

Rochester Institute of Technology

## RIT Digital Institutional Repository

---

Theses

---

2008

### Cognitive dimensions usability assessment of textual and visual VHDL environments

George Kontos

Follow this and additional works at: <https://repository.rit.edu/theses>

---

#### Recommended Citation

Kontos, George, "Cognitive dimensions usability assessment of textual and visual VHDL environments" (2008). Thesis. Rochester Institute of Technology. Accessed from

This Master's Project is brought to you for free and open access by the RIT Libraries. For more information, please contact [repository@rit.edu](mailto:repository@rit.edu).

# **Cognitive dimensions usability assessment of textual and visual VHDL environments**

**(What can it tell us about visual programming language usability?)**

**Masters Project**

**George C. Kontos**

Rochester Institute of Technology  
Golisano College of Computing & Information Sciences  
Department of Computer Science  
102 Lomb Memorial Drive  
Rochester, NY 14623-5608

[george.kontos@itt.com](mailto:george.kontos@itt.com)

October 27, 2007



## Abstract

Visual programming languages promise to make programming easier with simpler graphical methods, broadening access to computing by lessening the need for would-be users to become proficient with textual programming languages, with their somewhat arcane grammars and methods removed from the problem space of the user. However, after more than forty years of research in the field, visual methods remain in the margins of use and programming remains the bailiwick of people devoted to the endeavor. VPL designers need to understand the mechanisms of usability that pertain to complex systems like programming language environments.

Effective research tools for studying usability, and sufficiently constrained, mature subjects for investigation are scarce. This study applies a usability research tool, with its origins in applied psychology, to a programming language surrogate from the hardware description language class of notations. The substitution is reasonable because of the great similarity between hardware description languages and programming languages. Considering VHDL (the VHSIC Hardware Description Language) is especially worthwhile for several reasons, but primarily because significant numbers of digital designers regularly employ both textual and visual VHDL environments to meet the same real-world design challenges.

A comparative analysis of Cognitive Dimensions assessments of textual and visual VHDL environments should further understanding of the usability issues specifically related to visual methods – in many cases, the same visual methods used in visual programming languages. Furthermore, with this real-world ‘field lab’ better understood, it should be possible to design experiments to pursue the formalization of the CDs framework as a theory.



## Contents

1	Introduction.....	7
1.1	Problem statement.....	8
1.2	Hypothesis.....	8
1.3	Previous work .....	8
1.4	New work.....	9
1.5	Document Structure .....	9
2	The cognitive dimensions framework.....	11
2.1	Overview of the cognitive dimensions framework.....	12
2.2	Cognitive dimensions framework concepts and theory .....	16
2.3	Application of the cognitive dimensions framework.....	23
2.4	Limitations and pitfalls in using the cognitive dimensions framework.....	29
2.5	Use of the cognitive dimensions framework in this study .....	29
3	Hardware description languages and VHDL .....	33
3.1	Hardware description languages and programming languages .....	33
3.2	VHDL Overview.....	37
4	Analysis method.....	51
4.1	Method .....	52
4.2	The benchmark design .....	52
4.3	Cognitive dimensions walkthrough assessments .....	52
4.4	Usability requirements .....	53
4.5	Visualizing the results.....	53
4.6	Comparative analysis .....	54
5	Results and analysis .....	57
5.1	Usability requirements for digital system design.....	57
5.2	Cognitive dimensions walk-through assessments.....	58
5.3	Comparison of visual and textual VHDL cognitive dimensions profiles .....	74
5.4	What the usability evaluation says about visual methods.....	76
5.5	Use of the cognitive dimensions framework .....	78
5.6	Recommendations for further study.....	79
6	Glossary .....	81
7	Works Cited .....	83



*The real romance is out ahead and yet to come. The computer revolution hasn't started yet. Don't be misled by the enormous flow of money into bad de facto standards for unsophisticated buyers using poor adaptations of incomplete ideas.*

– Alan Kay

## 1 Introduction

Advocates of visual programming languages promised VPLs would make programming easier with simpler graphical methods, broadening access to computing by lessening the need for would-be users to become proficient with textual programming languages, with their somewhat arcane grammars and methods removed from the problem space of the user. This might lead to an era of increased computer literacy where even children would design their own applications. Why pay \$600 for Photoshop? Simply, design *or sketch* your own photo-processor. After more than forty years of research in the field, however, visual methods remain in the margins of use and programming remains the work of people devoted to the art. It has become clear that usability is a complex issue, beyond the mere inclusion of visual methods to describe and understand programs. Visual programming language designers need to understand the mechanisms of usability that pertain to complex systems like programming language environments, even to realize modest improvements.

So, what, exactly, are visual programming languages? Burnett, *et al* (1995) offer the view that VPLs are simply languages that use some type of visual representations to achieve what would otherwise be accomplished using text in conventional programming languages. Burnett and others have developed detailed taxonomies of VPLs; Boshernitsan and Downes suggest the two most significant classifications are purely visual languages and hybrid text and visual systems.

Where did VPLs come from? Boshernitsan and Downes (Boshernitsan & Downes, 1997) attribute the multidisciplinary origins of visual programming to work in the fields of computer graphics, programming languages and human-computer interaction. Boshernitsan and Downes cite several milestone developments: (1) Ivan Sutherland's Sketchpad designed in 1963, [2] a graphical dataflow language, designed in 1965 by Ivan Sutherland's brother, William Sutherland, and [3] David Canfield Smith's PhD dissertation, "Pygmalion: A Creative Programming Environment" published in 1975. Some consider Sketchpad, which ran on a TX-2 computer at MIT, the first CG application. It allowed users, with a light pen, to create 2D graphics from simple primitive geometries. William Sutherland's dataflow language enabled users to create, execute and debug dataflow diagrams within a visual environment. Smith's Pygmalion introduced two new concepts: programming by demonstration and icons.

In their survey, Boshernitsan and Downes summarize the motivations for VPL development. Researchers consider the premises that humans think and communicate more naturally with visualizations, and that many creative and intelligent people find it difficult to learn and use textual programming languages efficiently. They ask questions



including: Why do we continue to program computers textually? Would programmers be more productive if they could use graphical methods? In addition, wouldn't more people be able to program, if they could employ the same visual representations they naturally use when they consider problems and their solutions?

Advocates of VPLs respond positively to the previously mentioned questions. Critics within the computer science community, however, citing a lack of empirical evidence supporting the claims of proponents, and the problem of scalability, have tended to dismiss the significance of VPLs. Whitely [7] addresses the question of empirical evidence for and against. Burnett [4] characterizes the problem of scaling-up, i.e., making VPLs suitable for large-scale programming problems without increasing complexity, and thereby countering the simplifications gained from the use of visual methods.

### **1.1 Problem statement**

Visual programming language's promise of easier more accessible programming environments has not come to fruition after 40 years of research and development in academia and business. Primary problems include usability (Green & Petre, Usability analysis of visual programming environments: a cognitive dimensions framework, 1996), scalability (Burnett, Baker, Bohus, Carlson, Yang, & Zee, 1995) and the lack of theory and experimental methods to guide design (Whitley, 1997).

### **1.2 Hypothesis**

This project stems from the hypothesis that application of the cognitive dimensions framework to textual and visual VHDL design language environments will highlight usability issues that hamper visual programming language environments.

Furthermore, because both textual and visual VHDL environments have significant numbers of users, understanding gained from this study may produce verifiable predictions that can serve as a basis for future experiments, as well as for formalization of the cognitive dimensions of notations as a theory.

### **1.3 Previous work**

This study draws from the development and refinement of the cognitive dimensions framework (Green, Cognitive dimensions of notations, 1989), cognitive dimensions usability studies of VPLs (Green & Petre, Usability analysis of visual programming environments: a cognitive dimensions framework, 1996), spreadsheets (Hendry & Green, 1994) and other notational systems, and commercial use of the CD's framework (Clarke, 2005).

## **1.4 New work**

This study involves several components. Preliminary work included the investigation of the cognitive dimensions framework and hardware description languages. The study established the suitability of the cognitive dimensions framework for evaluating the usability of computer languages, and the viability of hardware description language as surrogates for programming language research. These components of the study are complete and reflected in the document as it stands today as a proposal.

The remainder of the work involves the cognitive dimensions usability assessment of the hardware description language, VHDL. To assess the usability impact of visual methods, the study will develop and compare the usability profiles of much used textual and much used graphical VHDL environments and attempt to relate usability differences to visual methods.

## **1.5 Document Structure**

This document is the final report for a Masters project in computer science. The report (1) describes the cognitive dimensions framework for assessing the usability of notational systems such as programming language environments; (2) introduces hardware description languages and provides the rationale for considering them in this context; and (3) presents the analysis method and (4) reports and interprets results. The overall document structure follows.

### **Document sections**

Section 1, Introduction.....	7
Section 2, The cognitive dimensions framework.....	11
Section 3, Hardware description languages .....	33
Section 4, Analysis method.....	51
Section 5, Results and analysis .....	57



## 2 The cognitive dimensions framework

Thomas Green, working from the perspective of applied psychology and seeking an alternative to more detailed human computer interaction (HCI) techniques, introduced the cognitive dimensions of notations, in 1989 (Green, 1989) as a framework for characterizing the usability of notational systems such as programming languages. Blackwell (2006) notes that since then, researchers have published over 50 papers on related topics. These include a cognitive dimensions usability study of visual programming languages (Green & Petre, 1996), and a cognitive dimensions tutorial for designers (Green & Blackwell, 1998). Many of the subsequent publications, including Green's own, refer more succinctly to the cognitive dimensions framework', or the CDs framework.

This section lays down the groundwork for using the CDs framework. It includes an overview that provides a high-level description and covers the framework's development history and aims. The remainder of the section deals with theory, application, limitations and the approach taken in this study. The section's structure is as follows.

### Section 2 content

2.1 Overview of the cognitive dimensions framework .....	12
2.1.1 The cognitive dimensions framework in a nutshell .....	12
2.1.2 History .....	14
2.1.3 Aims .....	15
2.2 Cognitive dimensions framework concepts and theory .....	16
2.2.1 The actors .....	17
2.2.2 The activities .....	19
2.2.3 Requirements for usability .....	21
2.3 Application of the cognitive dimensions framework .....	23
2.3.1 What the CDs framework delivers .....	23
2.3.2 Green and Petre's VPL usability evaluation .....	24
2.3.3 Green and Hendry's spreadsheet usability evaluation .....	25
2.3.4 Microsoft's Visual Studio API usability evaluation .....	28
2.4 Limitations and pitfalls in using the cognitive dimensions framework .....	29
2.5 Use of the cognitive dimensions framework in this study .....	29

## 2.1 Overview of the cognitive dimensions framework

Alan Blackwell's *Cognitive Dimensions of Notations Resource Site* (Blackwell, 2007) offers the following as an introduction.

*The Cognitive Dimensions of Notations (CDs) framework is an approach to analyzing the usability of information artefacts: these are often software systems, but also include many other things that people interact with, including those made out of plastic and paper. CDs can be applied to discover useful things about usability problems that are not easily analysed using conventional techniques from Ergonomics or Human Computer Interaction. They are being used by many researchers around the world, and in the last few years they are also being adopted by commercial product designers.*

### 2.1.1 The cognitive dimensions framework in a nutshell

The cognitive dimensions framework is both a research tool and a design tool for describing the usability of notational systems and information artifacts. Examples of notational systems include programming language environments, computer-aided design tools and music notation. Examples of information artifacts include items such as pagers, cell phones, personal data assistants (PDAs) and frames (devices for displaying digital images).

There are other tools, more familiar to HCI researchers, for analyzing the usability of computer systems. The focus of most of those tools, however, is on interface details such as button size, key-press times, visual recognition and memory retrieval (Blackwell, et al., 2001). Furthermore, they typically require HCI specialists in order to use them. The CDs framework, on the other hand, is easy to learn, easy to use, and provides discussion tools rather than detailed metrics. The definitions are simple by design, to make sense to specialists and non-specialists, alike. Table 1 taken from Green and Blackwell's CDs tutorial (Green & Blackwell, 1998) highlights the differences between the CDs framework and more traditional HCI methods.

**Table 1. Comparison of cognitive dimensions and traditional evaluative approaches.**

Cognitive Dimensions	Traditional Approaches
Broad-brush	Highly detailed
Quick to learn	Specialist training needed
Quick to apply	Lengthy analysis
Applicable at any stage of design	Requires full task analysis (GOMS/KLM) or fully implemented design or mock-up (heuristic evaluation)
Differentiates user activity	Types all activity evaluated identically
Multi-dimensional	Single dimension
Vague	Precise metric
Comprehensible to non-specialists	Only the metric is comprehensible - not the basis for it

The CDs tutorial lists thirteen, or so, cognitive dimensions. Table 2 lists them and provides brief descriptions. Several of the references cited herein provide fuller descriptions; these include (Green, Cognitive dimensions of notations, 1989), (Green & Petre, 1996), (Hendry & Green, 1994) and (Green & Blackwell, 1998). Green and Blackwell describe the dimensions as lexicalizations (realizations of conceptual meaning in single words) and suggest that lexicalization is essential for serious thought and discussion so that recurrent concepts do not need repeated explanation and interpretation every time they arise.

**Table 2. The cognitive dimensions (Green & Blackwell, 1998).**

Dimension	Description
Abstraction	Types and availability of abstraction mechanisms
Hidden dependencies	Important links between entities are not visible
Premature commitment	Constraints on the order of doing things
Secondary notation	Extra information in means other than formal syntax
Viscosity	Resistance to change
Visibility	Ability to view components easily
Closeness of mapping	Closeness of representation to domain
Consistency	Similar semantics are expressed in similar syntactic forms
Diffuseness	Verbosity of language
Error-proneness	Notation invites mistakes
Hard mental operations	High demand on cognitive resources
Progressive evaluation	Work-to-date can be checked at any time
Provisionality	Degree of commitment to actions or marks
Role-expressiveness	The purpose of a component is readily inferred

Once defined, users can refer to the named ideas with confidence that others will understand. Designers and users of notational systems such as programming languages are likely to be familiar with the concepts for which the individual cognitive dimensions

provide names, at least in a notional sense. However, without the lexicalizations, full consideration and appreciation of the concepts may be difficult. Petre (2006) relates the following illustrative anecdote from her observations of professional programmers.

*...one team, when introduced to the notion of ‘viscosity’, responded: “Oh, so that’s what it’s called”. A week later, the term ‘viscosity’ had been adopted seamlessly into the team’s vocabulary. Moreover, they lost no time in explaining to us that, although low viscosity was usually desirable, there came a point in a project when the major design decisions were made, and where one wanted the design and its representation to stabilize. At that point—which they termed “the congealing point”—the developers wanted the representation to resist change, to increase in viscosity.*

Developers of information artifacts and notational systems such as programming language environments, with a relatively small investment of time, can apply the CDs in order to assess the system’s suitability for a given use or to evaluate the impact of design decisions on usability. Evaluators assess the suitability of the information artifact or notational system for specific types of cognitive activity along each of the different dimensions. The result is a profile that characterizes the usability of the artifact or system for the various cognitive tasks.

### 2.1.2 History

Thomas Green first developed CDs to analyze the relationships between programmers’ cognitive strategies and the information structures within programming languages (Dagit, Lawrance, Neumann, Burnett, Metoyer, & Adams, 2006). The 1989 paper (Green, Cognitive dimensions of notations, 1989) established several of the CDs, but the framework gained more widespread acceptance as an analytical tool seven years later when Green and Marian Petre applied a refined and augmented set of cognitive dimensions to their usability analysis of visual programming languages (Green & Petre, Usability analysis of visual programming environments: a cognitive dimensions framework, 1996).

Petre had joined Green in the development of the cognitive dimensions in 1989 (Petre, 2006). Petre recalls that Green had extensive knowledge of different types of notations and their uses, and that she brought to the table her observations and questions from empirical studies of professional software developers using programming languages to solve problems. These observations led to the identification of two new CDs, *secondary notation* and *juxtaposability*, which were included in the 1996 analysis. In addition to Petre, others who contributed to the CDs development include Rachel Bellamy, David Gilmore and David Hendry (Green, Blandford, Church, Roast, & Clarke, 2006).

In 2006, a special issue of the Journal of Visual Languages and Computing marked the tenth anniversary of Green and Petre’s CDs usability assessment of VPLs. The special issue includes articles by Green (Green, Aims, achievements, agenda—where CDs stand now, 2006) and by Petre (Petre, 2006) reflecting on their motivations for the 1996 paper

and, on the research it has generated. They also offer recommendations for future development and applications of the CDs.

### 2.1.3 Aims

Green’s original intention was to improve the design process by making it easier to talk about design usability, at an appropriate level of abstraction (Green, Blandford, Church, Roast, & Clarke, 2006). Green discusses specific aims for the CDs framework in his two contributions to the 2006 special edition of the JVLC (Green, Aims, achievements, agenda—where CDs stand now, 2006) (Green, Blandford, Church, Roast, & Clarke, 2006).

**Table 3. Summary of CDs framework development aims.**

<b>Cognitive Dimensions Framework Aims</b>
Enrichment of the vocabulary of HCI
Characterization of cognitive activities involving state changes
Improvement of the design process
Usage within the constructs of cognitive analysis
Sensitivity to deep similarities across systems and domains
Well-defined and easily understood cognitive dimensions
More or less complete set of cognitive dimensions

Table 3 enumerates the objectives as Green recalled them, five stated and two unstated. The first stated objective was to facilitate thinking about and discussing recurrent concepts relevant to the usability of programming languages and other information artifacts by *enrichment of the HCI vocabulary*. They also wanted the CDs to be able to handle activities that involved a *change of state*. At the time, HCI focused on such things as menu layout, button size and other details. These were handy tools for evaluating GUIs but not problems like having to remake a table of contents if font changes moved text to different pages. Another goal was to develop an approach that was *design centric*. Noting that design activity involves frequent plan changes, they wanted to know what characteristics of devices made them good design tools. Petre (Petre, 2006) put it this way: “What we both wanted to know was how notations (or, more broadly, information artefacts) work when they do, and why they don’t when they fail. CDs were an attempt to capture and articulate these issues.” A fourth stated objective was that CDs assessments would be the result of *cognitive analyses* of user activities. The final stated aim of the developers of the framework was to develop an approach that would *reveal significant similarities in different notational systems across a range of domains*.

The two unstated aims were that all the cognitive dimensions be reasonably well defined and easy to understand, and that the original set would be more or less complete. The



definition of the baseline dimensions has, in fact, remained stable; their definitions easy to understand. Users applying the dimensions in different domains sometimes find it necessary to modify existing and develop new dimensions.

