

Early feedback #1

Sit in groups
of exactly 4

Number yourselves: 1-4

No screens



Prof. Lydia Chilton
COMS 4170
11 April 2018

Say your name



Today

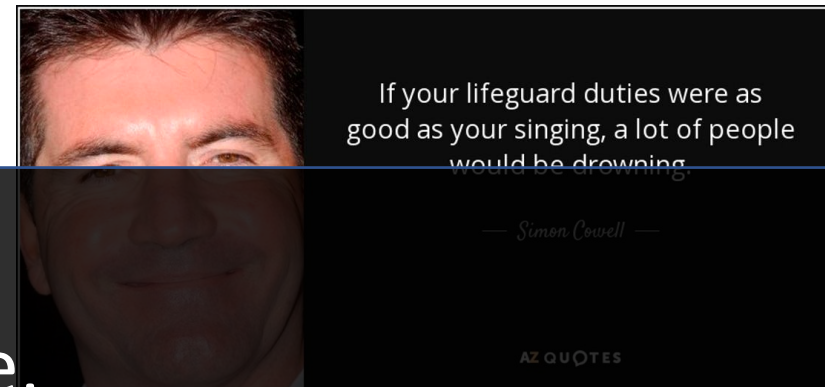
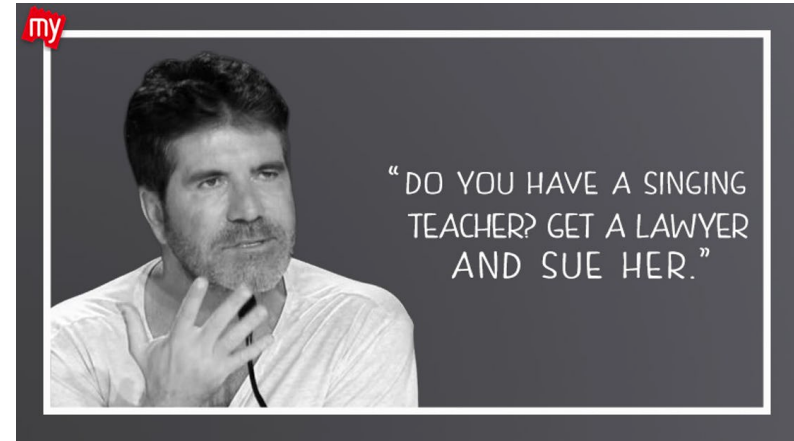
- 10 minutes: Review Critique
- 40 minutes:
 - Groups of 4 (ten minutes each)
 - Each person gives their feedback
- 20 minutes: Next Milestone.

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

The screenshot shows the top portion of the New York Times website. At the top left, there are navigation links for 'SECTIONS' and 'SEARCH'. In the center, there are language options for 'ENGLISH', '中文 (CHINESE)', and 'ESPAÑOL'. To the right, there are buttons for 'SUBSCRIBE NOW' and 'LOG IN', along with a settings gear icon. Below this is a dark blue banner with the text 'Covering stories from up close. Firsthand reporting that brings you the facts.' in the center, and 'From \$15.99 to \$9.99 a month.' on the right. The main masthead features the 'The New York Times' logo in a large, serif font. Below the logo, it shows the date 'Wednesday, April 11, 2018', 'Today's Paper', 'Video', '48°F', and 'Nasdaq +0.05% ↑'. A horizontal navigation bar lists various sections: World, U.S., Politics, N.Y., Business, Opinion, Tech, Science, Health, Sports, Arts, Books, Style, Food, Travel, Magazine, T Magazine, and ALL. Below the navigation bar is a large advertisement for 'Five9 Cloud Contact Center Software' with the headline 'Your contact center's secret weapon' and a 'LEARN MORE' button.

Remove the ads!

Ryan Won't Seek Re-election in Blow to House Republicans

By JONATHAN MARTIN and NICHOLAS FANDOS 57 minutes ago

- Speaker Paul D. Ryan will tell colleagues in the House that he will retire at the end of the year, signaling the peril that the Republican majority faces in the midterm elections.
- His retirement will kick off a succession battle and could also set off another wave of retirements among Republicans not eager to



Opinion

The Law Is Coming, Mr. Trump

By THE EDITORIAL BOARD

The president has spent his whole career in the company of grifters, cons and crooks.



- Bruni: As Trump Seethes, We Should Tremble
- Douthat: Why Not Mike Pence?
- It's Mueller, Not Trump, Who Is Draining the Swamp
- Real Families and the Fictional Roseanne
- Don't Let the Police Wreck Stop-and-Frisk Reforms

Walter Mondale: The Civil Rights Law We Ignored

The Fair Housing Act of 1968 provided powerful tools for ending segregation. We just have to use them.



Trump Needs to Be More Trumpian in Syria

By MICHAEL DORAN

In announcing an imminent withdrawal, the president violated his own principles.



- Can Muslim Feminism Find a Third Way?
- Why Signatures Matter

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.



613-284-7255

skidschooljoynt@gmail.com

[click here](#)

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

"Remove the background."

