GETTING BOOKS INTO SCHOOLS

TRACKING AND TRACING BOOKS: A SOFTWARE AND INTERFACE DESIGN PERSPECTIVE
STAKEHOLDERS

- Who are the principal stakeholders?
- Who are the second-level stakeholders?
- Do stakeholders have differing capabilities and capacities?
- Do stakeholders have differing agendas?
STAKEHOLDER QUESTIONS

Questions that Could be Answered

1. What books should arrive at this school?
2. When should the books arrive?
3. Where are the books now?
4. How can I contact the person responsible for this shipment?

• What other questions are there?
• Can these be answered?
• Can answers be short?
• Can questions be short?
DESIGNING FOR ERROR

How do the people who interact with the system differ with respect to digital/device literacy, if applicable? How does capability differ?

- Designing for queries and identifiers with an eye on eliminating input error

  Shipment code and query are designed so that the system always checks for a letter and a number together and adds a space.
In addition to system answers to questions, what data can be passively obtained? ....and is it important?

- Location of book handoffs
- Time of book handoff
- Cell tower quadrant
- Number of interactions per cell number
- Can data be exported (e.g. CSV, images, etc.)
VIEWING DATA

Is the data visible to all parties?

• Could the data ever be public? How might this look?
• Are there reasons to not show any data?
• Can data be used maliciously?
• Are there privacy issues that need to be considered?

...
While the system may have a wonderful goal, how can it be used for other, malicious purposes?

- Can a person interact with the system in a way to do harm?
- Can I interact with the system in such a way as to cause disruption of any sort?

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ATTACK TREES

-- B. Schneier, *Dr. Dobb's Journal*, December 1999