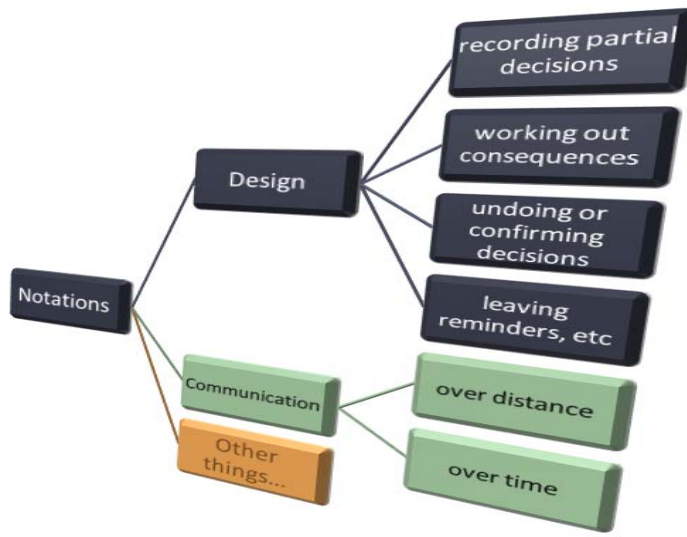
Alan Blackwell, Green's student at the time Green and Petre were working on the VPL analysis, provides an expanded perspective on the goals (Blackwell, et al., 2001). Designers use cognitive technologies to develop tools to transfer information from the mind to the physical environment in order to offload it from short-term memory and interact with it. Examples range from paper with visible markings to programming language environments. Developers of new cognitive technologies often encounter the same problems repeatedly when designing different systems. Expert designers eventually, and with luck, produce well-designed tools, suitable for their users' activities. However, not all designers are expert at anticipating and providing for the needs of users. Computer scientists and engineers, for example, may understand their own technical problems better than they understand the problems of the user. Green and his team of CDs framework developers believed that providing a vocabulary for identifying and discussing design decision implications on usability would result in improved designs. They also believed such a vocabulary should draw from the field of cognitive psychology but, at the same time, remain easily understood by system designers.

## ***2.2 Cognitive dimensions framework concepts and theory***

Programming is, like other design tasks, a complex and creative activity that includes aspects of engineering, science and craft. Like other design tasks, programming requires research, planning, creative thought and analysis. Frequently, we rely on external representations as aids to such activities. Programming environments provide the means to produce the final product of the design process, the program, but they also afford developers the ability to create and manipulate representations that support the process. Usability of the programming language is the degree to which it facilitates or hinders the user in achieving the eventual or intermediate objectives.

The cognitive dimensions apply to the notational aspects of programming languages. The term notation distinguishes the form, from the content of the language. Notations have many uses, including communication over distance and time (Figure 14). Green developed the framework by considering their use in the design process.

Table 4. Uses for notations

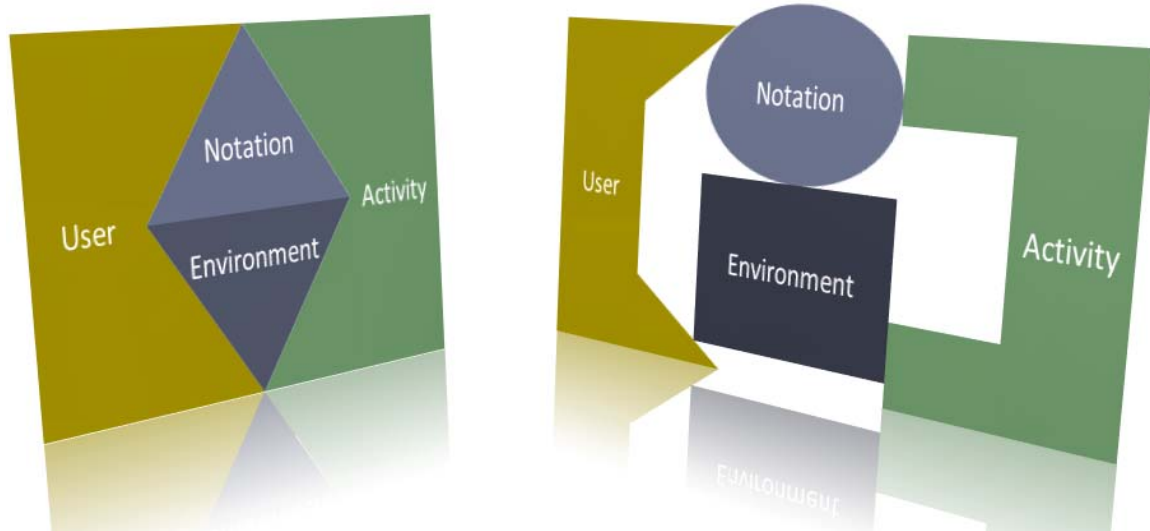


Thomas Green's approach to studying the usability of programming languages was to identify and observe the actors and activities inherent to the design process. He then sought to discover and characterize the requirements necessary to specify the usability of a system for design (these are the dimensions). To do this he realized the need to augment the vocabulary of the field of human computer interaction. The result is the cognitive dimensions framework.

This section introduces the theoretical constructs upon which the CDs framework lies. It draws heavily from three sources (Green, Cognitive dimensions of notations, 1989), (Blackwell, et al., 2001) and (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998).

### 2.2.1 The actors

There are at least four relevant actors in the general situation of system use: the user, the notation, the environment and the activity. Each interface impacts usability; breakdowns can occur at user-to-notational-system, notation-to-environment, and notational-system-to-activity points. Disconnects at any of these boundaries can lead to usability problems. Figure 1 depicts this concept graphically.



**Figure 1.** Usability occurs at the interfaces of the system; a poor fit between any system elements can cause usability problems.

#### 2.2.1.1 Users

Different users have different needs. Users may be quite different: novice or expert, casual or deeply invested, well versed in the use metaphor, or not. Different types of users may have different usability requirements. Therefore, one should be cognizant of the user when considering system usability.

#### 2.2.1.2 Notations

A notation is comprised of markings made within some medium. The markings may be visual, audible, and tactile or sensed in some other way. Examples include ink on paper, and patterns of raised dots read by touch. Multiple notations can exist within the same medium. (Blackwell, et al., 2001)

Green uses the term ‘notation’ to distinguish the form and structure of a language from its content and offers the following illustration. Some may criticize the programming language, Pascal, for content issues such as poor string manipulation, bit processing, and file handling facilities. As a notation, however, these issues are not relevant. Pascal’s rigid identifier hierarchy, on the other hand, is a notational issue that may represent advantage or disadvantage depending on the circumstances of use. (Green, Cognitive dimensions of notations, 1989)

Notations are neither good nor bad. Different notations can produce the same results, however, some will be more suitable for certain tasks because, in general, different notations will highlight some types of information at the expense of obscuring other types, and facilitate some operations at the expense of making others harder.

### 2.2.1.3 Notational System = Notation + Environment

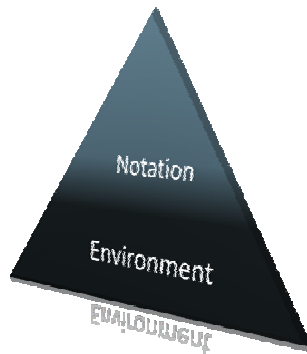


Figure 2. A notational system is comprised of a notation and an environment for accessing and manipulating the notation. As the environment enables use of the notation, usability is only meaningful with respect to the system.

Green observed that even the simplest notations require environments for use and that a notational system is comprised of a notation and an environment, such as an editor, for manipulating that notation. By definition, one can only use a notation within a supporting environment, and, different environments will support a notation to varying degrees. In addition, as it turns out, the boundary between the notation and the environment is not always easy to draw. As an example, even a simple and familiar pencil and paper system has a notational component and an environmental component. In this case, the environment has characteristics that present advantages over, say, computer-based environments, when it comes to such activities as reading large amounts of text, making quick edits and capturing hesitations and commitments.

The fundamental principle is that user behavior is a function of both the notation and the environment. Suitable systems, for a given activity, require that the environment supports the notation and vice versa. (Green, Cognitive dimensions of notations, 1989)

It also follows that the CDs, which describe usability, apply only to notational *systems* and information artifacts, and not to notations alone. Information artifacts are self-contained notational systems such as telephones, central heating controls, and other automated systems (Blackwell, et al., 2001).

### 2.2.2 The activities

Green and Blackwell, between the two of them, identify five classes of user activity. Table 5 lists the activity types and provides descriptions and examples. One makes a CDs evaluation with respect to each type of activity users engage in when interacting with the notational environment under consideration. For each activity, the assessor evaluates every cognitive dimension. The result is the CDs profile for that use of the notational system. Evaluators may compare their profile to an ideal profile for the activity. Table 6

indicates Green and Blackwell's conclusions regarding the ideal profiles for several of the notational activities.

**Table 5. Types of cognitive activities users perform with notational systems (Green & Blackwell, 1998) (Blackwell A. , Human Computer Interaction Notes, 2001)**

Activity	Description	Examples
<b>Search</b>	Finding information stored within the notational structure, using methods provided by the environment	Finding a specific value in a spreadsheet
<b>Incrementation</b>	Adding information to a notation without altering the notation's structure	Adding a new card to a card file; adding a formula to a spreadsheet
<b>Transcription</b>	Copying content from one notation to another notation	Copying book details to an index card; converting a formula into spreadsheet terms
<b>Modification</b>	Changing an existing notational structure, without adding new content	Changing the index terms in a library catalogue; changing the layout of a spreadsheet; modifying the spreadsheet to compute a different problem
<b>Exploratory Design</b>	Combining incrementation and modification, to produce a result that is not known in advance	Typographic design; sketching; programming on the fly ('hacking'); digital system design

**Table 6. Desired cognitive dimensions profiles by activity (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998)**

	transcription	incrementation	modification	exploration
<b>viscosity</b>	acceptable	acceptable	harmful	harmful
<b>hidden dependencies</b>	acceptable	acceptable	harmful	acceptable for small tasks
<b>premature commitment</b>	harmful	harmful	harmful	harmful
<b>abstraction barrier</b>	harmful	harmful	harmful	harmful
<b>abstraction hunger</b>	useful	useful (?)	useful	harmful
<b>secondary notation</b>	useful (?)	–	v. useful	v. harmful
<b>visibility/juxtaposability</b>	not vital	not vital	important	important

### 2.2.3 Requirements for usability

The set of cognitive dimensions are the set of measures Green identified to allow for the specification and evaluation of system usability. From his observations of the design process, Green identified a set of relevant cognitive activities. The old view of design was that it proceeds in a top-down linear fashion from requirements definition, to specification, to test, etc. This is naïve, as any designer knows, and as any project manager worth their salt, will admit. A more pessimistic view is that change occurs anywhere and at any time; that progress is made non-uniformly and that high-level and low-level decisions are under constant ‘attack’. With this more realistic, *opportunistic* view of the design process, Green identified several implications (Figure 3), and eventually, the set of requirements for usability (Figure 4). The codification of these requirements resulted in the set of cognitive dimensions.



Figure 3. Opportunistic nature of design process led Green to identify these implications. (Green, 2003)

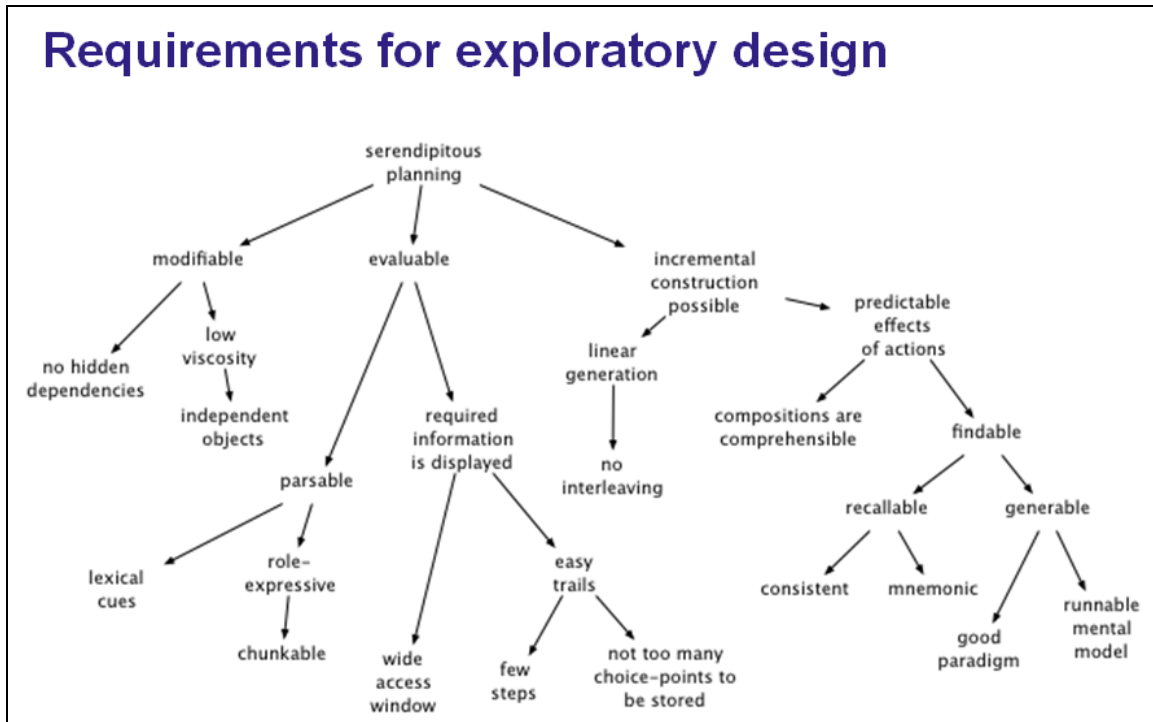


Figure 4. From the premise of opportunistic design, Green reasoned usability requirements for supporting systems (Green, End-User Development: Current Experiences and Future Challenges, 2003).

### 2.2.3.1 Cognitive dimensions

The dimensions are ‘cognitive’ because they characterize usability aspects that require mental, not physical, activity. For example, button size is a physical issue. The degree to which a system requires users to translate a conceptual operation into a number of discrete tasks is a cognitive issue. (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998)

### 2.2.3.2 Cognitive dimensions

Green observed that physicists are able to state physical quantities in terms of combinations of three fundamental dimensions, mass, length, and time, and envisioned a similarly elegant set of dimensions for use in the domain of HCI. He reasoned that we might be able to characterize computer use *by the interrelationships between a single preferred cognitive strategy and a small number of facts about the language of communication, or ‘notation’, and the circumstances of its use, or ‘environment’*. He concluded that the preferred cognitive strategy, at least when it comes to designing reasonably complex information structures like computer programs and electrical circuits, is opportunistic planning (as opposed to fixed, top-down or bottom-up strategies). The ‘facts about the notation’ are the cognitive dimensions. Given the nature of cognitive science, it is unlikely that the set of cognitive dimensions are as orthogonal, i.e., as mutually independent, as the fundamental dimensions of physics. Nevertheless, mutual

independence, or at least ‘pairwise’ independence, is a loose assumption when using the set. (Green, Cognitive dimensions of notations, 1989)

#### 2.2.3.2.1 Trade-offs and ‘pairwise’ independence

Since the cognitive dimensions are independent in theory, it should be possible to improve the design of a system so its value in one dimension changes without affecting values in other dimensions. In real systems, however, independence is typically ‘pairwise’. Two dimensions may be independent, but usually a change in one of an independent pair, will affect some other third dimension. Redesign is therefore, as usual, an exercise in choosing trade-offs and making compromises. This is like the relationship between the temperature, pressure and volume of gas. If one changes the temperature of a gas and maintains its volume, the pressure also changes. If one maintains the pressure, the volume must change. Therefore, although pressure, temperature, and volume are conceptually independent, for real systems they are only pairwise independent. (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998).

#### 2.2.3.2.2 Neutrality

The cognitive dimensions are neutral (i.e., neither good nor bad). To use another physics analogy, an object’s mass is a neutral property of that object. Depending on what use someone may have for the object, its mass may represent an advantage or a disadvantage. At least one of the CDs, however, seems to lack neutrality, if only in name. Who would care to design or use a system with a relatively high degree of *error-proneness*?

### 2.3 Application of the cognitive dimensions framework

This section describes what the CDs framework delivers and concludes with three examples of commercial and academic applications.

#### 2.3.1 What the CDs framework delivers

Using the CDs approach produces a *profile*. Designers or assessors evaluate the notational system or information artifact under consideration with respect to the cognitive dimension set for specific user activities. The profile determines the suitability of the system for those activities. What the approach does not deliver is any kind of simplified ‘bug hunting’ or ‘overall difficulty measure’. (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998)

Designers can apply the CDs at any time within the development cycle. Using the framework can bring to light problems early in the design process. Designers can also use the approach between design iterations both to reveal problems not already realized, and to help avoid introducing new problems when addressing known ones. Others might use the CDs for summative (end-of-day) analysis for academic studies, end user product selection, and product evaluation and placement. (Dagit, Lawrance, Neumann, Burnett, Metoyer, & Adams, 2006)



The basic approach for using the CDs is simple. Green outlines it in the following terms (Green, An Introduction to the Cognitive Dimensions Framework, 1996):

1. Get to know your system.
2. Choose some representative tasks.
3. For each step in each task, ask how the user will know what to do (will lookahead be needed?); how a mistake will be corrected; what if there are second thoughts; what abstractions are being used; and so on, for the other dimensions.

### 2.3.2 Green and Petre's VPL usability evaluation

The usability study that brought wider awareness of the cognitive dimensions approach was Green and Petre's evaluation of visual programming languages (Green & Petre, Usability analysis of visual programming environments: a cognitive dimensions framework, 1996). Their approach was to perform the same relatively simple programming task (exploratory design) with two commercially available visual programming languages (LabView and ProGraph), and with a textual programming language (BASIC), characterizing each with respect to the same subset of the cognitive dimensions as they went along. The following excerpt illustrates one kind of the analysis possible using the framework. As evident, it is qualitative and high-level, but nevertheless, useful for understanding how and where to focus future improvement efforts.

