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by Elizabeth Lowrie Proctor

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University Online Resource Prototyping

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Introduction

The Covid 19 pandemic prevented face to face educational learning, consequently numerous online resources have been utilised as an alternative to continue studies.

The following report focuses on Google Classroom [1], considering its current design, whilst developing an alternative front-end prototype with improved usability.

Google Classroom

Google Classroom [1] is part of the Google Education suite, it's described by Google [1] as an “easy tool helping educators to efficiently manage and assess progress, while enhancing connections with learners from school, from home or on the go.”

Google Classroom [1] has been chosen as a resource by many educational institutes including universities, secondary and primary schools. The focus for the remainder of this report will be its practice of receiving new tasks, task submission and receiving task feedback. These functions will be reviewed from a student's perspective, using a web platform.

Reflecting on its affordance, considering Donald Norman's theory, as cited by Soegaard [2], that affordance is a feature of an object's design which implies how the object is to be used, a “visual clue to its function and use”, Google Classroom [1] has numerous affordance features however some aspects could be perceived as hidden and false affordance. Soegaard [2] refers to Gaver's framework for separating affordances. False affordance exists when a feature suggests to an user it can do something that it cant. This can be seen within the interface illustrated below. It was assumed that clicking on the ellipsis icon (Figure 1 Ellipsis affordance) would display further task information, however this was not the case. Similarly, it was expected that within the 'people' page (Figure 2 People Page) it would be possible to select a teacher from the list to obtain further details and have the ability to contact, however these icons do not present any further action.

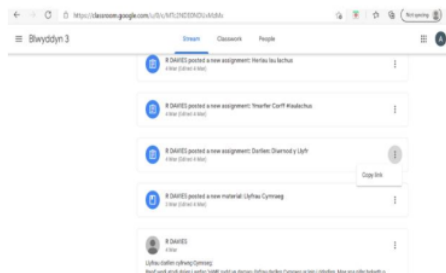


Figure 1 Ellipsis affordance

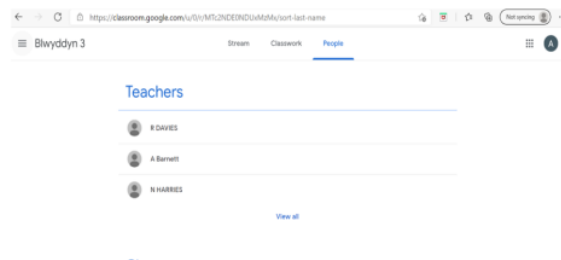


Figure 2 People Page

Gaver, as cited by Interaction Design Foundation [3] defines Hidden affordance as occasions where an user has to rely on “experience and/or trial and error to determine possible actions”. Within Google Classroom [1] this can be seen when considering the ability to contact the teacher and receiving feedback. It's not obvious or stated within the interface that Google Classroom [1] is directly linked to Outlook [4], communication to and from the teacher is made through this mean and no notification is received within the Google Classroom [1] environment. This hidden affordance may cause user frustration and unawareness.

Using Google Classroom [1] from a web browser provides the benefits of some features supporting an user's inductive reasoning i.e. the scroll bar and refresh buttons, however the 'back' button,

which is commonly used to go back a stage does not perform the same within this interface, alternatively it returns the user to the 'Stream Page'. Whilst an experienced user may be aware, having committed this knowledge to their long-term memory, new users may experience confusion and frustration with this alternate use.

Both the 'Stream' and 'Classwork' sections are in list format (Figure 3 Stream List). Whilst the task icons change colour depending on status, which is effective for observation, these items are not removed from the list, consequently the list continues to expand becoming a burden on the user's short-term memory. A human's short-term memory has limited capacity, Mathy and Feldman [5] cite Miller's magic number 7 ± 2 theory where it's suggested that between 5 and 9 similar items can be stored at most in a person's short-term memory.

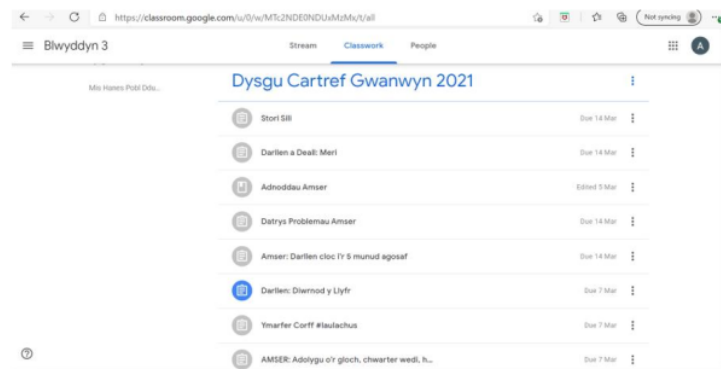


Figure 1 Stream List

Task Analysis

Feedback was contributed from a parent of a student and a Teacher, in order to understand requirements and any usability criticisms. Appendix 1 – User Feedback presents these contributions.

These inputs highlight some usability frustrations and areas of importance:

- The quick and accessible way to contact the teacher at any time
- Clear organisation of work tasks and information
- Being able to know the status of tasks
- To be notified of any changes

Supplementing the user inputs, a task analysis was completed. Komninos [6] considers that task analysis is "one of the most important steps". Completion assists in defining the user's difficulties, aiding in identifying opportunities for improvement and generating ideas.

The following task analysis questions were answered in order to gain improved understanding.

Who is going to use the system?

- Staff (Teachers and support)
- Learners of various ages
- Parent/guardians of learners
- Users will have varying knowledge and skill abilities
- Some users may have physical characteristics to consider i.e. visual or hearing impairments.

- Cultural differences may be present

What tasks do they now perform?

- Join live 'meet' lessons
- Receive new work to complete
- Submit completed worksheets

What tasks are desired?

- Be notified of any new work assigned
- Clearly see any work due/overdue
- Easily locate work and associated resources/worksheets
- The ability to easily submit work
- Be notified when work is marked
- The ability to view mark received/feedback received
- Be able to ask the teacher a question at any time

How are the tasks learned?

- No training required.
- Tasks learned through knowledge and skills.
- Learnt through familiarity in frequent usage.
- Tutorial videos are available if required.

Where are the tasks performed?

- Accessible via various platforms including web and mobile
- Users will access from different operating systems and browsers
- Environment may impact use – students will be accessing from various settings i.e. quiet / loud home environments, communal areas, school Hubs, in the car/outside

What's the relationship between user & data?

- User being a student is allocated work by a teacher, whilst the work and accompanying resources may be the same as that allocated to others in the class/group the associated worksheet is exclusive to that student.
- The identity of any work and security of those documents are required

What other tools does the user have?

- Google Suite software including Google Meet, Google Docs, Google Slides and drive.
- Using their own hardware (Laptops,computers,tablets or phones)
- Access to pen and paper
- Use of camera equipment if photos of work are required

How do users communicate with each other?

