



Adobe® Dreamweaver® CS6

# CLASSROOM IN A BOOK®

The official training workbook from Adobe Systems

Instructor Notes

Adobe® Dreamweaver CS6 Classroom in a Book®

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# INSTRUCTOR NOTES

## Getting Started

The *Adobe Dreamweaver CS6 Classroom in a Book* course provides students with techniques, tips, and solutions for using HTML, CSS, and the Adobe Dreamweaver CS6 software. These instructor notes are intended to complement the information in the *Adobe Dreamweaver CS6 Classroom in a Book* and to provide insights and behind-the-scenes information specifically for classroom instructors. The information in these notes is organized to follow the sequence of instructions in each lesson.

## About the workbooks

It is recommended that each student in the class have an individual copy of *Adobe Dreamweaver CS6 Classroom in a Book*. Students will use this book as you guide them through the lessons. You can buy copies of the *Adobe Dreamweaver CS6 Classroom in a Book* for your students, or you can refer them to a local bookseller to purchase the book.

For additional information, call Pearson Education at 800-922-0579.

## Course strategy

This book consists of 15 lessons. If you complete one or two lessons a week, students will have time at the end of the semester to work on their own and construct a complete site using the Dreamweaver tools.

The lesson exercises are designed to introduce students to the Dreamweaver tools and functions, as well as important concepts in web design.

While performing the exercises, the students create a complete website for a fictitious community association and learn how to use and modify Dreamweaver's built-in CSS layouts.

You can evaluate each student based on his or her weekly completion of the lesson exercises. Requiring students to design and build their own original websites is a good culmination activity and could serve as the final exam.

## Managing student projects

One way to simplify file storage and cleanup in the classroom is to instruct students to create a main folder named [*Student's Name*]-web on their hard disk; this folder will contain their website. Then, create a **DW-CS6** folder in this student folder to contain all the lesson content. Keeping all the files in this folder will make cleaning up the files easier when the course is complete.

## Two methods for completing the course

The course can be completed in two different scenarios. The intended scenario requires the student to build an entire website by completing the lessons in order. In this method, lessons must be completed in sequence to build the necessary files for each subsequent lesson. This method simulates the scenario an actual web designer experiences when building a site from scratch. However, this method can be difficult and prone to error, because it relies on the successful completion of each page, component, and asset as the student builds his or her site. Incomplete or incorrectly built components from one lesson may adversely affect a subsequent lesson or actually cause it to fail.

To remedy this issue, a second method for completing the course is offered. It is referred to as the “jumpstart” method. The jumpstart method treats each lesson folder as if it were a complete website that includes all pages and assets needed to complete the specific requirements or goals of the lesson.

This method is also a good way to repeat a specific lesson or topic with which a student may be having difficulty. When following the jumpstart method, pages and assets from one lesson folder should not be used in another, unless so directed by the instructions within the lesson itself.

Using the jumpstart method, each lesson folder will be defined in Dreamweaver as a standalone website. Therefore, at the end of the course the student may have defined 15 websites, one for each lesson.

## Additional resources

Instructors and users of Dreamweaver rely on a variety of resources to supplement their knowledge of the program. You may find the following resources useful to exploit.

## Dreamweaver Help

The Help feature of Dreamweaver CS6 uses a new AIR-based application that will provide a richer experience for most users and that includes complete descriptions of all the program’s features. Since the contents are hosted online, the contents can be updated live and will feature the latest documentation. If you think you may need to access the Help contents offline, you can download the contents as a PDF document to access the information at any time. The Help client also contains links to movies that showcase new CS6 features and techniques.

## Application DVD

The Adobe Dreamweaver CS6 application DVD contains the Adobe Technical Info folder and Quick Reference Card, demo versions of products by Adobe and other manufacturers, and the Adobe Dreamweaver CS6 Software Development Kit.

## Adobe CS6 Video Workshop DVD

Included with Dreamweaver, this DVD provides 250 instructional movies on Dreamweaver CS6 and other products in Adobe Creative Suite 6.

## Adobe website

The Adobe website ([www.Adobe.com](http://www.Adobe.com)) contains a variety of Dreamweaver training and support resources, including the Adobe Studio Expert Center for Dreamweaver. Many step-by-step tutorials, galleries, and other resources are available here, and the user-to-user forums are great places for students to learn from more experienced users. The Adobe Developer Center ([www.Adobe.com/devnet/Dreamweaver.html](http://www.Adobe.com/devnet/Dreamweaver.html)) provides dozens of tutorials and articles from experts and authors in the Adobe community, as well as thoughtful articles about design and technology.

## Adobe Certified Expert (ACE) program

This program is designed to validate an expert skill level with Adobe Dreamweaver CS6. Testing procedures ensure that each ACE-certified student demonstrates expert product knowledge of the current release of Adobe Dreamweaver, resulting in enhanced marketability and credentials for ACE graduates. ACE program training is available through Adobe Authorized Learning Providers (AALP) and self-study. For more information about this program, send an email to [certification@adobe.com](mailto:certification@adobe.com) or visit the Adobe website ([www.Adobe.com](http://www.Adobe.com)).

# Lesson 1: Customizing Your Workspace

In Lesson 1, students are exposed to the Dreamweaver program interface and are familiarized with program commands and conventions. Students experiment with different standard workspaces and are shown how to create a custom keyboard shortcut.

If time permits, this lesson can be conducted as a hands-on exercise to familiarize students with the Dreamweaver interface.

## Review questions

- 1 Why would you use Code view?
- 2 What is the difference between grouping and stacking panels?
- 3 What are the purposes of the HTML and CSS modes in the Property inspector?

## Review answers

- 1 Code view gives you direct access to the HTML code for review and editing.
- 2 When panels are grouped, only one panel is visible at a time. When panels are stacked, all panels can be seen at the same time.
- 3 The HTML mode provides access to HTML-based tagging and attributes for page content. The CSS mode enables you to access, create, and edit CSS formatting for page content.

## Lesson 2: HTML Basics

Students explore HTML theory and application, and they review the history and future of HTML. They are shown how to create HTML code and a basic webpage by hand in a text editor, exposing them to the language and to basic coding techniques. The same webpage is then re-created in Dreamweaver. By learning how to write HTML by hand, students can easily compare both methods of code creation and get a better understanding of the productivity gains they will experience using Dreamweaver.

The lesson also includes a table of the most frequently used HTML tags, as well as important background information. Finally, students are introduced to the latest version of the language: HTML5. The concept of semantic web design is described, and several of the new elements are listed. In fact, the subsequent exercises and examples will be based on these new elements and structures. This lesson is an essential foundation for all web design and development.

## Review questions

- 1 What are the advantages of using Dreamweaver over hand-coding?
- 2 What tag can be used to apply formatting inline, within another element?
- 3 How is an entity used in HTML?

