

SWEN303

Team 25 Group Report

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<https://youtu.be/sgX2wD0q7TI>

1. Requirements

Overview

Potential Personas:

Prospective student (high school)

Unsure user (1st year student)

Already enrolled student (regular user, 2nd/3rd year)

Faculty - Tutor (4th/5th/6th year student)

Faculty - Lecturer (course coordinator)

Faculty - Researcher.

Researcher from overseas.

System admin.

Parents (visiting site to look up details)

Prospective exchange student (looking from overseas)

Actual exchange student.

Potential Scenarios:

Get Assignment

Submit Assignment

Submit Assignment Late

Mark Assignment

Catch up on Lectures

Read Course Overview

Check Tuition

Investigate Staff

Investigate Research

Live Chat

Assist Students

Setup Course Outline

Upload Lecture Slides

Provide Readings

Do Readings

Post On Forum

Reply to Forum

Set up Course Advisor Appointment

Persona 1: Frank Silva

Frank Silva is a 35-year-old lecturer within the Engineering and Computer Science School at Victoria University. He was born and bred in Wellington and is working on getting a research paper published. As a lecturer, his use of the ECS websites is extensive, from updating course information, marking assignments, giving feedback and help on the forums, uploading lecture slides and resources etc. He uses the ECS website multiple times a day.



Activities: Frank's activities are usually university related, studying, marking etc. When he has free time, he likes to walk his dogs, go to the gym, and generally be active. Frank also has a passion for jazz music.

Attitudes: Frank works hard every day, but always manages to make time to be active each day, this helps him keep level-headed and avoid too much stress.

Aptitudes: Frank is intelligent and literate, and he is well-versed in using computers.

Skills: Frank is always diligent with his work, very efficient in managing his time, and is very skilled with his computer use.

Domain Knowledge: Frank has a vast understanding of computers and the internet.

System Knowledge: Frank uses the ECS website multiple times every day. He knows it inside and out, and has even helped with some system administration in the past.

Interaction: Frank will interact with most of the system, using a wide range of the systems' pages and resources available.

Priorities: Frank wants the pages he needs to be easily accessible at any time.

Motivation: Frank wants access to information about the courses he is running and lecturing for, as well as access to edit resources pertaining to those courses.

Computer self-efficacy: Frank has years of computer skills, he knows how to utilise the system, and has great knowledge of many programming languages.

Risk tolerance: Frank does not mind taking his time to learn new features, he prefers to stay late to get used to new features if needed.

Information Processing: Frank is well studied and will take the time to fully understand the tasks requested of him, if he does not already know.

Tinkering: Frank is comfortable with tinkering provided he has time, he would rather research prior to tinkering to get a better understanding of the problem.

Persona 2: Sarah Feng

Sarah Feng is a 22-year-old student in her second year at Victoria University. Originally from Auckland, she decided to join her friends studying Computer Science, and Engineering. She uses the ECS website multiple times per day in order to supplement her studies, looking up lecture notes, doing her assignments, submitting her assignments, looking up resources & course readings, etc.



Activities: Sarah likes to spend a lot of time on her computer on social media and live-chat, streams movies with her friends in Wellington, and plays games on occasion.

Attitudes: Sarah is fairly diligent in her studies, she does slack off on occasion but can knuckle down when she needs.

Aptitudes: Sarah is intelligent, fully literate, and able to work with confidence on computers.

Skills: Sarah is driven with an excellent work ethic, most of the time. She is very capable when it comes to computers.

Domain Knowledge: Sarah has an understanding of computers and the internet greater than the average person.

System Knowledge: Sarah is used to using the ECS website on a regular basis, having her most used pages pinned to the student menu on the side.

Interaction: Sarah will interact with many parts of the system, course home pages and resources primarily.

Priorities: Sarah wants easy access to the parts of the ECS website she uses regularly, all of these pertain to courses she is currently enrolled in.

Motivation: Sarah wants information about her current courses, lectures, timetable and assignments.

Computer self-efficacy: Sarah is confident with her skills on computers. She knows how to utilise her system well, and fix any problems that may arise in daily use. She has solid understanding of java, and is able to interact with the command shell.

Risk tolerance: Sarah's risk tolerance level changes, mostly high, she would rather take the time to understand things as much as she can, however when time and stress creep in, she just wants to get the job done, and doesn't mind pushing on without knowledge.

Information Processing: Sarah will always try to gain the best understanding of that which she is being asked, so she can make the best action available.

Tinkering: Sarah doesn't mind tinkering if she has the time, however she usually researches the problem to find a good solution as to save time overall.

Persona 3: Amy Ford

Amy is a current high school student and is about to graduate soon. Amy has always liked computers as a kid. However, she is worried that her math and physics background is not solid enough and she wants to know whether she would struggle if she enrolls in a computer science degree. She is however very determined to succeed and is willing to improve in certain topics if that would help her achieve her goals.



Activities: Amy's activities usually involve watching movies, and playing netball. She spends a lot of time online.

Attitudes: Amy is a very motivated in her studies and very outgoing, participating in a lot of extracurricular activities.

Aptitudes: Amy is very creative and likes finding innovative ways to solve problems.

Skills: Amy is hard-working and very good at arguing and has decent work ethics. She likes to keep calm in messy situations and finds suitable solutions to these problems.

Domain Knowledge: Amy has a good understanding of using computers and the internet. She has knowledge of how websites work especially if they are clear and consistent.

System Knowledge: Amy has never been on the ECS website before or the Victoria University Home page.

Interaction: Amy will be looking for courses in Computer Science provided by the university.

Priorities: Amy wants to choose the right course and right major and wants more information about the costs.

Motivation: Amy wants to come out of university with a solid degree in the tech field so that she can be independent.

Computer self-efficacy: Amy has an average understanding of computers, she knows how to troubleshoot problems, use office applications, and print documents. She also knows how to install applications.

Risk tolerance: Amy, being creative has very high-risk tolerance, especially when she is using unfamiliar features of computers/websites. She enjoys spending time exploring and surfing the web.

Information Processing: Amy gathers up the relevant information present, analyses it and takes the first possible conclusion to the task at hand.

Tinkering: Amy likes to learn how to use new software or websites by herself. She doesn't like people telling her what to do online.

Scenario 1: Mark Assignments (Frank Silva)

1. The course that Frank is running has had a submission deadline that very morning, so Frank has set aside the rest of the day to start marking straight away so that his students can receive their grades as soon as possible.
2. Having finished his lectures for the day, Frank heads to his office to begin marking. He puts on some slow jazz to help him concentrate on this task.
3. Upon logging in to the ECS site, Frank can see that the staff portal menu on the side has now changed to include his extended staff member access, as well as a direct link to the course he is planning to mark.
4. He selects the Assignment Portal link which takes him to a page where he can immediately see all submitted assignments from his students. He notes that over 95% of his students have already submitted by the deadline and is pleased that he won't have too many to chase up on.
5. Frank reads through the whole assignment before marking each individual section as he prefers to first see the assignment in its entirety. That being said, he notes down good and points that the student has done with a pen and paper as he goes along.
6. Once finishing his read-through, Frank references back to the marking criteria and enters a letter grade for each of the sections of the assignment in the feedback space on the side of the page. He scrolls back through the assignment to each individual section as he marks it.
7. Upon calculating the overall assignment grade, he also comments 3 or 4 lines of feedback to help the student understand why they failed to achieve a better grade.
8. He selects the "Complete Marking" option at the bottom of the page and confirms his decided grade when prompted.
9. A pop up confirms that his grade has been received and he closes the tab, going back to the list of submitted assignments which now shows the top assignment as "MARKED".
10. He proceeds to repeat this process, working through all the assignments until he's finished.

Scenario 2: Catch up on Lectures (Sarah Feng)

1. Sarah needs to catch up on the lectures that she missed this week because she had been too lazy to go to lectures. She heard that those missed lectures are important for the assignment she needs to start, she then grabs some breakfast and heads to her desk to study.
2. Sarah opens her favourite web browser and makes her way to the ECS homepage. Once there, she logs in and selects the course she is interested in from the drop-down menu on the right-hand side at the top of the webpage.
3. On the Course Homepage, already familiar with the page, Sarah looks for the Lecture Schedule with ease so that she can find the lectures that she missed. She locates the Lecture Schedule link in the Contents menu on the left side of the screen and clicks it.
4. Sarah currently does not remember the week that she is on, because she has been slack with keeping up lectures. However, she does know the dates of the lectures she missed, so she navigates through the lectures scrolling down (where lectures are associated with links to their corresponding pdf files, video files, reading/resources, and the dates of those lectures) until she finds the lectures she missed.
5. Sarah now knows that she missed two lectures, so she decides to start from the first lecture she missed and selects the link that takes her to the pdf file of the missed lecture. After reading through the lecture promptly, there are some slides that do not make sense to her.
6. Sarah opens a new tab, and searches for the topic that she is confused on in the Google search bar. However, she still does not understand the concepts and ideas on the topic. Although she prefers to read notes and understand them instead of taking more time watching lectures, she then goes back to the Lecture Schedule.
7. She now needs to scroll back down to the Week of lectures that she missed. Now she can access the video link to the lecture.
8. After watching the video of the lecture, Sarah now understands the topic as it was explained easier in the lecture. After the video plays, she is prompted with an automated option that asks if she wants to go to the next lecture or cancel the option.
9. Sarah selects the option to go to the next video, and is satisfied on how she caught up with a topic and understands the fundamentals. Sarah vows to never miss another lecture again.

