**Your use of WEAVE**

Please tick which of the following uses you have made of WEAVE (as many as apply)

1. \_X\_\_\_  I viewed worked examples myself using the pupil interface

2. \_X\_\_\_ I looked at the teacher interface

3. \_\_\_\_ I used WEAVE in one or more classes with pupils

4. \_\_\_\_ I used WEAVE with pupils and then used the teacher interface to explore their progress

**Time is scarce at the moment, WEAVE deserves longer to explore so these are only very first impressions.**

**Usability**

The following is the standard SUS usability survey.  When answering these, note that each question has space for two answers, one for the teacher interface and one for the pupil interface.  If you didn’t use one or other interface, just leave that part unanswered.

1. I think that I would like to use this system frequently

**Pupil Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | X |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

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Did not get to see it working.

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2. I found the system unnecessarily complex

**Pupil Interface**

Strongly disagree

    Strongly agree

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**Teacher Interface**

Strongly disagree

    Strongly agree

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| --- | --- | --- | --- | --- |
|  |  | X |  |  |

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3. I thought the system was easy to use

**Pupil Interface**

Strongly disagree

    Strongly agree

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| --- | --- | --- | --- | --- |
|  |  |  | X |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

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| --- | --- | --- | --- | --- |
|  |  | X |  |  |

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4. I think that I would need the support of a technical person to be able to use this system

**Pupil Interface**

Strongly disagree

    Strongly agree

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| --- | --- | --- | --- | --- |
| X |  |  |  |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

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| X |  |  |  |  |

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5. I found the various functions in this system were well integrated

**Pupil Interface**

Strongly disagree

    Strongly agree

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|  |  | X |  |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

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6. I thought there was too much inconsistency in this system

**Pupil Interface**

Strongly disagree

    Strongly agree

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| --- | --- | --- | --- | --- |
|  |  |  | X |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

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7. I would imagine that most people would learn to use this system very quickly

**Pupil Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
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|  | X |  |  |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
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8. I found the system very cumbersome to use

**Pupil Interface**

Strongly disagree

    Strongly agree

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**Teacher Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
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9. I felt very confident using the system

**Pupil Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | X |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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10. I needed to learn a lot of things before I could get going with this system

**Pupil Interface**

Strongly disagree

    Strongly agree

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| --- | --- | --- | --- | --- |
|  | X |  |  |  |

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**Teacher Interface**

Strongly disagree

    Strongly agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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Please comment on aspects of the **teacher** interface that didn’t work properly or could be improved.

|  |
| --- |
| Pupil management.  Workflow could be more intuitive.  Managed to set up a group and student but did not manage to get any stats back at all. |

Please comment on aspects of the **pupil** interface that didn’t work properly or could be improved.

|  |
| --- |
| Stripey highlighting of all text at the initial problem statement is perhaps not needed.  Some glitching with word wrap.  Bold everywhere is unappealing.  Sub-goal labeling please! 45 steps is a lot!  Use bullet points for better readability.  The tutorial / feedback area at the bottom seems cluttered at times. Some colour here might help to highlight key data such as recorded student responses.  The frequent visitor tutorial broke for me, text appeared overwriting existing text then updates seemed to go out of view.  Some typos, == appeared for HAGGIS |

**Fitness for teaching and learning**

If there were more worked examples in WEAVE would you use it in your classes regularly?  Please explain your answer.

|  |
| --- |
| Yes, a well designed sequence of examples and tasks I would think is critical to making a difference especially for the students who need support and extra coaching.  Need to think about what kind of workflow pupils should be evolving.  SQA courses completely bodyswerve on analysis! Not a learning outcome. Design is not much better. Pupils end up using code to problem solve.  So WEAVE should promote a workflow and its use should be understood within the context of a wider development workflow. |

**Presentation of pupils’ usage data**

How easy was it to understand what information did the different graphs/tables show?

Did not manage to get this up and running.

Very difficult

        Very easy

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How useful did you find the graphs/tables in understanding how your pupils worked with the examples?

Not useful at all

      Very useful

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Is there any other information that the system does not provide but would help you to better understand the difficulties of your pupils?

|  |
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| Did not see this working. |

**Deploying WEAVE in schools**

How easy do you think would be to deploy WEAVE in your school?

Very difficult

        Very easy

|  |  |  |  |  |
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|  |  |  | X |  |

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**Logistics**

Are there any logistical problems with using WEAVE in your classroom?  Possible issues are: website blocking, browser incompatibilities, machine limitations (speed, screen size etc.)

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| --- |
| Nothing critical I think. |

**Other comments**

Do you have any other comments to make about the system?  For example, most of these questions ask about problems… in addition, what do you like about the system?!

|  |
| --- |
| Broad concept is good. A tool to coach structured thinking.  I did not get the teacher section to work so I realise I’m missing important stuff.  What was the pedagogical spec for the project? As a tool to assist exposition by the teacher or a self-coaching tool for strong/weak students?  Users could benefit from a clear statement of prior knowledge for each task.  A tour / exemplar activity which just a focus on navigating the user experience might be good.  Students are faced with “unknowns” and “assumptions” at several points. This is a difficulty for less confident students. Maybe a really consistent and graded experience is needed here to build good judgement for them.  The reflective questions which appear (not the dialogue box question) are important but some students will ignore them, (probably the very students who most need to deal with them).  Like the idea of using elision during development to allow “non-linear” progress, students sometimes halt because they cannot get the “next” line.  Can you share the authoring functionality of WEAVE?  The examples deal with a particular approach to developing the detailed steps of an algorithm for a subprogram problem and uses code or a reference language. Is this the best/only technique?  Has thought be given to how the other PLANC strategies relate to WEAVE?  I think the sample problems place a demand on students in visualising the DATA. At one point they are asked to think about the action in a general specification before seeing the data.  Was not too sure about the treatment of the standard algorithm, the problems seemed to “re-discover” steps that should be familiar enough to “simply” customise? |