# E-CLASSROOM TEST

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## Introduction

E-classroom serves as a web page for students and professors. On e-classroom professors publish their lectures for each of their courses and then students can view them. E-classroom can also be used as a forum where we can solve some problems and students can help each other. On e-classroom students can also view their past and future courses. Professor can also publish homework’s and tasks. Web page also has an integrated scoring system for tasks, exams, homework’s, etc. We can view notifications if professor informs us that lectures were moved or canceled.

The usability of e-classroom was tested by our group. We tested students from other universities. We made sure that they didn’t use e-classroom before. We tested students on few tasks that we thought every student should accomplish in decent time. Tasks were simple to do and to understand.

## Methodology

### Sessions

We recruited participants from three different universities. We made sure that they didn’t ever use our e-classroom system. We also checked if they were approximately the same age if we are and if they were students.

Every candidate was asked to complete the same three tasks:

* Find notifications
* Find language replacement
* Find buttons for past, future and in progress subjects

Session 1:

Session 2:

Session 3:

[Describe how the participants were recruited. Describe the individual sessions – length of time and what happened during those sessions. Explain what the participant was asked to do and what happened post test session. Describe any pre- or post-test questionnaires. Include the subjective and overall questionnaires in the attachments’ section.]

### Participants

We tested three students from three different universities. They were tested on 6.6.2019 and 7.6.2019.

Participant 1:

Participant 2:

Participant 3:

[Provide a description of the participants. Include the number of participants, dates and the number of participants on each testing day.

Provide a summary of the results from the demographic/background questionnaire and display this information in a table.]

**For example:**

All participants were attendees at the HPLA Conference and HIV/AIDS community professionals.

Sixteen participants were scheduled over the two testing dates. Thirteen of the sixteen participants completed the test. Seven participants were involved in testing on May 21st and six on May 22nd. Of the thirteen participants, six were male and seven were female.

**Role in HIV/AIDS Community**

Participants selected their role in the HIV/AIDS community from a general list. Roles included Federal Agencies, State and Public Health Departments, grantees, and research institutions. Some participants were involved in multiple roles.

**Example of table**

**Role**

| **Federal Staff/Agency** | **State / Public Health Department** | **Federal Grantee** | **Medical Institution** | | **Research Institution** | **\* Other Organization** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3 | 2 | - | 2 | | 7 |

### Evaluation Tasks/Scenarios

[Explain who created the task scenarios. Display the task titles in a bulleted list.]

Tasks scenario was created on our group meeting. Everyone had a few ideas, then we decided on three for us most important ones. Scenarios were based on todays use of social networks and modern web pages. We thought that this is a good idea, because our e-classroom has some of the key elements of a social network, such as notifications and from web pages language manipulation.

Every candidate was asked to complete the same three tasks:

* Find notifications
* Find language replacement
* Find buttons for past, future and in progress subjects

## Results

### Task Completion Success Rate

[Explain who recorded the participant’s ability to complete the tasks without prompting. The task success rate is the number of successes divided by the number of participants completing the task.

Describe the results by: explaining any task that had 100% completion rates. Follow this with the tasks that had the next highest completion rates. Then describe the tasks with the poor completion rates. Display the task completion rates in a table that shows the participant by task completion rates and the mean rate across task (see example table).]

**For example:**

All participants successfully completed Task 1 (find a news item). Six of the seven (86%) completed Task 5 (find HIV Testing Day). Approximately half (57%) of participants were able to complete Task 4 (find HIPAA information) and 29% were able to complete Task 2 (find funding information). None of the participants were able to complete Task 6 which required them to find brochures for VA providers and patients.

**Task Completion Rates**

| **Participant** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Task 6** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | √ | **-** | **√** | - | **√** | **-** |
| **2** | √ | **-** | **√** | **√** | **√** | **-** |
| **3** | √ | √ | **√** | **√** | **√** | **-** |
| **4** | √ | √ | **√** | **√** | **√** | **-** |
| **5** | √ | - | **-** | - | **√** | **-** |
| **6** | √ | - | **-** | **√** | **√** | **-** |
| **Success** | **7** | **2** | **5** | **4** | **6** | **0** |
| **Completion Rates** | **100%** | **29%** | **71%** | **57%** | **86%** | **0%** |

### Task Ratings

After the completion of each task, participants rated the ease or difficult of completing the task for three factors:

* It was easy to find my way to this information from the homepage.
* As I was searching for this information, I was able to keep track of where I was in the website.
* I was able to accurately predict which section of the website contained this information.

