

Portfolio of UX Experience

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Goal:

To demonstrate my UX related skills and knowledge by showcasing a number of real world projects that I have personally worked on.

Table of Content:	
Case Studies of Completed Projects	2
Usability Testing & Reporting	12
Full User Centered Design (UCD) Projects	19
Persona Development	29
Information Architecture (IA)	36
Wireframes & Prototypes	43
Other Interests	51

Case Studies of Completed Projects

The case studies that follow are all projects I've worked on. They range across a number of professional sectors and help demonstrate the wide range of my experience and skills.



Nectar–Rewards Card

Client:	Nectar		
Objective:	To review the Nectar.com website and conduct on-site user testing to identify areas that restrict the ease of use		
Methods:	Expert evaluation and user testing		
Date:	March 3 rd , 2011	Duration:	1.5 months
Consultant:	John Sulaitis		

Objective:

To examine the overall usability of the website via in-lab and in-store usability testing.
To determine if users can complete / understand key user journeys
To gather an overall impression of the website

Results:

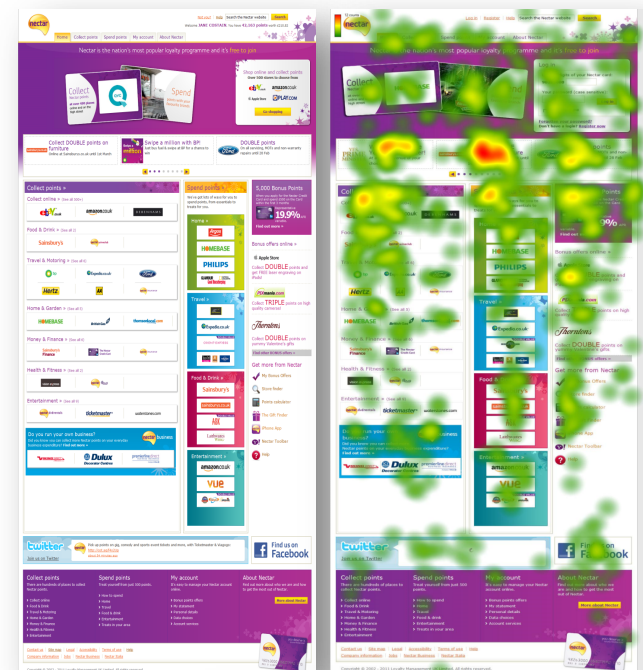
- The research revealed that participants had difficulty understanding the main proposition of the website: Collect & Spend
- Critical issues to the success of completing key tasks were identified
- Eye tracking data helped to identify that many participants were missing key CTAs and not identifying intended groupings.

Issues / special challenges overcome:

- This research required in-store testing across 3 Sainsbury's stores with over 52 participants
- Researchers gained useful experience and insight in using this methodology. These included considerations of: time of day, amount of incentive, set-up constraints, and live recruitment

Methodology:

- Expert Evaluation
- In-lab Usability Testing
- In-store Usability Testing



Vodafone 360 – Mobile / Telecommunications

Client:	Vodafone Group
Objective:	Identify usability issues, get feedback on continuous use and identify feature requests from the 360 service
Methods:	User testing and diary study of two types of mobile phones and the 360 website in 3 countries
Date:	November 2009
Duration:	3 months
Consultant:	Carston Schmidt, Poppy James, John Sulaitis

Objective:

To understand the user experience of Vodafone 360 experience across all touch points (mobile and web). Understand which features of the user interfaces are most important for use in such products. What aspects of the service did they use frequently and not so frequently? How do the users understand the service? Are there areas of the service that users do not understand or have trouble understanding?

Results:

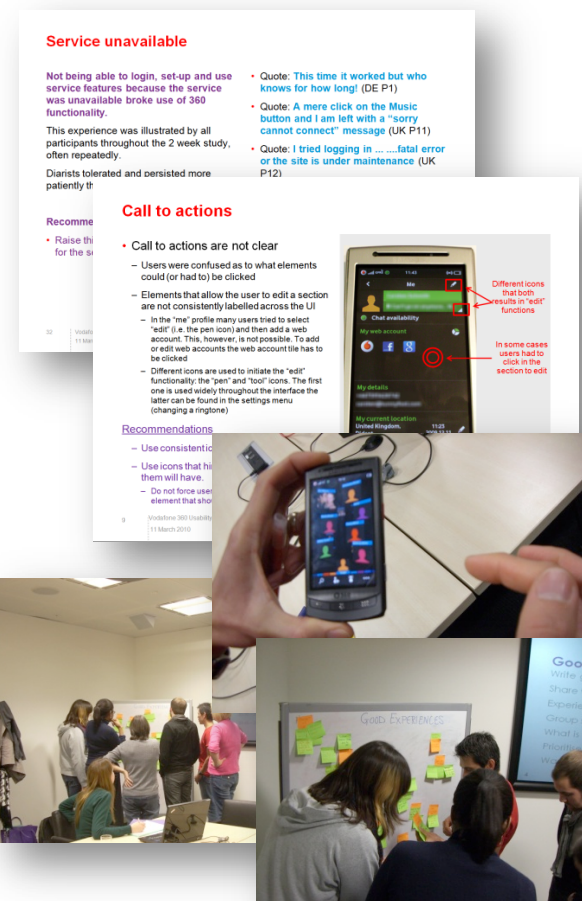
- First changes based on results were implemented whilst the project was still running in an iterative design process
- Multiple on-line / off-line touch points proved confusing for many participants
- Awareness of service across multiple devices (eg. mobile device and desktop computer) was disorienting to the user
- Diary study revealed that users learned how to navigate the service but that hardware issues reduced satisfaction.

Issues / special challenges overcome / unique solutions:

- Testing with two different kinds of mobile phones, holding 2 different versions of the 360 software client
- User testing in 2 countries (sometimes in parallel) and running 5 different diary studies with final workshops in 3 countries (UK, Germany, Italy)
- A complex service offering
- Short timescales considering the project scope

Methodology:

- Several rounds of user testing
- Diary Studies: monitoring customer experiences whilst using the phones over two weeks through Facebook and email.
- Customers were given tasks to complete in week 2 of the diary study
- Workshops with diary study participants at the end of the diary study



Etnoteam-- Expert evaluation of Nokia UK cloud service

Client: Etnoteam, UX agency
Objective: To provide expert evaluations of the UI for a UK release of a location aware voucher service called "Perks"
Methods: Expert evaluation using templates provided by Etnoteam and Nokia
Date: June 2011 **Duration:** 3 days
Consultants: Dr Hilary Palmen, John Sulaitis, Veronika Jermolina

Objective:

To provide Etnoteam Finland with detailed user experience assessment the UK version of the Nokia Perks service including the experience across their platforms:

- On-phone web pages (.mobi)
- Internet web pages
- On-phone App

Results:

- Bunnyfoot UX experts identified and described UX strengths and weaknesses with the Nokia Perks service these covered conceptual models, terminology, user experience journeys

Issues / special challenges overcome:

- Working with people from another culture – forming good rapport takes longer and is more complex.
- Quick time to familiarise ourselves with service and recording method (3 hours)
- Client did not have a clear vision or strategy for how to 'workshop' a high level understanding of our results from the detailed recordings we'd made.

Methodology:

- Etnoteam provided recording sheets, an outline schedule and high level goals prior to the 3 day evaluation
- Briefing – all evaluators were provided with screenshots of flows, devices already loaded with the app
- Conducting the evaluation – all evaluators worked independently, in the same room for 2 working days recording issues and highlights
- Workshop on the 3rd day enabled Etnoteam to get an insight into the key issues and strengths that we had independently recorded

"I really appreciate the way you took care of us while we were visiting you – everything worked out really well. I would also like to thank you again for the work you did"

Markku Myllylahti, Consultant, Etnoteam

"It was really nice to work with you and I hope that we would get more opportunities to utilize you as our UK partners."

Markku Myllylahti, Consultant, Etnoteam



Mencap– Non-Profit Group

Client:	Mencap		
Objective:	Conduct user testing to evaluate east of current website across 4 user groups (Professional, Person with a learning disability, Caregiver, Parent)		
Methods:	User Testing, Interviews and Expert evaluation		
Date:	May 2010	Duration:	1 Month
Consultants:	John Sulaitis, Poppy James		

Objective:

To assess the current mencap website via usability testing with core user groups to identify issues and improve the overall user experience

Results:

Following user testing the following improvements were recommended:

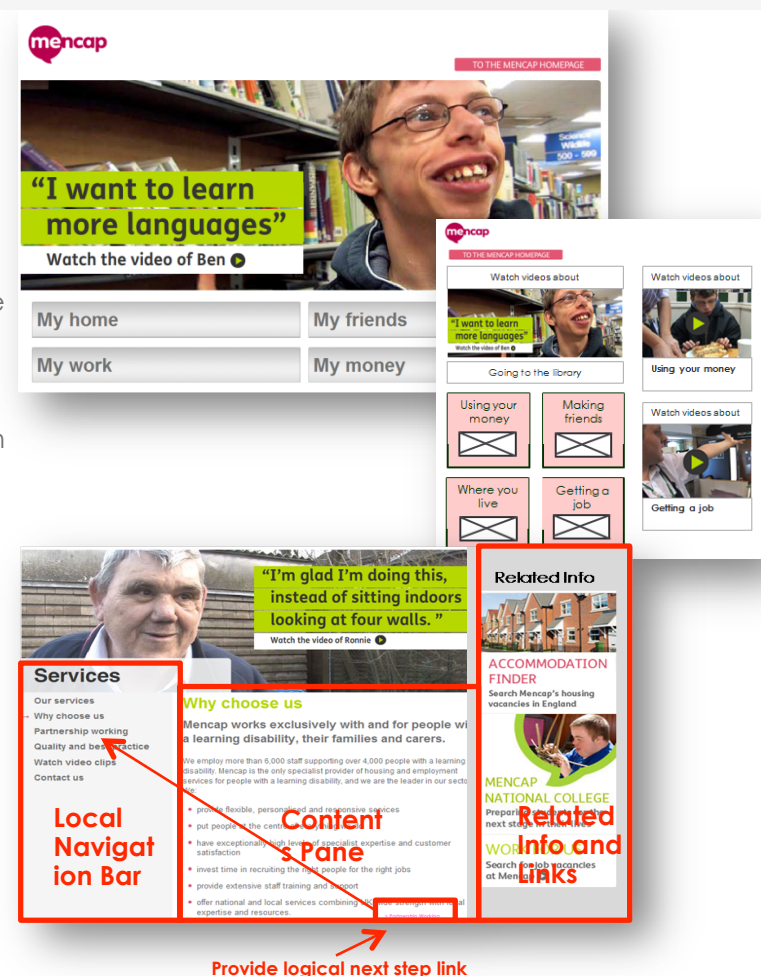
- Participants with a learning disability had difficulty understanding and finding the My Life section of the website (a section specifically tailored for them)
- The IA of the site is too deep requiring participants to drill down to achieve their goal
- The terms used in the Resources section of the site were too ambiguous resulting in confusion

Issues / special challenges overcome / unique solutions:

- One of the user groups was comprised of individuals with a learning disability. To recruit and effectively user test with this group Bunnyfoot teamed up with the Ellingham Centre
- To reduce the potential stress of user testing for this group, simultaneous testing was conducted where groups of 5 participants were given instruction and debriefing together but, then broke off into one-to-one groups for the user test

Methodology:

- Multiple rounds of user testing
- Expert Evaluation
- Interviews





Disney Fun & Friends– Online Gaming

Client: Disney
Objective: To examine the overall ease of use and gauge the preferences of children playing this online game
Methods: Usability Test (in Italy) & Online survey
Date: September 2010
Duration: 2 days (UT) 9 days (survey)
Consultant: John Sulaitis

Objective:

To examine how users understand the proposition of the Fun & Friends online game, explore their preferences and ensure usability standards are met

Results:

- Usability sessions were conducted in Turin, Italy with children between the ages of 9-12 years old
- Participants understood and enjoyed many aspects of the game, however, user testing revealed a number of ways to improve the overall playability for this population
- The online survey helped to diagnose confusing areas as well as answer user preference related questions (e.g., which characters should we include?)

