Early feedback #1

No screens

Sit in groups of exactly 4
Number yourselves: 1-4

Prof. Lydia Chilton
COMS 4170
11 April 2018

Say your name
Today

• 10 minutes: Review Critique
• 40 minutes:
  • Groups of 4 (ten minutes each)
  • Each person gives their feedback
• 20 minutes: Next Milestone.
Review: Critique
Criticism vs. Critique
Criticism is honest and true. What’s the problem with criticism?

Criticism is honest and true, but is not structured to help the designer improve.
Critique: Making negative feedback easier to hear and more useful to designers.

“I like…”

“For me …”

“What if…”
“I like…”

“...the colors are Columbia themed”

“...there is a table to lay out the syllabus.”

“... you can replay the video segments until you get it.”
Why do we start with “I like...”?

“I like...”

• Forces the person giving critique to more closely observe the artifact.
• acknowledges positive things the designer should keep.
• makes it easier for designers to accept negative feedback because you start with the positive.
“For me...”

“...I didn’t see the Piazza button.”

“... I didn’t know where to focus my attention in the video.”

“...I didn’t know the players names that you referred to, so I didn’t fully understand the annotations.”
For negative critique, why make “For me...” statements?

“For me...”

- Expresses an honest personal experience of the critiquer.
- It helps the designer see their work through your eyes. (which is helpful by itself)
“I wish...”

“...there was a way to know when new material was posted.”

“... I had some indication where to focus.”

“...there is a table to lay out the syllabus.”
For negative critique, why make “I wish / what if...” statements?

“I wish...”

• Helps point out problem areas, or solution spaces to the designer
• Does not tell the designer what to do.
Goal:
Improve information hierarchy on the NYT

Remove the ads!

The first thing I see is the ads.
The next thing I see is the images of the girl. That looks interesting....
The human mind has a natural inclination to solve problems.

If someone starts telling you what to do, ask them “why?” to get to the problem they are solving, rather than the solution.

“The background is distracting to me.”

“How so?”

“Remove the background.”

“Interesting. Why do you say that?”

“I didn’t read that it was a driving school until much later.”
How can we get useful feedback on early prototypes?

State the goal:
“I’m trying to represent animals and people in chaos and pain.”

State the goal:
“I’m trying to show the 5 steps of the pick and roll.”
Get feedback on early prototypes by stating your goal.

“I’m trying to represent animals and people in chaos and pain.”

“I’m trying to show the 5 steps of the pick and roll.”
Getting Early Feedback
Person #4 (10 minutes)

- Designer:
  - State your goal.
  - Walk them thru the prototype slowly.

- Persons 1,2,3:
  - State your “I Like...” statements

- Persons 1,2,3:
  - State your “For me...”, “I wish.../What if...” statements

- Designer:
  - If you don’t understand the problem they are raising, ask
    - “why?” or
    - “what makes you say that?”
Time’s up!
Person #3 (10 minutes)

• Designer:
  • State your goal.
  • Walk them thru the prototype slowly.

• Persons 1,2,4:
  • State your “I Like...” statements

• Persons 1,2,4:
  • State your “For me...”, “I wish.../What if...” statements

• Designer:
  • If you don’t understand the problem they are raising, ask
    • “why?” or
    • “what makes you say that?”
Time’s up!
Person #2 (10 minutes)

- Designer:
  - State your goal.
  - Walk them thru the prototype slowly.

- Persons 1,3,4:
  - State your “I Like...” statements

- Persons 1,3,4:
  - State your “For me...”, “I wish.../What if...” statements

- Designer:
  - If you don’t understand the problem they are raising, ask
    - “why?” or
    - “what makes you say that?”
Time’s up!
Person #1 (10 minutes)

• Designer:
  • State your goal.
  • Walk them thru the prototype slowly.

• Persons 2,3,4:
  • State your “I Like...” statements

• Persons 2,3,4:
  • State your “For me...”, “I wish.../What if...” statements

• Designer:
  • If you don’t understand the problem they are raising, ask
    • “why?” or
    • “what makes you say that?”
Milestone #8
Milestone #8

• We are iteratively discovering the needs and abilities of users.
• Make 3 improvements to your interface.
  • That meet the needs of users for this specific task.
• Make an appointment to see a staff member during class time.
• No lecture during class time on Monday.
Milestone #8

• No lecture during class time on Monday.
• Staff will meet with you.
  • Make an appointment to see a staff member during class time.
• Bring your interface.
• Your interface must
  • fully support the user goal with
  • all the features you plan to implement
• Make at least one improvement to what to have today based on feedback you got.
Iteration #2 of UID Website

- **Problem:**
  - Instructor section had confusing information hierarchy
  - Solution: added Office hour information for TAs

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**INSTRUCTOR**

Prof. Lydia Chilton  
OH: Tuesday 3-4 pm, CEPSR 612  
Please contact staff through Piazza only

**TAS**

Tessa Hurr  
Eleanor Murguia  
Lucille Sui

**WEEKLY SCHEDULE**

Lecture  
Mon, Wed 4:10-5:25pm, 413 Kent Hall

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- **Problem:**
  - Users didn’t all see the piazza button
Iteration #2 of UID Website

Problem
Staff section had confusing information hierarchy

Solution
Add office hour info for Tas and move Piazza line
Problem
Some people didn’t see the Piazza button

Solution
Added a link to piazza near where I tell people how to contact the staff
User Interface Design
COMS 4170 · Spring 2018

**Part 1** Build websites that suit the needs and abilities of users.

**Part 2** When the needs and abilities of users are uncertain, design systems by learning from iteration and experimentation.

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**TAS**
Tessa Hurr
Oh: Thursday 9:30-11am, CS OH room

Eleanor Murguia
Oh: Monday 1:30-3:30pm, CS OH room

Lucille Sui
Oh: Friday 10:30am-12pm, CS OH room

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**WEEKLY SCHEDULE**
Lecture
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**GRADING**
The course grade is broken down as follows:
- Assignments 30%
  - Assignment 1: 5%
  - Assignment 2: 10%
  - Assignment 3: 5%
  - Assignment 4: 10%

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**LATE POLICY**
All students receive two late days which can be used on Assignments 1-4. Each late day extends the deadline of the assignment by 24 hours and you may use the two late together to submit 48 hours late.

After a student’s late days have been used, we cannot accept the assignments.
Milestone #8

- No lecture during class time on Monday.
- Staff will meet with you.
  - Make an appointment to see a staff member during class time.
- Bring your interface.
- Your interface must
  - fully support the **user goal** with
  - **all the features** you plan to implement
- Make at least one improvement to what to have today based on feedback you got.
Pick-and-Roll Iteration 2

**Problem**
Users didn’t know where to focus during each segment

**Solution**
I added boxes around the areas of the video the user should focus
Pick-and-Roll Iteration 2

**Problem**
Scrolling between items was a pain.

**Solution:**
I layered the videos on top of each other
And then added a menu to help track progress.

Watch Bird and McHale (in green) perform the pick-and-roll in 5 stages:

1. McHale sets the screen
2. Bird fakes and moves
3. McHale peels out in front of his defender
4. McHale gets a pass from Bird
5. McHale shoots a layup
Pick-and-Roll Iteration 2

**Problem**
Transitioning between segments was still hard.

**Solution:**
I added keyboard shortcuts.
Milestone #8

• We are iteratively discovering the needs and abilities of users.
• Make 3 improvements to your interface.
  • That meet the needs of users for this specific task.
• Make an appointment to see a staff member during class time.
• No class during class time on Monday.