

Implementation of Usability; Effectiveness of using Video iPods to teach current News

By Hyejung Kwon

Testing Protocol

Description of Process

Steps involved in the testing

Prior to the implementation of usability test I received approval from the Korean Language School II dean, Dr. Kanbar. With the school dean's approval our department C chairperson, Dr. Eun, arranged for me to contact a teaching team that had students whose level matched my instructional design. Finally, the test schedule was confirmed to be conducted from 1:40 pm to 2:30 pm on Monday, April 23, 2007 in Room 15, Building 610. The classroom has 1 teacher desk and chair, 6 student desks and chairs, 1 smart board, and 1 computer.

Before the class began I downloaded the iPod video files to the classroom computer desktop. When the class began, I gave students homework packets which included the lesson objective, instructions, tasks, and evaluation sheet. While students were doing their homework, I quietly observed the participants and wrote down notes about their behavior.

Testing tool used for usability

This is an implementation of my usability for the purpose of evaluation on the effectiveness of this learning module. The last page of the packet includes an evaluation sheet. See Appendix I.

(Appendix I)

Feedback on Homework using Video iPod

Rating:	0 = No Opinion	1 = Strongly Disagree	2 = Disagree	3 = Agree	4 = Strongly Agree		
1. Did the homework explain the objectives clearly?			0	1	2	3	4
2. Did the homework meet your needs?			0	1	2	3	4
3. Did the homework provide all skills practice?			0	1	2	3	4
4. Did you like the authentic materials?			0	1	2	3	4
5. Was the content useful?			0	1	2	3	4
6. Overall did you enjoy this learning experience?			0	1	2	3	4
7. Was the instruction highly challenging?							

If yes, please list at least two things you think were the most challenging.

8. Were the instructions clear?

If no, please list at least two things that made you confused.

9. Do you have any suggestions on improving how we conduct future homework?

Description of task

The first step for participants to do is to read the first page of packet (See Appendix II), which includes the objective and instruction. The objective of this study is to be able to report current news on lesson topics.

For the purpose of usability testing students have to follow the steps below:

Step 1

Download two multimedia files from the classroom computer desktop.

Step 2

Find the files on Video iPod

Step 3

Complete each activity in the packet. Each topic consists of 5 parts; Part I: Brainstorming, Part II: transcription and translation, Part III: Grammar, Part IV: Reading, Part V: Recording.

Brain storming gives a question related to the topic so that students think about the topic.

Part II is transcription and translation. Students listen to the video file, fill in the blanks on the worksheet and translate the entire sentences. To save time to find vocabulary, word lists will

be given with the packet. Part III is grammar practice. It introduces new grammar expression with examples. Then students have to make their own sentenceS. Part IV is reading; students circle the subject markers, object markers, and verbs. They translate each sentence. Part V is writing and speaking. Participants choose one of the topics and write a news report and record it on iPod recorder to submit to instructor.

Step 4

Submit to instructor by next morning.

Description of testing context

My original prototype was to design Unit 14, accidents and crimes, homework but there were no classes that were teaching Unit 14 in our school. Thus, considering testing availability, I developed Unit 13, college life, homework. The reason I originally chose Unit 14 is that the relativity to the DLPT is the highest. The most common news topics related to college life are 1) joining to military service which is mandatory and 2) getting a job which is getting harder and harder. Thus, topic 1 is about a new law that allows soldiers to receive college credits while serving in the military. The news titles for Topic 1 listening and reading are the same which is “While doing military service soldiers can get college credits.” Topic 2 is about hiring experienced employees. The news titles for topic 2 listening and reading are the same which is “Lotte construction company hires experienced employee.”

Description of audience

5 male students participated in this usability test.

Student 1

He is 19 years old, Air Force, and his rank is A1C. He has high school diploma and learned French for 2 years in high school. He felt that he was the most successful in writing and the least successful in listening.

Student 2

He is 21 years old, Air Force, and his rank is AMN. He attended college for a year and

majoring in criminal justice. He felt that reading and writing were the most successful; speaking and listening were the least successful.

Student 3

He is 30 years old, Army, and his rank is SFC. He has a high school diploma, learned Spanish for four years, and Indonesian and Thai on his own. He felt that writing and vocab were the most successful and pronunciation was the least successful.

Student 4

He is 23 years old, Marine, and his rank is PFC. He has a high school diploma and learned Spanish for 2 years in high school. He felt that reading was the most successful and listening was the least successful.