Issues / special challenges overcome:

- International testing in Italy required cooperation with an Italian based research firm (Experientia)
- Although the client's web team were not able to get the survey up on time and the client opted not to incentivize online survey participants, the sheer site traffic generated over 500 respondents
- All protocol and survey questions had to be translated into Italian, which increased both the time constraints and probability of transcription errors

Methodology:

- International users testing (Italy)
- Translation into Italian
- Development of online survey



“I read the report last night, very insightful – it’s really given me a good idea of where we need to go with the product.”
 – David Malpas, Lead Producer

Oxfam- Non-Profit Group

Client: Oxfam
Objective: On-Site user testing of the “professional” side of the Oxfam website
Methods: User Testing
Date: April 2011 **Duration:** 4 days
Consultant: John Sulaitis

Objective:

To ensure development and humanitarian researchers are able to access the wealth of information provided by the Oxfam Professional website

Results:

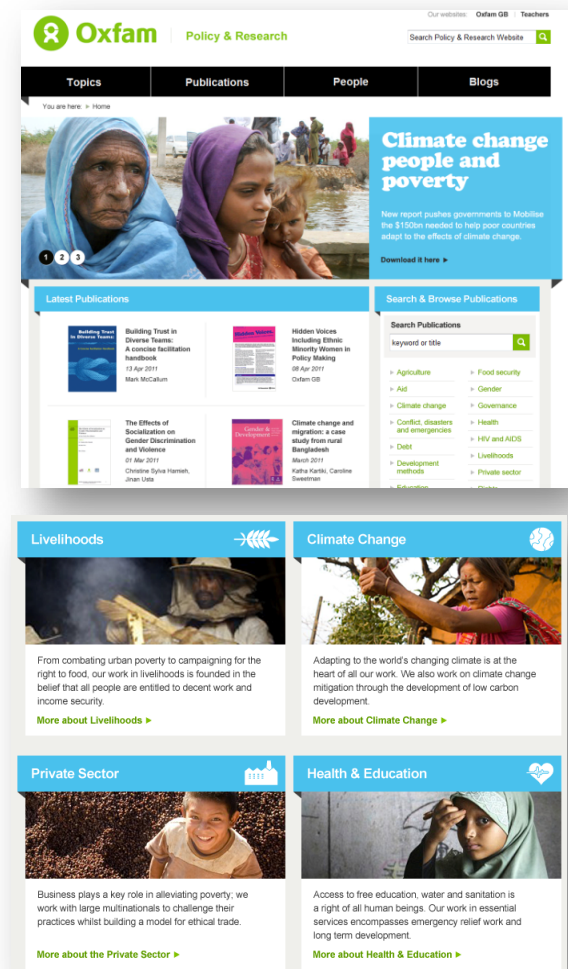
- Identified a number of key usability issues with the proposed navigation, terminology used and global versus in-line search bar confusion
- Identified additional terminology options more aligned with the primary user groups understanding and knowledge
- Gathered participants feedback of key page elements
- Findings lead to a better understanding of the “researcher” user group resulting in a more focused website

Issues / special challenges overcome:

- To effectively support the clients budget, user testing was conducted on-site within one of the computer labs at the Oxfam compound in Oxford
- On-site testing required unique technical limitations that were overcome
- An agile approach required constant communication with the website and development teams and on-the-fly feedback and revisions

Methodology:

- Utilized an agile approach working
- User testing of hi-fidelity HTML prototype



DWP PDCS Application– Government

Client: DWP PDCS
Objective: To evaluate 4 prototypes in terms of usability
Methods: Conducted 4 separate usability tests
Date: June 2010 **Duration:** approx. 30 days
Consultant: John Sulaitis

Objective:

To validate the overall application process of four application portals (Attendance Allowance, Carers Allowance, Disability Living Allowance: Adult, Disability Living Allowance: Children) in terms of usability concerns, assess how participants feel about the overall length, and examine how users understand the questions.

Results:

- Users were not able to complete the entire form from start to finish in the allowed time
- Users were confused as to how to fill out some of the questions
 - e.g., users did not know who's information to input (their own or the person they were filling the form out for)
- Most users felt that an online form would be beneficial

Issues / special challenges overcome:

- Testing with the DLA: Adults group required extra preparation and consideration as this group had physical disabilities that needed to be taken into account
- The current study had an aggressive time schedule
- It was challenging to work on 4 separate UT with no write-up time in-between tests
- Each UT had a different client associated with it so this project required a lot of client management

Methodology:

- Alignment meeting
- Conduct 4 separate UTs
- Develop protocol for UTs

This screenshot shows the 'About this claim' section of the 'Claim Attendance Allowance online' form. It features a progress bar with 12 steps, where the first step is active. Below the progress bar, it asks 'Completing this claim for someone else' with a mandatory question: '* Are you completing this claim for someone else?'. The user can select 'Yes' or 'No'. Another mandatory question follows: '* Will this claim be signed by someone other than the claimant?'. The user can also select 'Yes' or 'No'. At the bottom, there are buttons for 'Back', 'Save and exit', 'Delete', and 'Save and continue'.

This screenshot shows the 'About your illnesses or disabilities and the treatment or help you receive' section of the 'Claim Attendance Allowance online' form. It features a progress bar with 12 steps, where the first step is active. Below the progress bar, it asks 'Detail of illness or disability' with a mandatory question: '* Name of the disability or illness'. The user can enter text, with examples like 'stroke, kidney failure or learning difficulties'. Another mandatory question follows: '* How long have you had this illness or disability?'. The user can enter text, with examples like '14 months, about a year or 17 years'. A third mandatory question follows: '* How many different medicines and/or treatments have you been prescribed for this illness or disability?'. The user can enter text, with examples like 'physiotherapy, speech therapy, occupational therapy or visiting a day-care centre or mental health professional for counselling or other treatments'. At the bottom, there are buttons for 'Back', 'Save and exit', 'Delete', and 'Save and continue'.

News of the World (NOTW)– News Media

NEWS OF THE WORLD

Client: News of the World (NOTW)

Objective: Conduct user testing to evaluate user response to a new site redesign: page elements and paywall

Methods: User Testing

Date: August 2010

Duration: 1 week

Consultants: John Sulaitis, Rebecca Gill

Objective:

To gauge participants' reaction and understanding of the NOTW prototype.

To gain feedback on whether or not participants understand the overall navigation of the site and how to interact with a number of the screen elements and tools.

To better understand how participants understand the pay-to-view proposition and whether or not they would be willing to pay for the NOTW online service.

Results:

Following user testing the following improvements were recommended:

- The site needed better interaction cues for their slideshow offerings (e.g., pictures)
- The pay proposition needs better promotion to effectively inform users of the NOTW is now a pay-to-view site
- The Quick Flick feature was well received and supports the users journey through the website, however some of the navigation elements were found to be confusing

Issues / special challenges overcome / unique solutions:

- Shifting from a pay-to-view site is a challenging proposition that requires users to understand the value-added features of the site (e.g., Quick Flick, videos, etc)
- The Quick Flick navigational tool is a novel interaction element that users may not have experience with before
- NOTW required NDA's to be signed to ensure participants did not inform media and friends of the pay-to-view plan

Methodology:

- Multiple rounds of user testing (2 rounds for the pay proposition and homepage impressions and 1 for the overall website)



TSO – Driving Standards Agency



The OFFICIAL DSA **THEORY TEST**
for Car Drivers

Client: The Stationary Office / Driving Standards Agency
Objective: To review the DSA CD-ROM to improve its usability and appeal
Methods: Expert evaluation and user testing
Date: February 1st, 2011 **Duration:** 1 month
Consultant: John Sulaitis

Objective:

To help TSO create a first class product that would help differentiate them in a saturated commercial market.

To improve the overall easy-of-use of the offering. This research was also aimed at providing the TSO with tangible research to show the DSA when bidding to renew their publishing contract.

Results:

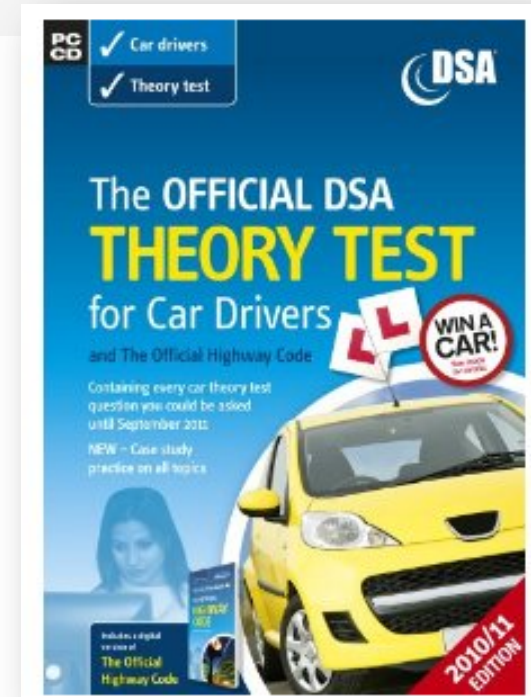
- Found a number of accessibility issues that would have created sever barriers for a number of user groups (e.g. Poor color contrasts)
- Identified a number of key usability issues to improve user journeys
- Helped develop requirements for future offerings such as a mobile app
- Received vital feedback on the look and feel of the product

Issues / special challenges overcome:

- This research served a strategic key to improve the TSO's bid for the next DSA contract. Our findings not only served to improve the product, but also acted as a demonstration to the DSA of the TSO's commitment to constant improvement
- A product such as this exists in a highly commercial market. As a result the research also focused on identifying key attributes and possible spin-off systems (e.g. Apps) that would help solidify the DSA's market position

Methodology:

- Accessibility Audit of CD-ROM
- Expert Evaluation
- Usability Testing



“Thanks so much for the thorough and incredibly useful report. We are already using the results to inform the development of a new theory test app, and it will definitely add so much gravitas to the business case to refresh the CD-ROM product.

Lisa Daniels, Client Account Mngr, TSO

Usability Testing & Reporting

The backbone of a good user experience is great usability. A large part of my experience involves designing, moderating, analyzing and reporting on usability tests.

What follows are example of my reporting style.

Sample report



- The key to any good research is distilling the findings in a way that makes sense and is USEFUL to the stakeholders involved.
- Before conducting research I meet with stakeholder to determine what would be the most useful way to disseminate the findings.
 - Depending on their needs, I either create a quick excel sheet of issues, a full summary report of findings, or a report with prioritized usability issues and recommendations.
- For every issue I find I provide an actionable recommendation instead of just identifying abstract issues or offering pie-in-the-sky solutions.

Example 1: Findings

Reports should be easy to read and understand otherwise the wisdom of the findings are lost. My reports typically include screenshots of the section, prioritised usability issues and findings, as well as positive comments and real user quotes.

GOOD:

- Tools such as Cost estimators were seen as standard, but helpful in making a case to buy the product
- Breadcrumb navigation is visible on all pages

CRITICAL:

- Product pages don't effectively describe what the product is
- Most participants found it difficult to 'visualise the solution' to their problem as the pages lack pictures and demos
- Product pages are too text heavy and do not promote scannable sections

ISSUES:

- The product pages lack consistency. While some are formatted well and received favourable responses (e.g. with a clear summary section, bulleted information and clear next steps), others lack key sections (e.g. Product specs)
- There is not enough differentiation between the products featured and a number of participants have expressed the need for some form of product comparison tool
- There are no images of the products. Users want to know what the products will look like and they are finding it very difficult to visualise the solution from the current pages

CULTURAL DIFFERENCE:

- GERMANY:** The right hand side was often assumed to be advertising, as they didn't expect useful information in the right hand column. Although common across countries, user testing showed this tendency more in Germans

Participant 5, USA: This is too marketing orientated, show me your products!

Participant 5, GER: I don't have time to read this

Participant 2, USA: I may be viewing this on an iPad so this will layout nicely

Participant 5, UK: Nothing jumps out at me

Participant 6, UK: It hasn't told me how to order or how much it is

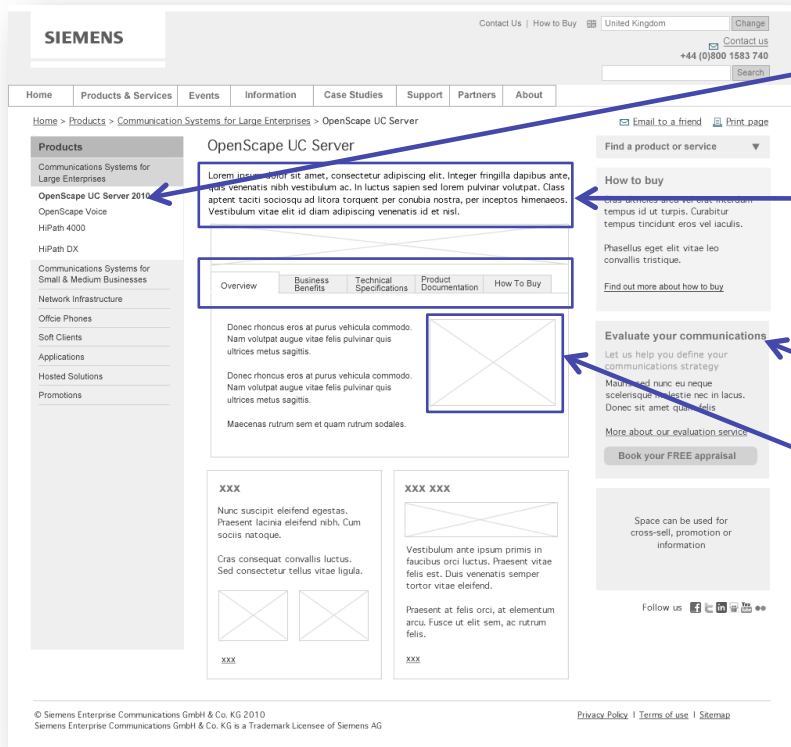
Participant 4 UK: I'm looking for something that tells me how Siemens is different

Participant 3, USA: [after reading the page] I'm still not sure how this thing will work!

