

P R O F E S S O R ' S
E D G E

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FINAL PRESENTATION | FIRST SUBMISSION

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WEB DESIGN AND NEW MEDIA

MASTERS OF FINE ART

THE ACADEMY OF ART UNIVERSITY

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INTRODUCTION

AUTOBIOGRAPHY



I live in warm southern Utah with my husband and three dogs. After 25 years in graphic design, I feel my career has been leading me to become a teacher. An MFA in Web Design and New Media will give me the terminal degree to teach college while expanding my knowledge base from print media to web development.

Growing up, my favorite toy was a chalkboard and I taught my schoolwork to real and imaginary friends. While I loved playing teacher, I wasn't drawn to children so I wouldn't be a K-12 teacher. Instead, I followed my love of drawing to a bachelors degree in Art/Visual Communication with an emphasis in Graphic Design from Weber State University in Ogden, Utah in 1993.

I started my first design job as a production assistant for the campus newspaper just before I started college in 1989. I learned to cut and paste with an X-acto knife, paper and wax. Those skills led to a job at an in-house art department. I did paste-up and ran disks and printouts to vendors, and discovered a love for graphic design.

After college, I was hired by Browning Arms to work in the in-house advertising department. I learned to design for an audience that was very different from me, and I got to know it well. I produced long catalogs that were printed on web presses, and later redesigned the entire packaging line. The design for Browning and its sister company Winchester is photo-heavy, so I art-directed all photography for my projects. Other work included owner's manuals, price lists, brochures, posters and signage.

Without a single client, I left Browning in 2001 to freelance in Salt Lake City, just before the economy collapsed from 9/11. The hard market meant years of cold calls and constant networking that helped me overcome the fear of selling my design work.

My experience in the hunting and shooting industry opened the door to clients like Remington, Beretta, Springfield Armory, and SIGARMS. Other clients included International Paper and small startups. I worked for democratic campaigns and environmental causes as well. Projects ranged

from handmade invitations to full-scale branding, which became my favorite work.

I freelanced within several advertising agencies, giving me the ability to tell future students what it's like to work in three different environments: in-house, with agencies and as a freelancer.

A few years ago, I reduced my freelance work to focus on opening an automotive business in southern Utah with my husband. The hiatus was refreshing, but I missed doing something I was passionate about. I began to think about teaching college, but I also wanted to learn about web development. An MFA in Web Design & New Media was the perfect fit, and The Academy offered the accreditation I wanted with a highly-respected reputation.

In addition to taking Academy classes, I teach a class each semester at Dixie State University. Now I hope to use my thesis work that's targeted to new professors to enhance a future career as a college instructor.

RESUME

ASPIRATION

To pay it forward as a college professor using 25 years of experience in graphic design and an MFA in Web Design and New Media to teach the next wave of students the vital, and subtle, concepts of design and web development I've been so fortunate to learn.

EXPERIENCE

INDEPENDENT DESIGN STUDIO Salt Lake City UT | 2001-Present

Graphic Designer. One-person studio working with an extremely diverse clientele. I land accounts and sell work by teaching clients about design principles and the creative process. Clients have included: corporate giants like International Paper and Mrs. Fields; local interests like Local First Utah, Equality Utah, SLC Mayor's Office and SLC Arts Council; firearm companies like Winchester, Remington, Springfield, Beretta and SIGARMS; and environmental interests like National Parks Conservation Association and Southern Utah Wilderness Alliance.

RARE FORM AUTOMOTIVE & SHUTTLES Hurricane UT | 2011-Present

Owner. Responsible for the administrative side of running a business, including licensing, procurement, accounting, promotion, human resources, maintenance and transportation.

BROWNING Mountain Green UT | 1994-1996, 1998-2001

Graphic Designer, Packaging Art Director. Redesigned all packaging to be cohesive and stand out in retail environments. That design was the catalyst in revising the entire brand's look. Designed catalogs, booklets, brochures, certificates of authenticity and more. Checked press runs on presses small and large, including web presses around the country.

IOMEGA Roy UT | 1997-1998

Order Administrator. Managed international accounts. Produced extensive Excel reports.

SOLARAY Ogden UT | 1990-1993

Design Assistant. Expertly cut and pasted artwork with an X-Acto knife, wax and a roll of registration marks. Transported artwork and camera-ready type from Ogden to Salt Lake and back. Discovered the magic of graphic design.

THE SIGNPOST, WEBER STATE UNIVERSITY Ogden UT | 1989-1990

Production Assistant, then Assistant News Editor, for Campus Newspaper. Learned paste-up in the fast-paced environment of a newspaper going to press. Operated the photo mechanical transfer machine to create press-ready line art and halftones. Later, as Asst. News Editor, researched and wrote concise news stories, meeting hard deadlines.

AWARD

ADDY AWARD—AMERICAN ADVERTISING FEDERATION: UTAH 2007

Luncheon Invitation featuring a speaker from Google and spoofed Google's home page.

PROFESSIONAL

AMERICAN ADVERTISING FEDERATION: UTAH Salt Lake City UT | 2007-2009

Board Member. Organized fundraising golf tournament. Coordinated monthly mixers.

EDUCATION

THE ACADEMY OF ART UNIVERSITY San Francisco CA | Currently Attending

Pursuing Master of Fine Arts, Web Design and New Media. Student ID 04130952. GPA 3.875.

WEBER STATE UNIVERSITY Ogden UT | Graduated December 1993

Bachelor of Arts, Cum Laude, Visual Communications with an emphasis in Graphic Design.

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PORTFOLIO

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ADDRESS

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Washington Utah 84780

TECHNICAL

HTML5

CSS3

PHP

JavaScript

jQuery

Illustrator

Photoshop

InDesign

AfterEffects

Acrobat

Dreamweaver

Office

Quickbooks

Mac OS X

Windows

FOCUSES

Web Design

UX

Typography

Branding

Print Design

Packaging

TRAITS

Enthusiastic

Organized

Driven

Diplomatic

ELEVATOR PITCH

The Elevator Pitch

New professors know their field, but not necessarily how to teach. Professor's Edge is a place for new professors to learn to teach through articles and by chatting at the water cooler. They can save these and other resources in the FileRoom.

THESIS ABSTRACT

New professors haven't learned how to teach. While they are experts in their fields, college professors are rarely required to be licensed to teach—unlike K-12 teachers. Many new instructors are excited by the opportunity to share their passion with college students interested in the their subject, but as the semester approaches they may be surprised by how few online resources are out there for them. There are a few exceptional books, but when they search online they'll find little information. And there is no place to talk to people having the same new-professor experience.

Professor's Edge will offer practical information in a series of articles and sort them chronologically

based on the semester's progress, making it easy for someone to find what they're looking for. There are many materials a new professor needs to prepare before the semester begins. Professor's Edge will walk them through each step. The articles and forum will be supplemented with tested resources selected for their unique, practical and relevant content.

Professor's Edge will also provide a unique technology called FileRoom that allows users to save, organize and output resources they find. FileRoom is the focus of my thesis work. New instructors—like adjunct professors, graduate students, and teaching assistants—can save

images, video and audio files, and text from their computer, browsers and e-readers. The ebook and web sources are automatically referenced, and a custom note can be added. The information can be added to a work space and edited. Information collected can be shared, saved to the cloud or PDF format, printed or exported to a learning management system.

Professor's Edge is the only resource that captures only sections of text, and no other resource combines helpful articles with a forum for discussion.

STATEMENT OF INTEREST

STATEMENT OF INTEREST

Just after starting at the Academy, I was offered an adjunct teaching position. It was a dream come true, but I quickly realized I had no idea how to teach and two weeks to figure it out. I couldn't find anything online that was helpful and people at my school were too busy with their own course load to offer assistance, so I did the best I could.

It wasn't until my review at the end of the semester that a professor told me about a book by Mary Clement that opened up my world. I read it and highlighted everything I wanted to reference later with notes on how I wanted to use it, but getting that out of the iPad's Kindle application is cumbersome to say the least, and then you only have a plain text file. It would be much more useful if I could export my highlights to a workspace and organize them—even create syllabi and lesson plans in the space. Additionally, every week I'd learn something I wish someone had told me and I wanted to be able to share that knowledge with other new professors.

If there was a place they could read practical advice, get resources to great books, capture the highlights in those ebooks, and talk with other professors, learning to teach would be a better experience for them and their students.

One of the first challenges was deciding the site structure and taxonomy. After several iterations, it was simplified to three main areas: Learn to Teach, Water Cooler, FileRoom the focus the thesis.

Technical challenges in FileRoom abound. I searched for a text editor that would allow me to drag and drop the container around the page. I have found examples where Froala could drag and drop, but I was unable to make it work. On the plus side, Froala contained many of the features I wanted to offer like placing files, images, audio and video, not to mention formatting text.

Getting the ebook highlights to import into FileRoom was also a challenge. I cobbled a path

to a solution, but it was too intense for me to pursue with my time and skills, so Fred suggested I prototype that process.

Other challenges lay in educating the user how to use FileRoom. After much user testing, I found an introductory video followed by some time to work within the interface best familiarized the user. A help button was also added.

Beyond the obvious technical skills needed to create the work, meaningful takeaways include: appreciating Javascript for the magical changes it can make happen; understanding why classes are heavily used instead of descendant selectors; managing a large project and timeline; and determining key use cases. But the thing that always stands out the most during a project is that there is no substitute for user testing. It is a window to what you can't see and there is no other way to get that view. I look forward to taking these skills and more into my next project.

PROOF OF CONCEPT

PROOF OF CONCEPT

PRE-CONDITIONS

Platforms: Mac iOS, iPad

Software: Google Chrome with bookmarklet, Kindle App

Task 1: Ebook Highlight

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 1 User is reading the book, *On Course*, in the Kindle App on his iPad. After selecting some text, he taps the share icon in the upper right of the screen, then chooses the FileRoom Icon from the app's dialog box.
- 2 The FileRoom dialog box appears and the source is auto-populated, along with the visible highlight.
- 3 User chooses where to save the highlight. In this case Cabinet: Teaching, Drawer: Teacher Stories, Worksheet: New Worksheet.
- 4 User could add a note to the highlight but decides against it for now.
- 5 User can click **Save** to continue reading the ebook.
- 6 To see what the selection will look like in FileRoom, click **Save & Go to FileRoom** to see a desktop view of the New Worksheet in Chrome. Here, the user can add a note to the Worksheet.

Start at invis.io/JDB4AIWK4#/226800325_ebook

Task 2: Template

MODIFY A TEMPLATE IN FILEROOM

- 1 To get here, Hannah has logged in and clicked the link in the footer for the Lesson Plan Template. The green box introduces FileRoom's capabilities. A lesson plan template is on the left, with helpful tips on the right below the FileRoom introduction.
- 2 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. She changes the cabinet to Web Dev and chooses the HTML drawer. She leaves the worksheet name for now.
- 3 User replaces the template's text with her own.
- 4 She adds an image from a URL with the text editor.
- 5 User knows the work will be autosaved because she is logged in.

Start at professorsedge.net/filetemplate-use2a.php

Task 3: Text Selection

SAVE WEBSITE SELECTION TO FILEROOM

- 1 User starts at the Home Page and selects Learn to Teach from the main navigation.
- 2 He sees an article on grading he'd like to read and clicks.
- 3 After reading a paragraph he'd like to reference later—the last paragraph—he selects it then clicks the Save to FileRoom box fixed to the browser window in Professor's Edge, or the Bookmarklet in Chrome.
- 4 The FileRoom dialog box appears and the source and selected text are auto-populated.
- 5 User can select a Cabinet, Drawer and Worksheet he'd like the highlight to be saved in but leaves it as is this time.
- 6 User can add a note to the highlight if he likes.
- 7 User can click **Save** to close the dialog window and get a confirmation, but instead chooses **Save & Go to FileRoom** and the default browser opens the New Worksheet with the highlight.

Start at professorsedge.net

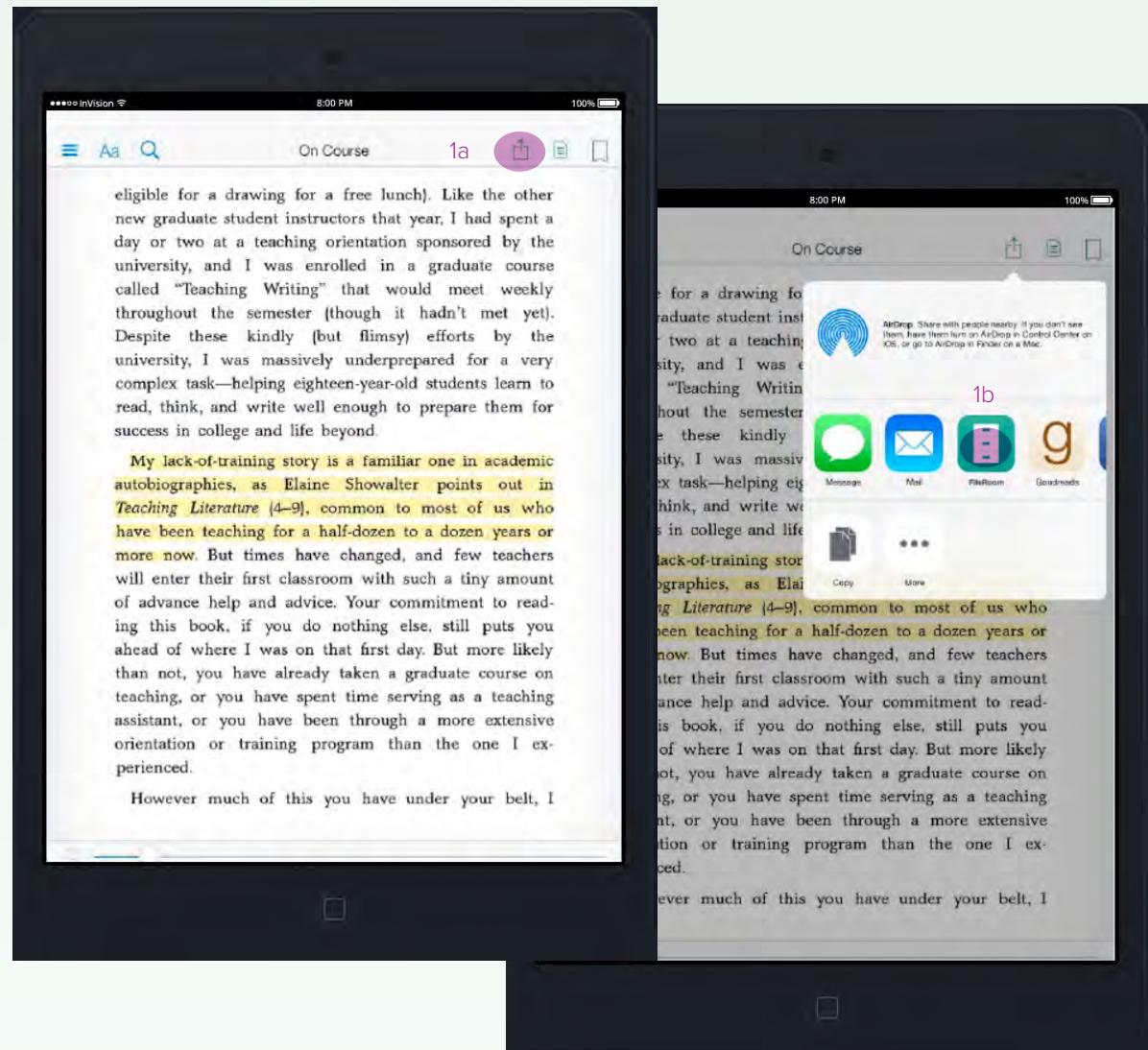
PROOF OF CONCEPT

Task 1: Ebook Highlight

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 1 User is reading the book, *On Course*, in the Kindle App on his iPad. After selecting some text, he taps the share icon (1a) in the upper right of the screen, then chooses the FileRoom Icon (1b) from the app's dialog box.

Start at invis.io/JDB4AIWK4#/226800325_ebook

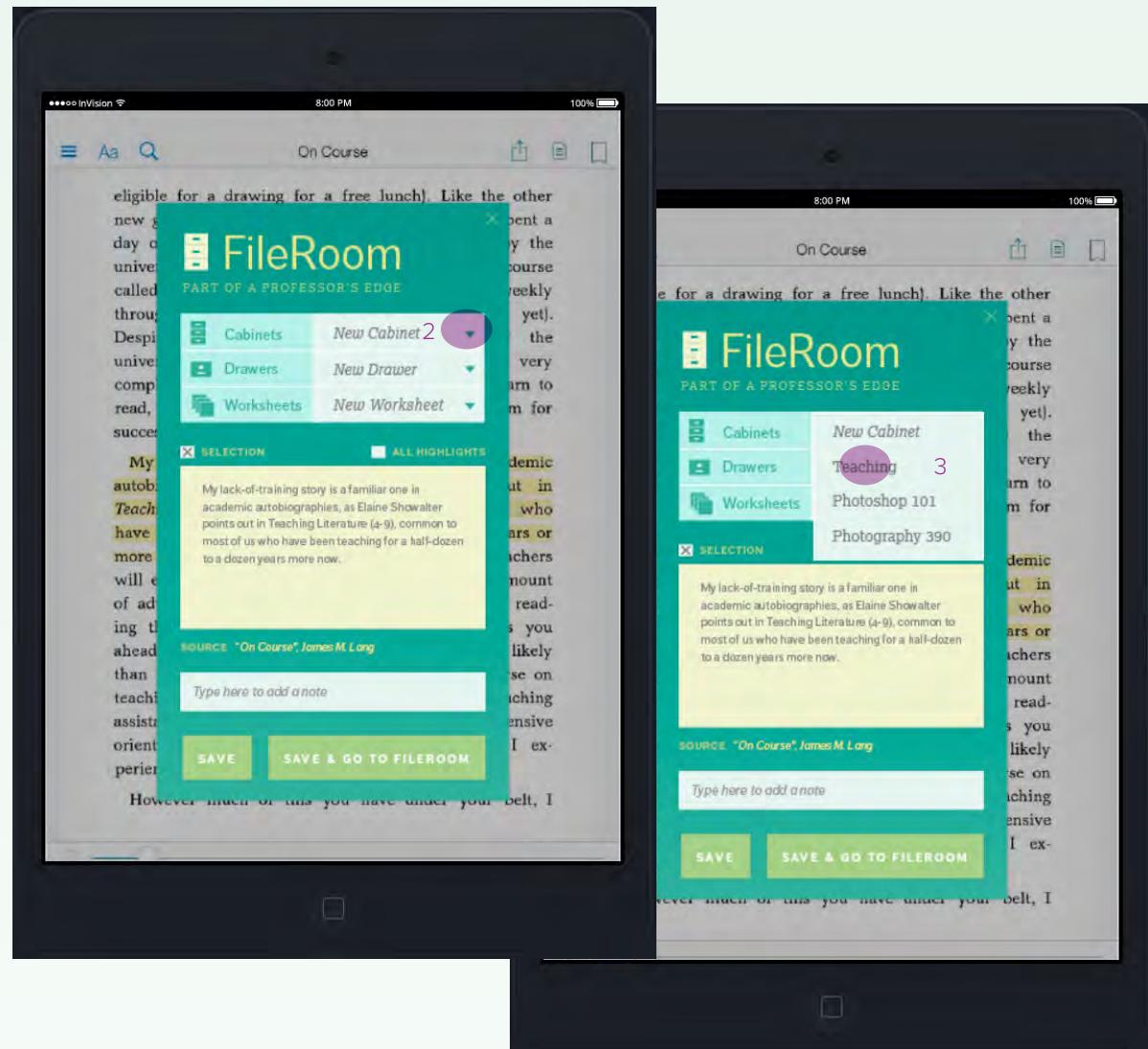


PROOF OF CONCEPT

Task 1: Ebook Highlight

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 2 The FileRoom dialog box appears and the source is auto-populated, along with the visible highlight.
- 3 User chooses where to save the highlight. In this case Cabinet: Teaching, Drawer: Teacher Stories, Worksheet: New Worksheet.



PROOF OF CONCEPT

Task 1: Ebook Highlight

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 4 User could add a note to the highlight but decides against it for now.
- 5 User can click **Save** to continue reading the ebook.
- 6 To see what the selection will look like in FileRoom, click **Save & Go to FileRoom** to see a desktop view of the New Worksheet in Chrome. Here, the user can add a note to the Worksheet.



PROOF OF CONCEPT

Task 1: Ebook Highlight

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 6 To see what the selection will look like in FileRoom, click **Save & Go to FileRoom** to see a desktop view of the New Worksheet in Chrome. Here, the user can add a note to the Worksheet.

6

The screenshot shows the Professor's Edge website interface. At the top, there is a navigation bar with links for 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the navigation bar, there are tabs for 'Cabinets', 'Drawers', and 'Worksheets', with 'Worksheets' currently selected. A search bar labeled 'Search Fileroom' is also present. The main content area is titled 'New Worksheet' and contains a text excerpt from 'On Course' by James M. Lang. The text reads: 'My lack-of-training story is a familiar one in academic autobiographies, as Elaine Showalter points out in *Teaching Literature* (4-9), common to most of us who have been teaching for a half-dozen to a dozen years or more now.' Below the text, there is a placeholder for a note: 'Add a note...'. At the bottom of the page, there are links for 'Resources', 'Template: Lesson Plan', 'Template: Syllabus', and 'About', along with social media icons for Facebook, Twitter, YouTube, and LinkedIn. A copyright notice at the bottom right states '© Copyright 2017 Professor's Edge'.

PROOF OF CONCEPT

Task 2: Template

MODIFY A TEMPLATE IN FILEROOM

- 1 To get here, Hannah has logged in and clicked the link in the footer for the Lesson Plan Template. The green box introduces FileRoom's capabilities. A lesson plan template with helpful tips on the right of the screen.
- 2 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. She changes the cabinet to Web Dev and chooses the HTML drawer. She leaves the worksheet name for now.
- 3 User replaces the template's text with her own.
- 4 She adds an image from a URL with the text editor.
- 5 User knows the work will be autosaved because she is logged in.

Start at professorsedge.net/filetemplate-use2a.php

The screenshot shows the Professor's Edge FileRoom interface. At the top, there's a navigation bar with 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the navigation is a search bar labeled 'Search Fileroom' and a user profile for 'HANNAH'. The main content area is titled 'Template: Lesson Plan'. It includes a note: 'THIS TEMPLATE IS JUST ONE EXAMPLE. There are many ways to create lesson plans. Different ideas can be found online. Select any text and edit it.' Below this is the 'TEMPLATE: LESSON PLAN' section, which contains a heading 'ADOBE ILLUSTRATOR—BEZIER CURVES' and a sub-section 'Before Class: Introduction Verbiage'. It features a video thumbnail for 'PenTool_Points' and another for 'PenTool2_RelatedTools'. There are also sections for 'In-Class', 'ESTABLISHING EXPECTATIONS | WHAT WE WILL COVER' (with a bulleted list), 'LEARNING OUTCOMES' (with a bulleted list), and 'METHODS' (with a numbered list). To the right of the main content, there are two panels: 'First Time in FileRoom?' (with three steps: 'Select any text and edit it', 'Place cursor to insert image or file', and 'Autosaves when logged in') and 'ABOUT LESSON PLANS' (with a bulleted list of what students should learn, how to promote learning, and how to know learning occurred). A purple bracket on the right side groups the 'First Time in FileRoom?' panel and the 'ABOUT LESSON PLANS' panel.

1

PROOF OF CONCEPT

Task 2: Template

MODIFY A TEMPLATE IN FILEROOM

- 2 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. She changes the cabinet to Web Dev (2a) and chooses the HTML drawer (2b). She leaves the worksheet name for now.

Professor's
EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

Insert Share Search Fileroom ?

+ WORKSHEET *Template: Lesson Plan*

Cabinets Drawers Worksheets

2a

New Cabinet Design 101 Web Dev Typography 365

2b

This template is just one example.

There are many ways to create lesson plans. Different ideas can be found online. Select any text and edit it.

TEMPLATE: LESSON PLAN

ADOBE ILLUSTRATOR—BEZIER CURVES

Before Class: Introduction Verbiage

While Adobe Illustrator is one of the most used applications in graphic design, it is not very intuitive. Illustrator's pen tool is one of the most important tools in Illustrator, and one of the most challenging to learn. With practice, bezier curves will become second-nature. These instructional videos are your first exposure in a series of lessons to help you master Illustrator's pen tool. View them before class to acclimate to the functionality of the pen tool.

Video 1: PenTool_Points <https://vimeo.com/152605507>

Video 2: PenTool2_RelatedTools <https://vimeo.com/152605508>

First Time in FileRoom?

1. Select any text and edit it
2. Place cursor to insert image or file
3. Autosaves when logged in

FileRoom How it Works

Professor's
EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

Insert Share Search Fileroom ?

+ WORKSHEET *Template: Lesson Plan*

Cabinets Drawers Worksheets

2a

None Selected New Drawer HTML CSS Javascript JQuery Frameworks

2b

This template is just one example.

There are many ways to create lesson plans. Different ideas can be found online. Select any text and edit it.

TEMPLATE: LESSON PLAN

ADOBE ILLUSTRATOR—BEZIER CURVES

Before Class: Introduction Verbiage

1. Select any text and edit it

2. Place cursor to insert image or file

3. Autosaves when logged in

FileRoom

PROOF OF CONCEPT

Task 2: Template

MODIFY A TEMPLATE IN FILEROOM

- 3 User replaces the template's text with her own.

This screenshot shows a user modifying a template in Professor's Edge Fileroom. The top navigation bar includes 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. The 'FILEROOM' tab is active, showing categories like 'Cabinets', 'Drawers', and 'Worksheets'. A search bar says 'Search Fileroom'. The main content area is titled 'Template: Lesson Plan'. It contains a green box with the text 'THIS TEMPLATE IS JUST ONE EXAMPLE.' and a note: 'There are many ways to create lesson plans. Different ideas can be found online. Select any text and edit it.' Below this is a section titled 'TEMPLATE: LESSON PLAN' with the sub-section 'ADOBE ILLUSTRATOR—BEZIER CURVES'. A purple circle with the number '3a' is placed over the toolbar above the text area. To the right is a sidebar titled 'First Time in FileRoom?' with instructions: 1. Select any text and edit it, 2. Place cursor to insert image or file, 3. Autosaves when logged in. The Fileroom logo is at the bottom.

