

Cover Page

COMPSCI 345 / SOFTENG 350 Human-Computer Interaction

Assignment Two: Low-Fidelity Design

Group Number: 107

Group Members:

Name	ID	UPI
YOOJIN HA	6770081	yha126
Grace Benedek Rooney	6488705	gben604
Nicholas Deas	966481588	ndea280
Pedro Fernandes Mroninski	8275738	pmro883

YouTube video link:

<https://www.youtube.com/watch?v=oTAzdaBGPNO>

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:

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

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

Compsci 345 Low-Fidelity Design

Group 107

Compsci 345 Assignment 2

May 12, 2017

TABLE OF CONTENTS

INTRODUCTION	2
PERSONAS	2-3
RATIONALE	2
PERSONA 1	3
PERSONA 2	3
SCENARIOS	4-5
SCENARIOS 1	4
SCENARIOS 2	4
SCENARIOS 3	5
SCENARIOS 4	5
REQUIREMENTS	6
CONCEPTUAL DESIGN	6-8
DESCRIPTION	6
MIND MAP	7
NETWORK DIAGRAM	8
VISUAL AND INTERACTION DESIGN	9-10
PRINCIPLES 1	9
PRINCIPLES 2	9
PRINCIPLES 3	10
REFERENCE	10

Introduction

For this project, we have selected to use the Drama topic. The sub-topic that has been selected is the soliloquies of Shakespeare. The two problem-based learning types that we have selected to design for the system are solution to a problem and case with structured questions. We chose solution to a problem as we think that for our topic, students will be able to embrace the creative side of drama. Students will be able to leverage content on the website to help them to write soliloquies in Shakespeare's style. It will help them form an understanding of soliloquies through practice. Case with structured questions was selected as we thought this problem type fits well with Shakespeare's soliloquies as it means that the peer group will be able to analyse and understand different parts of a supplied extract of a Shakespearean Act or similar.

Personas

Rationale

As a student approaches the end of their schooling career they tend to have some idea what they want to do next; they know what grades they need to get into a university course if they want to continue with tertiary education. Younger students view school as a place they go to hang out with friends and don't have the same motivation to learn as an older student. We wanted our personas to represent both of these groups. Lizzy (the older student) wants to study at uni when she finishes school and is motivated to get the grades she needs. Jacob wants to spend as little time working as possible so he can spend more time having fun.

Research suggests (Taylor, 2015) that some students study better in groups while others work better individually. Again, we wanted our personas to represent both types of student. Lizzy works better with feedback from her peers and enjoys helping others. Jacob is content just working on his own and isn't too fussed about what his peers think.

Persona1 Lizzy

Lizzy



Figure 1: Representative photo of Lizzy

"The Ambitious Learner"

Needs: Connectivity
Accuracy
Challenge

Age: 17

Occupation: high school student

Place of residence: New Zealand

Hobbies:  Dancing,
 Painting

Motivation: Lizzy is a hard worker and studies well. She is working towards her goal of entering tertiary education.

Background: Lives at home with her parents and older sister.

Technology: Lizzy shares her laptop with her sister and uses tech with a confidence of 8/10



Goals:

1. Her primary goal is to get good feedback on her work so she can improve on it .
2. She wants to help her peers be successful at study too.

Persona2 Jacob

Jacob



Figure 2: Representative photo of Jacob

"The Time Sensitive Student"

Needs: Speed
Clarity
Simplicity
Motivation

Age: 13

Occupation: Intermediate school student

Place of residence: Canada

Hobbies: Watching youtube videos,
hanging out with friends



Motivation: Jacob does not yet view school as his highest priority. He is more focussed on enjoying his childhood.

Background: Jacob lives at home with his family.

Technology: Jacob has his own phone but does not have his own laptop. He uses technology with a confidence of 6/10.



Goals:

1. He wants to complete work whilst on school premises i.e. during the hours 9am-3pm Monday - Friday.
2. He wants the information in a format that is easy for him to engage with

Scenarios

Scenario 1: Solution to a problem

People: Lizzy (represents older, driven student who is an ambitious learner)

Activities: Using the 345 websites to find additional information relevant to her answer so that she can get feedback from peers.