- Student and teacher communication is completed through Outlook or through specific comments on assigned work.

- Class announcement can be placed on the stream for all to see.
- Student to Student communication can be done through an 'announcement' to all on the stream. Or through Outlook.

How often are the tasks performed?

- Join live 'meet' lessons – Daily on more than one occasion (Time set by teacher)
- Receive new work to complete – Daily, throughout the day (Teacher submits)
- Submit completed worksheets – Varies by pupil. Can be done daily
- Contact Teacher – Occurs when required, could be more frequent for some users than others.
- Review previous work – Not very often, only if required

What are the time constraints on the tasks?

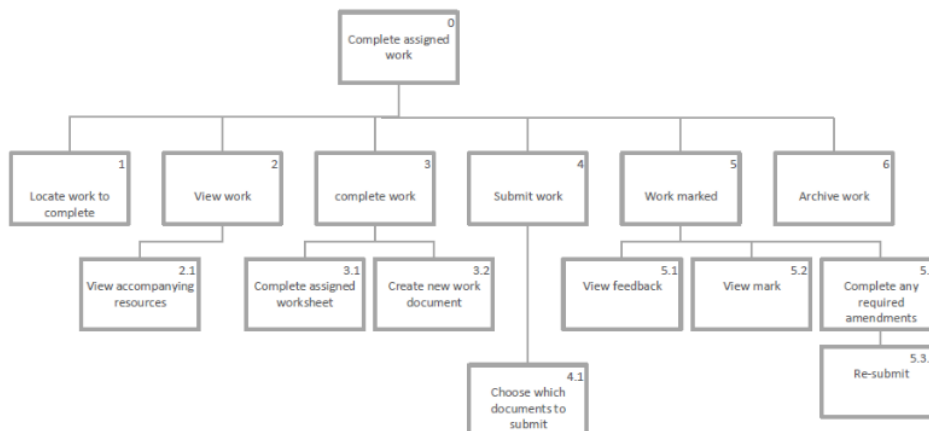
- Join live 'meet' lessons – Access to the link and connection to join is required quickly
- Receive new work – No immediate time constraints dependent on deadlines
- Submit completed worksheets – Required to be completed quickly
- Contact Teacher – Dependent on query. If important could require immediate action/response. Some messages may not be as urgent.
- Review previous work – Not required urgently

What happens when things go wrong?

- Google Classroom [1] has a help facility.
- Users can use Outlook [4] to contact the teacher, or comment on a piece of assigned work.
- familiar buttons to attempt remedy: 'back', 'refresh' and the Google Classroom Icon which returns to the Home Page.

Hierarchical task analysis

A hierarchical task analysis was also completed in order to depict the user actions in order to visually see all required steps and assist in identifying areas of importance and improvement.



Paper Prototype

Considering the findings from the feedback and task analysis a Appendix 2 – Paper Prototype (Appendix 2) was produced. Yukti [7] describes a prototype is created based on all the previous stages of the design thinking process. It assists in asking questions and utilises user inputs to create an alternative front-end design with increased usability.

Application of Human Factors

Reflecting on the Appendix 2 – Paper Prototype the application of human factors within it are considered below.

Visual Perception

The Interaction Design Foundation [8] Explains visual perception is the “ability to perceive our surroundings through the light that enters our eyes”. Considering challenges associated with visual perception the prototype ensures there are no components that include striped patterns which could induce visual stress and thought would be given to the size, font and colour of the text to reduce visual fatigue and assist with dyslexic users. As the interface will be used on a web platform the user will have the ability to zoom as required.

Colour blindness is likely to be apparent in some users, thought would be given to the use of colours and contrast to reduce and attempt to eliminate these concerns. The environment could however exasperate the issue due to low quality monitors, lighting and glare [9].

Within the prototype the current user’s page locations and paths are highlighted in blue for the user to be aware of their location within the interface, these are also made bold to ensure they are distinctive for colour blind users. Similarly, the status bar included within the dashboards include text and image, not solely reliant on colour.

Human Memory

As alluded a person’s short-term memory has limited capacity. Miller’s magic number, as cited by Mathy and Feldman [5], suggests the possible storage of between 5 and 9 similar items. The Interaction Design Foundation [10] offer evidence of improving the capacity of short-term memory through “chunking”, where items are grouped. The use of chunking avoids overloading, this is especially important for new users, experienced users may have committed knowledge to their long-term memory.

The paper prototype promotes the theories discussed through the inclusion of menus and headings to “chunk” information, the menus themselves also consider the amount of options included. Operation between tasks are completed with small sequences promoting recollection and are highlighted in bold blue for recall.

Human Reasoning

Johnson-Laird [11] explains “reasoning is a process of thought that yields a conclusion from percepts, thoughts, or assertions”. When considering interface users the encouragement for them to utilise deduction reasoning is preferred. Deduction reasoning generates valid conclusions [11]. However it’s important to see what actions the user takes as opposed to assuming logically. Utilising Inductive Reasoning users will assume that commands that work in other programmes will have the same function. Inductive reasoning elements are supported within the prototype when users select menu items to expand, use of buttons and the browser functions.

Interface Metaphors

Ricketts Lockton [12] express how metaphors are used strategically to assist users in interaction. Reflecting on the prototype, metaphors can be seen within the icons used to ask the teacher a question, user profile and 'traffic light' status. These visuals "exploit specific knowledge that users already have of other domains" [13].

Affordance

Kaptelinin [14] cites that according to Norman "affordances provide strong cues to the operations of things", when these are applied well an "user knows what to do just by looking".

Attention was given to promote perceptible affordance, ensuring icons and menu headings were apparent and execute what suggested. Attempts were made to avoid false affordance however some hidden affordance features remain including clicking to display further menu items.

Feedback from paper prototype walkthrough

A copy of the paper prototype was shared for feedback. Appendix 3 – Paper Prototype Feedback provides the response.

It's encouraging to read the positive feedback, reinforcing the aim and improvements made. The constructive criticism was also recognised and will be deliberated in the creation of the software prototype.

Evaluation of another design

Appendix 4 – Evaluation of another design provides the author's response to a prototype received for evaluation.

Software Prototype

Appendix 5 – Software Prototype illustrates screenshots of the software prototype created.

Adobe XD [15] was used for the creation of the prototype, it was simple, easy and effective to use. The system allowed the design of the various pages, applying colour, text and images whilst also being able to connect the screens and steps, resulting in an interactive prototype.

Recognising areas for improvement from re-examining the task analysis and feedback, the prototype includes some additions and changes including a search facility within the dashboard areas, also improved layout/formatting of the submit work page.

The software prototype achieved the author's intention of developing the paper prototype concept and animating the vision. The interactive aspect ensured all functions operated as required and accomplished all desired outcomes.

