

**UniQuip
Workshop**
18th September 2012

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Rikki Prince ECS

UNIVERSITY OF
Southampton

Introduction - Why are Pat, Rikki and I here?

Developed (and re-imagined) community and institutional Teaching and Learning repositories for a Web 2.0 world

Agile co designers

Community and institutional systems



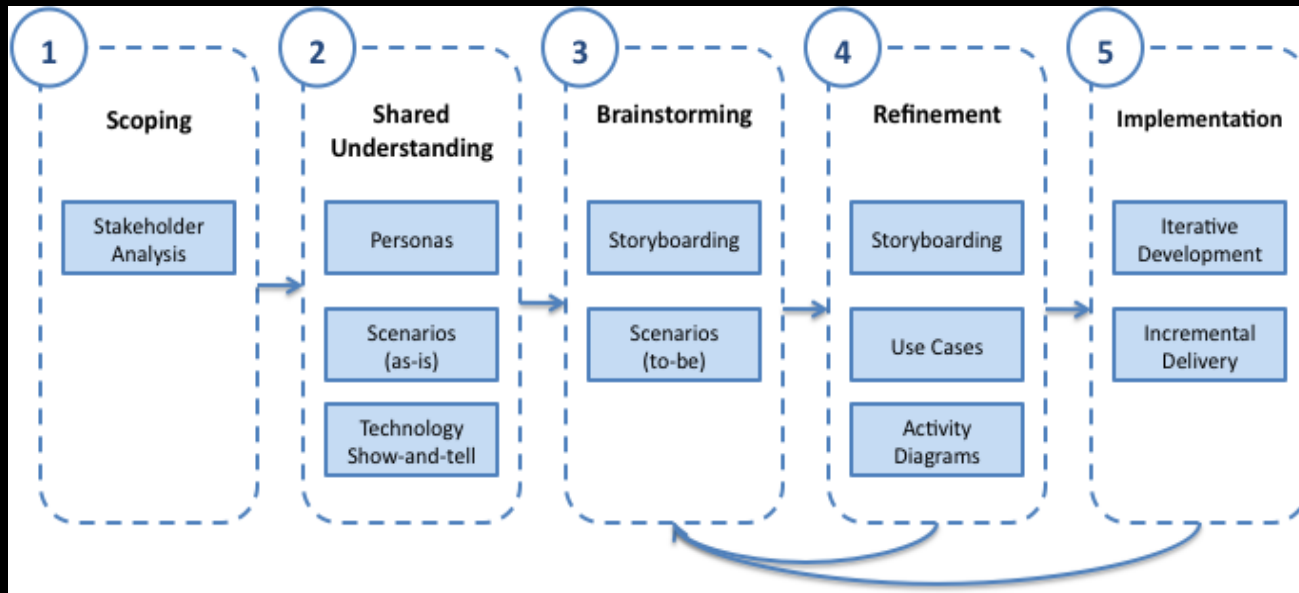
And
SWAPBox
K-Box for
Bloodhound SSC

...

Lessons we've learned

- Simplicity
- Build things that fit (with how people work)
- Community led co-design
- Don't let the perfect get in the way of the good!
- Reduce the barriers
- Minimum manual metadata, maximum automatic metadata

