

ISLT 9461 Portfolio Project



Disability Justice Coalition Website

Team 6: Michael Springer & Leslie Kim

Date: 12/13/2021

Link to high fidelity prototype:

<https://xd.adobe.com/view/ad217d44-9390-47a5-9fe0-caabc4609a13-f872/?fullscreen&hints=off>

ISLT 9461 Portfolio Project

Section	Page
Title Page	1
<u>Executive Summary</u>	<u>3</u>
<u>Problem Analysis and Requirements</u>	<u>4</u>
<u>Design Plan and Low Fidelity Prototype</u>	<u>13</u>
<u>High Fidelity Prototype</u>	<u>31</u>
<u>Evaluation Report</u>	<u>36</u>
<u>Appendices</u>	<u>47</u>

ISLT 9461 Portfolio Project

Executive Summary

The Disability Justice Coalition (DJC) needs a simpler method of distributing educational material and developing an online community. Team 6 has focused on addressing their needs with a website that will fulfill the goals of centralizing educational content, fostering an online community, and allowing members to find out about upcoming events and initiatives. Stakeholders for this project include the coalition administrators, current coalition members, and members of the Seattle Education Association (SEA), the union of which DJC is a part, who want to learn about disability justice.

With the DJC and SEA focus on collective action, the Distributed Cognition Model has strongly influenced Team 6's design, along with the Emotional Design Model. User observations, peer reviews, and surveys were conducted to evaluate 3 iterations of the prototype. The evaluations revealed that, while the final prototype does not yet include any final educational material due to the DJC taking an unexpected hiatus halfway through this project, the prototype does provide a strong sense of the site navigation, layouts, aesthetics, and functionality. The portfolio prototype has further refined the resource pages to address evaluation concerns. This final prototype can be found here: <https://xd.adobe.com/view/ad217d44-9390-47a5-9fe0-caabc4609a13-f872/?fullscreen&hints=off>

ISLT 9461 Portfolio Project

Problem Analysis

Part I: Analysis

Current Technology

The Disability Justice Coalition (DJC) is an organization within the Seattle Public Schools (SPS) union, Seattle Education Association (SEA). This coalition works to support BI&POC individuals and union members who are disproportionately impacted by disability and its connection to heteropatriarchy, white supremacy, colonialism, and capitalism.

DJC does not currently have any technology tools, nor a website. Members seeking resources or education on disability justice topics must find these resources through third-party websites. At present, members of the DJC communicate only through meetings and/or email.

Problems to Be Addressed

An interview was conducted with Joy Springer, one of the organizers for the DJC, about the current problems faced by this organization. There are several interconnected issues faced by this organization:

- Difficulties keeping up with requests for educational resources by members
- No clear way of decentralizing the distribution of information
- No platform for community building outside of synchronous DJC meetings held online

Right now, the DJC is dealing with requests for resources and information through email on a case-by-case basis, which is time consuming and inefficient for the team and those seeking the information. Currently, when a member of the DJC needs information on a disability-related topic, they will contact a representative of the DJC by email. They will then wait until that representative is able to respond. Union business cannot be performed on Seattle Public Schools devices or during SPS hours, which can lead to significant wait times for getting any information back.

The DJC is a progressive organization that would like all members to be able to help one another, not rely on one or two experts to field all questions and requests. Thus, even if response times were faster, the DJC would prefer a community space where all members can contribute and help one another.

This need to decentralize the way information is provided goes along with the need for a community space where members of the DJC can communicate as a group outside of meeting times, both as a way of making progress on projects and issues, and to help members feel a sense of community and camaraderie with one another.

User Analysis Data

ISLT 9461 Portfolio Project

A questionnaire was sent out to DJC members getting their feedback on their preferences for a DJC platform for addressing these issues. 7 members have completed the survey. This set of responses is not as numerous or diverse as was expected but attempts to send out this survey additional times were blocked by the DJC taking an unexpected hiatus several weeks into this project.

Of respondents, 6 of 7 have been female, 6 of 7 have been white, and only 1 respondent self-identified as a person with a disability. (One respondent declined to answer this question.) The responses reflect a wide age range, the youngest being in their twenties and the oldest in their fifties.

It is clear from responses that these members use a variety of websites to gather information on disability justice and disability issues. Members listed 7 separate websites they use for gathering information in addition to speaking with coworkers and contacting their representatives.

These tasks may be completed anywhere that internet access is available. However, any union communication must be done while not on company devices and not during work hours.

These initial responses indicate that members would like to have a community space for communication, but everyone has also said they would at most access the space a few times per week. They have also indicated they would not want daily notifications or updates and would prefer a lower frequency.

The source who has identified the interaction issues is Joy Springer, the interviewee who will serve as an advisor for this project. She assisted in forming the DJC and is one of the representatives currently supporting all requests for information.

For details on respondents and all responses, please review the [DJC Questionnaire](#) preliminary results document.

Environmental Analysis

The final product will be usable on any devices that can connect to Wi-Fi. The usage of this product is not restricted by location if there is an internet service in the area. Some of the possible sites where this product will be used include libraries, cafes, office buildings, and by employees at their homes. We anticipate users mostly accessing via laptop or desktop computer based on information from the client interview, so will focus our prototype on a computer layout for this site.

There is no definite lifespan for how long the website can be used before revision or abandonment. The usage of the website is expected to be a long-term solution with periodic updates to reflect any changes to the policies or resources. The team plans to be responsive to DJC member requests for additional information or other resources that need to be added as time goes on.

Users could access the website anytime of the day. It will be used all year, but it will be less frequently used in the summer whereas the website usage is expected to be more frequent during the Fall and Spring. In the summer, the website usage is expected to be lower than the other seasons due to most school employees being off work or out of office for the summer vacation. In the Fall

ISLT 9461 Portfolio Project

and Spring, the website usage will be higher due to most school employees being back to work for the school semester.

The patterns of product use will likely be sporadic but somewhat predictable. Before and after DJC meetings, an increased usage is expected. During the Summer, use of the site will likely be significantly lower, although the site will still need to be monitored and updated during this time even if less frequently. Usage patterns are also expected to be higher at the beginning each semester when staff members are solidifying their schedules and possibly recognizing new needs.

Inclusivity and Cultural Analysis

This website or application will be used by a highly diverse range of users. The DJC focuses on social justice and inclusion, so creating a platform that supports users with a broad range of physical and mental disabilities will be vital. Creating a space that highlights and empowers BI&POC voices is integral to the mission of the DJC, so members from a broad range of backgrounds will be considered when developing this tool as well.

The site will consider the needs of users who require screen readers. We must also consider users with hearing impairments if any audio or video resources are included. Given the audience and the DJC's focus on addressing disability needs, ADA compliance and inclusion will be one of the highest priorities of this project.

Personas

The following three personas have been crafted to represent the diversity of SEA members who would access the DJC website. These profiles have been crafted based on the combination of questionnaire responses and suggestions made by Joy Springer during the initial interview about this project.

Persona 1: Lianne Langley



Background:

- BA in Elementary Education and a Teacher's License for Washington.
- Skills: Elementary education
- Age: 50

● Technology Use:

- Prefers Windows computers and Android smartphones
- Uses default browsers on all computers (Typically Internet Explorer)
- Typically uses a computer for 2 hours each workday, taking student notes and participating in online IEP sessions for students with disabilities

ISLT 9461 Portfolio Project

- Using the new tool or site frequently in the short-term while she is learning how to access support during the healing process. She is unlikely to be a long-term user of the website
- Will primarily access the tool/website on a computer where she can print the documents, she finds useful
- **Work:**
 - Lianne is a 4th-grade teacher at Wedgwood Elementary
 - Lianne is a member of the SEA union but has never been involved in disability justice
 - She recently broke her leg and will need to take a brief leave. Upon returning, she will also potentially need accommodations while she is healing
- **Key Goals When Accessing DJC Website or App:**
 - Learn how to take short-term leave and understand how this will impact her financially
 - Recognize the kinds of accommodations she could benefit from while her leg is healing
- **Frustrations:**
 - Confusing layout or difficulty finding resources
 - Does not want to create a profile or account just to access information
 - Wants the process as streamlined and easy as possible
 - Does not want to need to contact any DJC representatives in order to get the information she needs
- **Likes:**
 - Likes information and language to be clear to someone new to disability justice
 - Wants a straightforward experience that will leave her feeling reassured and supported
 - Is mostly concerned with finding information, not diving deep into the DJC and their mission

Persona 2: Marcus Hayes



- **Background:**

- BA in English, MS in Education, Teaching Certificate for Washington
- Skills: Public speaking, high school education, literary analysis
- He is beginning to learn about disability justice, but it is a new interest for him.
- He would qualify as disabled, but his hearing disability is relatively new, and he does not yet think of himself as a person with a disability.
- Age: 35

ISLT 9461 Portfolio Project

- **Technology Use:**
 - Prefers Macintosh computers and iPhones
 - Uses Chrome browser regardless of device
 - Uses computers for ~1 hour per workday, but has additional computer knowledge due to hobby interests like gaming and social media content creation
- **Work:**
 - High school English teacher at Franklin High School
 - Member of SEA union
 - Recently joined the DJC
- **Key Goals:**
 - Learn about disability justice and the resources available to him
 - Connect with others who are interested in disability justice and are also members of the SEA
 - Feel a sense of community with others who have experience with disabilities
- **Frustrations:**
 - Confusing or specialized language
 - Ugly or out of date website designs
 - Being restricted to only accessing the site on one type of device
 - Having any resources that he cannot access due to his hearing disability
- **Likes:**
 - Ability to access the website and information on any device when connected to wifi
 - A design that keeps cognitive load low (since his situation is already intimidating)
 - Easy access to a supportive community
 - Resources that accommodate his new hearing disability

Persona 3: Tosha Bordelon



- **Background:**
- BS in Communication Sciences and Disorders; MS in Speech Language Pathology
- Tosha is an active member of the DJC and has an integrated disability identity (She thinks of herself as someone with a disability, and this has become an important part of her identity.)
- Passionate about disability justice and cares about building community.
- Age: 44
- **Technology Use:**
 - Comfortable with Windows or Macintosh devices, but prefers Macintosh
 - Uses Firefox browser
 - Uses computers for an average of 4 hours per day, keeping student notes, updating IEPs, and meeting with IEP teams

ISLT 9461 Portfolio Project

- **Work:**
 - Speech Therapist at South Shore Elementary School
 - Union Representative in the SEA Union
 - Active member of DJC who attends most meetings
- **Key Goals:**
 - Foster and support the disability justice community and the DJC
 - Provide guidance to those new to disability justice, or with new disabilities
 - Provide additional resources on disability for inclusion on the website
 - Shares content with others and provides suggestions for new resources to be added to the site
 - May be interested in a higher level of involvement with the DJC
- **Frustrations:**
 - Does not want those outside of the DJC community to bog down the conversations; wants to keep the DJC community the focus of efforts
 - Not being notified quickly when her discussions have been responded to
 - Does not want to be forced into a linked community on a traditional social media site like Facebook
- **Likes:**
 - Enjoys helping others who have less knowledge about living with disabilities, or about disability justice work
 - Ability to submit resources for inclusion on the site
 - Ability to access and navigate community site on mobile
 - Likes networking with others in the SEA who have similar interests and passions.
 - Likes the freedom to check in on online discussions whenever she gets the urge, both during the week and on the weekend

Task Analysis

The primary tasks we will focus on for this project include information retrieval and community tasks, representing both primary needs identified during our interview. These tasks are broken down into the steps we intend for the final platform to provide.

Task 1: Retrieving information on disability rights

1. Access the new DJC website
2. Navigate to the "Library & Education" page using the site menu
3. Select the "Know Your Rights!" section
4. Access the page on ADA law
5. Review the content in the tabs of the site

Task 2: Asking a question to the DJC community

1. Access the new DJC website
2. Click the "Log In" button or "Community Portal" menu item

ISLT 9461 Portfolio Project

3. Login with username and password
4. Select the "Start a New Discussion" button
5. Title and create a discussion post
6. Publish the discussion post

Task 3: Creating New User Account

1. Select the "Log In" button or "Community Portal" menu item
2. In the "Create an Account" section, enter email address
3. Enter a password
4. Confirm this password
5. Select "Log In"

Task Description Scenarios:

We have chosen scenarios as the primary task description method since we believe our three personas can clearly link to the most highly requested task processes and capture the different capability levels for the users we hope to help with this app or website.

1. Lianne Langley

Ms. Langley has never accessed the DJC website in the past, and although she is a union member, she has never been highly involved in union issues or communication. During a recent discussion with a coworker, she learned about the DJC website and hopes it can be a central hub for the information she needs while understanding her options while recovering from a leg injury.

She accesses the website for the first time while in her office shortly after learning about it. She is hoping she can fully find and interpret the website and understand the process for taking short-term disability leave before reaching out to HR. She also is hoping she can understand her rights as someone who is taking short-term disability leave.

