Documentation for HCI Project

Nick Lee
Roxana Nadrag
Naomi Pentrel
Vlad Victor Ungureanu
Tom Wiesing

Contents

This section contains our 2 personas.

0.1 Persona 1: Filip

He studies Computer Science at Jacobs University. He transferred from University of Hamburg after his first year. He is now in his 3rd year and is writing his thesis with the Computer Networks research group. The courses he has during this semester are: Operating Systems, Fundamental of Computer Science, Statistics and Machine Vision.

The OS, FunCS and MV courses require all their assignments to be uploaded via jGrader so the TA can have them.

His thesis topic subject is "Large Scale Measurement of Broadband Performance".

He was an intern at Microsoft last summer. His hobbies are reading SF books and tech articles.

- **Name: Filip**

- TA, Computer Science

- **Age:** 22

- **Motto:** I'm definitely a tech geek

0.2 Persona B

1 Scenarios

This section contains our 2 scenarios.

1.1 Scenario 1

1.2 Scenario 2

2 Use cases

This section contains our 4 use cases.

2.1 File Submission

- **Agents:**

  1. Student

- **Purpose:** Grading platforms should be capable of collecting assignment submissions, timestamped and stored in a central location

- **Procedure:**

  1. Student visits authenticated landing page, which shows outstanding assignments for courses

  2. Clicking on the assignment goes to the assignment page, containing the project spec, an accessor for the most recent previously submitted file (if applicable), and a submission interface

  3. If a small number of files is to be submitted, simply dragging and dropping/upload dialog for each slot will work

  4. If a larger/unknown number of files is to be submitted, uploading a zip file will happen instead. If enabled, jGrader will unzip it and attempt to match the contents to any file-specific slots that may exist.

  5. After uploading, the file submission slot will turn grey and show a confirmation message until the page is refreshed. (After refreshing, the previously submitted accessor will be shown)

2.2 Excuse Request[1]

- **Agents:**

  1. Students
  2. Professor

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[1]This use case is only partially implemented in the prototype.

3. Registrar (not directly)

- **Purpose:** Request being officially excused for a task

- **Procedure:**

  1. Student visits authenticated landing page, which shows outstanding assignments for courses.

  2. Clicking on an assignment navigates the student to the assignment page which (among other things) has a button to request an excuse for the specific assignment.

  3. The student clicks a button to request an excuse for this task from the professor.

  4. The task is marked as "EXCUSE PENDING" on the course page. [2]

  5. The professor is notified of the request via an email that is sent to them. This email includes a link to a page on Grader where he/she can confirm the extension request.

  6. (not directly in the system) the student sends a medical excuse to the registrar and waits for them to confirm it (to the professor).

  7. The professor clicks on the link in the mail that was sent to him/her earlier

  8. The professor lands on an (authenticated) page on jGrader where he/she can either confirm or deny the requests.

     - If the excuse was accepted by the registrar, the professor clicks the "Grant Excuse" button
     - If not, he/she clicks the "Deny Excuse" button

  9. The student is notified via email if the excuse has been granted or denied.

  10. At the same time the excuse is marked appropriately on the landing page.

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[2]This and the following steps are not available in the prototype.

2.3 Extension Request[3]

- **Agents:**

  1. Students
  2. Professor
  3. Registrar (optional, indirectly)

- **Purpose:** Student has an emergency and is not able to complete the assignment at time.

- **Procedure:**

  1. He logs in to jGrader and sees the current timeline of tasks.
  2. He clicks on the assignment link which has a button to request an extension for the current assignment.
  3. He selects from a calendar view the available date when he can submit the solution and complete a message to motivate the extension.
  4. The website shows him a confirmation that an email has been sent to the professor regarding the extension.
  5. The professor receives an email where he has 2 options either to approve/deny the extension request.
  6. The professor decides on approving/not approving and the student receives an email regarding the new time.
       Confirmation of an illness from the registrar might be required
  7. The timeline of the student is changed accordingly.

2.4 Grading

- **Agents:**

  1. Student(s)
  2. Teaching Assistant/Instructor

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[3]This use case is not implemented in the prototype.

- **Purpose:** A student has submitted assignments, and the grades for the work must be entered into the gradebook.

