

INLS 690-172
Usability Testing and Evaluation
Fall 2015

Section: Tuesdays and Thursdays, 9:30am – 10:45am
Manning 117

Instructor: Dr. Robert Capra
Office: Manning 210
Office Hours: Tuesdays, 2:00 – 3:00pm, and by appointment
Email: r<lastname> at unc dot edu

Textbooks: ***NOTE:*** Both textbooks are available electronically from the UNC Libraries.

Handbook of Usability Testing
Rubin and Chisnell
Wiley, ISBN-13: 978-0470185483

Measuring the User Experience, Second Edition
Tullis and Albert
Morgan Kaufmann, ISBN-13: 978-0124157811

Course Webpage: http://www.ils.unc.edu/courses/2015_fall/inls690_172/

NOTE: We will also use a Sakai site for this course.

Grade Weighting:

Participation / In-Class Exercises	10%
UX Tip of the Day Presentation	20%
Individual Project (optional)	20%
Group Project	70%

1. Course Description and Prerequisites

This course will introduce central concepts in usability engineering, testing, and evaluation:

- UX Lifecycle
- Interaction models and frameworks
- Contextual inquiry and analysis
- Requirements, modeling, task analysis
- Rapid evaluation and inspection techniques (heuristic eval; cognitive walkthrough)
- Use of design guidelines in evaluation
- UX goals and metrics
- Formal and informal testing techniques; formative and summative evaluation
- Preparation for testing; usability moderation skills; test plan development; IRB
- Participant recruitment; testing environments; testing materials
- Analysis of qualitative and quantitative UX data
- Evaluation reporting

2. Course Objectives

- Develop an understanding of usability testing and evaluation concepts and techniques.
- Gain experience conducting both formal and informal usability evaluations.
- Develop skills as a usability testing moderator.
- Understand tradeoffs in applying different evaluation techniques.
- Gain hands-on experience with the details of designing, planning, conducting, and reporting results of a usability evaluation.

3. Graded Work

Your grade will be based on the assignments described below with weights as shown. These are also summarized on the first page of this document.

- **Participation & In-class Exercises (10%):** Students are expected to regularly attend and participate in class. Throughout the semester, students will be called on in class to answer questions, and to present and comment on work from assignments. Your participation grade will be based on regular class attendance, courteous behavior in class, being prepared for class, and being fully and actively engaged during class. Learning to conduct usability tests involves developing skills in a number of areas. Throughout the semester, we will do in-class exercises to help you gain experience, practice skills, and to receive feedback. All students are expected to participate and be engaged with classroom discussions and exercises.
- **UX Tip of the Day presentation (20%):** Students will sign-up to present a 15 minute “UX Tip of the Day” presentation during a class periods throughout the semester. These presentations will focus on a new or innovative approach to UX testing or evaluation.
- **Group usability evaluation project (70%):** Students will work in teams to conduct a group project over the course of the semester to design and conduct a usability evaluation. Specific deliverables will include an outline of the users and goals, a hierarchical task analysis and cognitive walkthrough, an informal evaluation, a formal evaluation, and a written report and presentation on the results.
- **Individual usability evaluation project (optional 20%):** Optionally, students may conduct an additional individual usability evaluation project. This project will involve conducting a heuristic evaluation, developing a focused test plan, conducting an informal evaluation, and preparing and presenting a report of the results. If a student opts to turn in an individual project, it will count for 20% and their group project will count for 50% of their overall course grade.

4. Grading Policies

The following grade scale will be used AS A GUIDELINE (subject to any curve) for **undergraduate** students:

Grade Range	Definition*
A 90-100%	Mastery of course content at the <u>highest level of attainment</u> that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such <u>outstanding promise</u> in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B 80-89.9%	<u>Strong performance</u> demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C 70-79.9%	A <u>totally acceptable performance</u> demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D 60-69.9%	A <u>marginal performance</u> in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F 0-59.9%	For whatever reason, an <u>unacceptable performance</u> . The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

* Definitions are from: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/> (underlining is my emphasis)

The following grade scale will be used AS A GUIDELINE (subject to any curve) for **graduate** students:

Grade Range	Definition*
H 95-99%	High Pass
P 80-94.9%	Pass
L 70-79.9%	Low Pass
F 0-69.9%	Fail

* Definitions are from: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>

These scales will be used as a GUIDELINE ONLY. The final grade scale may differ.