Context: After school, at home

Technology: She is using her shared laptop at the dining room table in her home

After finishing school for the day, Lizzy heads home and starts the finishing touches on her assignment. Lizzy uses the 345 website to do some research for the soliloquy she is writing. The soliloquy is the prescribed style of writing assigned to her with an excerpt of a Shakespearean play that it is missing from. Lizzy uses the 345 text editor for the assignment question. She adds comments to her work for future reference. Lizzy requires some more information to finish answering the question so she clicks the suggested reading link. This takes her to the library page of the website which lists further reading material related to the topic. She downloads the material she needs and returns to the assignment screen. Once Lizzy has finished her writing, she submits the assignment.

Scenario 2: Case with structured question

People: Lizzy (represents older, driven student who is an ambitious learner)

Activities: Using the 345 websites to give feedback on her peer's answers for the assigned Shakespearean play excerpt.

Context: During her group meeting time at school.

Technology: Using school laptop as her sister has the home laptop

Lizzy is at school, meeting with her group during class time. Her group is working together to place feedback on each other's work. Lizzy starts placing feedback on the first person's work but she wants to ask the person a question. She opens the chat function and directly asks the question to the person without needing to interrupt everyone by speaking out loud. Once she has finished doing feedback with the first person, Lizzy navigates to the next person and starts writing their feedback. Lizzy is able to place constructive feedback for each member of her group.

Scenario 3: Solution to a problem

People: Jacob (He represents a younger student who is only there because he has to be).

Activities: Read a passage from a Shakespearean play with a missing soliloquy, and suggest a subject and key characteristics for the soliloquy.

Context: Jacob is using his parents desktop after school to work on an assignment.

Technology: Web browser on a home desktop.

A soliloquy from a Shakespearean play is displayed for Jacob. Jacob must read the soliloquy and construct an answer to the problem given. The question asks Jacob to suggest a possible subject for the missing soliloquy along with at least five key characteristics of soliloquies. Jacob fills out his answer in a space provided at the bottom of the page and submits it.

Scenario 4: Case with structured questions

People: Jacob (He represents a younger student who is only there because he has to be)

Activities: The student will watch a video clip from a play and then be given a series of short answer questions. Students will have some time to discuss the questions with classmates before individually answering.

Context: In a school computer lab during English class surrounded by his classmates. Students are all working independently on different questions and the teacher is nearby to help if needed.

Technology: Web browser on a school desktop.

Jacob and his classmates watch a video clip from a Shakespearean play (about 2 minutes) using the website's embedded video player. He and his classmates are given a series of short answer questions about the scene in the video. The answer boxes for the questions are locked for 5 minutes to encourage students to discuss the video and questions before answering individually. Jacob replays the video several times so that he fully understands it. While answering the questions he skips to specific parts of the video to find the specific information he needs. Jacob also refers to a transcript of the scene to find exact quotes to use in his answers.

