



# Classic with a Twist Final Report

Sara-Anne Lee | Rob Nichols | Laura Scott | Amanda Wilczynski



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## Group Executive Summary

### Issue      Need for a website created for Barbara Johnstone

Our client, Barbara Johnstone, spokesperson for the Three Rivers Discourse and Rhetoric Consortium, approached our online information design class in January looking for a website to connect the members of her emerging group.

This group will include professors and graduate students studying and teaching at universities in the area (CMU, IUP, Pitt, Duquesne, etc.) primarily in the disciplines of rhetoric, linguistics, anthropology, and communication studies.

### Problem      Website needs to strive for social connection, users do not want consortium site as a source of information

After our initial client meeting, we began research for our website by first speculating about the users of the site and making assumptions about some of the broadly defining characteristics of those users. Next, we conducted interviews and a card sort to generate more concrete conclusions about our users. Our research led us to conclude:

Primary users will NOT use the site as a place to find articles, publications, syllabi, and similar types of information by other consortium members. Users do not seem inclined to use the consortium site as a source of information, but rather as a way to connect with people behind the information. While some users seem interested in seeing bibliographies included on the site, the predominant feeling is that articles

and other publications are retrievable elsewhere and most users already have syllabi developed for their courses.

Overall, the results of our group's initial user research indicate that the guiding principle for our site design needs to be social connection. While the site certainly must include areas that simply provide information to users (such as bibliographies), the site should strive wherever possible to go beyond being purely information and should serve to connect the people with other people.

## Solution      Emphasize social connection through cross-linking, calendar, discussion board, and links

We emphasize social connection in our site design through cross-linking. For example, if a member uploads a bibliography to the site, a link to the bibliography will display on the member's profile page, and a link to the member's profile page will display on the bibliography page as well. This strategy is employed throughout the site, so that any information uploaded to the site by members will always reference back to them. This strategy ties information to specific users so that a bibliography, for example, is not just a piece of information displayed on the site, but rather becomes something of value identified with a specific member, contributed by a member, for the good of other members. This type of identification will strengthen connections between members and serve to reinforce the social and communal goals of the consortium.

Three points of interest to highlight that help to further promote social connection on our website are the calendar, the discussion board, and the links section.

The calendar will appear on the homepage as a thumbnail picture and be listed on the global navigation bar.

It will also have its own page where it will visually display the events and deadlines listed on the announcements section of the homepage. Our calendar was based on user interviews. One of our interviewees stated that, "I'd like to see a good events calendar included on the site that includes not only general events for the consortium, but also other non-consortium events taking place at other schools."

The discussion board will have its own page on the website and users will have to sign in to post any new content, but anyone can view what has been posted. We decided on the discussion board members can ask questions and post answers as well as collaborate. A discussion board meets both usability and social needs of the consortium.

The links section will contain links to websites of relevant university departments, university libraries, and academic organizations. Our users felt that this section was a vital part of the website. By including these links we hope to further both the Consortium's membership and its sense of community.





# Introduction

Throughout the semester, our group has engaged in a variety of activities on behalf of our client, Barbara Johnstone. The overall goal of our work this semester has been to build a professional website to be used by the new discourse studies consortium started by Johnstone in late 2009. This report details our group's research, development, and design processes leading to the production of the final deliverable for our client.

The research phase of our work began with speculation regarding potential website users. Based on information gathered from our initial in-class meeting with Johnstone, as well as from examining both the loose model website and other websites, we made several educated guesses about prospective users: who they might be, defining characteristics such as educational backgrounds and experience with online information seeking, possible goals when visiting our website, information seeking tasks they might undertake, and potential barriers to information seeking. From this emerged our initial set of conclusions about users from which we developed a set of questions with implications for potential website design to keep in mind as we moved into the user study portion of our research.

Drawing upon our initial conclusions and design questions, we developed a set of interview questions and conducted interviews both remotely and face to face with potential website users. Questions were divided into three categories: questions about general online information seeking behavior, questions about interviewees' engagement

with others in their academic discipline, and questions about how interviewees envision using the new consortium website and what benefits it might offer them. In conjunction with interviews, we developed a set of more than 60 topics for use in card sorting exercises with potential users, conducted just after the interviews. Topics were generated both from our initial speculations about potential user as well as our analysis of user responses to interview questions. The overall conclusion that emerged from our research is that, although they envision using the website both as a way to connect with other people in the western Pennsylvania involved in discourse studies as well as a place to access information and resources related to discourse studies, users are primarily interested in the greater social connection that the website might offer them.

The development and prototyping process emerged from our research conclusions. Each member of our group spent time producing rough sketches of website pages based. Instructor feedback, in-class critiques, and group discussions led us each to refine our initial sketches into wireframes. Further review of data gathered during our initial user research, comparative analyses of competitors' websites, and group reviews of individual wireframes led to the development of a primary set of wireframes for the group that would serve as a paper website prototype to be used for further user testing. Paper prototype testing consisted of having potential users working through common website tasks such as becoming a consortium member or accessing an informational resource such as a bibliography using wireframes. Observations of user interaction with wireframes as they completed each task were recorded, along with user comments both during the tasks and afterward.

Based on data collected from this phase of testing and research, the design process began by re-examining and refining group wireframes in order to incorporate changes suggested by users, reduce barriers to information seeking, and improve usability. Each group member subsequently produced PhotoShop mockups of the website homepage and a page one level down from the homepage which were also examined by the group to determine final choices for the website's design and content in terms of color scheme, icons, images, and text. Ultimately, what emerged from our research, development, and design processes is a professional website designed to meet the social and informational needs of future consortium members. Overall website design and inclusion of specific elements on the site such as icons on the home page that provide quick and easy access to important areas of the site emphasize the social connection that potential users identified during our initial research. While the 1.0 website will no doubt need refining and upgrading as the consortium's identity evolves and membership grows, it serves as a beginning point for the organization's online presence and will allow the consortium to begin its mission of fostering community and connection among academics in western Pennsylvania involved in various aspects of discourse studies.



## Key Website Decisions

After analyzing possible barriers to information seeking, conducting interviews with users, and doing card sorts with users, we were able to generate concrete conclusions about our users. These conclusions were the main influencers in making key decisions about our final website.

**[Note: All notes and results from user-based research can be found in the Appendixes]**

### Conclusions about Users

- Primary users will use the site both find out information about and to make new connections with other consortium members: **TRUE**
  - » Users want to make connections with other consortium members and see the site as a way to accomplish that.
- Primary users will use the site to find out about scheduled events and other announcements related to discourse analysis: **TRUE**
  - » Users see the site as a way to stay better informed about events such as lectures and conferences, both locally and beyond the Pittsburgh area, as well as a way to gain exposure for and generate interest in their own events. They also see the site as a good place to find announcements of different sorts, such as calls for papers, thesis defenses, funding opportunities, and the like.
- Primary users will use the site as a place to find articles, publications, syllabi, and similar types of information by other consortium members: **FALSE**
  - » Users do not seem inclined to use the consortium site as a source of information, but rather as a way to

connect with people behind the information. While some users seem interested in seeing bibliographies included on the site, the predominant feeling is that articles and other publications are retrievable elsewhere and most users already have syllabi developed for their courses.

Overall, the results of our group's user research indicated that the guiding principle for our site design needs to be **social connection**. While the site includes areas that simply provide information to users (such as bibliographies), the site really strives wherever possible to go beyond being purely information and should serve to connect the people with other people.

One example of how we emphasized social connection in our site design is through cross-linking. For example, if a member uploads a bibliography to the site, a link to the bibliography will display on the member's profile page, and a link to the member's profile page will display on the bibliography page as well. This strategy is employed throughout our site, so that any information uploaded to the site by members will always reference back to them. This strategy ties information to specific users so that a bibliography, for example, is not just a piece of information displayed on the site, but rather becomes something of value identified with a specific member, contributed by a member, for the good of other members. This type of identification will strengthen connections between members and serve to reinforce the social and communal goals of the consortium.

# Final Webpages

## Organization/ Labeling

### ABOUT and MEMBER DIRECTORY

Results from our user research suggested users were very interested in using the site to find out about the consortium itself and about other consortium members.

### CALENDAR

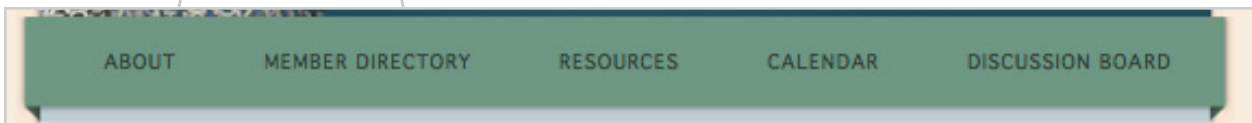
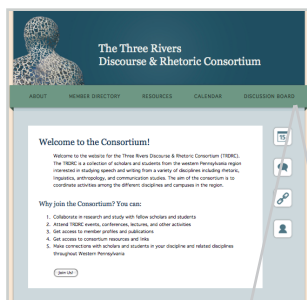
Users see the site as a way to stay better informed about events such as lectures and conferences, both locally and beyond the Pittsburgh area.

### RESOURCES

Some users were interested in seeing bibliographies included on the site, and one of the key users felt links were a vital part of the site.

### DISCUSSION BOARD

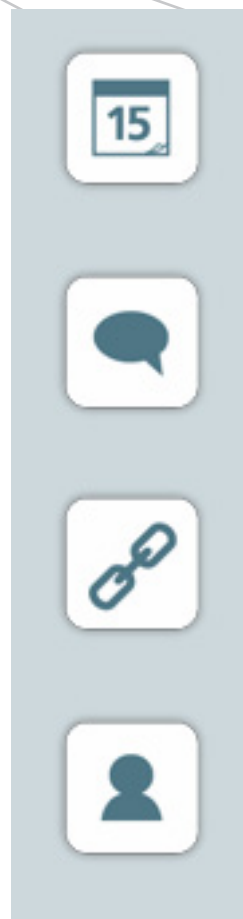
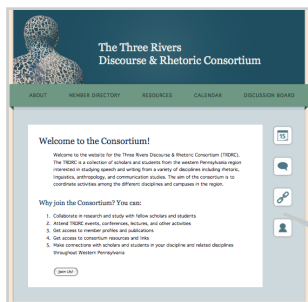
Users want to make connections with other consortium members and see the site as a way to accomplish that.



## Icons

Our users are very busy; one user remarked her days are “horribly busy” during an interview. Visually appealing icons create short-cuts for our users to help the overall accessibility of our website.

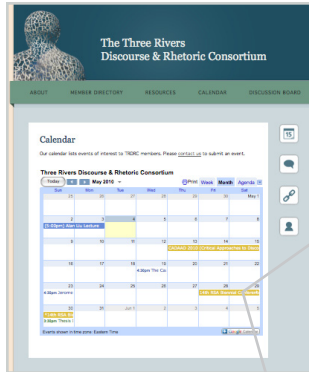
During user-testing, one of the primary users felt icons would be a good way of appealing to the younger users of the site. By combining both the traditional navigation bar and the icons along the side, she felt all age-groups of users would be satisfied.





# Calendar

Including a calendar was based on user interviews. One of our interviewees stated that, "I'd ...like to see a good events calendar included on the site that includes not only general events for the consortium, but also other non-consortium events taking place at other schools."



## Calendar

Our calendar lists events of interest to TRDRC members. Please [contact us](#) to submit an event.

### Three Rivers Discourse & Rhetoric Consortium

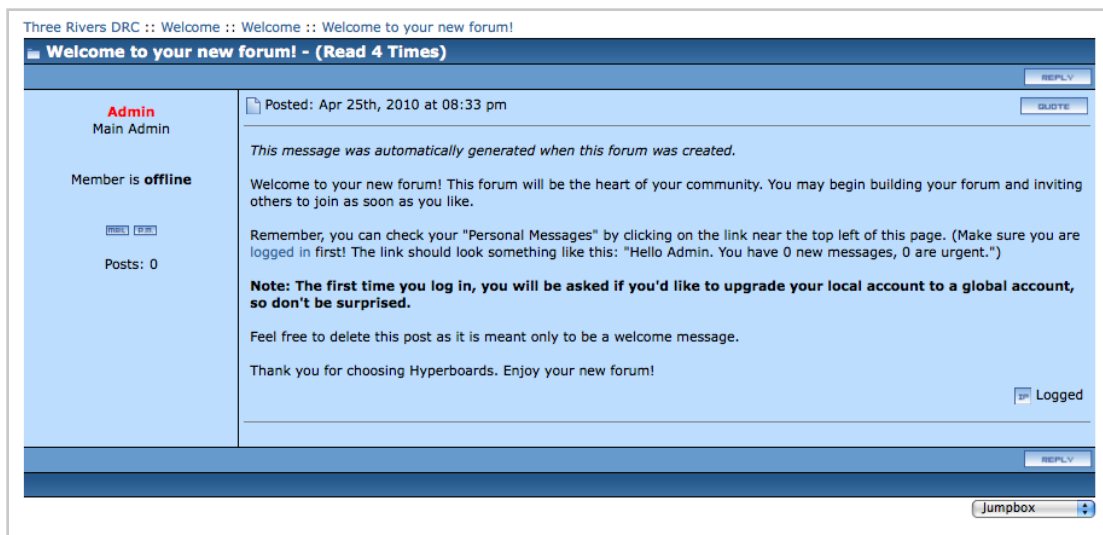
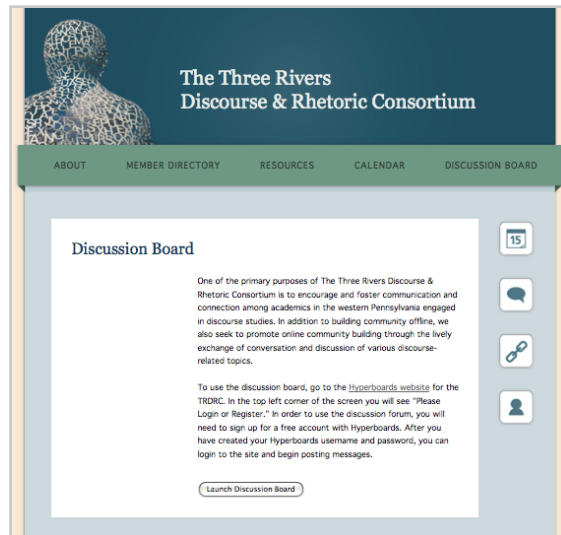
Today ◀ ▶ May 2010 Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	May 1
2 (5:00pm) Alan Liu Lecture	3	4	5	6	7	8
9	10	11	12 4:30pm The Cat	13 CADAAD 2010 (Critical Approaches to Disco	14	15
16	17	18	19	20	21	22
23 4:30pm Jerome	24	25	26	27	28 14th RSA Biennial Conferen	29
30 14th RSA Biennial Conference 3:30pm Thesis I	31	Jun 1	2	3	4	5

Events shown in time zone: Eastern Time Google Calendar

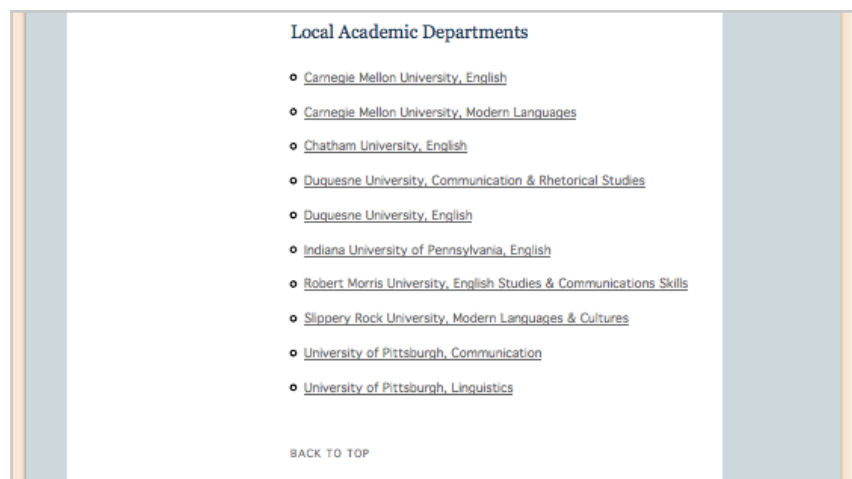
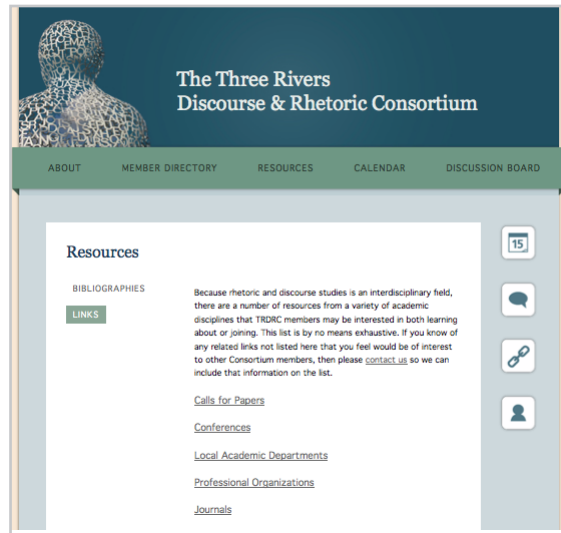
## Discussion Board

The discussion board was added after considering the usability requirements the client described in the first meeting: a page where members could ask questions and post answers as well as collaborate. Because a wiki page acts more as a continually evolving document instead of an ongoing conversation, it becomes difficult for members to interact in a socially meaningful way. Instead we chose a discussion board because it would meet the usability and social needs of the consortium.