Evaluation

Evaluating the techniques used throughout the design process numerous considerations and adjustments were made. In the absence of taking time to explore the task analysis and human factors it is possible that some considerations in relation to visual perception would have been overlooked. Through giving thought to these elements early adjustments were considered to minimise the impact, promoting the interface to be used quickly, safely and with minimal errors [8]. The paper prototype evaluation also provided some important user points to consider that

contributed to the final design. It's of the opinion that an improved final design was created due to the outcome of these combined exercises.

Completing early analysis ensures considerations are given to design features providing opportunity for rectification, thus avoiding future development issues which could evoke time consuming and expensive solutions.

The exercises performed assisted in ensuring to keep the user perspective in mind at all times, through understanding which tasks/areas of the interface are used more regularly focus can be placed on these and consequently improve perception of good performance.

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Appendices

Appendix 1 – User Feedback

Google Classroom User Feedback 1

Tell me a bit about yourself and your IT skills.

I am a 38 year old Male personal trainer, currently furloughed. I consider that I have adequately good IT skills however have not used web based applications or office packages etc for a while, using mainly my phone to browse the internet etc.

How do you use Google Classroom?

Prior to the introduction of Home Schooling I have not previously used Google Classroom or any other online learning resource. I accompany my 9 year old child in accessing and using Google Classroom on a daily basis using a laptop, for the purpose of joining online 'meet' classes and the completion of home schooling tasks.

What do you like about the system?

The system works well for its purpose and once used regularly you become familiar with the task you complete regularly i.e. viewing and submitting work. The layout itself is very basic, I consider this a positive as there are no distractions.

Anything you do not like?

It is not always clear to see what work is new or outstanding. All of the work from all subjects are mixed in together, therefore you have to browse the list (now that we have been home-schooling for a while the list has gotten quite long) to identify a particular subject of work you'd like to complete/revisit. You cannot filter or search. It also took me a while to realise that when completing the worksheets (goggle docs) there is no 'save' button, these are saved automatically to the 'cloud'. I feel the doc does not clearly show this and when exiting the document, I always go back in to check the work is still included. The work does not show if it has been started or if anything has been saved.

When a new task appears in the stream you are not notified, besides noticing a new entry at the top of the list. You also have to ensure to keep refreshing the page to check for new work. I feel there is also a lot of steps to complete to get to where is needed i.e. when a new piece of work appears on the stream you have to click on its heading which opens a preview, then you have to click on 'view assignment' which takes you to a full view of the assigned task.

Without commenting on a specific piece of assigned work it is also frustrating that you are unable to contact the teacher. Prior being told by another parent I was not aware that communication with the teacher is done through Outlook. This is also somewhat frustrating as I am using my personal laptop and have to continuously switch Outlook accounts. The outlook account also can't be accessed through the Classroom pages, you have to open this from a browser separately.

Google Classroom User Feedback 2

Tell me a bit about yourself and your IT skills

I am a 30 year old Welsh primary school teacher currently completing my teaching remotely from home. I consider myself to have good basic IT skills, some of my qualifications were completed remotely on different online systems so I have some familiarity.

How do you use Google Classroom?

As a teacher I use the system to upload work tasks and accompanying resources and receive completed work tasks from pupils. I am unable to see the system from a student's perspective so unsure if the format I am seeing is replicated.

What do you like about the system?

Now that I am familiar with the system, I feel it is capable of completing all required tasks, although there is often a lot of repetition and steps. i.e. assigning work to all pupils.

Anything you do not like?

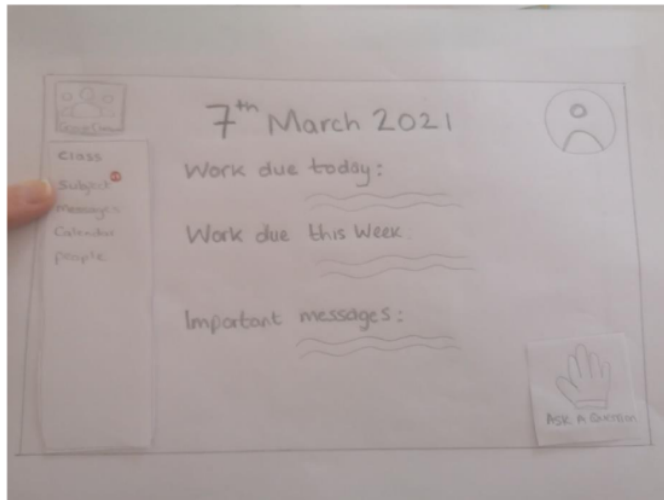
It is sometimes frustrating that Google Classroom uses the Google products i.e. google slides, google docs etc. The layout and functions of these are not so familiar to me or the users. It is also not possible to upload and edit PDF files, which is an issue as a lot of teacher resources available online are in PDF format. Screenshots and text boxes therefore have to be created.

I receive many queries and frustrations from parents as users when assisting their children. These include not being able to use all the functions/edit the worksheets when using mobile devices such as mobile phones or iPad and them not being aware that all feedback and questions will be answered through the connection with the child's Outlook/'Hwb' account.

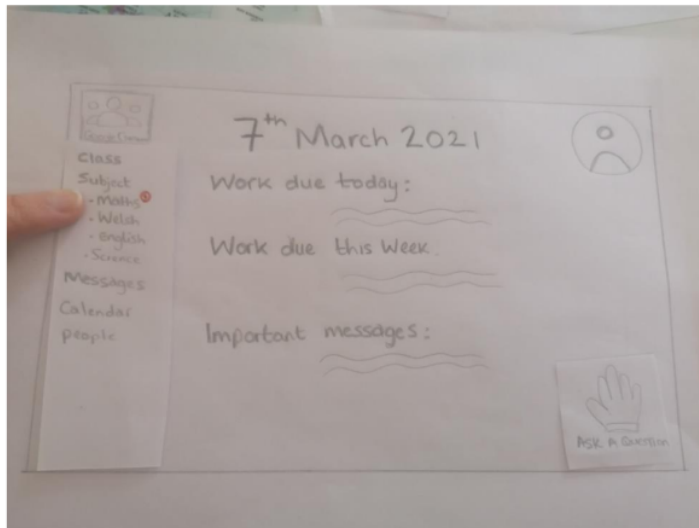
All teachers within my school, and from hearing from other schools, use the system to organise and upload work differently. It's good that there are no restraints however this means there's no consistency when using for supply teachers or parents who have children in different schools etc.

