

Usability Evaluation Methods

The background is a dark blue gradient. A light blue curved line starts from the left edge, arches over the text, and then curves down towards the bottom right corner. A large, semi-transparent blue shape, resembling a stylized 'C' or a large bracket, is positioned on the right side of the slide, partially overlapping the text.

- Usability can be evaluated by
 - Inspection
 - Testing
 - Inquiry

Inspection

- In Usability Inspection approach,
 - usability specialists and sometimes software developers, users and other professionals -- examine usability-related aspects of a user interface.

Inspection Methods

- Heuristic Evaluation
- Cognitive walkthrough
- Action Analysis

Heuristic Evaluation

- Most common informal method
- Involves usability specialist judges
 - They judge each dialogue element follows usability principles or not
 - Evaluator goes through one dialogue element several times and compare that with various usability principles
 - At the end all evaluators can communicate and share their findings.
 - Evaluators should have the proper experience otherwise heuristic evaluation will be of no use.

Heuristic Evaluation(Contd')

- Advantages

- Application of recognized and accepted principles.
- Intuitive(spontaneous results)
- Usability early in the development process
- Effective identification of major and minor problems
- Rapidity, HE can be used throughout the development process

- Disadvantages

- Disassociation from end users
- Does not identify or allow for unknown users' needs
- HE does not necessarily result in evaluating the complete design since there is no mechanism to ensure the entire design is explored.

Cognitive Walk through

- Cognitive walkthrough involves one or a **group of evaluators** inspecting a user interface by going through
 - **set of tasks** and evaluate its
 - **Understandability** and **ease of learning**.
- The user interface is often presented in the form of a
 - **paper mock-up** or a **working prototype**, it can also be a **fully developed interface**.
- As the walkthrough proceeds, the evaluators ask the following four questions:
- *Will the users try to achieve the right effect?*
 - For example, their task is to print a document, but the first thing they have to do is select a printer. Will they know that they should select a printer?
- *Will the user notice that the correct action is available?*
 - This relates to the visibility and understandability of actions in the interface.
- *Will the user associate the correct action with the effect to be achieved?*
 - Users often use the "label-following" strategy, which leads them to select an action if the label for that action matches the task description.
- *If the correct action is performed, will the user see that progress is being made toward solution of the task?*
 - This is to check the system feedback after the user executes the action.

Cognitive Walkthrough(contd')

Disadvantages of Cognitive Walkthrough

- Non-involvement of the end user
- For larger and complex tasks it can be time consuming.

Action Analysis

- Focus is on what the practitioner's do than on what they say they do
- Close inspection of the action sequences, which a user performs to complete a task
- Break the task into individual actions such as move-mouse-to-menu or type-on the-keyboard
 - calculate the times needed to perform the action..
- Advantages
 - Precise prediction of how long a task will take.
 - A deep insight into users' behaviour.
- Disadvantages
 - Time-consuming and needs high expertise

Testing

- In Usability Testing approach, representative users work on typical tasks using the system and the evaluators use the results to see how the **user interface supports the users** to do their tasks.

- Testing methods include
 - Coaching Method
 - Co-discovery Learning
 - Performance measurement
 - Question asking protocol
 - Remote Testing
 - Retrospective testing
 - Teaching Method

● Coaching Method

- participants are allowed to ask any system-related questions of an expert coach who will answer to the best of his or her ability.
- Aim of this technique is to discover the information needs of users, in order to provide better *training* and *documentation*, as well as possibly redesign the interface to avoid the need for the questions.
 - **Tester serves as a coach**
 - Testers can give answers to users questions
 - **Expert user serves as a coach**
 - When expert user is a coach tester can study the mental model of expert users also.

● Co-discovery Learning

- two test users attempt to perform tasks together while being observed.
- They are to help each other in the same manner as they would if they were working together to accomplish a common goal using the product.
 - Compared to thinking-aloud protocol, this technique makes it more natural for the test users to verbalize their thoughts during the test
 - Because when testers are talking to each other, we can get an idea, what they are thinking about.

- Performance Measurement

- This gives quantitative data, This test must be performed in Usability Laboratory because a small distraction can lead to false results.

- Quantify these usability issues by measurements:

- The time users take to complete a specific task.
 - The number of task of various kinds that can be completed within a give time limit.
 - The Ratio between successful interactions and errors.
 - The time spent recovering from errors.
 - The number of user errors.
 - The number of commands or other features that were never used by the user.
 - The frequency of use of the manuals and/or the help system, and the time spent using them.

