

Phase 6:

### **Task 1: Viewing Course Announcements**

1. Will the user be trying to produce the effect?  
Yes, students want to stay informed about course updates.  
Why? Motivation: Staying informed ensures students can complete assignments on time.
  2. Will the user see the correct control?  
Yes, the notification alert icon is clear on the dashboard.  
Why? Motivation: It is visually distinct, leveraging familiar alert design patterns.
  3. Will the user see that the control produces the desired effect?  
Yes, clicking it leads to announcements displayed as cards.  
Why? Motivation: Aligns with user expectations for accessing updates.
  4. Is there another control the user might select?  
Possibly, users might mistakenly navigate to the menu instead of clicking the notification.  
Why? Motivation: The menu might seem like an alternative way to access announcements.
  5. Will the user understand the feedback to proceed correctly?  
Yes, the opened announcement details are self-explanatory.  
Why? Motivation: The straightforward design reduces confusion.
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### **Task 2: Providing Feedback on a Lecture Cancellation**

1. Will the user be trying to produce the effect?  
Yes, students wish to request study materials if a lecture is canceled.  
Why? Motivation: Ensures they can continue studying without disruption.
2. Will the user see the correct control?  
Yes, the "Provide Feedback" button is prominently displayed.  
Why? Motivation: A clear button ensures accessibility and draws attention.
3. Will the user see that the control produces the desired effect?  
Yes, a text input box opens for feedback submission.  
Why? Motivation: Immediate visual feedback confirms functionality.
4. Is there another control the user might select?  
No, the feedback option is the only actionable control.  
Why? Motivation: The task flow is intentionally simple and focused.

5. Will the user understand the feedback to proceed correctly?  
Yes, the confirmation message after submission clarifies success.  
Why? Motivation: It reassures the user that their action was successful.
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### **Task 3: Posting a University Event Announcement**

1. Will the user be trying to produce the effect?  
Yes, administrators aim to share event information.  
Why? Motivation: Communicating events is crucial for engaging the university community.
  2. Will the user see the correct control?  
Yes, the "Create New Announcement" button is accessible in the announcements section.  
Why? Motivation: The button is positioned logically where users expect it.
  3. Will the user see that the control produces the desired effect?  
Yes, the form for inputting event details appears.  
Why? Motivation: Visual feedback confirms they are on the right track.
  4. Is there another control the user might select?  
Yes, they might click "Quick Post" for mobile instead.  
Why? Motivation: Mobile users might prefer a simpler alternative for event creation.
  5. Will the user understand the feedback to proceed correctly?  
Yes, the posted event confirmation ensures clarity.  
Why? Motivation: Clear confirmation eliminates uncertainty about task completion.
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### **Task 4: Subscribing to Department Notifications**

1. Will the user be trying to produce the effect?  
Yes, faculty members want relevant department updates.  
Why? Motivation: Keeping informed about departmental activities is essential for coordination.
2. Will the user see the correct control?  
Yes, the "Notification Settings" menu is visible.  
Why? Motivation: Proper labeling and placement improve usability.

3. Will the user see that the control produces the desired effect?  
Yes, a subscription confirmation is displayed after selection.  
Why? Motivation: Instant feedback ensures confidence in the action taken.
  4. Is there another control the user might select?  
No, the subscription process is straightforward.  
Why? Motivation: The UI is designed to make this process intuitive and direct.
  5. Will the user understand the feedback to proceed correctly?  
Yes, confirmation ensures they've subscribed successfully.  
Why? Motivation: Users feel assured their choice was effective.
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### **Task 5: Customizing Notification Preferences**

1. Will the user be trying to produce the effect?  
Yes, students prefer to reduce irrelevant notifications.  
Why? Motivation: Personalized notifications help them stay focused.
  2. Will the user see the correct control?  
Yes, toggles for notification types are intuitive and clear.  
Why? Motivation: Familiar toggle design enhances usability.
  3. Will the user see that the control produces the desired effect?  
Yes, a "Preferences Saved" message appears.  
Why? Motivation: This feedback reassures users their changes are applied.
  4. Is there another control the user might select?  
No, the toggle is directly linked to the task.  
Why? Motivation: The interface limits unnecessary alternatives.
  5. Will the user understand the feedback to proceed correctly?  
Yes, feedback confirms updates.  
Why? Motivation: Clarity in messages reinforces user confidence.
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### **Task 6: Searching for Old Notifications**

1. Will the user be trying to produce the effect?  
Yes, students need to revisit old announcements.  
Why? Motivation: Past notifications might contain vital details for reference.
2. Will the user see the correct control?  
Yes, the search bar is prominent.  
Why? Motivation: Its placement at the top ensures visibility.

3. Will the user see that the control produces the desired effect?  
Yes, relevant results are displayed.  
Why? Motivation: Results immediately validate the search process.
  4. Is there another control the user might select?  
No, the search bar is explicitly linked to the task.  
Why? Motivation: The system avoids offering redundant options.
  5. Will the user understand the feedback to proceed correctly?  
Yes, no results prompt the user to refine their search.  
Why? Motivation: Clear error messages guide user action.
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### **Task 7: Reviewing Feedback from Students**

1. Will the user be trying to produce the effect?  
Yes, professors want to ensure clarity for students.  
Why? Motivation: Addressing student feedback improves communication and learning.
  2. Will the user see the correct control?  
Yes, the feedback section is accessible.  
Why? Motivation: Proper labeling ensures easy navigation.
  3. Will the user see that the control produces the desired effect?  
Yes, feedback is displayed along with response options.  
Why? Motivation: Clear responses enable professors to take prompt action.
  4. Is there another control the user might select?  
No, the feedback section is distinct.  
Why? Motivation: The UI minimizes confusion by isolating the task.
  5. Will the user understand the feedback to proceed correctly?  
Yes, actionable options (e.g., "Reply") are clear.  
Why? Motivation: Proper cues guide users seamlessly.
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### **Task 8: Receiving Real-Time Exam Schedule Updates**

1. Will the user be trying to produce the effect?  
Yes, students need real-time updates for exam schedules.  
Why? Motivation: Missing updates can cause significant stress during exams.

2. Will the user see the correct control?  
Yes, a toggle for real-time updates is intuitive.  
Why? Motivation: Standard toggle design ensures ease of use.
3. Will the user see that the control produces the desired effect?  
Yes, enabling it confirms the change.  
Why? Motivation: Immediate feedback validates the user's action.
4. Is there another control the user might select?  
No, the toggle is the only relevant option.  
Why? Motivation: The interface simplifies this process for users.
5. Will the user understand the feedback to proceed correctly?  
Yes, the preview notification confirms success.  
Why? Motivation: Clear messaging builds trust in the system.