

# **DIGITAL NOTES ON HUMAN COMPUTER INTERACTION**

## **B.TECH IV YEAR - I SEM (2021-2022)**

### **OBJECTIVES:**

- To facilitate communication between students of psychology, design, and computer science on user interface development projects.
  - To provide the future user interface designer with concepts and strategies for making design decisions.
  - To expose the future user interface designer to tools, techniques, and ideas for interface design.
  - To introduce the student to the literature of human-computer interaction.
- To stress the importance of good user interface design.

### **UNIT - I**

Introduction: Importance of user Interface – definition, importance of good design. Benefits of good design. A brief history of Screen design.

The graphical user interface – popularity of graphics, the concept of direct manipulation, graphical system, Characteristics, Web user – Interface popularity, characteristics- Principles of user interface.

### **UNIT – II**

Design process – Human interaction with computers, importance of human characteristics human consideration, Human interaction speeds, and understanding business junctions.

Screen Designing : Design goals – Screen planning and purpose, organizing screen elements, ordering of screen data and content – screen navigation and flow – Visually pleasing composition – amount of information – focus and emphasis – presentation information simply and meaningfully – information retrieval on web – statistical graphics – Technological consideration in interface design.

### **UNIT – III**

Windows – New and Navigation schemes selection of window, selection of devices based and screen based controls, Components – text and messages, Icons and increases – Multimedia, colors, uses problems, choosing colors.

### **OUTCOMES:**

After completing this course students must be able to demonstrate the knowledge and ability on

1. To understand the GUI & UI.

2. How to make a good design and information about design process.
3. Components involved in designing a process or GUI

## **UNIT-I**

### **INTRODUCTION**

Human–computer interaction (HCI), alternatively man–machine interaction (MMI) or computer–human interaction (CHI) is the study of interaction between people (users) and computers. • With today's technology and tools, and our motivation to create really effective and usable interfaces and screens.

#### **DEFINITION**

- "Human-computer interaction is a discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them."

#### **GOALS**

- A basic goal of HCI is
  - to improve the interactions between users and computers
  - By making computers more usable and receptive to the user's needs.
- A long term goal of HCI is
  - to design systems that minimize the barrier between the human's cognitive model of what they want to accomplish and the computer's understanding of the user's task

#### **DEFINING THE USER INTERFACE**

📖 **User interface, design is a subset of a field of study called *human-computer interaction* (HCI).**

📖 Human-computer interaction is the study, planning, and design of how people and computers work together so that a person's needs are satisfied in the most effective way.

📖 HCI designers must consider a variety of factors:

- What people want and expect, physical limitations and abilities people possess,
- How information processing systems work,
- What people find enjoyable and attractive.
- Technical characteristics and limitations of the computer hardware and software must also be considered.

📖 The *user interface* is to the part of a computer and its software that people can see, hear, touch, talk to, or otherwise understand or direct.

📖 The user interface has essentially two components: input and output.

📖 *Input* is how a person communicates his / her needs to the computer.

- Some common input components are the keyboard, mouse, trackball, one's finger, and

one's voice.

■ *Output* is how the computer conveys the results of its computations and requirements to the user.

- Today, the most common computer output mechanism is the display screen, followed by mechanisms that take advantage of a person's auditory capabilities: voice and sound.

■ The use of the human senses of smell and touch output in interface design still remain largely unexplored.

■ Proper interface design will provide a mix of well-designed input and output mechanisms that satisfy the user's needs, capabilities, and limitations in the most effective way possible. ■ The best interface is one that is not noticed, one that permits the user to focus on the information and task at hand, not the mechanisms used to present the information and perform the task.

### **THE IMPORTANCE OF GOOD DESIGN**

With today's technology and tools, and our motivation to create really effective and usable interfaces and screens, why do we continue to produce systems that are inefficient and confusing or, at worst, just plain unusable? Is it because:

- We don't care?
- We don't possess common sense?
- We don't have the time?
- We still don't know what really makes good design?
- But we never seem to have time to find out what makes good design, nor to properly apply it. After all, many of us have other things to do in addition to designing interfaces and screens. • So we take our best shot given the workload and time constraints imposed upon us. The result, too often, is woefully inadequate.
- Interface and screen design were really a matter of common sense, we developers would have been producing *almost identical* screens for representing the real world.

### **THE IMPORTANCE OF THE USER INTERFACE**

- A well-designed interface and screen is terribly important to our users. It is their window to view the capabilities of the system.
- It is also the vehicle through which many critical tasks are presented. These tasks often have a direct impact on an organization's relations with its customers, and its

profitability.

- A screen's layout and appearance affect a person in a variety of ways. If they are confusing and inefficient, people will have greater difficulty in doing their jobs and will make more mistakes.
- Poor design may even chase some people away from a system permanently. It can also lead to aggravation, frustration, and increased stress.

### **The Benefits of Good Design**

- Poor clarity forced screen users to spend one extra second per screen. • Almost one additional year would be required to process all screens. • Twenty extra seconds in screen usage time adds an additional 14 person years.
- The benefits of a well-designed screen have also been under experimental scrutiny for many years.
  - One researcher, for example, attempted to improve screen clarity and readability by making screens less crowded.
  - Separate items, which had been combined on the same display line to conserve space, were placed on separate line sin stead.
  - The result screen users were about 20 percent more productive with the less crowded version.
- Proper formatting of information on screens does have a significant positive effect on performance.
  - In recent years, the productivity benefits of well-designed Web pages have also been scrutinized.
- Training costs are lowered because training time is reduced.
- Support line costs are lowered because fewer assist calls are necessary. □ Employee satisfaction is increased because aggravation and frustration are reduced. □ Ultimately, that an organization's customers benefit because of the improved service they receive.
- Identifying and resolving problems during the design and development process also has significant economic benefits
- How many screens are used each day in our technological world?
- How many screens are used each day in your organization? Thousands? Millions □  
Imagine the possible savings. Proper screen design might also, of course, lower the costs of replacing "broken" PCs.

### **INTRODUCTION OF THE GRAPHICAL USER INTERFACE**

- The Xerox systems, Altus and STAR, introduced the mouse and pointing and selecting as the primary human-computer communication method.

- The user simply pointed at the screen, using the mouse as an intermediary.

- These systems also introduced the graphical user interface as we know it a new concept was born, revolutionizing the human-computer interface.

### **A BRIEF HISTORY OF SCREEN DESIGN**

- While developers have been designing screens since a cathode ray tube display was first attached to a computer, more widespread interest in the application of good design principles to screens did not begin to emerge until the early 1970s, when IBM introduced its 3270 cathode ray tube text-based terminal.
- A 1970s screen often resembled the one pictured in Figure.  
It usually consisted of many fields (more than are illustrated here) with very cryptic and often unintelligible captions.

|                              |  |                        |   |    |                |  |
|------------------------------|--|------------------------|---|----|----------------|--|
| TDX95210                     |  | THE CAR RENTAL COMPANY |   |    | 10/11/16 10:25 |  |
| NAME                         |  | TEL                    |   | RO |                |  |
| PUD                          |  | RD                     | C | RT | MPD            |  |
| ENTRY ERROR XX465628996Q.997 |  |                        |   |    |                |  |
| COMMAND →                    |  |                        |   |    |                |  |

- It was visually cluttered, and often possessed a command field that challenged the user to remember what had to be keyed into it.
- Ambiguous messages often required referral to a manual to interpret.
- Effectively using this kind of screen required a great deal of practice and patience.
- Most early screens were monochromatic, typically presenting green text on black backgrounds.
- At the turn of the decade guidelines for text-based screen design were finally made widely available and many screens began to take on a much less cluttered look through concepts such as grouping and alignment of elements, as illustrated in Figure 1.2.
- User memory was supported by providing clear and meaningful field captions and by listing commands on the screen, and enabling them to be applied, through function keys. Messages also became clearer.
- These screens were not entirely clutter-free, however. Instructions and reminders to the user had to be inscribed on the screen in the form of prompts or completion aids such as the codes PR and Sc.

- Not all 1980s screens looked like this, however. In the 1980s, 1970s-type screens were still being designed, and many still reside in systems today.

**THE CAR RENTAL COMPANY**

**RENTER»**  
 Name: \_\_\_\_\_  
 Telephone: \_\_\_\_\_

**LOCATION»**  
 Office: \_\_\_\_\_  
 Pick-up Date: \_\_\_\_\_  
 Return Date: \_\_\_\_\_

**AUTOMOBIL»**  
 Class: \_\_\_\_\_(PR. ST. FU. MD. CO. SC)  
 Rate: \_\_\_\_\_  
 Miles per Day: \_\_\_\_\_

The maximum allowed miles per day is 150.  
 Enter F1=Help F3=Exit F12=Cancel

- The advent of graphics yielded another milestone in the evolution of screen design, as illustrated in Figure above.
- While some basic "design principles did not change, groupings and alignment, for example ,Borders were made available to visually enhance groupings and buttons and menus for implementing commands replaced function keys.

**THE CAR RENTAL COMPANY**

**RENTER**

Name:

Telephone:

**LOCATION**

Office:

Pick-up Date:

Return Date:

**AUTOMOBILE**

Class:

Rate:

Miles Per Day:

- Multiple properties of elements were also provided, including many different font sizes and styles, line thicknesses, and colors.
- The entry field was supplemented by a multitude of other kinds of controls, including list boxes, drop-down combination boxes, spin boxes, and so forth.

- These new controls were much more effective in supporting a person's memory, now simply allowing for selection from a list instead of requiring a remembered key entry. • Completion aids disappeared from screens, replaced by one of the new listing controls. Screens could also be simplified, the much more powerful computers being able to quickly present a new screen.
- In the 1990s, our knowledge concerning what makes effective screen design continued to expand. Coupled with ever-improving technology, the result was even greater improvements in the user-computer screen interface as the new century dawned.

## **THE GRAPHICAL USER INTERFACE**

- A user interface is a collection of techniques and mechanisms to interact with something. • In a graphical interface the primary interaction mechanism is a pointing device of some kind.
- This device is the electronic equivalent to the human hand. What the user interacts with is a collection of elements referred to as objects.
- They can be seen, heard, touched, or otherwise perceived.
- Objects are always visible to the user and are used to perform tasks.
- They are interacted with as entities independent of all other objects.
- People perform operations, called actions, on objects. The operations include accessing and modifying objects by pointing, selecting, and manipulating. All objects have standard resulting behaviors.

## **THE POPULARITY OF GRAPHICS**

- A graphical screen bore scant resemblance to its earlier text-based colleagues. • Older text-based screen possessed a one dimensional
- Graphic screens assumed a three-dimensional look.
- Controls appeared to rise above the screen and move when activated.
- Information could appear, and disappear, as needed.
- Text could be replaced by graphical images called icons.

### **HUMAN COMPUTER INTERACTION Page 6**

- These icons could represent objects or actions
- selection fields such as radio buttons, check boxes, list boxes, and palettes coexisted with the reliable old text entry field
- More sophisticated text entry fields with attached or dropdown menus of. •
- Objects and actions were selected through use of pointing mechanisms. •
- Increased computer power.

- User's actions to be reacted to quickly, dynamically, and meaningfully.
- WIMP interface: windows, icons, menus, and pointers.
- Graphic presentation is much more effective than other presentation methods.
- Properly used, it reduces the requirement for perceptual and mental information recoding and reorganization, and also reduces the memory loads.
- It permits faster information transfer between computers and people by permitting more visual comparisons of amounts, trends, or relationships; more compact representation of information;
- Graphics also can add appeal or charm to the interface and permit greater customization to create a unique corporate or organization style.

## **GRAPHICAL SYSTEMS ADVANTAGES AND DISADVANTAGES**

- Reduce the memory requirements.
- More effective use of one's information.
- Dramatically reduce system learning requirements.
- Experience indicates that for many people they have done all these

things. **ADVANTAGES**

- Symbols recognized faster than text
- Faster learning
- Faster use and problem solving
- Easier remembering
- More natural
- Exploits visual/spatial cues
- Fosters more concrete thinking
- Provides context
- Fewer errors
- Increased feeling of control
- Immediate feedback
- Predictable system responses
- Easily reversible actions

## **HUMAN COMPUTER INTERACTION Page 7**

- Less anxiety concerning use
- More attractive
- May consume less space
- Replaces national languages
- Easily augmented with text displays
- Smooth transition from command language system



## **DISADVANTAGES**

- Greater design complexity.
- Learning still necessary
- Replaces natural languages
- Easily augmented with text displays
- Smooth transition from command language system
- Lack of experimentally derived design guidelines
- use a pointing device may also have to be learned
- Working domain is the present
- Human comprehension limitations
- Window manipulation requirements
- Production limitations
- Few tested icons exist
- Inefficient for touch typists
- Inefficient for expert users
- Not always the preferred style of interaction
- Not always fastest style of interaction
- Increased chances of clutter and confusion
- May consume more screen space
- Hardware limitations

## **THE CONCEPT OF DIRECT MANIPULATION**

The system is portrayed as an extension of the real world: It is assumed that a person is already familiar with the objects and actions in his or her environment of interest.

