

# **Cover Page**

## **COMPSCI 345 / SOFTENG 350 Human-Computer Interaction**

### **Assignment Three: Realizing a Design**

**Student Name:** Yoojin HA

**Student ID:** 6770081

**Student UPI:** yha126

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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

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# Assignment 3

REALIZING A DESIGN

Yoojin Ha | Compsci 345 | 27/05

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# WALKTHROUGH

## Description

### Scenario summary:

Following step is below. Firstly, User is going to solve the questions at the first page. During writing the answer, she found that she needs more information to make her job perfectly. So secondly, move to libraries. After that, goes back to previous page and submit. Lastly, check assignment is completed or not.

### Problem based on “Solution to a problem”.

The soliloquy is the prescribed style of writing assigned to her/him with an excerpt of a Shakespearean play that it is missing from.

### Out of scope:

- Functionality is not fully implemented.
  - 1) User's answer (input) is not really submitted.
  - 2) Once user submit answer, no matter they click cancel, it directly changes to overview page.
  - 3) Libraries can't support the print function.
- Not real data
  - 1) When user print download button on libraries page, the function work with full implementation however data is not real (I put the image file).

## Prototype 1 (Index.html) & Description

345

Course Page | Feed Back | Libraries

Hello, Lizzy!

### Drama - Assignment 1

Passage from shakespeare

**SONNET 116**

Let me not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove:  
O no! it is an ever-fixed mark  
That looks on tempests and is never shaken;  
It is the star to every wandering bark,  
Whose worth's unknown, although his height  
be taken.  
Love's not Time's fool, though rosy lips and  
cheeks  
Within his bending sickle's compass come:  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me proved,  
I never writ, nor no man ever loved.  
—William Shakespeare

Question: A soliloquy has been removed from the above passage. Write one to fill the gap using the space provided .....

Additional Reading can be found [here](#)

Answer: please add reference from libraries

Submit

By 345 company YOOJIN HA  
Email: [yha126@aucklanduni.ac.nz](mailto:yha126@aucklanduni.ac.nz)

This is first index page. When user goes to the page, they will solve the question. Top section is passage and following are the question and answer part. User's job is writing the answer. After that, she/he realized that it is need to add reference from libraries. To moving the page, she/he clicks "here" button.

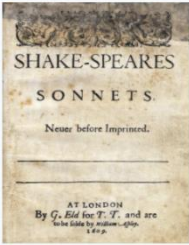
## Prototype 2 (Libraries.html) & Description

345

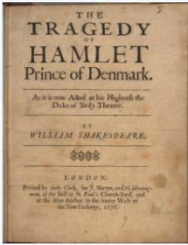
Course Page | Feed Back | Libraries | Hello, Lizzy!

### Drama - Libraries

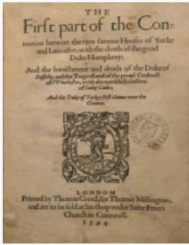
Assignment 1 suggested reading



Text 1  
Written by ...  
1 [Download](#)  
[Print](#)



Text 2  
Written by ...  
[Download](#)  
[Print](#)



Text 3  
Written by ...  
[Download](#)  
[Print](#)

2 [Return to Assignment](#)

By 345 company YOOJIN HA  
Email: [yha126@aucklanduni.ac.nz](mailto:yha126@aucklanduni.ac.nz)

