Draft Coursework specification COMP2213 2019/2020

Module: Interaction Design

Lecturers: Mike Wald. Richard Gomer, Sarah Hewitt, Yvonne Howard

Coursework contribution: 70% of overall module mark

Group/Individual: Group

Assignment	Deliverable(s)	Submission Deadline
5% - A Multiple Response Panopto Quiz Question	A Multiple Response Panopto Quiz Question inserted at the appropriate time in a module lecture recording	13 December 2019 16:00 (copy of questions and correct answers uploaded to C-BASS)
30% - Assignment 1: Understand Design Challenge	Report: 2,500 words- including sketches/wireframes for three separate design ideas)	22 November 2019 16:00 (report uploaded to C-BASS)
30% - Assignment 2: Prototype and Evaluation of Prototype	Video: showcasing prototype Report: 2,000 words- detailing evaluation of prototype	6 January 2020 16:00 (report and video both uploaded to C-BASS)
5% - Reflective essay on Design Jam	Essay	6 January 2020 16:00 (essay uploaded to C-BASS)

About the coursework

The purpose of this coursework is for you to demonstrate your proficiency in several elements of the interaction design cycle (below).
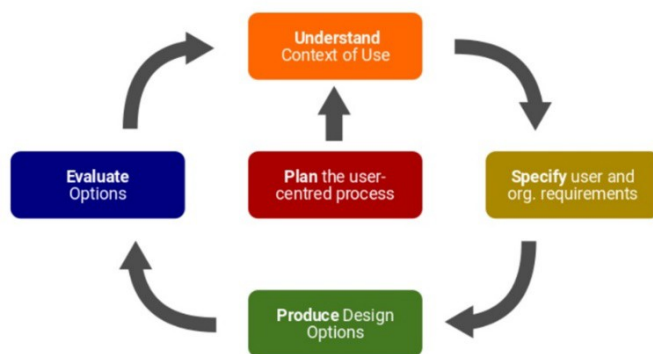
This assignment involves the following four stages which you will complete within your groups of 5-6 members:

(1) Identifying and defining an interaction design problem.

(2) Using qualitative and quantitative methods to more deeply understand the problem context and the people within it- this involves recruiting participants and running a user study.

(3) Designing a prototype to address the problem you have identified.

(4) Evaluating the prototype with your peers using appropriate HCI evaluation methods.

You are encouraged to exercise creativity in your approach, within the following constraints:

(a) The problem must relate to one of the themes specified below.

(b) The methods used must have been presented either in the lectures or the textbook.

(c) The design cannot consist of a single mobile app – consider internet of things, sensors, use of gestures, touch or other novel but realistic interfaces.

(d) The prototype must be interactive (i.e. something that people interact with)

Challenges

The problem to be addressed by your group should be associated with an issue which fits within one of the following themes:

• **Productivity:** Over 80% of the UK's GDP is a direct result of knowledge work (i.e. work in offices) (CIA 2012). Yet, factors such as poor time management, ergonomics, distraction, lack of motivation, sedentary behaviour can negatively affect productivity and performance. Help knowledge workers become more productive at work.

• **Sustainability at home/work:** Domestic resource consumption such as energy, gas and water use is often invisible until the bill arrives. How can we engage householders or businesses about their energy consumption or with other sustainable behaviours?

• **Health/fitness:** Poor lifestyle habits (e.g. smoking, poor diet, excessive drinking etc.) costs the NHS over £10 billion per year (Hughes 2018). How can we support people to become healthier, fitter etc. (e.g. mobile health, Fitbit, Strava).

• **Air quality:** Southampton is one of several Clean Air Zones designated by the UK, where targeted action is required to improve air quality (SCC 2018). How can we help people who live in Southampton to breathe better air? (e.g. minimise their exposure or better manage their indoor or outdoor air quality?

Assignment 1: Understanding Design Challenge- 30%
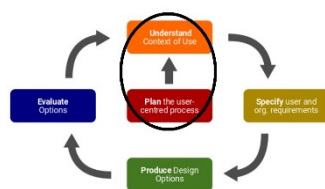
The definition of a problem (i.e. investigating where technology might fit in a given context) is as important as the design of that technology itself. In your approach to the problem you intend to address, you must take into account the humans that operate in that context: their motivations, difficulties, abilities, needs, habits and practices. This is called contextual enquiry and is vital in shaping your requirement elicitation.

