

Quiz 4, on Chapter 10, Wednesday, May 23rd, 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.

There are 7 questions, but only the 6 best answers will be counted, at 1/2 point each.

- 1 In the context of requirements establishment, what is meant by an *environmental requirement*?
10.3.1; Slides 12 ff of May 15th: A requirement that is derived from some features of the context in which the system will be used. (Just mentioning an example such as the need for an underwater PC to be waterproof is not enough, because the question asks about the general concept.)
- 2 Name one advantages of using *personas* over specifying users' characteristics in an abstract way.
Box 10.2 and nearby text: Discussion of Slides 18 and 19 from May 15th. "It is the addition of precise, credible details that helps designers to see the personas as real potential users, and hence as people they can design for." This point was discussed in the lecture. Any answer like this – or another plausible answer that shows that the writer knows what a persona is – is all right.
- 3 Explain how a *contextual inquiry interview* can be seen as an interaction between an *expert* and an *apprentice*.
10.4.1; Slides 4-5 from May 16th; extended example on May 16th in which a contextual inquiry interview was conducted with Sven Buschbeck as the "expert".
An answer is OK if it shows that the writer understands that the user is taking the role of the expert and the interviewer the role of the apprentice.
- 4 State two principles for effective brainstorming sessions that were discussed in the book and/or in the video about how IDEO designed a novel type of shopping cart.
10.5.1; Slide 26 from May 16th
Any of the points from 10.5.1. Most of the points from the video were also mentioned in the book, but if anyone can remember an idea from the video that was not in the book, that's OK as well.

5 How are *affinity diagrams* used as part of requirements establishment?

Slides 14-15 from May 16th; IDEO video.

The answer should show that the writer knows what an affinity diagram is and that it can be used in a group for collecting and organizing information and ideas about requirements that different people have provided.

6 What is the main difference between a *use case* and an *essential use case*?

10.6.2, 10.6.3; Slides 18-21 from May 16th.

The answer should indicate an understanding that the essential use case is more abstract and that it makes fewer assumptions about how the interaction should look (e.g., what actions should be performed by the system and what actions by the user).

7 How could you use a *scenario* as a way of expressing requirements for a novel system that does not exist yet?

10.6.1; Slide 17 from May 16th

The answer should show that the writer knows what a scenario is. The obvious answer is simply that you write a story that shows how the novel system could be used in a particular situation. (If the writer describes a less obvious but still plausible way of using a scenario for this purpose, that's OK as well.)