HCI 504

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# Project 4: Course Participation

The online discussions and course activities are your opportunity to reflect on the readings, ask questions, engage in design and development activities, participate in content curation, lead conversations and discuss any issues on the course. In this course you are strongly encouraged to express yourself using not only text- based formats, but also contributions in audio, video, and images formats as well. Because participation, involvement and leadership is particularly important when learning online, the course participation makes up a significant portion of your grade.

Please be consistent on your participation and inform the instructor at [acorreia@iastate.edu](https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=acorreia@iastate.edu) of any circumstances that will prevent you to contribute to the online discussions, activities and assignments.

**Most of the online course participation consists in your involvement in:**

* the online discussions; Each discussion will be followed and graded based on the guidelines below. Please make sure to read them and ask questions if needed.  
  [Discussion Guidelines.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680854-dt-content-rid-28985642_1/xid-28985642_1) (<https://bb.its.iastate.edu/bbcswebdav/pid-2680854-dt-content-rid-28985642_1/xid-28985642_1> )
* the Learner-Curated Knowledge Base in evaluation and usability testing using [Scoop.it](http://www.scoop.it/) (<http://www.scoop.it/> ). The instructions to get started on this online activity are below. Please make sure to read them and ask questions if needed.  
  [Learner-Curated Knowledge Base\_H\_CI 504\_2016GetStarted.docx](https://bb.its.iastate.edu/bbcswebdav/pid-2680854-dt-content-rid-28987435_1/xid-28987435_1) (<https://bb.its.iastate.edu/bbcswebdav/pid-2680854-dt-content-rid-28987435_1/xid-28987435_1> )

Your participation grade (online discussions + Learner-Curated Knowledge Base activity) for the first 9 weeks of the course (15 points out of 30) will be submitted by mid-semester. By the end of the semester the other half of the participation grade will be posted.

## Project Description

The online discussions and course activities are your opportunity to reflect on the readings, ask questions, engage in design and development activities, and participate in content curation. In this course you are strongly encouraged to express yourself using not only text- based formats, but also contributions in audio, video, and images formats as well. Because participation, involvement and leadership is particularly important when learning online, the course participation makes up a significant portion of your grade.

## Project - Online Group Discussion Facilitation

You will serve as a discussion leader/ facilitator for ONE online discussion. As the discussion facilitator you will need to:

1. . Set the agenda for the discussion: the objectives of the discussion, guiding questions, or scenarios for discussion.
2. Clarify Purpose: What is the expected outcome of the discussion.
3. Encourage the participation: Create a trustful atmosphere.
4. Guide the discussion by asking leading questions rather than speaking up for him or herself.
5. Ensure that some participants do not dominate the conversation by inviting less participative elements to jump in the discussion.
6. Keep the discussion focused on the topics related with the readings.
7. Encourage multiple views of the same issue(s).
8. Bring the discussion to an end by summarizing the highlights (short posting).

### ONLINE DISCUSSION GUIDELINES

To meet the course requirements, you need to participate in discussions focusing on various topics. It is extremely important that your participate in these discussions, and it is also the only way we have of getting to know more about you and what you are thinking in an at a distance course format.

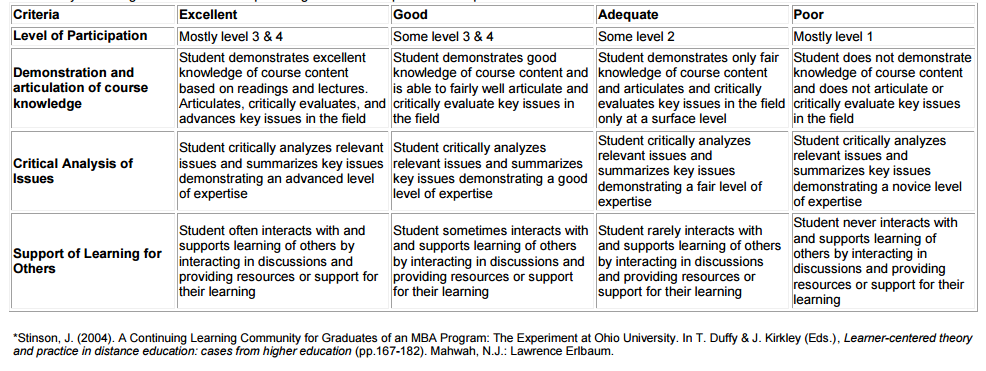
When engaging in discussion, it is important that we maintain a sense of freedom to express our thoughts while at the same time providing a safe atmosphere for diverse opinions and expressions. Please keep this in mind that as you are communicating with others.