Scenario 3: Reply to Forum (Frank Silva)

1. An assignment deadline for the course Frank runs is coming up, so he has decided to stay at university late today, to answer any queries that pop up on the forums.
2. After grabbing a coffee from the faculty office, Frank heads back to his office and opens his favourite web browser.
3. The browser opens the ECS homepage, Frank heads top of the pages and logs in to the staff/student portal. Once logged in Frank notices he has a new notification
4. Frank clicks on the notification and sees it is from the forums, already keen students are asking for advice.
5. Frank clears the notification then uses the staff/student menu to go to the forums, this takes him to the forum overview.
6. Frank is only running one course this trimester and it sits above all the other course forums for easy access. Frank opens his course forum.
7. Frank immediately sees that there are a few new posts highlighted already to easily distinguish from old posts, Frank clicks on one of the threads to open it.
8. Frank reads the question and hits reply, posting his answer to the student. After posting the system automatically pins the thread to side bar of threads to watch.
9. Frank goes on to answer a few more questions, the system automatically adds these threads to the list of his recent posts.
10. A post being watched lights up with a notification, showing that a response to the post has been made, Frank heads over to the thread by clicking on the link in the watcher.
11. The Student has asked another question to clarify. Frank responds again.
12. Frank has a look at his thread watcher and notices that he has the refresh timer set to 5 minutes, being this close to deadline he figures he should change it to a smaller time interval. He selects the shortest time, 30 seconds and saves the settings.
13. After 30 seconds pass the page refreshes the threads for him. No responses yet. Frank settles in for a late night of student queries.

Scenario 4: Edit Lecture Schedule (Frank Silva)

1. Frank has just finished work for the day, as he heads home; he just remembered that he will be lecturing the next day. In the course outline of that course Frank lectures, he stated that Lecture slides for lectures will be uploaded the night before the lecture; so Frank wants to be consistent and maintain his image amongst his students.
2. Frank then puts a reminder on his phone so that he can put up the lecture slides for the lecture tomorrow. He then proceeds with his normal routine and goes to the gym, comes home to shower and have dinner.
3. Frank now starts up his laptop in his study area, he then types in the URL for the ECS Homepage and is presented with its marvellous display.
4. He is already familiar with the homepage and navigates to the Login button/link at the top right-hand side of the screen, he selects this and is presented with a drop-down menu from login.
5. He selects the Staff option, and inputs his credentials and is now successfully logged in.
6. Frank sees a new menu pop up on the top right-hand side of the screen below his login status which shows valuable information that Frank needs to access.
7. Frank navigates to and selects Courses -> the course he wants to access -> then finally the Lecture Schedule of that course.
8. Frank is on the Lecture Schedule (looks the same as if a student would access it but with extra features), he knows what week it is, so Frank scrolls down until he finds the week and the lecture that he will be teaching the next day.
9. Frank can see the topic of the lecture, and selects the upload option which is adjacent to the lecture topic along with its pdf link, video link, resources/readings which do not have anything attached to them.
10. Frank navigates through his computer's files and finds the correct pdf file to upload to the Lecture Schedule. The lecture now has a pdf file attached to its link, Frank double checks to make sure it is the right file.
11. He logs out of the ECS website and is now satisfied with his upload. Frank opens up the lecture slides for the next day and prepares for his lecture.

Scenario 5: Course Advice (Amy Ford)

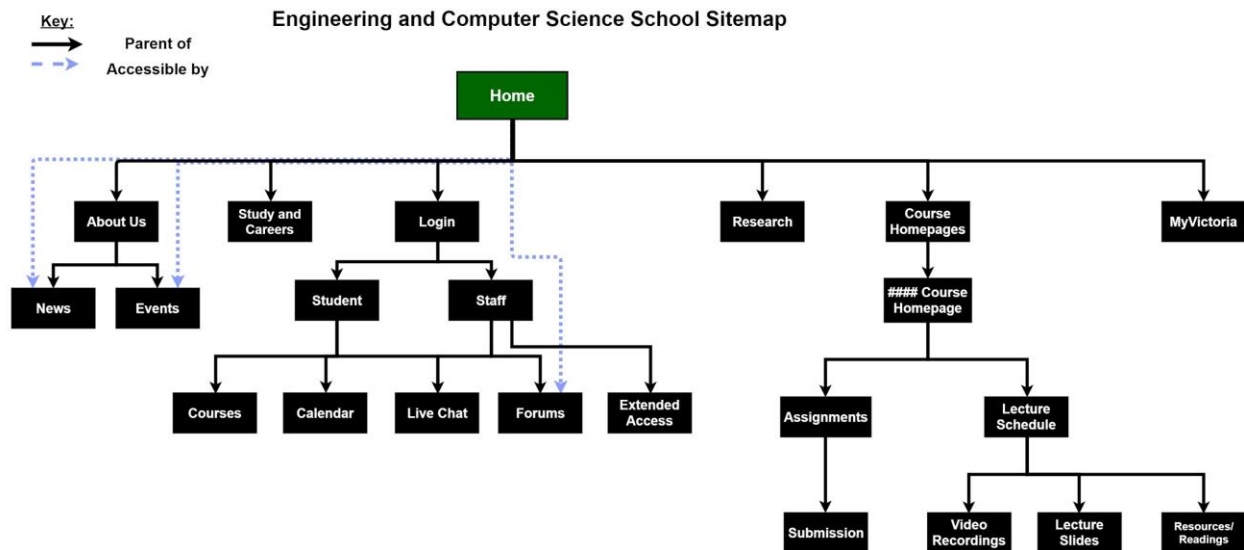
1. Amy has come home from work and is being pressured by her parents to look into her study options at Victoria University. Amy looked at some potential courses the day before and saw that the prices were a lot higher than she expected.
2. Amy has decided that she wants to do Computer Science as her dad who has a job in a tech field wants her to go into an ECS major to secure a solid future for her.
3. Amy goes onto her laptop and clicks on her ECS webpage bookmark. Amy navigates to the ECS homepage and looks for advice with course selection.
4. Amy finds a link with all the ECS homepages on it and looks at a few that look interesting to her. After she decides on a few and looks up their prices she wonders if there is a cheaper option for the courses.
5. Amy's dad comes in and sees that she is on the ECS website. He asks if he can help but Amy wants to look at her options on her own.
6. Amy realises that she has no idea about which courses to choose and wants some help from someone at the University. She goes back to the ECS homepage and finds the 'Contact Us' page in the About Us section on the sidebar.
7. Amy looks through the sections and finds the number for the School of Computer Science and Engineering. She decides to email them instead of calling as she is not in a major hurry. She asks if she can arrange an appointment with someone to talk about her courses in the next week.
8. The next day, Amy receives an email back from the office saying that her appointment is booked and that she will have a course advisor that can talk to her about her options.
9. Amy is satisfied with her interaction and feels relieved that her courses will be sorted out.

Scenario 6: Calendar and Live Chat (Sarah Feng)

1. Sarah Feng is in her second trimester in her second year of studies at Victoria, and she wants to check when her midterm test is for her SWEN paper.
2. Luckily, she remembers a cool feature of the ECS website. She sits down at her computer and opens her favourite web browser.
3. She types the link to the Victoria ECS websites and logs in, in the top right corner of the page.
4. After logging in she now has access to the handy student menu, which she opens by clicking the button next to her name.
5. In this menu, she sees what she is looking for, the button that links to the calendar, where she remembers her lectures and deadlines to have been last trimester.
6. After navigating to the calendar, her personal calendar is displayed on the page.
7. She has her calendar in weekly view as she is mostly concerned about deadlines that are near. Sarah looks through and sees a red marked day. It displays information about the test that she has later in the week.
8. She notes down the day, room, and time details on her phone to remind her in the morning of the test.
9. Sarah then thinks that she needs some help from tutors as she does not understand a concept that she knows is in the test.
10. She remembers that the ECS system has added a live chat feature and there is a scheduled Q & A with some tutors later in the day to prepare for the test.
11. Later, during the schedule online tutorial, Sarah opens the live chat and puts in the session code to enter the chat room.
12. She asks her question in the chat room and is answered within 5 minutes. Sarah is happy with the answer and thanks the tutors for the tutorial. She then leaves the live chat and is happy that she didn't have to commit to a whole hour tutorial and could instead use as much time as she wanted in the online tutorial.