## Review answers

- 1 Dreamweaver provides numerous productivity enhancements over hand-coding, such as code hints, a WYSIWYG interface, and debugging features, to mention a few.
- 2 The `<span>` tag is intended for applying formatting inline.
- 3 An entity allows you to enter characters that are not mapped directly to the keyboard, such as ©, ®, and ™.

## Lesson 3: CSS Basics

Lesson 3 provides an overview of cascading style sheets (CSS). Students should be made aware that a movement was made over 12 years ago to separate the structure and content of webpages from their formatting. CSS was the technology that sprang from that endeavor. This lesson gives students an essential understanding of this important language.

### HTML vs. CSS formatting

Students compare and contrast side-by-side formatting applied via HTML and CSS. This exercise demonstrates the advantages of CSS-based formatting over HTML-based formatting.

### CSS box model

An essential concept to CSS is the box model, for it is the basis for all webpage formatting and construction today. To achieve a successful outcome for page design and development using CSS, students must understand how this model works and is applied. This concept is a difficult one for most people. You may want to create additional exercises to help develop this understanding.

### HTML defaults

It is vital that students appreciate the concept that HTML exists complete and apart from CSS. HTML elements all possess built-in formatting that frequently must be overridden by CSS. This exercise describes how HTML default formatting can impact web design.

### Formatting text

This exercise provides an in-depth exploration of CSS-based text formatting. It defines and describes the proper construction of CSS rules and how CSS formatting is applied and affected by the cascade, inheritance, descendant, and specificity theories. The student is also introduced to the Code Navigator to learn how to check and troubleshoot CSS formatting.

### Formatting objects

In the past, most webpage layouts were built using tables. These techniques have been replaced with layouts based on `<div>` and other elements formatted by CSS. This hands-on exercise takes the students through this concept step by step, illustrating this important concept. They will learn how CSS can control the width, height, borders, backgrounds, margins, padding, and positioning of HTML elements.

● **Note:** This concept is continuously reinforced throughout the subsequent lessons.

## Multiples, classes, and IDs, oh my!

CSS rules can be built by combining multiple (compound) tags and custom classes and IDs to target formatting to a specific instance of an HTML tag or to a specific element in context. This concept is essential to a complete understanding of CSS and its pivotal role in web design and development today. Before proceeding to subsequent lessons, you may need to repeat these examples and test the students' understanding. Be prepared with your own examples of CSS-based formatting using compound selectors, classes, and IDs.

## CSS3 overview and support

This section introduces the student to the advances that are being incorporated into the new version of CSS. Students are also apprised of the usability of CSS3 today. A sample file illustrates just a few of the amazing new features.

## Review questions

- 1 What is a disadvantage of using HTML-based formatting?
- 2 What theory decides which formatting wins when two CSS rules collide?
- 3 What's the difference between margins and padding?

## Review answers

- 1 HTML-based formatting must be applied to each element and page manually, which decreases productivity.
- 2 Specificity is the theory that decides which rule wins during a conflict.
- 3 Margins add space outside of the element border; padding adds space within the element border.

## Lesson 4: Creating a Page Layout

In Lesson 4, students are walked through the various steps needed to develop their own website design from scratch.

## Basics, thumbnails, and wireframes

Students are given a broad overview of all the concepts that must be considered in a comprehensive site design. Reinforce the notion that a website design must consider multiple aspects, including site purpose, customer demographics, and accessibility.

Have students choose a basic site theme, such as entertainment, information, sales, or other, and then use Google or Yahoo to conduct a search for two or more sites serving this need. Have them analyze the design and content of each site and



compare and contrast them. Finally, have the students, individually or as a group, rate the sites' success or failure at achieving their goal.

Give the students blank sheets of paper. First, have them make an inventory of pages and page components they will need for their site. (Note: The list may vary from page to page.) Then, have them sketch out their own design concepts, incorporating the previously listed components. Have each student produce at least two variations on their basic designs. Discuss the advantages and disadvantages of each concept.

If there is time, you may want to demonstrate how to use Adobe Fireworks or Adobe Photoshop to create a mockup or proof-of-concept of a student's design. Since the students may not be experienced with these products, you may want to perform this demonstration yourself.

## Previewing your completed file

The student will open a file (saved within the lesson folder) that has been completed according to goals within the lesson or exercise.

In many exercises, these completed files are provided as an example of the goal of the lesson or exercise; they are usually saved within the specific lesson folder. Briefly describe the concepts and goals that will be taught in the lesson while the file is open. You may want to leave this file open during the entire lesson so students can refer back to it. In most cases, the completed file should not be used in place of the final page.

● **Note:** To prevent the completed pages from being reformatted by changes to the CSS or inserted images, these pages may not be linked to the style sheets or other desired assets.

## Modifying an existing CSS layout

To save time, students will select and modify a built-in CSS layout. Explain that this is a recommended starting point for all beginning web designers, since the basic structure and CSS is already built and tested. If there is time, explore other CSS layouts and provide suggested uses for some.

During this lesson, the student will learn more about the new movement for semantic web design, and about using new HTML5 elements built specifically for certain purposes, like navigation menus and text content. An explanation is also provided on how to substitute HTML5 constructions for equivalent HTML 4 elements for users who desire or require more backward compatibility.

## Working with content and formatting

The student works step by step through the process of building a complete webpage design. They learn how to insert a background graphic and a new HTML5 <nav> element. They modify the basic page structure by changing the width of an existing CSS rule. Refer back to what they learned in Lesson 3 regarding formatting objects with CSS and how it relates to the current layout.

When the students modify the vertical menu, have them switch to Code view or Split view to examine the structure of the code. If necessary, refer them back to Lesson 2, regarding the basic structure of an HTML unordered list and how it relates to the menu structure.

## Inserting placeholder content

Students start to build their site template by inserting placeholder elements for pictures and text. Explain how these elements allow them to structure and style the page even before the content is ready for the site.

## Modifying the footer

Students add copyright information in the footer `<div>`. This is good moment to discuss copyright, fair use, and other content restrictions.

## Checking browser compatibility

Reinforce the previous concept of browser display differences and incompatibility issues. Refer back to Lessons 2 and 3.

## Review questions

- 1 How does Dreamweaver treat AP `div`s differently than ordinary `div`s?
- 2 How can you create a hyperlink placeholder?
- 3 What is an image placeholder?

## Review answers

- 1 When an AP `div` is inserted, Dreamweaver assigns it a custom ID and creates a corresponding CSS rule.
- 2 Insert the hash mark (#) in the hyperlink URL field to create a hyperlink placeholder.
- 3 An image placeholder is an element that Dreamweaver can insert into the layout to hold the spot for an image that may not be available at the moment.

