SWEN303

Assignment 2

David Burrell
300209541

1. Process

Problem

I used Cooper's Personas to design the persona and task model for the ECS web presence, for the personas I also took facets from C&L as well as using Coopers models, this was based on the assignment sample, providing me with a structure that I found useful, straightforward and understandable.

In choosing the personas and developing them I took inspiration from the stock photos I was browsing though, looking at someone and thinking 'who is this', 'what would they need from the ECS websites' as well as considering the different types of users that may be using the system.

When considering these different types of users, from students and staff to outsiders, researchers from other universities, and parents of current and prospective students, I came to decide on who would be using these sites the most, trying to distance myself from the bias I experience from being a user of the current ECS system and my personal knowledge of people I know that have interacted (or not interacted) with the ECS systems.

From there I went with personas who would need to deal with the systems on a more regular basis, simply because they would use it the most, thus catering to them would provide the best results and feedback. In catering to personas with consistent use of the systems, it should be able to be designed in a way that would also be inclusive of personas that don't use it regularly and even one off users.

The scenarios I chose were developed to be a good snapshot of what the personas I chose would be using the ECS websites for, again regular use by regular users. Any uncommon and rare use parts of the website are peripheral to the regular use of the websites, and as such can still have to be thought about but the use of these tasks can be figured out by the user who must go looking for them in the first place.

Again, I tried to get away from my own bias of the current system when developing the scenarios, however that is a very difficult task, so most features of the current systems do come through in the scenarios, however I redeveloped them in a way that suits the personas I chose, consolidating some current systems into a more streamlined system.

I found that once I had solid personas with enough detail about them, that I could keep developing them in my mind whilst figuring them out, a lot of small details that would just waste page space, but some good ones that managed to make it to the page. This was both a good and bad thing, as I ended up overthinking a bit I believe, but it also made some of the work fly by.

Developing the scenarios was a slight pain, as I was looking at the sample assignment for structure, it was hard to make a narrative as interesting and varied for the ECS web presence, probably due to the tasks done on the ECS websites not involving moving or interacting with others as much.

2. Model

Overview

Personas:

Third Year Student
Third Year Student Father
Third Year Student friend from separate campus
First Year Student
First Year Student Parent
Faculty - Tutor
Faculty - Lecturer
Faculty – Admin
PhD student
Overseas researcher
Exchange student
Exchange researcher

Scenarios:

getAssignment
submitAssignment
submitAssignmentLate
viewPreviousLecture
readCourseOverview
checkTutition
investigateStaff
investigateResearch
assistStudents
setupCourseOutline
uploadLectureSlides
provideReadings
doReadings

PERSONA 1: CHARLES SPENCER

Charles Spencer is a 23-year old, third year Computer Science student. He grew up in the Greater Wellington region and is now flatting with some friends near campus. He stays up late playing games with his friends, and drinking, this often causes him to miss his early morning lectures, thus he often ends up doing his assignments late at night as well. He is working towards his life goal of developing a video game. His goal in using the ECS website is to be able to get all the information he needs to complete his assignments on time, and can catch up on the lecture content he missed.

Activities: Charles often stays up late and skips classes, and must catch up on lectures online.

Attitudes: Charles is an energetic person, but doesn't feel any consequence to neglecting his work, if it gets done by the deadline.

Aptitudes: Charles is an excellent procrastinator, intelligent, but is not good at studying.

Skills: Charles is skilled in video games, photography, and being fashionable.

Domain Knowledge: Charles knows the ECS website rather well after 2 years of use.

System Knowledge: Charles has a decent understanding of the systems that comprise the ECS websites.

Interaction: Charles will interact with the system when studying or catching up on lectures. At least once a day – often up to 5 times depending on how much procrastinating is done.

Priorities: Charles wants to be able to quickly get into his study or assignment resources each time he decides to focus on his university work.

Motivations: Charles uses technology regularly and has become accustomed to learning new technologies

Computer self-efficacy: Charles is very confident when it comes to computing tasks, and is able to identify and work around problems that arise.

Risk Tolerance: Charles can deal with unfamiliar technologies, however having to learn new features last minute vexes him.

Information Processing: Charles often compartmentalizes his problems sometimes causing him to jump between working on the problem and learning how to deal with it.

Tinkering: Charles doesn't mind tinkering to learn software, however due to leaving things to last minute he prefers step-by-step processes and concise walkthroughs to save time.

PERSONA 2: ANNABEL WAYNE

Annabel Wayne is a 19-year-old student beginning her first-year of her engineering degree. She has just moved to Wellington from Otago, and is nervous about living and studying in a new city. She likes to spend the time between her classes revising or preparing for lectures. As she lives in the dorms she must work on her assignments in the labs at uni. Her life goal is to travel and to get a solid job wherever she chooses to stay. Her goal in using the ECS website is to be able to have access to all the resources she needs for her studies at all times.

