use of a wide range of CSS options to format, style, and position content on the page, using many different selectors, combinations of selectors and declarations in a manner that enhances both communication and presentation as well as demonstrating mastery of the technology
- close and explicit attention to the needs identified in Unit 1
- no cross-browser compatibility issues and degrades gracefully if browsers do not fully support CSS
- well-presented and maintainable CSS code with good use of comments and structure
- certainly making good use CSS 2, likely using a number of CSS 3 options
- A typical style sheet might extend over several pages, and it is quite likely that you may include more than one style sheet.

B

- an attractive set of pages that separate the content, structure and presentation of the site
- good use of a wide range of common CSS features to format, style, and position content on the page, including an assortment of selectors and declarations, all correctly and maintainably used
- explicit attention to the needs identified in Unit 1
- no significant issues running the code in different browsers and degrades gracefully in non-compliant browsers
- clearly written code, mainly CSS 2 with some CSS 3 used here and there
- A typical style sheet might be a few pages long.

C

- a set of pages that separate the content, structure and presentation of the site
- use of several basic CSS features to format, style, and position content on the page
- no major mismatches with the needs identified in Unit 1
- few cross-browser compatibility issues—works in the two or three most popular browsers
- some issues with formatting of code but mostly maintainable
- mostly a mix of CSS 1 and CSS 2
- A typical style sheet might be a couple of pages of CSS.

D

- a set of pages that mostly separate the content, structure and presentation of the site and that somewhat improve the appearance of the pages
- limited or poor use of CSS to format, style, and position content on the page

Learning Diary

- weaknesses in choice of appropriate selectors or declarations
- CSS adds little to improve communication or presentation of the page
- might be some mismatches with the needs identified in Unit 1
- some cross-browser compatibility issues
- poorly formatted CSS code, some issues with maintainability
- mostly CSS 1, with just a few CSS 2 elements
- External style sheet probably quite brief—a page or two and may not fully match with the HTML content.

Recommended Grading

The recommended grade for this unit is an A. The page is attractive, and the presentation and content is separated in an effective and clear manner. It is easy and intuitive to go through the site, as items are organized nicely and efficiently. This was a key goal of unit 1 for the personas. The site renders correctly on Firefox, Chrome, Edge, and Firefox. Using a free account at lambdatest.com, I was able to confirm the site properly renders using Safari as well. On older versions of browsers and review pages, and the photos at the bottom sometimes do not render center aligned, but their functionality and display remain intact. This is acceptable given that the overall legacy support is still very good. Mobile display could be better, but one of the goals is to have both mobile and desktop support with the site, so I remain confident I will be able to achieve that in future units. The CSS code is clear and organized well for anyone to pick up and change.

Unit Four – Script Use and Augmentation

Potential Grades

A

Critique JavaScript code written by others, identifying examples of both good and bad practice: you should be able to demonstrate an in-depth knowledge of code structure and form, identifying inefficient or unmaintainable code accurately, spotting syntax and logic errors, identifying good and bad practice, considering usability and compatibility issues, and recognizing the distinctive artistry (or lack of it) shown by the programmer. The code you critique should be sufficiently rich to encompass a wide range of programming constructs, functions, classes, and commands, including manipulation and use of page and/or form elements, different methods of sequence, selection, and iteration, use of classes and objects, use of functions, parameter passing, declaration of variables, comments, and different data types.

Use JavaScript to add dynamic content to pages: Your code should be clear, maintainable, and well structured, suitably integrated into the web page so that it can be easily modified and maintained.

The code will be carefully chosen and its use thoroughly justified in the context of the personas and scenarios developed in Unit 1.

Modify existing JavaScript code to extend and alter its functionality and, where appropriate, to correct errors and cases of poor practice: hand-in-hand with the critique, you will have taken examples of rich coding and modified them in a manner that explicitly fits the needs of your site.

B

Accurately describe what the code you select does.

Critique JavaScript code written by others, identifying examples of both good and bad practice.

