**Stage 2**

**Part A**

**1. Goals of evaluation**

1. Find out which parts of Connect users find difficult to use.

2. Find out how users feel about the capability to create groups within classes or within themselves in Connect. Also find out what functionality they expect to have.

3. Find out if users ever have trouble transferring knowledge bases from previous years to current.

4. Find out how users feel about using Connect as a tool for collaboration of projects as well as a means of communication between one another.

**2. Rationale for type of evaluation**

Semi-structured Interview

We have decided to use semi-structured interviews as our internal evaluation tool. The problems currently faced with Connect are fairly broad in nature. It is too difficult to capture such issues with a questionnaire. Also the process of the interview allows the interviewee to give their full input as to how to improve the system. As the changes we hope to implement on the system involved a paradigm shift in how Connect is fundamentally implemented, observational interviews are not currently possible as no prototype exists for this type of system.

**3. Participant pool**

Our participant pool will consist of UBC students and professors. We do not want to restrict the pool to only include students who have used Connect before because Connect is still a new program that got introduced this term. Most students have used Vista, which was replaced by Connect, and their experience and opinion are equally resourceful to us. We also would like to have inputs from professors to better improve the professor view in Connect. Thus, we will conduct two interviews with students and two interviews with professors.

**4. Brief overview of evaluation protocol**

Our face-to-face semi-structured interview will be conducted in a quiet environment so the interviewee can be free from interruptions or distractions. It will be conducted in the office of the professor we are evaluating and in a school lab for the students.

Since we do not have enough participants to produce any quantitative data, we will take each individual response and analyze them as qualitative data. Since we are asking the same questions to different interviewees, we can evaluate the same question from different perspective. We are expecting the interview length to be about 20 to 30 minutes.

**5. Summary reporting of results**

Through our interviews of several professors and students, we have determined for the most part, the problems in our task examples have been confirmed rather than revoked. Most students have never done an online test or quiz. Based off the data we collected in the interviews of professors, we found out that the process of creating an online quiz is cumbersome, which is why they don’t do it. In terms of group management, most users don’t even know if it even exists in Connect, but would find it very useful. Things they would like to be able to do include collaborating on a document in real time (think google docs) and being able to submit that document directly. Currently, students would rather use email, text messaging, or facebook to collaborate rather than Connect. When it comes to course inheritance. almost everyone we interviewed has tried to inherit content from previous offerings of a course, whether they were running a course or enrolled in it. Professors can inherit entire sites directly from other professors, while students like to ask their friends for content or search for resources online (old course website, UBC wiki, etc...).

**6. Conclusions**

Based on the interviews, our subjects does not have any opposing comments towards the task examples. A major problem is the recallability and recognizability of the user interface.

Users of this type of system expect it to be a tool to share course materials and collaborate with others. However, they are unwilling to use Connect because the interface, directly and indirectly, prevents others from easily accessing information they are looking for. As some subjects suggest possible solution and desire features that solve or work around this issue,

we will take these ideas into consideration and incorporate them into stage 3 Redesign.

**AppA.1: Evaluation instruments**

(For Prof)

1) Do you currently use connect for any of your classes? Why do or why don’t you use connect for your courses?

(if Q1 answer is any number > 0)

2a) How do you feel about Connect’s current implementation?

3a) Are there any features that you would expect in Connect?

3b) Are there any feature that you feel are unnecessary?

4a) How do you feel Connect handles group management?

4b) How do you feel Connect handles project Collaboration?

6) Have you ever inherited a website or course material from another professor?

7) How did you feel about such a process?

8a) Do you currently have your own course website as well as a Connect/Vista course page?

8b) If you have both, how do you decide between which information goes on which page?

9) Do you currently host a discussion board within your connect course? If so, what level of usage do you see from your students?

10) Why do you think this is?

11a) Have you ever tried to create an online quiz using Connect?

11b) How did you feel about the overall process?

(For Student)

1) Do any of your classes currently use Connect?

2) How do you feel about Connect’s current implementation

3a) Are there any features that you would like added?

3b) Are there any features that you feel are unnecessary?

4a) How do you feel Connect handles group management?

4b) How do you feel Connect handles project Collaboration?

5) If you had the ability to organize groups, what kind of functionality would you expect?

6) How do you feel about the usage of Connect as a means of communication amongst other students?

7) How do you currently communicate between other students (email, chat, facebook, etc...)

8) Do you ever look up information from past offerings of your courses (notes, sample examinations, etc...)

8b) If so, how do you do it?

9) Have your professors ever administered an online test or quiz using Connect?

9b) If so, how was your overall experience taking the test framework?

**AppA.2: Task examples, as revised post-evaluation, with summary of revisions**

**Task 1: Test Creation and Implementation**

Evan is a UBC Computer Science professor and wishes to create an online test for his CPSC344 class to do. Since CPSC344 consist of 12 student groups and each group works on a different project for the term. Evan wishes to create the online test in a way that each team would receive a unique test specifically designed for the team. There are different question types (MC, short answer, long answer, true/false) and Evan wants to be able to specify which question type he can use. Not only does Evan want to specify the question type, he also wants to be able to set the release date of the tests he creates.

Summary of Revision: - Revised to be more design independent

This task was supported by the interview we conducted with the professor. The professor would like to have the easy-to-use test creation functionality within Connect so we did not revise the task example to a completely different task.

**Task 2: Group Creation and Management**

Jeff is a UBC Connect user and wishes to start a collaborative group within a CPSC344 class. Jeff goes to the CPSC344 group page and chooses to create a sub-group. He invites his project group from his lab section to join his group. His group receives an email notification and promptly accepts the invites. Upon acceptance, the users will join the group and be able to see whichever documents, announcements, wikis, etc... which are shared amongst the group. Before the day the assignment is due, all members log on to Connect to edit their assignment live. Once they’re done, they submit the assignment directly. Later on in the term, Jeff gets busy with other courses and is unable to manage the group himself, so he promotes another user to group owner and group management rights will be shared amongst them. Jeff posts regular updates as announcements on the groups page as well as start IRC style livechats with one another to collaborate on ideas.

Summary of Revision: - Revised to accommodate recommendations made by our interviewee’s.

Some users wish to be able to collaborate on documents that they upload to a group in real time, as well as hand in that document directly in Connect. Neither of these tasks are able to be accomplished in Connect’s current state.

**Task 3: Group Inheritance**

Sandy, a UBC professor who has been teaching CPSC344 for the past 3 years and is about to stop teaching is approached by Weifon, the new professor taking over as teacher of CPSC344, asking for any useful data on the course which may aid him on teaching the course. Not wanting to lose all the past statistical course data, wikis, notes and other useful information accumulated on the course group over the years, Sandy wishes to transfer CPSC344 material ownership to Weifon. Sandy will simply have to access the CPSC344 administrative tool and add Weifon to have professor permission with his school/account ID to this course or change the material owner on some user management tool. Weifon will inherit the materials and be able to see all past information of previous year subgroups (ie; 2011W, 2011S, etc...).

Summary of Revision:

- changed to be more design-independent. The interviews conducted support the step similar to this task.

**AppA.4: Raw data**

**AppA.5: - TPSC completion certificates (one per team member)**

**- 344/544 Ethics Protocol (one, signed, per team member). Hardcopy only.**

**AppA.6: Completed participant consent forms.**