2. Design

Design Overview



The initial start-up of designing a new ECS website was from plotting/planning out on a paper mock-up or prototype. As time went on, more design decisions were made as a group, and we evolved our model into a digital mock-up.

Generally, our design motto is “simple and easy are best”, and this became applicable towards the structuring of our ECS website model. In the diagram above, the light purple dotted lines mean that those features have links or shortcuts from the parent calling them e.g. even though News page can only be accessed after accessing the About Us page, however on the ECS Homepage, there are shortcuts that can access the News page, these shortcuts were designed to look simple and nice.

One of our main focuses for our design was to accommodate for each of the three main types of users using the page, staff, students, and visitors. For staff that are logged in and using the site, the main feature was usability for them to update their courses using the editing tools provided by our design. For students, we wanted an interactive design which allowed for customization and easy to access resources through the student menu. For visitors, our aim was to have an easily navigable site that is consistent in design and does not leave them lost when looking for information. Another focus for them was to have a simple and aesthetically pleasing design in order to make the university's image look more appealing.

These focuses were achieved through the following features:

1. Student/staff Login and menu - all pages
2. Fixed menus - all pages
3. Drop down menus - homepage/all pages
4. Tutor/lecturer marking portal
5. Course homepages
6. Assignment Portal with student logged in
7. Scrolling news feed - homepage
8. Live Chat - all pages
9. Calendar
10. Default Homepage
11. Lecture Schedule Not Logged in
12. Lecture schedule Staff Logged in
13. Forums
14. News Page
15. Course Homepage
16. Course Homepage Staff Logged in
17. About us
18. Jump to top button

Other options that we came up with but did not make the final design included:

- Undergraduate Study
- Postgraduate Study
- Research
- ECS major's homepages
- Careers

Design Details

Student menu

Figure 1.1

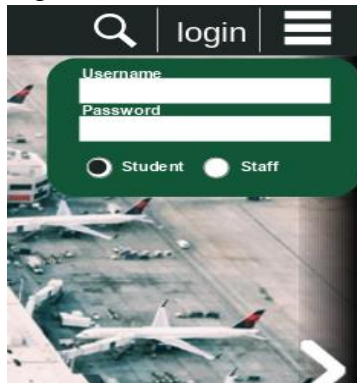


Figure 1.2



Figure 1.3

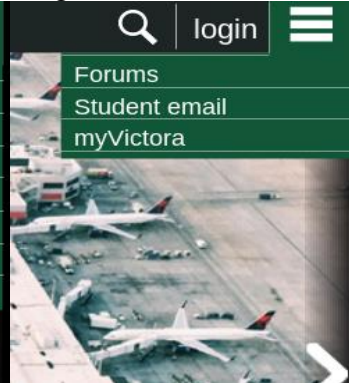


Figure 1.4

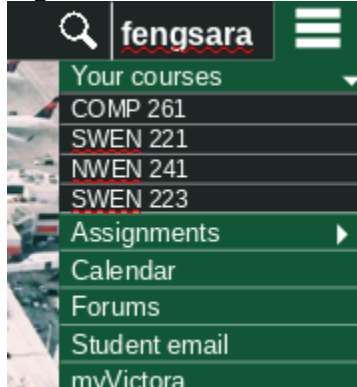


Figure 1.5



We call the student menu one of the key features of our design, in coming up with this idea we had the initial thought of *“how do we remove the need for the student or staff to make bookmarks or memorise their most used pages”*. Our solution was to have a menu that persists through all aspects of the site, and this menu must cater to the needs of the user. By default, the menu contains links to all the courses that are immediately relevant to the user, e.g. a student with their courses of the current trimester, also in the case of a lecturer or tutor these will be the courses that they are running or tutoring in (Figure 1.4).

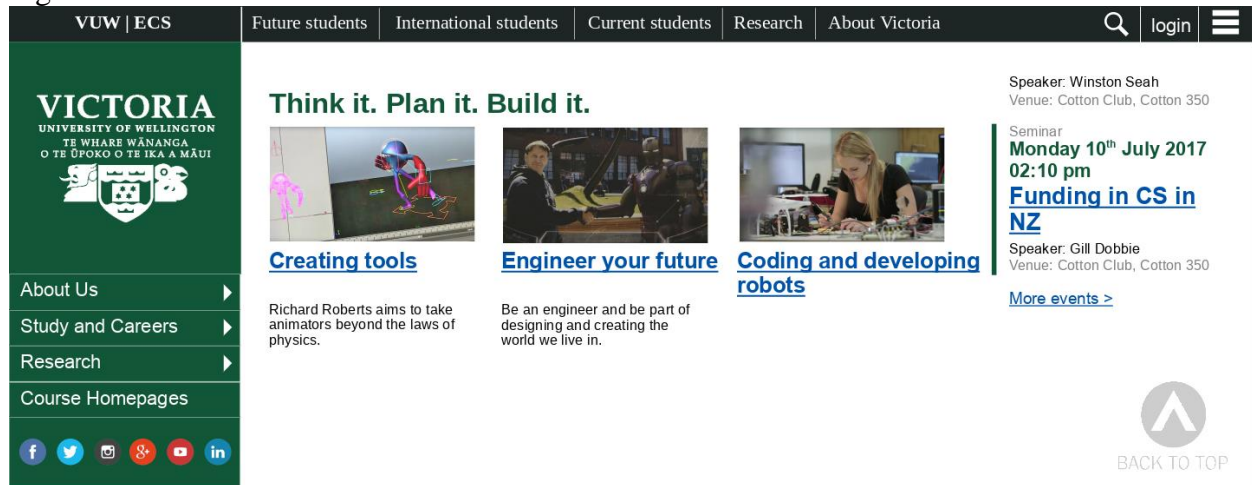
Other useful links included are to the assignment portal, the submission portal and the marks portal, these grouped under the title ‘Assignments’, as well as links to useful features like the student calendar, student email, and a link to myVictoria.

And finally, to fully utilise the menu we wanted users to be able to pin pages, that they decide they need to access from anywhere, to this menu, so we added that feature too (Figure 1.5).

This menu is fully utilised when logged into the ECS system (Figure 1.1). But it is not redundant if no user is logged in, it will still contain a few broadly useful links (Figure 1).