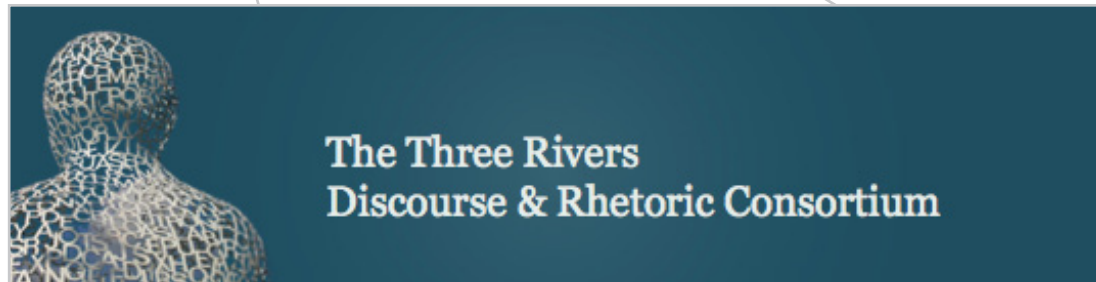
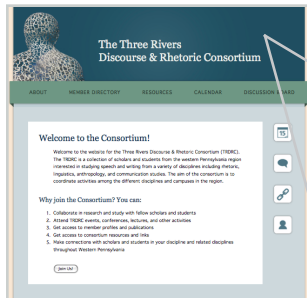
## Links

Users felt the link section was a vital part of the website. One of the key users felt this was the one thing that must be on the website. By including these links, we hope to further both the Consortium's membership and its sense of community.



## Consortium Name

The name we chose for the consortium is: The Three Rivers Discourse & Rhetoric Consortium (TRDRC). Based on our interview with the client and an understanding of the users, we believed that the name for the group should reference 1) geographic area, 2) the common bond between members (discourse and rhetoric), and 3) the collaborative nature of the organization.



## Visual Elements

We chose the visual design elements of our site by first reflecting on the themes we uncovered in our user interviews. Knowledge, scholarship, and collaboration were important ideas, values, and concerns of our users. Since the consortium is dedicated to supporting its members, we also felt that these themes should be reflected in the look and feel of the site.

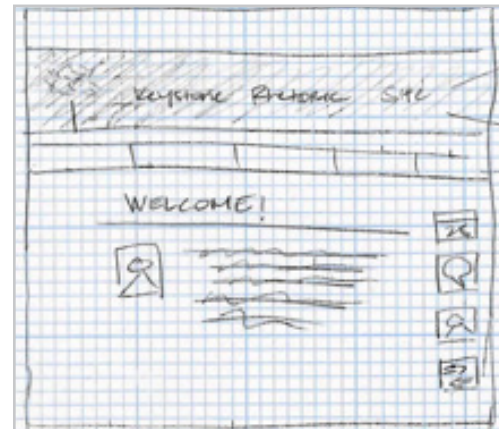
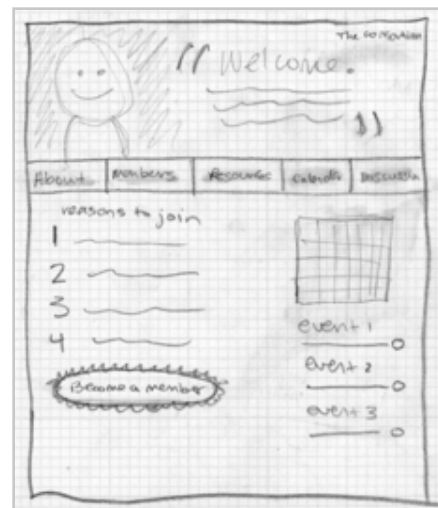
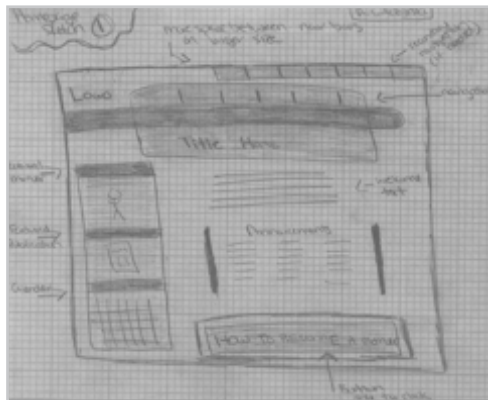
We wanted to use an image and colors that would visually appeal to our users, so we chose an image and a color palette that we felt ultimately reflected knowledge, scholarship, and collaboration. We looked at images that referenced words, books, art, mixtures, and the human mind, but ultimately chose a human image filled with words because we felt it best reflected our user's values and reinforced the consortium's goal of connecting to people. We looked at several color palettes, but ultimately chose the palette entitled "Old Pink" from kuler. This palette uses the color strategy, contrast of saturation and provides colors that are muted, but still rich.

The typeface we chose for the site's primary heading is Georgia—an elegant, clear, serif type-face. We chose the site's body text to be Geneva—a clean, easy to read, sans-serif typeface. These typefaces are also web-safe, meaning they will appear in the majority of web browsers.



# Iterative Development and User Testing

Based on interviews and card sorting exercises conducted with users during the first half of the semester, we began the development of our website with a series of simple, rough sketches. Sketches served as a starting point for each group member to begin synthesizing and visualizing information collected and conclusions arrived at during research with potential users (see sketches below).

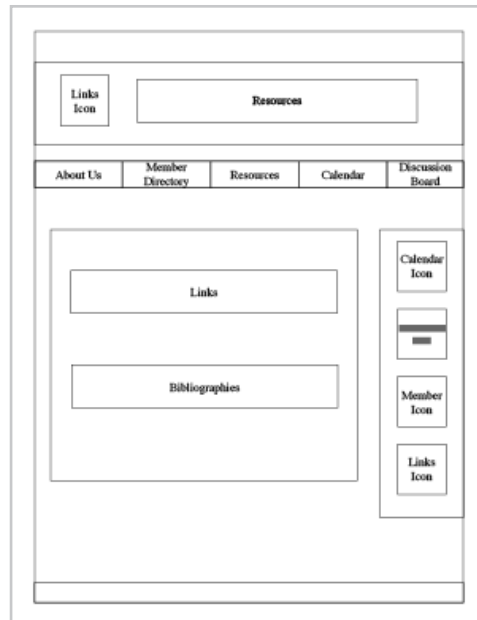


Two important conclusions about users that emerged from interviews and card sorting are that users want to use the site to connect with other users, and also to find out information about events, both consortium sponsored events and other events related to discourse studies. Membership is stressed in each sketch through elements such as large “Become a Member” buttons and “Featured Member” boxes. These elements draw the user’s attention and serve as reminders that the consortium website is about connection with other members. One sketch includes specially designed icons to give users quick and easy access upon subsequent visits to the website to member-specific areas. Connection through events is emphasized on each page as well with the inclusion of thumbnail calendars and bullet lists that provide users with easy access to event listings. Users also indicated that they are busy, overloaded with information, and want a site that is easy to use. Our group’s home page sketches reflect these needs by making all the information that busy users might need easily visible on or accessible from the home page. Each group member also produced several other sketches similar to those included here. When looked at as a whole, all sketches provided a useful launching pad for the development of wireframes to use for user testing.

Development of wireframes was by group consensus. Together, we examined our individual sketches to look for design similarities both in page layout and in specific page elements and website features, and again reviewed what users had shared with us during interviews and card sorting. Our initial wireframes for each page of the site consisted of several static elements that we determined would serve as our page “shell”: consortium logo at the top left, navigation bar below that, quick access icons for calendar, discussion board,

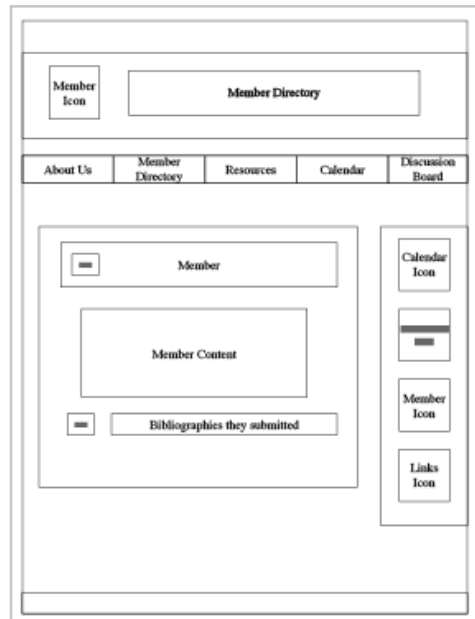


member directory, and links in a navigation column on the right side of the page. Other areas, such as the banner and the main screen area below the navigation bar, would reflect the current page title and content.

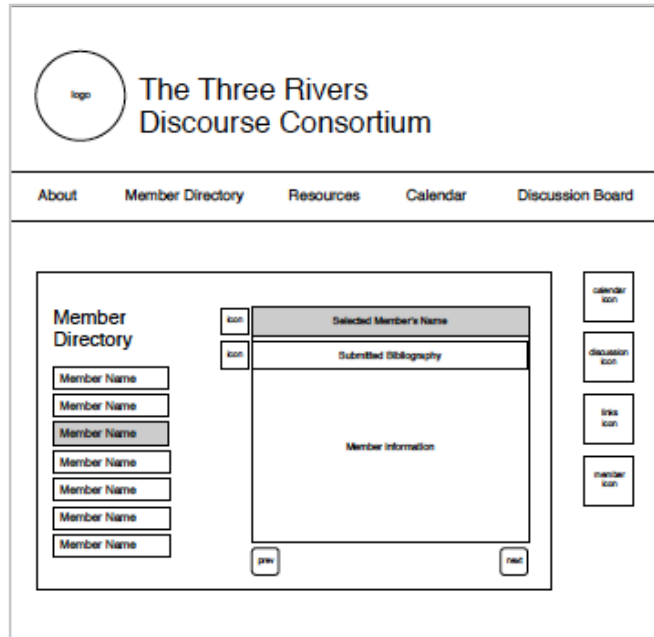


User testing of our initial wireframes involved both think-aloud protocols and solicitation of post-testing comments. The think-aloud method was useful for gauging user reactions in the moment while engaged with the wireframes and provided helpful, visceral reactions to the website. However, we also felt that soliciting comments from users after the test would provide feedback of a slightly different but equally helpful nature that was perhaps less micro (page or task specific) and more macro (about the website as a whole or the consortium itself). During the think-aloud portion of testing, one user noted that having the page banner display at the top of the current page seemed redundant and confusing because it repeats information listed directly below it in the navigation bar. She was also confused about whether banner text was

a button to click or simply for display and identification. For example, one task asked her to access the Member Directory page (see wireframe below).

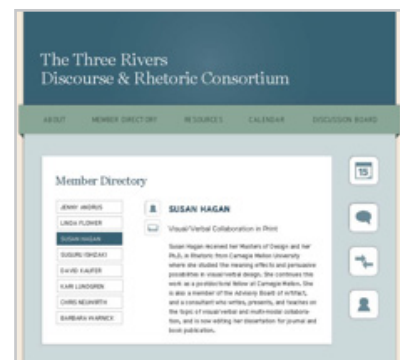
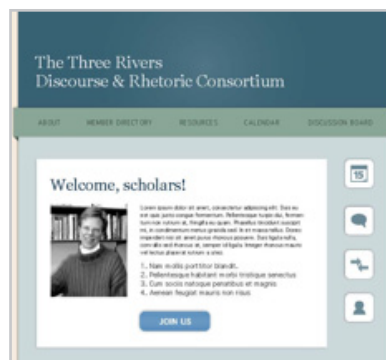


When she clicked on the Member Directory link from the homepage, she next saw a page for the member directory with the words Member Directory in the banner directly above the navigation bar which also contained the words Member Directory. This type of confusion and seeming redundancy with banner wording and navigation bar links was evident to us on each page subsequently. As a result, we modified the wireframe after testing to incorporate user feedback (see below). Pages were identified with text in the main page area rather than in the banner, and the banner for each page became a static element displaying the name of the consortium.



Other wireframes were reviewed and revised in similar fashion to make them less confusing for users (see all wireframes in Appendices).

After testing the paper prototype site, wireframes were developed into a final set of mockups. The purpose of the mockups was to attempt to produce a visual representation of the final deliverable website for the client that incorporated early feedback from potential site users, design ideas learned from sketch iterations, user feedback and input gathered during prototype testing, and input from group members (see Homepage and Membership page mockups below; full set of mockups is in Appendices).





# Instructions for Webmaster

## Maintaining the Website

Maintaining and updating the TRDRC website will be critical to the organization's success. The site will serve as a central information location for members. Currently, the organization is still in its early formation. Providing members with a smooth registration process and access to resources will be critical in this phase. The following information will serve as a guide for the webmaster to use until member sign-up slows down.

This guide assumes that the webmaster has some familiarity with XHTML. The webmaster will primarily be editing and adding content to the site and will be working with \*.html files only. The design team has used an external CSS styling sheet to give the site its look and feel. The webmaster should not be working with this file. The design team would also like to advise the webmaster to copy any \*.html files from the server onto his or her desktop before editing any of the code. It is also essential that the webmaster preview any changes before putting the new page back on the server, which will make the page live.

## "Guest pages" and "Members Only" pages

Our site has two sets of pages, one for visitors who have not yet joined the Consortium's website, and one for members. This is crucial for restricting members' contact information and other resources within the Consortium. In our interviews with users, they were concerned about the privacy of their information. Unless you are changing the content of the homepage, about us sections, or updating the webmaster email (all of which is explained below) you should not need to open the guest pages html.

## Home Page

The homepage includes a welcome message from the TRDRC and reasons to join the organization. A button towards the bottom of the page takes the visitor to the member registration form.

This page does not need to be changed unless the organization would like to alter specific content.

## About Section

The about section includes the TRDRC mission statement. It's sub-pages include a member registration form and contact information and forms to reach the organization.

The webmaster will need to open `becomemember.html` and `contact.html` to change the email address the form will be sent to (line 58 for `becomemember.html` and lines 85 and 99 for `contact.html`). Currently the email is listed as "webmaster@trdrc.org." Upon completing the form, the "submit" button opens the visitor's email client and includes their form information in an email message addressed to the email address listed in the code. The webmaster should also keep the contact information listed at the top of `contact.html` current.

When the webmaster receives an email from a member, he or she should respond to the email with a polite message and a link to the "Members Only" homepage in return. The webmaster should also instruct the Consortium member to bookmark the link (perhaps with instructions on how to bookmark pages) because this is the site they should use from now on.

## Member Directory

The member directory provides a list of members as well as a featured member. The information that members email the webmaster is what appears in their directory listing. The current copy on the pages within the member directory is

placeholder copy to be replaced by actual members who will join the TRDRC.

To add a member profile, the webmaster must create a new page. It might be helpful to open an existing member's page and then "Save As" a new page with the member's last name as the page name. Then change the information, making sure to accurately reflect the information the new member emailed. This should be under the <div class="memberentry"> tag.