Activities: Annabel spends a lot of time at university, studying or hanging out with the friends she has made, she also likes to go to the cinema to watch films.

Attitudes: Annabel is a shy, reserved girl who puts a lot of value in the relationships she makes, she also puts a lot of academic pressure on herself because of her desire to travel.

Aptitudes: Annabel is determined, intelligent, and creative

Skills: Annabel is a skilled painter, and is a quick reader.

Domain Knowledge: Annabel knows next to nothing about the ECS websites, having only seen them briefly when enrolling.

System Knowledge: Annabel knows nothing of the systems behind the ECS websites - having never dealt with them before.

Interaction: Annabel will be using the ECS website multiple times every day.

Priorities: Annabel wants quick easy access to resources for revision and preparation, preferring to pick back up where she left off at moments notice.

Motivations: Annabel is used to using technology to accomplish her tasks, however dislikes learning new technologies to do similar tasks.

Computer self-efficacy: Annabel is not very confident when doing unfamiliar computing tasks, not knowing what to do when things go wrong, and is frustrated when they do.

Risk Tolerance: Annabel is risk adverse when it comes to new technologies, she takes the time to learn new features when she can.

Information Processing: Annabel will often overprepare when tackling new problems, this sometimes results in having too narrow of a focus when working through it.

Tinkering: Annabel gathers a lot of relevant information and condenses it down into her own notes and definitions. This gives her confidence when it comes to tinkering with software

PERSONA 3: ZACK WOLFE

Zack Wolfe is a Computer Science researcher, tutor, and small part lecturer. Zack has come to Wellington from the United States to work on a research paper, he has also agreed to take a few lectures on his specialty during the trimester. Zack is usually on top of his work leaving him with lots of free time which he enjoys getting to know Wellington. His life goal is to author his own research paper, this current job being a good step along the way. His goal in using the ECS websites is to be able to mark students work and review his and his colleagues research.

Activities: Zack goes out to the pub with his colleagues, and walks around the city by himself.
Attitudes: Zack is friendly, and likes to get to know people, however he can be overly judgmental.
Aptitudes: Zack is well read, efficient, and perceptive.
Skills: Zack is skilled at reading, analysis, and can fix electronics.
Domain Knowledge: Zack has had minimal interaction with the ECS websites before starting work at the university.
System Knowledge: Zack has been shown how to use the systems he needs to do his job, he is not fully confident in using them yet.
Interaction: Zack will be using the ECS systems semi-regularly depending on how much teaching he is doing any given week – once or twice a week.
Priorities: Zack wants to efficiently mark and give feedback to students.
Motivations: Zack is confident in using many technologies to accomplish tasks, and does not mind unfamiliar technologies.
Computer self-efficacy: Zack is happy doing any computing tasks, if problems arise he knows where to go for assistance.
Risk Tolerance: Zack is confident in dealing with unfamiliar technologies, happy to learn any new features to get the job done.
Information Processing: Zack likes to do some prep work before starting any problems, but doesn't mind having to stop and look for more resources during the task.
Tinkering: Zack prefers to look up how to guides and read the documentation rather than blind tinkering with software.

SCENARIO 1: LAST MINUTE SUBMISSION (CHARLES SPENCER)

1. Charles has an assignment due at midnight, in which he has just finished and has 10 minutes until the deadline.
2. Charles opens a new window of his favourite web browser, and types in the URL for the ECS homepage, knowing that he must make it to the submission portal but he has not memorized the URL for the portal itself.
3. Charles logs into his ECS account using the student log in portal on the right side of the page.
4. Charles then navigates to a drop-down menu under his name, for students to quickly navigate to pages relevant to them, in this case Charles chooses the course with the assignment due.
5. Charles clicks on the link to the submission portal from the page contents on the right side of the course homepage.
6. Charles clicks the upload button and navigates through his file directory to his assignment and clicks upload.
7. When the file finished uploading the submission system provides a message to Charles indicating a problem with his submission, the file was in the incorrect format.
8. Charles now remembers the submission guideline for this assignment was slightly different than previous assignments, he goes back to his assignment and recompiles it so it fits the criteria.
9. With one minute left, Charles removes his old assignment from the submission portal and uploads his fixed assignment.
10. Once the assignment is uploaded and there are no errors, he hits submit. The page then takes a while to respond due to the many late submissions.
11. The page has timed-out and needs to refresh, annoyed because the time is now passed the deadline Charles refreshes the page and to his relief the page still has his assignment uploaded and ready to submit after the re-load, so he hits submit.
12. The submission is a success, and to Charles surprise not late. Charles then hovers his cursor over the submission details option and a help box pops up with details of his submission, this informs him that the system kept a record of when the file was successfully uploaded, and used that as the submission timestamp.
13. Charles happily closes the browser and his assignment and decides to play a game and skip class in the morning.