- Question asking protocol

- Users are asked direct questions about the product.

- From response of these questions the tester finds out,

- problems faced by the users in using the system

- Understanding mental models of the system and tasks

- For example,

- "How would you send the email message?"

- Their response, either in terms of the product being tested or in other products from their past experience, will provide insights into their mental model of the product.

● Retrospective Testing

- A videotape is made of the Usability test session.
- Tester reviews the videotape together with participants and asking questions about their behavior.

● Teaching Method

- Let test user interact with the system first. Let them be little expertise
 - Assign naïve user to each test user.
 - Naïve users are instructed not to give active participation in problem solving.
- From test user mental model, we will observe how he interpreted the system.

● Thinking Aloud Protocol

- Test users are asked to **verbalize their thoughts, feelings, and opinions** while interacting with the system.
- Useful in capturing a wide range of cognitive activities.
- **Critical response** User has to be vocal only during the execution of certain predetermined subtasks.
- **Periodic report** Used when the task is complex and makes it difficult for users to think aloud while performing the task at the same time.
 - The length of the interval depends upon the complexity of the task. This technique is very time consuming, so it is recommended for subdivisions of a task.

Inquiry

- Field Observation

- Go to user work places and observe them work
- how the users are using the system to accomplish their tasks
- what kind of mental model the users have about the system
 - This method can be used in the test and deployment stages.

● Focus Groups

- Data collecting technique where about 6 to 9 users are brought together to discuss issues relating to the system.
- A human factors engineer plays the role of a moderator, who needs to prepare the list of issues to be discussed.

● Interviews

- Human factors engineers formulate questions about the product based on the kind of issues of interest.
 - Then they interview representative users to ask them these questions in order to gather information desired
- In an evaluation interview, an interviewer reads the questions to the user, the user replies verbally, and the interviewer records those responses.
- Interviews can be Structured & Unstructured

Contd

- Unstructured

- During early stages of usability evaluation
- Does not have well defined agenda, and is not concerned with specific aspect of the system
- Obtain information on procedures adopted by users and on their expectations of the system.

- Structured

- has a specific, predetermined agenda with specific questions to guide and direct the interview.


- Questionnaire

- This is the method, being used from long time.

Nielsen's Heuristic Evaluation

Based on: Nielsen, J. (1993) [Usability Engineering](#). Academic Press. Chapter 5, p. 115. | [About question.cgi](#)

Please evaluate the system according to Nielsen's usability heuristics.

- Try to respond to all the items.
- For items that are not applicable, use: NA
- Make sure these fields are filled in: **System:** **Email to:**
- Add a comment about an item by clicking on its  icon, or add comment fields for all items by clicking on **Comment All**.
- To mail in your results, click on: **Mail Data**











System: Email to:

Optionally provide comments and your email address in the box.

Mail Data

Comment All

[RETURN TO REFERRING PAGE](#)

			1	2	3	4	5	6	7		NA
1. Simple and Natural Dialogue 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
2. Speak the Users' Language 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
3. Minimize User Memory Load 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
4. Consistency 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
5. Feedback 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
6. Clearly Marked Exits 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
7. Shortcuts 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
8. Good Error Messages 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
9. Prevent Errors 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
10. Help and Documentation 	bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	good	<input type="radio"/>
			1	2	3	4	5	6	7		NA

