Midterm prep activity
CS344 W06 Workshop

November 12, 2017
Where are we going?

**Today**: Midterm prep, questions for TAs

**Next week**: Peer sharing, How to do analysis

**Long term**: Start to converge on concrete *data-driven* recommendations for a future design project
Outline

1. Where are we going?
2. Piloting: what have you learned?
   - Quick roundup
3. Midterm Prep Activities
   - Evaluation design activity
   - Task example activity
Quick roundup

What did you learn through piloting?
Outline

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Evaluation design activity

Overview

- (15 min) Understand design problem, identify stakeholders and evaluation goals
- Class discussion. 3-4 teams will share their findings
- (15 min) Design and plan an evaluation
- Class discussion. 3-4 teams share, everybody contributes suggestions.

General Advice

- Remember to justify your rationale.
- Be clear.
- Think about the bigger picture.
Because of complaints about the tools usability, the UBC CS tech staff decides to redesign its room booking system, which students use to reserve study and meeting rooms within the CS building.

The staff have hired a team of 344 alumni (of which YOU are a member) to spearhead the systems user-centered design.

TODO Identify three important stakeholders whose distinct needs and concerns and/or knowledge should influence this design process. Terms like student or faculty members are too general. Be specific. E.g., a project team takes CPSC 344 that needs a weekly meeting room. Write these on your white board.
Three Important Stakeholders:

- Computer science undergrads who need to book rooms for project space/studying.
- Teaching assistants who need to book rooms for meetings/workshops/office hours.
- Instructors who need to make sure their students will be accommodated with room resources.
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**TODO** List 3 possible evaluation goals (i.e. questions) that are critical to address at this stage. **Write these on your white board.**
Design Brief  UBC-CS Room Booking

Three Possible Evaluation Goals:

- What aspects of the system (if any) emerge as major sources of consternation and why? I.e. what are people complaining about the most, and which are functionality problems, presentation problems, or unrelated?

- How is the system currently being used in terms of numbers of requests, time of day/month/term requests happen, capacity (over/under)? What usage patterns emerge? I.e. are certain features hidden, or are there clear prototypical workflows?

- What are our major user groups? Do they belong to certain courses, workgroups, demographics?
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TODO Name and justify two data gathering techniques that will inform your evaluation goals, given your constraints, resources and early stage of design. Also describe the number and type of participants you expect to get. **Write these on your white board.**

TODO Briefly describe the data you would collect for each of your data gathering techniques and **draw the ‘quadrant’ on the board.**
One Possible Data Gathering Technique:

- For Evaluation Goals (i) and (ii), a focus group would allow for drilling down into typical problems that are brought up during the questionnaire. Since the system is not deep enough to warrant an in-depth interview, this is similar to doing a group interviewdrill down and can also provide contrasting stakeholder perspectives.

- 3-4 undergraduate students and 1-2 TAs/instructors depending on availability. Mix of participants would allow for counterbalance. Perhaps the TAs and instructors can provide insight into the why behind student complaints.

- Both subjective and objective qualitative. The focus group will be able to describe workflows (objective), evaluate them (subjective) and opinions/projections about the system (subjective).
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How do you do a good task example?

- Create a persona (based on stakeholder)
- Motivate their actions, with context
- Interface-independent
- Describe what they do to carry out their task, in present tense
- Cover important requirements
- Its a story.
- Its a tool, helpful for many things.
**Task example writing activity**

**Break into singles or pairs.** Roughly 12 minutes to write a task example.

**TODO** Imagine: You've now completed your evaluations. Compose two task examples that could conceivably be created out of the data that you planned to gather in steps 1 and 2.
Tamara is a TA who needs to book a room for her office hours. At the start of the term, she sets up a room booking to repeat each week. One week she travels to a conference, so she gets another TA to cover her office hours, rather than cancelling them. For the midterm and final, Tamara books extra hours to meet the higher demand. Tamara, being from the United States, accidentally books her room for days that fall on Canadian and BC holidays, but quickly corrects the bookings when she realizes her mistake.
Task example workshopping activity

Get back into groups.

How to workshop a story

- Writer(s) is(are) not allowed to talk.
- Other people read the story out loud.
- Others provide feedback.
- Writer still not allowed to talk.
- Switch.

**TA TODO** Check in with everyone—no official checkpoint or design review today, but I’m sure you have questions.