**Changes made to Milestone 2**

1. Performed a fourth round of user task interviews
2. Rewrote tasks to be more specific, and feature a greater story for the interviewee
3. Revised our paper prototype to cover more user choices
4. Re-addressed some concerns from Milestone 1’s interviews
5. Added transcripts from additional interviews

Following the feedback both from the Milestone 2 write-up and the public presentation, we discussed a number of shortcomings present within our methodology and prototypes for Milestone 2. To address these concerns, we made a number of changes to better understand a typical user’s approach to our system, both in their choices with the functional aspect, and also what personal choices they might make.

Firstly, while we felt that the tasks we devised were well-suited to testing the ease-of-use of the prototype, they left something to be desired when it came to how users would make specific choices in the system. To that end, we revised the tasks, fleshing out the stories presented to the users in each one, and condensed together some of the more similar ones. We felt this was needed as now a user can “follow through” with the whole process of using our system, including making choices in the classes they would take (for example) based on the user story presented to them and their own personal bias.

Since we changed much of the structure of our tasks, we conducted a fourth round of user testing, again with three participants. These additional interviews gave us some better insight into the choices a user might make when using the system, how they would go about making specific choices, and so on. This is in addition to the information we had gathered for the initial submission of the Milestone. More details into these additional interviews can be found down in the respective sections.

**Milestone 2 Write-up**

**Interview Procedures**

In order to verify the conclusions we gathered from the Milestone 1 interviews, we created a series of paper prototypes and interviewed three different people per prototype, after which we would revise the prototypes based on feedback and repeat the interviews again. This process was repeated with three different sets of interviewees. The diversity of the interviewees were based upon the same goals as the Milestone 1 interviews, namely that a wide range of academic years and schools is ideal.

With each iteration of interviews, we would take user feedback, weigh their difficulties and suggestions against the goals of the project, and make changes to the prototype to reflect any weaknesses that we may have come across.

**Methodology for Data Collection**

In order to gain insight into the effectiveness of our current design, we issued a series of tasks for the interviewed user to attempt to accomplish. We decided to forgo a simple “tutorial” task as none of the interviewees seemed to have any difficulty with the concept. Our initial question was also deemed easy enough to effectively serve as a tutorial.

The list of tasks asked can be seen in the *Paper Prototype Interview Process* section. The methodologies used are also described in detail there, upon which new interviews could be conducted, if need be.

In order to minimize the amount of bias present in the interviews, users were only provided a brief description of how a paper prototype would function (how to interact with items, showing how we would manipulate the different pages ourselves). Apart from that, users were encouraged to describe their thought process verbal as much as possible, and while issues and their questions were noted, they were not answer until after the final task. At the end of the interview, any questions they had up until that point were answered, and they were permitted to ask any additional questions or provide critical feedback.

**Addressing Shortcomings from Milestone 1**

While designing the paper prototypes and the accompanying tasks, our main goal was to create a system that would best match the natural thought processes of students when managing their academic status. To that end, we fortunately (or unfortunately) conducted a number of additional interviews during the Milestone 1 revision which better addressed any inconsistencies in our goals. During the design phase we did not feel that we were lacking in any area that would prevent us from determining any goals for the project.

**Changes made for Milestone 2 Revision**

After the presentations for Milestone 2 we became aware that we were missing some data when it came to why users choose one course over another, or on what platform they were doing their research. In order to account for these gaps we decided to ask a few more users the following questions.

1. What about a course descriptions do you find most useful, or about the description makes you want to take the course?
2. What draws you into one course vs another similar course?
3. When discussing courses with other students how do you do this? Text message, email, face-to-face, etc.
4. What about a professor makes you more likely to take their course? Or what kind of information do you look for in teacher reviews?
5. How do you determine classes will fill your degree requirements?

**Results from user interviews**

Users seem to value the pre-req listings: Users stated that they found the course descriptions that included a list of prerequisites helped them determine if they were well equipped for the class.

Users seem to enjoy easy course or light loads from teachers: Our interviews seemed to prefer teachers that had reputations for easy/light workloads and classes that were rumoured to be easy. They also said that they were fond of the classes that has easy course descriptions.