The information should include, in order:

```
<h3>Name</h3>
<p>Title</p>
<p>University</p>
<p>Department</p>
<p><a href="">email</a></p>
<p>Phone</p>
<p>Specialty Areas</p>
```

followed by any other information submitted.

If the member submitted any documents with their information, that should also be included on their profile page after their personal information. Save the document in the "downloads" folder with the member's last name followed by a number (start with 1). Change the link (<a href=""> tag) to the path for this document. Name the link the document's title.

The example pages list bibliographies, but the section heading should reflect the type of document the member sent (bibliography, article, cv or other). This should be apparent because they select from a provided list on the submission form. Make sure to also include the book image with the link to their submission so that over time it will be easy to scan and tell how many submissions a member has made.

Once the member's profile page has been created, the webmaster will need to add an <li> tag to the unordered list used to navigate between members (<div class="localnav"> line 47). Follow the format of the examples. Include the member's first and last name, but organize the <li> tags alphabetically in order of last name and a path to their page. The webmaster must also add id="active" to the member's <li> so that on that members page their name appears highlighted. The webmaster must then open the other member pages and then copy and paste the entire <div class=localnav> section onto the other member pages, making sure to paste it in the appropriate location. The webmaster must also paste this div onto the member.html page, but make sure to adjust the paths to the .html pages as this page is one level above the others.

This is probably the most difficult step in the process, but it is an important one. Be patient and meticulous. The TRDRC does not want to accidentally forget to include a member in the list, or prevent other members from reaching each other by failing to link to the correct pages.

## Resources Section

The resources section includes a paragraph about the kinds of resources available to members. It also includes sub-pages—a list of bibliographies supplied by members and links to site's of interest. The opening paragraph does not need to be edited unless the client wants to adjust the copy.

The bibliography section must accurately reflect the bibliographies submitted by TRDRC members. When a member submits a bibliography, the webmaster will add the title of that bibliography to the bibliographies.html page. To do so, add an <li> tag under the <div class="bibentry"> tag. The list should be in alphabetical order. A new page will be created for this bibliography, and the webmaster should adjust the <a href=""> tag to the appropriate path.



When adding a new bibliography, the webmaster should create a new page for it (as mentioned) and save it in the “bibliographies” folder. The title and person who submitted should be included on the page as well as a link to the file and small preview. The preview can be created by opening the file in Photoshop and cropping a portion of the document, or using screen capture. The image should then be resized to a width of 400px. The name of the person who submitted the bibliography should be a link back to that person’s member directory page. The bibliography title on that member’s directory page should link to this new page. This feature is essential to supporting the social nature of the TRDRC’s mission. Please be meticulous in making sure that the links are working appropriately.

The links section only requires updating if a member suggests a link and the client approves its inclusion on the site. The webmaster will add a link under the appropriate category by including a new <li> tag and adding the appropriate path. Please be sure this list remains in alphabetical order when adding new links.

## Calendar

Events are essential to TRDRC off-line collaboration. The calendar page allows members to see what events are coming up. The calendar displayed is embedded from Google calendar. We have already set up a Google calendar account via gmail. The account is “trdrcwebmaster@gmail.com,” and the password is “threerivers.” The different types of events are color-coded. More types of events can be added by creating a new calendar and making it public. Then update the code. Look at Google’s instructions on how to embed a Google calendar for more details. Once this is updated through Google it will appear updated on the website.

Members can submit events on the contact.html page. The webmaster should add those events to the Google calendar as well as any other events the client forwards to him or her.

## Discussion Board

The discussion board page includes a statement about the potential uses of the board and an external link to the TRDRC board.

An example discussion board is set up at <http://trdrc.hyperboards.com/>. The webmaster should maintain and moderate this discussion board, making sure that content is appropriate and constructive. The button should link to the discussion board. The `<a href="">` tag in the body text and the `action=""` content in the `<div id="launch">` tag will need to be edited if the TRDRC decides to set up a discussion board elsewhere. A new discussion board would also require updating the discussion icon's `<a href="">` tag as well.

Members should be encouraged to use at least their first name and last name initial on the discussion board, if not their full names. Fictional screen names should be discouraged, as it would impede the social collaboration goals of the group.

## Future additions:

### Home page

After membership reaches a substantial level, the homepage content could be changed to instead display the next three upcoming events. The content can focus less on convincing people to join and more on communicating with current TRDRC members.

### Database and PHP

A database of members and their submissions paired with PHP pulling that information in where appropriate to the website

may be useful as the TRDRC grows. The member directory and bibliography sections have the potential to be difficult to maintain if membership grows and submissions come in frequently. This technology, unfortunately though, is beyond the specific expertise of the design team.



## References

### Class Readings

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<http://www.dartmouth.edu/~webteach/articles/access.html>
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<http://www.dartmouth.edu/~webteach/resources/download/guidelines5.pdf>
- Annotated Wilson and Walsh
- Annotated Hargittai and Hinnant

### Class Movies

- <http://www.doit.wisc.edu/accessibility/video/intro.asp>
- [http://www.doit.wisc.edu/accessibility/video/screen\\_readers.asp](http://www.doit.wisc.edu/accessibility/video/screen_readers.asp)
- [http://www.doit.wisc.edu/accessibility/video/screen\\_magnification.asp](http://www.doit.wisc.edu/accessibility/video/screen_magnification.asp)

### Prior OID Re-design

- <http://english.cmu.edu/pittsburghspeech/>

## Loose Model

<http://www.medren.org/>

## Competitive Analysis

<http://ling.lsa.umich.edu/mls2009/>

## Additional Competitive Benchmarking Sites

<http://www.ashr.org/index.html>

<http://rhetoric.berkeley.edu/index.html>

<http://www.discourseanalysis.net/wiki.php?wiki=en::Start>

<http://www.cfar.org.uk/>

<http://www.jlsjournal.com/>

<http://www.ars-rhetorica.net/Ars-rhetorica/CR%26H.html>

<http://www.cwrl.utexas.edu/>

<http://acjournal.org/>

[http://search.library.cmu.edu/rooms/portal/page/Sirsi\\_HOME](http://search.library.cmu.edu/rooms/portal/page/Sirsi_HOME)

(CMU's Library page)

<http://www.library.pitt.edu/> (Pitt's Library page)

<http://www.jstor.org/?cookieSet=1>

<http://www.academia.edu/>

[http://associationdatabase.com/aws/RSA/pt/sp/home\\_page](http://associationdatabase.com/aws/RSA/pt/sp/home_page)

## Other Design Spaces

Before focusing our attention to the specifics of the website, we considered how people use other design spaces, and how those spaces in turn affect the people who use them.

- Carnegie Mellon College of Fine Arts Building Main Entrance
- Courtyard between the University Center and West Wing
- Hunt Library First Floor

# Appendices

## Appendix 1 Users Summary

	PRIMARY USERS	SECONDARY USERS
label:	University professors and graduate students	University undergraduate students and department administrators
discourse studies:	integral component of work and research, regularly seek related information	do not regularly seek and use related information, may have an occasional need
site goals:	connect with others to share information and collaborate	retrieve information
academic information:	familiar and comfortable with locating and using	familiar and comfortable with locating and using, undergrads might be more so than administrators
academic organizations:	regularly look at related websites	do not regularly look at related websites
technology:	younger users show high comfort level, older users less comfortable and possibly biased against	

## Appendix 2 Barriers to Information Seeking Summary

Wilson and Walsh identify eight categories of information-seeking barriers: personal, emotional, educational, demographic, social/interpersonal, environmental, economic, and source. Our users could possibly experience problems with all of these; however personal, educational, and environmental will affect our users the most. In order to overcome these barriers our group's website:

- Incorporates all of the information we have gathered from user interviews and testing
- Has content that appeals to all types of users despite their specific educational interest and level
- Utilizes a design that is easy, simple, and informative. By

creating a user-friendly design, our website is a time saving tool, not a time-burdening extra thing to do on top of everything else.

## Appendix 3 Interview Responses

- User 1: interview limited to only 20-30 minutes because of interviewee's schedule, notes
- User 2: KEY USER, had to talk over the phone due to weather, notes
- User 3: had to talk over Skype due to weather, notes with one quote
- User 4: interviewed in his office, first person quote-like responses

### ESSENTIAL QUESTIONS:

#### 1. WHAT IS A TYPICAL DAY AT WORK LIKE FOR YOU?

- **User 1:**

"Horribly busy"— she actually left a meeting early to meet with me for the interview

On a daily basis she will be: reviewing manuscripts for journals in her field, working on her own research, meeting with PhD student, colleagues, and students, teaching 2 classes

Email: checks email very frequently (all kinds of communication with her students--grade questions, assignment questions, etc.) This takes up a large part of her day

- **User 2:**

Very busy — large undergraduate lecture, graduate seminar, carries the department, research

- **User 3:**

At office: gets to office around 9:30 am, reads and replies to emails, reads Italian news over the Internet, looks at the mail, prepares for classes, teaches, eats quick lunch, drinks



coffee, reads for research purposes, prints out articles, leaves around 4:30 pm

At home: reads and replies to emails, reads Italian news over the Internet, writes on his research, reviews and grades student papers

- **User 4:**

The day revolves around teaching: preparing for class, teaching class, meetings with faculty and students. Not much time to be on the web during the day.

## 2. WHAT WEBSITES DO YOU USE THE MOST? WHY?

- **User 1:**

The CMU library website: frequently uses this for research purposes (JSTOR, Proquest, etc.)

Google: general research purposes

Blackboard: uses this site very frequently, but finds it exceptionally frustrating. Feels there is a lot you cannot do on it. For example, you cannot really update a new revision of a document, it doesn't show up correctly. Also, you cannot upload entire folders; you must upload single document items (this takes too much time). Overall the site is very slow.

Andrew Webmail: uses A LOT—for emailing purposes like discussed in the first question

looks at a lot of online journals; favorite feature is likes the ones with a lot of hyperlinks to additional information; also likes the ones that give additional information she may not be initially looking for, but ends up using. Amazon is a great example of this: it prompts you to look at other items you may like based on what you've already looked at or bought from them. She really likes this feature on websites.

- **User 2:**

Pitt.edu, Google, Pitt library, Blackboard, natcomm.org

- **User 3:**

- uses a lot of websites

- uses news websites from home country: to feel connected with people there (family, friends)

- Google Scholar: quick, broad searches, likes how he can find publications that cite articles/books he is interested in

- specialized journal sites: keep up-to-date on research

- UNHCR (The UN Refugee Agency) website: information and resources concerning fieldwork and his classes on refugees

- **User 4:**

- I mostly use email sites, news sites, and music sites. I can usually only go a few hours without checking email. The news and music sites I use for ambient, background noise while I'm working on other things. I like ABC news, for example, because it lets me customize the type of news I want and then I listen to the news rather than reading it online.

### 3. WHAT TYPES OF INTERDISCIPLINARY COLLABORATION HAVE YOU ENGAGED IN WITH OTHER ACADEMICS?

- **User 1:**

- EVERYTHING! has worked with both Professors and graduate students; has engaged in conferences, presentations, lectures, and seminars; has published several articles and books by herself, and co-authored a book as well

- Online collaboration experience: this past summer conducted a seminar at Pennsylvania State University on globalization and those involved decided to collaborate via Google groups. While the group did not continue much after the actual seminar, it was useful at the time.

- **User 2:**

- co-authored papers with colleagues and graduate students, public affairs, and other fields

- **User 3:**

worked with a methodologist in education on 2 articles and with people from the cultural studies program at Pitt; aimed to publish articles. At Duquesne, works extensively with academics in the philosophy department; aim to coordinate work, initiatives, and students.

- **User 4:**

I've worked with people from other disciplines such as Design, Statistics, and Computer Science. Most of the collaboration I've done has been with non-rhetoricians. The fact that I am a rhetorician is usually why I'm asked to collaborate with others, so their team can include a rhetorician's perspective. The work I've done with others has included things such as co-authoring papers, giving conference presentations, and writing grants.

#### 4. HOW MIGHT THE COSORTIUM HELP YOU?

- **User 1:**

multiple reasons — find out what others in her field are working on, hear about conferences and events taking place of interest, organize panels, find specific people (web pages and research), working on her research, student's research — could refer students to other scholars for certain information

- **User 2:**

do more as a community, learn from others. The new Humanities Center at Pitt supports similar events and may be a resource for funding the consortium

- **User 3:**

"I am very interested in applied research. However, applications in the field cannot be limited to my field. For instance, I work with refugees. I can "take care" of the mental health aspects, but I cannot be successful in my work without

the collaboration of social workers, educators, physicians, ESL teachers, translators, and volunteers. When I write about my field experiences with refugees, I enjoy consulting with people in philosophy, education, sociology, and political science. I would expect a consortium, first, to help facilitate these consultations, exchanges, or collaborations, and, second, to allow and encourage broadening my network. For instance, I would like to be able to chat with a Foucaultian discourse analyst on the subjectivating processes of some common practices of refugee resettlement. Similarly, I would like to meet anthropologists who may be interested in refugee studies. But, because Duquesne has no anthropology program, my personal contacts with this field are limited. In short, a consortium would help me create a stronger social network and increase my social capital.”

- **User 4:**

It will increase the number of colleagues that I have. I don't have any expectations, though, that it will lead to further collaboration, such as co-authoring articles, with new colleagues. The consortium will really help students. It will give grad students more faculty connections and more resources. Rhetoric is a huge field, and no single rhetoric program can cover all the bases. The consortium will allow grad students to sample more areas within the field of rhetoric.

5. HOW/WHY MIGHT A WEBSITE FOR THE CONSORTIUM BE USEFUL TO YOU? IS THERE ANYTHING SPECIFIC THAT YOU WOULD LIKE TO SEE ON IT?

- **User 1:**

would use it mainly for research and contacts (both for herself and her students); would not use this type of site on a daily basis though—as needed, sometimes weekly, most likely

more like monthly

member of the Rhetoric Society of America and she uses their website when she needs a resource or a major event is coming up; thinks their website is good and it would be useful to check it out for the purposes of designing/creating the consortium's website. [http://associationdatabase.com/aws/RSA/pt/sp/Home\\_Page](http://associationdatabase.com/aws/RSA/pt/sp/Home_Page)

would MOST want to see: links to main rhetoric journals  
members' contact information and links to their web pages

would NOT want to see: a lot of text; wouldn't read through a lot of text, it's not necessary and just wouldn't have the time for it

- **User 2:**

website can announce events, publicize the existence of the consortium, communication between institutions, inform colleagues

should definitely include links to aligned programs  
website would serve interaction between departments primarily, and that would trickle down to interaction between individuals

would like to see a rough draft of website and thinks we should outline how the network links others; thinks the primary goals should be working as a communication center, networking for individuals, and advertising the program

- **User 3:**

practical: calls for papers, chances to collaborate in grant proposals, information about presentations at our local university

information about local scholars/researchers who are interested in sharing their ideas and projects

theoretical resources: links to websites, journals,

conferences. combination of “The discourse unit” at the Metropolitan University of Manchester and the networking website Academia.edu

- **User 4:**

I would like to see information for consortium members – basic contact info, titles of courses they have taught, a link to their web site if they have one, and a picture. I’d also like to see a good events calendar included on the site that includes not only general events for the consortium, but also other non-consortium events taking place at other schools. Finally, I think a bibliographies sections would be useful. Grad students could be encouraged to post bibliographies for various sub-fields of rhetoric so that everyone can benefit, especially when it comes time for qualifying/prelim exams.

NON-ESSENTIAL QUESTIONS:

6. HOW OFTEN DO YOU USE THE INTERNET? WHAT DO YOU SPEND THE MAJORITY OF YOUR TIME DOING?

- **User 2:**

constantly: email, research, prep for teaching

- **User 4:**

I do about 80% of my web browsing at home, and it’s mostly looking at email. About 10% of my time is spent on newspaper and news web sites, and the other 10% of my time I spend on music and Internet radio sites.

7. WHAT ARE SOME OF YOUR FAVORITE/LEAST FAVORITE FEATURES OF THESE WEBSITES?

- **User 4:**

I like the news and radio web sites because they are customizable. I can create a “virtual radio” and hear what I want to hear.

8. HOW OFTEN ARE YOU ACTUALLY IN YOUR OFFICE OR AT YOUR COMPUTER?

- **User 4:**

I spend about 60% of my time in the office on a computer. I consider myself a “wired” person, but I’m not a gadget person; I wouldn’t want a “blueberry” [his word].