Appendix 2 – Paper Prototype

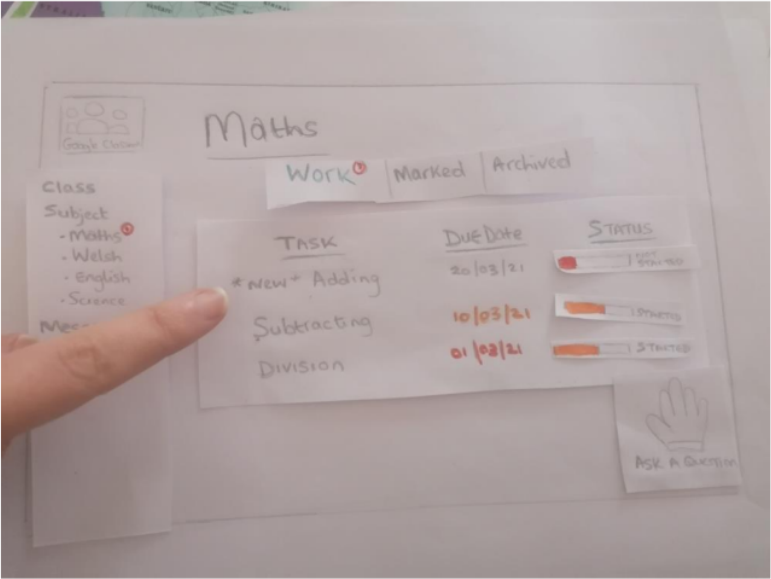
Landing/Home page



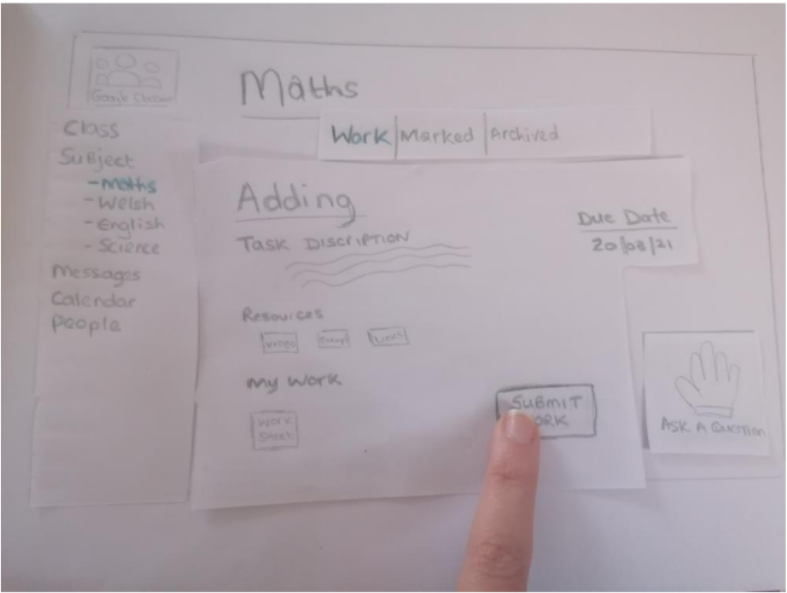
Opening the 'Subject' option from the left menu to identify location of notification



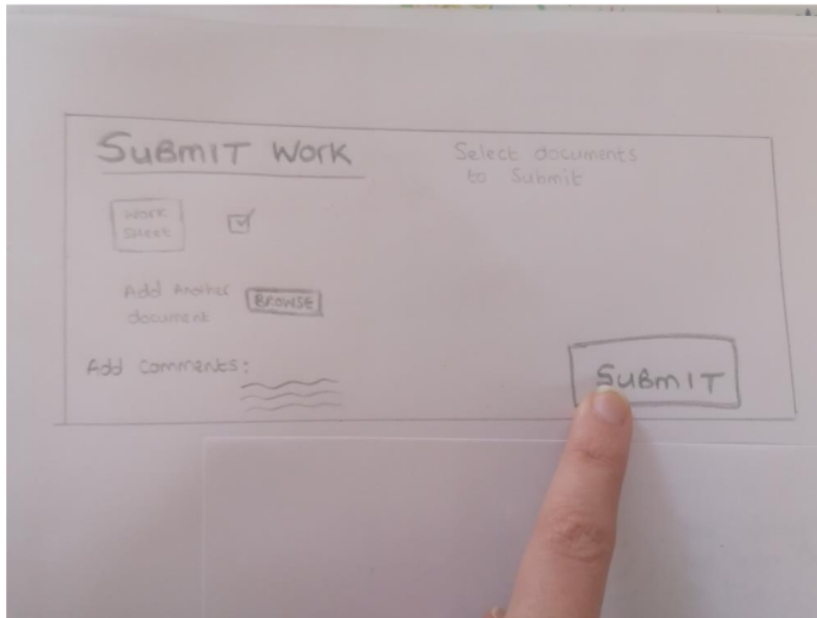
After selecting the 'Maths' subject – navigates to the 'Maths' dashboard



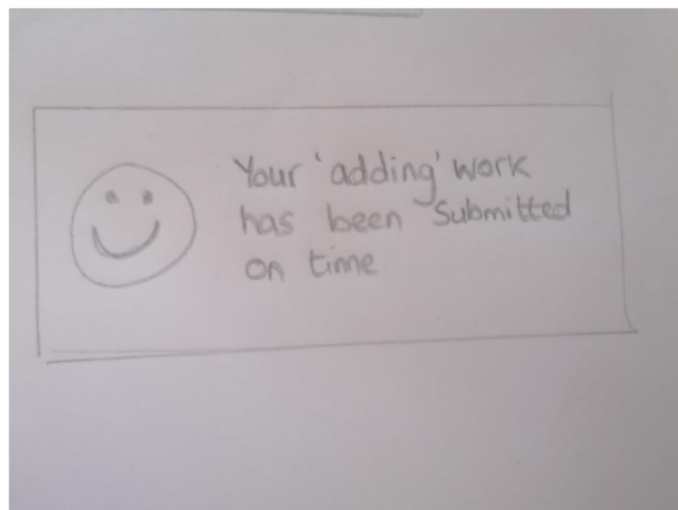
Selecting the 'Adding' work to see further information and navigate to the work page



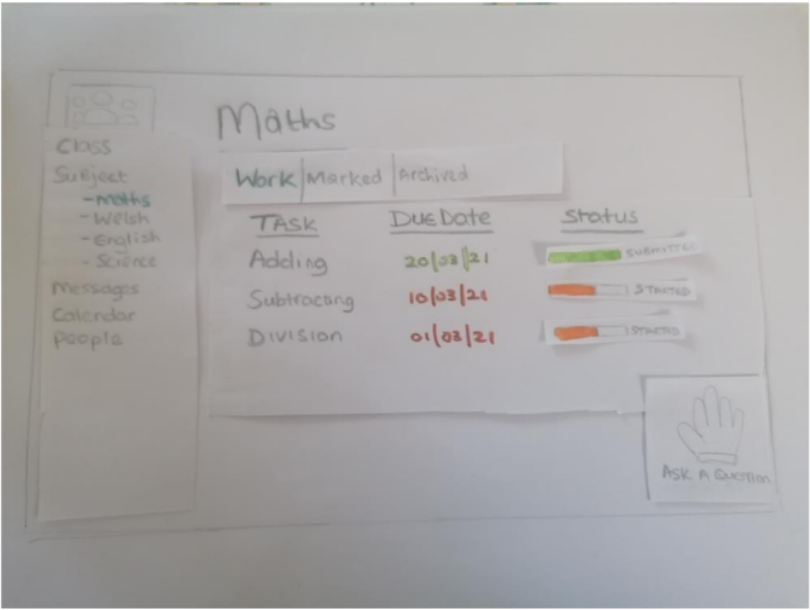
Selecting the Submit button will open new 'Submit Work' section