Users noted that they mostly text other students to find recommendations: The users we interviewed seemed to say that many of their course recommendations happened over text message, or some kind of messaging app. One user also noted that they didn’t really need to ask and that during registration time course discussions came up naturally.

**Creating the Paper Prototype**

To create the prototype we used the pidoco.com. This allowed us to see each others changes and keep track of old versions. It also allowed us to make sure all the pages had a similar feel and look to them. For the actual testing with users we printed and cut out pieces to form our prototype.

Link: <https://pidoco.com/rabbit/edit/260397#/map-view>

(if necessary username: [a.n.santrach@wustl.edu](mailto:a.n.santrach@wustl.edu) password: webstacGroup1!

**Paper Prototype Interview Process**

**Tasks given to interviewees:** The interviewees were given seven tasks to complete via the paper prototype.

* Login and view your user account
* Find the course listing for BIO 101
* View your schedule and the details for Art101
* Review your current course
* Find courses in a department that aren’t full
* Drop a current course
* Complete registration on added courses

We tried to design tasks that would not only accomplish a series of common tasks that we believe a common user would have to accomplish, but also tasks that would require users to access many different pages across the system. Following Milestone 1, it was determined that our site should focus on several key features, which formed the basis of what we wanted to expose to interviewees. These included being able to view details about a student’s semester (such as current schedule, degree audit, academic calendar, etc), being able to search and add courses to a registration queue, and manage a student’s courses. One feature that is not present in WebSTAC but we felt was highly requested enough to add was the ability to reviews to a course. Alongside the usual course description are past reviews for a course, and a particular student’s course reviews can be viewed on their account page.

**Changes made for Milestone 2 Revision:**

**Tasks given to interviewees:** The Interviewees were given four tasks that were targeted less about the functionality of the prototype and focused more on how users will interact with the site.

1. Say you are a student user that wants to write a review for the ART101 course you are enrolled in and you will drop the class after writing the review because it’s not good.
2. Say your friends have told you about a BIO 201 class that they loved and you want to find more details about it to decide whether to register for it or not.
3. Registration has opened and you have previously created a course wishlist, now you want to register as fast as possible to make sure you aren’t waitlisted.
4. Say its a week after registration and you are a CS student that is looking for one more course next semester. You need one more CS elective and a lot of courses are full, but you want to find something you have fulfilled the pre-reqs , fits in your schedule, and won’t get waitlisted for.

**Changes made to the prototypes:**

Following each iteration of interviews, the paper prototypes were modified to better reflect issues and critiques found during the interview process. The next iteration would then test on the modified prototype. While some suggestions, such as aesthetic recommendations, are useful to note for later, they were not prudent to the paper prototyping phase of the project. These prototypes, while accurate to the vision of the project, were not meant to be wholly representative of the final project visually. At the end of the paper you can see the notes we took throughout our interview process.

However, functional recommendations were noted, and some of which were utilized to increase the clarity of the project, as noted below:

**Round One:**

The main struggle that users encountered throughout round one were difficulties locating various elements on the page. For the most part, their thought process on how to accomplish a task seemed sound and agreed with our layout, but the options to navigate there were not as straightforward as the user would like. To that end, we added some clearer navigation paths to items, such as adding clearer options on how to add and remove courses from the user’s list. Another common criticism is that the main page seemed a bit sparse. Our thought process was to mimic some of the visual designs of Google, where search classes would take the main visual focus, and other administrative links would be along the top. Users felt that the main page should focus less on searching, and provide equal visual space to various elements. Other changes include:

* Clarifying some UX issues
  + Made it more obvious to add/remove a course
  + Added ability to drop course from course description
* Redesigned main page
  + Renamed ‘home’ to ‘search’ on nav bar
  + Made nav bar more visible

**Round Two:**

One of the main criticisms given during the second round of user testing was related to the usage of the main page. This is something that came up briefly during the first round, but was a much more noted issue during the second round of testing. Users felt that the main page was too ‘sparse’, and that it should provide more immediate functionality. Some suggestions include instead using the account page as the main page or adding additional links to the main page. After some discussion, we elected to not make the account page the main page of the site, in order to maintain a separation between the administrative functionality from the rest of the site. Another request we considered was removing the initial page, which was simply a logo and a ‘login’ button. This page is similar to the initial page on WebSTAC, which has some university news and a login button. For the time being we decided to maintain the page as is. Other features we did add include:

