

Let's cram UI Design

COMP6080

Good luck!

COMP6080

1. UI Analysis - 0:40

TO DO: Put ourselves in the user's shoes and examine good and bad web designs.

WHY: Understand how UI design can impact the user and get a feel for what a good design looks like.

2. Assessing our own UI - 8:00



TO DO: Ask ourselves user-focused questions as we design & develop our own user interfaces.

WHY: Improve our UI and enhance our users' experience (and get more marks!)

3. UI Extras (Optional) - 21:03

TO DO: Look at ways we can take our UI designs to another level.

WHY: Go that extra mile in designing for our users <3

1

UI Analysis

LOOKING AT EXISTING UI DESIGNS

Agenda

1. Sign in & learn about it - LinkedIn
2. Make a marketing poster - Canva
3. Find an answer to a question - Quora
4. Look for enrolment info - Yale School of Art, UNSW





How to use this video

ENJOY IT.. AND TAKE NOTES

User-Focused

We're going to practice putting ourselves in the users shoes and observe a few user interfaces.

Note down:

Any design strategies, things you've never thought about before, things that you want to remember.

WATCH VIDEO FOR WALKTHROUGH*

1. Sign in & learn about it - LinkedIn
2. Make a marketing poster - Canva
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2

Let's assess our own UI

DESIGN CHECKLIST

Agenda

- 1. Visibility
- 2. Affordance
- 3. Feedback
- 4. Consistency
- 5. Constraints
- 6. Effectiveness & Utility
- 7. Efficiency
- 8. Safety
- 9. Learnability
- 10. Common Standards & Conventions
- 11. Catering to All
- 12. Aesthetics





How to use this video

... LIKE A CHEATSHEET

Questions

Assess your UI (or prototypes) by examining the different screens and ask yourself these questions.

Quick Tips

Some things to consider to improve the interface, according to that specific design principle or heuristic.

WATCH VIDEO FOR EXAMPLES*

Visibility

The image contains two screenshots. The top screenshot shows a design interface with a purple header bar containing icons for 'For you', 'Presentations', 'Social media', 'Video', 'Print products', 'Marketing', 'Office', and 'More'. Below this is a section titled 'What will you design?' showing examples like 'Presentation', 'Instagram Post', 'Poster', 'A4 Document', and 'Logo'. The bottom screenshot shows a search interface with a search bar labeled 'Enter researcher name or research topic name' and a 'Search' button.

What will you design?

Custom size

For you Presentations Social media Video Print products Marketing Office More

You might want to try...

Presentation Instagram Post Poster A4 Document Logo

Find a researcher

Enter researcher name or research topic name

Search

How visible are the functions, options and controls?

Does a first-time user need to guess or click on random things to figure out where the controls are?

- Prioritise buttons > burger menus
- Check difference screen dimensions and make sure controls don't disappear
- Make sure users know what page they're on
- If users are in the middle of a process, show them what step they're on
- *Recognition Rather Than Recall* - show users their choices rather than making them recall or guess an action.
- To scroll or not to scroll?

Affordance

Home > Infectious diseases > COVID-19 (Coronavirus) > COVID-19 clinics

COVID-19 clinics

Get tested if you have COVID-19 [symptoms](#), even if mild. Symptoms include fever, cough, sore throat, shortness of breath, runny nose, loss of taste or smell. Other reported symptoms include fatigue, acute blocked nose (congestion), muscle pain, joint pain, headache, diarrhoea, nausea/vomiting, loss of appetite, unexplained chest pain and conjunctivitis. It is important to maintain high testing rates to identify as many cases in the community as quickly as possible.

To get tested visit one of the COVID-19 clinics listed, [call your GP](#) or call the National Coronavirus Helpline on 1800 020 080 (24-hour help line).

Once you have been tested, you must go straight home and self isolate until you get your result, unless advised otherwise by NSW Health. Don't stop off along the way.

Getting tested for COVID-19 is free, convenient and easy. When a General Practitioner (GP) referral is required for a private testing clinic, please check with your GP as GP charges may apply. COVID-19 testing for [travel clearance purposes](#) is conducted at private pathology clinics only. Charges may apply for COVID-19 testing services for travel.

Information on how to receive your test result, including how to register for SMS, is provided when you get tested. Results typically take 24-48 hours.

[Translating and interpreting](#) services are available at clinics. Ask the clinic to call 131 450.

If you are unable to go to a testing clinic

If you need a COVID-19 test and can't go to a testing clinic, refer to [COVID-19 testing at home](#).

Further information

- [What you need to know before visiting a COVID-19 testing clinic](#)
- Information and resources about [COVID-19 testing in Easy Read and AUSLAN](#).
- Information about free COVID-19 testing at [private pathology clinics](#)

Map legend:  No referral required  Drive-through clinic, no referral required  Referral required  Drive-through clinic, referral required

Expand map to search by suburb 

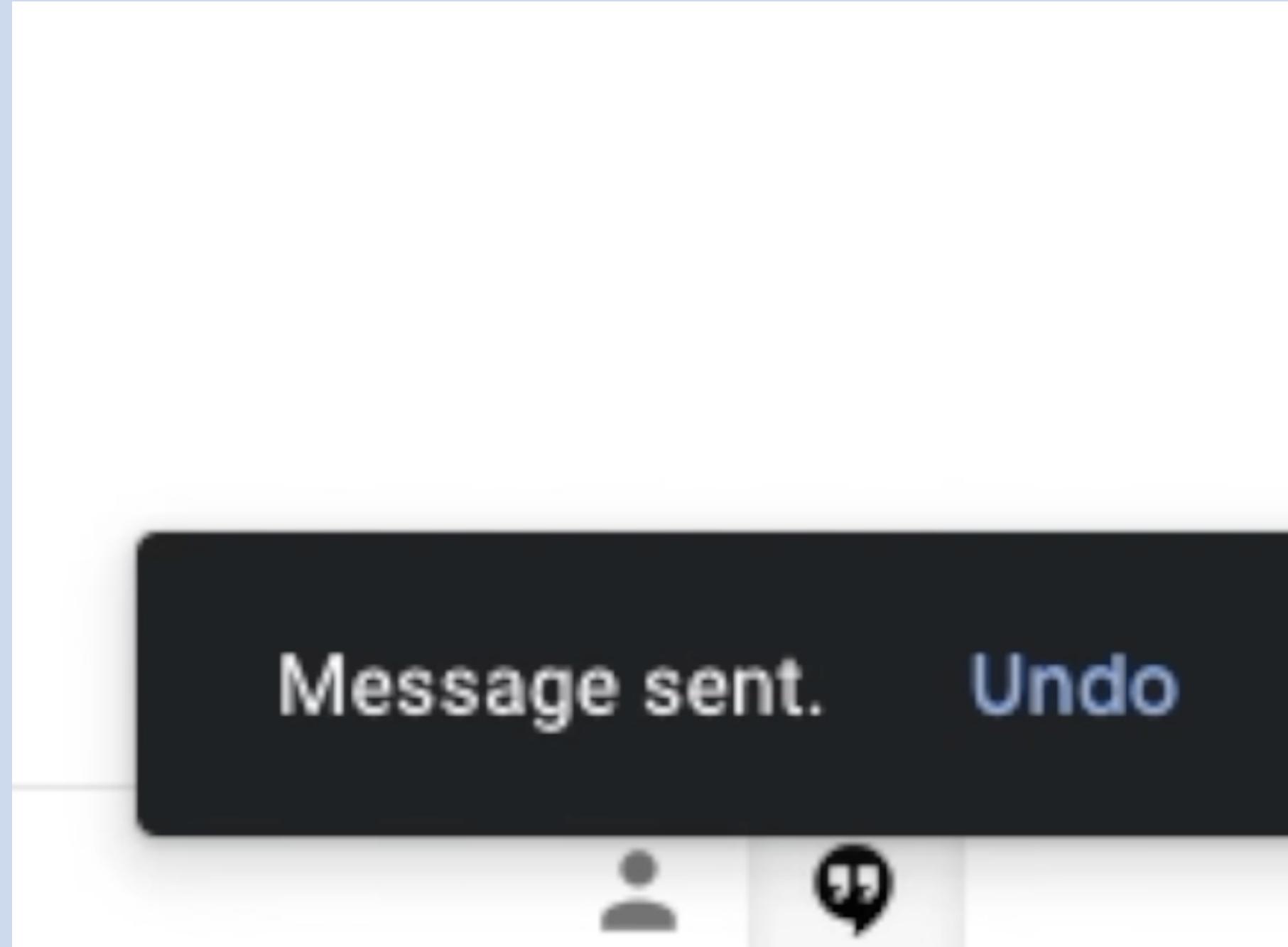
Is it clear what each button does?