Use JavaScript to add dynamic content to pages.

Choose appropriate code that is relevant to the scenarios and personas of Unit 1.

Modify existing JavaScript code to extend and alter its functionality and, where appropriate, to correct errors and cases of poor practice.

C

Describe the code in broad terms, mostly accurately.

Critique JavaScript code written by others, identifying an example or two of good and/or bad practice.

Use JavaScript to add dynamic content to pages.

Choose code that does not conflict with the scenarios and personas of Unit 1.

Small modifications of existing JavaScript code to extend and alter its functionality and minor corrections of errors and cases of poor practice.

D

Describe what the code does, perhaps rather broadly and with the odd inaccuracy.

Critique JavaScript code written by others, identifying at least one example of good or bad practice.

Use JavaScript to add dynamic content to pages.

Learning Diary

Choose code that is broadly justifiable in terms of the scenarios and personas of Unit 1, but adds little of value to the site.

Limited or negligible modification of existing JavaScript code to extend and alter its functionality.

Recommended Grading

The recommended grade for this unit is an A. The scope of my site makes it difficult to add to much existing code others have done without doing the programming myself and taking away from the next Unit, which I feel is the most important part of this course, being worth the most, which to be means it is the most important unit. The JavaScript is implemented on the Reviews section of the site and adds functionality that is clearly linked to the personas in my learning diary. The code is clean and easy to maintain, which is why it was selected. Some time was spent reviewing other options on the internet for a simple search bar, and this was the best one by far. The key to making my site's design the most functional is simplicity in each regard. The only error that shows up in a validation test is discussed and analyzed (where it is not an error at all, unless you are in the always semi-colon camp). I'm excited to program my own JavaScript and enrich the site and the experience of the visitors.

Unit Five – Writing JavaScript

Potential Grades

A

Rich use of a wide variety of code constructs, objects, and functions, each appropriately used and elegantly constructed, with appropriate methods and designs for each task the code performs.

Effective and intelligent use of advanced techniques including objects, recursion, and regular expressions.

Well integrated with the HTML and CSS of the site, with good separation of data, process, and presentation.

Well-commented, well laid-out and maintainable.

The need for the code is strongly driven by the purposes, personas, and scenarios of Unit 1 and notably enhances the experience of the end user in that context.

No apparent bugs, logic or run-time errors; any errors or exceptions treated well.

Good interface design—highly accessible and usable.

Works (or fails gracefully) with all browsers.

B

Use of a varied range of code constructs, objects, and functions, each appropriately used, with appropriate methods and designs for each task the code performs.

Some use of advanced techniques including objects, recursion, and regular expressions.

Well integrated with the HTML and CSS of the site.

Well-commented, well laid-out and maintainable.

The need for the code clearly derives from the purposes, personas, and scenarios of Unit 1 and is explicitly shown to improve the experience of the end user in that context.

No glaring bugs, logic errors, or run-time errors; any errors captured and treated appropriately.

Good interface design—accessible and usable.

Works with all common desktop browsers.

C

A range of common code constructs, objects, and functions, mostly appropriately used, with appropriate methods and designs for each task the code performs.

Limited use of advanced techniques including objects, recursion, and regular expressions.

HTML and CSS integration works, with some separation of data, process, and presentation.

Adequately commented, mostly properly laid out, and generally maintainable.

Some relationship with the purposes, personas, and scenarios of Unit 1.

Limited error handling.

Learning Diary

The occasional small bug, logic, or run-time error.

Mediocre interface design but generally usable and accessible.

Works in most modern desktop browsers.

D

Use of a limited range of common code constructs, objects, and functions.

Those that are attempted are appropriately used by and large.

Very limited or buggy use of advanced techniques including objects, recursion, and regular expressions.

HTML and CSS integration works, but may not be very elegant.

Some comments and mostly well laid out code, but limited maintainability.

Tenuous or sketchy but explicit relationship between the purposes, personas, and scenarios of Unit 1.

