

CRITICAL REVIEW

Case Study by Samuel Aguilar

Research
February 2018



Prototyping
March 2018



Development
April - May 2018

THE CHALLENGE

Redesign the most popular course review aggregator on campus.

RESEARCH

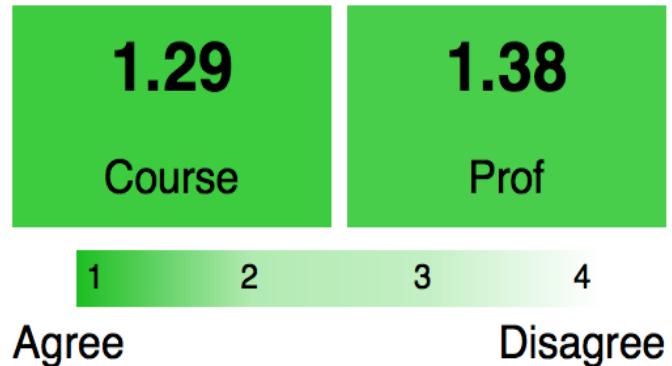
Research Methods

- Unstructured Interviews
 - 7 participants were asked about experience with Critical Review
 - Asked about main concerns, things they liked, any improvements
- Observational Techniques
 - Observed participants using the Critical Review
- Usability Testing
 - Ahead of pre-registration, set up computer in the Sci Li Mezzanine and observed them using the system
 - Walked us through their thought process
 - Answered questions about actions
 - Outlined concerns, preferences, and possible areas of improvement



Identifying Main Problems with Current Design

- Interface
- Varied formatting for years and data
 - Old scale vs. new scale
- Data is not always available
- Needs Improved Search
 - i.e make it easier to find highest rated courses
- Better integration with CAB
 - Courses that were recently offered are not shown on the website. Must provide some sort of feedback that tells the user this course review is not yet available



Looking at Parallels



OLD DESIGN

Home Page

The screenshot shows the homepage of The Critical Review website. A red box highlights the left sidebar, which includes a search bar, course filters (Fall, Spring, Course Code), instructor and title filters, and department filters (AFRI, AMST, ANTH, ARAB, ASYR, BE, BIOL, CHEM). Below these are sections for recently reviewed courses and links to search and help. A red box highlights the main content area, which features a banner for Spring 2016 course reviews, a message from the executive board, and a survey request. Another red box highlights the 'What is the Critical Review?' section, which describes the organization's mission and privacy policy. A red box highlights the 'Brought To You By Students Like You' section, listing names of students who contributed reviews.

1 CR The Critical Review

2 Fall Spring Course Code

3 Spring 2016 course reviews are live!

We hope that you find our reviews useful as you register for courses this semester.
— The Critical Review Executive Board
January 24, 2017
Please take a few seconds to fill out this survey for us. Thank you!

4 What is the Critical Review?

The Critical Review is a Brown University student organization that publishes course reviews based on surveys distributed to all students in every undergraduate class. All reviews are held to the highest editorial standards and are based on the consensus of class members.
We respect instructors' privacy. You must be a member of the Brown community to read reviews.
The Critical Review is an invaluable resource for the Brown community. We rely on the continued participation of both instructors and students to bring it to you. Thank you for your help. To see the lighter side of our work, be sure to check out the [Funny Quotes](#) page.

5 Brought To You By Students Like You

Aaron Brown	Guo Wang	Quentin Thomas
Alex Klapper	Haley Shiff	Rachel Lee
Amanda Chow	Henry Drewes	Rachel Souza
Andrea Qi	Hyunseoung Choi	Reda Semlani
Arielle Ladabaum	Isabella Dao Li Ting	Reed Brown
Camille Di Bella	Jack Xiong	Rosette Nguyen
Celina Hsieh	Jacob Meltzer	Ruby Steele
Celine Nguyen	Jee Won Diane Kang	Sachin Sastri
Cheryl Chan	Jessica Yu	Samantha Glickman
Chris Yoon	Jolie Ren	Sarah Conlisk
Christine Lu	Jonathan Huang	Sebastien Jean-Pierre
Claire Chung	Katie Chiou	Shaunak Shende
Dan Murphy	Kelley Tackett	Sidi Wen
Daniel Lo	Kevin Chen	Solon James
Diana (DaYoung) Hong	Linda Chang	Sophia Collis
Dowon Kim	Liz Siebert	Sophia Petros

