Project 2A-

Interview

System/Interface: As my project is about the interface of a website that is given to faculty by BYU-I as a private website. I am focusing on the interface of my teacher website who is teaching us Web-Engineering. The website-overall looks look like a website of BYU-I since it is a BYUI property. But faculties are allowed to make changes on their website according to their choice and needs. Distinct IP address is given to each faculty member. It doesn't have full characteristics of website, but one can access the website with the given distinct IP-address. The interface is quite simple, but there is some lacking in the website which could be better, which is my research topic.

Target Users: The target user of this system is specifically the on-campus and off-campus students taking that specific teacher's class and anyone who is willing to learn the web-engineering.

Interview Questions: First I will give user a little bit of background information about the web site. Almost all of our users will have some experience of web surfing because the target audience are supposed to have some knowledge of web-surfing and the internet. Following are the list of questionnaires:

1. How much time daily you spend on social media?
2. How much time do you spend on internet surfing?
3. How do you keep updated yourself about the current technology about the market?
4. Do you have any problem while visiting new website (any kind of websites)?
5. How much time you want to spend in understanding the website or getting the content you want in a particular website.
6. How long did it take you to figure out I-Learn or any other website(new website)? Do you think you can learn websites each link if it was simple and few pages (max 3 pages with lots of links)?
7. What do you think what is the most important part of the web page? Should it be beautiful, attractive, or just simple and enough information?
8. What is your preference when it comes to learning materials? Options: Printed book or Soft-Copy.
9. Have you ever tried any-online MOOC learning websites? If yes what you used and what you did.
10. How comfortable are you with online learning where most of the information are in the form of words and not much multimedia.
11. Do you want to design a website of your own website?

12. So, I will ask them. I will give you a website link where you can learn about the web-designing and also if you ever have a problem you can ask lab-assistance in campus or me (for off-campus non-BYUI students). How confident you feel from 0 to 10 score.
13. Do you think you can create your web site if I tell you, you don't need any math or programming knowledge. How confident you feel after this information from 0 to 10 score.
14. Have you ever programmed before?
15. How much time you spend in learning something before you give up (in real life).
16. And have you ever caught up yourself in the Internet rabbit-hole? If so, how long.

Raw Data: Since the target user is pretty narrow, I have focused on the students who love to take these kinds of online(MOOC) classes or student who have to take this class because they are in majors like CIT or web-programming. Also, these kind of users are our target audience.

1st Participation: Our first participation is a student of BYUI and he is a constructor management major. He is one of my room-mate. He is not much active in social media. He spends mostly 2 mins in social media per day, around 4 hours in net surfing about sports, news, and politics. He watched and reads news articles in the internet. He is pretty flexible and comfortable with new interfaces in different websites. He thinks any new website can be made learned to use in a few minutes. He just doesn't like too much information in a web page. He thinks when you look to a web page you should figure out everything inside it within few seconds. He is not very good in learning from a website where everything is in text and no multimedia. He is not open to learning new things, but he is sure that he can create a website that people would like(if he learns or gets resources to learn). He never gives up in anything but for short time. He thinks the things will come up again in life at some point. And has very little experience with programming but after knowing he doesn't need much knowledge of math and programming for web designing he is more confident in learning to build a website.

2nd Participants: Our second participation is a student of BYUI and, she is a girl in CS major. She is from Korea. Our 2nd participant volunteered to be in the survey. She is very active in social media but doesn't have a habit of web surfing. Most of the information about new and new technology she gets from social media. Talking about the new website, she doesn't have much problem with new website as long as the web link are doing what it is supposed to do. She thinks she can figure out a normal website but not schools homework website in 10 seconds. she is also familiar with MOOC learning and has done few different certification and she is very willing to learn about web designing. She thinks it is very cool to learn to create stuff in internet. She thinks she never gives up in the thing she is trying to learn and when she starts to learn something new she get in that rabbit hole for very long time like a month or weeks.

3rd Participants: Our 3rd participants is a freshman in BYU. She is an economics major and she is very interested in learning about the middle east. She has worked before in non-governmental organization in Nepal for few years.