SCENARIO 2: STUDY BETWEEN LECTURES (ANNABEL WAYNE)

1. Annabel needs to get to class in the morning, she has a one hour gap between lectures this morning and plans to use that time finishing up the study she stayed up late doing last night. She is a bit slow to start this morning, blaming it on waking up at the wrong point in a sleep cycle, and the late-night study, she grabs her bag and double checks she has her laptop and books for the day before heading out the door.
2. Annabel arrives at class just as the lecture begins, gets her book out and listens in.
3. After the lecture ends, Annabel packs up her stuff and heads to the library in order to finish the studying she was doing last night, when she finds a spot she sits down and pulls out her laptop.
4. Annabel opens her favourite web browser and re-loads last night's tabs. After a few minutes with her social media, she clicks on the tab with her study materials.
5. The page redirects to the ECS homepage because Annabel had been logged out of her session overnight.
6. Annabel slightly annoyed at this, thinking that now she must get all the way back to her study resource and then find her place from last night, she clicks on the student log in and signs in.
7. Annabel then hovers over the student drop down menu, to her surprise, below the course homepage links for her courses, is a button saying previous session. Annabel hovers on this link hoping it will tell her what it does.
8. A tool tip box shows up saying that this link will take her to the last page that she had open before her session timed out.
9. Annabel now happy that she has a quick way back to the document she was on, clicks on the link, and it does what it said, and to Annabel's surprise even jumps down to the page she was on when it timed out too.
10. Happy that she got back to the document faster than she thought, she pulls out her book and gets right to it.

SCENARIO 3: LATE NIGHT ASSISTANCE (ZACK WOLFE)

1. Zack has been asked by a colleague to aid students asking questions on the forum tonight, Zack has finished all his work for the day and had no other plans so he doesn't mind doing so.
2. Zack sits down at his desk and opens up his favourite web browser, and navigates to the ECS website, and logs into the staff web portal by checking the staff check box before using the log in portal.
3. This takes him to the ECS staff homepage in which Zack can head straight to the forums with a click on the forums button on the page contents menu.
4. As this is the first-time Zack is using the forum in general, and he has to help the students working on the assignment due in the morning he decides to have a look around and see how things work.
5. Zack scrolls down the page to find the forum for the course he is to keep an eye on, and clicks on it. This takes him to the course forum, in the center of the page he can see a few posts asking questions already.
6. Zack clicks on one of the posts and reads the question. He then finds the reply button simply labelled just below the original post. He clicks that and a pop up box in which he types his reply into and posts.
7. After the post is complete, Zack notices that there is a small menu on the left side of the screen that scrolls with him, this box has a few options to help with the forums, including settings.
8. More importantly Zack notices that the post he just replied to is listed in this box, and is labelled 'following'.
9. Zack surmises that this box helps keep track of any threads he replies to. After doing a few more posts, one of the followed threads listed turns red and has an exclamation point next to it. This seems to be notifying him of something
10. Zack clicks on the thread and it takes him to the original post and scrolls down to a red highlighted post, one immediately after his post. It seems the red notification tells him that there has been a post on that thread again.
11. Happy with the system doing the monitoring for him he looks at other buttons on the page, and locates a check box that says auto-update.
12. Zack checks the auto-update box and then a new drop down menu appears next to it with a selection of time intervals. Zack chooses 30seconds and waits.
13. After 30 seconds pass the page refreshes the threads for him. Even Happier now that he can sit back and wait for changes to appear rather than seek them out, Zack makes a cup of tea and settles in for a few hours of Q&A.

SCENARIO 4: LECTURE CATCH-UP (CHARLES SPENCER)

1. Charles needs to catch up on the lectures he has missed this week, as he has heard they are important for the assignment he needs to start. Charles grabs some breakfast and heads to his desk to study.
2. Charles opens his favourite web browser and makes his way to the ECS homepage. Once there he logs in and selects the course to study for from the drop-down menu.
3. On the course homepage Charles looks for the lecture schedule to find the notes lecture slides he missed, he locates the lecture schedule link in the contents menu on the right side of the screen and clicks it.
4. From this page Charles scrolls down and locates the week he missed and the lectures associated with them, he then clicks on the first of the lecture slides.
5. Charles starts to read the lecture slides however he has noticed that the slides don't contain that much information and he is annoyed as he must look elsewhere.
6. Charles returns to the previous page and next to the link to the slides in the table is a separate column with additional links, conveniently one of these is a link to the video recording of the entire lecture, Charles opens this in a new tab, the other link is to additional reading material, he opens this for later and switches to the new tab.
7. The recording redirects him to a different part of the website, and he must log in using his ECS credentials again, he does so and watches the lecture at 1.2 times speed because he has no time to waste.
8. After the lecture ends Charles is prompted with the option to select the next lecture in order, or return to the directory. Charles watches the next one.
9. After catching up on his lectures he switches back to the old tab with the additional reading. This page has since timed out and has been blocked out with a message box, asking him if he wants to log in, or return to the homepage. He selects the log in and gets straight back to his readings.