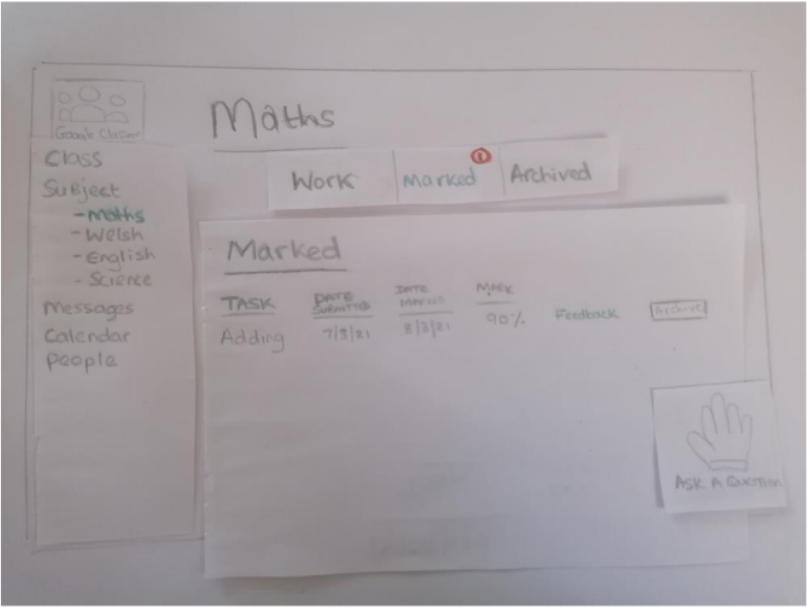
Confirmation received once submitted successfully



Returns to 'Maths' dashboard once submitted and status has changed



Once work has been marked a new notification can be seen, below illustrates the 'Marked' page



Appendix 3 – Paper Prototype Feedback

Review from Derek Wayne Carvell (2012800)

My review was of E. Lowrie Proctor's (1802187) paper prototype and took place on 16 March 2021.

Positive Feedback

The prototype was of Google Classroom with suggestions to improve system usability and system to user feedback.

The use of progress bars coupled with colouring to display the user's subject progress was good. I recognised the use of the "traffic light" metaphor, that provides the user strong visual feedback on current progress.

Shadow has been provided to buttons to provide affordance for a button click.

The use of the "hand up" was clear as to its purpose for the user wanting to attract attention/ask a question.

The provision of tabs to separate work items is useful and prevents visual clutter becoming a problem to the user.

Extremely useful user feedback, via the tabs, of the work moving from "work" to "marked". Providing the user, a sense of accomplishment.

Constructive Feedback

The use of "traffic lights" is good for progress feedback, but this may not be effective for colour

impaired users. I'd suggest the use of icons    as well as the colours.

The "Select documents to submit" text seems a little orphaned on the page, bringing it under the title would help.

Also, for the "Submit Work" page it's not clear what the checkbox is intended for? A small description would help.

There also doesn't appear to be a list of those documents already added via the "Add another document (browse)" feature. A listing of documents with scrolling may be missing?

Appendix 4 – Evaluation of another design

Paper Prototype Review

Designer of prototype - Derek Wayne Carvell (2012800)

Feedback was provided in relation to the usability features of an improved recycling information page paper prototype, viewed on a mobile device.

Both positive and constructive criticism is observed and recorded below.

Positive qualities

The recycling logo instantly provides a recognisable image, making it clear to users what the content is regarding.

Reflecting on affordance I consider the application includes positive affordance features, evidence of this includes the 3D affect shadowing when a campus is selected and the use of buttons to continue to next stages. These features provide strong cues to the user and I consider the user would know what to do just by looking.

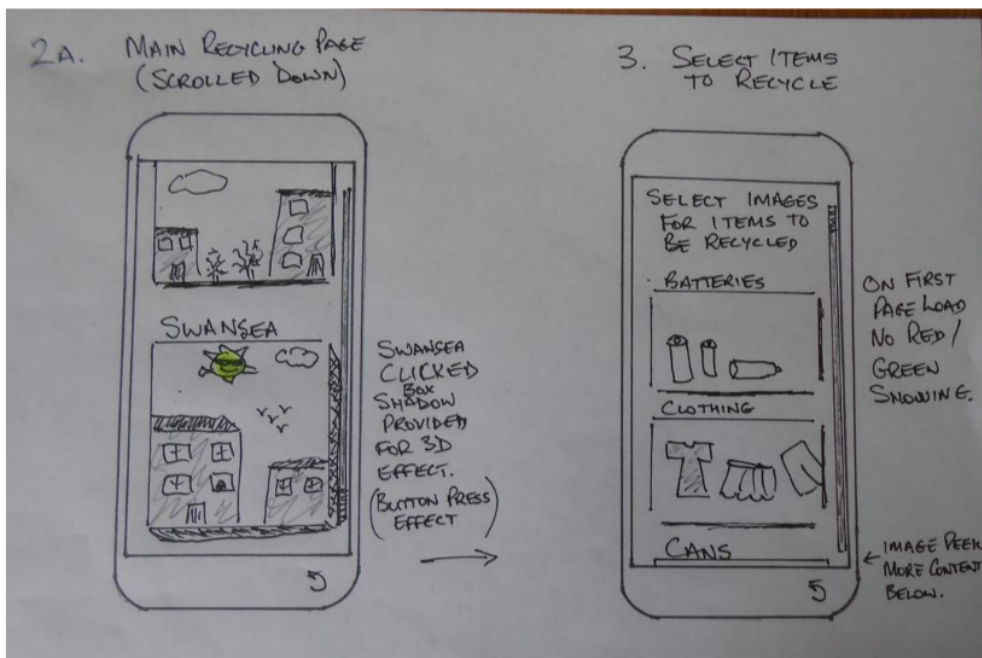
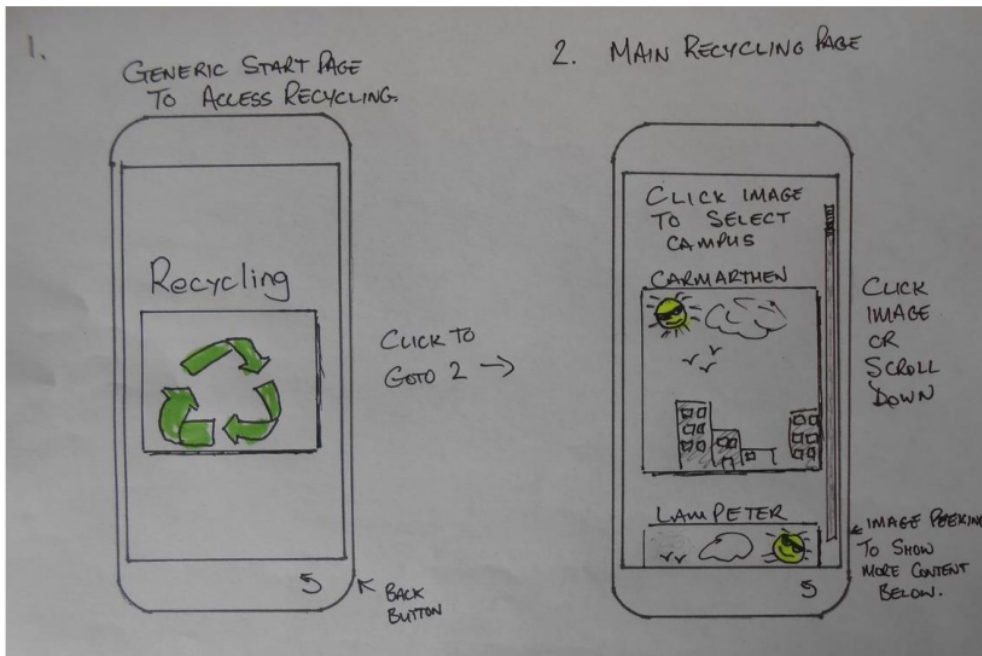
The use of the scroll bar to show a user where they are on the page is effective in navigation and orientation, also providing the user with an indication of the amount of content on the page. A user will recognise the need to scroll down for further options. Similarly, this is supported by including a small preview of the next image to reaffirm to the user there are more items to view.