Ms. Langley wants the process of completing and submitting the forms to be as streamlined as possible, and if she can complete it online without needing to wait, this would most satisfy her needs.

2. Marcus Hayes

Mr. Hayes is new to the DJC website and to the DJC conversation. He is a little overwhelmed about where to start before arriving on the website, and after some exploration, plans to create a new profile and post some basic questions about the DJC and how to get more involved in the community section of the site.

He logs into the website from his personal iMac Pro and spends some time exploring the site while hoping not to be too overwhelmed with the amount of information. He then decides to create a profile and access the community side of the site, again hoping the process is smooth and can be completed without much time investment.

ISLT 9461 Portfolio Project

He then wants to introduce himself and ask the community site members how to get more involved in the DJC but does not want to be confused about where this discussion should be located and wants to be notified as soon as someone responds to his message.

3. Tosha Bordelon

Ms. Bordelon is an established member of the DJC who attends meetings, makes suggestions, and has fielded questions from members in the past. Although her participation is not as high as it used to be due to the increased fatigue related to her MS, the online community will allow her to continue helping others without any physical demands.

After the site's launch, she wants to create a profile and share some of her favorite disability justice-related websites. She hopes these can be linked within a post in the community section of the site and wants to easily monitor any questions or responses related to these on her mobile device. She wants mobile notifications to keep her abreast of the conversations she has created or participated in and likes to respond to these from her mobile device while relaxing at home.

She also wants to recommend some of these resources for inclusion on the site and hopes to see a clear process for submitting them. She is willing to provide some information about why each is an important inclusion but hopes the approval process is quick, so the information is more readily available.

Scope of Project:

While the DJC has indicated a wider range of features they would like addressed by the website, our interview revealed that the main priorities for a website launch are (A) a resource section that provides helpful and easy to navigate educational resources for members, and (B) A community space that provides a broader platform for discussion and helping one another. Thus, this project will focus on addressing these primary concerns, while further efforts can address other needs including event organizing, union calendars, and information about the DJC for those outside of the organization.

Part II: Project Management

Milestones

The following milestones will be followed to ensure the project is completed by all due dates. This table also includes the anticipated plan for which team member will be taking on each task and the duration of each project stage.

Start	End	Duration	Task	Assigned To
10/6/21	10/6/21	1d	Select the wireframe tool	Leslie/Michael

ISLT 9461 Portfolio Project

10/6/21	10/13/21	7d	Part I: Design Specifications Q#5-10	Leslie
10/6/21	10/13/21	7d	Part I: Design Specifications Q#1-5	Michael
10/13/21	10/27/21	14d	Create 3 detailed low fidelity wireframe or mockups	Leslie
10/13/21	10/27/21	14d	Create 3 detailed low fidelity wireframe or mockups	Michael
10/27/21	11/1/21	6d	Make any necessary revisions	Leslie/Michael
11/2/21- Team Project due: Design Plan and Low Fidelity Prototype				
11/3/21	11/20/21	14d	Decide which wireframe tool to use Create a high-fidelity prototype	Leslie/Michael
11/20/21	11/27/21	14d	Define the prototype description	Leslie/Michael
11/27/21	11/30/21	7d	Make any necessary revisions	Leslie/Michael
11/30/21-Team Project due: High Fidelity Prototype				
12/01/21	12/13/21	13d	Make any necessary revisions	Leslie/Michael
12/13/21- Team Portfolio due				

ISLT 9461 Portfolio Project

Design Plan and Low Fidelity Prototype

Part I: Design Specifications

Conceptual Model

The Disability Justice Coalition (DJC) website has been designed based on the conceptual model of a community center. Community centers typically contain several physical spaces that the DJC website will parallel:

- **Front Desk:** A greeting for those just arriving, and some guidance about where to start. Information about what the space is and what it offers.
- **Bulletin Board:** Information on upcoming events, event sign-up options, and contact information for the community.
- **Library:** A space for information and education on disability justice topics, including references, guides, the ability to browse for information, and possibly disability justice curriculum. Learning documents and objects will be downloadable or able to be viewed on the site without download.
- **Meeting Space:** A space for people to chat individually and informally; a space for larger scheduled events; a place where questions can be asked and answered, a space for meeting new people and networking.

Translating this into a digital experience, the landing page will provide a welcome to the DJC community, information about its goals and mission, along with the information needed to begin exploration of the site. The landing page will include an announcements section as well to give a sense of the community's activities.

A bulletin board section, or the "Events and Calendar" page, which can be accessed from a site menu, will show a calendar of upcoming and past events, will allow sign-up for these events, and may also highlight important dates and reminders for events in the broader disability justice community.

The library menu item will be a portal into the educational content of the community. Knowledgeable members of the DJC team will curate and organize educational content and resources into logical sections based around topic areas. Like navigating the sections of a library, visitors will choose from the categories of resources first, which will be focused on the goals which the DJC team expect members to have when visiting the site. After selecting a category, resources can be browsed by scrolling down the page. However, unlike a traditional library organization, introductory material to disability justice will be highlighted before any other resources to guide new site visitors in where to begin. Resources will be downloadable as PDFs or viewable while on the site.

ISLT 9461 Portfolio Project

The meeting space portion of the site will be a community portal which will lead into a members-only discussion space within the site. This will be a space for members to start discussions, contribute to conversations, and provide other information and recommendations to other members. This will also provide a way to network with other DJC members in a less formal environment than official meetings.

Together, these virtual spaces will provide a welcoming and community-centered introduction to disability justice for those who are new to the field. For those who come with basic questions and less interest in the community, the "Educational Resources" pages will provide information geared toward an audience new to the field. For those with more experience, it will be a place for ongoing activity, sharing knowledge, networking, and activism through DJC events and the community portal.

Distributed Cognition Model

This conceptual model connects to the mental model of distributed cognition (Sharp et al, 2019, p. 380), as information on disability justice is distributed across online organizations, DJC members, and outside experts. The site will provide the space for knowledge from all these individuals and organizations to be provided to DJC members with an organizational strategy that keeps the cognitive load low.

For example, the Educational Resources section of the site will provide information developed by members of the disability justice community, organizations focused on disability or disability law, and some of the most knowledgeable members of the DJC team.

This section of the site will, beyond providing specific resources, also link important related organizations online with contextual information to show why they are relevant. This will all be curated and organized by DJC members to make exploring the information as intuitive as possible.

Other knowledge already exists in the members of the DJC, and these members can share this knowledge within the community space, or by contacting the DJC about resources that should be included in the library. Some DJC members will develop an introductory curriculum to further lower the difficulty and cognitive load of integrating with this community or finding information through a more tailored and scaffolded introduction to disability justice. Community can be fostered, and information distributed through events held on Zoom that can be signed up for through the calendar on the DJC website. Like a community center, this site will be a collective effort tailored to growing and empowering the community it serves.

Interface metaphors and analogies

The interface metaphor of building a DJC website that provides educational content in disability topics is the social media aspect of utilizing the community forum as a communication tool between the DJC members and the leadership team. An example is the comparison between the American Occupational Therapy Association (AOTA) website with the DJC website. There are certain properties that shape a non-profit organization's website: there are typically "About Us" pages that introduce the organization's mission and their targeting population, there are resources

ISLT 9461 Portfolio Project

about any relevant accreditation and regulations or policies. There is information about upcoming and past conferences, information about publications and copyright permissions, and so on. By gathering all these properties, the analogy helps us begin to understand the criteria for developing a non-profit organization's website. Such criteria include thinking about the types of content to add on the website, what type of third-party resources to include, and so on.

Visual Aesthetics

Despite the multiple interconnected uses of the site, the intent is to provide a minimalist design where visitors do not find themselves overwhelmed by options or intimidating amounts of text on any given screen. The DJC team has provided a color palette used by SEA, the Seattle Public Schools employees' union, and this color palette will be used to show the connection between this community and the broader SEA community, helping to establish trust in the DJC. As all DJC members are also SEA members, this set of colors will further show the connection of this group with the larger organization.

Images used on the site will communicate the values of diversity, community, and inclusion, regardless of disability status, age, or ethnicity. To support these concepts, all photographs and graphics including people will show two or more individuals interacting with one another, and the individuals included in these images will reflect the diversity of DJC members.

The site's visual layout will be influenced by the American Occupational Therapy Association (AOTA) website as this is a site many members of the DJC utilize, and since this is a site that incorporates many of the same site elements such as a community space. The DJC website will be much smaller in scale and will therefore have simpler menu structures and fewer areas to explore, although the DJC hopes to eventually expand their educational offerings beyond the initial three topics represented in the current design.

As the site aims to have a low cognitive load for first-time visitors, a minimalist design combined with attractive colors and visuals is intended to improve the **user experience** of the site and increase the perceived **usability** of the site. Studies have shown a connection between website attractiveness and the performance of users (Tractinsky), although not all studies agree about how strong this connection is. The use of white space, symmetrical page layouts, and modern design styles will make the site quick to understand and attractive, which will both improve site usability.

The site will also connect to and build upon the **brand personality** of the Seattle Education Association of which the DJC is a part. The color palette of the DJC website will align with SEA's marketing colors, and the language of the DJC site will reflect the voices of DJC voices who will collaborate on creating this text. The page layouts will follow modern trends in menu and banner design while taking some design inspiration from the AOTA site. While not officially affiliated with AOTA, many DJC members are also involved in AOTA and are already used to their site's layout and sections. These members will find the layout of DJC recognizable and easier to navigate due to the similarities between the two.

Interaction Types

ISLT 9461 Portfolio Project

- **Instructing:** Users are expected to issue instructions when they select menu options to access different pages on the website. For instance, users are issuing commands when they select the announcement page or community forum page. Furthermore, users are also instructing the system to carry out commands when they post an announcement or discussion in the forum using the text editor.
- **Conversing:** While it would be ideal to implement an advisory system such as the chatbot to handle customer service inquiries through automation, there are budget and technical limitations to apply this idea in our project. The community forum will provide information about the commonly asked questions from the users to create a Frequently Asked Questions (FAQ) page where commonly asked inquiry dialogues will be put together in one place. Just like the user can either verbally select the choices that match with their inquiry call or click on the choices in the automated advisory system, there will be shortcut choices for the users to click and be directed to where their inquiry questions are being answered in the Frequently Asked Questions (FAQ) page. This page will be added to the site after the community has had the time to identify the most prevalent questions from new visitors.
- **Exploring:** Users can explore resources and upcoming events and can virtually immerse themselves in the community through zoom calls where they will get updates on current initiatives as well as training on worker's rights by the members from the DJC community (for example, 504 training).
- **Responding:** The idea of implementing an automated system that alerts or shows relevant information to the user's interest based on the user's most recent activity is a feature that can potentially be implemented within the community portion of the site at a future date. If an automated system can provide links to the educational resources that answer inquiries from DJC members about the disability topics, it will increase the efficiency rate of the customer service process of the DJC representatives.

Inclusivity and Cultural Decisions

Inclusivity is at the forefront of the DJC mission and is likewise an important aspect of the design process. The site's audience is diverse culturally and in terms of disabilities. Effort is being made by the DJC to ensure the language of the site does not leave out any members of their audience. We will also be focusing design efforts on showing inclusive representation in the site's images and ensuring a high level of accessibility that follows or exceeds ADA guidelines.

The site will mostly include images within page banners. We plan to acquire banner images that show a diverse range of disabilities as well as ethnic backgrounds, sexual orientations, and age groups. Pictures that represent students will be included, but most of the images will reflect a diverse and helpful community of employees collaborating.

In terms of accessibility, we will be following both ADA guidelines, and some guidance specifically from the DJC regarding their needs. Pages will be designed to work appropriately with

ISLT 9461 Portfolio Project

screen readers by titling elements consistently and testing with a screen reader during development. We will ensure the page can be fully interacted with using the keyboard and that a mouse is not necessary, both of which are standard for an accessible site (Kramer, 2018).

In addition, media will be designed to be consumable regardless of disability. Videos will be captioned, and a downloadable transcript link provided. Videos will also be available with audio descriptions and all images will include alt text that provides a thorough description of the image.

For those with low vision, we will evaluate contrast in our color choices. The DJC has provided a palette they have used in the past for materials, and this has been used as a starting point for the design. These colors will be tested for contrast against a white background, and if any colors do not meet a high standard of contrast, this will be discussed with the DJC team, and a darker color selected.

The site will be developed with a user-centered design approach which involves the intended audience of the site as well as an iterative design process. According to Constantine Stephanidis, two vital elements of user-centered design are:

- Active user involvement throughout the design process with clarification on the user base and task requirements throughout
- An iterative process that involves bringing these users into the process and having them test out the product (Stephanidis).

This involvement of the target audience will be achieved thanks to the DJC team's assistance. The admin team for the DJC has agreed to share progress reports with their members on the website's development during the monthly online DJC meetings. These meetings will be recorded and can be reviewed by the site development team, incorporating feedback on both design and the content included. This discussion within the DJC community may also help identify inclusivity issues thanks to the diversity of this group's members.