- **Procedure:**

  1. Teaching Assistant logs into jGrader and selects the course they are grading for from a list

  2. The TA selects the assignment/task submission to be graded

  3. After loading the page, the TA either downloads all submissions, or they download an individual's submission by clicking the down arrow next to the person's name

  4. The TA opens each submission and grades it accordingly on their local system outside of jGrader

  5. The TA enters their feedback into the feedback field, and the grade into the grade field, and clicks update.

     Alternately, they can skip the updating and just update all at once by clicking "Update All"

  6. The grading dashboard now shows the current grading status for the assignment, which is hopefully 100% graded.
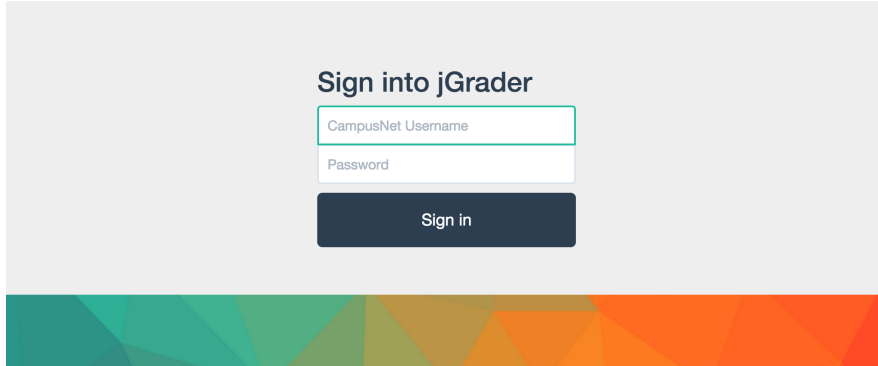
3 Design Documentation

In this section you can find design documentation about individual pages of the system. The title of each section reflects only who wrote the respective section, not who designed and implemented the page in the prototype.
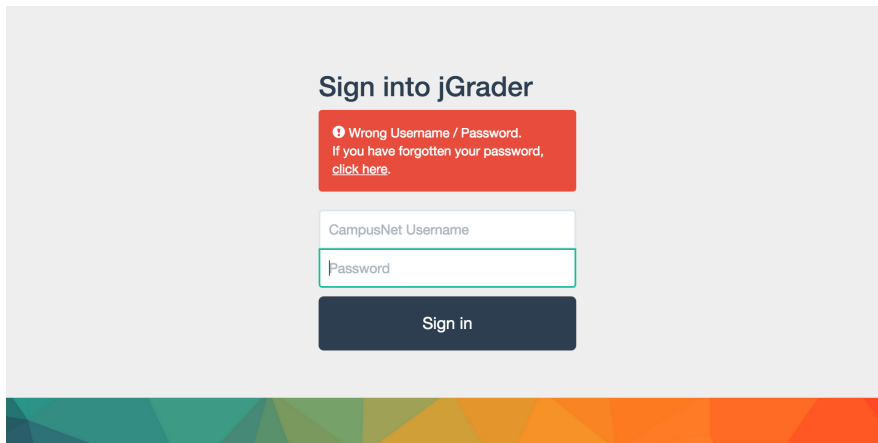
3.1 Authentication Page (Tom)

The authentication page is the entry point to the system and as such we designed it very carefully. It exists in 3 versions:
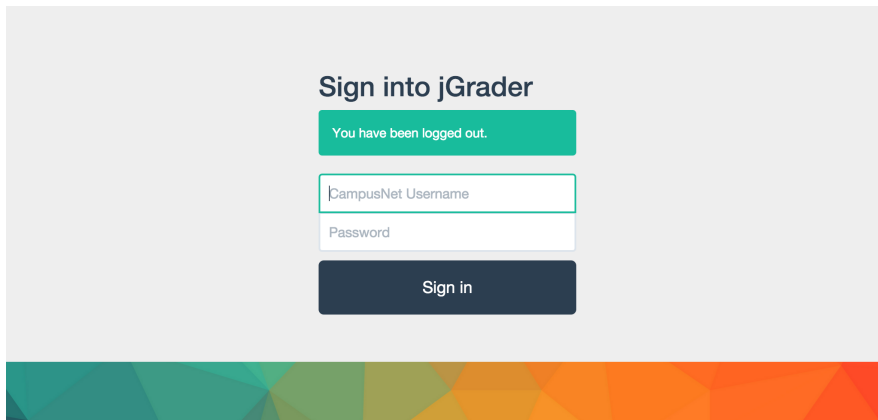
1. A default view:

