

Evaluation of DocEditor Prototype

Evaluation Date:

Place:

System Info for DocEditor:

- **Purpose:** DocEditor is document editor that could be added to the Sakai online learning system. Groups will be able to share the creation of a document. Allows for targeted communication and text markup between group members.
- **Target Audience(s):**
Sakai users, students, groups that need to collaborate.
- **Main Task(s):**
Document editing.
Collaborative editing and text markup.
Communication between group members.
Progress tracking with individual status indicators.

Evaluation Method:

Participant survey after use walkthrough

Actions of the System for Review:

Usability and ease of use
Editing features accomplish communication
Understandable

Participant Info:

- Role:
- Gender:
- Age:
- Experience:
- Other:

This evaluation is a testing of the interface for the DocEditor Prototype, no a test of your abilities. Please spend 5 to 10 minutes reviewing the scenarios, and then we will walk you through a set of the prototypes one-by-one for evaluation.

Scenario:

Jill has some free time after work and She needs to work on her portion of a group paper for her group's capstone project. The group she is assigned to is really good about getting their work done early, so she wants to keep pace with everyone, especially as this paper is part of their final grade. They are writing about the new module for Sakai they developed in their CSCW course, Jill hopes this paper that will be accepted for publication or at the very least she gets an A.

She logs into Sakai and goes to her group's project space, which was set up by the professor when he assigned the groups. Glancing at the icons for each group member at the bottom of the page, she notices that Tim has already changed his project status indicator from editing to review and he'd logged off about an hour ago. Her other two group members, Jack and Anne are online, Jack is editing the document and Anne is in a chat.

Jill adds her portion of the text and notices that Tim section has a marker in the left margin. When she clicks on the marker, a portion of the text is highlight in yellow (Tim's color) and a note pops up. The note reads "this wording is awkward, does any one know of a better way to say this?" Jill thinks that just adding another sentence describing the operation will improve that section, so she makes the edits, highlights it in green and adds her thoughts to the note about what she's changed. Tim will receive an email that she responded to his note, since he'd marked, "notify me of response" in the note.

Reading through the paper, Jill notices that Anne has added a few diagrams, and things that if one of the diagrams was moved to the section she just added it would make more sense. Jill highlights the image and selects the "Note this" option and makes a note that says "I think this would really help illustrate the work flow described a few paragraphs above." Jill checks the notification on response box, so that she'll know if there is a response.

Jack has a question about his section and he notices that Jill is also editing and has made a few notes, so he thinks she could help him. Jack highlights the section of text he has the question about and then selects the "Invited to discuss" and clicks on Jill's name. Jill receives a notice that Jack would like to chat with her about a section of the text. They chat and work out a solution. In case there is a question about that section of text later, the discussion is marked the same way notes are marked.

Jill has finished her portion of the document, so she changes her project status to review and logs off.

Later that night, she logs back in to join in the group chat that they had scheduled earlier in the week. Everyone has changed their project indicator status to "Review." Anne is logged in and in the document, but hasn't logged into the chat, so Jill sends Anne an invite to join the chat. Finally, all four are able to discuss the document status. Everyone is satisfied and ready to publish the document for the rest of the class to read.

Walkthrough

The screenshot displays the Sakai DocEditor interface. At the top, the Sakai logo is on the left, and a 'Logout' link is on the right. Below the logo is a navigation bar with links for 'My Workspace', 'Designing CSCW', 'Digital Media Zone', and 'WebApp Dev II'. On the left side, there is a vertical menu with options: Home, Announcements, Discussion Board, Chat Rooms, Doc Editor (highlighted), Resources, Assignments, Gradedbook, and Help. Below this menu, a 'Users present:' section lists: Jill Hall, Tim Maker, Anne Logi, Bobbi Parker, and Jack Layden.

The main content area is a document editor window titled 'writely'. It features a menu bar with 'File', 'Text', 'Insert', 'Change', 'Style', 'Font', and 'Font'. Below the menu bar is a toolbar with various editing tools. The document text includes:

What are the goals of the system?
Espace is a technological system that uses multiple displays to provide a more positive interaction between two groups. Espace was put on display at a trade show for a travel agency. Typical travel agencies have an agent facing the client, face-to-face communication. The client usually has no knowledge as to what the agent sees on his computer screen. It is likely that the client can get confused as to the information verbally communicated by the travel agent. Espace provides for a "shoulder-to-shoulder" interaction instead of the more common face to face. Being shoulder-to-shoulder allows the client and agent the opportunity to visually see what is taking place. It was expressed in the video and reading that with the two parties being side-by-side, the conversation seemed to flow more easily, and information was shared more readily. All in all, the shoulder-to-shoulder aspect of Espace is a key feature. All parties are capable of seeing the same information.

What work is supported in the system?
Espace was developed as an alternative to traditional workspace arrangements. It was designed to help support the travel agents create high value, custom travel arrangements and to enhance the relationship between the agent and customer. The demonstration system that was created allowed for the creation of trips in and around Australia. Individuals could create several itineraries. The trial runs at a travel trade show were usually between 5 and 10 minutes, with a few that ran longer.

