

**CMSI 370-01**  
**INTERACTION DESIGN**  
Fall 2015

## Assignment I 124 Feedback

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*Notes while reading (asterisks indicate major observations):*

- The background and vision are very well-articulated and researched. Good job! +(1a, 4d)
- OK, so now we come to the design rationale. Metrics are a good start, but then again those are explicitly requested. Under learnability, there is mention of how pointing, touching, and clicking are intuitive. But “intuition” is actually something we broke down further in class. For instance, intuition is positively reinforced by *affordances*. We intuitively point because something “signals” to us that it can be pointed to. We intuitively touch because we perceive that something, when touched, might do something. That is one way to design intuitiveness intentionally: choose the right affordances so that we nonverbally encourage the user to do something with some user interface element. —It is this type of connection to underlying concepts that we need more of. We’ll see where the text goes. (1b, 2b)
- The discourse on efficiency is a little better-grounded, although the core concept remains unnamed. This type of navigational issue has been mentioned with respect to the menus/forms/dialogs interaction style. Again, ideally we like to see the concept explicitly mentioned because this demonstrates knowledge of the material rather than solely common sense reasoning. (1b, 2b)
- The errors section, once again, hints at a concept without really naming it. This concept is affordances—the kinds of things that objects “want” us to do with them, based on their appearance. (1b, 2b)
- And yet again with satisfaction—this feeling of connectedness is a key characteristic of the direct manipulation interaction style, which your design relies on quite a bit, without really naming it. (1b, 2b)

1a — +

1b — | ...As you’ve seen, the main issue I’ve spotted is the “just-missed-it” property of the rationale and analysis. You mention the metrics, and that’s great, and you hint at a variety of course concepts (as mentioned above), but never quite *name* them. There’s that last gap which keeps me from concluding that “yes, he totally learned this material,” and that is what this proficiency reflects.

2b — +

4d — +

4e — +

4f — +