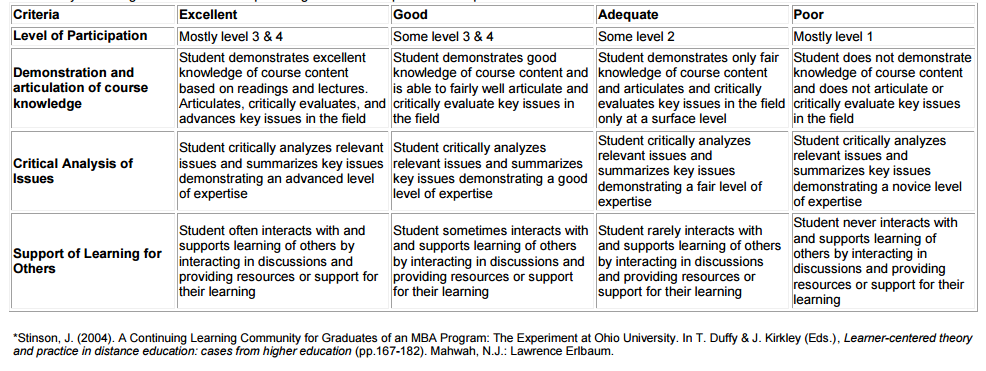
All participants in a discussion should maintain a professional attitude and manner of discussion. While spirited debate is encouraged, unprofessional behavior is not. Please keep in mind that words often come across “more directly and harshly” in this written form of communication, since there are no facial gestures, body language, expression, or tone of voice to help convey your message fully. Feel free to use emotions such as :-) or :-( to help others understand humor or sadness, and be considerate of others’ feelings.

### Discussion criteria

Following are the e criteria that will be used to determine your grade on participation. This strategy is used by the program "MBA without Boundaries" (MBAWB) at Ohio University\* for their required participation in a “Question of the Week” discussion.

* Level1: comments based on prior experience.
* Level 2: reporting the results of some type of research (content).
* Level 3: advancing the discussion by building on other’s contributions
* Level 4: synthesizing the discussion and providing an overall response to the question.



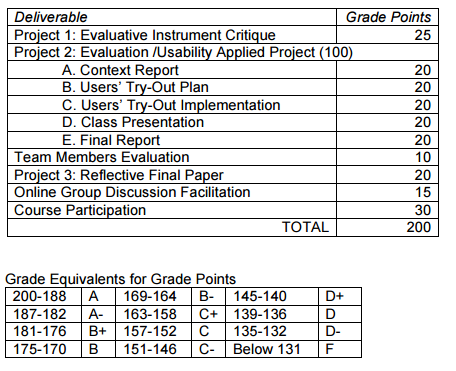


# Syllabus

HCI/CI 504: Evaluating Digital Learning Environments ~ Spring 2016 ~

You must be the change you want to see in the world. - Mahatma Gandhi (1869 - 1948)

## Grading



## Course Information

### Class Delivery Modes

* Face-to-face sessions on Tuesday - 5:10 PM to 8:00 PM (room 2622 Lagomarcino).
* Online sessions (no class meeting required) – Blackboard Learn. (See Course Schedule for dates)

### Office Hours By appointment

Office or video conference. Use email and/or telephone if you need immediate assistance. During weekends, holidays and after work hours, please do not expect that the instructor will reply to your emails and/or postings.

### Textbooks

* *(required)* Fitzpatrick, J., Sanders, J. & Worthen, B. (2011). **Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed.)**. New York: Pearson. 1 This syllabus is subject to revision. Created by Ana-Paula Correia 2
* *(required)* Rubin, J. & Chisnell, D. (2008). **Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests (2nd ed.).** Indianapolis, IN: Wiley.
* *(recommended)* Westat, J.F. (Ed.) (2002). **User-Friendly Handbook for Project Evaluation.** Division of Research, Evaluation and Communication, National Science Foundation. Arlington, VA: National Science Foundation. FREE from NSF website: http://www.nsf.gov/pubs/2002/nsf02057/start.htm

# COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

* Distinguish evaluation from research.
* Define basic concepts and terminology associated with evaluation/usability testing.
* Analyze and critique evaluative instruments.
* Compare and contrast formative evaluation, summative evaluation and usability testing.
* Explain the basic purposes and uses of evaluation depending on its purposes.
* Formulate evaluative questions.
* Describe the basic steps on doing evaluation/usability testing.
* Create (design and develop) evaluative instruments.
* Use qualitative and quantitative data gathering techniques in an evaluation project.
* Distinguish reliability from validity.
* Discuss alternative evaluation approaches.
* Discuss politics, ethics and standards of evaluation.
* Gather, analyze, and interpret evaluation data and information.
* Report the results of evaluation activities.
* Design, carry out, and report the results of an evaluation/usability study, including measures, reliability, validity and impact.