Fixed Menu

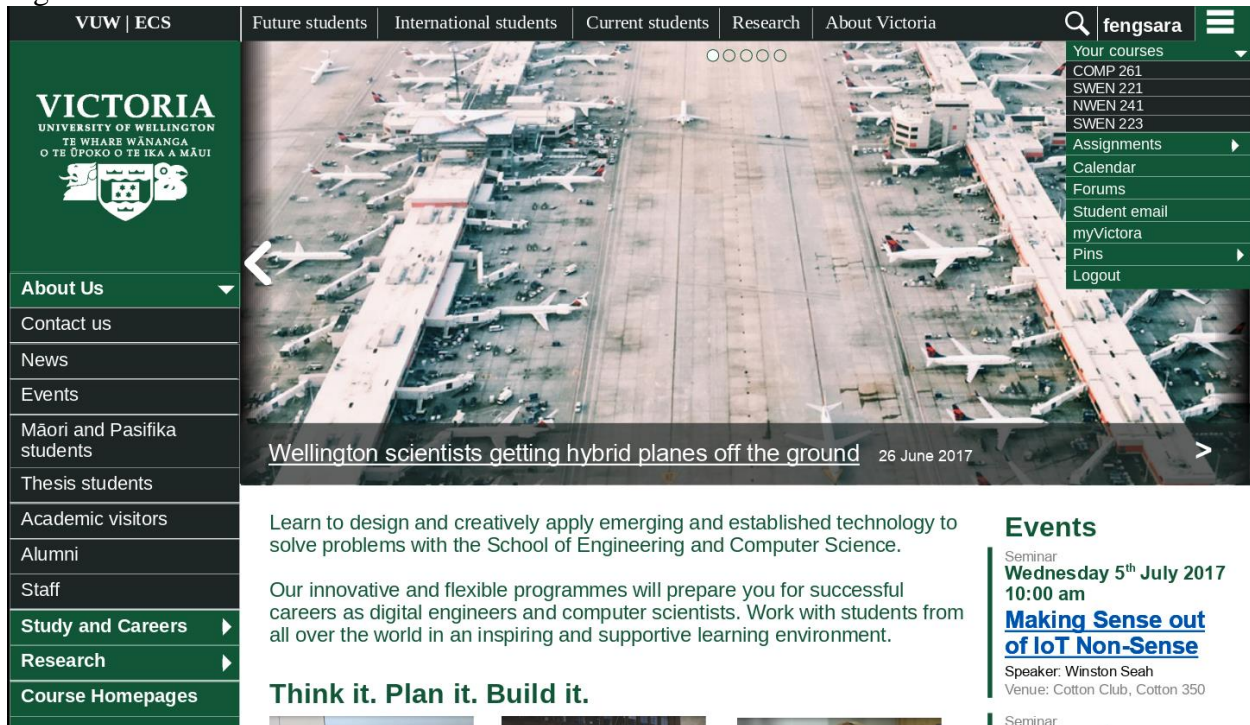
Figure 2



We decided to have both the sidebar and the top menu to be fixed, meaning when scrolling down the page, all information is still accessible as it was when you entered the page. This allows for users to have information consistently available to them. Another important reason for this feature is because of the student menu which has all the important and frequently used resources which can be accessed no matter where a student is on the page.

Hover drop-down menu

Figure 3




We added this feature to the sidebar and student menu to make links that redirect you more easily distinguished. Any menu button with an arrow beside it implies that there is more information within it, like About Us. When hovering over one of these buttons, the links within them appear with a black background to distinguish them from the other main links. This feature was added in both the sidebar menu and the student menu to make it easier to find sub links without having to commit to a click and be redirected. This is useful for when you are not sure what is within a menu marked with an arrow but do not want to have to be redirected and then come back if what you are looking for is not within it.

Marking Assignments (Staff Logged in)


Figure 4

VUW | ECS
Future students
International students
Current students
Research
About Victoria
Q silvafran



VICTORIA
UNIVERSITY OF WELLINGTON
TE WHARE WĀNANGA
O TE ŪPOKO O TE IKA A MĀUI

About Us
Study and Careers
Research
Course Homepages



Tutor Portal – Welcome Frank

Course	Due Date	Status	Assignment
COMP261	6/3/21	MARKED	Assignment 1
COMP261	7/3/21	MARKED	Assignment 3
STAT193	8/3/21	PENDING	Assignment 2
COMP304	8/10/21	PENDING	Assignment 1
SWEN303	8/20/21	PENDING	Assignment 3
SWEN303	9/6/21	PENDING	Assignment 2
SWEN303	9/10/21	PENDING	Assignment 4

STUDENTID	MARK	FINALIZE
1234	90	AMEND
5678	90	SUBMIT
9101	90	SUBMIT
1456	90	AMEND
3457	90	SUBMIT
6789	90	SUBMIT
7890	90	SUBMIT

Complete Submission

The idea behind this feature was to have an easy to use marking system for lecturers with all courses and assignment that they teach available to them. As shown by the blue arrow, the bottom menu is what is opened on the same page when one of the assignments (underlined and coloured in light blue to highlight that they are clickable links) is clicked. This menu allows for the marker to mark or change the marks of students who have submitted that assignment. In addition, assignments with the deadline looming are set to have their colour to be **highlighted in red** to inform the tutor that he needs to complete the marking for these papers soon. A mark that hasn't been submitted is marked with submit, while one that is already submitted is marked as amend. Finally, there is a complete submission button that the tutor can click on to complete his marking of an assignment and returns him back to the main tutor portal page.

Course Homepages

Figure 5



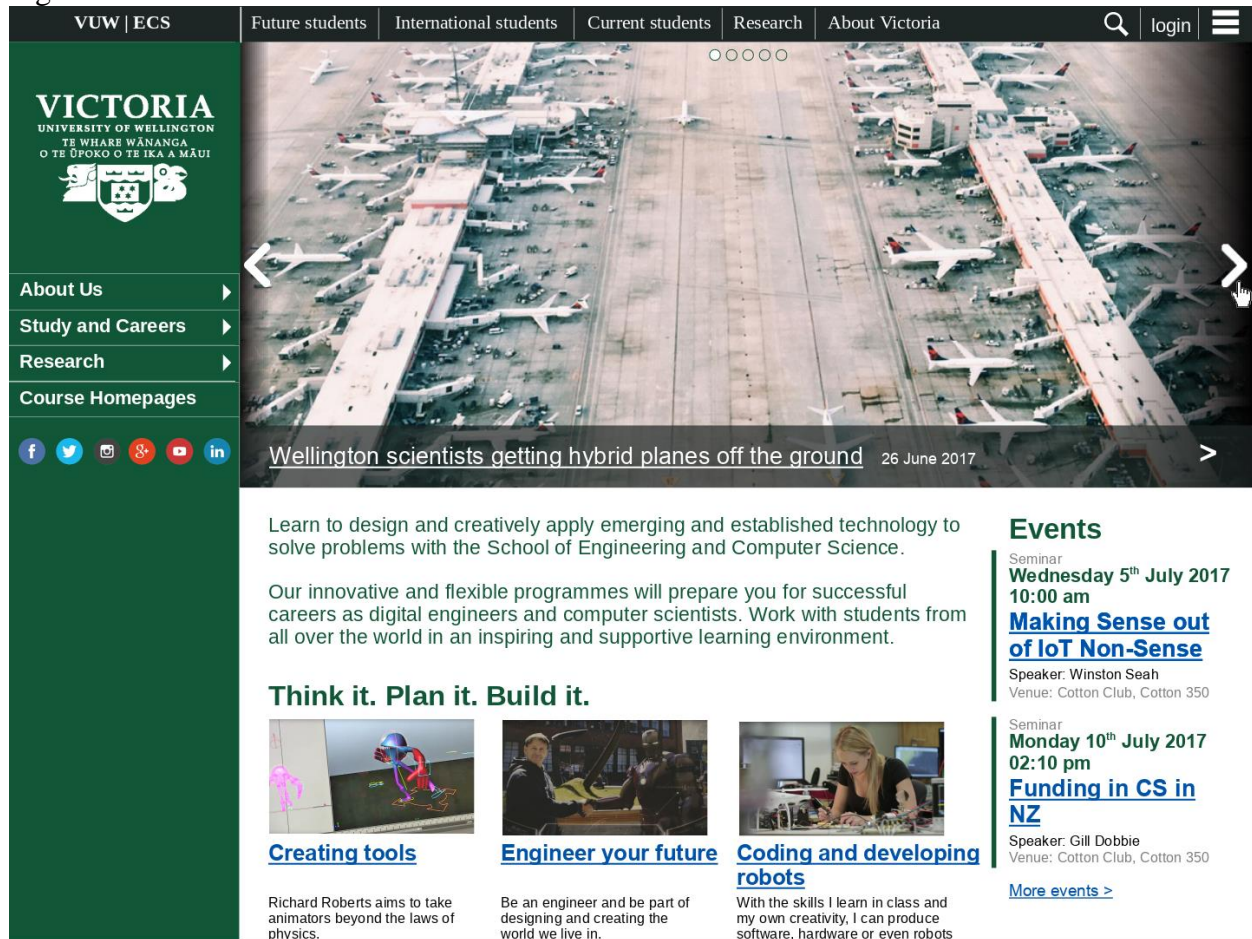
The objective with the course homepages design was to have an easily navigable list of the courses offered through the ECS school. The idea of having a simple, user friendly design was because of the most common visitor to this page, visitors. It is much more inviting to have a list of the majors which the visitors know about and can look into further than to have every course available listed like in the current design. The list can be expanded by either clicking on the name of the major or the plus icon on the right. This then reveals the course code and number which leads to the course homepage where more information can be found. The main idea was to attract visitors to looking up their courses without it being a burden trying to figure out which ones correspond to which major and how to find specific courses.

Figure 6

This page was made to consolidate all relevant information about a student user's assignments for the trimester. We went with a design that displays all the user's assignment in order of due date by default, with links for each assignments resources, a link to the submission portal for that assignment and a column that will display marks for each assignment when made available. The page will also highlight assignments red when the deadline is imminent.

