HJN1 — HJN1 TASK 1: PROJECT APPROACH AND PROTOTYPE

USER EXPERIENCE DESIGN — D479

PRFA — HJN1

Preparation   **Task Overview**   Submissions   Evaluation Report

COMPETENCIES

4021.2.1 : **Establishes Timeframes**
The learner establishes timeframes for user experience projects based on business requirements.

4021.2.2 : **Design Wireframes and Prototypes**
The learner designs application wireframes and prototypes using industry standard tools and techniques.

4021.2.3 : **Conducts Usability Testing**
The learner conducts formal and informal usability testing as part of application design prototyping.

4021.2.4 : **Updates Application Design**
The learner updates application designs based on user testing analysis results.

INTRODUCTION

The user experience (UX) design process revolves around multiple rounds or iterative cycles of design creation, testing, and modification. As you progress through this process, your design models will increase in fidelity until you have a mockup or prototype that is ready to be handed off to a software developer. It is important to remember that while managing project timelines, expectations, and deliverables helps you meet business needs, it is your application of UX design tools and principles that will enable you to create an intuitive, accessible design that will please and engage your users.

As you work through the UX design process in this task, you will create a wireframe and prototype that can be added to your professional portfolio. Understanding the UX design process will help you as a software developer to build applications that will delight the user.

Refer to the scenario and the "Survey Results" and "About the Island" supporting documents to create a timeline, persona, wireframe, and prototype for the project in the scenario. Your wireframe and prototypes will be evaluated based on your application of UX design principles rather than on their visual merits. This means that your designs do not need to appear professional or finalized, nor do you need to use specialized tools to create them. If you choose to use a template to aid you in creating your design artifacts, you will likely need to modify your template to meet the requirements of this assessment. Refer to the requirements and rubric to ensure your submission will reflect your competency in UX design.

Note: The file size limit for your entire submission cannot exceed 200 MB. Each individual file cannot be larger than 16 MB.

SCENARIO

You have been contacted by the local government of the small island of Taniti. Since the island's economy relies heavily on tourism, the Tanitian government has developed a plan to increase the number of tourists who visit the island and its attractions. As part of this plan, they have hired you to design a tourism website.

The Tanitian government has conducted a survey to gather information about current tourists. Their findings from this survey are shown in the "Survey Results" supporting document. The government has also provided you with the attached "About the Island" document to better inform you about Taniti and its visitors.

Taniti's current website has an outdated look and feel. The page navigation is unclear. All the tourist information is jumbled together on a single page, and the site lacks booking information and links to each activity or option. The site is also not compatible with mobile devices.

The Tanitian government would like you to spend no more than one month designing a new website that will increase tourism on the island of Taniti and provide a welcoming experience for prospective tourists.

REQUIREMENTS

Your submission must represent your original work and understanding of the course material. Most performance assessment submissions are automatically scanned through the WGU similarity checker. Students are strongly encouraged to wait for the similarity report to generate after uploading their work and then review it to ensure Academic Authenticity guidelines are met before submitting the file for evaluation. See Understanding Similarity Reports for more information.

Grammarly Note:
Professional Communication will be automatically assessed through Grammarly for Education in most performance assessments before a student submits work for evaluation. Students are strongly encouraged to review the Grammarly for Education feedback prior to submitting work for evaluation, as the overall submission will not pass without this aspect passing. See Use Grammarly for Education Effectively for more information.

Microsoft Files Note:
Write your paper in Microsoft Word (.doc or .docx) unless another Microsoft product, or pdf, is specified in the task directions. Tasks may not be

submitted as cloud links, such as links to Google Docs, Google Slides, OneDrive, etc. All supporting documentation, such as screenshots and proof of experience, should be collected in a pdf file and submitted separately from the main file. For more information, please see Computer System and Technology Requirements.

You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course.

A. Create a timeline of the UX design activities that will take place during this project.

> *Note: Your timeline does not need to reflect the exact amount of time you will spend on each activity. You may use any tool to create your timeline, including word processing software, a spreadsheet, project management software, presentation software, or another tool of your choice.*

> *Note: The file size limit for your timeline cannot be more than 16 MB. Files larger than 16 MB will not be accepted.*

B. Create a persona profile based on the attached "Survey Results" and "About the Island" supporting documents.

C. Create a low-fidelity wireframe showing the suggested flow of your new design for the Tanitian website.

> *Note: You can use any tool to create the wireframe, such as graphic creation/manipulation software, presentation software, word processing software, or another tool of your choice.*

D. Conduct guerrilla usability testing with at least three user testers and then do the following:
  1. Summarize the qualitative feedback you received, specifying which feedback is or is not actionable and relevant to your design.
  2. Explain how you will incorporate the feedback you received to improve your design.

E. Create an interactive prototype for the Tanitian website that reflects your wireframe design and incorporates the feedback you received during guerrilla testing. Your prototype must be submitted as a URL link.

