# Q.1. what students can do with the website?

***Jessie***

My questions are more about the functionalities of the website. I would like to divide my questions into two parts, which are front-end and back-end. So for the front-end, can you describe as much as possible that what students can do with the website?

***User***

The website would be accessible by every student. I don’t see that whether you would make it with a log-in. But you can use a log-in to see how they do the course. That is what we could do. But it does not mean that someone needs to give a credential to sign up themselves. Most of the modules online are available to everyone. So do we need to limit it?

***Jacques***

We could have both. I mean one way of doing that you should always do the log-in of keeping some records about your progress but it is not essential. But of course somebody starts something and comes back, somehow, you need to be able to track where he is, right?

***Petros***

Yes, maybe they change computers, so they need to log-in. And they can just register themselves and set passwords.

***Jacques***

Yes, registration of using WordPress is not a big deal.

***User***

I was saying it was possible not to make the log-in accessible by everyone and then if we are going to, for example, put it up for to be analyzed to server, now it is accessible to everyone which would not have to. But if you think the log-in would do better, we can do that.

***Jacques***

How will you keep track of particular students’ progress?

***Cristina***

Another way of the registration can just be a matter of providing their emails and passwords.

***Jacques***

You don’t even need that. The registration can just have records of where they are. It does not entail even to send them emails.

***Petros***

Yes, you can just do it in a very light way.

***Jacques***

It can just provide history and where they are next time. If they don’t want to register and they just go for it and they can finish it in four hours. That’s also fine.

***User***

Sure, so we can have this log-in system.

# Q.2. what theme of the website do you like?

***Jessie***

Next, I want to know about the theme of the website. Which kind of theme do you think is better? Would you like it to be simple or like STARS website? I want to know more about the general interface layout.

***User***

Can I show you some resources that provide some ideas? (example on the computer) So that is a model on the website… (Then he showed us the example)

***Jacques***

This is a fairly standard kind of that thing. It is very nice. Is it something that quite nice to you?

***User***

I think this model example is quite nice to me.

***Jacques***

Okay, because we need some baseline, which you think it is good to you.

***User***

I think this one is one of the very nice one. It shows you that there are nine models, and quizzes. It can lead you to go back and forward to see different aspects. Do you have any specific questions? Because I am afraid that I did not answer your questions.

***Jessie***

Yes, it makes sense. And for the home page, do we need a menu bar for the introduction of the course, the certificate, contact us or something like that?

***Jacques***

Yes, have you already had some specific ideas of how things look like?

***User***

I want to, but in terms of the design, I have no ideas. But it would be good to have a landing page where an introduction to tell you what this gonna be happening using this platform. And obviously, if you want them to be able to go like from one unit to the other or redo some reading, then you need to have a list of the different units or the structure of it.

# Q.3. Do students make comments when they learn?

***Jessie***

Can students make comments during the study or exercises?

***User***

No. That will make things very complicated. Especially, for people are not involved in this platform.

# Q.4. What kinds of resources will be used in units?

***Jessie***

Next question is about the units. So according to the resources you sent to me, there are some videos, texts and pictures. What other kinds of resources will you use in the course?

***User***

Yes, audio, video, the quizzes you can do with the resources and the articles are still information. And there are other things we can do that in the medication part, we can have different tabs. Would you think there would be good to include in other form or information?

***Jessie***

I think audio and video and flash, which you just showed to us are good, highlight some part by moving the mouse.

***User***

Yes, I need to make sure that the IP is okay to use.

***Jacques***

Is it a presentation? Can you send it to us?

***User***

Yes, I deliver it to patients. And these stuffs are available online. You can go to YouTube to find these videos.

***Jacques***

But this is not a video right?

***User***

It is a video in the slices. So things like that can be put for (the platform). Who is going to design these things is a question. If you are up to it, I can tell you what we can do.

# Q.5. How the content will be arranged?

***Jessie***

How should we arrange the content in one page? For example, we separate different key points in different pages and by clicking NEXT button, we can go to the next key point, not make too many contents in one page. I think it can make every page clear by only putting one key point in each page.

***User***

Yes, that is why I actually like the modules that I just showed. Because it is small that does not take up the whole screen and it gives you like very short information as you go though you might have to click more times, but in this way, it does give you information very go more handily.

***Cristina***

Yes, it will discourage people when they see long content.

***User***

Yes, and at the bottom, it does have the card number of this slice, so there are like 40 cards will come up and it will show you how far you are. Instead of having the percentage or the time you spent like 30 or 45 (minutes).

# Q.6. Pathway review?

***Jessie***

Do we need a pathway review like what STARS does?

***User***

Do you mean at the end?