- [1] The upper left corner has an icon, CR, however is not a button, the title is (breaks the consistency of web)
- [2] The search bar is very strategically placed following the principle of frequency of use
- [3] [4] [5] have little relevance to the web-site's core functionality, which is to search for courses. Should be placed elsewhere
- [4] is aimed at a non-Brown students; which is unnecessary given that it requires Log In

Home Page

The screenshot shows the homepage of The Critical Review. At the top, there is a navigation bar with links: Search, About, Help, Write for CR, Funny Quotes, and Staff Login. A red box highlights the 'Staff Login' link, which is circled with a red number '1'. Another red box highlights the 'Funny Quotes' link, which is circled with a red number '2'.

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Brought To You By Students Like You

Aaron Brown Alex Klapper Amanda Chow Andrea Qi Arielle Ladabaum Camille Di Bella Celina Hsieh Celine Nguyen Cheryl Chan Chris Yoon Christine Lu Claire Chung Dan Murphy Daniel Lo Diana (DaYoung) Hong Dowon Kim	Guo Wang Haley Shiff Henry Drewes Hyunseoung Choi Isabella Dao Li Ting Jack Xiong Jacob Meltzer Jee Won Diane Kang Jessica Yu Jolie Ren Jonathan Huang Katie Chiou Kelley Tackett Kevin Chen Linda Chang Liz Siebert	Quentin Thomas Rachel Lee Rachel Souza Reda Semlani Reed Brown Rosette Nguyen Ruby Steele Sachin Sastri Samantha Glickman Sarah Conlisk Sebastien Jean-Pierre Shaunak Shende Sidi Wen Solon James Sophia Collis Sophia Petros
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- [1] Although Login is mandatory, there is no Login button for regular non-staff users
- It automatically redirects you to Brown's login page; with no visual cue
- [2] Funny Quotes is unnecessary as main navigation link. Could me relocated to a separate section of the website, such as "About"
- Lack of simplicity

Cognitive Walk Through

- 2 students [Juniors] who are familiar with the system were asked to go to the Critical Review
- Both said they only go on it through Courses @ Brown, which makes them skip the home-page and go directly to the class review
- So the home-page automatically becomes the customized class viewing page; same template for each class but different data

COLT 1810N S01 (Fall)

COLT 1810N Freud: Writer and Reader
Section S01, CRN 15575
Maximum Enrollment: 25 / Seats Avail: 0 (last updated Apr 21st at 4:45pm)

Important Notes
⚠ This section is full

Course Description
A broad survey of Freud's writings, with particular emphasis on psychoanalysis' relevance to literary theory and cultural analysis. Readings include Freud's major works, as well as secondary sources focused on applications to literary studies.

Course Review
[The Critical Review for COLT 1810N](#)

Final Exam
If an exam is scheduled for the final exam period, it will be held:
Exam Date: 19-DEC-2018 Exam Time: 02:00:00 PM Exam Group: 05

The Critical Review Search About Help Write for CR Funny Quotes Staff Login

COLT 1810N Freud: Writer and Reader Stewart-Steinberg, Suzanne

Show Profs Review Graph Demographics

Departments AFRI AMCV AMST ANCT ANTH APMA ARAB ARCH ASYR AWAS BE BEO BIOL CATL CHEM CHIN

Spring 2007 Section 2 Section 10 Fall 2006 Section 1 Section 3 Section 11 Section 12 Spring 2006 Spring 2005 Section 004 Section 009 Section 018 Fall 2004 Section 008 Section 016 Spring 2004 Spring 2003 Fall 2002

Mocha Catalog Schedule Format: Seminar Class Size: 15 Respondents: 8

1.29 Course **1.38** Prof

1 Agree 2 3 Disagree 4

The objective of "Freud: Writer and Reader" is for students to understand Freud in connection to literature. For some respondents, this was the first time they were exposed to literary criticism. Students in the course learn to apply their knowledge about Freud to general reading and literature. While there are no prerequisites for the course, respondents state that an interest in this subject is necessary.

