# User Experience (UX36) Assignment Overview (Core)



**UX36 Deck 0.2 Assignments** 

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## Whats What?

Formative Assignment for Feedback Only - and we will discuss it in a consolidation session too.

Two Summative Assignments which contribute to your overall marks.



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## Formative Assignment and Discussion Topic

## 'Understanding, Scoping and **Defining User Experience: A** Survey Approach' (FA #1)

This work will enable you to understand the scope and the inconsistencies still present within the UX domain. It will enable you to understand that the definition of UX is not yet fixed and is someway based on the interpretation of the practitioner.

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### Understanding, Scoping and Defining User eXperience: A Survey Approach

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been hard to gain a common agreement on the nature and scope of UX. In this paper, we report a survey that gathered the views on UX of 275 researchers and practitioners from cademia and industry. Most respondents agree that UX is synamic, context-dependent, and subjective. With respect the more controversial issues, the authors propose to belineate UX as something individual (instead of social) ervice or an object. The draft ISO definition on UX seem service of an object. The dual 130 definition of X seems to be in line with the survey findings, although the issues of experiencing anticipated use and the object of UX will require further explication. The outcome of this survey lays ground for understanding, scoping, and defining the concept of the outcome of the survey of t

ACM Classification Keywords

INTRODUCTION
It is an intriguing phenomenon that the notion of User Experience (UX) has been widely disseminated and speedily accepted in the Human-Computer Interaction (HCI) community, however, without it being clearly defined or well understood. The immense interest in UX in academia and industry can be attributed to the fact that HCI limitations of, the traditional usebality framework, which be interested in the control of the control imitations of the traditional usability framework, which ocuses primarily on user cognition and user performance in

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focus to user affect, sensation, and the meaning as well as value of such interactions in everyday life. Hence, UX is seen as something desirable, though what exactly something means remains open and debatable. In recent years, conferences, workshops, forums, and similar activities animing to better understand UX and to develop a unified view on UX have been held (e.g., Designing for User Experience (DUX) Conference, [13, 14]). One obvious outcome of these activities is a number of diverse (quasi-) definitions and viewpoints on UX, but a consensual definition of UX is still lacking, Interestingly, some authors tend to eschew defining UX, while elaborating the significance of designing (for) UX and obstacles to attaining it [20]. The compelling question is: Why is it so challenging to reach a common definition of UX? seen as something desirable, though what exactly something

of fuzzy and dynamic concepts, including emotional, affective, experiential, hedonic, and aesthetic variables (see [7] for an overview). Inclusion and exclusion of particular riables seem arbitrary, depending on the author's background and interest. Second, the unit of analysis for UX is too malleable, ranging from a single aspect of an individual end-user's interaction with a standalone application to all aspects of multiple end-users' interactions with the company and its merging of services from multiple disciplines [19]. Third, the landscape of UX research is fragmented and complicated by diverse theoretical models with different foci such as pragmatism, emotion, affect, experience, value, pleasure, beauty, hedonic quality, etc. (e.g. [2,3,4,5,12,17,21]). background and interest. Second, the unit of analysis for

Noentheless, there would be several critical uses of a UX definition, which makes an attempt to develop one worthwhite: (i) a definition will facilitate scientific discourse, especially when scholars from multiple disciplines are involved; otherwise, communication breakdowns are bound to occur; (ii) it will enable managing

Effie Lai-Chong Law, Virpi Roto, Marc Hassenzahl, Arnold P.O.S. Vermeeren, and Joke Kort., <u>Understanding</u>, scoping and defining user experience: a survey approach., In Proceedings of the 27th international conference on Human factors in computing systems, CHI '09, pages 719--728, New York, NY, USA, 2009. ACM., ISBN 978-1-60558-246-7., http://doi.acm.org/10.1145/1518701.1518813.

## **Summative Assignment #1**

## 'Designing the Star User Interface' (SA #1)

The Star interface is really where all GUI interfaces began. It takes the user as a first and primary priority in the design and it is inconceivable that you do not have an awareness of these classic design principles as perspective computer science graduates.



D. C. Smith, C. Irby, R. Kimball, B. Verplank, and E. Harslem., <u>Designing the star user interface</u>., BYTE, 7 (4): 242--282, 1982., URL http://www.guidebookgallery.org/articles/designingthestaruserinterface.

## **Summative Assignment #2**

## 'Voice Loops as Cooperative Aids in Space Shuttle Mission Control' (SA #2)

This paper shows just how far UX and the techniques which it inherits from human computer interaction can go.

