

Detailed UX Portfolio

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Developing Personas:

Types of People Who Take Online Classes

By: Elnaz Doostdar, Nick Garcia, Marc Humpert

April, 2014

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1. Personas

Mike Landon (Career Changer)

- 36 years old
- Married, 2 kids
- Web Developer
- High level of technology literacy

“I’m taking online classes to facilitate a successful transition to a new career”

“I need to be able to balance my coursework with my family life”

GOALS

Convenience. Needs to be able to access all the materials online from anywhere (work or home)

Cross-platform compatibility. Needs to be able to access all materials on any device, since he uses different technologies (laptop, desktop, phone, tablet)

Self-directed projects. Need to have flexibility in defining class projects/goals so he can tailor them for practical use in his professional portfolio

Balance. Needs to be able to balance coursework and schedule with obligations to his family (wife and two children)

Find career path. Need coursework to clearly show a logical pathway to timely and successful career advancement



Cynthia Bateman (Completing College Degree)

- 22 years old
- Single
- Student
- Moderate technology literacy

"I'm just taking online classes to fulfill general education requirements - online is the only option available"

GOALS

Flexibility. Want to get the work done when possible to fit around other classes and side-jobs

Discussion with other students. Need to have discussions to share ideas and evolve perspectives to learn more about subject

Collaboration with other students. Need to have opportunities to collaborate with other students to finish coursework more easily

Consistency. Need consistency in class deliverables (slides, videos, documents) to better schedule study time between watching videos on dorm internet or reading slides in library

Communication with professor. Want clear, direct and immediate communication/feedback from professor



Tricia Walden (Career Growth)

- 32 years old
- Single
- Work in Creative Industry
- High level of technology literacy

"I am taking online classes to learn new skills for professional development"

GOALS

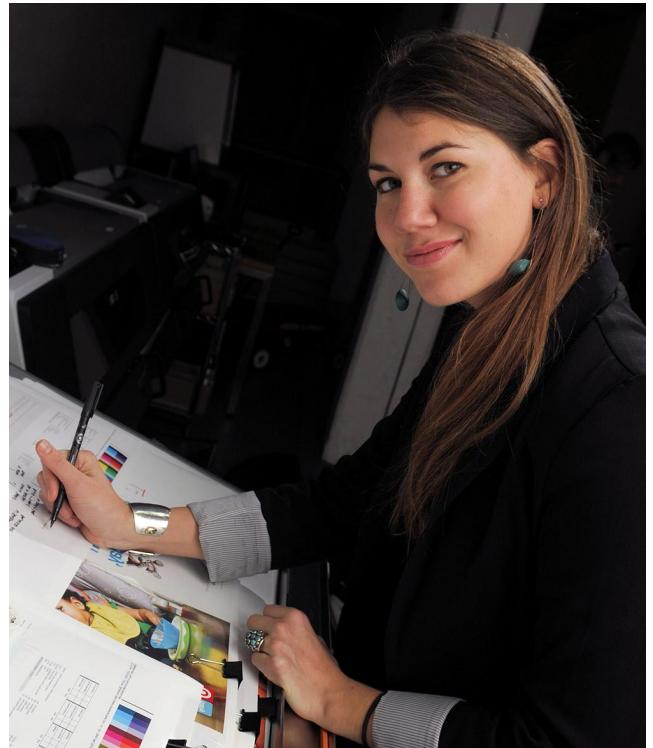
Learning by doing. Needs to be able to flexibly switch between engaging tutorials and practicing programs she is learning hands-on

Skill transferability. Needs the coursework to have real-world connections/transferability to her professional work

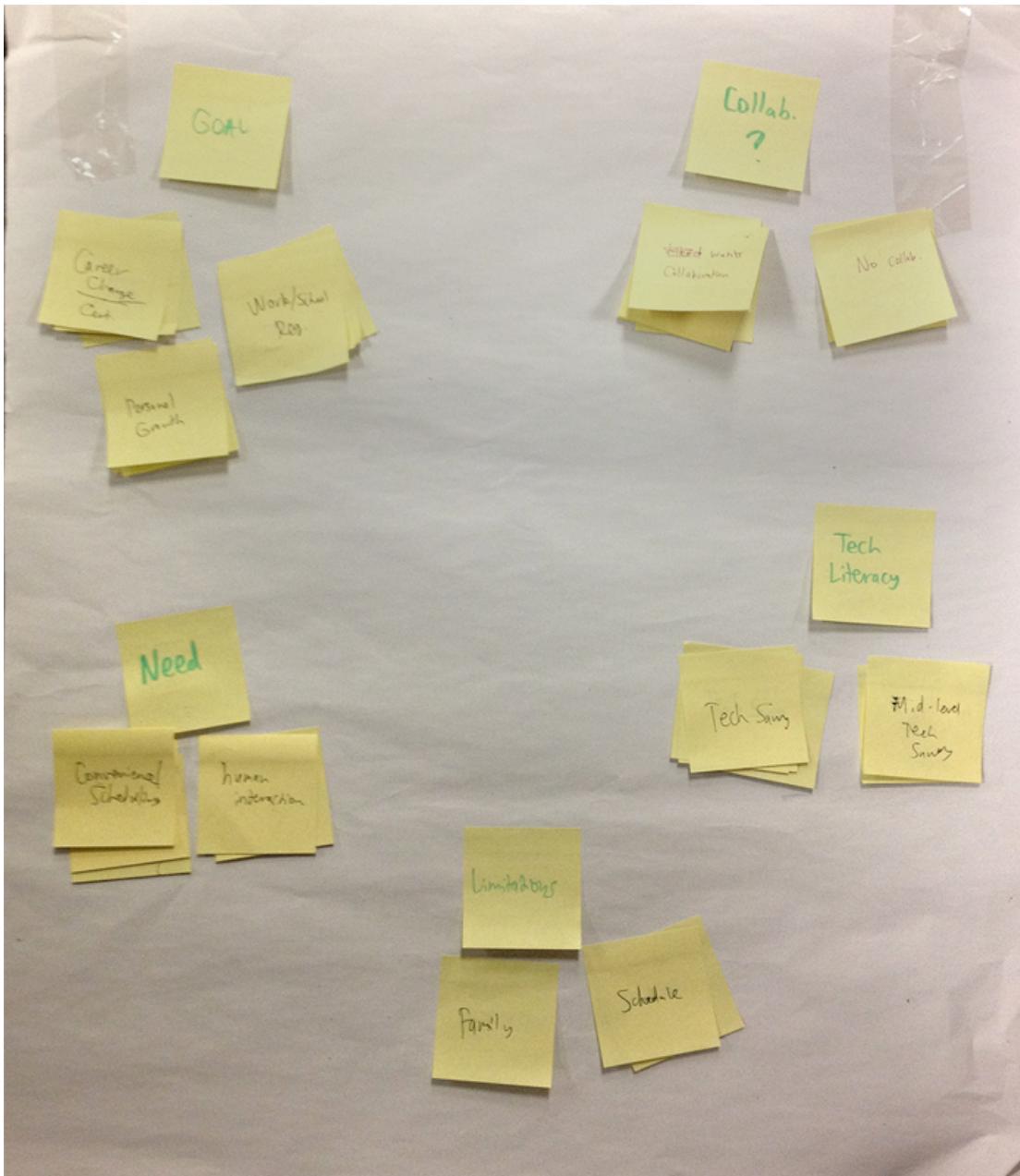
Collaboration. Need a high level of real-world collaboration, including in-person interaction

Need reliable interface. She knows what she wants to learn and has no time to waste on connectivity or interaction issues

Instant application of knowledge. Need to be able to instantly apply knowledge from class to professional work



