

## MCS-210 Criteria Met Document

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### **Usability:**

Upon opening our website, the user is greeted with a quiz. The green buttons that pop off the page show the user what they need to push, so it is easy to see what to do next. Additionally, our question clearly lays out what the user is trying to accomplish, and more specific considerations are listed in a smaller font in the “quiz guidelines” section. By making the important parts of our website big, we make it easy for our users to navigate without much thought.

Once the user gets into the quiz, it is easy to know how to select options, as hovering over an option creates a black border around the option. It is easy to know when a user has selected an option, because it turns black.

Our homepage on our main website greets the user, and explains more about how to use our website. This clearly outlines to people how to interact with our website, which leaves little room for confusion.

### **Educational Value:**

If a person knows nothing about chatbots (persona 2) and they take our quiz, they will learn that chatbots are capable of producing impressively “human” responses. On the contrary, if a person knows a lot about chatbots (persona 1), our quiz will probably prove to them how hard it is to tell when a chatbot writes something as compared to when a human writes something. If users don’t do as well on the quiz as they were expecting, they may be more motivated to learn more about chatbots by fully exploring our website.

The “What are chatbots?” information on the homepage is geared towards our first persona. This section is meant to give a general description of what chatbots are. We put this section on our homepage because it is basic information that all people need to understand before productively exploring our other information.

Going down the line on the sidebar, the next section lists things that chatbots can and cannot do. This section explains some common misconceptions that people have about chatbots, which is one of the most important things for us to clarify with our website. Also, the “They can” vs. “They cannot” section headers help to organize our information so users can easily process it.

The “How are they trained?” section is aimed towards persona 2 in that it reiterates how chatbots do not understand what they produce on a conscious level. It also gives basic knowledge about where the data for chatbot training comes from, something which persona 1 would probably be interested in.

The “Types of chatbots” tab gives a brief overview of different types of chatbots. For persona 2, this could be enlightening, as many people who know little about chatbots may only know about ChatGPT. Exposing persona 2 users to different types of chatbots could be enlightening. For people who already know that there are different chatbots (persona 1 users),

our summaries of the chatbots will give a succinct summary of many popular chatbots, which could strengthen their understanding of the differences between them.

Finally, the “Ethical Concerns” tab is probably the most important tab for people and how they interact with chatbots in their everyday life. There are many questions about how chatbots will affect the workforce and education, so I’m glad we could discuss these big questions on our website. I think that both persona 1 and persona 2 will be interested in this section, and I think both will probably learn something new (as I learned something new when I wrote it, and I feel like I had a good understanding of chatbots going into this project).

Finally, linked at the bottom of most of our pages are the sources we used to find our information. Not only is this good academic practice, but it also allows users to find high quality sources where they can learn more about certain topics related to chatbots if they are interested.

### **Interactivity:**

Our website has a couple of things that allow for activity and make it fun for the user. First, upon opening our website, the first thing seen is an interactive quiz. The user is prompted to enter their name, and then they click a button to enter the quiz. Each question has 4 answers, all with their own button to click. The quiz has 10 questions, and at the end it says your score out of 10. This is a fun way to interact with our website that not only requires users to click on the screen, but also makes them think.

Our website has a little bit of extra interactivity on our home page. To open each page of information, you have to click a button. When opened, you have the option to view that page full screen, windowed, or you can minimize it and add it to the taskbar. After being minimized, it can be opened from the “taskbar” of the website. We also have clickable links that link to another website. There is also a button to return to the quiz.

### **Aesthetics:**

The pages on our website are designed to follow the color scheme of ChatGPT. These colors are basic, but they definitely don’t clash, and they give a slightly more professional vibe. On the start of the quiz page, we have 2 animated lines that have some color flowing through them. The quiz has a green and gray color scheme.

The main page of our website has a blue and gray color scheme. Each openable window is not just a big block of text. They are all formatted in sections of text broken up by headers. Each window has a relevant picture to keep the user’s attention.

### **Things we did to go above and beyond:**

We think our quiz is above and beyond. Our interactivity is not limited to just windows that can be opened and closed, but we did that too. We really deepened our understanding of not only HTML, but also Javascript and CSS, so that we could edit the templates we were using. We did lots of debugging on the templates, and managed to make a really solid website with no obvious bugs. We came to an understanding of the templates, and could explain a lot of what the code is doing. We also understand GitHub much better now.

We also did thorough research on our personas as well. We got over 30 responses on our survey and went through each one to help build our understanding of what people of all

ages know about our topic. We did thorough research, and used far more than just the things we learned in class about our topic.