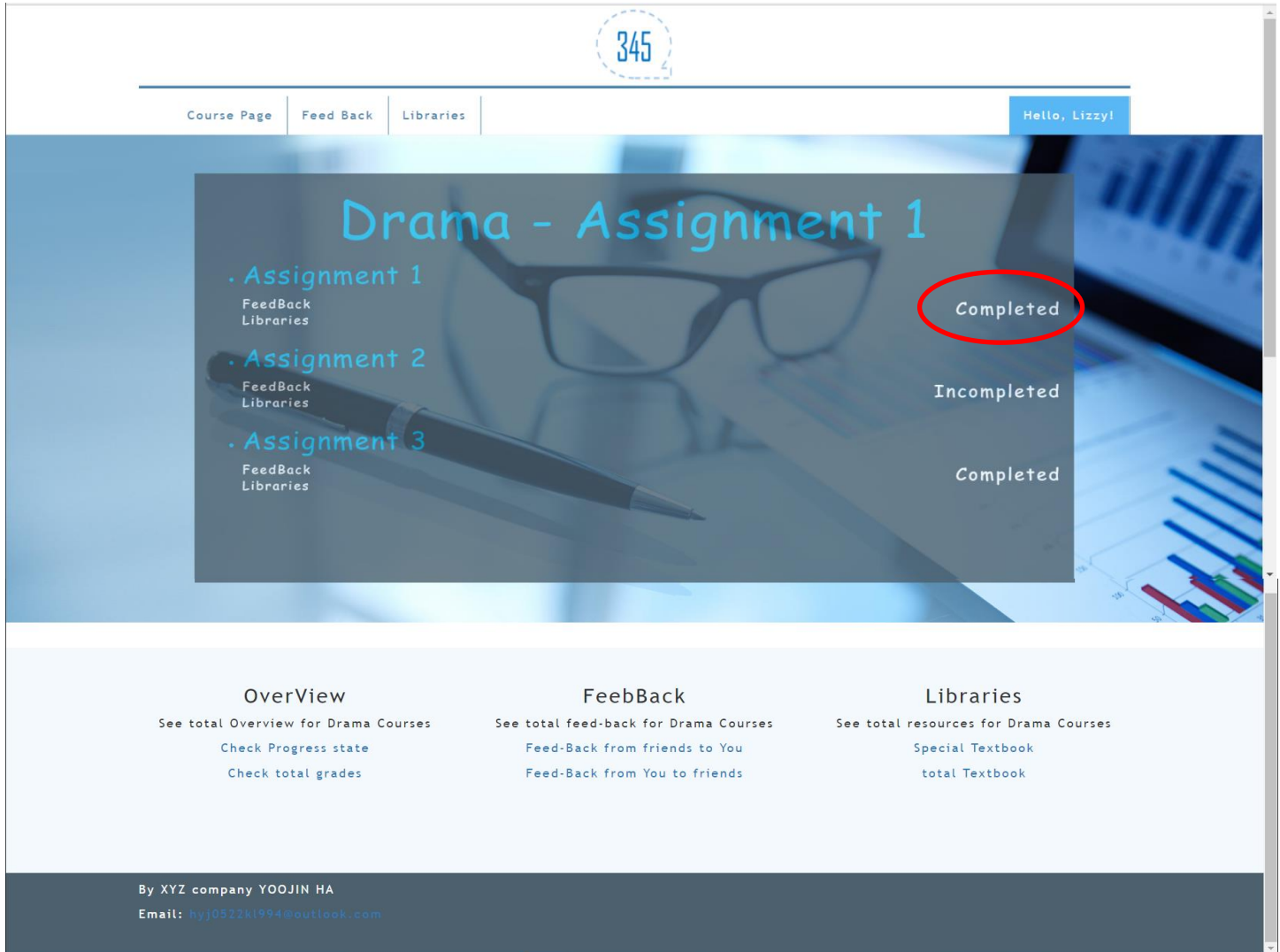
After getting into the libraries page, firstly, user click the download button to download the resources. Once she/he find the reference, next step is return to assignment page so click “Return to Assignment” button.

## Prototype 3 (Index.html) & Description

The screenshot shows a web browser window with a task interface. At the top, there's a header bar with navigation links: Apps, Google, ACP IDE, and Malware Zero Kit (m). Below the header, a question is displayed: "Question: A soliloquy has been removed from the above passage. Write one to fill the gap using the space provided ....". Below the question, there are several lines of dotted text for writing. A link "Additional Reading can be found [here](#)" is provided. A large text input area is shown with the placeholder text "Answer: please add reference from libraries". To the right of the input area, a "Submit" button is circled in red and labeled with the number "1". A dialog box is open in the center of the screen, titled "This page says:", with the text "Do You really want to submit?". The dialog box has two buttons: "OK" (circled in red and labeled with the number "2") and "Cancel". At the bottom of the page, there is a footer section with the text "By 345 company YOOJIN HA" and "Email: [yha126@aucklanduni.ac.nz](mailto:yha126@aucklanduni.ac.nz)".

Now, it's time to finish the assignment. After completing the writing answer, click the submit button. There is pop-up message to confirm the action. Click the second OK button and her/his assignment is finally submitted.

## Prototype 4 (Overview.html) & Description



Clicking ok button directly navigate to overview page. And as you can see there, user can see the state which is “completed” sign.




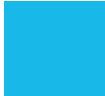




## COLOR SCHEME

### Description

Following the color reference, blue psychologically give those effects: calmness, serenity, cold, uncaring, wisdom, loyalty, truth, focused and un-appetizing. Therefore, choosing **blue** color makes user (mostly student in my home page) can feel calm and focusing their purpose. After deciding main color, I applied **Analogous** to webpage with using one hue (Blue) with vary value as it makes more harmonious. Also, blue could give dark feeling, so I mainly used light blue instead of pure blue. I put contrast by adjusting value of blue to indicate important things.

Here is color table which is used in 345 websites.

	Background & letters Question, (in the dark area) RGB (255, 255, 255)		libraries inside box & Answer area background RGB (243, 249, 253)
	Nav active color RGB (89, 183, 246)		Titles in overview page RGB (24, 184, 232)
	Question, Libraries outside box background RGB (70, 131, 172)		Detail box background & overview page title box RGB (76, 96, 110)

Generally strong color used with light color. For example, if I used dark background, then I put light color for font to read properly.