You must recruit participants for your study (approx. 2 participants per group member).

You must employ semi-structured interviews **and** at least one other technique for understanding context covered in the textbook and lectures.

• Semi-structured interviews are **compulsory**. In your design of the interviews, make sure they adhere to the specifications defined by the Faculty-approved ethics application ERGO/FPSE/31142, accompanying this specification.

• In addition to the interviews, choose one or two of the following techniques:

- • Cultural probes / Technology probes
- • Observational studies
- • Diary studies
- • Focus group(s)

- Online questionnaires (requires robust analysis)

After the application of these techniques, you must select and apply an appropriate method for analysing the gathered data. For all qualitative interview data (and other conversational data), thematic analysis should be used, as presented in lectures and in the textbook (see "Categorising data").

• First- transcribe all audio verbatim to a word processing document.

• Then arrange blocks of text from the transcript text into different themes that emerge from the data. This should be an iterative process (e.g. a first iteration of individual analysis, second iteration group discussion with expansion or collapsing of themes.)

• Report your findings from the thematic analysis as an affinity diagram, showing the relationships between the key themes you have found. Include all transcripts and qualitative analysis data as appendices in Assignment 1.

Assignment 1- 2,500 word report

Assignment 1 involves producing a report on your assessment of a human-centred problem you have identified within your chosen theme, using: (1) a review of the appropriate peer-reviewed literature on the subject and (2) your own problem definition work with real users as detailed above. The purpose of the report is to show you have undertaken a substantial process of Contextual Enquiry. A possible structure for the report is as follows:

Title page: including title, group number, names (and university username) of each member and the word-count (title page, appendices and references do not count towards total word count).

Introduction: Introduction to your specific topic (particular topic or problem within one of the four broad themes), list why topic is important.

Related work: A short literature review providing an overview of human-centred solutions to your topic.

Methodology: Overview of sampling methods, participant demographics, techniques used, assessment methodology (e.g. how thematic analysis was conducted).

Results: Analysis of key results from user-engagement process (qualitative quotes do not count towards word count)

Affinity diagram: Summarising problem as understood through literature and findings from user-engagement process

Summary of problem: Short statement of problem, summarising findings from Literature review and Results

Designing Alternatives: Produce sketches/mock-ups of three unique ideas for technology designs that address the problem. Briefly outline how each is informed by findings from the Literature Review and Results.

References: Harvard formatting must be used for referencing (references do not count towards word count). Advice on this format can be found at: http://library.soton.ac.uk/referencing/harvard

Appendices: An appendix containing all your interview transcripts with proof of thematic analysis, e.g. notes taken, and colour keys. Other appendices may contain further evidence of thematic analysis, such as photos of group work; or any sketches, photos or diagrams too big to include in the body of the report. (appendices do not count towards word count).

Make sure you familiarise yourselves with the marking criteria.

Submission: Assignment 1

Do not submit hard copies. The report needs to be submitted as a single PDF file via the C-BASS handin system (http://handin.ecs.soton.ac.uk), by the submission deadline stated above for Assignment 1. The standard ECS late penalties apply, as detailed in the regulations (para. 4.1 of http://www.calendar.soton.ac.uk/sectionXII/ecs-ug.html). They are 10% per working day that a piece of work is overdue, up to a maximum of 5 days, after which the mark becomes zero.

Assignment 2: Prototype and Evaluation- 30% (Report and video)

Prototyping and Evaluation
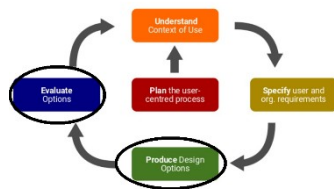
Prototype: From your set of three alternative designs, you must choose ONE and design a low-fidelity prototype that addresses the key problem identified through your user research and problem definition work. The prototype may be created using paper prototyping, cardboard, physical materials or include material developed with the many app / web page prototyping software available: Moqup, Balsamiq, inVision, etc. You are **not** expected to do any programming, as this would be part of a high-fidelity prototyping stage, which is beyond the scope of this assignment.