* Ability to change the calendar between a weekly and monthly view
* Converting the ‘Drop Course’ confirmation into a popup rather than its own page
* Revised some confusing UI elements
  + Replaced the “+” button in the ‘Searching for Classes’ page to be more intuitive
* Added additional search filters
  + Showing only courses where Prerequisites are met
  + Showing courses for a specific number level (ex. 200-299)

**Round Three:**

After improving the system based on first two rounds, during this final round, the main complaints from users are focusing on detailed functionality. These functions will directly influence the UX of the system. Beyond that some of the features previously mentioned in prior interview sessions made a recurrence in this round of testing. Something that we thought would be a one-off comment, removing the ‘login’ button page, was brought up again. In the end, we decided to heed the recommendations of the users and remove that page. Now when students visit the site, they will be directly navigated to a login window, similar to how the new canvas system directs students. They claimed that they desire to access the system as soon as possible.

After discussing the interviews, we modified the following items which we think reasonable:

* Added average GPA for the courses have been token on the graduate requirement page
* Added the ability to import the current course schedule to the Google calendar
* Added a link of professor’ personal page on course description page.
* Updated the registration process. First add course from the list to wishlist, then move course from wishlist to the final decision pool. The remove process would go in the opposite way.
* Add the link to WashU academic calendar, also shows the most important events, such as: the deadline to withdraw/drop the course, full break, etc.
* Updated the final exam time on the registration page.

**Changes made for Milestone 2 Revision**

As discussed above, we felt the need to do a fourth round of testing, mainly focused on utilizing our revised tasks and gaining more insight into how users rationalize decisions throughout a complete task process. Each complete task process starts with logging into/familiarizing with the system and proceed to complex action to fulfill requirements. From our fourth round of user testing, there were a handful of things that users noted. Two out of three testees mentioned some suggestion on the aesthetic aspect of the prototype, such as font size, text alignment etc. Another user mentioned how it would be useful to have to option to leave either named or anonymous reviews for classes (especially when giving a negative review). All testees liked the new features such as course review but some are confused when trying to access them on different pages. So after discussion we made following changes to address the issues during the fourth round of user testing:

* Keep the important deadlines consistently showing on the main page
* Add apply-filter button to the filter page to make the task more straightforward
* Created more courses for searching results and for user testing
* Added generic “write a review” for registered class in the “your course review” tab in addition to the “add review” in the course detail page (the latter will have prefilled “write a review” form while in the former the user can select a course from a drop down menu).
* Adjust the font size and some text alignments.

**User Demographics:**

Similarly to the first milestone, our goal was to get a population of students that were as varied as possible with regards to academic year and school. In our first round of interviews we had three students, an undeclared sophomore, an accounting senior, and a junior engineering student. These students were all found in the DUC, and asked if they had the spare time to complete a few tasks. Many students were studying or meeting with other groups, but these three had free time for the interview.

In the second round we had one undeclared freshman, a linguistic-major junior, and a BME sophomore. The third person is an international student while the other two are from the US. Finally, the third round featured a 1st year Economics master student, a 2nd year Engineering management masters student, and a European History sophomore student; all of which are international students. This group had both a diverse academic background and a diverse experience with registration.

Altogether, this resulted in one freshman, 3 sophomores, 2 juniors, 1 senior, and 2 graduate students, representing three different academic schools.

**Additions from Milestone 2 Revision**

With the additional round of user testing, plus some additional Milestone 1 type interviews, we ended up interviewing an additional five people for feedback. These again were randomly chosen from locations on campus we felt would attract a variety of students from different backgrounds, and we ended up interviewing one additional sophomore, three juniors, and a graduate student.

**Conclusion**

Throughout this stage of the project, the paper prototype adapted mainly to increase the ease in which a user can locate potential course information, and view and manage their own personal details. While we did receive some suggestions about aesthetics or functionality that weren’t necessarily prudent to this milestone, these are comments that may potentially come in use for later stages of the project. There are some remaining debates, mostly about the placement of pages within the site. However, we feel that we have gained enough insight regarding user expectations and navigation trends to be able to craft a functional and intuitive interface.

