

Quiz 10, on Chapters 12 and 13 and the lectures

Tuesday, July 3rd, 2012

Name and student ID:

Answer each of the following questions concisely, within the number of words/sentences specified in parentheses after the question. No sentence should be longer than 2 lines (unless you have unusually big handwriting). Any text that goes beyond these limits will be ignored!

Show that you have learned something from the textbook and the lectures; avoid generating answers on the basis of common sense or prior knowledge.

1 Why can it make sense for a design team to record their *design rationale* while they think about a design problem? List two possible benefits. (Two sentences.)

This topic was covered only in the slides and the discussion in the lecture of June 26th.

Here are some benefits:

- The design rationale encourages the team to think systematically and thoroughly, so that they do not overlook important issues, options, or arguments.
- The design rationale makes it easier for people to communicate with each other about the design problem, because it makes the considerations explicit, so that they can be referred to.
- The record of the design rationale can be consulted later, when the same people - or other people in the same organisation – are confronted with the same or a similar decision. This way, the later decision makers do not need to start from scratch but can make use of the thinking of the first team – including thinking that was not directly reflected in the resulting design.

The benefits do not need to be formulated in this way, as long as the idea is recognizable. Also, a benefit not listed above can be given credit as long as it makes sense and reveals some understanding of what design rationale is.

2 Considering the “In the Wild Study of Skiers” case study given in Chapter 12: State one result that could not have been found in any laboratory study of the same hardware and software.

12.4.2 of the book.

Any result that answers the question is OK.

3 Is the study we are now conducting on Parallel Faceted Browsing a “formative evaluation” or a “summative evaluation”? Explain your answer, showing that you know the difference between these two types of evaluation. (Two words plus one or two sentences.)

12.2.4 in the book explains the terms, as does Box 12.3.

Our study is definitely formative. The most obvious explanation is that we are not evaluating a finished system; but any other explanation that is true and that reflects an understanding of the difference between the two types of evaluation is OK.

- 4 (Maximum of 1 point:) The name “DECIDE” is intended to help you remember 6 things that need to be done in an evaluation study. List as many of them as you can with 1 sentence each. (1 point for at least 4 correct; 1/2 point for 2 or 3 correct.)

13.2 in the book; slide 7 and following of June 27th.

The list is given there.

- 5 Examples are given in Chapter 13 of how, by observing the behavior of people in a particular setting, you can unintentionally influence that behavior. Describe one of these examples in your own words. (1 or 2 sentences.)

The clearest example is the “Dilemma” on p. 141. Another one is mentioned in Activity 13.8 on p. 470.

If an example from Chapter 12 is mentioned, that’s OK as well (e.g., the comment on diary studies in 12.3.2).

- 6 Give one example of a possible ethical problem that can be avoided if an appropriate *informed consent form* is filled in by the participant at the beginning of the evaluation study. (One or two sentences.)

Ethical issues and consent forms are discussed mainly in 13.2.5.

See also slide 12 of June 27th.

Any plausible ethical issue that can be seen as preventable with an informed consent form is OK, even if this relationship is not mentioned anywhere (and even if the ethical problem is not explicitly mentioned anywhere).