Students had only wonderful things to say about Professor Stewart-Steinberg, who they described as engaging and interesting. The instructor encouraged students, but was "not overbearing." Class members also appreciated the fact that the professor balanced discussion and lecture time very well.

The majority of respondents agreed that the reading for this course was both useful and relevant. Most admitted that they enjoyed all the readings. However, they note that if you do not enjoy reading Freud, you will not enjoy the assignments. Throughout the semester, the students completed one paper and two presentations. They liked this format, but agreed it can be "scary" not knowing what your grade will be since there were only these three graded assignments.

On average, respondents spent five hours on completing work for this course each week. One student remarked, "But, hey, it's Freud. I wasn't expecting light reading." Overall, the students enjoyed the course very much. They recommend it to other students as long as you have an interest in Freud and literary criticism.

Cognitive Walk Through

The Critical Review [Search](#) [About](#) [Help](#) [Write for CR](#) [Funny Quotes](#) [Staff Login](#)

Fall Spring

Course Code COLT 1810

Freud: Writer and Reader

Stewart-Steinberg, Suzanne

Instructor

Title

Departments

AFRI AMCV
 AMST ANCT
 ANTH APMA
 ARAB ARCH
 ASYR AWAS
 BE BEO
 BIOL CATAL
 CHEM CHIN

Recently reviewed

[Search](#) [Search Help](#)

Review **Graph** **Demographics**

Mocha Catalog Schedule

Format: Seminar
Class Size: 15
Respondents: 8

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1 Agree 2 3 4 Disagree

Spring 2007
Section 2
Section 10
Fall 2006
Section 1
Section 3
Section 11
Section 12
Spring 2006
Section 004
Section 009
Section 018
Fall 2004
Section 008
Section 016
Spring 2004
Spring 2003
Fall 2002

- All of the relevant information is divided into unnecessary tabs [Review, Graph, Demographics]
- No hierarchy of information; demographics and graphs are on other pages. [Are demographics not displayed in graphs?]

Cognitive Walk Through

The Critical Review [Search](#) [About](#) [Help](#) [Write for CR](#) [Funny Quotes](#) [Staff Login](#)

Fall Spring

Course Code COLT 1810

Freud: Writer and Reader

Stewart-Steinberg, Suzanne

Instructor

Title

Departments

AFRI AMCV
 AMST ANCT
 ANTH APMA
 ARAB ARCH
 ASYR AWAS
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 BIOL CATL
 CHEM CHIN

Recently reviewed

[Search](#) [Search Help](#)

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Mocha Catalog Schedule

Format: Seminar
Class Size: 15
Respondents: 8

1.29 **1.38**

Course Prof

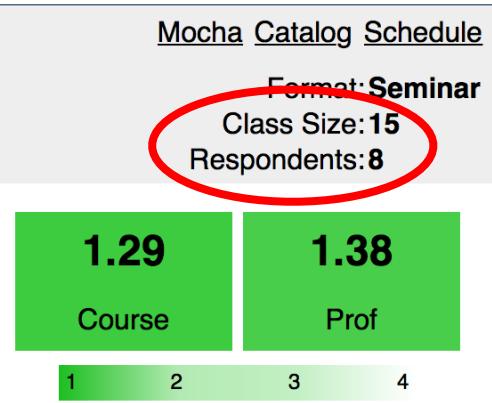
1 Agree 2 3 4 Disagree

Spring 2007
Section 2
Section 10
Fall 2006
Section 1
Section 3
Section 11
Section 12
Spring 2006
Section 1
Section 3
Section 11
Section 12
Spring 2005
Section 004
Section 009
Section 018
Fall 2004
Section 008
Section 016
Spring 2004
Spring 2003
Fall 2002

- Buttons no longer provide any functionality.
- Schedule has since been replaced by Courses @ Brown
- Mocha was a now defunct website that allowed students to shop for courses.