# Lesson 5: Working with Cascading Style Sheets

In Lesson 5, students delve into Dreamweaver's styling tools and explore CSS more deeply. Students learn how to create and apply CSS rules, create descendant selectors and custom classes, attach an external style sheet, and create a separate style sheet for print applications.

## Working with the CSS Styles panel

Students use the CSS Styles panel to create and edit CSS rules. Students will also learn how to reorder CSS rules within the panel. Reinforce the concepts of the cascade, inheritance, descendant, and specificity theories from Lesson 3, and reinforce that the order of rules within the panel can affect how they format the page content.

## Creating new CSS rules

Students will add new CSS rules throughout the book. Most of the new rules will use descendant selectors. Students will enter specifications for the rules using a variety of methods. Reinforce good technique and careful attention to detail. Be sure that the students identify the proper fields they need to access and that they understand the various units of measurement that are offered in Dreamweaver and supported in HTML and CSS. At the appropriate time, discuss the advantages and disadvantages of using fixed measurements, relative measurements, and both.

## Building and formatting an interactive menu

This exercise is a good opportunity to examine how to use modern CSS techniques to create an interactive navigation bar. Take this moment to examine the interactive nature of the vertical menu and compare it to the horizontal menu as you build and format it. Differentiate the default nature of HTML hyperlinks and the ability to control and modify these behaviors using CSS.

## Modifying hyperlink behavior

Discuss the default hyperlink behavior with the students, and emphasize how these behaviors, and others, can be modified by CSS. Remind the students of the four hyperlink pseudoclasses they just learned.

## Creating faux columns

This exercise is a good opportunity to discuss the limitations of HTML and CSS for creating custom or pixel-perfect layouts, and to discuss how to use different techniques to create advanced web layouts.

## Creating external style sheets for multiple media

The power of CSS is in the ability to format an entire website from one or more external CSS files. Students are shown how to move internal CSS rules to a separate external style sheet and then how to convert a style sheet for screen media to one for print or other applications.

## Review questions

- 1 What three ways can CSS styling be used to format content?
- 2 What happens if you change the ID assigned to an AP div?
- 3 How is an AP div different from an ordinary div?
- 4 What is a pseudoclass?
- 5 Describe the default behavior of a hyperlink.

## Review answers

- 1 CSS styling can be applied as an external linked file, as an embedded style sheet, or inline in the element itself.
- 2 Dreamweaver will automatically rename the corresponding CSS rule.
- 3 AP divs are positioned at specific coordinates on a webpage and are assigned a CSS rule as soon as they are created. If you change the ID on an AP div, Dreamweaver will change the name of the CSS rule to match it.
- 4 A pseudoclass is a predefined state of a specific HTML element that can be formatted using CSS rules, such as `a:link`, `a:visited`, `a:hover`, and `a:active`.
- 5 Hyperlinks are formatted in blue and appear with an underscore by default. If you move the mouse cursor over the hyperlink, the browser displays a hand icon. If the page contains a link that has already been visited, it will be displayed in a different color than links that haven't been visited.

## Lesson 6: Working with Templates

In Lesson 6, students learn how to increase productivity by creating and using templates, library items, and server-side includes.

### Creating a template from an existing layout

In this exercise, students save their existing layout as a site template. The template file is automatically moved into a **templates** folder and given the extension `.dwt`. Point out that Dreamweaver rewrites any existing hyperlinks since the file is now stored in a subfolder. Reinforce the concept that pages built from this template can be updated automatically by Dreamweaver whenever any changes are made to the file and saved.

## Inserting editable regions

Review the basic design of the site pages based on the completed file provided in the lesson. Identify the editable regions and the areas that are locked, and the reasons why. Note that only the aside section of the sidebar is editable, and note what limitations, if any, may be imposed by that design. List some alternative ways of designing the page that would accommodate the vertical menu within the template and allow it to be updated on each child page.

## Producing child pages

All pages for the website project will be developed from child pages of this template. Be sure to demonstrate that site templates can be accessed from the Assets panel as well as the New Page dialog box.

## Updating a template

Changes made to both editable and locked regions of the template are compared in this exercise. It is important for students to understand that the template will update only areas within locked regions. Content inserted into editable regions of the child pages will not be altered when templates are updated.

## Using library items

Library items have all the benefits of templates, allowing users to create website components that can be deployed to multiple pages but still be updated automatically. Be sure to explain that library items can be made from any type of content or code and that they do not need to be interactive or based on a Spry widget.

It is important to point out that when updating library items site-wide, all affected pages must be saved and uploaded too. Emphasize that the code for the library items is wholly contained in the dependent page and that the library items themselves and their folder do not need to be uploaded to the remote site.

## Using server-side includes

Students will explore the use of server-side includes (SSIs). SSIs are more powerful than library items because they are loaded dynamically when the containing page is called by the browser. That means that to update the content of all instances of the component, only the SSI itself has to be uploaded to the remote site. It should be pointed out that SSIs have a few disadvantages, too:

- They have to be loaded by a compatible server application that may not be available on your local computer, making testing locally difficult if not impossible.

- You have to use a file extension that supports SSIs, such as .asp, .cfm, .php, or .shtml.
- Loss or damage of the SSI on the server will eliminate the content from all dependent files.

## Review questions

- 1 What is an editable region?
- 2 How many editable regions does a template have automatically?
- 3 How are child pages updated?
- 4 Do you have to update child pages each time you save a template?
- 5 What is the main advantage of a server-side include?

## Review answers

- 1 An editable region is a user-designated area of the webpage that is not locked and not updated by the template, where you can insert unique content on child pages.
- 2 A template starts off with no editable regions.
- 3 Child pages can be updated automatically each time the template is changed and then saved. Or, you can manually update child pages.
- 4 No. You don't have to update each time you save changes to a template.
- 5 Server-side includes are loaded each time a page is called. So to update the entire website, only one file needs to be uploaded.

## Lesson 7: Working with Text, Lists, and Tables

In Lesson 7, students learn how to add text content, including HTML lists and tables, to their child pages.

### Importing and formatting text

Students learn how to import text content from an RTF file and to apply HTML heading and paragraph tags using the Property inspector. Explain to the students the hierarchy of HTML headings (<h1>, <h2>, <h3>, and so on) and how the number and application of these headings can affect page ranking by search engines.

Demonstrate how Dreamweaver's ordered and unordered list buttons actually create and apply specific HTML code markup to the text. Have the students experiment with applying and removing the list formatting and examining the markup in Code view or Split view. You may want to assign an additional activity to make a nested list so students can see how the markup is modified.