She spends only about an hour daily in social media as well as about an hour reading news and articles about sports and travel in internet. She keeps updated herself about the new technology in the market through word of mouth and news. She doesn't have a problem in going to new website and clicking in different links as long as they look trustworthy. She wants professionalism in the website. It is not hard for her to figure out the content of new big-website; it can take her about a week to get used to with it. She has never tried a MOOC learning before but she is very open to learning new things. She has some programming background from high school and she know little bit of HTML. She is very comfortable with books or text form of instruction for learning new things. But she prefers hard copy when at home or she don't have to carry around. She thinks it is a waste of time to surf in the internet about a topic which is not even linked to her.

Characteristics of Target Users: The individual characteristics are mostly presented in the Interview sections. With the information above we can easily know about the users and draw the image of target users in general. But there are some common characteristics among our users that will be helpful in developing our persona.

Some common characteristics of our users are listed below.

1. Every one of our users is student in different majors and fields.
2. They spend lot of their time either in gaming, social media or just reading stuff in internet.
3. All three people have done online learning before, and two users have tried the MOCC learning system. But everyone is positive about trying MOCC if they can get help from live tutors (not just question answer in a text).
4. Everyone is interested in designing their own website when time and resources available.
5. They think that it is cool to design their own websites. As it can benefit your business and image among others.
6. All of the participants are comfortable with online learning and text form of instruction in online learning. They think it will take some time to figure out things in a new site but it doesn't take time as long as site is updated and is doing what it is supposed to do.

4. Persona:

Rebecca is a college student who is studying computer engineering in Nepal. She is a good friend with Smina who is computer science student in BYUI. Rebecca is really interested in the new class Smina is taking - web Engineering. She also wants to create a website like smina, but she doesn't get those resources in Nepal. Smina wants to help her friend, so she asks her professor is people out of the school can use his website to learn Web. The professor becomes so happy with Rebbac's interest and effort and he welcomes Rebecca to use his website for learning web.

Rebecca has tried a MOOC learning before to learn web, but she used to struggle to set up an environment and framework before she could even start. She is excited this time because she is learning the things she wanted with her friend. Rebecca thinks she can get help form her friend, Smina on topic she has difficulty in understanding. Rebecca is happy that there is someone to discuss the problem she faces in learning process.

After getting permission from professor Rebecca does the first-week reading and homework in one evening. She felt more confident after doing the first assignment. She shows her work to her parent and her friend Smina. Smina was happy that she was able to help someone who has interest in learning about web.

Rebecca is busy with her college during the weekdays, so she has planned to do this as a side project and separates her Sunday for web-engineering. Rebecca is planning to build a business website at the end of this class. She is not sure if she can get a job in computer engineering but she thinks she can find job as a full-stack web developer in that growing market. She knows what she likes, and she is ready to pursue it as her career.

Usually on Sunday early morning (in Nepal/ it's Saturday evening in USA), Rebecca calls Smina and talk about their day to day life as well as what Smina learned in web-engineering that week. Since they are a close friend from school, they always have a lot of stuff to talk about. They both talk with each other for about 15-30 mins and the conversation always ends with discussion about the web-page they created. That whole day Rebecca works on her side project(web) . She tries to learn about the content in professor's web site as well as the link given for that special week. Navigating through the professor website is her all day activity. At the end of the day she gets back from that learning world with a beautiful web page and knowledge of something that she never had before.

Scenario: Rebecca plans to deeply focus on designing responsive web-page(different view in different screen) for this weekend. After eating her breakfast she goes to her room to study. Before she could even open her laptop her brother calls her. She goes to her brother in living room and finds that he just called her to watch TV. She gets mad because her brother called her just to watch TV. She asks everyone if they need help with anything before she starts reading. After seeing that everyone is fine she goes back to her room to study. She opens her laptop and types a specific IP address to go to the professor's website. She scrolls down the home page and clicks on the "Assignment 4" web link. She sees different links for reading of that week and she clicks on the first link. As she starts to read the first line of that week reading, she gets a call from her boyfriend. He was asking if she wants to go out in the evening. Rebecca says that she is working in the project, and she would meet him straight next day in school. She puts her phone in the silent mode and starts reading. She starts to jump from professors website, other website, and her editor as she was reading and typing code.