In addition to effective perceived affordance clear written instructions are provided to the user. Whilst many users will utilise their inductive reasoning, due to many of the functions and commands being those that users will be familiar with through other programmes i.e. click and swipe, some new users may not be familiar and therefore these written instructions are useful and will assist in avoiding errors and confusion.

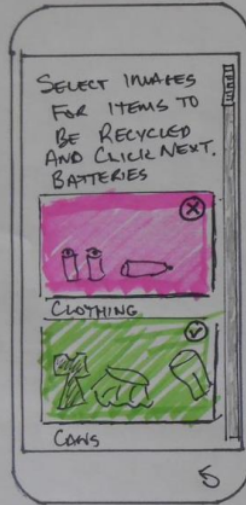
Considerations

Whilst the use of the 'traffic light' green and red colours in choosing the items to be recycled is valuable and an effective use of this metaphor, I question if it is necessary to show the user in colour both the options they choose and don't choose. I fear through showing all options in different colours it may overburden the user and should the list become extensive could impact their short-term memory and orientation. Consideration to how this would appear to vision/colour impaired users is also a deliberation; it is however noted the author has included an accompanying 'Tick' and 'Cross'. As an alternative only showing in green those items selected may be an option to consider.

It is noted that the right-hand lower button on the device will utilise the back function, It may be a consideration to also include the Recycling Logo as a home page icon/reference that would be visible on all screens should the user wish to start again/return home without having the need to go back through all stages.



3A. ITEM(S) SELECTED (CLOTHING)

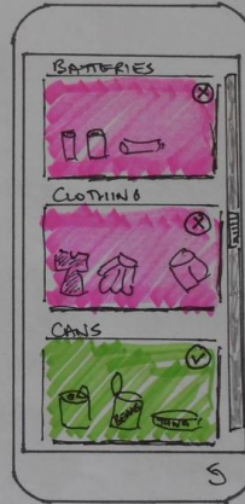


FIRST IMAGE
SELECTED
TURNS GREEN WITH TICK
ALL OTHERS GO
RED (NOT
SELECTED) WITH 'X'

GREEN (ON) ✓
RED (OFF) X
TRAFFIC LIGHTS
GO/STOP

THE TICK ✓ AND
CROSS X TO AID
COLOUR IMPAIRED
USERS.

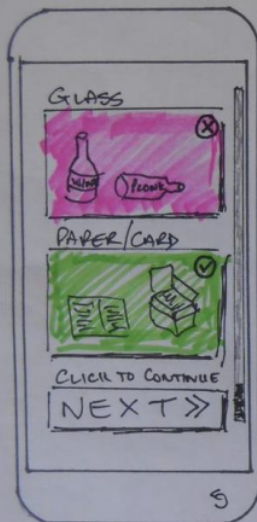
3B. ITEM(S) DESELECTED (CLOTHING) AND SELECTED (CANS)



TO DESELECT
PRESS AGAIN-
GOES RED
OR SELECT
AGAIN OR
ANOTHER
ITEM-GOES
GREEN

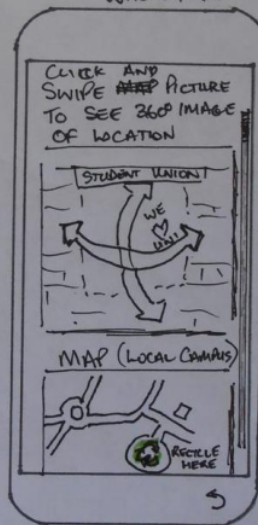
SCROLL FOR
OTHER
ITEMS

3C. SELECTION(S) COMPLETED.



CLICK
NEXT

4. GETTING TO RECYCLING LOCATION INFORMATION SHOWING WHERE/HOW TO GET THERE



CLICKING &
IMAGE
MAKES IT
FULL SCREEN
USE BACK
S TO GET
BACK TO
THIS SCREEN
360° IMAGE
SEE 4C
LOCAL CAMERAS
SEE 4B

4a. GETTING TO RECYCLING LOCATION (FILLER OPTIONS)



LOCAL CAMPUS MAP
CLICK GOTO 4B.

RECYCLING LOCATION/DESTINATION ALREADY SET. USE MAPS FUNCTIONALITY TO GET DIRECTIONS

CLICK
GOTO 4D

4B. CLICKING CAMPUS MAP GIVES SCALEABLE IMAGE



4c. 360° PICTURE



SWIPE PICTURE TO SEE LOCAL AREA TO OBTAIN POINTS OF REFERENCE AND KNOW WHEN YOU HAVE ARRIVED!!