This screenshot shows the template after modification. The top navigation bar and Fileroom categories remain the same. The main content area is titled 'Template: Lesson Plan'. The green box now contains the text 'LESSON 1: HTML' and 'Before Class: Introduction Verbiage'. Below this is a paragraph about Adobe Illustrator's pen tool. A blue box highlights the word 'View them' in the text. A purple circle with the number '3b' is placed over the toolbar above the text area. To the right is a sidebar titled 'First Time in FileRoom?' with the same three instructions. At the bottom of the sidebar is a 'How it Works' section with a play button icon and a 'SIGN IN OR SIGN UP' button.

PROOF OF CONCEPT

Task 2: Template

MODIFY A TEMPLATE IN FILEROOM

- 4 She adds an image from a URL with the text editor.
- 5 User knows the work will be autosaved because she is logged in.

The screenshot shows the Professor's EDGE software interface. At the top, there is a navigation bar with links for 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the navigation bar, there is a toolbar with icons for 'Insert', 'Share', and a search bar labeled 'Search Fileroom'. The main workspace is titled 'Template: Lesson Plan'. It contains a green box with the text 'THIS TEMPLATE IS JUST ONE EXAMPLE.' and 'There are many ways to create lesson plans. Different ideas can be found online. Select any text and edit it.' Below this, there is a section titled 'TEMPLATE: LESSON PLAN' with 'LESSON 1: HTML'. Under 'LESSON 1: HTML', there is a heading 'Before Class: Introduction Verbiage' and a note 'We will demystify this code for a web page:'. A text editor is shown with a toolbar above it. A callout bubble points to the 'Insert Image (⌘I)' button in the toolbar, labeled '4a'. To the right of the main workspace is a sidebar with a green header 'First Time in FileRoom?'. It contains three numbered steps: '1. Select any text and edit it', '2. Place cursor to insert image or file', and '3. Autosaves when logged in'. Below the steps is a 'FileRoom How it Works' section with a play button icon and a 'SIGN IN OR SIGN UP' button.

4a

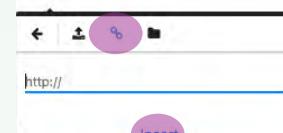
TEMPLATE: LESSON PLAN

LESSON 1: HTML

Before Class: Introduction Verbiage

We will demystify this code for a web page:

4b



4c

LEARNING OUTCOMES:

1. Select any text and edit it
2. Place cursor to insert image or file
3. Autosaves when logged in

The screenshot shows the Professor's EDGE software interface. It is similar to the previous screenshot but with some differences. The main workspace shows a 'Template: Lesson Plan' with 'LESSON 1: HTML' and 'Before Class: Introduction Verbiage' sections. A text editor is shown with a toolbar above it. A callout bubble points to the 'Insert' button in the toolbar, labeled '4c'. To the right of the main workspace is a sidebar with a green header 'FileRoom How it Works' section. It contains three numbered steps: '1. Select any text and edit it', '2. Place cursor to insert image or file', and '3. Autosaves when logged in'. Below the steps is a 'SIGN IN OR SIGN UP' button.

ABOUT LESSON PLANS

5

PROOF OF CONCEPT

Task 3: Text Selection

SAVE WEBSITE SELECTION TO FILEROOM

- 1 User starts at the Home Page and selects Learn to Teach from the main navigation.

Start at professorsedge.net

The screenshot shows the homepage of Professor's Edge. At the top, there is a green header bar with the text "PROFESSOR'S EDGE" and a search icon. Below the header, the main content area has a white background. In the center, there is a purple circular graphic with the text "A Place for New Professors to Learn to Teach, Chat and Save Resources". To the right of this graphic are three navigation links: "LEARN TO TEACH", "WATER COOLER", and "FILEROOM". The "FILEROOM" link is highlighted with a blue background and white text. The main content area is divided into three columns. The left column, titled "LEARN TO TEACH", contains text about articles organized by semester timeline and a red "READ ARTICLES" button. The middle column, titled "WATER COOLER", contains text about asking questions and a red "CHAT WITH PEERS" button. The right column, titled "FILEROOM", contains text about collecting files and a red "GO TO FILEROOM" button. At the bottom of the page, there is a teal footer bar with links to "Resources", "Template: Lesson Plan", "Template: Syllabus", and "About", along with social media icons for Facebook, Twitter, YouTube, and LinkedIn. A copyright notice "© Copyright 2017 Professor's Edge" is also present in the footer.

PROOF OF CONCEPT

Task 3: Text Selection

SAVE WEBSITE SELECTION TO FILEROOM

- 2 He sees an article on grading he'd like to read and clicks.

The screenshot shows the Professor's Edge website interface. At the top, there is a navigation bar with links for "LEARN TO TEACH", "WATER COOLER", and "FILEROOM". Below the navigation bar, there are links for "All Articles", "Before Semester", "Early Semester", "Mid-Semester & Pedagogy", and "Late Semester". The main content area is divided into four sections: "BEFORE SEMESTER", "EARLY SEMESTER", "MID-SEMESTER AND PEDAGOGY", and "LATE SEMESTER". The "MID-SEMESTER AND PEDAGOGY" section contains an article titled "Grading: It's About Time, Not Tome" with the number "2" above it. A pink circle highlights the word "Tome". Below the article, there is a small note: "There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective." To the right of the main content area, there is a sidebar titled "FILEROOM" which describes its features and includes a video thumbnail of a man speaking.

BEFORE SEMESTER

What No One Tells You

While the primary purpose of Professor's Edge is to share the information no one told us before we started teaching, there are a few select items I wish I knew at the outset.

EARLY SEMESTER

Lectures: The Bedrock Has a Fracture

New pedagogy tells us that lectures—the bedrock of education—don't work. Research shows that students don't learn from them and they persist mostly out of habit—a remnant of how we taught before there were books. So how else can we teach?

MID-SEMESTER AND PEDAGOGY

2

Grading: It's About Time, Not Tome

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective.

LATE SEMESTER

Test Writing: No Easy Answer

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective.

FILEROOM

FileRoom manages all your resources for class and learning to teach:

- Create a lesson plan with your notes and quotes you grab from a website
- With highlights from an ebook, make a plan for the first day and then note changes for next year

POLL

Would you rather spend more time helping the best students learn more or helping the struggling students keep up?

PROOF OF CONCEPT

Task 3: Text Selection

SAVE WEBSITE SELECTION TO FILEROOM

- 3 After reading a paragraph he'd like to reference later—the last paragraph—he selects it then clicks the Save to FileRoom box fixed to the browser window in Professor's Edge, or the Bookmarklet in Chrome.

The screenshot shows a web page from 'PROFESSOR'S EDGE' with a green header bar containing 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the header, there are sections for 'OPINION' and 'FILEROOM'. The 'OPINION' section features an article titled 'Grading: It's About Time, Not Tome' with a photo of a stack of papers and a clock. The article discusses the importance of timely feedback. A 'SHARE' button with icons for Facebook, Twitter, Email, and Print is visible. The 'FILEROOM' section contains a sidebar with a photo of a man pointing at a chemical structure (C#Nc1ccccc1) and a 'FILEROOM' heading. At the bottom, there are three circular icons labeled 'BIOLOGY NEWBIE', 'LITERATURE QUEEN', and 'PE AFFICIONADO'.

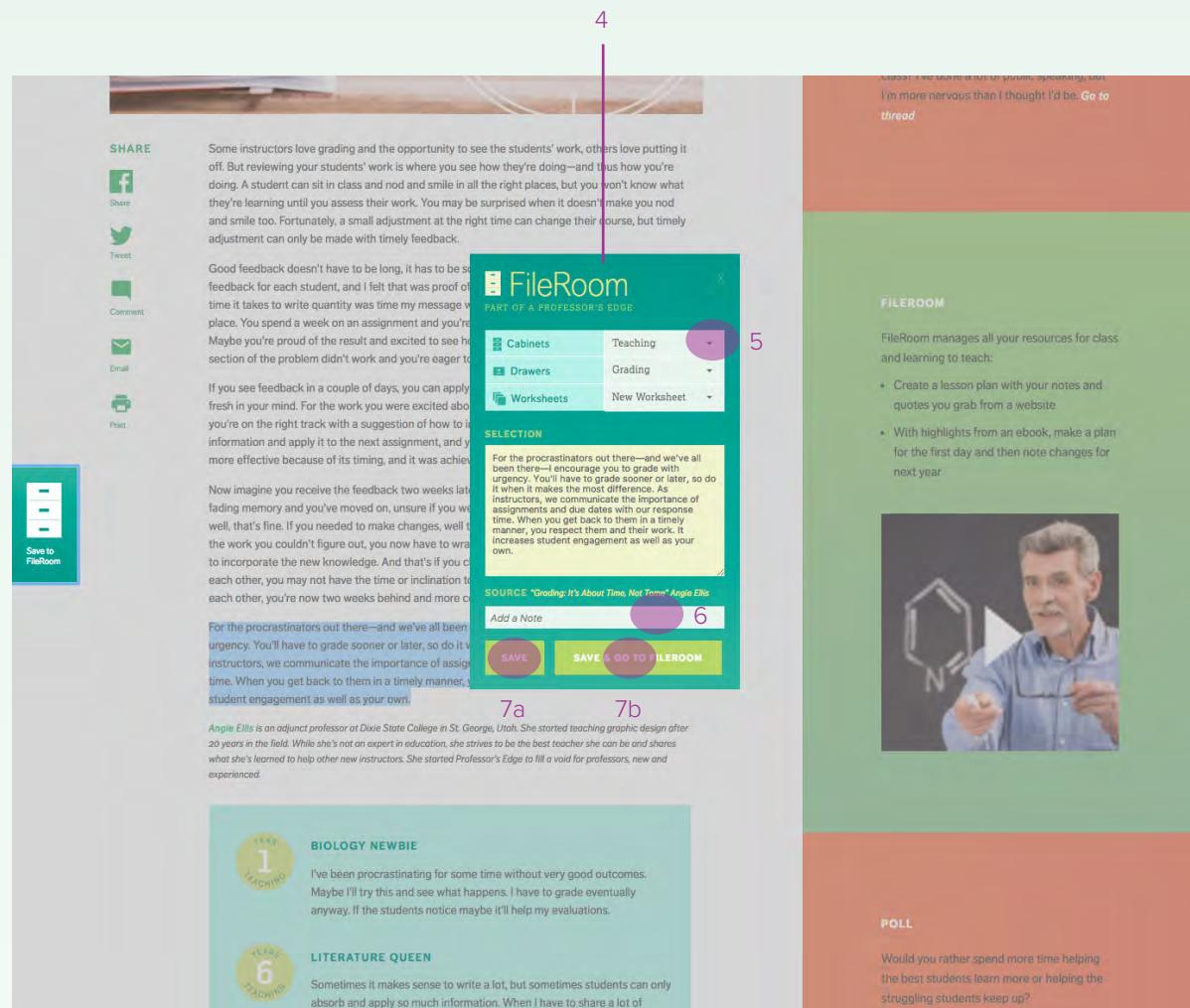
3

PROOF OF CONCEPT

Task 3: Text Selection

SAVE WEBSITE SELECTION TO FILEROOM

- 4 The FileRoom dialog box appears and the source and selected text are auto-populated.
 - 5 User can select a Cabinet, Drawer and Worksheet he'd like the highlight to be saved in but leaves it as is this time.
 - 6 User can add a note to the highlight if he likes.
 - 7 User can click **Save** to close the dialog window and get a confirmation, but instead chooses **Save & Go to FileRoom** and the default browser opens the New Worksheet with the highlight.



STRATEGIC PROCESS

UNIQUE POSITIONING STATEMENT

Professor's Edge differs from other higher education sites by focusing on the first year of teaching with instructional articles and offering a place to share experiences and ask questions. It also features a unique method of collecting selected text, images, video and other materials in an area where the user can organize and output them to create lectures, lesson plans and formulate their own pedagogy. When a busy, new college instructor feels lost and overwhelmed, Professor's Edge provides the knowledge and camaraderie they need.

PROJECT CATEGORY

Professor's Edge has a Real-World Application component called FileRoom as it contains task-based tools to help users accomplish specific goals. Professor's Edge also contains Educational features in the articles about how to teach college.

KEY RESEARCH: COMPETITIVE ANALYSIS

The Chronicle of Higher Education chronicle.com

RELATION

The Chronicle ('Home') is a source of information about higher education.

USER REQUIREMENTS & INTERACTION MODEL

Users need internet access and browser.

Informational website with articles, comments, blogs, and forums.

FUNCTIONALITY/FEATURE

A vast online destination for college faculty and administration featuring news, opinions, advice, statistics, forums and jobs. A subscription of \$99/year is required to access many of the articles. In a search for articles on the first year of teaching, there are five—four negative memoirs and one on how new hires can help the "chairmen."

USABILITY STRENGTHS

- Good division of sections.
- While conservative, the design is utilitarian and functional.
- Many stories/topics are visible, making it easy to browse.
- Displays five most-viewed articles.
- Displays five most-commented articles.
- Subscription-only articles are clearly marked as locked.
- Mobile version.

USABILITY WEAKNESSES

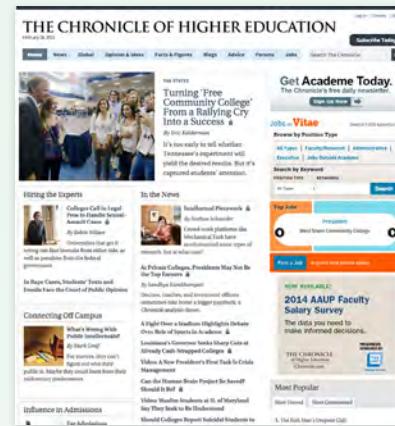
- Giant dropdown menu looks like a new page—the biggest content is featured stories, top stories, and the normal sub-navigation is an aside titled “More....”.
- A navigation link in the main navigation bar doesn't take me to that section's main page.
- Body copy in the stories is unusually large.
- Forum page looks like a different site.

CONTENT

Professional, strong, extensive. Focuses on the bigger picture of higher education, does not address educating educators on how to educate.

VISUAL DESIGN

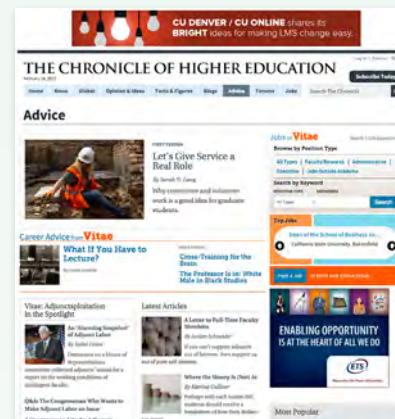
Conservative, institutional, utilitarian. Gray with a little light blue.



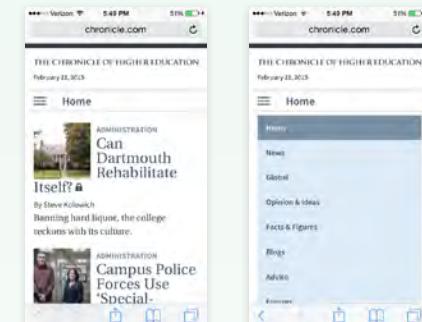
Home Page



Article



Section Page



Mobile: Home, Navigation Menu

KEY RESEARCH: COMPETITIVE ANALYSIS

Inside Higher Ed insidehighered.com

RELATION

Inside Higher Ed ('Higher') is a source of information about higher education.

USER REQUIREMENTS & INTERACTION MODEL

Users need internet access and browser.

Informational website with articles, comments, blogs, and forums.

FUNCTION

An online destination for almost everything about higher education. They publish news, feature stories, editorials and allow for comments on every article. They cater to graduate students, faculty and administration. They have an active job board, and a section for career advice. They have many surveys a year and formally publish the results. The site links to several relevant blogs and they run many stories from these blogs. There is a comprehensive area for worldwide events and conferences, as well as submission guidelines for articles.

USABILITY STRENGTHS

- Articles are organized into 12 useful categories.
- Breadcrumbs help user identify position in the site.
- Straight-forward features.
- Mobile version.

USABILITY WEAKNESSES

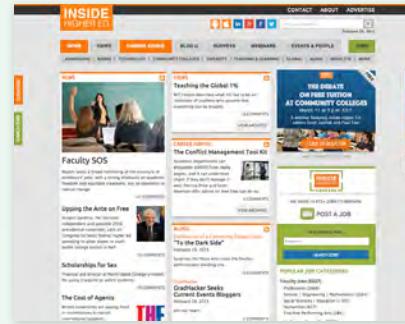
- Topic categories are organized alphabetically instead of in chronological order.
- No ability to discuss or comment on the articles.
- Mobile version is difficult to navigate.

CONTENT

While the site is otherwise comprehensive, there are no articles about teaching your first year of college.

VISUAL DESIGN

Visual design is solid and easy to navigate. Neutral grays and black contrast with orange and occasional leaf green. Text is black on white and all sans serif.



Home Page



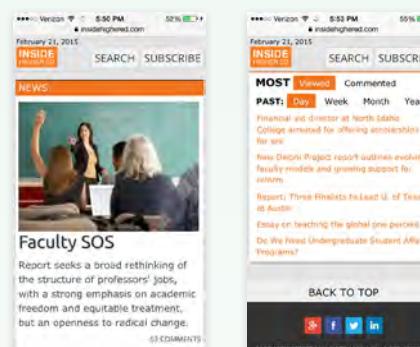
Article Beginning



Section Page



Article Comments



Mobile: Home, Articles

KEY RESEARCH: COMPETITIVE ANALYSIS

About.com*

gradschool.about.com

RELATION

About.com ('About') has excellent articles on teaching college for the first time.

USER REQUIREMENTS & INTERACTION MODEL

Users need internet access and browser.

Informational website with articles on hundreds of topics.

FUNCTION

About.com contains articles and videos about various subjects. Topics are broken into separate areas with different colors for the sections. There are around 1000 sections, education being one of them. About.com has many solid articles on how to teach college classes for the first time.

USABILITY STRENGTHS

- Fixed header keeps site ID, search and social media sharing displayed at all times.
- USABILITY WEAKNESSES**
- When clicking in the search bar, the mouse activates a large dropdown menu which hides the search box.
 - In-site search yields ads, then topics, then more ads, making it difficult to locate actual articles. Topics on About.com are more easily found outside the site through Google than they are from the site's search function.
 - The 12 articles on how to teach college aren't listed clearly or together.
 - Stories are interrupted by plain-text ads with little margin, and it's hard to see that the story continues.
 - Ad links are listed below the article headline, and look like a navigation bar.
 - Article text is too large.
 - Site is not responsive.

CONTENT

Twelve solid and informative articles for first-time college instructors. Story length seems based on content rather than a standard.

VISUAL DESIGN

Clunky, confusing advertisements. Pedestrian design with unclear divisions between elements. Black text on white background. One color used for each major section.

*About.com redirects to DotDash now, but the content is not the same.



Home Page

A screenshot of the 'Graduate School' section of the About.com website. It shows a large image of a person sleeping, followed by text and smaller images related to graduate school advice. The page includes a sidebar with navigation links for 'GRADUATE SCHOOL', 'EDUCATION', and 'ARTICLES'.

Section Page: Grad School



Section Page: Education

A screenshot of an article titled 'Tips for Creating Your First (or 50th) Syllabus'. The page includes a large image of a teacher, text, and a sidebar with navigation links for 'GRADUATE SCHOOL', 'ARTICLES', and 'EDUCATION'. The sidebar also lists 'Top Stories' and 'Most Popular' articles.

Article Beginning

KEY RESEARCH: COMPETITIVE ANALYSIS

Microsoft OneNote onenote.com

RELATION

Microsoft OneNote('Microsoft OneNote') has the ability to save online articles, video, audio, without the option to tag them.

USER REQUIREMENTS & INTERACTION MODEL

Users need internet access and browser on desktop, tablet or mobile device to access browser-based site. Native app option must be downloaded, internet connection needed to sync across devices.

FUNCTION

Information gathering tool.

USABILITY STRENGTHS

- Entire pages, including images and handwritten notes are searchable.
- Bookmarklet in browser allows immediate capture.
- Can be used to capture pictures, audio and check lists.
- Easy to learn and use.

USABILITY WEAKNESSES

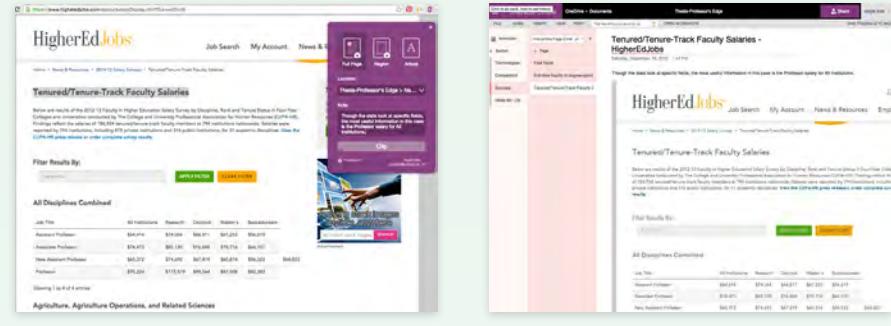
- Can't import ebook highlights
- "Tags" aren't customizable on a mac. The tags serve only as icons.
- Can't locate a section on more than one page, and auto-update if edited.
- Can't crop images.
- Can't see more than one page at a time.
- Can't easily separate text into individual cards to expand an outline.
- Can't take screen capture and immediately insert that capture.
- Can't color-code individual cards or text groupings.
- Mobile devices only copy URL from a website, not the entire page.
- Can't draw on a browser-based desktop. It only works on a tablet's native app.
- Can't change Notebook color after it's created.

CONTENT

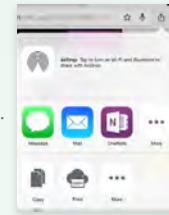
Microsoft OneNote is a container for content, not a source of information.

VISUAL DESIGN

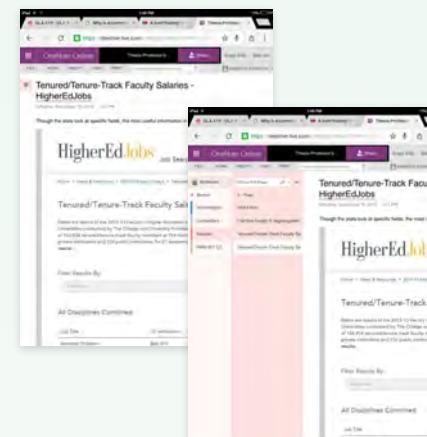
Visual design is clear, effective and consistent across platforms and screen sizes.



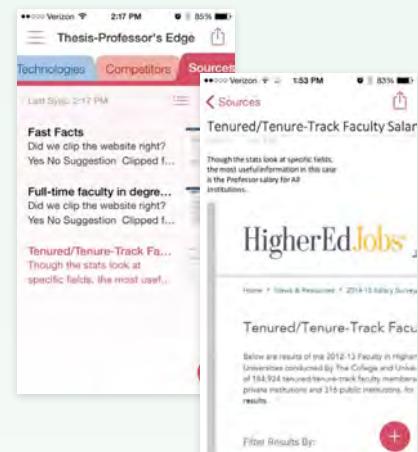
Above: OneNote Bookmarklet feature activated to save webpage to OneNote. Right: Share feature on mobile device.



Browser-based OneNote on desktop. Saved article displayed.



Browser-based OneNote on tablet. Notebook and Page details (right) can expand with pink hamburger icon (left).



Native app on mobile: Save web page as a new note

KEY RESEARCH: COMPETITIVE ANALYSIS

RefME*

RELATION

RefME (RefME) has the ability to save selected text from a browser windows with the source, tags, and the option to add comments.

USER REQUIREMENTS & INTERACTION MODEL

Users need internet access and browser on desktop, tablet or mobile device.

FUNCTION

RefME creates properly formatted bibliographies from sources the user provides. It also has the ability to save selected text from the browser window, and add notes and tags.

USABILITY STRENGTHS

- Intuitive interface.
- Bookmarklet in browser allows immediate capture.
- Can be used to capture selected text, the source, and additional notes.
- Strong mobile interface allows editing and managing lists on line.
- Mobile will scan the bar code of a book and access the reference information.

USABILITY WEAKNESSES

- No tags are available—references are grouped in folders. This works for RefME, but not for Professor's Edge.
- References are alphabetical and cannot be shuffled around. Again, it makes sense for RefME but not Professor's Edge.

CONTENT

RefME contains and formats content, but it's not a source of information.

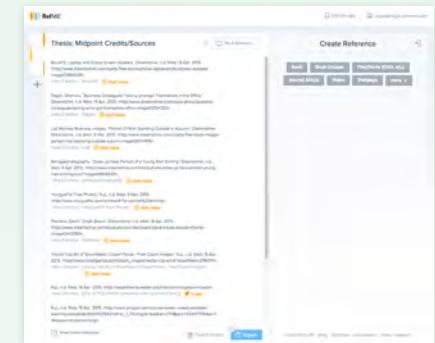
VISUAL DESIGN

The light, clean interface avoids extra visual elements that could add confusion. It displays what it needs and nothing more. The only problem with the light color palette is identifying which reference has been selected on the desktop site. Otherwise, it's an inspiration.

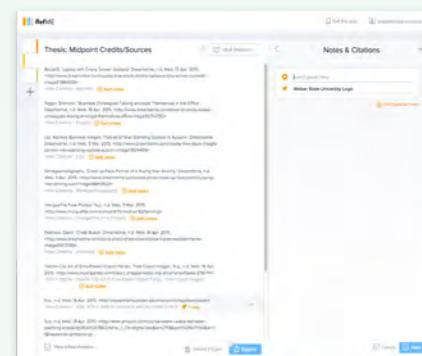
*RefMe was purchased by Cite This For Me since this analysis and no longer accessible in this form.



Bookmarklet in action.



RefME desktop site: New references can be added via this screen or a mobile device.



RefME desktop site: Source is selected. Quotes and notes can be added and edited.



Mobile: References can be managed and barcodes can be scanned with the camera.