Interaction design principles, theories, and guidelines

The website has been designed based on the **Emotional Design** Model because the purpose of building a community forum for DJC members to obtain information about disability-related topics is to facilitate an emotional response of support for members and overcoming social justice problems in Seattle Public Schools.

At a visceral level, the minimalist design through a simple menu structure of landing page, About Us page, Events and Calendar page, Educational Resources page, Community forum page, and About the DJC page will allow users to easily navigate through the website without requiring any guidance. The universal design of the website such as screen reader compatibility, image descriptions on all images, screen magnification, open-caption videos and other ADA-compliant features will provide necessary accommodations for the users with disabilities. Finally, the use of color palettes from SEA and the images on the website will visually appeal to users.

At a behavioral level, users can engage in the community forums of the website by posting questions about disability topics or provide feedback on how the leadership team can better support

ISLT 9461 Portfolio Project

the DJC members. Furthermore, users can scroll through the posts written by other users and select them to read these conversations and leave comments.

At a reflective level, the community forum will act as a platform for SEA members to connect with the Disability Justice Coalition on the disabled worker's rights and recommendations to increase accessibility and dismantle barriers. The site will hopefully help visitors to feel empowered to act on social issues and know their own rights (and the rights of students) around disability issues.

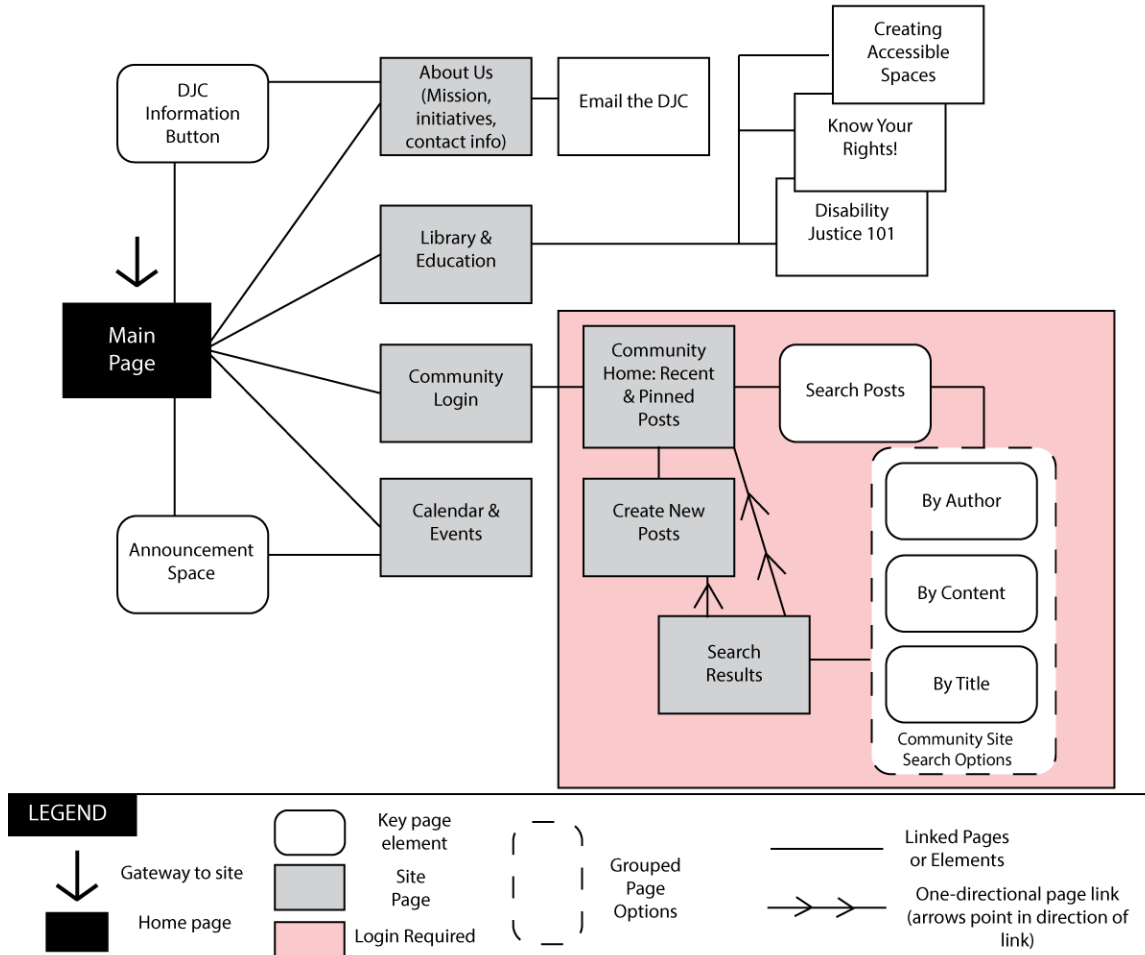
Information needs, data requirements to perform the tasks, and transformation of data by the system

To perform the task of retrieving information and creating community forums, there are certain data requirements to consider in this project. For example, the system needs information such as the type of disability resources that will be used, available budget; preferred website platform; preferred website layout and features; how many people it is for; and the targeted demographic group of users. Furthermore, the account information should be collected from the site visitors to manage the website. The site visitors will be required to provide an @sps.edu email address to set up their account. In each new post or comment from the users, the system will require users to review the community guidelines. To develop the DJC website, the system needs this information and access to detailed descriptions about the disability rights and SEA membership and leadership, online and in-person meeting spaces. The data can be transformed by the system through capturing wireframes of the website layout.

Architecture Blueprint

The blueprint below shows the current blueprint for the DJC website, featuring the page elements currently planned as well as distinguishing the areas that can only be accessed after creating an account.

ISLT 9461 Portfolio Project



Plus and Minus Scenarios

Plus Scenario

Ms. Bordelon, an established member of the DJC organization, and Ms. Langley, a union member, are both at the happy hour event. The main topic of their conversation is about the newly launched DJC website. Ms. Langley asks for a favor from Ms. Bordelon to help look for resources on short-term disability leave on that website. Ms. Langley explains that she is thinking of taking a short term leave from her job due to her recent leg injury. Ms. Bordelon responds that searching for resources on the DJC website is very easy and simple. She provides a thorough demonstration of how to search for resources on the website using her mobile phone to Ms. Langley. Ms. Langley thanks Ms. Bordelon for taking the time to demonstrate the process of accessing the resources on the website. After the happy hour event, Ms. Langley goes back to her house, and she attempts to look for information on the website by herself. She easily finds the resource page for short-term disability leave.

Minus Scenario

Ms. Bordelon, an established member of the DJC organization, and Ms. Langley, a union member, are both at the happy hour event. The main topic of their conversation is about the newly launched DJC website. Ms. Langley asks for a favor from Ms. Bordelon to help look for resources

ISLT 9461 Portfolio Project

on short-term disability leave on that website. Ms. Langley explains that she is thinking of taking a short term leave from her job due to her recent leg injury. Ms. Bordelon responds that searching for resources on the DJC website is very easy and simple. She briefly explains the step-by-step process of where Ms. Langley can search for information on the website. Ms. Bordelon says that she would be more than happy to help look for resources with Ms. Langley, but it would have to be another time because she needs to go pick up her children after the happy hour event.

Ms. Langley says that she will try doing it on her own first and to ask for Ms. Bordelon's help if she runs into issues with accessing the website. After the happy hour event, Ms. Langley goes back to her house, and she attempts to look for information on the website by herself, but the system does not allow her to access any resources before she logs in with an account. Ms. Langley is confused because Ms. Bordelon told her that while accessing the community forum requires logging into an account, accessing the educational resources does not require a login process. Ms. Langley is frustrated but she decides to set up an account. Even after setting up an account, she can't find the resource page for short-term disability leave. Ms. Langley is annoyed that she has to bother Ms. Bordelon about accessing the website again.

Similar Products

There currently is no product fulfilling the need being addressed by the DJC website plan. Currently, employees would most likely try to find information on disability justice through the ADA website at www.ada.gov. This site has the benefit of providing a wide variety of information on disability-related topics, including information on current laws, the history of the ADA, and up-to-date information on the intersection between Covid-19 and disability law.

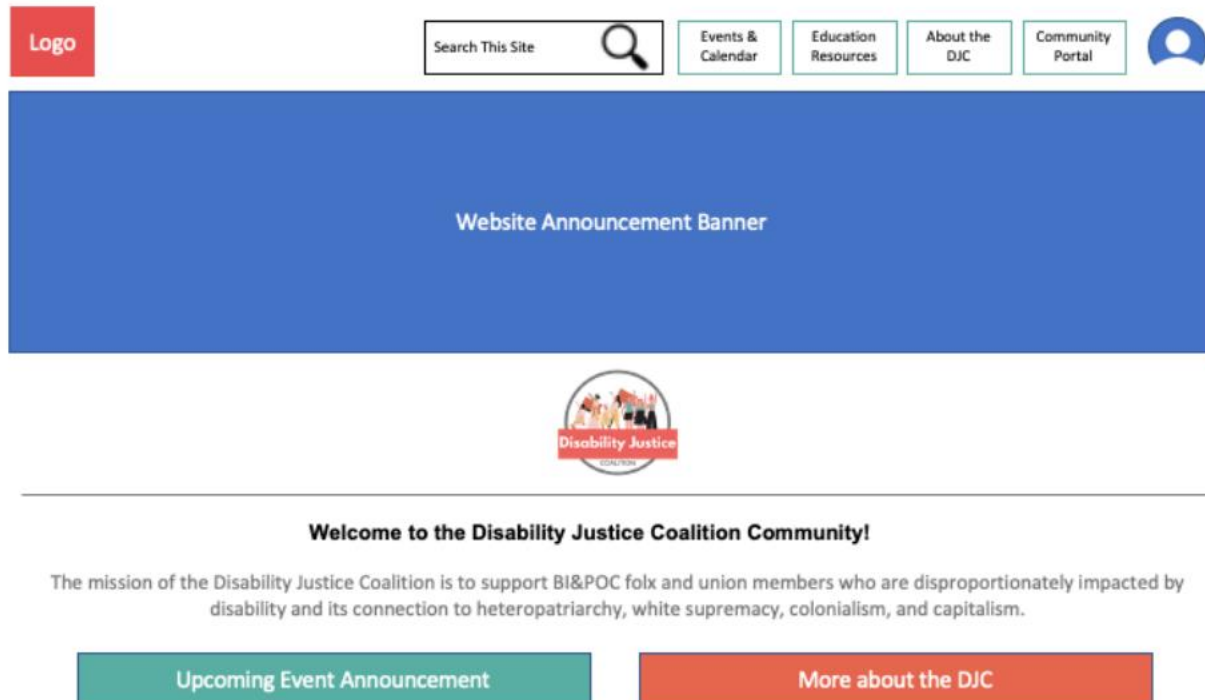
However, the site's strength is also its weakness. The site design and the quantity of information doesn't make it an ideal starting point for exploring disability justice. The intention of the DJC is to provide focused pages of educational content that are structured with an introductory audience in mind, and to allow members to explore the topic without feeling they have been dropped into the deep end. The content will cater specifically to the DJC member audience, providing a more focused introduction that has been tailored to those in the education field in the state of Washington.

For the community side of the site, there are a variety of communities available to educators, but none currently exist specifically for educators in the Seattle Public Schools, nor for members of the Seattle Education Association. While the community side of the site has been modeled after existing forums on sites like the American Occupational Therapy Association (AOTA), this site has been requested due to the lack of a current way to build an online community without resorting to creating groups on larger social media sites. The social media approach is an option that the DJC is opposed to because of the variety of ethical issues around large social media websites, in particular the lack of accountability when it comes to how the companies behind these sites use data. As many members are skeptical of large social media sites, the DJC has chosen not to force their members to sign up for a social media account to access a community space.

Thus, there isn't currently a similar product available that is tailored to the audience and provides the combination of features that are desired by the DJC.