Because you are showcasing your prototype in a video (details for submission below), consider the creative use of gestures, touch or other novel interfaces, please do not propose a single mobile app. Consideration is required about both usability and accessibility aspects of your solution. Your prototype should:

- Not consist solely as a mobile app (think multi-platform, internet of things, embedded sensors etc.)
- Consider the needs of *all* users, i.e. accessibility should be considered
- Be technically feasible to deliver by a small software/hardware company in 2019 incorporating technology which exists now (i.e. no time travel or "proposed future technology") You must showcase your prototype in a video (details below).

Evaluation of Prototype: You must evaluate the usability and accessibility of your prototype with a small set of users (**in this case another coursework group**) using methods described in class, e.g. questionnaire, think-aloud protocol, interviews etc.

Assignment 2: Video

The prototype must be presented in the form of a video of no more than 4 minutes. This allows for a level playing field for demonstrating paper prototypes, 3D prototypes (e.g. cardboard or other materials) as well as prototypes that incorporate computer or mobile based functionality. The video should present:

(1) The specific problem that the prototype is built to address and its context.

(2) How the prototype works: demonstrate the main functionalities.

(3) What is unique about your prototype.

(4) The suitability of the prototype to the problem and to the context (i.e. how it is "fit for purpose").

(5) How your main research findings informed the design

Submission

The video must be in MP4 format and must play correctly on VLC media player. Server space is limited, it must be compressed- expect to lose marks if it's not. You can use a tool such as www.handbrake.fr for compression or conversion to MP4. The size of the file cannot exceed 100 MB (~10-20 MB is ample quality for a 4 minute video). The MP4 file must be uploaded in the C-BASS handin system (http://handin.ecs.soton.ac.uk) by the deadline stated above. The standard ECS late penalties apply.

Assignment 2: Report- 2,000 words

Your group must hand in a report of no more than 2,000 words which describes your prototype, how you evaluated it, the results of the evaluation and how you would improve it based on the results of the evaluation if given the opportunity. A possible structure is as follows:

(1) Title page: including title, group number, names (and university usernames) of each member, the URL to the video online, and the report word-count (title page, appendices and references do not count towards total word count).

(2) A very brief overview your prototype including a picture of it (remember the video is the place to show it off in detail)

(3) Your methodology for evaluation (e.g. what evaluation method(s) used, number of participants, demographics, how you analysed the responses from participants).

(4) Findings of your evaluation (e.g. results of evaluation process, main feedback from participants)

(5) How you would improve the prototype if you had the opportunity to (e.g. modifications to design based on the results of your evaluation).

(6) References: Harvard formatting must be used for referencing (note that references do not count towards word count). Advice on this format can be found at: http://library.soton.ac.uk/referencing/harvard

Make sure you familiarise yourselves with the marking criteria.

Submission

Do not submit hard copies. The report needs to be submitted as a single PDF file via the C-BASS handin system (http://handin.ecs.soton.ac.uk), by the submission deadline stated above for Assignment 2. The standard ECS late penalties apply.

Design Jam reflective essay- 5%

As a group you will be required to pick a volunteer to attend the Design Jam held on October 29th 2019. Details of the Design Jam will be given in class and published to the notes page. All activities on the day of the Design Jam will not be marked. However, you are required to write a short (750 words max) reflective essay on how your group's representation at the Design Jam was incorporated into your design process. **This is worth 5% and is due**

on the same day as Assignment 2. As a guide, your essay should cover the following aspects:

(1) A statement of which group member attended the Design Jam and how the insights from participation were shared with the group

(2) Reflections on the Design Jam process- strengths, weaknesses

(3) What (if any) learnings from the design have been incorporated into your own design process.

Do not submit hard copies. The essay needs to be submitted as a single PDF file via the C-BASS handin system (http://handin.ecs.soton.ac.uk), by the submission deadline stated above

Coursework Marks Distribution

You have the option to submit a coursework marks distribution form if work on the assignment has not been equal among team members. A template has been made available together with this coursework specification. We reserve the right to reject a Coursework Marks Distribution form, however, if you have not raised issues with the teaching team in advance, have no clear justification for your distribution of marks or have a highly uneven split. ALL group members must agree to the distribution of marks and sign off on the form. You must flag that your group has submitted a Coursework Marks Distribution form on the title page of your report's final handin.

Learning Outcomes

On successful completion of this work you will demonstrate knowledge and understanding of:

A1. How users interact (dialogue) with a system.

A2. How to design, prototype and evaluate a user interface.

B1. The process of designing for interaction and why a user centred approach is preferred.