2. Persona Development Process

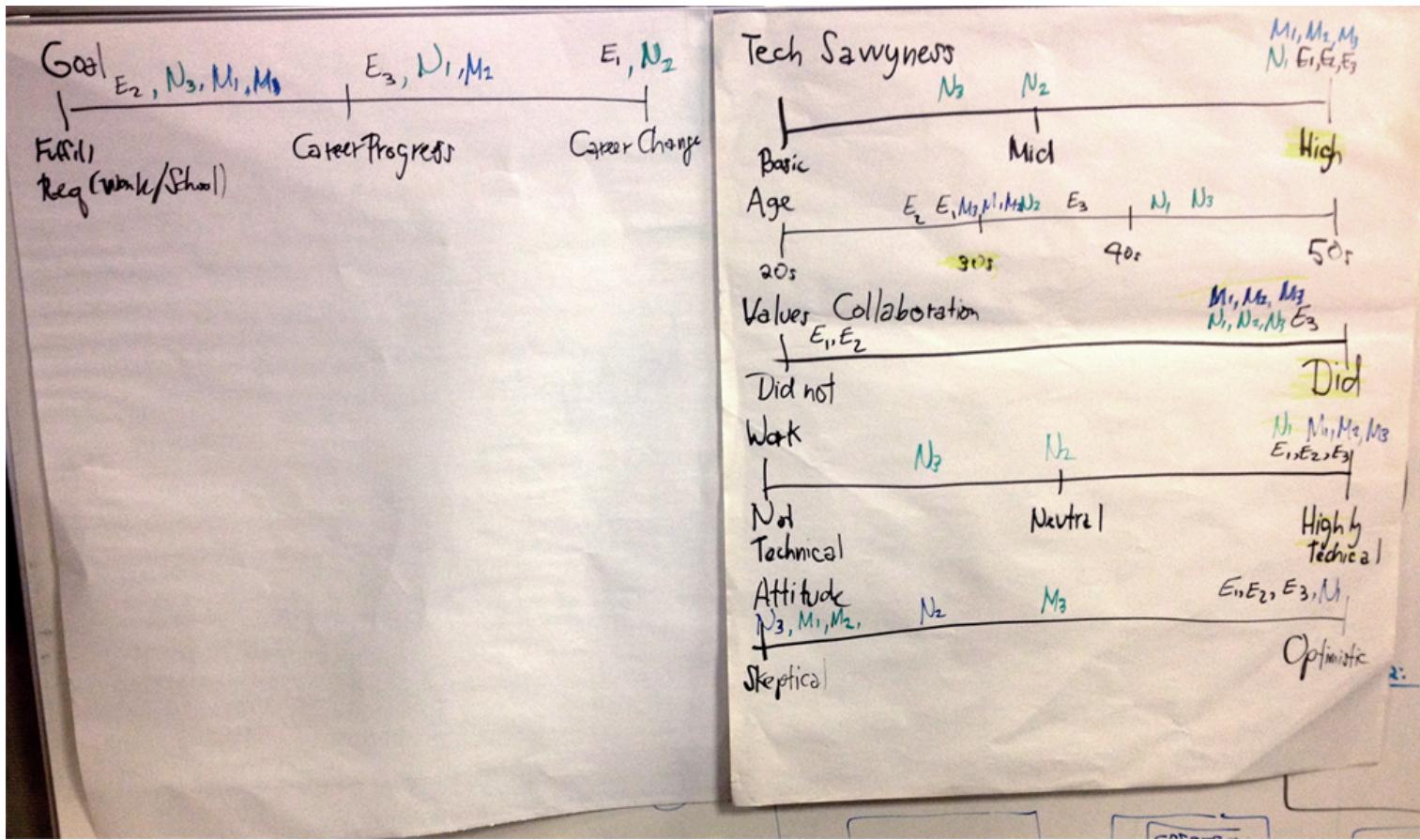


PROCESS STEP 1:

Having first conducted numerous interviews on our subject matter, our team of three selected nine (9) interviews to pull data from.

Our team began by extracting data from these nine interviews and aggregating them using an **affinity diagram**.

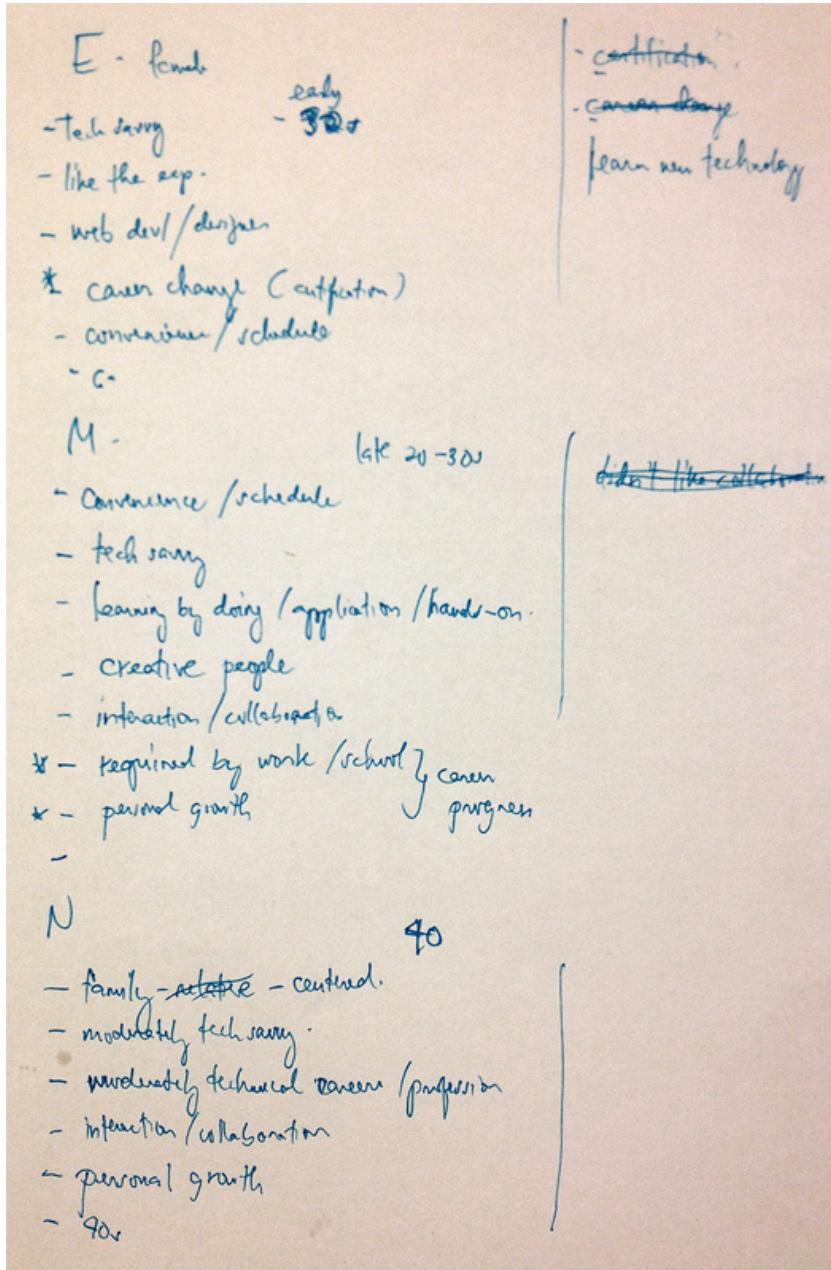
This particular method of data organization revealed a pattern in the goals of our respondents. Three distinct goals (visible in the upper left of the diagram) were strong points that defined our individual subject types. We decided that these goals would make a solid foundation for building persona types: the career changer, the student completing degree requirements, and the career growth individual.



PROCESS STEP 2:

We then moved on to **persona scales** to better identify end-points by which we could more clearly distinguish the characteristics of our nine interview subjects. Assigning our individual interviewees letters and numbers (M1, M2, M3, N1, N2, N3, etc.) we mapped them across the scale.

From this we inferred the values, attitudes and behaviors that would later flesh out our personas. The clusters in these scales showed certain trends among our respondents. In demographics, our subjects are mostly in their 30s, tech savvy, and work in technical fields. In psychographics, most respondents value collaboration with other students, with an equal mix of skepticism and receptiveness to online classes.



PROCESS STEP 3:

We then began our final step, which was the consolidation of our nine interview subjects.

We began laying out the end-points from the **persona scales** into the three groupings from the **affinity diagram**. Pulling aggregated data points from each, we distributed them appropriately.

While sufficiently representative of our data, the resulting personas were two-dimensional at best. We decided to revisit our original interviews, pulling specific takeaways, i.e., quotes, and applied them towards personas that would best represent specific sentiments. This added more life and dimension to our personas, making them more real and relatable.

ADDITIONAL PROCESS STEPS:

Prior to the creation of **personas**, **affinity diagrams** and **persona scales**, our enthusiastic team found itself hot off the heels of completing our interview summaries. We began aggregating our data into an excel document to keep track of any major trends, and also determine which of our interview questions were most useful and which ones could be revised/optimized.

From this we ended up modifying / removing some of our questions (one of our initial interviews clocked in at 52 minutes!).

43	Why Online?				
44	(Only?) Availability	Travel	Preference	Convenience / Schedule	
45	E1	E1	E1	E1	
46	E3	E2	E2	E2	
47	N3	N1		E3	
48	M1	N2		N1	
49	M2	M3		N2	
50	M3	M4		M3	
51	M4			M4	
52					
53					
54	Technology Savvy				
55	Basic knowledge	Mid-level	High-level		
56	N3	N2	E1		
57		M1	E2		
58			E3		
59			N1		
60			M2		
61			M3		
62			M4		
63					
64	Location				
65	Work/Office	Home	Library/School Lab	Other	
66	E2	E1	M3	N1	
67	M1	E3			
68	M2	N1			
69	M4	N2			
70		N3			
71		M1			
72		M2			
73		M3			
74		M4			
75	Platform				
76	Desktop/Laptop	Tablet	Mobile		
77	E1	E1	E1		
78	E2	M2	E3		
79	E3		N1		
80	N1		N2		
81	N2		M2		
82	N3				
83	M1				
84	M2				
85	M3				
86	M4				
87					
88	Issues/Challenges Using Platform				
89	Disconnecting	Quality of sound/video	Software/Application issues	Hardware Limitations / Speed	No Issues
90	E1	E3	M1	M4	E2
91	M3		M2		N1
92					N2
93					N3
94					

