

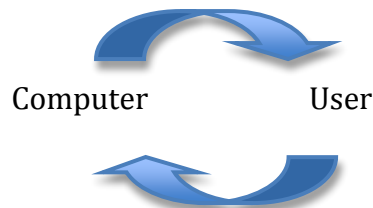
CS305/828 201330
Midterm Exam – D. Hepting
October 10, 2013
08h30-09h45, CL345

Name: _____ Student #: _____--_____

Answer Part 1, Question 1 on this page. Answer everything else in the exam booklet. If you are unclear about anything, please note your assumptions with your answer. Remember: quality, not quantity. Good luck.

Part 1 (2 marks each, 8 marks). Define each of the following in the context of the class.

1. Label the arrows in this diagram. Describe the difference between a good interface and a bad interface in terms of this diagram.



2. Why does Fitts' Law support the use of a menu bar across the top of a computer screen, more so than across the top of a particular window?
3. Did the blanks (above) for your student number make it easier or harder to complete? Why?
4. What is the difference between user experience and usability? Is one more important than the other?

...over please... (questions on both sides!)

Part 2 (16 marks). Design a better grading tool for a learning management system like moodle/URcourses. At present, I can enter a numeric value for the grade as well as a comment. We have talked about using rubrics where each criterion for grading appears with descriptive phrases for each level of attainment. Here is an example for “Writing”, and what it means for that writing to be described as “Excellent”, “Satisfactory”, “Poor”, and “Unacceptable”:

Criterion	Excellent	Satisfactory	Poor	Unacceptable
Writing	Shows a good command of Standard English. No problems for your audience.	Demonstrates some evidence of correct spelling, grammar, punctuation, etc. Audience will have little trouble reading your work.	Demonstrates evidence of correct spelling, grammar, punctuation, etc. Audience will have some trouble reading your work.	Uses incorrect grammar, spelling, and syntax consistently, making it difficult for others to follow.

Consider:

- What is the purpose of grading, for the student and for the instructor?
- With a large class, can a marker spend a lot of time writing personal comments?
- Could a rubric like this one (an actual assignment would have multiple criteria) be incorporated into a grading tool inside moodle/URcourses?
- Is there another approach to grading that might be more appropriate?
- Do the ideas of formative and summative evaluation come into play?
- Are there any activities outside of assigning grades that could be relevant?

1. What are some issues or opportunities for design in the current system?
2. What are 2 alternative designs that might address the noted issues? What metaphors do they involve?
3. Use the DECIDE framework (Determine the goals; Explore the questions; Choose the evaluation methods; Identify the practical issues; Decide how to deal with the ethical issues; and Evaluate, analyze, interpret, and present the data) to plan an evaluation of your designs
4. Does one of your designs seem better than the other, based on the principles that we discussed in class?

...over please... (questions on both sides!)