What hints are given that suggest how a control is supposed to be used?

If icons are used, is it intuitive or universal?

- Links are often underlined
- Links should be a different colour to normal text
- Buttons are outlined or change style when hovered over
- Icons often match real-world applications or the natural order of things

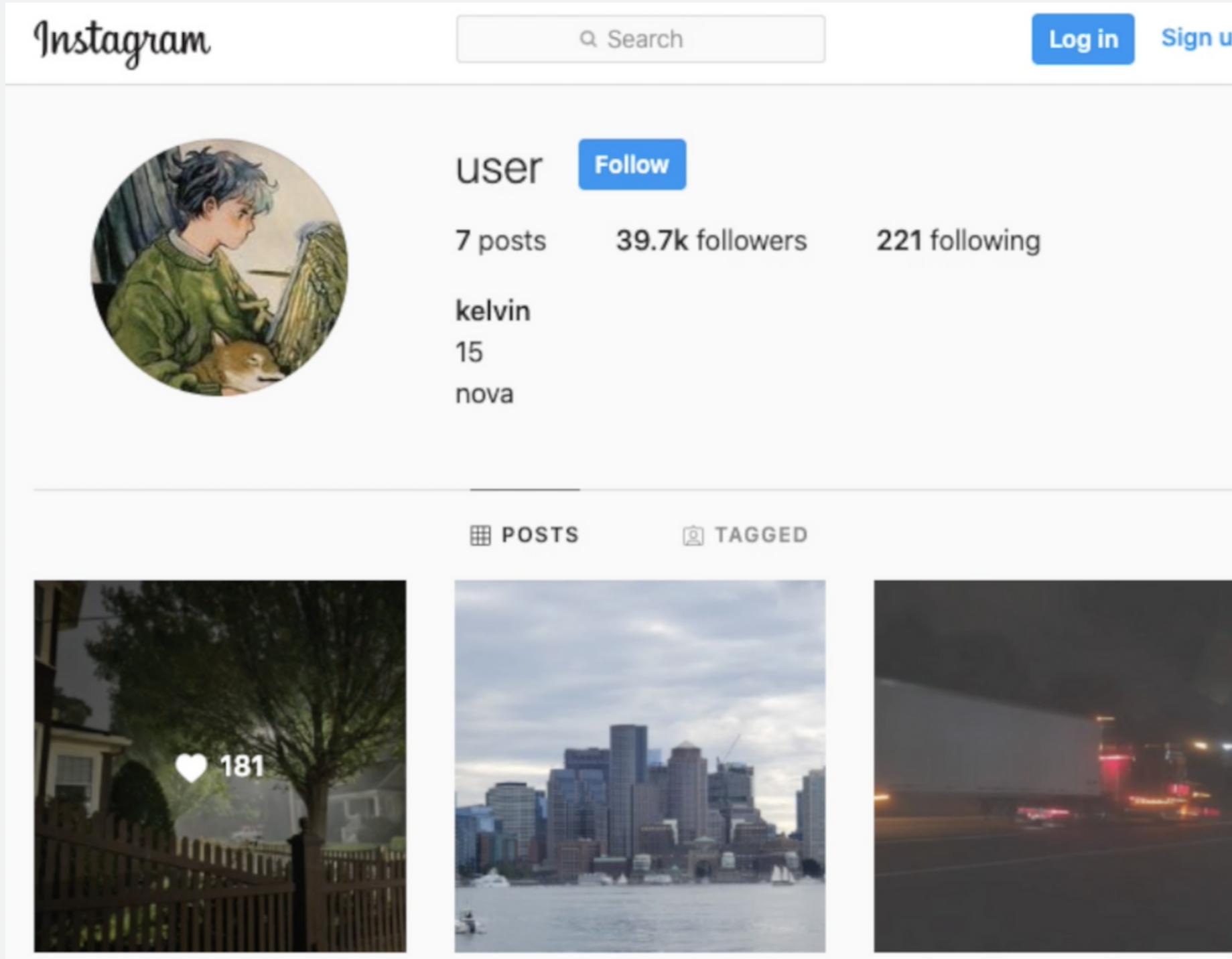
Feedback



Once my user has completed an action, how do they know the system has acknowledged it?

