Evaluation

graded unit

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## Document how the solution will be evaluated

The evaluation will seek to determine whether or not the solution satisfies the given brief and subsequent analysis. It shall also seek to determine to what extent it is ‘fit for purpose’ by critically analysing data gathered from users. Quantitative and qualitative data will be gathered from a range of users. Input will also be sought from others experienced in interface design.

## Establish the criteria on which this solution is to be appraised

1. Accessibility
   1. colour scheme
   2. text resize
   3. Browser (Internet Explorer, Chrome, Safari)
   4. Platform (Windows)
   5. Language
2. Usability
   1. Navigation
   2. Information
3. Aesthetics
   1. Design
   2. Layout
   3. Colour scheme
   4. Fonts
   5. Media elements
4. Performance
   1. Page download speed
5. Reflection

## Prepare documentation suitable for gathering evaluative data

### Accessibility

Accessibility will also be tested using WAVE a free web accessibility evaluation tool provided by [WebAIM](http://webaim.org).

### Usability

See usability testing in section 7

### Aesthetics/Usability/Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly  Disagree |  |  | Strongly  Agree | NA |
| I would like to use this website frequently |  |  |  |  |  |
| I found the website unnecessarily complex |  |  |  |  |  |
| I thought the website was easy to use |  |  |  |  |  |
| I think I would need tech support to use the website |  |  |  |  |  |
| Web site function was well integrated |  |  |  |  |  |
| I think that there was too much inconsistency |  |  |  |  |  |
| Most people would learn to use the website quickly |  |  |  |  |  |
| I found the website very cumbersome to use |  |  |  |  |  |
| I felt confident using the website |  |  |  |  |  |
| I need to learn a lot about this website before I could use it effectively |  |  |  |  |  |
| Organisation of information on the page was confusing |  |  |  |  |  |
| Reading the text on the page was difficult |  |  |  |  |  |
| Sequence of pages were logical |  |  |  |  |  |
| Sound on the website were appropriate |  |  |  |  |  |
| Animation on the website were appropriate |  |  |  |  |  |
| Images on the website were appropriate |  |  |  |  |  |
| Font style on the website were appropriate |  |  |  |  |  |
| Navigation is intuitive |  |  |  |  |  |
| Error messages were helpful |  |  |  |  |  |
| The colour schemes was pleasing and appropriate |  |  |  |  |  |
| Page Download Speed was acceptable |  |  |  |  |  |

### Performance

**Performance will also be tested using an online performance optimising tool as found at.** <http://www.websiteoptimization.com/services/analyze/>

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | |  | |  | |  |  | |
| Reflection | | | | | | | | | | | |
| **CATEGORY** | **5** | | **4** | | **2-3** | | **0-1** | | | Pts | |
| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | | Used time well during each class period. Usually focused on getting the project done and never distracted others. | | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | | Did not use class time to focus on the project OR often distracted others. | | |  | |
| **Required Multimedia Elements** | The project includes all required elements as well as additional information. | | All required elements are included in the project | | All but 1 of the required elements are included in the project. | | Several required elements were missing or were incorrectly used  ( ie. wrong pixel dimensions etc.) | | |  | |
| **Graphics - Originality**  Creativity | Several of the graphics used  reflect a exceptional degree of student creativity in their creation and/or display. | | One or two of the graphics used in the project reflect student creativity in their creation and/or display. | | The graphics are made by the student, but are based on the designs or ideas of others. | | Little effort shown in graphics. | | |  | |
| **Understanding & Mastery Of Software Skills** | Student project exhibits a high level of mastery of multimedia applications and creatively applies these skills. | | Student project exhibits a moderate level of mastery/ understanding of multimedia applications and creatively applies these skills. | | Student project exhibits a fair level of understanding of multimedia applications and attempts to apply these skills. | | Student project exhibits a little/no understanding of multimedia applications. | | |  | |
| **Attractiveness** | The project is exceptionally attractive in terms of design, layout, and neatness. | | The project is attractive in terms of design, layout and neatness. | | The project is acceptably attractive though it may be a bit messy. | | The project is distractingly messy or very poorly designed. It is not attractive. | | |  | |
| **Total Scores** |  | |  | |  | |  | | |  | |