

Signifiers:

GA1: A Knowledge Base For Engineering	GA7: Communication Skills
GA2: Problem Analysis	GA8: Professionalism
GA3: Investigation	GA9: Impact of Engineering on Society & Environment
GA4: Design	GA10: Ethics and Equity
GA5: Use of Engineering Tools	GA11: Economics and Project Management
GA6: Individual and Teamwork	GA12: Lifelong Learning

The **question mark** beside each GA is a signifier for getting more information on each GAs. The question mark is signifying that the intended affordance for this button is to know more/get more information.

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
! ENGG 100	I	I			I	I						
ENGG 123				I		I	I	I	I	I		I
ENGG 140	I	I										
! ENGG 141	I	D										
ENEL 280	I	I	I		I	I	I	I				I
ENEV 223	I	I	I				I	I	I	I		I

The **exclamation mark** beside the courses signifies that there's something that needs attention.

Submission Status

Send Notification

<input checked="" type="checkbox"/> ENGG 123 <input type="checkbox"/> ENGG 303	
<input checked="" type="checkbox"/> ENEL 281 <input checked="" type="checkbox"/> ENEL 282 <input type="checkbox"/> ENEL 380 ▶	
<input checked="" type="checkbox"/> ENEL 384 <input checked="" type="checkbox"/> ENEL 387	
<input type="checkbox"/> ENSE 271 <input checked="" type="checkbox"/> ENSE 374 <input checked="" type="checkbox"/> ENSE 370 ▶	
<input checked="" type="checkbox"/> CS 115 <input checked="" type="checkbox"/> CS 210 <input checked="" type="checkbox"/> CS 215 ▶	

Show More

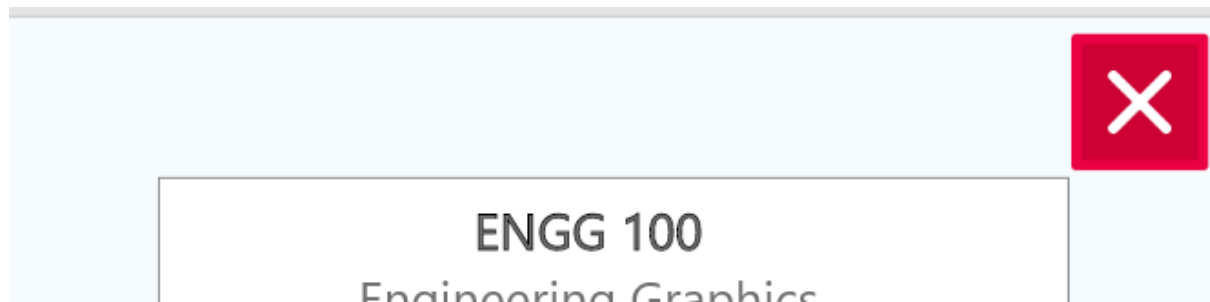
Search By Course

Export

Print

The **mail icon** means admin can sent notification to instructor

And **The red check Mark** represents whether the course is submitted or not, but cannot be modified directly by Admin.



The close button 'X' on the top right of the pop-window is a signifier that this is where to click to close this pop-up window. It also follows convention since the most commonly used web browsers all have the option to exit with an 'X' in the top right corner.

Gestalt Principles:

IDA Map

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
! ENGG 100	I	I			I	I						
ENGG 123				I		I	I	I	I	I		I
ENGG 140	I	I										
! ENGG 141	I	D										
ENEL 280	I	I	I		I	I	I	I				I
ENEV 223	I	I	I				I	I	I	I		I

Understand the Graduate Attributes (GAs)

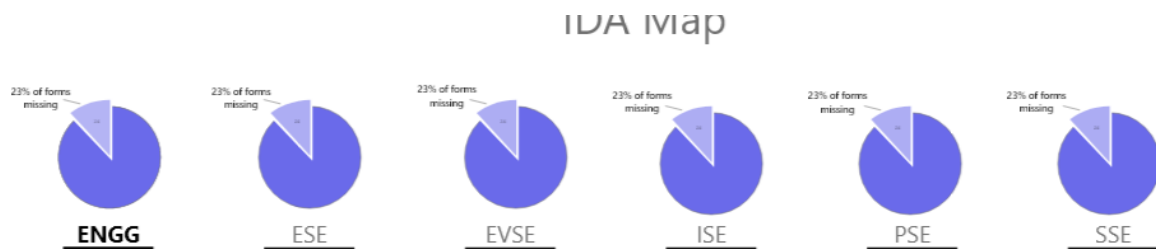
GA1: A Knowledge Base For Engineering	GA7: Communication Skills
GA2: Problem Analysis	GA8: Professionalism
GA3: Investigation	GA9: Impact of Engineering on Society & Environment
GA4: Design	GA10: Ethics and Equity
GA5: Use of Engineering Tools	GA11: Economics and Project Management
GA6: Individual and Teamwork	GA12: Lifelong Learning

Edit

In the screenshot above, we see the following laws applied: **the law of proximity** and the **law of similarity**. The two tables are far apart and separated by some white space and a heading. This shows that they are separate groups and demonstrates the law of proximity. The law of similarity is shown by the IDA map where some cells are white and others are

blue, this differentiates the two and all the blues have something in common while all the whites have something in common.

Constraints:



The pie charts present the constraint where you get a percentage rather than a number. Sometimes it is easier to understand data when it is expressed in number format and not percentage format. This may be a constraint for the user if he wishes to view a number.

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 Need help?

Course Details – 2

We need your attention!
✕

There are empty fields in the submission,
Are you sure about submitting the form?

Show me where
Submit anyway

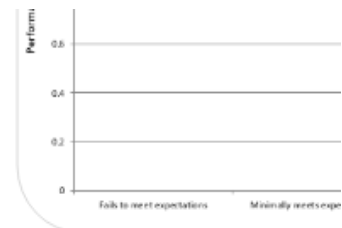
Please comment on the following points:

Explain why you selected the indicator you used for this round of data collection.	
Can you suggest any new indicators for this particular Graduate Attribute?	
Do you feel that any of the existing indicators might be ineffective?	
Discuss any difficulty you had in creating your rubric.	
Describe where/when you collected your data and why. (For example, was it from an assignment, laboratory, project, exam, other?)	
Discuss your interpretation of the results, and provide recommended action for continued improvement (if needed).	
Confirm that you have collected one sample (photocopy or electronic scan) for each item in your rubric.	
Please provide recommendations on how the faculty could improve its Calicensure Based Assessment process.	

Submit
▶

Submit form

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There are several other constraints implemented in the design such as the submission warning message which let's the instructors know if they are okay with the fields they left empty before submitting them.

Users make mistake:

In this design we tried to get into the user's head and see the world as they see it. however, there are times when I as a user, mistakenly do something that I wish there was something to protect me from the disaster or at least remind me before it happens.

Putting confirmation messages for submission and also the ability to save the data in an incomplete form and getting back where you left off after you mistakenly close a tab, can be considered as being flexible for errors in the design.