The system simply replicates them and portrays them on a different medium, the screen.

A person has the power to access and modify these objects, among which are windows.

A person is allowed to work in a familiar environment and in a familiar way, focusing on the data, not the application and tools.

### **HUMAN COMPUTER INTERACTION Page 8**

The physical organization of the system, which most often is unfamiliar, is hidden from view and is not a distraction.

Continuous visibility of objects and actions: Like one's desktop, objects are continuously visible. Reminders of actions to be performed are also obvious, labeled buttons replacing complex syntax and command names.

Cursor action and motion occurs in physically obvious and natural ways. One problem in direct manipulation, however, is that there is no direct analogy on the desk for all necessary windowing operations.

A piece of paper on one's desk maintains a constant size, never shrinking or growing. Windows can do both. Solving this problem required embedding a control panel, a familiar concept to most people, in a window's border.

This control panel is manipulated, not the window itself. Actions are rapid and incremental with visible display of results; the results of actions are immediately displayed visually on the screen in their new and current form.

Auditory feedback may also be provided. The impact of a previous action is quickly seen, and the evolution of tasks is continuous and effortless. Incremental actions are easily reversible.

### **CHARACTERISTICS OF THE GRAPHICAL USER INTERFACE**

A graphical system possesses a set of defining concepts. Included are sophisticated visual Presentation, pick-and click interaction, a restricted set of interface options, visualization, object orientation, extensive use of a person's recognition memory, and concurrent performance of functions.

#### **Sophisticated Visual Presentation:**

- Visual presentation is the visual aspect of the interface. It is what people see on the screen. • The sophistication of a graphical system permits displaying lines, including drawings and icons.
  - It also permits the displaying of a variety of character fonts, including different sizes and styles.
- The display of 16 million or more colors is possible on some screens. Graphics also permit animation and the presentation of photograph and motion video.

The meaningful interface elements visually presented to the user in a graphical System include windows (primary, secondary, or dialog boxes), menus (menu bar, pull down, pop- up, cascading),

#### **HUMAN COMPUTER INTERACTION Page 9**

icons to represent objects such as programs or files, assorted screen-based controls (text boxes, list boxes, combination boxes, settings, scroll bar and buttons), and a mouse pointer and cursor.

-- The objective is to reflect visually on screen the real world of the user as realistically, meaningfully, simply, and clearly possible.

A graphical system possesses a set of defining concepts. Included are sophisticated visual presentation, pick-and click interaction, a restricted set of interface options, visualization, object orientation, extensive use of a person's recognition memory, and concurrent performance of

functions.

**Restricted Set of Interface Options:** The array of alternatives available to the user is what is presented on the screen or may be retrieved through what is presented on the screen, nothing less, and nothing more. This concept fostered the acronym WYSIWYG.

**Pick-and-Click Interaction:** Elements of a graphical screen upon which some action is to be performed must first identified.

- The motor activity required of a person to identify this element for a proposed action is commonly referred to as pick, the signal to perform an action as cue.
- The primary mechanism for performing this pick-and-click is most often the mouse and its buttons.
- The user moves the mouse pointer to the relevant element (pick) and the action is signaled (click).
- Pointing allows rapid selection and feedback. The hand and mind seem to work smoothly and efficiently together.
- The secondary mechanism for performing these selection actions is the keyboard most systems permit pick-and-click to be performed using the keyboard as well.

**Visualization:** Visualization is a cognitive process that allows people to understand Information that is difficult to perceive, because it is either too voluminous or too abstract.

Presenting specialized graphic portrayals facilitates visualization.

- The best visualization method for an activity depends on what People are trying to learn from the data.
- The goal is not necessarily to reproduce a really graphical image, but to produce one that conveys the most relevant information.

#### HUMAN COMPUTER INTERACTION Page 10

- Effective visualizations can facilitate mental insights, increase productivity, and for faster and more accurate use of data.

**Object Orientation:** A graphical system consists of objects and actions. Objects are what people see on screen. They are manipulated as a single unit.

- Objects can be composed of sub objects. For example, an object may be a document. The document's sub objects may be a paragraph, sentence, word, and letter.
- A collection is the simplest relationship-the objects sharing a common aspect. • A collection might be the result of a query or a multiple selection of objects. Operations can be applied to a collection of objects.
- A constraint is a stronger object relationship. Changing an object in a set affects some other

object in the set.

- A document being organized into pages is an example of a constraint. A composite exists when the relationship between objects becomes so significant that the aggregation itself can be identified as an object.
- Examples include a range of cells organized into a spreadsheet, or a collection of words organized into a paragraph.
- A container is an object in which other objects exist. Examples include text in a document or documents in a folder.

A container often influences the behavior of its content. It may add or suppress certain properties or operations of objects placed within it, control access to its content, or control access to kinds of objects it will accept. These relationships help define an object's type. Similar traits and behaviors exist in objects of the same object type.

Another important object characteristic is persistence. Persistence is the maintenance of a state once it is established. An object's state (for example, window size, cursor location, scroll position, and so on) should always be automatically preserved when the user changes it.

Use of Recognition Memory: Continuous visibility of objects and actions encourages use of a person's more powerful recognition memory. The "out of sight, out of mind" problem is eliminated

## **THE WEB USER INTERFACE**

The expansion of the World Wide Web since the early 1990s has been truly amazing. Once simply a communication medium for scientists and researchers, its many and pervasive tentacles have spread deeply into businesses, organizations, and homes around the world.

### HUMAN COMPUTER INTERACTION Page 11

Unlike earlier text-based and GUI systems that were developed and nurtured in an organization's Data Processing and Information Systems groups, the Web's roots were sown in a market-driven society thirsting for convenience and information.

Web interface design is essentially the design of navigation and the presentation of information. It is about content, not data.

Proper interface design is largely a matter of properly balancing the structure and relationships of menus, content, and other linked documents or graphics. The design goal is to build a hierarchy of menus and pages that feels natural, is well structured, is easy to use, and is truthful.

The Web is a navigation environment where people move between pages of information, not an

application environment. It is also a graphically rich environment.

Web interface design is difficult for a number of reasons. First, its underlying design language, HTML, was never intended for creating screens to be used by the general population.

Its scope of users was expected to be technical. HTML was limited in objects and interaction styles and did not provide a means for presenting information in the most effective way for people.

Next, browser navigation retreated to the pre-GUI era. This era was characterized by a "command" field whose contents had to be learned, and a navigational organization and structure that lay hidden beneath a mostly dark and blank screen.

GUIs eliminated the absolute necessity for a command field, providing menus related to the task and the current contextual situation.

Browser navigation is mostly confined to a "Back" and "Forward" concept, but "back-to where" and "forward-to where" is often unremembered or unknown.

Web interface design is also more difficult because the main issues concern information Architecture and task flow, neither of which is easy to standardize.

It is more difficult because of the availability of the various types of multimedia, and the desire of many designers to use something simply because it is available.

It is more difficult because users are ill defined, and the user's tools so variable in nature. The ultimate goal of a Web that feels natural, is well structured, and is easy to use will reach fruition.

### **THE POPULARITY OF THE WEB**

While the introduction of the graphical user interface revolutionized the user interface, the Web has revolutionized computing.

It allows millions of people scattered across the globe to communicate, access information, publish, and be heard.

- It allows people to control much of the display and the rendering of Web pages.
- Aspects such as typography and colors can be changed, graphics turned off, and decisions made whether or not to transmit certain data over non secure channels or whether to accept or refuse cookies.

- Web usage has reflected this popularity. The number of Internet hosts has risen dramatically:
  - In 1984, hosts online exceeded 1,000;
  - In 1987, 10,000;
  - In 1989, 100,000,
  - In 1990, 300,000;
  - In 1992 hosts exceeded one million.
- Commercialization of the Internet saw even greater expansion of the growth rate. In 1993, Internet traffic was expanding at a 341,634 percent annual growth rate. In 1996, there were nearly 10 million hosts online and 40 million connected people (PBS Timeline).
- User control has had some decided disadvantages for some Web site owners as well.
  - Users have become much more discerning about good design.
  - Slow download times, confusing navigation, confusing page organization, disturbing animation, or other undesirable site features often results in user abandonment of the site for others with a more agreeable interface.
  - People are quick to vote with their mouse, and these warnings should not go unheeded.

### **GUI VERSUS WEB PAGE DESIGN**

- GUI and Web interface design do have similarities. Both are software designs, they are used by people, they are interactive, they are heavily visual experiences presented through screens, and they are composed of many similar components.
- Significant differences do exist.

### **CONCEPT GUI WEB**

- User hardware variations limited
- User hardware characteristics well defined.
- Screens appear exactly as specified.
- User hardware variations enormous.

- Screen appearance influenced by hardware being used.

## **GRAPHICAL USER INTERFACE**

- User hardware variations limited
- User hardware characteristics well defined.
- Screens appear exactly as specified.
- Data and applications
  - Typically created and used by known and trusted sources.
  - Properties generally known.
  - Typically placed into system by users or known people and organizations.
  - Typically organized in a meaningful fashion.
  - A notion of private and shared data exists:
- Install, configure, personalize, start, use, and upgrade programs.
- Open, use, and close data files.
- Fairly long times spent within an application. Familiarity with applications often achieved.
- Controlled and constrained by program.
- Windows, menus, controls, data, tool bars, messages, and soon.
- Many transient, dynamically appearing and disappearing.
- Presented as specified by designer. Generally standardized by toolkits and style guides
- Through menus, lists, trees, dialogs, and wizards. Not a strong and visible concept.

## HUMAN COMPUTER INTERACTION Page 14

- Constrained by design.
- Generally standardized by toolkits and
  - Style guides. User Focus • Data and applications • Information and navigation
- Enables maintenance of a better sense of context. Restricted navigation paths.
- Multiple viewable windows Interactions such as clicking menu choices, pressing buttons, selecting list choices, and cut/copy/paste occur within context of active program. • Nearly instantaneous.
- Typically prescribed and constrained by toolkit.
- Visual creativity allowed but difficult.
- Little significant personalization.
- Unlimited capability proportional to sophistication of hardware and software. Targeted to a

- specific audience with specific tasks. Only limited by the amount of programming undertaken to support it
- Major objective exists within and across applications. Aided by platform toolkit and design guidelines. Universal consistency in GUI products generally created through toolkits and design guidelines.
- Integral part of most systems and applications. Accessed through standard mechanisms. Documentation, both online and offline,
- Usually provided.
- Personal support desk also usually provided
- Seamless integration of all applications into the platform environment a major objective.
- Toolkits and components are key elements in accomplishing this objective
- Tightly controlled in business systems, proportional to degree of willingness to invest resources and effort

## **WEB**

- User hardware variations enormous.
- Screen appearance influenced by hardware being used.
- Information and navigation
- Full of unknown content.
- Source not always trusted.
- Often not placed onto the Web by users or known people and organizations.
- Highly variable organization.
- Privacy often suspects

## HUMAN COMPUTER INTERACTION Page 15

- Link to a site, browse or read pages, fill out forms, register for services, participate in transactions, download and save things.
  - Movement between pages and sites very rapid. Familiarity with many sites not established.
  - Infinite and generally unorganized.
  - Two components, browser and page.
  - Within page, any combination of text, images, audio, video, and animation. • May not be presented as specified by the designer dependent on browser, monitor, and user specifications.
  - Little standardization
  - Through links: bookmarks, and typed URLs. Significant and highly visible concept.
  - Few constraints, frequently causing a lost “sense of place “Few standards. •
- Typically, part of page design, fostering an lack of consistency
- Poorer maintenance of a sense of context. Single-page entities.
  - Unlimited navigation paths.
  - Contextual clues become limited or are difficult to find.