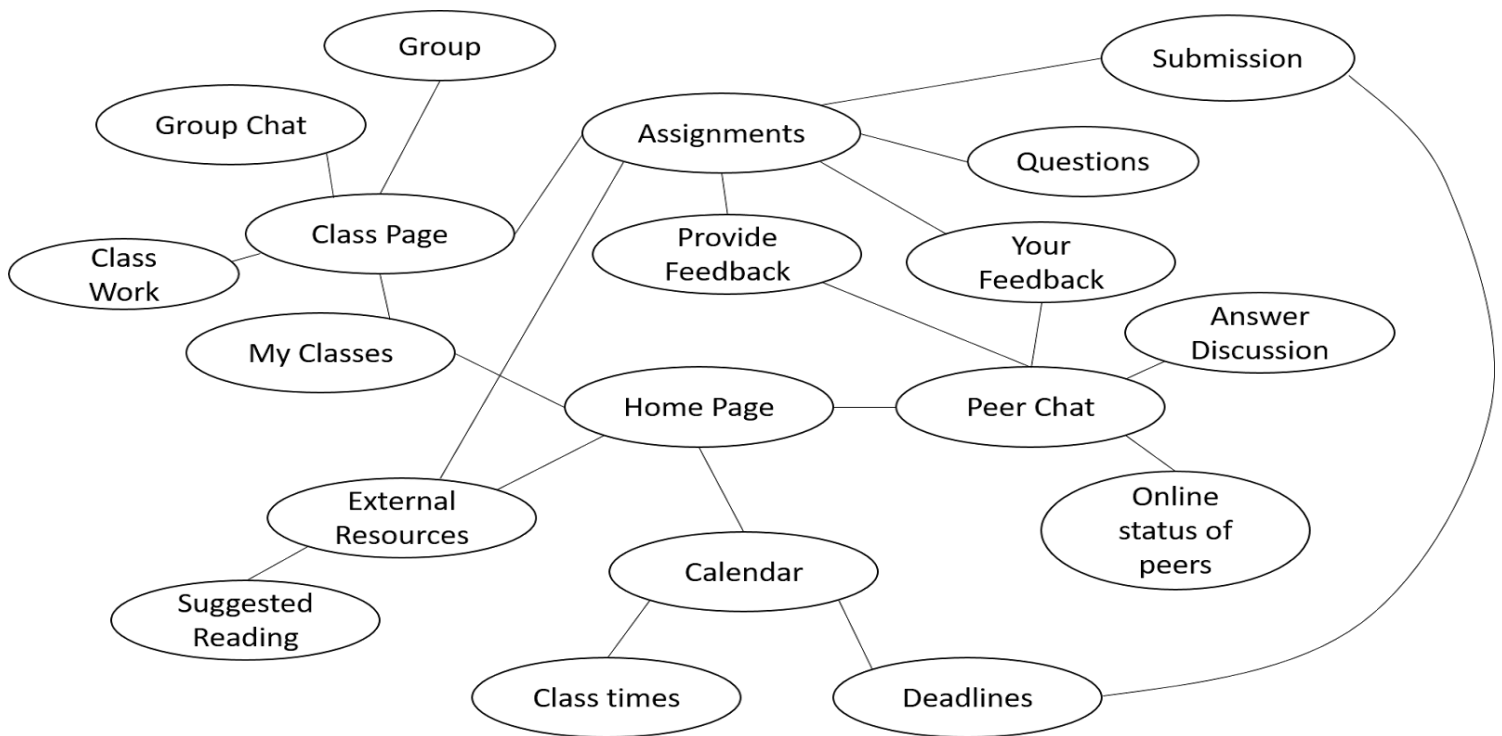
