

Cover Page

COMPSCI 345 Human-Computer Interaction

Assignment Three: Realizing a Design

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Note: To ensure a fair playing field for all students in the class the University of Auckland will not tolerate cheating or assisting others to cheat, and views cheating in coursework as a serious academic offence.

Student Declaration:

- I declare that this work is my own work and reflects my own learning.
- I declare that where work from other sources (including sources on the world-wide web) has been used, it has been properly acknowledged and referenced.
- I understand that my assessed work may be reviewed against electronic source material using computerised detection mechanisms.

Place this page in the front as the first page of your document that you are submitting to Canvas

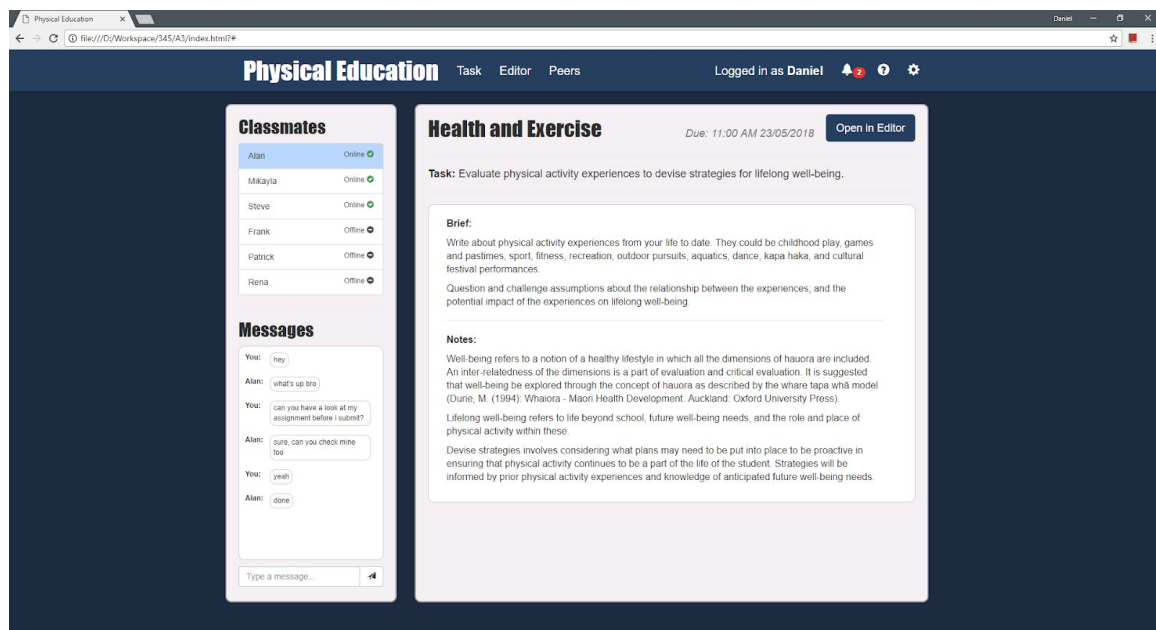
Context

Domain: Physical Education
Subdomain: Health and Exercise
Users: A group of 7 students in the same P.E. class, going to Mahurangi College.
Classmates: Alan, Mikayla, Steve, Frank, Patrick, and Rena
Viewpoint user: Daniel

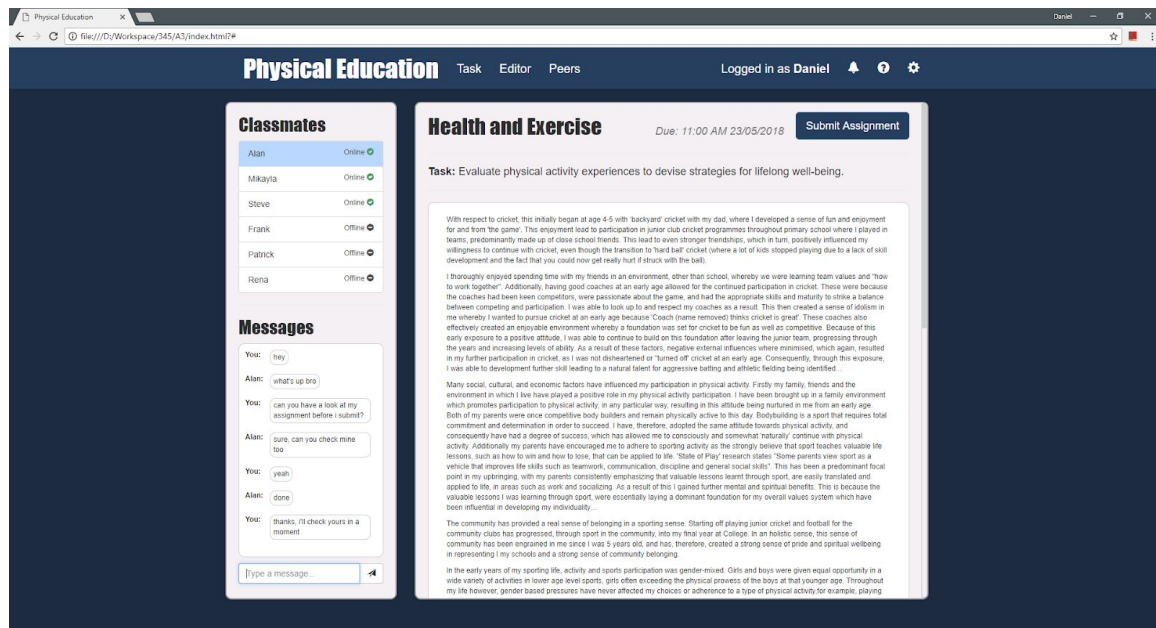
- Rena, Patrick, Steve, and Alan have viewed and left feedback on Daniel's assignment.
- Patrick has left feedback on Alan's assignment.
- Daniel and Alan have messaged each other.