- Basic interaction is a single click. This can cause extreme changes in context, which may not be noticed.
- Quite variable, depending on transmission speeds, page content, and so on. Long times can upset the user
- Fosters a more artistic, individual, and unrestricted presentation style.
- Complicated by differing browser and display capabilities, and bandwidth limitations.
- Limited personalization available.
- Limited by constraints imposed by the hardware, browser, software, client support, and user willingness to allow features because of response time, security, and privacy concerns
- No similar help systems.
- The little available help is built into the page. Customer service support, if provided, oriented to product or service offered.
- Apparent for some basic functions within most Web sites (navigation, printing, and so on.)
- Sites tend to achieve individual distinction rather than integration.
- Susceptible to disruptions caused by user, telephone line and cable providers, Internet service providers, hosting servers, and remotely accessed sites.

## **PRINCIPLES OF USER INTERFACE DESIGN**

- An interface must really be just an extension of a person. This means that the system and its software must reflect a person's capabilities and respond to his or her specific needs.

### HUMAN COMPUTER INTERACTION Page 16

- It should be useful, accomplishing some business objectives faster and more efficiently than the previously used method or tool did.
- It must also be easy to learn, for people want to do, not learn to do.
- Finally, the system must be easy and fun to use, evoking a sense of pleasure and accomplishment not tedium and frustration.
- The interface itself should serve as both a connector and a separator
- A connector in that it ties the user to the power of the computer, and a separator in that it minimizes the possibility of the participants damaging one another.
- While the damage the user inflicts on the computer tends to be physical (a frustrated pounding of the keyboard), the damage caused by the computer is more psychological.
- Throughout the history of the human-computer interface, various researchers and writers have attempted to define a set of general principles of interface design.
- What follows is a compilation of these principles. They reflect not only what we know today, but also what we think we know today.
- Many are based on research, others on the collective thinking of behaviorists working with user interfaces.
- These principles will continue to evolve, expand, and be refined as our experience with Gills and the Web increases.

## **PRINCIPLES FOR THE XEROX STAR**

- The design of the Xerox STAR was guided by a set of principles that evolved over its lengthy development process. These principles established the foundation for graphical interfaces.
- Displaying objects that are selectable and Manipulable must be created.
- A design challenge is to invent a set of displayable objects that are represented meaningfully and appropriately for the intended application.
- It must be clear that these objects can be selected, and how to select them must be Self evident.
- When they are selected should also be obvious, because it should be clear that the selected object will be the focus of the next action. Standalone icons easily fulfilled this requirement.
- The handles for windows were placed in the borders.
- Visual order and viewer focus: Attention must be drawn, at the proper time, to the important and relevant elements of the display. Effective visual contrast between various components of the screen is used to achieve this goal. Animation is also used to draw attention, as is sound.

### HUMAN COMPUTER INTERACTION Page 17

Feedback must also be provided to the user. Since the pointer is usually the focus of viewer attention, it is a useful mechanism for providing this feedback (by changing shapes). • Revealed structure: The distance between one's intention and the effect must be minimized. Most often, the distance between intention and effect is lengthened as system power increases. The relationship between intention and effect must be, tightened and made as apparent as possible to the user. The underlying structure is often revealed during the selection process. • Consistency: Consistency aids learning. Consistency is provided in such areas as

element location, grammar, font shapes, styles, and sizes, selection indicators, and contrast and emphasis techniques.

- Appropriate effect or emotional impact: The interface must provide the appropriate emotional effect for the product and its market. Is it a corporate, professional, and secure business system? Should it reflect the fantasy, wizardry, and bad puns of computer games?
- A match with the medium: The interface must also reflect the capabilities of the device on which it will be displayed. Quality of screen images will be greatly affected by a device's resolution and color-generation capabilities.

## **GENERAL PRINCIPLES**

- The design goals in creating a user interface are described below.
- They are fundamental to the design and implementation of all effective interfaces, including GUI and Web ones.
- These principles are general characteristics of the interface, and they apply to all aspects.

- The compilation is presented alphabetically, and the ordering is not intended to imply degree of importance.

### **Aesthetically Pleasing**

Provide visual appeal by following these presentation and graphic design principles:

- Provide meaningful contrast between screen elements.

- Create groupings.
- Align screen elements and groups.
- Provide three-dimensional representation.
- Use color and graphics effectively and simply.

### **Clarity**

The interface should be visually, conceptually, and linguistically clear, including

- Visual elements
- Functions

HUMAN COMPUTER INTERACTION Page 18

- Metaphors
- Words and Text

### **Compatibility**

Provide compatibility with the following:

- The user
- The task and job
- The Product
- Adopt the User's Perspective

### **Configurability**

Permit easy personalization, configuration, and reconfiguration of settings.

- Enhances a sense of control

- Encourages an active role in understanding

### **Comprehensibility**

A system should be easily learned and understood: A user should know the following:

- What to look at

- What to do
- When to do it
- Where to do it
- Why to do it
- How to do it

The flow of actions, responses, visual presentations, and information should be in a sensible order that is easy to recollect and place in context.

Consistency

A system should look, act, and operate the same throughout. Similar components should:

- Have a similar look.
- Have similar uses.
- Operate similarly.
- The same action should always yield the same result
- The function of elements should not change.
- The position of standard elements should not change.

### **Control**

The user must control the interaction.

- Actions should result from explicit user requests.
- Actions should be performed quickly.
- Actions should be capable of interruption or termination.
- The user should never be interrupted for errors
- The context maintained must be from the perspective of the user.

HUMAN COMPUTER INTERACTION Page 19

- The means to achieve goals should be flexible and compatible with the user's skills, experiences, habits, and preferences.
- Avoid modes since they constrain the actions available to the user.
- Permit the user to customize aspects of the interface, while always providing a Proper set of defaults

### **Directness**

Provide direct ways to accomplish tasks.

- Available alternatives should be visible.
- The effect of actions on objects should be visible.

### **Flexibility**

A system must be sensitive to the differing needs of its users, enabling a level and type of performance based upon:

- Each user's knowledge and skills.
- Each user's experience.
- Each user's personal preference.
- Each user's habits.
- The conditions at that moment.

### **Efficiency**

Minimize eye and hand movements, and other control actions.

- Transitions between various system controls should flow easily and freely.
- Navigation paths should be as short as possible.
- Eye movement through a screen should be obvious and sequential.
- Anticipate the user's wants and needs whenever possible.

### **Familiarity**

- Employ familiar concepts and use a language that is familiar to the user.

- Keep the interface natural, mimicking the user's behavior patterns.
- Use real-world metaphors.

### **Forgiveness**

- Tolerate and forgive common and unavoidable human errors.
- Prevent errors from occurring whenever possible.
- Protect against possible catastrophic errors.
- When an error does occur, provide constructive messages.

### **Predictability**

- The user should be able to anticipate the natural progression of each task.
  - Provide distinct and recognizable screen elements.
  - Provide cues to the result of an action to be performed.
- All expectations should be fulfilled uniformly and completely.

HUMAN COMPUTER INTERACTION Page 20

### **Recovery**

A system should permit:

- Commands or actions to be abolished or reversed.
- Immediate return to a certain point if difficulties arise.

Ensure that users never lose their work as a result of:

- An error on their part.
- Hardware, software, or communication problems

### **Responsiveness**

The system must rapidly respond to the user's requests provide immediate

Acknowledgment for all user actions:

- Visual.
- Textual
- Auditory.

### **Transparency**

Permit the user to focus on the task or job, without concern for the mechanics of the interface. -  
 Workings and reminders of workings inside the computer should be invisible to the user.

### **Simplicity**

Provide as simple an interface as possible.

Five ways to provide simplicity:

- Use progressive disclosure, hiding things until they are needed
- Present common and necessary functions first
- Prominently feature important functions
- Hide more sophisticated and less frequently used functions.
- Provide defaults.
- Minimize screen alignment points.

- Make common actions simple at the expense of uncommon actions being made harder.
- Provide uniformity and consistency.

HUMAN COMPUTER INTERACTION Page 21

## **UNIT-II**

### **HUMAN INTERACTION WITH COMPUTERS**

Understanding How People Interact with Computers Characteristics of computer systems, past and present, that have caused, and are causing, people problems. We will then look at the effect these problems have –

- Why people have trouble with computers
- Responses to poor design
- People and their tasks

#### Why People Have Trouble with Computers

- Extensive technical knowledge but little behavioral training.
- With its extensive graphical capabilities.
- Poorly designed interfaces.
- What makes a system difficult to use in the eyes of its user?
- Use of jargon
- Non-obvious design
- Fine distinctions
- Disparity in problem-solving strategies
- an "error-preventing" strategy
- Design inconsistency

### **PSYCHOLOGICAL**

**Typical psychological responses to poor design are:**

- Confusion: Detail overwhelms the perceived structure. Meaningful patterns are difficult to ascertain, and the conceptual model or underlying framework cannot be understood or established.
- Annoyance: Roadblocks that prevent a task being completed, or a need from being satisfied, promptly and efficiently lead to annoyance. Inconsistencies in design slow computer reaction times, difficulties in quickly finding information, out dated information, and visual screen distractions are a few of the many things that may annoy users.
- Frustration: An overabundance of annoyances, an inability to easily convey one's intentions to the computer, or an inability to finish a task or satisfy a need can cause frustration. Frustration is heightened if an unexpected computer response cannot be undone or if what really took place cannot be determined: Inflexible and unforgiving

HUMAN COMPUTER INTERACTION Page 22

systems are a major source of frustration.

- Panic or stress: Unexpectedly long delays during times of severe or unusual pressure may introduce panic or stress. Some typical causes are unavailable systems or long response times when the user is operating under a deadline or dealing with an irate customer.
- Boredom: Boredom results from improper computer pacing (slow response times or long download times) or overly simplistic jobs.
- These psychological responses diminish user effectiveness because they are severe blocks to concentration.

--Thoughts irrelevant to the task at hand are forced to the user's attention, and necessary concentration is impossible.

--The result, in addition to higher error rates, is poor performance, anxiety, and dissatisfaction Physical.

- Psychological responses frequently lead to, or are accompanied by, the following physical reactions.
- Abandonment of the system: The system is rejected and other information sources are relied upon. These sources must, of course, be available and the user must have the discretion to perform the rejection.
  - In business systems this is a common reaction of managerial and professional personnel. With the Web, almost all users can exercise this option.
- Partial use of the system: Only a portion of the system's capabilities are used, usually those operations that are easiest to perform or that provide the most benefits. Historically, this

has been the most common user reaction to most computer systems. Many aspects of many systems often go on used.

- Indirect use of the system: An intermediary is placed between the would-be user and the computer. Again, since this requires high status and discretion, it is another typical response of managers or others with authority.
- Modification of the task: The task is changed to match the capabilities of the system. This is a prevalent reaction when the tools are rigid and the problem is unstructured, as in scientific problem solving.

#### HUMAN COMPUTER INTERACTION Page 23

- Compensatory activity: Additional actions are performed to compensate for system inadequacies. A common example is the manual reformatting of information to match the structure required by the computer. This is a reaction common to workers whose discretion is limited, such as clerical personnel.
- Misuse of the system: The rules are bent to shortcut operational difficulties. This requires significant knowledge of the system and may affect system integrity.
- Direct programming: The system is reprogrammed by its user to meet specific needs. This is a typical response of the sophisticated worker.
- These physical responses also greatly diminish user efficiency and effectiveness. They force the user to rely upon other information sources, to fail to use a system's complete capabilities, or to perform time-consuming "work-around" actions

#### **IMPORTANT HUMAN CHARACTERISTICS IN DESIGN**

- Importance in design is perception, memory, visual acuity, fovea and peripheral vision, sensory storage, information processing, learning, skill, and individual differences.
- Perception
  - Proximity
  - Similarity
  - Matching patterns
  - Succinctness
  - Closure
  - Unity
  - Continuity
  - Balance
  - Expectancies
  - Context
  - Signals versus noise
- Memory: Memory is not the most stable of human attributes, as anyone who has forgotten why they walked into a room, or forgotten a very important birthday, can attest.



-*Short-term*, or working, memory.

- *Long-term* memory
- Mighty memory
- Sensory Storage

- Mental Models: As a result of our experiences and culture, we develop mental models of things and people we interact with.
  - A mental model is simply an internal representation of a person's current understanding

#### HUMAN COMPUTER INTERACTION Page 24

of something. Usually a person cannot describe this mental mode and most often is unaware it even exists.