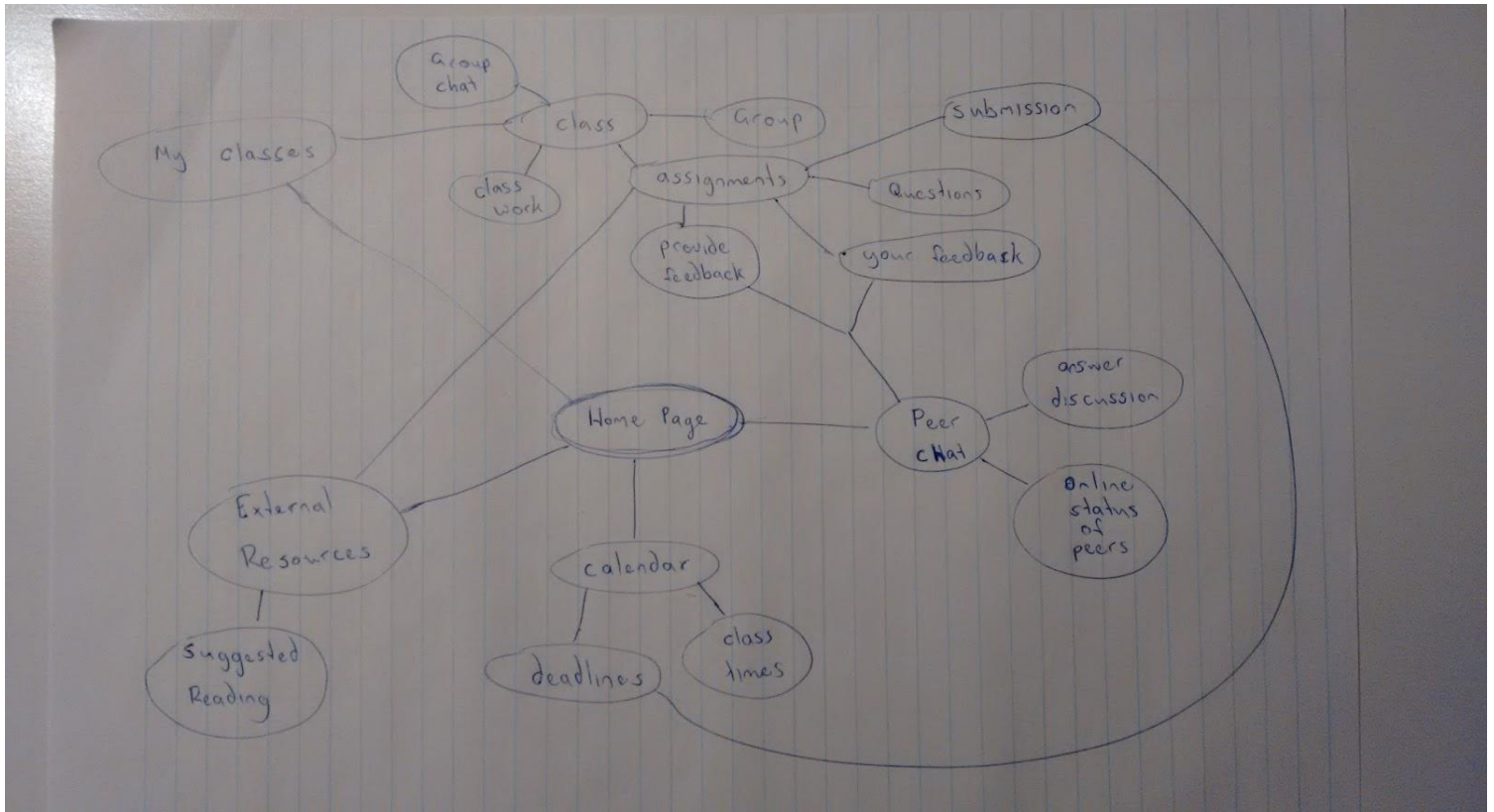
Requirements