***Jessie***

No, in every page, at the bottom, there is a pathway review students can use to jump to the pages or modules they already learnt to do a review.

***User***

Oh, so you can have just the titles of contents from the units. And you can jump to any of them because it is open. Yes, it is good. And again that would actually suit someone has already done it or has not done it. They need to get them familiar with some of the information there and they can just go and find the course they want to review.

# Q.7. what exercises the website will provide?

***Jessie***

What exercises you expect the website to provide? You only mentioned quizzes in the last meeting.

***User***

So we have got one drag and drop and quizzes, case study (to fill), multiple choice questions. I think that will be enough. But I am asking for suggestions.

***Jessie***

Like gap filling?

***User***

No, I think you probably use gap filling when you are doing a language learning or something. I don’t know. I have not seen it before. But if you find it in a literature saying it is a very good way to do.

***Jessie***

So let’s say only multiple choices, case study, drag and drop, and the quiz, and True or False. Do you have short or long answer? Maybe in the case study, you will ask students to give a short or long answer according to the story.

***User***

I think it will be quite difficult to make the short answer because quite lots of things and ideas to think of, not one thing or another.

# Q.8. Where quiz will appear?

***Jessie***

Where the quiz should appear? Like breaking down the key points and make one or two questions to check whether the students understand the contents they learn. Or only one final quiz at the end of the unit?

***User***

Yeah, so if for the end of the unit, then we can just have… If it is True or False, and we can have one dropping after the other. If it is a quiz, we can have more together. You can click and check or see the answers. You can see the answers without actually having a good check. Because for example, if you have a check button at the end, you can see the answers or review the answers, whatever, then you can do it by yourself. You can check. If it is wrong, you can have another. you can find it. Yeah, you can check the answers.

***Petros***

The question is more about whether you only have just one quiz at the end of each unit or test individual things?

***Jessie***

Or both?

***User***

Yeah, we will do the both.

***Jessie***

So maybe for the small quizzes during the study, you can give the answers immediately to check whether students understand. And for the final one, you have to finish all the questions and submit then you can get the answers. You cannot get the answers immediately in the final quiz. Right?

***Jacques***

You can decide. You can try both.

***User***

I don’t know. I am not sure whether the other will work easy and better for you…

***Jacques***

Yeah, so it is not quite clear and it really needs evaluation.

***Cristina***

And it also matters whether you may need the other option later.

***Jacques***

So it is potentially better to do the both options available. So whoever is going to set at the back end…

***Jessie***

Yes, they can decide which option.

***Jacques***

Yeah, so we will have more than one way. It depends on the back-end you said. But it is quite nice to have more options.

***User***

So you think about having a time limit. So they will have like 5 seconds to answer or something.

***Jacques***

No, we were saying what potentially we could do. So some will get the answers immediately and some, like finishing 30 questions for example, then get the answers. It is possible that, at least, you just need to switch the button to change it into a different way. Whoever is putting the material and manage the platform to decide how different ways to be.

***Jessie***

Yeah, we can provide two options for you.

***User***

Yeah, just for the True or False? You just make it for the quiz?

***Jacques***

No, I think even for the T/F, if you have a theory of this. You don’t have to review anything, right?

***User***

Yes, cause my question is, okay, you review the first question, the first statement, they say true or false and you tell me it is wrong right away. So they know and they just change it because they don’t … you have multiple questions. So you don’t probably…

***Jacques***

You don’t necessary allow for changing anything, right? Because it assumes being true but you pick false you just need to highlight and say why it is not the correct answer that is different way of doing that. That is why we need to discuss about the options.

***User***

I think it is good to check the literature whether one way of learning is better than the other.

***Jacques***

It is tough to figure out why one is trying to learn. Like you, it is not really learning of idea of scoring right? So it is quite different. I think the options are quite open. we will look at it as well, yeah, we should. I think what we want is that there are more than one options then they decide. Maybe someone likes like or all will be in one way.

***User***

As long as we have the flexibly to see how finalize it could be.

***Jacques***

That is why we want as much flexibility as possible.

# Q.9. All questions are required to answer?

***User***

I am not sure, sorry for interrupting you, actually, would you like to speak to people who have made STARS or other modules, they can tell you a little bit about, you know, what other requirements that can have more support through the literature of the learning. Maybe we can have an interview. Yeah, it is just an idea.

***Jacques***

Yes, we can put down as an option.

***Jessie***

Okay, and are all the questions are required to be answered before students click “NEXT”?

***User***

No.

***Jessie***

How many times students can attempt a quiz? Only one? Or put a TRY AGAIN button there.

***User***

I think this question has been seen earlier.