A goal of this lesson is to indent some text content. There are several methods for doing this. Some web designers would use the `<blockquote>` tag to indent the text for the **contact\_us.html** page. Discuss how the `<blockquote>` tag has been used incorrectly to indent text in the past, but how it has a specific semantic value for identifying quoted material. If you want to adhere to web standards, it shouldn't be used simply to indent text. Evaluate the merits of other methods for indenting text, such as using a custom class or a `<span>` tag, and work the discussion around to web standards and the benefits of or drawbacks to supporting them.

## Creating and styling tables

Students learn how to create and format the size and structure of a table. Explain that CSS styling should be used in most instances, but that HTML specifications are still appropriate in limited applications. This is a good time to point out that Dreamweaver doesn't provide all CSS properties within its dialog boxes, but that you can specify any valid property and value in the CSS Styles panel or directly within the CSS file itself. You may want to mention that Dreamweaver code hints work for all valid properties and values.

## Spell checking webpages

The content imported in this lesson contains several words purposely misspelled. Alert the students to not correct these errors manually in this exercise. Mention that misspelled words detract from the professionalism and credibility of a website and its content. Students will learn how to use Dreamweaver's spell check feature to locate and correct such errors.

## Finding and replacing text

The Find And Replace dialog box is one of the most powerful features of Dreamweaver. It should be stressed that it can be used for more than finding and replacing simple phrases—it can perform complex alterations to code and content. Emphasize its ability to search and replace text, code, and even white space differences across a page, selected pages or folders, or the entire site.

## Review questions

- 1 Can Dreamweaver open an RTF file?
- 2 Why do you need to put extra paragraph returns between paragraphs before copying and pasting text from other programs to Dreamweaver?
- 3 How many `<h1>` tags should be used on each page?
- 4 To create a text indent, would you use the `<blockquote>` tag?
- 5 If you want the entire column of a table to display at a specific width, do you need to apply a custom class to the entire column?
- 6 Can you add custom terms to the Dreamweaver dictionary for spell checking?

## Review answers

- 1 No. Dreamweaver can't open RTF files, but it will launch a compatible program when you double-click a file.
- 2 If you copy single paragraphs from most programs, they will be inserted into Dreamweaver with break characters `<br />` instead of paragraph `<p>` elements.
- 3 To follow semantic best practices, only one `<h1>` tag should be used per page.
- 4 No. The `<blockquote>` tag has a specific semantic value, so to comply with web standards, it should be used only to format quoted material.
- 5 No. Since the entire table column must be the same width, a class only needs to be applied to one cell within the column.
- 6 Yes. Custom terms can be added while spell checking.

## Lesson 8: Working with Images

In Lesson 8, students learn essential information about raster and vector image basics. Then they add images to their pages and learn how to position them using CSS classes. Students are also introduced to Adobe Bridge, Adobe Fireworks, and Adobe Photoshop.

### Reviewing web image basics

This section is devoted to developing an essential understanding of Web images. The most important concept to emphasize is the relationship of image size and resolution to download speed. Explain that increasing image size creates a larger file and that large files take longer to download. You may want demonstrate how selecting different color palettes during optimization can decrease image size but adversely affect quality.



## Inserting images

Students explore multiple methods for inserting raster images into their layouts. Emphasize the importance of and principles behind writing good Alt text (alternative text). Two helpful resources are “Writing good ALT text” (<http://tinyurl.com/alt-text-tips>) and “How to Write Good Alt Text for the Images on Your Web Page” (<http://tinyurl.com/alt-image-tips>).

## Adjusting image positions with CSS classes

This exercise describes the creation and application of CSS positioning with custom classes. Explain that CSS allows you to control the placement of images across the entire site at once. Explain that HTML positioning attributes have been deprecated in HTML5, must be changed one by one directly on the page itself, and don't offer fine control.

## Working with the Insert panel

The Insert panel is a productivity tool that has been available in Dreamweaver for a long time. It gives users instant access to important commands for inserting a variety of code and components using a single click. It provides eight preset categories and one that's customizable. Take time to explore all the categories, and demonstrate how the students can add specific selected tools to the Favorites category as desired.

## Using Adobe Bridge and working with Photoshop Smart Objects

Adobe Bridge is a standalone application (installed automatically with Dreamweaver or the Creative Suite) that enables users to view the contents of various proprietary and open-source file types. It simplifies the workflow between all the Creative Suite applications. In this exercise, students use Bridge to access folders within the site and to choose images to insert into the webpage.

Students are walked through the process of using Photoshop Smart Objects. Students learn that Smart Objects maintain a connection to a copy of the original Photoshop image. They allow you to use the same image multiple times at different sizes and configurations and then resize the image live within the layout as desired.

## Copying and pasting and using drag and drop with images

Students explore using copy and paste, as well as drag and drop, to insert images. Copy and paste allows you to move individual layers from a Photoshop file to a Dreamweaver layout. It's probably a good time to discuss the advantages and disadvantages of these workflows. For example, the speed and convenience of these methods may not outweigh the availability of the full toolset of Photoshop or

Fireworks. Students should be cautioned that drag-and-drop placement may insert images in the wrong position in the code.

## Optimizing images with the Property inspector

Dreamweaver has a set of built-in graphics tools that can be accessed via the Property inspector. These tools give the user the ability to perform specific image editing tasks, such as cropping, sharpening, and resampling, among others, directly within Dreamweaver. You may want to review the basic concepts of raster images, described at the beginning of the lesson. Remind the students of the connection between image size, resolution, color space, and display quality.

### Review questions

- 1 What vector-based image format is supported on the web?
- 2 What effect does increasing compression on a JPEG image have?
- 3 Can you insert a 300 ppi image on your webpage?
- 4 Can you copy and paste a multi-layer Photoshop file?
- 5 In the Property inspector, what does it mean if there is a circular arrow by the image Width and Height values?
- 6 What is a *hotspot* used for in Dreamweaver?
- 7 If you reduce the size of an image using the Resample tool, can you restore the image to its original size later?

### Review answers

- 1 Scalable Vector Graphics (SVG) is the only vector graphic format supported on the web.
- 2 In most cases, increasing image compression decreases file size, but it may also decrease image quality.
- 3 Yes, but the image would be much larger than necessary. The maximum resolution of the web is 72 ppi.
- 4 You can copy only one layer at a time from Photoshop.
- 5 A circular arrow indicates that the displayed dimensions of the selected image are not the same as the actual dimensions.
- 6 A hotspot is used to designate an area on an image as a hyperlink.
- 7 The Resample feature permanently changes the quality of an image. The image can be resized, but it will probably display at unacceptable quality.

## Lesson 9: Working with Navigation

In Lesson 9, students work with relative and absolute hyperlinks to create both internal and external site navigation. Students learn how to insert and format a Spry menu bar.

