

The statistics shows that second law implementation that is “reducing users’ memory recognition pressure”, has been applied significantly in suggestive user interface and also first law implementation which is “considering users as controllers”, relatively is being approved by users, but unfortunately third law that is “stability in user interface” has not been almost successful in suggestive user interface. Although, as it said before, third law is less important than the two others.

6. Conclusion

User interface is the most important part of a software system or product and in fact is a window towards inside of software. In many cases, interface shows user’s perception from system quality. If user interface is not designed based on presented principles and regulations, user may ignore to enter virtual education area which has many capabilities, and if doesn’t ignore, a weak virtual education area with user interface may reduce strongly user’s ability to apply power and capabilities of this system. In fact, weak interface leads a good design and its executive operation face fail position. Based on this, in this research an UI have been implemented and evaluated in Iran Azad University of Qazvin computer lab.

7. References

- [1] Maguire, M. Elton, E. Osman, Z. Nicolle, C. (2006) ‘Design of a Virtual Learning Environment for students with special needs’, *An Interdisciplinary Journal on Humans in ICT Environments*, ISSN: 1795-6889, Volume 2 (1), 119-153.
- [2] Reinecke K. Bernstein, A., (2008), ‘Predicting User Interface Preferences of Culturally Ambiguous Users’, *ACM*, 978-1-60558-012-8/08/04, Florence, Italy, April 5 – April 10.
- [3] Dillenbourg P., (2000), ‘VIRTUAL LEARNING ENVIRONMENTS’, *Workshop on Virtual Learning Environments EUN conference*.
- [4] Dieberger A., (1999), ‘Social connotations of space in the Design for Virtual Communities and Social Navigation’, *Social Navigation of Information Space*, pp. 35- 54, Springer: London.
- [5] Dourish P. Chalmers M., (1994), ‘Running out of space: Models of Information Navigation’, *In Human Computer Interaction conference HCI*, Glasgow.
- [6] Munro A. Höök K. Benyon D., (1999), ‘Footprints in the snow’, *Social Navigation of Information Space*, pp. 1- 14. Springer: London.
- [7] Dourish P., (1999), ‘Where the footprints Lead: Tracking down Other Roles for Social Navigation’, *Social Navigation of Information Space*, pp. 15-34. Springer: London.
- [8] Lehtinen E. Palonen, T., (1999) ‘Evaluating CSCL Log Files by Social Network Analysis’, *Proceedings of the CSCL Conference, Stanford*, pp.434-444, Dec.
- [9] Peraya D. Piguet A. Joye F., (1999), ‘Rapport d’information sur les mondes virtuels’, *Rapport rédigé pour l’office fédéral de la formation professionnelle et le la technique*, Berne, Suisse.
- [10] De Lièvre B., (1997), ‘Une expérience d’encadrement en direct d’une formation pratique à distance’, *Actes du Colloque du Conseil Interinstitutionnel pour la technologie éducative*, Montréal, Octobre.
- [11] Lauesen S., (2004), ‘User Interface Design, A Software Engineering Perspective’, *Addison-Wesley*.
- [12] Bouras C. Philopoulos A., (2000), ‘Distributed Virtual Learning Environment: a Web-based Approach’, *Department of Computer Engineering and Informatics, University of Patras*.
- [13] Mandel, T. (1997) ‘The Elements of User Interface Design’, Chapter 5, *Book*, John Wiley & Sons.
- [14] Barfield, L. (2004) ‘The User Interface: Concepts and Design’, *Bosko Books*.
- [15] Christos Bouras, Alexandros Philopoulos, (2000), ‘Distributed Virtual Learning Environment: a Web-based Approach’, *Department of Computer Engineering and Informatics, University of Patras*.