9. HOW DO YOU CURRENTLY CONNECT WITH PEOPLE IN YOUR FIELD? HOW EASY OR DIFFICULT DO YOU FIND THAT PROCESS?

- **User 2:**

primarily through conferences such as the Rhetoric Society of America, and other conferences for specific topics. Pitt is planning on holding a conference on public addresses in the fall and hopes that they can offer some publicity to the Consortium at the event.

- **User 4:**

I hardly ever have face-to-face meetings with people I collaborate with. 90% of the time we connect via email, and about 10% of the time we connect via Skype.

10. HOW DID YOU BECOME INTERESTED IN RHETORIC?

- **User 4:**

I came from a family that had very dysfunctional communication. This caused a lot of problems that could have been avoided. I came to realize that effective communication can lead to a better quality of life, just as dysfunctional communication can lead to a lesser quality of life. Rhetoric helps people communicate more effectively.

11. DO YOU ATTEND RHETORIC-RELATED EVENTS AND CONFERENCES?

- **User 4:**

Yes. The primary conference I attend is Rhetoric Society of America (RSA) every two years [in Minneapolis this coming May]. I'm usually a presenter. I used to regularly attend NCA (National Communication Association) and CCCC (Conference on College Composition and Communication), but not so much in recent years.

12. WHICH ACADEMIC JOURNALS DO YOU SUBSCRIBE TO? WHAT IS YOUR PREFERRED METHOD FOR READING THEM? WHY?

- **User 2:**

Quarterly Journal of Speech, Rhetoric Society Quarterly, Rhetoric Review;

QJS and RSQ hardcopy because she is on the board, otherwise through Pitt library databases

- **User 4:**

I belong to several different rhetoric academic organizations, but the primary one is RSA. I get their journal Rhetoric Society Quarterly in hard copy. I usually just flip through it to see if there are any articles included that might be of professional interest to me. I don't read it cover to cover for pleasure. I will only read things that are applicable to what I'm doing.

13. HOW DO YOU THINK THE INTERNET AND WEB TECHNOLOGY HAS HELPED OR HURT YOUR DISCIPLINE?

- **User 2:**

wrote a book called "Rhetoric Online" about this topic. The pluses are facilitates access to information. The minuses are don't know what's going to be important in the future because of changing practices and flow of topic interests.



- **User 4:**

The web has made it easier to gain access to a world of material. We now have incredible access to information. It's now possible to do extensive scholarly research from your own desktop. And inter-library loan has become much easier via the web.

14. IF THE CONSORTIUM COULD MEET ON A WEEKLY BASIS, IN PERSON, WHAT KIND OF ACTIVITIES/INTERACTIONS DO YOU THINK WOULD OCCUR?

- **User 4:**

I might attend consortium meetings regularly, but I'm rather deluged by events and meetings already. It would be nice if consortium meetings had speakers, mostly outside speakers brought in by the consortium, people who are bigger names that you would want to go hear talk. Consortium speakers like this should be spare, and meetings should be interactive.

15. WHICH MEMBERS OF THE CONSORTIUM DO YOU TEND TO INTERACT WITH THE MOST, AND HOW DOES THAT INTERACTION OCCUR?

- **User 2:**

NOT Duquesne, although some students take courses there because they don't offer similar courses at Pitt; more CMU, but she would like to see better communication, and perhaps liaisons between the colleges

- **User 4:**

I mostly interact with one colleague from the University of Maryland electronically. Other than other CMU faculty and students, I don't interact with

## Appendix 4

### Card Sort

Card sorting exercises included the class' core set of 27 cards as well as 32 additional cards from our group for a total of 59 cards. Results from our card sorts suggest users are very interested in using the site to find out about the consortium itself and about other consortium members. However, users are less interested in using the site as a place to find articles, course information, or syllabi.

#### **CLASS LIST**

1. Consortium sponsored events
2. Learn about participating institutions.
3. Member Profiles
4. How to become a member
5. Information about the consortium
6. Bibliographies
7. Upcoming conferences
8. Upcoming local events
9. Calendar of events
10. Learn about fields of specialty
11. Tell others about the consortium
12. Site help
13. Join the consortium
14. Find publications that could be relevant to your work
15. Browse Recent Publication Titles by Consortium Members
16. Find publications by members
17. Find publications by university
18. Contact the Webmaster
19. Graduate Student Resources
20. "Internships"
21. "Grant & Fellowship Opportunities"

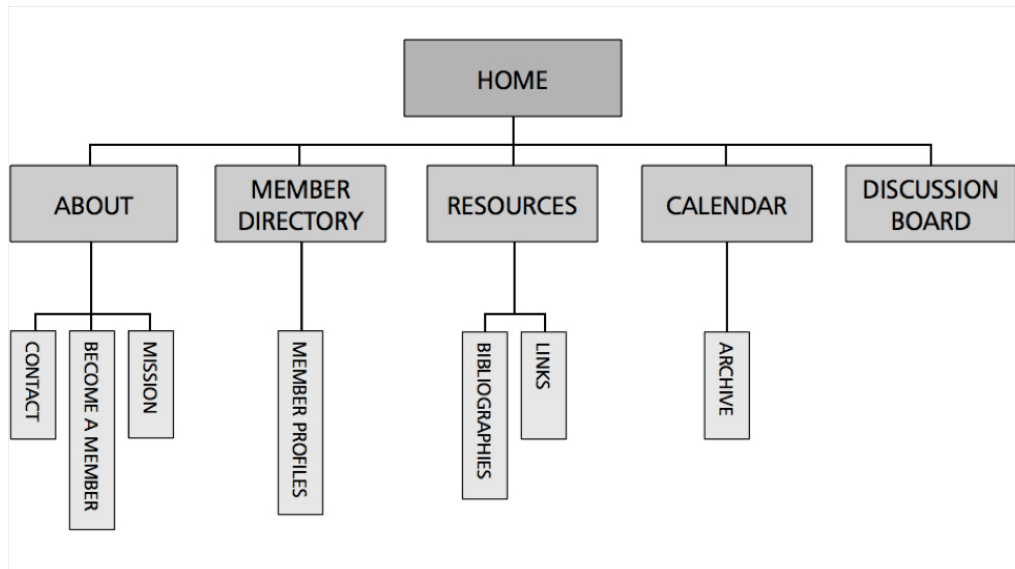
22. "Call For Papers"
23. Contact Us
24. Find courses by university
25. Member's current research
26. Links to university departments
27. Link to social media/wiki

**CLASSIC WITH A TWIST LIST:**

1. Related website links
2. Discussion board
3. Research help
4. Intro to discourse analysis
5. Search feature
6. Academic journal links
7. List of area rhetoric programs
8. Feature pieces by members
9. Links to library databases
10. Classical rhetorical theory
11. News
12. Classes currently (ongoing) taught by members
13. Reading lists
14. Featured member profile
15. Suggestions for improvements
16. FAQs
17. Glossary
18. Links to members' social media pages
19. Announcements of thesis and dissertation defenses
20. Announcements of degrees recently earned by members
21. Sociolinguistics
22. Contemporary rhetorical theory
23. Design/information design

- 24. Modern languages
- 25. Rhetoric/composition studies
- 26. Psycholinguistics
- 27. Research on my discipline
- 28. Forum
- 29. Links to participating departments/programs
- 30. Anthropology
- 31. Database search
- 32. Requirements for members

## Appendix 5 Organizational Chart



## Appendix 6 Visual Elements

### IMAGES



**COLOR PALETTES**

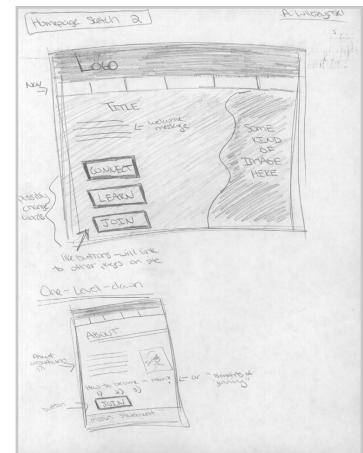
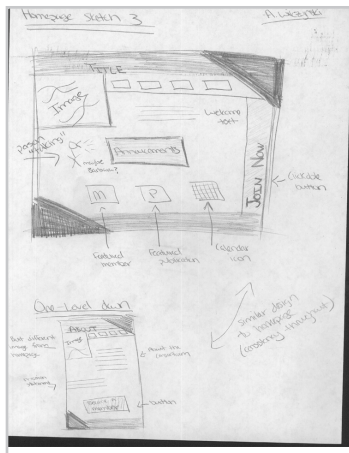


**TYPEFACE OPTIONS**

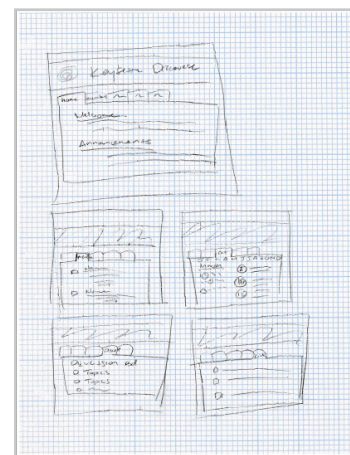
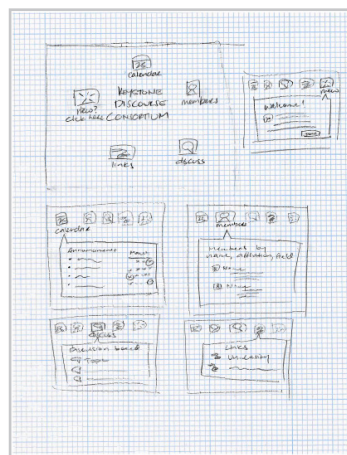
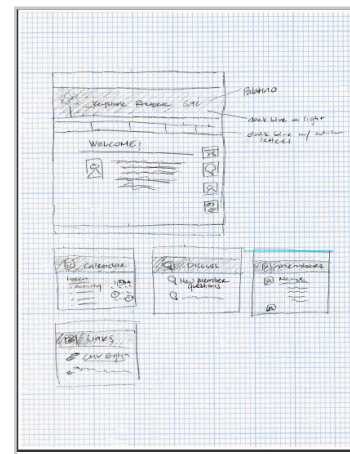
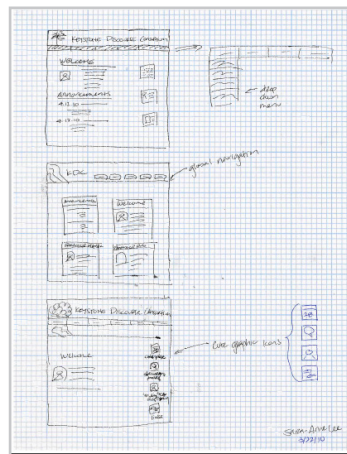
<b>Palatino:</b>	Keystone Discourse Consortium Society for the Study of Discourse Three Rivers Discourse Consortium
<b>Georgia:</b>	Keystone Discourse Consortium Society for the Study of Discourse Three Rivers Discourse Consortium
<b>Trebuchet:</b>	Keystone Discourse Consortium Society for the Study of Discourse Three Rivers Discourse Consortium
<b>Geneva:</b>	body text

# Appendix 7 Individual Sketches

## Amanda's Sketches

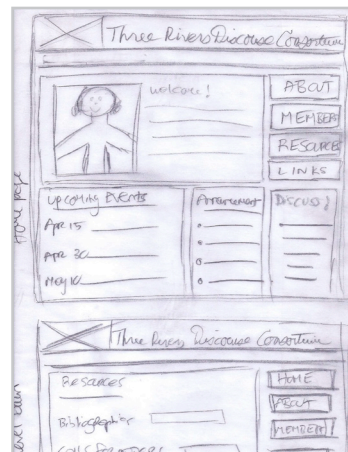
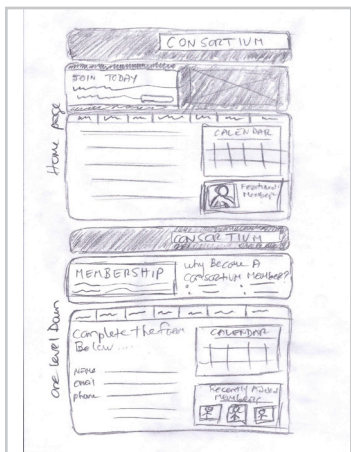


## Sara-Anne's Sketches

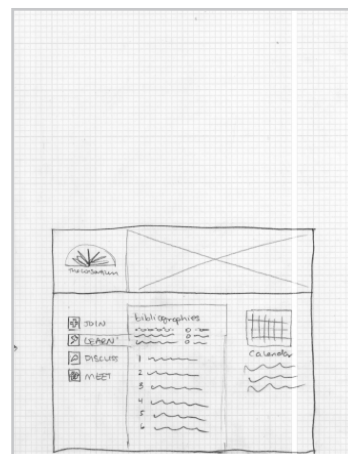
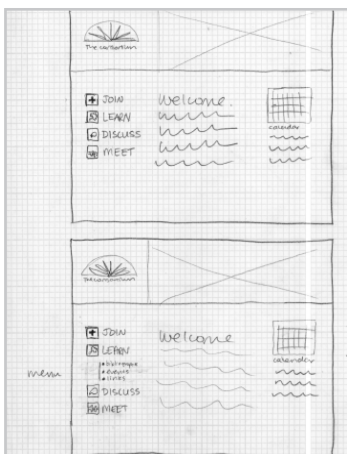
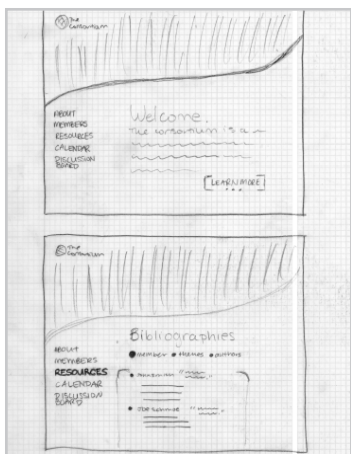
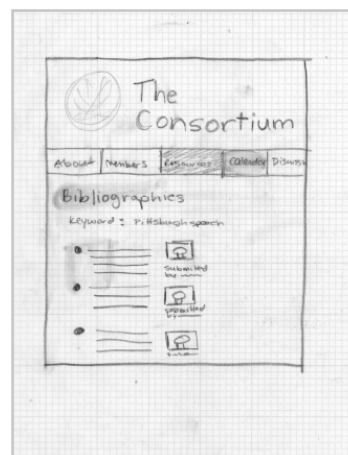
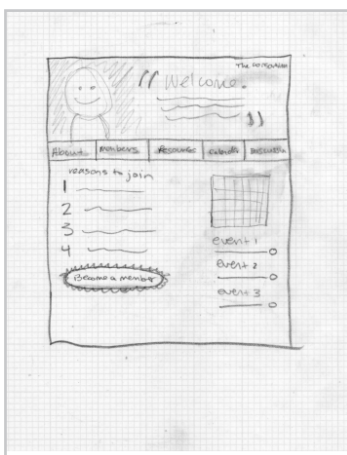
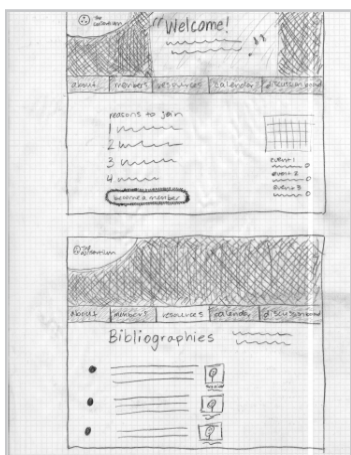