*(i) The construction of programs is probably easier in VPLs than in textual languages, for several reasons: there are fewer syntactic planning goals to be met, such as paired delimiters, discontinuous constructs, separators, or initialisations of variables; higher-level operators reduce the need for awkward combinations of primitives; and the order of activity is freer, so that programmers can proceed as seems best in putting the pieces of a program together. The last issue needs further study. Professional designers need to be able to pursue their design in an untrammelled order, allowing them to concentrate on parts that will be crucial. Our estimate is that VPLs will make that easier, which ought to assist designers; but at present there are no substantive studies of design activity using visual environments.*

*(ii) Secondary notation is poorly developed in the box-and-wire notations we examined, making them harder to understand, we believe (although as yet, large-scale studies of comprehension have still be reported). To achieve their aim of making better use of the visual medium, VPLs need facilities for colouring, commenting, grouping, modularising, etc. (We recommend an explicit 'description level'.) Techniques to reduce the cluttered-wire problem would greatly increase the scope for using spatial layout as a form of communication. Other types of representation, such as 'Agentsheets' [65], may offer possibilities, and perhaps the emerging technology of 3D representations may be helpful.*

*(iii) The representation of control flow remains a problem in the VPLs we examined. In the sections above we have documented examples of poor visibility and of the need for hard mental operations, supported in some cases by direct empirical observations and in others by apparent close similarity to well-studied structures like self-embedded sentences and 'knights and knaves'*

*puzzles. Our impression is that this remains a problem in general with the dataflow model, and needs vigorous consideration. Other computational models may resolve the difficulty, of course. Particularly in this area, designers of VPL environments should beware of assuming that they can themselves foresee all their users' problems; experience in the general field of HCI has not supported that view.*

*(iv) Viscosity was surprisingly high in the languages we looked at. The role of the diagram editor is crucial, yet few research papers in the visual programming literature discuss the design of effective diagram editors. In our straw viscosity test we found a range from about 1 minute to about 9 minutes for making semantically equivalent changes to programs in different languages. Visibility can be very poor. Systematic, easy-to-understand search tools need to be developed and user-tested, and if at all possible de facto standards should be adopted.*

*(v) Diffuseness – the famous real-estate problem – was less of a liability than we had supposed.*

*Overall, we believe that in many respects VPLs offer substantial gains over conventional textual languages, but at present their HCI aspects are still under-developed. Improvements in secondary notation, in editing, and in searching will greatly raise their overall usability.*

### 2.3.3 Green and Hendry's spreadsheet usability evaluation

In 1994, David Hendry and Green performed a usability analysis of spreadsheets using the cognitive dimensions framework (Hendry & Green, 1994). They sought to explain the popularity of spreadsheets, in light of notable usability problems: a high degree of *error-proneness* and no abstraction facilities. They concluded that spreadsheets are good *incrementation* tools, but that the role they play as communication vehicles across different disciplines and organizations accounts for their ubiquity and users' tolerance for their shortcomings (Green, Aims, achievements, agenda—where CDs stand now, 2006).

In their study, Hendry used a two-part interview to elicit information from users about spreadsheet use. Ten professionals, each interviewed at their place of work, did not work in the computer field, but used spreadsheets on a daily basis. The first part of the interview solicited general information. The open-ended second part, asked the subjects to explain one of the spreadsheets they worked with, as if the interviewer was a colleague who needed to understand it. The subsequent analysis of the summarized interviews formed the basis for a cognitive dimensions profile. Figure 5 presents Hendry and Green's conclusions based on that CDs profile.

Hendry further points out how the CDs spreadsheet profile suggests improvements and highlights the tradeoffs associated with design changes. Spreadsheets, he notes, are well suited for the activity of incrementation (offering users immediate 'gratification'), but widely used as presentation devices. The lack of abstraction facilities, however, limits their use as presentation devices. Forcing users to deal with abstraction mechanisms might require additional work, lessening the spreadsheet's usefulness as an incrementation device. The design problem is how to allow for abstraction without diminishing the spreadsheet's capacity for incrementation.

### Summary

We characterize spreadsheets as having very low requirements for looking ahead (low “premature commitment” or “imposed guess-ahead”); virtually no user-defined abstractions; ability to re-arrange material swiftly (“low viscosity”), but at the price of many “hidden dependencies”, and poor visibility (not easy to view formulae and results at the same time, for instance), leading to low “role-expressiveness” (i.e. not easy to understand the purpose of any particular component with respect to the whole computation).

Figure 5. Spreadsheet cognitive dimensions analysis summary (Hendry & Green, 1994)

As a point of comparison, at a conference in 2003, Green related more of an ‘armchair’ analysis of spreadsheet usability as an example application of the framework (Green, End-User Development: Current Experiences and Future Challenges, 2003). Figure 6 highlights several of the dimensional assessments. These assessments, by themselves, do not constitute an evaluation of usability, however. Ultimately, the evaluation must relate the suitability of the structural features of the spreadsheet, and the utilities provided by its environment for user interaction, to the way people use spreadsheets. In this analysis, Green, referring to the cognitive activities defined in section 2.2.2, looks at spreadsheets as devices for *transcription* and *exploratory design*. Figure 7 and Figure 8 provide his profiles for each type of user activity. Figure 9 presents his overall spreadsheet assessment.

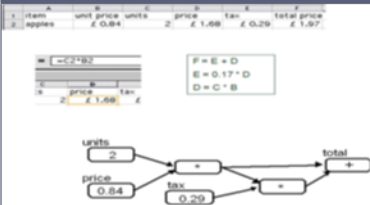
Viscosity in spreadsheets		Premature commitment in spreadsheets	Visibility in the spreadsheet	
Blocks of cells can be moved around easily - so layout viscosity is low	Individual formulas can be rewritten easily	Changes on many cells can be very tiresome - repetition viscosity	<p>Two features of spreadsheets conspire to make the visibility poor:</p> <ul style="list-style-type: none"> <li>• The material is thoroughly dispersed – any information might be anywhere.</li> <li>• There is never a convenient way to compare several formulas amongst themselves, while viewing their results. (No ‘juxtaposability’)</li> </ul>	
Hidden dependencies in the spreadsheet		Abstraction in spreadsheets		Secondary notation in spreadsheets
		<p>Abstraction facilities are limited or obscure. Both Nardi and Hendry &amp; Green found that their users treated spreadsheets as zero-abstraction devices.</p> <p>Is that one reason why spreadsheets are popular?</p>		<p>Cells can be colored, etc., or formulas can be laid out in ways that reveal the structure of the computation</p> <p>Hendry &amp; Green found that their informants made extensive use of this - e.g. “the next diagonal bit is the first bit of the calculation...”</p>

Figure 6. The evaluator assesses the notational system (in this case spreadsheets) along various cognitive dimensions (Green, 2003).

## Profile for: transcription

<i>dimension</i>	<i>relationship to transcription</i>	<i>assessment for spreadsheet</i>
viscosity	acceptable	mostly low ✓
hidden dependencies	acceptable	full of hidden dependencies ✓
premature commitment	? acceptable (no guesses needed)	no premature commitment ✓
abstraction hunger	acceptable (just copy the original)	zero abstractions ✓
secondary notation	? useful	reasonable ✓
visibility	important	poorish ✗
etc	....	

Figure 7. CDs spreadsheet usability evaluation for transcription (Green, 2003)

## Profile for: exploratory design

<i>dimension</i>	<i>relationship to transcription</i>	<i>assessment for spreadsheet</i>
viscosity	harmful	mostly low ✓
hidden dependencies	acceptable for small tasks, not for big ones	full of hidden dependencies ✓
premature commitment	harmful	no premature commitment ✓
abstraction hunger	acceptable (just copy the original)	zero abstractions ✓
secondary notation	? useful	reasonable ✓
visibility	important	poorish ✗
etc	....	

Figure 8. CDs spreadsheet usability evaluation for exploratory design (Green, 2003)

## Spreadsheet assessment overall

- **Spreadsheets are pretty good for both transcription and exploratory design**
  - low premature commitment (probably implying, few abstractions to be created in advance)
  - low viscosity (small changes should be easy);
  - on the other hand, it can have plentiful hidden dependencies.
- **Comprehension and maintenance can be problematic**
  - poor visibility, all those hidden dependencies
  - no abstractions
- **Strengths: quick gratification of immediate needs**
- **Weaknesses: subsequent debugging and interpretation difficult**
- **Chosen when: present needs outweigh future needs.**

Figure 9. Overall cognitive dimensions assessment of spreadsheet usability (Green, 2003)

### 2.3.4 Microsoft's *Visual Studio* API usability evaluation

A more recent application of the cognitive dimensions framework was in the commercial realm, at Microsoft (Clarke, 2005). Visual Studio user experience group at Microsoft conducted usability study. The study involved determining if users would be able to use the .Net API to accomplish a set of tasks. Results indicated many users would face significant difficulties. The Microsoft user experience team observed study group participants struggling with documentation. Some participants would spend a lot of time looking for classes with which to accomplish the task. Other participants ‘stumbled upon’ documentation for classes they could use, but, even after stumbling upon these classes, they continued to search for something else

The implementation team's first reaction was to change the documentation to clarify connection with the task. The user experience team suspected deeper issues and used the CDs framework to describe each usability issue in terms of specific dimensions. The results of the CD's assessment suggested the reason participants continued to search for documentation was because the abstraction level of the classes that they stumbled upon was too low. They were expecting classes that corresponded more closely to their internal representations of the task. The ones they found were at too low a level of abstraction.

The user experience team presented the CDs analysis and convinced development team to create classes at a higher level of abstraction that represented tasks in the way participants thought of them. A subsequent user group study indicated significant usability improvement.

Initial success in using CD framework led to its use in the development of the WinFX APIs. In this case, the Microsoft approach was to modify the dimensions to make them

more relevant to API usability. As an example, ‘Abstraction Gradient’ became the ‘Abstraction Level’ exposed by the API. The complete set of cognitive dimensions used by the WinFX team follows.

1. Abstraction Level
2. Learning Style
3. Working Framework
4. Work-Step Unit
5. Progressive Evaluation
6. Premature Commitment
7. Penetrability
8. API Elaboration
9. API Viscosity
10. Consistency
11. Role Expressiveness
12. Domain Correspondence

## **2.4 Limitations and pitfalls in using the cognitive dimensions framework**

As is true with most tools, the cognitive dimensions framework is limited in application and subject to the potential for abuse and misuse. The cognitive dimensions framework is limited in several ways. For one thing, it is only applicable to the evaluation of the structural characteristics of notational systems and information artifacts. For another, it is limited to evaluating use for cognitive activities, as opposed to physical, for example the ability to manipulate a keyboard. One should keep in mind that the cognitive dimensions framework is only one tool for evaluating usability; there are many other approaches although few, if any, provide such an encompassing perspective.

Jason Dagit, *et al* (Using cognitive dimensions: Advice from the trenches, 2006), point out that use of the cognitive dimensions is limited in the same way that testing is limited. That is, just as one is not likely to ‘prove’ a design correct by testing it, it is not possible to ‘prove’ a design suitable for use with the cognitive dimensions. Using these mechanisms, one may discover evidence of problems, but, as they say, ‘absence of evidence is not evidence of absence.’ Dagit further cautions against using the cognitive dimensions to convince oneself of the usability of a favored design and the tendency to downplay tradeoffs.

## **2.5 Use of the cognitive dimensions framework in this study**

The proposed evaluation of graphical and textual hardware description language environments will closely resemble the approach taken by Green and Petre in their visual programming language study. As in the VPL study, the focus will be on the design environments’ use for *exploratory design* (i.e., using *incrementation* and *modification* to create a result not known in advance). The author, an experienced digital designer, familiar with the hardware language, VHDL, and both graphical VHDL and textual

VHDL environments, will solve a representative problem with each. The author will then develop exploratory design cognitive dimensions profiles for both environments, using a relevant subset of the cognitive dimensions. A comparative analysis of the graphical VHDL and textual VHDL profiles will attempt to correlate usability impacts to graphical methods.







### 3 Hardware description languages and VHDL

The VHSIC Hardware Description Language, or VHDL, is a hardware description language used in the design of digital electronic systems. (VHSIC stands for Very-High-Speed Integrated Circuit.) Significant numbers of electrical engineers use both textual and graphical VHDL environments to describe, verify and synthesize devices such as field programmable gate arrays (FPGAs) and application-specific integrated circuits (ASICs).

Section 3 introduces hardware description languages. It discusses the similarities HDLs share with programming languages, and offers the rationale for using HDLs as surrogates for studying programming language usability. The section concludes with a brief overview of VHDL. The structure of the section follows.

#### Section 3 content

3.1 Hardware description languages and programming languages .....	33
3.1.1 Design languages .....	34
3.1.2 Programming languages and HDLs are similar in function .....	35
3.1.3 Programming languages and HDLs are similar in form .....	36
3.1.4 Studying HDL use to further understanding of VPL usability .....	37
3.2 VHDL Overview.....	37
3.2.1 History and aims .....	37
3.2.2 Modeling digital systems .....	38
3.2.3 Types of models and abstraction levels .....	40
3.2.4 VHDL modeling .....	41
3.2.4.1 Separate definition of external interface and internal implementation .....	41
3.2.4.2 Entity declarations .....	42
3.2.4.3 Port declarations.....	42
3.2.4.4 Modeling function.....	43
3.2.4.5 Modeling structure .....	44
3.2.4.6 Language constructs.....	45

#### 3.1 Hardware description languages and programming languages

Hardware description languages, like programming languages, are a class of computer language. The term *computer language* is sometimes synonymous with *programming language*, but a broader definition encompasses other types of languages associated with computing. For example, computer languages also include scripting languages,

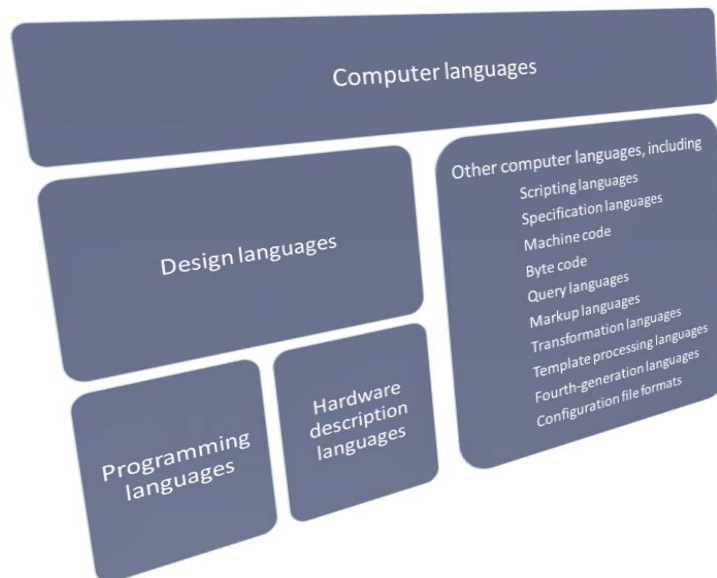
specification languages, machine code, query languages, markup languages, configuration file formats, and more.

### 3.1.1 Design languages

Programming languages and HDLs are design languages. Within the context of this study, the term *design language* denotes a subset of computer languages and includes programming languages and hardware description languages. Smedley and Cox (1997) use the term, design language, similarly, citing as examples: “languages often included in computer-aided design environments, and VHDL and other such languages used to describe electronic devices,” however, they exclude programming languages from the category. They do note that programming is a design activity, and the unsurprising fact that design languages are very similar to programming languages. Correctly, they observe that the use of these kinds of languages serves two purposes: 1. to describe designs for those who must create, understand and modify them, and, 2. to precisely encode such designs in a way that allows for the automatic synthesis of a finished product.

The categorization, depicted in Figure 10, that groups programming languages (one could refer to them as *software* description languages, as well) and hardware description languages together, as design languages, emphasizes,

1. the design-centric use of programming and hardware description languages,
2. the similarities between programming languages and HDLs, as well as,
3. their uniqueness amongst other categories of computer language.



**Figure 10. Categorization of computer languages, grouping programming languages and hardware description languages together as design languages.**

At present, design languages exist in two domains, software and electronics. In software, the finished product is an application in machine code where the process of constructing it is compilation. In electronics, the finished product is a functional device and the process for creating it from a design language specification and raw parts is synthesis. Figure 11 depicts the analogous processes for implementing logic in software and hardware. Another feature of design languages is the facility to verify all or part of the design before fabricating the finished product. This is truer, due the costs of realizing physical devices, for hardware description languages than for programming languages.

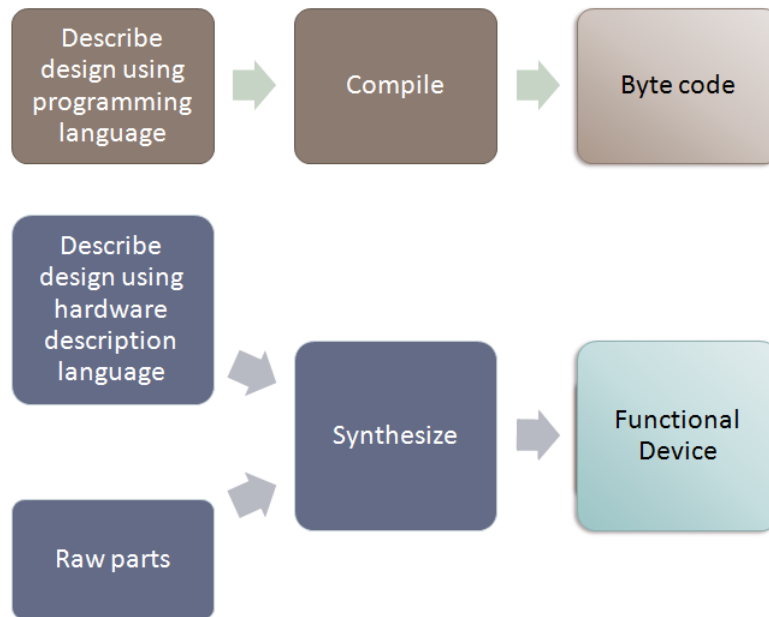


Figure 11. Analogous processes for implementing discrete logic in hardware and software.

### 3.1.2 Programming languages and HDLs are similar in function

The relationship between programming languages and hardware description languages goes beyond their use as design tools. Programming languages and HDLs are for designing functionally similar systems. Typically, electronic systems contain both hardware and software. Consider the system fragment depicted in Figure 12 with functional elements for command and control, and for data processing. The extent to which designers implement certain functionality as hardware, as opposed to software, is the result of architectural and performance trade-offs. Cost, speed, schedule, reliability and other factors drive the mix of functionality realized with devices that process signals through networks of logic gates, and programmable devices that process encoded instructions. There is active research, as well as, commercial development in the area of languages that can model systems at sufficient levels of abstraction and target the final product for either hardware or software, but this study does not consider such languages.