The students are finishing up on their assignments and are asking their peers for feedback.

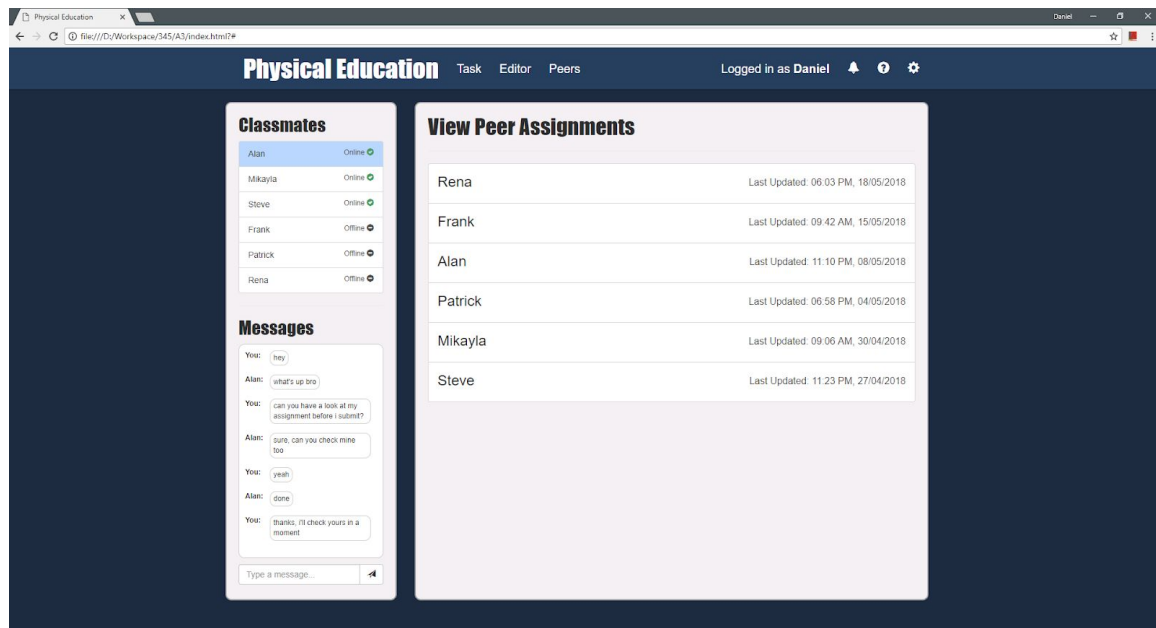
Walkthrough



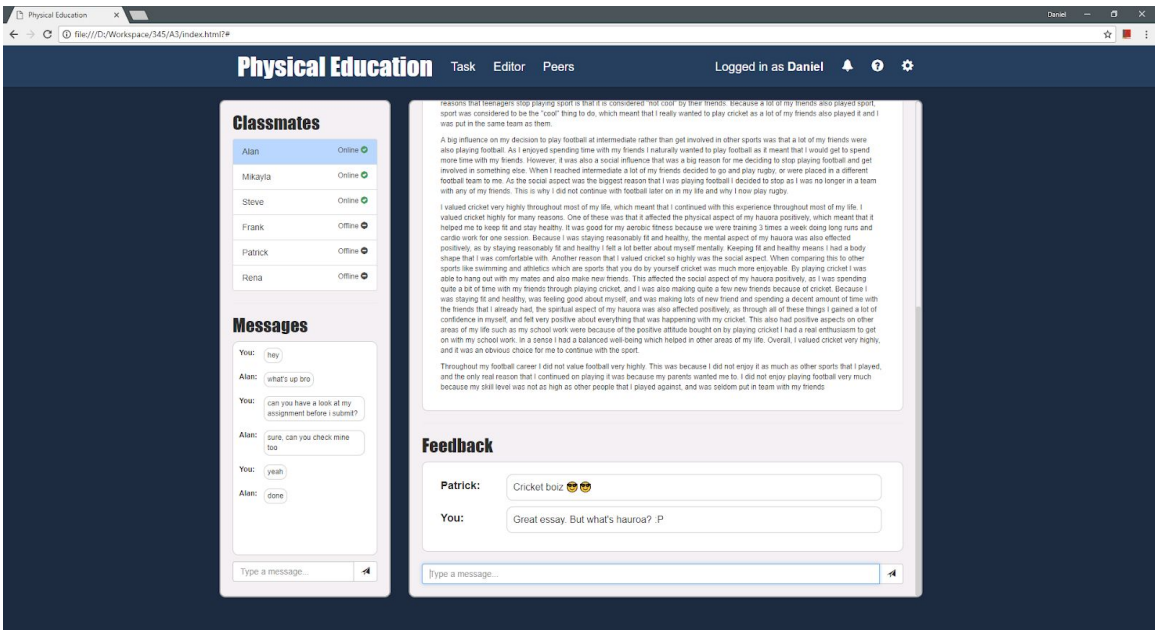
This is what the user sees as soon as they open their assignment. The chat is set to Alan and the user can send him messages in the chat box. The user sees the details of their assignment and that they have notifications. The user can open their assignment through the navigation bar or with the button in the top right of the assignment brief.