Poor error handling, the occasional show-stopping bug, logic, or runtime error, but mostly works well.

Works in at least two common desktop browsers from different families (e.g., two or more of Firefox, Chrome, Safari, Opera, and IE).

Mostly accessible and usable but some small problems here and there.

Recommended Grading

The recommended grade for this unit is an A. I've corrected the minor errors I had from Unit 3 so that the HTML and CSS code validate with no errors. I've also used online JavaScript validators to make sure my code has no syntax errors. I've tried to keep it clean. I feel like my JavaScript implementation aligns to the personas:

- Menu descriptions – allows people to know what each section is about without clicking into it, so they can increase efficient use of time.
- Image Changer – this JavaScript that rolls through images on the trail review pages brings the page together and makes it look more professional than when images were at the bottom of the text, building trust of users as it looks better.
- Table Sorter – Really helps users find more appropriate data quickly. This is super important. Many different techniques are displayed in the code, pushing my grading to an A. My table sorter is both better and worse than the ones found online. It is better as it sorts both Strings and numbers of different digits without issue. It is worse because it requires naming all of the <TD> elements in the HTML code. However, at the end of the day there is value in the different techniques displayed in this code.
- Theme Picker – This implements a dark theme during later hours (8 PM to 7 AM) when people are typically winding down, and when a bright white page might not be appreciated. This helps build trust by increasing usability without personas needing to demand it. This was not originally planned, but I wasn't sure if I was going to implement a table sorting program myself outside of the one I found online.

Learning Diary

The code itself that I have implemented is clean, easy to follow, and well commented on. For the JavaScript that picks a CSS sheet based on time of day, I did default to the lighter CSS theme if the browser is not JavaScript enabled. I also made sure the script that rotates images encourages the user to enable JavaScript if not enabled and the user is alerted that table sorting will not work without JavaScript.

I also encouraged a user that had multiple body and head elements in her code to use a validator as it was her Unit 4 submission and felt she still had time to correct some code errors prior to portfolio submission. I tried to be polite in my response to her post, which is here:

<https://landing.athabascau.ca/blog/view/6868159/unit-4-script-use-and-augmentation>

Ironically, this is when I discovered an error in my CSS syntax. I should have used an online validator myself. It's fixed now.

I also posted on the landing the validators I've used to help the broader audience here <https://landing.athabascau.ca/discussion/view/6977473/online-validator-resources> and contributed to <https://landing.athabascau.ca/discussion/view/6961850/testing-sites> to provide a useful tool to test, for free, users websites on older browsers. My code works on all available current browsers I had available: Edge, Opera, Chrome, and Firefox. By far this was the most rewarding Unit of this course so far. Years ago, I had reused other's scripting, but I have never written my own.

Unit Six – Using Libraries

Potential Grades

A

Bug-free and elegant implementation of JQuery libraries, integrated seamlessly and effectively into all pages with no loss of accessibility.

Highly maintainable code.

Extremely well linked with needs, etc., identified in Unit 1 and modifications since.

Very broad range of JQuery functionality used to good effect throughout, including plug-ins and/or highly sophisticated integration and use of fewer features.

JQuery functionality replaces all less efficient and/or maintainable code on every page.

Carefully considered integration of themes, plug-ins, and scripts.

Reflective and critical use of JQuery code.

possibly includes plugins developed by the student or modified versions of those available to the community.

B

Bug-free implementation of JQuery libraries to improve the experience of visitors (matched to needs identified in Unit 1) with accessible, easily maintainable code.

A broad range of JQuery functionality used and/or complex integration and use, well-applied and well-chosen.

Well-integrated themes, plug-ins, scripts, and so on.

Reflective use of JQuery code.

C

Largely bug-free implementation of JQuery libraries to clearly address needs identified in Unit 1.

Largely accessible, mostly maintainable code.

Learning Diary

Basic but effective use of JQuery functionality to meet the needs of the site with no major errors or omissions.

A few different functionalities used and/or moderate complexity in implementation.