97	Communication Methods				
98	Email	Phone	Chat	Forum	Web based applications
99	E1	N2	E1	E1	E1
100	E3	M2	E2	E3	E2
101	N1		E3	N1	E3
102	N2		M1	N2	N1
103	N3		M2	M2	M2
104	M1				M4
105	M2				
106	M3				
107	M4				
108	Interaction/Collaboration				
109	Yes	No			
110	E1	N3			
111	E2	M1			
112	E3	M3			
113	N1				
114	N2				
115	M2				
116	M4				
117	Recommend Online Classes				
118	Yes	No	Mixed		
119	E1	N2	M1		
120	E2	N3			
121	E3				
122	M2				
123	M3				
124	M4				
125	Wish list				
126	More Collaboration	Usable platform	Consistency of course material	Access to instructor	High quality Video/Audio
127	N1	N2	M2	E3	Instructor see your screen during class
128	N2	M1		E3	Everything perfect
129	N3	M2	M1	E2	Better Interactivity
130	M1	M4		E1	In-Person Discussion Component
131	M2				Better Collaboration
132	M3				Synch-Up
133	M4				Adaptive System for Different Learning Styles
134					
135					

3. Interview Summaries

Elnaz Doostdar Interview Summaries (3)

1. Amir is 29, married, and working as a web developer in a medium-sized company. He always keeps himself up to date (self-learner) by reading books, watching videos, or doing side projects. He took an online class in IOS/Mac App development at university of Washington last year. He found this class doing Internet search. He was so excited that the course was delivered online since he is living in California. He wanted to do this course mainly for his personal growth and intention to change his career so he paid for it out of his pocket. He didn't have any concerns before taking the class. The course was only accessible online, however convenience and accessibility of it were the main reason he took it online. It was a certificate program, 3 quarters, 3 month each, once a week, 2-3 hours a session, 6-8/9pm. Course materials were pre-recorded videos (slides with instructor's audio) available prior to live session through Adobe connect platform. During the session students could ask questions and interact with instructor through chat and since Amir is not a people person he enjoyed it a lot. There was also a forum that students could have discussions and collaborations. He never used his mobile phone during the course but he thinks that it would be good if he could access course material through tablets from anywhere. There were also 1-2 assignments each week with tight deadlines and no lab work involved during sessions. He didn't have any issues using the platform. After the class, he liked course quality, convenience, instructor, assignments, schedule since it was after work during the week, accessibility of course material online. Some irrelevant questions during the class and tight assignment deadlines were things he disliked. At the end of our interview, he said that he had the best learning experience and he will continue taking online classes, since it was reflective of real class environment. It definitely added measurable value to his career. He thinks online classes are going to be more popular in the future because of technologies and platforms coming up, their convenience and accessibility.

2. Tracy is 27, engaged, and working as an online marketing manager in a small-sized company. She always tries to keep herself up to date by going to conferences and sometimes taking classes. Watching videos helps her to learn things quicker. She normally looks up classes doing online search or by reading blogs to see what people she follows spread by word of mouth. She likes online classes because they are convenient, can be taken from anywhere, there is no need to travel, and also people can get together easier online. Also online classes are mostly lecture based and require instructor to talk mostly, and since she is more of chatter than a talker, she enjoys them more than actual class environments. She took an online class in ASP.Net with QuickStart Intelligence. It was a 5-day course, 8 hours each day. She took it from office during work, using her work computer. She used Microsoft Lync platform, where students could sign in to their lab work using a link sent to them prior to the class called "Go to my PC". All course materials (text book) were digital. There was also a VM environment where students could access to all of the tools they needed to do their lab exercises. Students could either speak up through their Microphone or chat with instructor. She took the class to learn a new language and her workplace paid for it. She didn't have any issues using the platform. One of the most interesting things was that the instructor could actually see student's screens and could walk over, and help them if they stuck in any lab work during the session. This made it to be really efficient like a real class environment. The course flowed smoothly and was very convenient as she expected. She never used her mobile phone but she thinks that it can be helpful if you need to do multiple screens, but not for doing exercises. She will continue taking online classes and thinks that young generation are more into online classes versus old generation who prefer to have everything in front of them.

Elnaz Doostdar Interview Summaries (3, continued)

3. Mary is in her late 30s, single and working as a web designer contractor in a small company. She keeps herself up to date by reading online articles and enjoys learning by doing projects since they help her understand the scope better and is more fun to do. She normally does online research to find appropriate course. She recently took an online class in "User experience research" at state university of California, which was a one-month course, part of a certificate program, and once a week on Saturdays. All course materials, communications, and assignments were available through Adobe connect platform. The course was pretty independent and students were collaborating through forum discussions. She had some issues with the microphone and she mentioned that was not the most comfortable situation to communicate. She received the instructions about how to connect to the platform but she couldn't test it prior to the class. Each session was a pre-recorded video of slides and instructor. On Saturdays she had a live Q/A session with the instructor. She didn't find the class time convenient. She didn't really have a preference in taking an online class and she took this one because it was actually available online. Since she works with technology, she didn't have any concerns before taking the class. Things she really liked were availability of lectures online, using her mobile phone to log in to her account and read updates about assignments, course outline, and having the same knowledge sharing experience as if in a classroom. Things she wanted to change were office hours, and ability to test platform to understand the usability of it prior to the class. Overall, she enjoyed the class and thinks that online classes will become more popular since the online world is growing. The course added measurable values in terms of things she already knew as a designer and things she needs to learn for career growth. Qualities she looks for in an online class are usability of platform, instructions to use the platform, optimized video sound and graphics, high-speed site, full access to instructor, and good messaging system.

Nick Garcia Interview Summaries (3)

1.

Ed | 42 | Married | Capacity Planning Engineer

Ed is a family man with two kids. In his spare time, he plays tennis and trains in martial arts. For most of his professional life, Ed has worked with ATT in Cerritos, CA. His highly technical job requires him to take online classes at work, where they use ATT Connect and WebEx for sessions. He also has an online degree in University of Phoenix, a program he took for personal development. He likes how online classes do not require him to travel much, and that resource materials in the cloud are accessible through different platforms. When he was doing his Phoenix course, he managed to develop a schedule: get the kids to bed at 10, log in on his laptop at 11 and study until 1. There were also times he accessed the class on his iPad and iPhone, replying to forums and reading class materials, while waiting for his wife at the grocery parking. His wife was also in school, and they opted for online because they knew it would allow them to take turns in their parent duties and household chores. He did wish though that he had more face-to-face interaction with classmates and instructor. He also noticed that learning is limited to theoretical , whereas classrooms are more practical, especially the ones with computer lab sessions. Despite this, Ed would take online classes again, opining that the convenience outweighs the limited classroom dynamic. For him, discipline and focus are key: he often found himself distracted by personal emails and chat applications while in session, which he fought by committing to his schedule.

2.

Armi | 34 | Married | Nursing Student

Armi is taking her nursing degree in CNI, in Orange, CA. She also works in customer support. A mother of two, Armi constantly looks for ways to juggle school, household and parent duties more effectively. While the self-paced nature of online classes helps her schedule, she does not like the impersonal feel of the sessions. She is particularly disappointed with her instructor, who coaches from her Ohio: consultations are via e-mail (all correspondences are made within the school's web-based platform), and there is a significant time delay between her inquiries and response. There is also limited interaction with other nursing students, which frustrates her as she values community and feedback . Armi is also accustomed to certain study habits, like highlighting and footnoting physical textbooks, something she cannot do with her soft copy materials for class. As a result, she finds herself printing out the PDF files first before she reads and highlights as necessary. As much as she prefers a physical classroom setting with live interaction, Armi thinks online classes still works better for her, if only to keep her parent responsibilities manageable. Family is still priority, and school is something that she does not mind doing in the background.

Nick Garcia Interview Summaries (3, continued)

3.

Greg | 44 | Married | Economic Development Coordinator

Greg is a government employee for the City of Lawndale. He was in the army when he was young, and he enjoys fishing and car mechanics. Recently, he took online classes in real estate ethics and property acquisitions. This was for certification program offered by International Right of Way Association (IRWA), which he took for personal development. He didn't like the experience. According to him, the classes did not have opportunities to discuss with peers, and that there were no real-world experiences set as examples in class. In hindsight, Greg would've opted for a classroom environment where he could work with a team and act out a situation, i.e., negotiation or acquisition of a property. While the classes included online forums, he felt that nobody really participated in them. He chose online classes because of availability, but would have gone for the classroom even when it was more expensive. Greg opines that online classes would work better for courses that do not require interactions, i.e., art history, or other 'useless' and 'irrelevant' classes. But his general feeling is that online classes are just for colleges to make money, capitalizing on this generation's obsession with convenience. They are good if one just wants to get a quick degree to put on his resume, but quality of learning, Greg believes, suffers.

Marc Humpert Interview Summaries (4)

1. Andrea is a 33 year-old, Asian-American female who has a BFA in Graphic Design and works as a Graphic Designer. She doesn't actively pursue learning new skills, but when she does, it is typically work-related and sometimes for her own personal growth. She uses computers 24/7 and is very comfortable using them. She first took an online course in 2006 as a prerequisite for her undergraduate degree. She chose to take her course online because it was convenient – it would save her time and gas – and being a prerequisite course, she didn't care about the class much and felt it wasn't worth the travel time. She just wanted the class credit. Prior to taking an online class, Young perceived them as convenient but she was skeptical about the methodology for lectures, taking quizzes, and attendance. Young ended spending a good 3-4 hours per week on the class. She found it fit her schedule nicely because she didn't need to drive to school – she stayed at home. This allowed her to go to her part-time job without rushing. To take the class, she used a personal desktop computer and on specific occasion, a computer in the school computer lab. She only experienced rare instances in which she had connectivity problems. Young communicated with the professor via email. Overall Young liked the online class experience. It was convenient, fit her schedule and very straightforward. She likes in-person classes, but feels those are better for important courses – but pre-requisite courses are good online. She feels you get more instant feedback during in-person classes. She would recommend online classes for the convenience, freedom, and time/money efficiency. In an ideal scenario, online classes would allow you to take them any time, offer smartphone support for quick viewing, have webforms for messages to speed up response time, and have a specific time in which people login at the same time to share ideas.

