

Phase 2: Create  
TUT0103 Team 8  
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Anna Wang - 1007834970  
Helen Lee - 1008912296  
Tanya Allison - 1009136551

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## 1.0 Executive Summary

Phase 2 utilized the user feedback gathered during the *Understand* phase. Upon further analysis, patterns and recurring issues surfaced, shedding light on significant shortcomings on the platform. The shortcomings include value input controls, toolbar design, and activity continuity, aiming to streamline the users' interactions and enhance overall usability. To address these identified shortcomings, the team transitioned into the *Create* phase to design a solution.

The ideation process utilized free thought boards, individual brainstorming, morphological charts, and a SCAMPER technique. Drawing inspiration from established design principles and existing technological platforms, the team generated design alternatives aimed at tackling specific shortcomings within Kritik [1]. Three distinct design alternatives emerged from this iterative process.

The evaluation of these design alternatives was guided by principles of usability, efficiency, and user experience. Using a weighted decision matrix, the team identified strengths and weaknesses in the features to inform the selection of the final proposed design. Since sections of Kritik required different designs to satisfy the need, features from each alternative were combined into the final design.

The culmination of this selection process resulted in the synthesis of features from the three design alternatives into a single comprehensive design. Grounded in user feedback and design principles, this final design primarily showcases manual value input controls, a clearer toolbar design with hover labels, and a streamlined page without transitions. These enhancements elevate the user experience on Kritik's platform, fostering improved usability and user satisfaction.

In summary, this report highlights the importance of iterative refinement, and user-centric design in platform development, further enhancing the user experience for university instruction teams on Kritik.

## 2.1 Phase One Recap

This report will detail the project's *Create* phase and the process moving from understanding Kritik's system to creating a low-fidelity prototype of the final proposed design. By analyzing the data collected in the *Understand* phase, issues that were frequently commented on were identified as shortcomings on Kritik's platform (see Appendix A). With these, the team moved to creating design alternatives that addressed the shortcomings and improved the efficiency of the platform. Then, of the alternate designs, one solution that best met all criteria was selected to be the proposed design. Finally, a low-fidelity prototype of this design was made to be tested and evaluated in the next phase. The idea generation process is covered in Section 2.0, alternate designs presented in Section 3.0, a low-fidelity prototype of the proposed design is shown in Section 4.0, and insight into the team's plans going into the *Evaluate* phase is in Section 5.0.

## 2.2 Addressing HTA Shortcomings

This section outlines the shortcomings in Kritik's platform and the design principles violated.

### 2.2.1 Value input controls

Controls for inputting values are essential parts of user-interface design. To fulfill Kritik's purpose, they should be intuitive and well-suited for instructors, as the project's target user group. As indicated by the results of the questionnaire during the data collection process (see Appendix A), many users found the arrows that increase/decrease values to be too finicky and tedious. These controls require users to click the up/down arrows up to 60 times (see Figure 1). This is an inefficient and inapplicable design which contradicts the Hick-Hyman and Fitts Laws, and violates the principle to make controls accessible. It fails to be easy to understand, and does not consider taking simpler and swifter steps to complete the task [2]. As such, the controls for inputting values do not properly fulfill their purpose.

Figure 1. Value input control for time, word count, and number of evaluations [1].

### 2.2.2 Toolbar Design

Icons play a crucial role in user interface design, serving as visual cues that prompt appropriate imagery in the minds of users and convey meaning efficiently [2]. However, this essential function was not evident in task three of the test trial of Kritik's formatting toolbar (see Figure 2). The results showed that many users struggled to understand and utilize the icons in the text boxes found on the 'Create Activity page'. For example, creating a hyperlink took an average time of 3 minutes and 41 seconds, three times longer than any other task (Appendix A). This highlights the need for the toolbar to meet the expectations and associated top-down processing of users [2]. Additionally, Kritik's sole reliance on icons presents an unnecessary risk of misunderstanding. The toolbar fails to utilize redundancy gain [2], which would provide more cues to assist users in linking the icon to its function. Kritik's toolbar design fails to evoke meaningful associations in the mind of the user, so it must be improved in the design alternatives.

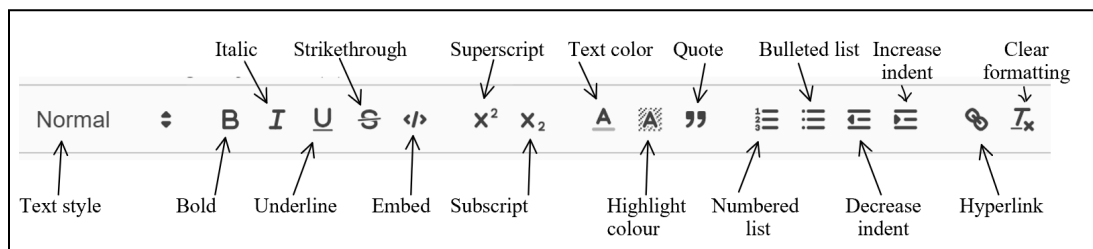


Figure 2. Kritik Toolbar with labels [1].

### 2.2.3 Activity Continuity

Kritik's page transitions and inconsistencies between the Create and Schedule Activity pages were found to negatively impact the users experience on Kritik (see Appendix C). When

transitioning between pages on any website, the user should be able to seamlessly navigate them. As it stands, these processes are complicated, shown by the complex HTA, and pose difficulties for new users (see Appendix C). From comments received during data collection, several participants were overwhelmed by the content on the pages and struggled to find buttons to complete tasks in the walkthrough. These buttons fail to utilize Fitt's Law due to the awkward button size and position and must be made more clear [2]. During the transition between creating and scheduling tasks, participants had difficulty understanding that these tasks must be done on separate pages (see Appendix C). The arrangement of subtasks fails to be clear and is unintuitive to users. As such, the activity page currently violates the Simplify and Structure Task Sequences principle. Some users also noticed inconsistency between the use of icons on the 'Create' and 'Schedule' pages. Since these pages are sequential, this does not adhere to the limit interruptions and distractions attention principle [2]. As this issue was apparent to users, it distracted them from the task at hand and should be resolved in the redesign.

The screenshot displays the Kritik interface for creating and scheduling activities. It is divided into two main sections: 'Activity Details' on the left and 'Create'/'Evaluate' on the right.

**Activity Details (Left Panel):**

- Title:** A text input field.
- Overall Learning Objective(s):** A text area with a rich text editor toolbar (Normal, Bold, Italic, Underline, Link, Unlink, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo). Below the editor is a note: "INSTRUCTOR TO INSERT APPROPRIATE OVERALL LEARNING OBJECTIVE. WE SUGGEST USING MEASURABLE VERBS FROM [BLOOM'S TAXONOMY](#)."
- Instructions:** A text area with a rich text editor toolbar. Below the editor is a note: "This activity has three stages to complete. Check the schedule to the right of your screen to note the deadlines to submit for each stage. You will also receive email reminders when the stages open and when the deadlines are approaching. If you provide your phone number in Account".