### Hyperlink basics

Students review the basics of hypertext navigation to learn the differences between internal and external links, as well as between absolute and relative links. Students learn how to build links, as well as what attributes and values can be applied to them.

### Creating text- and image-based hyperlinks

Students learn how to apply hyperlinks to both text and images. Emphasize to students that both text- and image-based hyperlinks use the same basic code structure.

### Setting up email links

Students learn how to create a link to generate a custom email. Be sure to discuss with students the limitations of this method—it is not recommended, because it relies on client-side software (which may not be installed) and user-based actions to send the email.

### Targeting page elements

The default behavior of a hyperlink is to replace the existing browser content with the targeted selection. Students are shown how to change this default behavior so that a new window can be opened to load a specific webpage. Take time to remind students why they should use this method to open a separate window for external links. Suggest other times when this method would be appropriate. Students will also be shown how to create hyperlink destinations using unique ID attributes, and how to set up links to target this internal destination.

### Inserting Spry menu bars

Navigation menus are now universally created using CSS and various HTML components (typically unordered lists). In this exercise, students are led through the process of inserting and formatting a Spry menu bar that will be used as a main navigation component. The menu inserted in this method replaces the existing menu, which was created by Dreamweaver's CSS layout and is not based on a Spry widget.

Take time to review the other available Spry widgets and how they can be used. You may want to demonstrate some of the other components that will not be used within the site. A good suggestion is to show the students the Spry widget gallery at <http://tinyurl.com/2553nke> to demonstrate some of the possibilities.

## Inserting Spry menus as library items

In the current layout, the Spry menu is part of the editable region of the template and will not update automatically when the menu or the rest of the template is changed. Discuss the limitations of keeping the Spry menu in this position. Suggest alternative designs that could address this problem. The fix selected in the exercise is to convert the Spry menu to a library item and re-insert it. This is not an ideal solution, but it allows the student to see firsthand the limitations of editable regions and to contemplate their own fixes.

You may want to examine the advantages of re-creating the sidebar to move the menu into a locked area of the template. Discuss the pros and cons of this solution.

You may want to compare and contrast the previous method to using a server-side include, and explore the advantages of that method over using a library item or even the locked region of a template. Remind students that server-side includes may not be supported by their browser and so, if that is the case, would be difficult to test.

## Checking your page

This exercise allows you to demonstrate some of the other important features in Dreamweaver that help you maintain a website. For example, Dreamweaver has a full set of features that can check links, browser compatibility, and accessibility, among other attributes that web designers and developers should master. Be sure that students know how to use Adobe Online Help for any errors found in the browser compatibility check.

## Review questions

- 1 What does URL stand for?
- 2 What's the difference between an absolute link and a relative link?
- 3 Why should email links be discouraged?
- 4 Can you apply hyperlinks to images?
- 5 How can you create navigation to a specific part of a page?
- 6 What role do id attributes play in hyperlink navigation?
- 7 Why are server-side applications better than client-side applications?

## Review answers

- 1 URL stands for uniform resource locator.
- 2 Absolute links spell out the entire URL address of a link. A relative link contains only the name of the file and its path information relative to the current document.
- 3 Email links depend on software that is installed on the user's computer.

- 4 Yes. Just select the image and enter the URL into the Link field in the Property inspector.
- 5 Insert a named anchor at the position you want to jump to. Then, create the hyperlink using the page name (if necessary) and the name of the anchor with a hash mark (#) in front of it.
- 6 Since an `id` attribute should be unique, you can use it in the same way as a named anchor.
- 7 Server-side applications rely on software and scripting that is provided by your own server. Since you can't control what software and services are installed on users' computers, you can be more certain that a specific function will work as desired when using your own server-side application.

## Lesson 10: Adding Interactivity

In Lesson 10, students learn about Dreamweaver behaviors and how to use them—along with Spry widgets—within a layout.

### Learning about and working with Dreamweaver behaviors

This section gives the student a general background in what behaviors can do and how they work. Behaviors are usually dynamic functions created by predefined JavaScripts inserted automatically by Dreamweaver. These functions allow users to add sophisticated actions to their websites without any prior programming or scripting knowledge. Make sure that students know how to pick an appropriate trigger, such as `onClick` or `onMouseOver`, and how to edit the parameters of any behavior they use.

### Working with Spry Accordion widgets

Students will insert a Spry Accordion widget to add an interactive element to the site. Discuss the advantages of using Spry Accordions to insert large amounts of contents to a page without requiring users to scroll up and down long pages.

### Review questions

- 1 Name two available behaviors.
- 2 Name two possible triggers for a behavior.
- 3 When you apply a Swap Image behavior to an item, how do you get the original image to return?
- 4 What does the Preload Images option do?

## Review answers

- 1 Some of the available behaviors are: opening a browser window, swapping images, fading images, growing or shrinking graphics, and displaying pop-up messages.
- 2 Behaviors can be triggered by `onMouseOver`, `onMouseOut`, `onFocus`, and `onBlur`, among others.
- 3 You need to apply a Swap Image Restore behavior.
- 4 The Preload Images option downloads the images involved in a behavior when the page is first loaded, so that there is no delay in the performance of the behavior.

## Lesson 11: Working with Web Animation and Video

In Lesson 11, students learn how to incorporate Flash animation and Flash video into their site.

### Understanding web animation and video

Major changes have occurred on the web concerning web animation and video. Apple dropped support for Flash on their new iOS devices, including the iPhone and iPad. This decision sent shockwaves through the web, which had settled on the use of both Flash animation and Flash video for the last ten years. The introduction of Flash video a few years ago revolutionized the way video was delivered via the web and made services like YouTube a reality.

Unfortunately, the burden of supporting Flash on a mobile device was too great, and Apple, as well as other manufacturers, decided on a different course. Work has progressed with various web standards organizations to create non-proprietary methods for delivering HTML5-compatible animation and video.

In this lesson, students will be exposed to the current techniques for incorporating HTML5-compatible animation and video into their websites. Make students aware that these methods have not been formally adopted by the industry and may change over time.

### Adding web animation to a page

With the loss of Flash as a major standard, Adobe is quickly working on other methods for delivering high-quality web animation. Adobe Edge is a new application that promises to provide much of the capability of Flash animation using HTML5-compatible files and functionality. But Dreamweaver offers a high degree of integration with Flash components, which are still installed on over 90 percent of desktop systems. Flash animation is saved in a SWF file, which will be inserted as alternate content for devices and older browsers that don't support HTML5 animation.

## Adding web video to a page

Flash video revolutionized the delivery of video content on the web. Before Flash, web designers had to pick from a list of proprietary video formats. Unfortunately, each video format required a proprietary video player too. Files that worked on Macintosh may not have worked in Windows. Users frequently had to download a new player before they could view the video. Flash video changed this overnight.