Review Data

1



Structure

Goals were clearly stated
Exams/assignments relevant
Grading policy clear and fair
Feedback throughout semester

Instructor

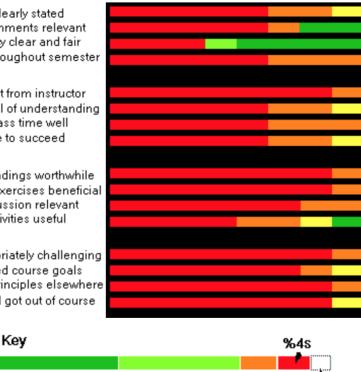
I learned a lot from instructor
Aware of level of understanding
Organized class time well
Motivated me to succeed

Content

Assigned readings worthwhile
Homework exercises beneficial
Lecture/discussion relevant
Materials/activities useful

Skills

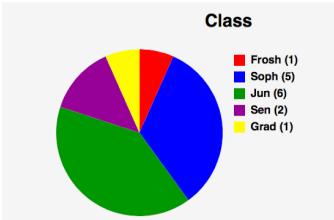
Class appropriately challenging
Accomplished course goals
Apply new principles elsewhere
I loved what I got out of course



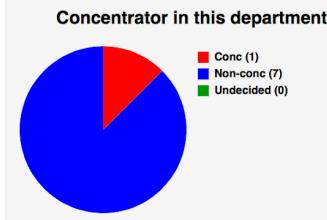
1s indicate strong agreement. 4s indicate strong disagreement.
Greens mean more agreement. Reds mean more disagreement.
5s indicate a response of N/A and is represented by blank space.

- The only information on error is the respondent to class-size ratio, on the upper right corner of the page; which shows the viewers the integrity and the detailed accuracy of the work.
- High number of cognitive steps [workload] to understand data [the legend introduces color, using words]
- [2] Key is wrong - there is no description of what YELLOW stands for.
- [2] The Key is divided into 5 colors, in different proportions with no information being conveyed
- [1] Color spectrum: 4 different shades of green - but the graph is not clear; nor is the scale (scale changes over the years)
- [3] [4] use of the same colors of RED and BLUE have no meaning

3



4



Search Capabilities

The Critic

Fall Spring

Course Code

Instructor

Title

Departments

<input type="checkbox"/> AFRI	<input type="checkbox"/> AMCV
<input type="checkbox"/> AMST	<input type="checkbox"/> ANCT
<input type="checkbox"/> ANTH	<input type="checkbox"/> APMA
<input type="checkbox"/> ARAB	<input type="checkbox"/> ARCH
<input type="checkbox"/> ASYR	<input type="checkbox"/> AWAS
<input type="checkbox"/> BE	<input type="checkbox"/> BEO
<input type="checkbox"/> BIOL	<input type="checkbox"/> CATL
<input type="checkbox"/> CHEM	<input type="checkbox"/> CHIN

Recently reviewed

[Search Help](#)

Search Results

Course Code	Title	Professor	Size	P. Avg	C. Avg	Last Review
AMCV0019	Ethnic Chicago	Mireya Loza	8	1.06	1.17	2007 Spring
AMCV0150	The West in the American Imagination	Campbell, James	15	2.19	2.23	2005 Fall
AMCV0150F	What Does A Woman Want?	Haviland, Beverly	12			2008 Spring
AMCV0150G	Women / Writing / Power	Haviland, Beverly	8			2009 Spring

- The Website fails to deliver a simple, and easy to use search experience.
- Thought back to how Google made it simple to search its own database of links
- Sorting was a mess, requiring the user to reload the entire page before the courses were re-sorted based on the the parameters.
- Thinking back to Don Norman's Principles: Provide a good conceptual model, Make Things Visible
- Title's button function is not visible, does not follow a conceptual model