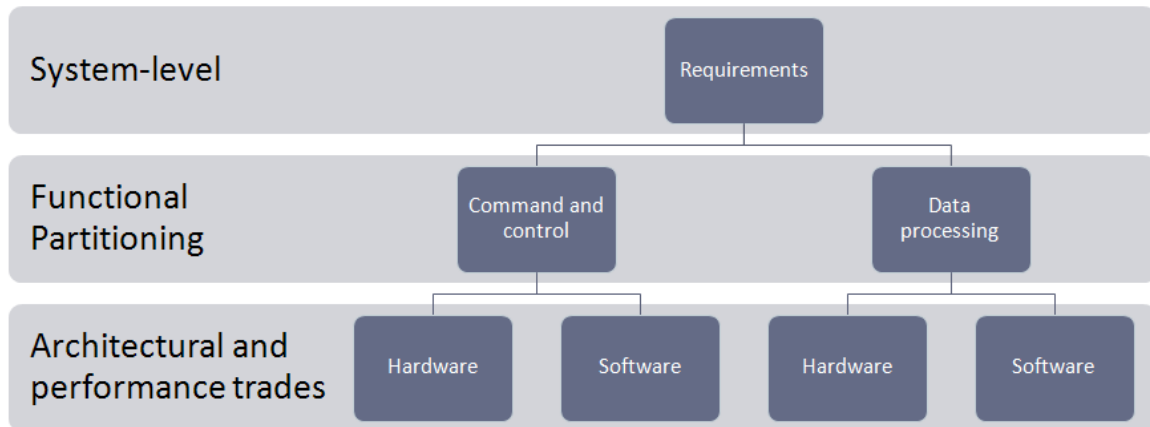


Figure 12. A typical electronic system fragment with hardware and software components.

### 3.1.3 Programming languages and HDLs are similar in form

Programming languages and HDLs provide similar mechanisms for describing behavior. As pointed out previously, hardware description languages commonly have facilities that allow for the verification of designs and parts of designs, before fabrication of the final product. Within the software domain, design verification occurs by various means depending on the complexity and type of design. For applications developed and run on the same computer architecture, pre-compilation verification may not be important if the developers are willing to incur the effort and time to compile elements of the design in order to test them. Another mechanism, sometimes the only one, provided by some programming environments for executing programs is interpretation. Interpreters allow for rapid execution of design fragments, however, frequently performance critical programs rely on compilation, and associated hardware-specific optimizations. A third verification scenario involves the use of processor emulators. Developers rely on emulators, which may be software (virtual) or hardware (e.g. development kits), when the hardware system targeted by the software is also under development and not available.

In the hardware domain, developers desire verification before committing what are typically significant resources to the fabrication of hardware. Simulation, analogous to interpretation, is the most common approach, although, sometimes developers will use hardware emulation if the software device models cannot execute at practical speeds. The motivation to support behavioral verification resulted in the evolution of HDLs with programming-language-like constructs from simpler notations such as netlist languages that specified only the connectivity of design components. Developers use today's HDLs to model the behavior of designs at multiple levels of abstraction, and to design sophisticated testbenches that provide stimulus, and monitor and compare the response of the design to expected results. Modern HDLs provide this capability using the same constructs, syntax and semantics as many programming languages.

### 3.1.4 Studying HDL use to further understanding of VPL usability

So, even though HDLs may be very similar in function and form to programming languages, why study them to understand programming language usability? Why, not study programming language usability by looking at programming languages themselves? The answer to the last question is that one most certainly can. The problem is that sufficiently constrained cases in terms of complexity, user types, and designs are hard to come by.

The answer to the first question is that HDLs offer the unique characteristic of being programming-language-like systems borne from the discipline of computer science and software engineering for use by designers of complex systems, in other areas of expertise. One might argue that computer scientists develop programming languages for use by software engineers. In reality, however, most programming languages demand a deeper understanding of computer science for programmers to be proficient. In many cases, usability simply does not seem to have been a design consideration. This study considers that computer scientists and engineers, designing HDLs with programming-language-like facilities, for electrical engineers, at least thought about usability.

The hardware description language, VHDL, is very programming-language-like, tracing its lineage to the ADA programming language; this was by government edict (Ashenden, 1996). VHDL is a standard for digital design, with widespread use in industry. Significant numbers of users work in both graphical and textual VHDL environments. Furthermore, there seems to be a tendency for users to prefer one environment to the other. This situation, in effect, represents a more highly constrained situation, with large numbers of users, than one might hope to find by looking at C++ and Visual C++, as an example. User types are similar (digital designers), designs are similar, designs are non-trivial. There is a chance of correlating usability differences with the availability of visual methods.

## 3.2 VHDL Overview

The VHSIC (very-high-speed integrated circuit) Hardware Description Language (VHDL) is a design language for modeling digital systems. In the commercial world, VHDL is one of the two predominant HDLs used in the area of digital design (Verilog is the other). Electrical engineers designing digital systems typically use one HDL, or the other, or both. Much of the discussion in the ensuing paragraphs regarding VHDL applies to Verilog also. The overview of the modeling of digital systems draws heavily from The Designer's Guide to VHDL (Ashenden, 1996); the summary of VHDL's aims and history draws from instructional materials on the RASSP program's web archive (Stinson, 2007).

### 3.2.1 History and aims

Looking to advance the state of the art in VHSIC development, and perhaps for an alternative to the forest-killing manuals typically accompanying vendor-supplied integrated circuits, the US Department of Defense commissioned the development of

VHDL as part of their VHSIC program, launched in 1980. In 1983, the program awarded the contract to develop VHDL to a team from Intermetrics, IBM and Texas Instruments. In August 1985, that team released the last government-sponsored version of language. The Institute of Electrical and Electronic Engineers (IEEE) further developed the language and released the *Standard VHDL Reference Manual* (IEEE Standard 1076), in 1987, a major revision in 1993, and two minor revisions in 2000 and 2002.

While VHDL is in many ways like a general-purpose programming language, its principal use is for modeling digital systems, from the gate to the system level. Digital systems are, borrowing from Ashenden (1996), any digital circuits that process or store information. Designers realize such systems using assemblies of interconnected printed circuit boards, configurable devices such as field-programmable gate arrays (FPGAs), custom devices like application-specific integrated circuits (ASICs) and discrete logic devices. A digital system can be relatively complex or as simple as an individual logic gate. The need to model complex digital systems persists throughout the development cycle. Figure 13 indicates the design activities VHDL modeling supposes to support.

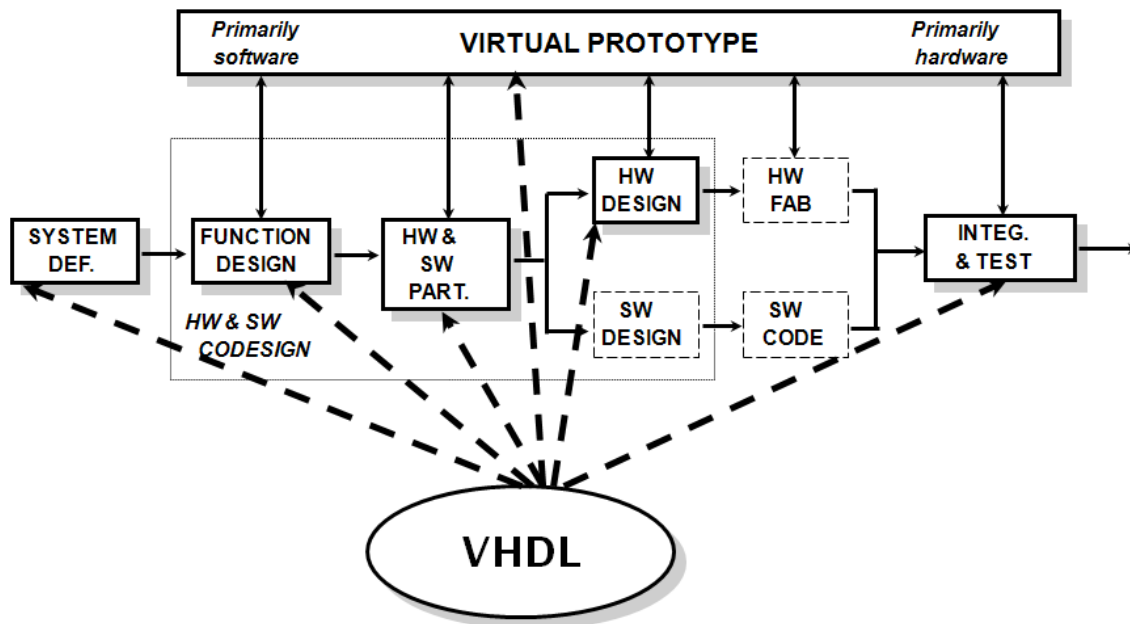


Figure 13. The role of VHDL in digital system design. From (Stinson, 2007).

### 3.2.2 Modeling digital systems

Digital system developers use hardware description languages, like VHDL, to develop formal models of their designs. The benefits of being able to do so are rather significant. Developers realize these benefits during a number of activities including, requirements definition, system partitioning and tradeoff analysis, design documentation, verification and test, and hardware fabrication.

### 3.2.2.1 Requirements definition

One of the steps in the design cycle is requirements definition. Designers need requirements that are complete, unambiguous and that do not constrain implementation options. Sometimes, well-written requirements documents meet these criteria, but when they do not, the consequences can be costly in terms of overall cycle time as design teams resolve ambiguities and discover and deal with omissions late in the game. System architects can use formal models to specify requirements unambiguously. Models can define the external interface, as well as, the performance of the system at a ‘black-box’ level of abstraction that leaves the designer free to explore alternative implementation options.

### 3.2.2.2 Functional partitioning

Developers use models to partition designs into logical and manageable elements. Models of the partitions can define their external interfaces and their behaviors at various levels of abstraction. The structural partitioning of complex designs facilitates the allocation and management of design tasks to different engineers. The ability to model behavior at different levels of abstraction makes it possible to test elements at the system-level using simulation as the design progresses, while other elements are in different states of completion.

### 3.2.2.3 Design documentation

Another advantage to using formal models is in the area of design documentation (recall, this was one of the government’s original motivations for the development of VHDL). Developers cannot always anticipate and document all the ways others may attempt to use their designs. If developers provide functional models with their system, users and integrators can determine for themselves how designs will function in specific applications and as integral components of larger systems.

### 3.2.2.4 Design verification

Formal modeling lends itself to design verification by two means, formal verification and simulation. The former is the proof of the correctness of a design and requires mathematical definitions of the required function and of the modeling language semantics. Formal verification is difficult to perform efficiently with designs of real-world complexity but remains an on-going area of research (Abraham, 2006). Simulation, on the other hand, is in widespread commercial use.

Simulation is the process of comparing the response of low-level behavioral models to a given set of stimuli, to the response of requirements-defining high-level behavioral models to the same set of stimuli. Typically, a virtual testbench provides input to a high-level model deemed to represent required behavior, and to a lower-level model, that represents a realizable implementation. The testbench monitors and compares the simulated output of both. If the response of the implementation matches the required



response, the simulation deems the implementation correct, otherwise not. Verification via simulation assumes the input covers all possible scenarios of use, and the problem of test coverage is itself an area of research (Ashenden, 1996).

#### 3.2.2.5 Circuit synthesis

One of the handiest applications formal modeling makes possible, is the automated synthesis of physical circuits from abstract representations. This in effect relieves designers of implementation details and allows more attention to requirements conformance. Automating the translation from requirements to implementation reduces opportunities for errors, as well, and increases the reliability of the design process.

#### 3.2.2.6 Integration and test

As previously stated, integrators can use models to understand, in advance, how a system might operate within a larger context. Modeling and simulation is similarly useful during the integration and test phase. As integrators observe unexpected behaviors or discover unanticipated circumstances, they can simulate the input scenario and observe the response predicted by the model to aid in the process of isolating root cause.

### 3.2.3 Types of models and abstraction levels

Designers are typically interested in modeling three aspects of digital systems, at various levels of abstraction. Structural models describe how system elements are decomposed and interconnected. Functional models represent an understanding of how systems and system elements operate, i.e., how they respond to input. Geometric models deal with how system elements exist in physical space. Designers may wish to abstract each aspect of the system to various degrees, depending on their activity, or on the details of interest. The y-chart (Gajski & Kuhn, 1983) in Figure 14 from (Stinson, 2007) illustrates the concept of multiple modeling domains with multiple abstraction layers. VHDL allows hardware modeling in the structural and functional dimensions, from the highly abstracted system level down to the gate level. It also provides an attribute mechanism for annotation of information from the physical domain (Ashenden, 1996).

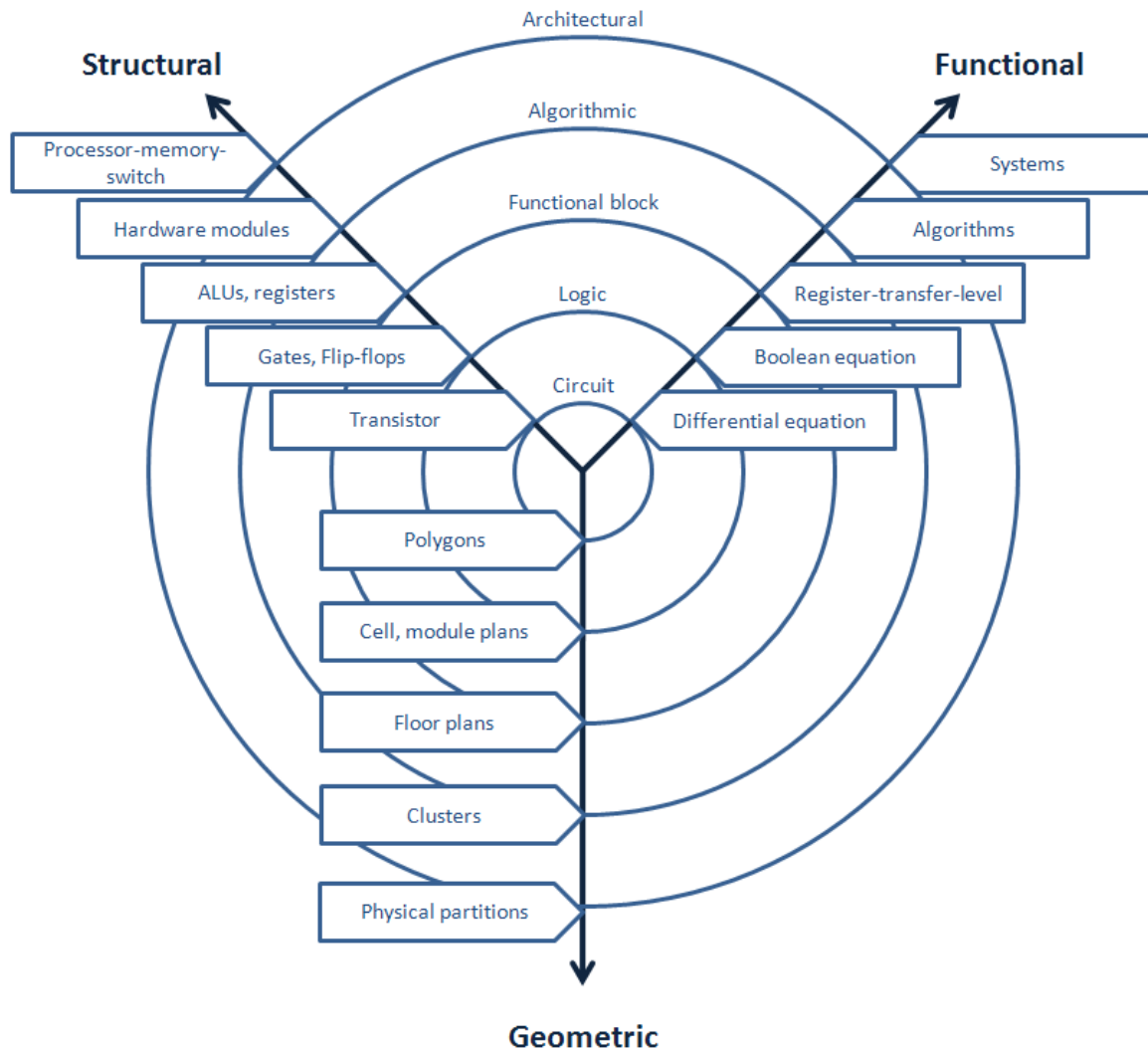


Figure 14. Gajski-Kuhn Y-chart axes represent different modeling dimensions and the concentric rings indicate abstraction levels, with the less abstract towards the center.

### 3.2.4 VHDL modeling

As noted, VHDL has features that allow for the modeling of structure and behavior, within a range of abstraction levels, in order to offer digital systems designers the advantages laid out in previous sections. This section describes the basic VHDL modeling constructs for describing the structure and behavior of digital systems.

#### 3.2.4.1 Separate definition of external interface and internal implementation

One of the most fundamental aspects to VHDL is the separate definition of interface and internal implementation. In this respect, VHDL has a very object oriented feel. A complete VHDL component model consists of a VHDL *entity* and *architecture*. The VHDL entity defines the external interface of the component; the VHDL architecture defines its function. As depicted in Figure 15, users may define multiple alternative

architecture bodies for any one entity. VHDL has facilities for describing the function of components structurally, i.e., as a network of simpler components. VHDL also provides programming-language-like constructs such as variable assignment, control flow, iteration and file I/O to model complex behaviors at higher levels of abstraction.

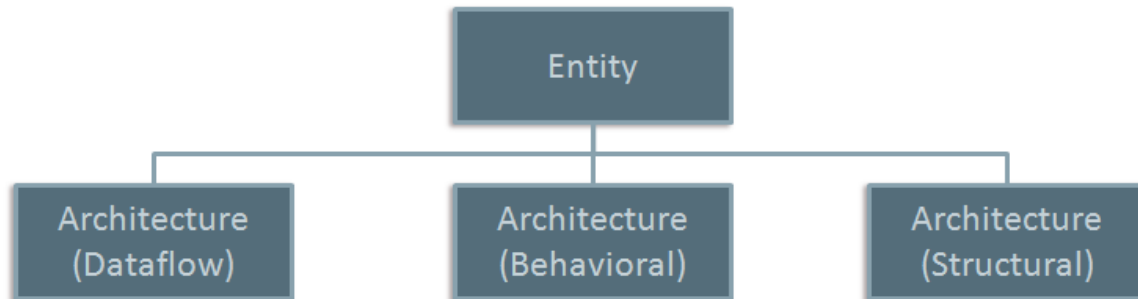


Figure 15. The basic elements of a VHDL model are the entity and architecture body. The entity defines the external interface; the architecture body describes the internal implementation. Architecture bodies representing alternate implementations or different levels of abstraction can be associated with the same entity.

#### 3.2.4.2 Entity declarations

The main job of the entity is to declare component interface signals. Figure 16 provides an example VHDL entity declaration and an analogous graphical representation. The ENTITY statement names the entity and the PORT statement implements its interface by specifying each signal, and each signal's type and dataflow direction. The optional GENERIC clause allows for passing parameter values from an instantiation of the entity to underlying architectures. The END statement terminates the entity declaration.