**Notes from User Testing**

First round of interviews

* Users struggled with the search bar being on the home page
  + Changed home to search on top menu
* Users found that we forgot to put the drop a course on the course description
  + Added the functionality
* Adding a review was not complete
  + Added screen for that
* Having the search screen as the first page might not be the best option
  + Might want to consider using the account page as main screen.
  + Most users overlook the first screen
* Comments on how top navigation bar is too small and easy to miss
  + More of an aesthetic issue for later, but worth noting
* Drop course button missing from popup?
  + Confirmed that it’s there, may have not printed correctly
* Some confusion on adding courses
  + Added ‘remove course’ buttons on registration confirmation page
* May need to revise tasks: Tasks 1 and 3 both tell them to reach the same page
  + Perhaps a task requiring different parts of account page, or more specialized search

Second round:

* Suggested using account page as main screen
* Suggested adding “registration notification” to main page
* Suggested to not have the initial login page (start directly at the page that you type in wustl id and password then login)
* Suggested to make “Drop Course Confirmation” a pop up window, instead of an individual page
* Suggest to add filter “Met Prerequisite”, “Only 400-level and above”
* Tried to change calendar from monthly view to weekly/daily view
  + Added buttons
* Confusion about what the “+” button does in “Searching for class” page
* \*aesthetic issue\* Comments on the initial login page being not so aesthetically appealing (functioning properly though)
* \*aesthetic issue\* Comments on make course description in the center of the page

Third Round:

* Recent news Miscellaneous (typo)
  + Fixed
* Should be directly to login, since most of the students still want to be straightforward
  + Need to discuss
* Main page should be the one that has current course listing, that can view the current course, search should be on the top. At least, it should not be the main part. \*3
  + Need to discuss, but it seems most of students mentioned this
  + Changed
* Should have time horizontal line to precisely indicate the time
  + Add horizontal line
* Course description action bar is misleading. The content here should be the editing option of the current selected course. The general navigation bar should be moved to other place
* Adding review, anonymously?
  + Add functionality
* The layout of monthly is misleading. Would be better to simulate the MS calendar. Overview of whole semester, vocation, study day
* First add course to waiting list. Then at registration confirmation final confirm. Also be aware of the time schedule
  + Add wishlist pool in the registration page
* In the degree requirement page, add score/GPA, clear difference on which has been token, taking and not
  + Add functionality. The way to display should be discussed.
* Add avg score for certain course
* Professor personal page link, could have available time for professor, add making an appointment
  + Added the link
* Add google calendar to work
  + Add a link to import the calendar to Google
* View my current wishlist
  + Added
* Suggestion on drop course to wishlist
  + Added
* Set an alert for important academic deadline, eg. drop, withdraw
  + Added
* Add exam time
  + added
* If the calendar can be added to google, then the academic calendar is meaningless
  + Added a search icon on the main page
* Academic calendar is meaningless if it can be imported to the google calendar. It can have a link to the important event on Wustl page
* Login button is meaningless

**Changes made for Milestone 2 Resubmit**

**Interview 1 for covering milestone 1 mistakes.**

What’s your name, year and major?

Dennis, accounting and I’m a junior.

What about a course descriptions do you find most useful, or about the description makes you want to take the course?

I find summaries of the topics covered most useful in course descriptions. Course descriptions that define prerequisite knowledge make it more likely that I will take the course.

What draws you into one course vs another similar course?

Positive review of the professor and a decent description of workload help me choose one course over another.

When discussing courses with other students how do you do this? Text message, email, face-to-face, etc.

I discuss courses with other students via text.

What about a professor makes you more likely to take their course? Or what kind of information do you look for in teacher reviews?

I appreciate information about the professor that highlights how well they can present the material. If professors encourage discussion, I’m more likely to take their course.

How do you determine classes will fill your degree requirements?

My advisor helps me determine this.

Do you ever look at the bulletins or requirements for your year?

No my advisor told me what to take. I have strict requirements because I’m graduating early.

**Interview 2 for covering milestone 1 mistakes.**

What’s your name, year and major?

* Rick, sophomore, Business Management major with East Asian Study minor.

What about a course descriptions do you find most useful, or about the description makes you want to take the course?