Staff Central

The Critical Review [Search](#) [About](#) [Help](#) [Staff](#) [Funny Quotes](#) Logged in as kevInIII. [Logout](#) [Password](#)

STAFF

[Staff Central](#)
[Edit Reviews](#)
[My Writers](#)
[Send a Mailing](#)
[Documents](#)
[Calendar](#)
[User Admin](#)
[Editions Admin](#)
[Thank You Cards](#)
[Announce List](#)
[Import](#)
[Wiki](#)

Fall Spring
Course Code

Instructor

Title

Departments
 AFRI AMCV
 AMST ANCT
 ANTH APMA
 ARAB ARCH
 ASYR AWAS

Critical Review Staff Central

[My Top Reviews](#) [Staff Tools](#)

- [Edit Your Reviews](#)
- [Submit Funny Quotes](#)
- [Edit your Staff Bio](#)
- [Documents](#) (Writer's Guide, flow charts, etc.)
- [Calendar](#) (Deadlines, parties, etc.)

STAFF FEEDBACK

Submit anonymously

[Submit your Feedback](#)

- The chairs at the Critical Review requested a complete overhaul of the staff portal. Something that was visually distinct from the rest of the website, and allowed for easier review editing, creation, and management.

THE REDESIGN

[◀ BACK \(25 pt\)](#)

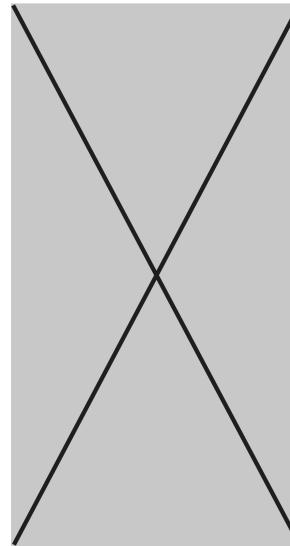
Course Code (31 pt)

Course Name (50pt)

Professor Name (31 pt)

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla non felis ipsum. Orci varius natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Fusce scelerisque ut tortor auctor dignissim. Donec ut sagittis felis. Quisque sit amet semper odio, a malesuada metus. Mauris condimentum, nulla fringilla egestas molestie, magna nibh rhoncus nibh, vel ultrices est orci vitae tellus. Sed dictum eleifend libero, ut volutpat ligula consectetur nec. Phasellus ornare eros mi, nec rutrum orci ullamcorper sit amet. In elementum, massa ac imperdiet bibendum, lorem elit fringilla dolor, quis tristique sapien diam suscipit leo. Donec erat ante, interdum at euismod quis, ultrices et est. Proin nec nulla fringilla, lacinia tortor vel, placerat quam. Curabitur in dictum odio, ac interdum massa. Pellentesque quis urna vel metus finibus blandit. Cras posuere ante vel vehicula suscipit. Vestibulum vulputate quam elit. Morbi in ullamcorper tortor.

Fusce quis libero sed mauris volutpat efficitur at et mauris. Suspendisse in orci tincidunt, maximus urna sed, finibus libero. Duis ultrices ex vel nisl dictum, id auctor sapien aliquet. Nulla accumsan enim malesuada convallis scelerisque. Curabitur nec efficitur libero. Vivamus consectetur magna diam, id aliquam velit vehicula vel. Praesent convallis velit et imperdiet posuere. Aenean velit purus, interdum quis interdum in, auctor sed dolor. Aenean ut finibus nisi. Etiam quis lacinia dui, quis auctor ipsum. Ut maximus pellentesque purus, a pretium mauris placerat eu. Nulla euismod turpis et nisl consequat facilisis. Fusce quis sapien risus. (19 pt)



Header (50 pt)



- The Course name, code, and actual review are all made clearer and pushed towards the left.
- A statistics panel was added to the right side of the page, that would float as the user scrolled, allowing them see to the most important details as they read along the page.
- All information associated with a specific course review, was consolidated into a single page, where users were able to see every bit of information, just by scrolling.