2. Liz is a 30 year-old, Asian-American female who has an undergraduate degree in Economics and works in the Entertainment Industry in Los Angeles. She has taken three online classes. Two were for Undergraduate GEDs and the other for personal growth. She feels that "one is always learning". She took online classes because it was the only way – she had a summer internship that required a lot of commuting so her schedule didn't allow much time. Overall she prefers to learn by reading online or having a friend help. She uses computers every day and is very comfortable with them. Prior to taking an online class, they seemed to be an efficient/convenient way to learn – this matched her experience with them. Classes were open-ended with a strong self-study component. Each session took about 3 hours. She took them while at home or at her day job. She used her personal laptop at home and a work desktop at work. Both computers were dated and slow, but the course utilized un-demanding, basic technology. The class was mostly self-directed – all materials were immediately available on a website. Milla emailed back and forth with other students. Collaboration was encouraged. Milla found the online experience engaging but it required a lot of self-motivation. She liked the experience overall – appreciated the flexible times – she could work at all hours of the night if needed. It provided a good level of independence and flexibility. She doesn't find online classes to be more effective than in-person classes, but she finds them to be more convenient. She doesn't feel she received measurable results from the classes, but only because they were GED classes. In a perfect world, online classes would tailor the course to the ways in which each individual student learns best. Milla thinks flexibility, meeting educational requirements, cost-effectiveness, and ease of access for the less technologically-inclined are the hallmarks of her online class experiences.

Marc Humpert Interview Summaries (4, continued)

3. Michael is a 34 year-old, half-Filipino, half-Hispanic male who has BA in Sociology, a minor in Informational Computer Sciences, and works as an Art Director for an educational videogame non-profit. He has taken two online classes in the last year – one as required certification for work and the other for work, but non-mandatory. He found them both to be effective in teaching some unknown things. He took the classes online because that was the only way they were offered. He learns skills on a daily basis, searching online, on TV, at work. He mainly does this for personal growth but sometimes also for work. He uses computers all day – on the phone, computer, tablet, and is comfortable using them. He prefers to “learn by DOING.” He does initial research, watches brief tutorials and then bounces back and forth between instruction and practical application. In taking online classes, the schedule was convenient – he did work on the weekends – but it became tricky when he became busy at work. He mostly took the class at home, and occasionally at work. Michael found contacting the professor to be difficult. When it came to communicating with fellow students, they used email and chat, but people had different schedules so it was hard to connect. Michael eventually called people to get immediate connections. Michael did find the experience generally engaging – he liked the lectures, but mainly because of the professor’s charismatic personality. He found the group discussions forced good conversations and that the group projects were good for getting students together to strategize HOW to do an assignment. He liked the overall self-paced nature of the course and the flexibility that offered. Michael thinks online classes are in some ways better than in-person, specifically in relation to the requirement that students have online discussions, which fosters collaboration. In a perfect world, he feels that the interface should be clear – He envisions a system that gets out of your way so you can focus on the class content. Ultimately Michael thinks online classes need to have a clear presentation of information, engaging lectures and content and a human element be it lectures or in-person meetings.

Marc Humpert Interview Summaries (4, continued)

4. Cassandra is a 28 year-old, Caucasian female who has BA in Fine Arts, Associate's Degree in Liberal Arts, and works as a Digital Artist. She has taken two online classes for her college degrees and took them online because that was the only option for that semester, back in 2009. She usually learns new skills for work but also for personal achievement. She "depressingly" uses computers "12-13 hours a day" and is comfortable using Macs but not PCs. She prefers to learn through online tutorials where she has control to pause and have dual screens to watch tutorials AND work at the same time. She prefers in-person classes because they add an extra element of conversation – she does not like reading at all and consequently finds it hard to participate in online forum-based discussions. Prior to taking online classes she thought they would be convenient. While taking them she found the schedule convenient but the utilization of materials was unclear. She found it difficult to collaborate when you couldn't speak in-person. Class sessions were not pre-recorded and were only vague, bulleted PowerPoint outlines. In communicating with the professor, she used email but only to drop one of the classes because she hated the experience so much. Ultimately Cassandra prefers in-person critiques and discussions because they are more effective. She finds online discussions to be fake because you can edit your comments over and over, thereby negating the process of learning by doing/debating. While she did not find the online class experience effective, she admits that everyone is a different type of learner. Cassandra will NEVER take an online class again, but she does use Lynda.com because it is voice-based tutorials, not text-based. She does not feel like she learned anything from her online classes. Cassandra thinks online classes will become more popular in the future because they give an outstanding opportunity to stay-at-home parents, people who work odd hours. In a perfect world, an online class needs a persona – a face behind things, even if it's as silly as an avatar or basic audio recordings. It would need an interactive element like a real-time live-video-chat for questions and answers. Additionally the interface should be simpler and present information easily and intuitively. Overall, Cassandra feels that interactivity, ease-of-navigation, and a "help" feature are key to a successful online class experience. She adds that the flexibility of schedule actually adds difficulty because it makes it hard to synch up with group members on different schedules. Cassandra emphasizes that online classes need to be "Interactive" in order to be successful.

4. Interview Guide

Interview Guide

Elnaz Doostdar, Nick Garcia, Marc Humpert

March, April 2014

TIMELINE

- March 22nd - 25th, 2014 - Formulate questions and prepare*
- March 26th - April 5th, 2014 - Conduct Interviews / Gather Data*
- April 6th - 12th, 2014 - Analyze Data / Generate Report*
- April 17th, 2014 - Deliver results to stakeholder Hilary Bienstock*

GOALS

Discover experience that students have while participating in an online course and whether it is an effective method of teaching.

OBJECTIVES

Things to observe:

- Perception students had of online courses before they took them
- Feedback from students who have taken online courses
- Methods by which students prefer to learn (projects, lectures, videos, collaboration)
- Goals in taking online classes (financial, time management, access, etc.)
- Location in which students would take an online class (school, home, work, etc.)
- What learning platforms / tools are used
- How do they schedule / manage their time
- Determine the methods by which they choose online classes / educational institutions

METHODOLOGY

Interviews will be conducted, consisting of at least 6 participants in-person and 3 via web/phone communication. The interview will run through a comprehensive series of questions detailing all aspects of the online classroom experience including the purpose/selection process, preparation procedures, technology and platforms utilized, course material, interaction/communication experiences, assessment strategies, and efficacy of experience.

The interview will conclude with an open-ended “dream” question and retrospective follow-up questions to ensure that all necessary points have been covered.

1. Interview
2. Survey (optional)

PARTICIPANTS

Nine participants will be recruited for the evaluation.

CHECKLIST

- Sign consent form (optional)
- Writing implement
- Note taking medium (notebook, laptop)
- Digital Camera (optional)
- Tape Recorder (optional)
- Anonymous - assign subject number

SITE VISIT GUIDELINES

- Minimize disruption on-location
- Check in with appropriate property owners, building staff
- Maintain a neutral position by disregarding all preconceptions about interviewees and subject matter

- Take note of body language to assess subtext in communication
- Be respectful of your interviewees and the interview location
- Be prepared with all necessary interview materials (see checklist above)
- Keep main points of script in mind, but ask spontaneous questions if interesting leads arise
- Take digital photo of interviewee

INTERVIEW GUIDE

INTRO

- Introduce ourselves, state the purpose of the interview
- Share the length of the session (15-20 min) and the interview structure
- Demographic questions
 - Age
 - Gender
 - Ethnicity
 - Education background
 - Profession
 - Location

WARM-UP

- Tell me about your experience with an online class
 - Have you taken one?
 - How many?
 - Were they for a degree? Certification? Individual for personal growth? Work?
 - Did you think it was effective?
- Why did you choose online over classroom?
 - Course was available only online?
 - Did not want to travel?

- Just a preference?

DEEP-DIVE:

Personality/Lifestyle

- How often do you need to learn new skills/technologies?
- What is your main reason for learning them?
 - Promotions?
 - Work requirement?
 - Career change?
 - Personal growth?
- How often do you use computers?
- Are you comfortable using them?
- How do you prefer to learn?
 - Do you read books?
 - Do you prefer to watch online tutorials?
 - Do you take classes?
- If so do you prefer a class or online environment? Why?
- How do you choose your class? (Look up online?)
- What did you first think about online classes before taking them?
- How did those perceptions change (or get met) over time?
- Were those perceptions reflective of the reality?
- What would have altered those perceptions?

Time

- When was the last time you took an online class?
- How many sessions per week?
- How long did each session take?
- How did the class time fit into your schedule?

Location

- Where did you take the class?
 - Office?
 - Home?
 - Library?
 - Other?

Technology / Platform

- What platform was the class delivered through?
 - Did you receive instructions prior to the class?
 - Did you test your connection prior to the class?
- How did you acquire this technology?
 - Personal?
 - Work?
 - Library?
 - Educational Institution?
- Were there any challenges in using this technology? How did you deal with those?
 - Age of technology?
 - Internet connectivity?
 - Portability?
- Have you ever used a mobile device in your online class? Do you think accessing class through mobile phones can be effective?