The 5-point rating scale ranged from 1 (Strongly disagree) to 5 (Strongly agree). Agree ratings are the agree and strongly agree ratings combined with a mean agreement ratings of > 4.0 considered as the user agrees that the information was easy to find, that they could keep track of their location and predict the section to find the information.

#### Ease in Finding Information

[Describe the results for this rating variable. Begin with the highest mean rating tasks followed by the lowest mean rating tasks.]

**For example:**

All participants agreed it was easy to find treatment information (mean agreement rating = 4.7) and 86% found it easy to find the HIV Testing day (mean agreement rating = 4.3). Only 29% of participants found it easy to find brochures (mean agreement rating = 2.4) and only 43% found it easy to find funding information (mean agreement rating = 2.9).

#### Keeping Track of Location in Site

[Describe the results for this rating variable. Begin with the highest mean rating tasks followed by the lowest mean rating tasks.]

**For example:**

All the participants found it easy to keep track of their location in the site while finding treatment information (mean agreement rating = 4.7) and finding the HIV Testing Day (mean agreement rating = 4.7). In addition, 86% found it easy to keep track of their location while finding a news item (mean agreement rating = 4.0). However, only 67% of participants found it easy to keep track of their location while finding brochures (mean agreement rating = 2.9).

#### Predicting Information Section

[Describe the results for this rating variable. Begin with the highest mean rating tasks followed by the lowest mean rating tasks.]

**For example:**

All the participants agreed it was easy to predict where to find treatment information (mean agreement rating = 4.7) and 85% agreed it was easy to predict where to find HIV Testing day information (mean agreement rating = 4.6). However, only 29% agreed that it was easy to predict where to find brochures (mean agreement rating = 2.3) and only 44% agreed they could predict where to find funding information (mean agreement rating = 2.6).

[Display the results in a table (see example tabular display).]

**Test 1 – Mean Task Ratings & Percent Agree**

| **Task** | **Ease – Finding Info** | **Location in Site** | **Predict Section** | **Overall** |
| --- | --- | --- | --- | --- |
| 1 – Find News Item | 3.6 (57%) | 4.0 (86%) | 3.0 (29%) | 3.5 |
| 2 – Obtain Funding | 2.9 (43%) | 3.9 (72%) | 2.6 (44%) | 2.9 |
| 3 – Find Treatment Info | 4.7 (100%) | 4.7 (100%) | 4.7 (100%) | 4.7 |
| 4 – Find FAQ (HIPAA) | 3.6 (57%) | 3.3 (83%) | 3.3 (57%) | 3.6 |
| 5 – Find Testing Day | 4.3 (86%) | 4.7 (100%) | 4.6 (86%) | 4.5 |
| 6 – Find Brochures | 2.4 (29%) | 2.9 (67%) | 2.3 (29%) | 2.7 |

*\*Percent Agree (%) = Agree & Strongly Agree Responses combined*

### Time on Task

The testing software recorded the time on task for each participant. Some tasks were inherently more difficult to complete than others and is reflected by the average time on task.

[Provide a task by task description – include the task title or goal and the mean time to complete. Provide the range of completion times.]

**For example:**

Task 6 required participants to find brochures and took the longest time to complete (mean = 210 seconds). However, completion times ranged from 110 (approximately 2 minutes) to 465 seconds (more than 7 minutes) with most times less than 200 seconds (less than 4 minutes).

[Display the time data in participant by task table and include the mean total time by task.]

**For example:**

**Time on Task**

|  | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **Avg. TOT\*** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task 1** | 65 | 95 | 61 | **310** | 210 | 71 | 50 | 123.1 |
| **Task 2** | 130 | **370** | 50 | 200 | 110 | 55 | **390** | **186.4** |
| **Task 3** | 20 | 215 | 15 | 80 | 120 | 30 | 35 | 73.6 |
| **Task 4** | 150 | 65 | 55 | 150 | 180 | 67 | 240 | 129.6 |
| **Task 5** | 43 | 127 | 29 | 60 | 79 | 30 | 115 | 69.0 |
| **Task 6** | 146 | 110 | 120 | **465** | 130 | 175 | **325** | **210.1** |

### Errors

[Insert who captured the errors here] captured the number of errors participants made while trying to complete the task scenarios.