[◀ Back to Results](#)

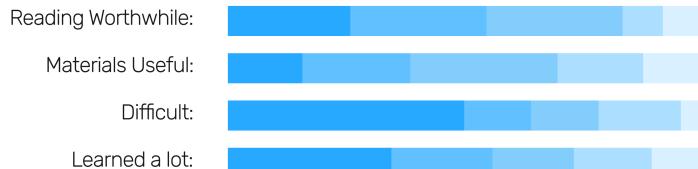
CSCI 1320: Creating Modern Web Applications

Professor Steve Reiss

"Creating Modern Web Applications" (CSCI1320) covers all aspects of web application development, including the initial concept, user-centric design, and development methodologies. Students found that a software engineering background, HTML/CSS, and basic programming to be helpful in this course. However, this course officially recommends "Introduction to Software Engineering" (CSCI0320) and "Introduction to Computer Systems" (CSCI0330). The project teams will accommodate students with a variety of backgrounds, specifically computer science concentrators and non-computer science concentrators with design experience.

The course consisted of four assignments, eight labs, one final exam, and one final project. Some students found the final project to be the most memorable aspect of this course.

Breakdown



6.7 **15.3**

Hours on a
Typical Week

Hours,
Maximum

Class Size: **113**

Respondents: **50**

Fulfils Requirement: **Yes**

Years Offered: **Most**

71%

of respondents
enjoyed the course

- Marginal improvements, including a single color gradient for statistics. A deeper hue meant a more positive review and higher score.
- Relevant statistics such as class size, student satisfaction, and requirement fulfillment were all included
- A simple, uncluttered design would encourage discovery, and a sense that all of the information was within their reach.

[« Back to Results](#)

CSCI 1320: Professor Steve Reiss

Creating Modern Web Applications

[Past Reviews](#) ▾

Fulfils Requirement: Yes

Years Offered: Most ?

Summary

"Creating Modern Web Applications" (CSCI1320) covers all aspects of **web application development**, including the initial concept, user-centric design, and development methodologies. Students found that a software engineering background, HTML/CSS, and basic programming to be helpful in this course. However, this course officially recommends "Introduction to Software Engineering" (CSCI0320) and "Introduction to Computer Systems" (CSCI0330). The project teams will **accommodate students** with a variety of backgrounds, specifically computer science concentrators and non-computer science concentrators with design experience.

The course consisted of **four assignments**, **eight labs**, **one final exam**, and one final project. Some students found the final project to be the most memorable aspect of this course.

Breakdown

Reading Worthwhile:

Materials Useful:

Difficult:

Statistics

3.24

Course Rating

3.23

Professor Rating

6.7

AVG. HOURS

15.3

MAX HOURS

113

CLASS SIZE

50

RESPONDENTS

5

Assignments

1

Exams

0

Papers

- Pushback on the color gradients, although the single color gradient was used in the final version.
- Certain metrics, such as student satisfaction could not be quantified, and were therefore omitted from the final version.
- A button allowing students to view past reviews was also added. Same experience, just different information.

**Staff Central**[Manage Reviews](#)[My Writers](#)[Send a Mailing](#)[Documents](#)[Calendar](#)[User Admin](#)[Editors Admin](#)[Thank You Cards](#)[Announce List](#)[Import](#)[Wiki](#)

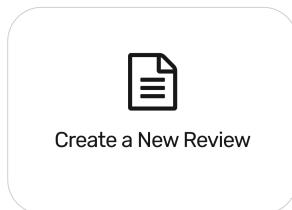
Staff Central

Hi User,

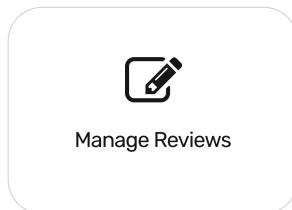
Welcome to the Staff Central Dashboard! Here you'll find useful links that will help you deliver the best reviews possible. On the left side of the screen you'll also find important navigation items that will help you quickly find what you are looking for.