The researchers found that one of the main issues for agents and customers was the layout of the workplace. The tradition arrangement was the agent sat behind a desk, looking at a computer, which the customer couldn't easily see and the trip plans were shared verbally. So, they designed a new workspace that would "promote the joint planning and exploration of the product and support better integration of the different representations used by both parties to build the product."

The users are able to select a preliminary options, including places they would like to visit and things they would like to do. They can then indicate how long they are planning on traveling and a tentative budget. This information is then used to create itineraries that the customer and agent can customize as needed. A itinerary to be customized is picked and then displayed on a specialized monitor.

A purple box with the text 'This is the DocEditor Space' is overlaid on the document. To the right of the text is an illustration of a woman sitting at a desk with a computer monitor.

At the bottom of the editor window, there is a 'Group Members' section with the title 'Activity 1.3'. It lists the following members and their roles:

Group Members	Jill Hall	Tim Maker	Anne Logi	Mack Rife	Jack Layden	Tim Maker
Jill Hall	In Doc Editor	In Chat Rooms	Last Login: 4/21/06 10:00	In Doc Editor	Last Login: 4/23/06 22:00	
Tim Maker	Project Status: Editing	Project Status: Editing	Project Status: Review Ready	Project Status: Editing	Project Status: Review Ready	

The following screen image is what one would see after clicking on DocEditor in the Menu bar. It opens up the DocEditor work space. Group members are listed across the bottom.

- Home ▶
- Announcements ▶
- Discussion Board ▶
- Chat Rooms ▶
- Doc Editor**
- Resources ▶
- Assignments ▶
- Gradesbook ▶
- Help ▶

Users present:

- Jill Hall
- Tim Maker
- Arne Logt
- Bobbi Parker
- Jack Layden

Edt Collaborate Publish Blog Revisions
Help | Report a Bug

File Text Insert Change Style Font Help

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The researchers found that one of the main issues for agents and customers was the layout of the workplace. The tradition arrangement was the agent sat behind a desk, looking at a computer, which the customer couldn't easily see and the trip plans were shared on a few workspaces that would "promote the joint planning and exploration of the product and support better presentations used by both parties to build the product."

The preliminary options, including places they would like to visit and things they would like to do. They can then use this information to create itineraries that the customer and agent can customize as needed. A itinerary to be customized is picked and then displayed on a specialized monitor



Group Members

Jill Hall In Doc Editor	Arne Logt In Chat Rooms	Mack Rife Last Login: 4/21/06 10:00 Project Status: Review Ready	Jack Layden In Doc Editor	Tim Maker Last Login: 4/22/06 22:00 Project Status: Review Ready
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This tells you who's currently editing the document. Click to mouse on to next section of prototype.

This area is for the group members, includes photos, status indicators that include last login codes, if they have completed their part of the assignment, etc.

- Home ▶
- Announcements ▶
- Discussion Board ▶
- Chat Rooms ▶
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Clicking on a Jack Layden in the "Users present" box to see his location and status.

This area is for the group members, includes photos, status indicators that include last login codes, if they have completed their part of the assignment, etc.

The screenshot displays the Sakai Learning Management System (LMS) interface. At the top, the Sakai logo is on the left, and a 'Logout' link is on the right. Below the header is a navigation bar with links for 'My Workspace', 'Designing CSCW', 'Digital Media Zone', and 'WebApp Dev II'. The main content area shows a document editor window titled 'Edr' with a menu bar (File, Tag, Insert, Change, Style, Font, Help) and a toolbar. The document text discusses 'What are the goals of the system?' and 'Espace is a technological system...'. A 'Note from Tim' is visible, stating 'Left at 20:00 on 4/23/06: The text here is awkward, I think we should add a bit more introduction. Other than that, I think that we're almost finished.' A purple callout box explains that this area contains markers for notes or chats about a specific section of text. Another purple callout box explains that leaving a note or opening a chat involves highlighting text and clicking to open a menu with note options. On the left, a sidebar contains navigation links like 'Home', 'Announcements', 'Discussion Board', 'Chat Rooms', 'Doc Editor', 'Resources', 'Assignments', 'Gradebook', and 'Help'. Below the sidebar, a 'Users present' list shows 'Jill Hall' and 'Tim Maker'. At the bottom, a 'Group Members' section lists users with their project status: Jill Hall (In Doc Editor), Anne Logi (In Chat Rooms), Mark Rite (Last Login: 4/21/06 10:00, Project Status: Review Ready), Jack Lindex (In Doc Editor), and Tim Maker (Last Login: 4/23/06 23:00, Project Status: Review Ready).

End of walkthrough

When we have finished the walkthrough process, move to the following sections and complete each of the questions.