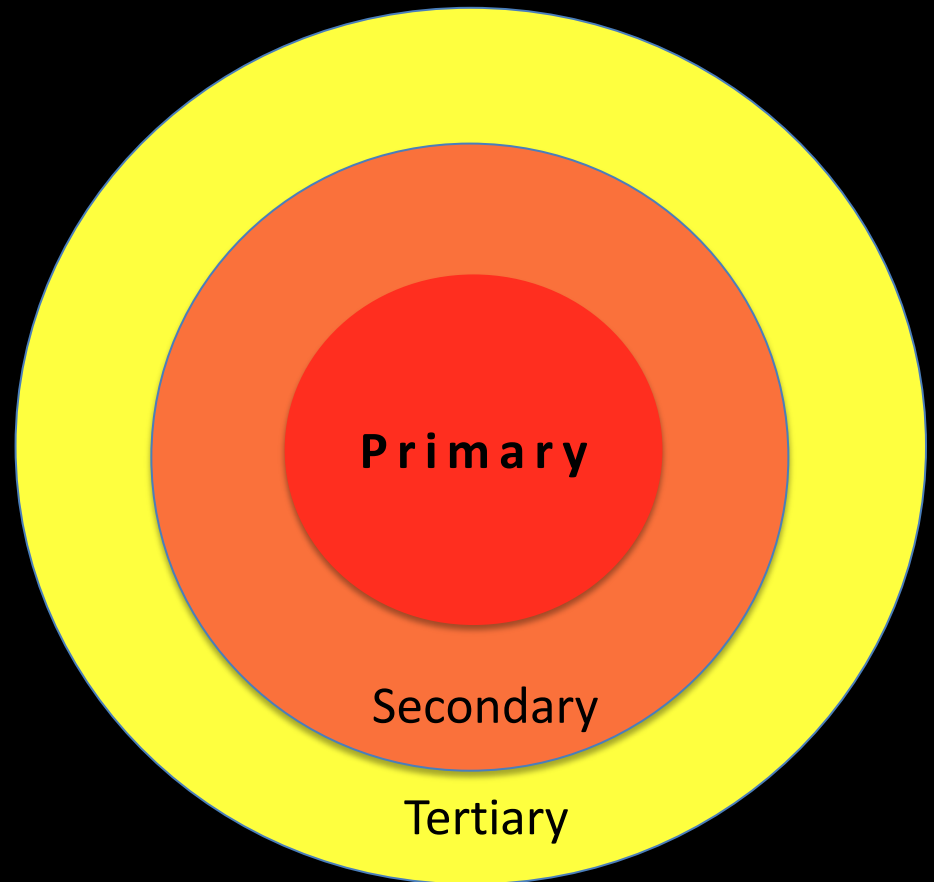
Co – designing the UniQuip Portal



- Today we are at working on stage 1 and 2
 - Stakeholder analysis
 - Developing a shared understanding
- In preparation for brainstorming some great innovations

Who are the users?

- **Primary Stakeholders**
 - People who actually use the system
- **Secondary Stakeholders**
 - People who do not directly interact with the system, but provide input to it, or receive output from it
- **Tertiary stakeholders**
 - People who do not directly interact with the system, but are affected by
- **Facilitating**
 - People who are involved in the design, development and maintenance of the system





Over to you,

- 5 minutes
- Each table
- Identify stakeholders
- Record them on post-its!

Scenarios and Personas

- Written **Scenarios** capture a person interacting with a system during a particular activity
- **Personas** represent stakeholders, highlighting key issues for imaginary (but realistic) participants. They can capture the context of that interaction (motivations, concerns, priorities, etc.)
- Together they can help give insight into how different *individuals* experience a system

Scenarios and Personas

Persona: Louise



Louise is a new full-time student in the School of Arts and Media at Bolton University. She is confident of her own abilities, and excited about the new course. Louise took a few years out after college and is concerned about fitting in with younger students. Her accommodation is a few miles from campus, so she is worried about making friends and getting involved in social activities.

Induction Scenario

After students have registered at the centre the School of Arts and Media holds a **welcome event** where they are introduced to the course, given core materials and receive a welcome from library staff. The School then runs a two day induction workshop. During this time students are given a tour of the facilities by staff, and are **introduced to their peers** and personal tutor (one of the lecturing staff) at an **icebreaking event**. Their tutor then helps them to **get to know one another a bit better** by producing and sharing a professional CV. They also attend WebCT training and have talks and discussions on lifelong learning. After the workshop they **engage in ongoing tutorials** on topics such as diversity, personal planning and numeracy.

Academic Tutors - Jonathan



Jonathan is a 30 year old senior lecturer in Computer Science who lives with his wife and two rabbits in rural Wiltshire. He is well settled into a busy academic life and is module leader on four modules, a tutor to over twenty undergraduates across all four years of study, supervisor of nine PhD candidates, and a researcher managing two technical assistants who work on several different projects. Because of his long commute he works at home whenever possible and is connected almost 24/7 through his desktop, laptop and smartphone. He prefers to administrate his life digitally and over the years has carefully selected a range of software that helps him juggle all of his responsibilities. He is frustrated that he has to use a wide range of information sources for his work that are often hard to find, and when he can find the systems that he needs he despairs that there isn't better integration with the tools that he has already chosen. He resents having to use new tools that he doesn't like as they disrupt his existing working patterns.