- When a user does something, give them feedback (E.g popup, success/failure message)
- For buttons or links, make it change colour once pressed
- If the system is doing something in the background for a long time (>1.5 secs), show the user a loading message or spinning pinwheel

Consistency



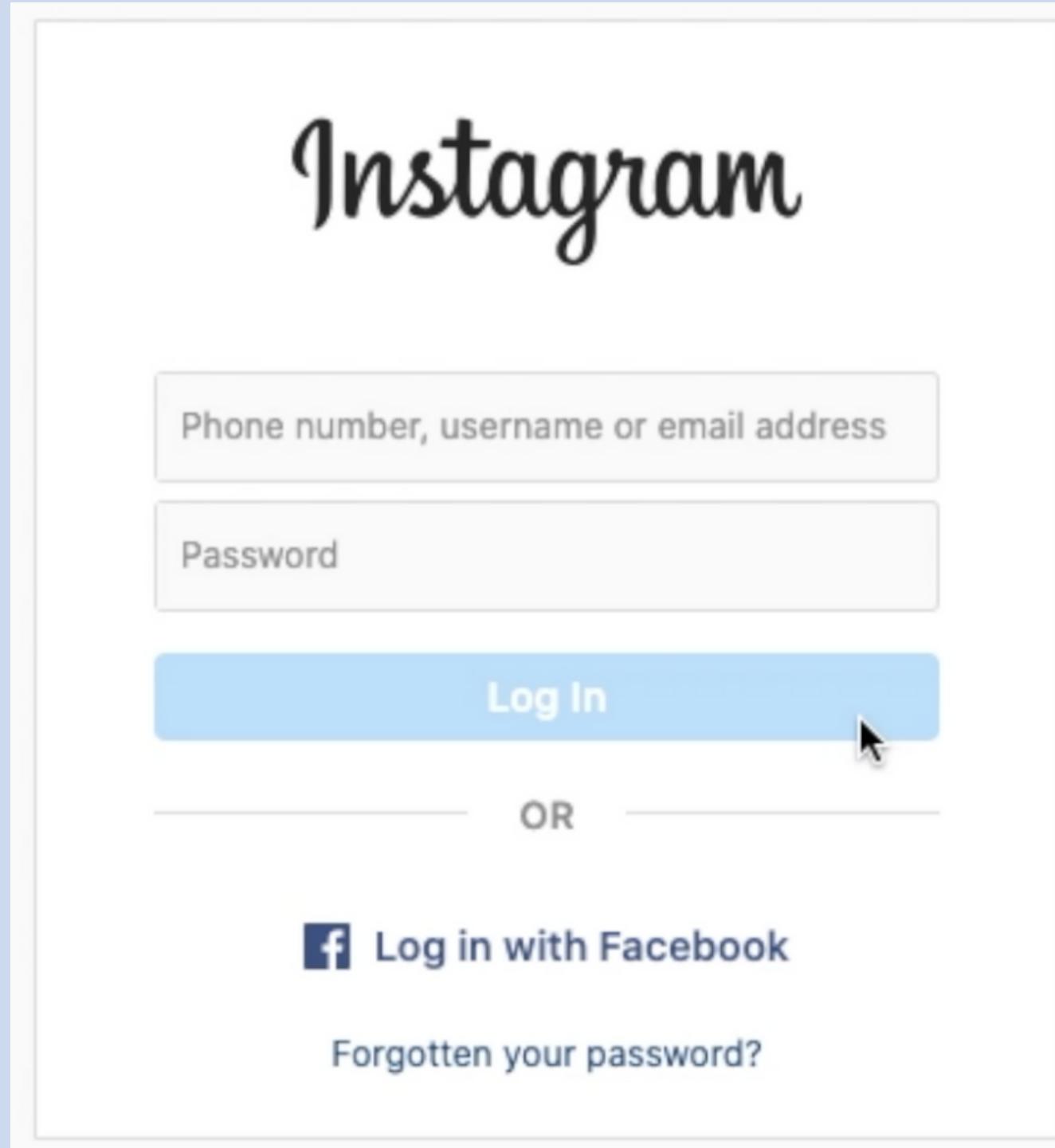
Do different screens look the same?

Are buttons, controls, cards, etc. consistent and the same?

Is my colour scheme consistent throughout the application?

- Ensure text has consistent fonts and sizes
- Stick to one font with different weights or styles - TWO if necessary
- Controls should use the same styles
- Often recommended to stick to two variations (primary, secondary)
- Don't implement jarring changes

Constraints

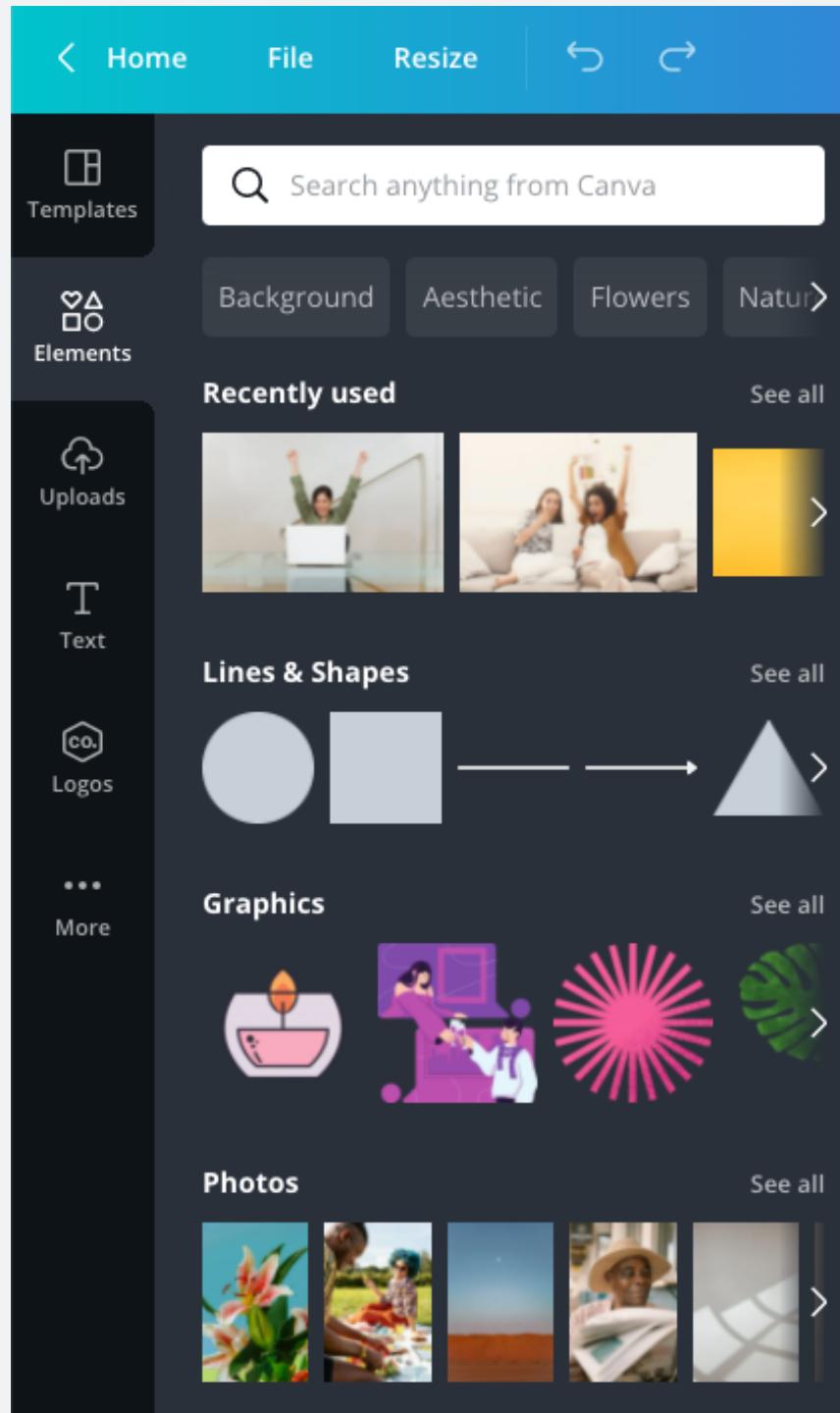


Am I limiting the errors my users can make by restricting controls?