- Mental models are gradually developed in order to understand something, explain things, make decisions, do something, or interact with another person.
- Mental models also enable a person to predict the actions necessary to do things if the action has been forgotten or has not yet been countered.
- Movement Control: Once data has been perceived and an appropriate action decided upon, a response must be made.
- In many cases the response is a movement. In computer systems, movements include such activities as pressing keyboard keys, moving the screen pointer by pushing a mouse or rotating a trackball, or clicking a mouse button

### **THE IMPLICATIONS IN SCREEN DESIGN**

- Learning: Learning, as has been said, is the process of encoding in long-term memory information that is contained in short-term memory.
- It is a complex process requiring some effort on our part. Our ability to learn is important-it clearly differentiates people from machines.
- Given enough time people can improve the performance in almost any task. Too often, however, designers use our learning ability as an excuse to justify complex design.
- A design developed to minimize human learning time can greatly accelerate human performance.
  - People prefer to stick with what they know, and they prefer to jump in and get started. Unproductive time spent learning is something frequently avoided.
- Skill: The goal of human performance is to perform skillfully. To do so requires linking inputs and responses into a sequence of action. The essence of skill is performance of actions or movements in the correct time sequence with adequate precision. It is characterized by consistency and economy of effort.
- Economy of effort is achieved by establishing a work pace that represents optimum efficiency.
- It is accomplished by increasing mastery of the system through such things as progressive learning of shortcuts, increased speed, and easier access to information or data.
- Skills are hierarchical in nature, and many basic skills may be integrated to form increasingly complex ones. Lower-order skills tend to become routine and may drop out of consciousness.

- System and screen design must permit development of increasingly skillful performance.
- Individual Differences: In reality, there is no average user. A complicating but very advantageous human characteristic is that we all differ-in looks, feelings, motor

#### HUMAN COMPUTER INTERACTION Page 25

abilities, intellectual abilities, learning abilities and speed, and soon.

- In a keyboard data entry task, for example, the best typists will probably be twice as fast as the poorest and make 10 times fewer errors.
- Individual differences complicate design because the design must permit people with widely varying characteristics to satisfactorily and comfortably learn the task or job, or use the Website.
- In the past this has usually resulted in bringing designs down to the level of lowest abilities or selecting people with the minimum skills necessary to perform a job. • But technology now offers the possibility of tailoring jobs to the specific needs of people with varying and changing learning or skill levels. Multiple versions of a system can easily be created.
- Design must provide for the needs of all potential users

### **HUMAN CONSIDERATIONS IN DESIGN**

- The User's Knowledge and Experience  
The knowledge possessed by a person, and the experiences undergone, shape the design of the interface in many ways. The following kinds of knowledge and experiences should be identified.
- Computer Literacy - Highly technical or experienced, moderate computer experience, or none
- System Experience - High, moderate, or low knowledge of a particular system and its methods of interaction
- Application Experience - High, moderate, or low knowledge of similar systems

### **HUMAN CONSIDERATIONS IN DESIGN**

- Task Experience - Other Level of knowledge of job and job tasks
- Systems Use - Frequent or infrequent use of other systems in doing job •
- Education - High school, college, or advanced degree
- Reading Level - Less than 5th grade, 5th-12th, more than 12th grade • Typing Skill - Expert (135 WPM), skilled (90 WPM), good (55 WPM), average (40 WPM), or "hunt and peck" (10WPM).
- Native Language or Culture- English, another, or several.

### **JOB/TASK/NEED**

- Type of System Use - Mandatory or discretionary use of the system. • Frequency of Use - Continual, frequent, occasional, or once-in-a-lifetime use of system. • Task or Need importance - High, moderate, or low importance of the task being performed.

- Task Structure - Repetitiveness or predictability of tasks being automated, high, moderate, or low.
- Social Interactions - Verbal communication with another person required or not required.
- Primary Training - Extensive or formal training, self training through manuals, or no training.
- Turnover Rate - High, moderate, or low turnover rate for jobholders • Job Category - Executive, manager, professional, secretary, clerk • Lifestyle - For Web e-commerce systems, includes hobbies, recreational pursuits, and economic status

### **PSYCHOLOGICAL CHARACTERISTICS**

- Attitude - Positive, neutral, or negative feeling toward job or system. • Motivation - Low, moderate, or high due to interest or fear.
- Patience - Patience or impatience expected in accomplishing goal. • Expectations - Kinds and reasonableness.
- Stress Level - High, some, or no stress generally resulting from task performance. • Cognitive Style - Verbal or spatial, analytic or intuitive, concrete or abstract.

### **PHYSICAL CHARACTERISTICS**

- Age Young middle aged or elderly.
- Gender Male or Female.
- Handiness Left, right or ambidextrous.
- Disabilities Blind, defective vision, deafness, motor handicap.

### **HUMAN INTERACTION SPEEDS**

- The speed at which people can perform using various communication methods has been studied by a number of researchers.
- Reading: The average adult, reading English prose in the United States, has a reading speed in the order of 250-300 words per minute. Proof reading text on paper has been found to occur at about 200 words per minute, on a computer monitor, about 180 words per minute.
- One technique that has dramatically increased reading speeds is called Rapid Serial Visual Presentation, or RSVP. In this technique single words are presented one at a time in the center of a screen. New words continually replace old words at a rate set by the reader. For a sample of people whose paper document reading speed was 342 words per minute? (With a speed range of 143 to 540 words per minute.) Single words were

presented on a screen in sets at a speed sequentially varying ranging from 600 to 1,600 words per minute. After each set a comprehension test was administered.

## **READING**

- Prose text - 250-300 words per minute.
- Proof reading text on paper - 200 words per minute.
- Proofreading text on a monitor - 180 words per minute.

## **LISTENING**

- Speaking to a computer: 150-160 words per minute.
- After recognition corrections: 105 words per minute.

## **KEYING**

- Typewriter  
Fast typist: 150 words per minute and higher Average typist: 60-70 words per minute
  - Computer  
Transcription: 33 words per minute Composition: 19 words per minute
  - Two finger typists  
Memorized text: 37 words per minute Copying text: 27 words per minute
  - Hand printing  
Memorized text: 31 words per minute. Copying text: 22 words per minute.
- UNDERSTAND THE BUSINESS JUNCTIONS**

- Business definition and requirements analysis
  - Direct methods
  - Indirect methods
  - Requirements collection guidelines
- Determining basic business functions
  - Developing conceptual modes
  - Understanding mental models
  - Users new mental model
- Design standards or style guides
  - Value of standards and guidelines
  - Document design
  - Design support and implementation
- System training and documentation
  - Training

## **DIRECT METHODS**

- Individual Face-to-Face Interview
- Telephone Interview or Survey
- Traditional Focus Group
- Facilitated Team Workshop
- Observational Field Study
- User-Interface Prototyping
- Usability Laboratory Testing
- Card Sorting for Web Sites
- A technique to establish groupings of information for Websites

### **INDIRECT METHODS**

- MIS Intermediary
- Paper Surveyor Questionnaire
- Electronic Surveyor Questionnaire
- Electronic Focus Group
- Marketing and Sales
- Support Line
- E-Mail or Bulletin Board
- User Group
- Competitor Analyses
- Trade Show
- Other Media Analysis
- System Testing

### **DETERMINING BASIC BUSINESS JUNCTIONS**

• Major system functions are listed and described, including critical system inputs and outputs. A flowchart of major functions is developed. The process the developer will use is summarized as follows: Gain a complete understanding of the user's mental model based upon:

- The user's needs and the user's profile.
  - A user task analysis.
  - Develop a conceptual model of the system based upon the user's mental model. This includes:
    - Defining objects.
    - Developing metaphors

- an orderly clean clutter free appearance
  - An obvious indication of what is being shown and what should be done with it. •
- Expected information located where it should be.
- A clear indication of what relates to what.
  - Plain and simple English
  - A clear indication of when an action can make a permanent change in data

### **Design goals**

- Reduce visual work
- Reduce intellectual work
- Reduce memory work
- Reduce mentor work
- Eliminate burdens or instructions.

## **SCREEN PLANNING AND PURPOSE**

### **Each screen element**

- Every control
- All text
- Screen organization
- All emphasis
- Each color
- Every graphic
- All screen animation
- All forms offered back

### **Must**

- Have meaning to screen users
- Serve a purpose in performing task organizing screen elements

### **Consistency**

- Provide real world consistency
- Provide internal consistency

## **HUMAN COMPUTER INTERACTION Page 30**

- Operational and navigational procedures
- Visual identity or theme
- Component
- Organization
- Presentation
- Usage

- Locations
- Follow the same conventions
- Deviate only when there is clear benefit to user

## **ORDERING OF SCREEN DATA & CONTENT**

- Divide information into units that are logical, meaningful and sensible. •
- Organize by interrelationships between data or information.
- Provide an ordering of screen units of elements depending on priority. •
- Possible ordering schemes include
- Conventional
- Sequence of use
- Frequency of use
- Function
- Importance
- General to specific.
- Form groups that cover all possibilities.
- Ensure that information is visible.
- Ensure that only information relative to task is presented on screen. •
- Organizational scheme is to minimize number of information variables. •
- Upper left starting point
- Provide an obvious starting point in the screen's upper leftCorner.

## **SCREEN NAVIGATION AND FLOW**

- Provide an ordering of screen information and elements that:
  - is rhythmic guiding a person's eye through display
  - Encourages natural movement sequences.
  - Minimizes pointer and eye movement distances.
- Locate the most important and most frequently used elements or controls at top left. •
- Maintain top to bottom, left to right flow.
- Assist in navigation through a screen by

## **HUMAN COMPUTER INTERACTION Page 31**

- Aligning elements
- Grouping elements
- Use of line borders
- Through focus and emphasis, sequentially, direct attention to items that are
  - Critical
  - Important
  - Secondary

#### □ Peripheral

- Tab through window in logical order of displayed information.
- locate command button at the end of the tabbing order sequence,
- When groups of related information must be broken and displayed on separate screens, provide breaks at logical or natural points in the information flow.
- In establishing eye movement through a screen, also consider that the eye tends to move sequentially, for example–
  - From dark areas to light areas
  - From big objects to little objects
  - From unusual shapes to common shapes.
  - From highly saturated colors to unsaturated colors.
- These techniques can be initially used to focus a person's attention.
- Maintain top to bottom, left to right through the screen. This top to bottom orientation is Recommended for information entry for the following reasons–
  - Eye movements between items will be shorter.
  - Control movements between items will be shorter.
  - Groupings are more obvious perceptually.
  - When one's eyes moves away from the screen and then back, it returns to about same place it left, even if it is seeking next item in sequence.
- Most product style guides recommend a left to right orientation.
- Our earliest display screens reflected this left to right entry orientation.
- Top to bottom orientation is also recommended for presenting displays of read only information that must be scanned.

### **VISUALLY PLEASING COMPOSITION**

- Provide visually pleasing composition with the following qualities–
  - Balance
  - Symmetry
  - Regularity
  - Predictability
  - Sequentiality



- Economy
- Unity
- Proportion
- Simplicity
- Groupings

**Balance:** Create screen balance by providing an equal weight of screen elements, left and right, top and bottom.

## Balance Instability

**Symmetry:** Create symmetry by replicating elements left and right of the screen centerline.

## Symmetry Asymmetry

HUMAN COMPUTER INTERACTION Page 33

**Regularity:** Create regularity by using consistently spaced column and row starting points for widgets. Also use elements similar in size shape, color and spacing.

## Regularity Irregularity

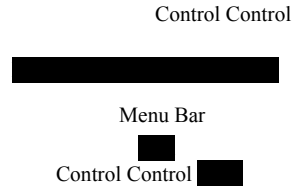
**Predictability:** Create predictability by being consistent and following conventional orders or arrangements.

## Predictability Spontaneity



 Control Control

Control Control Control Control Control Control



**Sequentiality:** Provide sequentiality by arranging elements to guide the eye through the screen in an obvious, logical, rhythmic, and efficient manner.

## Sequentiality Randomness

**Economy:** Provide economy by using as few styles, display techniques, and colors as possible. **Economy Intricacy**



**Unity:** Create unity by using similar sizes, shapes, or colors for related information. Also by leaving less space between elements of a screen than the space left in the margins.

## Unity Fragmentation

**Proportion:** Create windows and groupings of data or text with aesthetically pleasing proportions.

**Square  
1:1**

**Square  
root of two  
1:1.414**

**Golden  
rectangle  
1:1.618**

**Square  
root of three  
1:1.732**

**Double  
square  
1:2**

**Simplicity:** Optimize the number of elements on a screen, within the limits of clarity. Minimize the alignment points, especially horizontal and vertical.