Almost any type of video could be inserted into Flash, saved in the FLV or F4V format, and inserted within a webpage. The Flash player that supported SWF animation would automatically handle the video too. Services like YouTube sprang up and provided easy ways to distribute and view high-quality video.

This ease of use and simplicity vanished with Apple's decision to drop support for Flash on iOS devices. Instead, the industry is almost back to square one, with multiple video formats fighting for supremacy in the market.

In this lesson, students will be introduced to a method for incorporating several HTML5-compatible video formats into their website. They should be made aware that this method has not been formally adopted by the standards organizations and may change in the future.

As with web animation, Flash video can be used as the alternate content for old browsers that do not recognize the new HTML5 `<video>` element. Make sure students are aware that when Flash video (FLV) is added to a webpage, specific JavaScript files as well as the SWF installer are required and must be uploaded to the remote site along with the webpage and the FLV files themselves. Don't forget to remind the students that they can test the video right inside Dreamweaver.

## Review questions

- 1 Why shouldn't users rely on Flash animation for their sites?
- 2 What type of web animation can be used instead?
- 3 Can you still use Flash video?

## Review answers

- 1 Flash animation files are proprietary file formats that are not supported by iOS and other mobile devices.
- 2 Animation created using native HTML5 elements, JavaScript, and CSS, such as that created by Adobe Edge.
- 3 Yes, as alternate content for older browsers and desktop systems that still support the Flash player. Otherwise, you can insert video using HTML5-compatible structures and resources.

## Lesson 12: Working with Forms

In Lesson 13, students learn how to design an accessible form that will allow them to collect useful information from site visitors.

### Learning about forms

This section describes general information that explains the purpose of a web-based form, its constituent elements, and the logistics involved in how data can be collected.

### Inserting a form and form elements

In this series of exercises, the students insert a form and populate it with text fields, checkboxes, radio buttons, and other form elements. Students also insert and configure Spry validation elements and learn how to make forms more accessible.

Students insert various types of text fields. Be sure to discuss the differences between text, password, email, and validation fields. Point out that some settings are applied using HTML attributes, while others are handled by Spry programming using JavaScript. Remind them that all supporting files must be uploaded to the remote server. Guide students through writing sensible error messages for validation elements so that users clearly understand what data is being requested.

Advise students that long forms should be divided into logical structures contained in fieldsets. Encourage students to use Code view and Split view when adding fieldsets to the form to ensure that the correct elements are being selected.

### Submitting forms

Students learn how to create a Submit button and a Reset button and to choose a form action. Discuss the disadvantages of sending the form data via email. Explain that many people don't use a locally installed email application such as Microsoft Outlook or Apple Mail. Instead, they use Internet-based applications, like Gmail or AOL.

A better plan is to use a server-based application. However, these are more difficult to implement and require access to the server and to the installed scripts and services running there. Remind the students that such applications will probably require administrative rights on the remote server and some form of email or web-mail service.

The students are led through the process of creating a server-side PHP-based email application in a new page that will transmit the form data to a specified address.



## Styling forms

Students learn that form elements can be modified using CSS as well as any other HTML elements. Custom styling is created for fieldsets and other form elements.

### Review questions

- 1 What do text fields, checkboxes, and radio buttons have in common?
- 2 Give a reason for using a hidden field in a form.
- 3 How do password fields differ from normal text fields?
- 4 Why should you enable the accessibility feature in Dreamweaver for forms?
- 5 Is the form action applied to the Submit button?
- 6 What happens in some browsers when you try to load a page with active content?
- 7 What is a variable used for in the PHP form email page?

### Review answers

- 1 They are all created by the `<input>` tag.
- 2 You can use a hidden field to pass a predetermined piece of data to a dynamic application.
- 3 When a user types in a password field, the input is masked by bullets or asterisks so that it can't be read.
- 4 When you enable the accessibility features of Dreamweaver, you will be prompted to add labels and alternative text (among other attributes) to form elements; these will help people with disabilities use your website more easily.
- 5 No. The action is applied directly to the `<form>` element itself.
- 6 Some browsers block active content and require users to approve the operation of the element.
- 7 A variable is used to store and reuse data entered into the form or to pass it to another web application.

## Lesson 13: Working with Online Data

In Lesson 13, students will learn how to work with online data. This lesson guides students through using HTML and XML data sets to build dynamic Spry tables. Then, it walks students through the workflow for developing applications using hosted databases.

Lessons 13 and 14 are certainly the most difficult in the book. Be aware that the instructor or the training facility must accomplish a great deal of prep work prior to attempting these lessons to achieve a successful outcome.

A local web server must be installed properly and tested on each student's computer, or an actual web server should be made available that students will be able to access. Once the server is installed and working correctly, it is recommended that the configuration be cloned or archived so that you can restore it to this initial state for each subsequent class. Although it is not required or described within the book, it is highly recommended that students be guided through the process necessary to install and configure a local web server, either in a hands-on exercise or via an instructor-led demonstration.

The book describes the use of a PHP server using a MySQL database, but the exercises can also be directly adapted to ASP and ColdFusion server models. This book does not supply direct support for any of the server models. To learn more about installing and configuring different server models, check out the following URLs:

- ASP and IIS—[tinyurl.com/setup-asp](http://tinyurl.com/setup-asp) *or* [tinyurl.com/IIS-setup](http://tinyurl.com/IIS-setup)
- ColdFusion— [tinyurl.com/setup-ColdFusion](http://tinyurl.com/setup-ColdFusion)
- PHP— [tinyurl.com/setup-apachephp](http://tinyurl.com/setup-apachephp)

## Using XML and HTML data

The easiest way to develop dynamic content is to use Adobe's Spry framework for Ajax. It is a comprehensive solution to producing data-driven page content. The students are walked through building dynamic tables based on HTML and XML data.

## Choosing a server model

Take this opportunity to discuss the factors that go into choosing a server model. The factors involved in this decision include, but are not limited to, the following:

- Host server type
- Budget/cost
- Types of applications desired
- Availability of support and training
- Availability of pre-built components
- Personal preference

## Configuring a local web server

We recommend using the MAMP/WAMP server configuration for the training described in Lessons 13 and 14. These servers are complete turnkey solutions for users who want to develop PHP/MySQL applications that work on both Windows and Mac computers—and best of all, they’re free. Be sure to discuss the limitations of the free servers with students, and help them assess their future requirements and determine at what time they would need to select a more robust enterprise solution.

Training centers that want to consider teaching these exercises using a ColdFusion server model should download and install the latest version of ColdFusion from the Adobe website at <http://tinyurl.com/27clst5>. Select the Developer Edition during the installation to enable a free, unlimited version of the server that is intended for developers only.