D1. Design a solution interacting with a computer system.

D2. Choose appropriate methods of evaluating an interactive system.

D3. Evaluate a design for interacting with a computer system.

All the while demonstrating ethical and professional values (i.e. exercising academic integrity).

Marking Scheme

A detailed mark scheme for the assessments related to the different criterion descriptions to the module learning outcomes is as follows:

Panopto Multiple Response Quiz Questions and Answers - *5 marks*
You will be assessed on the clarity of the questions and how appropriate they are to the level of learning and how relevant they are to that part of the lecture recording and whether the answers are correct.

Assignment 1: Understand Design Challenge (30 marks = 30% of total module marks)

Report (Content)- 25 marks

You will be assessed on how well you demonstrate and evidence your process of contextual enquiry including a review of relevant literature, and ability to apply knowledge of requirements elicitation techniques, and justify the choice of specific contextual enquiry techniques. The report should document your user engagement, process involving appropriate sample sizes, interview questions and appropriate qualitative/quantitative methods. It should

report the analysis of qualitative and quantitative data and outline three well considered, relevant-to-the-problem, technically feasible and clearly different possible solutions designed to address the problem identified in the contextual enquiry.

Connection to learning outcomes:

A1, A2, B1,

Report (Communication and presentation)- 5 marks

You will be assessed on the communication and presentation of the report, in particular, on its readability, conciseness and the clarity of your explanations of the process of designing for interaction.

Connection to learning outcomes:

B1

5 marks

Assignment 2: Prototype and Evaluation of Prototype - *30 marks*

Prototype- 10 marks

You will be assessed on your low-fidelity prototype as showcased in the video and briefly described in the report, in particular on your explanations of its usability features and fitness for purpose.

Connection to learning outcomes:

A2, D1,

Report (including Evaluation)- 15 marks

Report should include an introduction, a re-statement of your problem, a brief description of your prototype (noting the video is the place to show off your prototype in detail), and the evaluation of your prototype, including your choice of evaluation methodology, quality of the evaluation process and reporting of the results of the evaluation. The report should conclude with directions for future work and next steps in the design process based on the results of the evaluation process. You will also be assessed on the communication and presentation of the report, in particular, on its readability, conciseness and the clarity of your explanations of the process of designing for interaction.

Connection to learning outcomes:

D2, D3

Video communication- 5 marks

You will be assessed on the communication, presentation, use of the video medium to effectively convey your prototype, its key functionalities and fitness for purpose.

Connection to learning outcomes:

B1

Reflective essay on the Design Jam- (5 marks = 5% of total module marks)

You will be assessed on a short reflective essay on your group representative's experience at the Design Jam and how the experience has influenced your design process.

Connection to learning outcomes:

A1, B1, D2

Please read full marking criteria*

Please note that the University regulations regarding academic integrity apply. You are each individually and collectively responsible for your group submission adhering to these regulations (http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html).

References

Hughes (2018). Illnesses associated with lifestyle cost the NHS £11bn. Retrieved September 22, 2018. Available at: https://www.bbc.co.uk/news/health-37451773

CIA (2012). GDP - Composition, By Sector Of Origin. Central Intelligence Agency World Factbook. Retrieved May 17, 2016. Available at: https://www.cia.gov/library/publications/the-world-factbook/fields/2012.html

SCC (2018) Clean Air Zones. Southampton City Council. Retrieved 22 September 2018. Available at: https://www.southampton.gov.uk/environmental-issues/pollution/air-quality/clean-air-zone.aspx

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Panopto Quiz Question
TOTAL MARKS = 5 (5% of total marks)

	F	E	D	C	B	A to A*
Panopto Quiz Question **(5 marks)**	**Very little Evidence of progress** No question submitted	**Little Evidence of progress** question not very relevant to that part of the lecture recording and the answers are not correct	**Some Evidence of progress** question fairly relevant to that part of the lecture recording and the answers are nearly correct	**Close to brief** question at reasonable level and reasonably relevant to that part of the lecture recording and the answers are reasonably correct	**Good** clear question at appropriate level and relevant to that part of the lecture recording and the answers are mostly correct .	**Exceptional Features** Very clear question at very appropriate level and very relevant to that part of the lecture recording and the answers are correct
Mark	0 to 1	1 to 2	2 to 2.5	2.5 to 3	3 to 3.5	3.5 to 5