Scrolling News Feed

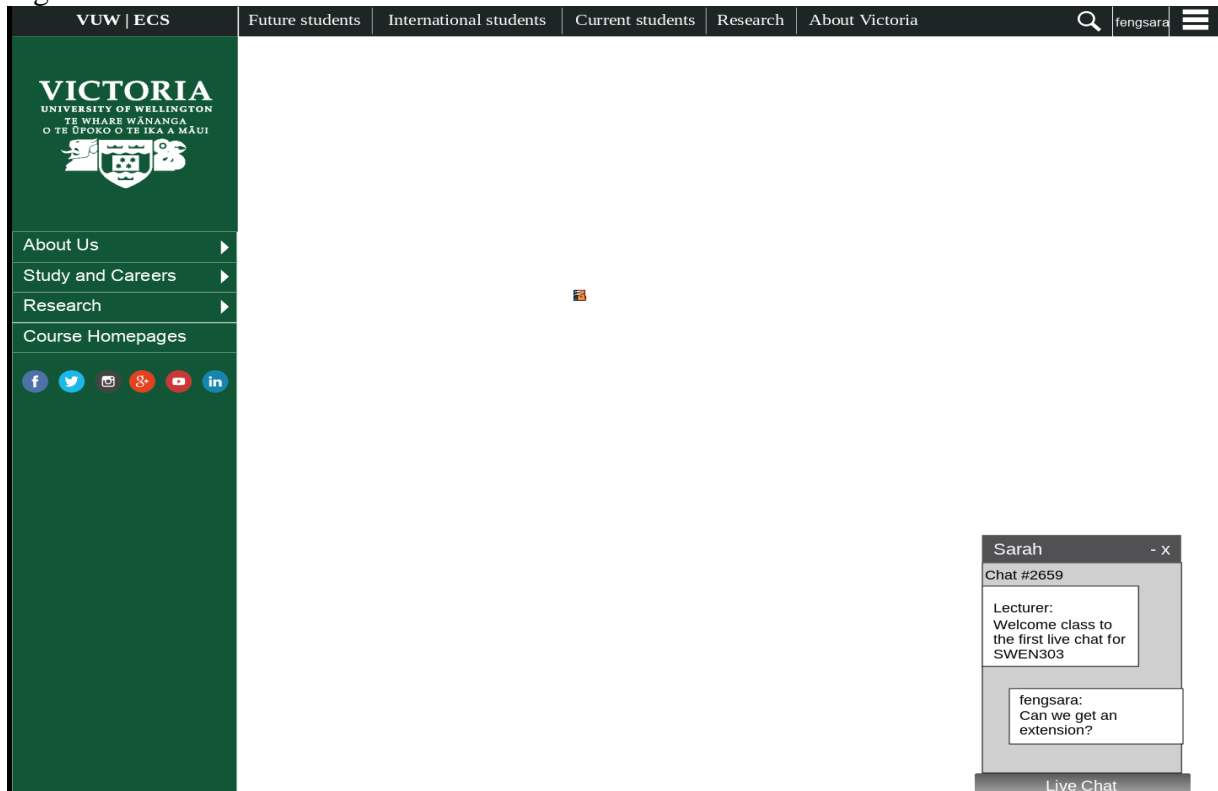
Figure 7



We designed this feature to be aesthetically pleasing to the user and to have some usability rather than just being a static picture like the current ECS page. You can cycle through the pictures using either the circle icons at the top or the arrows on either side. The arrows have a background behind them which darkens when hovering over to indicate that you are on the button. The reason for having two ways of scrolling through was that the circles indicate which of the pictures you are on, while the arrows can cycle through without moving your mouse. The usability feature of this design is that each picture is attached to its corresponding news story and the title is located at the bottom of the picture. Clicking anywhere on the picture or the title/read more will lead to the news story on a new page.

Live Chat

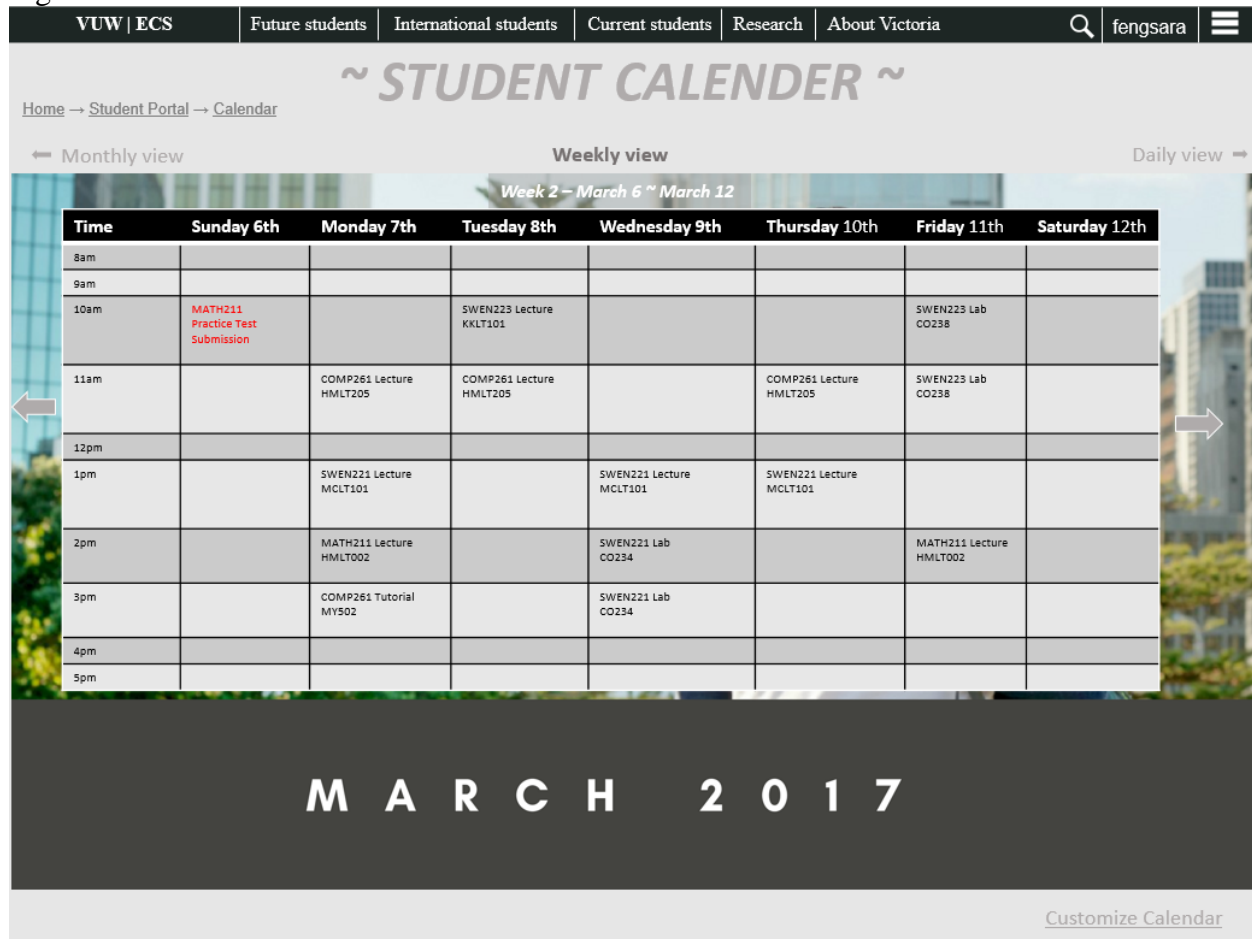
Figure 8



The live chat feature is designed to give fast responsive feedback between students and their lecturers and tutors. This feature allows for casual online tutorials to take place where the commitment to go to a scheduled tutorial is excessive. This feature is for students who live far from the university and find it expensive and time consuming to attend tutorials when there is only one on a day. The live chat would allow for students to be less stressed as they know there is a quick response to their questions through the system and they can get better marks with the answers provided at a fast speed.