Simplicity Complexity

**Groupings: GROUPING USING BORDERS**

- Provide functional groupings
- Create spatial groupings
- Provide meaningful titles for each grouping
- Incorporate line borders
- Do not exceed three-line thickness

- Create lines consistent in height and length
- For adjacent groupings with borders wherever possible
- Use rules and borders sparingly

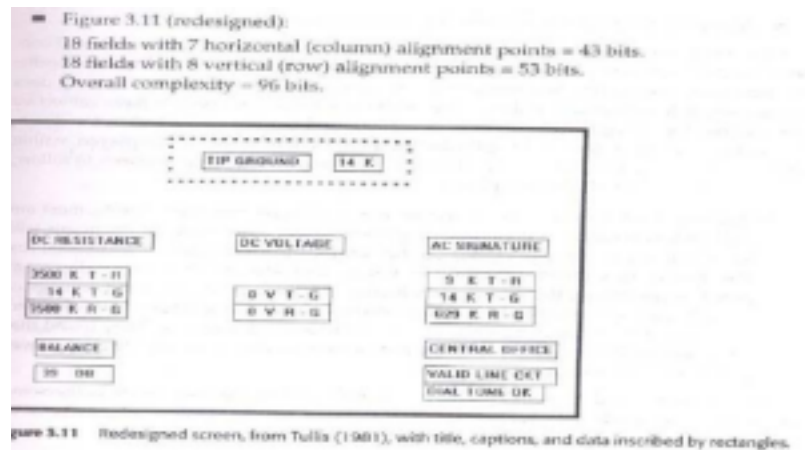


Figure 3.11: Redesigned screen, from Tullis (1981), with title, captions, and data inscribed by rectangles.



Figure 3.12: Original screen, from Tullis (1981), with grouping indicated by bold boxes.

HUMAN COMPUTER INTERACTION Page 36

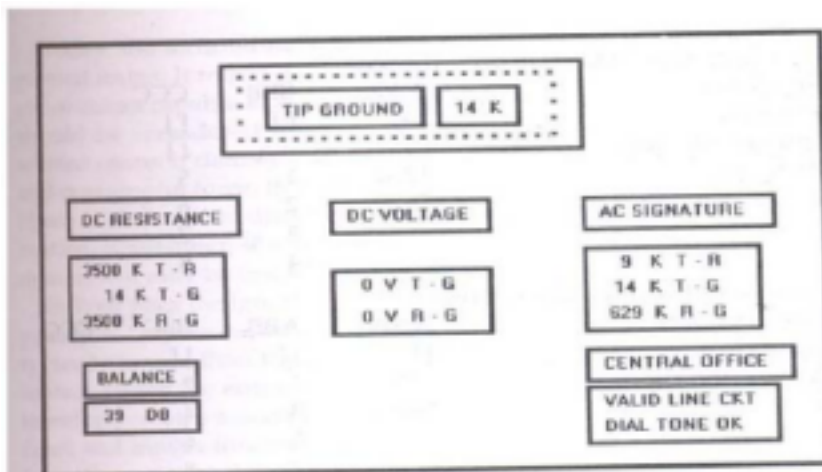


Figure 3.13: Redesigned screen, from Tullis (1981), with grouping indicated by bold boxes.

Amount of Information

- Present the proper information for the task
- Present all the information necessary for performing an action or making a decision on one screen, whenever possible.
- Restrict screen or window density levels to no more than about 30 percent

**Focus & Emphasis:** Visually emphasize the

- Most prominent element
- Most important elements
- Central idea or focal point
- Deemphasize less important elements
- To ensure that too many screen elements are emphasized
- Screen clutter
- Using too many emphasize techniques
- To provide emphasis use techniques such as:
  - Higher brightness
  - Reverse polarity
  - Larger and distinctive font
  - Underlining
  - Blinking
  - Line rulings
  - Contrasting colors

HUMAN COMPUTER INTERACTION Page 37

- Larger size
- Positioning
- Isolation
- Distinctiveness
- White space

**Provide information Simply & Meaningfully**

- Provide legibility
- Provide readability
- Present information in usable form
- Utilize contrasting display features
- Create visual lines
- Be consistent

**INFORMATION RETRIEVAL ON WEB**

- The most sought-after web commodity is content.

- Behavior is often goal driven.
- Reading is no longer a linear activity.
- Impatience.
- Frequent switching of purpose.
- Web users access site for different reasons: a focused search for a piece of information or an answer less focused for browsing or surf.
- High tech capabilities, fancy graphics do not compensate for inefficient or poor content.
- Initial focus on attention
- Page perusal
- Scanning guidelines
- Browsing
- Browsing guidelines
- Searching
- Problems with search facilities
- Search facility guidelines
- Express the search
- Progressive search refinement
- Launch the search
- Present meaningful results
- Provide meaningful headings and subheadings.

#### HUMAN COMPUTER INTERACTION Page 38

- Provide meaningful titles
- Concisely write the text.
  - Use bullets/number
  - Array information in tables
- Presentation
  - Key information in words or phrases
  - Important concepts

#### STATISTICAL GRAPHICS

- A statistical graphic is data presented in a graphical format.
- A well-designed statistical graphic also referred to as chart or graph.
- Use of statistical graphics

#### **- Reserve for material that is rich, complex or difficult.**

- Data Presentation
- emphasize the data
- Minimize non data elements
- Minimize redundant data
- Fill the graph's available area with data.
- Show data variation
- Provide proper context for data interpretation.

- Scales and shading
  - Place ticks to marks scales on the outside edge of each axis.
  - Employ a linear scale.
  - mark scales at standard or customary intervals
  - Start a numeric scale at zero.
  - Display only a single scale on axis.
  - Provide aids for scale interpretation.
  - Clearly label each axis.
  - Provide scaling consistency
  - Consider duplicate axis for large scale data.
  - Proportion
  - Lines
  - Labeling
  - Title
  - Interpretation of numbers

### **TYPES OF STATISTICAL GRAPHS**

- ✓ curve and line graphs
- ✓ Single graph

### **HUMAN COMPUTER INTERACTION Page 39**

- ✓ Four or five maximum
- ✓ Label identification
- ✓ Legend
- ✓ Tightly packed curves
- ✓ Important or critical data
- ✓ Comparing actual and projected data
- ✓ Data differences
- ✓ Surface charts
- ✓ Ordering
- ✓ Coding schemes
- ✓ Labels
- ✓ Scatter plots
- ✓ two dimensions
- ✓ Consistent intervals
- ✓ multiple datasets
- ✓ Significant points
- ✓ Bar graphs
- ✓ consistent orientation
- ✓ Meaningful organization
- ✓ Bar spacing
- ✓ Differentiation

- ✓ Important or critical data
- ✓ Related bar ordering
- ✓ Reference index
- ✓ labeling
- ✓ Segmented or stacked bars.
- ✓ Data category ordering
- ✓ Large segments
- ✓ Coding schemes
- ✓ labeling
- ✓ Flowcharts
- ✓ Order of steps
- ✓ Orientation
- ✓ Coding conventions
- ✓ Arrows
- ✓ Highlighting
- ✓ One decision at each step
- ✓ Consistently order and word all choices

✓ Pie chart

## TECHNOLOGICAL CONSIDERATION -INTERFACE DESIGN

### Graphical systems

- Screen design must be compatible with the capabilities of the system–
  - system power
  - Screen size
  - Screen resolution
  - Display colors
  - Other display features
- Screen design must be compatible with the capabilities of the
  - Platform compatibility
  - development and implementation
  - Platform style guide
- Browser compatibility
  - Monitor size and resolution
  - Fonts
    - Color
    - Bandwidth
    - Version
- Other considerations
  - Downloading



- Currency
- Page printing
- Maintainable

### **UNIT-III**

#### **SELECT THE PROPER KINDS OF WINDOWS**

A window is an area of the screen that contains a particular view of some area of the computer or some portion of a person's dialog with the computer.

Navigation Goals:

- A well designed navigation system facilitates quick & easy navigation between components whose structure & relationship are easily comprehensible.
- For the user, answers to the following questions must be obvious at all times during an interaction: Where am I now? Where did I come from? Where can I go from here? How can I get there quickly?
- General system navigation guidelines include the following.
- Control

For multilevel menus, provide one simple action to:

- Return to the next higher-level menu.
- Return to the main menu.
- Provide multiple pathways through a menu hierarchy whenever possible.
- Menu Navigation Aids

To aid menu navigation & learning, provide an easily accessible:

- Menu map or overview of the menu hierarchy.
- A “look ahead” at the next level of choices, alternatives that will be presented when a currently viewed choice is selected.
- Navigation history.

## ii. Web Site Navigation:

- In designing a Web Site Navigation scheme there are two things to take in consideration:
  - Never assume that users know as much about a site as the site designers do.
  - Any page can be an entry point into the website.
- Web site navigational design includes:
  - Web site organization Divide content into logical fragments, units or chunks.

Establish a hierarchy of generality or importance.

42

- Components of a Web Navigation System to move between Web site information fragments necessitates the creation of navigation links.

General link guidelines are:

-Sensible

-Available

-Obvious & Distinctive

-Consistent

-Textual

-Provide multiple navigation paths

- Browser Command Buttons Hide the split between the browser & the Web site application by including navigational controls within the application.
- Web Site Navigation Bars
  - Provide a global navigation bar at the top of each page.
  - Provide a local category or typical links navigation bar on the left side of a page.
- Textual Phrases

Provide a mix of textual phrase links: -In explicit menus. -Embedded within page

text. • Graphical Images or Icons

Graphical images or icons may appear in an array in the form of a navigation bar or be individually located at relevant points in a page.

- Command Buttons

Command buttons may appear in an array in the form of a navigation bar or be individually located at relevant points in a page.

Selection of Window:

Window Characteristics

- A name or title, allowing it to be identified.
- A size in height & width (which can vary).
- A state, accessible or active or not accessible.
- Visibility—the portion can be seen.
- A location relative to the display boundary.
- Presentation—its arrangement with respect to other windows.
- Management capabilities.
- Highlighting.

43

- The function, task or application to which it is dedicated.

### 1. Attraction of Windows

- Presentation of Different Levels of Information.
- Presentation of Multiple Kinds of Information.
- Sequential Presentation of Levels or Kinds of Information.
- Access to Different Sources of Information.
- Combining Multiple Sources of Information.
- Performing More Than One Task.
- Reminding.
- Monitoring.
- Multiple Representations of the Same Task.

### 2. Constraints in Window System Design

- Historical Considerations
- Hardware Limitations
- Human Limitations

### 3. Window Management

- Single-Document Interface

It's a single primary window with a set of secondary windows.

- Multiple-Document Interface

It's a technique for managing a set of windows where documents are opened into windows.

Contains:

-A single primary window called the parent.

-A set of related document or child windows, each also essentially a primary

window.

- Window Organization—organize windows to support user tasks.
- Number of Windows—minimize the number of windows needed to accomplish an objective.

## 5. Window Operations

### I. Active window

- A window should be made active with as few steps as possible.
- Visually differentiate the active window from other windows.

44

### ii. Opening a window

- Provide an iconic representation or textual list of available windows.
- If more than one object is selected & opened, display each object in a separate window. Designate the last window selected as the active window.

### iii. Sizing windows

- Provide large-enough windows to present all relevant & expected information for the task.

### iv. Window placement

- Position the window so it is entirely visible.

### v. Window separation

- Crisply, clearly & pleasingly demarcate a window from the background of the screen on which it appears.

### vi. Moving a window

- Permit the user to change the position of all windows.

### Vii .Resizing a window

- Permit the user to change the size of primary windows.

## **Select the Proper Device-Based Controls**

Device-based controls, often called input devices, are the mechanisms through which people communicate their desires to the system.

### **Identify the characteristics and capabilities of device-based control**

- Trackball
- Joystick
- Graphic tablet
- Light pen
- Touch screen
- Voice
- Mouse
- Keyboard

45

### **Trackball**

- Description
  - A ball that rotates freely in all directions in its socket
- **Advantages**
  - Direct relationship between hand and pointer movement in terms of direction and speed
  - Does not obscure vision onscreen
  - Does not require additional desk space (if mounted on keyboard)
- **Disadvantage**
  - Movement indirect, in plane different from screen
  - Requires hand to be removed from keyboard keys
  - Requires different hand movements
  - May be difficult to control
  - May be fatiguing to use over extended time

### **Joystick**

- **Advantages**
  - Direct relationship between hand and pointer movement in terms of direction and speed
  - Does not obscure vision on screen
  - Does not require additional desk space (if mounted on keyboard)
- **Disadvantage**
  - Movement indirect, in plane different from screen
  - Requires hand to be removed from keyboard keys

- Requires different hand movements
- May be difficult to control
- May be fatiguing to use over extended time
- May be slow and inaccurate.