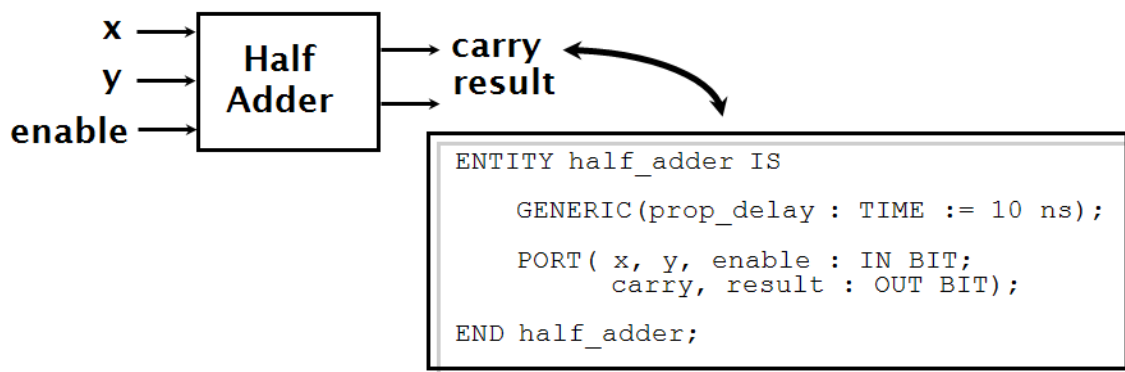


Figure 16. An entity declaration and an analogous visual representation. (Stinson, 2007)

#### 3.2.4.3 Port declarations

As described above, the port declaration defines the component interface signals, also referred to as ports. The three required elements of a port declaration are the signal names, modes (IN, OUT, INOUT) and types. Optionally, users may also specify signals'

initial values. Simulators will assign the initial value by default if there is nothing driving it at the start of a simulation.

#### 3.2.4.4 Modeling function

VHDL architecture bodies describe component function. Multiple architectures can exist for any entity, but entity instantiations must specify which one, of possible alternates, to use. Architecture bodies have two sections, a declarative section and a statement section. The declarative section is for type declarations, internal signal declarations, component declarations and subprogram declarations. The statement part defines the structure and function of the component using component (entity) instantiation statements, concurrent signal assignment statements and process statements. The keyword ARCHITECTURE marks the beginning of the architecture body, BEGIN marks the beginning of the statement section; END marks the end of the end of the architecture body.

There are two styles, *behavioral* and *dataflow*, for specifying component functionality with VHDL. Dataflow descriptions consist of concurrent signal assignment statements. Behavioral descriptions use programming-language-like sequential constructs (loops, variables, conditionals, etc.) within VHDL *processes*. Behavioral descriptions describe function more abstractly and may have little resemblance to the physical implementation.

##### 3.2.4.4.1 Behavioral architectures

Typically, as designs progress, models become less and less abstract until they represent functions realizable from interconnections of physical components. Early on, however, a model might be specified using abstract constructs such as the sequentially evaluated IF-THEN-ELSE clause in Figure 17.

```
ARCHITECTURE half_adder_a OF half_adder IS
BEGIN
    PROCESS (x, y, enable)
    BEGIN
        IF enable = '1' THEN
            result <= x XOR y;
            carry <= x AND y;
        ELSE
            carry <= '0';
            result <= '0';
        END IF;
    END PROCESS;
END half_adder_a;
```

Figure 17. Behavioral architecture body for the half adder (Stinson, 2007).

#### 3.2.4.4.2 Dataflow architectures

Another way to express the functionality of the half adder is with concurrent signal assignment statements as shown in Figure 18. VHDL modelers refer to this type of architecture body as a *dataflow* architecture. Note that one cannot use sequentially evaluated statements like the IF-THEN-ELSE construct, in dataflow architecture bodies (i.e., outside a process).

```
ARCHITECTURE half_adder_b OF half_adder IS
BEGIN
    carry <= enable AND (x AND y);
    result <= enable AND (x XOR y);
END half_adder_b;
```

Figure 18. Dataflow architecture body for half-adder entity (Stinson, 2007).

#### 3.2.4.5 Modeling structure

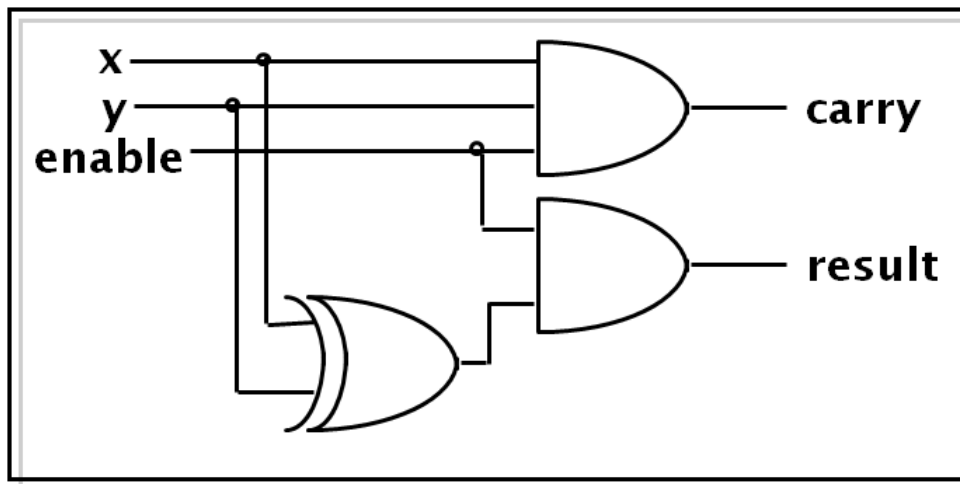


Figure 19. Half-adder functional schematic (Stinson, 2007).

Another type of architecture body describes the internal implementation of the entity as a network of interconnected components. The functional schematic in Figure 19 represents one such implementation. Figure 20 provides a corresponding structural VHDL description.

In the architecture body's declarative section, three components are declared, then bound to entities located in a library called *gate\_lib*. The SIGNAL statement declares and defines the internal signal, *xor\_res*. The architecture body statements section connects the component instantiations via their port maps.

```

ARCHITECTURE half_adder_c OF half_adder IS

    COMPONENT and2
        PORT (in0, in1 : IN BIT;
              out0 : OUT BIT);
    END COMPONENT;

    COMPONENT and3
        PORT (in0, in1, in2 : IN BIT;
              out0 : OUT BIT);
    END COMPONENT;

    COMPONENT xor2
        PORT (in0, in1 : IN BIT;
              out0 : OUT BIT);
    END COMPONENT;

    FOR ALL : and2 USE ENTITY gate_lib.and2_Nty (and2_a);
    FOR ALL : and3 USE ENTITY gate_lib.and3_Nty (and3_a);
    FOR ALL : xor2 USE ENTITY gate_lib.xor2_Nty (xor2_a);

    SIGNAL xor_res : BIT; -- internal signal
    -- Note that other signals are already declared in
    -- entity

BEGIN

    A0 : and2 PORT MAP (enable, xor_res, result);
    A1 : and3 PORT MAP (x, y, enable, carry);
    X0 : xor2 PORT MAP (x, y, xor_res);

END half_adder_c;

```

Figure 20. Structural architecture body for half-adder entity (Stinson, 2007).

#### 3.2.4.6 Language constructs

VHDL has all the features to classify it as a general purpose, interpreted programming language. Instead of an interpreter, a simulator is required for program execution. Simulators have the additional facilities for evaluating the representation of concurrent execution necessary for the emulation of digital hardware. This section cursorily describes the basic language constructs of VHDL in order to make the case for the above assertions.

#### 3.2.4.6.1 Data types

All VHDL port, signal and variable declarations must include a type or subtype specification. A set of predefined data types are available in the standard VHDL package, but user can define subtypes (range-constrained types) and their own types.

There are three classes of VHDL data types: scalar, composite and access. Scalar types are atomic units of information, composite types are arrays and records, and access types are similar to pointers in other languages. Scalar types include integer, real, enumerated, and physical. Integer and real types are straightforward; their ranges are simulator specific. Enumerated data types allow users to define lists of legal values. Figure 21 provides an example declaration and use of an enumerated data type, *binary*, with legal values *ON* and *OFF*. An example of where this is useful is in defining variables that store the state values of a finite state machine. Physical data types are for values that have associated units. In addition to name and range, users must also specify the units as shown in Figure 22. The only predefined physical type is time.

```
TYPE binary IS ( ON, OFF );
... some statements ...
ARCHITECTURE test_enum OF test IS
BEGIN
    PROCESS (X)
        VARIABLE a: binary;
    BEGIN
        a := ON;  -- OK
        ... more statements ...
        a := OFF; -- OK
        ... more statements ...
    END PROCESS;
END test_enum;
```

Figure 21. Example declaration and use of enumerated data type (Stinson, 2007).

```
TYPE resistance IS RANGE 0 TO 10000000

UNITS
ohm;  -- ohm
Kohm = 1000 ohm;  -- i.e. 1 K $\Omega$ 
Mohm = 1000 kohm; -- i.e. 1 M $\Omega$ 
END UNITS;
```

Figure 22. Example physical data type definition (Stinson, 2007).

The two VHDL composite data types, array and record, are not unlike arrays and structures in many programming languages. Arrays consist of multiple elements of similar type (including array). Records consist of elements of different type (including

record). Figure 23 provides an example of array declaration and use, and Figure 24 provides an example of record declaration and use.

```
TYPE data_bus IS ARRAY(0 TO 31) OF BIT;

VARIABLE X : data_bus;
VARIABLE Y : BIT;

Y := X(12); -- Y gets value of element at index 12
```

Figure 23. Example array declaration and use (Stinson, 2007).

```
TYPE binary IS ( ON, OFF );
TYPE switch_info IS
    RECORD
        status : BINARY;
        IDnumber : INTEGER;
    END RECORD;

VARIABLE switch : switch_info;
switch.status := ON; -- status of the switch
switch.IDnumber := 30; -- e.g. number of the switch
```

Figure 24. Example record declaration and use (Stinson, 2007).

Access types are like pointers in other programming languages and are handy for creating data structures that require dynamic memory allocation.

#### 3.2.4.6.2 Objects

There are four classes of VHDL *objects*: constants, signals, variables and files. Constants and variables, like in many programming languages are placeholders for data storage. Constants are objects whose values do not change. Variables are for temporary data storage. Signals are objects used for communication between VHDL entities and processes. Signal assignments, unlike variable assignments, because signals are mechanisms for emulating dataflow, require a delay before the signal assumes its new value. In addition, unlike variables, signals may have multiple future assignments pending. Because of this, they require more simulator resources than do variables. Files are objects used for communication with the host environment. The VHDL *standard* and *textio* packages have routines for reading and writing files.



#### 3.2.4.6.3 Sequential and concurrent statements

VHDL is a concurrent language and all processes and concurrent signal assignments execute concurrently. (Concurrent signal assignment statements are essentially one-line processes.) Statements within VHDL processes execute sequentially. The sequential statements support iteration, control flow, variable assignment, etc. The dual nature, sequential and dataflow, of VHDL allows users to intuitively model hardware systems, which are essentially parallel networks of data processors, and, at the same time, use sequential statements to model functionality.

#### 3.2.4.6.4 Packages and libraries

VHDL provides packages as a mechanism for storing reusable user-defined types, subprograms, constants, and more. VHDL libraries are reusable collections of packages, entities, and architectures.

#### 3.2.4.6.5 Predefined operators

VHDL provides a number of predefined operators including ones for arithmetic, Boolean and bit manipulation operations.





## 4 Analysis method

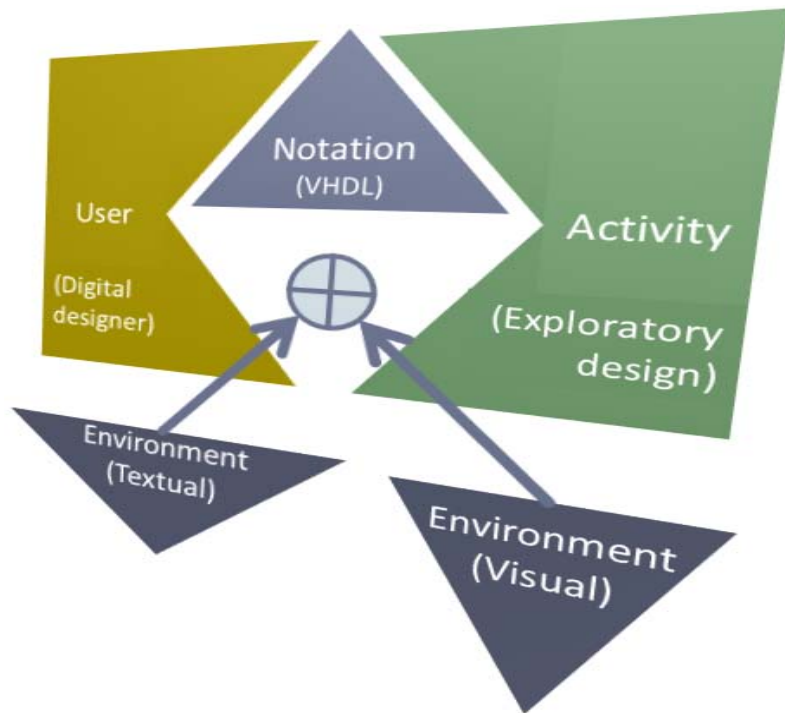


Figure 25. Conceptual system under analysis

Figure 25 depicts the system under consideration. The user, the author, is an experienced digital designer, familiar with the hardware language, VHDL, and both graphical VHDL and textual VHDL environments. The notation is the hardware description language VHDL. The use of the notational systems, the graphical and visual VDHL environments, is *exploratory design* within the domain of digital system design.

This section describes the analysis method, and the representative design and other tools that support the analysis. The structure of the section follows.

### Section 4 content

4.1 Method .....	52
4.2 The benchmark design .....	52
4.3Cognitive dimensions walkthrough assessments .....	52
4.4 Usability requirements .....	53
4.5 Visualizing the results.....	53
4.6 Comparative analysis .....	54

## 4.1 Method

To assess the usability afforded by the visual features of a graphical VHDL environment, the study applied the cognitive dimensions framework to both a textual VHDL environment and a commercially available graphical VHDL environment. To re-familiarize himself with the two environments, the author implemented the same benchmark design in both environments. The experience was the basis for the respective cognitive dimensions usability profiles. A comparative analysis of the graphical VHDL and textual VHDL profiles attempts to relate usability impacts to graphical methods.

## 4.2 The benchmark design

The benchmark design, a timer, selected from the graphical design environment's tutorial (Mentor Graphics Corporation, 2005), is simple, yet non-trivial requiring elements of signal decoding and control. Figure 26 provides the specification.

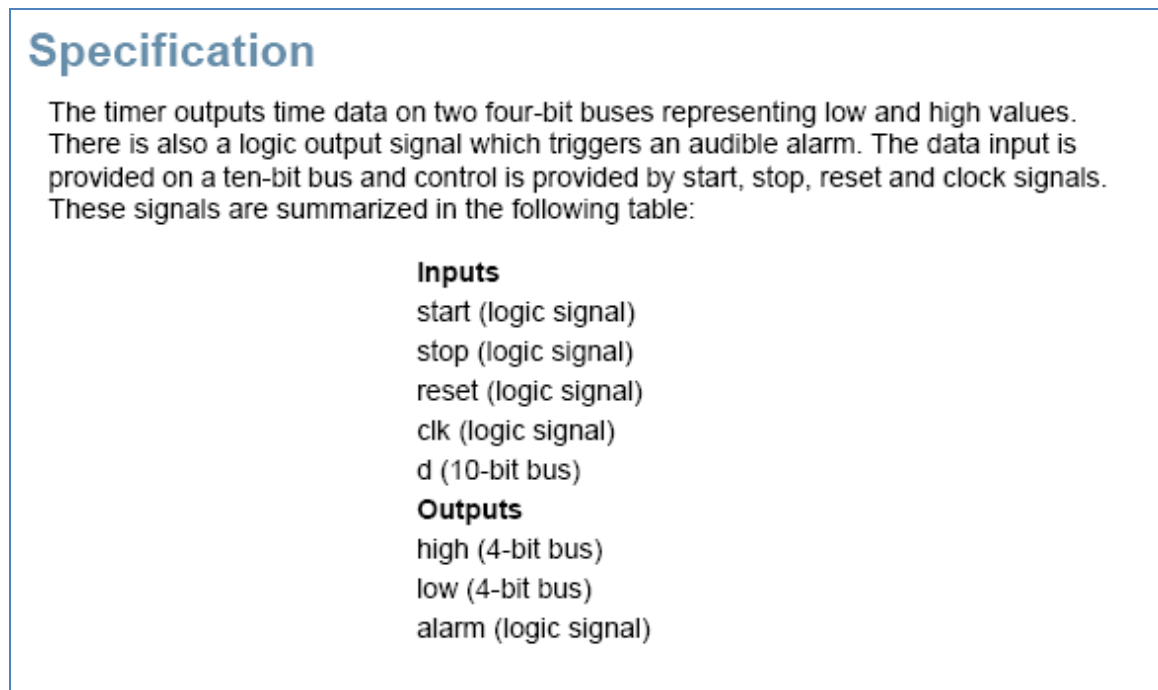


Figure 26. Timer specification used in usability evaluation of textual and graphical design environments (Mentor Graphics Corporation, 2005)

## 4.3 Cognitive dimensions walkthrough assessments

The author performed cognitive dimensions walkthrough assessments of the visual and textual design language environments, with the aid of the CDs questionnaire developed

by Green and Blackwell (Blackwell & Green, A Cognitive Dimensions Questionnaire, version 5.1.1, 2007).

#### 4.4 Usability requirements

The study established usability requirements, in terms of the cognitive dimensions for a notational system for digital design engineers (novice and expert), performing the cognitive activity of exploratory design within the domain of digital system design. The study then evaluated performance margin for the two notational systems with respect to the established usability requirements.

#### 4.5 Visualizing the results

Steve Clarke at Microsoft developed an analysis tool for visualizing cognitive dimensions profiles. Using a similar visualization (Figure 27), the analysis presents comparisons of the visual and textual VHDL environment cognitive dimensions profiles.