KEY RESEARCH: CONCLUSIONS

- 1 The sites that focus on higher education contain information about politics and attaining tenure, and hardly anything on the first year.
- 2 There isn't a forum for new professors anywhere.
- 3 OneNote, which comes closest to FileRoom doesn't offer the ability to import ebook highlights or selected text from websites. Ebooks offer the most useful information for new professors so capturing notes from them is critical, and selecting portions of text from websites with attributions is key to forming lesson plans in any area of study.

KEY RESEARCH: COMPARATIVE MATRIX

	Professor's Edge	Chronicle of Higher Education	Inside Higher Ed	About.com	Microsoft OneNote	RefME
Import Ebook Highlights	3	-	-	-	-	-
Educational Templates Available	3	-	-	-	-	-
First-Year Teacher Articles	3	1	-	3	-	-
Save Selected Text	3	-	-	-	-	3
Save Video, Audio, Images, Text, Drawings, Web Pages	3	-	-	-	2	-
Arrange Saved Items and Export Them	3	-	-	-	3	-
Forum	3	2	2	-	-	-
Free	3	-	3	3	3	3
Mobile-Friendly / Responsive	2*	3	3	-	3	3
Totals	26	6	8	6	11	9

3—Excellent 2—Average 1—Poor * FileRoom is optimized for desktop

KEY RESEARCH: WHY COMPETITORS FAIL

Based on the analysis of competitors, there's nothing online that offers any of the three areas of Professor's Edge—learning to teach, communicating with other new professors, and gathering and organizing found resources.

I speculate that higher education sites left out the first two resources because the creators of them haven't been a new professor for many years and don't remember the challenges associated with it.

OneNote has many amazing features, and they're adding more all the time, but their focus is on a wide demographic and not on the particulars that a new professor needs.

VISUAL PROCESS

INITIAL VISUAL DESIGN

LOGO

PROFESSOR'S **EDGE**

SOCIAL MEDIA ICONS



TYPE TREATMENTS

Playfair Display Black

PLAYFAIR DISPLAY SC REGULAR

Playfair Display Regular

Source Sans Pro Light Italic

Source Sans Pro Light

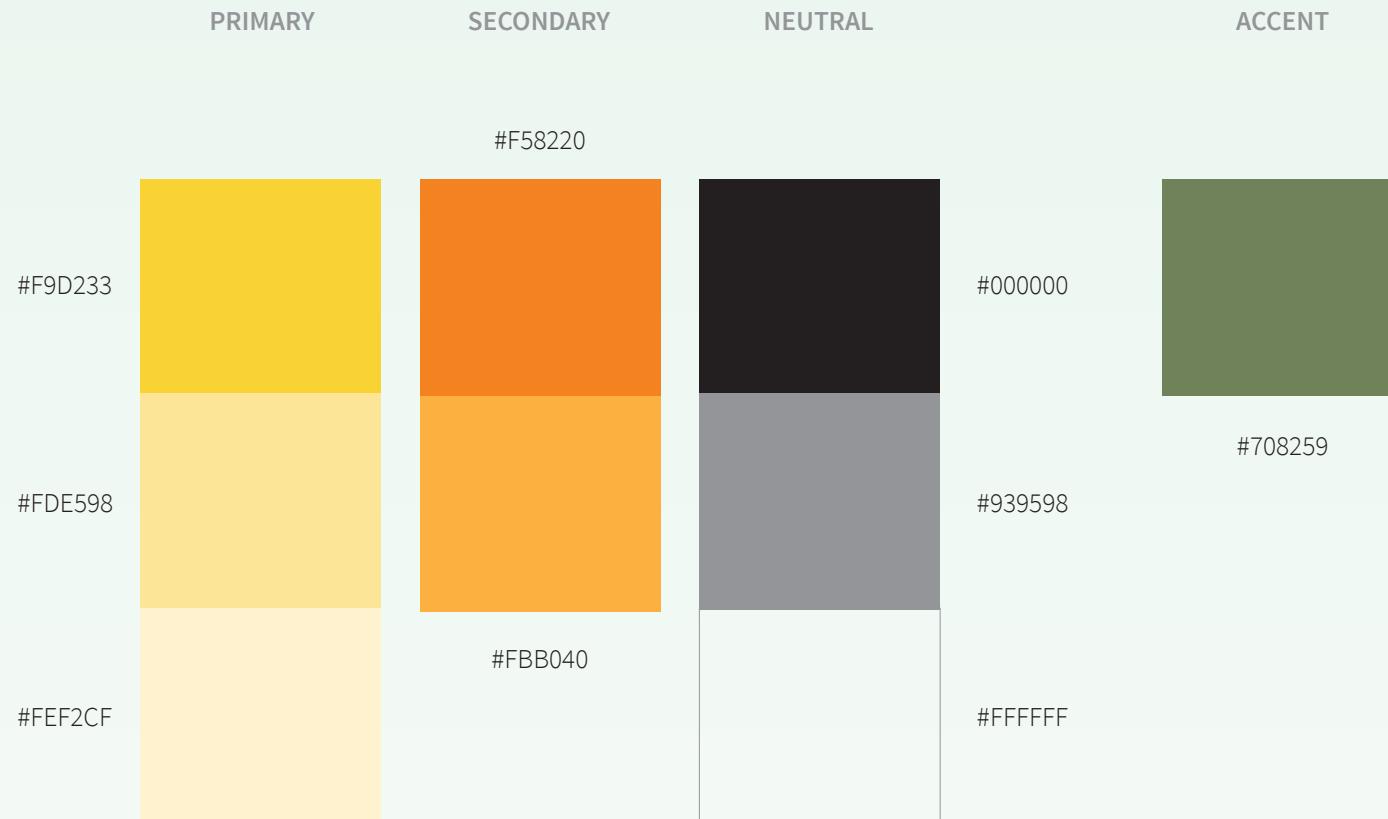
SOURCE SANS PRO SEMIBOLD

Source Sans Pro Regular

Source Sans Pro Semibold

INITIAL VISUAL DESIGN

COLOR PALETTE



INITIAL VISUAL DESIGN

Home Page

and involvement

PROFESSOR'S EDGE

[Sign In](#) [Sign Up](#) Search

ARTICLES	FORUMS	RESOURCES	FILEROOM	
BEFORE SEMESTER	FIRST DAY	EARLY SEMESTER	MID SEMESTER	END SEMESTER

Home / Articles / Before Semester

▼ BEFORE SEMESTER ARTICLES

What you need to know and have ready before classes begin, in the order you need.

- [Grading System](#)
- [Pedagogy](#)
- [Choosing a Textbook](#)
- [Campus Computer Interface](#)
- [Your Teaching Persona](#)
- [A Flexible Calendar Plan](#)

▼ FEATURED STORY

Remembering Student's Names

These tips help you send a strong message of your commitment and involvement

Lore ipsum dolor sit amet, consectetur adipiscing elit. Donec dapibus tincidunt augue, vitae fringilla metus blandit vel. Praesent euismod justo purus, eget ullamcorper diam varius vulputate. Nullam vehicula, est in aliquam laoreet, enim nibh molestie justo, at interdum nisi urna nec ligula. Donec elit augue, blandit vitae dolor vitae, varus feugiat velit. Suspendisse efficitur arcu ut arcu lacinia sollicitudin. Etiam lacinia ligula condimentum, maximus nisi ut, interdum mauris. Mauris sed dignissim felis nisi urna nec. [Read more...](#)



► FIRST DAY ARTICLES

What to expect, what to say in what order, what to bring and yes, everyone gets first-day jitters.

► EARLY SEMESTER ARTICLES

Grading and writing tests—more challenging than you anticipated, remembering names, and more.

► MID SEMESTER ARTICLES

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[CONTACTS](#)

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INITIAL VISUAL DESIGN

PROFESSOR'S EDGE

ARTICLES		FORUMS		RESOURCES		FILEROOM
CABINET	DES 101	DRAWER	Photoshop Introduction	SHEET	PS Curves & Levels	
Type	Tools		Input		Output	
Tags	Zoom	Crop	Box Background Color			Sheet Background Color

Lecture Notes

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec dapibus tincidunt augue, vitae fringilla metus blandit vel. Praesent euismod justo purus, eget ullamcorper diam varius vulputate. Nullam vehicula, est in aliquam laoreet, enim nibh molestie justo, at interdum nisi urna nec ligula. Donec elit augue, blandit vitae dolor vitae, varius feugiat velit. Suspendisse efficitur arcu ut arcu lacinia sollicitudin. Etiam lacinia ligula condimentum, maximus nisi ut, interdum mauris. Mauris sed dignissim felis.

Changes for Next Semester

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
2. Donec dapibus tincidunt augue, vitae fringilla metus blandit vel.
3. Praesent euismod justo purus, eget ullamcorper.
4. Mauris sed dignissim felis.

PROFESSOR'S EDGE

ARTICLES		FORUMS		RESOURCES		FILEROOM
CABINET	DES 101	DRAWER	Photoshop Introduction	SHEET	PS Curves & Levels	
Type	Tools		Input		Output	
Tags	Zoom	Crop	Box Background Color			Sheet Background Color

PS Curves & Levels



Lecture Notes

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec dapibus tincidunt augue, vitae fringilla metus blandit vel. Praesent euismod justo purus, eget ullamcorper diam varius vulputate. Nullam vehicula, est in aliquam laoreet, enim nibh molestie justo, at interdum nisi urna nec ligula. Donec elit augue, blandit vitae dolor vitae, varius feugiat velit. Suspendisse efficitur arcu ut arcu lacinia sollicitudin. Etiam lacinia ligula condimentum, maximus nisi ut, interdum mauris. Mauris sed dignissim felis.

Changes for Next Semester

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
2. Donec dapibus tincidunt augue, vitae fringilla metus blandit vel.
3. Praesent euismod justo purus, eget ullamcorper.
4. Mauris sed dignissim felis.

First Iteration of FileRoom and Navigation

Next Iteration of FileRoom and Navigation

DESIGN INSPIRATION

RefME refme.com

RELATION

RefME (RefME) has the ability to save selected text from a browser windows with the source, tags, and the option to add comments. It is a bibliographic resource.

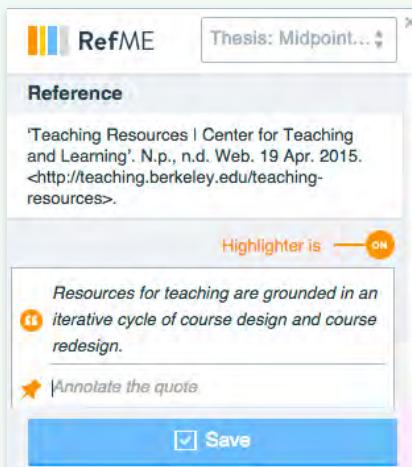
COLOR PALETTE

- Primary: gray and white
- Secondary: orange and blue
- Tertiary: yellow and green

IMPRESSIONS OF VISUAL STYLES

- Clean and soft design comforts the new user in an unfamiliar environment. Simple, simple, and simpler!
- Tabs on the left indicate sections without words, as does the plus sign to add a tab.
- Constantly blinking areas show the user next steps because the interface isn't common.
- Icons are used with tool tips instead of words.
- Bookmarklet window is simple and therefore very easy to understand and use.

RefME
bookmarklet
window



RefME desktop site: Source is selected. Quotes and notes can be added and edited.

VISUAL ANALYSIS

The Chronicle of Higher Education chronicle.com

RELATION

The Chronicle ('Home') is a source of information about higher education.

COLOR PALETTE

- Primary: blue, gray, black and white

IMPRESSIONS OF VISUAL STYLES

- Too visually busy on home page. Design could tone down the overwhelming number of elements. Same applies to the Article page.
- Nice main navigation on desktop and mobile.
- Comments are clean, clear and easy to read.
- Author's accomplishments listed after the article are nicely designed with color and typeface.
- Overall, it's just too busy. They are trying for respectable traditional, but they are still missing the mark on organized and readable.

THE CHRONICLE OF HIGHER EDUCATION
February 18, 2015

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THE STATES
Turning 'Free' Community College From a Ralphy City Into a Success **»**
By Eric Kelderman

It's too early to tell whether Tennessee's experiment will yield the desired results. But it's captured students' attention.

Hiring the Experts
Colleges Call in Legal Pros to Handle Sexual-Assault Cases **»**
By Nathan Schneider

Universities that get it wrong can face lawsuits from either side, as well as penalties from the federal government.

In the News
Intellectual Piècework **»**
By Nathan Schneider

Crowd-work platforms like Mechanical Turk have revolutionized some types of research, but at what cost?

At Private Colleges, Presidents May Not Be the Top Earners **»**
By Sandhya Kartikapati

Doctors, coaches, and investment officers sometimes take home a bigger paycheck, a Chronicle analysis shows.

Connecting Off Campus
What's Wrong With Public Intellectuals? **»**
By Mark Griff

For starters, they can't figure out who their public is. Maybe they could learn from their muckraking predecessors.

Influence in Admissions
For Admissions

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Sign Up Now

Jobs on Vitae
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All Types | Faculty/Research | Administrators | Executive | Jobs Outside Academe
Search by Keyword
POSITION TYPE: KEYWORD
All Types

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President
West Shore Community College

Post a Job | Go to print and continue today!

NOW AVAILABLE:
2014 AAUP Faculty Salary Survey
The data you need to make informed decisions.

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Chronicle.com

Most Popular

Most Viewed | Most Commented

I. The Rich Man's Dropout Club
2. What's Wrong With Public Intellectuals?
3. In Rape Cases, Students' Tests and Emails Face the Court of Public Opinion
4. Colleges Call in Legal Pros to Handle Sexual-Assault Cases

Desktop: Home Page

chronicle.com

THE CHRONICLE OF HIGHER EDUCATION
February 18, 2015

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Blogs
Advice
Forums

Mobile Navigation Menu

WEDNESDAY, MARCH 4, 2015
11 A.M. PST / 2 P.M. EST

canvas

THE CHRONICLE OF HIGHER EDUCATION
February 18, 2015

Home News Global Opinion & Ideas Facts & Figures Blogs Advice Forums Jobs Search The Chronicle

Advice

February 18, 2015
A Letter to Full-Time Faculty Members

If you can't support adjuncts out of fairness, then support us out of pure self-interest



By Jordan Schneider

We live in a time of "adjunct plight" essays. This isn't one of them. True, I am an adjunct, and I have much plight, but rather than be blamed for whining by you full-timers, let me scare you instead. I am an adjunct, and I'm making it much harder to support us, make us people you trust to make the important decisions and have as allies when things are grim. We're here and we're not going anywhere. Use us.

Jordan Schneider has been teaching college-level English since the Fall of 2001. He has taught in several NYC-area institutions, including St. John's University and John Jay College of Criminal Justice. He is currently an adjunct lecturer at Queensborough Community College and Westchester Community College. He is writing a book, *Now I Know Why Teachers Drink So Much: A Guide to Adjuncting in the English Department*.

1 Comment | The Chronicle of Higher Education | Log In | Log Out | Join the Discussion | Print | Email | RSS | Embed | Report

Give "super adjuncts" a vote in departmental and faculty meetings, require them to be involved in some modest way in the academic life of the department (through mentoring, advancement, research, or faculty development), and make sure they have some measure of real, contractual job security."

How is this different from tenured faculty?

I think the point that this article sadly misses is that tenure-track faculty are hired because of their research, not because of their teaching. If a university can reduce the teaching load of tenure-track faculty, they become more competitive in the hiring process.

So the university can offer a candidate a 1/4 load (vs. 2/3), pay them a little less, and give them money to do research. If it's a research-oriented university, the adjuncts can contribute to their own pay and earn some money, the tenure-track faculty gets to do what s/he's being hired and selected for, and the adjunct has a job where otherwise there would be none.

The alternative is not to promote more adjuncts to full-time positions, but to increase the teaching load on existing full-time faculty. Universities don't tend to make a lot of money from research, especially in the humanities and the social sciences....

Desktop: Article and Comments

1 Comment | The Chronicle of Higher Education | Log In | Log Out | Join the Discussion | Print | Email | RSS | Embed | Report

pigma writes
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VISUAL ANALYSIS

Inside Higher Ed insidehighered.com

RELATION

Inside Higher Ed ('Higher') is a source of information about higher education.

COLOR PALETTE

- Primary: orange and gray
- Secondary: green with white and black

IMPRESSIONS OF VISUAL STYLES

- Pretty visually busy on home page thought the design is helping compartmentalize it better than The Chronicle's site.
- The modular treatment of navigation and stories is a clean option.

This screenshot shows the main homepage of Inside Higher Ed. The top navigation bar includes links for CONTACT, ABOUT, and ADVERTISE, along with social media icons for various platforms. A search bar and a date indicator (February 20, 2015) are also present. The main content area features several news stories: "Teaching the Global 1%" (with 18 comments), "Faculty SOS" (with 41 comments), and "Upping the Ante on Free". To the right, there is a large advertisement for a webinar titled "THE DEBATE ON FREE TUITION AT COMMUNITY COLLEGES" on March 17 at 3 p.m. EST. Below the main content, there is a section for CAREERS with a link to "INSIDE HIGHER ED CAREERS" and a call to action "POST A JOB". On the far left, there are vertical buttons for SUBSCRIBE and SEARCH JOBS.

This screenshot shows the "TEACHING AND LEARNING" section of Inside Higher Ed. The top navigation bar is identical to the main page. The main content area features a story titled "Cheating or Collaboration?" (with 7 comments) and a weekly newscast titled "This Week @ INSIDE HIGHER ED". There are also sections for "RECENT ARTICLES" and "SURVEYS". A sidebar on the right contains links for "RECENT JOBS", "RELATED", and "SEARCH JOBS".

Desktop: Teaching and Learning Section

This screenshot shows a single article from Inside Higher Ed. The top navigation bar is identical. The main content area features a story titled "Cheating or Collaboration?" (with 7 comments). To the right, there is a sidebar for CAREERS with a link to "INSIDE HIGHER ED CAREERS" and a call to action "POST A JOB". A sidebar on the left contains links for "RECENT JOBS", "RELATED", and "SEARCH JOBS".

Desktop: Individual Article Page

Desktop: Home Page

MOOD BOARD

PROFESSOR'S EDGE

SOBOTI

601
ripple

HEADLIGHT

CREDIBLE
welcoming

BEACH MOTO

COLOR

DOODLES

Budding adds human touch, approachability

DOODLES

UX & UI

Cool layout elements. Grid. Color palette.

Subtle layering & gradient textures

Corner design

IMAGES

Bright, crisp photography

Stock. images

Illustrations stylized or monotone

LAYOUT & TEXTURE

unaafraid witty approachable

Whimsical, fun, considered error message

bluehost

888-401-4079 | live chat | products | programs | support | about | sign up

bluehost.com (panel)

Clean and layered wacky callout

Simplified submenu

Request info | Apply | Locations | Contact | About SCAD

Clean, tiled navigation

FOCUSSED INNOVATIVE professional

BRANDING

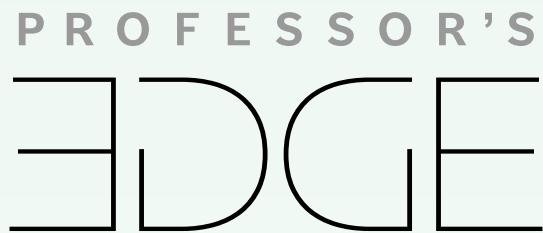
Logos and Color Palette

LOGO DESIGN AND TAGLINE



Teachers Teaching Teachers

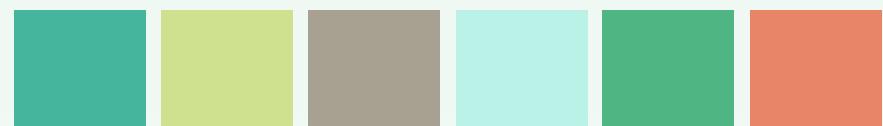
SUB-BRAND



FAVICON



COLOR PALETTE



Teal

#46b49d

R 70
G 180
B 157

Leaf

#cee18e

R 206
G 225
B 142

Taupe

#a8a192

R 168
G 161
B 146

Aqua

#bbf2e8

R 187
G 242
B 232

Green

#4fb682

R 79
G 182
B 130

Orange

#009b8b

R 0
G 155
B 139

Water

#e9f5ed

R 233
G 245
B 237

Butter

#efee8d

R 239
G 238
B 141

BRANDING Type Specifications

TYPE SPECIFICATIONS WITH CSS SELECTOR

h1 font-family: Lexia; font-weight: light; font-size: 23px; color: orange;

Grading: It's About Time, Not Tome

h2 font-family: Dagny Pro; font-weight: light; font-size: 16.5px; letter-spacing: .15em;
text-transform: uppercase; color: teal; background-color: aqua;

LINKS TO MORE RESOURCES

h3 font-family: Lexia; font-weight: regular; font-size: 14px; line-height: 1.4; color: dark teal;

What the Best College Teachers Do

h4 font-family: Dagny Pro; font-weight: bold; font-size 8.5px; letter-spacing: .1em;
text-transform: uppercase; color: green;

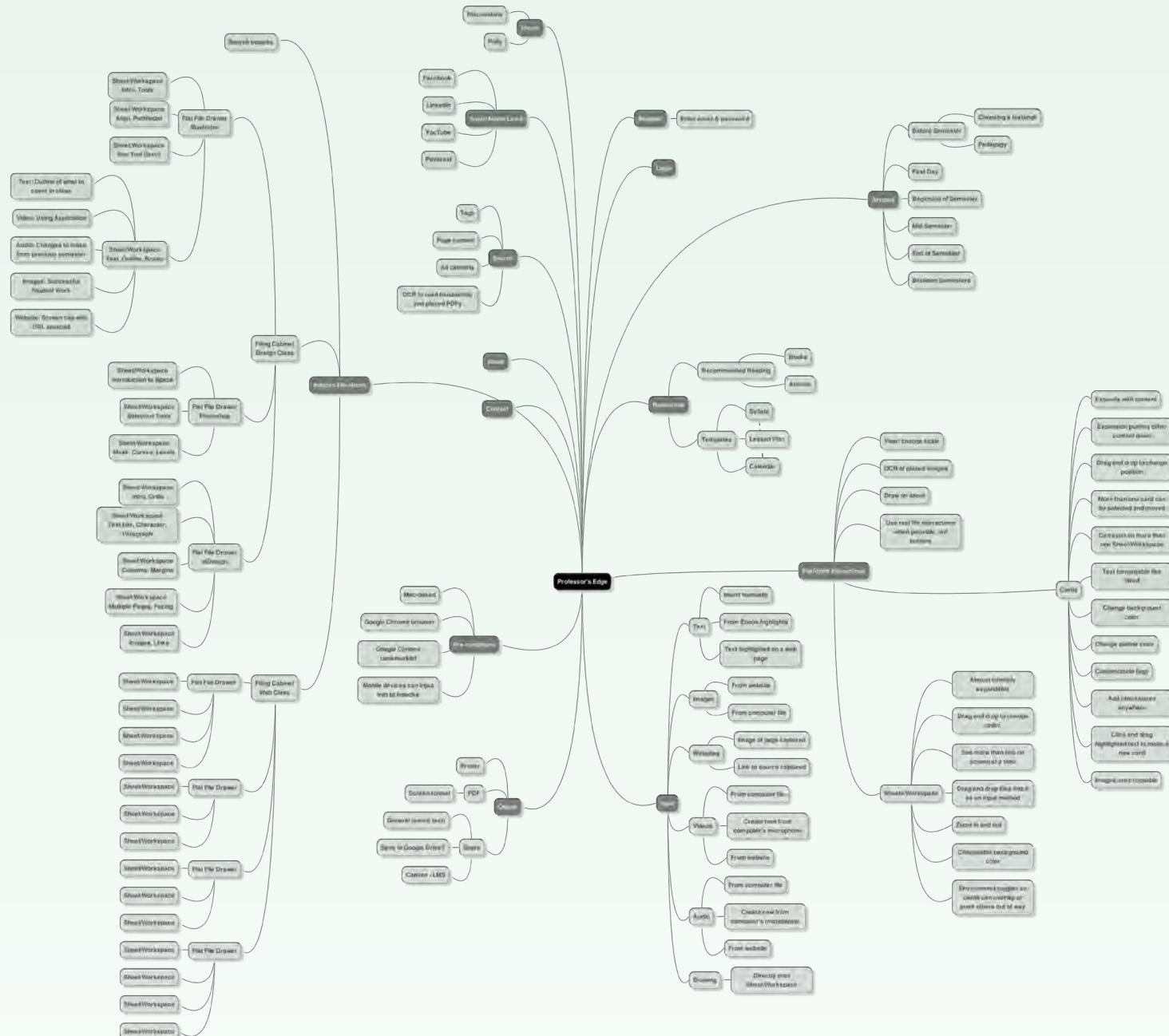
KEN BAIN

p font-family: Dagny Pro; font-weight: light; font-size: 10px; line-height: 1.62; color: #666;

Some instructors love grading and the opportunity to see the students' work, others love putting it off. But reviewing your students' work is where you see how they're doing—and thus how you're doing. A student can sit in class and nod and smile in all the right places, but you won't know what they're learning until you assess their work. You may be surprised when it doesn't make you nod and smile too. Fortunately, a small adjustment at the right time can change their course, but timely adjustment can only be made with timely feedback.

PRELIMINARY SKETCHES

The mind map was useful in defining content, interactions, navigation and information architecture.



PRELIMINARY SKETCHES

UI (A) MENUS OPEN LEFT TO RIGHT

monochromatic.

dark medium light

med. → Design 101 → Indesign → Grids → Design Principles

→ selecting opens next window to right

UI (B) MENUS OPEN TOP DOWN

OPEN highlight

CLOSED (WITHIN MAIN NAV CONTEXT)

TOOL PALETTE

palette can move around; drag & drop, touch too.