### **Graphic (*Touch*) Tablet**

- **Description**
  - Pressure-, heat-, light-, or light-blockage-sensitive horizontal surfaces that lie on the desktop or keyboard
  - May be operated with fingers, light pen, or objects like pencil
- **Advantages**
  - Direct relationship between hand and pointer movement in terms of direction and speed
  - Does not obscure vision of screen
  - More comfortable horizontal operating plane
- **Disadvantage**

46

- Movement is indirect, in a plane different from screen
- Requires hand to be removed from keyboard
- Requires different hand movements to use
- Finger may be too large for accuracy with small objects

### **Touch Screen**

- **Advantages**
  - Direct relationship between hand and pointer movement in terms of direction and speed
  - Movement is direct, in the same plane as screen
  - Requires no additional desk space
- **Disadvantage**
  - Finger may obscure part of screen
  - Finger may be too large for accuracy with small objects
  - Requires moving the hand far from the keyboard to use
  - Very fatiguing to use for extended period of time
  - May Damage the screen

### **Light Pen**

- **Description**
  - A special surface on a screen sensitive to the touch of a special stylus pen
- **Advantage**
  - Direct relationship between hand and pointer movement in terms of direction, distance, and speed
  - Movement is direct, in the same plane as screen

- Requires minimal additional desk space
- Stands up well in high-use environments
- More accurate than finger touching

- **Disadvantage**

- Hand may obscure part of screen
- Requires picking it to use
- Requires moving the hand far from the keyboard to use
- Very fatiguing to use for extended period over time

## **Voice**

- Description

- **Automatic speech recognition by the computer**

- **Advantage**

- Simple and direct
- Useful for people who cannot use a keyboard

47

- Useful when the user's hands are occupied

- **Disadvantage**

- High error rates due to difficulties in

- Recognizing boundaries between spoken words

- Blurred word boundaries due to normal speech patterns

- Slower throughput than with typing
- Difficult to use in noisy environment
- Impractical to use in quiet environment

## **Mouse**

- **Advantage**

- Direct relationship between hand and pointer movement in terms of direction, distance, and speed.
- Permit a comfortable hand resting position
- Selection mechanisms are included on mouse
- Does not obscure vision of the screen

- **Disadvantage**

- Movement is indirect, in a plane different from screen
- Requires hand to be removed from keyboard
- Requires additional desk space
- May require long movement distances
- Requires a degree of eye-hand coordination

### **Mouse Usage Guidelines**

- Provide a “hot zone” around small or thin objects that might require extremely fine mouse positioning

- Never use double-clicks or double drags as the only means of carrying out essential operations
- Do not use mouse plus keystroke combinations
- Do not require a person to point at a moving target

## **Keyboard**

- **Advantage**
  - Familiar
  - Accurate
  - Does not take up additional desk space
  - Very useful for
- Entering text and alphanumeric data
- Inserting in text and alphanumeric data
- Keyed shortcuts accelerators

48

- Keyboard mnemonics equivalents
- **Disadvantage**
  - Slow for non-touch-typists
  - Slower than other devices in pointing
  - Requires discrete actions to operate
  - No direct relationship between finger or hand movement.

## **Keyboard Guidelines**

- Provide keyboard accelerators
  - Assign single keys for frequently performed, small-scale tasks
  - Use standard platform accelerators
  - Assign Shift-key combinations for actions that extend or are complementary to the actions of key or key combination used without the Shift-key
  - Assign Ctrl-key combinations for
- Infrequent actions
- Tasks that represent larger-scale versions of the task assigned to the unmodified

## **Key**

- Provide keyboard equivalents
  - Use standard platform equivalents
  - Use the first letter of the item description
  - Provide window navigation through use of keyboard keys
- Provide keyboard accelerators



- Assign single keys for frequently performed, small-scale tasks
- Use standard platform accelerators
- Assign Shift-key combinations for actions that extend or are complementary to the actions of key or key combination used without the Shift-key
- Assign Ctrl-key combinations for
- Infrequent actions
- Tasks that represent larger-scale versions of the task assigned to the unmodified key
- Provide keyboard equivalents
  - Use standard platform equivalents
  - Use the first letter of the item description
  - Provide window navigation through use of keyboard keys
- Provide keyboards for tasks involving

49

- Heavy text entry and manipulation
- Movement through structured arrays consisting of few discrete objects
- Provide an alternative pointing device for graphical or drawing tasks
  - Mouse: pointing, selecting, drawing, and dragging
  - Joystick: selecting and tracking
  - Trackball: pointing, selecting and tracking
  - Touch screen pointing and electing
  - Graphic tablet pointing selecting, drawing, and dragging
- Provide touch screens under the following conditions
  - The opportunity for training is minimal
  - Targets are large, discrete and spread out
  - Frequency of use is low
  - Desk space is at premium
  - Little or no text input requirement exists
- Consider user characteristics and preferences Provide keyboards for touch typists
- Minimize eye and hand movements between devices

### **Pointer Guidelines**

- The pointer

- Should be visible at all times
- Should contrast well its background
- Should maintain its size across all screen locations and during movement
- Shape of pointer
  - Should clearly indicate its purpose and meaning
  - Should be constructed of already defined shapes
  - Should not be used for any other purpose other than its already defined meaning
  - Use only as many shapes as necessary to inform the user about current location and status
  - Animation should not distract

50

### **Choose the Proper Screen Based Controls**

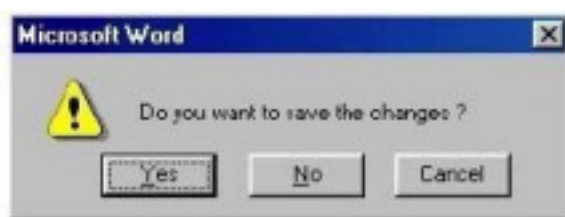
**Screen Based controls, often simply called controls and sometimes called widgets. By definitions, they are graphic objects that represent the properties or operations of other objects.**

### **Operable Controls**

- Operable controls are those that permit the entry, selection, changing, or editing of a particular value, or cause a command to be performed.
  - Buttons
  - Text entry/read-only, selection, combination entry/selection
  - Specialized controls

### **Buttons**

- Description
  - A square or rectangular-shaped control with a label inside that indicates action to be accomplished
  - The label may consist of text, graphics, or both
- Command Buttons
- Toolbars



## Command Buttons (Usage and Label)

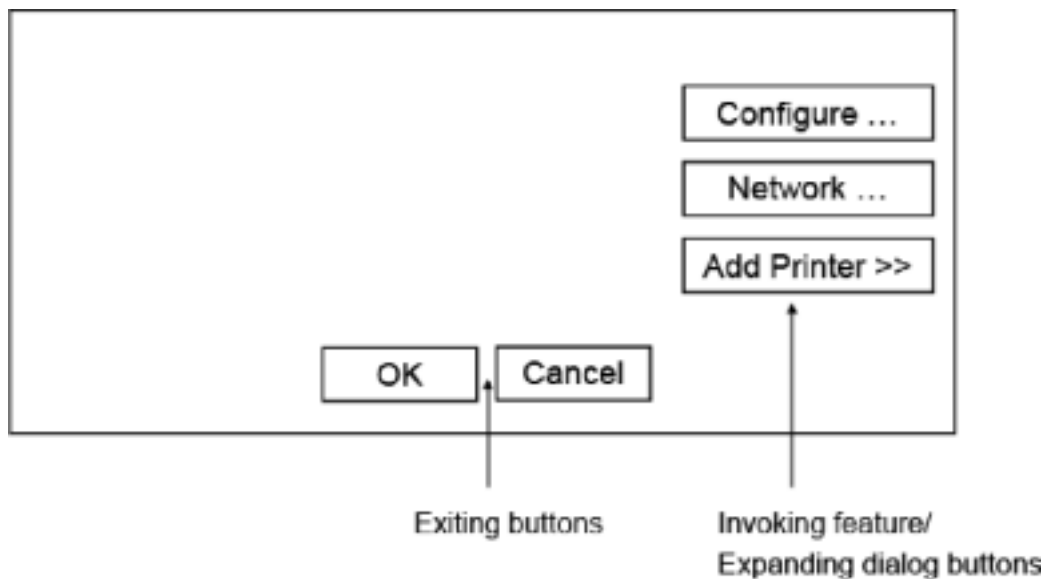
- Use to provide fast access to frequently used or critical commands (for windows with a menu bar)
- Use to provide access to all necessary commands (for windows without a menu bar)
- Use single-word labels whenever possible (Use two –three words for clarity, if necessary)

51

- Use mixed-case letters with the first letter of each significant label word capitalized.
- Do not number labels
- Center the label within the button borders
- Provide consistency in button labeling across all screens
- Restrict the number of buttons on a window to six or fewer
- Provide as large a button as feasible and maintain consistent button heights and widths

## Command Buttons (Location and Layout)

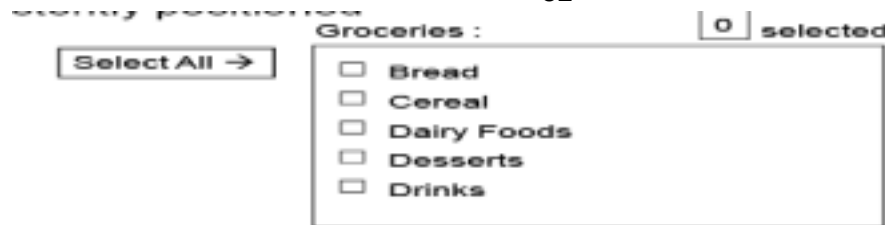
- Buttons exiting a dialog, and usually closing the window, should be positioned horizontally and centered across the lower part of the window
- For a button that invokes a dialog or expands the dialog, position it centered and aligned vertically along the right side of the window
- Do not provide alignment with other screen controls. Maintain alignment and spacing only within the buttons themselves
- Position the buttons within windows before locating the other window controls



## Command Buttons (Location and Layout)

- If a button has a *contingent* relationship to another control, position it adjacent to the related control
- Buttons found on more than one window should be consistently positioned

52



### Command Buttons (Organization)

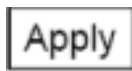
- Most frequent actions to the left or top
- Keep related buttons grouped together
- Exception: Buttons containing excessively long labels may bewilder •

Windows Recommends

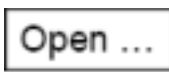
- An affirmative action the left or above
- The default first
- OK and Cancel next to each other
- Help last

### Command Buttons (Intent Indicators)

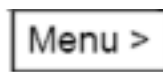
- No intent indicator is necessary, when a button causes an action to be immediately performed



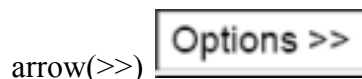
- When a button leads to a cascading dialog, include an ellipsis (...)



