

1. The interface I have chosen for this is Udacity. Udacity is a great example as I believe it adapts to all of the models. I believe the processor model is apparent within Udacity when quizzes or other input is required. Whether multiple choice, true/false, or free answer questions, Udacity informs me if I am correct once I have submitted my answer.

Udacity uses the predictor model by providing videos, notes, and other items available to me to help me predict what is to come. Also, the “dots” within each lecture video alert me that a quiz or task is coming up that I will be required to take. The videos also help students to learn new things or reinforce areas that have been learned before and predict what may be on a test or quiz. Furthermore, when taking quizzes on Udacity, if a student gets a question wrong, Udacity is able to inform the student of what they got wrong and even offer hints as to how they can properly solve the question.

I believe the participant model in Udacity exists as we can pause the videos, re-watch videos, and skip ahead to future lectures. If I become aware of an emergency or other situation at home, I’m able to pause the video. When I log back in, whether from the same device or on a completely new device, I’m able to restart where I left off.

2. I believe that the quiz interface of T-Square is a good example of a processor model. Each quiz on T-Square asks a set of questions gauged to test the student’s knowledge. Once the quiz is taken, the score is able to be processed and returned to the user. The interface also does not look at previous quiz scores in order to offer the student questions that could be either easier or more challenging. It only wants you to answer the questions and then click Submit. Often times, the quizzes are also timed. If an emergency occurs for the student, the interface will continue to tick time away without giving an option to pause.

If I were to redesign the T-Square quiz interface for the predictor model, I would perhaps add the option for instructors to add questions that not only have a definite correct answer, but also a complexity score of one to ten. Based on the student’s previous quiz scores, T-Square could either lower or raise the complexity of the randomized quiz questions presented to the student. For example, perhaps the instructor posts 30 questions each with a complexity of one to ten. The student then is offered ten questions to answer with complexities based on their previous scores. If a student has been doing well on all of the quizzes, most of the questions on the next quiz would range from seven to ten. If they have been doing about average on all of the previous quizzes, the complexities of most of the next quiz questions would range from four to six. Finally, if they haven’t been doing well, most of the quiz questions on the next quiz would range in the lower spectrum of complexity.

3. As a student of Human-Computer Interaction, and as I am writing this assignment, I will come to a point where I have finished this assignment. Once that is done, my goal will be to submit the assignment. I now need to identify the actions I need to take in order to submit this assignment. I will need to log back in to T-Square inputting my username and password, find the tab for HCI, find the Assignments area under Course Tools, find Assignment P1, selecting this assignment on my local device, and hitting submit. I have identified these as the actions I need to take to submit my assignment. I now need to perform those actions in order to actually submit my assignment. This is the gulf of execution for me when submitting Assignment P1.

For the gulf of evaluation, once I have submitted the assignment, the interface outputs a message that tells me the assignment has been submitted. If I did something incorrectly, I will get an error or no message at all. I'm able to interpret that it is submitted by this message. I can also see that the assignment now says "Submitted" and show a date that I submitted it on. I can later evaluate that the assignment was submitted by logging back in and viewing the assignments list. There is a status available that shows me that it is either not started, in progress, or it has been submitted at a specific time.

4. A day-to-day activity that used to have a wide gulf of evaluation used to occur for me when I took insulin shots for my condition of Type 1 Diabetes. There were occasionally times where I could not remember if I had taken my insulin before a meal. To some, this sounds crazy because who could ever forget to take a shot? Well, after taking 3-6 shots a day for 22 years, you become used to the shots and even sometimes forget if you have taken one at all. For me to be able to evaluate if I have taken it, I need to eat and then wait an hour or more to see if my blood sugar rises dramatically. If it doesn't, then I have taken my shot. If it does, then I'm left feeling ill until after I have taken my shot.

I have recently moved to an insulin pump that keeps a log of my blood sugar levels, insulin dosage and administrations, and many other things. This allows me to much more quickly evaluate if I had taken that pre-meal dose of insulin instead of having to wait an hour to learn that I hadn't taken it. One might say that lessons learned from this that could be applied to my original activity of self-injections would be to keep a log on paper or in my phone of my insulin dosages. This is very true but keep in mind that jotting items down in a log can be as easily, if not more easily, forgotten about.