Variables Criteria: Most of the thing in the professor website has to do with his writing, but there is a link between the writing and how it is presented. I believe that writing can itself be a interface that can create a simplicity and develop trust between user and system.

Efficiency: User should be able to understand materials faster that doesn't mean user should be able to understand the content and reading faster, but it does mean that it should not take long time to understand the reading and homework for the specific week. User should be able to communicate with professor's mind just by reading the page of that week (the interface has 1 page/web-link per week).

Familiarity: User should be familiar with the interface provided. It is pretty easy to differentiate between commonly formatted web-page and strange web page like a fake web page or pages with very strange, odd coloring.

Learnability: Students are visiting our system to learn something new they don't know. They don't want to learn the system itself.

Simplicity: The interface should have all the instruction in order. If the instruction are not orderly sequenced then interface has a high chances of losing audience. Multiple pages for common things should be discouraged as student don't like going inside page after page and backing up.

Mapping: Mapping plays a very important role here. It can even affect other variables. The link should be where it is supposed to be in an ordered sequence. Sometimes in some interface-

system people get lost in finding the function they saw before but don't remember how to go there. This kind of problems should be highly discouraged.

Motivation: This is an important variable when it comes to inspire student to keep up their hard work. Student will be spending at least 5 hours just reading content from that website. If the interface is just text and lacks image or video links then interface might lose audience.

Trust: The user must trust the system from where he is getting the information. It variable is highly affected by the credibility of the designer of interface or professor.

Visibility: All the information to complete assignment must be available and clearly understandable to the user.

Priority:

Priority 1: The interface should be *simple and trustworthy*. The first thing the audience would ask when they go to any MOOC learning website or website of any university professor is the trustability and the view of interface. If they don't feel the interface to be simple, they will generalize the content inside to be written in same way and user might get offended. So, Familiarity and Trust will be the first priority of our interface.

Priority 2: The *motivation is in this* category because this is useful but not necessary depending on our audience. If the audience cannot escape and they have to use this website no matter what then they would use it, but improving these variables of course worth the time and resources we put in.

Priority 3: *Mapping, learnability, and visibility* lie in this category. Mapping is a variable that can affect our motivation and learnability curve. If the user do not find tools where it should be naturally then it might introduce a break in motivation and learnability. While doing the online learning there is lot of problems but these variables are mostly cleared by our priority 1 variables. Visibility is linked to simplicity. Usually, if the website is simple then its visibility is higher.

Efficiency and familiarity don't matter much in the learning process. The content user is learning is already new so his mind will be prepared to handle new things. Also, most of our target users are good in handling new interface.

	Exceptional 2	Good 1	Acceptable 0	Flawed -1	Horrible -2
Trust 35%	Website belongs to a very high credential source.	Looks like designer has good information on what he is displaying.	Nothing to trust and distrust the web site	Someone will suspect this is fake	Everyone will think this is fake.
Simplicity 25%	Extremely simple and straightforward	Most users would call the site simple	According to the user exception	Over complexed and hard to find information.	Very difficult to find the information needed.
Motivation 25%	Website encourages people to learn and try complex things in their assignment	Website is interesting	All the content and the interface is professional.	The site is boring	It is ugly and punishing.
Learnability 10%	Everyone figures it out immediately	Most users will figure out the site in just a minute or two Familiar	Familiar and learnable, but more difficult than necessary	Some users will never discover some features of the site	Many users never discover some features of the site
Mapping 5%	All the links make sense to user	User have some idea what each link do.	User founds out the purpose of links only after clicking.	Couple of the links are broken	Website is not functioning and links are not working.

I didn't understand the email this morning. But I feel like the email was trying to say it a pass-fail assignment. If I have to grade my self I would grade myself 100% this time. I have spent

more time than usually required by 3-credit class. And I am pretty sure, I am learning what I am supposed to learn from this course.