"Interesting.
Why do you say that?"

"The background is distracting to me."

"How so?"

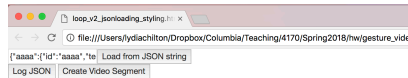
"The background didn't look like anything I see, I didn't read that it was a driving school until much later."

How can we get useful feedback on early prototypes?



State the goal:

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



Pick and Roll



set the screen



larry fake



State the goal:

“I’m trying to show the 5 steps of the pick and roll.”

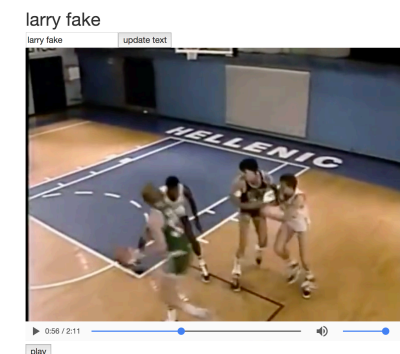
Get feedback on early prototypes by stating your goal.

“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.”

```
loop_v2_jsonloading_styling...
file:///Users/lydian/ton/Dropbox/Columbia/Teaching/4170/Spring2018/hw/gesture_vide
["aaaa", "1st", "aaaa", "1st", "Load from JSON string
Log JSON | Create Video Segment
```



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

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

- Problem:
 - Users didn't all see the piazza button

Iteration #2 of UID Website

Problem

Staff section had confusing information hierarchy

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

Solution

Add office hour info for Tas and move Piazza line

INSTRUCTOR

[Prof. Lydia Chilton](#)

OH: Tuesday 3-4 pm, CEPSR 612

Please contact staff through [Piazza](#) only

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

WEEKLY SCHEDULE

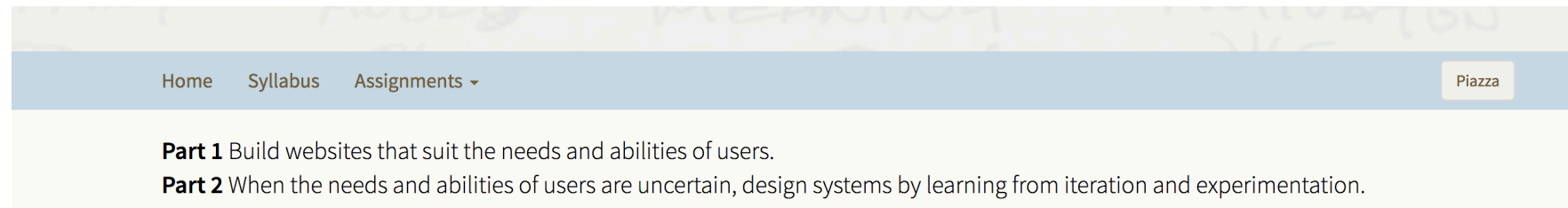
Lecture

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

Iteration #2 of UID Website

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

INSTRUCTOR Prof. Lydia Chilton OH: Tuesday 3-4 pm, CEPSR 612	TAS Tessa Hurr OH: Thursday 9:30-11am, CS OH room Eleanor Murguía OH: Monday 1:30-3:30pm, CS OH room Lucille Sui OH: Friday 10:30am-12pm, CS OH room	WEEKLY SCHEDULE Lecture Mon, Wed 4:10-5:25pm, 413 Kent Hall
Please contact staff through Piazza only		

User Interface Design

COMS 4170 · Spring 2018

[Home](#) [Syllabus](#) [Assignments](#) ▾

[Piazza](#)

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.

INSTRUCTOR

[Prof. Lydia Chilton](#)

OH: Tuesday 3-4 pm, CEPSR 612

Please contact staff through [Piazza](#) only

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

WEEKLY SCHEDULE

Lecture

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

GRADING

The course grade is broken down as follows:

- Assignments 30%
 - Assignment 1: 5%
 - Assignment 2: 10%
 - Assignment 3: 5%
 - Assignment 4: 10%

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.