Example 1: Recommendations

Rather than only reporting the issues, it's important to provide actionable solutions to help improve the UX of a product. Following the issues mentioned on the page above, these recommendations helped guide the Siemens team to an effective solution.

RECOMMENDATIONS:







- Re-order the presentation of sections on the page to better align with the users wants /needs:
- Reduce the amount of introduction text at the top, instead provide a brief overview of the product to help users identify whether this is the right product for their needs
- Include business benefits and key features
- Clearly showcase the product specifications
- Include cost information (Don't make them guess!)
- Provide product pictures and demos
- Use **contextual links** to relevant product information throughout (e.g. Videos, case studies, white papers, blogs, etc)
- Be consistent in layout across pages. Users quickly learn what one page has and expect the same sections on another, otherwise they get disoriented and lose trust in the website

Example 2: Findings and Recommendations

When needed my reports include examples of how competitors solved similar issues. If and example can't be found then I mock up the best solution.

You are comparing 4 items

Compare	Remove	Remove	Remove	Remove
Product Image	RV110W  Price & Buy	RV016  Price & Buy	RV120W  Price & Buy	WRVS4400N  Price & Buy
General				
Device Type	Wireless router - 4-port switch (integrated)	Router - 13-port switch (integrated)	Wireless router - 4-port switch (integrated)	Wireless router - 4-port switch (integrated)
Enclosure Type	Desktop	Desktop	Desktop	Desktop
Connectivity Technology	Wireless, wired	Wired	Wireless, wired	Wireless, wired
Data Link Protocol	Ethernet, Fast Ethernet, IEEE 802.11b, IEEE 802.11g, IEEE 802.11n	Ethernet, Fast Ethernet	Ethernet, Fast Ethernet, IEEE 802.11b, IEEE 802.11g, IEEE 802.11n	Ethernet, Fast Ethernet, Gigabit Ethernet, IEEE 802.11b, IEEE 802.11g, IEEE 802.11n (draft 2.0)
Frequency Band	2.4 GHz	N/A	2.4 GHz	2.4 GHz
Selectable Channels Qty	11	N/A	11	11
Performance	NAT throughput : 90 Mbps, VPN throughput (IPSec) : 5 Mbps	NAT throughput : 200 Mbps, VPN throughput (IPSec) : 97 Mbps	NAT throughput : 100 Mbps, VPN throughput (IPSec) : 25 Mbps	NAT throughput : 800 Mbps
Capacity	Concurrent sessions : 5000, IPSec VPN tunnels : 5, PPTP VPN tunnels : 5, Active VLANs : 4	IPSec VPN tunnels : 100, QuickVPN tunnels : 50, PPTP VPN tunnels : 10	IPSec VPN tunnels : 10, Concurrent sessions : 1000, QuickVPN tunnels : 10	VPN tunnels : 5, IPSec VPN tunnels : 5, Virtual interfaces (VLANs) : 4
Network / Transport Protocol	PPTP, L2TP, ICMP/IP, IPSec, PPPoE, DHCP, Bonjour, DDNS	PPTP, L2TP, IPSec, PPPoE, DHCP, Bonjour, DDNS	PPTP, L2TP, ICMP/IP, IPSec, PPPoE, DHCP, Bonjour, DDNS	PPTP, L2TP, IPSec, DHCP, DDNS
Routing Protocol	RIP-1, RIP-2, IGMP, static IPv6 routing, RIPv6	RIP-1, RIP-2, static IP routing	RIP-1, RIP-2, static IP routing	RIP-1, RIP-2, static IPv4 routing, static IPv6 routing

ISSUE:

- There is not enough differentiation between the products/services featured and a number of participants expressed the need for some form of product comparison matrix.

RECOMMENDATIONS:

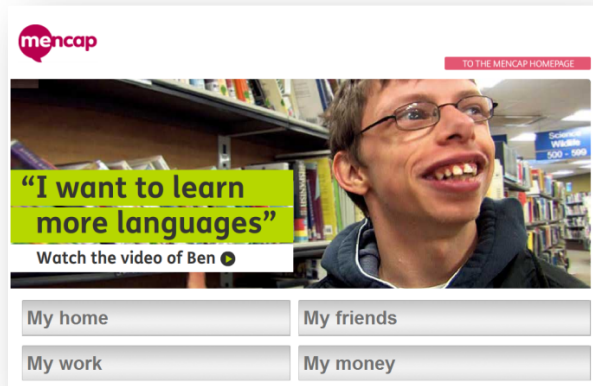
- To help users narrow the options and help them make more informed decisions that best suit their needs include a product comparison matrix for each section that includes a number of similar products with different features including key benefits and costs. (Example screenshot from Cisco)

	Virgin Money Giving	JustGiving	Bmyncharity
Not-for-profit	✓	✗	✗
No monthly subscription	✓	✗	✓
Collection of Gift Aid	✓	✓	✓
No charges on Gift Aid	✓	✗	✓
Facebook application	✗	✓	✗
Collection of event registration fees	✓	✗	✗
Fundraisers can see their whole fundraising history	✓	✓	✗
Fundraising teams	✓	✓	✗
Paypal accepted	✓	✓	✗
Twitter and blog on fundraising pages	✓	✗	✗
YouTube integration	✓	✓	✓
Donation alerts	✓	✓	✗
Technical support and helpdesk	✓	✓	✓

- Where Siemens Enterprise products feature improved or extra functionality than its competitors, demonstrate it via a comparison matrix with these competitors. (Example screenshot from Virgin Money Giving)

Example 3: More Findings and Recommendations

Here is another example of mocking up illustrative solutions to support my recommendations. In this project the users were individuals who had a learning disability and needed special solutions.

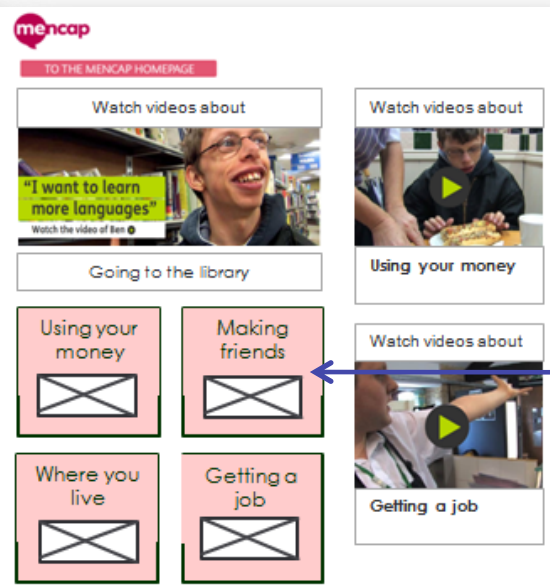
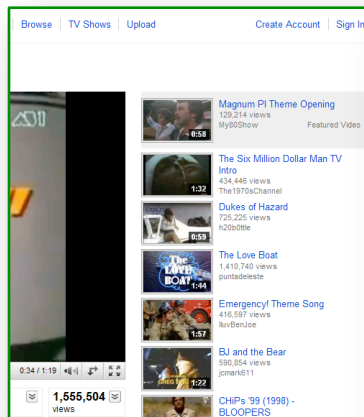


ISSUE:

- Less than 1/3 of participants were able to navigate to the subsections of MY LIFE which means they missed the majority of information available
- The word 'My' in the subsection titles is too abstract. People thought it referred to 'Ben's life' (i.e., the person in the video)

GOOD:

- Changing the color of the buttons when moused over visually highlights that they are buttons



RECOMMENDATION:

- Improve the labelling of the subsections – choose labels that can be taken literally for example, 'Using your money', 'Making friends'
- Provide more information on the MY LIFE homepage – having one video means the journey ends once this has been viewed
- Provide video access points for the 4 major sections - allow a click on the video to open that section with the video playing
- Use image driven navigation to strengthen users' understanding of the categories - use a descriptive image that conveys the purpose and meaning of the section – easyhealth.org.uk provide a very good example of this

Example 4: Satisfaction findings

One of my favourite ways of portraying the users' impressions of a website is with word clouds. This method allows readers to get a snapshot of positive and negative impressions users had towards their website.



Please note: Words that appear larger were selected by more participants

Website impressions from users in the United States

There was less variation in the words chosen by American participants to describe the website than in Germany and the UK.

These participants were more favourable in describing their experience

- Most popular positive words used were: **Professional**, **Informative** and **Straightforward**
- Most popular negative words use were: **Common**, **Bland**, **Overwhelming**, **Old fashioned** and **Cluttered**

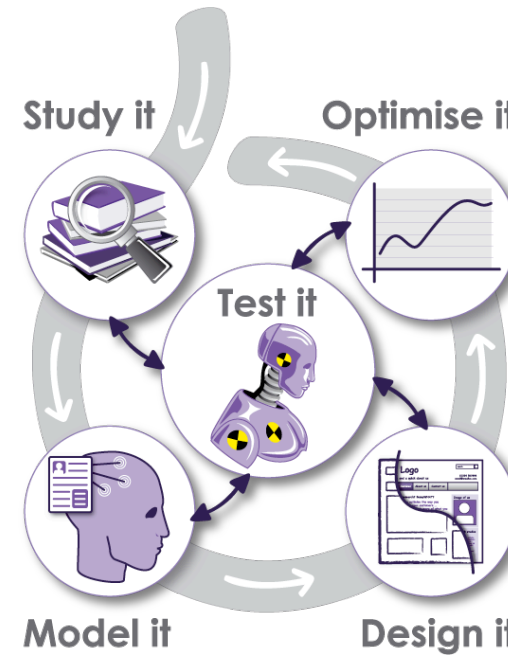
A person is holding a spiral-bound notebook with both hands. The notebook is white with a black spiral binding on the left side. The person is wearing a dark grey t-shirt. The background is a wooden surface. The text on the notebook is in a purple, monospaced font.

Full User Centered Design (UCD) projects

The holy grail of UX research is having the opportunity to dive deep into the research and really develop a good understanding of your users.

The following is an example of one of the full UCD project that I led.

Example UCD Project



As a UX consultant I've worked on a number of full UCD projects that have involved:

User research

- Surveys, interviews, focus groups, ethnographical studies, & stakeholder workshops

Reporting

- Summary report of findings, full presentation, & the development of personas

UI prototyping / design

- IA development & wire framing

UCD Case study



University of Surrey- Staff Research

Client: University of Surrey
Objective: Full UCD body of work to better understand the systems and resources used by staff
Methods: Expert evaluation
Date: June –August 2011
Duration: 3 months
Consultant: John Sulaitis

Objective:

To develop a clear picture of the online systems and resources used and needed by staff at the university to better support the needs of students

Results:

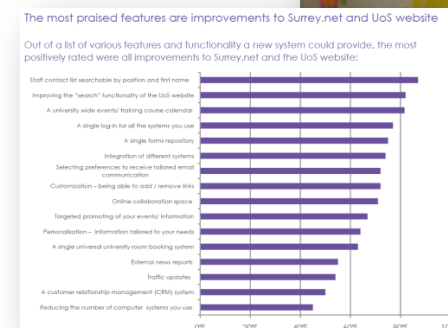
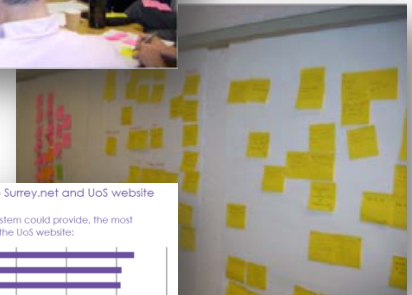
- Full UCD body of research was conducted
- Findings led to a greater understanding of the needs and wants of Staff at the University of Surrey
- Functional requirements were developed to help guide the development of future communication systems

Issues / special challenges overcome:

- This project required tight timescales and intense project management to accommodate for the busy schedules of stakeholders from different departments
- Broad objectives required additional workshops with the client to help them better address the questions they had and the user groups to be involved in the research

Methodology:

- Full User Centred Design program of work
- Stakeholder Workshops
- Focus Groups
- Interviews
- Ethnographical Studies
- Survey
- Persona Development



"I have sent the final report to other departments as think it is impressive and very valuable"
Greg Melly, Director of Corporate Services

Research overview

Research objectives:

- To develop a clear picture of the systems and resources used by staff at the University of Surrey (UoS) to better support the needs of students, including:
 - what types of systems are currently being used?
 - what role do these systems play and how can they be improved upon?
 - how many systems/tool do staff currently use?
 - e.g. the systems all have niche functions or is there overlap?
- To identify the communication needs of staff across the UoS
- To generate a list of functional requirements highlighting what a future system needs in order to be successful
- To identify key features that will aid staff by better supporting their work roles

Methodology: 5 phase research plan

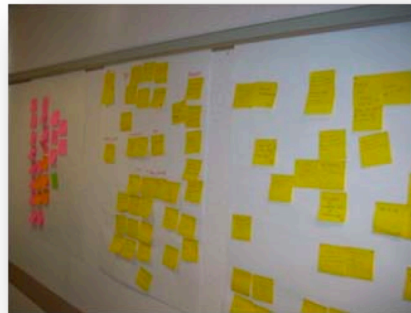
- Stakeholder Workshop
- Focus Groups
- Interviews
- Ethnographical Studies
- Survey

Research Plan

Stage 1: Stakeholder Workshop

To meet with key project stakeholders in order to identify user groups, solidify project objectives, uncover believed requirements and high-level strategies

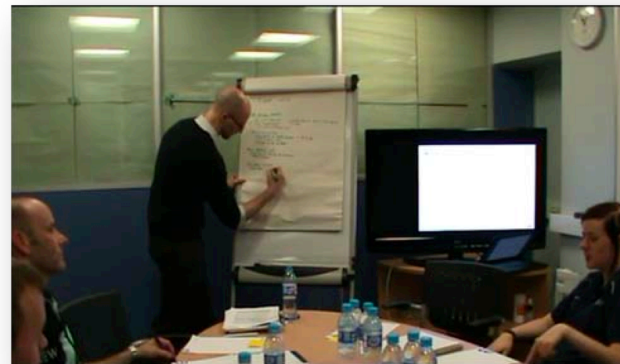
- 10 participants
- 4 hours session



Stage 2: Focus Groups

To meet with identified user groups and expand and explore key research concepts identified during the stakeholder workshop

- 4 focus group sessions
 - Administrator/ Managerial Staff
 - Academic/ Research Staff
 - Service Staff
 - Service Providers
- 1.5 hour sessions
- 6-8 participants per session



Research Plan

Stage 3: 1-to-1 Interviews

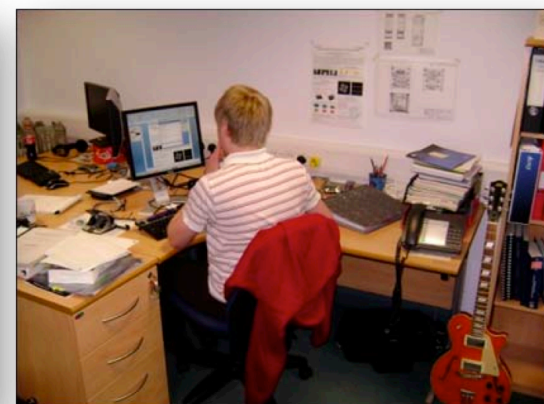
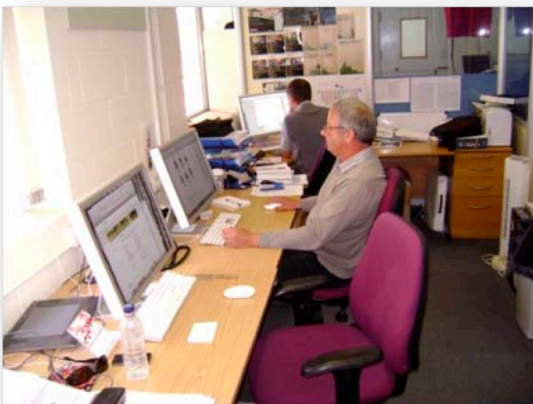
To verify and expand upon existing findings through in-depth interviews with staff and key members of senior staff

- 19 individual interviews
- 30 minutes each

Stage 4: Ethnographic/Contextual Studies

To understand the rich contextual issues staff experience with the systems they use as part of their everyday work life to further verify research findings

- 6 “on-site” sessions
- 2 hours each

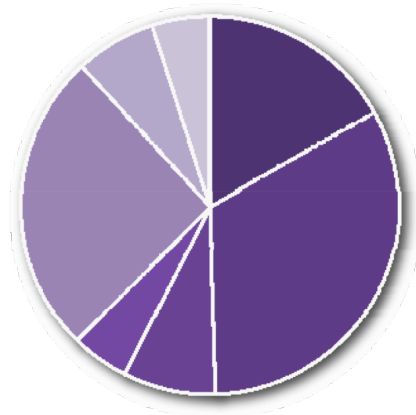


Research Plan

Stage 5: Staff Survey

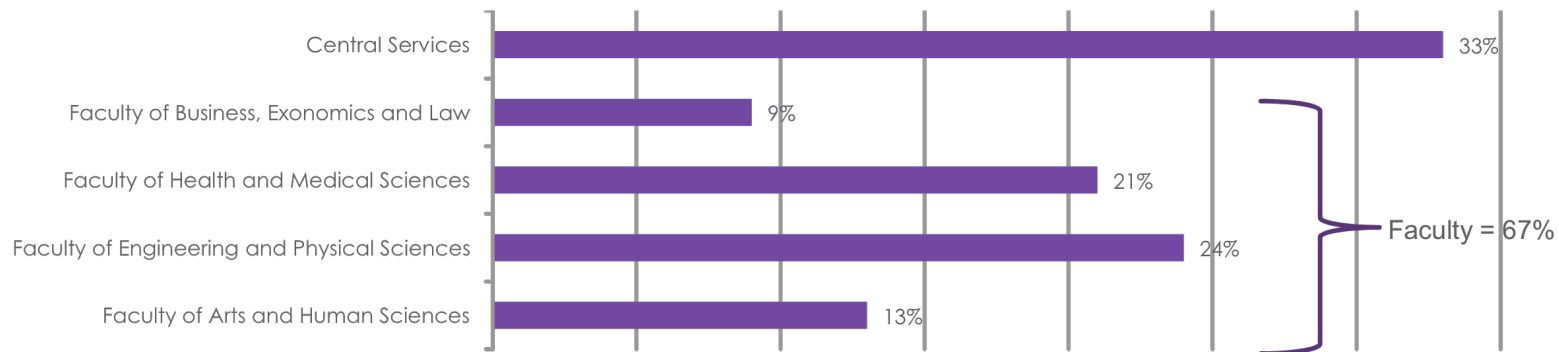
To apply quantitative measures to help validate emerging trends and findings in the research

- 418 staff respondents completed the survey (521 started the survey but didn't complete it)



- Managerial Staff 17%
- Administration Staff 33%
- Technical Staff 8%
- Service Staff 5%
- Academic Staff 26%
- Researcher Staff 7%
- Other 5%

■ Faculty vs. Central services



UCD Example 1: Summary Reporting

Unlike usability reports, this report provided summative information of the findings to help stakeholders make informed decisions about their next steps. Here I answer “What information are students seeking?”

Information from the **Students' Union (SU)**:

- Most students interviewed view the SU as a place for “events”
 - Rubix (e.g. The on-campus night club)
 - Social events (e.g., trips, activities)
- As a result, most students seek information from the SU regarding
 - Upcoming events
 - Ticket sales
- Only a few students seek information regarding welfare services



Information from the **University**

- The majority of students seek course related information
 - General information (e.g. Syllabus, location, etc)
 - Timetables
 - Information about cancelled lectures
- Some students look for University event- related information
 - Presentations (e.g. lectures, training, etc)
 - Academic talks

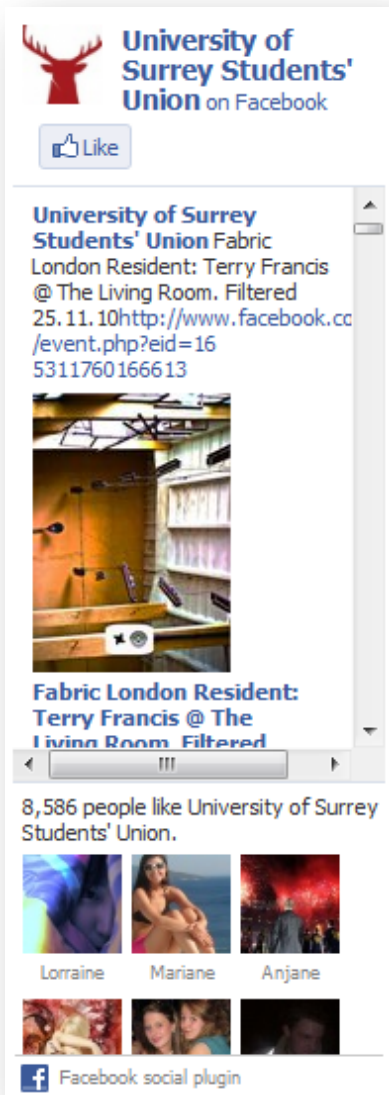


Findings:

- Students are not aware of the many services offered by the SU and as a result mainly think of it as a place to go to for events
- When asked about the “University” most students think of their faculty first and then the greater University second
- Many students see the University as the faceless business side – e.g. “I wouldn't know who to talk to”
- Raise awareness of the services / offerings that the University and SU have to offer

UCD Example 1: Summary Reporting

Additional summary reporting regarding the use of Facebook by students.



"It allows you to voice your opinions... And that's the whole point of the SU"
Participant 20, SU

"It's a great way to communicate info to students"
Participant 17, SU

"It's a quick reminder of events you forgot"
Participant 15, SU

"In terms of real-time, it's working in keeping people updated"
Participant 16, SU

"I use it more than the [SU] website"
Participant 20, SU

- **15 out of 20 of the students use the SU Facebook page**

The majority of students interviewed actively use their *personal* Facebook accounts

Students *like* the SU Facebook page because (in rank order):

1. It's a good way to keep updated
2. Easy to access (e.g. passive monitoring from their own FB page)
3. Contains relevant and recent information
4. Good way to communicate with the SU
5. Easy to use
6. Acts as a good sign-post to get helpful information
7. It's more interactive

■ **Findings:**

- Students view the SU Facebook page as a valuable resource in their interactions with the SU
- Consider incorporating Facebook as a communications tool to reach many students

UCD Example 2: Requirement Reporting

In addition to a summary report, our clients wanted a tangible list of functional requirements based on the research. Here is a sample of this list to help demonstrate my understanding of both functional and technical requirements.

*Slide #	Functional Requirements	Explanation	Technical Requirements
20	Provide users with access to course relevant information	Allow students to see all the information the lecturers and university are providing regarding each of their courses.	CMS, Personalized page, incorporation of Ulearn functionality,
N/A	Allow lecturers / tutors to upload relevant course information	Allow staff to log-in and upload relevant information and monitor their classes. NOTE: the system should be used consistently across the university as research revealed that Ulearn is not used by all faculty (which causes confusion among students)	CMS, Personalized page, incorporation of Ulearn functionality, staff log-in and workspace
99	On-line functionality	When possible allow students to submit forms, update personal data, register for classes, etc. This encourages usage and makes the system useful to the student	TBC
20	Raise awareness of University related events through internal advertising and/ or Announcements	Promote University events such as lectures, events, shows, etc to help raise the awareness of their existence by advertising them on the system or providing a easy to find schedule of events.	internal advertising, CMS, User friendly editor to allow various stakeholders to contribute content
33-34	Raise awareness of online/ digital resources available to support the student's information needs	Many students have a weak understanding of the online support currently available to them. Promote the new system via different mediums across the campus. E.g., during Fresher's Fayer or on the first day of lectures the students are told about the types of information they can find using the new system	Push content to personalized homepage, Page templates to have dedicated campaign/ promotional space, Campus campaigns, TBC
33-34	Provide clear contact information for departments and lecturers to support in-person visits	Most students stated they would seek information / help in person. The new system should enable students to look up specific contact information including: email, telephone, campus address, map, etc	user name linking through to relevant profile pages, Profile pages should link outward to relevant pages (e.g., courses taught, timetables, etc)

Persona Development

Personas help design teams (and stakeholders) focus by creating a fictitious face to real-world research.

Here are some personas that I created for the University of Surrey project mentioned above.

Example 1: Key Student Personas

These personas were developed to represent the key student groups to design for. The University liked them so much that they had their acting department act them out for the design teams!



Adil Osman

New Arrival

Nineteen years old

Adil is due to travel from his native Malaysia to begin his undergraduate course knowing very little about the way things work. He will be living on-campus but is arriving a couple of weeks early and, as yet, has nowhere to stay before term starts.

He is a sociable person and likes to get involved, but as a practicing Muslim is worried that some of the on-campus entertainment won't be to his taste. He won't let that stop him though.

He's on a strict budget and needs to find ways to both earn and save money.



Kate Newton

Eager to Start

Eighteen years old

A fresher living on-campus, Kate hasn't come too far from home but is throwing herself into University life.

