



CSIT226/826 Human Computer Interaction Assessment Document and Marking Rubrics

This subject has the following assessment components.

Assessment Items & Format	% of Final Mark	Group/ Individual	Due Date	Subject Learning Outcomes
Individual Quizzes	10% (5% each)	Individual	Completed on eLearning by Friday weeks 4 & 9 (at 2355hrs)	1 - 3
Group Project - Part A - Understanding Users - Research	10%	Group	Friday 18 September (submit to eLearning at 2355hrs)	1 - 5
Group Project - Part B - Prototyping - Design	20%	Group	Friday 30 October (submit to eLearning at 2355hrs)	1 - 5
Group Project - Part C - Video Presentation	10%	Group	Friday 30 October (submit to eLearning at 2355hrs) Presented in Labs Week 12	1 - 5
Final Examination	50%	Individual	During University examination period	1 - 5

Notes on Assessment

INDIVIDUAL QUIZZES

- Type of assessment: individual
- Weighting: 10% (5% each)
- Due: Quizzes on UOW eLearning in Weeks 4 and 9. Each quiz will go offline @ 2355hrs on Friday of the week listed.
- Time: maximum 1 hour each quiz
- Number of attempts: 1

INSTRUCTIONS

There will be two (2) online quizzes on Moodle (UOW eLearning). Quizzes will be based on lecture material, labs AND on the allocated readings for all prior weeks. Each quiz will go offline at 2355 hours Friday on the week listed and will not be re-opened.

The quiz is designed as sequential. This means that each question in the quiz is only presented once in a random order. You cannot go back and answer questions.

The format for the quizzes can contain: Fill in the blank, multiple choice, short answer and matching pairs.

WHY HAVE I SET THIS ASSESSMENT FOR YOU?

- The quizzes test your knowledge and understanding of the material presented in the subject.
- The quiz is a revision tool that will allow you to assess how well you understand the basic concepts taught in the subject.
- Identify and describe HCI principles and design issues.
- Demonstrate an understanding of user interaction design process.
- Discuss and justify HCI solutions based on design principles.



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GROUP PROJECT

- Type of assessment: Group
- Number of Students per group: 5 - 6 (students need to be in the same lab and the selection is made by tutor with input from the subject coordinator)
- Weighting: Part A: 10%; Part B: 20%; Part C: 10%

INSTRUCTIONS

Each lab class will be divided into workgroups of five (5) to six (6) students. Each group is to become a team to design the front-end (interfaces and interactions) of a system to solve an open complex information systems problem. The format of the solution will be explained during subsequent labs, with templates that need to be followed. In some weeks there will be time allocated in the labs for students to meet with their group members to work on the project (and use the software).

Assessment for the project is based on the argument(s) developed for your system interfaces, the quality of the research used to support the interfaces developed, the ability to interpret what you have researched and the fluency of your written report.

You will be required to review each group members' performance through both self- and peer- assessment. The subject coordinator[s] will use this information to gain an understanding of individual participation and group contribution towards the project. This will also be used in determining individual marks for the group project (members will not necessarily be given the same marks).

WHY HAVE I SET THIS ASSIGNMENT FOR YOU?

- Identify and describe HCI principles and design issues.
- Demonstrate an understanding of user interaction design process.
- Discuss and justify HCI solutions based on design principles.
- Acquire skills to design and implement user-centred design.
- Devise suitable methods of measuring and evaluating the user experience.
- To be able to identify appropriate technologies is a complex skill.
- We are trying to stimulate your creativity.