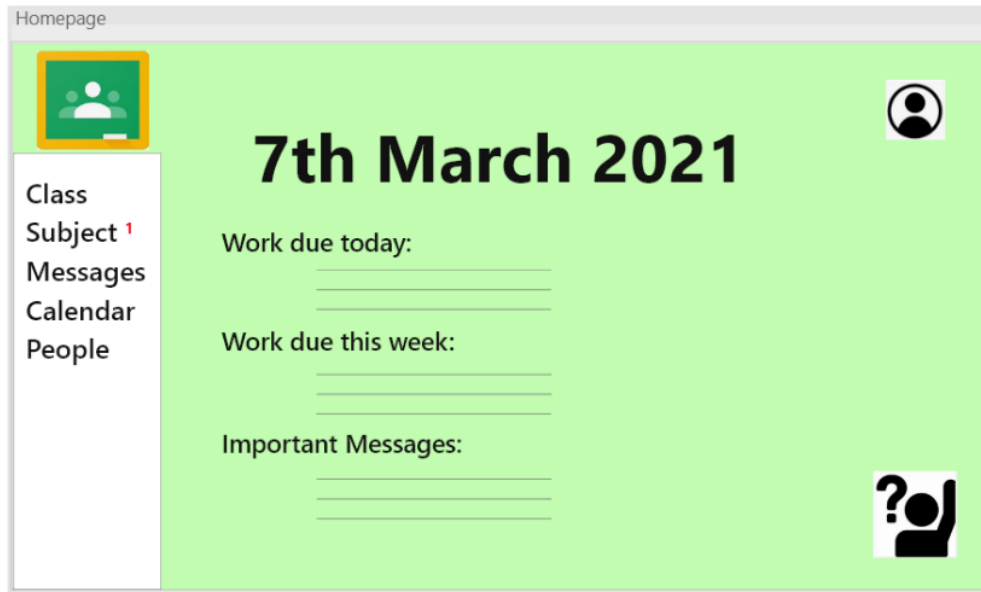
4D. GOOGLE MAPS



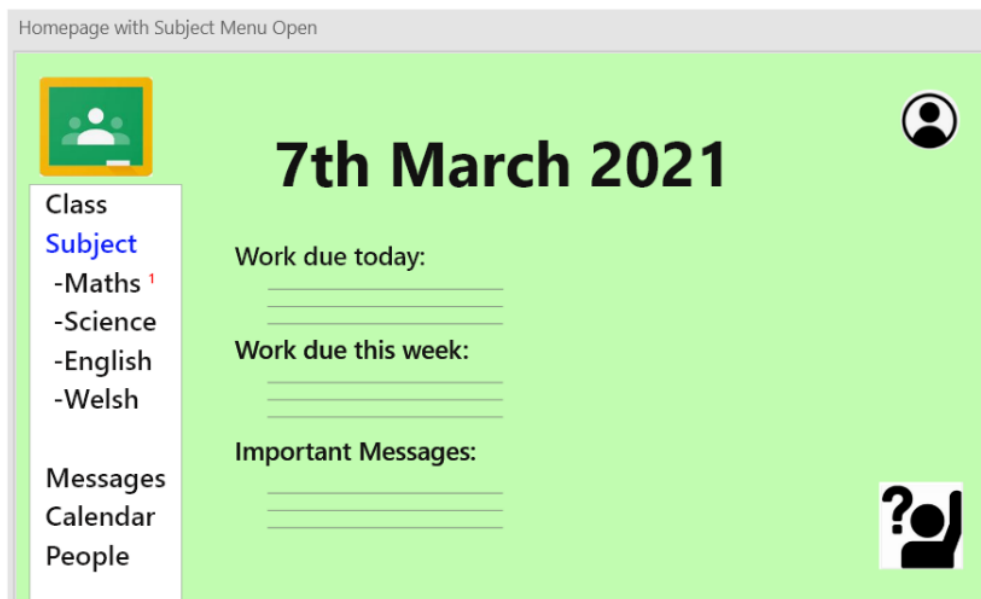
USE GOOGLE MAPS FOR NOT-LOCAL DIRECTIONS.

Appendix 5 – Software Prototype

Main Homepage



Homepage, menu expanded when select 'Subject'



Selecting 'Maths' from the menu opens the Maths dashboard

Maths Dashboard

Class

Subject

-Maths ¹

-Science

-English

-Welsh

Messages

Calendar

People

Maths

+

-

x

÷

Work ¹

Marked

Archived

Search

Task	Due Date	Status
New Adding	20/03/21	Not started
Subtracting	10/03/21	Started
Division	01/03/21	Started

Selecting the 'Adding' work opens up further task details

Maths Workpage

Class

Subject

-Maths

-Science

-English

-Welsh

Messages

Calendar

People

Maths

+

-

x

÷

Work

Marked

Archived

Adding

Task Description:

Resources:

My Worksheet:

Due Date

20/03/21

Submit Work

23

When select 'Submit work' opens up the below

Submit Work

Submit work

Select documents to submit

My Worksheet



☒

Add another document

Add comments



Confirmation when 'Submit work' is clicked

Submitted Successfully

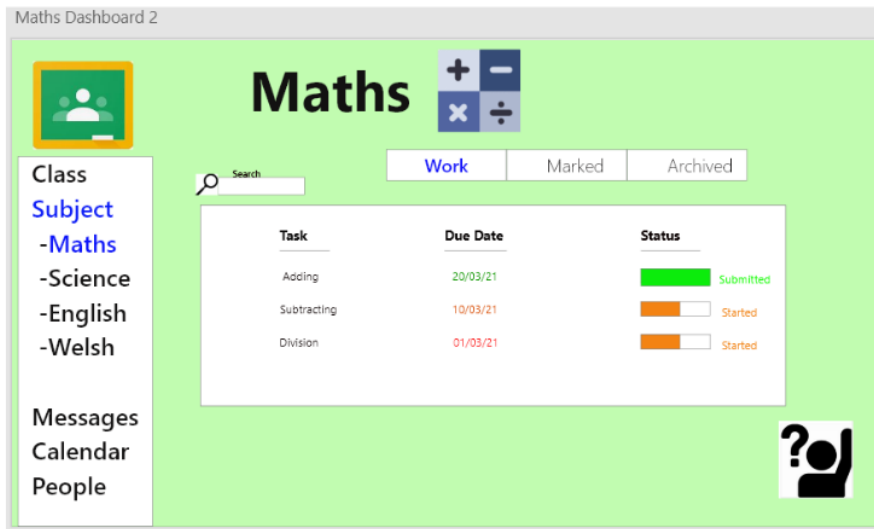
Your 'Adding' work has been submitted successfully on Time.

You will be notified when Miss Davies has marked your work.