- When a button leads to a menu, include a triangle pointing in the direction the menu will appear after the label

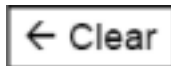


- When a button leads to an expanding dialog, include a double



arrow(>>)

- When a button has a contingent relationship to another control, include a single arrow



53

pointing at the control

### **Command Buttons (Expansion and Defaults)**

- Gray buttons after Expansion or when not applicable
- When a window is first displayed, provide a default action, If practical • A default should be the most likely action:
  - A confirmation
  - An application of the activity being performed
  - A positive action such as OK
  - If a destructive action is performed (such as a deletion) the default should be Cancel
- Indicate the default action by displaying the buttons with a bold or double border

### **Command Buttons (Keyboard Equivalents, Accelerators)**

- The mnemonic should be the first character of the button's label
- If duplication exists in first characters, use another character in the label • Designate the mnemonic character by underlining it
- Assign a keyboard accelerator to each button to facilitate keyboard

### **selection Command Buttons (Scrolling and Button Activation)**

- Use buttons to move between multi-page forms, not scroll bars Label buttons Next and Previous
- Highlight the button in some visually distinctive manner when the point is resting on it and the button is available for selection

### **Toolbars (Usage, Structure and size)**



- Provide easy and fast access to most frequently used commands or options across multiple screens
- Provide buttons of equal size
- Create a meaningful and unique icon

- Center the image within the button
- Create a meaningful label

54

- Provide the smaller size as the default size with a user option to change

### **it Toolbars (Organization and Location)**

- Place the most frequently used actions to the left or the top
- Keep related buttons grouped together
- Separate potentially destructive buttons from frequently chosen selections
- Permit user to reconfigure the button organization
- Position main features and functions bar horizontally across top of window just below menu bar
- Position subtask and sub features bars along sides of window
- Permit the location of the bar to be changed by the user

### **Toolbars (Active items, Button Activation and Customization)**

- Make only currently available toolbar items available
- Temporarily not available items by displaying grayed out
- Highlight the button in some visually distinctive manner when the pointer is resting on it
- Call attention to the button in another visually distinctive manner when it has been activated or pressed
- Permit toolbars to be turned off by user
- Allow the customizing of toolbars

### **Text Entry/Read-Only Controls (Captions)**

#### **For entry boxes**

- Place a colon (:) immediately following the caption
- For single fields, caption can be located in front of upper left corner of the box
- For multiple fields, position the caption upper left of the box
- For read-only boxes
- If the data field is long or about the same length, center the caption above the displayed textbox
- If the data is alphanumeric, short, or quite variable in length, left-justify the caption

above the displayed

- If the data field is numeric and variable in length, right justify the caption above the displayed

55

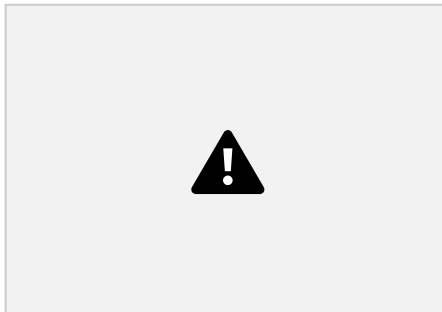
### **Text Entry/Read-Only Controls (Fields)**

- To visually indicate that it is an enterable field, present the box in a recessed manner
- Present read-only text boxes on the window background
- Break up long text boxes through incorporation of slashes(/), dashes (-), spaces, or common delimiters
- Call attention to text box data through a highlighting technique
- Gray-out temporarily unavailable textboxes

### **Selection Controls**

- Radio Buttons
- Checkboxes
- Palettes
- List Boxes
- List View Controls
- Drop-down/Pop-up List Boxes

### **Radio Buttons**



- A two part control consisting of the following
  - Small circles, diamonds, or rectangles
  - Choice descriptions
- When a choice is selected
  - The option is highlighted
  - Any existing choice is automatically un highlighted and deselected

- Purpose
  - To set one item from a small set of option (2 to 8)
- For mutually exclusive choices (that is, only one can be selected)
- Most useful for data and choices that are
  - Discrete
  - Small and fixed in number
  - Not easily remembered
  - Most easily understood when the alternatives can be seen together and compared to one another
  - Never change in content
- Do not use
  - For commands

### **Radio Buttons (Defaults and Structure)**

- If there is a default selection, designate it as the default and display its button filled in. Else, display all the buttons without setting a default
- When a multiple selection includes choices, display the buttons in another unique manner, such as gray shadow
- Left-align the buttons and choice descriptions
- A columnar orientation is the preferred unless vertical space on the screen is limited
- Enclose the buttons in a border to visually strengthen the relationship

### **Radio Buttons (Organization, Related Control)**

- Arrange selection in expected order or follow other patterns (frequency of occurrence, sequence of use, or importance)
- Position any control related to a radio button immediately to the right of the choice description. End the label with an arrow

### **Radio Buttons (Captions)**

- Display full spelled out in mixed-case letters, capitalizing the first letter of all significant words
- Columnar orientation
  - With a control border, position the caption:

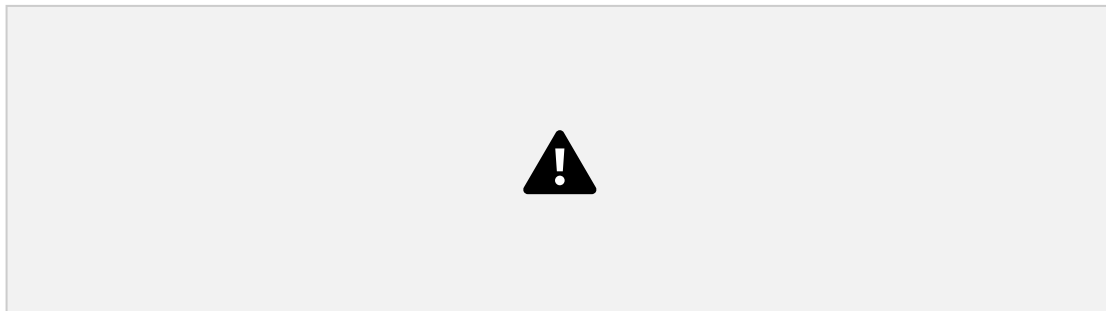


- Upper-left-justified within the border
- Alternatively, to the left of the topmost choice description with (:)
  - Without a control border position, the caption:
- Left-justified above the choice description with (:)
  - Alternatively, the caption may be located to the left of the topmost choice description with (:)
    - Horizontal orientation
      - Position the caption to the left of the choice
      - Alternatively, with a control border, left-justified within the border

### **Radio Buttons (Keyboard Equivalents and Selection and Indication)**

- Assign a keyboard mnemonic to each choice description by underlining the applicable letter in the choice description
- Highlight the selection choice in some visually distinctive way when the cursor's resting on it
- When a choice is selected, distinguish it visually from the unselected choices
- If there is a default choice, display the selected choice as set in the control

### **Radio Buttons**



### **Check Boxes**

Each option acts as a switch and can be either “on” or “off”

- When an option is selected, a mark (X) appears within the square box, or the box is highlighted in some other manner
- Otherwise the square is unselected or empty(off)
- Each box can be
  - Switched on or off independently
  - Used alone or grouped insets

**!!Other properties are similar to the radio button's properties!!**



- A control consisting of a series of graphical alternatives. The choices themselves are descriptive, being composed of colors, patterns, or images
- To set one of a series of mutually exclusive options presented graphically or pictorially
- Usually consume less screen space than textual equivalents
- Do not use
  - Where the alternatives cannot be meaningfully and clearly represented pictorially
  - Where words are clearer than images
  - Where the choices are going to change
- Create boxes of equal size
- Position the boxes adjacent to, or butted up against another
- A columnar orientation is the preferred manner
- Top to bottom, Left to right ordering by expected order, frequency of occurrence, sequence of use or alphabetically
- Display it less brightly than the other choices, if a choice is not available •

Highlight the choice in some visually distinctive way when the pointer is resting

- When a choice is selected, distinguish it visually from the unselected

choices



## List Boxes

- A permanently displayed box-shaped control containing a list of attributes or objects from which
  - A single selection is made (mutually exclusive), or
  - Multiple selections are made (non-mutually exclusive)
- Unlimited number of choices
- If the list content change, items will be hard to find
- Good for data that are
  - Best represented textually
  - Not frequently selected
  - Large in number
  - Fixed in list length
- Clearly and meaningfully describe the choices available
- Present in mixed case
- Left-align into columns
- Require no more than 40 page-downs to search a list
  - If more are required, provide a method for using criteria
- Must be long enough to display 6-8 choices
  - If it is the major control within a window, the box may be larger
- When box can't be made wide enough to display longest entry
  - Break the long entries with an ellipsis (...)
- 60
  - Provide horizontally scrolling
- Order in a logical and meaningful way to permit easy browsing (allow user to change the sort order will be great)

- If a particular choice is not available in the current context, omit , gray or dimity
- Enclose the choices in a box with a solid border
- Use mixed-case
- Preferred position of the control caption is above upper-left
- When a list box is disabled, display its caption as gray out
- Highlight the selection choice when the pointer is resting on

### Single-Selection List Boxes



- If presented with an associated text box control
  - Position the list box below and as close as possible to the textbox
  - The list box caption should be worded similarly to the text box caption
  - If the related text box and the list box are very close, the caption may be omitted from the list box
- When the list box is first displayed
  - Present the currently active choice highlighted or marked with a circle or diamond to the left of the entry
  - If a choice has not been previously selected, provide a default choice and display it in the same manner that is used in selecting it



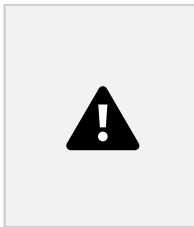
### Multiple-Selection List Boxes

61

- Mark the selected choice with an X or check mark to the left of the entry
- Consider providing a summary list box
  - Position it to the right of the list box
  - Use the same color for the summary list box

- Consider providing a display-only text control indicating how many choices have been selected
  - Position it justified upper-right above the list box
- Provide command buttons for *Select All* and *Deselect All*
- When the list box is first displayed
  - Display the currently active choices
  - Mark with an X or check mark to the left of the entry

### Drop-Down/Pop-up List Boxes



- Unlimited number of choices
- When displayed, all choices may not always be visible, requiring scrolling
- Use drop-down/pop-up when
  - Screen space or layout consideration makes radio buttons or single-selection list boxes impractical
  - Do not use a drop-down list if it is important that all options be seen together.
- Provide a visual cue that a box is hidden by including a downward pointing arrow, or other meaningful image
- ! Other properties are the same as List boxes!

### Combination Entry/Selection Controls and Other Operable

#### Controls • Spin Boxes

- Combo Boxes

62

- Drop-down/Pop-up Combo Boxes
- Slider

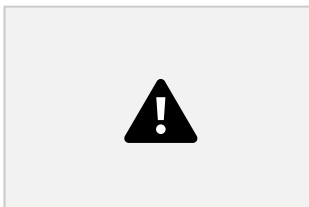
### Spin Boxes



- A single line field followed by two small, vertically arranged buttons (pointing up and pointing down arrow)
- Selection/entry is made by
  - Using the mouse to point at one of directional buttons
  - Keying a value directly into field itself
- Consumes little screen spaces
- Useful only for certain kinds of data
- Proper usage for
  - For mutually exclusive choices
  - Where screen space is limited
  - Small in number
  - Infrequently changed, selected
- To reduce the size of potentially long lists, break the listing into subcomponents (break a date into ddmmyyyy)
- When first displayed, present a default choice in the box
- The spin box should be wide enough to display the longest entry or choice
- Caption is mixed-case letters
- Position the caption to the left of the box
  - Alternatively, left-justified above the box
- For numeric values
  - Show a larger value using the up arrow

63

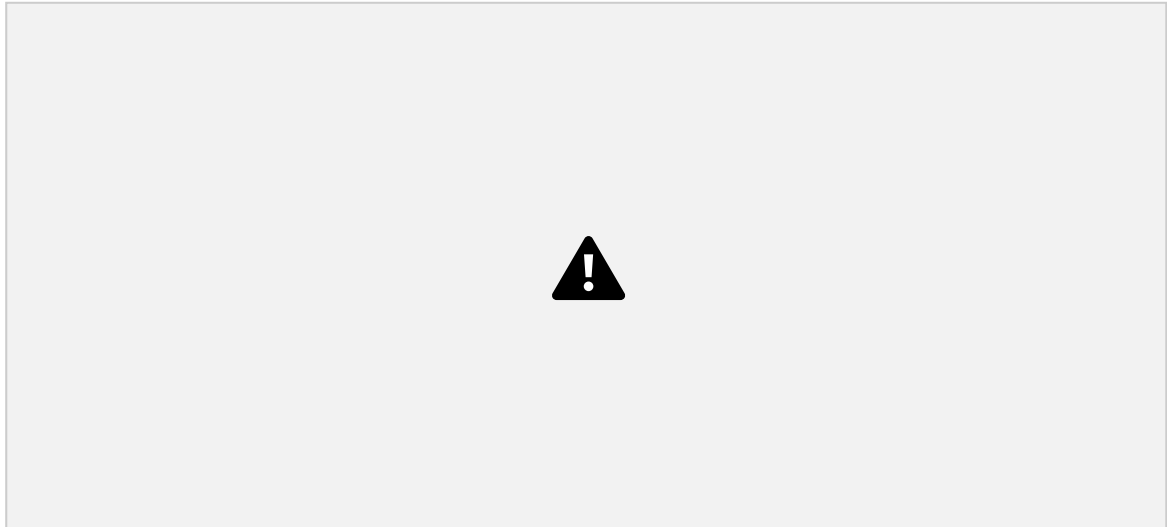
## Combo Boxes



- A single rectangular text box entry field, beneath which is a larger rectangular list box (resembling a drop-down list box)
- The text box permits a choice to be keyed within it

- As text is typed into the text box, the list scrolls to the nearest match
- Also, when an item in the list box is selected, that item is placed within the

### textbox **Drop-down/Pop-up combo Boxes**



- A single rectangular text box with a small button to the side and an associated hidden list of options
- Selection are made by using the mouse or keyboard
- The information keyed doesn't not have to match
- Unlimited number of entries and choices
- Flexible, permitting selection or typed entry
- Requiring scrolling