D

Largely bug-free implementation of JQuery libraries justified by needs identified in Unit 1.

Occasional accessibility issues, but none that would prevent a person from using the site.

Code not easily maintained.

Limited use of JQuery functionality in quantity and/or sophistication.

Potential errors or omissions in places but none that render the site unusable.

Recommended Grading

The recommended grade for this unit is an A. The implementation is bug and error free, and the code is extremely maintainable. The linkage to persona needs is very clear as well. The JQuery implementation on the reviews page specifically replaces very inefficient coding practice of my own developed table sorting code. The skill level and experience is likely a little different for the tablesorter programmer and myself, I do need to acknowledge that. I was careful to implement a theme and script. In fact, I specifically chose not to implement the CSS theme of the code because I wanted to maintain my site's light or dark theme, depending on the time of day. I feel I was reflective of the code I used in my learning diary. Where I fell short was implementing other student's code. I was just very happy with what I did implement, I didn't feel a need to do more. I added an articles section, though the scope is less than I originally anticipated (the amount of work required for independent content is very time consuming), and I also implemented an external library there, though it was not part of my original proposal. That said, I felt it was a great opportunity to add another section to my site and make it feel more complete. It also helps close the gap of some persona needs. The only section now missing from my original design is my own self-serving one.

Unit Seven – Using External Data Sources

Potential Grades

A

Well chosen and broad range of external sites that greatly improve the experience for your visitors, based very clearly on the themes, purposes, scenarios, and personas developed for Unit 1.

Code integrated effectively with your site with a significant amount of post-processing once the data are received.

More than one external service used, probably mashing up content and data from multiple sites (e.g., Twitter login and Google maps).

Careful attention to usability and accessibility: the site will continue to work or fail gracefully whether or not a person has an identity on services added or if the service becomes unavailable

Elegant, maintainable code (well written, nicely laid out, well-commented; good separation of data, processing, and presentation).

B

Two or three well-chosen external sites that improve the experience for your visitors, based on the themes, purposes, scenarios, and personas developed for Unit 1.

Code integrated effectively with your site with some post-processing of the data received.

More than one external service used, probably amalgamating or aggregating content and data from multiple sites (e.g., Twitter login and Google maps).

Careful attention to usability and accessibility: the site will continue to work or fail gracefully whether or not a person has an identity on services added or if the service becomes unavailable.

Maintainable, well-written, well-commented code.

C

A couple of external site services that improve the experience for your visitors, with an identified and relevant connection to the themes, purposes, scenarios, and personas developed for Unit 1.

Code mostly integrated effectively with your site, with some post-processing involved.

Some integration/aggregation between content from other sites.

Usability and accessibility mostly effective.

The site may not always fail gracefully if a user does not have access to services from the external site or sites.

Code not hard to maintain, but little attention to code design.

D

A couple of external site services that marginally improve the experience for your visitors, with some connection to the themes, purposes, scenarios, and personas developed for Unit 1.

Code mostly integrated effectively with your site.

Limited range of integration between content from other sites.

Limited usability and accessibility: the site may not fail gracefully if a user does not have access to services from the external site or sites.

Code difficult to maintain.

Recommended Grading

The recommended grade for this unit is an A. The chosen external sites of integrating the HikingAlberta subreddit and my Twitter feed both allow readers to get to know me better, although my Twitter feed may be a little political given the current election fallout in the states. Still, the subreddit inclusion opens readers up to new resources they never thought about before, and me being vulnerable about personal goals helps people who are out of shape build confidence that they can accomplish finishing trails if they want. This was something a persona had wanted that I had not been able to deal with until now. The code is simple, well commented, and does not interfere with the overall site presentation. Furthermore, if people are not members of the social media networks integrated, there is no real failure. My Twitter feed and the subreddit feed still displays. The Facebook comments feature will encourage you to login before it lets you comment.

I encourage you to visit my site to see the images, which were all taken by myself during the last summer: <http://student.athabascau.ca/~davidbo56/>