Lesson 2.5

3.7.2020

Reviewing Tech Demos

DAILY OBJECTIVE

In this lesson, students will perform and receive a peer review of their tech demos. Students will incorporate feedback from tech demos into their own projects.

MATERIALS

Educator
- None

Students
- Personal Computers
- Peer Tech Demo Review Worksheets

PREP

Educators should review the peer review worksheets and attempt to revise a prototype of their own prior to teaching this lesson.

DEFINITIONS

1. **Think Aloud:** A technique where a product designer watches a users interact with their product while the tester describes their actions throughout the session.

LESSON PLAN

Section 1: Pairing Up and Peer Review

Objective	Students will pair up and review a peer's tech demo. Students will then take this feedback, and improve their own demo.
Duration	10-15 Minutes
Class Style	Students should be paired with a peer. Students should each have access to a computer, and should simultaneously interact with their partners' demo, and provide feedback to their peer.
Materials	Personal Computers, Think Aloud Activity Worksheets

1.1 Pairing Up and Peer Review - Think Aloud

Students should pair up with a partner. This partner should be someone who has not previously reviewed their work! The more individuals that provide feedback, the more likely we are to create better projects!

Students will take turns presenting, and watching their peer reviewer interact with their prototype while describing their interactions out loud.

Students should complete the following activity for each project.

A	**5 Minutes**	**Think Aloud** Perform a Think Aloud exercise where a peer walks through your prototype and audibly describes their journey. 1. Begin by having the project developer give the project tester a simple task. (i.e. “Go to the menu screen.”, “Play the game.”, “Find out a specific fact.”) 2. The tester should then begin describing what they are doing as they interact with the project. The tester should describe everything (even small details). (i.e. “I’m opening the menu screen. I’m looking for the start button. I can’t find the button. I think this is what I’m looking for, but I’m not sure.”) 3. As the tester interacts, the project developer should be taking note on what the tester describes, as well as how they interact. (i.e. “User had trouble finding the start button, noted color of the button was difficult to read.”) **Note:** Do not interrupt the tester as they interact! If the user is failing at the task, let them fail! It’s important to record these actions and correct them later.

Section 2: Revising Tech Demos

Objective	Students will take the information from their Think Aloud sessions and begin improving their tech demos
Duration	25-30 Minutes
Class Style	Students should be at their computers, using the notes from their Think Aloud sessions to improve their projects.
Materials	Completed Think Aloud activity worksheets.

2.1 Revising Tech Demos

Students should use the notes from their Think Aloud sessions to improve their technical demos.

1. Review your Think Aloud notes.
    a. What are the most important updates you should make based on direct user feedback? (Where did they have the most trouble, that they spoke about?)

    b. What are the most important updates you should make based on observed user interactions? (Where did they have the most trouble, that they didn't describe?)

2. Add additions or feature updates to your technical demo. Only add necessary additions at this stage. If time permits, "good" and "better" additions can be added in the next series of lessons!

3. Save your project and get ready to extend it in the next lessons!

Common Misconceptions

Below are some common misconceptions that may appear in discussion around today's content.

1. "I can review the project myself. Why do we need to perform a Think Aloud?"

Some students might not be comfortable with performing the Think Aloud exercise, or might just want to jump straight into development. Without getting external feedback, student projects could easily have several issues that go unnoticed. Working on their own, developers tend to fall into a routine that causes them to interact with a product in a very specific way, ignoring alternative areas of the project that a user might interact with.

(i.e. while developing, a developer always goes from the menu, to the main application, but never opens the "help" screen. When using the project, a user opens the help screen and the application crashes.) Having a user expose these issues early is the best way to stop them!

COMMON PITFALLS

1. Students only record the spoken thoughts of their tester.

a. Students might tend to only record the spoken thoughts of the tester. During a Think Aloud exercise, students should also be viewing the "unspoken" interactions a user makes with their project, such as misclicks, missed signs, or glitches the tester missed.

SUCCESS CRITERIA

These success criteria are a simple way to ensure students are on track. They are designed to help educators guide conversations and example development between each day's content.

Discussion	Exploration	Application
Students can accurately describe their experience during a Think Aloud exercise. Students can comfortably ask their tester to provide additional information while performing a Think Aloud.	Students can effectively record the interactions of their tester during a Think Aloud exercise.	Students can review and apply feedback they received during their Think Aloud exercise into their prototypes.