Do users have access to controls they shouldn't have permissions for?

- If the user has an empty input, disable buttons to continue
- If the user enters incorrect input (an invalid email, a taken username, a weak password), don't let them complete the registration
- If the user is not logged in, don't show functions only registered users can do
- Minimise room for errors

Effectiveness & Utility



Can my users complete their tasks?

Can they achieve their goals?

- Make sure users can access all the controls they need - edit, delete, save, logout buttons
- For each checkpoint, understand the user's goal and make sure the user can achieve it
- Navbars or navigation controls should be visible on all pages (some exceptions)

Efficiency

The Love Language™ Quiz

Which statement fits you better?

Gifts are symbols of love that are important to me.

I feel loved when people affirm me.



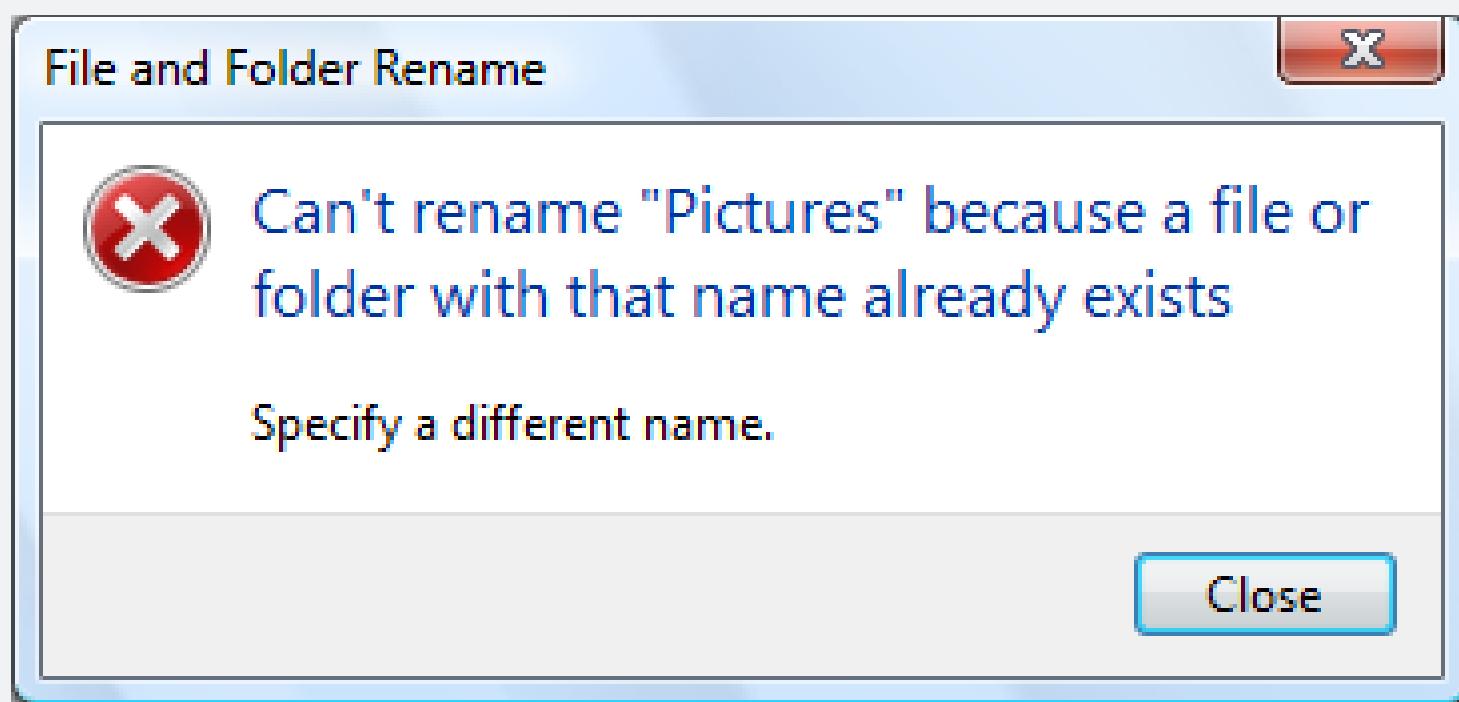
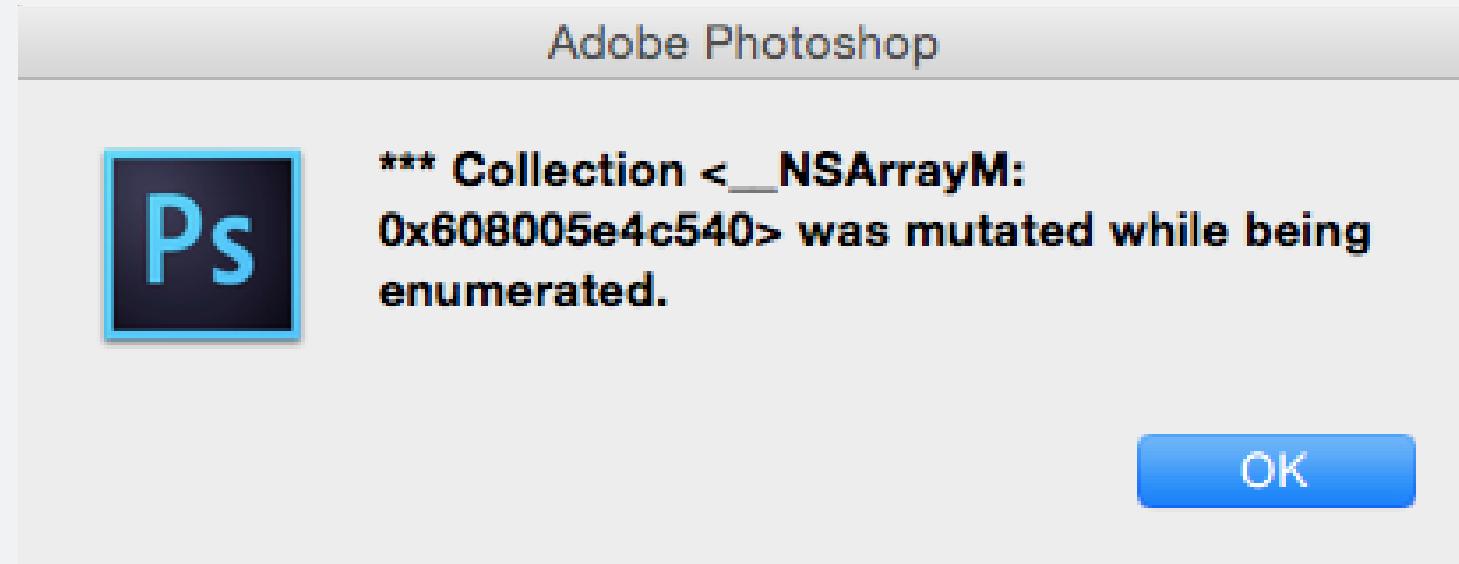
Can my user carry out tasks in minimal steps?