* I always use course description to decide whether the topics covered in this course are interesting to me or not. It also tells the prerequisite, which is extremely helpful.

What draws you into one course vs another similar course?

* How well a course fits into my calendar is definitely an important factor. I would also consider what degree requirement the course fulfills and reviews of professor on ratemyprofessor.com between two similar courses.

When discussing courses with other students how do you do this? Text message, email, face-to-face, etc.

* iMessage and Facebook Messenger

What about a professor makes you more likely to take their course? Or what kind of information do you look for in teacher reviews?

* For professors I always look for if the lectures are organized or not, if the professor is easily available for help outside class and whether the professor is a harsh grader or now.

How do you determine classes will fill your degree requirements?

* Run a WUAchieve audit and see what’s missing. Then go find courses that has the same attribute as the missing ones. Would also go ask my advisor to make the final decision.

**Interview 3 for covering milestone 1 mistakes. (done with user testing 3)**

Question: So when deciding courses, what kind for information about the course is important to you?

J. like what we just did, whether the course fit into my schedule is important, also I should have the prerequisite for it.

Q. Got you. Then what information about the course makes you want to take it?

J. hmm. If the class sounds interesting. If the class is easy. That’s pretty much all the motivations to me

Q. Can you define interesting and easy?

J so interesting, I would say covers topics that sounds interesting? Hmmm you know what I mean.

Q. Yes.

J. and easy is just that the syllabus shows less exam or homework. I checkout syllabus before I sign up for classes.

Q. Got you. Do you discuss your course selection with other students?

J. Yes I do.

Q. How? And where?

J. I would say mostly just chat. You know when the registration time comes around people just start to ask about what you are planning to sign up next semester and then we just exchange information.

Q. So I believe you will definitely hear reviews for different professors from different people

J. yes

Q. So what about the professor makes you want to take his or her class.

J. not being a harsh grader. Or there always be a curve something like that.

Q. Totally what I would do too. So last question, how to you check for your class if they will fulfill the degree requirements?

J. so I think the department website has pretty clear list of things you need to take in order to graduate. And I use wu achieve to see what I’m missing.

Q. Got you. So that’s all I have! Thank you so much josh!

J. no problem

**Transcripts from User Testing Round 4 for Milestone 2 Resubmit**

**User Testing 1**

Edward, Junior, Business

Thank you for coming today Edward! So my team for CSE 556 human computer interaction class is redesigning the webstac registration pages and now we have a primitive prototype that we want to get some feedback from users. I will ask you to accomplish several goals with my prototype and please do speak out loud your thought process when you are trying to do your task. Also I will ask some questions to better understand your decision. Do you have any questions?

E. Ok. Sounds cool

Ready to start tasks?

E. Yes.

Just want to say it again. Please do speak out your thought process, I will really appreciate it

E. ok

So let’s start with very basic login. So here you are trying to log into the new webstac and view your account.

\*\*\*\* login page showed to edward

E. Alright. So I’m on the webstac page and try to log into my account.

E. First impression, hm, the page is very simple, kinda too much white space? Should I comment about the look of the page as well?

Yes, absolutely. Any thoughts and comments are helpful.

\* E moves around the mouse (passed by the recent news) and clicked on the secure login

E. So I’m clicking on the secure login because I need to log in and view my account.

\*\*\*\* Change the prototype to the login page

E. I think so far it looks the same as the old one. Okay I’m log in with my credentials.

\* E clicked on the login button

\*\*\*\* Change the prototype to the main page

E. Here I’m logged in and I want to view my account? What should I be looking at?

Anything. Your information, such as id, major, class schedule. Anything that you want to find on the webstac you can try to find it on the prototype. I’ll take notes if there is something that you want but cannot find.

E. Okay cool. So My information on the top left. Wait, is the Your account actually gonna be there for every body?

Yes I think so. What do you think about that headline?

E. Well it stands out but I think it is useless? Or just doesn’t look good to me I guess.

How is it not looking good? Would you feel better about the page if not seeing it or something else?

E. I will probably not put it on my page. Hmm, wait I think I might keep it as some kind of section header I guess? Maybe smaller though so it wouldn’t look so huge and more important than it actually is.

So smaller font for “Your Account”?