## Rob's Sketches

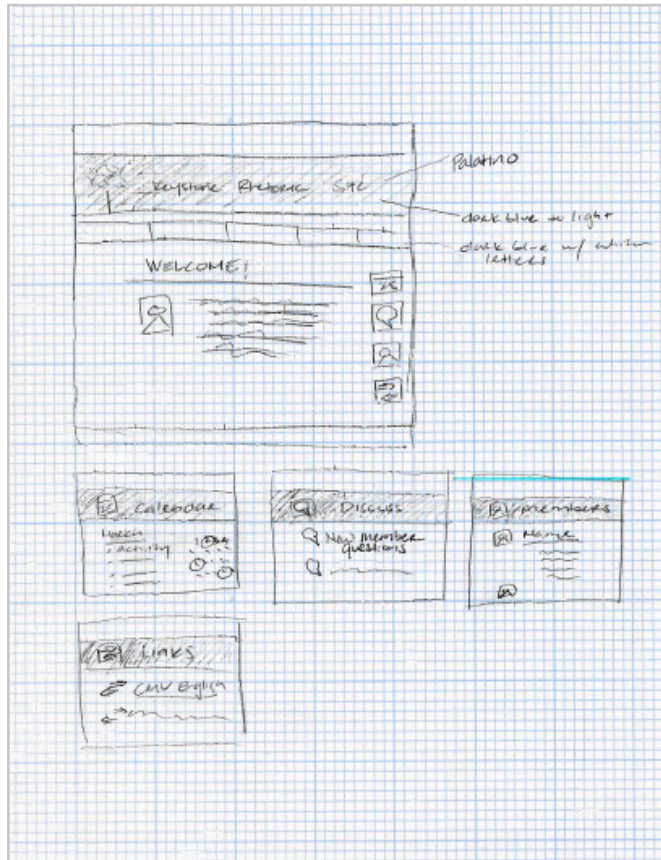


## Laura's Sketches



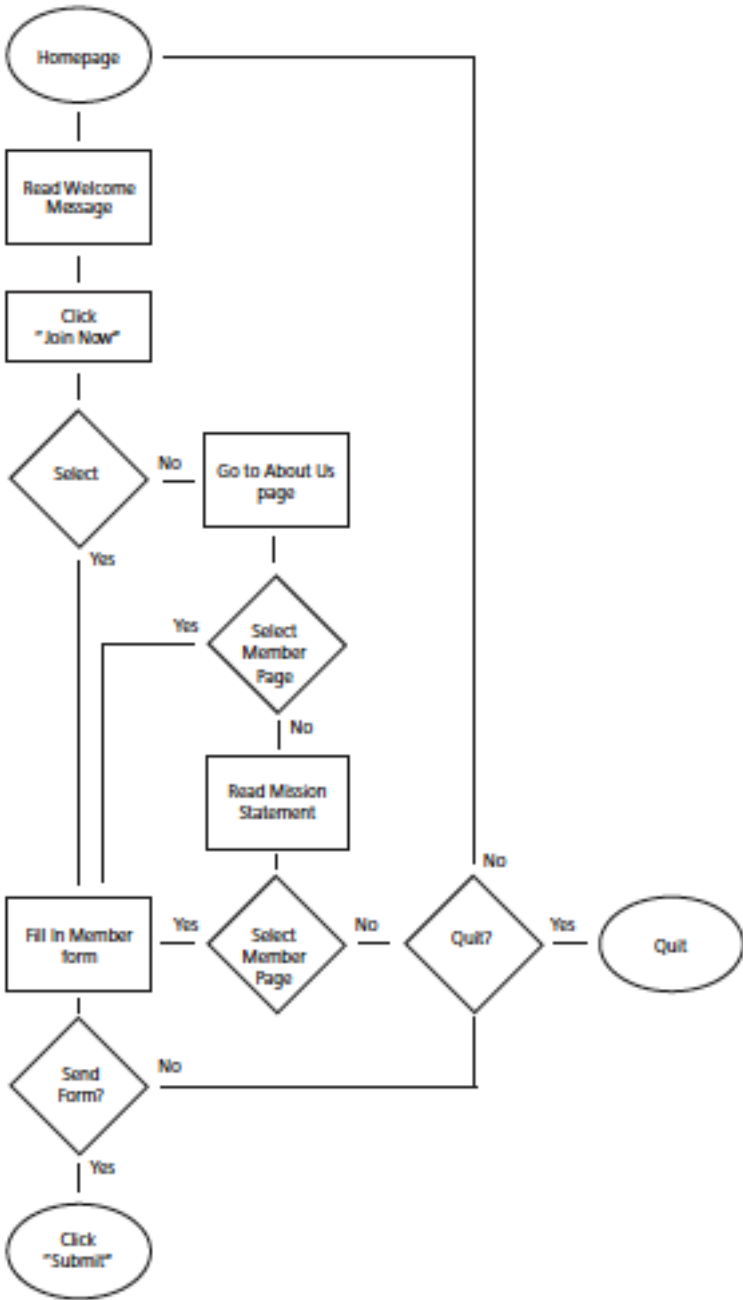
## Appendix 8 Group Sketches

For our group sketch we decided to go with Sara-Anne's individual sketch as a basis. It was the basis for our first iteration wireframe, and evolved during the second iteration wireframe, and eventually for the final site.

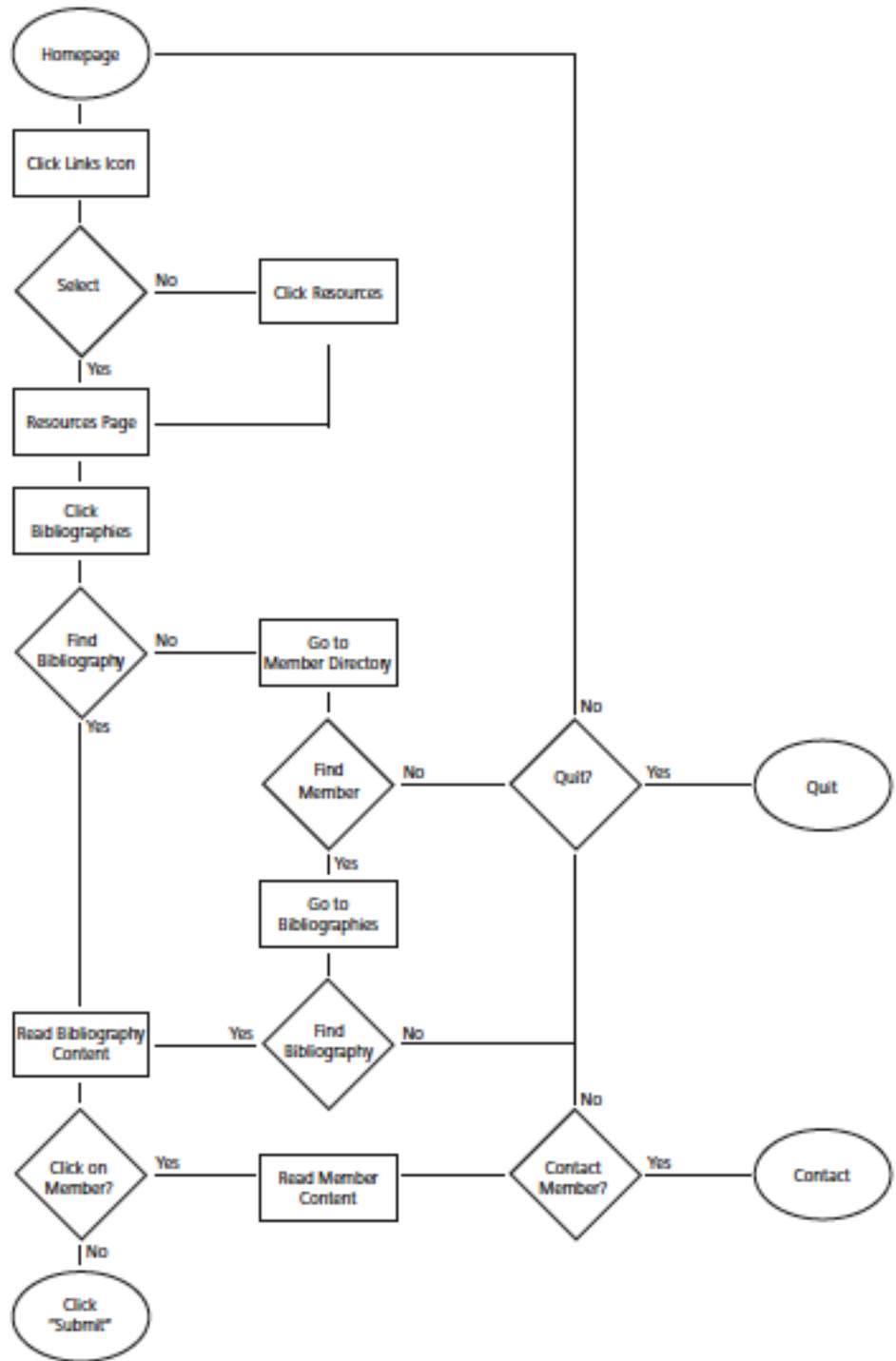




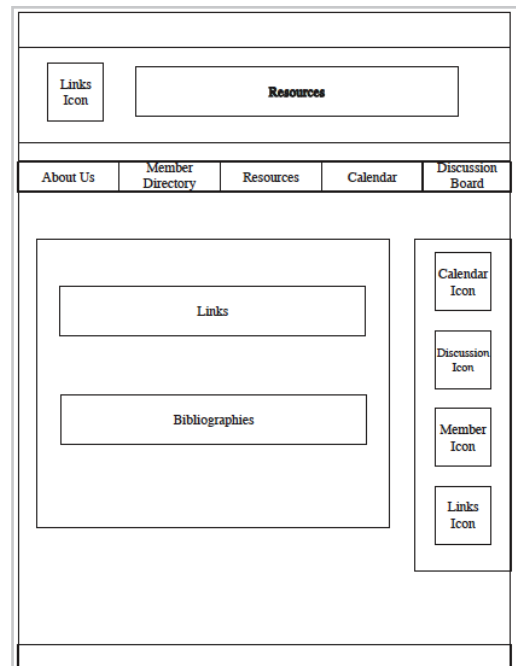
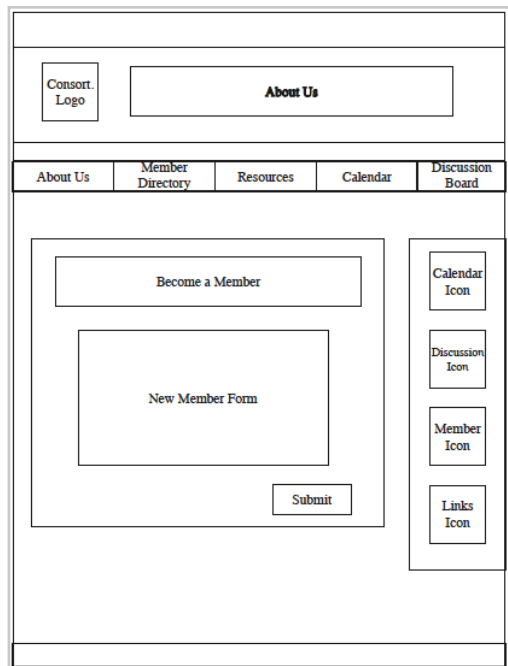
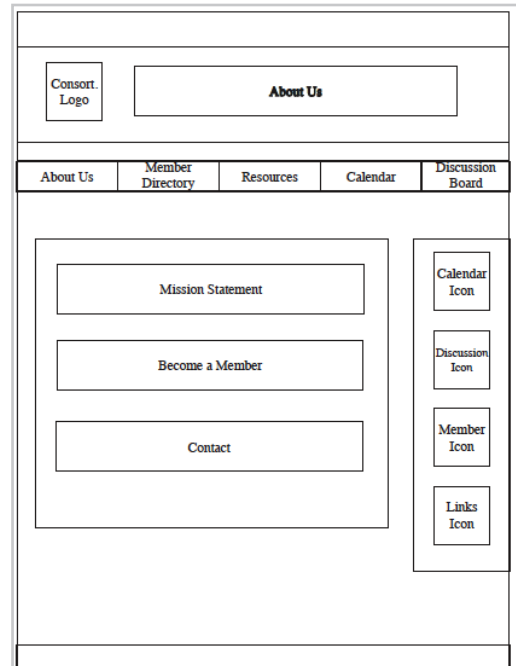
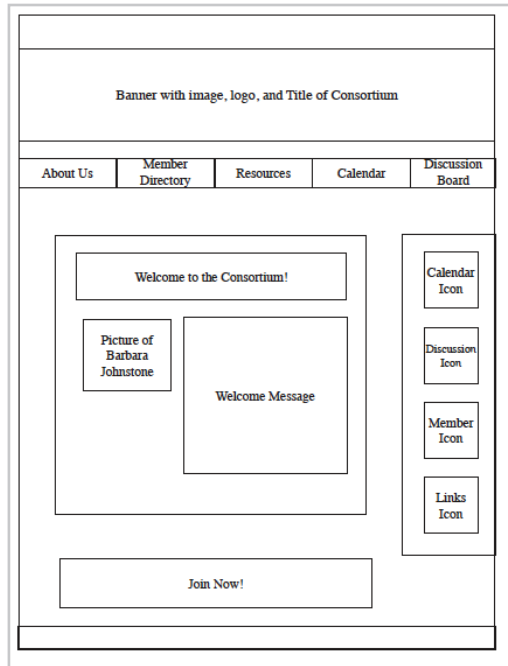
### Task 1: Become a Member

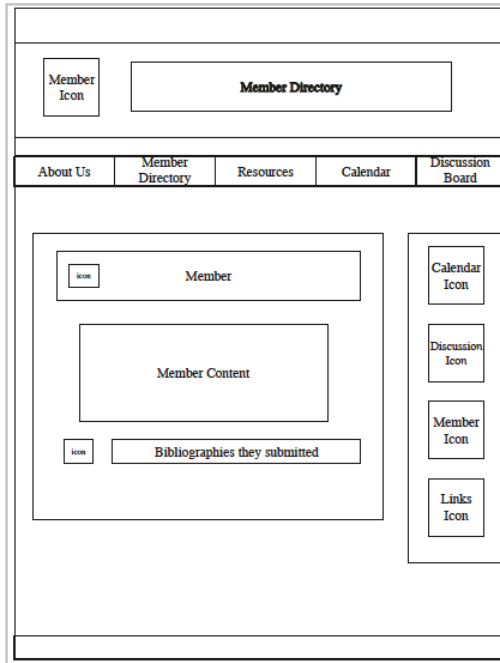
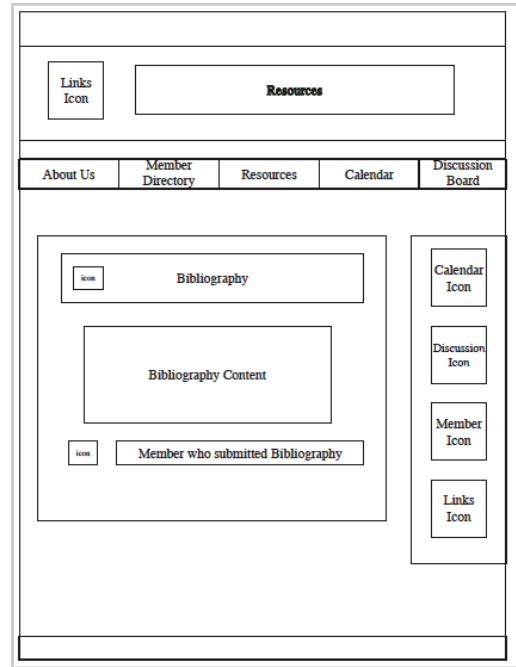
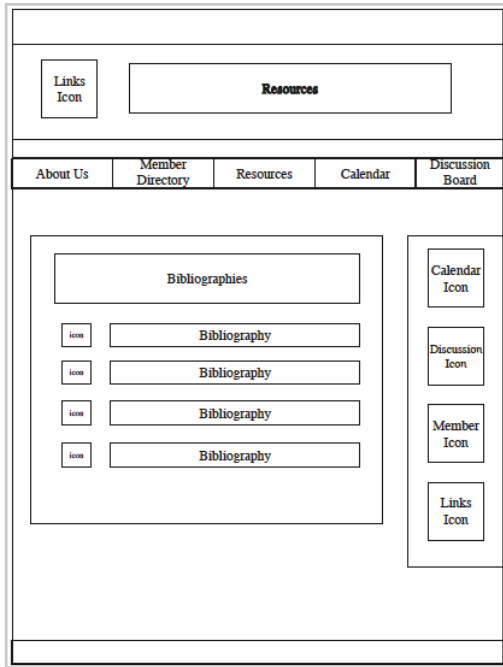


## Task 2: Find a Bibliography



# Appendix 10 Wireframes Used for User Testing





## Appendix 11

## Notes from User Testing

### **USER 2 (Key User)**

- Task 1: Become a Member

She needed clarification with this task—am I an individual interested in joining or a group trying to join? (Also, there was a little confusion because she was under the impression that she was already a member and therefore would not need this type of task)

1. I would click on “Welcome to the Consortium” first to get information and the overall message of the group
2. Ummm...let’s see, then I would click on “About Us”
3. I’d click on “Mission Statement” (to learn even more about the group and what they’re all about)
4. Now that I’ve gotten all of this information about the consortium, I’d click “Become a Member”
5. Then I would fill out the form and click submit

Point(s) of Confusion:

- » “You have ‘About Us’ in two places?” People might be confused because the label ‘About Us’ is on there twice; she was confused because of the banner ‘About Us’ and the ‘About Us’ on the navigation bar. Once explained, she seemed to understand.