64

- Proper usage
  - Where screen is limited
  - For data and choices that are
- Best represented textually
- Frequently changed
- Large in number

### **Drop-down/Pop-up combo Boxes**

- Provide a visual cue that a list box is hidden by including a

downward-pointing • *Other properties are the same as Drop-down/Pop-up List Box!!*

### Slider

- A scale exhibiting degrees of a quality on continuum
- To make a setting when a continuous qualitative adjustment is acceptable
- Spatial representation of relative setting
- Not as precise as an alphanumeric indication
- Proper usage:
  - When an object has a limited range of possible settings
  - When the range of values discontinuous
  - When graduations are relatively fine



### Custom Controls

- Presentation controls
  - **Provide details about other screen elements or controls or assist in giving the screen structure**
- Static Text Fields

65

- Group boxes
- Column Headings
- ToolTips
- Balloon Tips
- Progress indicators

### Task Best Control If screen Space Constraints Exist

- Mutually Exclusive Radio Buttons Drop-down/Pop-up List Box
- Not Mutually Exclusive Check Boxes Multiple-Selection List Box
- Select or Type a Value
- Text Entry Field



- Radio Buttons with “Other”
- Drop-down Combo Box
- Setting a Value within a Range
- Spin Button Text Box

### **Write Clear Text and Message Words**

**Do not use technical words, made-up words or terms file spec, abed, or spool, Ungroup or dear chive**

- Do not use abbreviations or acronyms
    - Always use the fully spelled-out form the first time it is encountered in the interface
  - Consider the usage of contradictions or short forms (won’t vs. will not, un- - nests), Complete words is preferred
  - Positive terms (avoid the prefix “ire-” “in-” “dies-” adnoun-”)
  - Simple action words (“Project status listing” “List”
  - Consistency
  - Multiple-word phrases are more readable if the entire phrase is on one line •
- Abbreviation, mnemonics, and acronyms should not include punctuation

### **Sentences and Messages**

- Brief and simple
  - Directly and immediately usable (Should not search through reference) •
- Affirmative statement is easier to understand than negative statements •
- Active voice is usually easier to understand than passive voice
- Main topic at the beginning

66

- Use the same grammatical structure for elements of sentences
- Imply that the system is awaiting the user’s direction, not that the system is directing the user
- Negative tones or actions, or threats are not very friendly (“Numbers are illegal” vs. “Months must be entered by name”)
- Encouraging message would be better than insulting message
  - Should remain factual and informative, and should not attempt humor or punishment

### **Messages**

- Screen messages is classified into two categories
  - System messages:
    - Generated by the system to keep the user informed of the system’s state

and activities

— Instructional messages (prompting message):

- tell the user how to work with, or complete the screen displayed

**System Messages**

- Status messages
  - Providing information concerning the progress of a lengthy operation
  - Usually contains a progress indicator and a short message
- Informational messages (notification messages)
  - This kind of message is usually identified by an “I” icon to the left of the message
- Warning messages
  - They are usually identified by an “!”
  - The user must determine whether the situation is in fact a problem and may be asked to advise the system whether or not to proceed (A deletion request by a user is any action that commonly generates a warning messages)

**System Messages**

- Critical messages (Action messages)
  - Call attention to conditions that require a user action before the system can proceed
  - Some products use a “Do Not” symbol while others use a “Stop” sign. An X in a circle used by Microsoft Windows
- Question messages
  - A question message asks a question and offers a choice of options for selection – It is designated by a “?” icon proceeding the message text

**Writing Message Box Text**

67

- Title bar: Clearly identify the source of the message
  - The name of the object to which it refers
  - The name of the application to which it refers
  - Do not include an indication of message type
  - Use mixed case in the headline style
- Message box: Provide a clear and concise description of the condition of the condition causing the message box to be displayed
  - Use complete sentences with ending punctuation
  - Show only message box about the cause of condition in single message – Make the solution an option offered in the message
  - Use the word “Please” conservatively
- Do not exceed two or three lines
- Center the message text in window
- Include the relevant icon identifying the type of message

## **Message Box Controls**

- Command Buttons:
  - If a message requires no choices to be made, include an *OK* button
  - If a message requires a choice to be made
    - *OK* and *Cancel* buttons only when the user has the options continue or cancel
    - *Yes* and *No* buttons when the user must decide how to continue
    - If these choices are too ambiguous, label with the name of specific actions
  - If a message describes an interrupted process, provide *Stop* button
  - If a message offer a chance to cancel a process, provide a *Cancel* button
  - If more details about a message must be presented, provide a *Help* button
  - Display only one message box for a specific condition
- Close Box:
  - Enable the title bar Close only if the message includes a *Cancel* button

## **Instructional Messages**

- Provide instructional information at the depth of detail needed by the user –  
Accessing instruction through a *Help* function is the best solution
- Location it at strategic position on the screen

68

- Display it in a manner that visually differentiates it from other screen elements
- In writing, follow all relevant writing guideline for words, sentences, and messages

## **Create Meaningful Graphics, Icons and Images**

### **Creating Images**

- ✓ Create familiar and concrete shapes
- ✓ Create visually and conceptually distinct shapes
- ✓ Incorporate unique features of an object
- ✓ Do not display within a border
- ✓ Clearly reflect object represented
- ✓ Simple reflect object represented, avoiding excessive detail

- ✓ Create as a set, communicating relationships to one another through common shapes
- ✓ Provide consistency in icon type
- ✓ Create shapes of the proper emotional tone

### **Creating Images**

- Create familiar and concrete shapes
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- Create as a set, communicating relationships to one another through common shapes •
- Provide consistency in icon type
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### **Icons**

- Icons are most often used to represent objects and actions with which users can interact
- Icons may stand alone on a desktop or in a window, or be grouped together in a toolbar
- A secondary use of a icon is to reinforce important information, a warning icon in a dialog message box

69

### **Characteristics of Icons**

- **Syntactic** refers to a icon's physical structure
  - Shape, Color, Size
  - Similar shapes and colors can be used to classify a group of related icons
- **Semantics** is the icon's meaning
  - What does it refer – a file, a waste basket, or some other objects?
- **Pragmatics** is how the icons are physically produced and depicted
  - Is the screen resolution enough to illustrate?
- Syntactic, semantics and pragmatics determine an icon's effectiveness and usability

### **Influences on Icon Usability**

- Provide icons that are
  - Familiar
  - Clarity
  - Simple
  - Consistent
  - Directness of the meaning
  - Efficient
  - Discriminate able from others
- Also consider the
  - Context in which the icon issued
  - Expectancies of users
  - Complexity of task

### **Choosing Icons**

- A Successful Icon
  - Looks different from all other icons

70

- Is obvious what it does or represents
- Is recognizable when no larger than 16 pixels square
- Look as good in black and white as in color

- Size

**–16x16, 24x24, 26x26, 32x32 pixels 16-and-256 color version**

- Use colors from the system palette

- Provide as large a hot zone as possible
  - With stylus or pen: 15 pixels square
  - With mouse: 20 pixels square
  - With finger: 40 pixels square

### **Choosing Images**

- Use existing icons when available
- Use images for nouns, not verbs
- Use traditional images
- Consider user cultural and social norms

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71

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- Provide consistency in icon type
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### **Drawing Images**

- Providing consistency in shape over varying sizes
- Do not use triangular arrows in design to avoid confusion with other system symbols •

When icons are used to reflect varying attributes, express these attributes as meaning meaningfully as possible

- Provide proper scale and orientation
- Use perspective and dimension whenever possible
- Accompany icon with a label to assure intended meaning

### **Icon Animation and**

- Animation
- Use
  - To provide feedback
  - For visual interest

72

- Make it interruptible or independent of user's primary interaction
- Do not use it for decoration
- Permit it to be turned off by the user
- For fluid animation, present images at 16++ frames/second

- Auditions
  - Consider auditory icons

### **The design Process**

- Define the icon's purpose and use
- Collect, evaluate, and sketch ideas
- Draw in black and white

- Draw using an icon-editing utility or drawing package
- Test for users
  - Expectations
  - Recognition
  - Learning
- Test for clarity
- Register new icons in the system's registry

## **Graphics in Web**

- Use Graphics to
  - Supplements the textual content, not as a substitute for it
  - Convey information that can't be effectively accomplished using text
  - Enhance navigation through
    - Presenting a site overview
    - Identifying site pages
    - Identifying content areas

73

## **Images**

- Limit the use of graphics that take long time to load
- Coordinate the graphics with all other page elements
- Use standard images, image internationalization
- Provide descriptive text or labels with all images
- Distinguish navigational images from decorative images
- Minimize
  - The number of presented images



- The size of presented images
- Image animation
- Number of colors
- GIF, JPEG is preferred

### **Photographs/Pictures**

- Use when every aspect of the images is relevant
- Use JPEG format
- On the initial page
  - Display a small version
    - A thumbnail
    - Zoom-in on most relevant detail
  - Link to larger photos showing as much detail as needed

### **Video**

- To show the proper way to perform a task
- To provide a personal message

74

- To grab attention
- Never automatically download a video into a page
- Provide controls (playing, pausing, and stopping) ●
  - Considering using
    - Existing video
    - Audio only
    - A slide show with audio

### **Diagrams**

- To show the structure of objects

- To show the relationship of objects
- To show the flow of a process or task
- To reveal a temporal or spatial order

### **Animation**

- To explain ideas involving a change in
  - Time
  - Position
- To illustrate the location or state of a process
- To show continuity in transitions
- To enrich graphical representations
- To aid visualization of 3-D structures
- Provide a freeze frame and stop mode
- Avoid distracting animation

### **Audition**

**Uses as a supplement to text and graphics**

75

- To establish atmosphere
- To create a sense of place
- To teach
- To sample

- The content should be simple
- Provide audio controls

### **Combining Mediums**

- Use sensory combination that work best together
  - Auditory text with visual graphics
  - Screen text with visual graphics

- Both the visual and auditory information should be totally relevant to the task being performed
- Visual and auditory textual narrative should be presented simultaneously •
- Considering downloading times when choosing media
- Testing
  - Legibility
  - Comprehensibility
  - Acceptance

## **Choose the Proper Colors**

### **Color Uses**

- Use color to assist in formatting
  - Relating elements into grouping
  - Breaking apart separate groupings of information
  - Highlighting or calling attention to important information
- Use color as visual code to identify
  - Screen captions and data
  - Information from different sources

76

- Status of information
- Use color to
  - Realistically portray natural objects
  - Increase screen appeal
- Possible Problems with Color
- High Attention-Getting Capacity
  - Viewer might associate, tie together, screen elements of same color
  - Result in confusing, slower reading
- Interference with Use of Other Screens
- Varying Sensitivity of the Eye to Different Colors
  - Viewing red and blue → Eye fatigue
- Color-Viewing Deficiencies
- Cross-Disciplinary and Cross-Cultural Differences

- For financial managers - Corporate qualities or reliability
- For health care professionals –Death
- For nuclear reactor monitors – Coolness or water
- For American movie audiences – Tenderness or Pornography

Choosing Colors for Categories of Information

- Color chosen to organize information or data on a screen must aid the transfer of information from the display to the user, Some examples of using color code — If decisions are made based on the status of information on the screen, color code the types of status the information
  - Screen searching is performed to locate information of particular kind, color code for contrast
  - If the sequence of information use is constrained or ordered, use color to identify the sequence
  - If the information on a screen is crowded, use color to provide visual grouping
- Never rely on color as the only way of identifying a screen element
- Always consider how spatial formatting, highlighting, and messages may also be useful

### **Color in Context**

77

- Color are subject to contextual effects
- Small adjacent colored images may appear to the eye to merge or mix
- A color on a dark background will look lighter and brighter than the same color on a light background
- Colors also change as light levels change

### **Usage**

- Design for monochrome first or in shades of black, white and gray
- Doing this will permit the screen to be effectively used:
  - By people with a color-viewing deficiency
  - On monochrome displays
  - In conditions where ambient lighting distorts the perceived color

- If the color ever fails
- Use colors conservatively
  - Do not use color where other identification techniques, such as location, are available

### **Discrimination and Harmony**

- Select 4-5 colors for best absolute discrimination
  - Red, yellow, green, blue, and brown
- Select 6-7 colors for best comparative discrimination
  - Orange, yellow-green, cyan, violet, and magenta
- Choose harmonious colors
  - One color plus two colors on either side of its complement
  - Three colors at equidistant point around the color circle
- For extended viewing or older viewers, use brighter colors

### **Emphasis**