TOOLS

- Type
- Draw
- Crop
- Box Fill
- Box Outline
- Worksheet Color
- Let Blocks Overlap

UI Possibilities for FileRoom as created in Visual Design class

Decisions:

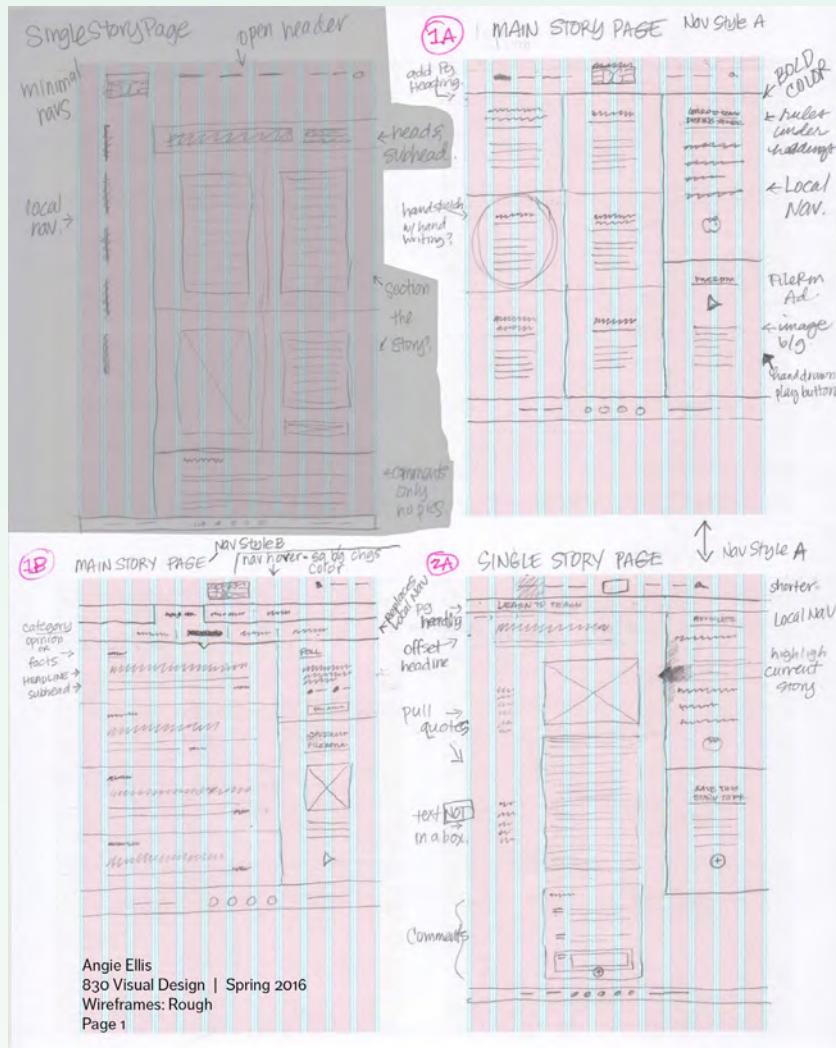
- Sort articles by category (pt in semester)
- Determine point they should login
- Determine what is within scope of project
- Understand SASS with [Codekit](#)
- Learn Angular JS too?
- Learn Flexbox
- Do users want tags? They have search.

List of remaining tasks

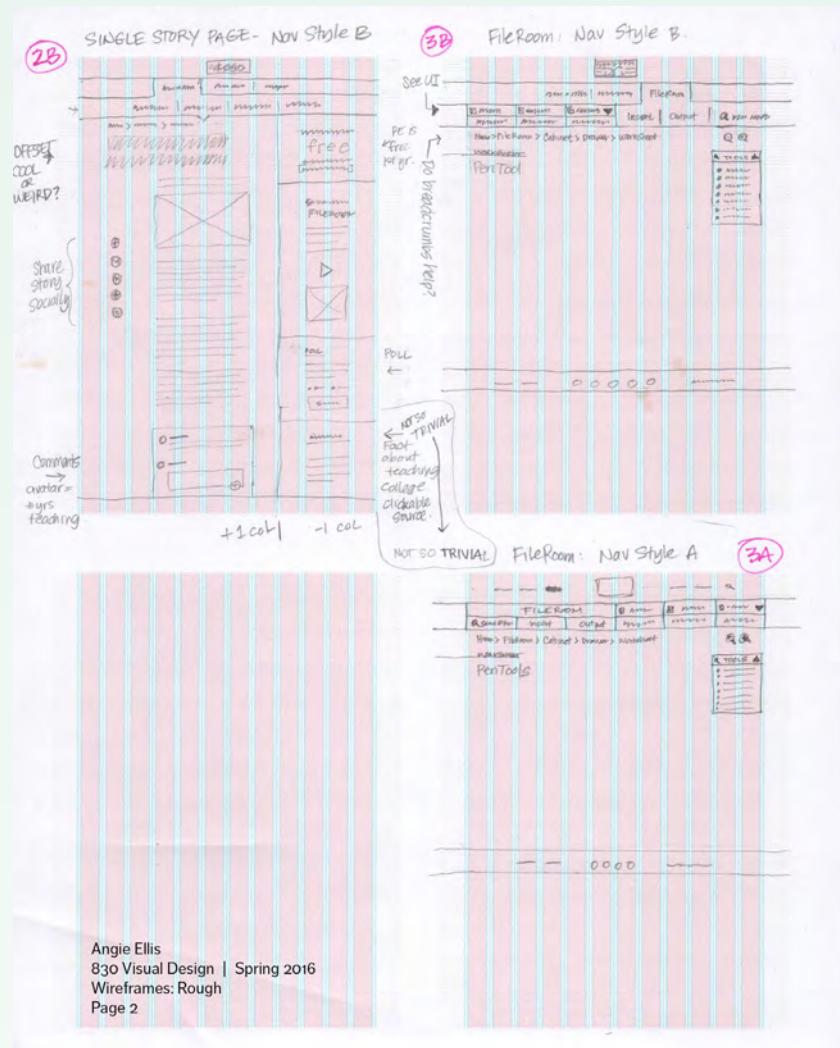
- GENERAL SITE
 - Figure out the look so I can code. (This week in B30.)
 - User test wireframes: FileRoom Cabinet/Drawer/Worksheet, add new.
 - Main nav header: redesign or code now and explore flexbox.
 - Vertical accordion for mobile view.
 - Get the main HTML in and functioning, no styling yet.
 - a. Learn to Teach articles: PHP categories and article feed from database.
 - Explore SASS (and Angular JS) after HTML structure is established.
 - Login for users
 - i. When to require FileRoom login
 - ii. Forum login
 - Where is a forum database... [www.coderwall.com](#)?
 - Database to save login information
 - Search function for site
 - FILEROOM
 - Later phases: OCR reads PDFs etc and searches them for
 - FileRoom Cabinet/Drawer/Worksheet
 - Dropdowns connected to database (like WNM369 menu sections)
 - New Worksheet creation point (like WNM369 Add Menu item)
 - FileRoom interaction
 - Drag and drop, touchable
 - Blocks order or not? Move out of the way?
 - What is default cursor? CSS-cursor: pointer; ?
 - Insert:
 - Tie dropdown menu to ability to insert.
 - Insert eBook Highlights
 - Beecket/Extension manager to collect highlights from Amazon?
 - What does [bookclip](#) do? Super back end?
 - FALLBACK: If client uses [bookclip](#), to make JSON file, they import the file and can [tinytiny](#) convert it?
 - Get JSON to Professor's Edge database (?)
 - Get JSON from PE database to FileRoom Page
 - Convert [bookclip](#) JSON to HTML
 - Input your own file
 - Testing that's droppable (with handle)?
 - Save input text to database with a form post: see bottom of this page <https://www.tinymce.com/docs/get-started/first-steps/>
 - How to prompt user to sign-in to create database file to save text to?
 - Insert Link to website (just link, no contents of site)
 - Insert File Attachment—Browse for file is a form field
 - Insert PDF—Show Pages
 - Insert Image—Browse for file is a form field. Looks like TinyMCE allows image cropping. Check out.
 - Insert Audio Recording—Browse for file is a form field
 - Insert Tags (not sure if I want this)
 - Output: Tie dropdown menu to ability to output
 - Print
 - <https://css-tricks.com/quick-tip-making-a-print-the-page-button/>
 - <https://www.arclab.com/en/tb/htmlcs/how-to-print-a-specific-part-of-a-html-page-iss-media-screen-print.html>
 - PDF (see above links)
 - Email
 - CSV
 - Tool functionality:
 - Type—TinyMCE
 - Draw
 - Crop
 - Checkbox
 - Box fill—jsColor tied to CSS
 - Stroke fill—jsColor tied to CSS
 - Worksheet color—jsColor tied to CSS
 - Let Blocks Overlap
 - Capture Website information: Bookmarklet Chrome Extension [RESEARCH THIS MORE](#)
 - Add bookmark to browser window (with instructions)
 - Create window that pops up and gathers information and sends info to FileRoom
 - Link to website
 - Just highlighted area? Google: javascript for copy to clipboard
 - Add a note
 - Go to FileRoom or close window
 - Save FileRoom content to Professor's Edge database

Task list created in March 2016

VISUAL DESIGN PROCESS



Rough wireframe sketches on 12-column grid



Rough wireframe sketches on 12-column grid

VISUAL DESIGN PROCESS

The screenshot shows a website header with 'PROFESSOR'S EDGE' and navigation links for 'LEARN TO TEACH', 'FORUM', and 'FILEROOM'. Below the header are three 'INSIGHT' cards:

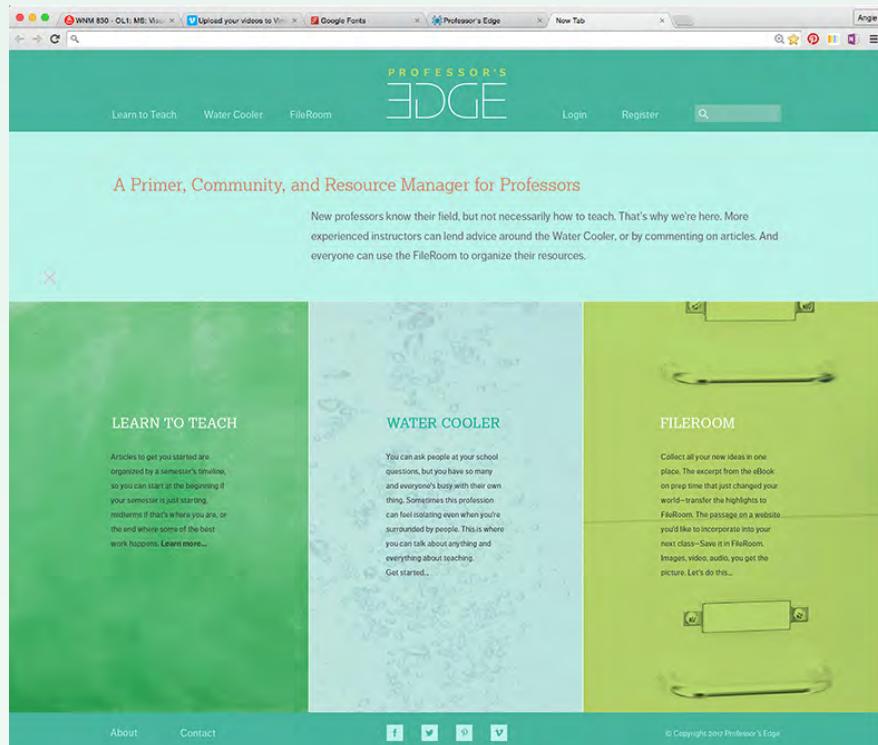
- Choosing Reading Material for Your Course Museo Slab**
One or more books? Paper or digital? Required or recommended? Compile readings instead?
Pork belly pitchfork pinterest, deep v mleh plaid viral cliche art party aesthetic authentic. Lumbersexual tote bag brunch williamsburg narwhal heirloom. Salvia organic pinteres...
- Choosing Reading Material for Your Course Tisa**
One or more books? Paper or digital? Required or recommended? Compile readings instead?
Pork belly pitchfork pinterest, deep v mleh plaid viral cliche art party aesthetic authentic. Lumbersexual tote bag brunch williamsburg narwhal heirloom. Salvia organic pinteres...
- Choosing Reading Material for Your Course Lexia**
One or more books? Paper or digital? Required or recommended? Compile readings instead?
Pork belly pitchfork pinterest, deep v mleh plaid viral cliche art party aesthetic authentic. Lumbersexual tote bag brunch williamsburg narwhal heirloom. Salvia organic pinteres...

Type exploration and initial design for header

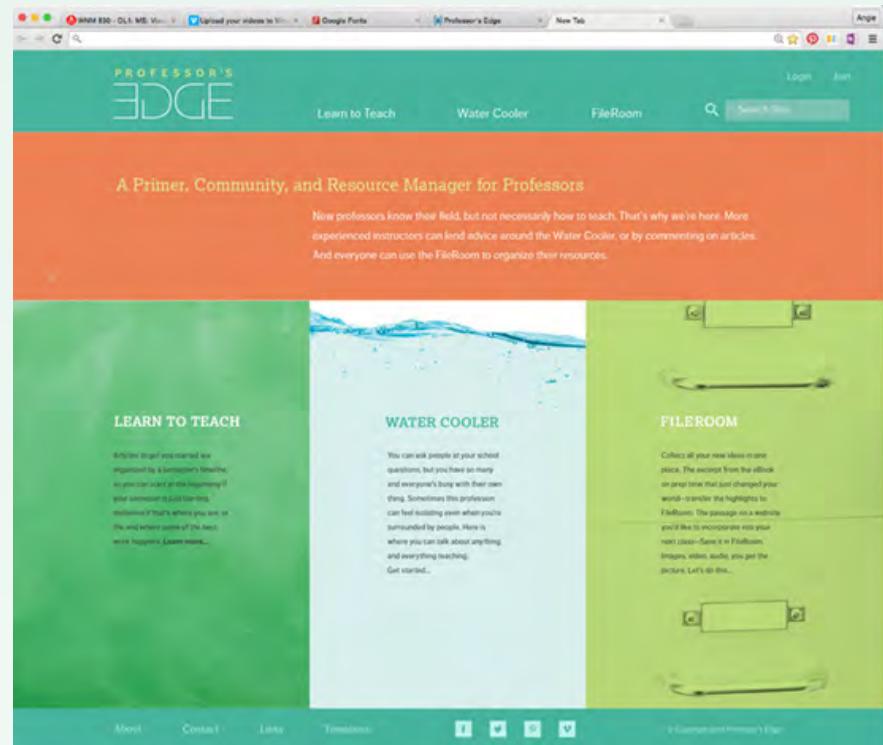


Initial color palette

VISUAL DESIGN PROCESS



First iteration of home page



Next iteration of home page

VISUAL DESIGN PROCESS

This screenshot shows the initial design of the Professor's Edge FileRoom. At the top, there's a navigation bar with links for 'Learn to Teach', 'Water Cooler', and 'FileRoom'. Below the navigation is a toolbar with 'Insert', 'Output' (selected), 'Print', and 'Search Site'. A sidebar on the left lists 'Cabinets', 'Drawers', and 'Worksheets' with sub-options like 'Design 101', 'Adobe Illustrator', and 'Pen Tool'. The main content area features a 'Tutorial for First Exposure' about the Adobe Illustrator Pen Tool. It includes a link to a treehouse tutorial and a note about minute marks. A red box highlights a 'Tasks' section containing two items: 'Post to view before class to familiarize before using the tool in class.' and 'Find another video that shows the bezier curves.' At the bottom, there are social media icons and a copyright notice.

First iteration of FileRoom

This screenshot shows the updated design of the Professor's Edge FileRoom. The layout remains similar, but the sidebar has been simplified. The main content area now includes a 'FileRoom' tab in the navigation bar and a 'FileRoom Templates' section. The 'Tutorial for First Exposure' section has been expanded with more details and a larger image showing a hand drawing with a pen tool. A red box highlights the 'Tasks' section, which now includes a link to rubistar.com for establishing rubrics. The bottom of the page includes social media icons and a copyright notice.

Next iteration of FileRoom

FINAL VISUAL DESIGN

Mockups

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

A Place for **New Professors** to Learn to Teach, Chat and Save Resources

New professors know their field, but not necessarily how to teach. Learn to Teach through articles and by chatting at the Water Cooler. Save everything you learn—and more—in the FileRoom.

LEARN TO TEACH

Articles to get you started are organized by a semester's timeline, so you can start at the beginning if your semester is just starting, midterms if that's where you are, or the end where some of the best work happens.

WATER COOLER

You can ask people at your school questions, but you have so many and everyone's busy with their own thing. Sometimes this professor can feel isolating even when you're surrounded by people. Speak freely here.

FILEROOM

Collect everything in one place. The ebook excerpt that just changed your world, and the quote from a website perfect for your next class—save them in FileRoom. Images, video, audio—it all goes here.

READ ARTICLES

CHAT WITH PEERS

GO TO FILEROOM

About Contact Links Templates

Home Page: Desktop

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

A Place for **New Professors** to Learn to Teach, Chat and Save Resources

New professors know their field, but not necessarily how to teach. Learn to Teach through articles and by chatting at the Water Cooler. Save everything you learn—and more—in the FileRoom.

HOW TO START

Articles to get you started are organized by a semester's timeline, so you can start at the beginning if your semester is just starting, midterms if that's where you are, or the end where some of the best work happens.

ARTICLES

READ ARTICLE

CONTACT

LINKS

TEMPLATES

ABOUT

CONTACT

LINKS

TEMPLATES

HOME **CONTACT** **LINKS** **TEMPLATES**

Home Page: Mobile

Below: Horizontal Accordion

HOME OF NEWT

Articles to get you started are organized by a semester's timeline, so you can start at the beginning if your semester is just starting, midterms if that's where you are, or the end where some of the best work happens.

READ ARTICLE

CONTACT

LINKS

TEMPLATES

WORKSHEET

You can ask people at your school questions, but you have so many and everyone's busy with their own thing. Sometimes this professor can feel isolating even when you're surrounded by people. Speak freely here.

CHAT WITH PEERS

CONTACT

LINKS

TEMPLATES

WORKSHEET

Collect items from the file room in one place. The office inventory that just changed your world, and the quote from a website perfect for your next class—save them in FileRoom. Images, video, audio—it all goes here.

FILEROOM

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

WORKSHEET

Insert **Output** **Search FileRoom**

New Worksheet

http://professors-edge.com/wp-content/themes/edge/

Update August 2012: I'd say for the most part it's days (if you only need IE 8 and up) this is fine:

```
grouping {  
    content: " ";  
    display: table;  
    clear: both;  
}
```

Tools

Type

Draw

Crop

Box Fill

Box Outline

Worksheet Color

Let Blocks Overlap

FileRoom

About Contact Links Templates

Cabinets **Drawers** **Worksheets**

Web Dev 101 CSS New Worksheet

VISUAL DESIGN Mockups

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

[View All Articles](#) [Before Semester](#) [Early Semester](#) [Mid-Semester & Pedagogy](#) [Late Semester](#)

EARLY SEMESTER | OPINION

Grading: It's About Time, Not Tome

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective. [Read Article...](#)

BEFORE SEMESTER | HEADS-UP

What No One Tells You

While the primary purpose of Professor's Edge is to share the information no one told us before we started teaching, there are a few select items I wish I knew at the outset. [Read Article...](#)

MID-SEMESTER & PEDAGOGY | A DIALOGUE

Lectures: The Bedrock Has a Fracture

New pedagogy tells us that lectures—the bedrock of education—don't work. Research shows that students don't learn from them and they persist mostly out of habit—a remnant of how we taught before there were books. So how else can we teach? [Read Article...](#)

MID-SEMESTER & PEDAGOGY | HEADS-UP

Test Writing: No Easy Answer

So you thought it was going to be easy to write a test? Yep, about as easy as parenthood. Okay, that's a stretch, but you get the gist—it's considerably harder to write a test than it is to take one. You'll make more mistakes than the students, and for you there's no right answer. [Read Article...](#)

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Learn To Teach: Articles Main Page

Learn To Teach: Single Article

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

[View All Articles](#) [Before Semester](#) [Early Semester](#) [Mid-Semester & Pedagogy](#) [Late Semester](#)

Items I Learned In South | Mid-Semester & Pedagogy | Grading: It's About Time, Not Tome

OPINION

Grading: It's About Time, Not Tome

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective.

FILEROOM

Some instructors love grading and the opportunity to see the students' work; others love putting it off. But reviewing your students' work is where you see how they're doing—and thus how you're doing. A student can sit in class and nod and smile in all the right places, but you won't know what they're learning until you assess their work. You may be surprised when it doesn't make you nod and smile too. Fortunately, a small adjustment at the right time can change their course, but timely adjustment can only be made with timely feedback.

Good feedback doesn't have to be long; it has to be soon. I used to write long paragraphs of feedback for each student, and I felt that was proof of my attention and dedication to them. But the time it takes to write quality was time my mentor wasn't reaching them. Put yourself in their place. You spend a week on an assignment, and you're wondering if you've got the concept right. Maybe you're proud of the result and excited to see how it's received. Or conversely, imagine a section of the problem didn't work and you're eager to see where it went wrong so you can fix it.

If you see feedback in a couple of days, you can apply the solution to the problem while it's still fresh in your mind. For the work you were excited about, the feedback gives you confirmation that you're on the right track with a suggestion of how to improve it even more. You can take that information and apply it to the next assignment, and you know where you stand. The feedback was more effective because of its timing, and it was achieved with a phrase instead of a page.

Now imagine you receive the feedback two weeks later. The work you were excited about is a fading memory and you've moved on, unless if you were moving in the right direction. If you did well, that's fine. If you needed to make changes, well, that would have been more helpful earlier. For the work you couldn't figure out, you now have to wrap your head around the problem once again to incorporate the new knowledge. And that's if you choose to. If the assignments don't build on each other, you're now two weeks behind and more confused.

For the procrastinators out there—well we've all been there—I encourage you to grade with urgency. You'll have to grade sooner or later, so do it when it makes the most difference. As instructors, we communicate the importance of assignments and due dates with our response time. When you get back to them in a timely manner, you respect them and their work. It increases student engagement as well as your own.

Angie Ellis is an adjunct professor at Dixie State College in St. George, Utah. She started teaching graphic design in 2006 and has written white papers and report on education she hopes to be the best teacher she can be and that what she's learned to help other new instructors. She started Professor's Edge to tell her professors' new and awesome stuff.

POLL

Would you rather spend more time helping the best students learn more or helping the struggling students keep up?

Work with Best Help Struggling

[SEE RESULTS](#)

FILEROOM

FileRoom manages all your resources for class and learning to teach:

- >Create a lesson plan with your notes and quotes you grab from a website
- With highlights from an ebook, make a plan for the first day and then note changes for next year

[Save to FileRoom](#)

RHOLOGY MYSTIE

I've been thinking for some time. Anthills give great lessons. Maybe I'll try and see what happens. I have to grade inevitably anyway. If the students notice, I'll fix my mistakes.

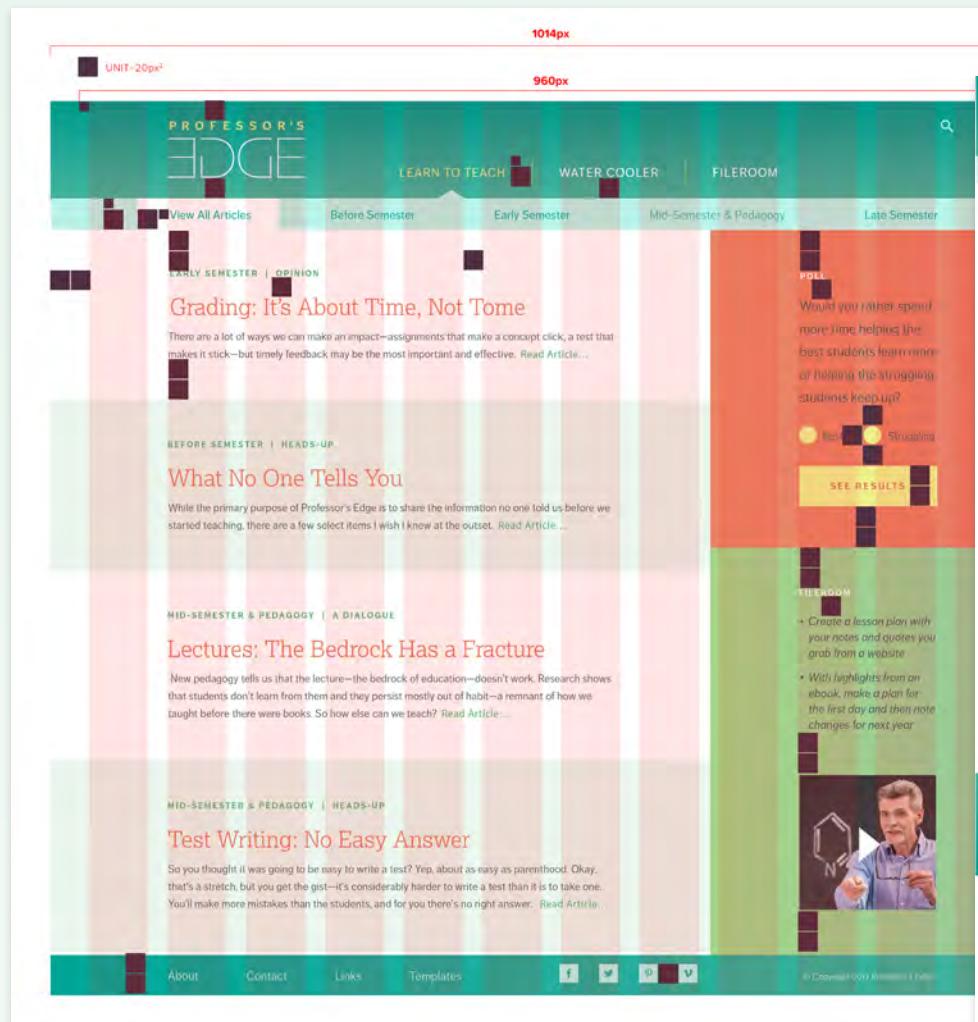
LITERATURE QUEEN

Students can never seem to write a test that sometimes students can only answer and apply as much information. When I have to share a lot of information, writing feedback can be a nice exercise from all the reading students do.