ASSIGNMENT 1
TOTAL MARKS = 30 (30% of total mark)

	F	E	D	C	B	A to A*
REPORT AND APPENDICES: Introduction, problem definition including justification of problem against the literature. Methodology, described and justified. Results of contextual enquiry, e.g. qualitative and quantitative results. Presentation of three design options relevant to problem based on contextual enquiry. **Appendix of thematically analysed transcripts, documentation of analysis process** **(25 marks)**	**Very little Evidence of progress** Report or parts of report are incomplete. Some sections missing. Little evidence of thought in problem definition. Thematic analysis process not followed or poorly explained. Affinity diagram absent. Design options lacking or absent. Appendix absent	**Little Evidence of progress** Poor explanation of problem and context. Limited or no literature cited. Methodology is inappropriate for the context of the research. A vague or non-existent thematic analysis process is followed; explained in report and poorly documented in appendix(s). Poor understanding of key themes, design problem identified is vague, not relevant or poorly summarised. Minimal, incomplete or poor quality affinity diagram which highlights some themes and some connections between themes. Less than three poor quality design options presented, not clearly based on the findings from the literature review and contextual enquiry. Not original and poor quality.	**Some Evidence of progress** Introduction is adequate. Problem is explained partly. Methodology is satisfactory but not replicable; not entirely appropriate for the context of the research. Some thematic analysis process followed; vaguely explained in report and documented in appendix(s). Reasonable reporting of results. Understanding of key themes is lacking, and summary of the design problem identified is adequate. Satisfactory affinity diagram which highlights most themes. Three design options presented,not clearly based on the findings from the literature review and contextual enquiry. Not clearly original or different, perhaps variations on the one design.	**Close to brief** Introduction is well scoped. Problem is explained in the context of some peer-reviewed literature. Methodology is appropriate for the context of the research. A well documented thematic analysis process is followed; explained in report and documented in appendix(s). R eporting of results, both qualitative and quantitative as appropriate. U nderstanding of key themes and reasonable summary of the design problem identified. Affinity diagram which highlights most themes and some connections between themes. Three, well-considered, design options presented, some evidence they are based on the findings from the literature review and contextual enquiry. Reasonable quality, different from each other.	**Good** Introduction is very well scoped and is an appropriate level of detail. Problem is very well explained in the context of appropriate, peer-reviewed literature. Methodology is well justified, appropriate for the context and well explained and executed. Good well documented and iterative thematic analysis process followed, explained in report and documented in appendix(s). Good understanding of key themes and considered, concise summary of the design problem identified. Good, aesthetic and clearly presented affinity diagram which highlights numerous relevant themes and the connections between themes. Three good, highly considered, relevant and clearly different design options presented which are clearly based on the findings from the literature review and contextual enquiry.	**Exceptional Features** Report is near to publishable standard. Introduction is very well scoped and detailed. Problem is eloquently explained in the context of highly appropriate, peer-reviewed literature. Methodology is well justified, appropriate for the context and very well explained and executed. Very good, well documented and iterative thematic analysis process followed, explained in report and documented in appendix(s). Inspired understanding of key themes and very good concise summary of the design problem identified. Very good, considered affinity diagram, highlighting specific and relevant themes to the problems space and the connections between themes. Three very good considered, relevant and clearly different design options presented which are clearly based and justified against the findings from the literature review and contextual enquiry.
Mark	0 to 5	5 to 10	10 to 12.5	12.5 to 15	15 to 17.5	17.5 to 25
REPORT AND APPENDICES: Communication and presentation (5 marks)	**Very little Evidence of progress** Communication in report renders it largely unintelligible. Very poor presentation, multiple errors, sections missing, well outside word limit. Title page missing. Poor or absent references.	**Little Evidence of progress** Poor communication used in report. Poor language/grammar hinders readability and ability for reader to understand main points. Multiple errors in grammar. Above or below the word count. Appendix(s) (if present) are poorly presented and referenced in text. Few title page aspects attended to. References not in the Harvard referencing format.	**Some Evidence of progress** Communication in report is adequate to convey most points. Satisfactory presentation, grammar. Some errors in grammar. May be above or below the word count. Appendix(s) are not always referred to in text, are adequately presented. Some title page aspects attended to. References mostly correct, in the Harvard referencing format.	**Close to brief** Report is mostly well written presentation, grammar. Some errors in grammar, mostly consistent. Within word count. Appendix(s) are referred to in text, logical to follow, well presented. Almost all neccessary title page aspects attended to. Correct referencing in the Harvard referencing format.	**Good** Report is written concisely using good language. G ood consistency, presentation, grammar. Few errors. Within word count. Appendix(s) are referred to in text, logical to follow, good presentation style. All neccessary title page aspects attended to. Good referencing, in the Harvard referencing format.	**Exceptional Features** Report is written near to the quality of a published journal article. Outstanding consistency, presentation, grammar. No errors. Within word count. Appendix(s) are referred to in text, logical to follow, outstanding presentation style. All neccessary title page aspects attended to. Flawless referencing in the Harvard referencing format.
Mark	0 to 1	1 to 2	2 to 2.5	2.5 to 3	3 to 3.5	3.5 to 5