**Create Stage (Right Panel):**

- Icon:** A blue pencil icon.
- Description:** "During the Create stage, activities become available for students to view and submit their work."
- Start Date:** A date and time picker set to "Mon, Apr 1 @ 9:00 AM".
- Due Date:** A date and time picker set to "Fri, Apr 5 @ 9:00 AM".
- Submission grace period:** A checkbox is checked. Text below: "Students who are submitting their creations last minute are given extra time to them in. Creations submitted during this time will be marked as late. [Learn more](#)". A dropdown menu shows "1 Day Grace".
- Timer:** A vertical blue arrow with a "4 days" label and a downward arrow.

**Evaluate Stage (Right Panel):**

- Icon:** A yellow star icon.
- Description:** "During the Evaluate stage students are assigned creations to evaluate. Final grade be determined by a weighted average of these peer evaluations (or the grade assigned by the instructor)."

Figure 3. Kritik's current Create and Schedule Activity pages [1].

## 2.3 Idea Generation Process

The iterative process of generating ideas for UI design is a multifaceted approach adopted to ensure comprehensive exploration and innovation. Beginning with individual brainstorming sessions, team members generated ideas independently. These individual contributions were synthesized through free thought boards (see Appendix A) to integrate diverse perspectives and concepts. Inspiration was drawn from existing technological designs, including Canvas [3] (see Figure 4), and analogies to envision potential UI elements and functionalities (see Appendix A).



Figure 4. Canvas formatting toolbar [3].

Subsequently, a Morph chart was utilized to create five unique solutions to address each shortcoming (see Appendix B). These were selected by consensus, where all team members agreed to the means of resolving each shortcoming.

Using the SCAMPER technique (see Appendix B), the team critically evaluated these combinations against project goals, selecting three alternatives that best aligned with the desired outcomes. The final three (see Section 2.4) include magenta (alternative design 1), blue (alternative design 2), and yellow (alternative design 3). This methodical approach ensured distinct design alternatives that effectively addressed the project's objectives.

## 2.4 Design alternatives

This section outlines three design alternatives developed for Kritik's Create and Schedule Activity pages: value inputs, toolbar design, and activity continuity. Chosen for their comprehensive solutions, each alternative depicts unique alterations aimed to improve the overall teaching team experience.

### 2.4.1 Design Alternative # 1

Table 1 addresses three specific features to address the shortcomings found.

Table 1: Design Alternative 1 Features and Justifications

SC	Feature	How to use	Justification
1	Slider control (Figure C1)	Slide thumb shaped white button/triangular arrow to select	Make accessible: Used across entire prototype and simple to

		value	use
<b>2</b>	Toolbar with textual labels (Figure C2)	Hover over icons for labels to appear	Redundancy gain principle: Does not solely rely on icons, but has labels as well
<b>3</b>	Toggle/collapse controls alongside activity description (Figure C3)	Click arrow button to expand/minimize content	Resource competition: Minimizes the amount of information on page

### 2.4.2 Design Alternative # 2

Table 2 describes features to remedy the shortcomings outlined in Section 2.2.

Table 2: Design alternative 2 Features and Justifications

SC	Feature	How to use	Justification
<b>1</b>	Clock Input (Figure C4)	Hover over the outer circle to highlight the hours in purple and the inner circle (minutes) in pink. Double tap on the desired number to select it.	Top-down Processing: Resembles an analog clock  Make system state visible: Colour provides the user with information about the state they are in
<b>2</b>	Info button (Figure C5)	Click on the more info button to get labels	Redundancy Gain: Utilizes both labels and symbols
<b>3</b>	Dropdown Scheduling (Figure C6)	Click the arrow on the drop down to get a calendar and time selector via a manual data input. Click “Next” to move to the	Limits Resource Competition: User can focus on the time and



		next Stage and “Reset” to clear.	date selection of one stage at a time
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### 2.4.3 Design Alternative # 3

Table 3 introduces three new changes to address the shortcomings presented in Section 2.2.

Table 3: Design Alternative 3 Features and Justifications

SC	Feature	How to use	Justification
1	A scrolling dropdown menu of preset values and the option to manually type inputs for custom values (Figure C7)	Presets for each hour of the day can be chosen in a scrollable dropdown menu  Type in the input boxes or use the arrows provided from the original design to set custom times	Hick Hyman Law, Minimize Resource Competition: Scrolling dropdown only displays fixed number of options at a time to avoid overloading screen [2]
2	A sample of each button and its effect on text is provided (Figure C8)	Click “See Sample” and a pop-up with an example of each buttons effect will be displayed	Knowledge in the World Principle: Information availability helps give instruction for the icons [2]
3	“Schedule Activity” button on Create page (Figure C9)	Click button at the bottom of the Create page to go straight to the scheduled activity page	Limit interruptions/distractions and Simplify and Structure Task Sequences: Reduces the potential for distractions before user can schedule the activity and makes transition more straightforward

#### 2.4.4 Selecting the Final Design

To select the final design, a Weighted Decision Matrix was used to compare each design (see Appendix D). Since the designs were similarly scored, features from each were combined into the final design.

#### 2.4.5 Final Low-Fidelity Prototype

The final proposed design will improve usability and overall interface experience for all users.

Table 4 and Figure 5 depicts the features and corresponding justification of the design. For more detailed views see Appendix D.

Table 4: Features and corresponding shortcomings of the final proposed prototype.