Is my user able to maintain high levels of productivity?

- Don't make using your app tedious - limit and simplify steps as much as you can
- Remove unnecessary steps
- If multiple steps are required, show them their progress (progress bar, "Step 2/5")
- SIMPLIFY

Safety

Are my users protected from making errors?



Do I help them recover once an error has been made?

Do I help my user feel like they're in control or that it's safe to explore the interface?

- If a user does something by accident, make sure they are able to undo it
- If this isn't possible then make sure warnings are provided for potentially dangerous actions (e.g delete, publish)
- Don't place buttons too close together
- If a user makes an error:
 - Step 1: Explain the error in plain language
 - Step 2: Suggest a solution

Learnability

< Create your account

We'll have you designing in no time.

Name

Julie Smith

Email

julie@example.com

Password

Use 8 or more characters with a mix of letters, numbers & symbols.

Get started!

By continuing, you agree to Canva's [Terms of Use](#). Read our [Privacy Policy](#).

Already signed up? [Log in](#)

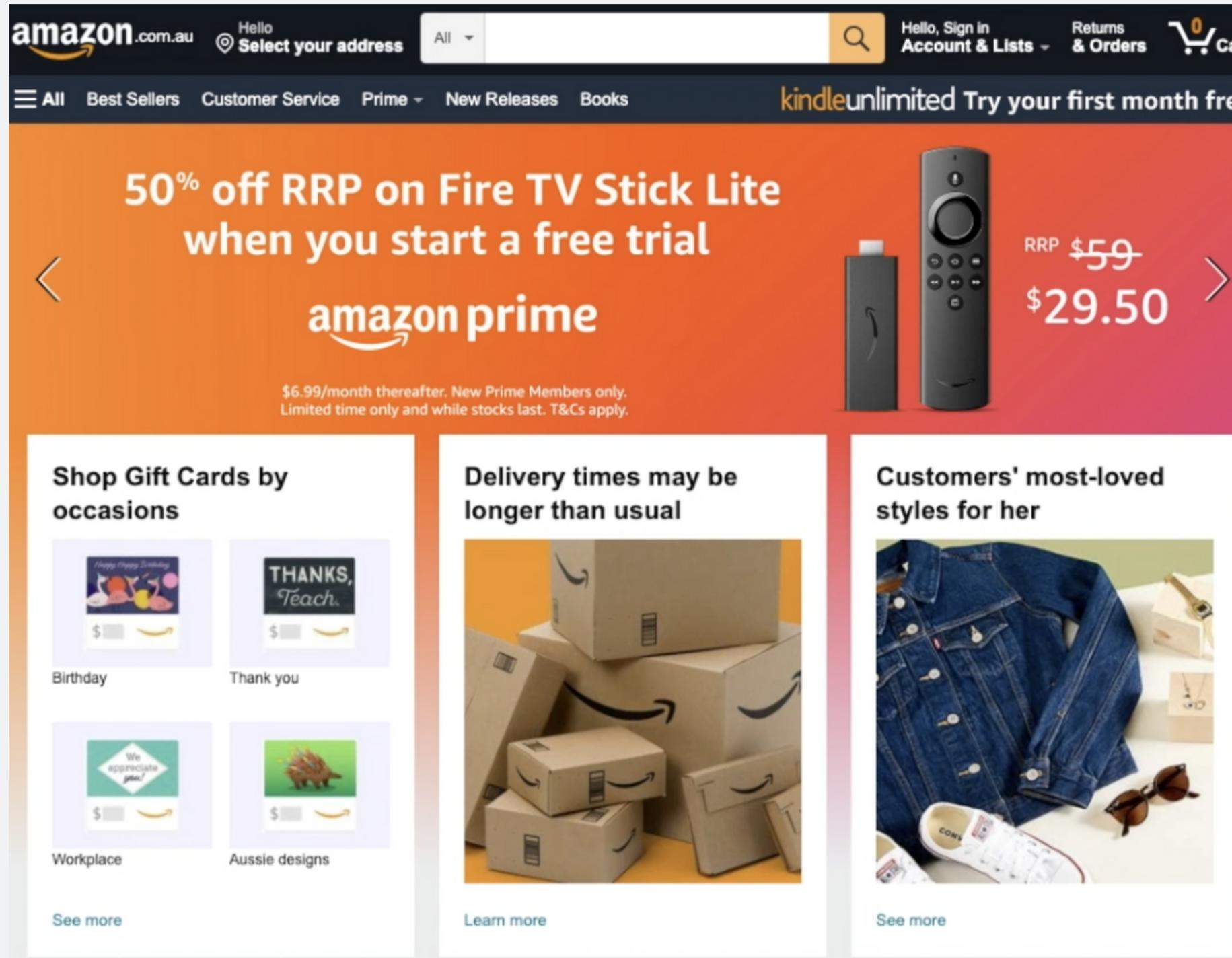


Is my application intuitive?

Do I provide instructions, tutorials or tips?

- Use placeholders in inputs to demonstrate what the user should type
- For complicated functions that might be unclear, tell the user what to do

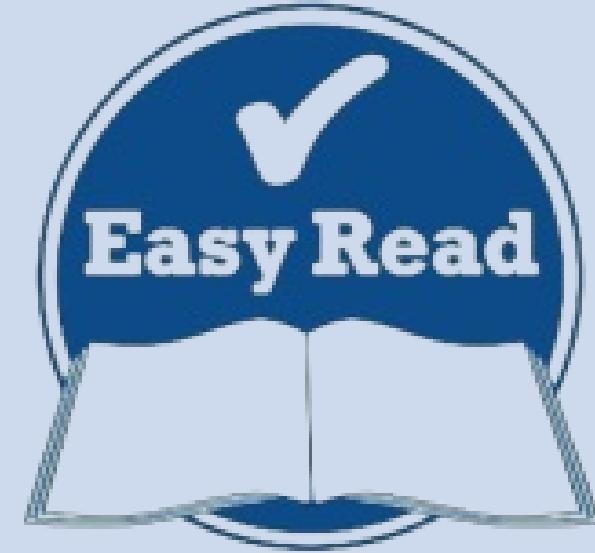
Common Standards & Conventions



Is my interface somewhat familiar to the user?