# COURSE EXPECTATIONS

* Learn the basic processes, concepts, and terminology associated with evaluation/ usability testing.
* Be able to critique evaluative instruments and evaluation/usability programs.
* Complete assigned readings and course activities. Submit assignments on time. Failure to do this will affect the students’ grades.
* Complete projects assigned (individual and team).
* Be an active and successful team member.
* Participate on the course activities and online discussions using not only textbased contributions, but also audio, video, and images as forms of expression.
* Take the opportunity to become an online discussion leader.

## Academic Dishonesty

This course follows the policies on academic dishonesty as adopted by Iowa State University. Academic dishonesty includes submitting one’s own work as prepared by others, assisting another student in academic dishonesty, and plagiarism among other behaviors specified in the university policy. Plagiarism “occurs when a person does not credit the sources from which they borrow ideas, whether these ideas are reproduced exactly or summarized.” (2015-2016 Iowa State University Catalog: Courses and Programs)

You are expected to turn in original work (your own or that of a team) for every part of every deliverable in this course. Please add the full reference of any sources (text, image or audio), if any.

Any instances of academic dishonesty will be handled in the manner prescribed in the University policy on academic dishonesty, which is available at http://tinyurl.com/ktdxfuv. You are responsible for being familiar with this policy.

Examples of specific acts of academic dishonesty include but are not limited to:

1. **Obtaining unauthorized information.** Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, or by looking at your notes or other written work during an examination when not specifically permitted to do so.

2. **Tendering of information.** Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

3. **Misrepresentation.** Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; having another student do their computer program or having someone else take their exam.

4. **Bribery.** Offering money or any item or service to a faculty member or any other person to gain academic advantage for yourself or another is dishonest.

5. **Plagiarism.** Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism.

# [Project 1: Evaluative Instrument Critique](https://bb.its.iastate.edu/webapps/assignment/uploadAssignment?content_id=_2677088_1&course_id=_48572_1&assign_group_id=&mode=view) (individual)

<https://bb.its.iastate.edu/webapps/blackboard/content/listContent.jsp?course_id=_48572_1&content_id=_2677056_1>

## ***Deliverables and Deadline***

Due: February 9 at 11:59 PM

**Worth 25 points**

* Critique report: 1,500 to 2,000 words critique report (Word Doc preferred) – references and appendices do not count towards the word count **(20 points)**
* Class presentation **(5 points)**

## Submission

Submit assignment on BlackBoard: <https://bb.its.iastate.edu>   
Click on Project 1: Evaluative Instrument Critique

## Project Description

This project consists on critiquing an evaluative instrument (paper or electronicbased). The critique is based on a series of evaluation criteria (e.g., appropriateness of the instrument to the purpose of the evaluation stated, strengths and weaknesses of the instrument in terms of a data collection method, quality, etc.).

* Select an evaluative instrument (paper or electronic-based). It can be an interview guide, a focus group protocol, an observation checklist, a questionnaire, a survey, etc. The instrument must serve an evaluative (not research) purpose. It is preferred (but not required) that the instrument measures some aspect of an educational or training program or event.
* Critique the instrument. Here are some criteria that you may follow on your critique:
  + appropriateness of the instrument to the purpose of the evaluation stated;
  + strengths and weaknesses of the instrument in terms of a data collection method (see Westat, 2002\*, pages 49-62);
  + quality of the items created (e.g., surveys must focus on what is important and be as brief as possible, flow smoothly from one question to the next, and facilitate respondents' recall);
  + quality of the instrument in terms of bias and / or trying to lead the respondent to a particular conclusion/response; etc.
* Report the strengths and weaknesses of the instrument to a “client audience” (someone who hired you to give him or her your professional opinion about the selected evaluative instrument). You might use excerpts of the instrument and reproduce it with annotations or suggestions for revisions. Make sure the report is clearly written, edited and proofread. You are addressing a “client” so the writing should be polished.
* Describe recommendations for revision. Be as specific as possible. For both critique and recommendations provide a rationale. The quality of your critique (including your rationale) is the most important part of this project.