> *Note: You can use any tool to create your prototype, such as webpage creation software, GUI editors, or other web development API (e.g., InVision).*

F. List **five** objective usability tasks you want users to test in Task 2 for your prototype.

G. Acknowledge sources, using APA-formatted in-text citations and references, for content that is quoted, paraphrased, or summarized.

H. Demonstrate professional communication in the content and presentation of your submission.

File Restrictions

File name may contain only letters, numbers, spaces, and these symbols: ! - _ . * ' ( )
File size limit: 200 MB
File types allowed: doc, docx, rtf, xls, xlsx, ppt, pptx, odt, pdf, csv, txt, qt, mov, mpg, avi, mp3, wav, mp4, wma, flv, asf, mpeg, wmv, m4v, svg, tif, tiff, jpeg, jpg, gif, png, zip, rar, tar, 7z

RUBRIC

A:TIMELINE

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A project timeline is not provided.	The project timeline does not include *each* of the UX design activities for the project or does not outline the estimated time frames for *each* step in the process. The project timeline extends beyond the project time frame given in the scenario.	The project timeline includes *each* of the UX design activities for the project and outlines the estimated time frames for *each* step in the process. The project timeline fits within the project time frame given in the scenario.

B:PERSONA PROFILE

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A persona profile is not provided.	The persona profile does not outline the biographical information that is relevant to the UX design for a potential user, or the persona profile is not based on the "Survey Results" and "About the Island" supporting documents.	The persona profile outlines the biographical information that is relevant to the UX design for a potential user, based on the "Survey Results" and "About the Island" supporting documents.

C:WIREFRAME

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A low-fidelity wireframe is not provided.	The low-fidelity wireframe does not demonstrate the suggested flow of the application. Or the low-fidelity wireframe does not show	The low-fidelity wireframe demonstrates the suggested flow of the application, shows a design solution for the Tanitian website, and

a design solution for the Tanitian website. Or the low-fidelity wireframe does not align to the persona profile from part B or the scenario.

aligns to the persona profile from part B and the scenario.

D1:GUERRILLA TESTING FEEDBACK EVALUATION

NOT EVIDENT

A summary of qualitative feedback is not provided, or the summary does not specify which feedback is or is not actionable and relevant to the design.

APPROACHING COMPETENCE

The summary of the qualitative feedback incorrectly specifies which feedback is or is not actionable and relevant to the design.

COMPETENT

The summary of the qualitative feedback correctly specifies which feedback is or is not actionable and relevant to the design.

D2:GUERRILLA TESTING FEEDBACK INCORPORATION

NOT EVIDENT

An explanation is not provided.

APPROACHING COMPETENCE

The explanation does not address how the qualitative feedback will be implemented into the design or how the implementation will improve the design. Or the explanation does not justify why the feedback was chosen for implementation. If no feedback will be used, the explanation provides illogical reasons why the feedback received will not be implemented.

COMPETENT

The explanation addresses how qualitative feedback will be implemented into the design and how the implementation will improve the design. The explanation also justifies why the feedback was chosen for implementation. If no feedback will be used, the explanation provides logical reasons why the feedback received will not be implemented.

E:PROTOTYPE

NOT EVIDENT

A prototype is not provided.

APPROACHING COMPETENCE

The prototype is not interactive or does not intuitively build upon the wireframe from part C, or the prototype does not incorporate the actionable and relevant feedback received in part D. Or the prototype is not submitted as a URL link.

COMPETENT

The prototype is interactive, intuitively builds upon the wireframe from part C, and incorporates the actionable and relevant feedback as explained in part D. The prototype is submitted as a URL link.

F:USABILITY TASKS

NOT EVIDENT

A list of 5 usability tasks is not provided.

APPROACHING COMPETENCE

The list contains 5 usability tasks, but 1 or more of the usability tasks are not objective or do not test the usability of the prototype.

COMPETENT

The list contains 5 usability tasks that are objective and test the usability of the prototype.

G:SOURCES

NOT EVIDENT

The submission does not include both in-text citations and a reference list for sources that are quoted, paraphrased, or summarized.

APPROACHING COMPETENCE

The submission includes in-text citations for sources that are quoted, paraphrased, or summarized and a reference list; however, the citations or reference list is incomplete or inaccurate.

COMPETENT

The submission includes in-text citations for sources that are properly quoted, paraphrased, or summarized and a reference list that accurately identifies the author, date, title, and source location as available.

H:PROFESSIONAL COMMUNICATION

NOT EVIDENT

This submission includes pervasive errors in professional communication related to grammar, sentence fluency, contextual spelling, or punctuation, negatively impacting the professional quality and clarity of the writing. Specific errors have been identified by Grammarly for Education under the Correctness category.

APPROACHING COMPETENCE

This submission includes substantial errors in professional communication related to grammar, sentence fluency, contextual spelling, or punctuation. Specific errors have been identified by Grammarly for Education under the Correctness category.

COMPETENT

This submission includes satisfactory use of grammar, sentence fluency, contextual spelling, and punctuation, which promote accurate interpretation and understanding.

SUPPORTING DOCUMENTS

About the Island.docx

Survey Results.xlsx