Course Material

- How did you receive your course materials/assignments?
- When did you receive your course materials?
 - Before or after each session?
- Did you do lab work during the class? Did you need any special software to be installed?
If so, how did you access that software?
 - Through VM (virtual machine)?
 - Download trial version prior to the class?

- Were your assignments collaborative or individual?
- Do you have a preference between the two?

Interaction/communication

- Were class sessions pre-recorded?
- If not, what was the outline of the session?
- How did students communicate with their instructor or other students in the class?
 - Chat messaging?
 - E-mail?
 - Microphone?
 - Voice and Video?
 - In-person meeting?
- Were there tools available for collaboration with other students?
- Was collaboration with other students encouraged?

Assessment

- Were guidelines/rubrics of assessment made clear to you?
- How many assignments did you have?
- How did you submit your assignment?
- How did you get feedback from the instructor?
- How did the due dates match with the time you spent/needed?
- Did you have any group assignments?

Result / Effectiveness

- Did you get a certification at the end of the course?
- How did you receive your grades for the assignments?
- Did you find the online class experience engaging?
- Overall, did you like or dislike the experience?
 - What specifically did you like or dislike?
 - What would you have changed?

- Do you think online classes are more effective than in-person classes?
- Do you think you will continue to take online classes?
- Did your online classes result in measurable changes in your life?
- Would you recommend online classes to anyone else you know?

DREAM QUESTION

- Do you think online classes will become more/less popular in the future?
- In a perfect world, what do you think an online class should provide?
 - Platform?
 - Interactions?
 - Course material?
 - Assessments?

RETROSPECTIVE

- Looking back to our talk, what are the most important qualities in an online class?

WRAP UP

- Is there anything that you think worth adding or you think I forgot to mention?
- Do you have any questions?

Name: Elnaz Doostdar

www.QuickLearners.com

QuickLearners is a fictional medium-sized company:

- Located in San Diego
- It has 2 locations
- Provides online IT training tutorials (videos) with several subscription plans
- Target audience are students or professionals willing to learn using flexible online training solutions that meet their needs

Business

Purpose	Business Goal	Mechanism	Metrics
Provide information and services to current or prospective students	<ul style="list-style-type: none">- Decrease support calls- Register online- Create account management system	<ul style="list-style-type: none">- Intuitive website navigation- Post contact details on global header- Login system for existing students and ability to create account for new students- Online registration form and payment methods- Posting tutorial outlines and organize them for easier access	<ul style="list-style-type: none">- 20% decrease in support calls by the end of first quarter- 80% online enrollments by the end of June- 50% increase on number of students created accounts by the end of second quarter
Aggregate user data	<ul style="list-style-type: none">- Gather visitors contact details for email marketing- Identify popular tutorials and promote them- Sell promotions- Identify visitors sources	<ul style="list-style-type: none">- Have online forms with hidden fields on website- Configure tracking system (Google Analytics)- Use email marketing tools- Post popular tutorials to home page- Post promotions to home page and mention them in emails sent to students	<ul style="list-style-type: none">- 90% visitors data capture by the end of May- 10% increase in website traffic by the end of July- 20% more clicks on promotion banner during advertisement- 30% more subscriptions by watching popular tutorials demos by the end of August
Increase revenue	<ul style="list-style-type: none">- Increase subscriptions- Beat competitors	<ul style="list-style-type: none">- Search engine optimization- Provide discounts/promotions or free trials- Provide Bundle plans for businesses	<ul style="list-style-type: none">- 30% increase in subscriptions by the end of year- Appear on top 10 search results on Google- 10% increase of unique visitors per month- 20% increase in business subscriptions by the end of first quarter
Increase Business advertisement	<ul style="list-style-type: none">- Have partners- Social networking	<ul style="list-style-type: none">- Post events on home page and include them in emails- Create social media pages	<ul style="list-style-type: none">- Organize 2 events per month- 15% increase in event registrations by the end of May- 3 new likes on Facebook monthly

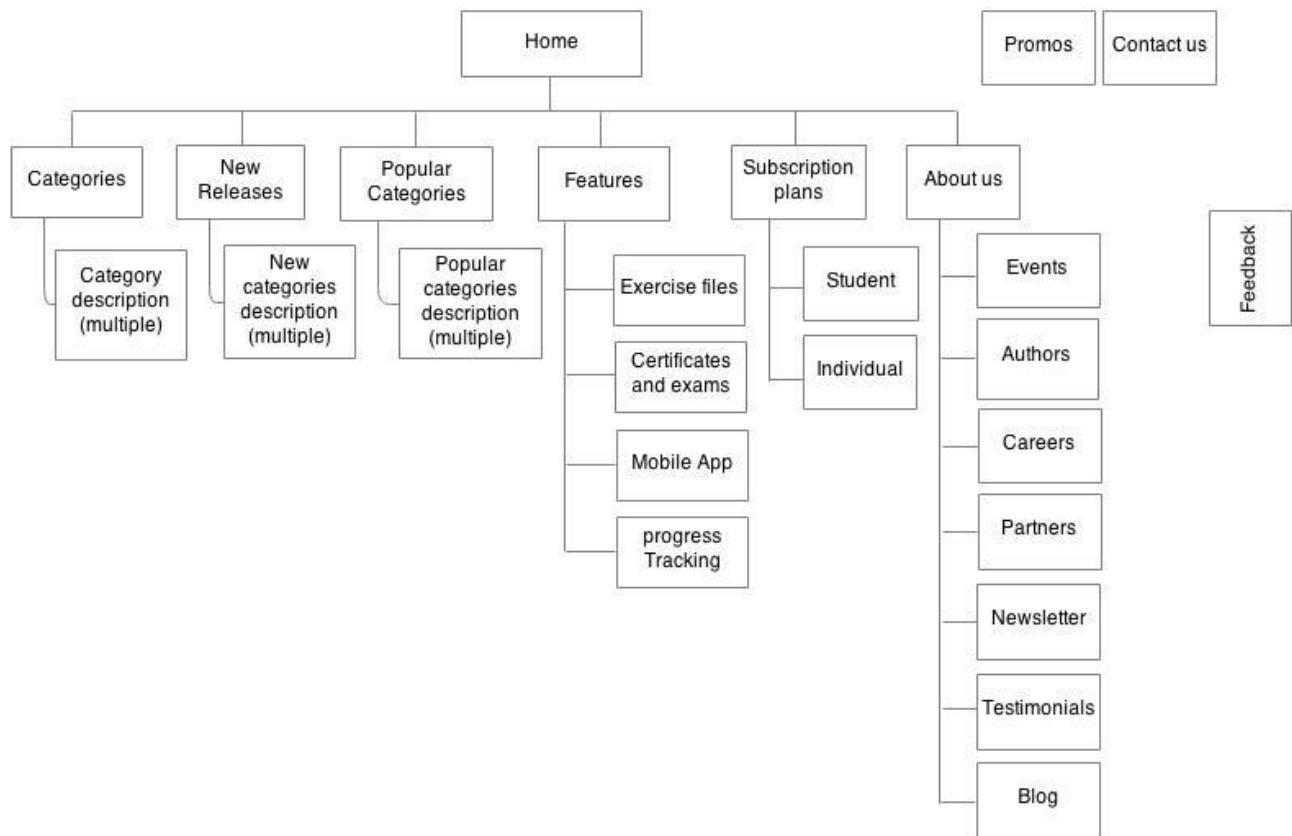
Customer

Purpose	Customer Goal	Mechanism	Metrics
Find tutorials interested in quickly	<ul style="list-style-type: none"> - Search keywords - Access brief outline of tutorials - Read a couple of testimonials 	<ul style="list-style-type: none"> - Search tutorials from anywhere on website - Categorized tutorials - Show student reviews on tutorial pages - Provide tutorial outline and objectives summary on tutorial description pages - Post short Demo of the tutorial 	<ul style="list-style-type: none"> - Display search results in less than 2 seconds - 1 click to get to tutorial details page - Less than half a second loading time for tutorial details page - Update most recent reviews daily
Access tutorial information from anywhere	<ul style="list-style-type: none"> - Access tutorials through desktop/Mobile/tablet 	<ul style="list-style-type: none"> - Responsive website - Reliable web servers - Downloadable tutorial outlines - Downloadable videos 	<ul style="list-style-type: none"> - Access all tutorial pages on website with one click through mobile menu - Search from anywhere with one click - Less than one minute download time for videos using any internet connection speed
Find out prices	<ul style="list-style-type: none"> - Compare prices and savings - View promotions - View discounts and trials 	<ul style="list-style-type: none"> - Online pricing charts - Show savings on purchase - Display Promotions on home page and qualified tutorial detail pages - Post free trials registration form link to subscription page and tutorial details pages 	<ul style="list-style-type: none"> - Access promotions from anywhere with one click - 1 click to see prices from any page - 20% increase in free trial registration by the end of May
Online subscription	<ul style="list-style-type: none"> - Subscribe and pay online - Renew subscription if already a student 	<ul style="list-style-type: none"> - Online subscription form - Online payment method - Online subscription renewal link 	<ul style="list-style-type: none"> - One click to subscribe from any tutorial detail page - 6 required fields to complete subscription process - Renew subscription with one click if using same bank account for payment after log in
View account	<ul style="list-style-type: none"> - Review account history - View subscription due date - Update contact details 	<ul style="list-style-type: none"> - Access account information through log in system - Text boxes for editing and saving information - Subscription renewal link 	<ul style="list-style-type: none"> - Log in from any page with one click - View account history with one click after log in - Renew subscription after log in with one click