### Exemplary project

[[File](https://bb.its.iastate.edu/bbcswebdav/pid-2677062-dt-content-rid-28977307_1/xid-28977307_1) Roberts\_evaluative\_instrument\_critique.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2677062-dt-content-rid-28977307_1/xid-28977307_1) (345.072 KB)

[[File](https://bb.its.iastate.edu/bbcswebdav/pid-2677062-dt-content-rid-28977308_1/xid-28977308_1) EvaluativeInstrument\_BlackBoard\_rubric.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2677062-dt-content-rid-28977308_1/xid-28977308_1) (221.585 KB)

### Evaluative instruments: Examples you can use

Attached Files:

[[File](https://bb.its.iastate.edu/bbcswebdav/pid-2677063-dt-content-rid-28977309_1/xid-28977309_1) evaluation\_interview\_guide.doc](https://bb.its.iastate.edu/bbcswebdav/pid-2677063-dt-content-rid-28977309_1/xid-28977309_1) (80 KB)

[[File](https://bb.its.iastate.edu/bbcswebdav/pid-2677063-dt-content-rid-28977310_1/xid-28977310_1) QM Rubric Standards 2011-2013.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2677063-dt-content-rid-28977310_1/xid-28977310_1) (44.867 KB)

Please find attached examples of evaluative instruments you can use in your critique:

* Evaluation interview guide
* Quality Matters Rubric Standards 2011-2013

Here are a few more examples of evaluative instruments you can critique:

[Science and Technology Knowledge Quiz Pew Research Center](http://www.pewresearch.org/quiz/science-knowledge/)

http://www.pewresearch.org/quiz/science-knowledge/

[Iowa driver's license practice tests](http://www.iowadot.gov/mvd/ods/iadrivertest.html)

http://www.iowadot.gov/mvd/ods/iadrivertest.html

## Evaluation Criteria

Your report will be evaluated based on:

* Inclusion of:
  + full reference of the evaluative instrument used for critique (authors, designers, developers, year of publication, title, publisher or sponsoring organization) **(1 point)**
  + a brief summary or blurb of the instrument that is object of the critique. Please explain why this is an evaluative and not a research one **(1 point)**
* Discussion of at least three criteria:
  + appropriateness of the instrument to the purpose of the evaluation stated **(3 points)**
  + strengths and weaknesses of the instrument in terms of a data collection method **(3 points)**
  + quality (or usability) of the items created **(3 points)**
* Depth of the rationale presented for critique **(4 points)**
* Relevance and specificity of recommendations **(4 points)**
* Clarity of the report for a “client audience” and quality of the writing **(1 point)**

\* Westat, J.F. (Ed.) (2002). User-Friendly Handbook for Project Evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Arlington, VA: National Science Foundation. FREE from NSF website: <http://www.nsf.gov/pubs/2002/nsf02057/start.htm>

# Project 2: Evaluation / Usability Applied Project (Team)

<https://bb.its.iastate.edu/webapps/blackboard/content/listContent.jsp?course_id=_48572_1&content_id=_2677058_1>

## ***Deliverables and Deadline***

February 9-May 3, 2016

**Worth 100 points**

Three reports need to be submitted:

1. Context Report
2. Users’ Try-Out Plan
3. Final Report.

Each report will consist of a minimum of 10 and a maximum of 20 double spaced pages (excluding references and appendices).

Use APA style for the references and other format requirements such as margins, headings, citations, footnotes/endnotes, and references. Leave one line space between sections.

|  |  |  |
| --- | --- | --- |
| Deliverables | Due Dates | Grade Points |
| 1. Context Report | 3/4/2016 | 20 |
| 1. Users’ Try-Out Plan | 3/25/2016 | 20 |
| 1. Users’ Try-Out Plan Implementation | 3/25/2016-4/19/2016 | 20 |
| 1. Class Presentation | 4/26/2016 | 20 |
| 1. Final Report | 5/3/2016 | 20 |
| Total | | 100 |

\* Users’ Try-out Implementation may take place anytime between March 25 and April 19, depending on teams’ availability, scheduling constraints and participants’ recruitment.