- Task 2: Find a Bibliography

1. I would probably go to Resources.
2. I’d click on Bibliographies.
3. Then, I would probably go through the list from the top to the bottom to find what I want.

Point(s) of Confusion:

- » “Member who posted the bibliography”>> I’m not sure

of the function of this? What is this? Huh?? I've never seen this before. Can I contact whoever posted this bibliography? Would I want them to contact me if I had posted it?

- » **\*\*Time cost issue\*\*** busy users are not going to want to deal with constant emails or contacts from people about bibliographies they post. I already have too many emails in my inbox. Plus, you would need permission from these people.
- » Also, there was a question about submitting a bibliography to the page?

Additional Comments/Suggestions:

- » People do not want a big block of text, they won't read it. Don't be too wordy.
- » After looking at our sketches: there is a "fear" of icons because they resemble social media, iphones, and "new" media; User 2 said, "it worries members like me" if there are too many or if it is only icons
- » Information for current members v. information for new members (and/or members who want to join). Different information for both? [Note to my group: perhaps we should discuss login information or restricting information to non-members]
- » Focus on the audience: there is a mix of traditional and innovative users; older people are not as up-to-date, but you do not want younger people to think "oh this is boring"
- » She likes the sketch we chose as a group for our wireframe because she believes it is a good mix of traditional and innovative.
- » THE NAME: Rhetoric should be in the title. Her

department already voted unanimously on the name, "Pittsburgh Rhetoric Consortium" so rhetoric needs to be in the title.

- » She thinks Pittsburgh should be included in the name or at least in the website because of its searchability. You want people to be able to find the group so you need to think about search terms, especially in the title.
- » STRONG emphasis on having the term 'rhetoric' in the title.

## **USER 5**

- Task 1: Become a Member
  1. About Us, etc. seems to be a navigation bar. Even if I came to the site specifically to join the Consortium, I'd click About Us first to see what was there and skim it for key words. Then I'd go back to the home page.
  2. Then we have Welcome to the Consortium, a picture of Barbara, Welcome Message, and Join Now! I'd first click Join Now!
  3. We have Member Directory in the navigation bar, Mission Statement, Become a Member. Next I'd click Become a Member.
  4. So on this next page, we have Become a Member and New Member Form. Is Become a Member label or a form? I think it's a label, so I'd probably go to New Member Form, check it out first to see what types of information I'm being asked for, then fill it out, then click Submit.

Point(s) of Confusion:

- » "Why is there a picture of Barbara Johnstone on the home page? This would only make sense if the Welcome Message was from Barbara and had her

signature at the bottom or something. If not, then you may not need Barbara's picture there."

Other Comments:

- » "As soon as I joined, the first thing I'd do is go to Calendar then to Discussion Board. I'd want to immediately know what was happening with the Consortium and what types of discussions were taking place."
- » "At first, the Consortium seemed very events driven. After doing this task and thinking more about it, Join Now! seems more about joining the community represented by the Member Directory."

- Task 2: Find a Bibliography

1. If I were looking for bibliographies, I'd first click on Resources.
2. On the next page, I would click on Bibliographies.
3. Let's see, on this next page there are a bunch of bibliographies. The way I like to search, I would just go down the list and click on each bibliography one by one and search through them that way looking for things of interest. This is what I've done before. When I see something of interest in a bibliography, rather than copy or download the whole thing, I just copy and paste the things I like or need.

Point(s) of Confusion:

- » "Are Resources available to people who are part of the Consortium community or to the general public? If I could access the resources without joining the Consortium then I wouldn't join."
- » "What are the icons next to each bibliography? What



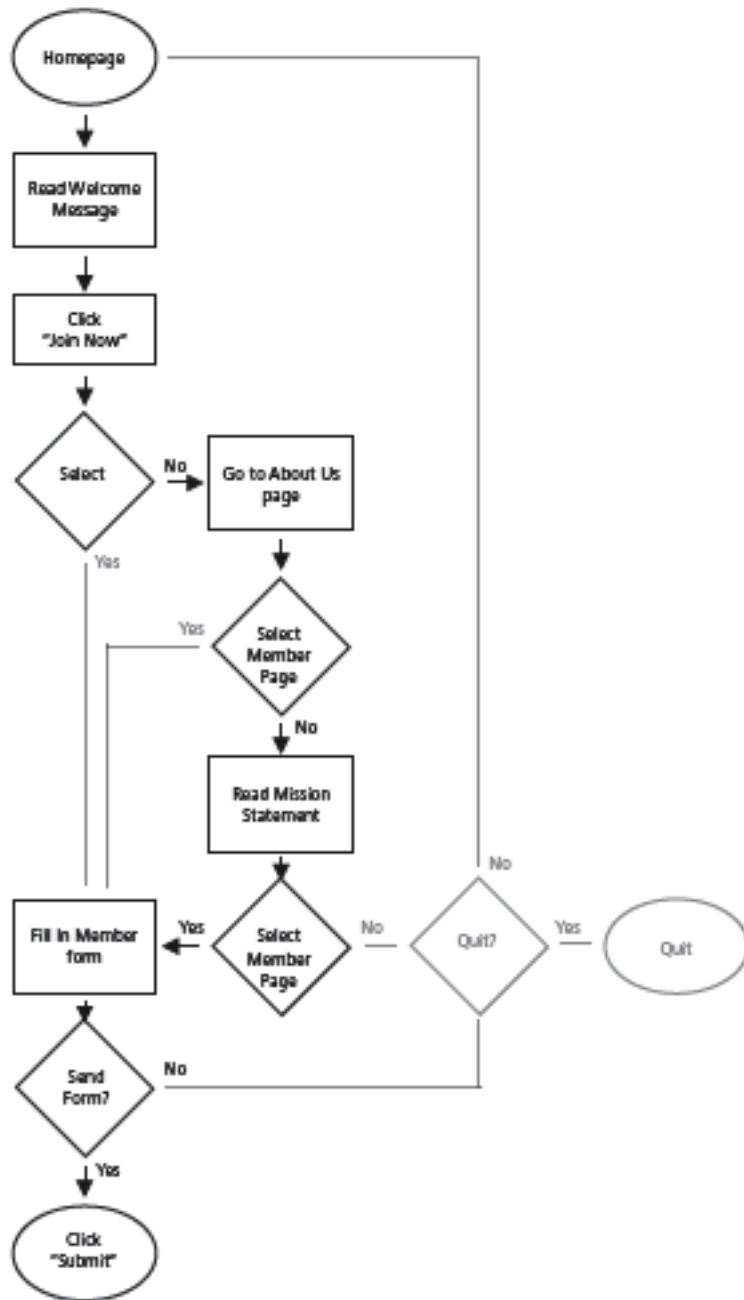
do they mean?"

- » "Where is the Home button? When I get too deeply into a web site and start feeling sort of lost, I like to just go Home. It's a sort of mental resetting."

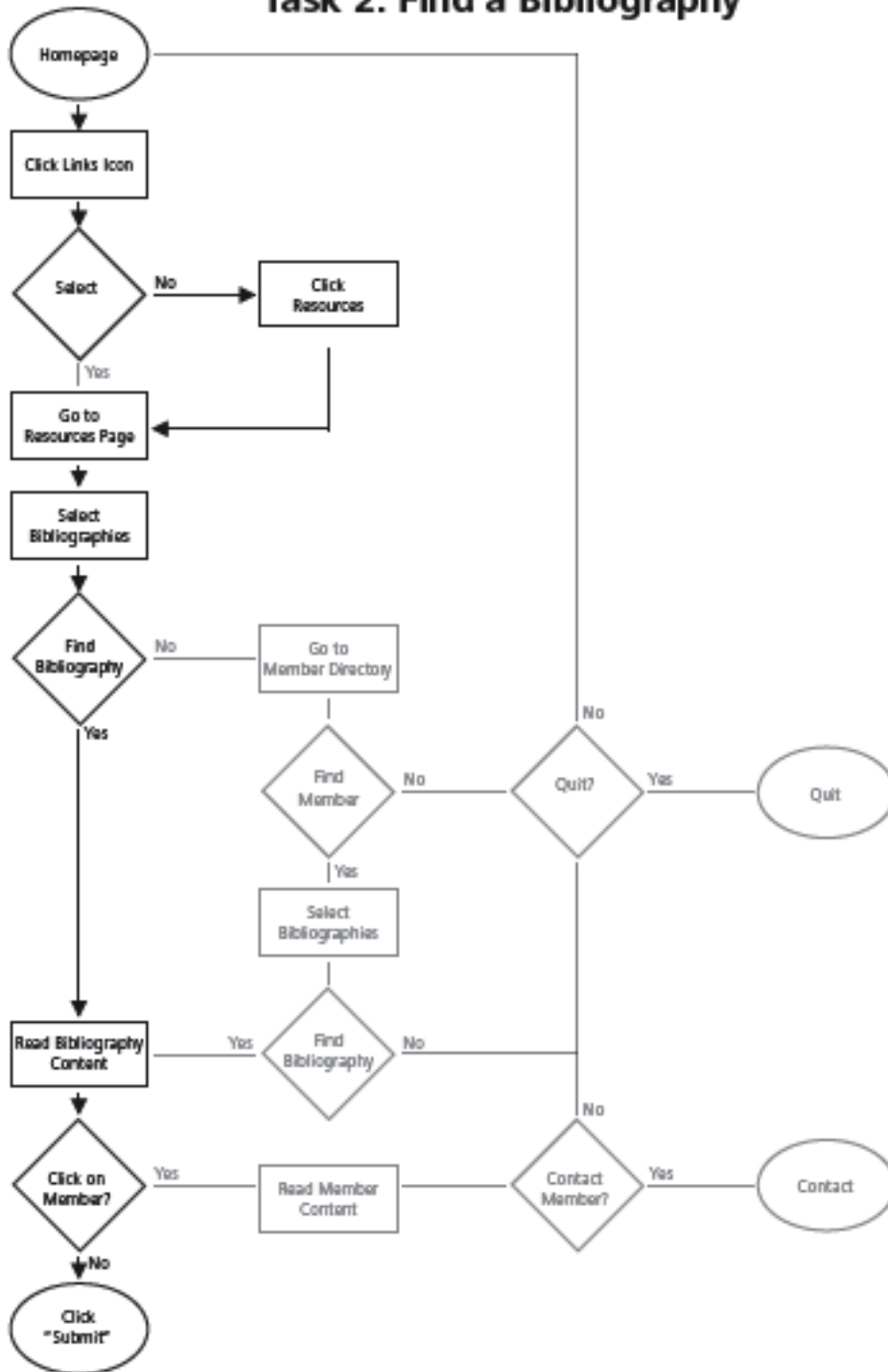
Other Comments:

- » "Rather than just listing out a bunch of bibliographies, it would be good if on the first bibliographies page you listed groupings of similar bibliographies. For example, Legal Rhetoric might be grouping name. The problem with doing it this way, though, is that different people use different names. For example, some might say Forensic Rhetoric, some might say Legal Rhetoric, some might say Rhetoric of Law. Which grouping name would you use? Whatever you chose as a grouping name, someone out there would be pissed off because you didn't name it the way they would have named it."
- » "It would also help if bibliographies were searchable in some way, like by key word. I'd still want to open a bunch up one by one because that's how I usually do it, but I'd also like the option to search by keyword if need be."
- » "I would use the Bibliographies section A LOT!"