- Provide a way for users to see all of their classes
- Provide a way for users to see assignments for their classes
- Has a built-in text editor
- Has a way to view feedback
- Shows what assignments are (in)complete
- Has upcoming assignments and due dates list
- Allows users to talk to other group members through chat
- Shows the user who is online and available to chat
- Ability to add comments in text editor
- Enables users to access online resources
- Can display videos for assignment questions instead of text
- Allows easy navigation between feedback pages
- Allows users to view their group member's answers and give feedback
- Has the ability to submit assignments
- Has the ability to save drafts of assignments so it can be accessed later

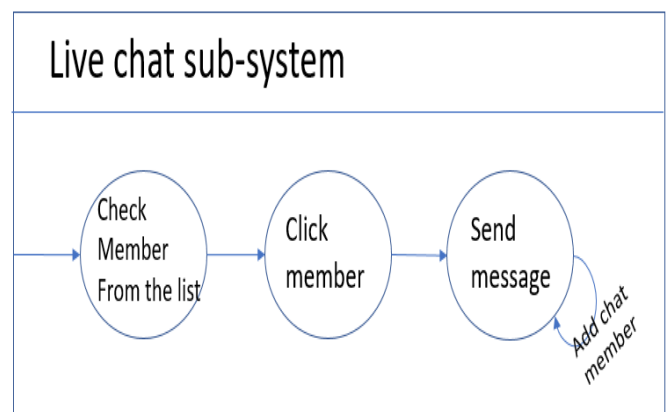
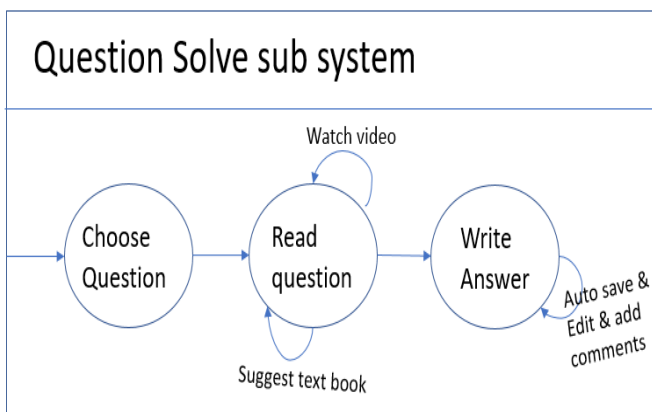
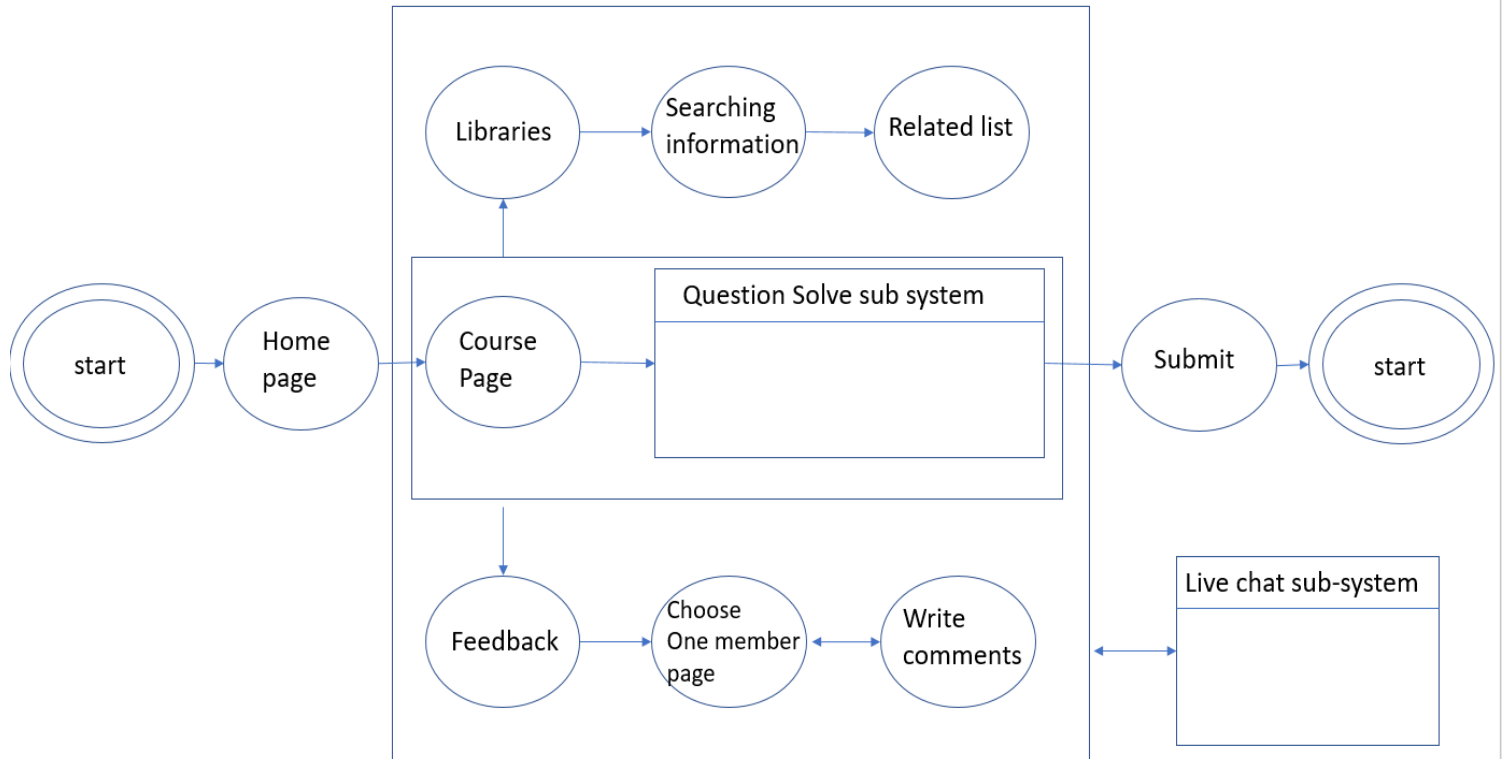
Conceptual Design