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GROUP PROJECT – PART A [MARKING RUBRIC]

		Poor	Pass	Good	Very Good	Excellent
Individual Components	Knowledge and Analysis (Research into the problem)	- Limited understanding of key concepts / issues and ability to explain how these relate to each other	- Understanding of key concepts / issues and ability to explain how these relate to each other	- Clear understanding of key concepts / issues and ability to explain how these relate to each other - Beginning skills in critique and analysis rather than acceptance	- Understanding of key concepts / issues and ability to explain how these relate to each other - Evaluate conflicting opinions and draw conclusions	- Thorough understanding of key concepts / issues and ability to explain how these relate to each other - Evaluate conflicting opinions and draw conclusions
	Understanding Users User-Centred Design (UCD) - Personas - Scenarios	- key potential user groups missing - Issues with potential methods to engage with UCD being asked	- Most potential user groups identified with some classification - Clear methods for engagement with UCD	- All user groups identified with classification - UCD modified for different user groups - For example, mix of questions for an interview, focus group, survey	- All stakeholder groups identified with appropriate classification - UCD modified for different user groups - Appropriate mix of questions and different methods of engagement	- All stakeholder groups identified and considered classification of their needs - Professional list of questions modified for different stakeholder groups as part of the UCD process - Appropriate mix of questions and different methods of engagement
	Initial Design Requirements Identification	- Basic list of requirements presented	- List of requirements presented and their impacts of design identified	- Clear list of requirements presented - Design and requirements based around FURPS+	- Detailed list of requirements presented - Design and requirements based around FURPS+	- Professional list of requirements presented - Design and requirements based around FURPS+
Overall Assessment	Creativity and Innovation	- No creativity or innovation in the report regarding the problem of the client	- Limited creativity and innovation showing that you have a basic understanding of the problem of the client	- Some creativity and innovation showing that you have an understanding of the problem of the client	- Clear creativity and innovation showing that you have a detailed understanding of the problem of the client	- Superior creativity and innovation showing that you have a comprehensive understanding of the problem of the client
	Overall Report Structure	- Structural issues in the report	-Basic report structure - Evidence of introduction and conclusion but not all sections logically flow Control over the structure of the document	- Clear report structure following the basics of a professional report - Basic flow from one section to the next	- Professional structure identifying a clear report layout with multiple levels of headings	- Superior structure identifying a clear report layout with multiple levels of headings which so clear linking between sections
	Grammar, spelling and vocabulary	- Major spelling mistakes, grammatical inconsistencies and corrections	- Minor spelling mistakes, grammatical inconsistencies and corrections	- Absence of spelling mistakes, grammatical inconsistencies and corrections	- Professionally written with clear knowledge of issue	- Professionally written with clear knowledge of issue and client
	Document Presentation	- Formatting issues	- Basic formatting.	- Formatting and style appropriate to the document	- Professional presentation and attention to detail	- Superior and professional presentation and attention to detail

GROUP PROJECT – PART B [MARKING RUBRIC]