SC	Features	Design Principle Justification & Notes
1	Having manual inputs and big +/- buttons	Hick Hyman Law [2]: Provides a fixed selection with increased degree of customization
2	Hover for icon label descriptions in the toolbar	Redundancy Gain [2]: Features icons and labels
3	Toggle/collapse buttons	Resource Competition [2]: Minimizes the amount of information on the page
	More visible “Create Activity” button	Fitt’s Law [2]: Large button close to heading increases ease of use
	Compact schedule timeline selector to see the various stages of activity completion	Be Consistent [2]: Ensures a familiar experience, leverages existing knowledge of calendars  Simplify and Structure Task Sequences [2]: Integrates the scheduling page with the creation interface

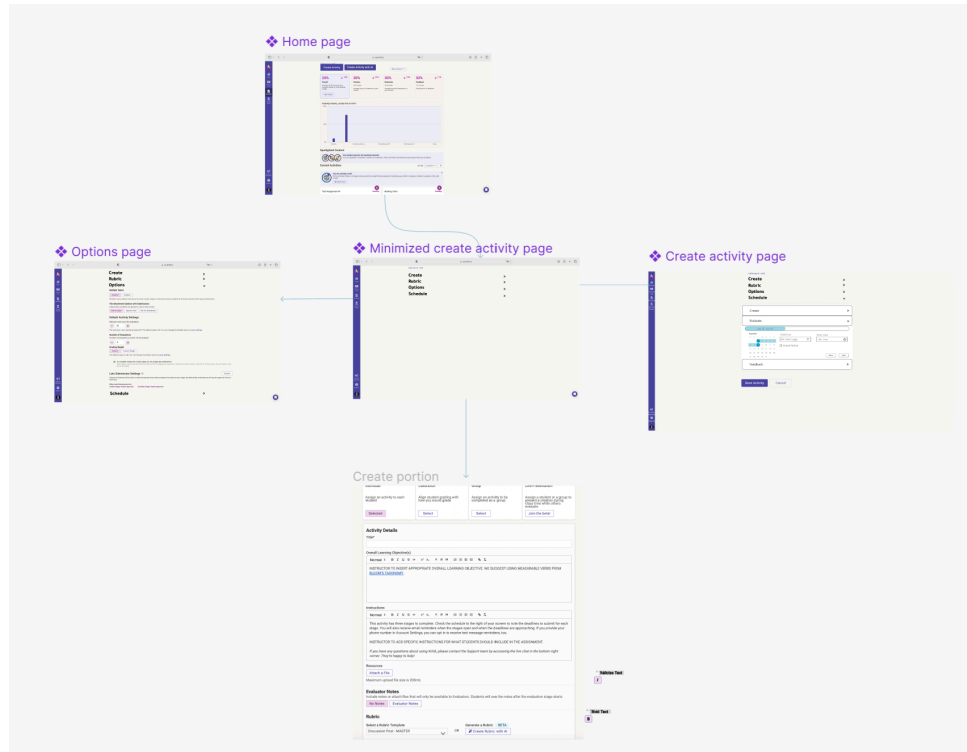


Figure 5. Overview of Proposed Prototype.

### 3.0 Conclusion

In the *Create* phase, the team addressed Kritik's platform shortcomings through three design alternatives: the value input controls, the toolbar design, and the activity continuity. Throughout the ideation process, the human factors principles related to each shortcoming was carefully considered. This part of the process consisted of creation and evaluation of a free thought brainstorm and Morph chart to create five alternatives. Then, using a SCAMPER technique, the team selected contenders to make wireframe prototypes for alternative designs. Finally, a weighted decision matrix was used to finalize the proposed design, prioritizing user feedback for further enhancements. Our next steps in the *Evaluation* phase include user testing evaluations, analysis of the data, and reporting the findings to justify the changes made to the Kritik creation pages.

#### 4.0 References

- [1] “Kritik App,” Kritik, Available: <https://ca.kritik.io/>. (Accessed Feb. 23, 2024).
- [2] J. D. Lee, C. D. Wickens, Y. Liu, L. N. Boyle, *Designing for People: An Introduction to Human Factors Engineering*, 3rd ed., CreateSpace, 2017. [Online]. Available: [https://www.researchgate.net/publication/319402797\\_Designing\\_for\\_People\\_An\\_introduction\\_to\\_human\\_factors\\_engineering](https://www.researchgate.net/publication/319402797_Designing_for_People_An_introduction_to_human_factors_engineering). (Accessed Feb. 23, 2024).
- [3] *Quercus rich content editor*. Centre for Teaching Support & Innovation, Jan. 20, 2023. [Online]. Available: <https://teaching.utoronto.ca/tool-guides/quercus-rich-content-editor/>. (Accessed Mar. 8).

## 5.0 Appendices

### Appendix A: Phase 1 Recap

This section contains visuals for the *Create* phase.

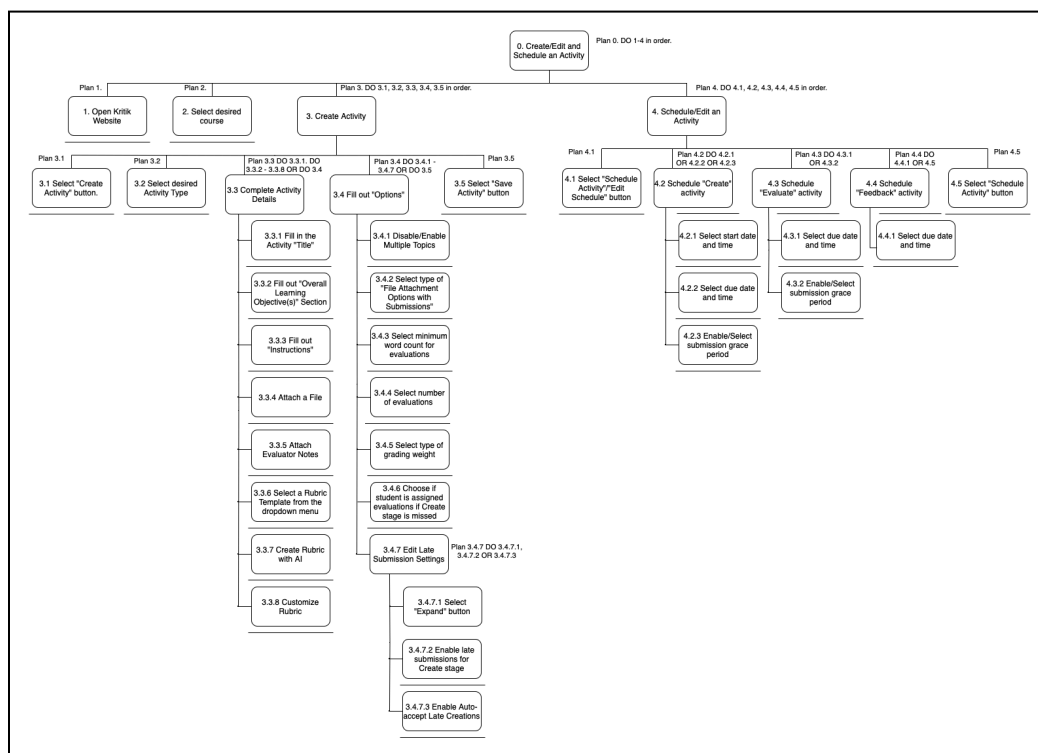


Figure A1. HTA in graphical form. An image with higher resolution can be found [here](#).