When select 'ok' returns to Maths dashboard

Maths Dashboard 2



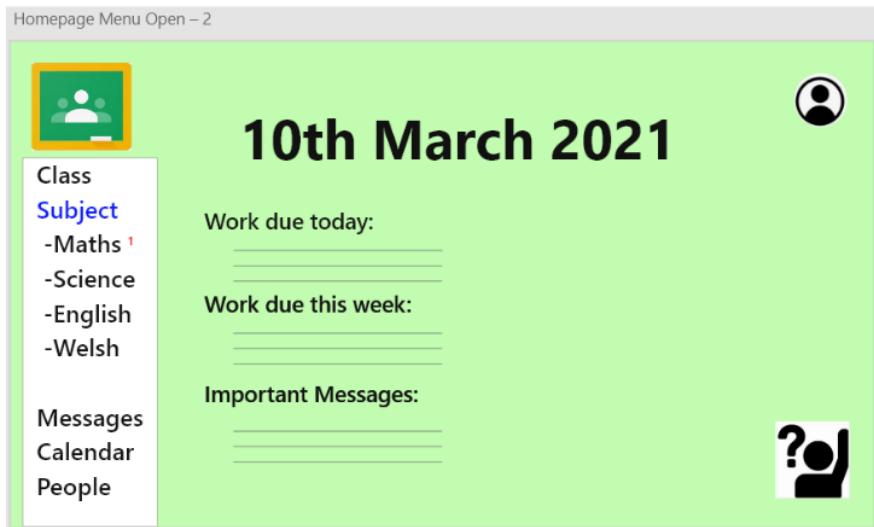
The screenshot shows the 'Maths Dashboard 2' interface. It features a green header with the word 'Maths' and a calculator icon. A sidebar on the left contains a 'Class' section with a 'Subject' dropdown menu showing '-Maths', '-Science', '-English', and '-Welsh'. Below this are links for 'Messages', 'Calendar', and 'People'. The main content area has a search bar and three tabs: 'Work' (selected), 'Marked', and 'Archived'. A table lists tasks with their due dates and status. A help icon is in the bottom right corner.

Task	Due Date	Status
Adding	20/03/21	Submitted
Subtracting	10/03/21	Started
Division	01/03/21	Started

Selecting the classroom logo returns to homepage.

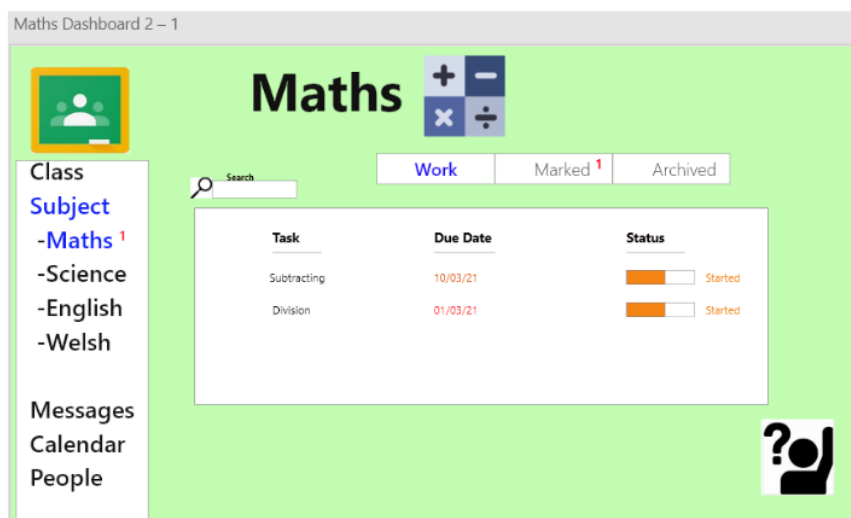
Date change shows time has moved on and new notification on Maths subject.

Homepage Menu Open – 2

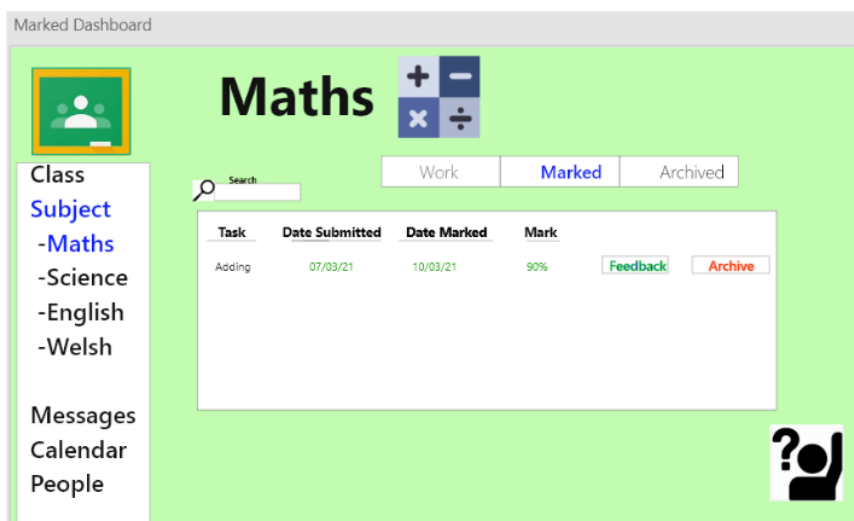


The screenshot shows the 'Homepage Menu Open – 2' interface. It features a green header with the date '10th March 2021' and a user profile icon. A sidebar on the left contains a 'Class' section with a 'Subject' dropdown menu showing '-Maths', '-Science', '-English', and '-Welsh'. Below this are links for 'Messages', 'Calendar', and 'People'. The main content area has three sections: 'Work due today:', 'Work due this week:', and 'Important Messages:'. A help icon is in the bottom right corner.

Opening the Maths dashboard shows notification within 'Marked' section



Selecting 'Marked' section opens marked work dashboard



Images used:

Google classroom logo: <https://edu.google.co.uk/products/classroom/>

Ask a question icon: <https://www.shareicon.net/raise-ask-school-education-class-question-student-693971>

Maths image: https://www.iconfinder.com/icons/4942978/calculate_calculator_math_icon

User profile icon: <https://www.vectorstock.com/royalty-free-vector/user-member-avatar-face-profile-icon-vector-22965342>

Video tutorial icon: https://www.flaticon.com/free-icon/video-tutorial_2904852

Information icon: <https://www.1001freedownloads.com/free-cliparts/tag/data>

Google Doc icon: <https://iconarchive.com/tag/google-docs>

Submit work icon: https://www.iconfinder.com/icons/3869505/accept_document_file_list_page_paper_sheet_icon

Add work icon: https://www.iconfinder.com/icons/1024985/add_document_file_plus_icon

FINAL GRADE

81 / 100

GENERAL COMMENTS

Instructor

Introduction:

It was interesting to read your analysis of Google Classroom,, you gave me a good good outline of an application I've not used. Excellent application of a range of areas of Usability theory, with references. Great selection of interesting topics to address, with excellent academic English.

Task Analysis:

Comprehensive and thoughtful application of Task Analysis questions. Excellent analysis of the context of use. In addition a hierarchical task analysis was completed with a good structured approach to a detailed task. This managed to avoid system oriented terms in a topic where it was a risk.

Paper Prototype:

very good paper prototype, with good task design skills evidenced. Your photos showing your overlays in use brings your design to life when we can't have a live walkthrough.

Human Factors:

A good range of topics presented with effective research demonstrated here. An improvement would be to include further specific examples from your prototype.

Review of another paper prototype:

Good application of theory to give helpful comments and constructive feedback on specific interface features here.

Software prototype: great use of Adobe XD to create a realistic prototype. Your design concepts improve the interactions. An effective brief evaluation of Adobe XD.

Evaluation:

A brief evaluation of techniques used with examples given is presented.

Overall: excellent application and analysis of usability techniques with the written explanation and the paper prototype especially good. Vey well done!

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