She chose Surrey because of its employment record but is partying while she can, being prepared to miss lectures in order to make sure she gets a ticket to the best events.

Kate tends to go home to eat rather than paying the high prices to eat on campus.

She stays up to date with her smart phone, checking her Facebook and email constantly.

When she thinks about the Students' Union she thinks of the bar and events and little else.



Tom Richmond

Settled In

Nineteen years old

Tom is in his second year and living off-campus in Mannor Park.

He goes to the gym and plays football, and although he still goes to some events on-campus he's not the regular he used to be. These days he's more concerned about how to make sure he gets a good placement for his Professional Training Year.

He's VP of the Entrepreneur Society, and spends time sorting out the Facebook page he's set up for it.

Although he stays on-campus between lectures, he tries to find a cheap and less crowded place to hang out, like the Hillside or the library.

Example 1: Key Student Personas



Lisa Foster

Out of sync

Twenty-three

Lisa is a student nurse living on-campus in NHS accommodation., but she doesn't really feel part of the whole student thing.

Her lectures started before everybody else's and her schedule means she can't always go to the events.

She'd like to be more involved with stuff that happens on-campus but she's often just not able to because she's working.

It's not all on-campus for Lisa: she has friends and colleagues from work and they go out in Guildford so she likes to know about things that are happening in town.



Ernest Liedermann

Established

Twenty-two

Having completed a degree at Surrey, Ernest has just embarked on his PhD.

He made the most of his undergraduate years and was very active: President of the Engineering Society, Vice President of the Labour Club and a Union Exec.

He also joined in on the social front but is less involved now, tending to hang out with his friends and only attend the big on-campus events.

He is a supporter of the Students' Union and wants to be involved but isn't sure what he can do now he's a post-grad.

Example 2: The Individual Persona

Personas need to convey the needs, wants, goals, fears, and success factors of the user group. Here, Adil represents the foreign student population and their design needs for a successful solution

New Arrivals like Adil Osman

Adil is due to leave for the UK in three weeks to start his degree programme in Electrical Engineering. He is excited and terrified; mostly terrified. First he has to find the university, then he has to find somewhere to live, work out where to get food, buy everything he needs from pens to kitchen equipment, find his lectures, make friends. He has arranged to get to Guildford a couple of weeks before term starts and although he knows he has on-campus accommodation, he can't move in before the beginning of term so he's worried about where he'll stay when he first arrives. He's on a strict budget, but he's not going to let that stop him having a good time. He's spent a lot of time on the University website and on the Student Union's website trying to get as much information as he can get his hands on so that he's prepared. One thing he's determined to do is find a job of some sort so that he can get out and make the most of his time at university. He hasn't quite worked out the relationship between the University site and the Student Union site, but maybe one of them can help him find a job...

Requirement

Adil needs practical information so that he feels prepared, not just about his course but about accommodation, the environment, what to expect, what he'll need. Just everything really.

Adil says...

"I've never been to the UK before and am arriving a few weeks early, but I don't know where I can stay or whether anybody will help me."

"I'm looking forward to the social side of university but I don't think all the events will be for me. I hope I'll fit in."

"I'm going to make my time in the UK count... but grades come first."

Critical success factors



- Give Adil plenty of support before he arrives in Guildford and continue throughout his university career, paying particular attention in the first few weeks.
- Ensure that he is provided with detailed information about life at University: it's better to give him too much information rather than too little.
- Provide or signpost a route for Adil to contact other students and/or prospective students on his course or in his accommodation.
- Point him in the direction of information about Clubs and Societies, social events etc so that he can plan his activities and reduce the surprises when he arrives.
- Give Adil help in looking for a job: he probably won't find one before he arrives but he needs a level of comfort that he will be able to do so and to be able to prepare.
- Adil is arriving early so he can sort himself out before the beginning of term. He needs some support in finding accommodation to tide him over, and information on things such as transport.

Example 2: The Individual Persona

Personas must have unique characteristics that help them unique from other personas.

Key question this user will ask

"How will I manage when I know nothing?"

Goals

- To find out about what to expect from life at Surrey, including social life and course work
- To make and save money
- To learn about the local area
- To sort out accommodation
- To be put in touch with other students, particularly other Malaysians

Needs

- To know how and where to ask questions as they arise
- To feel supported, especially in the first few weeks
- To know what to expect before he arrives
- To have a way of building social groups with other like-minded students (Societies, clubs, etc)
- A way to buy used goods and, later, sell them
- To find a job to help with the expenses of living abroad

Anxieties

- He will suffer from culture shock and be homesick
- The level and complexity of coursework will overwhelm him
- He won't make any friends and will be lonely
- He won't make enough of his time in the UK

Constraints

- Adil is operating completely outside his existing frame of reference.

Ideal approach for this user

Be there to answer any and all of his questions and actively approach him to make sure he's alright. Although he'll quickly become a "regular" fresher he needs a lot of support in the beginning and ongoing support throughout his university career.

Content for a New Arrival

- Quick and easy access to welfare information
- Personal development information (training)
- A way to buy/ sell used things
- Up to date job information for university jobs, and links to third party providers
- Information about travel and trips in the UK and Europe
- Ways to find and make new friends (forum, blogs, clubs & societies, signposts to relevant Facebook pages)
- Sign-posting for questions when they arise
- Information about life on campus: how things work
- Support for overseas students arriving before the beginning of term

Example 3: Persona scenario

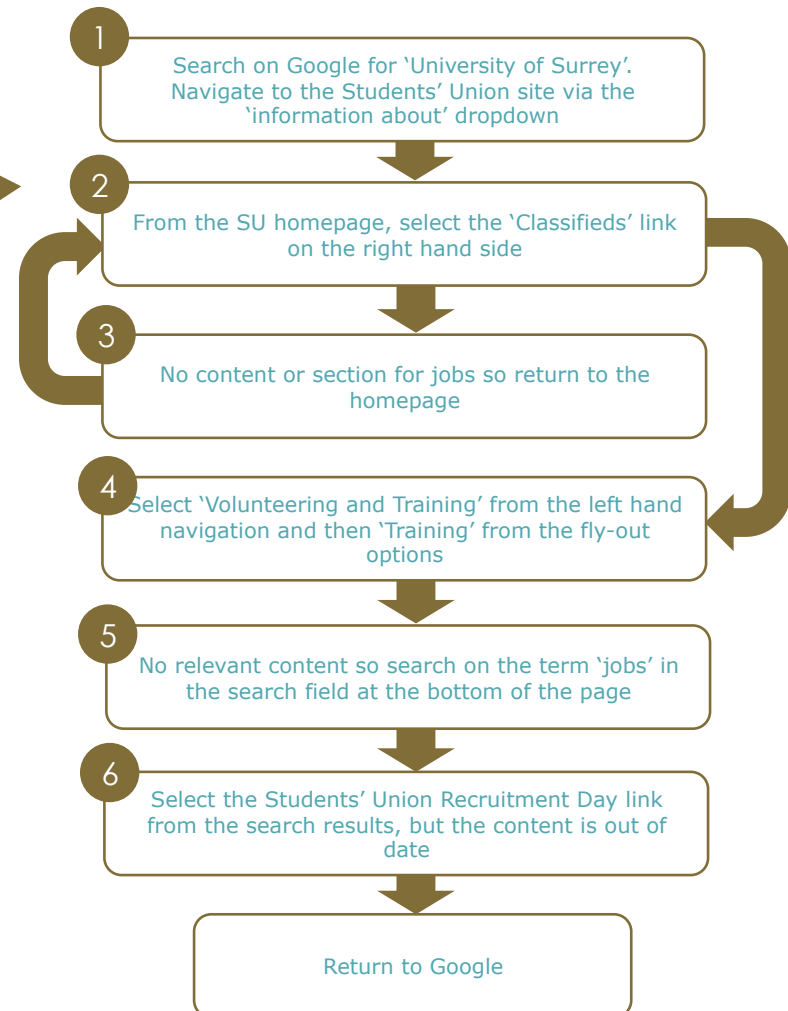
To further convey a typical user need for this persona, I create scenarios. The scenario on this page is the current, ineffective solution that the university is using. On the next page, I demonstrate how an optimal scenario flow would look.



Adil believes that to get the most out of his time at University he needs to find a job, but he has no idea how to find one. He's hoping that the one of the University sites will be able to help him.

Adil is looking for a job, and hoping that the University will be able to point him in the right direction.

- 1 Adil has spent a lot of time on the University site so he finds it easily by searching for 'University of Surrey'
- From there he navigates to the Student Union site using the 'information about' dropdown
- 2 On the SU homepage he selects the 'Classifieds' link on the right hand side: that's bound to have something about jobs in it
- 3 The 'Classifieds' area doesn't have a section for jobs and besides, is completely empty, so Adil returns to the homepage to try again
- 4 This time he chooses 'Volunteering and Training' from the left hand navigation and then 'Training' from the fly-out options
- The 'Training' page does have information but not about paid employment. Hunting around the page Adil spots the search box at the bottom
- 5 He searches on 'jobs' but is confused by the style of the search results and isn't sure if he can click on them
- He gives it a go and selects the second option that mentions the Students' Union Recruitment day
- 6 Adil thinks he's found what he's looking for, but then he notices the date: this is for last year. Clearly this site is not going to be able to help him
- Disappointed, Adil returns to Google to continue his search



Example 3: Persona scenario

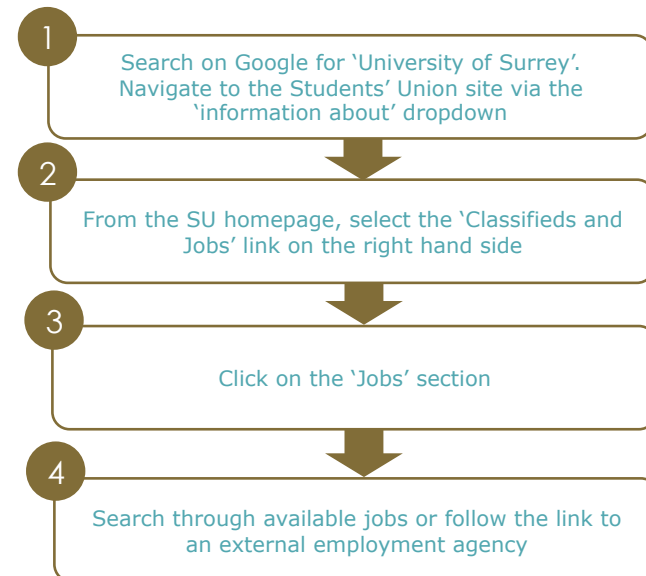
Here is an example of a more optimal solution that a future system (yet to be designed) could utilize to help students like Adil. These examples give the design teams a working example of how to use personas.



Adil believes that to get the most out of his time at University he needs to find a job, but he has no idea how to find one. He's hoping that the one of the University sites will be able to help him.

Adil is looking for a job, and hoping that the University will be able to point him in the right direction.

- 1 Adil has spent a lot of time on the University site so he finds it easily by searching on 'University of Surrey'
From there he navigates to the Student Union site using the 'information about' dropdown
- 2 On the SU homepage he selects the 'Classifieds and Jobs' link on the right hand side
- 3 Within this section Adil sees a section called 'Jobs' and clicks on it
- 4 On the 'Jobs' page he can search current jobs on campus, and he also sees a link to a recruitment agency, Blue Arrow. Pleased to have found what he's looking for so quickly, Adil begins his hunt in earnest



Critical requirements for site

- Clear signpost to "Jobs"
- Constant Staff and User generated updates to keep the Jobs section populated, up to date and relevant
- Relevant Search functionality that yields up-to-date information (for both the SU website and within the Classifieds section)
- Partnerships with third party agencies (e.g. Blue Arrow) to provide external employment opportunities
- Links to job related development e.g. CV writing, interview skills, etc (optional)

Information Architecture (IA)

The key to developing a useful IA is to understand the existing mental models of your users. Never assume you know how others group information, let them show you!

Sample IA

- The following 2 examples are meant to demonstrate:
 - 1) identifying an IA issue and making recommendations to solve it and
 - 2) showcase a full IA that I developed
- The full IA was developed based on findings from:
 - An open card sort with the primary user group (i.e. students)
 - One-to-one interviews
 - Focus groups
 - Personal UI development experience

Note: When the project allows I always recommend re-testing the developed IA with the primary user group! (Better to be safe than sorry)

Example 1: Finding IA Issues

Usability testing revealed that users were having a very hard time finding key information. These findings lead to some quick win recommendations.