ASSIGNMENT 2
TOTAL MARKS = 30 (30% of total mark)

	F	E	D	C	B	A to A*
REPORT (INCLUDING EVALUATION): Introduction, problem (re-) definition. Brief description of prototype. Description of how prototype was evaluated, including: (1) Evaluation methodology: sample size, methods used and (2) results of evaluation. Brief of future work based upon results of evaluation process. Appendices as required. **(15 marks)**	**Very little Evidence of progress** Report or parts of report are incomplete. Some sections missing. Little evidence of thought. Prototype is not explained or evaluated. No future work or future directions for research identified. Communication in report renders it largely unintelligible. Multiple errors, sections missing, well outside word limit. Poor or absent references.	**Little Evidence of progress** Poor explanation of problem and context. Prototype is very poorly explained or is over-explained. Few key features are highlighted. Evaluation methodology is lacking or inappropriate, results of evaluation are poorly reported. Future directions for research poorly explained or are not based on evaluation of prototype. Poor language/grammar hinders readability and ability for reader to understand main points. Multiple errors in grammar. Above or below the word count. Appendix(s) (if present) are poorly presented and referenced in text. References not in the Harvard referencing format.	**Some Evidence of progress** Introduction is adequate. Prototype is poorly explained or is over- explained. Evaluation methodology is reasonable but not well considered or relevant. Results of evaluation are reported satisfactorily but may be incomplete or lacking, providing little insight into the usability, user experience, fitness for purpose and limitations of the prototype. Future directions for research are reasonable, and relate somewhat to the results of the prototype evaluation. Communication in report is adequate to convey most points. Satisfactory presentation, grammar. May be above or below the word count. Appendix(s) are not always referred to in text, are adequately presented. References mostly correct, in the Harvard referencing format.	**Close to brief** Introduction is well scoped. Problem is explained concisely. Prototype is briefly and concisely explained. Evaluation methodology is fit for purpose, and at least partly justified by relevant literature and reported in sufficient detail for replicability. Results of evaluation are reported satisfactorily in sufficient depth and provide some insight into the usability, user experience, fitness for purpose and limitations of the prototype.. Future directions for research relate to the results of the prototype evaluation. Report is mostly well written. Few errors in grammar, mostly consistent. Within word count. Appendix(s) are referred to in text, logical to follow, well presented. Good referencing, in the Harvard referencing format.	**Good** Introduction is well scoped and problem is explained concisely and well. Prototype is summarised well. Evaluation methodology is fit for purpose, well justified, transparent and reported in ample detail for replicability. Results of evaluation are reported concisely but in depth and provide considerable insight into the usability, user experience, fitness for purpose and limitations of the prototype. Future directions for research are good, and clearly relate to the results of the prototype evaluation. Report is written concisely using good language. Within word count. Appendix(s) are referred to in text, logical to follow, good presentation style. good referencing, in the Harvard referencing format.	**Exceptional Features** The report is of a very high standard. Introduction is very well scoped and detailed. Problem is eloquently explained Prototype is summarised very well. Evaluation methodology is highly fit for purpose, very well justified, transparent and reported in ample detail for replicability. Results of evaluation are reported to a very high quality standard, and provide excellent insight into the usability, accessibility, user experience, fitness for purpose and limitations of the prototype. Future directions for research are very good, and clearly relate to the results of the prototype evaluation. Report is written near to the quality of a published journal article. No errors in text or referencing.
Mark	0 to	3 to 6	6 to 7.5	7.5 to 9.5	9 to 10.5	10.5 to 15
PROTOTYPE- Showcased in the video and briefly explained in report: Development of prototype, usability features, fitness for purpose **(10 marks)**	**Very little Evidence of progress** Prototype is either absent, irrelevant or poorly described. Purpose of the prototype is not immediately obvious or very poorly/inadequately explained	**Little Evidence of progress** Prototype has limited functionality. Little or no consideration of the end-user in design. Design may be copied from elsewhere or already built. Does not incorporate cross-platform functionality. Prototype may not explained in report	**Some Evidence of progress** Prototype showcased is simplistic and / or has limited consideration of the end- user in design and development. Does not incorporate cross-platform functionality. Not highly original, not immediately fit for purpose or well-related to the design problem. Limited explanation of design decisions in prototype development. Prototype may be explained only in the video and not in the report	**Close to brief** mostly original prototype that demonstrates useful cross-platform functionality and usability. The fitness of purpose of the prototype is well explained in relation to the design problem. The design and development of prototype is also well explained (in the video and briefly in the report) with reference to its current use and features	**Good** good, original, usable and aesthetic prototype. Ample evidence of considerations toward functionality, aesthetic and usability. The prototype addresses the design problem well and considerations in its development are very well described. Prototype employs cross-platform functionality which is very well explained in the video and briefly summarised in the report	**Exceptional Features** Very good, imaginative, creative, original, highly usable and aesthetically excellent cross-platform prototype. Prototype is original, unique, ideal for purpose, addresses the problem directly and is sensitive to the context of the problem. Creativity and imagination in prototype design and development and usability features, all of which is succinctly and creatively demonstrated/explained the video and briefly summarised in the
Mark	0 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 10
VIDEO: Communication, presentation, use of the video medium to effectively convey prototype and context of use (5 marks)	**Very little Evidence of progress** No video submitted and/or video is not related to prototype and/or is inappropriate and/or is of such poor quality it is not easily viewed or understood, or the file is unable to be open with VLC Media Player.	**Little Evidence of progress** Poor audio or video quality hinders the audience from understanding the functionality and use of the prototype	**Some Evidence of progress** Uninspiring but satisfactory use of the video medium. Video and audio is of a quality sufficient to demonstrate most the functionality aspects and applicability of the prototype	**Close to brief** use of the video medium demonstrates the functionality, use and applicability of the prototype	**Good** good video and audio, and use of the video medium to the task of demonstrating your prototype	**Exceptional Features** Very good, highly succinct video. Use of the video medium is creative and highly appropriate for the task of demonstrating the key features, usability, fitness for purpose and use context of your prototype. Conference-level demo / research competition-level video.
Mark	0 to 1	1 to 2	2 to 2.5	2.5 to 3	3 to 3.5	3.5 to 5