2. A view that appears if the user enters an incorrect password:

3. A view that appears if the user just logged out:

Each of the versions has the same basic layout. The only real content of the page is centered. It contains a heading, input elements for username and password as well as a submit button. We designed it this way because we want to draw the users attention to its use, being as minimalistic as possible. However because it is the first contact any user has with the system we wanted to leave an impression and added a colorful background image.
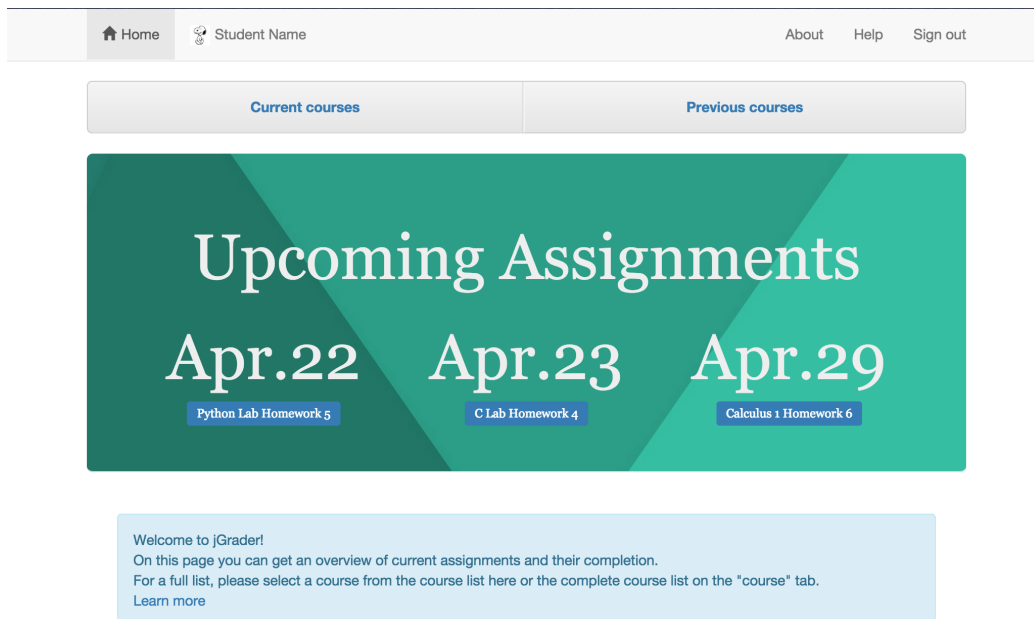
When the user accesses the sign in page for the first time, the keyboard automatically focuses the username field. This makes it easy for the user to sign into the system. When the user enters a wrong password they end up the second version of the page, which in addition has an error message and a forgot password link. The keyboard is automatically focused on the password field so the user can quickly re-enter the password since it is more likely that the password, and not the username, is incorrect. To further speed up loggin in, the username field keeps the value entered in the first sign in attempt.

During (paper) prototype testing a tester mentioned that it would be convenient to have reset password functionality, so we added a link for it. On the linked page the user can enter their username and then gets an email with a link to reset the password[4]. This page does not have the username pre-entered or an auto-focus functionality because we want to prevent abuse of the system.

The third version of the authentication is shown after the user signs out of the system. It contains a small message to ensure that the user knows they have been signed out. Furthermore if auto-focuses the username field to enable the user to quickly sign in again. An earlier version did not contain a sign in form but only a message that the user had been logged out, however this was criticized during paper prototype testing.

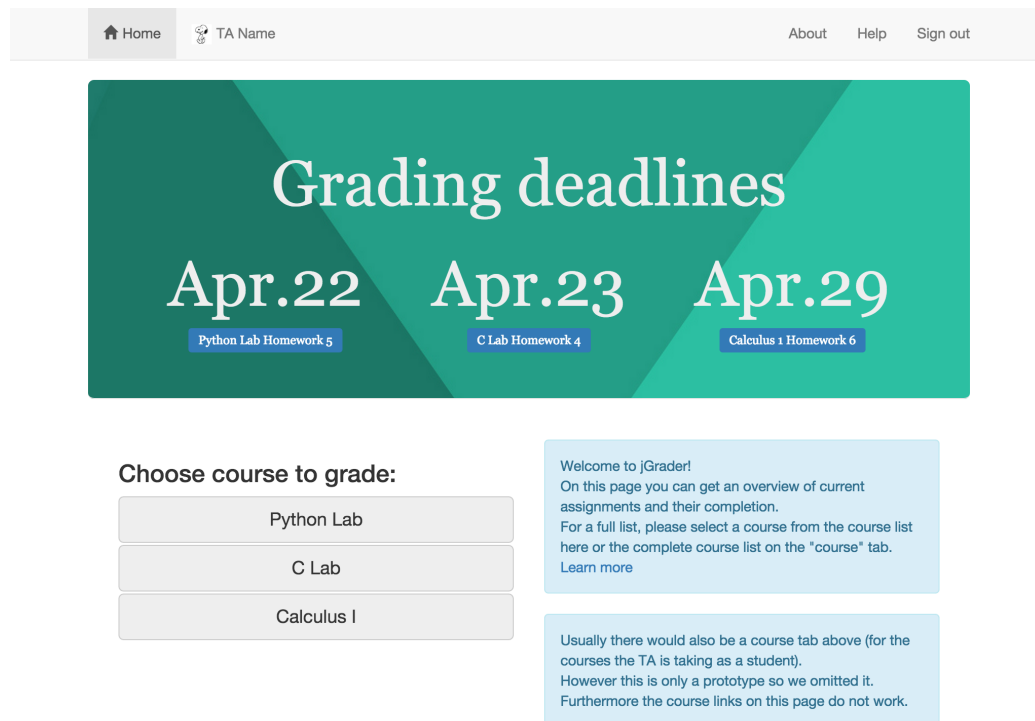[4]Because this is simply a prototype only the form is implemented, not the actual mail being sent. We also do not have a layout for the reset password page. If this system were to be used at Jacobs, the reset link might be removed because CampusNet accounts are used and we are not capable of resetting CampusNet accounts without Campus IT.