### Voice Loops as Cooperative Aids in Space Shuttle Mission Control

Jennifer C. Watts, David D. Woods, James M. Corban, Emily S. Patterson Cognitive Systems Engineering Laboratory The Ohio State University

> Ronald L. Kerr, LaDessa C. Hick NASA Johnson Space Center

### ABSTRAC

In domains like air traffic management, nicraft currie operations, and space mission countryl, practitions operations, and space mission countryl, practitions coordinate their activities through voice loops that allow communication among groups of people who are spatially communication among groups of people who are spatially coordinated to the property of the pro

### KEYWORDS

voice loops, space shuttle mission control, control rooms,

### INTRODUCTION

in evenicarized contains the include power and space mission control, cognitive activities such as monitoring entire the control of the control of the control of the sets of practitioners. These practitioners must conclinate their activities to accomplish everyday tasks and goals and to handle the cascade of disturbances produced by faults [12]. As Hoghes & Shapire [6] and Bentley et al [1] note, practitioners in these kinds of domains must be able to practitioners in these kinds of domains must be able to response to constantly changing circumstances [6].

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Commuter Supposed Cooperative Work '99, Camphridge MA USA In some of these domains, including air traffir management, aircraft carrier operations [11] and space mission control, this coordination is supported by voice loops, which allow communication among groups o

This paper describes how voice loops support the coordination of activities and conguirty encesses in space shaulte mission control. To outsiders listening in, the communication occurring on these loops may seem noisy and confusing. However, voice loops are sessual and confusing, flowever, voice loops are essential coordination support tools for experienced practitioners in shaulter mission control, as well as other domains [11]. We analyze how voice loops apport complex coordinates activity in event-deview domains and auggest reasons for activity in event-deview domains and auggest reasons for

### ETHODS

our results are essent on emangraphic toder values of the outtown of the control of the control of the control of the outtheir activities (unity gases abstitle operations. Two of the authors (LH and RX) are actual flight controllers, and the remaining authors observed mission control operation preparation for upcoming missions or for flight control training purposes (over 130 hours of observation). These simulated missions include a full complement of astronaut and flight controllers supporting each flight control results and the control of the control of the control facilities used to support shouttle operations and include multiple failures. A simulated mission lasts between 3 to 3 hours, longer simulations continue for several days. We found if the control of the contr

addition, during low-intensity portions of the missions duftraining simulations that we observed, we conducted terviews with flight controllers discussing how voice ops support coordination across flight controllers. The introllers described formal and informal protectors and occedures that govern the usage of voice loops in this wirromment. For example, they described which loops

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In this case failures in the human interface can have serious consequences for a real-time mission, including the loss of the vehicle. Further, these kind of UX techniques can also be found in other critical interface components such as those controlling nuclear power stations or fly-by-wire aircraft.

Jennifer C. Watts, David D. Woods, James M. Corban, Emily S. Patterson, Ronald L. Kerr, and LaDessa C. Hicks., <u>Voice loops as cooperative aids in space shuttle mission control</u>., In Proceedings of the 1996 ACM conference on Computer Supported cooperative work, CSCW '96, pages 48--56, New York, NY, USA, 1996. ACM., ISBN 0-89791-765-0., http://doi.acm.org/10.1145/240080.240188.

## **How to Approach These...**

The questions from managers often are phrased thus:

- 'Tell me why this paper is important?'
- 'What should I know and why is it important?'
- 'How does this paper affect our development?'
- 'What insights does the paper have and how does it affect us?'
- 'Can we use this paper to our advantage?'

So the skill is to be able to summarise a paper while also adding in your **analysis** and **evaluation** - coming up with 250 words (the industry standard) of insight which someone without your training in UX or CS could not produce.

## It's Not a Summary

You interpret the paper, add your insight (using experience created from your UX/CS training), and produce a 'mash-up' of the two focusing on aspects of the paper you think are important, rationalising why, and linking it to other work you have read, work you have done or seen, prior knowledge, or real world experience.

It is difficult to not just produce a summary (but a summary is often never required). Think to yourself, 'What do I bring to this 250 words (± 10%)?', 'Could anyone have completed the assignment by just reading the paper and without your training and insight?' If the answer to the last question is 'yes' then you need to change adding your insight based on your expertise.

## **More Information**

Late Marks - University Rules Apply

## Marking Rubric:

- STRUCTURE & ARGUMENT (35%)
- KNOWLEDGE & UNDERSTANDING (35%)
- ORIGINAL THOUGHT (30%)

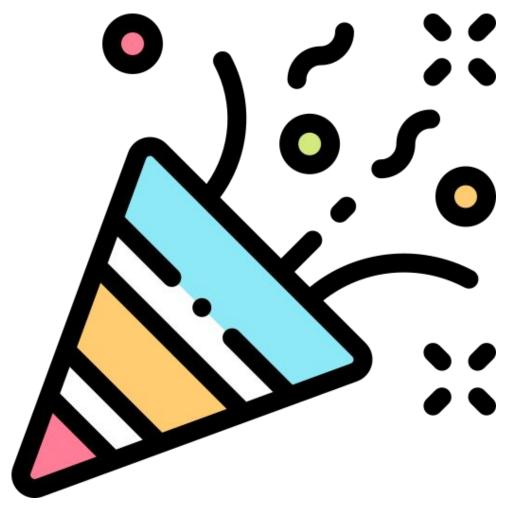
Marking and Feedback - TA Marked within 2 Weeks - Marking instructions are online and transparent

Real Exemplars from previous years are online



Get examples and more detailed instructions on the Unit website.

## We're Done!



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