The editor page contains a large editable text box for the user to write their assignment in, it is assumed that this is saved automatically so there is no need for a save button. The functionality of the button on the top right is replaced with submitting the assignment. The notification badge on the bell icon within the navigation bar has disappeared as the user can view the new feedback from this page if they scroll down.



This is the page the user is brought to when they click Peers in the navigation bar. The user is shown a list of their classmates with the time and date that they last made any changes to their assignment. They can then select one to view their work and leave feedback.



Here is Alan’s assignment. The page looks similar to the editor page, however the user is unable to edit their assignment and if they scroll down there is an input field at the bottom to send feedback.

Out of Bounds:




Resizing the window to a smaller aspect ratio, website is not responsive.


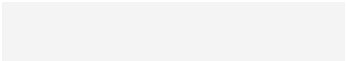
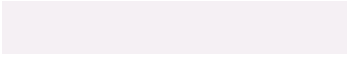




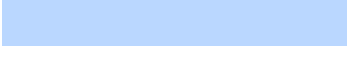
Not Fully Functional:

- Clicking on other classmates to message, the chat box is fixed to conversation with Alan.
- Viewing peer assignments other than Alan’s. They will all link to his assignment.
- Clicking the Notification icon on the navigation bar will only remove the badge, nothing else.
- Help and Settings icons have no functionality.
- Clicking on the *Submit Assignment* button only changes the text to *Resubmit Assignment*.
- There is no way to interact with the comments in the feedback section.

Design Decisions

The colour scheme is almost fully monochromatic.

Colour	RGB Value	Role
	rgb(25, 47, 70)	Background Buttons
	rgb(37, 70, 105)	Navigation Bar Buttons (Hover)
	rgb(212, 212, 212)	Thin Border Lines Scrollbar Thumb Navigation Links (Hover)

	rgb(169, 169, 169)	Large Panel Border Due Date Text Scrollbar Inset Shadow Scrollbar Thumb (Hover)
	rgb(245, 245, 245)	List Group Items (hover)
	rgb(246, 242, 245)	Large Panel Background
	rgb(255, 255, 255)	Small Panel Background Navigation Text and Icons List Group Items Input Background
	rgb(0, 0, 0)	Text
	rgb(68, 164, 100)	Online Icon
	rgb(244,67,54)	Notification Badge
	rgb(189,220,255)	Selected Chat

Border Scheme:

- Two panels were used to separate the messaging section of the site with the content.
 - The two bordered main panels have a light colour to stand out from the dark background.
 - Faint <hr> dividers were used to help separate sections within the panels.
 - Smaller panels with thin grey borders hold the content within the main panels.
 - The fully white smaller panels are eye catching against the slightly darker background.
 - Content within the smaller panels that would look better divided further have another border.
 - All borders in the site are designed to have rounded corners, with consistency in mind.
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Font Name	Example	Description
Impact	Impact	This font was used for the heading in the navigation bar and the headers within the large panels. The natural boldness of this font is good for attracting the users attention.
Arial	Arial	This font and variations of it was used for the rest of the site. A reliable sans-serif font that does the job.

Arial Bold	Arial	The bold version was used where emphasis was required. Such as the task of the assignment, or the name of the user sending messages and submitting feedback.
Arial Italics	<i>Arial</i>	The italicised version is used for the due time and date, this help draw the users attention to it. This is necessary because it is important for the users to know.

Resources Used

Bootstrap Components:

- **Navbar**
- **Badges**
- **Glyphicons**
- **Input groups**
- **Buttons**

Source	Description
https://www.w3schools.com/bootstrap/bootstrap_navbar.asp	Navigation bar structure.
https://www.w3schools.com/bootstrap/bootstrap_list_groups.asp	The structure for the list of classmates online and the peer assignments to open.
https://www.w3schools.com/howto/tryit.asp?filename=tryhow_css_custom_scrollbar2	Styling of the scroll bar.
http://getbootstrap.com.vn/examples/equal-height-columns/equal-height-columns.css	Keeps the content column the same height as the messaging column for aesthetic reasons.

Filler Text:

- <http://www.nzqa.govt.nz/nqfdocs/ncea-resource/achievements/2013/as91498.pdf>
- <http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/PE/91498/91498-EXP.pdf>