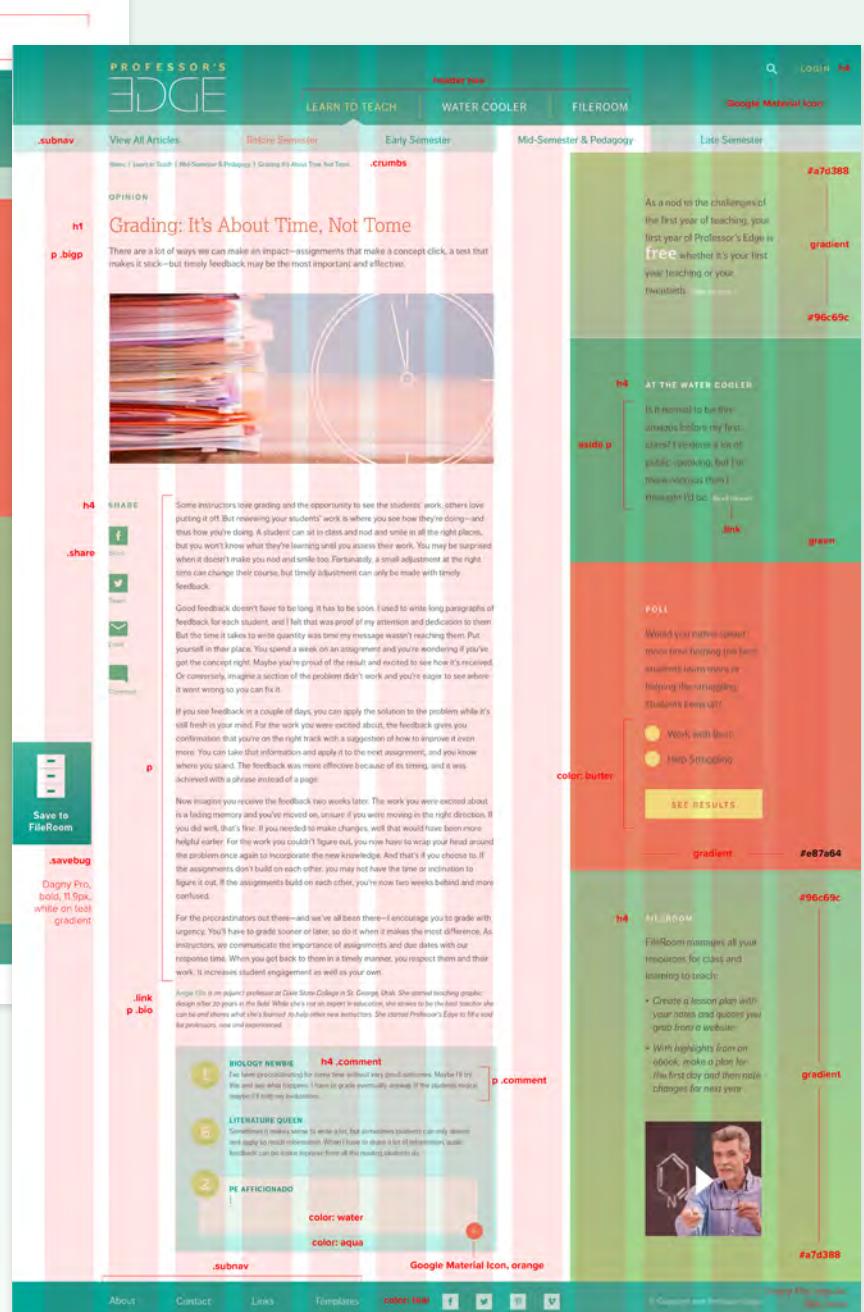
PE AFFICIONADO

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FINAL VISUAL DESIGN GUIDELINES



Grid System with Unit of Measurement indicated throughout



Grid System with colors,
semantic HTML structure,
classes, icon sources

USER EXPERIENCE PROCESS

TARGET AUDIENCE

As a new college instructor, I feel I understand my target audience well. The audience of college faculty is narrow enough to be niche at 790,000 in 2013 ('Digest'). I'm taking it further by targeting new instructors for the informational and forum portion of the project. Assuming newer educators can be identified by academic rank, there are 250,000 teachers within the ranks of Instructor and Lecturer ('Digest'). The FileRoom feature is particularly helpful for new instructors as they are managing a lot of new course material, but it would also benefit a teacher putting together a new course or managing a lot of information.

Professor's Edge targets first-time college teachers, a demographic that is growing. Faculty in higher

education is mostly male, but newer educators may be reversing that trend. If the lowest academic rankings indicate the newest educators, more of them are female than male. A 2013 study by the National Center for Educational Statistics shows the percentage of instructors with the advanced rank of professor were 69% male and 31% female, while entry-level Instructors and Lecturers were 44% male and 54% female.

A statistic that has stayed constant is ethnicity—post-secondary educators are predominantly white—79% in fact. Asian and Pacific Islanders are the next highest ethnic group at 9%. Most college professors have a terminal degree ('Postsecondary') in their field—either a Ph.D. or

a Masters—or they are working toward one. The median salary of postsecondary teachers in 2012 was \$68,970, but adjunct pay is dramatically lower. NPR reports average adjunct salaries between \$20,000 and \$25,000 ('The Sad').

The job market for postsecondary educators is expected to grow 19% between 2012 and 2022. That's faster than the average growth of all occupations, and is attributed to the increase in student enrollment. In 2013, NPR reported that 75% of college instructors were itinerant hires. The Bureau of Labor Statistics expects most of the new positions will be filled with part-time or adjunct faculty, which means more potential users for Professor's Edge.

PERSONAS



Scott Thompson

Male, 45
Primary User

Occupations

Silversmith
New Adjunct Professor

Silversmith Income

\$50,000 per year

Teaching Income

\$2,000 per class

Education

Bachelors Degree

Scott has made a name for himself designing custom jewelry, and he dreams of selling a design to a major retailer. When the nearby university asked him to teach a course on jewelry design, he jumped at the chance. He hopes that by sharing his passion for the creative process, he can inspire students the way he was inspired by his mentor.

What Scott doesn't know is how to start preparing for his class. He doesn't have time to read what might be the wrong book on the subject—he needs concise direction and a tool to manage the resources he finds.



Hannah Locke

Female, 22
Secondary User

Occupations

Web Developer
Graduate Student

Web Developer Income

\$20,000 per year

Teaching Income

\$1,500 per class

Education

Working on PhD

Hannah has assisted her professors by teaching some sessions in their introductory classes. Now they've asked her to create an update to that course. She thinks she's being tested for a full-time position after graduation. The department has chosen the textbook on web design, but she'll need to rely on external sources as things change quickly in web development. She wants to gather reference materials and their sources, and store the information with her other class materials.



Ron Nielsen

Male, 60
Tertiary User

Occupation

Photography Professor

Teaching Income

\$80,000 per year

Education

Masters Degree

Ron is revising a Photoshop course. He's combining the previous assignments, demonstration videos, and audio recordings of lectures. He's also revising his materials to reflect updates in the Photoshop application and he'd like to incorporate some excerpts from websites he finds online.

Ron needs to get the materials in one place, organize them and output some sections as assignments.

FINAL WIREFRAMES

A. Home

1 Header stays fixed to the browser window during scrolling. Format is in flux.

2 Touching the search icon reveals a search box that isn't always visible.

3 Website's purpose

4 User can hide this box (or make it smaller instead?) during subsequent visits.

B. Subnav points

1 Subnav points

C. Cabinet

1 Cabinet interface

D. FileRoom Subnav points

1 Tool palette is draggable and can be minimized

Footer

Professor's Edge | Wireframe (bottom)
Logout | Home | Help | Visual Studio | Professor Material Request | Professor's Edge University | Design 101

FINAL WIREFRAMES

This wireframe shows the main story page of the Professor's Edge website. The header includes navigation links for 'Learn to Teach', 'Water Cooler', 'FileRoom', 'Login', 'Register', and a search bar. Below the header, there are four categories of articles: 'Before Semester', 'Early Semester', 'Mid-Semester & Pedagogy', and 'Late Semester'. Each category has a headline, a subhead, and a 'Read Article' button. To the right of these columns is a sidebar containing a poll and a feature for 'FileRoom'.

B. Main Story

1 Subhead nav stays visible and indicates current section

This wireframe shows the main story page with a subhead navigation bar at the top, indicating the current section: 'Before Semester'. The rest of the page structure is identical to Wireframe A.

C. Single Story

1 Only place breadcrumbs are used

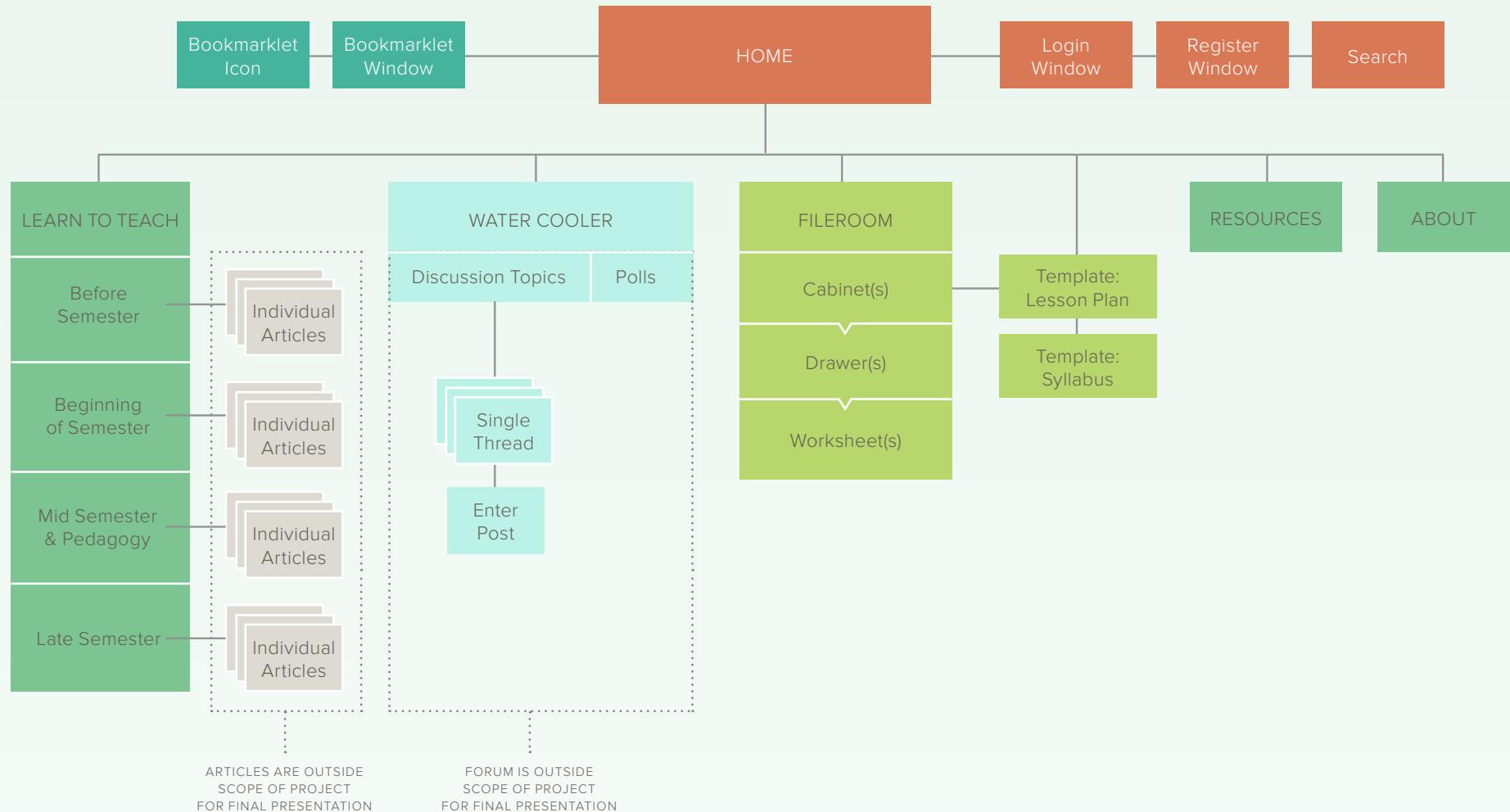
2 Share this story

3 Comment area. Avatars are # of years teaching

This wireframe shows a single story page. It features a large image placeholder, a share button, a comment area with three user entries, and a sidebar for 'FileRoom'.

INFO ARCHITECTURE

This architecture represents the interface windows for login and bookmarklet as well as sections of content within single pages. Templates exist within FileRoom as Worksheets within Drawers within Cabinets, but are also accessible from the footer on the Home page.



USE CASES

PRE-CONDITIONS

Platforms: Mac iOS, iPad

Software: Google Chrome with bookmarklet, Kindle App

Task 1: Ebook Highlight

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 1 User is reading the book, *On Course*, in the Kindle App on his iPad. After selecting some text, he taps the share icon in the upper right of the screen, then chooses the FileRoom Icon from the app's dialog box.
- 2 The FileRoom dialog box appears and the source is auto-populated, along with the visible highlight.
- 3 User chooses where to save the highlight. In this case Cabinet: Teaching, Drawer: Teacher Stories, Worksheet: New Worksheet.
- 4 User could add a note to the highlight but decides against it for now.
- 5 User can click **Save** to continue reading the ebook.
- 6 To see what the selection will look like in FileRoom, click **Save & Go to FileRoom** to see a desktop view of the New Worksheet in Chrome. Here, the user can add a note to the Worksheet.

Start at invis.io/JDB4AIWK4#/226800325_ebook

Task 2: Template

MODIFY A TEMPLATE IN FILEROOM

- 1 To get here, Hannah has logged in and clicked the link in the footer for the Lesson Plan Template. The green box introduces FileRoom's capabilities. A lesson plan template is on the left, with helpful tips on the right below the FileRoom introduction.
- 2 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. She changes the cabinet to Web Dev and chooses the HTML drawer. She leaves the worksheet name for now.
- 3 User replaces the template's text with her own.
- 4 She adds an image from a URL with the text editor.
- 5 User knows the work will be autosaved because she is logged in.

Start at professorsedge.net/filetemplate-use2a.php

Task 3: Text Selection

SAVE WEBSITE SELECTION TO FILEROOM

- 1 User starts at the Home Page and selects Learn to Teach from the main navigation.
- 2 He sees an article on grading he'd like to read and clicks.
- 3 After reading a paragraph he'd like to reference later—the last paragraph—he selects it then clicks the Save to FileRoom box fixed to the browser window in Professor's Edge, or the Bookmarklet in Chrome.
- 4 The FileRoom dialog box appears and the source and selected text are auto-populated.
- 5 User can select a Cabinet, Drawer and Worksheet he'd like the highlight to be saved in but leaves it as is this time.
- 6 User can add a note to the highlight if he likes.
- 7 User can click **Save** to close the dialog window and get a confirmation, but instead chooses **Save & Go to FileRoom** and the default browser opens the New Worksheet with the highlight.

Start at professorsedge.net

USER WORKFLOW

Save Ebook to FileRoom



SCOTT
THOMPSON

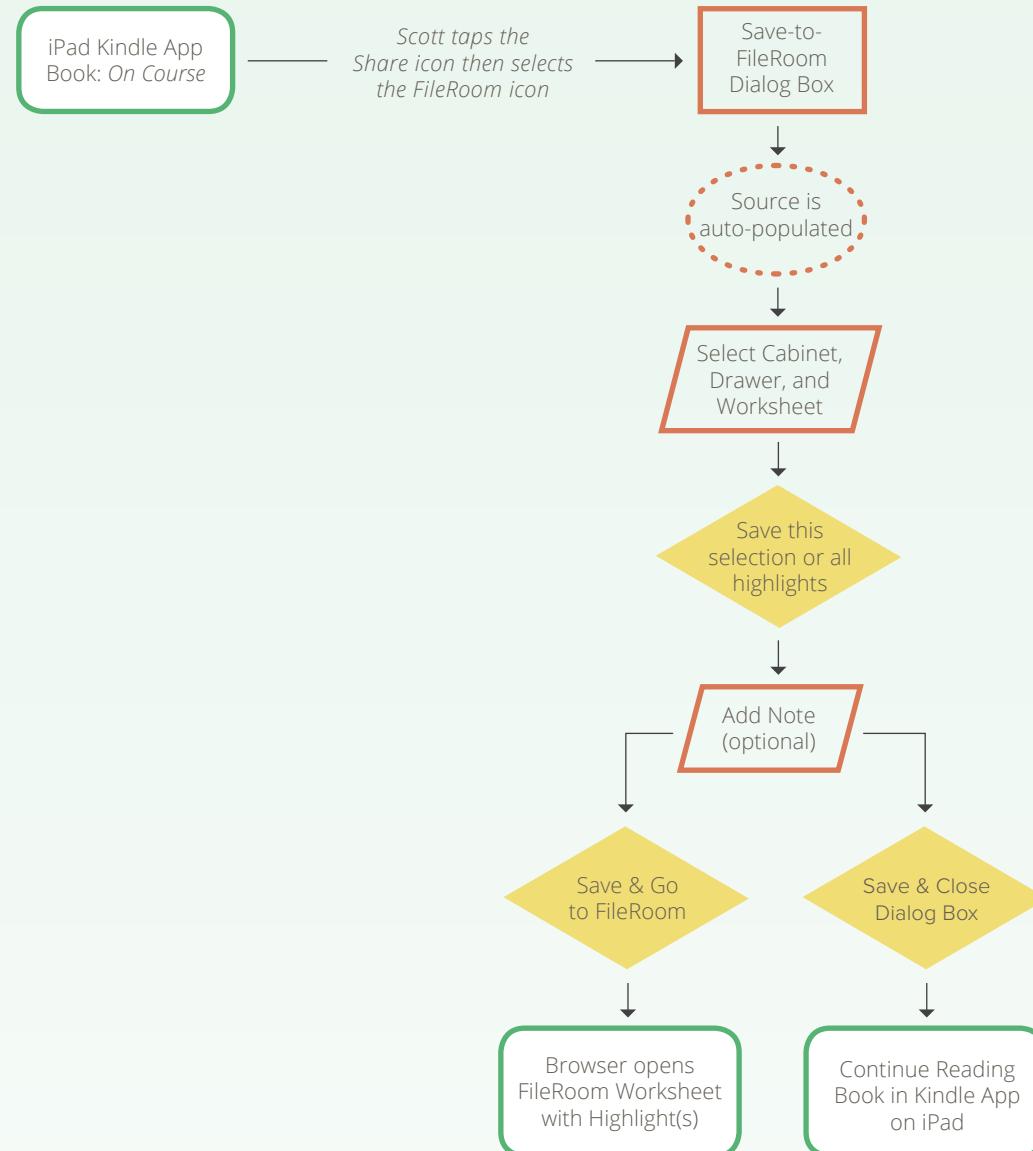
Male, 45

"How do I save the highlights in this ebook I'm reading to FileRoom?"

Scott Thompson, Silversmith and New Adjunct Professor

SAVE EBOOK HIGHLIGHT TO FILEROOM

- 1 User is reading the book, *On Course*, in the Kindle App on his iPad. After selecting some text, he taps the share icon in the upper right of the screen, then chooses the FileRoom Icon from the app's dialog box.
- 2 The FileRoom dialog box appears and the source is auto-populated, along with the visible highlight.
- 3 User chooses where to save the highlight. In this case Cabinet: Teaching, Drawer: Teacher Stories, Worksheet: New Worksheet.
- 4 User could add a note to the highlight but decides against it for now.
- 5 User can click **Save** to continue reading the ebook.
- 6 To see what the selection will look like in FileRoom, click **Save & Go to FileRoom** to see a desktop view of the New Worksheet in Chrome. Here, the user can add a note to the Worksheet.



Start at invis.io/JDB4AIWK4#/226800325_ebook

USER WORKFLOW

Modify Template in FileRoom



HANNAH
LOCKE

Female, 22

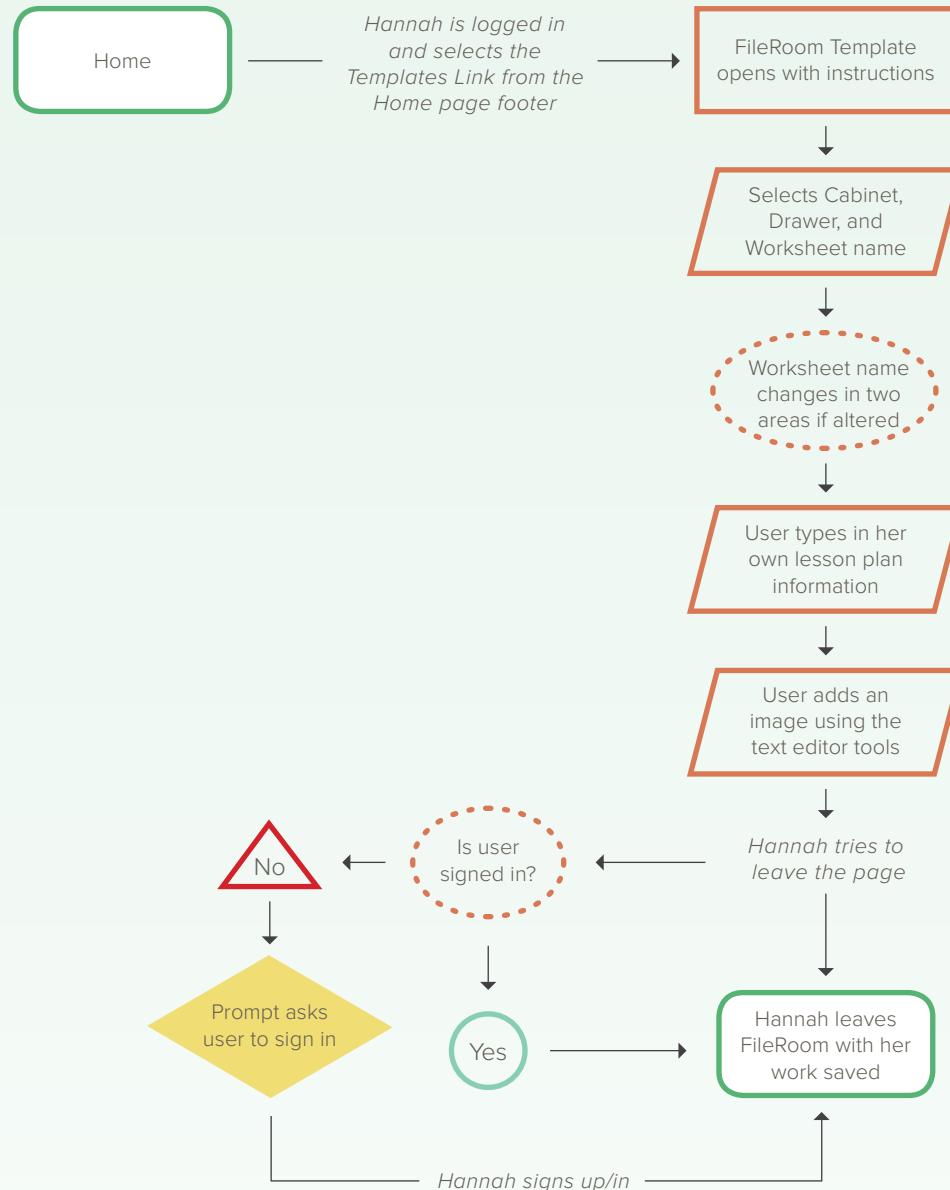
"I want to create a Lesson Plan from a template on Professors' Edge."

Hannah Locke, Web Developer and Grad Student

MODIFY A TEMPLATE IN FILEROOM

- 1 To get here, Hannah has logged in and clicked the link in the footer for the Lesson Plan Template. The green box introduces FileRoom's capabilities. A lesson plan template is on the left, with helpful tips on the right below the FileRoom introduction.
- 2 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. She changes the cabinet to Web Dev and chooses the HTML drawer. She leaves the worksheet name for now.
- 3 User replaces the template's text with her own.
- 4 She adds an image from a URL with the text editor.
- 5 User knows the work will be autosaved because she is logged in.

Start at professorsedge.net/filetemplate-use2a.php



USER WORKFLOW

Save Online Selection to FileRoom



RON
NIELSEN

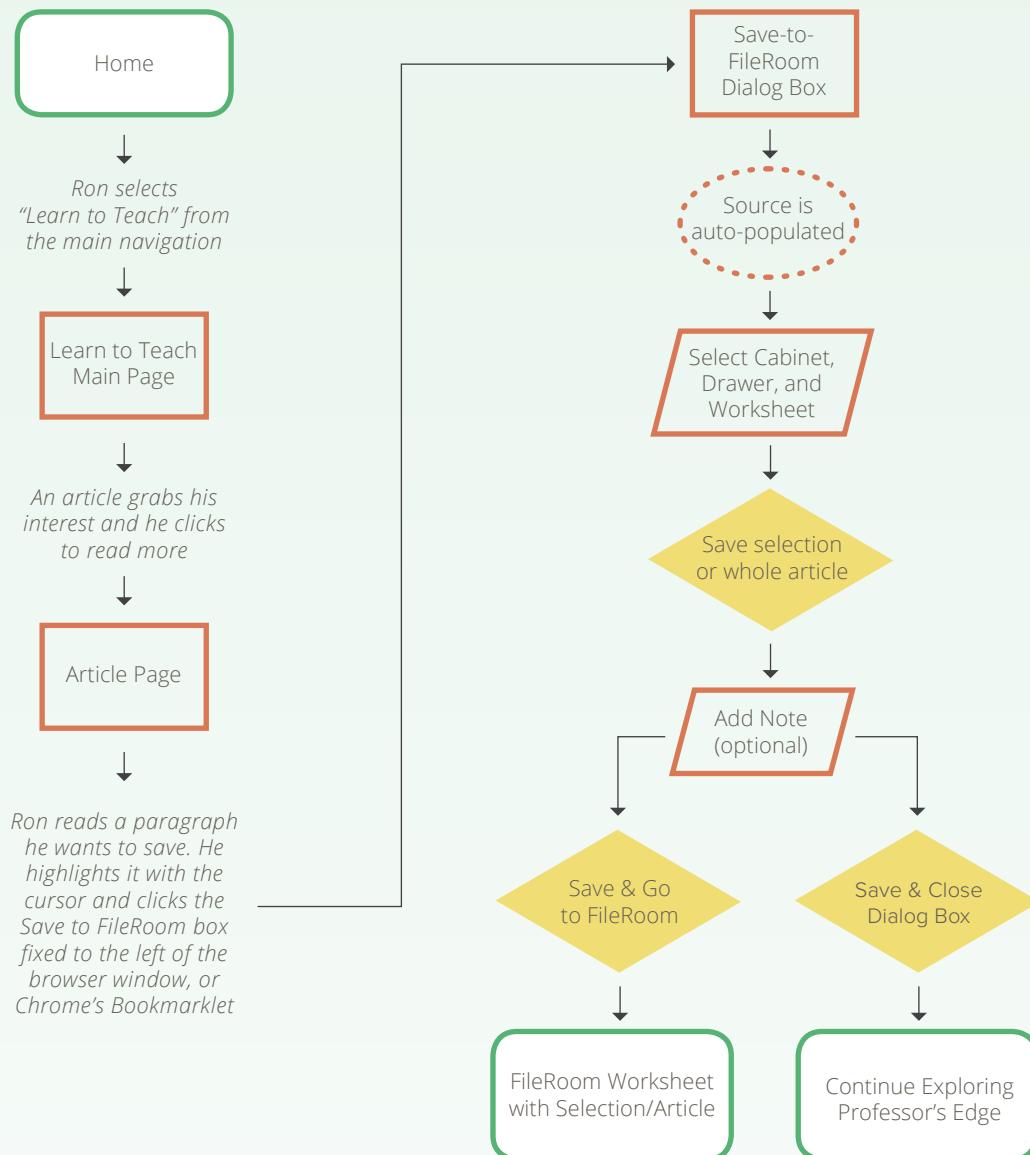
Male, 60

"How do I save a paragraph of this article on Professor's Edge to FileRoom?"

