

Quiz 9, on Sections 11.4–11.7 and the lectures Wednesday, June 27th, 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 How might a system use either (a) a conversational user interface or (b) a tangible user interface to realize faceted browsing (not necessarily parallel faceted browsing)? (One or two sentences focusing on either *a* or *b* but not both.)

Both possibilities were illustrated in the lecture of Wednesday, June 20th, with the systems Amara and Stackables. Any answer that reflects an understanding of how one of these systems realizes faceted browsing is OK. Or if the student can generate a similarly plausible example despite not knowing one of these systems, that's also OK.

- 2 What is one of the design questions that was discussed in the lectures that arises in the design of a traditional faceted search/browsing interface; and what are two possible answers to this question? (The question: one sentence, ending in a question mark; the answers: one sentence – or partial sentence – each.)

Any question that appears in the mind map that is linked from the “slides” page of the course website is OK. Other plausible examples may be OK.

- 3 We saw a video of the PolyZoom system for searching in 2D visual spaces. In what respect is the basic idea of this system similar to that of parallel faceted browsing? (One or two sentences.)

See slides 5 and 6 from June 20th. In PolyZoom, the user starts with a large-scale map and creates a hierarchy of more specific views, which is similar to the hierarchy of ever-smaller subsets of a large set of objects used in PFB.

- 4 List two features of a situation in which it makes sense to use paper prototyping instead of building a working interface for user testing? (Avoid obvious points like “When you don't have

enough money or expertise to build a real prototype.”) (Two clauses starting with the word “When ...”.)

Lots of possible answers are shown in Slides 21-23 of June 20th. Section 11.6.3 also discussed paper prototyping, so some reasonable answers can be found there (maybe indirectly).

- 5 One way to summarize the “Sony Trans Com P@ssport” case study is to say that (a) the initial design was based on a design pattern that wasn’t very appropriate for the system in question and (b) Alan Cooper’s design firm found a better design pattern for this situation. Explain these two points. (One sentence for each point.)

Slides 24-32 from June 20th.

The initial design was based on the pattern of navigating down through a hierarchy of categories to reach the individual items. The new design was based on the pattern of scrolling through a linear sequence of items. (The actual pattern, “monocline grouping”, is more complex, in that it involves subgroups within the linear sequence; but students don’t have to remember it.)

- 6 Give an example of a *design pattern* that can be found on the design pattern websites discussed in the textbook and the lectures. (One sentence.)

The websites are shown on Slide 35 of June 20th. The ones discussed in the lecture were from

<http://developer.yahoo.com/ypatterns/richinteraction/>. An example of a decent answer would be something like “There’s a pattern for dragging and dropping objects.” That is, the student does not need to explain any details of the pattern, as long as they show that they have seen some design pattern on one of the sites and are not just making something up out of the blue.

- 7 Sections 11.4-11.7 of the textbook, which you studied for this week, give several examples of cases where the “physical design” of a system needs to take into account either (a) the different cultures of the potential users or (b) their physical impairments (*Behinderungen*). Summarize *one* of these examples in your own words. (One or two sentences, both focusing on either *a* or *b*.)

Box 11.2 gives a couple of examples involving impairments, and Box 11.3 gives another example, as does Case Study 11.1.

11.4 includes some culture examples. If someone uses the example from Figure 11.2, that’s also OK, although strictly speaking that part of the chapter was covered the previous week. Any other examples in the book not listed above are OK; but made-up examples are *not* acceptable.