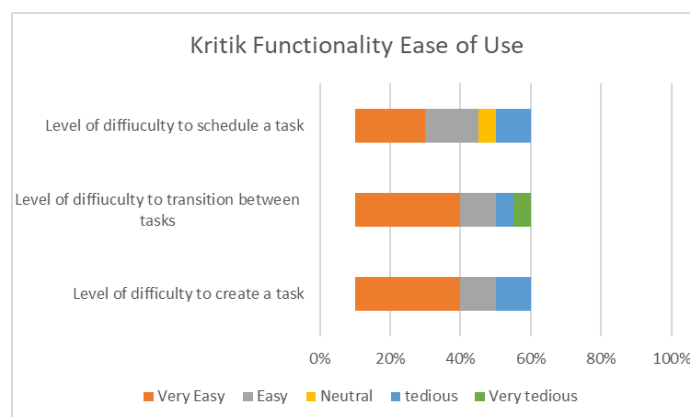


Figure A2. Ease of Use Survey Results

<u>creating</u> 7:12 mins	
- individual assignment already selected	
- Filled out instructions	
- Thinks peer eval is interesting	
- 20 min word count reasonable default	
- Thinks default are reasonable	
- Straight forward creation	
- Thinks it is pretty basic	
- could be less brief	
- likes that rubric visible to students	
- Evaluator notes invalid	
↳ doesn't know where that is	
↳ unclear that it had to be filled	
↳ asterisks	
	feedback
	issue
<u>Scheduling</u> 4:27 mins	
- 24 hrs 1 min why?	
- Due in morning (personal)	
- Default not after grace period for evaluate stage	
- Far left icons have dropdown to show time between phases	
↳ eval to feedback default 9 hours	
- used preset time (no customization)	
<u>went well</u>	
- stage broken down clearly	
- straightforward	
- not too difficult	
<u>could be improved</u>	
- indicator of mandatory fields	
- icons in scheduling and make in creation (inconsistent, should be both or neither)	

Figure A3: Data Observations example

The platform is very intuitive so minimal instruction is required to create an activity independently.

easy to use and understand

would appreciate a video demo at the begin to go through the process.

Pretty intuitive

confusing, objective is okay but everything after was really confusing

very straight forward

It is not too bad.

Instructions could be a little clearer

I felt that I had to use a lot of brainpower to take in everything on the page.

Creating an assignment was pretty simple.

Figure A3. Questionnaire responses to a question about participants' thoughts on activity creation

The flow of scheduling a task was logically laid out.

very good!

Not too complicated if you understand the process

The time clicky thing sucks

the direction is not clear, the scheduling button is not obvious

very straight forward

Some section can be more user friendly. For example, if I can just enter the time, instead of clicking the up and down buttons.

No comment

It's too much work to have to click the arrows to increase or decrease the times when you set custom time.

The icons were nice but not consistent between the creation and scheduling phases. The grace periods and how those affected things was a little confusing.

Figure A4. Questionnaire responses to a question about participants' thoughts on activity scheduling.

Very intuitive experience and thoughtful user experience.

Depending on the purpose, this software may still need a lot improving such as approval workflows

It's helpful for the teaching stuff to create and schedule their tasks.

The time clicky thing sucks . Should be a typing input instead.

not a good tool

Great !

I guess it can be better.

Straightforward and easy to use once explained. The time setting dialogs were unwieldy.

The pages are too busy and there's too much information on the page, it's really distracting and the instructions aren't clear enough

I am not a professor and so do not know any comparable programs and software that might be alternatives to this.

Figure A5. Questionnaire responses to a question about participants' overall experience

The platform is very intuitive so minimal instruction is required to create an activity independently.

easy to use and understand

would appreciate a video demo at the begin to go through the process.

Pretty intuitive

confusing, objective is okay but everything after was really confusing

very straight forward

It is not too bad.

Instructions could be a little clearer

I felt that I had to use a lot of brainpower to take in everything on the page.

Creating an assignment was pretty simple.

Figure A6. Questionnaire responses

Table A1: Time in minutes to complete each task



	Create					transition	schedule			
Task #	1	2	3	4	5	6	7	8	9	Total
001	0:18	0:20	4:20	0:30	0:18	0:10	0:45	0:16	0:06	7:03
002	0:20	0:20	3:09	0:15	0:10	0:13	0:30	0:30	0:18	4:58
003	0:15	0:28	1:30	0:22	0:24	0:04	0:23	0:15	0:01	3:42
004	0:23	0:17	3:09	0:17	0:08	0:15	0:30	0:30	0:15	4:57
005	1:00	1:00	5:40	0:08	3:16	0:56	1:00	0:28	0:23	13:40
006	0:45	0:30	5:57	0:43	0:57	0:06	2:13	2:08	0:11	13:28
007	0:15	0:18	1:40	0:23	0:23	0:03	0:22	0:16	0:09	3:48
008	1:00	1:00	5:40	0:08	3:16	0:50	1:00	0:28	0:26	13:43
009	0:15	0:28	1:30	0:22	0:24	0:04	0:19	0:19	0:14	3:55
010	0:13	0:25	4:22	0:28	0:18	0:09	0:45	0:16	0:03	6:59

## Appendix B: Idea Generation

This appendix highlights the different processes used in ideation.

Table B.1 Technological Analogy

Technological Analogy (eg. drawing from nature)	
Value input controls	<ul style="list-style-type: none"> <li>● Getting time value inputs by dragging a pointer throughout a pictogram of a 24 hour day for one specific time</li> <li>● Having a physical click button that adds one to the value every time it is clicked, similar to a mouse, but only for this one purpose</li> <li>● Type into a text box for values like how user fills out a data entry form</li> <li>● User uploads a .txt file of the number of words or minutes or hours (depending on which value input)</li> </ul>
Toolbar design	<ul style="list-style-type: none"> <li>● Have a toolbox like a graphic similar to an actual toolbox and a search entry next to it. User can search for the function they want, and it will pop out of the toolbox</li> <li>● Make the toolbar look like a control panel/command center and have little text boxes of what it does right above it</li> </ul>

	<ul style="list-style-type: none"> <li>• Have a character graphic wear a utility belt and you can chat with it and tell it what kind of function you'd like to do/have and the character will give you the correct function</li> <li>• Organize like a paint palette, similar functions in similar areas like similar paint colours are placed in the same areas</li> </ul>
Activity continuity controls	<ul style="list-style-type: none"> <li>• Slider for numbers from 1 to infinity (for words), 1-12/24 (for hours), 1-60 (for minutes) for users to select the number they want. The true number is shown next to the slider.</li> <li>• Filling out the entire page as though they are signing up for something on Google Forms</li> <li>• Fill out like a feedback form</li> <li>• Like how a book has a table of contents page at the beginning, the create page can have a page of links to the various sections and clicking on it, takes the user directly to the page they'd like and there's a sticky menu at the top of the page so user can go back to it, and click the section of the page they'd like to go to</li> <li>• Have auto save</li> </ul>