DESIGN JAM REFLECTIVE ESSAY
TOTAL MARKS = 5 (5% of total marks)

	F	E	D	C	B	A to A*
DESIGN JAM REFLECTIVE ESSAY (5 marks)	**Very little Evidence of progress** No essay submitted / essay makes little sense, hard to read / is unrelated to Design Jam / no evidence of participation in design jam or attempt to share experiences with group	**Little Evidence of progress** Essay is unclear or poorly written, little no evidence of attendance or meaningful participation in Design Jam, little evidence of sharing experiences with the group	**Some Evidence of progress** Satisfactory essay on the Design Jam experience and how this experience was shared with the group. Some discussion of if/how the experiences influenced your design process	**Close to brief** Clearly written and succinct essay on the Design Jam experience and how this experience was shared with the group. Typographical or grammatical errors. Considered discussion of if/how the experiences influenced your design process	**Good** Very Good and succinct essay on the Design Jam experience. Few typographical or grammatical errors. Inspired discussion of how this experience was shared with the group and if/how the experiences influenced your design process. Incorporated strengths and weaknesses.	**Exceptional Features** Excellent essay on the Design Jam experience, no typos or grammatical mistakes. Inspired, concise yet detailed discussion of how this experience was shared with the group and if/how the experiences influenced your design process. Well incorporated strengths and weaknesses.
Mark	0 to 1	1 to 2	2 to 2.5	2.5 to 3	3 to 3.5	3.5 to 5