Due Dates and Late Work

Each assignment will have a due date and time and will include instructions for submission. A late penalty of 10% per day will be applied unless prior arrangements have been made with the instructor. Assignments

submitted more than 5 days after the due date will receive no credit and will not be graded unless prior arrangements have been made with the instructor.

Requests for Extensions and Absences

Any request for an extension must be made, preferably by email, at least 24 hours prior to the due date. Written documentation is required for illness. If a serious illness prevents you from taking any of the tests, send your instructor an e-mail message, or a friend with a note, describing your condition before the scheduled test.

Statute of Limitations

Any questions or complaints regarding the grading of an assignment or test must be raised within one week after the score or graded assignment is made available (not when you pick it up).

5. Course Communication (Website, Listserv, Blackboard)

Course Website

The official course website is at:

http://www.ils.unc.edu/courses/2015_fall/inls690_172/

The website will contain the course syllabus, schedule and other useful information.

Sakai

All enrolled students should have access to the UNC Sakai site for this course:

<http://sakai.unc.edu/>

We will use Sakai for many of the administrative aspects of the course.

- **Course Announcements:** I will often use the Sakai messaging feature to post announcements to the class. Usually these posts will also be sent via email to each student's email address of record. However, it is the responsibility of every student to check the Sakai site regularly for announcements and messages. The Sakai site is a reliable source for announcements and messages from the instructor. If something the instructor says in class conflicts with information posted by the instructor on Sakai, then the information posted on by the instructor on Sakai takes precedence. Verbal instructions are easily mis-interpreted, and they do not leave a documentation trail.
- **Assignments:** In order for you to receive credit for an assignment, it must be submitted using the Sakai "Assignments" section. In my experience, Sakai is a reliable method to submit assignments. It is the responsibility of each student to make sure they have access to Sakai and can submit assignments when they are due. You should also verify that each assignment you submit has uploaded correctly.
If for some reason you are unable to submit an assignment to Sakai, as a last resort you may email it to the instructor along with a note about the problem you encountered. Then, as soon as you are able to, it is your responsibility to submit the exact same assignment to Sakai. The email serves as a record that you tried to submit the assignment on time, but to receive credit, your assignment must be uploaded to Sakai.
- **Grades:** I will use the Sakai "Gradebook" to record your course grades.

Email

Email can be an effective means for you to contact me regarding quick and simple class-related communication. If you have a detailed question about an assignment or class concept, I encourage you to

stop by my office during office hours (or schedule a time to meet with me). Note that I receive a large amount of email and while I try to reply to student emails within 24 hours, there are times that it may take me 2-3 days to reply to email. You may get an answer faster by seeing me in person – in addition to my office hours, I am typically available for a few minutes before and after class.

6. Honor Code

The UNC Honor Code is in effect for all work in this course. The “Instrument of Student Judicial Governance” gives examples of actions that constitute academic dishonesty:

<http://instrument.unc.edu/instrument.text.html#academicdishonesty>

Students often ask what is okay to talk about with other students and what is not. I do encourage you to help each other learn the course material – your fellow students can often be a great resource for learning. However, you should not discuss the details of a solution to an assignment with other students, and should never copy or share answers for an assignment with other students. It is okay to talk about course material with other students, but you should not discuss detailed solutions to pending assignments. **All work you submit should be your own.** One way to help insure this is that if you do discuss course material with other students, do not take any written notes.

7. Special Accommodations

If any student needs special accommodations, please contact the instructor during the first week of classes.