## Appendix B: Idea Generation



Figure B1. Free Thought Activity Continuity

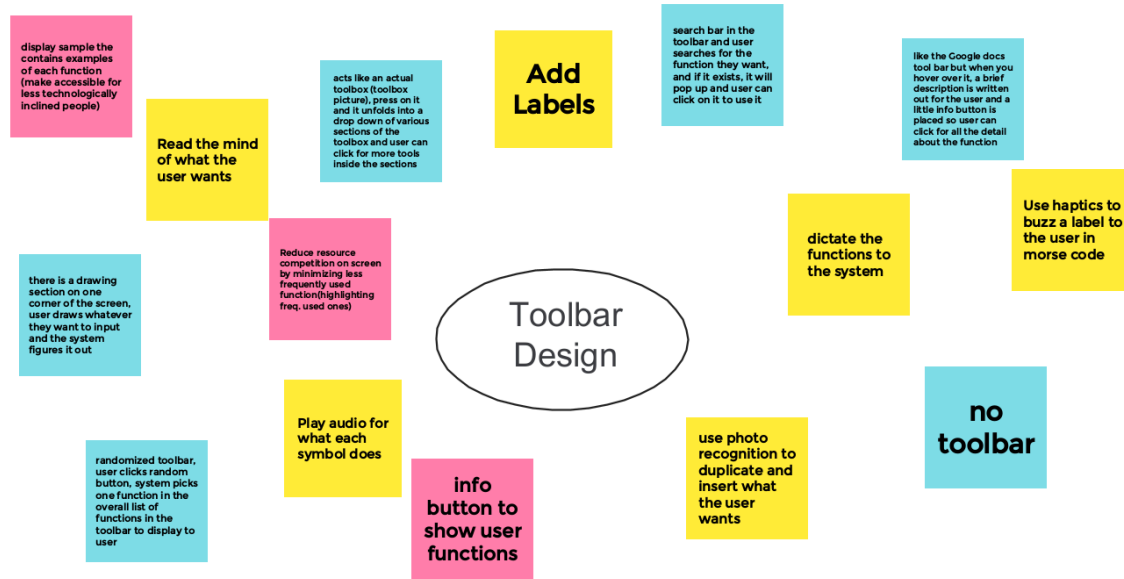


Figure B2. Free Thought Toolbar Design

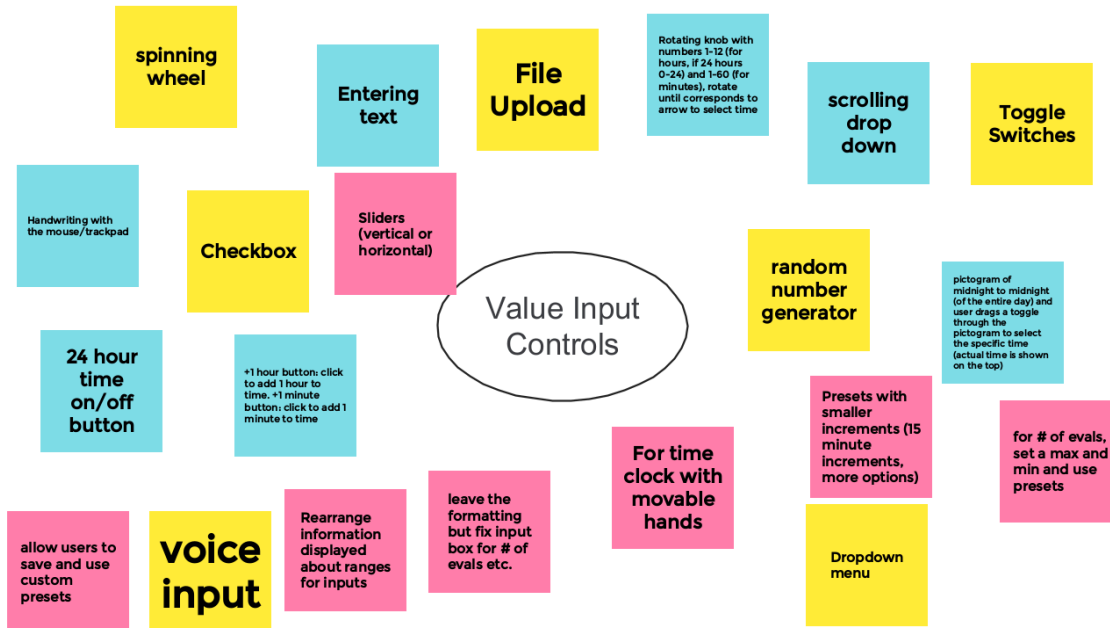


Figure B3. Free Thought Value Input Control

Shortcomings	Value input controls	Toolbar Design	Activity continuity
Means	Spinning wheel	Read the user's mind	Accordion Menu
	Checkbox	Display a sample	3 separate tabs
	Voice input	Randomize button that chooses for the user	Family/Binary Search Tree
	File upload	Draw what the user wants and use AI to duplicate	2 buttons at the end of creation one to save, allowing scheduling to be delayed, one to go straight to schedule page
	Pictogram of midnight to midnight (of the entire day) and user drags a toggle through the pictogram to select the specific time (actual time is shown on the top)	acts like an actual toolbox (toolbox picture), press on it and it unfolds into a drop down of various sections of the toolbox and user can click for more tools inside the sections	Card Layout
	24 hour time on/off button	Reduce resource competition on screen by minimizing less frequently used function(highlighting freq. used ones)	Create page more modular layout to separate sections and make it more understandable
	Toggle switches	Play audio for what each symbol does	side bars for each section and you can hide sections not currently being used
	Scrolling Dropdown menu in addition to entering text	Hover over to see Labels and shortcuts	randomized selection of which section the page starts from each time
	Rearrange information displayed about ranges for inputs	no toolbar	Progress Bar
	Sliders (vertical or horizontal)	search bar in the toolbar and user searches for the function they want, and if it exists, it will pop up and user can click on it to use it	Timeline
	Leave the formatting but fix input box for # of evals, etc	dictate the functions to the system	continuous page
	Rotating knob with numbers 1-12 (for hours, if 24 hours 0-24) and 1-60 (for minutes), rotate until corresponds to arrow to select time	use photo recognition to duplicate and insert what the user wants	Make scheduling part of the creation of activities
	Presets with smaller increments (15 minute increments, more options)	dictate the functions to the system	Moving the position of create activity button (more central or left positioning to make it easier to see)
	Allow users to save and use custom presets	info button to show user functions	An optional schedule section in the creation section
	Handwriting with the mouse/trackpad	Use haptics to buzz a label to the user in morse code	checkbox of which page user wants to be on or which page(s) user wants to edit
	clock with movable hands		Schedule tab
	For # of evals, set a max and min and use presets		Larger create assignment button
	Plus and minus buttons that are large		ai chatbot gives a list of features and pages, user can type whichever one they want and the page will update to choose that
	Random number generator		

Figure B4. Morphological Chart



<b>S</b>	Explore alternative text input components
<b>C</b>	Combine the “Create” and “Schedule” page into one seamless design
<b>A</b>	Implement a system that minimizes information access cost
<b>M</b>	Modify formatting toolbar efficiently convey meaning to the user
<b>P</b>	Repurpose existing UI to be more user friendly
<b>E</b>	Eliminate user frustrations with incremental counter for data inputs
<b>R</b>	Rearrange scheduling structure to better fit the user’s mental model

Figure B5. Scamper Technique

## Appendix C: Design Alternatives

This section showcases the alternative designs that were proposed.