		Poor	Pass	Good	Very Good	Excellent
Individual Components	Knowledge and Analysis (updated from Part A)	- Limited understanding of key concepts / issues and ability to explain how these relate to each other	- Understanding of key concepts / issues and ability to explain how these relate to each other	- Clear understanding of key concepts / issues and ability to explain how these relate to each other - Beginning skills in critique and analysis rather than acceptance	- Understanding of key concepts / issues and ability to explain how these relate to each other - Evaluate conflicting opinions and draw conclusions	- Thorough understanding of key concepts / issues and ability to explain how these relate to each other - Evaluate conflicting opinions and draw conclusions
	Iterative Prototyping and Interfaces	- Very basic interfaces presented	- Basic interfaces presented showing their development from low-fi to hi-fi	- Interfaces presented matches the requirements identified by the group for the assessment	- Interfaces presented matches the requirements for the assessment - Clear explanation of what the interfaces are showing	- Interfaces presented considers all aspects of the system requirements - Detailed explanation of what the interfaces are showing
	Review of Design Evaluation Assessment	- Very basic review	- Basic review of the design with links back to design principles and patterns	- Review of the design with basic links back to design principles and patterns	- Very detailed review of the designs, with clear links to HCI theory	- Professional review of the designs, with detailed links to HCI theory
	Appendix: Style Guide	- Very Basic style guide	- Basic style guide with colours and fonts	- Style guide with colours, fonts, images, page layouts	- Very detailed style guide with colours, fonts, page layouts, dos and don'ts for images	- Professional style guide included with clear branding
Overall Assessment	Creativity and Innovation	- No creativity or innovation in the report regarding the problem of the client	- Limited creativity and innovation showing that you have a basic understanding of the problem of the client	- Some creativity and innovation showing that you have an understanding of the problem of the client	- Clear creativity and innovation showing that you have a detailed understanding of the problem of the client	- Superior creativity and innovation showing that you have a comprehensive understanding of the problem of the client
	Overall Report Structure	- Structural issues in the report	-Basic report structure - Evidence of introduction and conclusion but not all sections logically flow Control over the structure of the document	- Clear report structure following the basics of a professional report - Basic flow from one section to the next	- Professional structure identifying a clear report layout with multiple levels of headings	- Superior structure identifying a clear report layout with multiple levels of headings which so clear linking between sections
	Grammar, spelling and vocabulary	- Major spelling mistakes, grammatical inconsistencies and corrections	- Minor spelling mistakes, grammatical inconsistencies and corrections	- Absence of spelling mistakes, grammatical inconsistencies and corrections	- Professionally written with clear knowledge of issue	- Professionally written with clear knowledge of issue and client
	Document Presentation	- Formatting issues	- Basic formatting.	- Formatting and style appropriate to the document	- Professional presentation and attention to detail	- Superior and professional presentation and attention to detail

GROUP PROJECT – PART C [MARKING RUBRIC]

	Poor	Pass	Good
Visual Appeal	<ul style="list-style-type: none"> - Minimal effort made in the visual appeal of the video. 	<ul style="list-style-type: none"> - Clear attempt at the visual appeal of the video. 	<ul style="list-style-type: none"> - Professional visual appeal of the video.
Main Design Features presented and discussed	<ul style="list-style-type: none"> - Limited discussion of the product/solution design features. 	<ul style="list-style-type: none"> - Clear discussion of the product/solution design features and why they were chosen. 	<ul style="list-style-type: none"> - Professional discussion of the product/solution design features and why they were chosen. - Discussion throughout on why appropriate to the target audience.
Interfaces	<ul style="list-style-type: none"> - Limited or brief discussion of interfaces and the flow within the system. 	<ul style="list-style-type: none"> - Some understanding and knowledge of the interfaces and flow. 	<ul style="list-style-type: none"> - Professional discussion of the interfaces and flow between different parts of the system.
Consideration of Standards (e.g. accessibility) Consideration of any HIGs of the Deployment Environment			
Overall Design	<ul style="list-style-type: none"> - Basic design. - Major improvements needed to the final design. - Basic discussion of colours and fonts etc. 	<ul style="list-style-type: none"> - Overall a clear design. - Improvements should be made to the final design. - Some discussion of colours and fonts etc. 	<ul style="list-style-type: none"> - Overall a professional design. - Professionally uses current design trends and methods.
Clarity of Video presentation Enthusiasm of presenters	<ul style="list-style-type: none"> - Issues during the video presentation, e.g. not having a clear order 	<ul style="list-style-type: none"> - Overall a good video presentation. - Greater editing required. 	<ul style="list-style-type: none"> - Overall a professional video presentation.
Overall Comments			
Mark:			



EXAM

- Type of assessment: Individual
- Weighting: 50%
- During exam period
- Length: 3 hours

INSTRUCTIONS

You will be required to complete a formal written exam during the exam period. It is envisaged that this exam will consist of short answer and extended response questions focusing on the topics covered in this subject. The exam will draw on the knowledge that you have gained from the lectures, textbook and lab activities.

Note: As specified in the subject outline you need to achieve a mark of 40% in the final exam to pass the subject. Otherwise a Technical Fail (TF) will be awarded.

Exam will follow a different structure to the exams in previous years used for CSIT226/826. However, prior year exams are available from the library under ‘Subject Readings’ for your review of subject topics.