- User profile controls are usually in the top right corners
- Clicking on the logo usually leads to the homepage
- Symbols should match their real-world applications:
 - Magnifying glass - Search
 - Shopping cart/basket - Purchases
 - Heart or Like symbol
 - Floppy Disk - Save

Catering to All

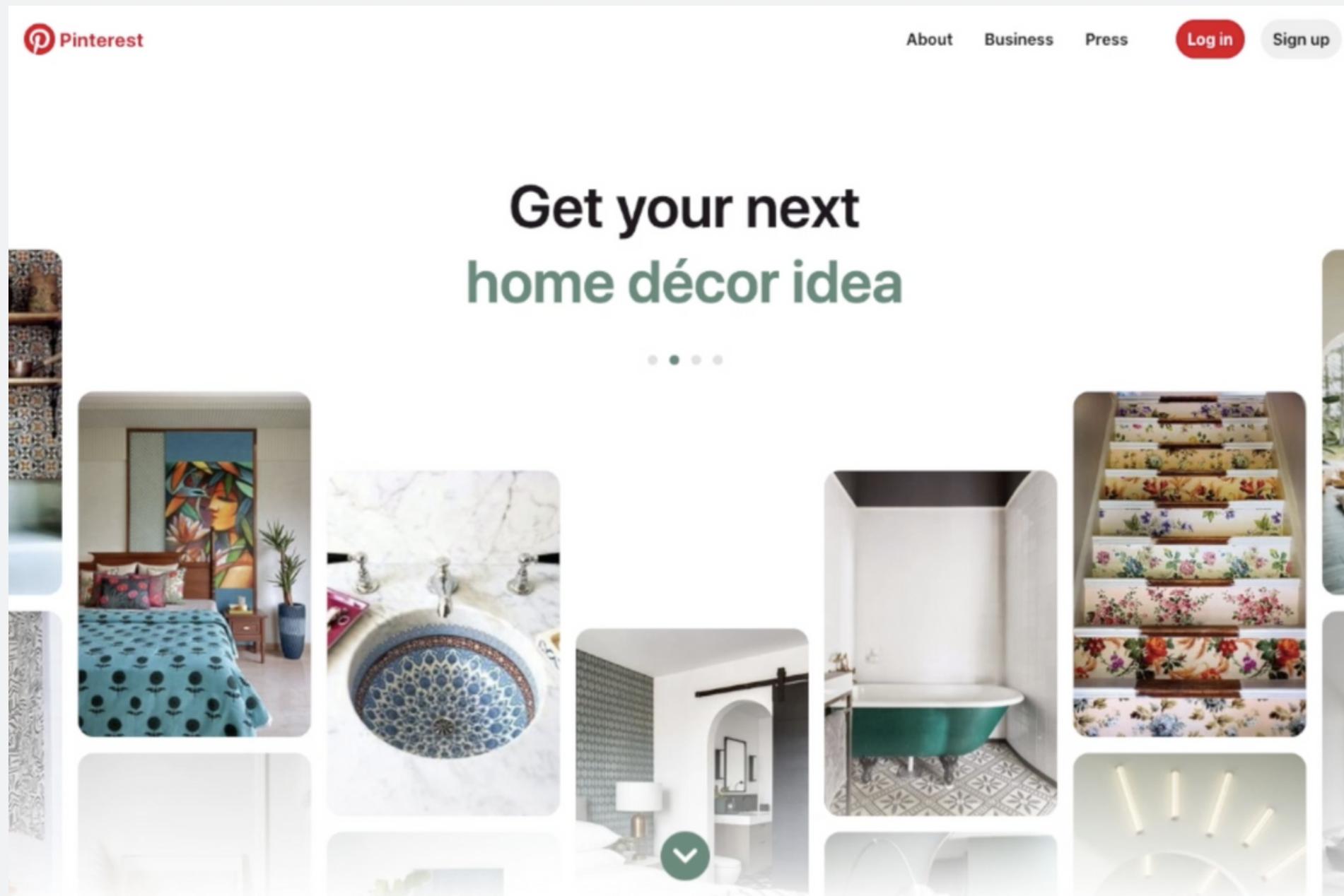


Do I give new users enough support or instructions?

Am I slowing down my expert users?

- Experts no longer need tips, tutorials, warnings, etc.
- Give expert users options to turn off tutorials (e.g Do not show again)
- Decide which functions are not absolutely necessary and can be moved into an 'Advanced options'
- *Balance* between learnability and efficiency
- Accessibility considerations: alternative text, 'Easy Read' option, captions, hierarchy

Aesthetics & Minimalism



Do I show only essential information/controls on a page?

Is there unnecessary clutter?

- Ask yourself: 'Is this information relevant now?'
- Move rarely needed functions to another page (e.g Change username -> Settings)
- *Balance* between minimalism and good visibility
- Things to consider: Symmetry, Balance, Contrast, Scale, Unity

3

UI Extras

OPTIONAL



Extra Stuff

SOME NICE ADDITIONS TO ENHANCE YOUR UI

Not super important

If you're cramming the assignment feel free to stop watching.