Brainstorming

Categories	About us	Contact us	Popular categories	New releases	Promotions	Features	Subscription Plans
Tutorial Description	Events Authors Careers Partners Newsletter Testimonials Blog FAQ	Locations Feedback	Popular Tutorial Description	New Tutorial Description		Exercise files Certificates Mobile app Progress tracking	Individual Student Free trial

Sitemap



Student Name: Elnaz Doostdar

Home page

This is the home page of Quick Learners online classes website. User comes directly to this page typing the URL (www.quicklearners.com)

The screenshot shows the homepage of the Quick Learners website. At the top, there is a navigation bar with links for Contact Us, About Us, and Sign In. Below the navigation bar is a search bar labeled "search courses". The main content area features three banners: "Student", "individual", and "Business". To the right of these banners is a "Try & Buy" section with a "Try Now >" button. Below the banners is a grid of "Popular Categories" with tabs for Popular Categories, News, and Events. The Popular Categories tab is active, showing links to "Category Name Link (5 courses)" through "Category Name Link (10 courses)". There are also links for "Category Name Link (1 course)" through "Category Name Link (5 courses)". A "Promotion Area" is visible on the right side of the grid. At the bottom, there are links for Products, Features, About, and Support, along with social media icons for YouTube, Facebook, Twitter, LinkedIn, and Google+. Copyright information and links for Site Map, Terms of use, and Privacy are at the very bottom.

Select to return to home page

Select to see previous banner

Select each tab to view the content in the container. (Popular Categories tab is active by default)

Company Logo

Contact Us | About Us | Sign In

Categories New Releases Membership Free Trial Instructors

search courses

3 x Banners

Image Student individual Business Try & Buy

Lorem ipsum dolor
Lorum ipsum dolor

Try Now >

Popular Categories News Events

Category Name Link (5 courses)
Category Name Link (3 courses)
Category Name Link (5 courses)
Category Name Link (10 courses)

Category Name Link (1 course)
Category Name Link (4 courses)
Category Name Link (8 courses)
Category Name Link (5 courses)

Promotion Area

Viewing 1-8 of 15 < >

Select to go to Free Trial page

Select to view previous/next page

Products Features About Support

a link a link a link a link
a link a link a link a link
a link a link a link a link

Copy right information Site Map | Terms of use | Privacy

The screenshot shows the "Categories" page. A yellow box highlights the "Categories" link in the navigation bar. The main content area lists various course categories: HTML (3 Courses), Photoshop (10 Courses), PHP (7 Courses), and several "category name link (# Courses)" entries. Below this is another navigation bar with links for Categories, New Releases, Membership, Free Trial, and Instructors. A yellow box highlights the "New Releases" link. A modal window is shown on the right, titled "Sign In". It contains fields for "User Name" and "Password", both with validation messages below them. A "Sign in" button is present, along with a "Forgot password?" link. A note at the bottom of the modal window states: "This is a modal window that pops up when selecting sign in link. Depending on validation criteria it will show error messages accordingly. Select Sign in button to sign in to your account."

Select to view all categories

Contact Us | About Us | Sign In

Categories New Releases Membership Free Trial Instructors

HTML (3 Courses)
Photoshop (10 Courses)
PHP (7 Courses)
category name link (# Courses)

Categories New Releases Membership Free Trial Instructors

HTML (3 Courses)
Photoshop (10 Courses)
PHP (7 Courses)
category name link (# Courses)

User Name
validation message

Password
validation message

Sign in Forgot password?

This is a modal window that pops up when selecting sign in link. Depending on validation criteria it will show error messages accordingly. Select Sign in button to sign in to your account.

Categories page

This page will list all of the categories and courses belong to them. All categories are collapsed by default and only the category selected from top menu will be expanded showing the courses in that category. In this case user has selected “HTML” category in the top menu from anywhere in the website.

Note: User hasn't signed in.

Select to go to Membership page.
Note: This Button will not be displayed
when the user already signed in.

Select category to filter result

Select to toggle courses section

The screenshot shows a website interface for a learning platform. At the top, there's a navigation bar with links for Contact Us, About Us, and Sign In. Below the navigation is a search bar labeled "search courses". The main content area is titled "All Categories". It features a "Subscribe Now >" button and a dropdown menu for "Choose Category" set to "Select one". A section for the "HTML" category is expanded, showing 3 Courses. The table includes columns for Course, Instructor, Duration, Rating, Level, and Released date. Courses listed are "Introduction to HTML", "HTML DOM Elements", and "HTML_5", all taught by Kenny Smith. Below this, sections for "Photoshop" (10 Courses) and "PHP" (7 Courses) are shown, each with a collapse icon. At the bottom, there's a footer with links for Products, Features, About, and Support, each with three placeholder links. Social sharing icons for Google+, Facebook, LinkedIn, and Twitter are also present.

Course	Instructor	Duration	Rating	Level	Released
Introduction to HTML	Kenny Smith	1:13:20	★★★★★	Beginner	5/10/2013
HTML DOM Elements	Kenny Smith	0:45:27	★★★★★	Intermediate	4/10/2013
HTML_5	Kenny Smith	0:45:27	★★★	Advance	4/10/2013

Products Features About Support

[a link](#) [a link](#) [a link](#) [a link](#)
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Course page

This page will list all of the training courses in a certain category. User comes here if selecting a course in a category from the categories page. (In this case user has selected “Introduction to HTML” course.)

Note: This is the signed in view of this page.

The screenshot shows a course page for "Introduction to HTML". At the top, there's a navigation bar with links for Contact Us, About Us, and a user profile (ElnazDoostdar). A search bar is also present. Below the navigation is a breadcrumb trail: Home > Categories > Introduction to HTML. The main content area displays the title "Introduction to HTML" and a short description of the course. To the right, there's a box for the instructor (Kenny Smith), showing her level (Beginner), rating (4 stars), and duration (1:13:20). Below the title is a "Promotion Area". Underneath the promotion area is a "Table of content" section with three items: "Lorem ipsum dolor sit ame", "Lorem ipsum dolor sit ame", and "Lorem ipsum dolor sit ame". Each item has a play button icon and a duration listed (0:13:20, 1:00:13, 0:40:13). There are also "Share" buttons for Google+, Facebook, LinkedIn, and Twitter. A note on the left says: "Select to view content of each tab. (Table of content tab is active by default.)". Another note says: "Select to start the video. Select hyperlink to start the video. Note: Play button and hyperlinks won't be active when user hasn't signed in! If the user selects the play button without signing in, a modal window will prompt the user to sign in." On the right side, there's a sidebar with links for Your Profile, Account History, Your transcript, Your Account, and Sign out. At the bottom, there are links for Products, Features, About, and Support, each with three placeholder links. Social media icons for YouTube, Facebook, Twitter, LinkedIn, and Google+ are at the bottom right, along with copyright information and links to Site Map, Terms of use, and Privacy.

Select to view content of each tab.
(Table of content tab is active by default.)

Select to start the video.
Select hyperlink to start the video.
Note: Play button and hyperlinks won't
be active when user hasn't signed in!
If the user selects the play button without signing in, a modal window
will prompt the user to sign in.

Contact Us | About Us | ElnazDoostdar

Categories New Releases Membership Free Trial Instructors

search courses

Home > Categories > Introduction to HTML

Introduction to HTML

ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Promotion Area

Instructor: Kenny Smith
Level: Beginner
Rating: ★★★★
Duration: 1:13:20

Table of content \ Exercise files \ Assessment

g+1 Share Share Tweet

Progress Duration

✓ 0:13:20

✓ 1:00:13

✓ 0:40:13

Viewing 1-3 of 10 < >

Products Features About Support

a link a link a link a link

a link a link a link a link

a link a link a link a link

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Your Profile
Account History
Your transcript
Your Account
Sign out