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Part II: Low Fidelity Prototype



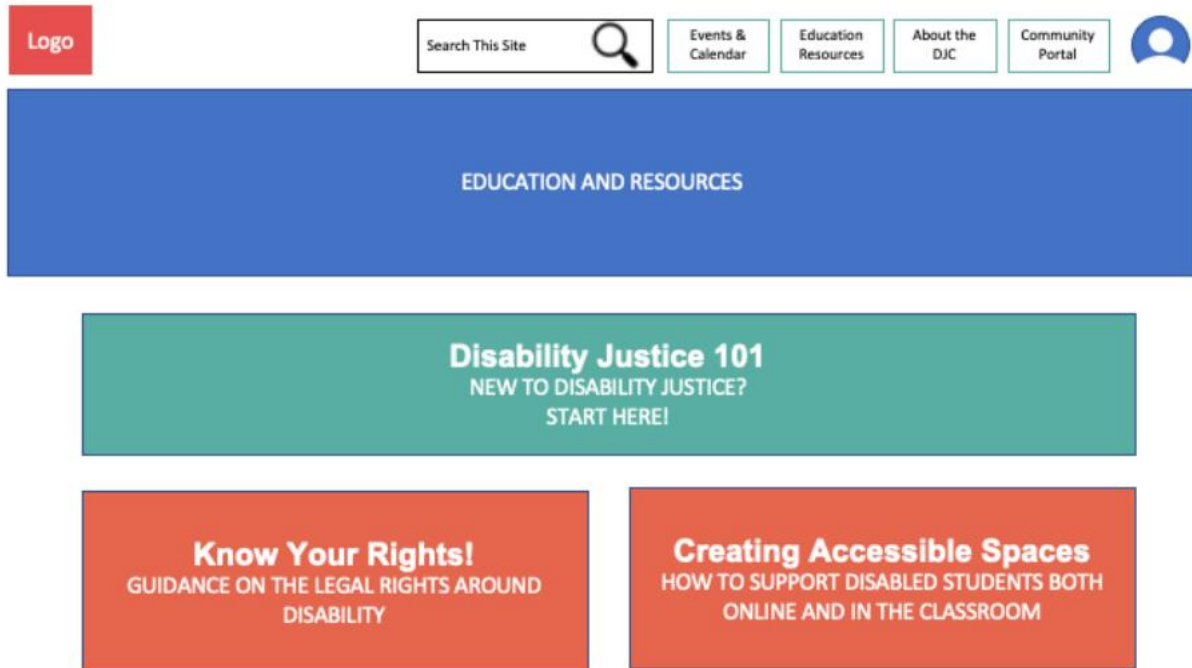
TASK 1: SEARCHING FOR RESOURCES

STEP 1: HOMEPAGE LAYOUT

The user arrives at the website and sees a simple layout with a menu, a very brief introduction, and three buttons on the page. The site visitor is looking for information on their legal rights when dealing with a new disability. They spot the Education Resources menu item, which seems the most applicable to their needs.

The website layout has been designed to follow modern website design standards while utilizing principles of design to ensure its aesthetically appealing. White space and symmetry have influenced the design, and a set of the brand's colors have been used to create more visual interest while balancing this with neutral colors. Since exploring disability justice for the first time can be intimidating, and since some site users may be dealing with the additional challenge of a new disability (or thinking of themselves as disabled for the first time), we have tried to keep the layout very intuitive and like other sites the users have likely explored.

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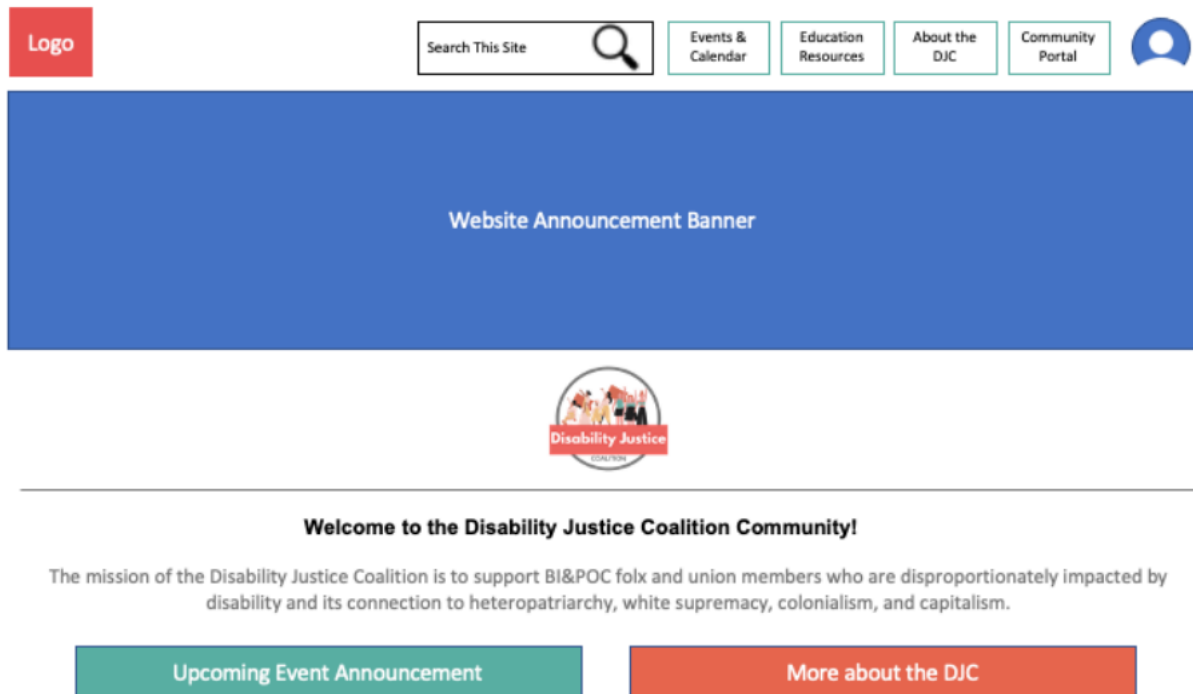
TASK 1: SEARCHING FOR RESOURCES

STEP 2: ACCESSING EDUCATION RESOURCES PAGE

The visitor has clicked the “Education Resources” page. They see a simple breakdown of all resources into three introductory categories. After scanning all three, the visitor decides to go directly to the “Know Your Rights!” page, hoping the “Disability Justice 101” page isn’t a necessary introduction to understand the “Know Your Rights!” page.

The entire site has been designed with the intention of accessibility on any device. The simple button layout will look similar on a mobile device, but in vertical mode, the three resource categories will be arranged vertically. After exploring library websites and other educational sites, one challenge for users is finding what they are looking for easily. This design is intended to route the user to the most applicable information before providing any lists of resources that could be intimidating to someone new to the website.

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TASK 2: POSTING IN THE COMMUNITY FORUM STEP 1: HOMEPAGE LAYOUT

The user arrives at the website and sees a simple layout with a menu, a very brief introduction, and three buttons on the page. The site visitor wants to post a question to the DJC community and sees the Community Portal menu item, selecting this item.

The website layout has been designed to follow modern website design standards while utilizing principles of design to ensure its aesthetically appealing. White space and symmetry have influenced the design, and a set of the brand's colors have been used to create more visual interest while balancing this with neutral colors. Since exploring disability justice for the first time can be intimidating, and since some site users may be dealing with the additional challenge of a new disability (or thinking of themselves as disabled for the first time), we have tried to keep the layout very intuitive and similar to other sites the users have likely explored.

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Login Here!

X

My DJC Login

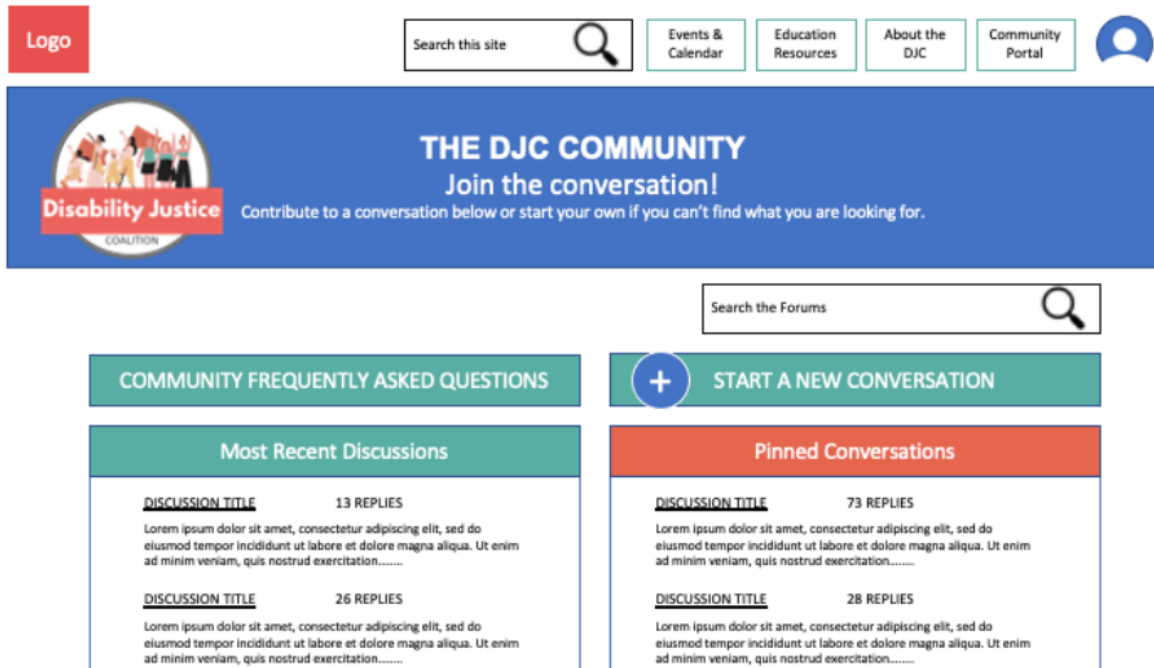
<div>Returning Users</div> <div>Please log in with your DJC account</div> <div>User Name:</div> <div><input type="text"/></div> <div>Password:</div> <div><input type="password"/></div> <div>Forgot Password?</div> <div>Login</div>	<div>New Users</div> <div>Create an account to get started</div> <div>Create Free Account</div>
---	---

TASK 2: POSTING IN THE COMMUNITY FORUM STEP 2: MY DJC LOGIN PAGE

The user arrives at the login page and sees a simple layout of Username and Password textboxes for returning users and the button for creating a new account for new users. There is a link to reset the password in the returning user section if the returning user forgot his or her password.

In the mobile version, the login page layout will be re-adjusted to fit the screen size of the mobile phone and on a tablet or iPad. In the mobile version, the section for returning users and new users will be in a downward layout instead of the side-by-side layout of the PC version.

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TASK 2: POSTING IN THE COMMUNITY FORUM STEP 3: COMMUNITY FORUM MAIN PAGE

The user arrives at the community forum page which consists of FAQ (Frequently Asked Questions) section and the section that allows users to start a new discussion forum. When the user clicks on the box for the FAQ section, the box with questions and answers will appear as it expands in the site while shrinking the section for the most recent discussions.

The most recent discussions consist of a short summary text of the discussion posts, and it shows the total number of replies for each post. When the users click on the plus button to start a new conversation the page will redirect users to a new forum page. The pinned conversations show summary text of the discussion posts with the highest number of pinned actions from the site visitors. Just like in the most recent discussions, the total number of replies are shown for each post.

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Logo

Search this site

Events & Calendar

Education Resources

About the DJC

Community Portal

THE DJC COMMUNITY
Join the conversation!

Disability Justice COALITION

Contribute to a conversation below or start your own if you can't find what you are looking for.

Discussion Subject

Discussion Topic

11 pt Paragraph | **B** *I* U | [Icons]

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POST SCHEDULE SAVE AS DRAFT CANCEL

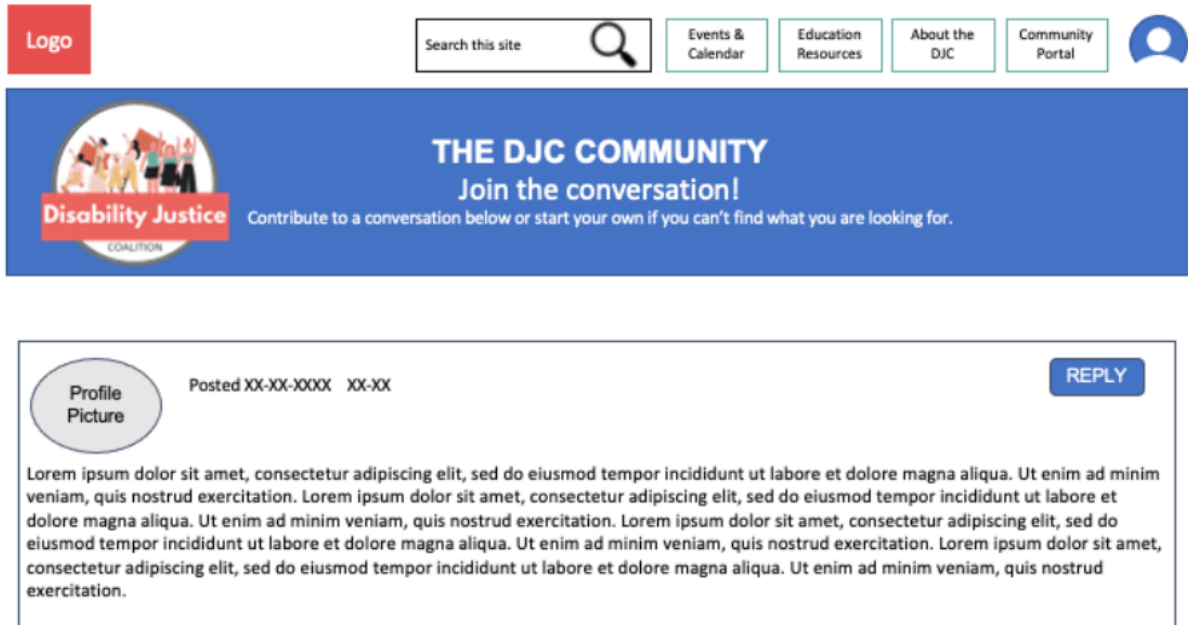
TASK 2: POSTING IN THE COMMUNITY FORUM

STEP 4: START A NEW FORUM PAGE

The user arrives at the new forum page and sees a textbox where they will type in the forum title and the textbox editor to type in their discussion post. The textbox editor consists of various features such as the option to select the font size, font type, bold, italic, align, video and audio recording, and file attachment. The forum layout shows a simple layout of a textbox editor that can be found in a lot of websites. In the bottom, there are buttons to submit the post, schedule the submit to occur at a certain period, save the post as a draft, and cancel the submission.