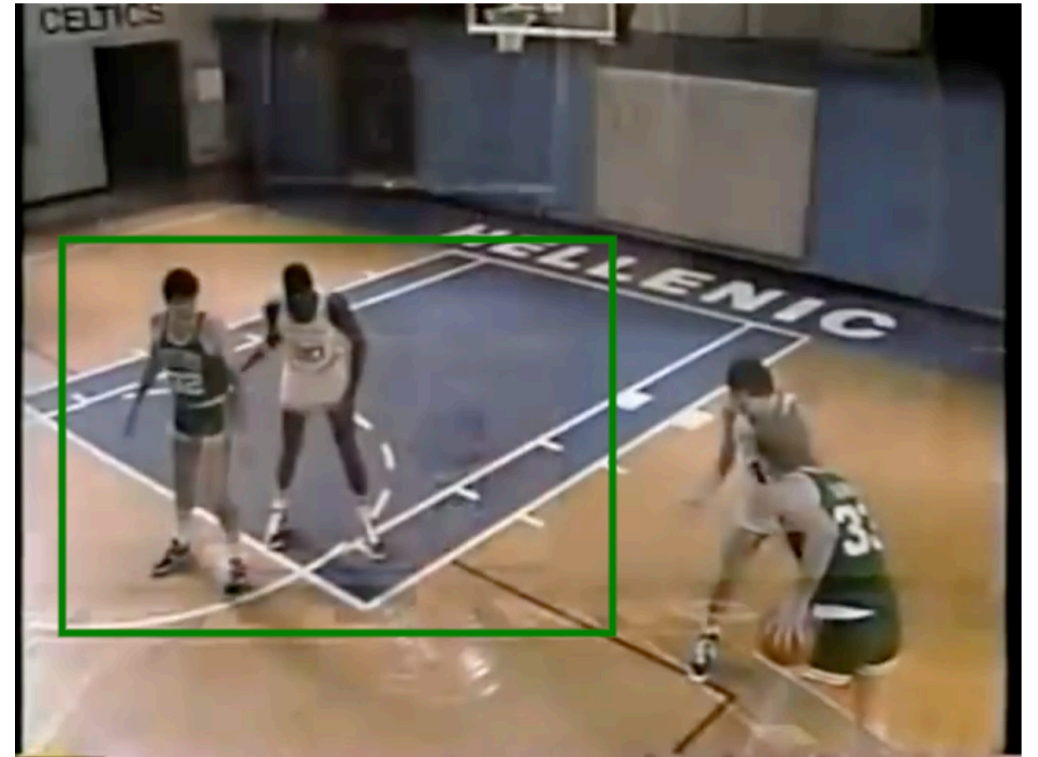
Pick-and-Roll Iteration 2

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:

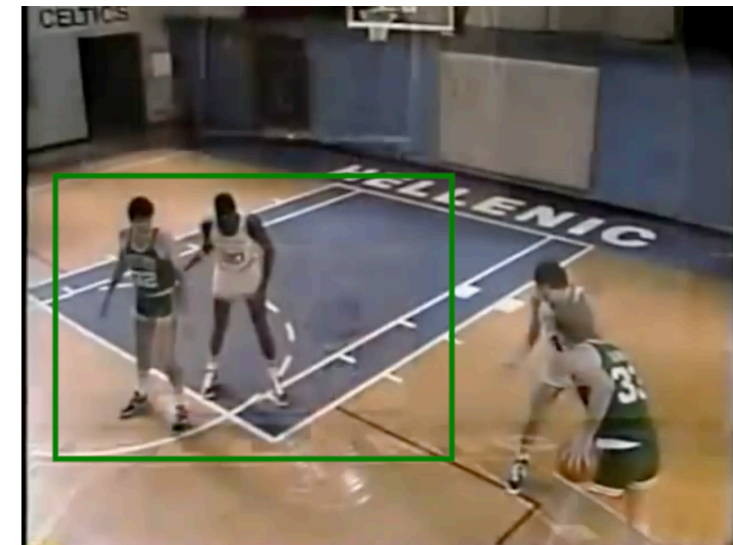
I layered the videos on top of each other

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

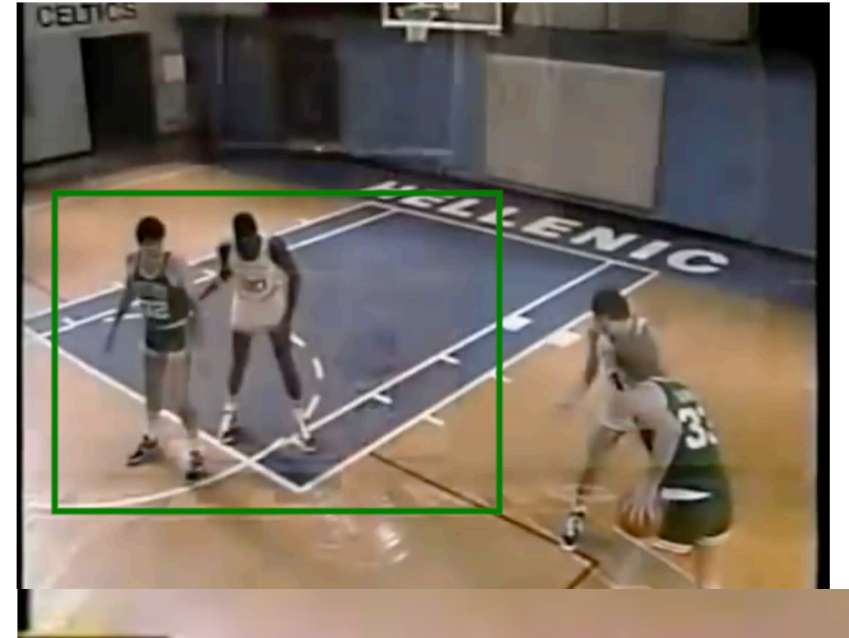
Transitioning between segments was still hard.

Solution:

I added keyboard shortcuts.

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 |



play (spacebar)

next (->)

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.