

## Module 1: Getting started with DPSS

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|----------------------|---|
| Required Reading     | <p><b>For Module 1.1, 1.2, &amp; 1.3</b></p> <ul style="list-style-type: none"> <li>- Isaacs, E. &amp; Walendowski: ch1-4</li> <li>- Just-in-Time Knowledge Delivery: [p49-cole.pdf]</li> <li>- The Morphing Waldo: An Adaptive User Interface: [waldos.pdf]</li> </ul> <p><b>For Module 1.4</b></p> <ul style="list-style-type: none"> <li>- Wikipedia: <a href="http://en.wikipedia.org/wiki/Interaction_design">http://en.wikipedia.org/wiki/Interaction_design</a></li> <li>- Designinginteractions: <a href="http://www.designinginteractions.com/interviews">http://www.designinginteractions.com/interviews</a></li> <li>- AskTog site: <a href="http://www.asktog.com/basics/firstPrinciples.html">http://www.asktog.com/basics/firstPrinciples.html</a></li> </ul> |
| Audio Files          | <ul style="list-style-type: none"> <li>- DPSS-mod1.1_welcome.mp3</li> <li>- DPSS-mod1.1_orientation.wma</li> <li>- DPSS-mod1.2.mp3</li> <li>- DPSS-mod1.3.mp3</li> </ul>  |
| Other Resources      | <ul style="list-style-type: none"> <li>- Laffey, J. (1995). Dynamism in performance support systems. Performance Improvement Quarterly, 8(1), 31-46. [EPSS-Dynamism.pdf]</li> <li>- Granting Three Wishes through Performance-Centered Design: [p54-gery.pdf]</li> <li>- The Mouse and the Desktop: [DesigningInteractions_1.pdf]</li> </ul>  |
| Assignment Due Dates | <ul style="list-style-type: none"> <li>- Complete Module 1.1 &amp; 1.2 by <b>Saturday, January 26<sup>th</sup> at noon</b></li> <li>- Complete Module 1.3 by <b>Tuesday (Jan 29<sup>th</sup>) at noon.</b></li> <li>- Complete Module 1.4 by <b>Saturday, Feb 2<sup>nd</sup> at noon</b></li> <li>- Complete Reflection by <b>Saturday, Feb 2<sup>nd</sup> at noon</b></li> </ul>   |

### I. Introduction

This course is about designing software for performance support. In a sense the course has 2 tracks:

1. One track is about the competencies of interaction design and usability testing, because these are fundamental to the software design process. I'll provide readings and materials as our primary resource for track one.
2. The second track is about performance support or how technology can be used to scaffold human activity. For this second track we will be developing

our understanding of the key constructs of performance technology and support, and exploring how to use interface design to build performance support systems. For this second track we will be reading content from a variety of sources, from web sites to articles, and examining performance support applications.

Since we will use Sakai as a course management and communication system you need to learn to use it and set up your profiles for the course and discussion board. I encourage you to put a picture in your discussion board profile. That will help all of us have a sense of who we are as a class.

Listening to the audio intro, doing the readings, participating in the discussions, and completing the requested products of module 1 are intended to help us build a common set of vocabulary and constructs for the field of PSS, as well as get us thinking about some of the interesting issues that we will confront.

**This Module 1 activity has four tasks to complete in the first two weeks of the course.** Please complete **Module 1.1** and **Module 1.2** during week 1, and **Module 1.3** and **Module 1.4** during week 2.

## II. Module 1.1

Here are the learning tasks for Module 1.1:

1. Listen to the welcome and orientation audio files [DPSS-mod1.1\_welcome .mp3 & DPSS-mod1.1\_orientation.wma]
2. Begin reading the **ch1 to Ch4 of the text book** and **2 required readings in the mod 1.1 folder** under Resources:
  - A. Just-in-Time Knowledge Delivery (A case study of an award-winning support system demonstrates the vital characteristics and primary design goals for generating peak performance.)
  - B. The Morphing Waldo: An Adaptive User Interface
3. **Join the discussion** on the Mod 1 discussion board. I will post a question in Module 1 discussion forum: **Module 1 Weekly Topic Discussion** to get our conversation started. Please respond to it, but also start to add your own ideas and questions from the readings. Feel free to also use the discussion

board to ask questions or clear up issues about the course. For our discussion we'll use the discussion forums under **Module 1 Discussion** section.

### III. Module 1.2

Please listen to the module 1.2 audio file [DPSS-mod1.2.mp3] and complete reading the four articles provided in the Module 1.1 folder in the Resources area of our course worksite in Sakai.

- 1. Identify one idea/function/issue/opportunity about PSS** that you find powerful or important in some way and that you feel the articles (or one of them) are helping you make sense of it. Explain why you find the idea powerful/important in a short paragraph, and then post this paragraph to our discussion board. Label as **powerful\_your last name** (i.e. powerful\_Tsai) identifier you give it.
- 2. Identify one idea that you wish to criticize** (the approach is a weak one or the authors have not introduced it well) or present a challenge to the way the authors are discussing PSS. Explain why you find the idea weak or your challenge in a short paragraph, and then post this paragraph to our discussion board. Label as **weakness\_your last name** (i.e. weakness\_Tsai) identifier you give it.

Complete Module 1.2 by **Saturday, January 26 at noon**. (note about dates and times. I am usually pretty lenient about the times of submission unless you are working on a group or peer project where others are depending upon you to complete the work so they can use that work or review it so as to complete their own work. So unless the activity is part of group or peer activities just use my time as an indicator to keep you on track. For example, submitting at 4pm or something like that is quite fine if your own schedule makes noon inconvenient.