Questionnaire for User Interface

OVERALL REACTION TO THE SOFTWARE		0	1	2	3	4	5	6	7	8	9		NA
1. <input type="checkbox"/>	terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	wonderful	<input type="radio"/>
2. <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	easy	<input type="radio"/>
3. <input type="checkbox"/>	frustrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	satisfying	<input type="radio"/>
4. <input type="checkbox"/>	inadequate power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	adequate power	<input type="radio"/>
5. <input type="checkbox"/>	dull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	stimulating	<input type="radio"/>
6. <input type="checkbox"/>	rigid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	flexible	<input type="radio"/>
SCREEN		0	1	2	3	4	5	6	7	8	9		NA
7. Reading characters on the screen <input type="checkbox"/>	hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	easy	<input type="radio"/>
8. Highlighting simplifies task <input type="checkbox"/>	not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very much	<input type="radio"/>
9. Organization of information <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very clear	<input type="radio"/>
10. Sequence of screens <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very clear	<input type="radio"/>
TERMINOLOGY AND SYSTEM INFORMATION		0	1	2	3	4	5	6	7	8	9		NA
11. Use of terms throughout system <input type="checkbox"/>	inconsistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	consistent	<input type="radio"/>
12. Terminology related to task <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	always	<input type="radio"/>
13. Position of messages on screen <input type="checkbox"/>	inconsistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	consistent	<input type="radio"/>
14. Prompts for input <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	clear	<input type="radio"/>
15. Computer informs about its progress <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	always	<input type="radio"/>
16. Error messages <input type="checkbox"/>	unhelpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	helpful	<input type="radio"/>
LEARNING		0	1	2	3	4	5	6	7	8	9		NA
17. Learning to operate the system <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	easy	<input type="radio"/>
18. Exploring new features by trial and error <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	easy	<input type="radio"/>
19. Remembering names and use of commands <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	easy	<input type="radio"/>
20. Performing tasks is straightforward <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	always	<input type="radio"/>
21. Help messages on the screen <input type="checkbox"/>	unhelpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	helpful	<input type="radio"/>
22. Supplemental reference materials <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	clear	<input type="radio"/>
SYSTEM CAPABILITIES		0	1	2	3	4	5	6	7	8	9		NA

● Logging Actual Users

- Computer automatically collects statistics of detailed use of the system.
- It is useful because it is
 - Easy to automatically collect data from a large number of users working under different circumstances.
 - An interface log will contain statistics about
 - frequency with which each user has used each feature in the program and
 - frequency with which various events of interest (such as error messages) have occurred.
 - frequency of use of commands and other system
 - frequently used features

Contd...

- Since the logging data only shows **what** the users did **but not why** they did it.
 - It would be better to combine logging with other methods such as interviews, where users are shown data about their own use of the system and asked to explain their activities.

● Proactive Field Study

- This technique is used only in requirements and design stages
 - Human factors engineers go to representative users's workplace to
 - talk to them,
 - observe them work,
 - ask them questions,
 - Understand user characteristics,
 - the work flow,
 - the system features they need, etc.

Usability in Development Life-Cycle

Evaluation Methods	Stages in Software Development Life-cycle				
	Requirement	Design	Code	Test	Deployment
Proactive Field Study	*	*			
Pluralistic Walkthroughs		*			
Teaching Method		*	*	*	
Shadowing Method		*	*	*	
Co-discovery Learning		*	*	*	
Question-asking Protocol		*	*	*	
Scenario-based Checklists		*	*	*	*
Heuristic Evaluation		*	*	*	*
Thinking-aloud Protocol		*	*	*	*
Cognitive Walkthroughs		*	*	*	*
Coaching Method		*	*	*	*
Performance Measurement		*	*	*	*
Interviews		*	*	*	*
Retrospective Testing		*	*	*	*
Remote Testing		*	*	*	*
Feature Inspection			*	*	*
Focus Groups				*	*
Questionnaires				*	*
Field Observation				*	*
Login Actual Use				*	*

Usability Engineering



Ask Usability Advisor

Extra: [find a usability expert near your!](#)

Please specify your project requirements and constraints below and then click on the "Give Recommendation" button to get a list of methods most suitable for your project.

>> Software development stage:

☐ Requirement ☒ Design ☐ Code ☐ Test ☐ Deployment

>> Personnel Availability:

Usability experts:

☒ 1
☐ 2-3
☐ 4 or more

Users:

☐ 0-1
☒ 2-3
☐ 4-5
☐ 6-9
☐ 10 or more

Software developers:

☐ Yes
☒ No

>> Usability Dimensions to be Measured:

☒ Effectiveness ☐ Efficiency ☐ Satisfaction

>> Need to obtain quantitative measures:

☐ Yes ☒ No

>> Need to do remote evaluation:

☐ Yes ☒ No

<http://www.usabilityhome.com/Advisor.html>

Discussion

- You all are using mobile phones,
 - List down the usability Issues you feel with your mobile and what you suggest it to be corrected.
 - Exchange mobile phone with your friend and ask them to check the usability of your phone
 - Apply suitable Usability Evaluation method to find out how comfortable they are using your phone
 - List down your findings.

Do you think Apple has any Usability Issues?

- I pod
- I phone
- I Pad