All the best,

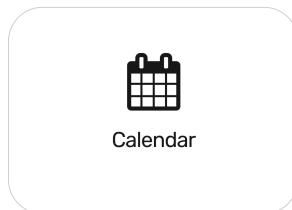
The Critical Review



Create a New Review



Manage Reviews



Calendar

- The Staff portal allowed for simplified review editing, creation, and management.
- Quick links to frequently used actions were added in the form of large buttons.

Feedback

Leave any comments, feedback, or possible criticisms here:

Your comment is 100% anonymous...

FINAL DESIGN

[About](#)[Join Us](#)[Help](#)[Staff](#)

The Critical Review

Helping Brown students navigate the open curriculum since 1976.

Search by name, number, department, or professor



Results for "CSCI"

Filter by year

1996

2017

Show 25 ▾ entries

Filter Results:

Last Reviewed	Course	Professor	Size	Course Rating	Professor Rating
2018 Fall	CSCI 0020: The Digital World	Stanford, Donald (S1)	279	4.35	4.75
2018 Fall	CSCI 0111: Computing Foundations: Data	Fisler, Kathi (S1)	53	4.43	4.87
2018 Fall	CSCI 0150: Introduction to Object-Oriented Programming and Computer Science	van Dam, Andries (S1)	390	4.21	4.36
2018 Fall	CSCI 0170: Computer Science: An Integrated Introduction	Klein, Philip (S1)	181	4.05	3.95
2018 Fall	CSCI 0330: Introduction to Computer Systems	Doeppner, Thomas (S1)	323	4.01	4.27
2018 Fall	CSCI 1010: Theory of Computation	Eugenio, Anna (S1)	52	4.06	3.81

[Back](#)

User Interfaces and User Experience

CSCI 0130 | Huang, Jeff (S1) | Fall 2017

[View all reviews](#)

Summary

"User Interface and User Experience" (CSCI0130) is an introductory level Computer Science course in which students are exposed to the process behind building a user interface through hands-on experience designing an interface. Students are given an understanding of modeling user interaction, when to use different interfaces, methods for designing interfaces, and the tools for analyzing interfaces. Students found previous CS and Engineering courses at Brown to be helpful, including "Introduction to Object-Oriented Programming and Computer Science" (CSCI0150), Engineering courses, and "The Digital World" (CSCI0020). However, several noted having never taken a computer science course prior to CSCI0130.

Respondents found the instructor to be interesting, lecturing effectively with the addition of lecture slides as well as providing relevant assignments. Some praised the responsiveness of the professor in providing help as

Statistics

84%

99%

4.22

COURSE

4.97

PROFESSOR

5.00

AVG HOURS

11.80

MAX HOURS

5

RESPONDENTS

88

CLASS SIZE

Data

Legend

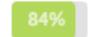


Course Feedback



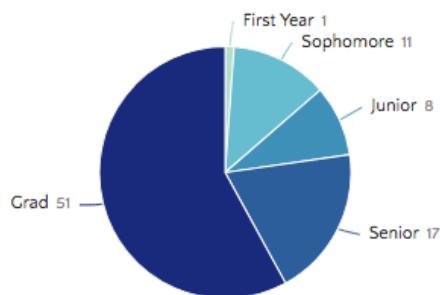
Instructor(s) Feedback

Statistics

 84%	 99%
4.22	4.97
COURSE	PROFESSOR
5.00	11.80
AVG HOURS	MAX HOURS
5	88
RESPONDENTS	CLASS SIZE

Demographics

Year Breakdown



Concentrator
in the CSCI department



Did students take this class as a requirement?

No



Statistics ⓘ

84%

4.22

COURSE

99%

4.97

PROFESSOR

5.00

AVG HOURS

11.80

MAX HOURS

5

RESPONDENTS

88

CLASS SIZE

Special thanks to

Kevin Li

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