Info3315 mini assignment 4

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1.1 gulf of execution means the gap between ‘how user thinks he will use the system’ and ‘how the system is actually used’. When trying to submit assignment on canvas, a user like me will think of the process as 2 steps: select file I want to submit; submit. However, the actual system requires some extra steps than I expected, like choosing uploading platform; sign the agreement, etc. These different steps are the gulf of execution for the submission interface.

1.2 gulf of evaluation means the gap between ‘how the system presents its state to the user’ and ‘user’s goal’. When finished submitting assignment on canvas, there is usually a notification about whether the submission is successful or not. Since the expected result is also a successful submission, this represents a small gulf of evaluation. However, canvas is not giving response on uploading progress, therefore user has no way to perceive the status of system, and this is a large gulf of evaluation.

2.1 when trying to view my marks of a course on the canvas interface, I use the experiential cognition. I select the course I want to view, and then I directly go to the ‘marks’ tab of that course. during this process I don't need to do any hard thinking since my actions are directed by words at first (marks tab), and muscle memory now. during my usage of canvas, I have become familiar to its interface, and therefore doing the job effortlessly.

2.2 when trying to go through a quiz on canvas, I have to use the reflective cognition. Because all questions are in different contexts (like multiple choice, fill-in questions, and explanations, etc.), I need to use my thinking and judgement about how should I answer the question( not thinking about the answer, but thinking about what type of question is on the canvas interface)  before giving my answer. Therefore, I’m using the reflective cognition to answer the questions on canvas interface.

3.1 Canvas supports preattentive perception on its left side panel. Each button is represented by both name and icon, while identifying a button by icon is much faster than by name. For example, ‘courses’ is represented by books, and the user can find it immediately once he enters canvas.

3.2 On the dashboard of canvas, the activity schedule supports preattentive perception. the days which a student has activities on is colored significantly different to those days that are free. This effectively allows the student to identify the days that have works due with ease by just a glance.

4.1 good shape: the layout of canvas dashboard interface is simple and clean. the shape of different columns are mostly rectangles, without other interrupting shapes. this allows the user to perceive meanings of the interface better since it reduces disturbance by irregular shapes to the user.

4.2 proximity: on the ‘modules’ page of canvas, the materials for one week are placed together, while resources for another week are placed separately to this week. this allows the user to identify all materials for a specific week with ease by only looking at their position, without other aids.

4.3 closure: when trying to direct to another course page via left panel buttons when on another course page, a window listing all available courses will pop up on the screen and overlap with existing course page. However, users can still distinguish contents from both windows clearly.

4.4 similarity: all buttons on left panel appear to be in similar shape(icon + name), while all buttons on course page are in similar shape as well( name only). this helps the user to group buttons with similar functionalities (global function for whole canvas or local function for one course)

4.5 continuity: on the ‘marks’ page of one course, the mark for each quiz/assignment is distinguished by line barriers. these line barrier will extend from quiz/assignment name to the end(score and max score), indicating all these different data belong to one single quiz/assignment.