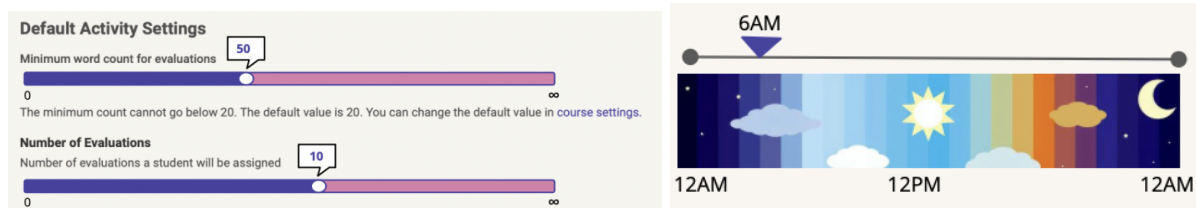


Figure C1. Left: Slider control for number of words/evaluations. Right: Slider control for time.

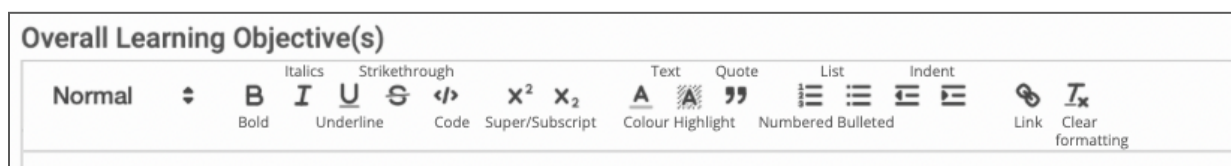


Figure C2. Toolbar design with labels that would appear if the user hovered over each one.

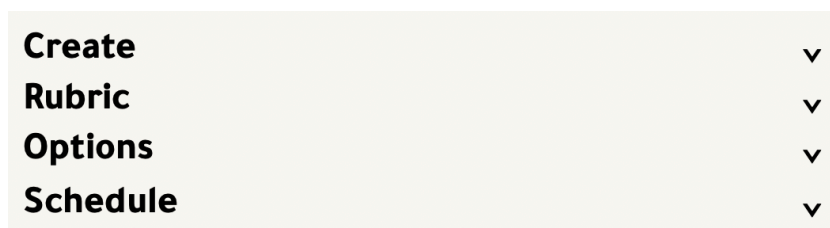


Figure C3. Toggle/collapse buttons for each section of the activity continuation.

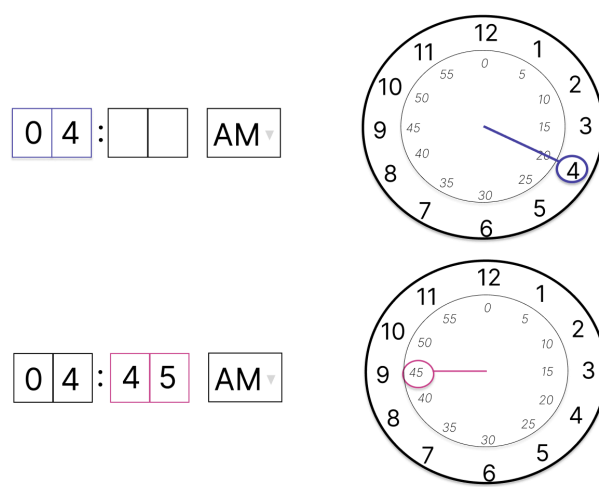


Figure C4. Clock Input

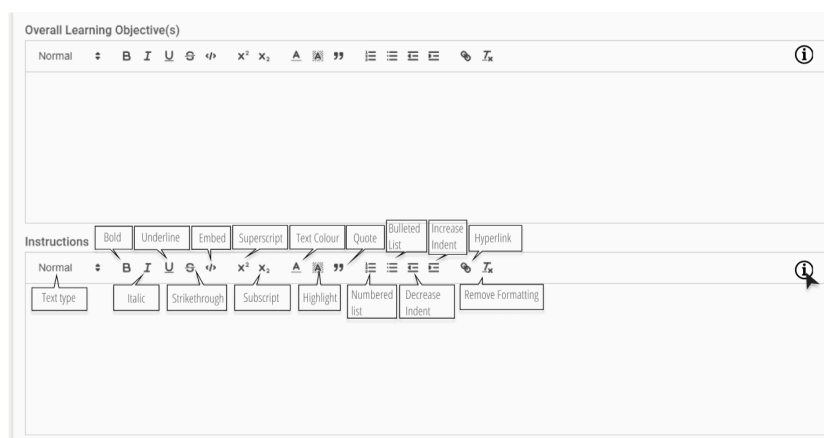


Figure C5. Info Button

## Schedule

Create ▶

Evaluate ▼

July 16 - July 26

August 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Date Due

dd / mm / yyyy

Time Due

hh : mm

☐ Grace Period

Reset

Next

Feedback ▶

Figure C6. Dropdown Scheduling

Due Date

Tue, Mar 19

@

1:59 PM

▼

Figure C7. Date and time scheduling for each phase

1:59 PM

^

End of day

11:59 PM

Afternoon

1:00 PM

Morning

9:00 AM

My Custom Time

8:00 AM

Custom

1:59 PM

^

12:00 AM

1:00 AM

2:00 AM

3:00 AM

4:00 AM

5:00 AM

6:00 AM

7:00 AM

Custom

Figure C8. Old vs new dropdown designs

Custom time

▲

▲

▲

1

:

34

AM

▼

▼

▼

Set

Back

Figure C9. Alternate #3 value inputting control

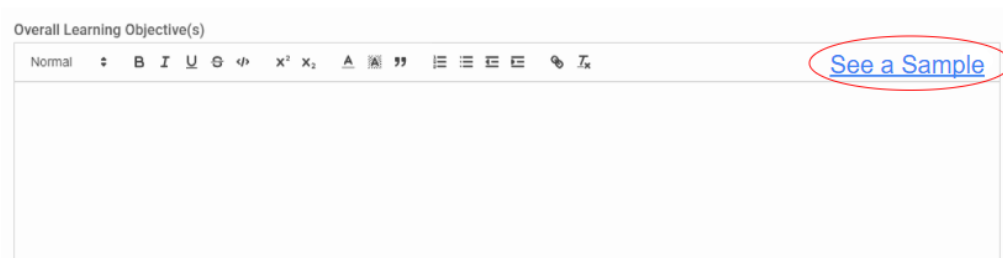


Figure C10. Access to sample texts

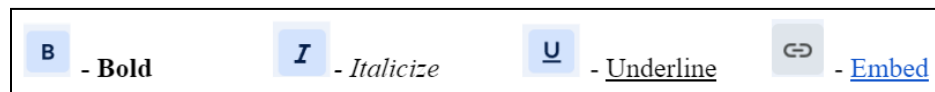


Figure C11. Example of samples for function

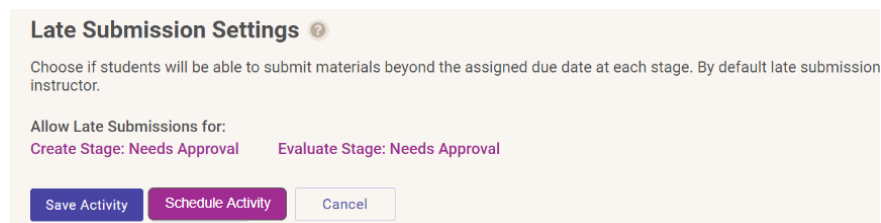


Figure C12. Bottom of create activity page with schedule activity button

## Appendix D: Proposed Design

This section shows the final design selection and more detailed photos of the final low-fidelity prototype.

Table D1: Weighted Decision Matrix

*Inputs from [-3,3]	Weighting	Current Platform	Alternative #1	Alternative #2	Alternative #3
Shortcoming #1	0.4	0	1	1	2
Shortcoming #2	0.2	2	3	2	2