Calendar

Figure 9

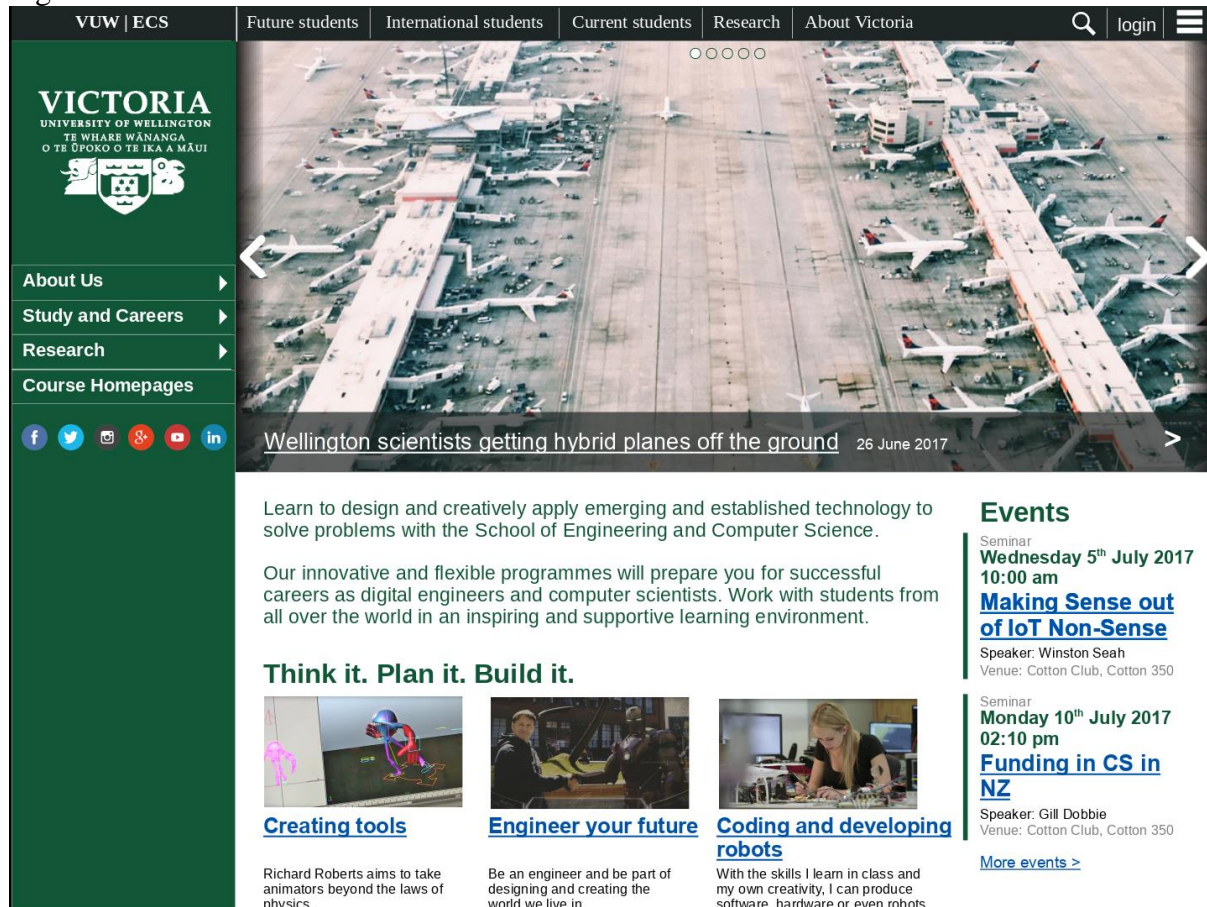


A bit like the timetable in the My Victoria Website, however it contains more than just lecture dates and times. After signing up to tutorials or labs in My Allocator, it will send info on the labs or tutorials that a student has successfully been admitted to, into their ECS Calendar. When a student first logs into My Allocator, it uses the Calendar Info of the lectures, tutorials, labs that the student is currently in, and shows the available times of labs and tutorials of courses that the student has not yet signed up for (makes sure that there are no clashes). In addition, the Calendar also lets Students see assignments, tests, deadlines on the current week they are on (**highlighted in red**) which are updated by the lecturers of their courses.

The Calendar currently shows the student's timetable in a weekly view and can be navigated with the big grey arrows to change between weeks (arrow's function vary between views of the Calendar, i.e. can navigate between months). This feature also allows the student to view their schedule monthly. Finally, each student can customize their own Calendar to their liking using the button at the bottom of the screen.

Default Homepage

Figure 10



The design of the homepage was inspired by the current design of the ECS webpage. We decided to keep the current colour scheme of green and black due to it being iconic to the university and didn't want to take away from that. We decided to keep the menus similar to the current ECS however to make them more usable using drop down features. The overall layout was designed to make it attractive to new visitors and have a lot of information and links easily available/accessible as soon as a user enters the site.

Compared to the old ECS website, the new one has a new sub menu labelled "Course Homepages", it mostly helps students who are new to using the ECS website navigate and access essential information they need with ease.



We wanted to take the old ECS website and improve some of the features they had already, on the homepage this includes making the 'About Us', 'Study and Careers', and 'Research' become drop down menus instead of redirecting onto a new page. We also thought the 'Wiki' link was another unnecessary page jump and wanted to consolidate the information contained there into other features, as such the 'Course Homepages' link is now on the front page.


Lecture Schedule (Not Logged in)

Figure 11

VUW | ECS

[Future students](#) | [International students](#) | [Current students](#) | [Research](#) | [About Victoria](#)







 [login](#) 



School of Engineering and Computer Science
COMP307 – Lecture Schedule
Introduction to Artificial Intelligence

[School of Engineering and Computer Sciences](#) > [Courses/COMP307](#) > [LectureSchedule](#)

[COMP307 Home](#)
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COMP307 – Lecture Schedule.

Week	Day	Topic	Date	Resources	Recording
1	Monday	Introduction	??/03/2017	PS PDF	echocenter
	Tuesday	Search 1	??/03/2017	PS PDF	echocenter
2	Monday	Search 2	??/03/2017	PS PDF examples	echocenter
	Tuesday	Machine Learning 1 Basics, types, paradigms, training set vs test set, generalisation	??/03/2017	PS PDF	echocenter
	Thursday	Tutorial 1	??/03/2017	PPTX	echocenter
3	Monday	Machine Learning 2: K-Nearest Neighbour and K-Means and K-fold Cross Validation	??/03/2017	PDF	echocenter
	Tuesday	Machine Learning 3: Decision tree learning method, Impurity measure	??/03/2017	PDF	echocenter
	Thursday	Tutorial 2	??/03/2017	PPTX	echocenter
4	Monday	Machine Learning 4: Decision tree learning (extension), Perceptron learning	??/03/2017	PDF	echocenter
	Tuesday	Machine Learning 5: Neural Networks, Back Propagation	??/03/2017	PDF	echocenter
	Thursday	Tutorial 3, Extra examples	??/04/2017	PPTX examples	echocenter
5	Monday	Machine Learning 6: Neural Engineering	??/03/2017	PDF	echocenter

Our overall goal of having a consistent user experience continues here on the lecture schedule page, our example page here is of COMP307, this layout however will be the same across all courses, separating each week into a row, and within each week having the days of lectures for that week then topics and actual date, with links to any relevant resources the lecturer uploads, and finally a link to the recording for that specific lecture.

Consolidating all the relevant information about a certain lecture on the page saves students from having to deal with multiple pages across the many domains that Victoria has, mainly linking the exact lecture recording on this page avoids dealing with blackboard unnecessarily.


Having all courses lecture schedules formatted in the same way helps our view of consistency, whereas the current system allows lecturers to put in what they think is relevant.

The layout of the schedule will be retrieved from the course data, all dates and days will be applied to the schedule automatically, all the lecturer needs to input is the topic and keep the resources up to date.

Lecture Schedule (Staff Logged in)

Figure 12

VUW | ECS
Future students
International students
Current students
Research
About Victoria
silvafran



School of Engineering and Computer Science
COMP355 – Lecture Schedule
Encryption and Super B-Trees

[School of Engineering and Computer Sciences](#) > [Courses/COMP355](#) > [LectureSchedule](#)

COMP355 Home

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COMP355 – Lecture Schedule.

Week	Day	Topic	Date	Resources	Recording
1	Tuesday	Introduction	07/03/2017	PDF	echocenter
	Friday	Super B-Trees and how to climb them	10/03/2017	PDF	echocenter
2	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
	Friday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
3	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
	Friday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
4	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
	Friday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
5	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
	Friday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
6	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
	Friday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
7	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
	Friday	+ Add new topic	+ Add date	+ Add resource	+ Add recording
8	Tuesday	+ Add new topic	+ Add date	+ Add resource	+ Add recording

The design of the lecture schedule is the same whether logged in or not. The difference is the ability to edit the lecture schedule when logged in as someone with the right privileges. The buttons on the page above show all the sections in the lecture schedule which the staff member can edit. The layout of the buttons is easy to use and clearly shows on each one what they do and which date and section they correspond to.