In the mobile version, the sizing of these textboxes and buttons will be re-adjusted to fit the screen size of the device.

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TASK 2: POSTING IN THE COMMUNITY FORUM STEP 5: COMMUNITY FORUM DISCUSSION PAGE

The user arrives at the community forum discussion page and sees the submitted discussion post. The discussion post consists of a profile picture, the posted date and time, the reply button, and the post itself. If the user wants to add a comment to the post, he or she can click reply to open the text editor for the comment post.

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Part III: Peer Evaluations

Feedback	Resolution and Reasoning Behind It
The addition of DJC contacts somewhere on the homepage would be helpful for users.	"Contact Us" link connected to the DJC email has been added to the footer of all pages. Further details on contacting the DJC would be included on the "About Us" page as well.
On the New Forum page, the addition of a preview post, and bulleting/numbering would help with post creation. A corner handle on the text box that users can drag to resize the text box can be added to decrease the hassle of scrolling up and down to read and fix user posts.	Bulleting/numbering option added; preview option added; corner handle added. We agreed that all these options would help with discussion post creation.
For the discussion page it might be better to place the reply button at the bottom of each post as replies seem to generally be located there.	We agreed with this suggestion. The Reply button was moved to the bottom of the discussion post page.
Some of the texts are a bit too small and some texts were a light gray which made me strain to read what was written.	For the high-fidelity prototype, we've looked more closely at font sizes and colors, fine-tuning both for visibility and readability.
The categories on Education Resources currently look more like a diagram rather than links to information, perhaps each category could have rounded corners to make them look more like buttons or maybe highlighting when hovering over could help in the high-fidelity mockup.	The corner design of the textbox that contains each category in the Education Resources page has been altered to look more like buttons by having rounded corners and highlighted hover over to appear when the mouse hover over that area. Additionally, the 'Click Here' button has been added with hover effect to make it obvious that this is a clickable interaction.
The FAQs on the community forum page could use a dropdown button to indicate that it can be expanded, as it doesn't look like you can expand it.	We are unsure why a link to a specific page would include a drop-down menu. This did not match with our vision for how the FAQ page would be organized, so we did not choose to implement this suggestion.
It's not a big deal but have either the login in button or create free account button be different color just to make the difference more apparent.	We agree. We adjusted the coloration on the Login page to match the color palette of other pages and to make the two separate options clearer.

ISLT 9461 Portfolio Project

Although it is not necessary, I think that the forum search bar should be centered, wider and larger just to differentiate that search bar from the one at the top.	We agreed this would help to make it stand out more on the page and relocated the Search bar to the center of the page.
I might just be nitpicking, but I didn't see an explicit way to get to the login/new account screen, though I guess it would be where the profile picture is located. Since I didn't see one, I suggest that you add it to make it a different color from the buttons at the top.	<p>We believed the profile button would imply this was where you would go to login. Selecting the Community button would also bring users not signed into the Login page.</p> <p>However, we agree this could be clearer, and now when not logged in, the user's profile icon will include the word Login instead of an avatar icon.</p>
The only page that was not consistent was the login page. It doesn't have the buttons at the top that the other pages have. Although users can hit the back button on their web browser to leave if needed, it would be better if users can click any of those buttons to leave.	We initially intended the Login screen to be a pop-up window that would display above any page the user was on. We changed this to its own independent page for the Low Fidelity peer review, but after receiving this review have reverted it back to a pop-up window, and a "Community Portal" login page that takes users to a login page that has the same menu and features as other pages.
<p>Some accessibility function would be handy, there is a chance that not every worker that accesses the website is a native English speaker so an option to change language would help.</p> <p>I wonder if you need any accessibility features because this website focuses on disability justice issues. For example, this website could include a screen reader feature.</p>	<p>This is a very good point. Our low fidelity prototype did not yet include the accessibility features we knew would be needed in the final.</p> <p>A language drop-down item has been included in the menu so that it will be easy to find for those who are not English speakers, and a screen reader function button has been added to each page in a consistent location.</p>
For the color, blue, green, and orange, for me, is not consistent. Maybe you could choose other kinds of blue, green, and orange. This website provides some colors, and you can use the color design directly. https://uxdesign.cc/how-to-use-color-in-ux-design-9ba6db4807d5	At their request, we are using the color palette that the DJC prefers. This reinforces the brand identity of the DJC while helping the site match their presentations and other documents.
I am a little confused about what the home page is. The fourth page or the first page? Maybe it will be helpful to define which the home page is. In addition, I am not sure which page is Events & Calendar. (I think it should be the first page.)	We believe this confusion has been resolved in the high-fidelity prototype. Previously, we had included the home page twice, once in each of the two processes illustrated by our mock-up. In the high-fidelity prototype, users will more easily be able to tell which page they are on.

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Maybe, a “go back” or “home page” button is necessary. Particularly, on the page of step 2 for task 2, if users do not want to log in, they need to go back to the home page or go back to the last step.

Like many websites, we had intended the logo in the top left-hand corner to be the equivalent of a home button. However, we've now added a separate home button with the other menu buttons to make the navigation clearer.

ISLT 9461 Portfolio Project

High Fidelity Prototype

Part I: Descriptions

Functionality and Features

Navigation: The menu bar on top of each page enables navigation to pages such as home, educational resources, about us, and community portal. In the education resource page, the ‘start here’ button enables navigation to the home page and the resource pages. When the user clicks on either the login icon or the community portal, they will be directed to a login page with text boxes to enter the email address and password as part of the account set-up. In the community portal, the plus button enables users to start a new discussion post by directing them to a page with text editor boxes to type in the discussion title and content.

Login Portal: To access the community portal, the login page requires users to fill in the user id and password and click ‘login’. When the login is processed, the login icon on the top right will change into the user’s profile and the community pages will be available. If the user clicks on the ‘cancel’ button from the independent login page, they will be redirected to the main home page. If they attempt to login by clicking 'Login' instead of 'Community portal,' a log-in pop-up will display on the page they are on and they can log in from that page with the same functionality.

Discussion Portal: After the login process, the community page features a short summary of recently added discussion posts with the button for starting a new discussion post. When the user clicks on this button, they will be directed to a page with a textbox to fill in the discussion title and content. Underneath the textboxes, there are buttons such as ‘cancel’ to exit out of the discussion post and the button for ‘post’ to submit the discussion.

Hover Effect: This effect is applied in many of our buttons. The menu bar has a hover effect in which the text color and the border changes color from black to red when the user places their cursor over the button. In the education resource page, the hover effect is applied in the button choices for each resource section. Each resource category changes color and the ‘start here’ button also changes color in its text and border when the user places their cursor over the buttons.

Tools, Applications, and Technology Used

1. **Adobe XD:** Adobe XD is a prototyping tool that integrates well with other Adobe software, and thus seemed like a good choice for development. XD was used for developing the site prototype, including the majority of the interactions. It allows for navigating between pages and also for hovering effects on buttons and simple text fill interactions when users navigate the log-in and discussion post process.

ISLT 9461 Portfolio Project

2. **Adobe Illustrator:** Once the illustrations the DJC wished to use for banners were received, these graphics were developed into a series of banners using Adobe Illustrator. Elements from DJC presentations and handouts were used as an inspiration for these designs, and Illustrator allowed these various PDFs and vector illustrations to be combined and reinterpreted into banners the DJC were happy with.
3. **Unsplash:** Unsplash is a free resource for downloading open access photographs of high quality. For all images not provided by the Disability Justice Coalition themselves, Unsplash was used. This avoided any financial costs in the development of buttons and icons.

Key Elements of the Design



The following text box buttons enable navigation of menu options in this website prototype. When the users click on each button, they will be redirected to a new page with designated banner and content for each page. The circle button that says 'log in' will direct users to a login page.

Select Language

Listen ▶

RETURNING USER LOGIN

Log in with existing accounts below.

EMAIL ADDRESS

PASSWORD

CANCEL LOGIN

CREATE AN ACCOUNT

Are you an SEA member?
Then create an account below.

EMAIL ADDRESS

PASSWORD

CONFIRM PASSWORD

CANCEL LOGIN

In this login page, users can click on each textbox for email address, password and confirm password to auto-fill this information. In an actual website, users will manually type this information but for the simplicity of this prototype, the manual typing animation feature has been altered with the auto-fill feature. If the users click on the login button, they will be redirected to a logged in page where it displays a user's profile picture on the top right side. If the users click on the cancel button, they will be redirected to a non-logged in page.



ISLT 9461 Portfolio Project

New Discussion

Listen

Enter Discussion Topic

11 Pt Paragraph
B I U

Enter your content here.

PREVIEW

POST

SAVE DRAFT

CANCEL

REPLY

In the Community Portal page, users can click on the button for “Create new” to add a new post. In the textbox for ‘New Discussion’ and the ‘Content’, users can click on each textbox to make the text appear. In an actual website, users would have typed in the discussion title and content. Once the textbox has been filled with text, users can click on the “Post” Button to submit the post to the community portal. If the user were to undo the submit action, they can click on the cancel button. Once the discussion post has been submitted, there will be a reply button underneath the post. Users can click on the reply button to leave any comments regarding the post.

Select Language

Listen

Disability Justice 101
NEW TO DISABILITY JUSTICE?
CLICK HERE!

Know Your Rights!
GUIDANCE ON THE LEGAL RIGHTS AROUND
DISABILITY
CLICK HERE!

Creating Accessible Spaces
HOW TO SUPPORT
DISABLED STUDENTS BOTH
ONLINE AND IN THE CLASSROOM
CLICK HERE!

AMERICANS WITH DISABILITIES ACT

VOTING ACCESSIBILITY

REHABILITATION

FAIR HOUSING

INSTITUTIONALIZATION

ARCHITECTURAL BARRIERS

Select from the tabs below to learn about that aspect of the Americans with Disabilities Act.

EMPLOYMENT	GOVERNMENT ACTIVITIES	PUBLIC TRANSPORTATION	PUBLIC ACCOMMODATIONS
<p>EMPLOYMENT</p> <p>Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others.</p> <p>For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship. Religious entities with 15 or more employees are covered under title I.</p> <p>Title I complaints must be filed with the U. S. Equal Employment Opportunity Commission (EEOC) within 180 days of the date of discrimination, or 300 days if the charge is filed with a designated State or local fair employment practice agency. Individuals may file a lawsuit in Federal court only after they receive a "right-to-sue" letter from the EEOC.</p> <p>Charges of employment discrimination on the basis of disability may be filed at any U.S. Equal Employment Opportunity Commission field office. Field offices are located in 50 cities throughout the U.S. and are listed in most telephone directories under "U.S. Government."</p> <p>For the appropriate EEOC field office in your geographic area, contact:</p>			

ISLT 9461 Portfolio Project

On the library and education page, users can click on the buttons for each resource category. After clicking on the resource category, users can click on the tab for each article title to navigate the article page. On each article page, the article text is divided into subcategory tabs. When the users click on each of these tabs, the article text for each subcategory appears.

Unimplemented Elements

Our goal was to show the website navigation with a focus on the processes of logging into a user account and creating a post within the community. The unimplemented elements fall into three categories: aspects of the website not built out, resource page limitations, and login/discussion posting limitations.