Ron Nielsen, Professor of Photography

SAVE WEBSITE SELECTION TO FILEROOM

- 1 User starts at the Home Page and selects Learn to Teach from the main navigation.
- 2 He sees an article on grading and clicks.
- 3 After reading a paragraph he'd like to reference later—the last paragraph—he selects it then clicks the Save to FileRoom box fixed to the browser window in Professor's Edge, or the Bookmarklet in Chrome.
- 4 The FileRoom dialog box appears and the source and selected text are auto-populated.
- 5 User can select a Cabinet, Drawer and Worksheet he'd like the highlight to be saved in but leaves it as is this time.
- 6 User can add a note to the highlight if he likes.
- 7 User can click **Save** to close the dialog window and get a confirmation, but instead chooses **Save & Go to FileRoom** and the default browser opens the New Worksheet with the highlight.



REQUIREMENTS ANALYSIS

A survey was conducted on SurveyMonkey.com in late September 2015 to analyze the habits and needs of the Professor's Edge target market. Eight professors of varying levels of experience responded.

1. What subject area do you teach?

Photography—1 response
Digital Design—2 responses
Web Development—2 responses
Computer Science—2 responses
Chemistry—1 response

2. How long have you been teaching?

1 year—2 responses
3 years
5 years
9 years
10 years
15 years
30 years

3. What platform do you use?

PC 25%—2 responses
Mac 37%—3 responses
Both 37%—3 responses

4. Which types of media do you use to learn teaching methods and create class materials?

	Often	Sometimes	Never
Physical books	3	5	0
Electronic books	0	7	1
Images	4	3	1
Websites	6	2	0
Video	5	3	0
Audio	1	2	5

5. If you could easily export your highlighted passages from an E-book to a place you could use them and refer to them, would you use this technology...

Often—1 response
Sometimes—3 responses
Maybe—3 responses
Never—0 responses
I don't use e-books—1 response

6. Do you use Microsoft OneNote...

Often—0 responses
Sometimes—1 response
Never—6 responses
Never heard of it—1 response

Conclusions

Most professors surveyed use the Apple platform. Electronic book use was almost as high as physical books, and that can be expected to grow. The E-book users would consider using a technology to help them export their highlights to a functional workspace. Hardly any respondents use Microsoft OneNote—only one uses it, and only sometimes—so it is not much of a competitor in this demographic.

USABILITY TESTING

USER TESTING: PAPER PROTOTYPE

Before the launch of the online prototype, it was important to see if a visitor could intuitively use a paper prototype. The following script was read to participants who then tried to complete these tasks. High-level findings follow.

Test Script

Thank you for agreeing to help me evaluate this website. I'm going to be walking you through this session today. Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything. You probably already have a good idea of why I asked you here, but let me go over it again briefly. I'm asking people to try using a web site that I'm working on so I can see whether it works as intended. The session should take about 15 minutes. The first thing I want to make clear right away is that I'm testing the site, not you. You can't do anything wrong here. In fact, this is probably the one place today where you don't have to worry about making mistakes.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to me. Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the site, so I need to hear your honest reactions. If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I'm interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done I'll try to answer them then.

You may have noticed the recording software. With your permission, I'm going to record what happens on the screen and our conversation. The recording will only be used to help me figure out how to improve the site, and it won't be seen by anyone not working on this project. And it helps me, because I don't have to take as many notes. If you would, I'm going to ask you to sign a simple permission form for me. It just says that I have your permission to record you, and that the recording will only be seen by the people working on the project.

Now I'm going to ask you to try doing some specific tasks. I'm going to read each one out loud and give you a printed copy. I'm also going to ask you to do these tasks without using Search. I'll learn a lot more about how well the site works that way. And again, as much as possible, it will help if you can try to think out loud as you go along. Because this site is on paper right now, please just use your finger like a mouse and tap the paper to click.

TASK 1

You are a new professor getting ready to teach your first college class. Look for information on selecting reading material for your course.

TASK 2

You've been brainstorming ideas on how to teach your first college class. You want to record your thoughts in a new work space on Professor's Edge.

TASK 3

Have you used a bookmarklet before? (May need to explain the idea of clicking a bookmarklet if they haven't done it before.) You're visiting a website and you see a quote you want to use for a class you're teaching. You've installed the bookmarklet into your browser and it looks like this.

Scenario E

TASK 1

You've been working in this work space on Professor's Edge and you want to add a picture.

TASK 2

Now change the border of the picture so you can only see part of the original.

TASK 3

Change the color of your work space.

TASK 4

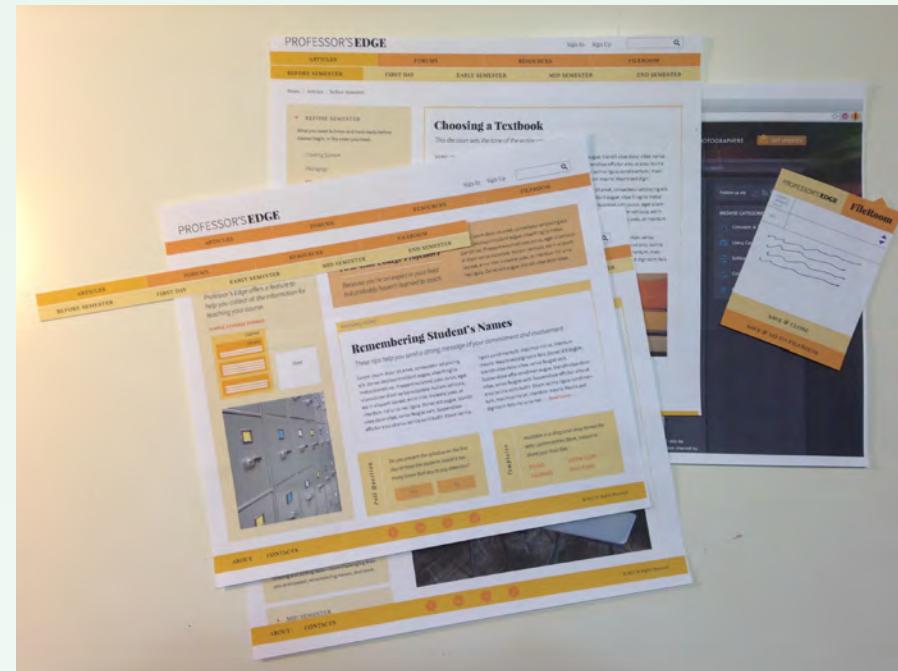
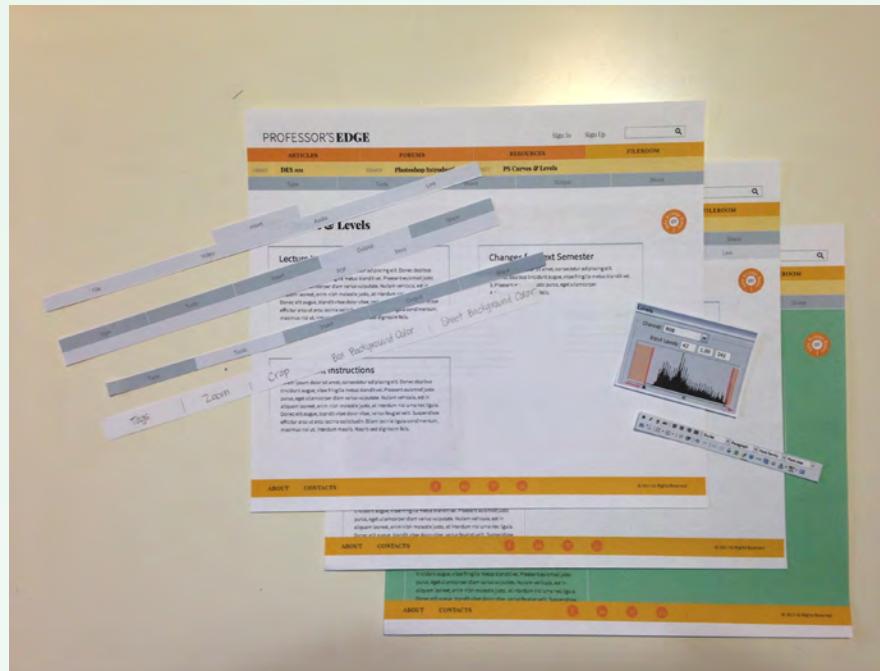
Format the text to match your slide presentation for lectures.

TASK 5

Make a PDF of this work space.

USER TESTING: PAPER PROTOTYPE

Paper Prototype



USER TESTING: PAPER PROTOTYPE

High-Level Findings

Participant	Kaitlyn	Dustin	Brad	Mackay	Emily
Years of Teaching Experience	0	0	0	0	6
Device	Paper Prototype	Paper Prototype	Paper Prototype	Paper Prototype	Paper Prototype
Summary of Challenges in Test	Didn't realize Before Semester box contained a list of articles. Doesn't know how to use bookmarklets. Likes video tutorials. Couldn't decide between Share and Output.	Thought should use First Day instead of Before Semester. Had a hard time choosing article. Looked under Tools to format type. Understood bookmarklets easily after explanation.	Chose Resources and Forums before Articles. Likes video tutorials. Understood bookmarklets easily after explanation. Looked under Tools to format Type. Couldn't decide between Share and Output.	Tried Resources before Articles. Didn't understand bookmarklets easily. Looked under Tools to format Type.	Familiar with Bookmarklets. Looked under Tools to format Type before noticing it was separate.
Task 1: Find article on choosing a textbook	Completed	Completed with challenges	Completed with challenges	Completed	Completed easily
Comments	Didn't realize Before Semester box contained a list of articles.	Thought should use First Day instead of Before Semester. Had a hard time choosing article.	Tried Resources before Articles. Clicked Forums before Articles.	Tried Resources	
Task 2: Start a new workspace in FileRoom	Completed with challenges	Completed	Completed easily	Completed easily	Completed
Comments	First choice was to view tutorial video. Tried to click headings, etc. in FileRoom column. Didn't see Get Started button for a long time.	Took a lot of time reading page before finding and choosing Get Started.	Took time to read column, wanted to view tutorial. Clicked Get Started.	Found Get Started quickly.	Took time to read column. Wanted to click in column. Found Get Started.
Task 3: Record quote from outside website to FileRoom workspace	Completed with challenges	Completed easily	Completed easily	Completed with challenges	Completed easily
Comments	Didn't understand bookmarklets. Thought she should open a new tab. Doesn't use tags. Wanted a title field.	Understood bookmarklets	New to bookmarklets, but understood selecting text and indicating titles of workspace.	Wanted to copy and paste by using right click.	Familiar with bookmarklets
Scenario E [FileRoom], Task 1: Add picture	Completed easily	Completed easily	Completed with challenges	Completed easily	Completed easily
Comments			Thought Cabinet/Drawer/Sheet were part of menu		
Scenario E, Task 2: Crop picture	Completed easily	Completed easily	Completed easily	Completed easily	Completed easily
Comments	Knows what crop means and how to do it	Intuitively knows how to crop	Intuitively knows how to crop	Intuitively knows how to crop	Intuitively knows how to crop
Scenario E, Task 3: Change color of the workspace	Completed easily	Completed easily	Completed easily	Completed	Completed easily
Comments				Clicked Box Background color first	
Scenario E, Task 4: Format type	Completed easily	Completed	Completed with challenges	Completed with challenges	Completed
Comments		Looked in Tools to change text	Looked in Tools, didn't see Type menu. Wanted to right click to format text.	Tried to right click. Tried Tools. Wanted Type to be below Tools and called Font like Microsoft Word	Clicked Tools before noticing Type menu
Scenario E, Task 5: Make a PDF	Completed	Completed	Completed	Completed	Completed easily
Comments	Wasn't sure if she should click Share or Output	Clicked Share before Output	Wanted to right click to make a PDF	Wanted to right click to make a PDF	Clicked Output first

USER TESTING: PAPER PROTOTYPE

Recommendations Identified

MAIN NAVIGATION

- Main Navigation: reconsider taxonomy/names of Articles and Resources.
- Main Navigation: Before Semester and First Day were sometimes confused.

ARTICLES

- Before Semester box: Make it obvious that it is a list of clickable articles.

FILEROOM

- Bookmarklet: create simple, clear explanation in video and statically to show how to use. Most people don't know how to use them.
- Bookmarklet: Tags should be optional.
- FileRoom section page: make Get Started more obvious.
- FileRoom: call it Type or Text Formatting, and place under Tool menu.
- FileRoom: Consolidate Share and Output menus.
- FileRoom section page: make column headings links.

Strengths Identified

GENERAL

- Most navigation and format was user-friendly.

FILEROOM

- Users understand what cropping is and how it typically works.
- Bookmarklets are understandable after a brief explanation.
- Selecting the text to transfer with the Bookmarklet is intuitive.
- Users took the time to read the FileRoom Section page.
- Users want to watch tutorial videos.
- Changing background color is intuitive for users.
- Changing text formatting is intuitive for users.

Conclusion

As with most user testing, there were surprises. Tasks anticipated as complex were simple for the participants—such as using a crop tool or formatting text. Elements considered stable needed revisiting—such as the taxonomy of the main navigation. The local navigation in the Articles section also proved a stumbling point as users didn't realize it was a list of article titles. The taxonomy and organization in the FileRoom navigation needed revisiting as well.

On the plus side, while most users didn't know what a bookmarklet was, they understood how to use it with very little instruction. They were also interested in

viewing videos, so a bookmarklet video tutorial may be a good solution for some users. Another surprise was the patience with which users read the content of the FileRoom main page to determine their next step—that's good news considering it's a new technology that needs some explanation.

With the exception of creating a video tutorial for the bookmarklet and a thorough evaluation of taxonomy and navigation, these recommendations were implemented in the next online prototype..

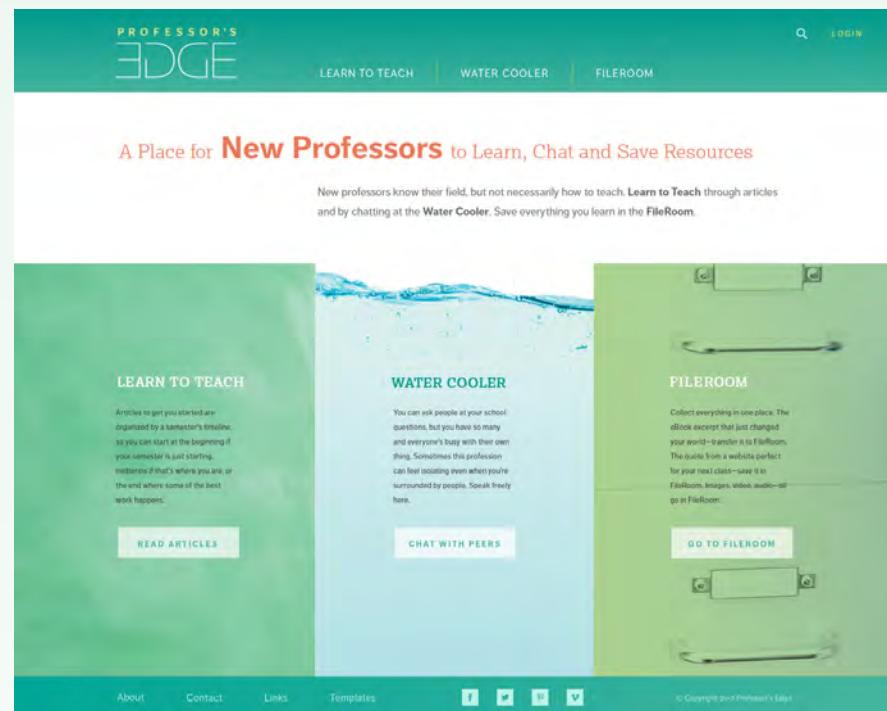
USER TESTING: FIVE SECOND TEST

Five Second Test

After designing the home page, a five second test was created on usabilityhub.com to evaluate what users come away with after looking at the home page for five seconds. They then answer three questions. I have listed the questions and their answers.

TEST INSTRUCTIONS

A colleague gave you this link.



WHAT IS THIS SITE ABOUT?

1. a site with resources for teachers
2. socialnetwork
3. A cyber gathering place
4. a networking site for professors
5. Water Purification
6. A platform for professors to learn and discuss, maybe even to teach students

WHAT CAN I DO HERE?

1. Obtain the last information regarding, I assume, teaching techniques and the sort
2. meet people
3. Connect with colleagues
4. chat, read, share
5. Learn about clean drinking water maybe buy a filter
6. I think user can get access to online teaching resources

WHAT DO I DO NEXT?

1. Learn to teach
2. I did not have time to see more
3. Not sure
4. register
5. Make it flash. Color scheme didn't seem all that great
6. I have no idea, maybe it is necessary to register

USER TESTING: FIVE SECOND TEST

Recommendations Identified

- Make next action obvious.

Strengths Identified

- Users knew what the page was about and what they could do on the site

Conclusion

I changed the next action buttons to orange so they were immediately visible and obvious.

Changes Made

The screenshot shows the Professor's Edge homepage with three main sections: LEARN TO TEACH, WATER COOLER, and FILEROOM. Each section has a descriptive paragraph and an orange 'READ ARTICLES', 'CHAT WITH PEERS', or 'GO TO FILEROOM' button. The navigation bar at the top includes 'LEARN TO TEACH', 'WATER COOLER', 'FILEROOM', 'LOGIN', and a search icon.

LEARN TO TEACH
Articles to get you started are organized by a semester's timeline, so you can start at the beginning if your semester is just starting, midterms if that's where you are, or the end where some of the best work happens.

WATER COOLER
You can ask people at your school questions, but you have so many and everyone's busy with their own thing. Sometimes this profession can feel isolating even when you're surrounded by people. Speak freely here.

FILEROOM
Collect everything in one place. The eBook excerpt that just changed your world—transfer it to FileRoom. The quote from a website perfect for your next class—save it in FileRoom. Images, video, audio—all go in FileRoom.

Resources | Template: Lesson Plan | Template: Syllabus | About | [Facebook](#) | [Twitter](#) | [YouTube](#) | [Vimeo](#)

USER TESTING: FILEROOM

Before coding the introductory page, it was important to see if a visitor understood the filing cabinet illustration and filing structure. The following script was read to participants who then looked at a PDF and a live browser window. High-level findings follow.

Test Script

Thank you for agreeing to help me evaluate this website. You probably already have a good idea of why I asked you here, but let me go over it again briefly. I'm asking people to try using a web site that I'm working on so I can see whether it works as intended. The session should take about 15 minutes. The first thing I want to make clear right away is that I'm testing the site, not you. You can't do anything wrong here.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to me. Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the site, so I need to hear your honest reactions. If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I'm interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done I'll try to answer them then.

HOME PAGE ORIENTATION

Professor's Edge is a website for new professors who are experts in their field but may not know how to teach. It has three sections: an area where they can read articles about teaching, a forum to talk with others and FileRoom. (Reading from FileRoom text on home page) FileRoom is a place where you can "collect everything in one place. The eBook excerpt that just changed your world—transfer it to FileRoom. The quote from a website perfect for your next class—save it in FileRoom. Images, video, audio—all go in FileRoom." Let's visit FileRoom for the first time.

PART A. FILEROOM INTRODUCTORY PAGE ORIENTATION

This is a PDF and not interactive so you can't click it. I'm going to give you a moment to look at the screen and orient yourself to the surroundings. Let me know when you're reading and I'll ask you questions.

1. Does the FileRoom Structure make sense?
2. Can you tell where this "New Worksheet" lives?
3. How useful is the cabinet illustration?
4. Does the perspective of the cabinet illustration bother you?

PART B. FILEROOM PAGE IN BROWSER

This page in the Chrome browser has the FileRoom mostly coded and you can interact with it. Take a minute and when you're ready I'll ask you questions.

1. Does the content below the Insert menu make sense? Do you feel you know what each one would do?
2. Do you need to look within the cabinets/drawers/worksheets to make them make sense? Does it help? Was it obvious before?

USER TESTING: FILEROOM

The screenshot shows the Professor's Edge homepage. At the top, there is a navigation bar with links for "LEARN TO TEACH", "WATER COOLER", and "FILEROOM". Below the navigation bar, a sub-header reads "A Place for New Professors to Learn to Teach, Chat and Save Resources". A main text block says: "New professors know their field, but not necessarily how to teach. Learn to Teach through articles and by chatting at the Water Cooler. Save everything you learn—and more—in the FileRoom." There are three main sections: "LEARN TO TEACH" (with a "READ ARTICLES" button), "WATER COOLER" (with a "CHAT WITH PEERS" button), and "FILEROOM" (with a "GO TO FILEROOM" button). The "FILEROOM" section contains a quote: "Collect everything in one place. The eBook excerpt that just changed your world—transfer it to FileRoom. The quote from a website perfect for your next class—save it in FileRoom. Images, video, audio—all go in FileRoom." At the bottom, there are links for "Resources", "Template Lesson Plan", "Template Syllabus", and "About", along with social media icons for Facebook, Twitter, YouTube, and LinkedIn.

Home Page Orientation—Live in Browser

The screenshot shows the "New Worksheet" page of the FileRoom section. The top navigation bar includes "LEARN TO TEACH", "WATER COOLER", and "FILEROOM". The "FILEROOM" tab is active, showing sub-options like "Cabinets", "Drawers", and "Worksheets". The main content area features a large graphic of a filing cabinet labeled "FileRoom Structure". A text block welcomes users: "Welcome to FileRoom, Part of a Professor's Edge". It encourages users to click on content to edit it. A sidebar on the left contains a "Tools" menu with options like "Type", "Draw", "Crop", "Box Fill", "Box Outline", and "Worksheet Color", with a checked checkbox for "Let Blocks Overlap". At the bottom, there are links for "About", "Contact", "Links", "Templates", and social media icons.

Part A. FileRoom Introductory Page Orientation—PDF

The screenshot shows the "New Worksheet" page in a browser. The layout is identical to the PDF version, featuring the "FILEROOM" tab in the top navigation bar. The main content area includes the "FileRoom Structure" graphic and the welcome text. A text input field is present with the placeholder "Type something...". Below it, a section says "This will include instructions to FileRoom, and make the template page." and "Click to edit the content". A note states: "You can click on any of the text in this area and edit it. Currently, it will return to the original state if you refresh the page." At the bottom, there are links for "About", "Contact", "Links", "Templates", and social media icons.

Part B. FileRoom Page—Live in Browser

USER TESTING: FILEROOM

High-Level Findings

Participant	Leanne	Tammy	Donna
Years of Teaching Experience	0	0	0
Device	PDF and Live Browser Screens	PDF and Live Browser Screens	PDF and Live Browser Screens
Summary	While the file cabinet illustration communicated to her, clicking the dropdown menus for the file structure is when it really made sense.	Clicked around everything in the browser and said it made sense. The toolbar in the PDF was confusing with the references to blocks and boxes.	Chose Resources and Forums before Articles. Likes video tutorials. Understood bookmarklets easily after explanation. Looked under Tools to format Type. Couldn't decide between Share and Output.
Part A. 1. Does the FileRoom Structure Make Sense?	Yes, though was confused at first	Yes	
2. Can you tell where this "New Worksheet" lives?	Absolutely	Yes	
3. How useful is the cabinet illustration?	I was confused by it at first thinking that the names of the cabinet, drawer and worksheet were the names of the drawers.	Very helpful	
4. Does the perspective of the cabinet illustration bother you?	Not at all, I prefer the 3D look.	No	
Part B. 1. Does the content below the Insert menu make sense? Do you feel you know what each one would do?	Yeah, it works	Yes, I clicked it to orient myself to the page and it made total sense.	
2. Do you need to look within the cabinets/drawers/worksheets to make them make sense? Does it help? Was it obvious before?	Looking within the dropdown menus is what made me go "duh!" and understand the Filing Structure. You could make the titles even more obvious.	Yes. Yes. Not as much as after I looked within them.	

USER TESTING: FILEROOM

Recommendations Identified

- In the toolbar, blocks and boxes are unclear.

Strengths Identified

- Description of FileRoom on the home page communicated well.
- Filing Structure makes sense, especially with the combination of the illustration and clicking dropdowns.
- Insert and Output menus were understandable.

Conclusion

The structure of the filing system and the taxonomy of Insert and Output communicates to the users.

It may be helpful to rename the dropdowns of the file structure with more common class titles like English or Math, with course titles like Literature, Technical Writing, and Creative Writing.

The references to blocks and boxes in the Toolbox will be removed.

USER TESTING: USE CASES

After coding for final presentation, a test was conducted to see if users were able to follow the use cases. The following script was read to participants who then went through each use case.