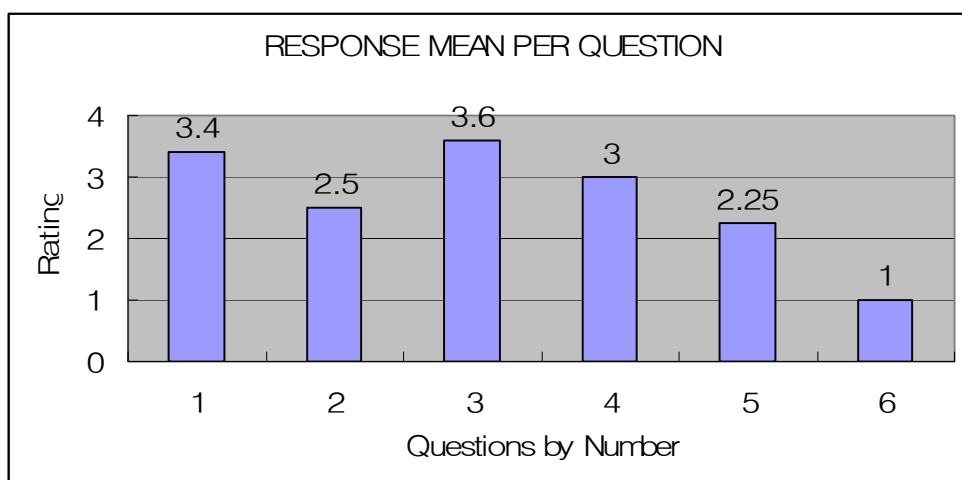
Student 5

He is 23 years old, Air Force, and his rank is A1C. He has an Associates Degree in Journalism and studied Spanish for 2 years in high school and college each. He felt that listening is the most successful and writing was the least successful.

Findings from Evaluation

Feedback on Homework using Video iPod

Rating: O = No Opinion 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree						
Quest. No.	0	1	2	3	4	Mean
1		0	0	3	2	3.4
2	1	1	1	1	1	2.5
3	0	0	0	2	3	3.6
4	1	0	1	2	1	3
5	1	0	3	1	0	2.25
6	4	1	0	0	0	1
7	Was the instruction highly challenging? If yes, please list at least two things you think were the most challenging. Listening and reading The fact that almost all the words I didn't know and it is authentic materials. Transcription and translation					
8	Were the instructions clear? If no, please list at least two things that made you confused. Needs improvements: Just confusing a little I thought I was supposed to translate the whole sentence.					
9	Do you have any suggestions on improving how we conduct future homework? Maybe a little less hard Video part didn't really enhance learning, but did make it more interesting. The structure is fine, but when you don't know 50% of the words, you just won't get it.					



1. The objective was clear.
2. Homework did not meet learning needs.
3. Homework incorporated all skills.
4. Participants liked the authentic materials.

5. The content was not useful.
6. Students did not enjoy homework.
7. Homework was challenging because it includes transcription, translation, and many unknown vocabulary.
8. The instruction needs to be more clear.
9. It should be less hard.

Indications of Findings

Fortunately, there were no technical problems. One student could not find the video file but soon the issue was solved by a student next to him. The major problem I found from this usability testing was that the content was too hard for the participants. During observation, the same student who wasn't able to find the video file kept saying that I didn't understand anything and asked me the listening scripts at the end of the observation. I also noticed that one student translated the entire reading passage. I think that made him enjoy the learning experience less.

I discussed about this issue with the teachers from the teaching team and the answer was that the students had just started Unit 13 and did not learn the vocabulary well yet. She suggested it would be better if I had given the homework one week later. Then, they would probably enjoy the transcription and translation part more.

However, the good things I found were that the objective was clear, students liked the authentic material, and video part did make learning more interesting.

From this usability test I found that the instruction content was too difficult for the students because I tried to teach everything on the material. Since students liked the authentic reading passages and videos, I am going to find authentic materials that present vocabulary students

have already learned in class. Because this is homework, I will then create activities that focus on what students learn, instead of teaching new vocabulary. For example, I am going to underline the vocabulary that students learned in class in Part II; translation and transcription and have them transcribe and translate. Another thing I am going to change is to make the instruction more clear. For example, one student translate the entire reading passage. I will clearly mention that students should translate only the numbered sentences that are underlined.

(Appendix III)

Unit 13 Chapter 49 College life in Korea

Objective

At the completion of this assignment you will be able to report current news on Topic 1 & 2, which will be indicated on the worksheets.

Instruction

1. Download two multimedia files from the classroom computer to your iPod. The file names are “CollegeCredtWhileMilitaryService” and “ExperiencedEmployee” under the folder name of “Mhomework.”
2. Complete each activity.
3. Choose either topic 1 or topic 2 and write a news report combining two news items on the topic.
4. Record the news report using your iPod.
5. Submit to your instructor by 7: 55 am tomorrow.