Example)



## BORDERS SCHEME

### Grouping

By using Gestalt Principles of perception, each group has large padding to distinguish easily. Whitespace give user to identify the grouping area. Also, groups are made with similar visual characteristics by following similarity principles. Further principles that I used are area principle. Website is focused on the consistency to give easy recognition to user.

Below table is representing the grouping area in each page.

			Index.html	Libraries.html	Overview.html
Top Area	Logo				
	Navigation				
Website Main Contents area	Title area	Outbox			
		Inbox			
	Question				
	Answer				
Detail area					

Based on the grouping, borders of 3 skills are blow.

Generally, lines in the same grouping area are used same color and sharp curve while different group used different line style. Also, color difference shows borders.

There are three types of border.



Firstly, in the Top area, the **line** between logo and navigation is used by **solid style**. this gives emphasis for logo.



Secondly, on the other hand, in the navigation pane, beside of each list used **thin line** which reflects borders but small weight than the logo line.

Because lists are more relevant each other than logo and navigation lists.



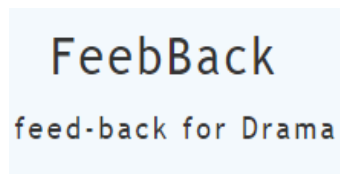
And lastly, in the main contents and between details are used **different color and white space** to give distinct border. Also, Using text box gives easy border.

## FONTS SCHEME

### Description

In this website, there are two kinds of font styles. To give the consistency, page only has two font style. General effect of those two fonts is cute and giving a smooth feeling then the report font and this is the reason why I chose those two types (focusing on primary user which is young student). One is used for overall page fonts and the other one is for contents part.

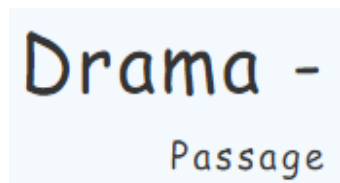
### Here are the lists of fonts.

A light blue rectangular box containing two lines of text. The first line reads 'FeebBack' in a large, bold, black serif font. The second line reads 'feed-back for Drama' in a smaller, black, all-caps sans-serif font.

Font name: **Trebuchet MS**

Used in the overall area except main contents area.

Giving a clear text style to read easily and fancy.

A light blue rectangular box containing two lines of text. The first line reads 'Drama -' in a large, black, rounded sans-serif font. The second line reads 'Passage' in a smaller, black, rounded sans-serif font.

Font name: **Comic Sans MS**

Used in main contents area.

Giving a smooth feeling. Also, it seems familiar as it looks like real student's writing so it makes the user interface closer.

Adjusting the font size by applying such as "h1, h2 .... p, a". Bigger is dominant so mostly header and titles has bigger size.

Further aspect is bold. Bold gives highlight effect is useful to represent weight of contents. Emphasizing points such as heading or title are bold in this website. Except the questions part, texts are placed in the center to balance left and right side while questions have to be starting left side as it is good to read it.

## RESOURCES USED

- Color chosen – helping resources to choose color

<http://www.arttherapyblog.com/online/color-psychology-psychologica-effects-of-colors/#commoneffects>

- image - question passage part image

[https://upload.wikimedia.org/wikipedia/commons/o/o3/Sonnet\\_116.jpg](https://upload.wikimedia.org/wikipedia/commons/o/o3/Sonnet_116.jpg)

- Text 1 – libraries textbook 1

[https://en.wikipedia.org/wiki/Shakespeare\\_authorship\\_question#/media/File:Sonnets1609titlepage.jpg](https://en.wikipedia.org/wiki/Shakespeare_authorship_question#/media/File:Sonnets1609titlepage.jpg)

- Text2 - libraries textbook 2

[https://upload.wikimedia.org/wikipedia/commons/d/de/Hamlet%2C\\_Shakespeare%2C\\_1676\\_-\\_0001.jpg](https://upload.wikimedia.org/wikipedia/commons/d/de/Hamlet%2C_Shakespeare%2C_1676_-_0001.jpg)

- Text3 - libraries textbook 3

[https://en.wikipedia.org/wiki/Chronology\\_of\\_Shakespeare%27s\\_plays#/media/File:Henry\\_VI\\_pt\\_2\\_quarto.jpg](https://en.wikipedia.org/wiki/Chronology_of_Shakespeare%27s_plays#/media/File:Henry_VI_pt_2_quarto.jpg)

- Large grasses main image – Overview page main image

<https://static.pexels.com/photos/348323/pexels-photo-348323.jpeg>

- Bootstrap Source  
: making structure by using (col-md-4) separation