Windows-based training centers may want to use the ASP/IIS server model since it is supported directly by Windows and easily installed and configured. Mac-based centers may think they have to avoid ASP/IIS, since it is incompatible with OS X. However, students should be informed that Mac users can still develop for ASP/IIS by using a Windows-based remote server as the testing server. When Mac users try to test ASP pages using this method, Dreamweaver first uploads the page and dependent components to the remote testing server before displaying the data.

But no matter what server model you select, the server should be tested thoroughly before the class begins. Remember that all servers need to be started before they can be used. In some cases, the server will start automatically when the computer reboots; otherwise, you will need to launch it manually. Make careful note of any needed port addresses or other settings for your specific server, and walk students through this procedure to prepare them for their own server implementation.

## Setting up a testing server

For the purposes of the exercises in Lessons 13 and 14, the local web server—installed earlier—will be used as the testing server. You can also use a remote server as the testing server, if you have access to one. Remind students that they should check to see if the local or remote server actually supports the server model required in the lessons. The folder used for the testing site will also be used for the remote site in Lesson 14. But the students should be told that they don’t have to use the same folders for both testing and remote servers. Also remind students that multiple servers can be set up and tested in the Site Setup dialog box.

Pay close attention to the path names for the testing servers. In the case of PHP and ColdFusion servers, a port address may need to be appended to the URL/server path for it to function properly. It is very important that you test your local and testing server configurations thoroughly before the class begins so you can derive the proper settings. It is a good idea to review these steps with the students, especially if you have any difficulties.

## Building database applications

All your hard work pays off in this exercise as students access the server and create connections to the hosted database. A MySQL database is included in the lesson assets. It must be copied to the server and installed properly before students can connect to it. A MySQL database appears nearly instantaneously in the database list once it is installed, so you may want to walk students through the installation process as a hands-on activity.

An alternative would be to demonstrate the process only on the instructor's computer and install the database ahead of time on the students' computers. Inform students that on an actual web hosting service, users may not have direct access to the MySQL installation and that they may have to create the new database manually and import the data using the MySQL administrative tools. In some cases, you may be able to upload the database to the service administrators and have them install it on the site.

In a WAMP configuration, the database folder **greendata** should be copied to the **WAMP\bin\mysql\mysql(version)\data** folder. On a MAMP server, it should be copied to **MAMP > db > mysql**. Other server models may require that the database be installed in different locations. Check with your IS/IT manager or web hosting service for specific details. In any case, the database connection should be thoroughly tested before attempting to use it in the classroom. Remind students that they may also need to obtain or define read/write permissions for the configuration if they're going to insert new data into the database via web-based applications.

## Review questions

- 1 What's the advantage of using HTML tables for Spry data sets?
- 2 What attribute must be added to an HTML table before it can be used as a Spry data set?
- 3 Name at least two Spry data types.
- 4 What data type would you use to pass code elements directly to the webpage?
- 5 Describe the format Spry does not recognize as a legitimate date.
- 6 How do you format Spry tables so that the rows alternate their formatting?
- 7 What are the advantages of using the MAMP/WAMP servers?

## Review answers

- 1 HTML tables are static, so multiple instances of such a table must be updated manually. Multiple instances of a Spry table will update automatically whenever the parent HTML table is changed.

- 2 An HTML table must be assigned a unique ID before it can be used to create a Spry data set.
- 3 Spry data types can be any of the following: string, number, date, or html.
- 4 To pass code from the data table directly to the webpage, you should use an HTML data type.
- 5 Spry doesn't recognize dates written in this format: 1-1-2011.
- 6 Create two different classes, and apply them to the Even and Odd class options in the Spry Data Set–Insert Table dialog box.
- 7 The MAMP/WAMP servers can be downloaded, installed, and operated for free on both Mac and Windows systems.

## Lesson 14: Building Dynamic Pages with Data

In Lesson 14, the students build pages that will be populated with dynamic content. It is recommended that you test all exercises several times before attempting to teach this lesson. There are many situations in which these applications can fail. When troubleshooting an error, consider all of the following:

- Is the local web server installed and functioning properly?
- Is the local web server running?
- Is the testing server configured properly?
- Are the testing server path statements correct?
- Is the database installed correctly?
- Does the database appear in the phpMyAdmin start page?
- Do you know the username and password of the database?
- Did you save the file with the proper extension?
- Are there any outstanding steps specified in the Databases panel?
- Does the **greendata** connection appear in the Databases panel?
- When you reveal the contents of the **greendata** connection, does it display the expected list of tables?

Be aware that, in certain circumstances, simply adding the PHP extension to a Dreamweaver document won't necessarily display the database connection established in Lesson 13 in the Databases panel. That's because the following line of code, which establishes the database connection, may be missing from the beginning of the file:

```
<?php require_once('Connections/Localhost.php'); ?>
```

Note that this line may vary depending on the name you gave to the connection within the lesson. Occasionally, this line may be inserted two or more times by Dreamweaver, causing a different type of error. If you don't see this line, first try clicking the File Type link in the Databases panel, selecting the desired server model, and saving the page. This should insert the necessary code. If the connection code is still not visible, try closing the page and reopening it. If the database connection still doesn't appear, you may need to re-create the database connection as described in Lesson 13. If the line appears more than once, delete any duplicates.

## Building pages with PHP

Be sure to emphasize the care students need to maintain throughout this entire lesson. Even the simplest typo can cause these applications to fail. For example, when selecting table cells or rows, it is vital that only the specified elements should be selected.

Remind the students that if anything unexpected happens, they should select **Edit > Undo** immediately and recheck the instructions carefully.

The most crucial step is the creation of the recordset. If this is successfully accomplished, the remainder of the lesson should proceed successfully. Do not gloss over errors or problems connecting to the database or making recordsets. These are difficult procedures, and some mistakes should be expected. Use any errors as valuable teaching moments. Dreamweaver makes this process mostly pain free, and this point should be emphasized.

It may be helpful to know that recordsets, once created, can be copied from one page to another. Simply select the existing recordset and press **Ctrl-C/Cmd-C**. Switch to another dynamic page in the same site, open the Bindings panel (if necessary), and press **Ctrl-V/Cmd-V**.

If a specific behavior doesn't seem to be working properly, the easiest solution may be to select it in the Server Behaviors panel and delete it. If an entire page seems to be responding badly, it may be easier to delete the entire page and start from scratch. Unless you are an expert in PHP code, it's not recommended to edit the automatically generated code.

Tell students that sometimes when you edit or delete dynamic applications on a page, errant bits of code may remain from the deleted process and cause trouble. Dynamic code is often complex and hard to read for novices. It may be helpful to examine the code elements as they are added to give students a better understanding of how much time is being saved and how much power is being brought to the process by Dreamweaver.