* During the homework check hour we, teachers and students, will listen to your recording and evaluate it based on the evaluation rubric.

Vocabulary Topic 1: 군 복무 중 학점 취득

Listening

군복무	military service
학업	studying
일시(격으로)	temporary
중단하다	to stop in the middle
장병	soldiers
학점	college credit
취득하다	to obtain
법적 기반	lawful basis
마련되다	to be prepared
국방부	Depto8 Department of Defense
국가인력자원개발	National human resource development
일환	a part
추진하다	to push forward
관계 법률	related laws
시행령	order of execution
발효되다	to be effective
학기당	per semester
가능해지다	to be possible
밝히다	to reveal
강좌	a course of lecture
방송통신대	Korean National Open University
수강하다	to take classes
인정하다	to accept
이수하다	to take college credits

Reading

열린 우리당	Open Uri party
정부	Government
당정협의를 갖다	to have an agreement between party and government
평가인정을 받다	to receive accreditation
등록하다	to register
개정하다	to reform
당정=당과 정부	
제도	system
정착되다	to settle down
사전협의를 이루다	to have agreement before
후속 작업	after work
필요하다	to need

Vocabulary Topic 2 : 하반기 경력사원 채용

Listening

건설	construction
사업구조	business structure
다각화	diversification
주요사업분야	major business field
경력사원	experienced employee
채용하다	to hire
기획개발사업	design and development business
시공	construction; operation
영업	sales
경력직	positions for the experienced
접수하다	to accept (applications)
설강해오다	to have been growing up
다양한	various
사업 영역	business field
넓히다	to widen
충원하다	to recruit

Reading

대거	in large number
하반기	second half
모집하다	to recruit
최고	the highest
경쟁력	compatibility
급성장하다	to grow rapidly
보강하다	to strengthen
일환	a part
초일류	number one in the history
원년으로 삼다	to set down as the first year
수주	receiving an order
미흡	selling
거듭나다	to be reborn
비전	(business) vision
목표	goal
강화하다	to strengthen

Topic 1: 군 복무 중 학점 취득

Listening: “군 복무 중 학점 취득 가능”

Part I: Brainstorming

In Korea it is mandatory for college male students to leave school for about 2 years for military service. When they come back to civilian life, they have hard time studying because they forgot most of knowledge they gained before joining the military. How can the government solve this problem?

Part II: Transcription and translation

Listen to each sentence carefully, fill in the blanks, and then translate into English.

1. _____ 학업을 일시 중단한 _____ 군생활중에
_____는 법적 기반이 마련됐습니다.

Translation:

2. 국방부는 국가인적자원개발의 일환으로 추진해 온 군복무 중 _____과
_____관련 _____이 오늘부터 _____ 장병들이 학기당
3 학점, 연간 6 학점 이내에서 학점취득이 가능해졌 _____

Translation:

3. 이에 따라 장병들은 소속 대학의 _____, 또는 _____,
_____을 수강하거나 일부 대학이 학점으로 인정해 주는 각
_____군의 _____ 학점취득을 할 수 있습니다.

Translation:

Part III: Grammar

Using each expression, make your own sentences.

1. Noun + (으)로: because of

불경기로 취업난이 심각해지고 있습니다.

Because of the bad economy it is getting more difficult to get a job.

Your own sentence:

2. Noun + 와/과 관련한: to be related to

대학에서 취업과 관련한 동아리의 인기가 높아지고 있습니다.

The popularity of college clubs related to job employment is increasing.

Your own sentence:

3. Verb stem + 아/어(서) because of

되다: 되+아서---→ 돼(서)

군인이 돼 부모님을 자주 뵈 수 없습니다. Because I became a soldier I cannot see my parents frequently.

Your own sentence:

4.~다고 밝혔습니다 : to be said

한국통계청은 한국에 거주하는 외국인 유학생의 수가 점점 증가하고있다고 밝혔습니다.

The office of Statistics said that the number of foreign students living in Korea is increasing.

Your own sentence:

Part IV: Reading: "군복무중 학점 취득 가능" 추진

내년부터 군 복무중에도 대학 학점을 1. 취득할 수 있도록 하는 법안이 추진됩니다.

2. 열린우리당과 정부는 오늘 당정협의를 갖고, 장병이 사이버 대학강좌 수업을 받거나 군대에서 평가인정을 받은 3. 교육훈련 과정을 이수한 경우, 대학 학점으로 등록해 주도록 올해 안에 4. 관련법을 개정하기로 했습니다.