Test Script

Thank you for agreeing to help me evaluate this website. You probably already have a good idea of why I asked you here, but let me go over it again briefly. I'm asking people to try using a web site that I'm working on so I can see whether it works as intended. The session should take about 15 minutes. The first thing I want to make clear right away is that I'm testing the site, not you. You can't do anything wrong here.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to me. Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the site, so I need to hear your honest reactions. If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I'm interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done I'll try to answer them then.

BACKGROUND

You've been asked to teach a college class in your field of expertise. You haven't taught before and heard about Professor's Edge, so you visit the home page to familiarize yourself with the site. Feel free to think out loud so I can understand how the site is communicating to you. Take your time and when you're ready to move on just let me know.

As you work, keep in mind that this is a prototype so all functions may not be programmed if they aren't used on the workflow.

TASK 1. SAVE EBOOK HIGHLIGHT TO FILEROOM

Start at invis.io/JDB4AIWK4#/226800325_ebook

- 1 This screen simulates reading a book, *On Course*, in the Kindle App on an iPad. You've highlighted this text, and want to export it to FileRoom.
- 2 If the source is auto-populated along with the visible highlight choose where to store it. In this case Cabinet: Teaching, Drawer: Teacher Stories, Worksheet: New Worksheet.
- 3 You decide to keep reading after it saves.

TASK 2. MODIFY A TEMPLATE IN FILEROOM

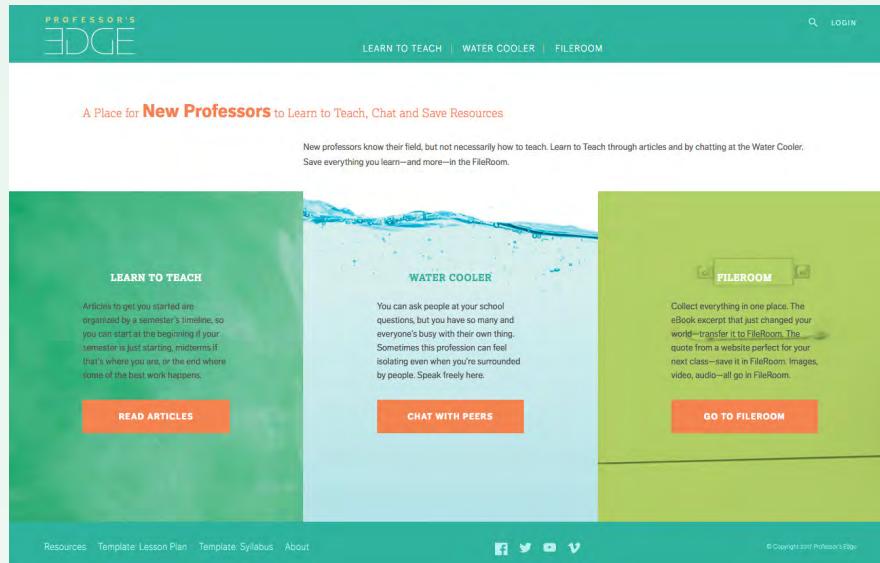
Start at professorsedge.net/filetemplate-use2a.php

- 1 You have already logged in and clicked the link in the footer for the Lesson Plan Template.
- 2 Your intention is to learn about the structure of a lesson plan and record something you want students to do before the class.
- 3 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. Save it to the Design 101 cabinet and the Adobe Illustrator drawer. Leave the worksheet name for now.
- 4 See if there's a way to add an image.

TASK 3. SAVE WEBSITE SELECTION TO FILEROOM

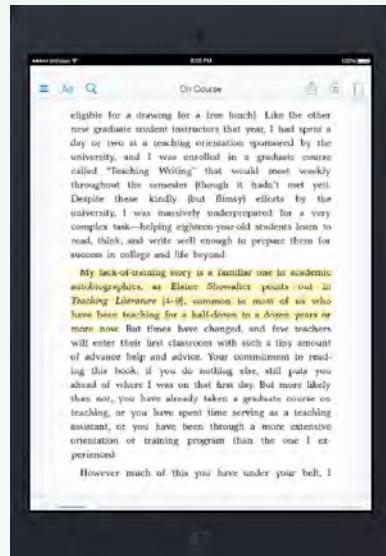
- 1 Go to the Home Page. You are looking for some tips on how to grade class assignments.
- 2 User must get to grading article.
- 3 You want to retain the last paragraph for later in the Professor's Edge resource organizer.
- 4 When FileRoom dialog box opens, just leave the settings as is.
- 5 You want to see what it looks like in FileRoom right now.
- 6 Add a note to the page.

USER TESTING: USE CASE SCREENS



The screenshot shows the Professor's Edge website home page. At the top, there's a navigation bar with 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the navigation, a sub-headline reads 'A Place for New Professors to Learn to Teach, Chat and Save Resources'. A main text block says 'New professors know their field, but not necessarily how to teach. Learn to Teach through articles and by chatting at the Water Cooler. Save everything you learn—and more—in the FileRoom.' There are three main sections: 'LEARN TO TEACH' (with a 'READ ARTICLES' button), 'WATER COOLER' (with a 'CHAT WITH PEERS' button), and 'FILEROOM' (with a 'GO TO FILEROOM' button). At the bottom, there are links for 'Resources', 'Template Lesson Plan', 'Template Syllabus', and 'About', along with social media icons for Facebook, Twitter, YouTube, and LinkedIn.

Home Page



Task 1, Screen 1



Task 1, Screen 2



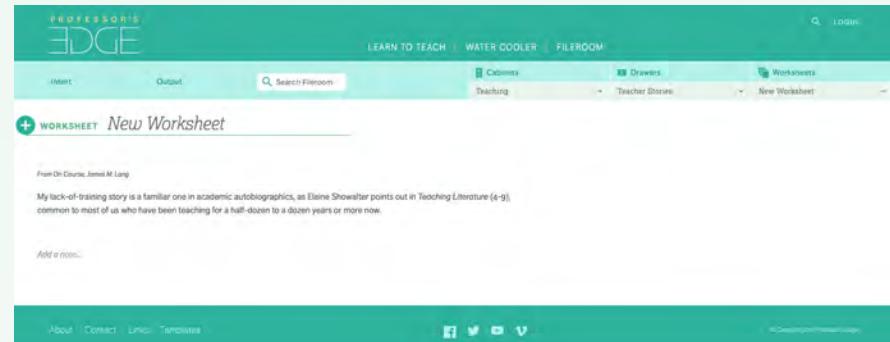
This screenshot shows a mobile device displaying the 'FileRoom' section of the Professor's Edge app. A modal window titled 'FileRoom' is open, showing a list of items: 'Calculus', 'New Classroom', 'New Drawer!', 'New Worksheet', and 'New File'. Below the modal, there's a text input field with placeholder text 'Type here to add a file...' and two buttons: 'SAVE' and 'SAVE AND GO TO FILEROOM'. The background shows a list of files and a note: 'eligible for a drawing for a free lunch! Like the other new graduate student and instructor that year, I had spent a day or two as a teaching orientation sponsored by the university, and I was enrolled in a graduate course called "Teaching Writing," though it hadn't met yet. Despite these kindly (but flimsy) efforts by the university, I was massively underprepared for a very complex task—helping eighteen-year-old students learn to read, think, and write well enough to prepare them for success in college and life beyond.'

Task 1, Screen 3



This screenshot shows a mobile device displaying the 'FileRoom' section of the Professor's Edge app. A modal window titled 'FileRoom' is open, showing a list of items: 'Calculus', 'New Classroom', 'Testing', 'Photography 101', and 'Photography 200'. Below the modal, there's a text input field with placeholder text 'Type here to add a file...' and two buttons: 'SAVE' and 'SAVE AND GO TO FILEROOM'. The background shows a list of files and a note: 'eligible for a drawing for a free lunch! Like the other new graduate student and instructor that year, I had spent a day or two as a teaching orientation sponsored by the university, and I was enrolled in a graduate course called "Teaching Writing," though it hadn't met yet. Despite these kindly (but flimsy) efforts by the university, I was massively underprepared for a very complex task—helping eighteen-year-old students learn to read, think, and write well enough to prepare them for success in college and life beyond.'

Task 1, Screen 4 (5 is similar)



This screenshot shows a desktop browser window displaying the 'New Worksheet' section of the Professor's Edge app. The page has a header with 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the header, there's a 'Worksheet' section with a 'New Worksheet' button. The main content area shows a text excerpt from an article about teaching. At the bottom, there is a note: 'However much of this you have under your belt, I'

Task 1, Screen 6 (when user clicks "Save and Go to FileRoom")

USER TESTING: USE CASE SCREENS

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

HANNAH

Insert Output Search Fileroom

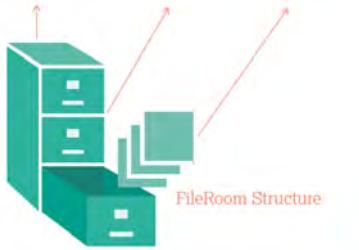
Calendars Drawers Worksheets
Templates Templates Lesson Plan Templates

+ WORKSHEET Template: Lesson Plan

First Time in FileRoom?

Click here or anywhere to change the content!

- 1 You can click on the text in this area and edit it. You can click on the image to the right and delete it.
- 2 Add images, files, audio by placing the cursor and selecting an icon.
- 3 When you are logged your changes will be automatically saved.



TEMPLATE: LESSON PLAN

ADOBE ILLUSTRATOR—BEZIER CURVES

Before Class: Introduction Verbiage

While Adobe Illustrator is one of the most used applications in graphic design, it is not very intuitive. Illustrator's pen tool is one of the most important tools in Illustrator, and one of the most challenging to learn. With practice, bezier curves will become second-nature. These instructional videos are your first exposure in a series of lessons to help you master Illustrator's pen tool. View them before class to accustom to the functionality of the pen tool.

Video 1: PenTool_Points <https://vimeo.com/152605507>

Video 2: PenTool_RelatedTools <https://vimeo.com/152605508>

In-Class

ESTABLISHING EXPECTATIONS | WHAT WE WILL COVER:

LESSON PLAN TEMPLATE

There are many ways to create lesson plans. Different formats and formulas can be found online—including specific examples in your field.

A basic structure contains:

- 1 What students should learn
- 2 How to promote that learning
- 3 How to know learning occurred

The example shown here uses the theory of a flipped classroom where instructional content is delivered below class instead of in a lecture. This class time is used for interactive learning while students apply the concepts with the guidance of the instructor.

This lesson shown here contains introduction and assignment text

Task 2, Screen 1: Template Lesson Plan Page

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

LOG IN

All Articles Before Semester Early Semester Mid-Semester & Pedagogy Late Semester

BEFORE SEMESTER

What No One Tells You

While the primary purpose of Professor's Edge is to share the information no one told us before we started teaching, there are a few select items I wish I knew at the outset.

EARLY SEMESTER

Lectures: The Bedrock Has a Fracture

New pedagogy tells us that lectures—the bedrock of education—don't work. Research shows that students don't learn from them and they persist mostly out of habit—a remnant of how we taught before there were books. So how else can we teach?

MID-SEMESTER AND PEDAGOGY

Grading: It's About Time, Not Tome

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective.

LATE SEMESTER

Test Writing: No Easy Answer

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective.

FILEROOM

Fileroom manages all your resources for class and learning to teach.

- Create a lesson plan with your notes and quotes you grab from a website
- With highlight from an ebook, make a plan for the first day and then note changes for next year



POLL

Would you rather spend more time helping the best students learn more or helping the struggling students keep up?

Task 3, Screen 2 (Home page is Screen 1)

USER TESTING: USE CASE SCREENS

PROFESSOR'S EDGE

LEARN TO TEACH | WATER COOLER | FILEROOM

HOME | LEARN TO TEACH | MOSEMASTER AND PEDAGOGY | GRADING: IT'S ABOUT TIME, NOT TOME

OPINION

Grading: It's About Time, Not Tome

There are a lot of ways we can make an impact—assignments that make a concept click, a test that makes it stick—but timely feedback may be the most important and effective.



Some instructors love grading and the opportunity to see the students' work, others love putting it off. But reviewing your students' work is where you see how they're doing—and thus how you're doing. A student can sit in class and nod and smile in all the right places, but you won't know what they're learning until you assess their work. You may be surprised when it doesn't make you nod and smile too. Fortunately, a small adjustment at the right time can change their course, but timely adjustment can only be made with timely feedback.

Good feedback doesn't have to be long. It has to be soon. I used to write long paragraphs of feedback for each student, and I felt that was proof of my attention and dedication to them. But the time it takes to write quantity was time my message wasn't reaching them. Put yourself in their place. You spend a week on an assignment and you're wondering if you've got the concept right. Maybe you're proud of the result and excited to see how it's received. Or conversely, imagine a section of the problem didn't work and you're eager to see where it went wrong instead of a page.

Now imagine you receive the feedback two weeks later. The work you were excited about is a fading memory and you've moved on, unsure if you were moving in the right direction. If you did well, that's fine. If you needed to make changes, well that would have been more helpful earlier. For the work you couldn't figure out, you now have to wrap your head around the problem once again to incorporate the new knowledge. And that's if you choose to. If the assignments don't build on each other, you may not have the time or inclination to figure it out. If the assignments build on each other, you're now two weeks behind and more confused.

For the procrastinators out there—and we've all been there!—encourage you to grade with urgency. You'll have to grade sooner or later, so do it when it makes the most difference. As instructors, we communicate the importance of assignments and due dates with our response time. When you get back to them in a timely manner, you respect them and their work. It increases student engagement as well as your own.

Angie Ellis is an adjunct professor at Dixie State College in St. George, Utah. She started teaching graphic design after 20 years in the field. While she's not an expert in education, she strives to be the best teacher she can be and shares what she's learned to help other new instructors. She started Professor's Edge to fill a void for professors, new and experienced.

BIOLOGY NEWBIE

I've been procrastinating for some time without very good outcomes. Maybe I'll try this and see what happens. I have to grade eventually anyway. If the students notice maybe it'll help my evaluations.

LITERATURE QUEEN

Sometimes it makes sense to write a lot, but sometimes students can only absorb and apply so much information. When I have to share a lot of information, audio feedback can be a nice reprieve from all the reading students do.

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- With highlights from an ebook, make a plan for the first day and then note changes for next year

POLL

Would you rather spend more time helping the best students learn more or helping the struggling students keep up?

- Best Students
- Struggling Students

SEE RESULTS

SHARE

- Share
- Tweet
- Comment
- Email
- Print

Save to FileRoom

LEARN TO TEACH | WATER COOLER | FILEROOM

HOME | LEARN TO TEACH | MOSEMASTER AND PEDAGOGY | GRADING: IT'S ABOUT TIME, NOT TOME

Task 3, Screen 3: Article Page

Some instructors love grading and the opportunity to see the students' work; others love putting it off. But reviewing your students' work is where you see how they're doing—and thus how you're doing. A student can sit in class and nod and smile in all the right places, but you won't know what they're learning until you assess their work. You may be surprised when it doesn't make you nod and smile too. Fortunately, a small adjustment at the right time can change their course, but timely adjustment can only be made with timely feedback.

Good feedback doesn't have to be long, it has to be as short as possible. Some instructors love grading and the opportunity to see the students' work; others love putting it off. But reviewing your students' work is where you see how they're doing—and thus how you're doing. A student can sit in class and nod and smile in all the right places, but you won't know what they're learning until you assess their work. You may be surprised when it doesn't make you nod and smile too. Fortunately, a small adjustment at the right time can change their course, but timely adjustment can only be made with timely feedback.

If you see feedback in a couple of days, you can apply the solution to the problem while it's still fresh in your mind. For the work you were excited about, the feedback gives you confirmation that you're on the right track with a suggestion of how to improve it even more. You can take that information and apply it to the next assignment, and you know where you stand. The feedback was more effective because of its timing, and it was achieved with a phrase instead of a page.

Now imagine you receive the feedback two weeks later. The work you were excited about is a fading memory and you've moved on, unsure if you were moving in the right direction. If you did well, that's fine. If you needed to make changes, well that would have been more helpful earlier. For the work you couldn't figure out, you now have to wrap your head around the problem once again to incorporate the new knowledge. And that's if you choose to. If the assignments don't build on each other, you may not have the time or inclination to figure it out. If the assignments build on each other, you're now two weeks behind and more confused.

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SOURCE: "Grading: It's About Time, Not Tome," Angie Ellis

FILEROOM

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- Create a lesson plan with your notes and quotes you grab from a website
- With highlights from an ebook, make a plan for the first day and then note changes for next year

SELECTION

For the procrastinators out there—and we've all been there!—encourage you to grade with urgency. You'll have to grade sooner or later, so do it when it makes the most difference. As instructors, we communicate the importance of assignments and due dates with our response time. When you get back to them in a timely manner, you respect them and their work. It increases student engagement as well as your own.

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POLL

Would you rather spend more time helping the best students learn more or helping the struggling students keep up?

FILEROOM

FileRoom manages all your resources for class and learning to teach.

- Create a lesson plan with your notes and quotes you grab from a website
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SHARE

- Share
- Tweet
- Comment
- Email
- Print

Save to FileRoom

LEARN TO TEACH | WATER COOLER | FILEROOM

HOME | LEARN TO TEACH | MOSEMASTER AND PEDAGOGY | GRADING: IT'S ABOUT TIME, NOT TOME

Task 3, Screen 5

LEARN TO TEACH | WATER COOLER | FILEROOM

HOME | LEARN TO TEACH | MOSEMASTER AND PEDAGOGY | GRADING: IT'S ABOUT TIME, NOT TOME

FILEROOM

FileRoom manages all your resources for class and learning to teach.

- Create a lesson plan with your notes and quotes you grab from a website
- With highlights from an ebook, make a plan for the first day and then note changes for next year

WORKSHEET New Worksheet

From "Grading: It's About Time, Not Tome," Angie Ellis

For the procrastinators out there—and we've all been there!—encourage you to grade with urgency. You'll have to grade sooner or later, so do it when it makes the most difference. As instructors, we communicate the importance of assignments and due dates with our response time. When you get back to them in a timely manner, you respect them and their work. It increases student engagement as well as your own.

Resources **Template: Lesson Plan** **Template: Syllabus** **Logout**

LEARN TO TEACH | WATER COOLER | FILEROOM

HOME | LEARN TO TEACH | MOSEMASTER AND PEDAGOGY | GRADING: IT'S ABOUT TIME, NOT TOME

USER TESTING: USE CASES

KRIS

Age: 46

Real Estate Specialist
Uses computer regularly for work
Internet experience: Medium

Platform: PC
Software: Microsoft Edge
Screen: Ultra-wide

- 1 On Task 1, Kris had never read an ebook and was unfamiliar with the Share icon. I pointed it out after some time.
- 2 On Task 2, Kris didn't read the FileRoom information and wasn't sure if it would save or how to save it. She was expecting a Save button. She also didn't realize she could save her changes to her own FileRoom.
- 3 Kris suggested having ads throughout the site with tips on FileRoom and what it can do.
- 4 Kris wanted to right click to add image.
- 5 On Task 3, Kris didn't realize she could select the text to save it to FileRoom.

AUSTIN

Age: 26

College Student, Golf Professional
Uses computer regularly for personal and school
Internet experience: High

Platform: PC
Software: Google Chrome
Screen: Wide

- 1 On Task 1, it took a moment to find the share button because the browser view was huge and he had to scroll around.
- 2 On Task 2, the FileRoom introduction was so big he had trouble seeing the Template.
- 3 On Task 2, adding an image was no problem once he knew to place the cursor where he wanted it. He liked that he could change the exact template to suit him but still be able to reference the original again.
- 4 He felt the cabinet/drawer/worksheet system made sense and didn't need the FileRoom Structure image. He wanted to see the Template more readily.
- 5 Task 3 went smoothly although selecting the text took a few tries.

TAMMY

Age: 49

Retired from owning/running many businesses
Uses computer moderately
Internet experience: Low

Platform: PC
Software: Google Chrome
Screen: Laptop

- 1 On Task 1, Tammy had never read an ebook and was unfamiliar with the Share icon. I pointed it out after some time.
- 2 On Task 2, Tammy couldn't see the Template because the Introduction pushed it lower than the screen. She read the instructions but didn't understand she could actually select and delete and type in the space. She also didn't realize it would autosave even though I pointed out that she was logged in.
- 3 On Task 3, Tammy didn't scroll down to read the article at first as she was unfamiliar with the scroll on the mouse and the browser was not displaying the scroll bar. She didn't realize she was suppose to select the text and she didn't see the FileRoom button on the side. She also still didn't understand what FileRoom was. When I showed her the video after the test, it made more sense.

USER TESTING: USE CASES

Recommendations Identified

- Lesson Plan Template should be visible immediately without scrolling down.
- FileRoom tips on Lesson Plan Template should be clearer with a higher hierarchical position. They should have simpler content.
- Users didn't understand the concept of FileRoom without explanation so I will include the concept video in the simplified introduction.
- Users didn't recognize a share icon. These were PC-based users and the share icon is different from the iPad. (Ming, 2017)



- Extremely wide monitors need to be considered in design. Their viewports weren't as tall as expected.
- Users didn't always realize they could place an image where their cursor was.
- Place tips and examples for FileRoom throughout the site.

Strengths Identified

- The home page was communicative and functional.
- The concept video helped explain the idea of the site and FileRoom.
- All users loved the concept of FileRoom once they understood it and wanted to use it for topics unrelated to teaching.
- The article section was easy to navigate.
- Structure of Cabinets, Drawers and Worksheets made sense to users.
- Saving changes to the Template is useful.
- Users liked the text editor interaction and position.
- Users easily used the text editor bar to place an image once they understood to place their cursor where they wanted it.
- Adding notes in FileRoom after importing ebook highlights or web page selections was easy and intuitive.

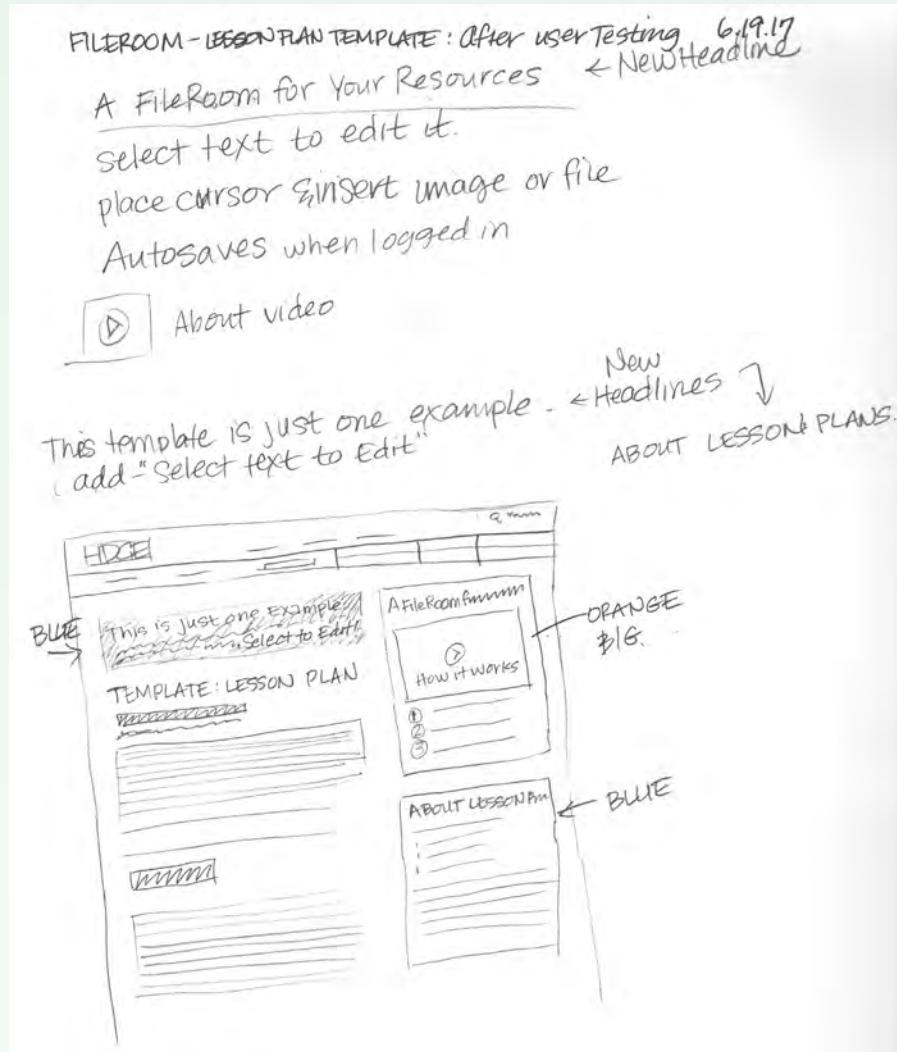
Conclusion

- Not everyone was familiar with a Share icon but if they had installed FileRoom as a Share option on their iPad, they would have been introduced to it.
- Users have much wider monitors than anticipated and they stretch the browser's viewport to the maximum width.
- Reading the FileRoom instructions greatly affects user understanding but watching the video communicated more information more quickly. This is the case with other complex applications. Adding a video and making the written instructions larger and clearer should help.
- Displaying FileRoom tips and examples throughout the site would enhance user's understanding of FileRoom's features.

On Lesson Plan Template:

- Move FileRoom instructions to the side so Template title is at the top.
- Delete FileRoom Structure image and make tips larger and clearer.

USER TESTING: USE CASE CHANGES



Sketch of text and layout changes

Professor's EDGE

LEARN TO TEACH WATER COOLER FILEROOM

Insert Share Search Fileroom Cabinets Drawers Worksheets Templates Lesson Plan Template

WORKSHEET Template: Lesson Plan

THIS TEMPLATE IS JUST ONE EXAMPLE. There are many ways to create lesson plans. Different ideas can be found online. Select any text and edit it.

TEMPLATE: LESSON PLAN

ADOBE ILLUSTRATOR—BEZIER CURVES

Before Class: Introduction Verbiage

While Adobe Illustrator is one of the most used applications in graphic design, it is not very intuitive. Illustrator's pen tool is one of the most important tools in Illustrator, and one of the most challenging to learn. With practice, Bezier curves will become second-nature. These instructional videos are your first exposure in a series of lessons to help you master Illustrator's pen tool. View them before class to acclimate to the functionality of the pen tool.