- **Website Navigation:** We focused our energy first on the processes we intended to allow within the prototype but ended up having time to create most of the main website pages. However, we did not have time to create a layout and design for the 'Calendar and Events' page and the article resource pages for 'Disability Justice 101' and 'Creating Accessible Spaces'. Since these pages were not needed to show the focal processes that we wanted to allow, we chose not to focus our energy on these designs. Some page buttons were also not designed to be functional at this stage, such as the links to the example discussion posts, Community FAQ page, etc. The site's two search bars are also not functional since we focused our text entry efforts on the processes of logging in and posting within a discussion.
- **Login Page:** Adobe XD does not allow for any if/then interactions, such as "If the user clicks Login without entering a username, show an alert indicating they need to enter a username." The functionality we were able to design illustrates how the login pages will work when used correctly, but do not provide the alerts and error prevention that would be implemented in the actual website.
- **Discussion Page Options:** We were also not able to implement examples of what will happen when all buttons on the Discussion Post page are selected and used because if/then interactions are not a part of the prototype tool, and intermediate steps like saving a discussion post can be understood without needing functioning examples of how this transition will look.
- **Audio Accommodation and language option:** We did not implement this feature in our prototype because we decided to focus on the login portal and discussion portal as the main interaction of this prototype. We created buttons for these features to address the universal needs of diverse users. We find that there are limitations of time and resources to make this feature work. The audio feature that reads aloud the text in the webpage and the translation of the website language would have required using the third-party resources outside of Adobe XD. While we did not make the interaction for these features to work, we still wanted to show where these features should be available in an actual website.

Part II: Prototype

Access the high-fidelity prototype at: <https://xd.adobe.com/view/ad217d44-9390-47a5-9fe0-caabc4609a13-f872/?fullscreen&hints=off>

ISLT 9461 Portfolio Project

Part III: Peer Evaluations

Feedback	Resolution and Reasoning Behind It
Email, Password, and discussion fields auto-populate with content when selected instead of allowing for text input.	We did not allow for text input. Adobe XD does not allow for text input at all, and the current setup was intended to reflect the login process without forcing testers to actually create accounts or write discussion posts.
Titles in the banners do not match the page names in the menu.	Page titles were changed to match with the banner text.
Listen button does not currently function.	We did not implement this because making the listen button work was not intended for the prototype. We believe that our target audience will already understand how the button will function when implemented.
The About the DJC page does not include all of the content listed on the homepage button.	We revised the description in the “Learn about the DJC” section in the homepage to match the content of the “About the DJC” page. We also added the mission statements of the DJC organization.
Discussion page does not include realistic discussions or usernames.	We added some realistic titles, usernames, and text for the first few discussion posts in each section to make these look more realistic.
The "Know Your Rights" page should have more links and articles.	We added more article titles with descriptions for each of them. On each article page, we also added tabs for users to navigate through each section of the article without having to scroll through and simply click on each tab and take a shortcut to the content section they want to read.
Articles linked in the "Creating Accessible Spaces" page should relate to the topic.	This page was intended as an example layout for content. The content has been adjusted for later iterations, but we still await the intended content from the DJC.
Highlight colors on the Education page don't match those on other pages, and it is confusing that you cannot select the larger button.	The buttons on the Education page were changed to match the hovering effects of other pages more closely.

ISLT 9461 Portfolio Project

The Disability Justice 101 page returns users to the homepage, which is confusing.	This issue has been resolved by creating a Disability Justice 101 mock-up.
The Community Portal menu item loses its outline when hovered over.	We have been unable to replicate this issue during any testing or observation. The button is set to the same settings as all others.
Pages do not include a scroll bar on the side of the page.	After some experimenting, an animated scroll bar created a more confusing user experience, and no users actually had trouble understanding how to scroll.
The active page is not distinguished in the menu.	The active page, when it is one of the menu bar selections, now are distinguished from the others with a unique color.
The connection between DJC and the Disability Justice Coalition is not clearly established.	We added the abbreviation DJC after the first use of the full name on the home page.
No option to Log Out.	Clicking the Avatar icon in the top right hand corner logs the user out, and hovering over this button displays the words "Log Out."
Top menu looks busy.	We reorganized the top menu to allow for more white space and removed the logo which was clearly designed to be displayed at a larger size.
The Community page has a busy appearance with a lot of content fits into it.	We reorganized the spacing in each of the two discussion panels by giving indented spaces to both the left and right side and aligning the text to the center. We also freed up more spaces in the pinned discussion by removing the summary text and only keeping the titles and author name of each post.
Vertical white space feels too compact and condensed.	The font sizes and boldness has been adjusted to create more contrast and some elements have been spread out more vertically.

Evaluation Report

ISLT 9461 Portfolio Project

Part I: Evaluation Framework

Goals and Evaluation Questions

The goals of the evaluation focus on both the mock-up usability and the value of the layout and content for the intended audience. The goals of the site are informative and intend to prepare Seattle Public Schools employees with the knowledge to better address their own disability needs, as well as those of their students and the broader disability community. With this focus, the formative evaluation questions are:

- Are users of the site able to find resources for the topic they are searching for?
- Does the site's layout and structure allow users to navigate the site without errors?
- How do users perceive the usability of the site after trying to complete tasks using it?
- Will the completed site serve as a unique and useful tool for those involved in disability justice?
- Do site users react positively to the aesthetics of the site?

Evaluation Methods

To capture data about all of these questions, the design team conducted observations of users completing the primary tasks the mock-up was designed to support, followed by a brief survey focused on perceived system usability and the value of site content to the intended audience.

Ideally, a larger range of users, most of them from the DJC, would have been observed. However, due to time and resource constraints, and also due to the DJC taking a temporary hiatus during the majority of this project, only three observations were conducted.

Observation data focused on:

- **Task completion and errors:** Time taken to complete intended tasks was recorded along with any errors experienced during this completion and the perceived difficulty rating chosen between Easy, Okay, or Hard. Notes were taken on user feedback for each of these processes, including likes and dislikes.
- **SUS:** System usability questions followed the observations, where participants responded to Likert scale questions formulated to assess how easily users found the site to navigate and use, along with the site's aesthetics and visuals.
- **Value Questions:** The final questions focused on the participant's sense of how valuable and distinct the content from this site would be for the intended user base. These questions assumed participants had some knowledge of disability justice and the DJC.

Data Interpretation

This data allowed the team to calculate the mean for time spent on each task, average difficulty rating, and average number of errors per task. These mean calculations provided insight into which

ISLT 9461 Portfolio Project

processes, if any, needed to be more streamlined. Likes and dislikes were reviewed for commonalities, and these responses were taken into consideration and compared with the peer review feedback. For the System Usability and Value sections, the Likert scale allowed the team to calculate average responses and determine areas for improvement.

Questions Following the Observation

Based on our observation of each user's interaction with our site, we aimed to answer the following questions:

- Out of all three tasks, which of the following was the easiest or most accessible to do in the site for the users?
- Out of all three tasks, which of the following was the most difficult or inaccessible to do in the site for the users?
- Did the library and education page provide adequate resources for the users' needs?
- Did the about us page provide adequate information for the users to understand the goals and mission statements of the Disability Justice Coalition?
- Did the users find the community portal page to be accessible and interactive for their needs?
- Did the site's layout and structure allow navigation to the site without errors for the users?
- Did the users find the site to be aesthetically pleasing and effectively promoting the brand of Disability Justice Coalition?

Example Data Collection Questions

System Usability Survey: For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

- *I think that I would use this site frequently.*
- *I found the site unnecessarily complex.*
- *I thought the site was easy to use.*
- *I think that I would need the support of a technical person to be able to use this site.*
- *I found the various functions in this site were well integrated.*
- *I thought there was too much inconsistency in this site.*
- *I would imagine most people would learn to use this site very quickly.*
- *I felt very confident using the site.*

Value Questions: For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

- *I think this website provides a unique service to SEA members with disabilities.*
- *I think the resources included are very relevant to the disability justice community.*
- *I believe the resources on this site are timely and up to date.*
- *I would imagine the resources cover the main topics of concern to this audience.*

ISLT 9461 Portfolio Project

- *I believe the credibility of this website is well established.*
- *I think the services offered through the site will be very useful to those new to the community.*

For specific evaluation questions and how they connect to the evaluation goals, see [Appendix A](#).

For the Observation and survey questions, see [Appendix B and C](#).

Part II: Observation Process

Refer to [Appendix B](#) for the observation form and all data received.

Part III: Evaluation Results

Summary of the data analysis	Evaluation method
<p>Are users of the site able to find resources for the topic they are searching for?</p> <p>According to the user observation data, two participants found it easy to find the resources for the topic they were searching for. One participant responded having experienced difficulty with completing the task because the content was not organized well based on information types or by the target audience.</p> <p>Does the site's layout and structure allow users to navigate the site without errors?</p> <p>One participant responded that the menu layout was clear and easy to navigate the site without errors. The other two participants responded that the site was not easy to navigate without errors for the following reasons. One responded that navigating each resource page was confusing due to the unclear description of the resource type. The other participant responded that navigating the community portal and the login pages were confusing. The community portal layout did not have a button that says to join or give clear indication of where to navigate to the right place. It was unclear that accessing the community portal required logging in when the login page appeared after clicking the</p>	<p>Qualitative analysis to determine common themes from task completion and follow-up responses</p>

ISLT 9461 Portfolio Project

community portal.	
<p>How do users perceive the usability of the site after trying to complete tasks using it?</p> <p>The data showed that each user perceived the usability of the site with mixed views based on the varying scores to the Likert scale question on "<i>I think that I would use this site frequently.</i>" Participants 1 and 2 perceived the usability of the site positively by giving 5 out of 5 and 4 out of 5 on the question. Participant 2 perceived it with a neutral mindset by giving 3 out of 5 on the question. The mean value for this question based on the three participants is 4 out of 5. The overall perception of the usability of the site is close to being on the positive side.</p> <p>Will the completed site serve as a unique and useful tool for those involved in disability justice?</p> <p>Due to only one participant having affiliation with disability justice and the DJC, it was not possible to collect data about this question from the other two participants.</p> <p>One participant who was affiliated with DJC responded positively to whether the completed site will serve as a unique and useful tool for those involved in disability justice based on the following Likert scale questions in the value section. On the question "<i>I think this website provides a unique service to SEA members with disabilities,</i>" the participant gave a score of 5 out of 5. On the question "<i>I think the resources included are very relevant to the disability justice community,</i>" the participant gave a score of 3 out of 5.</p> <p>Do site users react positively to the aesthetics of the site?</p> <p>While we did not collect a Likert scale question asking the users to rate the aesthetics</p>	<p>Qualitative analysis to determine common themes from interview data; Calculate mean value for survey responses</p>

ISLT 9461 Portfolio Project

of the site, all three participants responded positively to the aesthetic criteria during the observation.	
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Refer to the peer feedback from the low-fidelity and high-fidelity prototypes within the [Appendix D](#).

Average Scores for Survey Results

Note: Due to only one participant having affiliation with disability justice and the DJC, value questions have not been included in the below scores.

Participant Name	Participant 1	Participant 2	Participant 3	Average Score
Total Score of each participant	36 out of 40	24 out of 40	30 out of 40	30 out of 40

Synthesized Comments Based on User Evaluations:

User Observation Comments		
Participant 1: Joy	Participant 2: Joanne	Participant 3: David
<p>Likes:</p> <ul style="list-style-type: none"> Like the images selected Likes how clear menu is Liked that "Cancel" was a different color to visually support difference <p>Dislikes:</p> <ul style="list-style-type: none"> Does not like bold fonts and lack of contrast on the Creating Accessible Spaces page. D.J.C. and F.A.Q. should not include periods for screen 	<p>Likes:</p> <ul style="list-style-type: none"> The website used a lot of aesthetically appealing images in the banner. The color selections are good. The banner showed ethnic and disability diversity. The cancel button being in different colors provides good contrast with other buttons. <p>Dislikes:</p> <ul style="list-style-type: none"> The content is not organized well based on information types or based on the target audience. 	<p>Likes:</p> <ul style="list-style-type: none"> Color choices Page banners Basic navigation was simple and easy to understand Login process was simple Accessibility features <p>Dislikes:</p> <ul style="list-style-type: none"> Need clear difference between buttons and not buttons The hover effects of large icons in the education resource page slow down the navigation.

ISLT 9461 Portfolio Project

<p>readers</p> <ul style="list-style-type: none"> • Would like a log off feature D.J.C. and F.A.Q. should not include periods for screen readers • Would like a log off feature • Wishes button text was centered (Font loading issue) 	<ul style="list-style-type: none"> • Navigation to each resource page is confusing due to the unclear description of the resource type. • The start new discussion button is too small while each discussion type displays too many posts in the page. • The preview button is nice to have but it is not a necessary tool because the users will be less likely to frequently use such features. It can cause users to confuse the preview button with the post button. 	<ul style="list-style-type: none"> • Wasn't sure where to look within the Community page based on the layout. Eyes drawn to the New Discussions first. <p>Organizational suggestions:</p> <ul style="list-style-type: none"> • Switching the pinned and new sides; larger FAQ button on the right side, New Discussion above the recent discussions.
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"Negative" Scores and Feedback:

According to the survey results from user observation, the users gave a negative score on the Likert scale question: *I found the various functions in this site were well-integrated*. Participant 1 gave 2 out of 5. Participant 2 gave 3 out of 5. Participant 3 gave 2 out of 5 for this question. The negative score on the question could be due to the unimplemented buttons and pages on the website. Another presumption is the confusion between the actual content of the page and the expected page. During the observation, users mentioned having expected to access the “Disability Justice 101” page when they clicked that button on the resource page. However, users were redirected to the home page instead. The other two resource pages for “Know Your Rights” and “Classroom Accommodations” had pages with search results of article titles when the users clicked through the buttons. The inconsistency in what button leads to the navigation to new pages could explain why the user rated a negative score on how well the various functions were integrated.