당정은 이 제도가 정착되려면, 5. 대학과 군이 학점인정에 대한 사전합의를 이뤄야 한다면서 후속 작업이 필요하다고 밝혔습니다.

A. Circle the subject markers, object markers, and verbs.

B. Translate each sentence.

1.

2.

3.

4.

5.

Topic 2: 하반기 경력사원 채용

Listening: “롯데 건설, 하반기 경력사원 채용”

Part I: Brainstorming

When do you think do companies hire employees and how do they receive job applications?

Part II: Transcription and translation

Listen to each sentence carefully, fill in the blanks, and then translate into English.

1. _____이 사업구조 다각화 _____ 주요 사업 분야의
_____을 _____.

Translation:

2. 롯데건설은 플랜트와 기획개발사업, 시공, 영업 등의 분야의 경력직을
18일까지 _____를 통해 _____ 밝혔습니다.

Translation:

3. 롯데건설 관계자는 "그동안 주로 _____을 통해 성장해왔으나 최근 주
택 _____ 다양한 건설분야로 _____을 _____ 경력직을
_____하게 됐다"고 말했습니다.

Translation:

Part III: Grammar

Using each expression, make your own sentences.

1. Noun + 에 따라: Depending on + Noun

능력에 따라 월급을 받습니다. Your salary depends on your ability.

Your own sentence:

2. Noun + 을/를 통해: Through + Noun

이메일을 통해 연락을 받았습니다. I was informed through email.

Your own sentence:

Part IV: Reading: “롯데 건설, 하반기 경력사원 모집”

사업구조 다각화에 따른 주요 사업분야 경력직 대거 채용

롯데건설은 10일 2006년도 1. 하반기 경력사원을 모집한다고 밝혔다. 모집분야는 플랜트, 기획개발사업, 시공, 영업, 자재 견적 등이며 7월 18일까지 당사 홈페이지(www.lottecon.co.kr)에서 인터넷을 통해 접수 받는다.

그동안 주택부문에서 최고의 경쟁력을 바탕으로 급성장해온 롯데건설은 사업구조 다각화에 따른 주요 사업분야의 2. 경쟁력을 보강하기 위한 일환으로 3. 경력직을 대거 채용할 계획이다.

롯데건설은 올해를 4. 사업구조 조정을 통해 초일류 건설기업으로 나아가는 원년으로 삼고, 2010년까지 수주 10조, 매출 6조 이상의 외형을 갖춘 최고 수준의 건설업체로 거듭난다는 비전을 목표로 기업역량을 강화하고 있다.

A. Circle subject markers, object markers, and verbs.

B. Translate each sentence.

- 1.
- 2.
- 3.
- 4.
- 5.

Part V: Writing & Recording News Report

Choose topic 1 or 2 and write a news report.

When you combine two news items try to use the grammar you just learned in this lesson as much as possible. Make more than 10 sentences, and then record it using your iPod.

(Appendix IV)

Students Information Questionnaire

Name: _____

Age: _____

Service: _____

Rank: _____

- Educational background

Highest degree achieved: _____

Major/Field (if applicable): _____

- What part(s) of language learning did you...

... like most and feel the most successful doing?

... like least and feel the least successful doing?

(Appendix V)

INFORMED CONSENT FORM

TITLE OF STUDY

Effectiveness of using Video iPods to teach current news

RESEARCHER(S)

Ms. Hyejung Kwon

PURPOSE OF THE STUDY

The study is trying to seek students' feedback on the effectiveness of this learning module. The students' formative feedback will be used as data in developing the full learning modules.

WHAT YOU WILL DO

You will try out a learning module for Korean listening, reading, writing, and speaking as a homework assignment and fill out questionnaire about how you felt about using the learning module.

RISKS AND BENEFITS

Participation is completely voluntary and there will be no negative consequences of any kind for not participating in this study, or from withdrawing from it at any time. The researchers will share the results of the study with you, and you may be able to use this information for your own language learning process.

CONFIDENTIALITY

Your name or any other information that would identify you personally will not be mentioned in any reports or presentations on the results of the study. If the researchers should mention the responses of an individual student, they will refer to the student as "a student" or "student X."

MORE INFORMATION

If you have any questions or would like more information, please call the researcher(s) at 242-5624 or

MIST 622-Final Project
Dr. Su
stop by bldg. 610, rm. 24.

Hyejung Kwon 21
05/01/2005

I have read the above and I understand its contents and I agree to participate in the study.

Name (**please print**)

Date

Signature