## Description

Together with 2-3 other students, you will select a product (or prototype) - in print or electronic format- that is suited for formal or informal learning in an academic, K-12 schools, corporate, or non-profit settings. You will conduct an evaluation study or a usability testing project based of the selected product (or prototype).

With a 2- to 4-member evaluation team, you will select an educational product (or prototype) - in print or electronic format- that is suited for formal or informal learning in an academic, K-12 schools, corporate, or non-profit settings. The product/prototype should have: (1) an educational purpose (meaning aims at teaching something to someone – examples are: teaching a second language, develop a certain motor or cognitive skill, raise awareness on a particular subject, etc.), and (2) a learner/user time investment of no more than 30 to 45 minutes. You and your team will do the following:

* Define the methods with which to evaluate the product/prototype
* Design and develop the evaluative instruments
* Conduct a tryout (implementation) with representatives of the target audience. You will be responsible for recruiting 4-6 participants and scheduling the try-out to collect evaluative data.
* Analyze the findings
* Recommend revisions

## Deliverables

Each report will consist of a minimum of 10 and a maximum of 20 double spaced pages (excluding references and appendices).

Use [APA style](https://owl.english.purdue.edu/owl/resource/560/01/) for other format requirements such as margins, headings, citations, footnotes/endnotes, and references. Leave one line space between sections. Please check other resources on APA style posted under "Additional Resources."

### Report 1: Context Report, Due March 4 *(20 Points)*

* **Section1: Description of the product/prototype.** Describe the product, including its features and any directions needed for use by instructor/test administrator or by learner/user. Provide visual image of the materials and include a full reference of the product.
  + **Evaluation Criteria:** Description of product/prototype (2.5 points).
    - − clear, concise description of features
    - − visual image of the materials
    - − full reference of the prototype or product (authors, designers, developers, year of publication, title, publisher or sponsoring organization, etc.)
* **Section 2:** **Description of target audience** Who is the intended “end user” or “group of learners”? For example “Canadian elementary school students in grades 2-4”)  
  Describe the “end users” or “group of learners” in terms of:
  + Demographics; What prior knowledge and prerequisite skills they are expected to have in order to interact with the product/prototype; What their expected attitudes are regarding the content to be learned or the skill to be mastered.
  + **Evaluation Criteria:** Description of target audience (5 points).
    - − demographics
    - − what prior knowledge and prerequisite skills they are expected to have in order to interact with the product/prototype
    - − what their expect
* **Section 3: Description of intended outcomes** State the explicit and/or implicit learning/usability objectives as specifically as possible. What is the product/prototype intending to accomplish? Are users going to be more effective on a particular skill? Are users going to be able to manage better team conflict? Are they going to learn something new? Develop their memory traits? etc. - the examples are endless. Make sure you research well enough the product/prototype to identify and describe the intended outcomes.
  + **Evaluation Criteria:** Description of intended outcomes (5 points).
    - − explicit and/or implicit learning/usability objectives are clearly described
* **Section 4: Preliminary evaluation –** Product critique Based on the best of your team ability critique the product/prototype selected. Examples of criteria for that critique are:
  + Appropriateness of the materials to the task and audience, by reviewing objectives, activities and type of learners/users that the product aims to address. Is the material covering what it claims?
  + Ease of use, by answering the questions: Is the material easy to read (and/or navigate)? Is it consistent in terms of language, use of illustrations, and visual design? Is it visually appealing?
  + Motivational design, by answering the questions: Is the design appealing to the intended audience? Can it grab their attention and maintain learners/users engaged? Is the educational experience satisfying?
  + Report what is good and what is not about the product. Describe recommendations for revision. Be as specific as possible. For both critique and recommendations provide a rationale. Feel free to add excerpts/screenshots and pictures of the product/prototype with annotations.
  + **Evaluation Criteria:** Preliminary evaluation – Product critique (5 points).
    - − covers at least three criteria for the critique
    - − depth of the rationale presented for critique
    - − relevance and specificity of recommendations described
* References (APA style)
* **Evaluation Criteria:** Overall quality (2.5 points).
  + − clearly written as an informative report for a “client audience” (that is, someone who hired your team to conduct this evaluation study). Make sure the report is clearly written, edited and proofread. You are addressing a “client” so the writing should be polished.
  + − citations and references follow APA style appendices as appropriate
  + **Team Members Evaluation (Individual)** At the end of the Evaluation/Usability Applied Project you are required to submit a review that describes the contributions of both yourself and your team members to the project. Deadline: May 6

### Report 2: Users’ Try-Out Plan, Due Mart 25 *(20 Points)*

The process by which you plan to collect and analyze the data/evidence that will allow your team to make a statement of worth/value regarding the product/prototype evaluated. The process of data collection should be rigorous and systematic, in order to support the reliability and validity of your study.