For the question *I thought there was too much inconsistency in the site*, the reasoning focused on the significant differences in button layout and functionality on the Library & Education page. Participant 1 and 3 both gave feedback that the button designs were confusing and did not look like or function like those throughout the rest of the site. Participant 1 also noted the points raised previously about the educational page content not aligning with what the buttons sounded like they would offer. These pages were extensively revised for the Portfolio Prototype.

For the question *I found this site unnecessarily complex*, Participant 3 responded with a 3, indicating the complexity of the Community page led him to providing this score. The feedback focused on

ISLT 9461 Portfolio Project

how much content was included and feeling it was visually cluttered. This also made it challenging to determine where to look and what to focus on. This feedback was useful to the team, and this layout was overhauled and simplified for the Portfolio Prototype.

The Value questions could only be sufficiently addressed by one participant because of her knowledge of disability justice. This participant indicated her multiple low scores in this area were due to the lack of DJC-created content, and she was aware that we were still awaiting this content, so was not surprised the current content did not provide a unique value to the site's audience.

Part IV: Design Evolution

Design change from sketches, low-fi prototype, interactive prototype:

The interface of this site changed drastically from sketches to low-fidelity and then high fidelity. The sketch level of the prototype established the general layouts of the banners and the menu bar but did not include the banner images and the final button designs until the high-fidelity prototype. In the low-fidelity prototype, we outlined the general structure of the community portal page and the login page. During this stage of the design evolution, the button colors were blue and red.

In the high-fidelity prototype, we enhanced the aesthetics by adding banner images and applying hover effects on the button designs. The hover effects on the buttons animated the button selections by displaying a color change when hovered. The button colors also changed from blue and red to peppermint and light red in the high-fidelity prototype. In the interactive prototype, we added mission statements to the "about us" page to provide more information about the DJC organization and included the DJC acronym on the homepage. We changed the resource pages in the Library and Education section by adding more navigation links and pages connected to online resources.

Regarding the Community portion of the site, we changed the layout for the portfolio prototype significantly. We removed the community FAQ button and made the page banner the link to a future Welcome and FAQ page. Language buttons were added to all page sites. The layout was condensed to reduce the number of buttons and colors on the page, providing a more streamlined appearance that leads the attention of visitors to the Latest Discussions section. The Pinned Discussions section was simplified to reduce the amount of visual clutter and to highlight the titles of those posts more prominently. Sample titles and author names for each post on the page were added as well.

Major Changes

The major changes between high fidelity and final prototypes focused on the Library and Education section. After conducting user observations, one of the most common feedback items was the lack of organized structure in the search results of article titles for each resource type. The users

ISLT 9461 Portfolio Project

expressed that there were not enough article titles and actual article content to complete the task of searching for resources in the given disability topic. They also mentioned that the article titles for each resource type need better organization based on the classification of the content breakdown into categories of subtopics. For instance, the "Know Your Right" page in the high-fidelity prototype said that there would be state and local government resources in the given topic. However, the articles were not classified by state and local government categories on the preceding search results page.

The users were also confused with how the article titles in the search results related to one another. To resolve this issue, we developed the "Know Your Rights" page with buttons focused on specific laws that affect those with disabilities. The Americans with Disabilities Act button now leads to a page that condenses information on this act into sections that can be navigated with tabs to reduce the amount of text on the screen and provide shortcuts to the needed content.

Most Useful Evaluation Method

The peer feedback was the most valuable evaluation method to our prototype's usability because our peers' provided suggestions for design changes based on the guideline that outlined what evaluation categories to think about as they provide feedback. Since our peers were tasked with analyzing our prototype based on the user experience principles that we learned from the class, the user data from the peer feedback consisted of more detailed suggestions for improvements and constructive criticism than the data we collected from the user observation.

Another reason why we found peer feedback to be more valuable than the user observation data was the lack of more audience-specific data collected through user observation. We only had time to conduct three user observations and only one user out of the three users were affiliated with the actual DJC community. Since the majority of the users that we conducted user observations for had no prior knowledge of the DJC community, the data collected from user observations were not much different from peer reviews. While there was some interesting feedback from the user observation that we did not obtain from the peer feedback, the overall user evaluation results between the two evaluation methods were similar other than the observation conducted on a DJC member. If we had been able to schedule all user observations within the DJC community, it is likely the observations would have been the most useful evaluation method.

Change/Revision Log

See [Appendix D](#) for a log of changes and revisions implemented.

Part V: Project Reflections and Recommendations

Lessons Learned

The process of conducting the observations provided insights into the website's design. However, due to the narrow window for completing these observations, they were not as insightful as they could potentially have been. The development team learned both how the site could be improved

ISLT 9461 Portfolio Project

and also how the observation process could have been better.

For the observation process, the window between finishing our peer reviewed prototype and needing to develop the final prototype was a mere 3 days during finals at most schools. This led to only one DJC member having time for an observation, and two observers who did not have a full sense of the website's context. They were able to provide insights regarding layouts, language, aesthetics, and navigation. However, the two unaffiliated observers did not have much insight into the value of the website's content for the target audience. This was an effective reminder that when scheduling projects, ample time needs to be given to stages that will involve user feedback and coordinating meeting times. We could have gained better feedback on the site's unique value to its audience if we had scheduled observations further ahead of time instead of during the week they were to take place.

Regarding the website's content, the development team learned just how easy it is to make assumptions about site user's knowledge. It was not explicit that the DJC was affiliated with a school union, and one observer did not understand the connection. We also learned that with a prototype, it is vital to let your audience know the limitations of that prototype ahead of time. Explaining that text fields would not be functional and that text boxes auto-fill when clicked made the user experience much better during observations than during the peer review process, where some reviewers were confused about why text appeared in text entry boxes as soon as they were selected.

Further Improvements

It should be stated that during this project, the DJC member heading this site's development went on leave unexpectedly and the development of content for the site was put on hiatus. Due to this, the content expected for inclusion on the site was never provided, and the development team improvised, finally receiving a little content in the week before the Portfolio Prototype was turned in.

With more time, the educational pages could be further developed so that more of the links would provide content that better reflects what these pages will ultimately look like. These pages will eventually focus on DJC-developed materials, not mere summaries of disability law and buttons that don't yet lead anywhere.

The Community Portal could also be developed further to make the experience of this section of the site more realistic:

ISLT 9461 Portfolio Project

- Creating example discussion posts with actual content
- Creating the Community Welcome / FAQ page
- Allowing users to respond to a discussion post
- Allowing users to log out with a more realistic process (For example, an alert asking if they are sure they would like to log out)

Finally, development of an Event page would allow users to use the entire navigation menu, and since this page is expected to have a distinct design, would allow the team to gather feedback on this section of the site too before beginning actual development.

Depending on the timeline, finding a prototype tool that allows for text entry could have made the log-in experience more realistic. However, at the prototype level, the additional effort of switching prototype tools and redeveloping the site would make this an unlikely inclusion unless the development timeline was quite a bit longer than anticipated.

ISLT 9461 Portfolio Project

Appendix A: Questions, Methods, Instruments, and Analysis

Evaluation Question	Data Collection Instrument/Method	Data Analysis Method
Are users of the site able to find resources for the topic they are searching for?	Observations, Follow-up questions	Qualitative analysis to determine common themes from task completion and follow-up responses
Does the site's layout and structure allow users to navigate the site without errors?	Observations, Follow-up questions	Qualitative analysis to determine common themes from task completion and follow-up responses
How do users perceive the usability of the site after trying to complete tasks using it?	Observations, Follow-up questions, SUS, and value questionnaire	Qualitative analysis to determine common themes from interview data; Calculate mean value for survey responses
Will the completed site serve as a unique and useful tool for those involved in disability justice?	Observations, Follow-up questions, SUS, and value questionnaire	Qualitative analysis to determine common themes from interview data; Calculate mean value for survey responses
Do site users react positively to the aesthetics of the site?	Observations, Follow-up questions, SUS, and value questionnaire	Qualitative analysis to determine common themes from interview data; Calculate mean value for survey responses

Appendix B: Summary of Users and Usability Tests

Participant 1: JOY		
User Profile	Age / Gender	36/Female
	Internet Experience	4
	Profession	School-based Occupational Therapist
Test Context	Usability Test Method	White / Disabled
	Date of Test	12/4/21
	Platform / Browser	Windows Laptop / Chrome

ISLT 9461 Portfolio Project

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Summary of Observations- JOY

	Task 1	Task 2	Task 3
Task Description	(From the homepage) <i>Imagine you are wanting resources for making your classroom more accessible. Please try to locate the resources for that topic.</i>	(Go to homepage and reload the page before performing) <i>For this task, you want to join the DJC community and find the community resources. What would you do?</i>	(Go to homepage and reload the page before performing) Finally, you want to create a new discussion post within the DJC community.
Time spent on task	20 seconds	1 minute	35 seconds
*Task difficulty rating	1	2	
Errors or problems identified	None	None	None
Overall user comments (likes and dislikes)	Like the images selected Likes how clear menu is Does not like bold font and lack of contrast on the Creating Accessible Spaces page	D.J.C. and F.A.Q. should not include periods for screen readers	Wishes button text was centered (Font loading issue) Liked that "Cancel" was a different color to

ISLT 9461 Portfolio Project

			visually support difference
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*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

Participant 2: JOANNE		
User Profile	Age/Gender	Female 28
	Comfort level with academic websites (on a scale of 1 to 5, with 1 being "not comfortable" and 5 being "extremely comfortable")	5
	Profession	Social worker
	Ethnicity / Disability Status (Disabled or Not Disabled)	Asian / nondisabled
Test Context	Usability Test Method (In person, Zoom session)	Zoom
	Date of Test	12/5/2021
	Platform / Browser	Windows Laptop / Google chrome

Summary of Observations- Joanne

	Task 1	Task 2	Task 3
Task Description	(From the homepage) <i>Imagine you are wanting resources for making your classroom more accessible. Please</i>	(Go to homepage and reload the page before performing) <i>For this task, you want to join the DJC community and find the</i>	(Go to homepage and reload the page before performing) <i>Finally, you want to create a new</i>

ISLT 9461 Portfolio Project

	<i>try to locate the resources for that topic.</i>	<i>community resources. What would you do?</i>	discussion post within the DJC community.
Time spent on task	10 mins	1 minute	1 minute
*Task difficulty rating	easy (1)	easy (1)	easy (1)
Errors or problems identified	It is not clear where to locate the resource for the given topic.	None	None
Overall user comments (likes and dislikes)	<p>Likes: The website used a lot of aesthetically appealing images in the banner. The color selections are good.</p> <p>Dislikes: The content is not organized well based on information types or based on the target audience.</p> <p>Navigation to each resource page is confusing due to the unclear description of the resource type.</p>	<p>Likes: The banner showed ethnic and disability diversity.</p> <p>Dislikes: The layout of the community portal is not cohesive due to the compact spacing of the discussion posts.</p> <p>The start new discussion button is too small while each discussion type displays too many posts in the page.</p>	<p>Like: The cancel button being in different colors provides good contrast with other buttons.</p> <p>Dislike: The preview button is nice to have but it is not a necessary tool because the users will be less likely to frequently use such features. It can cause users to confuse the preview button</p>

ISLT 9461 Portfolio Project

			with the post button.
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*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

Participant 3: DAVID		
User Profile	Age/Gender	36/Male
	Comfort level with academic websites (on a scale of 1 to 5, with 1 being "not comfortable" and 5 being "extremely comfortable")	4
	Profession	Product Manager
	Ethnicity / Disability Status (Disabled or Not Disabled)	White/nondisabled
Test Context	Date of Test	12/6/21
	Platform / Browser	Windows 10 Laptop / Mozilla

Summary of Observations

	Task 1	Task 2	Task 3
Task Description	(From the homepage) <i>Imagine you are wanting resources for making your classroom more accessible. Please</i>	(Go to homepage and reload the page before performing) <i>For this task, you want to join the DJC community and find the</i>	(Go to homepage and reload the page before performing) <i>Finally, you want to create a new discussion post</i>

ISLT 9461 Portfolio Project

	<i>try to locate the resources for that topic.</i>	<i>community resources. What would you do?</i>	within the DJC community.
Time spent on task	30 seconds	15 seconds	15 seconds
*Task difficulty rating	1	2	1
Errors or problems identified	Confused by the button within a button on the main Education page.	<p>Confused by the phrase "Community Portal." Was not sure if this was the place to JOIN the community.</p> <p>Was also not sure the Login button would be the right place...didn't know if logging in was necessary to find these resources.</p>	None
Overall user comments (likes and dislikes)	Clear difference between buttons and not buttons, although slowed down when reached the Education Resources page because the larger icon had a hover effect.	Wasn't sure where to look within the Community page based on the layout... eyes drawn to the New Discussions first.	Organizational suggestions: switching the pinned and new sides; larger FAQ button on the right side, New Discussion above