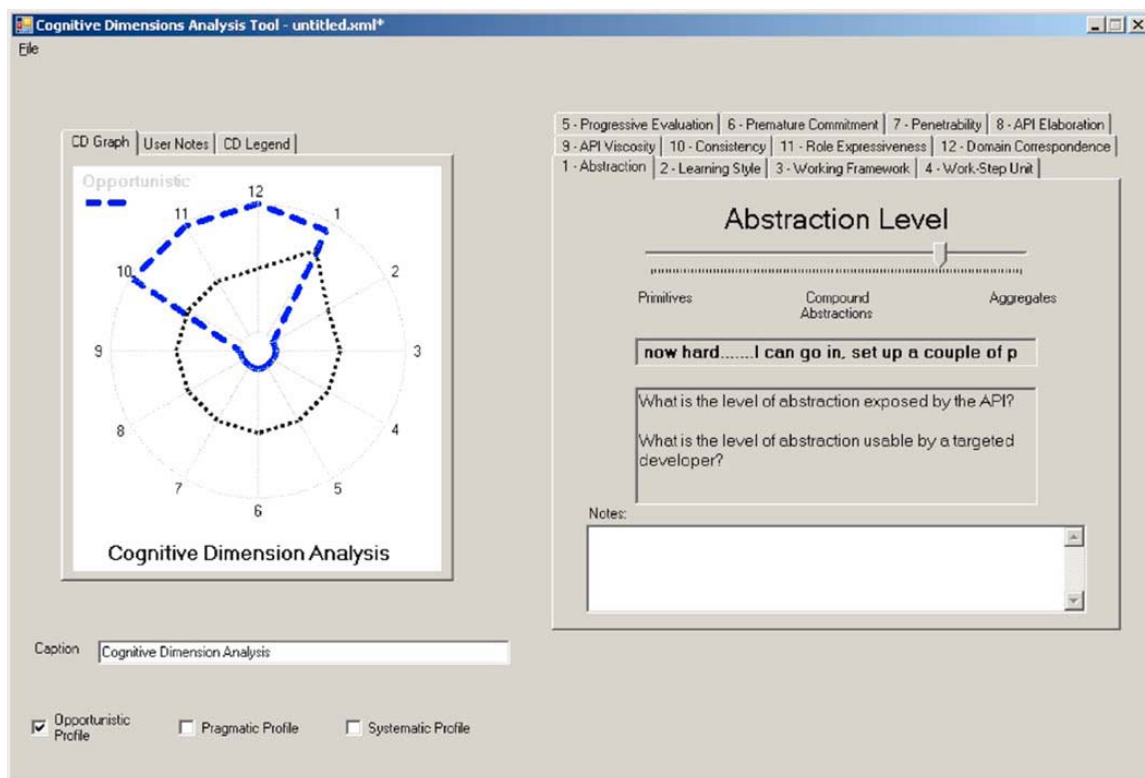


Figure 27. Radar diagram comparing the fit of a fictional system (black line) to a developer persona (blue line) for each CD, numbered 1–12. As used by Clarke’s team at Microsoft. (Green, Blandford, Church, Roast, & Clarke, 2006)

#### **4.6 *Comparative analysis***

A comparative analysis of the visual and textual VHDL environments was performed as a final step.







## 5 Results and analysis

Each cognitive dimension represents a measure that influences the suitability of a notational system for a given cognitive activity. Designers of notational systems, such as programming language environments and digital system design environments, can specify usability requirements as a set of value ranges along each cognitive dimension. The first part of this section presents such a set of usability requirements for a digital system design environment like the ones considered in this study. The ‘walk through’ section, offers the rationale for each requirement, and performance evaluations of both the textual and visual VHDL environments. The walkthrough develops the cognitive dimensions profile for each system and provides comparison in terms of performance margin. Lastly, a comparative analysis attempts to relate the results to the use of visual description methods. The structure of the section follows.

### Section 5 content

5.1 Usability requirements for digital system design.....	57
5.2 Cognitive dimensions walk-through assessments.....	58
5.3 Comparison of visual and textual VHDL cognitive dimensions profiles .....	74
5.4 What the usability evaluation says about visual methods.....	76
5.5 Use of the cognitive dimensions framework .....	78
5.6 Recommendations for further study.....	79

#### **5.1 Usability requirements for digital system design**

As a first step, the analysis established usability requirements, in terms of each cognitive dimension, for a digital system design environment. This enabled the comparison of the evaluated visual and textual digital system design environments, not only to each other, but also to an ideal system (in this case, the author’s ideal). Table 7 presents the established usability requirements. Values from zero to four (0, 1, 2, 3 and 4) correspond to ratings in the linear five point scale, [very low, low, typical, high and very high]. The evaluation involved calibrating each rating to the author’s notion of how typical design systems perform with respect to each dimension. The author’s experience includes use of the Java developer’s kit, Visual Studio, various environments for hardware design and more. The following section discusses the rationale for value range selected for each requirement.

Table 7. Usability requirements established for digital system exploratory design

Digital system design		EXPL	
Usability requirements		Min	Max
ABST	Abstractions, abstraction hunger, and abstraction barrier	Typical	High
HIDD	Hidden dependencies		Typical
PREM	Premature commitment and enforced lookahead		Low
SECN	Secondary notation	High	
VISC	Viscosity	Low	Low
VIJU	Visibility and juxtaposability	High	
CLOS	Closeness of mapping	High	
CONS	Consistency	Typical	
DIFF	Diffuseness		Low
ERRP	Error-proneness		Low
HMOS	Hard mental operations		Typical
PROG	Progressive evaluation	High	
PROV	Provisionality	High	
ROLE	Role-expressiveness	High	

## 5.2 Cognitive dimensions walk-through assessments

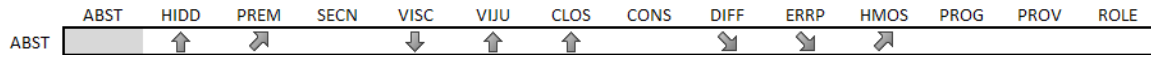
For each cognitive dimension, and for the both visual and textual environments, this section discusses the rationale for the required performance, the assessed performance and the computed margin.

### 5.2.1 Abstraction, abstraction hunger and the abstraction barrier

Abstractions, with respect to notational systems, are mechanisms that reduce the level of detail users have to deal with. Types of abstractions include *data abstractions*, which apply to information structures, and *control abstractions* that apply to operations on data structures. The term *abstraction barrier* reflects the number of abstractions users need to understand in order to use the notational system. *Abstraction hunger* is reflective of the degree to which systems require users to utilize abstractions. Abstraction-hungry systems *require* users to create new abstractions, abstraction-tolerant systems *allow* users to create new abstraction, and abstraction-hating systems have very few built-in abstractions and do not allow users to create their own. User-defined abstractions change, and in most cases, expand the notation. This effectively raises the abstraction barrier for other users (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998).

Notational systems, in some ways, benefit from the use of abstractions; the cost however, tends to be high. Designers of notational systems frequently employ abstractions to make it easier for users to modify information structures, to make the notation more concise and to make the notation a better conceptual match for the user's domain. In terms of the

cognitive dimensions, designers of notational systems commonly increase the level of *abstraction* in order to decrease *viscosity* and *diffuseness*, and increase *closeness of mapping*. An indirect effect of this is to increase visibility due to the decrease in diffuseness. Figure 28 illustrates the relationship between abstraction and other CDs.



**Figure 28.** This illustration indicates how abstraction relates to other cognitive dimensions. As notational systems tend toward abstraction-hungry, hidden dependencies, premature commitment, visibility, closeness of mapping and hard mental operations tend to increase; viscosity, diffuseness and error-proneness tend to decrease.

Striking the ideal balance between enough abstractions and the cost of managing them is not easy. The textual VHDL environment provides users with enough abstractions to map programmatic constructs to the digital design domain. The visual VHDL environment additionally provides abstractions that allow users to describe design elements graphically; presumably to allow the use of descriptive notations digital designers are familiar with: finite state machine diagrams, truth tables, schematics and control flow charts. Figure 29 and Figure 30 provide examples of two such graphically described elements of the design, a block diagram and a flowchart. Unfortunately, because the visual VHDL environment is a hybrid (the environment eventually and automatically converts the graphical notation to textual VHDL), users still need to understand the textual representations of these constructs to verify and debug their designs. Whereas the use of abstraction typically reduces the diffuseness of a notational system, in this case, because users frequent interactions with the underlying textual language, diffuseness is significantly increased (i.e., the notation is less concise).

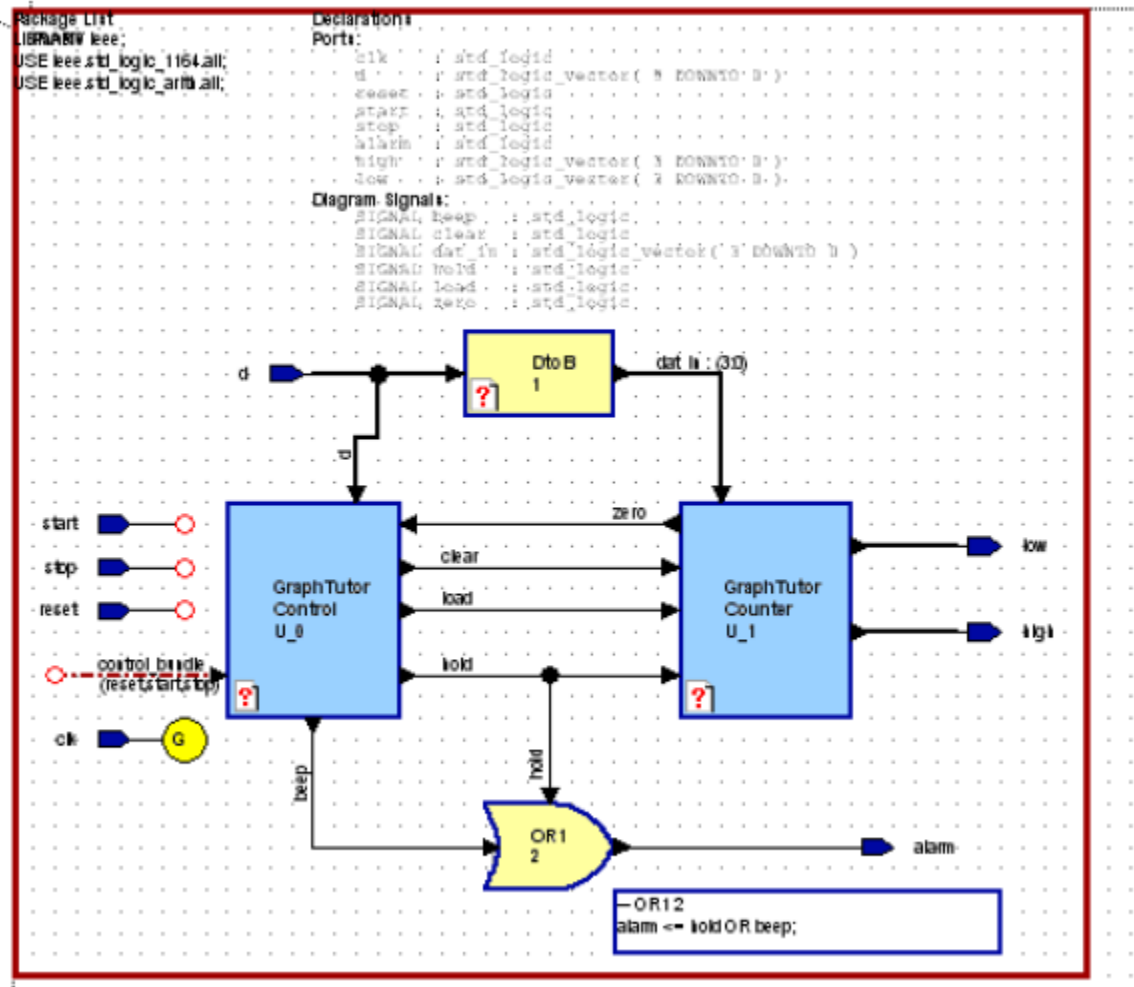


Figure 29. Block diagram example (Mentor Graphics Corporation, 2005)

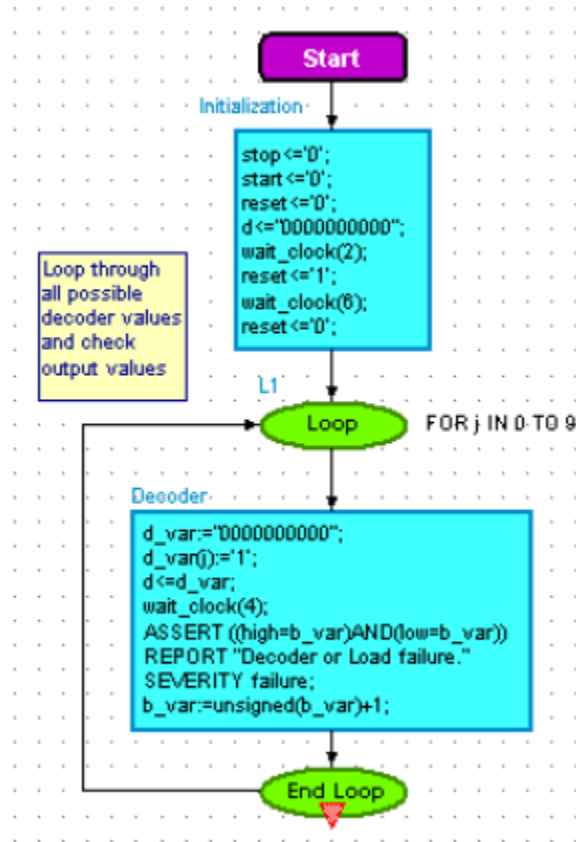


Figure 30. Flowchart description (Mentor Graphics Corporation, 2005)

The visual environment, also presents a second form of abstraction not found in the textual environment. Designers can instantiate components from vendor-supplied libraries. This allows specifications to be more concise and reduces design entry time. This produces hidden dependencies, however. Because vendors revise their libraries and users change vendors, designers who use vendor-supplied components must engage in the time-consuming activity of checking hidden dependencies and repairing broken references. This cost becomes apparent over the design life cycle, in design revision and reuse. Over one design iteration, the cost is less significant.

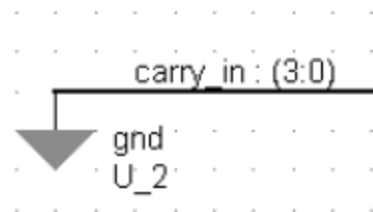
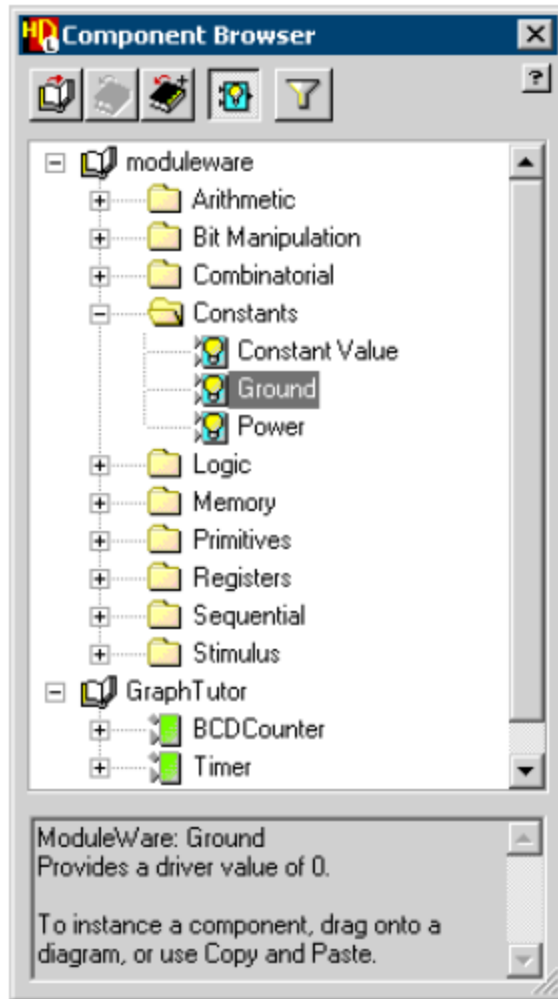




Figure 31. Use of vendor-supplied design elements reduces diffuseness but comes at the cost of increased hidden dependencies (Mentor Graphics Corporation, 2005)

With regard to abstraction, one would like just enough abstraction capability to map to the problem domain and reduce viscosity so that cognitively simple changes do not result in time-consuming operations. Therefore, the requirement for abstraction is set as range from typical to high. The textual environment receives a high score for abstraction; the visual environment receives a very high rating. Consequently, the textual environment is within spec for abstraction, and the visual environment is not by a margin of rating scale unit. Refer to Table 8.

**Table 8. Abstraction margin analysis.**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
ABST		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Abstractions, abstraction hunger, and abstraction barrier: Types and availability of abstraction mechanisms							Typical*	High
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							High	
Margin	Visual VHDL Environment							-1	
	Textual VHDL Environment							0	

### 5.2.2 Hidden dependencies



Hidden dependencies, as the name suggests, are dependent relationships between components of an information structure that are not readily apparent. An often-cited example is the spreadsheet reference; cells referenced by an equation in a given cell are visible, however, cells that contain equations that reference a given cell are not easily determined.

According to (Green & Blackwell, 1998), the existence of hidden dependencies impairs the suitability of notational systems for the activity of modification. A lengthy search to check for hidden dependencies prolongs the modification process. The prospect of lengthy searches often results in users not performing dependency checks prior to modifying the information structure. Therefore, in addition to excessive modification times, systems with hidden dependencies are prone to error when making changes.

Because the nature of the digital system design domain demands a significant level of abstraction to support structural and behavioral modeling, the allowance for hidden dependencies is set at ‘typical’. The textual environment scores typical with respect to hidden dependency; the visual VHDL environment, however, because of the abstractions discussed in the previous section, score excessively high. Table 9 summarizes the margin analysis.



**Table 9. Hidden dependency margin analysis summary**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
HDD		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Hidden dependencies: Important links between entities are not visible							Typical*	
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							-2	
	Textual VHDL Environment							0	

### 5.2.3 Premature commitment or enforced lookahead



Premature commitment (or enforced lookahead) refers to situations in which users must choose a course of action before having enough information to make informed decisions. This typically arises when a notation contains many internal dependencies, the environment constrains the order of doing things and the order is not consistent with the user's needs (Green, An Introduction to the Cognitive Dimensions Framework, 1996). If users can easily revisit their decisions, the cost may be less significant; however, if the system is highly viscous, enforced lookahead will make the cognitive activities, modification and exploratory design, difficult.

Green (1989) offers the example of early desktop publishing programs that required users to layout the page first, then add content. Other illustrative examples include having to decide on database record fields without enough understanding of the data or the users' needs, or having to consider downstream operations in order to enter parentheses correctly when using simple calculators (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998). For example, to calculate the average of 23, 13 and 32, if one fails to begin with '(', they will have to start anew, as entering '23 + 13 + 32 / 3 =' does not yield the correct result.