## Creating a master/detail page set

This exercise is the culmination of the dynamic application. It is also the most demanding of the students, requiring them to create and enter specific code elements by hand. As mentioned earlier, these steps are very prone to simple errors. It's recommended that you write out the desired path names on a whiteboard or display them prominently in the classroom to ensure that students know what they should be typing. The dynamic links in this exercise can be edited in Code view, if necessary, or you may want to delete them and re-create them from scratch.

Be sure that the product images are properly installed on all student computers. If the images do not appear in the dynamic display, check the path statements created by the students. The name of the folder containing the images (in this case, **products/**) must be inserted before the PHP code that generates the image display. Remind the students that only the image name is stored in the database, not the path information. Explain that storing only the image name is an advantage, allowing you to move or rename the image folder as needed. This may be a good time to walk students through the process of viewing the data that is stored in the database. You can use the Admin page of MySQL or simply review the Test display in the Recordset dialog box.

If the application doesn't display text or image data, check the following:

- Is the database connection visible in the Databases panel?
- Does the database connection display the expected tables when you open it in the Databases panel?
- Is the recordset visible in the Bindings panel?
- When you open the recordset and test it, does it display data?
- Does the recordset test display the filenames for the images?
- Is the page populated with the correct placeholders for the data?
- Was the proper path name inserted for the dynamic image code?

In most cases, if the recordset test displays the correct data, the error can be found either in the placeholders or in the path statement. As mentioned, if you can't solve the problem by re-creating the text or image placeholders, it may be easier to delete the entire page and start from scratch.

Remind students that most of the exercises and examples are directly transferable to the other server models, but that specific implementations and code construction will probably be different. You should also tell the students that each server model may offer different or additional behaviors only available to that server.

You may also have the students perform a search in Google or Yahoo for specific types of dynamic behaviors, such as shopping cart or blogcast solutions that can be implemented in their own sites. One recommended site is the Adobe Marketplace

& Exchange for Dreamweaver at <http://tinyurl.com/3yrby7>, which offers a clearinghouse for a whole host of plug-ins and widgets that provide helpful applications and services, many of them free.

## Review questions

- 1 How do you create a recordset that will show you data for events occurring after the current date?
- 2 In what part of the Recordset dialog box can you enter your own SQL statements?
- 3 How can you see if the SQL statement will return the desired recordset?
- 4 How do you display a specific field from the recordset?
- 5 Do you need to upload any files to the testing server before you can test dynamic pages?
- 6 How can you get Dreamweaver to dynamically display an image from the **images** subfolder if the stored data doesn't contain the path name?

## Review answers

- 1 Filter the recordset by date by using the operator `>now()`.
- 2 Select the Advanced mode of the Recordset dialog box to write your own SQL statements.
- 3 Click the Test button in the Recordset dialog box.
- 4 Open the Bindings panel and insert one of the field placeholders from the recordset into the webpage.
- 5 Yes. Dreamweaver will prompt you to update the specific file or files on the server. Click Yes in the dialog box to upload dependent files if requested.
- 6 You need to add the folder or path to the dynamic link created to generate the image.

## Lesson 15: Publishing to the Web

In Lesson 15, students will be guided through publishing their sites online. Most websites use FTP, but RDS and local network connections are also common.

### Defining a remote site

Although it is not required for the training, it is highly recommended that some method for establishing a remote site connection be provided. If cost is an issue, you can use the local web server for the remote site.



For the FTP connection, students should know how to fill in the remote site specifications. Tell them that most web hosting companies will provide all this information when an account is opened. If the student is using a company-hosted site, their IS/IT manager will be able to provide the necessary information. In some cases, companies use a *staging* server to prevent direct access to online content. Students should be made aware of all these types of server environments.

Stress that the Put and Get operations overwrite the files at the destination. Students need to be especially careful not to get a file from the server that will overwrite a newer version on the local site. Inform them that the server may be located in a remote location in a different time zone, and that when files are posted to this server, the creation time of the file may be localized. Students should be made aware that an older file on the server may actually appear to be newer than the one on the local computer. It should be recommended that local files be backed up separately to prevent data loss.

## Cloaking folders and files

Dreamweaver CS6 allows you to cloak individual folders and files. Explain to the students that some folders and files may not need to be uploaded to the server, such as templates and library items. Students should also be made aware that some items may actually be different on the remote server and should not be updated. This is especially true with data connection files when the connection scripts on the local computer are not the same as the scripts for the server.

Other file types that should be omitted are ones not typically supported by web browsers, such as TIFFs, PSDs, Word documents, and spreadsheets, as well as materials that may contain private or sensitive data.

## Wrapping things up

Most lessons and exercises focus on accomplishing specific training goals. In many instances, the webpages remain incomplete. Students should be made aware that in a normal workflow, they should complete each page before proceeding to the next. If you have time now, have the students finish any incomplete pages by adding the content suggested in the book. Feel free to allow students to use their imagination. Additional images are included in the **images** folder for this purpose.

## Putting your site online

By this time, the site is complete and ready to be published. Stress the point that most if not all of the structure of the local and remote sites will be identical once the site is published (with the exception of cloaked files and folders). Make students aware that certain types of servers use a specific folder to host the live site files. This folder is often named **public**, **public-html**, or **www**. Tell the students to check

with the hosting company or their IS/IT manager for the proper name on their own site. This folder name will have to be added to the definition of the remote site.

Have students examine the site structure that Dreamweaver creates on the remote site. They should notice folder names, in particular. Explain that these folder names become part of the page URL. Look at some actual websites and discuss what a URL, such as **http://www.adobe.com/products/dreamweaver**, means in terms of site structure. In this example, you can see that the server **www.adobe.com** contains a folder for “products,” which in turn contains a folder for “**dreamweaver.**”

Students should be advised to minimize the number of subfolders employed and to keep the names of the folders short to help pages load faster.

## Review questions

- 1 What remote connection option would you select to bypass firewall restraints?
- 2 How would you cloak Excel (.xls) files saved inside the website folder?
- 3 You have cloaked the Library folder. Can you upload it without unclocking it?
- 4 True or false: The MySQL database used in the sample website is uploaded automatically when you upload your site.
- 5 What happens if you select a file in the Local Site window and click the Get button?

## Review answers

- 1 Choose Use Passive FTP to overcome firewall restraints.
- 2 Open the Site Setup dialog and select the Cloaking category. Select the options Enable Cloaking and Cloak Files Ending With, if necessary. Enter the extension .xls in the field. Separate the entry from any others with a space.
- 3 Yes, it can be uploaded manually. Just right-click the folder and choose Put from the Context menu.
- 4 False. In most cases, the MySQL database must be uploaded and configured separately to the web server.
- 5 The Get button always downloads the selected file from the remote server, regardless of the window selected.