Shortcoming #3	0.4	1	3	3	2
Total Score	1	0.6	2.2	2.0	2.0

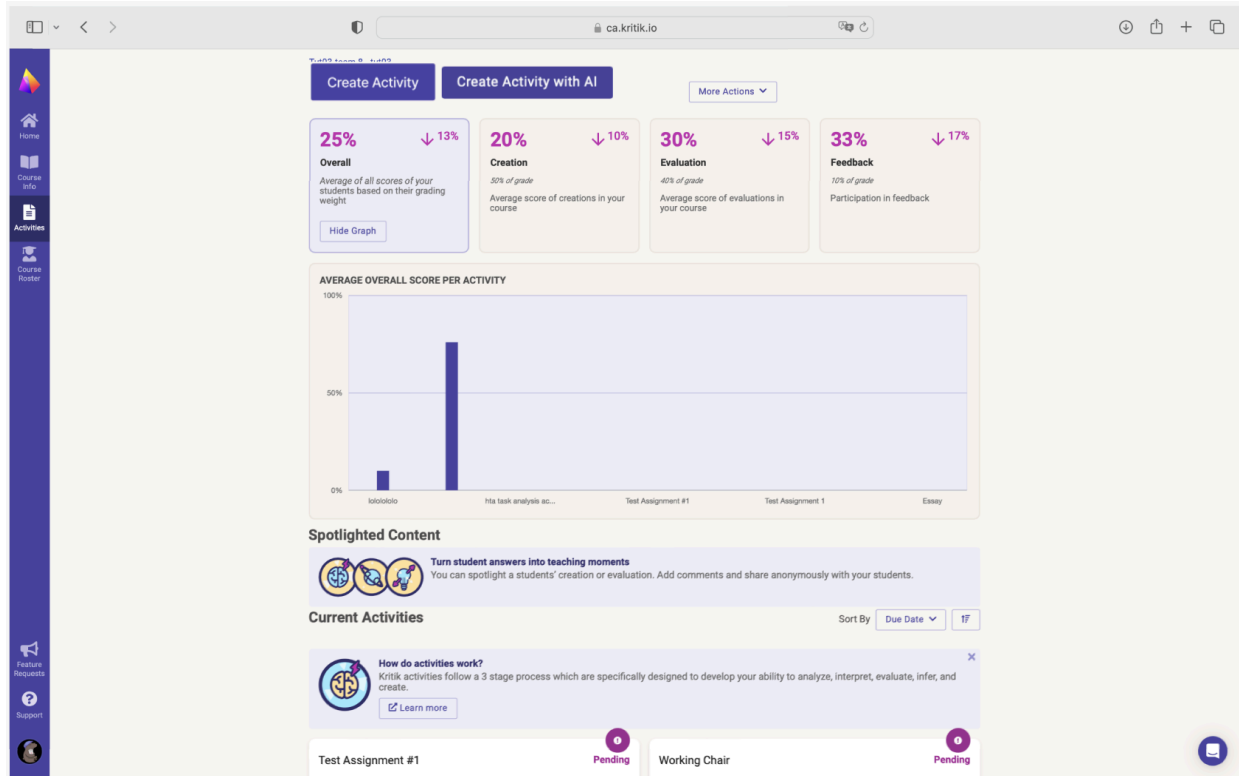


Fig D1. Proposed Activity Homepage

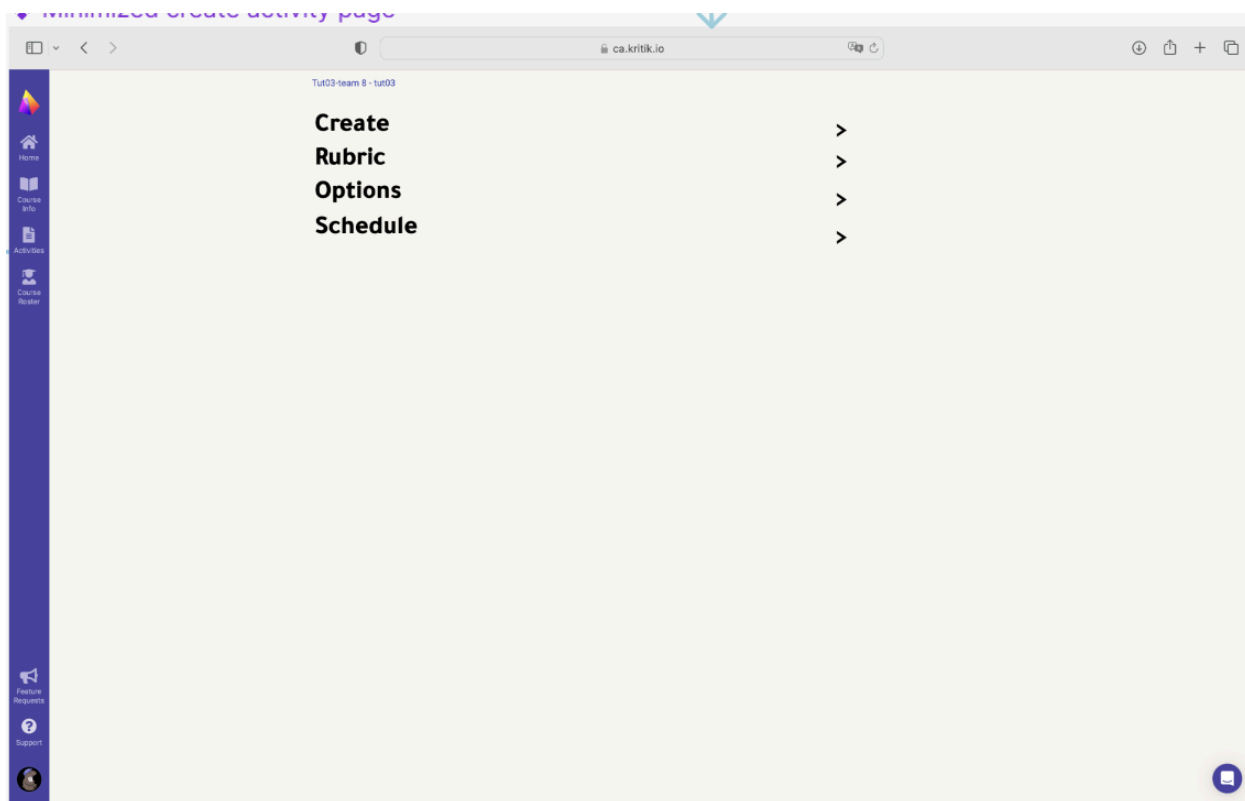


Fig D2. Proposed Create page

Individual	Calibration	Group	Live Presentation
Assign an activity to each student	Align student grading with how you would grade	Assign an activity to be completed as a group	Assign a student or a group to present a creation during class time while others evaluate
<b>Selected</b>	Select	Select	Join the beta!

### Activity Details

Title\*

Overall Learning Objective(s)

Normal **B** *I* U  $x^2$   $x_2$

INSTRUCTOR TO INSERT APPROPRIATE OVERALL LEARNING OBJECTIVE. WE SUGGEST USING MEASURABLE VERBS FROM [BLOOM'S TAXONOMY](#).

Instructions

Normal **B** *I* U  $x^2$   $x_2$

This activity has three stages to complete. Check the schedule to the right of your screen to note the deadlines to submit for each stage. You will also receive email reminders when the stages open and when the deadlines are approaching. If you provide your phone number in Account Settings, you can opt in to receive text message reminders, too.

INSTRUCTOR TO ADD SPECIFIC INSTRUCTIONS FOR WHAT STUDENTS SHOULD INCLUDE IN THE ASSIGNMENT.

*If you have any questions about using Kritik, please contact the Support team by accessing the live chat in the bottom right corner. They're happy to help!*

Resources

[Attach a File](#)

Maximum upload file size is 200mb

### Evaluator Notes

Include notes or attach files that will only be available to Evaluators. Students will see the notes after the evaluation stage starts.

**No Notes** [Evaluator Notes](#)

### Rubric

Select a Rubric Template

Discussion Post - MASTER

OR

Generate a Rubric **BETA**

[Create Rubric with AI](#)

Fig D3. Activity Details Section

The screenshot shows the 'Options' section of a course management interface. The left sidebar contains navigation links: Home, Course Info, Activities, Course Router, Feature Requests, and Support. The main content area is titled 'Options' and includes several settings sections:

- Multiple Topics:** A toggle switch set to 'Enabled'. Below it, a description states: 'Multiple Topics allows instructors to cover a wider range of content by having students do the same activity with varying instructions.'
- File Attachment Options with Submissions:** A section with a description: 'Attachments students are allowed to use for this activity.' Below it are three buttons: 'All File Types' (selected), 'Specific Files', and 'No File Attachment'.
- Default Activity Settings:**
  - Minimum word count for evaluations:** A numeric input field set to '20'. Below it, a note states: 'The minimum count cannot go below 20. The default value is 20. You can change the default value in course settings.'
  - Number of Evaluations:** A numeric input field set to '5'. Below it, a note states: 'Number of evaluations a student will be assigned'.
  - Grading Weight:** Two buttons: 'Default' (selected) and 'Custom Weight'. Below it, a note states: 'The default value is 1 pt. You can change the default value in course settings.'
  - Toggle:** A checkbox labeled 'If a student misses the Create stage, do not assign any evaluations'. Below it, a note states: 'When enabled, students who didn't submit a creation will not be assigned any evaluations or feedback and will be marked as "Missed" for all three stages. They will receive a score of 0 for the activity.'
- Late Submission Settings:** An 'Expand' button. Below it, a note states: 'Choose if students will be able to submit materials beyond the assigned due date at each stage. By default late submissions will require approval from an instructor.'
- Allow Late Submissions for:** Two buttons: 'Create Stage: Needs Approval' and 'Evaluate Stage: Needs Approval'.

At the bottom of the 'Options' section is a 'Schedule' button with a right-pointing arrow.

Fig D4. Proposed Options section

The screenshot shows the 'Schedule' section of a course management interface. The left sidebar is the same as in Fig D4. The main content area is titled 'Schedule' and includes a form for scheduling an activity:

- Navigation:** A vertical list of buttons: 'Create', 'Rubric', 'Options', and 'Schedule' (selected). Each button has a right-pointing arrow.
- Activity Name:** A text input field containing 'Create'.
- Evaluate:** A dropdown menu currently showing 'Evaluate'.
- Duration:** A date range selector showing 'July 16 - July 26'.
- Calendar:** A calendar view for August 2023. The 16th is highlighted in blue.
- Date Due:** A text input field with a calendar icon, containing 'dd / mm / yyyy'.
- Time Due:** A text input field with a clock icon, containing 'hh : mm'.
- Grace Period:** A checkbox labeled 'Grace Period'.
- Buttons:** 'Reset' and 'Next' buttons.
- Feedback:** A text input field with a right-pointing arrow.
- Save/Cancel:** 'Save Activity' and 'Cancel' buttons at the bottom.

Fig D5. Schedule section