As Andy is coming up to his third and final year, he has some very important decisions to make. He must select which optional modules he will study alongside his third year project and a couple of compulsory modules. Because of his interesting in networking, Advanced Computer Networks is an obvious choice, but to decide the rest he has turned to his tutor, Jonathan, for advice.

Jonathan knows Andy is a good student, but is not sure which modules he has excelled in, or even whether he did the optional modules in the first 2 years which are pre-requisites for some third year modules. Jonathan hunts through his e-mail to find the marks spreadsheet he received at the end of the previous semester and looks up Andy's grades. He then searches through his department's administrative repository to find the course handbook which specifies the pre-requisites for the third year modules.

Using this gathered information combined with his understanding of the skills required in each module, Jonathan is able to recommend the modules which will interest and challenge Andy.

Academic Tutors - Sarah



Sarah is a lecturer in medieval history. She has recently joined the University from one in the North of England and is settling herself and her young family into local life (new home, new schools) and she is a long way from her extended family and friends who usually provide the home support that make her busy life easier.

She also has to settle into a different work environment. She is finding it difficult to locate the sources of information that she needs to support her tutees amongst the many university systems all of which seem to provide only part of the story. She has to continually ask her busy academic colleagues where to find information and in frustration has resorted to creating her own spreadsheet to hold basic details of her students.

She is worried that she will miss important indications of how successfully her new students are fitting into university life.

Jo is struggling to settle into University study. She achieved well before coming to University, so it hurts her pride to admit that she needs help, and in fact isn't really aware of what help is available.

In the fifth week of term, Jo has a meeting with her tutor, Sarah, who is as yet unaware that Jo is struggling. Sarah asks Jo how she is getting on, and Jo claims she is okay. Sarah inquires as to Jo's performance in the first few courseworks and attendance at seminars, and again Jo's answers are non-committal and vague.

Somewhat suspicious, Sarah contacts some of her colleagues who are the module leaders on Jo's modules. She finds out from one that Jo got 51% in her first coursework, and from another that Jo has not attended 3 of her seminars. This new information allows Sarah to jump into action, e-mailing Jo to arrange another meeting and speaking to one of her postgraduate students to arrange for some extra tuition to get Jo back on track.

However, by the time Jo replies and they can arrange a meeting and set up the tuition, it is already week 7 and Jo has missed another seminar. Sarah laments not having that information earlier.



Over to you,

- 10 mins –
- in pairs
- build a persona for 1 stakeholder

It's all about the Resource...



'A full description will include Facilities, Equipment, Services, Contacts, Manufacturers (of equipment), Places and part of the Organisation. However the minimum is a single description of a facility, item of equipment or service with a label and a contact. Without listing at least one form of contact, this isn't valid! ...' cjb

Language Box

Home | Browse | About | Help

Homepage | Resource Manager | My Bookmarks | Saved searches | Admin | Edit page phrases | Logged in as Dr David Millard | Logout

You are both a depositor and an editor of this item. This is a depositor screen.

Details → Deposit

Save for Later | Next >

Files

File: Zip File | .tar.gz File | From URL

New document: Browse... Upload

Resource Information

Title: *

Description:

Creators:

Given Name / Initials	Family Name	Email address
David	Millard	dem@ec3.soton.ac.uk

More input rows

Languages: *

1. [] [v] [A]

2. [] [v] [A]

3. [] [v] [A]

More input rows

Tags

Tags: [] Add

Choose from your own tags

Viewing permissions

You need to choose one of the options below. It is not possible to combine these options.

Just me | Selected users | Registered Users | World

Images: 23/23 | Loaded: 61 KB | Speed: 63.94 KB/s | Time: 0.955 | Done

HumBox

Home | Browse | About | Help

Login | Create Account

"Admission all Classes": Cabinet of Curiosities: The Headless Lady

Description

This video shows a reconstruction of the Headless Lady/Wonder show. This resource was created as part of the National Fairground's AHRC-funded project, "Admission All Classes", in association with Blackpool Council (See <http://www.admissionallclasses.co.uk/>). The resource is the copyright of the National Fairground Archive, University of Sheffield (<http://www.nfa.dept.shef.ac.uk/>) and has been made available with their permission. Some rights reserved (see terms of licence by clicking on the CC licence logo below).