***Jessie***

Yes, we can generate a new one (quiz).

***Jacques***

We will later decide on it. We don’t have answers right now.

***User***

Yeah. How soon would you want to have an answer of that? I mean, like in the development of the platform, how to know that? Or you can design it at the last minute?

***Petros***

You can always change stuffs.

***Jacques***

Yeah. You can always, but you have some definite ideas.

***Petros***

Yeah, it is more exactly to see what kind of ideas you are having if you have the definite answers. If you say I am not sure, it is an answer.

***User***

Yeah.

***Petros***

We can do a lot of things to you and you can decide on this part.

***User***

I have my colleague as well in the next meeting. It would be good for her to be here as well. She is going to actually umm… I am pretty sure to fire up so many ideas so it is good to have her. I just leave it on the phone

***Petros***

That is a record.

***Cristina***

So would it be possible to have an interview with her?

***User***

Well, she will be in the next meeting. She has looked off the content as well so she can give some feedback. Yeah.

# Q.10. Condition of entering the next unit?

***Jessie***

Before you finish every unit, do the students need to answer all the questions in the final quiz correctly? Or above like 80%?

***User***

Well, is it gonna go? I am not sure. Maybe if we do the case study or multiple choice, there would be something to put. I think there would be quite a lot of things there. We have got a final quiz at the end of the unit. I don’t know how else we can put it on.

# Q.11. Do we need to provide a grade?

***Jessie***

Do we need to provide a grade for each quiz?

***User***

Well, we are not going to assess it. It is more about providing knowledge. Everybody is just able to take whatever they feel they need.

***Jacques***

But they could do, maybe it is not an access, like at least get some number…

***Petros***

Yeah, compare with each other.

***Jacques***

Or even just on themselves.

***User***

What we could do if it is possible of course? If we keep track on for example, how many false answers they give to throughout all modules. For example, we have 100 tasks and you successfully do 90.

***Jacques***

Yeah, make it a way like that.

***Petros***

We can also get some feedback from the literature about this because there are some cases that suggest you don’t mark people in this kind of thing. So they focus on getting better marks. They focus on learning.

***Cristina***

And then my question is… Did you actually say they have successfully completed if they don’t get a certain percentage then they will not get a certificate? Or you finalize, but like you got 40%. So do they need to have a certain percentage in order for you to say well done and maybe give a certificate or something.

***User***

Yeah, I think we can say “well done” and build a certificate. Have you thought about the idea we just discussed about keeping your record of all the false answers? What you can do with is, I am not sure how possible it is. So then, in which unit you made most mistakes, it could be, maybe revisit it later on.

***Jacques***

I have one question for you which is slightly different. So people can get worried about even though you said you will not assess on anything in the platform. what will be stored? What kind of privacy you want to have in terms of the details of the progress? Just in case, make you think you are not tracked? And if you are tracked, who is allowed to access the data?

***User***

In the landing page to the modules. The first page will be the title of the module then the second page, you will have some information saying like the information will not be assessed or processed by university stuffs.

***Jacques***

Yeah, we need this thing from you as well. I think there would be a concern potentially once you do your online platform you can be tracked everything by every single mouse click.

***User***

All the tracking process through the unit will show you at the end how well you performed.

***Cristina***

It is only for your own self-assessment, not the formally assessment.

***User***

Yeah.

# Q.12. For back-end, what the team will use the platform to do?

***Jessie***

Okay, so for the front-end, I don’t have more questions now. For the back-end, could you describe what the team will use the platform to do?

***User***

Some maintenances.

***Jacques***

How… the way people use the platform or the system. Things like that.

***User***

Yeah, so that will for my team to do that.

***Jacques***

Yeah, in the back-end. That is what we are talking about.

***User***

I would not actually think this will be team things. I would probably think more…umm… They would definitely the interacted part to it. My team’s information adding something. And again are they going be able to that or pass that task to someone from the IT here?

***Jacques***

So that’s why we want to know what your expectation is. I am guessing you prefer that it can be done fairly easily without having IT people, right?

***User***

Yeah. I was hoping to be able to do that.

***Jacques***

I think for us, I mean, ideally, what would be good that you don’t need any experience then you can change it at the back-end.

***User***

And again that’s something we need to consider. (miss something here)The Scottish team, they will be the team to do the maintenance.

So I can’t foresee something at the moment. But it is good to be flexible. If we can have exercises, as a team, like to the start, we can see you know is there anything for example, in the quiz, everybody fails some elements in particular. We might be able to …

***Petros***

See, now you start using the data for stuff. That means you identify them. You have to tell them your data is going to be used.