### IV. Module 1.3

Please listen to the Module 1.3 audio file [DPSS-mod1.3.mp3]. After that, please read your classmates posts in discussion forum: **Module 1.2 & 1.3: powerful idea & weakness to criticize**, and respond to at least one powerful and one weakness post by **Tuesday (Jan 29<sup>th</sup>)**. In your response, you need to

**provide 1 positive and 1 negative comment.** You are free to respond to as many as you like.

Your response should include **one positive comment** about the post (something that you think was a good point or well explained – you don't have to agree with the author but if they made their point well or identified a key issue then you can make a positive comment about that).

Your response should include **one negative comment** (a constructive criticism) about the post (something that you think was a mistake or not well enough explained – you might think about something that the author did not make clear or another point about the subject that you can add). Remember we are offering constructive criticism and feedback, but not flaming the author. ☺

#### V. Module 1.4

In step 1.4 we are turning our attention to interaction design. To get us started I am providing 3 links below.

1. Wikipedia: [http://en.wikipedia.org/wiki/Interaction\\_design](http://en.wikipedia.org/wiki/Interaction_design)
2. Designinginteractions: <http://www.designinginteractions.com/interviews>
3. AskTog site: <http://www.asktog.com/basics/firstPrinciples.html>

Please check out the wikipedia link to the extent that you need some definitions and background for interaction design. Then, go to the interviews page and listen to a few interviews and read the designinginteractions1.pdf. After listening to a few interviews, I found myself listening to a lot as they are interesting. When Dr. Laffey was at Apple, he worked somewhat with Atkinson, Engelbart and Mountford and more tangentially with Tesler. So we encourage you to listen to those, but they are all interesting. Then review the askTog site. See the list of principles (anticipation, autonomy, etc.) and read through them.

Hopefully reading through these 3 sites will help us review our own thinking about interface and interaction design, and build a good framework for the design tasks we will be taking on in the rest of this course.

**After reviewing Tog's list of principles, select one of the principles (e.g., consistency) and identify an application that seems to uphold a principle**

**well and another application that seems to violate a principle.** You don't need to use the same principle for the positive and negative examples. **Write a short explanation of why you are nominating your positive and negative examples.** Please include a screenshot if possible.

Put your responses into an html doc file (.mht or .mhtml). You can create the html doc file by creating a word .doc file and then saving as a web document. Your final product should be a doc titled "**your last name + example**" (i.e. Tsai\_example). Upload your html doc into the Resources folder called "**Share-example**" folder within the Module 1 folder. Complete Mod 1.4 by **Saturday (Feb 2<sup>nd</sup>) at noon.**

## VI. Reflection

When you have completed all of the work of module 1 answer the following questions and submit your answers via the **Assignments** tool (Module 1 Reflection). You may type or paste your answers in the textbox and submit it by **Saturday (Feb 2<sup>nd</sup>) at noon.**

I am interested in trying to understand how students participate and contribute in a social learning setting and also in helping you reflect on how your actions add to or detract from your own learning and that of others.....so after each module I will ask you to respond to this same set of questions about your participation. I will not use your self rating to influence how I assign points for a module, but I do require completion of these reflection statements as part of your module work effort.

Please rate yourself (1 to 7 with 7 being excellent and 1 being poor) and then rate your classmates by saying if you feel you are above or below the class average along these dimensions of social learning for this module. For example: Participation "5 above". Also if you have some insight about how or why it worked out for you that way I would love to hear it. I'd also appreciate any thoughts you have about the extent to which these ratings are hard for you to make.

**1. Rate your Participation:** All students are engaged in that they read and produce what is necessary to complete the assignment, whereas participation

means taking on the role of a speaker or knowledge producer within the class, not just accepting what is presented but trying to make it your own.

- 2. Rate your Contribution:** Does the student contribute to the class discourse and project work in ways that build meaning and lead to mutual understanding. Not only building new knowledge for yourself as in Participation, but contributing to the knowledge development of the class or group within the class.
- 3. Rate your Identity:** Does the student take a responsible role in the community such that he/she answers questions posed by others, identifies ways to improve practice, and/or assumes leadership when tasks/issues/problems arise? Does the student take on a role of self regulation and self control for their own learning (internal form of monitoring and regulation)?

**Your answers do not need to be long, just thoughtful.**

## VII. Assessment

Your Module 1 assignments will be graded based on the following criteria:

| Assignments   | Points     |
|---|------------|
| <b>Participate in Module 1 Weekly Topic Discussion</b>  | 1          |
| <b>Module 1.2:</b> from required readings<br>* identify & post one powerful idea/function/issue/ opportunity<br>* identify & post one idea to criticize   | 0.5<br>0.5 |
| <b>Module 1.3:</b> At least 2 (one positive & one negative comment) for each<br>* reply to others' ideas of the powerful idea/function/issue/opportunity with one<br>positive & one negative comment<br>* reply to others' ideas of criticizing points with one positive & one negative comment | 0.5<br>0.5 |
| <b>Module 1.4:</b> identify & post positive and negative examples for a principle   | 1          |
| <b>Reflection (submit via Assignments tool)</b>   | 1          |
| <b>Total Points</b>   | <b>5</b>   |

\*\*Note. Points given will base on the quality of work.