Research & Take Notes

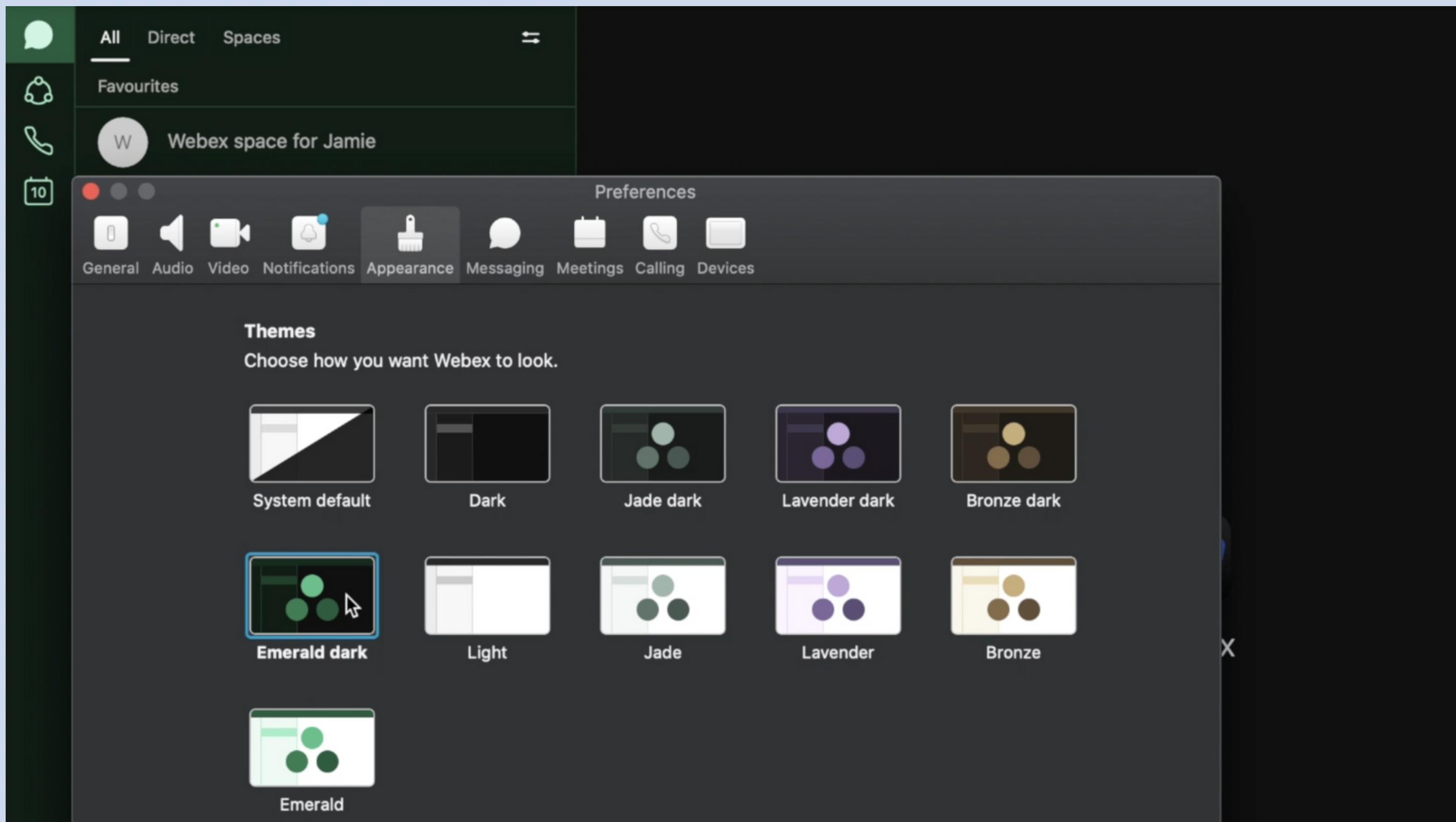
This is a brief overview. Do some further research on these concepts.

Agenda

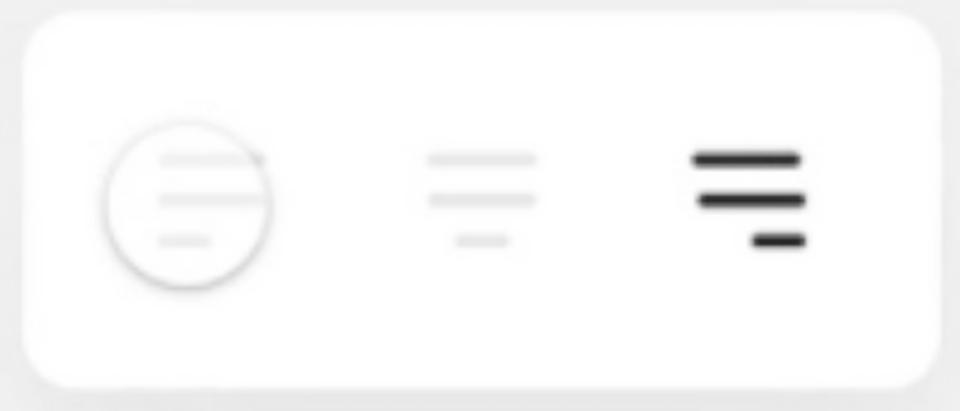
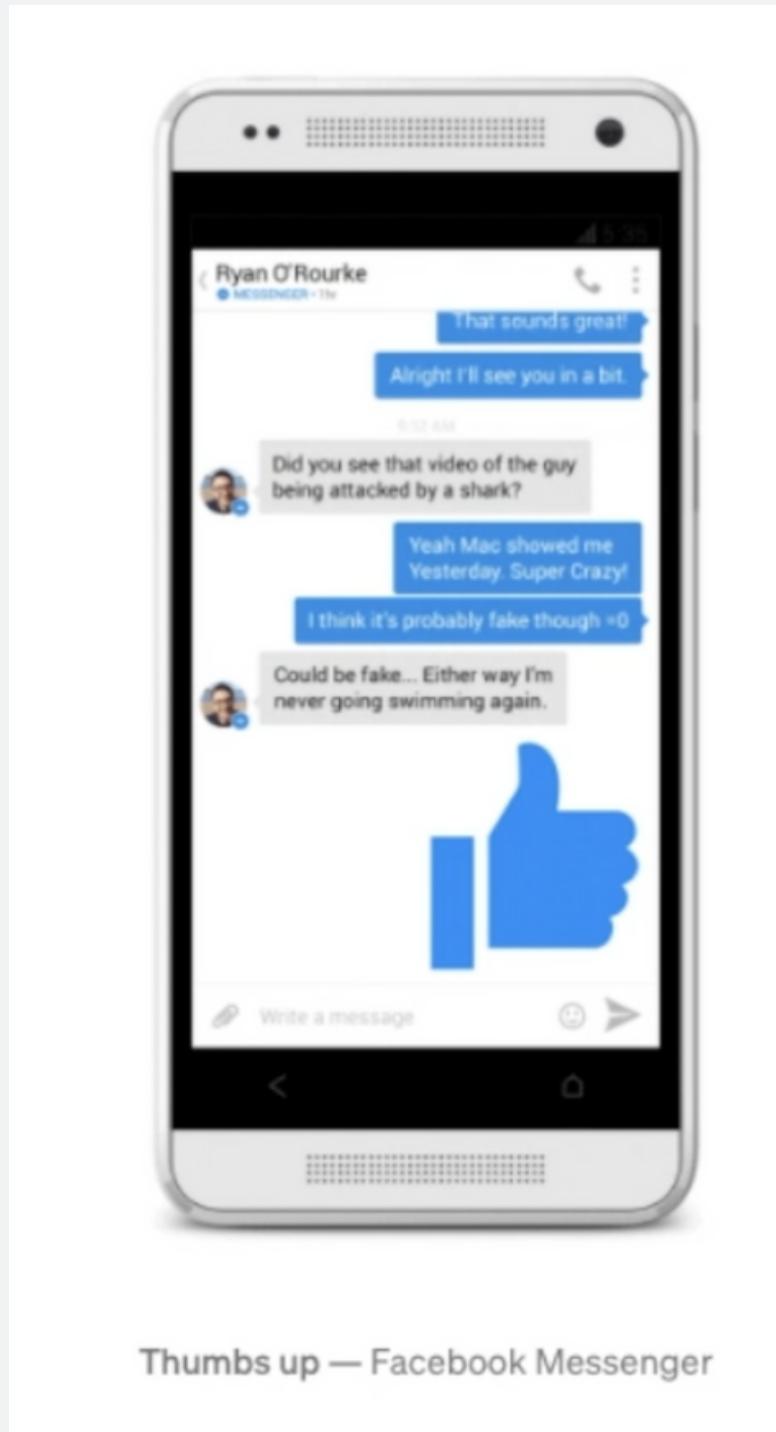
1. Dark Mode
2. Microinteractions
3. Designing for Emotions
4. Cognitive Load