Resource Metadata

From	Dr Matt Phillpott
Added	28 Aug 2009 12:44
Keywords/Tags	Ukwee, Derhiat, History, National Fairground Archive, Admission All Classes, Blackpool, Theatre, Performance Studies, Headless Lady, Winter Gardens, Cabinet Of Curiosities
Languages	English
Attribution/Acknowledgements	Professor Vanessa Toulin, National Fairground Archive, Theatre Studies/English, University of Sheffield
Downloads	15
Copyright	

This Resource Is In The Following Collections

Admission all Classes

This is a collection of podcasts resulting from the "Admission all Classes" events which took place in Blackpool between July 2007 and October 2008.

Read More...

Resources for workshop

Added On: 10 Sep 2009

Images: 15/15 | Loaded: 2 KB | Speed: 31.75 KB/s | Time: 0.064 | Transferring data from humbox.ac.uk

Simple Metadata

The page is all about the resource



Over to you,

- 10mins –
- Each table
- For a piece of kit:
 - What do you need to know to be able to find it?
 - What do you need to know to be able to choose it?
- 1 data field per post it

metadata bingo



- Let's see what data we used to describe the kit
- What did we all agree on?
- Are there any surprises?

Prioritisation – the Balloon Game



Bob the lomond cc-by-nc 2.0

- identify minimum
 - ideal set
 - practical set
- from perspective of
 - uploader
 - and downloader
(use the personas)
- What two fields would you hold on to if everything else was wrenched away?

Minimum manual data – maximum auto-generated data

EdShare
UNIVERSITY OF Southampton

Home Browse About Help

Profile Share manager Bookmarks Saved searches Logout

Search... Advanced search

Profile

Help

Dr David Millard
Senior Lecturer of Computer Science
Faculty of Engineering, Science and Mathematics > School of Electronics and Computer Science
Expertise:
Web 2.0, e-learning, Semantic Web, Knowledge Systems, HCI, Narrative Systems
Biography:
I am interested in the ways that people use information systems in-the-wild, and how we can use emergent social, organisational and semantic structures to help them make sense of their world.
Qualifications:
PhD (2001)

Modify profile Saved searches Profile picture

Quick Upload
No file selected
Upload

Downloads

Month	Downloads
Dec 2009	50
Jan 2010	200
Feb 2010	50
Mar 2010	50
Apr 2010	40
May 2010	50
Jun 2010	30

Latest Additions

1. The Modelling Journey
2. Project Management: A Tale of Fact, Failure and Fiction
3. Multimedia Systems Overview - What is a Conference?
4. Participating in a Conference
5. What is Multimedia
6. The Anatomy of a Paper
7. Researching an Academic Paper
8. The Conference Review Process
9. Writing Proposals
10. Revising a Conference Paper

Most Downloaded Items

1. Project Management: A Tale of Fact, Failure and Fiction	131
2. Sequences and Modules	114
3. Writing Proposals	112
4. Software Engineering Models	85
5. Building Software Solutions	75

My News Feed

23 April 2010 09:59:37 +01:00
You have been granted editorial rights to the share

IEEE style guide by Dr Susan White . edit

1 March 2010 21:59:55 +01:00
You have been granted editorial rights to the share
Engineering Foundation Year Sustaining Success
Feedback Exercise by Dr Susan White . edit

My Tag Cloud

URL, pseudocode, project, management, algorithms, modelling

What is user entered?

What is 'found' or automatically generated – free data?

Round table discussion

What data you have already
(cheap/free)

What extra data would give you the
most value, (and truly delight you)?

- Feedback
- Questions for each table

And finally - over to you...

- Do you recognise the stakeholders and personas?
- Who have we missed? - *validation*
- Do the scenarios reflect your concerns and experiences?
- What have we missed? - *validation*
- Have we captured the essential data to enable resource sharing? - *validation*
- What else can we leave out?
- Have we found all of the sources of free data?
- Have we missed your biggest problem?

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