INLS 719
Usability Testing and Evaluation
Fall 2020

Class Format: **Remote, synchronous class meetings via Zoom**

Class Sessions: Thursdays, 3:00 – 5:45pm

Zoom link: available in Sakai

Instructor: Dr. Robert Capra
Office: Manning 210 (but I won't be on-campus much Fall 2020)
Office Hours: see Sakai site for Zoom links to "drop-in" office hours
also, by appointment
Email: `r<lastname> at unc dot edu`

Textbooks: ***NOTE***: The HUT and MUE textbooks are available electronically from the UNC Libraries.

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

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

Course Webpage: UNC Sakai web site for INLS 719

Grade Weighting:

Participation / In-Class Exercises	20%
UX Tip of the Day Presentation	10%
Individual Assignments (~2)	20%
Group Quick UX Evaluation	10%
Group Semester Project	40%

1. Fall 2020 Welcome and Notes

As we start this semester, the coronavirus pandemic is affecting many aspects of our lives. Our section of INLS 719 will be taught using the remote + synchronous format using Zoom for our class meetings. My goal for this semester is for us to have a rich, supportive, interactive learning community. It will not be exactly like a face-to-face class, but Zoom provides us with some interesting (and I hope fun!) options for interactive learning. I also want us to get to know each other as a class, so we will do some activities designed to help us not only learn about usability evaluation, but also to build learning relationships.

I understand that this is a challenging time for many people – I have designed the class to allow for flexibility and adjustment as needed. If you face personal challenges this semester, I encourage you to be in contact with me and I will be happy to talk through options (e.g., for turning in an assignment late, etc.).

I'm looking forward to this semester with you all. Wear a mask, stay safe and stay healthy!

All best,

- Rob Capra
  August 18, 2020

2. Class format – Remote + Synchronous

The class format for this section of INLS 719 (Fall 2020) is remote + synchronous. The idea of the remote + synchronous mode is to provide the benefits of a "live" class while we participate at a distance. As such, **attendance and participation in the class Zoom sessions is an expected part of this course**. To help foster interactivity and community building aspects of class, I also expect that most of the time, most students will participate with their **video on**. You will need a UNC Zoom account and access to a high-speed Internet connection to participate in this course. If you have internet connectively problems, you can call into class using Zoom's dial-in phone numbers. I also understand that you may need to miss all or part of a class. In these cases, please let me know (if possible) in advance, and see about getting notes from a classmate.

3. Recording Policy

Our class this semester will involve a combination of interactive discussion, in-class exercises, and lecture. To foster open discussion and participation, I have decided NOT to record the Zoom classes. I don't usually record my face-to-face classes, so I don't plan to record the Zoom classes.

To respect the privacy of your classmates and to foster an environment where students feel comfortable engaging in class, by remaining registered in the class, you agree to the following:

- I will not record class sessions, except for portions of class in which the instructor is lecturing (i.e., we are not having a discussion or doing an in-class exercise).
- I agree that any recordings I make will be for my own own personal use in learning the course material.
- Furthermore, I agree NOT post, share, or send links to any class recordings to any Web site or other persons.

4. 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

5. 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.

6. 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 (20%)**: Participation is especially important in a remote + synchronous class using Zoom.
    - Students are expected to regularly attend and actively participate in the "live" class.
    - Your participation grade will be based on regular class attendance, being prepared for class, being fully and actively engaged during class, and courteous behavior in class. Specifically:
        - Turn your video on (unless it negatively impacts your internet connection). Having our video on helps us get to know one another and helps create a sense of community. I understand that not everyone may be able to have their video on 100% of the time, but please aim for being on video as much as possible.
        - Asking questions – this can be done in several ways: typing a question into the Zoom chat, using the Zoom "Raise Hand" feature, or just jumping in to unmute yourself and ask a question verbally.
        - Responding to questions asked by the instructor – depending on the question, this may involve: using the Zoom thumbs-up/down or polling feature, typing a response in the Zoom chat, or unmuting yourself to give a verbal response.
        - Actively engaging in class activities and exercises. Some class exercises will involve working in pairs or small groups in Zoom breakout rooms.
        - Part of being prepared for class includes having read the assigned readings **before** each class period

- **Exercises**: 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. You will often work on these exercises in pairs or small groups in Zoom breakout rooms.
- **UX Tip of the Day presentation (10%)**: Students will sign-up to present a 15 minute "UX Tip of the Day" presentation + 5 minutes of discussion during a class period throughout the semester. These presentations will focus on a new or innovative approach to UX testing or evaluation.
- **Individual assignments (20%)**: Throughout the semester, we will have approximately two individual assignments. These may include topics such heuristic evaluation, HCI/UX models and theories, goals and metrics, usability test materials, and analysis methods.
- **Group Quick UX Evaluation (10%)**: Students will work in teams early in the semester to conduct a quick UX evaluation and prepare a report on the results.
- **Group usability evaluation project (40%)**: 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 task analysis and cognitive walkthrough, a usability test plan, and a written report and presentation on the results.

7. 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 highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B 80-89.9%	Strong performance 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 totally acceptable performance 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 marginal performance 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 unacceptable performance. 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 may be applied **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.

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).

8. Course Communication (Website, Listserv, Sakai)

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

http://sakai.unc.edu/

We will use Sakai for 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 meet with me during either my Zoom drop-in office hours or to set up an appointment to meet with me via Zoom. 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 a few days to reply to email. You may get an answer faster by talking to me after class – I will often stay on the class Zoom session for 5 to 10 minutes after class if students have questions.

9. 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

Student 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, unless the assignment indicates that it is okay to do so, 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 unless the assignment indicates that it is okay to do so. **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.

10.Special Accommodations

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