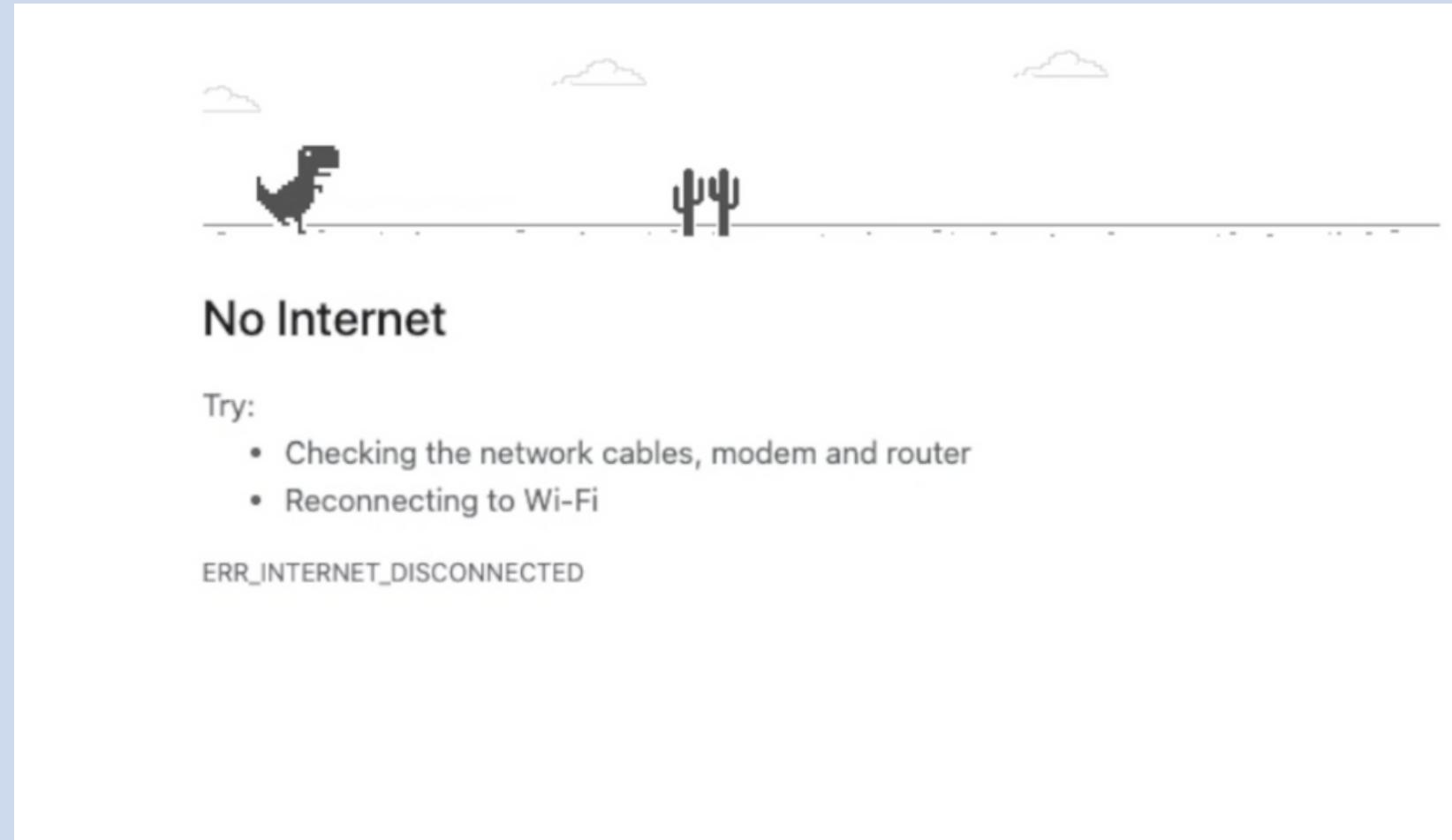
Dark Mode



Microinteractions



Designing for Emotions



Cognitive Load

The image is a composite of two parts. On the left, a screenshot of the Yale School of Art website is displayed. The website has a blue header with the text "YALE SCHOOL OF ART". Below the header is a yellow sidebar containing links to "Home", "About the School", "Apply to the School", "Exhibitions", "Publications", "News", and "Public Events". There is also a "Pause animations" button and a note about the website being a collaborative experiment. The main content area features sections for "HAPPENING THIS WEEK", "FALL 2021 AT THE SCHOOL OF ART", "SCHOOL NEWS", "COMMUNITY BULLETIN BOARD", and "CALENDARS & NEWSLETTERS". A "QUICK LINKS" section is located in the top right of the main content area. At the bottom left, there are buttons for "Visitor: Log in", "Edit this page", and "Page history", along with notes about page changes and background updates. On the right side of the image, there is a large, abstract, yellow and purple background featuring the letters "SOA" in a bold, blue, brushstroke-style font. The "O" in "SOA" contains smaller, overlapping text elements such as "1832", "1852", "1860", "1861", "1862", "1863", "1864", "1865", "1866", "1867", "1868", "1869", "1870", "1871", "1872", "1873", "1874", "1875", "1876", "1877", "1878", "1879", "1880", "1881", "1882", "1883", "1884", "1885", "1886", "1887", "1888", "1889", "1890", "1891", "1892", "1893", "1894", "1895", "1896", "1897", "1898", "1899", "1900", "1901", "1902", "1903", "1904", "1905", "1906", "1907", "1908", "1909", "1910", "1911", "1912", "1913", "1914", "1915", "1916", "1917", "1918", "1919", "1920", "1921", "1922", "1923", "1924", "1925", "1926", "1927", "1928", "1929", "1930", "1931", "1932", "1933", "1934", "1935", "1936", "1937", "1938", "1939", "1940", "1941", "1942", "1943", "1944", "1945", "1946", "1947", "1948", "1949", "1950", "1951", "1952", "1953", "1954", "1955", "1956", "1957", "1958", "1959", "1960", "1961", "1962", "1963", "1964", "1965", "1966", "1967", "1968", "1969", "1970", "1971", "1972", "1973", 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