Video 1: PenTool_Points <https://vimeo.com/152605507>

Video 2: PenTool2_RelatedTools <https://vimeo.com/152605508>

In-Class

ESTABLISHING EXPECTATIONS | WHAT WE WILL COVER:

- The pen tool, corner points, smooth points and how to close a path. How to select the entire object and individual points.
- Precise attention to when the mouse is clicked and released, and when the shift key is pressed and released.
- If going well: Tools related to the pen tool, including adding points, deleting points and converting points.

LEARNING OUTCOMES:

- Students will have an understanding of the way the tools work, but creating intentional shapes will take practice. Students are encouraged to review the videos and practice, practice, practice! The pen tool is the least intuitive tool in the least intuitive program, but mastery is possible and critical. If it doesn't click immediately, that's perfectly normal.

ABOUT LESSON PLANS

A basic structure contains:

- What students should learn
- How to promote that learning
- How to know learning occurred

This example shows a flipped classroom where instructional content is delivered before class instead of in a lecture. Then class time is used for interactive learning with the guidance of

Revised Lesson Plan Template in FileRoom

USER TESTING: USE CASE FOLLOW-UP

After those changes were made, I tested again for effectiveness. By then, PHP upgraded on my web host and broke a page, so Task 3 started two steps in.

Test Script

Thank you for agreeing to help me evaluate this website. You probably already have a good idea of why I asked you here, but let me go over it again briefly. I'm asking people to try using a web site that I'm working on so I can see whether it works as intended. The session should take about 15 minutes. The first thing I want to make clear right away is that I'm testing the site, not you. You can't do anything wrong here.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to me. Also, please don't worry that you're going to hurt my feelings. I'm doing this to improve the site, so I need to hear your honest reactions. If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I'm interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done I'll try to answer them then.

BACKGROUND

You've been asked to teach a college class in your field of expertise. You haven't taught before and heard about Professor's Edge, so you visit the home page to familiarize yourself with the site. Feel free to think out loud so I can understand how the site is communicating to you. Take your time and when you're ready to move on just let me know.

As you work, keep in mind that this is a prototype so all functions may not be programmed if they aren't used on the workflow.

Next, please watch this video.

TASK 1. SAVE EBOOK HIGHLIGHT TO FILEROOM

Start at invis.io/JDB4AIWK4#/226800325_ebook

- 1 This screen simulates reading a book, *On Course*, in the Kindle App on an iPad. You've highlighted this text, and want to export it to FileRoom.
- 2 If the source is auto-populated along with the visible highlight choose where to store it. In this case Cabinet: Teaching, Drawer: Teacher Stories, Worksheet: New Worksheet.

TASK 2. MODIFY A TEMPLATE IN FILEROOM

Start at professorsedge.net/filetemplate-use2a.php

- 1 You have already logged in and clicked the link in the footer for the Lesson Plan Template.
- 2 User sees which Cabinet, Drawer and Worksheet the lesson plan is located in. Save it to the Design 101 cabinet and the Adobe Illustrator drawer. Leave the worksheet name for now.
- 3 Learn about the structure of a lesson plan and record something you want students to do before the class.
- 4 Add an image.

TASK 3. SAVE WEBSITE SELECTION TO FILEROOM

Start at professorsedge.net/articlegrading.php

- 1 You want to retain the last paragraph for later in the Professor's Edge resource organizer.
- 2 When FileRoom dialog box opens, just leave the settings as is.
- 3 You want to see what it looks like in FileRoom right now.
- 4 Add a note to the page.

USER TESTING: USE CASE FOLLOW-UP

DON

Age: 45

College Professor
Uses computer regularly
Internet experience: High

Platform: Mac
Software: Firefox
Screen: Laptop

- 1 Said the video was a good introduction in how to interact with the site features.
- 2 On Task 1, it took a moment to realize the icon was a share icon, but had no trouble with the rest of the task.
- 3 On Task 2, he looked at all the navigation elements and content before clicking anything. He was glad to see the same cabinet, drawer, worksheet setup as in Task 1. Said the task was easy to complete once he was oriented with the page. Adding an image was very logical.
- 4 Task 3, found the button for the Save to FileRoom easily. Said it was all easy because FileRoom was familiar by then.

LENA

Age: 28

College Student, Aspiring Professor
Uses computer regularly
Internet experience: High

Platform: Mac
Software: Opera
Screen: Ultra-Wide

- 1 Task 1 went smoothly. She was familiar with the Share icon.
- 2 On Task 2, she asked if it saved then saw she was logged in and read that it autosaves. She was very surprised that she could alter the text in FileRoom.
- 3 Breezed through Task 3 and said Save to FileRoom button was obvious to her.

MELANIE

Age: 34

Nutritionist, Grad Student
Uses computer regularly
Internet experience: High

Platform: Mac
Software: Google Chrome
Screen: Wide

- 1 On Task 1, she tried to select the text then realized she didn't have to. The rest was completed with ease.
- 2 Task 2 took more time to familiarize with the prototype. She asked about icons with tooltips but then looked for a help button. She felt it would help her learn to use it.
- 3 She scrolled to see how to Save to FileRoom but then saw the button attached to the browser window. The rest was completed easily.

USER TESTING: USE CASE FOLLOW-UP

Recommendations Identified

- Add a help button that accesses instructions.

Strengths Identified

- Mac users either recognized the share icon or tried it with success.
- The video was key to introducing the concepts.
- Users loved the concept of FileRoom once they understood it and wanted to use it for topics unrelated to teaching.
- Structure of Cabinets, Drawers and Worksheets made sense to users.
- Users liked the text editor interaction and found it easy to add an image.

Conclusion

- It took time to get familiar with the FileRoom interactions, but once they were familiar with it, tasks were completed with ease.
- Not everyone was familiar with a Share icon but they all figured it out. If they had installed FileRoom as a Share option on their iPad, they would have been introduced to it.
- Using the features of FileRoom was best communicated by exploring the interface, but the video helped immensely as did reading the instructions.
- Add a help button to link to the opening FileRoom screen with instructions.

USER TESTING: USE CASE CHANGES

The screenshot shows the Professor's EDGE software interface. At the top, there's a navigation bar with 'PROFESSOR'S EDGE' logo, 'LEARN TO TEACH', 'WATER COOLER', and 'FILEROOM'. Below the navigation bar is a toolbar with 'Insert', 'Share', a search bar ('Search Fileroom'), and various document templates like 'Cabinets', 'Drawers', and 'Worksheets'. A 'Worksheet' template is currently selected, indicated by a green border and the text 'Template: Lesson Plan'.

Template: Lesson Plan

THIS TEMPLATE IS JUST ONE EXAMPLE.
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- Students will have an understanding of the way the tools work, but creating intentional shapes will take practice. Students are encouraged to review the videos and practice, practice, practice! The pen tool is the least intuitive tool in the least intuitive program, but mastery is possible and critical. If it doesn't click immediately, that's perfectly normal.

METHODS:

ABOUT LESSON PLANS
A basic structure contains:

- What students should learn
- How to promote that learning
- How to know learning occurred

This example shows a flipped classroom where instructional content is delivered before class instead of in a lecture. Then class time is used for interactive learning with the guidance of the instructor.

Revised Lesson Plan Template in FileRoom. A help button was added to the right of FileRoom's Search. Orange background was changed to a still-noticeable leaf green.

TECHNICAL PROCESS

TECHNOLOGY USED

As a result of the User Requirements survey, the following parameters were established. The Mac platform was targeted because it is used by this demographic but unserved by current technology. The FileRoom environment was defined as a result of reviewing competitor features and user needs. These FileRoom specifications will inform the list of user requirements on the next page.

PROJECT FORM

- Website that includes a section of articles and a prototyped forum.
- SaaS section called FileRoom collects and organizes resources for new professors.

HTML5

- Created semantic structure of site

CSS3

- Created formatting including grid system from scratch and Flexbox.

SASS

- Used to maximize efficiency of CSS with variables, nesting, @extend, etc.

CODEKIT

- Compiled SASS
- Linter
- Image processing
- Prefixer

JAVASCRIPT & JQUERY

- jQuery v1.12.4
- jQuery horizontal accordion on mobile home page
- jQuery UI TouchPunch v0.2.3
- HTML5Shiv
- Facebook share button
- Froala customization

OTHER SOURCES

- Froala Editor v 2.3.0. Text editor within FileRoom
- Typekit and Google Fonts
- Modal dialog box from w3cschools.com
- Chrome bookmarklet

OPTIMAL EXPERIENCE REQUIREMENTS

- Mac OSX Platform
- Google Chrome browser
- Internet connection
- iPad with Kindle app (not necessary to view prototype)

TECHNICAL SPECIFICATIONS

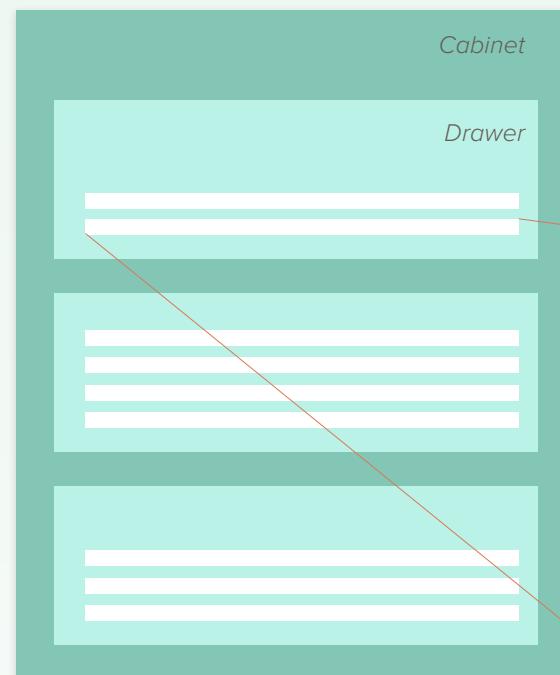
As a result of the User Requirements survey, the following parameters were established. The Mac platform was targeted because it is used by this demographic but unserved by current technology. The FileRoom environment was defined as a result of reviewing competitor features and user needs. These FileRoom specifications will inform the list of user requirements on the next page.

TARGET PLATFORMS

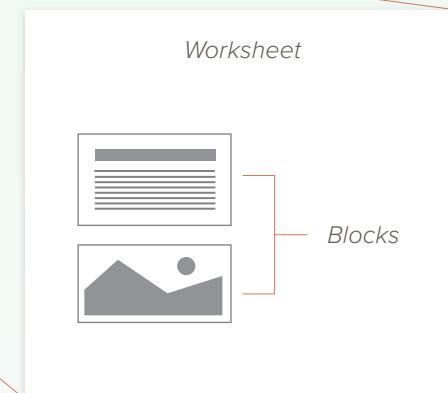
- Mac platform
- Chrome browser
- Mobile-first responsive website development (except for FileRoom)
- FileRoom will have a browser-based desktop interface on Google Chrome and a bookmarklet

FILEROOM SPECIFICATIONS

- Worksheets are almost infinitely expandable
- Block size expands automatically with content
- Blocks are transparent



FILEROOM STRUCTURE



TECHNICAL SPECIFICATIONS

While all of these features are not implemented in the current version, eventually user will be able to:

IN OVERALL SITE

- Read articles
- Find recommended reading material on teaching
- Use templates of lesson plan or syllabus
- Register
- Sign in
- Comment on an article
- Create a forum post
- Respond to a forum post
- Use FileRoom

IN FILEROOM

Insert

- Insert text from ebook highlights with the source automatically captured
- Insert highlighted text from a web page with the source automatically captured
- Insert text manually
- Insert an image of a web page with editable text, and the source URL automatically captured
- Insert images from computer files
- Crop images
- Insert videos from computer file
- Insert audio from computer file
- Insert audio directly from device's microphone

Output

- Share a Worksheet
- Print a Worksheet or a portion of it
- Make a PDF from a Worksheet or a portion of it
- Export information in an LMS-friendly format
- Save a Worksheet to the Cloud

Search

- Search page content including use of OCR

Blocks

- Pick up and move blocks around
- Change the background color of a block
- Change the color of border around a block
- Format text
- Add checkboxes within text
- Click and drag highlighted text to make a new card
- Select more than one block at a time

Worksheets

- Drag and drop cabinets, drawers or worksheets to change their order within the menu
- View more than one Worksheet at a time
- Drag and drop files from the computer desktop into a Worksheet
- Change the background color of a Worksheet
- Toggle the Worksheet environment so blocks can either overlap or push others away
- Easily change the viewable scale of a Worksheet

TECHNICAL EXPERIMENTS

GRID SYSTEM & FORMATTING

- Tried to install Bootstrap with CLI but was unsuccessful due the many dependence that needed to be installed first.
- Decided on Foundation but found it clunky so I eventually abandoned it.
- Coded grids from scratch via CSS Tricks. Eric Meyers reset is being used.
- Tried to use flexbox on the non-mobile version of the 3 columns on the home page, but it was difficult to get the vertical heights to match. Ended up specifying height at different window sizes and using a grid coded from scratch.
- Used flexbox for the header.
- Learned SASS and how to process it with CodeKit.
- Tried four versions of a horizontal accordion before choosing the version from Another Web Storm.

FILTER FOR LEARN TO TEACH ARTICLES

- Used PHP and MySQL to access database and filter the articles by semester. Works great in PHP 5.6 but when my host upgrades from PHP 5.6 to PHP 7 in late June it will stop working and I haven't figured out how to fix it. Fred is helping. I may need to hard code it because it's not in a use case for the presentation.

TEXT EDITOR IN FILEROOM

- Implemented TinyMCE text editor but it wasn't draggable.
- Researched and found Froala which appeared to be draggable but I was unable to solve that so it is not represented in prototype though I'd like it in a finished product.
- Tried to figure out how to save changes in the text editor to a database, but it was PHP and had no examples. It could be done by someone with more backend knowledge.

EBOOK HIGHLIGHTS TO FILEROOM

- Found Bookcision, a website that would export the highlights into a JSON format, but Fred suggested getting it to work would be a heavily back-end and I should prototype it to free up time to focus on design and user experience. Was referring to book "Javascript: The Good Parts" for the JSON information.
- Before the meeting with Fred, learned some AJAX to access and display the JSON. It eventually worked, but I don't need it for the final presentation.

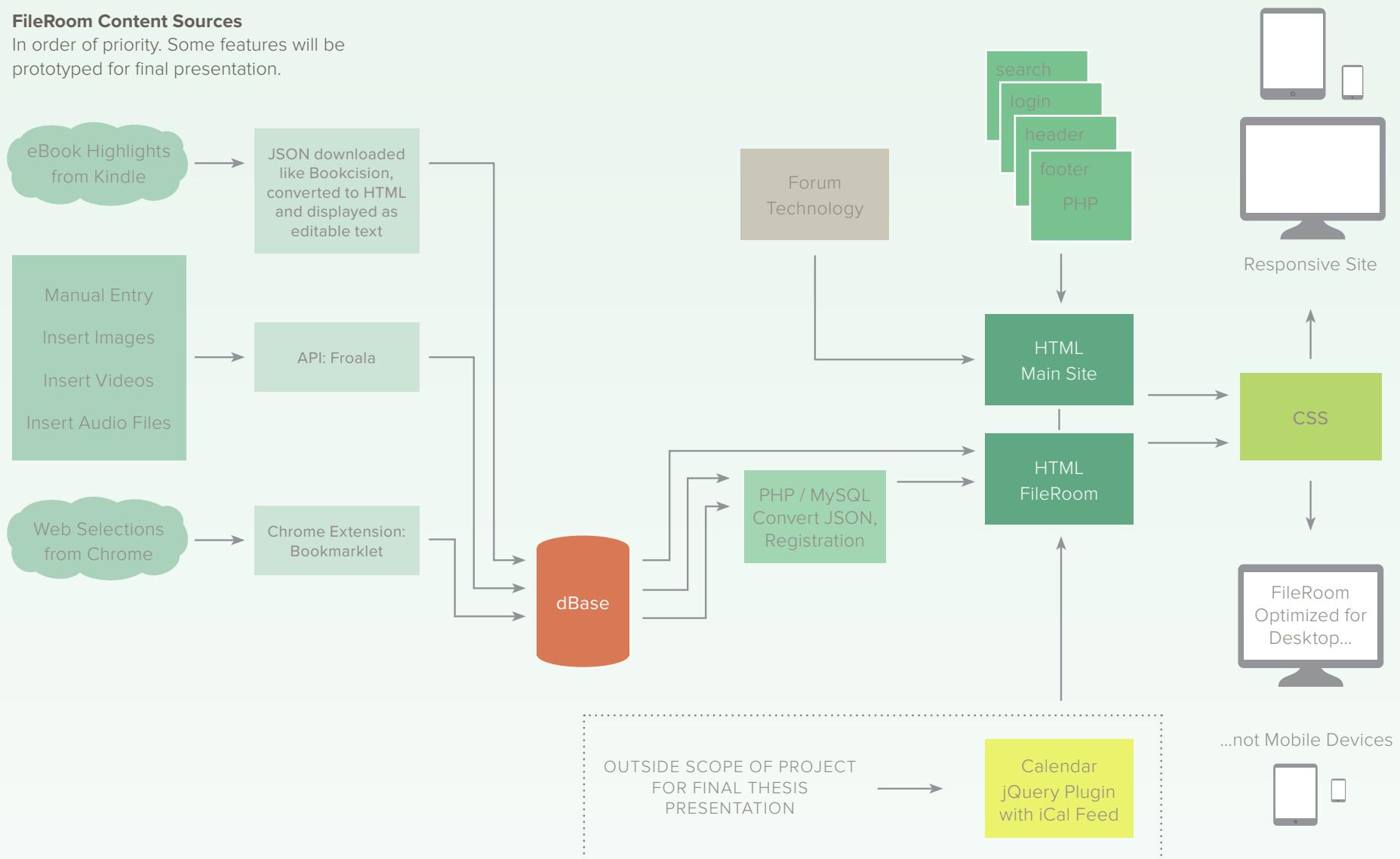
OTHER FILEROOM

- Researched and learned how to print from FileRoom but it's not in a use case, so it's not implemented yet.
- I found a beautiful tool tip for the FileRoom toolbox and learned enough CLI to use it to install XCode, Brewhouse, npm, git, and bower to use it. In the end, the toolbox was unnecessary because Froala performs all of those functions.
- Tried to figure out how to get a dropdown menu to work in the FileRoom subnavigation menu for Cabinets, Drawers and Worksheets. After no good results, I have prototyped it. Too late to implement it for the final presentation, I saw that jQuery Select Menu might solve it so at least I have an idea for it.
- Researched 6-7 options for a modal dialog box for Save to FileRoom and chose the simple version from w3schools.com.
- Researched alert boxes to indicate a successful Save to FileRoom. Sweet Alert was beautiful but wouldn't work. There is a plain one that functions, but it doesn't disappear when okay button is selected.
- Researched how to create a Chrome bookmarklet extension but Fred suggested prototyping it. That part of a use case was eliminated in favor of another use case, though it is referred to.

DATA FLOW

FileRoom Content Sources

In order of priority. Some features will be prototyped for final presentation.



ANALYSIS & CONCLUSIONS

ANALYSIS

PROBLEM

New professors haven't learned how to teach. While they are experts in their field and excited to share their passion, there are few online resources and it's hard to find the great books. Plus, there is no place to talk with other new instructors.

SOLUTION

Professor's Edge offers advice and information the form of articles, book suggestions and editable templates in FileRoom. FileRoom allows users to save, organize and output resources they find online or in an ebook or other file formats.

Professor's Edge is the only resource that captures only sections of text from a website, highlights from ebooks, and helpful articles with a forum for discussion.

MIDPOINT GOALS MET

Captures media beyond text including video, audio, images and other file formats.

Created for only one browser: Chrome.

Captured material can be output via sharing, as a PDF, to the Cloud, in an LMS format and printed.

Interviewed users to assess their needs.

Met with Online Director to avoid too much focus on technical side of project. Thus, several functions are prototyped.

SUCCESSES

Primary success is in creating cohesive product that presents a unique solution to a previously unexplored problem—or at least prototypes the solution. Other successes are an attractive, consistent design with relevant content, and researching and implementing the best text editor to produce many of the features of FileRoom. The biggest success is in producing all of it according to guidelines over a two-year period.

CHALLENGES

The most challenging aspects are the ones I prototyped. I could use a back-end programmer to solve like actually importing the ebook's highlights and text selections from a website into FileRoom.

Learning the right code to create what I envisioned in mockups was a challenge I was able to overcome. Ensuring a user could learn how to use a complex system was the last significant hurdle.

SKILLS GAINED

- Identifying a problem and solution
- Establishing steps and a timeline
- Researching audience and developing personas
- Creating mood boards and style tiles
- Creating story boards outlining the user journey
- Establishing site architecture and taxonomy
- Choosing the foundation of the code, creating a custom grid structure
- Understanding and using web type and icons
- Developing interface possibilities and solving them in code
- Creating a concept video with live filming and editing with motion graphics
- Troubleshooting and reaching out to the community for assistance
- Using APIs like Froala
- Understanding how hosting upgrades can break features entirely
- User testing in many formats and identifying and implementing improvements
- Establishing pre-conditions and platform priorities
- Self-taught SASS, grid development, Javascript uses

DEVELOPMENT PROCESS HIGHLIGHTS

2015 Fall

WNM 801 UX, Nag Sayala

Revisited and refined problem statement, target audience, constraints, requirements, personas, competitors

Wrote interview and created survey on surveymonkey, gathered results

Established user requirements, defined use cases, created content inventory, determined genre and content

Created mind map

Sketched and determined navigation possibilities for main nav and FileRoom's subnavigation

Created Storyboards on how to use the site

Created Wireframes for entire site

Identified competitive visuals or inspiration

Created a moodboard, visual design direction

Created test task list, wrote test script, created prototype with visual designs in InVision, administered test and documented results

2016 Spring

WNM 830 Visual Design, Heather Norvall

Chose name, tagline, final logo including mark

Created color palette and established 12-col grid

Created an information architecture

Designed/chose icons, color palette, interactive elements, navs, searches, type, images

Designed a horizontal accordion for the mobile home page and found code to make it work

Wrote all content on pages designed

Able to access some of the ebook highlight JSON, but not the deeper arrays. Fred suggested I prototype it

Got flexbox working for home page columns

Got blocks to be draggable for FileRoom.

Got TinyMCE to work, but it wasn't draggable, so bought Froala because I've seen it draggable Guerrilla user testing said subnavigation in the FileRoom works

Narrowed use cases, defined them, drew workflows, incorporated personas

Did 5-second user test on home page

2016 Spring

WNM 820 Responsive Web, Matthew David

SWOT/PEST analyses

Researched how to print the section of FileRoom I want to print using the "Print" and "PDF" from the dropdown menu of Output.

Tried to implement Bootstrap, but it had many dependencies, so...

I tried Foundation because it's 12-columns and mobile first but I didn't like to override the default styling

Learned SASS and CodeKit pre-processor

Implemented horizontal accordion on home page

Break

Tried to get Froala draggable

Tried and abandoned getting Froala to save changes to database because no examples

2016 Summer

WNM 820 Responsive Web, Taylor Feliz

SWOT/PEST analyses

Created responsive mobile first structure from scratch: HTML5shim, Eric Meyer reset, Typekit

Coded single story page, everything semantic

Coded articles page accessing filterable stories from database (feature broke in summer 2017)

Coded header and footer with Flexbox and inserted them with PHP

Home page coded with simple grid, not flexbox Coded FileRoom's subnav for desktop. Asked about alternative to <select> dropdown menu. Response was to use CSS dropdowns.

Added a point (triangle) to the subnav to point to FileRoom but it moves because it's a flexbox and a PHP header.

Coded modal dialog box for Save to FileRoom

2017 Spring & Summer (no GDS)

Designed and coded intro page for FileRoom

Created questions for testing, including intro page, received feedback. Wrote report

Use case 1 prototype done and coded

Thesis book updated for Use Case 1, 2 3 and Competitive Matrix.

Finished code for use case 3 including a FileRoom page that looks like Use case 3.

Added the toolbox to Fileroom as a Froala image, but it was weird that you couldn't click it and users got confused, so I removed it.

Coded syllabus template and About page

Coded all pages and files for use case 2 which is heavily prototyped

Wrote user test script, gave user tests and decided to reformat Introductions in Templates and include video. Sketched changed layout.

Added favicon, coded forum main page and forum thread page.

Finished follow up test and identified strengths and recommendations

Hard coded the articles php so it doesn't filter or access database, added help button to FileRoom and fixed widths for wide screens

CONCLUSION

New college instructors—like adjunct professors, graduate students, and teaching assistants—know their field, but not necessarily how to teach. And when they look online they won't find solid solutions.

Professor's Edge differs from other higher education sites by providing the support needed during the first years of teaching with a three-part system. First, there is a dedicated forum to share experiences with their peers and ask questions. Then there are instructional articles, editable

templates for lesson plans and syllabi and a curated selection of useful books.

Finally, users can save these and other resources in a unique technology called FileRoom where they can collect, organize and output the resources they find. It can save images, video and audio files, and text from browsers, ebooks and their computer. Professor's Edge is the only resource that captures just the selection of text from a browser, and the only way to easily import highlights from ebooks. These are an important focus because research

showed instructors get most of their information for teaching from books and websites. Additionally, the sources are automatically referenced, and users can add a custom note. The information collected can be edited and organized, then shared, saved to the cloud or PDF format, printed or exported to a learning management system.

With Professor's Edge, a new instructor is on their way to a successful semester that benefits the most important reason for creating the Professor's Edge—their students.

PROJECT LINKS

LINKS TO PORTFOLIO

Portfolio Site: angieellis.design

Portfolio PDF:

angieellis.design/portfolio-pdf.html

PROJECT LINKS

Start of Use Case 1: invis.io/JDB4AIWK4#/226800325_ebook

Start of Use Case 2: professorsedge.net/filetemplate-use2a.php

Start of Use Case 3: professorsedge.net

Concept Video: <https://vimeo.com/222449286>

Screen Capture Video: <https://vimeo.com/226518512>

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