E. yes

\* moves the mouse down to view the schedule.

E. is that my current schedule?

Yes.

E. okay. CSE 131, ART 123, CHEM 111 and PSYCH 234? I guess I’m a second semester freshman.

\* moves the mouse to the navigation bar and tries to click on the academic calendar.

\*\*\*\* academic calendar tab prototype

E. I’m just checking out what each tab will look like so I clicked on the academic calendar. The calendar has dates but not full year months. Can I assume that the months will rotate automatically instead of being fixed?

Yes. Well have the starting month on the top left be the current month and shift it automatically on the first day of each month.

E. okay that sounds cool.

E. and the buttons on the side can narrow down the displayed dates I guess?

\* tries to click them

Yes but we haven’t done the prototype page for those buttons but yes you are right they will narrow down the displayed dates to month, week or day to display more details.

\* hover mouse around the calendar.

E. I guess there’s no events right now. So I’m moving forward to the graduation requirements.

\* clicks on the graduation requirements.

E. wow do people majoring in electrical engineering really need to have 3.2 GPA to graduate?

I don’t know but I would not think so.

E. oh okay. I think the page is pretty nice. I like the right checked list of required classes. I don’t quite see the points of GPA for each class though.

E. I’m viewing my course reviews.

\* clicks on the your course reviews

E. (laughs) are they real course reviews? Is psych 222 real and an easy a?

They are made up I think the reviews.

E. ah okay. Still kinda funny.

E. so I think I’m done with log in and viewing my accounts. I’m returning back to the course schedule page, should I?

Go ahead, you can

\* clicks on the current schedule

E. oh yeah I thought something was missing now I know what it is. There’s deadlines on the current schedule page but not when I click on other tabs. Is that what it is or you forget to copy paste it to other pages?

I think we forget to copy paste it. I think we may put up information relevant to the tab instead of deadlines for all.

E. sounds good. So yeah, I think I’m finished with task.

Okay, good! Thank you so much for speaking out the whole time. Do you have time for another task?

E. I think so

Good! So something new to do. Say you are enrolled in class ART 123 and wants to write a review for it. And after writing the review you will drop the class because it’s not good. Please tell me about your decision for each step and why.

E. Okay. So I want to write a review for art 123 first. I think I’m navigating to the review tab because that’s where I think I can leave a review I assume.

\* click on course review

E. hmm it seems that there is only three reviews I had previously.

\* tries to exam the page

E. I don’t think I know how to leave a review. Help?

I’m writing down your confusion first. So why don’t you try click on the course on the current schedule tab?

\*\*\*\*

\* clicks on the current schedule and art 123

\*\*\*\* go to the course description prototype

E. ah okay I see the buttons now. That is, I mean nothing wrong with it but what my first intuition shouldn’t be a bad one?

No you are fine I’m recording the problem and we’ll fix it.

E. awesome. So I’m writing a review and dropping that class.

\* clicks on the add review button

\*\*\*\* go to the add review prototype

E. hmm okay three star for the course and three star for the professor. And some additional comments too.

\* mouse moves to anonymous

E. I think I want to stay anonymous.

Why?

E. it’s just awkward if anybody else sees my comments if it is not good, you know.

Fair enough

E. won’t you stay anonymous too?

I will probably just drop the class and leave to be honest

E. (laugh) fair enough

E. so im clicking on the submit review button

So here is an open question for you. Do you want to be directed to the your course review page or go back to the course details page? Either choice is fine, just please clarify your decision

E. hmmm I think both choices are legitimate. Going back to the course details page because that’s where I was before submitting the review. Redirected to your course review page is a natural way of proceeding because that’s where the review I just submitted will go.

I get your points. But if you are forced to make a decision?

E. I think I might be down for going back to course detail page because I probably don’t need to read again what I have just written.

Okay. Explanation accepted.

\*\*\*\* back to course detail prototype

E. yeah now i’m back at the course page. Now I have another reason for the decision just made, because I can drop the class directly.

\* clicks on the drop button

\*\*\*\* drop confirmation

\* clicks on yes

E. woo hoo I dropped the class. am I done with the task.

Yes! Thank you so much! Are you down for another round

E. No i’ll call it tonight. Sorry man.

No problem. before you leave can you quickly give some overall feedback?