ECS Forums

Figure 13

The screenshot shows the ECS Forums website. At the top is a navigation bar with links: VUW | ECS, Future students, International students, Current students, Research, and About Victoria. On the right of the navigation bar are a search icon, the username 'fengsara', and a menu icon. Below the navigation bar is a large header area with the title 'ECS FORUMS' and a search bar containing the text 'SEARCH...'. Below the header is a secondary navigation bar with links: Home → Forums, HOME, HELP, NOTIFICATIONS, PROFILE, SETTINGS, and LOGOUT. The main content area is divided into two sections: 'General' and 'ECS Courses'. The 'General' section contains a table with four forum threads. The 'ECS Courses' section contains a table with two forum threads. On the right side of the 'General' section is a 'Recent Posts' sidebar showing two recent posts with their respective reply counts and thread names.

Forum Name	Last Post	Info
What's up with the ECS/SMS systems?	Last Post N/A In: N/A By: N/A	0 Threads 0 Posts
What's new on the ECS/SMS systems?	Jun 27th, 2017 In: Maple update By: Mark Davies	83 Threads 79 Posts
What's new on the ECS/SMS systems?	Jun 22nd, 2017 In: Consumer NZ electronics By: Siyun Thompson	257 Threads 259 Posts
The Garage Sale Got something you want to sell? Place a thread in here! Don't advertise in other boards!	Jun 6th, 2014, 3:03pm In: Selling: 24" 144hz. By: Hamish Rae-Hodgson	4 Threads 0 Posts

Forum Name	Last Post	Info
CGRA402 - Project in Computer Graphics Programming Moderator: Taehyun Rhee	Mar 17th, 2017, 12:31pm In: Announcement By: Taehyun Rhee	1 Threads 4 Posts
CGRA471 - Special Topic	N/A In: N/A By: N/A	0 Threads 0 Posts

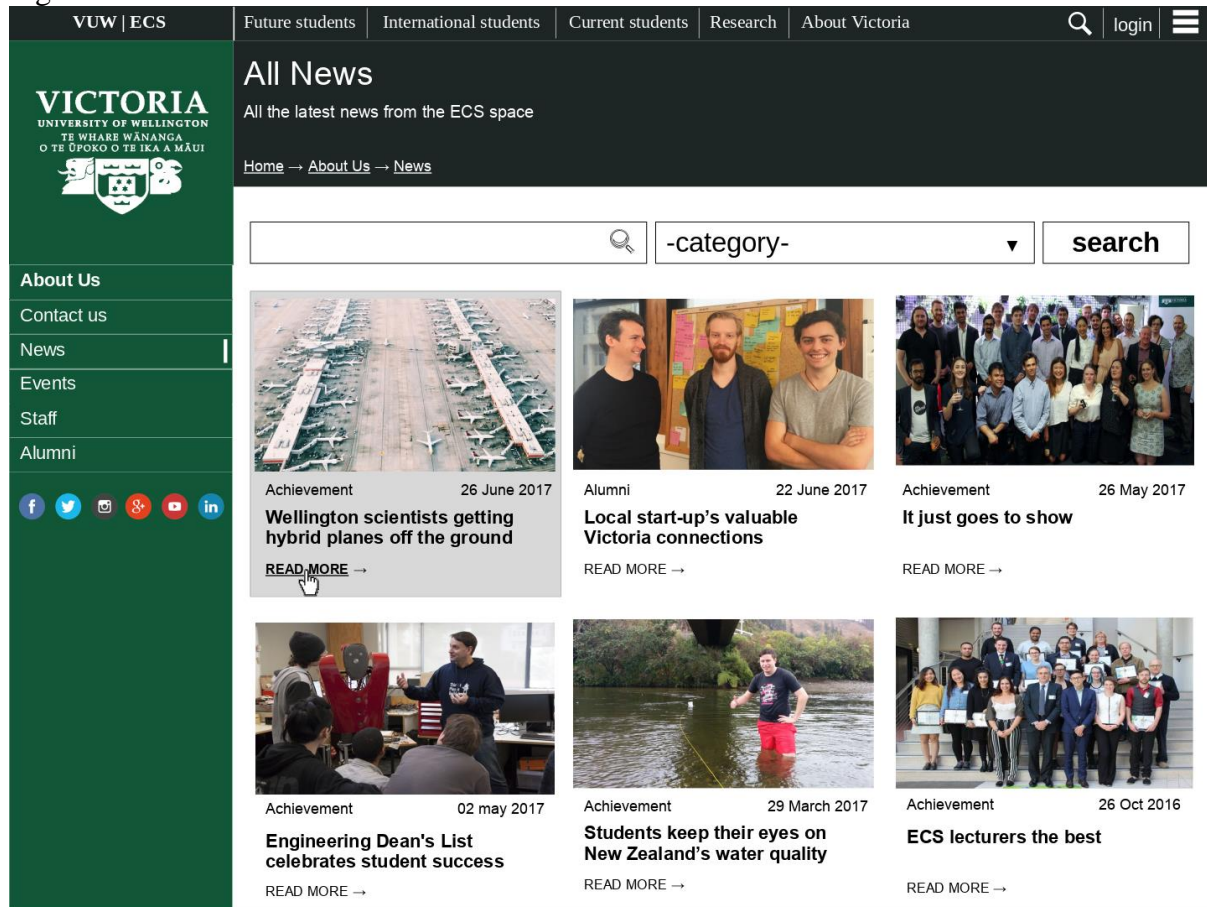
Recent Posts

- Assignment 1: 1 Reply
SWEN303
- Exam Prep Session: 0 Replies
COMP307

The goal with the design of the forums was to make it as simple and consistent as possible while giving it a modern look. The current forum page is very outdated so we decided to design a forums page that is friendlier to the users and has features that are helpful. The recent posts feature which is located on the right of the screen shows threads that you have recently posted in and tells you if anyone has replied to you. You can exit out of these to erase them from the recent posts list. This feature is useful as you don't have to navigate to threads that you frequently use. It is fast to check up on any updates on the forums by just going to them, checking the recent posts and then can leave if nothing new has happened.

News Page

Figure 14



The goal with the news page was to upgrade the current design by having a neater search and filter feature and to display more news stories per page. As usual, they are initially sorted by date but can be sorted by category to filter down results. When hovering over a news page, the area around it darkens indicating it is a link which will take you to the full news story. This is shown in the picture with the cursor hovering over the first story. The design aimed to look good while packing a lot of information on the page without it being too much to take in. The pictures help with this as they are not intimidating as opposed to a wall of text like on the current design. The sorting feature was made to be simple and not have too many variables as it tends to clutter the screen and make for a less user-friendly experience.

Individual Course Homepage

Figure 15

The screenshot shows the COMP261 course homepage. At the top is a navigation bar with links for 'Future students', 'International students', 'Current students', 'Research', and 'About Victoria', along with a search icon, a 'login' button, and a menu icon. Below this is a header section with the Victoria University of Wellington logo on the left and the course title 'School of Engineering and Computer Science COMP261 – Home Page Algorithms and Data Structures' on the right. A breadcrumb trail 'School of Engineering and Computer Sciences > Courses/COMP261 > Homepage' is also present. On the left side, there is a green sidebar with a list of links: 'COMP261 Home', 'Announcements', 'Course Outline', 'Lecture Schedule', 'Assignments', 'Marks', 'Submission', 'Resources', and 'Forum'. Below these links are social media icons for Facebook, Twitter, Instagram, YouTube, and LinkedIn. The main content area on the right has a green heading 'COMP261 (2017)' followed by a welcome message and a list of links. Below this is a section titled 'Announcements' with a date '25/4/2017' and a post about a bug fix for Assignment 3.

VUW | ECS

Future students | International students | Current students | Research | About Victoria

login

VICTORIA
UNIVERSITY OF WELLINGTON
TE WHARE WĀNANGA
O TE ŪPOKO O TE IKA A MĀUI

School of Engineering and Computer Science
COMP261 – Home Page
Algorithms and Data Structures

School of Engineering and Computer Sciences > Courses/COMP261 > Homepage

COMP261 Home

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COMP261 (2017)

Welcome to Algorithms and Data Structures!

Please use the links on the left to navigate to different pages related to this course.

NB! Alex Potanin (course coordinator) has office hours 11am - 12pm on Mondays (due to low turnout I reduced it to one hour). Please come by or email him if you have any "course administration issues" such as extensions etc.

Announcements

25/4/2017

Bug fix for Assignment 3: data.zip

If you haven't started Assignment 3 and haven't downloaded data.zip, then you can ignore this post.

There was a bug in data.zip, particularly something wrong with the file car.txt. It has now been fixed and data.zip has been updated. Please download it again to make sure you are using the correct data files.