To carry out our conceptual design process, we gathered as a group and discussed some of the key characteristics of the website that we thought were relevant to the problem types we had identified. We also considered specific ideas pertaining to the age of the personas we had selected; considered how each persona would interact with the system and what their different needs may be. We drew our mind map as we discussed the above-mentioned concepts and decided that we should scaffold our ideas off the homepage. The homepage felt like a natural origin for the users of the website. Our key findings were that we had three core sections of the website. These were, the library, assignments and feedback. All of our other ideas slotted into those themes very well.

Mind Map



Network Diagram



Visual and Interaction Design

All the elements being discussed are trying to achieve Prägnanz in their own way. By using the minimalistic design and straight-to-the-point aesthetics, it is efficient and yet, comforting.

Menu on side of every screen

One of the design elements that create a uniform environment for this system is the constant use of the menu bar on the left side of the page, with easy access to important pages in a tight grouping. That is done to create an aesthetic balance between the menu and the content of the page. The fact that it is a thin line next to a much bigger, attention grabbing space made it necessary for the bar to be filled with content but not so much that it became overwhelming. This is to create an informal balance not different to that of Piet Mondrian's work where the asymmetry is purposeful and useful.

Appearance of assignment screen with a video

Using a goal-oriented design the assignment screen with a video follows Gestalt's surroundedness principle to quickly show the users what they will be doing, and a line separating the video from the questions creating a separation of tasks within the same logical group. The line is used instead of whitespace because the video will be fixed in the top while the questions are scrollable, so that the user can continuously return to the video while answering the questions without losing their "train of thought". The minimalistic design was chosen in order to create less distractions. The embedded video player exploits common knowledge by using conventional symbols in order to be more efficient and not waste any of the user's time by forcing unfamiliar buttons.

Feedback page with navigation, way of interaction

The feedback page is focused on delivering a highly efficient page, using interactional design elements and aesthetic choices it delivers an easily understood, usable page. Keeping to-the-point design where there is a clear functionality (seeing feedback from other users), predictable presentation (tabs to see/ write feedback to group members). With the comprehensibility barrier superseded, the tool achieves usability and thus, is efficient enough for the average learner. As with any system, there are trade-offs and tabs may not be the most enjoyable system, and are fashionably “old school” but, they are the tools that are most universally understood and easy to use in this case. By having the other group member’s in tabs and changing between questions with the arrows, it achieves progressive disclosure by focusing the user on what is the main information while using the minimal data/cluster and using easily recognizable symbols to let them move through the element.

Reference

Taylor, A. (2015). What Are the Advantages and Disadvantages of a Study Group? Retrieved from <http://classroom.synonym.com/advantages-disadvantages-study-group-4192.html>

Piet Mondrian (2016). Retrieved March 10, 2017 from <http://www.piet-mondrian.net/sans-titre/>

Figure 1. Representative photo of Lizzy. Retrieved from https://c1.staticflickr.com/2/1712/23903858371_f92a4f2fb4_b.jpg

Figure 2. Representative photo of Jacob. Retrieved from http://i.vimeocdn.com/video/472055819_1280x720.jpg