E. yeah sure. So I think your redesign is built upon the old webstac and I like the idea of reading other people’s comment when deciding for classes. Just want to make sure that rating system or comment should be made fair to avoid deliberately bad ratings etc, you know that will happen or to make some professor sounds less bad to make him feel better I guess?

Got it. Any other comments about the webstac ui.

E. I think it’s good. Definitely need more polish to make it look pretty. Information are easy to find and use. Just make them look good and I think your team will do well. Yeah that’s it.

Thank you so much Edward! Really appreciate your time!

E. No problem.

**User Testing 2**

Pinwei architecture, graduate

Hi Pinwei! Thank you for doing this user testing for me!

P. No problem

So my team is developing new webstac registration for human computer interaction class and we want to test on our prototype to see if they are good enough to be implemented.

P. sounds cool.

Basically I will ask you to do some task and you will click on the prototype pages to do so. I will perform the consequences of each action and direct you to new pages if you click on something. And I will also take some note. So please speak out your thought process so I can better understand what your decision process is.

P. No problem

So are you ready to start? Any questions?

P. I’m ready to go.

So first get yourself familiar with the new webstac pages? Just browsing around and see the new interface. I will have you start on the home page with login

P. Sure

\* clicks on secure log in

P. so I clicks on the secure log in what happens next?

Can you tell me your decision why clicking secure log in? I would like your thought for every decision please.

P. oh okay. Well in old webstac I have to log in to do anything so I’m logging in here as well.

\*\*\*\* redirected to the secure login page

\* clicks on the username

\* clicks on the password

\* clicks on the log in

P. I don’t know what to say about my decision process for this step. I’m just logging in.

That’s okay. Yeah there isn’t really much about this step. You are good.

\*\*\*\* redirected to main page prototype

\* moves the mouse around

P. I see your account, I mean my account information, course calendar with some preloaded courses, some additional features, some dates on the left.

P. what else should I be looking at?

Anything. Just explore the site.

\* clicks on academic calendar

P. I just want to see what each these is gonna show me

\* Quickly look through and clicks on graduation requirements

\* Quickly look through and licks on the your course review

\* clicks back to the current schedule

P. I think I’m finished with just looking around the new webstac. Now what am I going to do

So now assume you are looking for classes for next semester and your friends have told you about a BIO 201 class that they loved and you want to find more details about it to decide whether to register for it or not.

P. Okay. First I’m going to see the course title, course time details course descriptions and teaching professor, important stuff that I check out on old webstac. Let me see how I’d find the course listing on your new interface.

\* clicks on the find more courses

P. do I type here? Or is it a link?

It’s a link. I will direct you to the find more course page

\*\*\*\* directed to the find course main page

P. that is kinda simple. So im typing in the course. What’s the course we are searching for?

BIO 201

P. okay im typing in BIO 201 and show me the results mr.magic

\* clicks on the magnifying glass

Tell me about your decision process so far?

P. hmm you said I want to know more about BIO201 so I think the fastest way is to just search for it directly now that I have the course number

Got you.

\*\*\*\* direct him to the searching for class

P. I don’t see any result for BIO 201 so I’m assuming it is not offered for next semester? Wait I don’t think I made any decisions about which semester…

No you didn’t. I think I will say it is not listed if not showing up. But we’ll have that fixed.

P. ok cool. Now what do I do.

So you just familiarize yourself with the new webstac, what else would you checkout besides the course time, description, professor? Hint hint

P. hmm the course syllables? Oh yeah reviews by others. The rating star I guess. It might be a substitute for ratemyprofessor but what if it is the first time the course is offered?

I think you have a great point. Well think about it to offer the course ratings for first time classes.

P. okay cool. So I can’t register for this class because it is not offered. What do I do now?

Hmm I think that will be the end of knowing about BIO. Let me give you another task before I let you go.

P. okay.

So assume today is 11/8 and registration has opened and you have previously created a course wish list, and now you want to register as fast as possible to make sure you aren’t waitlisted.

P. I didn’t see sign up thing on the result page so I’m back to my home page.

\* clicks on the view my current schedule

\*\*\*\* directed back to home page

\* confused, moving mouse around.