***Jacques***

That is the point as well. The policy is that you said your data will not be identified individually but it will be used to improve the system, improve the questions. It is quite important.

***User***

Yes, you are right. It is a point absolutely.

# Q.13. What kind of interface for the back-end is counted as “easy”?

***Jessie***

As what I am thinking, the most important aspect your staff expect is to use the interface easily at the back-end. For example, if you want to add a multiple choice, just click the button for the multiple choice, and you can put the question content into a box and also for the answer, something like that. Is it easy for using?

***User***

Yeah! I think it is probably easy for using.

***Jessie***

Because I wonder how is counted to be “easy” for your staff to use.

***User***

I think that, for me, it sounds very easy. Again, not every staff has the same level. So it is very difficult to do the very logical things.

***Jacques***

Because some people may expect like… I will give you an example. Some people expect to enter things intractably one by one. Other people may expect to give a file, right? Some format, csv, whatever. You apply the format and the system processes the file. That is what they may expect, right? That is could be different kind of back-end.

***User***

Okay. No, I would not think that kind…And that comes to how many changes I may expect to do in the next year. I don’t think there would be that many. So I don’t think it needs to be so complicated.

***Jessie***

So what I described you think is better right?

***User***

Yeah.

# Q.14. Frequency of reordering the contents?

***Jessie***

Does your team need to reorder the contents or quizzes frequently?

***User***

Not frequently definitely, no. I think it needs to an option if you think about expending it. But I don’t think that would happen all the time. Does it make a big difference for you to make the back-end?

***Jessie***

Yes, because I need to know more about what your team staff expect for the back-end. What I know is only that you expect the back-end interface should be easy to use and nothing else then.

***User***

Yeah, I know but everybody is different. You have people maybe 70 or 60 years old. It will be quite tricky to them. So some other staff here maybe very familiar with how to do things so.

***Petros***

Is it something that you will be able to delegate to your computing department?

***User***

Yeah, if this is like once a year that we do something. If so, again, I think that will be okay. We will probably have someone in the team that will be able to do that.

***Jacques***

Sorry, just one quick question. So who will be keeping an eye on that (the platform)? Because what happened is that it is an open source platform we trying to test for now, I mean, not probably for sure. And this has the frequent, kind of, updates or issues. Then usually say one click. But who will be keeping an eye on the general kind of making sure it is up-to-date as we expect to the general open source version of the software? It is quite interesting and quite important because we will fix the security bugs and we are going to update. Who is keeping an eye on that? I mean, the good thing is that the WordPress can do it automatically.

***Cristina***

Yeah, but there needs somebody to support.

***Jacques***

Yeah, somebody needs to have a look. Yeah, so who would be generally keeping an eye on that, to check?

***User***

You mean how often that will happen?

***Jacques***

No, that depends on them.

***Cristina***

Yeah, the plug-ins also require some updates. You don’t know when.

***Jacques***

So you need somebody from time to time to go keeping an eye to do like the back-end.

***User***

So either myself or my colleague.

# Q.15. The way of video presented?

***User***

And there is another thing about what you said about the audio or video. Do you think we can actually design that to be embed? So how to instead of that click to link it to go to the YouTube?

***Jessie***

Yeah, we can embed the video in the page.

***Jacques***

Yeah, absolutely.

***User***

I am not sure how that goes but is it any chance that you can actually do that without having a hyperlink. Yeah, like you have the screen with the window source and you can access it on YouTube like you click on the heading.

***Jacques***

I think it depends on the person who puts the video on the YouTube. It could be embedded. But maybe you are not allowed to watch on that website, it depends.

***Petros***

Some people can restrict you from embedding the video. If it is your videos then you can control it.

***Jacques***

So you want that will not go outside? But generally I think if it is fully embedded then you can play inside.

***Jessie***

Yeah, you can also see the contents previously on the screen when you watch the video.

***Jacques***

Yeah, it is not should be a problem generally.

# Q.16. Record students’ results on the back-end?

***Jessie***

Do you want to record students’ results on the back-end”. Like students’ grades or how far they study. Because we have a log-in system.

***User***

That would work, for the improvement, yeah I think that could be good. Would you need a list of information I would like to (identify)? Like the year of the university or sex or birth of date.

***Jessie***

Yeah. That would be nice.

# Q.17. Will you send students further information?

***Jessie***

Do you need to send students some further information like their grades, how they did the quizzes, the answers by email or something?

***User***

No, I think that will just make it complicated. I will prefer not to.

# Q.18. What is the most important for you?

***Jessie***

The last question, for the website, what is the most important for you? Like the usability or the security or helping the students learn things.

***User***

Yeah, all of them if there is an option.