Reflection of Project 2 – Class site for Ed229b
By Yunn Chyi Chao (Nov 30, 2001)

The process

As a big group
This is a project that left to the hand of the students, i.e. a team of 26 people! Dan took the lead and volunteered to be the project leader. He requested the people to come up with a name and a design for the class site. He drafted activities to get the class to come up with the goals of the project (based on the goals stated at the syllabus, but deviated from there a bit) and the class was divided into subgroups where each group concentrated on one design method. The deliverable was web pages, which was incorporated into the main class site. He set the deadlines and sent emails to check the progress of each subgroup. While each subgroup working on their part, the whole class also gathered to brainstorm on what to be included in the class site and what should be the design. A volunteered subgroup on designing main class site was then formed. Their job was to design the homepage and to pull together the individual sites on designer interviews (individual project 1), the methodologies site created by each subgroup, and the other materials to give the class site a cohesion look and feel.

The project was completed in about 1½ month time. The entire group met during the class and spent on the average about 30mins to an hour on discussion/ activities/ progress report.

In my subgroup (Scenario-Based Design SBD)
Our references to SBD are the article from the reader and "Usability Engineering: Scenario-Based Development of Human Computer Interaction" by Mary Beth Rosson, John M. Carroll, Oct, 2001

The goal of our site is to provide an overview of SBD to its users.

Our design approach is to provide examples (scenarios) to illustrate how SBD could be employed in the design the ed229b class site. The actors in our scenarios are the targeted audience of class site : (1) LDTers, (2) the instructors of the course (i.e Chris and Decker), (3) professionals or ex-LDTers. The site is categorized into the process of designing using SBD: Problem Scenario, Activity Scenario, Information Design Scenario and Interaction Design Scenario.

The benefits of this approach are:
• It helps the users to understand SBD better using relevant examples (scenarios) as well as the motivational factor.
• It helps to inform the (class site) designer as well as the group what are the issues and concerns from the users (actors) point of views.

We distributed our work into research for materials, writing scenarios, and building websites.
# The Goods and the Tradeoffs

<table>
<thead>
<tr>
<th>Features</th>
<th>Pros and Cons</th>
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| Work as a whole class             | + develop organization skills  
+ understand how to carry out large-scale project  
+ nurture leadership  
+/- dynamic/activities of the group rely on the approach of the leader as well as the members attitude  
- very demanding on the project leader consider he is volunteered and not necessarily agreed upon by the class – power and status is a hindrance  
- limited time to meet and discuss  |
| Dan as a leader                   | + strong characters  
+ conscientious  
+ efficient  
- over concern with deadlines, shut off ideas/ opinions/ suggestions, which affects team work.  |
| Design approach of class site     | + all users are involved.  
- not clearly spelled out, lack of cohesion and common understanding of the whats and whys and hows  
- using intuition  |
| SBD design approach               | + as stated  
- not enough time to discuss alternative approach  
- hard to coordinate meeting  |