P. where do I go to the registration?

Check out the top panel

P. they are kind too small to be forgot.

\* clicks on register

\*\*\*\* redirect to registration page

P. that page is neat. I like the register all button.

\* confused, look at the courses registered and wish list

P. I think I’m already registered my wish list Adrien …

Ah sorry let’s pretend that you did not.

P. okay

\* clicks on the registration all button

\*\*\*\* show pop up confirmation

P. yes yes yes yes yes don’t waste my time I want those classes

\* clicks on yes

P. I’m done!

Good. Thank you so much Pinwei!!! Your help is really appreciate!!

P. no problem

Before you go, I have one last question. Can you give an overall feedback on the new interface prototype we have right now?

P. yes sure. So I definitely there is an improvement that tries to make registration, better. Some nice features in webstacs too. The actual UI should be refined so that the whole thing looks professional or academic.

Advice received. Thank you so much!

P. you are welcome

**User Testing 3**

Josh Junior Business

Hi Josh! Thanks for spending a couple of minutes doing my prototype testing! So basically my team for cse 556 human computer interaction is doing webstac redesign.

J. ok

And we just had our basic prototype and want to test if it is good enough to be actually implemented. So I would really like to whatever you think of it after testing.

J. okay.

So I’m going to present you with a new page and will ask you some questions or just simply to do some tasks that you can accomplish by clicking on the new interface.

J. ok

I would really really appreciate it if you can speak out loud your thought process. Tell me about the reasons why you make such decisions.

J. ok

So do you have any questions?

J. no

Good let’s start. So assume you are a CS student and it’s a week after registration started and you are looking for courses for next semester. You just need on more cs elective and a lot of courses are full. But still want to find some courses that you can take, so prerequisite met, schedule fits and space open

\*\*\*\* shows the course search main page.

So this is the page you are starting with.

J. ok

\* clicks on the text input but paused

J. so CS courses that I can take without conflicting schedule or wait listing?

Yes

J. so in old webstac I would search for engineering school and computer science department to see the list. And only show the classes with open space. I guess I should use filter here cuz that just sound like a promising action to do.

\* clicks on the filter

\*\*\*\* show the filter page

J. yeah that is what I was expecting. So school should be engineering. Department should be cs department and year should be?

\* clicks on school, department

\* hovers around year

J. Next semester I guess? Or is it one full academic year?

I think it’s semester based.

J. ok so change it to next semester. and I want classes that I can take and fit into my schedule.

J. so courses should have open space

\* move around only open courses

J. only undergraduate? I guess that is not required for me so I’m setting it to off

\* clicks on only undergraduate

J. only 400-level and above. I guess not. That is not my requirement right?

No. what I said specifically is to search for cs class you are eligible to take.

J. ok. No 400 or above option. But definitely meet prerequisite.

\* moves around prerequisite

J. I’m not sure what this some filter mean here? Any explain?

I don’t know either I’ll check with my teammates later. I think you can just leave it on for now.

J. ok.

\* moves mouse to filter times

J. so fit my schedule. Check Monday Wednesday and Friday, anytime is okay so uncheck Tuesday or Thursday.

\* clicks on tues/thurs

j. again I’m not sure what that filter attributes either. I’ll leave it on I guess

ok.

J. so what do I do now? I didn’t see a search button that I can start searching?

Hmmmm

Do I just hit enter key

Hmmmm. Either way let’s pretend there is a search button, i’ll add it later so now you hit the button and you are directed to the result page.

J. ok

\*\*\*\* redirected to searching for class page

Again just pretend that the list is all csci classes and you have not taken. I’m sorry the task is new and Im kind behind the prototyping.

J. ok that’s fine.

\* moves around the mouse and reads the listing

J. So I’m just picking the second one. Add to my wish list? Anyway

\* clicks on the + button before add to my wish list

\* moves the mouse to register on top and click it

J. I’m going to register for the class I just picked.

\*\*\*\* redirected to registration page

Again let’s just pretend that the class you just added is on bottom of the wish list

J. okay

J. so add that class

\* clicks on the + sign button

\*\*\*\* show confirmation pop up

\* clicks yes

Okay so you are added to that class

J. ok done!

Good job thank you so much!

So I have some little questions to finish the testing.

J. ok