For our design for the individual course pages, we wanted to aim for a consistent user experience across every course, as the current course pages have various unnecessary tabs and finding simple information sometimes requires a substantial search. To avoid this, we wanted to consolidate similar tabs and pages into single broad tabs, such as resources for the course in question (course resources can contain links to the past exams as well as the textbook and other relevant course materials). With this idea in mind we are keeping the home page for each course minimal, with an area for a welcome and brief information about the course, and a section displaying the most recent announcement. Everything else about the course is available through the side bar on the left-hand side.

Course Homepage (Staff Logged in)

Figure 16

The screenshot shows the course homepage for COMP355 (2017) for a staff member. The top navigation bar includes links for 'Future students', 'International students', 'Current students', 'Research', and 'About Victoria'. The user 'silvafran' is logged in. The left sidebar contains a menu with 'COMP355 Home' (selected), 'Announcements', 'Course Outline', 'Lecture Schedule', 'Assignments', 'Marks', 'Submission', 'Resources', and 'Forum'. The main content area displays the course title 'School of Engineering and Computer Science COMP355 – Home Page Encryption and Super B-Trees' and a breadcrumb trail. Below this is a text box for announcements with a 'Welcome to Encryption and Super B-Trees!' message and a note about the course coordinator's office hours. At the bottom, there is a section for 'Announcements' with a message stating 'There are no new announcements' and a button to '+ Add a new announcement'.

VUW | ECS

Future students | International students | Current students | Research | About Victoria

silvafran

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School of Engineering and Computer Science
COMP355 – Home Page
Encryption and Super B-Trees

School of Engineering and Computer Sciences > Courses/COMP355 > Homepage

COMP355 Home

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COMP355 (2017)

Welcome to Encryption and Super B-Trees!

Please use the links on the left to navigate to different pages related to this course.

NB! Frank Silva (course coordinator) has office hours 2.30pm – 4.30pm everyday. Please come by or email him if you have any "course administration issues" such as extensions etc.

Cancel Save changes

Announcements

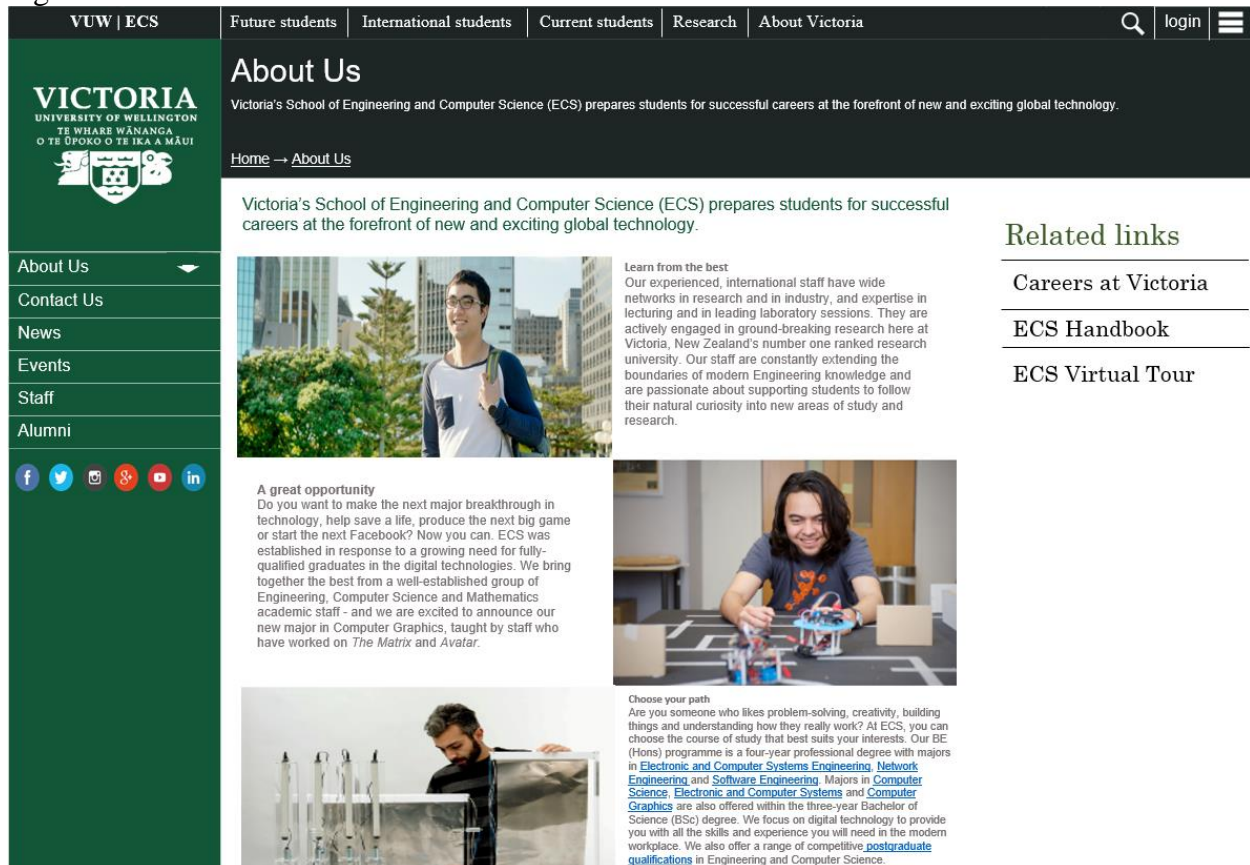
There are no new announcements

+ Add a new announcement

The design of the course homepage stays the same but the extra privileges allow for the staff member to change and update the homepage to add a new announcement or introduction to the course. As can be seen, when an update button is pressed, a text box appears which allows the staff member to edit the contents and either save changes or cancel what they have done to revert to what was previously there.

About Us

Figure 17



The About Us page in the current ECS website felt plain and boring (had too much information) with low user interactivity. The new re-designed About Us page should now be more attractive for prospective students and for current students that want to go back and check out the beauty of the new ECS website. The About Us,

Changes:

- More images are added to improve aesthetics of the page.
- Less information but they are very important to the page.
- Additional link: The Virtual Tour of the School of Engineering and Computer Science
- Added Social Media links so that user can be aware of recent events in ECS
- Alternating paragraphs to give a nice feel with the images

Back to Top Button

Figure 18.1



Figure 18.2



The back to top button is useful for pages that have a lot of information that allow you to scroll to see more. This button avoids having to scroll all the way up which is especially annoying for people who struggle with computers. Fundamentally, this feature enables the user to be redirected back to the top of the page that user is currently on. It gives more usability and easier navigation while being out of the way of any information and being transparent when not hovered, so will not distract the users much, if at all. The design implemented is that when the user moves the cursor to hover over the “back to top” button, the

3. Contributions

Andre Westerlund

Main contributions were: Created scenarios: Scenario 2 – Catching up on Lecture slides (Student), Scenario 4 – updating lecture slides on Lecture Schedule (Lecturer), the design details implemented were Calendar feature and About Us page. In addition; Video editing & part of the voice overs within the video. Assisted in editing the layout of the Group document and keeping it consistent.

David Burrell

Main contributions: Wrote personas 1 and 2. Wrote scenario 3. Did initial design overview image, which was redone when the design was complete. Did the Design on: Student Menu Student Assignment page, Lecture Schedule page, initial mock up (on paper) of the forum design, and the individual course homepage. Assisted in design on: Fixed Menus, Hover drop down menus, Default Homepage. Made initial paper prototypes of some pages, and assisted in the overall design process to keep consistency across our design.

Dolev Greenwood

Main contributions: Helped write Amy Ford persona. Wrote scenario 5 and half of scenario 6. Designed Course Homepages Page, Live Chat feature, ECS Forums page, News page, and Back to Top Button feature. Wrote descriptions for Fixed Menu Feature, Hover Drop-Down Menu feature, Marking Assignments Portal, Course Homepages page, Scrolling News Feed, Live Chat, half of Default Homepage, Lecture Schedule Logged in as Staff, News Page, and Back to Top Button feature. Assisted in design on: Fixed Menus, Hover drop down menus, and Default Homepage.

Gregory Cheng

Main contributions: Wrote scenario 1. Designed the fixed top and side menus, the hover drops down menus, scrolling news feed and overall default homepage, staff logged-in lecture schedule, staff logged-in edit course homepage, and overall compiled pages together to make sure styles stayed consistent throughout pages. Assisted in design of Student menu, and writing Frank Silva persona.

Hamid Osman

Main Contributions: Assisted in the research phase of the design phase. Wrote preliminary prototype paper based designs for the home page. Developed the Amy Ford persona. Designed and developed the tutor portal. Wrote descriptions for the Tutor Portal. Made sure my design is consistent across the project.