Both the textual and visual VHDL environments have low premature commitment. This is somewhat surprising given the degree of abstraction they employ. The semantics of VHDL imposes interface definition before structural and functional partitioning; this is an inescapable fact for users of both environments. Until automated tools can perform this architectural task, users expect to perform this upfront activity. So long as it is easy to revisit and modify the interface, it represents a relatively insignificant cost. The visual environment additionally abstracts the project and forces the user to define project parameters before proceeding with design activities, but there is little enforced lookahead imposed in this step.

Because of the opportunistic nature of design, users require low premature commitment. Therefore, the requirement is set at a maximum of low. Table 10 shows the visual and textual performance ratings and margin for premature commitment.

Table 10 Premature commitment margin summary



Digital system design		Transcription		Incrementation		Modification		Exploratory design	
PREM		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Premature commitment and enforced lookahead: Constraints on the order of doing things							Low	
Assessed performance	Visual VHDL Environment								Low
	Textual VHDL Environment								Very low
Margin	Visual VHDL Environment							0	
	Textual VHDL Environment							1	

#### 5.2.4 Secondary notation

Secondary notation refers to mechanisms that convey meaning to the user that are not part of the formal notation. These mechanisms may include comments and annotations, and such things as choices with regard to labeling, layout and other formatting options. Secondary notation makes comprehension easier and is very useful for the cognitive activities of incrementation, modification and exploratory design.

Secondary notation is very important in aiding comprehension of the notation and the requirement is set at high. Even strongly typed languages would be difficult to read if one could not comment and indent. The textual language environment provides typical mechanisms such as commenting, grouping, indentation, etc. The visual environment offers those, as well as, more options of a graphical nature such as shape, color, labeling, layout and routing to convey meaning. One notable problem, however, is the apparent incompatibility between the scale of the graphics and the scale of textual annotations on graphical views. Often, when users display enough of a graphical view to make sense of the context, the textual annotations are too small to read. To make the text large enough to read, one has to enlarge the graphical view to the point where only a limited portion of the content is visible. Nevertheless, the visual environment rates high for secondary notation, but there is room for improvement. Table 11 provides the margin analysis summary for secondary notation.

**Table 11 Secondary notation margin analysis summary**



Digital system design		Transcription		Incrementation		Modification		Exploratory design	
SECN		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Secondary notation: Extra information in means other than formal syntax							High	
Assessed performance	Visual VHDL Environment							High	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							0	
	Textual VHDL Environment							-1	

### 5.2.5 Viscosity

Viscosity reflects resistance to change. The reality of opportunistic design requires that notational systems provide low, but not *very* low, viscosity. Designers need to be able to make changes easily at all levels and during all phases of the design cycle. On the other hand, notational systems have to be resistant to inadvertent changes.

The textual environment provides low viscosity such that designers can redefine interfaces and architectures with relative ease. The visual environment goes a little too far, however. Because the visual environment abstracts the project level hierarchy, users are able to quickly create and delete design units with the design unit abstraction manager. The author has learned the hard way that deletions can be unrecoverable. Table 12 summarizes the margin analysis for viscosity.

**Table 12 Margin analysis summary for viscosity**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
VISC		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Viscosity: Resistance to change							Low	Low
Assessed performance	Visual VHDL Environment							Very low	
	Textual VHDL Environment							Low	
Margin	Visual VHDL Environment							-1	
	Textual VHDL Environment							0	

### 5.2.6 Visibility and juxtaposability

Visibility is a measure of how easy it is to view elements of the information structure; juxtaposability is the ability to view components side-by-side. The cognitive impact of both visibility and juxtaposability is significant. Complex information structures are difficult to grasp one detail at a time, as is being able to understand differences. (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998)

For the above reasons, the requirement for visibility and juxtaposability is set to high. Both the textual and visual environments provide typical multiple and split (in the case of text) windowing capabilities. Because the visual notation is more concise (less diffuse), more of the design can be visible given the same amount of screen real estate. Another visibility advantage the visual environment presents is the ability to traverse the design hierarchy easily. This facilitates the comprehension of structure and connectivity. Still, there is room for improvement. The section on secondary notation discussed the incompatibility of textual annotation and schematic scales. Another shortcoming arises when viewing finite state machine and process flow schematic hierarchical views. Unlike structural (data flow) views, users cannot juxtapose different levels of finite state machine and flowchart hierarchies. Refer to Figure 32.

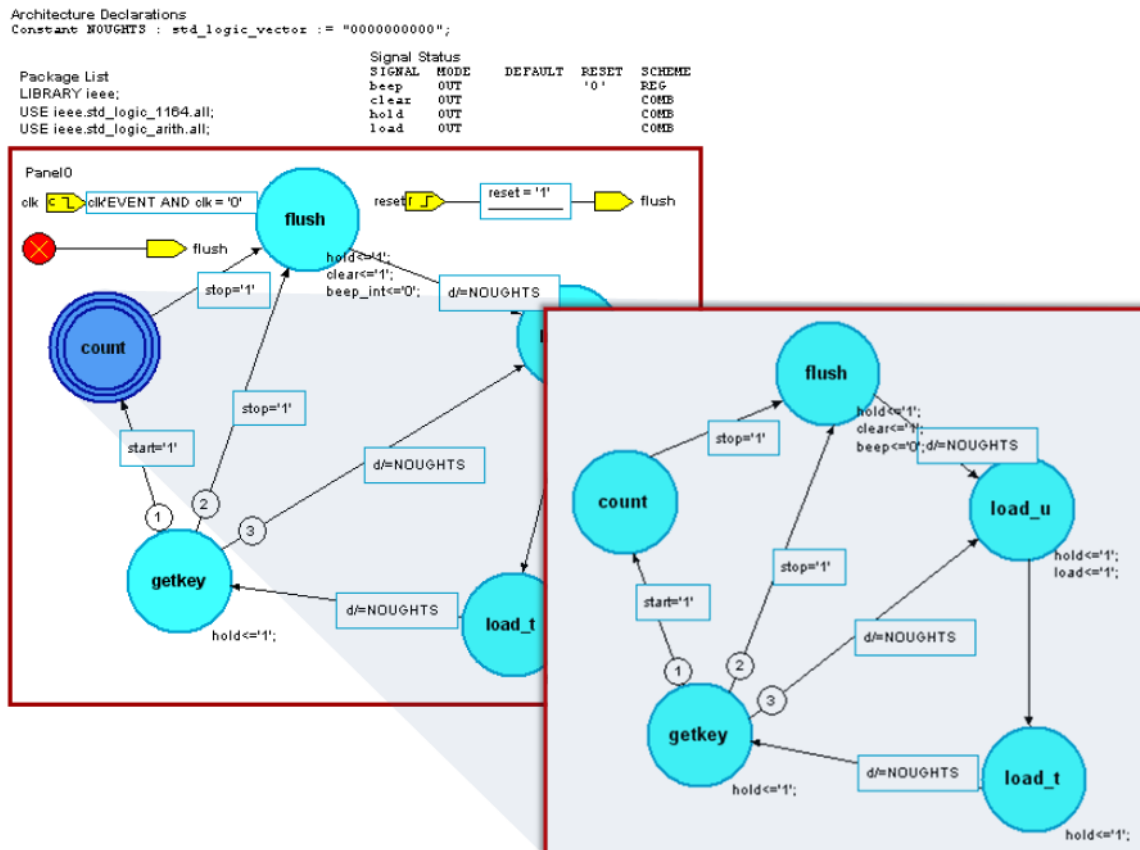




Figure 32. Visual VHDL environment did not allow juxtaposition of parent and child views of hierarchical state machine diagrams (as shown) and flowcharts.

Given the above considerations, the textual environment rates 'typical' with respect to visibility and juxtaposability; the visual environment rates 'high'. Table 13 summarizes the margin analysis.

Table 13. Visibility and juxtaposability margin analysis

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
VIJ		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Visibility and juxtaposability: Ability to view components easily							High	
Assessed performance	Visual VHDL Environment							High	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							0	
	Textual VHDL Environment							-1	

### 5.2.7 Closeness of mapping

Closeness of mapping refers to the conceptual distance between an envisioned outcome and the actions and instructions necessary to achieve it (Green, Blandford, Church, Roast, & Clarke, 2006). The CDs tutorial (Green & Blackwell, 1998) offers the following illustration.

*A close mapping: the visual programming language LabVIEW, designed for use by electronics engineers, is closely modelled on an actual circuit diagram, minimising the number of new concepts that need be learnt. A distant mapping: in the first version of Microsoft Word, the only way to count the characters in a file was to save the file to disc – whereupon it told you how long the file was.*

Green and Petre (1996) assert programming (a design activity) requires mapping between the problem world and the program world and subscribe to the view that a close mapping between the program world and the problem world is desirable with respect to problem solving. They refer to the ‘programming games’ users must learn to achieve their computational goals. There is scant empirical study to support this view, however, Hundhausen, Vatrappu, & Wingstrom (2003) provide an experimental framework for testing the hypothesis, as well as limited empirical evidence in support of it stemming from a pilot study they conducted. Because empirical evidence supporting the cognitive relevance of closeness of mapping is lacking, the requirement is set as a minimum of ‘high’ (the middle ground between ‘typical’ and ‘very high’).



Hundhausen, et al, however, make a subtly different interpretation of the closeness of mapping cognitive dimension that may, or may not be relevant. They pose that Green’s definition implies programming is conceptually a translation from a descriptive notation to the programming language notation. Green’s definition suggests, rather, a mapping from internal to external representations. Granted, internal representation may be influenced by the descriptive notations with which the user is familiar.

Within the domain of digital system design, users are commonly familiar with several constructs for solving the problems they encounter. These include schematic (dataflow

networks), finite state machines, Boolean logic expressions and truth tables, and data processing flowcharts. With the visual VHDL environment, users can describe such constructs graphically. Therefore, the visual environment rates very high with regard to closeness of mapping.

The abstractions built into the baseline textual language alone result in a close mapping to the electronics domain. The textual language necessarily supports such things as logic signal data types, concurrent signal communication and resolution. The constructs discussed above, however, still have to be represented using programming-language-like forms. Therefore, the textual VHDL environments rates ‘high’ with respect to closeness of mapping. Table 14 provides the margin analysis summary for closeness of mapping.



**Table 14. Margin analysis summary for closeness of mapping**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
CLOS		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Closeness of mapping: Closeness of representation to domain								High
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							High	
Margin	Visual VHDL Environment							1	
	Textual VHDL Environment							0	

## 5.2.8 Consistency

Consistency reflects the notion that when a user understands some aspects of the notation, the user can successfully guess about others (Green & Petre, Usability analysis of visual programming environments: a cognitive dimensions framework, 1996). Consistency may affect error-proneness as well as the ability to learn a notational system, but its cognitive relevance is otherwise unclear. Nevertheless, the requirement is set at ‘typical’ and both the visual and textual environments score consistently. Table 15 presents the margin analysis.

**Table 15. Margin analysis summary for consistency**



Digital system design		Transcription		Incrementation		Modification		Exploratory design	
CONS		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Consistency: Similar semantics are expressed in similar syntactic forms							Typical*	
Assessed performance	Visual VHDL Environment							Typical*	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							0	
	Textual VHDL Environment							0	

### 5.2.9 Diffuseness

Diffuseness is a measure of the amount of real estate required to specify information using the notation. Cognitive theory maintains it requires more working memory to process notations that are more verbose. This can affect users engaged in activities that make further demands on working memory, such as exploratory design (Green & Blackwell, Cognitive Dimensions of Information Artefacts: a tutorial, 1998).

For the above considerations, the requirement for diffuseness is set to a maximum of ‘low’. The textual environment scores ‘typical’ with respect to diffuseness. The visual environment would score ‘low’, if it were not for the fact that because it is a hybrid visual language, designers must also work with the textual notation to verify and debug their designs. Because, the notation includes redundant visual and textual elements, it scores ‘high’. Table 16 provides the margin analysis summary for diffuseness.

**Table 16. Margin analysis summary for diffuseness**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
DIFF		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Diffuseness: Verbosity of language							Low	
Assessed performance	Visual VHDL Environment							High	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							-2	
	Textual VHDL Environment							-1	

### 5.2.10 Error-proneness

Error-proneness refers to the propensity of the notational system to invite ‘slips’ – minor mistakes that are not the result of faulty analysis or poor judgment, but rather those that occur despite knowledge of how to do something correctly. Further, error-proneness refers to the tendency of a system to cause mistakes that go undetected, and that are

difficult to trace as the cause of anomalous behavior. Because of this cost, the requirement for error-proneness is set to a maximum of ‘low’.

Because both the textual and visual VHDL environments heavily employ abstractions, which in turn cause hidden dependencies, they are prone to the kinds of errors that occur when users fail to check for dependencies prior to making changes. Because the visual environment relies more heavily on abstraction with its vendor-supplied component libraries, than the textual environment, these errors are more prevalent, and it scores higher. Table 17 provides the margin analysis summary for error-proneness.

**Table 17. Margin analysis for error-proneness**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
ERP		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Error-proneness: Notation invites mistakes								Low
Assessed performance	Visual VHDL Environment	Typical*							
	Textual VHDL Environment	Low							
Margin	Visual VHDL Environment								-1
	Textual VHDL Environment								0

### 5.2.11 Hard mental operations

Hard mental operations place high demand on cognitive resources. Consider the spreadsheet formula to compute the margin in the margin analysis summary (Table 16). To write and verify a few formulas like,

```
=IF(AND(ISBLANK(J12), ISBLANK(L12)), "",
IF(AND(NOT(ISBLANK(J12)), ISBLANK(L12)), D13-
J12, IF(AND(ISBLANK(J12), NOT(ISBLANK(L12))), L12-
D13, IF(D13<J12, D13-J12, IF(D13>L12, L12-D13, MIN(D13-J12, L12-
D13))))))
```

might cause one to resort to a ‘helper device’ such as a pen and paper (Figure 33), and to make use of available secondary notation like indentation:

```
=IF(AND(ISBLANK(J12), ISBLANK(L12)), "",
  IF(AND(NOT(ISBLANK(J12)), ISBLANK(L12)), D13-J12,
    IF(AND(ISBLANK(J12), NOT(ISBLANK(L12))), L12-D13,
      IF(D13<J12, D13-J12,
        IF(D13>L12, L12-D13,
          MIN(D13-J12, L12-D13)
        )
      )
    )
  )
```



)  
)

The image shows a handwritten truth table and logic formulas on a piece of paper. The truth table is as follows:

min	max	margin
T	F	$A - \min$
F	T	$\max - A$
F	F	
T	T	

Below the truth table, the following logic formulas are written:

$$A < \min$$

$$A - \min$$

$$\min \leq A \leq \max$$

$$\min(A - \min, \max - A)$$

$$A > \max$$

$$\max - A$$

On the left side of the paper, there are some additional notes: "min 5", "A 1", "4.", and "3".

Figure 33. Users resort to helper devices like pen and paper to deal with hard mental operations. This truth table helped the author work out the logic before implementation of the nested IF-THEN-ELSE spreadsheet formula.

The cognitively taxing activity the visual VHDL environment suffers most stems from its hybrid visual language nature. Designers must comprehend the automatically generated textual VHDL, in addition to their own graphical notation descriptions to verify and debug their design. This is no doubt unintended, but inescapable, nevertheless. For this reason, the visual environment rating for hard mental operations is ‘very high’. Table 18 provides the margin analysis summary for hard mental operations.



Table 18. Margin analysis summary for hard mental operations

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
HMOS		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Hard mental operations: High demand on cognitive resources							Typical*	
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							-2	
	Textual VHDL Environment							0	

### 5.2.12 Progressive evaluation

For complex designs, progressive evaluation is important and the requirement is set at ‘high’. The visual environment provides strong links to simulators and rates higher than the textual environment for this reason. Table 19 provides the margin analysis summary for progressive evaluation.



**Table 19. Margin analysis summary for progressive evaluation**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
PROG		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Progressive evaluation: Work-to-date can be checked at any time							High	
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							High	
Margin	Visual VHDL Environment							1	
	Textual VHDL Environment							0	

### 5.2.13 Provisionality

Provisionality measures the ability of the system to allow users to ‘sketch out’ or experiment with ideas effectively and with minimal investment. Here the visual environment offers advantages over the textual. In the opinion of the author, this ability valuable and requirement reflects this. Table 20 provides the margin analysis summary.



**Table 20. Margin analysis summary for provisionality**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
PROV		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Provisionality: Degree of commitment to actions or marks							High	
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							1	
	Textual VHDL Environment							-1	

### 5.2.14 Role-expressiveness

Role-expressive notations are easier to scan and comprehend and therefore desirable for cognitive reasons. The requirement is set at ‘high’. The visual notation has a great advantage over the textual with its greater facilities for secondary notation and visual cues. Table 21 provides the margin analysis.

**Table 21. Margin analysis summary for role-expressiveness**

Digital system design		Transcription		Incrementation		Modification		Exploratory design	
ROLE		Min	Max	Min	Max	Min	Max	Min	Max
Requirement	Role-expressiveness: The purpose of a component is readily inferred							High	
Assessed performance	Visual VHDL Environment							Very high	
	Textual VHDL Environment							Typical*	
Margin	Visual VHDL Environment							1	
	Textual VHDL Environment							-1	

### 5.3 Comparison of visual and textual VHDL cognitive dimensions profiles

The radar plot in Figure 34 illustrates the usability differences between the visual and textual environments. The graph indicates margin (evaluated performance less the requirement for each dimension). As an example, referring to Table 7, the requirement for abstraction level is a range between ‘typical’ and ‘high’. Since the visual environment abstraction rating is ‘very high’, it is ‘out of spec’ by one rating unit (i.e., the distance on the rating scale from ‘high’ to ‘very high’). Since it is out of spec, it represents a negative margin. Performance that exceeds the requirement represents positive margin. Note that since the rating scale has five discrete values, the magnitude of the margin will be less than four.

From the graph, one sees that the visual environment (yellow) meets or exceeds requirements for consistency, secondary notation, visibility and juxtaposability, role-expressiveness, provisionality, closeness of mapping and progressive evaluation. The visual environment falls short with respect to the remaining requirements; significantly so for diffuseness, hidden dependency and hard mental operations. This may explain why some users prefer to use the textual environment (blue); presumably for them, fewer hidden dependencies and hard mental operations and less diffuseness outweigh greater closeness of mapping, role-expressiveness, etc.