* **Section 5:** Matrix of evaluative questions and instruments of data collection. Create a table with the evaluative questions or objectives that you have formulated to guide the evaluation and the instruments of data collection that will contribute to address each question. For example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Eval Qs.** | **Instruments** | | | | |
|  | Pre-Test | Observation | Focus Group | Cognitive Test | … |
| Question 1 | X |  |  | X | … |
| Question 2 |  | X | X |  | … |
| … | … | … | … | … | … |

Describe the matrix development process: (1) which resources use, (2) how you come up with the evaluative questions, (3) why these instruments are the best way to collect the data you need to answer your questions, (4) what strategies you plan to use to support the validity and reliability, etc. Include copies of each instrument as appendices.

* **Section 6:** Pilot test Ask one of your classmates or friend who represents the target audience to volunteer for a pilot test. Run this single learner/user try-out. Test out the evaluation questions, instruments of data collection and administration procedures. Report the findings and explain what changes you would like to make to your initial try-out plan.
* **Section 7:** Description of the data collection process Document exactly what activities will be completed during the users’ try-out, who will complete them, when they will be completed, and estimate how long the activities will take, equipment needed, etc. It should be a technical outline of your data collection HCI 504 PROJECT 2 ! EVALUATION /USABILITY APPLIED PROJECT Created by Ana-Paula Correia 5 process, which describes exactly how your team will conduct the evaluation/testing during the scheduled try-out.
* **Section 8:** Data analysis plan Describe the process you plan to use for data analysis. Analysis procedures should be appropriate for the type and amount of data being analyzed.
* **Evaluation Criteria:** 
  + Data collection instruments should generate results relevant to each question (5 points).
    - − the matrix of objectives and instruments is complete
    - − the matrix development process is thoroughly explained
  + Data collection instruments should follow guidelines on test design and development (2.5 points).
  + Outline form, should be complete, and should read like a recipe for the try-out activities. Complete list of activities (what, who, when, how) (5 points).
  + Run pilot test (5 points).
    - − report the findings
    - − explain what changes you are making on your initial instruments and data collection process
  + Overall quality (2.5 points).
    - − clearly written as an informative report for a “client audience” (that is, someone who hired your team to conduct this evaluation study). Make sure the report is clearly written, edited and proofread. You are addressing a “client” so the writing should be polished.
    - − citations and references follow APA style
    - − appendices as appropriate

### Report 3: Users’ Try-Out Implementation, Due March 25-April 29 *(20 Points)*

\* Users’ Try-out Implementation may take place anytime between March 25 and April 19, depending on teams’ availability, scheduling constraints

and participants' recruitment.

Anytime between March 25 and April 19, depending on teams’ availability, scheduling constraints and participants’ recruitment.

For the users’ try-out implementation you (with your team) need to evaluate the prototype or product with 4 to 6 representatives of the target audience. You have to run the users’ try-out and create a 2-5 minute video excerpt of it (no editing is necessary). The purpose of the video clip is to provide evidence that a users’ try-out was implemented.

### Report 4: Class Presentation, Due April 26 *(20 Points)*

Include previous sections 1 thru 8 plus -- modifications should be made so the final report flows in a logical manner (e.g., change future tense into paste tense). Also modifications should be made based on the instructors’ feedback on the previous reports.

(Presentation instructions and guidelines will be provided closer to the date).

### Report 5: Final Report, Due May 3 *(20 Points)*

Include previous sections 1 thru 8 plus -- modifications should be made so the final report flows in a logical manner (e.g., change future tense into paste tense). Also modifications should be made based on the instructors’ feedback on the previous reports.