**User 2: Key User**  
**Task 1: Become a Member**

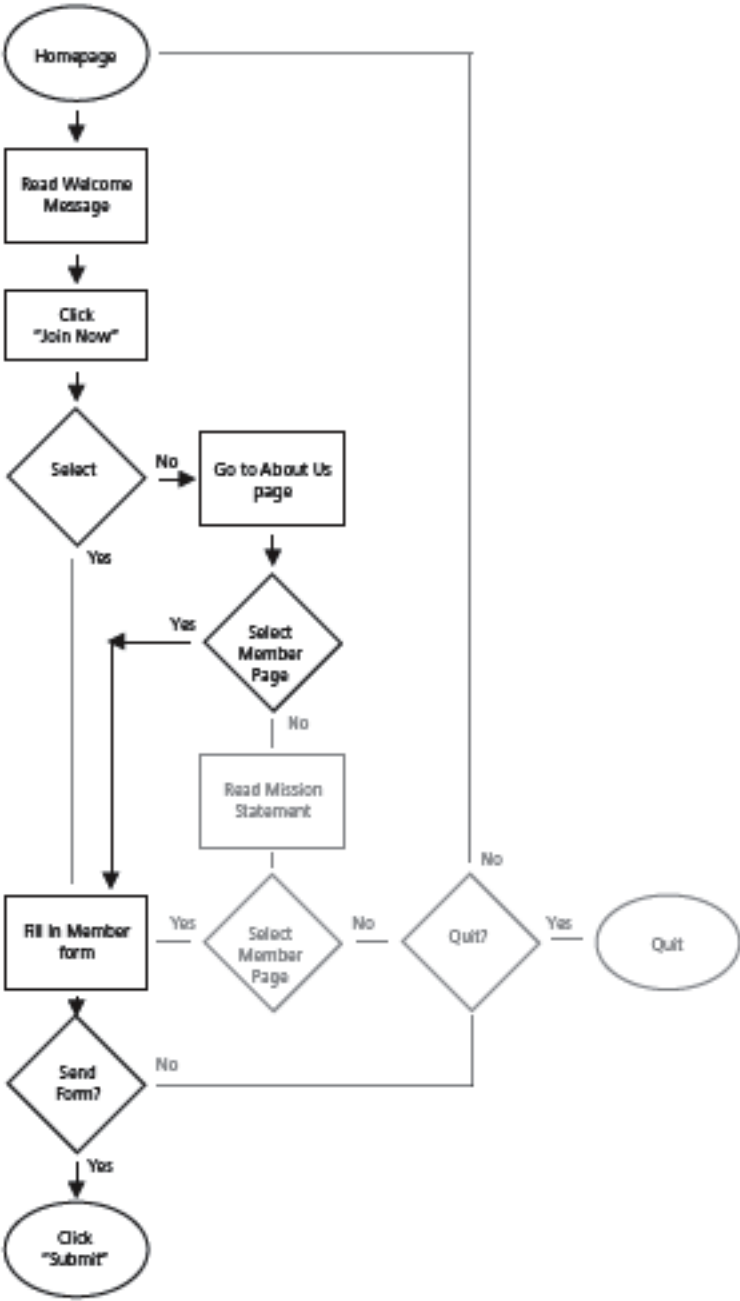


## User 2: Key User Task 2: Find a Bibliography

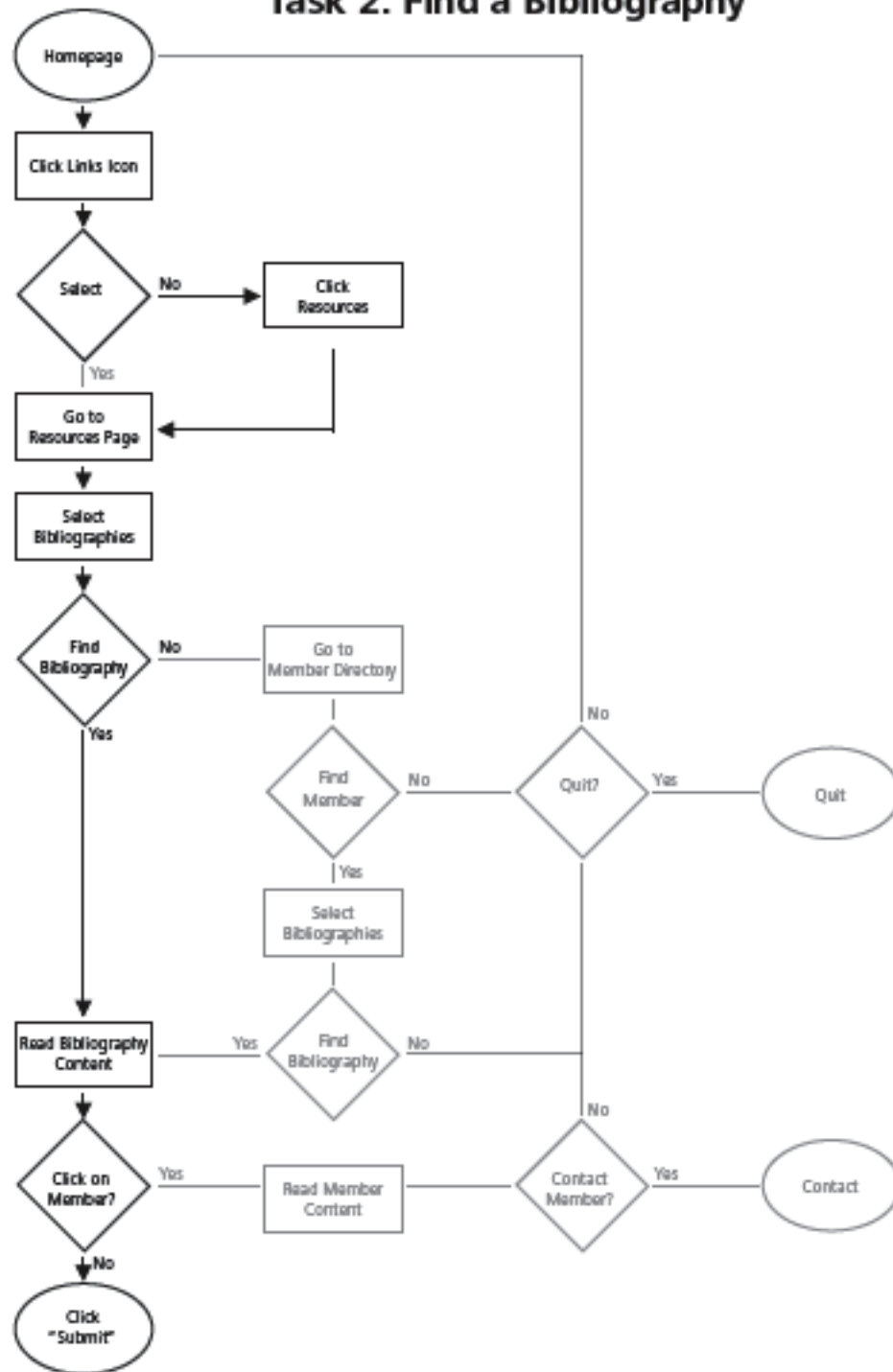


# User 5

## Task 1: Become a Member



## User 5 Task 2: Find a Bibliography



## Appendix 13 Problem reports

No. <b>Classic with a Twist</b>	Problem Report
<b>Problem Name: Navigation and Banner have Same Name</b>	
<p><b>Evidence that a problem exists:</b>            During our user testing, our Key user stated “You have ‘About Us’ in two places?” and seemed very confused. She conjectured that people might be confused because the label ‘About Us’ was on the page in two places: once on the banner as a label to show which page you’re on, and once on the navigation as a function.</p>	
<p><b>Explanation of the problem, including diagnoses:</b></p> <p>The one-level down label will appear in two places under our current design, once as a non-functioning label and once as a functioning navigation element.</p> <p>Diagnosis: It is unclear as to which label is functioning (clickable) on any of the one-level down pages.</p>	
<p><b>Severity:</b></p> <p>Rating: 0 – I don’t think this is a problem of usability, but more of problem with the style</p> <p>Frequency: Low – having the level down shown seems to be a fairly common web convention, so I believe the main confusion arose because the test was on a wireframe without a sense of what was a clickable element and what wasn’t. Also, it may have been caused because of the user’s lack of experience with websites that use that convention, which may occasionally factor similar confusion with our audience.</p> <p>Impact: Low – if the user is confused and tries to click on the banner, nothing will happen because it is nonfunctioning. They would then click on the navigation bar.</p> <p>Persistence: Low – because the format of all of our one-level down pages have the banner element, I believe the user would quickly realize that that is how our website works.</p> <p>Justification: Low on all accounts, problem seems to be that there is a lack of a visual cue about what is navigation and what is visual hierarchy.</p>	
<p><b>Possible solutions and trade-offs:</b></p> <p>Solutions:</p> <ol style="list-style-type: none"> <li>1) Make it obvious that the banner is visual hierarchy and not navigation by separating the two elements more.</li> <li>2) Make it more obvious that the banner is not functioning by making it more image/graphic oriented so it is clear that you should not click on the terms in it.</li> <li>3) Remove the label from the banner and instead use the navigation bar to distinguish location on the one-level down pages.</li> </ol> <p>Trade offs:</p> <ol style="list-style-type: none"> <li>1) Separation may take up valuable real estate on the screen.</li> <li>2) If the banner is too graphic it may be difficult to read, and that would also mean we could not use the banner for any function (such as a return home function)</li> <li>3) Removing the label may decrease visibility and may confuse the user as to where they are in the site.</li> </ol>	
<p><b>Relationships to other problems:</b></p> <p>This problem seems to be tied to the “return home” problem: if the banner should have functionality and how we can denote what the functionality is clearly without confusing the user.</p>	

No.	Problem Report
<p><b>Problem Name:</b> Returning to the Home Page</p>	
<p><b>Evidence that a problem exists:</b>  A: We asked a user to “find a bibliography” using our paper wireframes. After she completed the task, the user seemed to be anticipating her next step. &lt;User scanned the page but did not take any action&gt;   B: User comments “Where is the Home button? When I get too deeply into a website and start feeling sort of lost, I like to just go Home. It’s a sort of mental resetting.”</p>	
<p><b>Explanation of the problem, including diagnoses:</b>  A: The user wanted to return to the homepage to continue exploring the features of the prototype.  BUT  B: could not do so.   Diagnosis:  No home button on page      Prototype was made based on anticipated task sequence, but did not consider what a user would do when a task was completed</p>	
<p><b>Severity:</b>  Rating: 3 = major usability problem   Frequency: high, multiple users will not be able to return home. Our user referenced returning home as a way of “mentally resetting.” Without a clear way of getting there, users will not be able to reset quickly. Users may also be familiar with the convention of clicking on a logo or top part of the screen in order to return home. Our site must work with these expectations.   Impact: medium, the user will not be able to get home by clicking any of the page elements, but he or she may use the back button.   Persistence: high, every time a user comes to the site they will not be able to return home easily once they travel more deeply into the site.   Justification: High frequency, medium impact, and high persistence suggest that this problem is important to fix. The problem is not catastrophic, however, because users may not need to return to the home page once they have achieved their goal within a specific section. The navigation bar is consistent on each page so the user would still be able to access the rest of the website. Information on the home page is also found on other sections of the website, so the user would not be missing anything. As discussed above, though, the user would not be able to “mentally reset” and this might negatively affect her overall experience.</p>	
<p><b>Possible solutions and trade-offs:</b>  Provide an obvious, consistent way for users to return to the home page. One solution might include clicking on the banner or an element within the banner. The banner, then, should be designed in a way that implies this functionality.</p>	
<p><b>Relationships to other problems:</b>  This problem also relates to the problem with the banner changing to match the title of the section of the page. Once the banner’s content is set, we will find a way to include the page title on the page in a different location.</p>	

No. <b>AW - 1</b>	Problem Report
<b>Problem Name:</b> Functionality of the Member's Name on Bibliography Page	
<b>Evidence that a problem exists:</b> After reading "Member who posted the bibliography" on the bibliography page of the website, the user said:  "I'm not sure of the function of this?" "What is this?" "Huh??" "I've never seen something like this before" "Does this mean I can contact whoever posted this bibliography?" "Would I want them to contact me if I had posted it?" [Responded to her own question with a definite NO]. "I already have too many emails in my inbox. I would not want to deal with constant emails or contacts from people about bibliographies I had posted."	
<b>Explanation of the problem, including diagnoses:</b> A: The user read aloud "Member who posted the bibliography" underneath a mock bibliography post on the Resources page BUT B: Did not know what it was/did  Possible Diagnosis: The user has never seen this type of function before The user was unable to actually click on it because it was a paper prototype to find out The information was not explicit enough (it was a label, not an actually example)	
<b>Severity:</b>  Rating: 2; minor usability problem; fixing this should be low priority  Frequency: low; this problem only occurred because the user interacted with a wireframe paper prototype instead of the actual website with all the information it will contain. Therefore, once the site is complete, it will be a better interface.  Impact: medium; could deter members from posting bibliographies (or other resources) if they are unsure of this function and its purpose  Persistence: low; once a member is familiar with the website he/she should be able to understand (and hopefully appreciate) the function and purpose of listing the contributing member's name beneath bibliography posts. This problem will not bother each user <i>every</i> time they visit, only the first time.  Some problems bother many users, but only once, because once they understand the system, the problem evaporates. Those are frequency problems.  Justification: Yes, the problem could create problems in other areas, but when we have a fully functional website, the problem will no longer be a problem. Plus, it a good solution to information seeking that the potential issues are worth the long term improved functionality.	
<b>Possible solutions and trade-offs:</b> Possible Solutions <ol style="list-style-type: none"> <li>1. Contributing members' names could be eliminated completely underneath the posted bibliography</li> <li>2. Members' names could still be listed, but not clickable</li> </ol> Trade-offs <ol style="list-style-type: none"> <li>1. Decreases social connection (our group's focus primary focus and hypothesis for the site)</li> <li>2. Could deter users from posting bibliographies and other resources</li> </ol> <b>Relationships to other problems:</b>  N/A	



No. <b>Classic With a Twist – User 5 Testing</b>	Problem Report
<b>Problem Name:</b> Access to Resources	
<p><b>Evidence that a problem exists:</b>  User made the following made the following observation after completing a task:</p> <p>“Are resources available to people who are part of the consortium or to the general public? If I could access the resources without joining the consortium then I wouldn’t join.”</p>	
<p><b>Explanation of the problem, including diagnoses:</b>  User was asked to test the web site by completing the common task of locating resources. User completed the task but then expressed concern about whether resources would be available to consortium members only or to anyone regardless of membership status. User seemed genuinely interested in becoming a consortium member and was especially interested in the resources section of the web site, but when she realized that resources were not members-only content and that she might not need to become a member to access the resources then she made the statement noted above.</p> <p>Diagnosis:  Resources on the web site are not restricted.  Consortium membership does not currently provide members with any special benefits, other than being able to say that they are members.</p>	
<p><b>Severity:</b></p> <p>Rating: 3 = Major Usability Problem</p> <p>Frequency: High</p> <p>Impact: Users can still accomplish task of accessing resources, but likelihood of becoming a member will be drastically reduced.</p> <p>Persistence: Low</p> <p>Justification: Major. High frequency and low persistence indicates that this problem is very important to address because, if not addressed, then people will not become members of the consortium, thus defeating the overall goal of increasing connection and building community among people in the greater Pittsburgh area involved in discourse studies.</p>	
<p><b>Possible solutions and trade-offs:</b>  A solution to this problem is to come up with a way to give people an incentive for becoming members. An incentive could be access to special content areas such as resources that the general public (non members) would not have access to. When a member joins the consortium, s/he is provided with a special key or a user name and password to access special content areas.</p>	
<p><b>Relationships to other problems:</b>  This problem is related to the problem of encouraging people to join the consortium. There has to be a “value add” for people, otherwise they won’t take the time to fill out the membership form and join. The “value add can be access to resources.</p>	

## Comparative Analysis of Michigan Linguistics Society

<<http://ling.lsa.umich.edu/mls2009/>>

- **SARA: Organization, Navigation, and Labeling**

- » General observations:

The navigation bar is the most prominent feature on the website, being in the center, a contrasting color, and very large.

The organization is fairly simple and flat; you don't need to click more than once for any section off of the navigation bar/homepage. The one exception is "conference program" which seems to be an entirely different website.

The labeling is succinct and descriptive. I don't see any immediate problems.

- » Similarities:

Almost no direct overlap for labels. Our navigation is similar in location and function, but we do have more clicks to reach the pages.

- » Differences:

We have completely different labels for our navigation bar. We don't have a homepage button on the nav bar which they do. They also have a maps/directions portion which we will not need since the consortium doesn't have a permanent location.

Our navigation will be more typical and not as prominent on the page.

Our organization will be deeper and not as flat.

- **ROB: Visual/Verbal Collaboration**

- » General Comments:

Visual/verbal collaboration is rather basic, if not sparse.

The home page and other pages have hardly any images (except for the map on the Directions and Maps page). There's not much of a brand being developed through visual/verbal collaboration. Pages are heavily textual with not much styling other than font and background colors.

» Similarities:

Our site includes visual elements such as icons to serve as visual cues and/or roadmaps for users. The Michigan site also includes such visual elements although in a very limited manner (icons for popular social media site are used). Also, the navigation bar buttons use visual/verbal collaboration in a way similar to ours, where hovering and clicking changes button colors and text color.

» Differences:

Our site includes a header on every page with a consortium logo and/or a representative consortium image accompanied by the name of the consortium. The Michigan site header is simply text, although the stylizing of the text almost works as a visual. One interesting thing that the Michigan page does with visual/verbal collaboration is that text headings are the same color as the current page's navigation button. This adds a nice feeling of unity and flow from the navigation bar down to the main text on the page. I don't think we've considered this yet for our site but perhaps we should.

- **LAURA: Visual Composition**

» Type:

The primary font appears to be Geneva. It is used in bold with an increased size for headings.

» Color:

The site uses a gray (60-70%) background with white

body text and yellow and light blue accent colors. The light blue is used for sidebar headers in addition to links. Yellow is used for subheaders and to show the current page on the navigation bar. When hovering over a page in the navigation bar, the color changes to light blue with a black border.

» Visual Elements:

The navigation bar is a series of five horizontal squares. Each page on the site uses a .png file header with the organization's name set in Myriad Pro as the primary visual element. The homepage includes icon links to the group's social media outlets (twitter, Facebook, an RSS feed, and a campus information center page). A simple map appears on the "Directions & Map" page.

» Layout:

The group's name is featured at the top of the page with the navigation bar placed below it. The site has generous margins around a two-columned centered content area. The left side of the page features primary content while the right side displays relevant subordinate information. Each page maintains this two column layout except for the contact page which includes only a simple form.

- **AMANDA: Content as it relates to a user much like the ones we want to consider**

» General Comments:

MLS focuses on one featured event Ðthe 39th annual meeting of the MLS

Social media pages available

Mission of the MLS is on the home page, but listed at the bottom of the page

Cannot search through for members

Contact page available

A dated list of previous meetings (could be helpful for our site too)

» Content Similarities:

Events/Meetings first and foremost content on homepage; similar to our users desire for event information

Twitter, Facebook, other social media links/content on homepage; similar to our users desire for social connection with members

Content brief and concise; similar to our “busy” users needs

» Content Differences:

Lack of content about members (only lists members of organizing committee on homepage); different from our website which will significantly feature member information/profiles

Content containing maps/directions for conferences; our website has not taken this into consideration>> maybe we should include a place for members to post directions to different events/conferences, etc.?

Lack of content about society/becoming a member; our website will feature information about the consortium and how to become a member

## Rhetoric and Discourse Consortium

*Connecting Scholars throughout Pittsburgh*



ABOUT US

MEMBER DIRECTORY

RESOURCES

CALENDAR

DISCUSSION BOARD

### WELCOME

Welcome to the website for Rhetoric and Discourse Consortium (RDC). The RDC is a collection of scholars and students from the western Pennsylvania region interested in studying speech and writing from the point of view of a variety of disciplines including rhetoric, linguistics, anthropology, and communication studies. The aim of the consortium is to coordinate activities among the different disciplines and campuses in the region.







# Become a Member

## ABOUT

*Learn about the consortium*



ABOUT US

MEMBER DIRECTORY

RESOURCES

CALENDAR

DISCUSSION BOARD

**About Us:**

The Rhetoric and Discourse Consortium (RDC) is a collection of scholars and students from the western Pennsylvania region interested in studying speech and writing from the point of view of a variety of disciplines including rhetoric, linguistics, anthropology, and communication studies. The aim of the consortium is to coordinate activities among the different disciplines and campuses in the region.