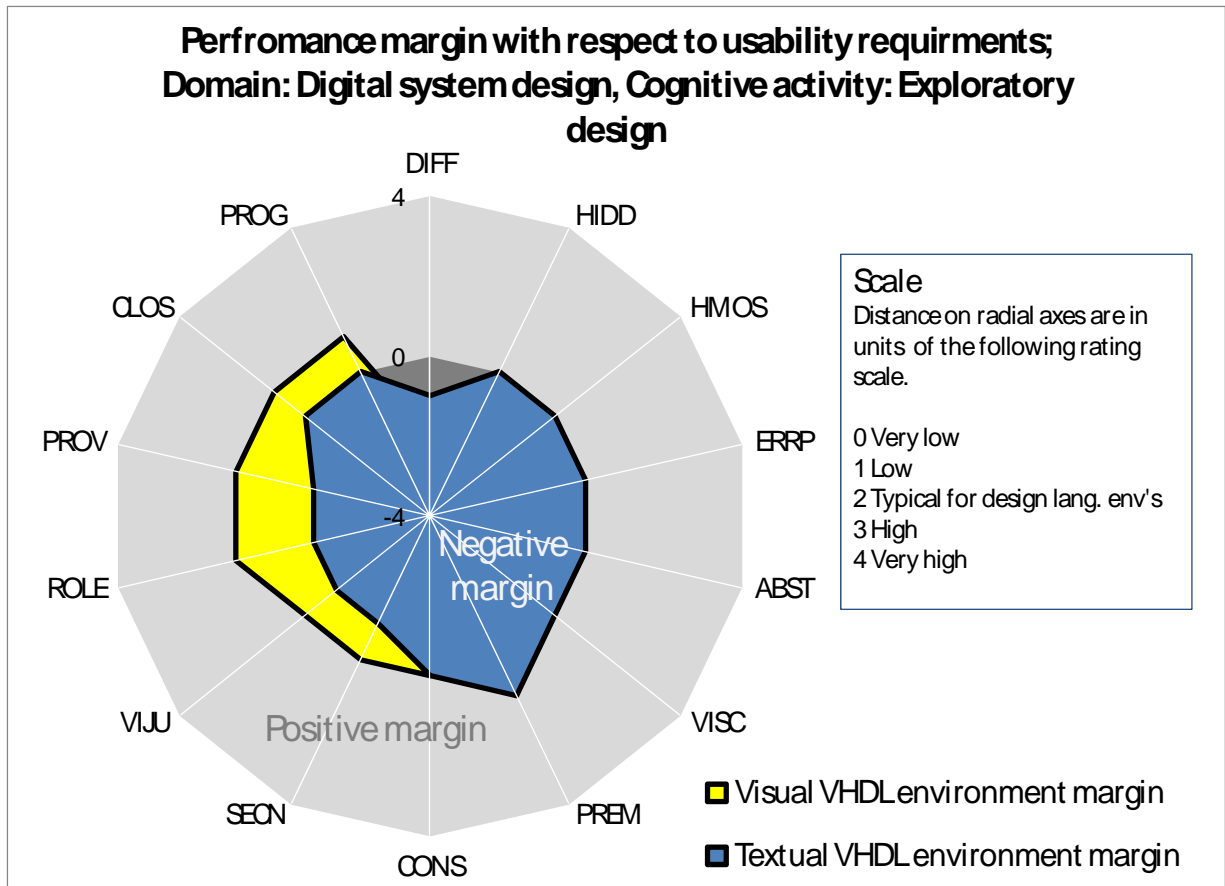


Figure 34. Comparison of textual and visual VHDL environment usability performance.

## 5.4 What the usability evaluation says about visual methods

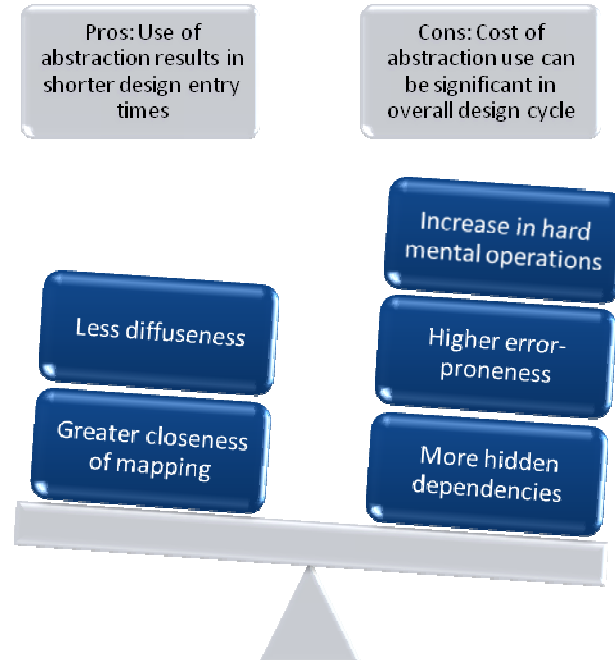


Figure 35. Design trade-off made in visual VHDL environment design

The visual VHDL environment makes use of *abstraction* to a substantially higher degree than the textual VHDL environment. This is mainly for two reasons: to make the notation conceptually more familiar to digital system designers and to make the notation more concise (in cognitive-dimensions-speak, to increase *closeness of mapping* and decrease *diffuseness*). This may have the advantage of reduced design entry times, but it comes at the cost of significantly more *hidden dependencies*, and difficulties debugging functional and performance anomalies.

Two types of abstraction the visual VHDL environment uses are especially problematic. One type of abstraction is the design elements users describe using the visual notations; the other type is the predefined ‘built-in’ components. The visual VHDL environment implements a *hybrid* visual language model; while users may describe information structures graphically, in the end, the environment translates those graphics into textual VHDL. In this sense, the visual descriptions of design units abstract the underlying textual description. This causes hard mental operations in the sense that the designer has come to understand their design descriptions in terms of their graphical representation. In order to verify or debug the design, it becomes necessary to understand the automatically generated textual description. This is akin to understanding another programmer’s code; at best, it is cognitively demanding, and for typical levels of complexity, it is highly dependent on *secondary notation* (structure, commenting, style, grouping, etc.).

The second type of abstraction is the vendor-supplied, built-in components provided for instantiation in user designs. While using these can save a designer considerable time in

the short term, their use creates hidden dependencies that may cause difficult to resolve errors in the long term. Use of vendor-supplied components is, in effect, instantiation of classes defined in vendor libraries. The common type on hidden dependency results where the user's design is dependent on the class definition, however, the vendor maintaining the class library does not have knowledge of where the classes are instantiated. Computer aided design tools are notorious for frequent revision and users change vendors from time to time, as well. Consequently, designers must spend time checking hidden dependencies in their designs and repairing broken references.

Given the demonstrated commercial viability of the visual VHDL environment, however, it would seem that enough users are willing to accept the trade-off depicted in Figure 35. Clearly, methods that allow users to describe information structures in concise, and familiar conceptual terms are desirable. When designers of notational systems realize such methods at the expense of increased abstraction use, however, they run the risk of negating, and even reversing, the potential benefits of increased usability and productivity because of associated increases in hidden dependencies and hard mental operations. This may explain why many other digital system designers opt to work in a strictly textual VHDL environment forgoing the presumed advantage of the visual environment's closer mapping to the digital design domain.

One solution is to develop a purely visual notation. A pure visual language would retain the benefits of greater closeness of mapping without increasing hidden dependencies and hard mental operations that result from the translation step to textual representation. Without the redundant textual notation, users would realize the advantages of less diffuseness, as well. Figure 36 depicts how developing a purely visual language might lessen the performance gap posed by the current hybrid case.

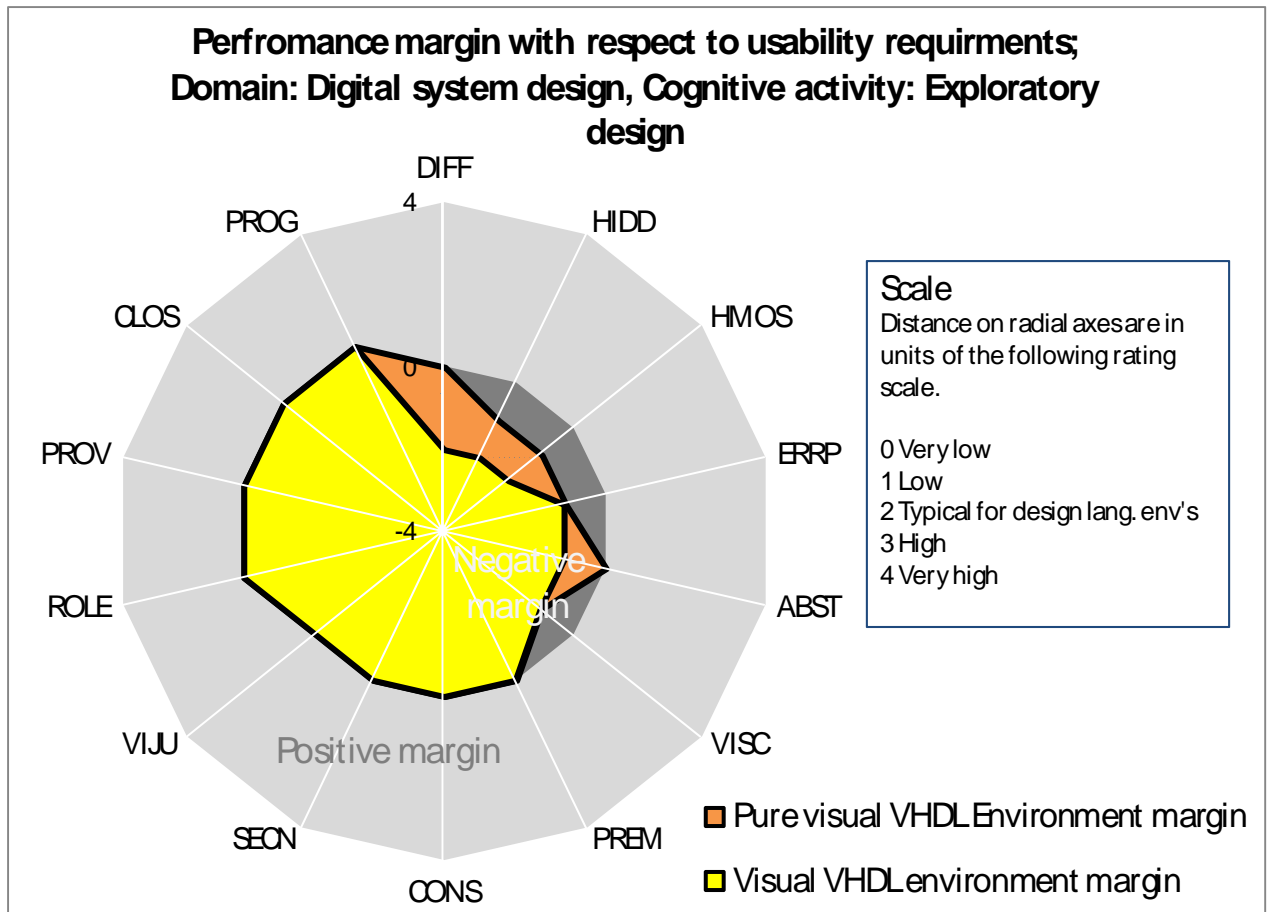


Figure 36. Comparison of hybrid visual environment and hypothetical pure visual notational system; pure language may lessen performance gap with respect to diffuseness, hidden dependencies and hard mental operations

As a final note, the question of closeness of mapping may require further study. It may be the case that there is a class of digital system designer more comfortable working with programming-language-like VHDL, than with schematic-like visual VHDL. A visual VHDL environment would present considerably less of an advantage to such a user, as compared to someone more comfortable with electrical schematics.

## 5.5 Use of the cognitive dimensions framework

The cognitive dimensions assessments of the VHDL environments yielded results consistent with the literature on exploratory design. This new application of the CDs to the domain of digital system design did not necessitate novel cognitive dimensions (considered by the author as a possibility). Relating the abstraction of textual VHDL using graphics to *hidden dependencies*, and the comprehension of automatically generated textual VHDL as a *hard mental operation*, may have stretched those respective definitions, however. Accepting this as valid, one may conclude the adequacy of the baseline set of cognitive dimensions for this application.

## **5.6 *Recommendations for further study***

Given the vast numbers of both textual and visual VHDL users, it is possible to conduct observational studies of digital system designers to establish both a user taxonomy and a characterization of the conceptual landscape of their domain. Additionally, researchers could conduct surveys of digital system designers to establish correlation between user classes and design environment types.

As discussed above, development of a pure visual language for describing digital systems promises significant usability improvements over current systems.

Other areas of future study might include development of usability requirements patterns for various types of notational systems and users (e.g., design languages, consumer electronics, expert systems, etc.) and development of a systems model that formalizes the trade space defined by the cognitive dimensions.





## 6 Glossary

**computer language:** any of a variety of language types related to computing

**digital system:** any digital circuit that processes or stores information

**hardware description language:** a computer language with facilities for the description, simulation and automated synthesis of physical devices that implement logic circuits

**HDL:** see *hardware description language*

**notation:** markings made within some medium

**notational system:** a notation and an environment, such as an editor, for manipulating the notation

**VHDL:** see *VHSIC Hardware Description Language*

**VHSIC Hardware Description Language:** a hardware description language used for designing digital electronic systems such as FPGAs (field programable gate arrays) and ASICs (application-specific integrated circuits)



## 7 Works Cited

- Abraham, J. A. (2006, July 14). *Jacob Abraham's Home Page: Formal Verification*. Retrieved September 20, 2007, from The Computer Engineering Research Center at UT Austin: <http://www.cerc.utexas.edu/~jaa/verif/formal.html>
- Ashenden, P. J. (1996). *The Designer's Guide to VHDL*. San Francisco: Morgan Kaufmann Publishers.
- Blackwell, A. (2007, July). Retrieved August 6, 2007, from Cognitive Dimensions of Notations Resource Site: <http://www.cl.cam.ac.uk/~afb21/CognitiveDimensions/>
- Blackwell, A. (2001). *Human Computer Interaction Notes*. Retrieved September 20, 2007, from Dr Alan Blackwell, Computer Laboratory, University of Cambridge: <http://www.cl.cam.ac.uk/teaching/2000/AGraphHCI/HCI/hcinotes.html#cds>
- Blackwell, A. (2006). Ten years of cognitive dimensions in visual languages and computing: Guest Editor's introduction to special issue. *Journal of Visual Languages & Computing* , 285-287.
- Blackwell, A., & Green, T. (2007, February). *A Cognitive Dimensions Questionnaire, version 5.1.1*. Retrieved September 2, 2007, from Cognitive Dimensions of Notations Resource Site: <http://www.cl.cam.ac.uk/~afb21/CognitiveDimensions/CDquestionnaire.pdf>
- Blackwell, A., Britton, C., Cox, A., Green, T., Gurr, C., Kadoda, G., et al. (2001). Cognitive dimensions of notations: design tools for cognitive technology. In M. Beynon, C. L. Nehaniv, & K. Dautenhahn (Ed.), *Cognitive Technology 2001* (pp. 325–341). Berlin: Springer-Verlag.
- Boshernitsan, M., & Downes, M. (1997). *Visual Programming Languages: A Survey*. Retrieved from <http://citeseer.ist.psu.edu/boshernitsan97visual.html>
- Burnett, M., Baker, M., Bohus, C., Carlson, P., Yang, S., & Zee, P. v. (1995). Scaling up visual programming languages. *Computer* , 45-54.
- Clarke, S. (2005). *Cognitive Dimensions of Notations 10th Anniversary Workshop archive*. Retrieved September 2007, 2007, from Describing and measuring API usability with the cognitive dimensions: [http://www.cl.cam.ac.uk/~afb21/CognitiveDimensions/workshop2005/Clarke\\_position\\_paper.pdf](http://www.cl.cam.ac.uk/~afb21/CognitiveDimensions/workshop2005/Clarke_position_paper.pdf)
- Cox, R., & Brna, P. (1995). Supporting the use of external representations in problem solving: The need for flexible learning environments. *Journal of Artificial Intelligence in Education* , 239-302.

- Dagit, J., Lawrance, J., Neumann, C., Burnett, M., Metoyer, R., & Adams, S. (2006). Using cognitive dimensions: Advice from the trenches. *Journal of Visual Languages & Computing* , 302-327.
- Gajski, D. D., & Kuhn, R. H. (1983). Guest Editor's Introduction: New VLSI Tools. *IEEE Computer* .
- Green, T. (2006). Aims, achievements, agenda—where CDs stand now. *Journal of Visual Languages & Computing* , 288-291.
- Green, T. (1996). *An Introduction to the Cognitive Dimensions Framework*. Retrieved September 15, 2007, from Greenery: <http://homepage.ntlworld.com/greenery/workStuff/Papers/introCogDims/index.html>
- Green, T. (1989). Cognitive dimensions of notations. *People and Computers V* (pp. 443-460). Cambridge, UK: Cambridge University Press.
- Green, T. (2003, April 15). *End-User Development: Current Experiences and Future Challenges*. Retrieved 9 20, 2007, from University of Manchester School of Informatics: <http://www.co.umist.ac.uk/EUD-net/documents/TG%20EUPs.ppt>
- Green, T., & Blackwell, A. (1998, October). *Cognitive Dimensions of Information Artefacts: a tutorial*. Retrieved July 2007, from Cognitive Dimensions of Notations Resource Site: <http://www.cl.cam.ac.uk/~afb21/CognitiveDimensions/CDtutorial.pdf>
- Green, T., & Petre, M. (1996). Usability analysis of visual programming environments: a cognitive dimensions framework. *Journal of Visual Languages and Visual Computing* , 7, 131-174.
- Green, T., Blandford, A., Church, L., Roast, C. R., & Clarke, S. (2006). Cognitive dimensions: Achievements, new directions, and open questions. *Journal of Visual Languages & Computing* , 328-365.
- Hendry, D., & Green, T. (1994). Creating comprehending, and explaining spreadsheets: a cognitive interpretation. *International Journal of Human-Computer Studies* , 40.
- Hundhausen, C., Vatrapu, R., & Wingstrom, J. (2003). End-user programming as translation: an experimental framework and study. *IEEE Symposium on Human Centric Computing Languages and Environments Proceedings*, (pp. 47- 49).
- Mentor Graphics Corporation. (2005). Graphical Design Tutorial for HDL Author and HDL Designer. Wilsonville, Oregon.
- Petre, M. (2006). Cognitive dimensions 'beyond the notation'. *Journal of Visual Languages & Computing* , 292-301.

Smedley, T., & Cox, P. (1997). Visual Languages for the Design and Development of Structured Objects. *Journal of Visual Languages & Computing* , 57-84.

Stinson, J. (2007). *RASSP Program Archives*. Retrieved September 28, 2007, from Course Modules: [http://www.eda.org/rassp/modules/m10/m10\\_03\\_00.ppt](http://www.eda.org/rassp/modules/m10/m10_03_00.ppt)

Whitley, K. (1997). Visual Programming Languages and the Empirical Evidence For and Against. *Journal of Visual Languages & Computing* , 109-142.

Zhang, J. (1997). The nature of external representations in problem solving. *Cognitive Science: A Multidisciplinary Journal* , 179-217.