3.2 Student Landing Page (Naomi)

- Students are provided with an overview of upcoming deadlines and how much of the tasks are done (e.g. if the student finished 4 out of 5 tasks it will visually show 80%). This will help students remember all their deadlines.

- Links on the visual representation of the percentages will allow students to quickly navigate to the assignments that are due.

- To limit the information that is on the screen previous courses are only shown when the student clicks on the rider for previous courses. This ensures that the page provides an easily processable overview without clutter.

- In the Enrolled Courses section, the student can access all courses he is currently enrolled in.

3.3 TA Landing Page (Nick)

The TA landing page is mostly the same as the student menu, and contains no major differentiation in the prototype beyond easy links to the grading pages for current courses. In a production environment, the current and previous courses would show any courses for which they have TA permissions.

When the TA enters the grading overview page, they see a list of assignments for that course, along with the current status of the grading for the assignment. Colour coding helps the user to quickly navigate an information-dense page. Aqua indicates that grading is complete and there is no further action required. Yellow indicates that grading is partly finished, and orange indicates that grading has not started. Grey is used to indicate a non-actionable assignment that has received no submissions yet.

3.4 Profile Pages (Tom)

[1]

3.5 Current courses page (Roxana)

[2]

3.6 Previous courses page (Vlad)

[3]

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[1]EDNOTE: Write this section
[2]EDNOTE: Write this
[3]EDNOTE: Write this

3.7 TA Grading Page (Nick)

Home   **TA Name**   About   Help   Sign out

Python Lab - Assignment 3 overview

[Download all submissions ⬇]

Vlad Ungureanu ⬇

Feedback:

[   ]   [Grade | 69% | Update]

Nick Lee ⬇

Feedback:

[   ]   [Grade | 100% | Update]

Naomi Pentrel ⬇

Feedback:

[   ]   [Grade | 78% | Update]

Roxana Nadrag ⬇

Feedback:

[   ]   [Grade | | Update]

Each assignment grading page follows the same layout, with the page content being centred to help the user focus. A simple heading communicates what assignment is being graded, two batch jobs can be run from a well-known location (always the top of the page), and the remainder of the page is simply a list of submissions in need of grading.

No default field is initially focused; this is because the TA must first download the submissions. Tabbing through the page with the keyboard will always follow the order "Feedback, Grade, Submit" in order to minimise the

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amount of steps involved with grade entry, which is important for grading large numbers of small assignments. We placed the comment box before the grade box in order to encourage TAs to provide comments for grades; when tabbing through the page, the comment field will be selected first, which makes it tougher to skip.

All submission boxes are colour-coded, such that a graded assignment is aqua, an ungraded assignment is orange, and an empty submission is grey. Ungraded submissions are not omitted because it is sometimes necessary for assignments to be submitted via alternate methods such as paper or email. While the purpose of a grey field is slightly different from what it was on the overview page (non-actionable), most blank submissions will never receive a grade other than zero, and so they can be considered non-actionable for the most part.

Ample space is provided between assignment entries in order to reduce the chance of visual confusion. In a complete implementation, JavaScript would also be used to turn the currently selected region's background to a light grey in order to further differentiate what's being edited. Avoiding a pure grid layout also helps in creating a more comfortable view for the user.

Different sizes between the comment and grade fields provide further visual differentiation, and the larger size of the feedback box implies its significance. In many programming labs, the feedback is more important than the grade.