Your Title Here

Experiment 2, Experimentation & Evaluation 2024

# Abstract

Short (120-130 words) summary of your entire report. Give the reader a quick idea of what you did and what the main findings were (if you prepare this report ahead of time, leave out the findings until after you finish the analysis).

# 1. Introduction

The focus of our experiment is to investigate whether people read identifiers faster when written in camelCase or kebab-case

The motivation behind this study is to determine whether using a specific separator in composed identifiers can speedup code reading.

Your final paragraph of the introduction should outline your proposed experiment.

|  |
| --- |
| **Hypotheses:** |
| Null Hypothesis (H0): There is no statistically significant difference in reading speed when using camelCase compared to kebab-case for composed identifiers. |

# 2. Method

The following subsections provide all the essential details required to replicate the experiment accurately.

## 2.1 Variables

The independent variables (i.e., the variables manipulated during the experiment) are the following: the style of the composed identifiers and the length of the identifiers.

|  |  |
| --- | --- |
| **Independent variable** | **Levels** |
| Composed identifiers style | CamelCase or kebab-case. |
| Identifier length | Short: 2 words  Medium: 3 words  Long: 4 words. |

The dependent variable (i.e., what is measured in the experiment) is the time taken to select the matching identifier.

|  |  |
| --- | --- |
| **Dependent variable** | **Measurement Scale** |
| time taken to select the matching identifier | Ratio scale (in ms) |

The control variables (i.e., what is kept constant during the experiment) are the following:

the number of tasks per participant, the number of distractor identifiers per task and the experimental environment.

|  |  |
| --- | --- |
| **2.1 VariablesControl variable** | **Fixed Value** |
| Tasks | 20 |
| Distractor identifiers per task | 3 |
| Environment of the experiment | Web application |

The blocking variables (i.e., measured potential sources of variability used to partition the experimental units into blocks, but are not part of the hypothesis) are the following:

the participants' programming experience and age.

|  |  |
| --- | --- |
| **Blocking variable** | **Levels** |
| Programming experience | High: two or more years of programming experience  Low: less than two years of programming experience |
| Age | High: 40 years or older  Low: under 40 years |

## 2.2 Design

Check off the characteristics of your experimental design:

**Type of Study** (check one):

|  |  |  |
| --- | --- | --- |
| ⃞ **Observational Study** | ⃞ **Quasi-Experiment** | ⃞ **Experiment** |

**Number of Factors** (check one):

|  |  |  |
| --- | --- | --- |
| ⃞ **Single-Factor Design** | ⃞ **Multi-Factor Design** | ⃞ Other |

**Between vs. Within** (check one): [for human subject studies]

|  |  |  |
| --- | --- | --- |
| ⃞ **Between Group Design** (independent measures) | ⃞ **Within Subject Design** (repeated measures) | ⃞ Other |

The experiment we designed is neither an Observational Study nor a Quasi-Experiment, as we are not looking at a phenomenon in a systematic and scientifically rigorous way in its environment, and we have complete control over manipulation of the independent variables. Therefore, it is an Experiment.

Moreover, it follows a Multi-Factorial Design, since we have more than one independent variable in the study.

## 2.3 Participants

Describe who will take / took part in your experiment. Provide descriptive/summative statistics of their gender, age, professional backgrounds, and any other characteristics that may be relevant to your experiment. Also explain how you will recruit / recruited them (volunteers recruited through email, classmates who were asked to do this, etc) and how you will allocate / allocated them into the different study conditions, i.e., control group vs experimental group(s).

## 2.4 Apparatus and Materials

Describe in sufficient detail any relevant “props” that you used in your experiment. This could be the computer you used (exact model and specification), the software used (URL, version numbers), the way you measured, e.g., time (A stopwatch? A background process on the computer that got automatically triggered?). Omit needless detail (e.g., think whether details like the size of the table the laptop was placed on, or the hard disk size, might have affected your results or not).

## 2.5 Procedure

Describe how you used your props and the participants to perform your actual experiment, i.e., how you actually carried out a single experimental run. What was done to the participants? What did they have to do? How long did each session take (unless this is an actual dependent variable)? If you did not have participants, explain, e.g., what software was started by whom in what order.

# 3. Results

## 3.1 Visual Overview

Provide an insightful overview of the data you collected. This requires some engineering from your part, to find a good degree of summarization: On one end of the spectrum, you don't summarize, and report hundreds of raw measurement values in a block of text. On the other end of the spectrum, you report a single number (like a mean value). Both approaches are bad.

Instead, use appropriate visual summaries (such as **scatter plots**, **histograms**, **box plots**, or **empirical cumulative distribution functions**) to show the distribution of your data. If you have a very small number of measurement values, then report all of them in a **well organized table** (where rows and/or columns correspond to different levels of different factors).

## 3.2 Descriptive Statistics

For each group or condition, summarize the set of measured values with a "five-number summary": **minimum**, **first quartile**, **median**, **third quartile**, and **maximum** (note: these are the statistics underlying a box plot).

Moreover, report the **mean** and **standard deviation** (note: for data that is not normally distributed, e.g., for multi-modal data, these two statistics may be less meaningful).

Make sure you explain – in your words – what these statistics mean “in plain English”, but don’t yet interpret them (this is for the Discussion section).

## 3.3 Inferential Statistics

If applicable, you then follow these up with inferential statistics – i.e., the **results of statistical tests** that you did in order to decide whether there were any “real” (i.e., not by chance) differences between the conditions/groups. You should also explain what statistical test you used, and, if not immediately obvious, why.

Make sure you explain – in your words – what these statistics mean “in plain English”, but don’t yet interpret them (this is for the Discussion section).

# 4. Discussion

## 4.1 Compare Hypothesis to Results

Provide a brief restatement of the main results from the previous section, and if (or if not) these support your research hypothesis.

If there is a discrepancy between your hypothesis and the results of your experiment, speculate about why you were unable to find evidence to support your hypothesis.

## 4.2 Limitations and Threats to Validity

Acknowledge any limitations and threats to validity of your study, and how seriously these affect your results. How could these be remedied in future work?

## 4.3 Conclusions

End with the main conclusions that can be drawn from your study.

Appendix

# A. Materials

Any documents you used for your informed consent (information sheets, consent) or as part of your apparatus (e.g., manual, hand-out), please include them here.

# B. Reproduction Package (or: Raw Data)

Before, during, and after the experiment you collected all kinds of data. Don't ever throw such data away! Any plots, tables, summaries, and statistics provided in this report should be recreatable from the raw data you have.

If you only collected a small amount of data, put it in this Appendix right here.

If you collected data in forms that are better kept in separate files, then zip up those files, and submit them as a "reproduction package" supporting this report.