Part 1. Learnability 1=excellent to 5=poor, NA= Not Applicable						
To me, getting started exploring this cscw system is easy.	X	2	3	4	5	N/A
I learned how to use advanced features very easily.	1	X	3	4	5	N/A
It is easy for me to remember the labeling system of menu, icon, and headings.	X	2	3	4	5	N/A
I can find necessary tools to use in this cscw system	X	2	3	4	5	N/A
Part 2. Organization 1=excellent to 5=poor, NA= Not Applicable						
Organization scheme of the cscw system makes sense to me	X	2	3	4	5	N/A
I feel the sequencing from step to step, from one feature to the other is logical and effective.	X	2	3	4	5	N/A
The access to key functionality is visible and accessible when I need it.	1	X	3	4	5	N/A
The system allows appropriate customization and ability to set preferences that fit with the way I work.	1	2	3	4	5	X
Part 3. Presentation 1=excellent to 5=poor, NA= Not Applicable						
I think the colors, backgrounds and text are clear and easy to read together.	X	2	3	4	5	N/A
I think the amount of information displayed on one page is not too much or too little.	X	2	3	4	5	N/A
I think the site has a consistent, clearly recognizable look-and-feel.	X	2	3	4	5	N/A
I think the graphics/sounds/videos serve a clear purpose appropriate for the intended audience.	X	2	3	4	5	N/A
I think the site creates a pleasant viewing experience.	X	2	3	4	5	N/A
Part 4. Efficiency 1=excellent to 5=poor, NA= Not Applicable						
This cscw system is easy for me to operate and navigate.	X	2	3	4	5	N/A
It is easy to get this cscw system to do what I want to do.	X	2	3	4	5	N/A
This cscw system allows me to get my work done quickly.	X	2	3	4	5	N/A
I think the information provided by this cscw system is well formatted.	1	X	3	4	5	N/A
This cscw system can flexibly adjust to new demands or conditions.	X	2	3	4	5	N/A
While using this cscw system, I make no or only very few mistakes.	X	2	3	4	5	N/A
I can easily recover from the mistakes I made without getting lost.	X	2	3	4	5	N/A
I feel the use of terminology in this cscw conveys a clear sense of its intended audience.	X	2	3	4	5	N/A
I find all links and menu items are clearly labeled and serve an easily identified purpose.	1	2	X	4	5	N/A
I can get to the places they want to be in the cscw easily all the time.	X	2	3	4	5	N/A
Part 5. Usefulness 1=excellent to 5=poor, NA= Not Applicable						
Using the system will make me more effective in my job	X	2	3	4	5	N/A
Using the system will help me cooperate with others in ways that are important for my job	X	2	3	4	5	N/A
The system provides me with the most recent information for my job.	X	2	3	4	5	N/A
The information provided is effective in helping me complete the tasks.	X	2	3	4	5	N/A
I feel this cscw system effectively integrates data from different areas of the organization.	X	2	3	4	5	N/A

I find this cscw system pulls together information that used to come from different places or members.	X	2	3	4	5	N/A
This cscw system improves my ability to make good decisions.	X	2	3	4	5	N/A
This cscw system allows me to get responses from others in a timely fashion.	X	2	3	4	5	N/A
Part 6. Awareness 1=excellent to 5=poor, NA= Not Applicable						
My work flow of the cooperative activity is well supported in this cscw system.	x	2	3	4	5	N/A
I can see other members' work progress for cooperative tasks.	x	2	3	4	5	N/A
I know when and how to interact with others in this cscw system	x	2	3	4	5	N/A
I always have the most current status of the cooperative tasks.	x	2	3	4	5	N/A
I can see who else is available for cooperative tasks.	x	2	3	4	5	N/A
The information about my work and activity that the system shares with other users is appropriate.	x	2	3	4	5	N/A
Part 7. Coordination 1=excellent to 5=poor, NA= Not Applicable						
This cscw system allows me to share information and resources when needed.	x	2	3	4	5	N/A
I can easily access shared work objects.	x	2	3	4	5	N/A
I can easily communicate with other members in this cscw system.	x	2	3	4	5	N/A
This cscw system helps me discuss cooperative tasks.	x	2	3	4	5	N/A
This cscw system helps me coordinate cooperative tasks.	x	2	3	4	5	N/A
This cscw system helps me make better group decisions for cooperative tasks.	x	2	3	4	5	N/A
I can transfer my ideas and knowledge using this cscw system to other members for cooperative tasks.	x	2	3	4	5	N/A
I can resolve problems and conflicts using this cscw system for cooperative tasks.	x	2	3	4	5	N/A
I can identify other members' contribution in this cscw system for cooperative tasks.	x	2	3	4	5	N/A
I can establish a common understanding among members for cooperative tasks.	x	2	3	4	5	N/A

Part 8. Satisfaction

1. How do you like this cscw system as a whole?

Terrible wonderful
1 2 3 4 X NA

Frustrating satisfying
1 2 3 4 X NA

dull stimulating
1 2 3 4 X NA

difficult easy
1 2 3 4 x NA

rigid flexible
1 2 x 4 5 NA

Part 9: Additional Comments

Add any comments you think would help the designers improve the system or help managers implement the system so that it could be most effectively used in your work environment.....

It was not obvious that some of the links were links... I did not know that things were clickable.

End of Evaluation

THANK YOU!