CRITICAL: The website has a deep IA that forces the user to dig down before finding actual content

■ e.g. SERVICES > EDUCATION AND LEARNING > MENCAP NATIONAL COLLEGE > LIVING

The current design reduces the users ability to recover from errors when they realise that they've taken the wrong path

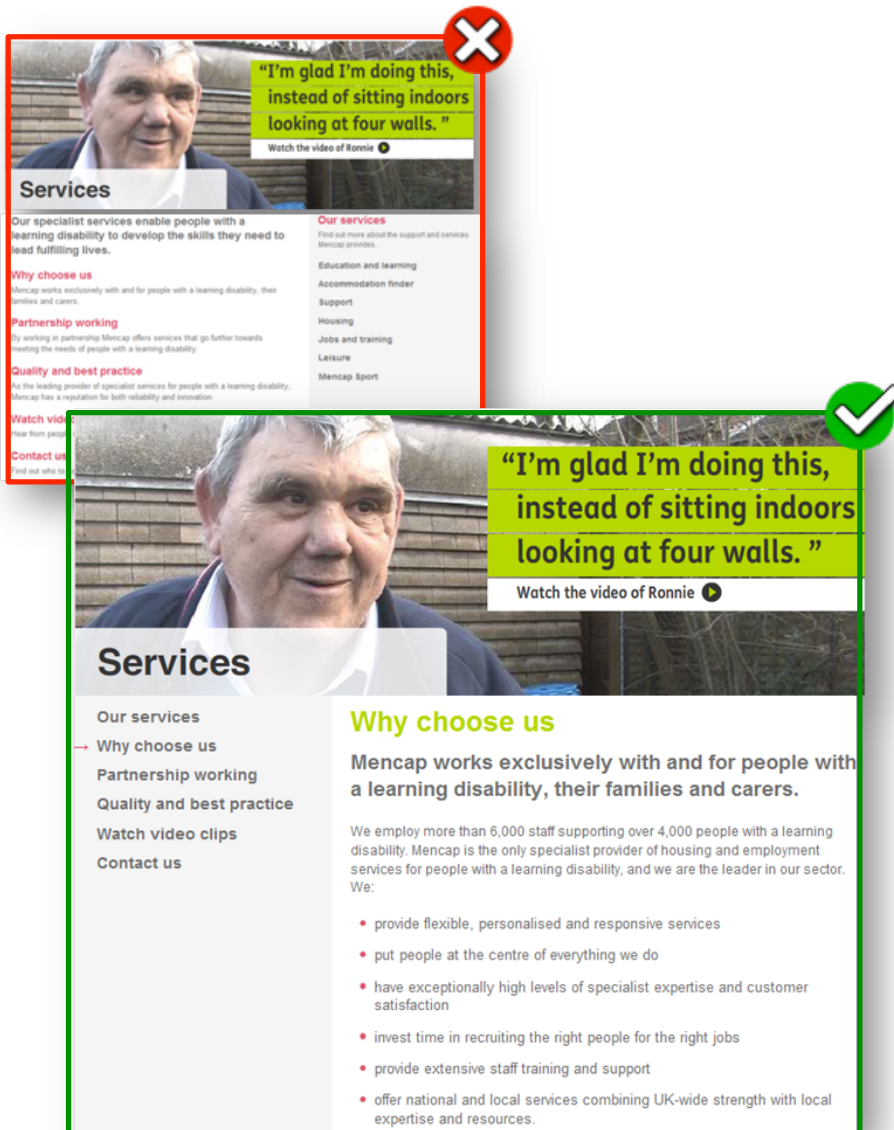
Deep IA contributes to feelings of "vastness" and can result in the user feeling overwhelmed and confused, often giving up as a result.

RECOMMENDATION:

See next page

Example 1: Finding IA Issues

The IA solution here was to make the landing pages more informative by rearranging the content and better signposting users to the information they were looking for. Here I mocked up a possible solution (see green checkmark below)



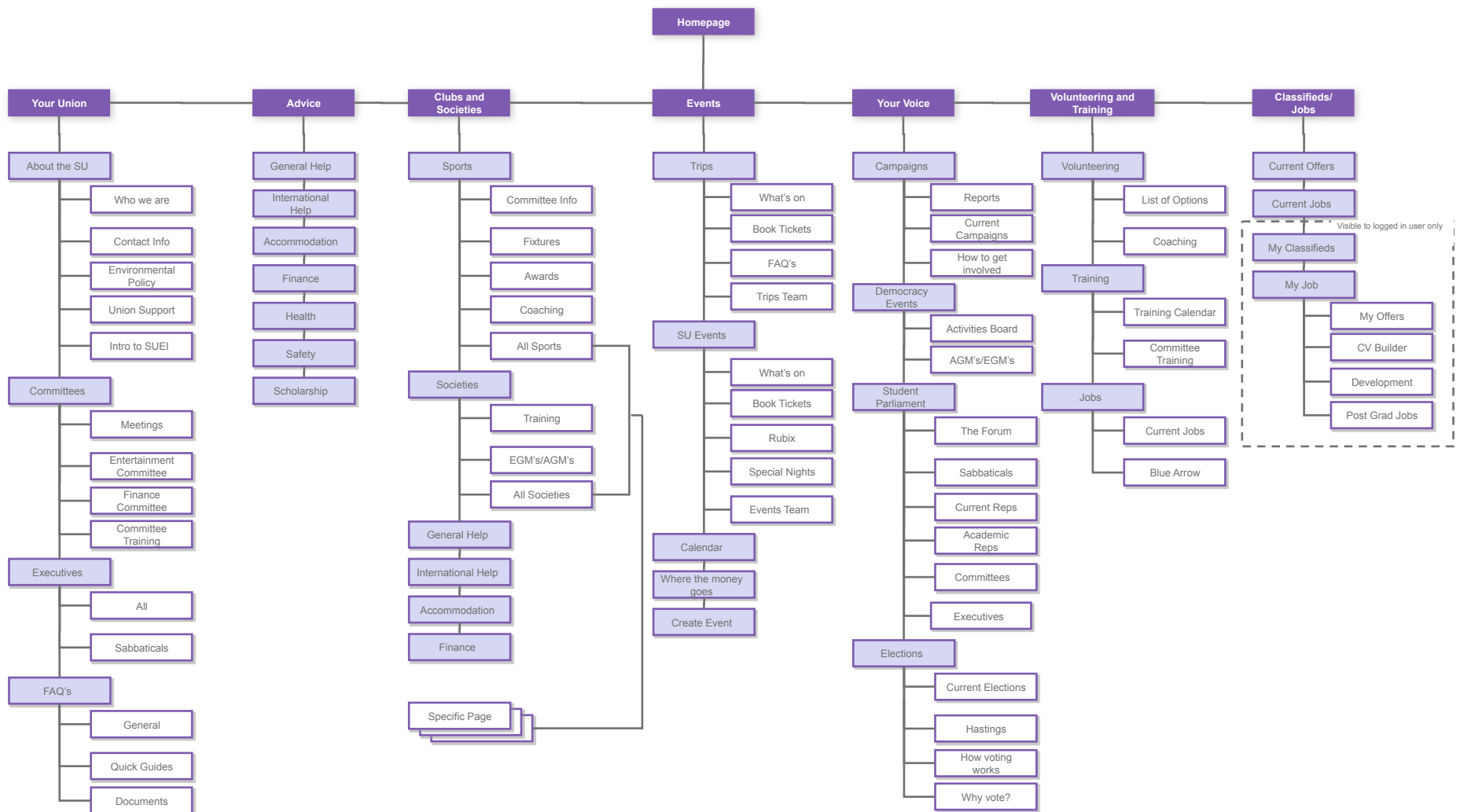
RECOMMENDATION:

Bring the content pages closer to the surface

- The landing page for each section should contain summative content that hints what the user will find within the section
- Use the left-hand side panel as the main navigation

Example 2: Full IA Development

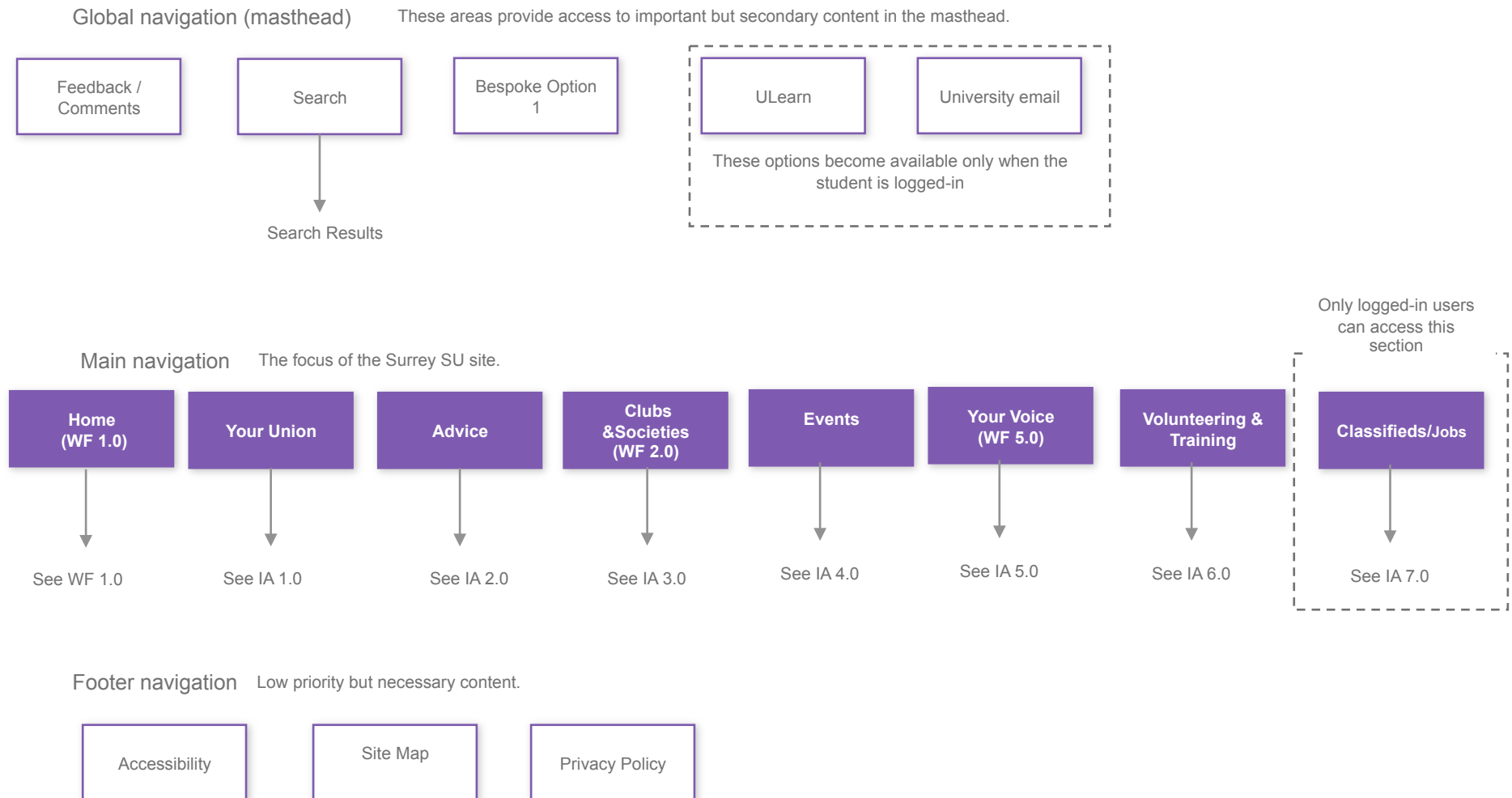
Based on conducted research and experience my team and I created this full IA sitemap to better support university students locate the information they needed.



Example 2: Full IA Development

After showing the site map the subtleties of the IA are made clear. Here I showcase the Main navigation, Utility Navigation, and Footer Navigation.