* **Section 9: Results and findings** Describe and present your results and findings from the users’ try-outs.
* **Section 10: Recommendations** Recommend revisions to the product.
* **Section 11: Compare your results** from the product critique with the findings from the tryout. How do they differ? What was the gain in terms of expertise on running a testing out session?
  + − Team members main responsibilities in the project Brief description of contributions made to the different part of the project by each team member.
* **Evaluation Criteria:** 
  + Report includes the previous two reports and made necessary changes so that the report flows in a logical manner & Report incorporates instructor’s feedback offered on previous reports (3.5 points).
  + Report includes results and findings from try-outs (6 points).
  + Report includes recommendations for revisions to be made to the product/ prototype (5 points).
  + Report includes reflection on group learning by comparing the initial critique with the results from the try-out (2 points)
  + Report provides a description of contributions made to the project by each team member (1 point).
  + Overall quality (2.5 points).
    - − clearly written as an informative report for a “client audience” (that is, someone who hired your team to conduct this evaluation study). Make sure the report is clearly written, edited and proofread. You are addressing a “client” so the writing should be polished.
    - − citations and references follow APA style
    - − appendices as appropriate

## Exemplary Projects

* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985232_1/xid-28985232_1) Rachel\_User\_s\_Try\_Out\_Plan.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985232_1/xid-28985232_1) (1.062 MB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985233_1/xid-28985233_1) IA-PENN\_Group\_Context\_Report.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985233_1/xid-28985233_1) (598.436 KB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985234_1/xid-28985234_1) iQuizzlers\_TryOut\_Plan.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985234_1/xid-28985234_1) (1.2 MB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985235_1/xid-28985235_1) Laurel Newell, Dou Dou, Chris Lee\_Final Report.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985235_1/xid-28985235_1) (396.962 KB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985236_1/xid-28985236_1) IA-PENN\_Group\_FinalReport.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985236_1/xid-28985236_1) (2.032 MB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985237_1/xid-28985237_1) Rachel\_Context\_Report.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985237_1/xid-28985237_1) (666.444 KB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985238_1/xid-28985238_1) RACHEL\_Final\_Report.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985238_1/xid-28985238_1) (1.169 MB)
* [[File](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985239_1/xid-28985239_1) Laurel Newell, Dou Dou, Chris Lee\_Appendix.pdf](https://bb.its.iastate.edu/bbcswebdav/pid-2680806-dt-content-rid-28985239_1/xid-28985239_1) (677.594 KB)

Please find attached exemplary projects created for HCI/ CI 504 in past semesters.

# Project 3: Reflective Individual Paper (Individual)

## Deliverables & Deadline

Due: May 6

**Worth 20 points**

* Your essay should be approximately 6-8 pages long (double spaced).
  + − Use appropriate headings to facilitate readability
  + − Name and date your paper
* Post essay (Word Doc preferred) under Blackboard Assignment area.

## Project Description:

Reflection is an important component of learning, especially when you are engaged in applied projects in online learning environments. Additionally, an objective review of your own performance and that of your peers is a critical skill in team-based professional work. In project 3, you are expected to reflect upon what you have learnt in this course through the individual and team project work and online discussions and activities. Synthesize and write up what you have learnt as an essay. Please note, a synthesis is an amalgam or fusing of the different ideas and themes that emerged from the different activities.

### Please include the following in your reflection:

* Ways in which the projects deepened your understanding of the course content, broadened your understanding of the field, and enhanced your practice as an evaluator.
* Challenges you encountered during your class work (discussions, projects, and activities) and ways in which you addressed them.
* Evaluation of your preparation to conduct evaluation/usability professional work.
* Any other insights about the overall course experience you would like to add. Examples are insights about the learner-curated knowledge activity and the use of multimedia (text, video, audio, still image) for online interactions.

You are welcome to use examples to support your statements, for example, stories about your experience in the evaluation /usability applied project (team project) and/or your current professional practice. It is wise to relate the readings and/or class discussions with your experiences and reflection.

## Evaluation Criteria

Your reflective paper will be graded for clarity, depth of insight and logical relationship of the insight to your professional and/or personal contexts.

## Exemplars of reflective writing

Below are reflective writing resources and examples:

* <https://moodle.cornellcollege.edu/1011/mod/resource/view.php?id=960>  
  There are 3 examples of reflective writing on this site. I especially like example #2: Analytic Journal #1:Thinking Sociologically: The Sociological Imagination and the Sociology of Consumption. It is personal, makes relevant connections with student’s lived-in life and demonstrates a  
  critical stance.
* <http://mycourse.solent.ac.uk/mod/book/view.php?id=2732&chapterid=1106>  
  Examples of the different levels of reflective writing.
* <http://www.monash.edu.au/lls/llonline/writing/education/reflective-writing/index.xml>  
  Brief introduction to reflection in education with examples.