Product Backlog

# As a student…

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| --- | --- | --- | --- | --- | --- | --- |
| ID | I want to… | So that… | Business Value | Effort | Priority | Acceptance Tests |
| 1.1 | Be able to give feedback on how interesting the class was (and why) | Lecturers can use this knowledge to make their classes more interesting | 1005 | 3 | 1 | 1. verify that I can select a value (‘score’) in the range 0-100 to represent how interesting the class was, where 0 is bad and 100 is good 2. verify that I can select a comment giving reasons for how interesting the class was 3. verify that I do not have to give a comment 4. verify that only one ‘score’ and one comment can be given for how interesting the class was 5. verify that there is conformation of successful submission |
| 1.2 | Be able to give feedback on how informative the class was (and why) | Lecturers can use this knowledge to make their classes more informative | 797 | 3 | 5 | 1. verify that I can select a value (‘score’) in the range 0-100 to represent how informative the class was, where 0 is bad and 100 is good 2. verify that I can select a comment giving reasons for how informative the class was 3. verify that I do not have to give a comment 4. verify that only one ‘score’ and one comment can be given for how informative the class was 5. verify that there is conformation of successful submission |
| 1.3 | Be able to give feedback on how interactive the class was (and why) | Lecturers can use this knowledge to make their classes more interactive | 798 | 3 | 4 |  |
| 1.4 | Be able to give feedback on how intelligible the class was (and why) | Lecturers can use this knowledge to make their classes more intelligible | 799 | 3 | 3 |  |
| 1.5 | Be able to give feedback on how innovative the class was (and why) | Lecturers can use this knowledge to make their classes more innovative | 796 | 3 | 6 |  |

# As a lecturer/feedback manager…

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| ID | I want to… | So that… | Business Value | Effort | Priority | Acceptance Tests |
| 2.1 | Give students the option to select why a particular area/factor was bad or good (from a list of predefined statements) | I can get more rich feedback, while students will not have to spend time writing out comments in their own words, and they cannot make irrelevant/inappropriate comments | 800 | 3 | 2 | 1. verify that the student can select from a list of 10 comments (5 positive ones & 5 negative ones) 2. verify that only 1 comment can be selected for each area (i.e. one comment for interesting, one for informative, etc.) 3. verify that confirmation of successful submission is given 4. verify that there is an option to give ‘no comment’ |
| 2.2 | Be able to analyse the data after class | I can make sense of the data and see the bigger picture, along with any trends, and adjust classes accordingly | 900 | 14 | 12 |  |
| 2.3 | Be able to view the feedback(s) for individual classes | I can determine their quality | 400 | 4 | 11 |  |
| 2.4 | Receive a summary of feedback for each class that I conduct by email | I can ascertain how well I have done | 500 | 4 | 9 |  |
| 2.5 | Select which module and lecturer the class belongs to immediately upon starting the app | The data can be referred to later in the correct context | 1000 | 5 | 7 | 1. choose AC31007 from list of all modules and confirm that only Janet Hughes or Mark Zarb can be selected as staff member 2. choose AC51003 from list of all modules and confirm that only Craig Ramsay or Janet Hughes can be selected as staff member 3. confirm that only valid modules can be selected 4. receive confirmation message of successful creation of a class |

# As a dean…

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| --- | --- | --- | --- | --- | --- | --- |
| ID | I want to… | So that… | Business Value | Effort | Priority | Acceptance Tests |
| 3.1 | Be able to view the feedback for all classes handled by a particular lecturer | I can determine if lecturers are doing a good job or not | 600 | 5 | 10 |  |
| 3.2 | Be able to view the feedback for all classes taken by a particular year group | I can determine how well a particular year group is doing | 700 | 5 | 8 |  |