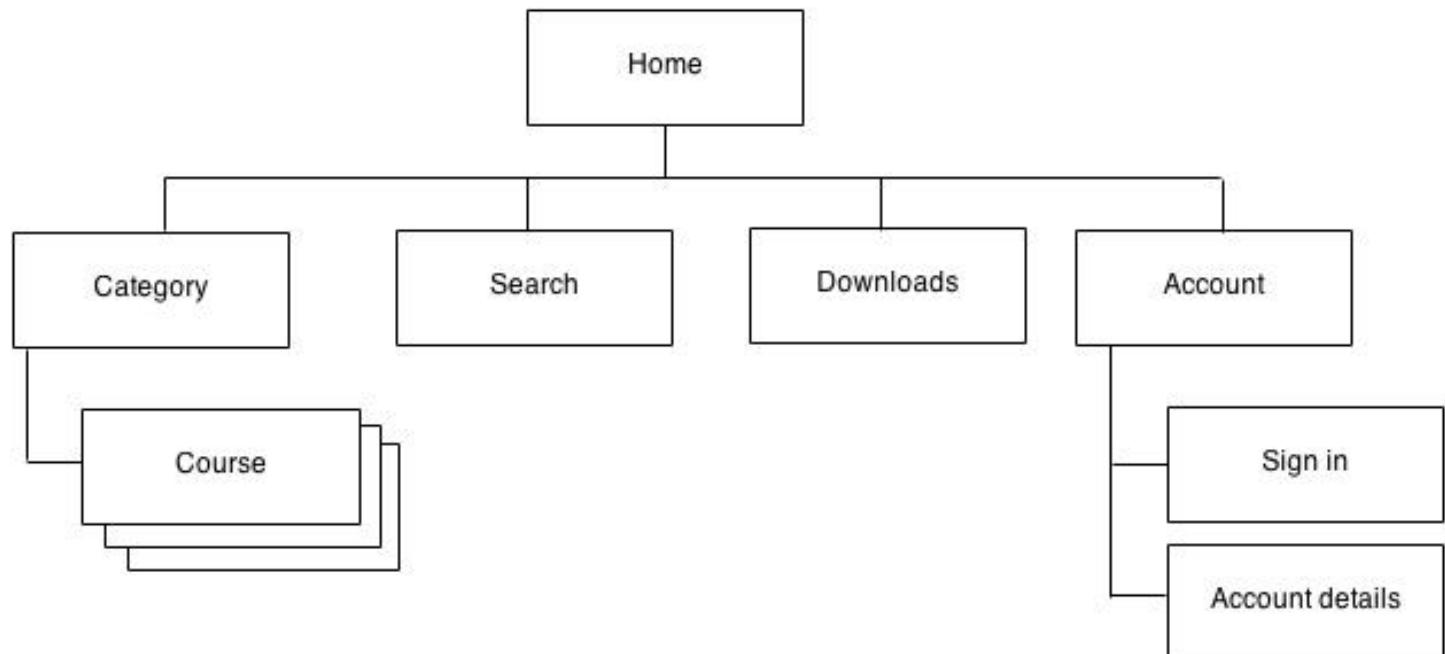
Select to view previous/next page

Student Name: Elnaz Doostdar

I decided to create a Mobile app for Quicklearners website so that users can download and watch videos offline and use less bandwidth.

In all wireframes user has signed in. Users who are not already a student can't watch or download videos. They can only view all pages.

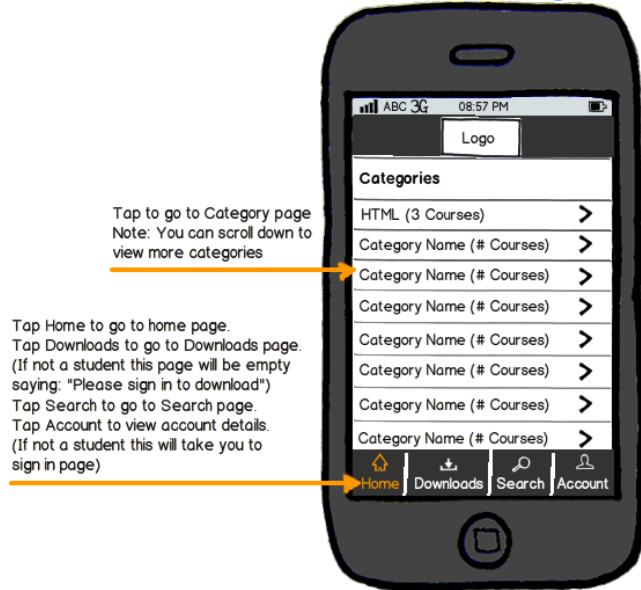
Mobile Sitemap



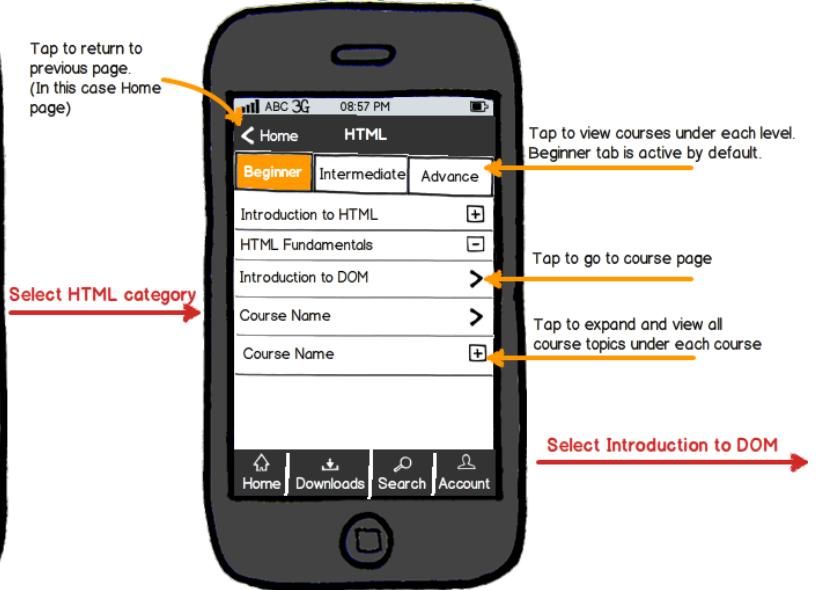
Wireframes

Please note that red arrows are showing the selected item (task flow) in each wireframe.

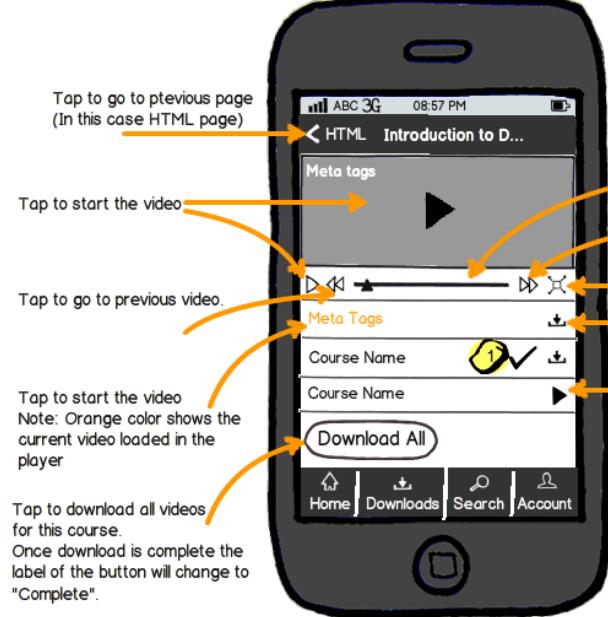
Home Page



Category Page



Course Page



- Once the user watches a video check mark will appear to show progress in course.

Download in progress for one of the courses

Course Name 76%

If user tap download icon on one of the courses, download progress will be displayed and download icon will be disappeared.

Foursquare Usability Report

By : Elnaz Doostdar

Study date: August 2014

Table of content

1. Overview
2. Findings and Recommendations
3. Appendix
 - a. Participants
 - b. Task Analysis
 - c. Post-Test Questionnaire

1.Overview

A standard usability test was conducted on Foursquare web application that helps people explore and discover places, share what they found with friends, and get tips and deals along the way.

Study Goals/Objectives

The purpose of this usability study is to observe users reactions and find out about their patterns of use while performing main tasks on foursquare website and identify any issues or confusions for future enhancements, specifically for the following features:

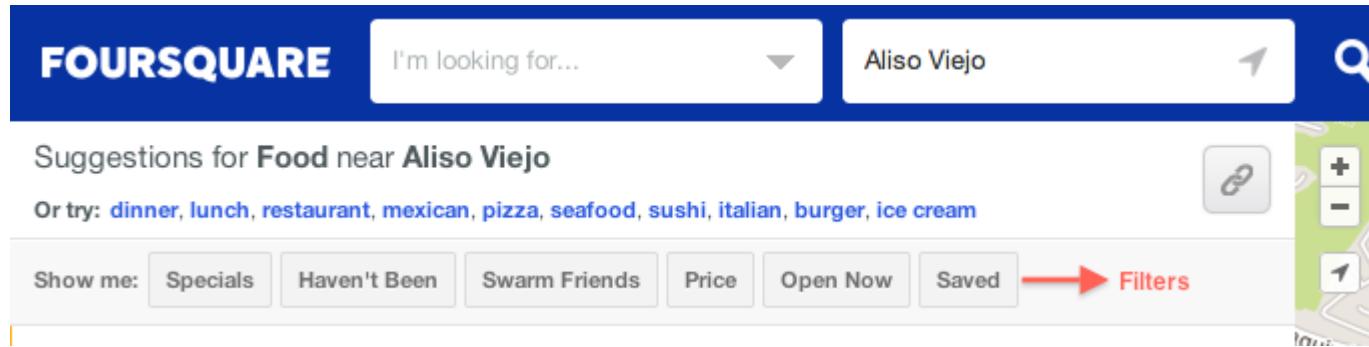
- Login/Sign up
- Search
- Filter search results
- Map
- To-do lists
- Share places in social media
- Get directions

Participants

- 3 participants were recruited
- All high tech-savvy
- All participants use social networking tools and use Foursquare mobile app to find places
- All male between the age of 25 and 35

2.Findings and Recommendations

Findings: Filters(1)



The screenshot shows the Foursquare mobile application's search interface. At the top, there is a blue header bar with the 'FOURSQUARE' logo on the left, a search input field containing 'I'm looking for...', and a location input field containing 'Aliso Viejo'. To the right of these are a location pin icon, a magnifying glass search icon, and a small map icon. Below the header, the text 'Suggestions for Food near Aliso Viejo' is displayed, followed by a list of food-related terms: dinner, lunch, restaurant, mexican, pizza, seafood, sushi, italian, burger, ice cream. Underneath this list is a horizontal row of six buttons labeled 'Show me: Specials', 'Haven't Been', 'Swarm Friends', 'Price', 'Open Now', and 'Saved'. To the right of the 'Saved' button is a red arrow pointing to the word 'Filters', which is highlighted in red. The background of the interface features a light green map.