Information Architecture Overview

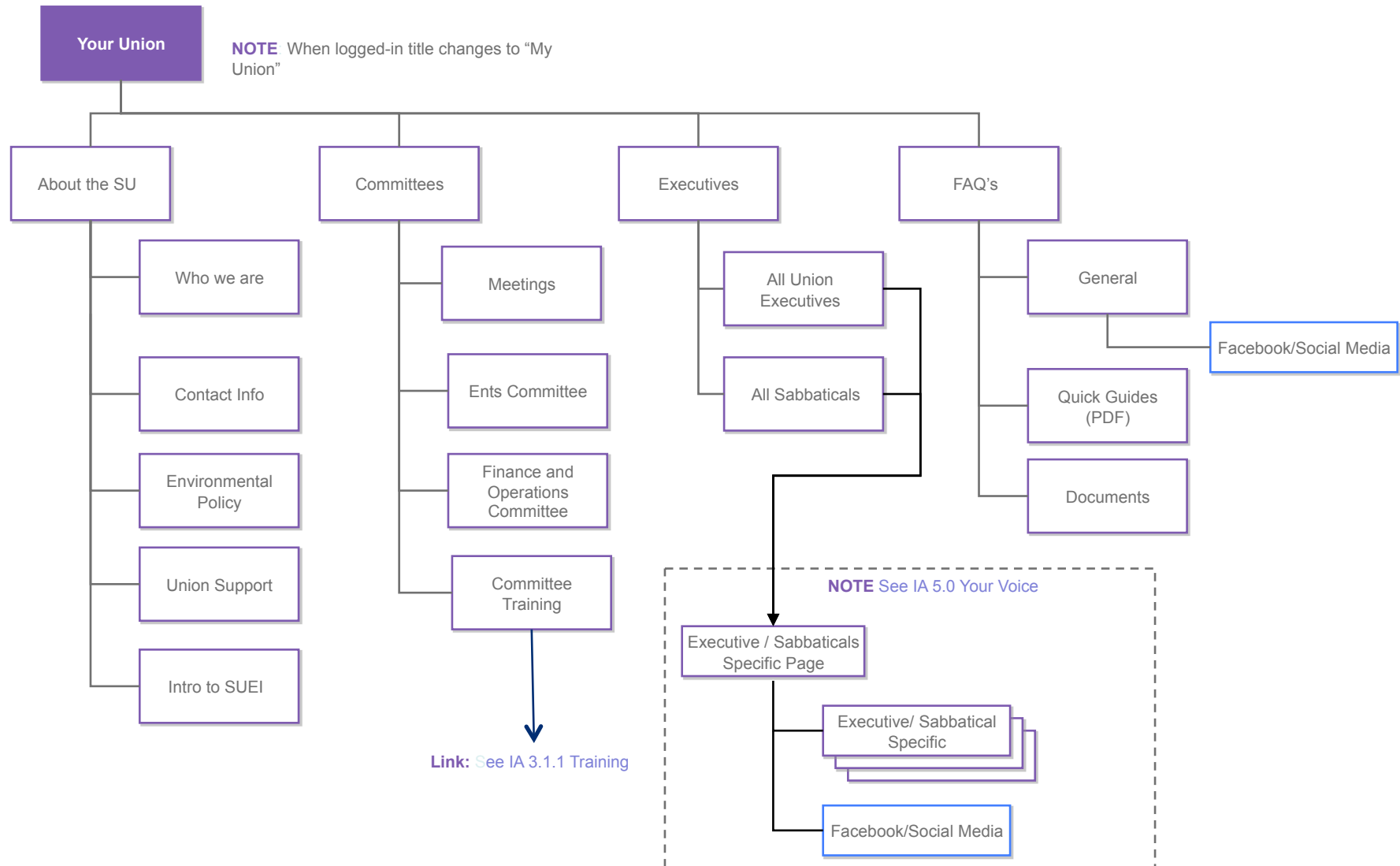


Example 2: Full IA Development

This example goes into further detail about each sub-section. Also, notice the “Possible Elements to Surface” section at the top of the page. This helps make the IA more realistic by providing content ideas.

Possible Elements to Surface:

- Who we are
- Contact Information
- Union Support
- Quick Guides (PDF)



A person wearing a light-colored, button-down shirt is holding a large, white rectangular sheet of paper with both hands. The paper is held in front of a dark wooden wall with visible vertical grain and knots. The paper has text printed on it in a purple, serif font. The text is centered and reads: "Wireframes and Prototypes" followed by "So you did the research, how do you make it a reality?". The person's hands are visible at the bottom corners of the paper, and their torso is visible at the top. The lighting is bright, casting soft shadows on the wall and the paper.

Wireframes and Prototypes

So you did the research, how do you make
it a reality?

Sample Wireframes

- In developing a software solution the “front end” the the user interacts with needs to be effectively communicated to the “back end” programming side
- Based on research findings and experience, I created the following wireframes using the Axure software package.
- I’ve used Axure in the past to create hi-fidelity, interactive, and testable prototypes by linking wireframes together
 - This allows user to naturally click through, testing the usability of a proposed design before costly time is wasted actually making it

Example 1: Sample Wireframe

This wireframe was intended to give the development team a standard template for each page. Notice that each section is sized and given a description via the call-outs below.

Banner and module sizes

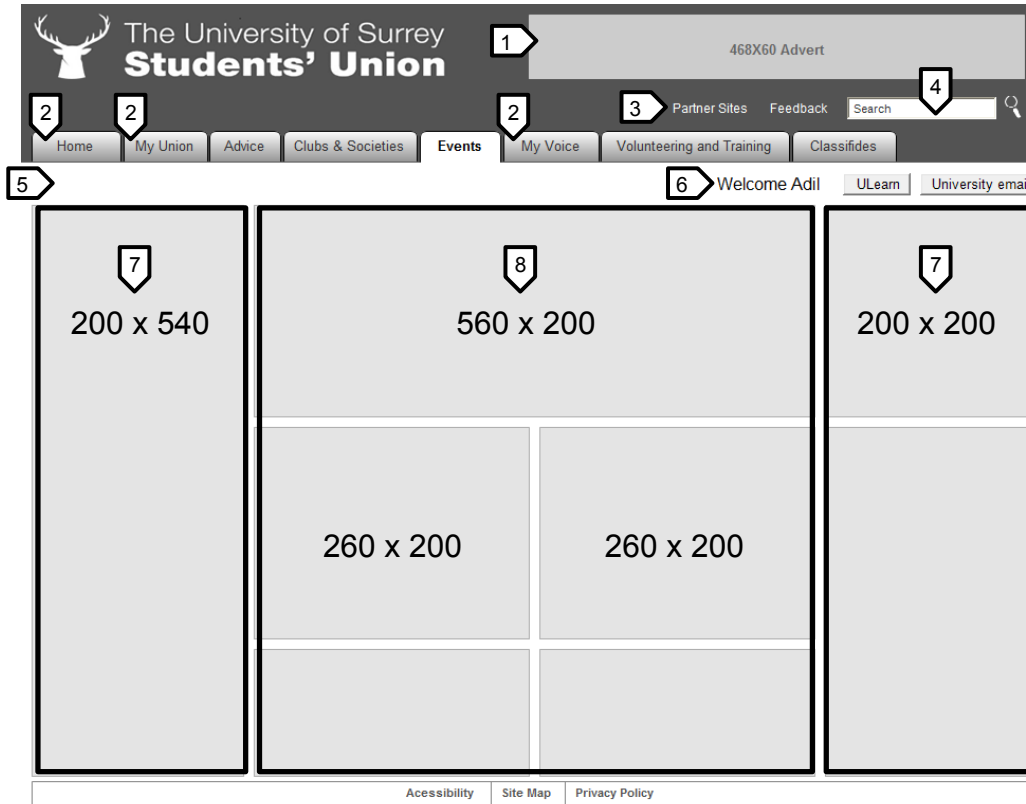
This template explains the elements located in the banner section and provides the rationale for the size and layout of the modules located on all the pages.

Banner

1. This advertising space is the same size as the current Union website; accommodating standard banner adverts (468 x 60).
2. Three of the titles of the global navigation change depending on the logged-in status of the website. When logged-out they read Home, Your Union, and Your Voice. When logged-in these change to My Home, My Union, and My Voice to enhance the sense of personalisation.
3. Up to 4 links can be added here to the global nav masthead (TBD by the Union) However, priority should be given to the Feedback option to highlight its importance.
4. Search functionality should search the whole website and related documents for keywords and phrases. Results should be provided in a standard search format. Only relevant and up-to-date results should be returned (e.g. nothing from 2 or more years ago).
5. The "Did you know...?" section only appears on the landing pages of the global navigation options for both logged-in and out versions (e.g. My Union, Advice, etc). However, it does not appear on the customisable 'My Home' page (here it exists as a widget on the page itself). It can be hidden if the user chooses to. When logged in, this section contains page specific information that is relevant to the user. When logged out it contains page specific information that is general to all users.
6. Once logged-in, this section contains links to Ulearn and their University email account. This helps transform the Union website into a dashboard for all their Union and University needs. This will help promote return usage.

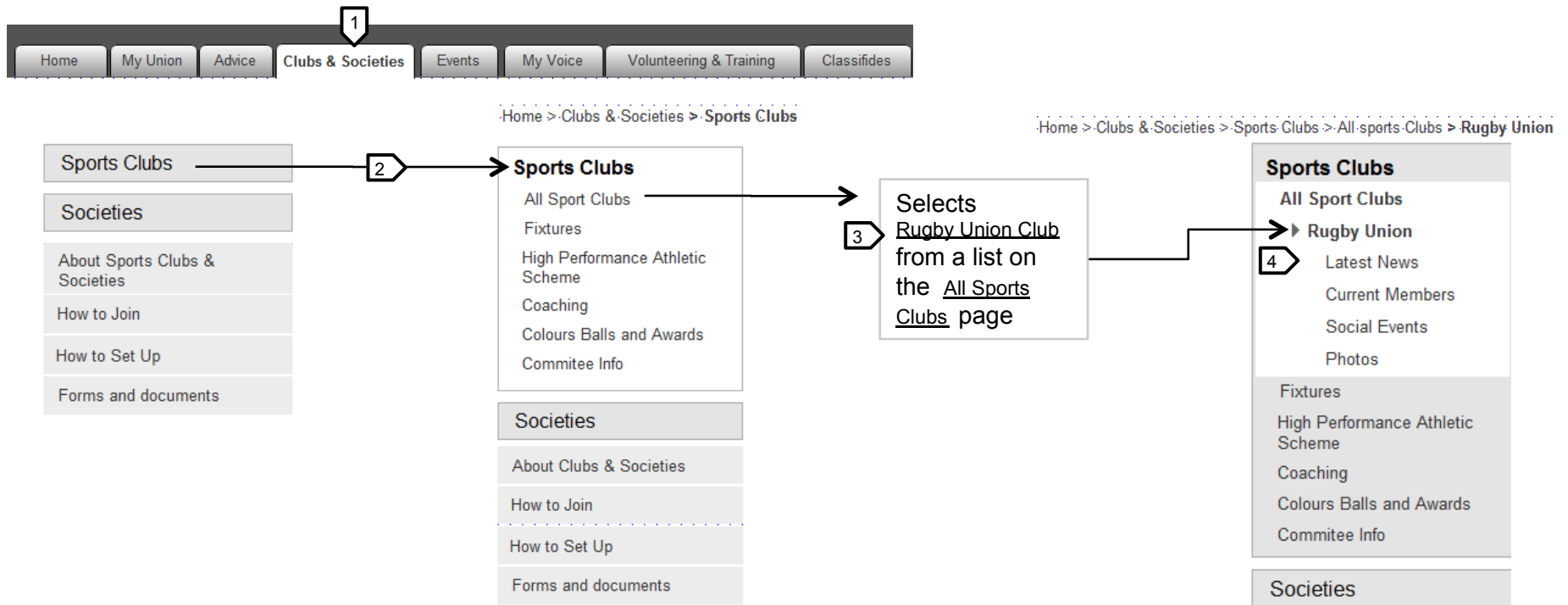
Module size

7. The pages utilise a mirror layout to allow easy switching of modules / adverts / widgets across both sides.
8. The central portion of the pages can be divided into two smaller sections or made taller depending on the element needed.



Example 2: Navigation

Below is an example of how the Left-hand side navigation would appear and function as the user dove deeper into the website.

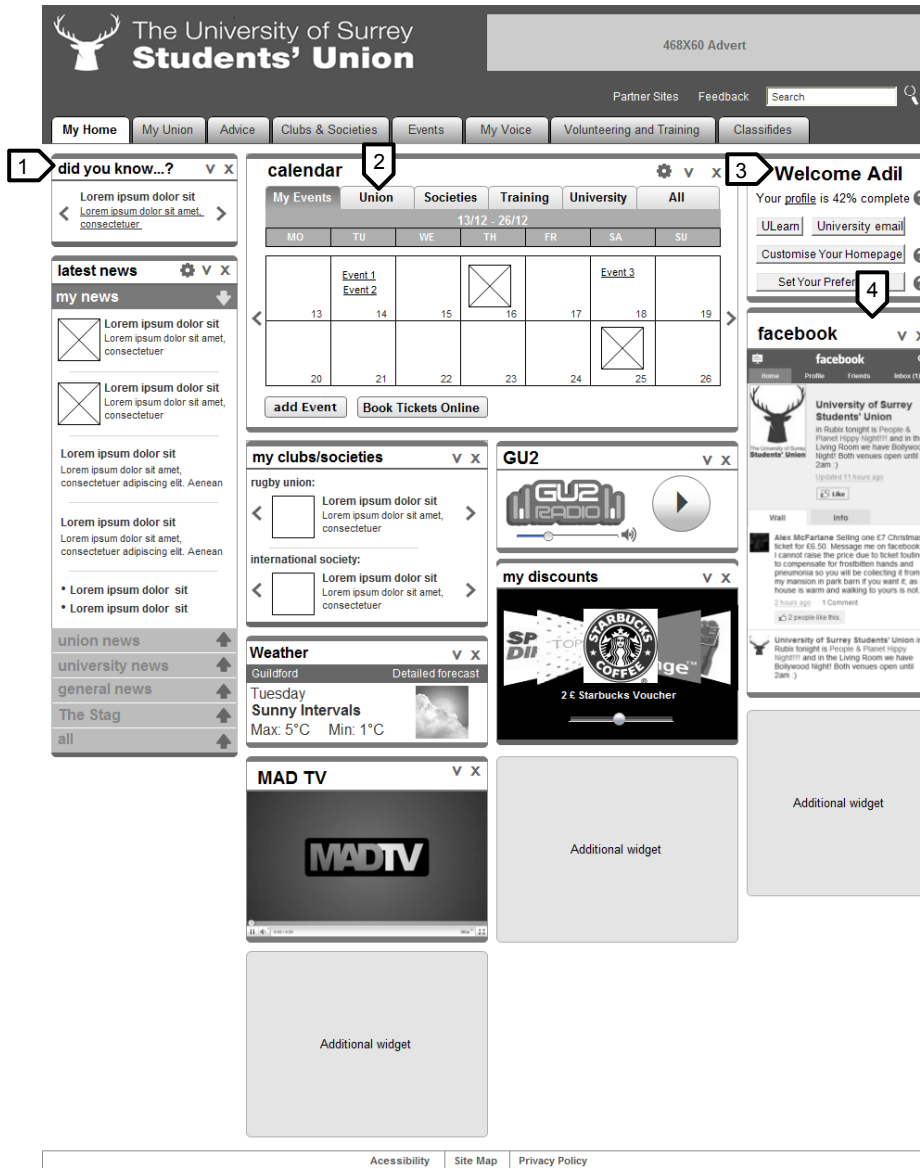


The following example follows a fictitious user's journey as they make their way to the Rugby Unions Sports Club page. This example is intended to better illustrate how the navigation across the website will function.