ISLT 9461 Portfolio Project

			the recent discussions.
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*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

Appendix C: Usability Form

Participant 1: Joy

For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

<i>I think that I would use this site frequently.</i>				
1	2	3	4	5
<i>I found the site unnecessarily complex.</i>				
1	2	3	4	5
<i>I thought the site was easy to use.</i>				
1	2	3	4	5
<i>I think that I would need the support of a technical person to be able to use this site.</i>				
1	2	3	4	5
<i>I found the various functions in this site were well integrated.</i>				
1	2	3	4	5
<i>I thought there was too much inconsistency in this site.</i>				

ISLT 9461 Portfolio Project

1	2	3	4	5
<i>I would imagine most people would learn to use this site very quickly.</i>				
1	2	3	4	5
<i>I felt very confident using the site.</i>				
1	2	3	4	5

Value Questions:

For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

<i>I think this website provides a unique service to SEA members with disabilities.</i>				
1	2	3	4	5
<i>I think the resources included are very relevant to the disability justice community.</i>				
1	2	3	4	5
<i>I believe the resources on this site are timely and up to date.</i>				
1	2	3	4	5
<i>I would imagine the resources cover the main topics of concern to this audience.</i>				
1	2	3	4	5
<i>I believe the credibility of this website is well established.</i>				
1	2	3	4	5

ISLT 9461 Portfolio Project

<i>I think the services offered through the site will be very useful to those new to the community.</i>				
1	2	3	4	5

Participant 2: Joanne

For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

<i>I think that I would like to use this site frequently.</i>				
1	2	3	4	5
<i>I found the site unnecessarily complex.</i>				
1	2	3	4	5
<i>I thought the site was easy to use.</i>				
1	2	3	4	5
<i>I think that I would need the support of a technical person to be able to use this site.</i>				
1	2	3	4	5
<i>I found the various functions in this site were well integrated.</i>				
1	2	3	4	5
<i>I thought there was too much inconsistency in this site.</i>				
1	2	3	4	5
<i>I would imagine most people would learn to use this site very quickly.</i>				

ISLT 9461 Portfolio Project

1	2	3	4	5
<i>I felt very confident using the site.</i>				
1	2	3	4	5

Value Questions:

For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

<i>I think this website provides a unique service to SEA members with disabilities.</i>				
1	2	3	4	5
<i>I think the resources included are very relevant to the disability justice community.</i>				
1	2	3	4	5
<i>I believe the resources on this site are timely and up to date. N/A</i>				
1	2	3	4	5
<i>I would imagine the resources cover the main topics of concern to this audience. N/A</i>				
1	2	3	4	5
<i>I believe the credibility of this website is well established. N/A</i>				
1	2	3	4	5
<i>I think the services offered through the site will be very useful to those new to the community. N/A</i>				
1	2	3	4	5

Participant 3: David

ISLT 9461 Portfolio Project

For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

<i>I think that I would use this site frequently.</i>				
1	2	3	4	5
<i>I found the site unnecessarily complex.</i>				
1	2	3	4	5
<i>I thought the site was easy to use.</i>				
1	2	3	4	5
<i>I think that I would need the support of a technical person to be able to use this site.</i>				
1	2	3	4	5
<i>I found the various functions in this site were well integrated.</i>				
1	2	3	4	5
<i>I thought there was too much inconsistency in this site.</i>				
1	2	3	4	5
<i>I would imagine most people would learn to use this site very quickly.</i>				
1	2	3	4	5
<i>I felt very confident using the site.</i>				
1	2	3	4	5

Value Questions:

ISLT 9461 Portfolio Project

For the following statements, select how much you agree with each on a 5-point scale, with 1 being Strongly Disagree and 5 being Strongly Agree.

<i>I think this website provides a unique service to SEA members with disabilities. N/A</i>				
1	2	3	4	5
<i>I think the resources included are very relevant to the disability justice community. N/A</i>				
1	2	3	4	5
<i>I believe the resources on this site are timely and up to date. N/A</i>				
1	2	3	4	5
<i>I would imagine the resources cover the main topics of concern to this audience. N/A</i>				
1	2	3	4	5
<i>I believe the credibility of this website is well established. N/A</i>				
1	2	3	4	5
<i>I think the services offered through the site will be very useful to those new to the community. N/A</i>				
1	2	3	4	5

Appendix D: Change Log

Source (UT, PE)	Issue Priority (Low, Medium, High)	Issue Description	Recommendation	Changed (Yes/No)
PE – low fidelity	Low	No method of contacting the DJC spotted.	Provide a method of contacting the DJC without logging in.	Yes: "Contact Us" link added to footer. Actual email link not implemented due to this being a prototype.

ISLT 9461 Portfolio Project

PE - low fidelity	High	No option for adding bullets/numbering to discussion posts.	Allow users to create bullets/numbering	Yes: Bullets/numbering section added to the discussion post controls.
PE - low fidelity	Low	Reply button on discussion posts located above the post, not below, which is more common on websites.	Move the "Reply" button below the discussion post.	Yes: Reply button moved to the recommended location.
PE - low fidelity	Low	Some text is small or hard to read.	Increase size of fonts across site.	Yes: Font sizes more carefully considered for the high-fidelity prototype.
PE - low fidelity	High	Buttons on Education Resources look like diagrams, not like buttons.	Make this page look more like it has buttons.	Yes: The hover effects and clear language in the hi fi prototype make it clear where the buttons are.
PE - low fidelity	Low	Community Portal F.A.Q. link does not have a dropdown of common questions.	Create a dropdown menu for the FAQ.	No: This is not standard practice for FAQs, and the FAQ is not an element we are focusing our time and efforts on for this mock-up.
PE - low fidelity	Low	Log in and Create Account buttons look too similar.	Distinguish the two buttons more clearly.	Yes: The color for each of these buttons is now different, along with some of the text in the two sections being more clearly distinct through color.
PE - low fidelity	Low	The forum search bar is not as obvious as it could be.	Center the forum search bar instead of putting it on the right side of the screen.	Yes: The search bar was relocated to be more centered on the page.
PE - low fidelity	Low	It is not as clear where to go when you want to login as it could be, since the homepage does not clearly say "Login" anywhere	Add a clear login button to the site.	Yes: The button did exist before but did not include the phrase "Login." This language was added to the button.
PE - low fidelity	High	The Login page is not consistent with other pages, not including the menu included elsewhere on the site.	Make this page match the rest of the site more clearly.	Yes: The Login page was meant to look like a pop-up screen in the low-fidelity prototype. In high fidelity, this is more obvious.
PE - low fidelity	High	Prototype does not include any accessibility links/features.	Provide accommodations for users who need accessibility features.	Yes: Buttons for accessibility features added to all pages of the site, both a language selection button and an

ISLT 9461 Portfolio Project

				option to listen instead of read the page content.
PE - low fidelity	Low	The color palette of the site is not consistent.	Select a color palette recommended by the Adobe Color website.	No: The color palette of the site was actually a set of colors that were intentionally selected to mirror the branding for SEA and DJC. The colors have been maintained.
PE - low fidelity	Low	Page does not have a clear back button or way to go to the home page.	Add a homepage link.	Yes: We believed the DJC logo would be clearly a link to the homepage. However, we have added a link to "Home" in the top menu.
PE - high fidelity	High	Email, Password, and discussion fields auto-populate with content when selected instead of allowing for text input.	Allow for text input instead.	No: Adobe XD does not allow for text input at all, and the current setup was intended to reflect the login process without forcing testers to actually create accounts or write discussion posts.
PE - high fidelity	High	Titles in the banners do not match the page names in the menu.	Make the page titles consistent across the site.	Yes: Page titles were changed to match with the banner text.
PE - high fidelity	Low	Listen button does not currently function.	Make the Listen button function if this was intended for the prototype.	No: This was not intended for the prototype, and those in the DJC will already understand how the button will function when implemented.
PE - high fidelity	Low	The About the DJC page does not include all of the content listed on the homepage button.	Make the content for this page match the description on the homepage.	Yes: We revised the description in the "Learn about the DJC" section in the homepage to match the content of the "About the DJC" page. We also added the mission statements of the DJC organization.
PE - high fidelity	High	Discussion page does not include realistic discussions or usernames.	Make real content on the forum page.	Yes: We added some realistic titles, usernames, and text for the first few discussion posts in each section to make these look more realistic.

ISLT 9461 Portfolio Project

PE - high fidelity	Low	The "Know Your Rights" page should have more links and articles.	Add more actual content to this page.	Yes: We added more article titles with descriptions for each of them. On each article page, we also added tabs for users to navigate through each section of the article without having to scroll through and simply click on each tab and take a shortcut to the content section they want to read.
PE - high fidelity	Low	Articles linked in the "Creating Accessible Spaces" page should relate to the topic.	Change out the links to make them pertain to the topic more clearly.	This page was intended as an example layout for content. The content has been adjusted for later iterations, but we still await the intended content from the DJC.
PE - high fidelity	Low	Highlight colors on the Education page don't match those on other pages, and it is confusing that you cannot select the larger button.	Make these buttons match the rest of the site more clearly.	Yes: The buttons on the Education page were changed to match the hovering effects of other pages more closely.
PE - high fidelity	High	The Disability Justice 101 page returns users to the homepage, which is confusing.	Make the Disability Justice 101 page link to a real page or remove the link.	This issue has been resolved by creating a Disability Justice 101 mock-up.
PE - high fidelity	High	The Community Portal menu item loses its outline when hovered over.	Make this button consistent with others.	No: We have been unable to replicate this issue during any testing or observation. The button is set to the same settings as all others.
PE - high fidelity	Low	Pages do not include a scroll bar on the side of the page.	Add a scroll bar.	No: After some experimenting, an animated scroll bar created a more confusing user experience, and no users actually had trouble understanding how to scroll.
PE - high fidelity	High	The active page is not distinguished in the menu.	Make the active page clearer in the top menu.	Yes: The active page, when it is one of the menu bar selections, now is distinguished

ISLT 9461 Portfolio Project

				from the others with a unique color.
PE - high fidelity	Low	The connection between DJC and the Disability Justice Coalition is not clearly established.	Include the abbreviation DJC on the home page when giving the entire name for the first time.	Yes: We added the abbreviation DJC after the first use of the full name on the home page.
PE - high fidelity	High	No option to Log Out.	Add an option to log out and back in.	Yes: Clicking the Avatar icon in the top right-hand corner logs the user out and hovering over this button displays the words "Log Out."
PE - high fidelity	Low	Top menu looks busy.	Find a presentation of the top menu that looks less busy.	Yes: We reorganized the top menu to allow for more white space and removed the logo which was clearly designed to be displayed at a larger size.
PE - high fidelity	High	The Community page has a busy appearance with a lot of content fit into it.	Find a new organization method that reduces the visual clutter.	Yes: We reorganized the spacing in each of the two discussion panels by giving indented spaces to both the left and right side and aligning the text to the center. We also freed up more spaces in the pinned discussion by removing the summary text and only keeping the titles and author name of each post.
PE - high fidelity	Low	Vertical white space feels too compact and condensed.	Provide more space between elements of pages.	Yes: The font sizes and boldness has been adjusted to create more contrast and some elements have been spread out more vertically.
UO - Revised high fidelity	Low	D.J.C. and F.A.Q. should not include periods for screen readers	Remove periods from banners and sections that include acronyms	No: This change would not affect prototype functionality and would require recreating banner artwork, so this change was noted for the actual website build but left in prototype.

ISLT 9461 Portfolio Project

UO - Revised high fidelity	Low	Button colors on Library & Education page are distracting and lack contrast	Change the buttons to function more closely to other buttons throughout site	Yes: The buttons have been simplified and reflect the color and hover effects of the rest of the site
UO - Revised high fidelity	Low	Button text not centered on the discussion post pages	Fix font issues in prototype leading to text not displaying correctly.	Yes: Custom fonts were switched for broadly used fonts to avoid text display issues
UO - Revised high fidelity	High	Layout of Community page is busy and includes too much content	Simplify layout of the Community page	Yes: The focal discussion section is now more prominent; the New Discussion button is simpler but more obvious; The amount of text has been reduced while maintaining the necessary information; FAQ link incorporated into banner to reduce clutter
UO - Revised high fidelity	Low	Preview button on the Discussion post page creates confusion and clutter.	Eliminate this button from the page controls	No: There was disagreement between users about this feature and we see value in this functionality. There is also a low possibility for error in clicking this button since the preview display can easily be closed again.

*UT= Usability Test, PE = Peer Evaluation

ISLT 9461 Portfolio Project

References

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