Users didn't notice filters on search result page straight away.

- They look like buttons
- They don't stand out



Recommendations

- Use drop down lists for showing filters
- Place it on the same line as "Or try" line on right hand side
- Use "All" as default selected item in the drop down list

Findings: Filters(2)

Show me: Specials Haven't Been Swarm Friends Price Open Now Saved

Price range

Lark Creek Fashion Island ⚡

6.5 957 Newport Center Dr (at Fashion Island below American • \$\$\$ • View Menu)

What's your price range?

\$ \$\$ \$\$\$ \$\$\$

Price range was vague for users on search result page.

- \$ symbol didn't represent a familiar format for price range

Recommendations

- Think about more interactive way of showing price range
- Use numbers to show price range filters, for example a price range slider:

Findings: Place details page

1. Starbucks

8.1

30465 Avenida de Las Flores
Coffee Shop • \$\$\$\$

Starbucks

Delicious bites, thoughtfully selected wines. Starbucks Evenings start at 4pm. Find A Store: <http://sbux.co/1dynDl0>



 Save

2. Starbucks

8.4

27020 Alicia Pkwy
Coffee Shop • \$\$\$\$ • View Menu

- "... I've found in Aliso Viejo area!" (2 tips)
- "... night. Friendly baristas as well" (2 tips)
- "Caramel frapp, I love you!" (1 tip)



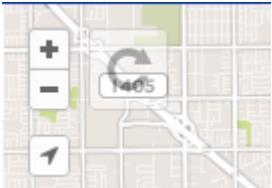
Some users liked to see highest ranked places at the top of the search result page.



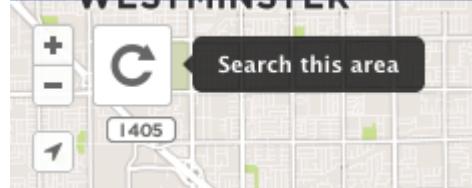
Recommendations

- It would be nice to have places ordered by their ranking (descending) on search result page

Findings: Map(1)



Same location



Moved to another location

Refresh icon is hard to see on the map and its status changes and becomes more visible when users move around on the map.

- Users didn't easily see the refresh icon on the map.
- They also didn't notice and read "Search this area" blurb that pops up.



Recommendations

- Remove the opacity of the icon and think about another design idea for change location state of icon
- Keep the blurb at all times and change the messaging depending on the location status:
 - For instance when user stays on the same location blurb may say "Change location and find more places" and when location changes it may say "Find more locations in this area"
 - Make the blurb stand out more visually
- Provide some basic instructions about how to use the map

Finding: Map(2)

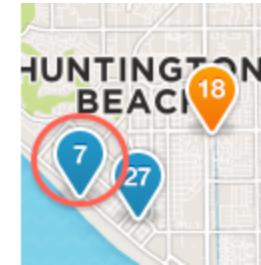
7. Huntington Beach City Beach

9.4

103 Pacific Coast Hwy (btwn Beach Blvd. & Seapoint St.)
Surf Spot • 1 • View Menu

Lots of people like this place

Yesterday at this beach with @addicssions - David • 0 likes



Some users couldn't associate the numbers in the list on search result page with numbers on markers on the map

- Users didn't know what numbers on markers mean



Recommendations

- Use the same marker image  instead of numbers in the list

Findings: Map(3)



Some users liked to have the ability of pinpointing on the map on search result page.

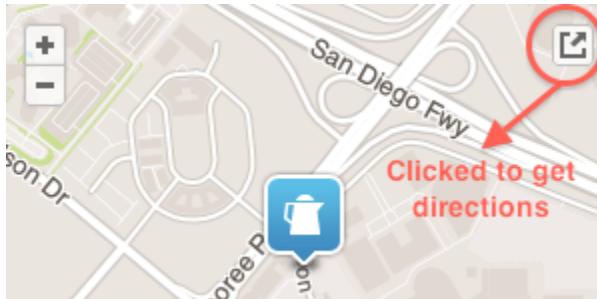
- It would be nice to have a history of the places users liked and pinpointed
- Users be able to search places near their pinpoints



Recommendations

- Add ability to pin locations
- Create an area under refresh icon called “My Pinpoints” and show a list of pinpointed places on it's hover state in a blurb conforming with site design
- When user clicks on one of the items in the list, show the corresponding location on the map and the search result page list

Findings: Get Directions



Some users clicked on the annotated icon (left screenshot) to get directions and when the window popped up the link to get directions was hard to read and not easy to notice



Recommendations

- Change text color
- Use some iconography for directions and place it on the map itself

Findings: To-do list

People like this place
Save to my to-do list!

Total Visitors 793 Total 1,62

SAVED

My to-do list 4

✓ Pizza place

Create a new list...

Elnaz ▾

Clicked to go to settings

When users asked to remove a place from to-do list, some clicked on the notifications icon because it looked like the hamburger menu to go to account settings.



Recommendations

- Use a different icon for showing notifications

3.Appendix

Participants

Participant	Age/ Gender	Occupation	Do you like travelling and trying new restaurants?	How often do you use social networking?	Which apps do you use to look up places?	Do you use maps for getting directions?	what are the important things you look for to choose a place?
P1	30 / Male	IOS Developer	Yes	Daily	Foursquare web and IOS App	Yes	<ul style="list-style-type: none"> • Images • Reviews/Ranking
P2	25 / Male	Web Developer	Yes	Daily	Yelp and Foursquare Android App	Yes	<ul style="list-style-type: none"> • Price range • Reviews • Images • Menu
P3	35 / Male	UI Lead	Yes	Daily	Foursquare Android App	Yes	<ul style="list-style-type: none"> • Pictures • Food types • Ambiance • Reviews • Opening hours • Location/Directions

Tasks Analysis

Participant	5-seconds test	Login with social network account	Find a place	Filter search result	Explore Map	Explore location	Add to to-do list	Share in Facebook	Get directions	Remove from to-do list
P1	Y	Y	Y	!(2)	Y	Y	Y	Y	!(5)	Y
P2	Y	!(1)	Y	!(3)	!(4)	Y	Y	Y	Y	Y
P3	Y	Y	Y	X	Y	Y	Y	Y	Y	!(6)

Completed easily	Y	(1). Didn't want to use his facebook account (2),(3). Didn't notice filters straight away and price range was vague (4).He scrolled the page instead of dragging the map (5). Didn't notice get directions link at the bottom of the page and didn't notice "Directions" link on the place details page (6).Clicked on notifications icon to go to account settings
Completed with difficulty	!	
Failed to complete	X	

Post-Test Questionnaire

P1

Overall how easy or difficult it was (scale of 1-7)	Labels are clear	Map easy to use and flexible	Easy to find places	Recommend to friends	Three best things	Three difficult things	Preferences	Missing information
6	Yes	<ul style="list-style-type: none"> - Not really easy to find directions - Filter by price was a little vague in terms of range 	Search was powerful and indexing of results was as desired	<p>Will recommend to friends because:</p> <ul style="list-style-type: none"> - It has best tools to explore places - Social networking - Rich database of places 	<ul style="list-style-type: none"> - Search - Map search - Images 	Get directions	<p>Better directions indications.</p> <p>place the link on the map.</p>	Tagging places

Post-Test Questionnaire

P2

Overall how easy or difficult it was (scale of 1-7)	Labels are clear	Map easy to use and flexible	Easy to find places	Recommend to friends	Three best things	Three difficult things	Preferences	Missing information
7	Yes	Map didn't auto detect current location	It was easy to find places	will recommend this place to friends	- Layout - Login process using social media account	- Couldn't auto locate users location - Map not quite accurate - Should have been more social media buttons for share and login	Add more colorful images	

Post-Test Questionnaire

P3

Overall how easy or difficult it was (scale of 1-7)	Labels are clear	Map easy to use and flexible	Easy to find places	Recommend to friends	Three best things	Three difficult things	Preferences	Missing information
6	Yes	Map easy to use because I'm familiar with using Google maps in general	<ul style="list-style-type: none"> - Quite easy to find places - On a laptop, it doesn't know my current location - The list of locations is not organized to a particular location 	<p>I will recommend this app to friends because it is a friendly app to find places I would not have thought of. Just like Yelp.</p>	<ul style="list-style-type: none"> - Clean professional layout - Information on places gives me more personal experience about the place I'm about to visit. - Interaction with the mapping service, so I don't have to type in the address of locations in the mapping tool. 	<ul style="list-style-type: none"> Save to list was not obvious 	<ul style="list-style-type: none"> None that I can think of as I already know the capability of the application 	<ul style="list-style-type: none"> - What \$ really means? - Ability to pin drop a desired location and find nearby walking places