- A student begins by selecting the "Clubs & Societies" tab from the global navigation. This takes him to the "Clubs & Societies" landing page. Each of the global navigation elements contains its own unique landing page. Here the navigation highlights the main pages for this section by bringing them to the top and enlarging their text ("Sports Clubs" and "Societies"). The smaller options link to pages that are not commonly used. (NB: key information from these pages can be brought into the modules on the sections landing page, as shown in the Club & Sports wireframes)
- Selecting the top link, "Sports Clubs" takes the user to the Sports club page. This is indicated in **bold** letters at the top of the LHS navigation. The page loads with the Sports Club page links listed below it (in order of importance to the user). The "societies" and other less important links still remain visible on this page, but are pushed further below. These remain to allow the student to easily navigate to other sections instead of forcing them to go back through the global navigation. Also, on this page (right after the section's landing page), bread crumbs appear for the first time to help orient the student.
- After selecting "All Sports Clubs" the student is taken to a page that lists all clubs on the page itself. He selects the Rugby Union Club link and is taken to that club's specific page.
- On the Rugby Union Club's page the navigation again expands to highlight where he is and what page specific options are available to him. At this level there are no pages deeper in this section so the links underneath "Rugby Union" (i.e. Latest News, Current Members, etc) are anchor links to the content on the page itself. Again, below this the original links remain to aid in further navigation.

Example 3: Hi-fidelity mock-ups

This example shows key elements that users need access to on the homepage. It was also recommended to make the homepage customizable by allowing the users to drag and drop widgets.



The logged-in Homepage is completely customisable by the user. Students will be able to add a variety of widgets that are both Union and non-Union related. Ideally students will be able to drag and drop (i.e. reposition) their chosen widgets where ever they want on the page (see <http://www.kingsfund.org.uk/> for a working example).

Each widget may have different functionality associated with it to help keep the page interesting. However, each widget will have (in the top right corner) an option to collapse and delete it.

The ability to select / change a widget will reside in the "Customise your Homepage" button in the Welcome section. When selected this will produce a light box with a selection of possible widgets, to be decided by the Union (i.e. a window that covers the screen until a selection is made or it is closed). Research suggests that users want the widgets demonstrated on this wireframe.

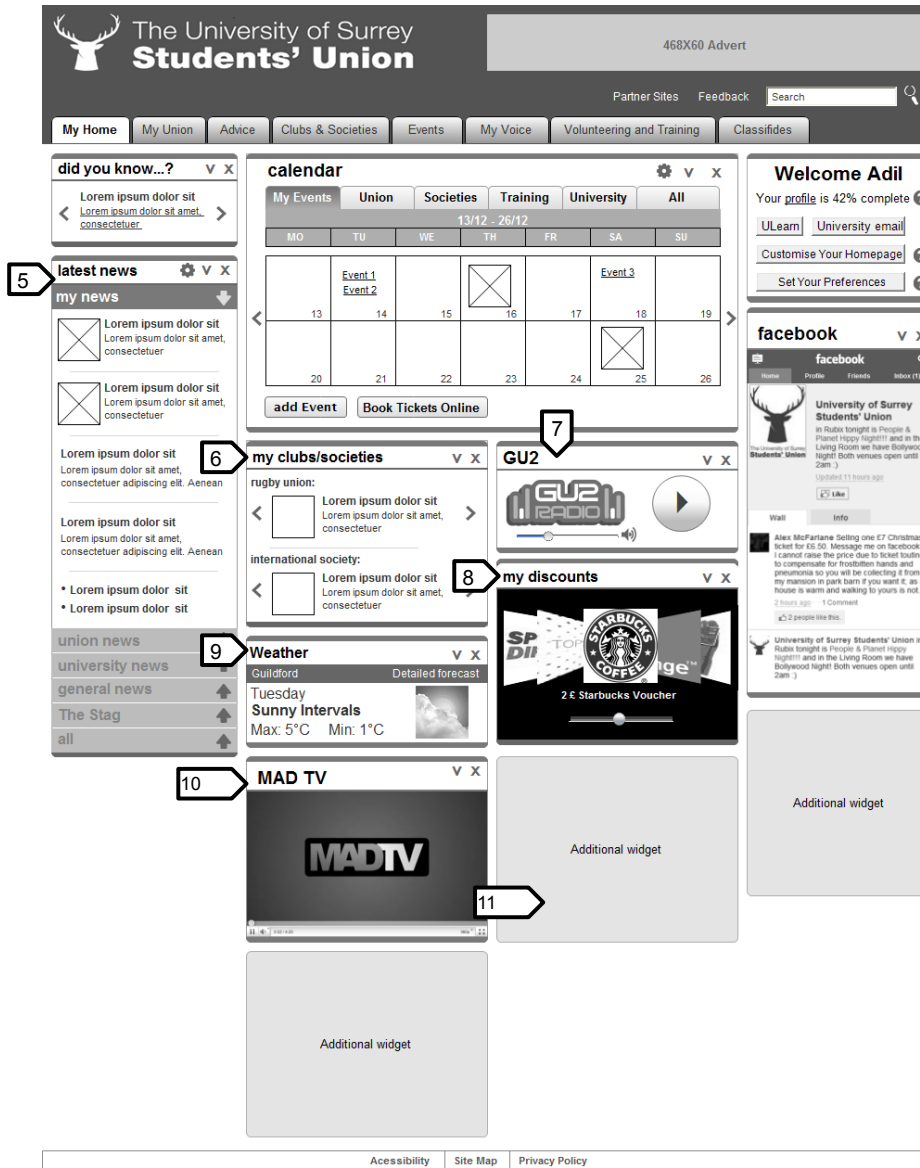
NB: Adverts should not be present in the body of this page. The relevant banner advert should be the only one present here. Additional advertising space will exist on all other pages.

1. **Did you know:** This widget takes into account the student's profile and preferences information and delivers bespoke advice regarding topics they are interested in. This carousel design allows the student to move (left or right) between multiple topics.
2. **Calendar:** Research suggests that the **calendar** is the most important widget that the students can have. (see below for a full description of this widget)
3. **Welcome:** This section is static for all students. (see below for a full description of this widget)
4. **Facebook:** Allows user to keep up-to-date with the existing Facebook page. Unlike the Facebook link currently used, this widget allows the student to tab through FB sections for quick access.

See next page for additional details

Example 3: Hi-fidelity mock-ups

Here is the additional sections of the homepage



5. **Latest News:** This widget allows students to view news and announcements from multiple sources. Clicking on a news items takes the student directly to that story in a new window. At the top of the widget, students can select the gear icon to select what news sources to include. (e.g., BBC, Union paper, University news feed, etc) This widget utilizes an accordion style navigation, allowing multiple news sources to be shown at once.
6. **My clubs/ societies:** This widget demonstrates the importance of surfacing relevant Union related information from sections deeper in the website. Based on the student's profile the widget already knows that the student is involved in the rugby union club and the international society. As a result, this widget highlights any upcoming events or important information. As the number of clubs/ societies that the student becomes a member of grows, so does the widget to reflect it. Students can horizontally scroll to other club/ soc related events (for that club/ soc) by selecting the right- or left-hand arrows.
7. **GU2 Radio:** This widget allows students to listen live to the University's GU2 radio station.
8. **My Discounts:** This widget acts as an incentive for logging in and can / should be promoted as a perk. Here students can search through a list of relevant discounts / promotions (based on their profile). Once selected the system should allow the user to print out the voucher.
9. **Weather:** This standard widget allows students to keep track of the weather.
10. **Mad TV:** This widget allows students to watch Union sponsored MadTV video clips live from their homepage. (consider also video widget options for YouTube.com)
11. **Additional Space:** These boxes represent that additional widgets can be added to the page. The student should have absolute freedom to add/ remove as many as they want. The widgets can be nestled next to each other and don't need to follow a strict grid layout.

The mock-ups that I developed lead to the creation of these fully designed options.

Which one do you like best?

Option 1



NOTE: A separate team that I wasn't a part of created these designs. I've kept them here to show how my research and work lead to this outcome.

Option 2



The University of Surrey
Students' Union



STUDENTS! Store your summer holiday home for less than you thought! **50% OFF!**

Partner Sites Feedback

[Your Home](#) [Your Union](#) [Advice](#) [Clubs & Societies](#) [Events](#) [Your Voice](#) [Volunteering & Training](#) [Classifieds](#)

Did you know?

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Latest news

My news



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Union news

University news

General news

The Stag

All

Calendar

Your events **Union** **Societies** **Training** **University** **All**

◀ 13/12 - 26/12 ▶

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	This is my event Another event more...			A third event		
13	14	15	16	17	18	19
		Event number four			Event 5 One more event	
20	21	22	23	24	25	26

[Add an event](#) [Book Tickets online](#)

Weather

Guildford

Tuesday 21 Dec
Cold, dry and bright with sunny intervals
Max: 1°C Min: -5°C

Your Clubs & Societies

Rugby Union



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Russian Speaking Society



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Your Discounts

£2 Starbucks voucher

Welcome Adil

Your profile is 42% complete

[ULearn](#) [University email](#)

[Customise your homepage](#)

[Set your preferences](#)

facebook

[Home](#) [Profile](#) [Friends](#) [Inbox\(1\)](#)



University of Surrey
Students' Union

[Like](#)

Wall Info

University of Surrey Students' Union — University of Surrey Students' Union created an event.



Sunday Salsa Sunday,
20 February 2011 at
18:00 Chancellors

22 hours ago · Like · Comment
21 people like this.

University of Surrey Students' Union — Pick up your new events planner from the Students Union reception!
Yesterday at 12:53

University of Surrey Students' Union — The Shadowroom Present... INCEPTION. Tuesday 18th January 19:00 Lecture Theatre D (Griffiths)
Yesterday at 09:28

University of Surrey Students' Union — University of Surrey Students' Union created an event.



Open Nic Night
Thursday 17 February
2011 at 20:30
Chancellors

Two days ago · Like · Comment
Peter Parker likes this.

Older posts ▼

[Accessibility](#) | [Site Map](#) | [Privacy Policy](#)

Other Interests

I've have an unyielding curiosity about everything and love learning more.

I believe that only through a diverse understanding of the world can we amalgamate ideas and truly innovate!

I own a small eCommerce website

I created CityZenDesign.com from the ground up to better understand web strategy, marketing needs, development, and other concerns and considerations.



- As an innovator and entrepreneur I've always been interested in business
- This is a personal company that I started in 2008 where I design, manufacture and sell vinyl wall art
- My inspiration is to mix the metaphors of **nature** and **Technology** to highlight the beauty in both (see next page)

www.cityzendesign.com



cityzen designs (part 1)



Contact Juggling

- I know it's random... but hey, I'm into it
- Here's an example of what it is:
 - <http://www.youtube.com/watch?v=CtztrcGkCBw>





UbiComp / Smart environments



- I'm a big fan and proponent of ubiquitous computing
 - I try to research as much as I can about this burgeoning field
- I enjoy reading trade reports from different research labs

Inventing



- I've always been interested in creating and pride myself with finding novel and innovative solutions to everyday issues.
- I enjoy coming up with Mobile Apps ideas as well as physical products.