Click to  
**BECOME A MEMBER**

**Mission Statement:**

We, the Pittsburgh Rhetoric and Discourse Consortium (RDC) will collaborate and connect with scholars and students from western Pennsylvania in studying speech and writing from the point of view of a variety of disciplines including rhetoric, linguistics, anthropology, and communication studies. We aim to coordinate activities among the different disciplines and campuses in the region.

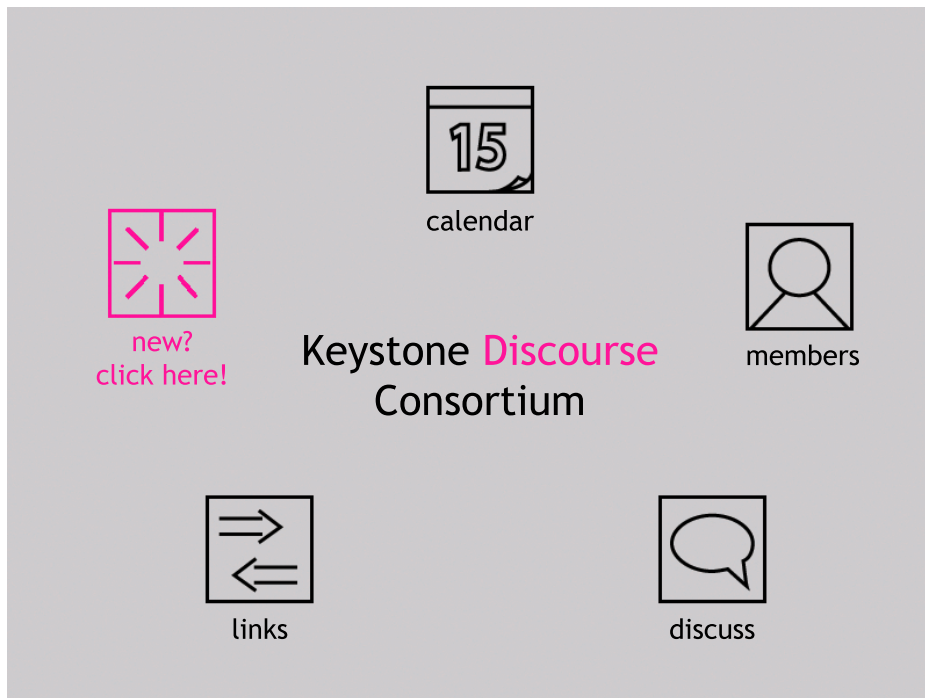








## Sara-Anne's Mock Ups



## Rob's Mock Ups

# Three Rivers Discourse & Rhetoric Consortium

[home](#)[about us](#)[members](#)[resources](#)[calendar](#)[discussion](#)

## Welcome!

The Three Rivers Discourse & Rhetoric Consortium is a collection of scholars and students from the western Pennsylvania region interested in studying speech and writing from the point of view of a variety of disciplines including rhetoric, linguistics, anthropology, and communication studies. The aim of the consortium is to coordinate activities among the different disciplines and campuses in the region.

### Contact Us

General Inquires  
[bjohnstone@trdrc.org](mailto:bjohnstone@trdrc.org)

To Submit Events or  
Announcements  
[eventannounce@trdrc.org](mailto:eventannounce@trdrc.org)

Website Issues  
[webmaster@trdrc.org](mailto:webmaster@trdrc.org)

### Join Today

Become a consortium member and connect with other discourse scholars in the greater Pittsburgh and western Pennsylvania academic community.

### Upcoming Events

May 15

Carnegie Mellon University  
English Department  
Commencement

May 16

University of Pittsburgh  
Communications Department  
Commencement

# Three Rivers Discourse & Rhetoric Consortium

[home](#)[about us](#)[members](#)[resources](#)[calendar](#)[discussion](#)

## Member Registration Page

Fill out and submit the form below to become a member. Besides making connections with other scholars in the western Pennsylvania discourse studies community, membership gives you special access to discussion forums and resources reserved for consortium members.

### Required Information

First Name	<input type="text"/>	School Affiliation	<input type="text"/>
Last Name	<input type="text"/>	Department	<input type="text"/>
Email	<input type="text"/>	Title	<input type="text"/>
Phone	<input type="text"/>		

### Optional Information

You can upload documents to share with other members (e.g. bibliographies, recently published articles, etc.). Documents will only be available to registered members and will be listed under Resources and also on your member page.

Attach File

[browse](#)[upload](#)

submit  
form

### Connect With Us Online

facebook

### Upcoming Events

May 15

Carnegie Mellon University  
English Department  
Commencement

May 16

University of Pittsburgh  
Communications Department  
Commencement




# Laura's Mock Ups

## The Three Rivers Discourse & Rhetoric Consortium

ABOUT MEMBER DIRECTORY RESOURCES CALENDAR DISCUSSION BOARD

### Welcome, scholars!



Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis eu est justo congue fermentum. Pellentesque turpis dui, fermentum non rutrum at, fringilla eu quam. Phasellus tincidunt suscipit mi, in condimentum metus gravida sed. In et massa tellus. Donec imperdiet nisi sit amet purus rhoncus posuere. Duis ligula nulla, convallis sed rhoncus at, semper id ligula. Integer rhoncus mauris vel lectus placerat rutrum a a leo.

1. Nam mollis porttitor blandit.
2. Pellentesque habitant morbi tristique senectus
3. Cum sociis natoque penatibus et magnis
4. Aenean feugiat mauris non risus

[JOIN US](#)

15

Message icon

Share icon


User icon


## The Three Rivers Discourse & Rhetoric Consortium

ABOUT MEMBER DIRECTORY RESOURCES CALENDAR DISCUSSION BOARD

### Member Directory

- JENNY ANDRUS
- LINDA FLOWER
- SUSAN HAGAN**
- SUGURU ISHIZAKI
- DAVID KAUFER
- KARI LUNDGREN
- CHRIS NEUWIRTH
- BARBARA WARNICK

 **SUSAN HAGAN**

 Visual/Verbal Collaboration in Print

Susan Hagan received her Masters of Design and her Ph.D. in Rhetoric from Carnegie Mellon University where she studied the meaning effects and persuasive possibilites in visual/verbal design. She continues this work as a postdoctoral fellow at Carnegie Mellon. She is also a member of the Advisory Board of Artifact, and a consultant who writes, presents, and teaches on the topic of visual/verbal and multi-modal collaboration, and is now editing her dissertation for journal and book publication.

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Message icon

Share icon

User icon

# Appendix 16

## CITI Certificates Amanda's certificate

### CITI Collaborative Institutional Training Initiative

**IRB Members - Basic/Refresher Curriculum Completion Report**  
Printed on 4/14/2010

**Learner:** Amanda Wilczynski (username: awilczyn)

**Institution:** Carnegie Mellon University

**Contact Information** Pittsburgh, PA United States  
Department: English  
Email: awilczyn@andrew.cmu.edu

**IRB Members - Basic/Refresher:** This Basic Course is appropriate for IRB or Ethics Committee

**Stage 1. Basic Course Passed on 04/14/10 (Ref # 4321552)**

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	04/14/10	3/3 (100%)
Students in Research - SBR	04/14/10	9/10 (90%)
History and Ethical Principles - SBR	04/14/10	4/4 (100%)
Defining Research with Human Subjects - SBR	04/14/10	4/5 (80%)
The Regulations and The Social and Behavioral Sciences - SBR	04/14/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	04/14/10	5/5 (100%)
Informed Consent - SBR	04/14/10	5/5 (100%)
Privacy and Confidentiality - SBR	04/14/10	2/3 (67%)
Research with Prisoners - SBR	04/14/10	4/4 (100%)
Research with Children - SBR	04/14/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	04/14/10	4/4 (100%)
International Research - SBR	04/14/10	2/3 (67%)
Internet Research - SBR	04/14/10	4/4 (100%)
Carnegie Mellon University	04/14/10	no quiz

## Laura's certificate

### CITI Collaborative Institutional Training Initiative

**Students conducting no more than minimal risk research Curriculum Completion Report**  
Printed on

**Learner:** Laura Scott (username: lescott)

**Institution:** Carnegie Mellon University

**Contact Information** 606 Filbert Street  
Apartment 2  
Pittsburgh, PA 15232 USA  
Department: Design  
Email: lescott@andrew.cmu.edu

**Students - Class projects:** This course is appropriate for students doing class projects that qualify as "No More Than Minimal Risk" human subjects research.

**Stage 1. Basic Course Passed on 09/10/09 (Ref # 3503900)**

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	09/10/09	3/3 (100%)
Students in Research - SBR	09/10/09	9/10 (90%)
Carnegie Mellon University	09/10/09	no quiz

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.**

Paul Braunschweiger Ph.D.  
Professor, University of Miami  
Director Office of Research Education  
CITI Course Coordinator

[Return](#)

## Rob's certificate

### CITI Collaborative Institutional Training Initiative

#### Social & Behavioral Research - Basic/Refresher Curriculum Completion Report Printed on 4/22/2010

**Learner:** Robert Nichols (username: rwnichols)

**Institution:** Carnegie Mellon University

**Contact Information** Department: English  
Email: rwnichols@cmu.edu

**Social & Behavioral Research - Basic/Refresher:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

#### Stage 1. Basic Course Passed on 04/22/10 (Ref # 4327243)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	04/16/10	2/3 (67%)
Students in Research - SBR	04/16/10	6/10 (60%)
History and Ethical Principles - SBR	04/16/10	3/4 (75%)
Defining Research with Human Subjects - SBR	04/16/10	3/5 (60%)
The Regulations and The Social and Behavioral Sciences - SBR	04/22/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	04/22/10	4/5 (80%)
Informed Consent - SBR	04/22/10	5/5 (100%)
Privacy and Confidentiality - SBR	04/22/10	3/3 (100%)
Research with Prisoners - SBR	04/22/10	4/4 (100%)
Research with Children - SBR	04/22/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	04/22/10	4/4 (100%)
International Research - SBR	04/22/10	3/3 (100%)
Internet Research - SBR	04/22/10	4/4 (100%)
Carnegie Mellon University	04/22/10	no quiz

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.**

Paul Braunschweiger Ph.D.

## Sara-Anne's certificate

### CITI Collaborative Institutional Training Initiative

#### IRB Members - Basic/Refresher Curriculum Completion Report Printed on 4/15/2010

**Learner:** Sara-Anne Lee (username: saraanni)

**Institution:** Carnegie Mellon University

**Contact Information** Department: English  
Email: sara.anne.lee@gmail.com

**IRB Members - Basic/Refresher:** This Basic Course is appropriate for IRB or Ethics Committee

#### Stage 1. Basic Course Passed on 04/15/10 (Ref # 4071433)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	02/03/10	2/3 (67%)
Students in Research - SBR	04/15/10	7/10 (70%)
History and Ethical Principles - SBR	04/15/10	3/4 (75%)
Defining Research with Human Subjects - SBR	04/15/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	04/15/10	4/5 (80%)
Assessing Risk in Social and Behavioral Sciences - SBR	04/15/10	5/5 (100%)
Informed Consent - SBR	04/15/10	4/5 (80%)
Privacy and Confidentiality - SBR	04/15/10	3/3 (100%)
Research with Prisoners - SBR	04/15/10	4/4 (100%)
Research with Children - SBR	04/15/10	3/4 (75%)
Research in Public Elementary and Secondary Schools - SBR	04/15/10	4/4 (100%)
International Research - SBR	04/15/10	3/3 (100%)
Internet Research - SBR	04/15/10	4/4 (100%)
Carnegie Mellon University	04/15/10	no quiz

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.**

Paul Braunschweiger Ph.D.  
Professor, University of Miami  
Director Office of Research Education  
CITI Course Coordinator

## Appendix 17

## Individual Contributions

### **SARA-ANNE:**

#### Assignment 1.1

- parts 4, 8, and 9

#### Assignment 1.2

- contributed to interview question list
- interviewed User 2 (Key User)

#### Assignment 1.3

- contributed to development of group card topics
- wrote out and synthesized group cards
- assisted with card sort of User 5

#### Assignment 1.5

- contributed to development of proposed site organization
- wrote section on Organization of our site
- presented section to client

#### Final Website

- Coding for homepage (HTML and CSS)
- Coding for "About" page
- Coding for "Discussion Board" page
- Designed Icons for website
- Contributed to content for entire website

#### Final Report

- Added/edited content with screen shots throughout report
- Helped put together list of references and appendixes
- Designed the final layout of report

#### Final Presentation

- Worked on content for the final slides

#### Other

- submitted names, images, and color palettes to Google group
- submitted wireframes and sketches for homepage
- ompetitive benchmarking task for MLS website

- submitted homepage and one-level down sketches to group
- conducted user-testing on paper-prototype with key user, Barbara Warnick
- wrote problem report based on user-testing
- made pre-task analysis for two tasks and did one post-task analysis
- designed an individual homepage and one-level down mock up of our website
- passed CITI program

**ROB:**

Assignment 1.1

- parts 1, 2, and 3

Assignment 1.2

- contributed to development of group interview questions
- interviewed User 4

Assignment 1.3

- contributed to development of group card topic
- did card sort with User 5 (new user, not previously interviewed)

Assignment 1.5

- wrote first section of report "Speculating about Users in Context | Observing Users in Context"
- presented same section

Final Website

- Coding for homepage (HTML and CSS)
- Coding for "Member Directory" page
- Contributed to content for entire website

Final Report

- Wrote Introduction section
- Wrote Development of Final Website section

- Helped put together list of references and appendixes

#### Final Presentation

- Worked on content for the final slides

#### Other

- submitted names, images, color palettes, and links to “inspiration” web sites to Google group
- competitive benchmarking task for MLS website
- submitted homepage and one-level down sketches to group
- conducted user-testing on paper-prototype with Jenny
- wrote problem report based on user-testing
- assisted in pre-task analysis and wrote individual post-task analysis
- designed an individual InDesign homepage and one-level down mock up of our website
- passed CITI program

#### **LAURA:**

##### Assignment 1.1

- parts 10 and 11, and document formatting

##### Assignment 1.2

- contributed to interview question list
- designed document with interview questions
- interviewed User 3
- synthesized interview results into a cohesive document

##### Assignment 1.3

- contributed to card sort list
- did a card sort with User 4
- submitted an organization and wireframes

##### Assignment 1.5

- Look and Feel section of presentation
- designed presentation
- Visual Elements section of report, finalized formatting

#### Final Website

- Coding for homepage (HTML and CSS)
- Coding for “Resources” page
- Designed Icons for website
- Contributed to content for entire website

#### Final Report

- Wrote instructions for Webmaster
- Helped put together list of references and appendixes

#### Final Presentation

- Worked on content for final slides
- Designed final slides for presentation

#### Other:

- submitted names, images, competitive websites, and color palettes to the Google group
- competitive benchmarking task for MLS website
- submitted homepage and one-level down sketches to group
- conducted user-testing on paper-prototype with Jenny
- wrote problem report based on user-testing
- assisted in pre-task analysis and wrote individual post-task analysis
- designed an individual InDesign homepage and one-level down mock up of our website
- passed CITI program

#### **AMANDA:**

##### Assignment 1.1

- parts 5, 6, and 7

##### Assignment 1.2

- contributed to development of group interview questions
- interviewed User 1

##### Assignment 1.3

- contributed to development of group card topics

- assisted group member with a card sort with User 4

#### Assignment 1.5

- finalized report
- added appendixes, table of contents, and introduction to report
- presented User Observations section of presentation

#### Final Website

- Coding for homepage (HTML and CSS)
- Coding for "Calendar" page
- Contributed to content for entire website

#### Final Report

- Put together table of contents/title page
- Wrote Group Executive Summary
- Wrote Key Website Directions
- Helped put together list of references and appendixes

#### Final Presentation

- Worked on content for the final slides

#### Other

- submitted names, images, color palettes, and links of web sites (to look at for possible ideas) to Google group
- competitive benchmarking task for MLS website
- submitted homepage and one-level down sketches to group
- conducted user-testing on paper-prototype with key user, Barbara Warnick
- wrote problem report based on user-testing
- assisted in pre-task analysis and wrote individual post-task analysis
- designed an individual InDesign homepage and one-level down mock up of our website
- passed CITI program