[Describe the task in which participants made the most errors. Describe any tasks that were made without a non-critical error. Provide the results in a table showing number of errors by participant and task. ] A non-critical error is an error that does not prevent successful completion of the scenario.

### Summary of Data

The table below displays a summary of the test data. Low completion rates and satisfaction ratings and high errors and time on tasks are highlighted in red.

For example:

**Summary of Completion, Errors, Time on Task, Mean Satisfaction**

| **Task** | **Task Completion** | **Errors** | **Time on Task** | **Satisfaction\*** |
| --- | --- | --- | --- | --- |
| **1** | 7 | 4 | 123 | 3.52 |
| **2** | 2 | 10 | 186 | 2.90 |
| **3** | 5 | 2 | 74 | 4.70 |
| **4** | 4 | 9 | 130 | 3.57 |
| **5** | 6 | 3 | 69 | 4.52 |
| **6** | 0 | 14 | 210 | 2.67 |

\* Satisfaction = Mean combined rating across three post-task measures: ease of finding the information, ability to keep track of location in site, and site information prediction accuracy.

### Overall Metrics

#### Overall Ratings

After task session completion, participants rated the site for eight overall measures (See Attachmentinsert attachment letter here). These measures include:

* Ease of use
* Frequency of use
* Difficulty of keeping track of where they were in the site
* How quickly most people would learn to use the site
* Getting information quickly
* Homepage’s content facilities exploration
* Relevancy of site content
* Site organization

[Describe the highest percent of ‘agreed’ satisfaction ratings first. Combine the strongly agree and agreed ratings into an agreed ratings. Then describe the variables that received the lowest satisfaction ratings. Display the results in a table]

**For example:**

Most of the participants (92%) agreed (i.e., agree or strongly agree) that the website was easy to use. The majority of participants (85%) agreed they would use the site frequently and that the site’s content would keep them coming back. Even though participants’ average agreement rating was 3.9, only 54% (due to 5 neutral and 5 strongly agree responses) agreed that the homepage’s content would make them want to explore the site.

See table below.

**Post-Task Overall Questionnaire**

|  | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** | **Mean Rating** | **Percent Agree** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Thought Website was easy to use |  |  | 1 | 12 |  | 3.9 | 92% |
| Would use website frequently |  |  | 2 | 6 | 5 | 4.2 | 85% |
| Found it difficult to keep track of where they were in website | 3 | 6 | 3 | 1 |  | 2.1 | 8% |
| Thought most people would learn to use website quickly |  |  | 5 | 8 |  | 3.6 | 62% |
| Can get information quickly |  | 1 | 2 | 8 | 2 | 3.9 | 77% |
| Homepage’s content makes me want to explore site |  | 1 | 5 | 2 | 5 | 3.9 | 54% |
| Site’s content would keep me coming back |  |  | 2 | 6 | 5 | 4.2 | 85% |
| Website is well organized |  |  | 5 | 6 | 2 | 3.8 | 62% |

*\*Percent Agree (%) = Agree & Strongly Agree Responses combined*

#### 4.6.2 Likes, Dislikes, Participant Recommendations

Upon completion of the tasks, participants provided feedback for what they liked most and least about the website, and recommendations for improving the website.

**Liked Most**

The following comments capture what the participants liked most:

[insert liked most comments here]

**Liked Least**

The following comments capture what the participants liked the least:

[insert liked least comments here]

**Recommendations for Improvement**

[insert recommendations here]

## Recommendations

The recommendations section provides recommended changes and justifications driven by the participant success rate, behaviors, and comments. Each recommendation includes a severity rating. The following recommendations will improve the overall ease of use and address the areas where participants experienced problems or found the interface/information architecture unclear.

[Provide the task title and an overview of the task. In a table, present the change, justification for the change and the severity rating for the change. Do this for each recommendation]

**For example:**

**Find Organizational or Individual Funding Information (Task 2)**

Task 2 required participants to find organization funding (Test 1) or individual funding (Test 2).

| **Change** | **Justification** | **Severity** |
| --- | --- | --- |
| * Add categories to funding pages. * Add additional descriptive text on funding Opportunities home page. | Participants across both tests rated the ease of finding funding information with 2.9 (out of 5) and only 38% agreed that it was easy to find funding information.  Funding information is not categorized and requires users to read through all the funding opportunities to find one of interest.  Participant comments also included categorizing funding in a more concise manner so it is easier to find. | High |

## Conclusion

[Provide a short conclusion paragraph. Begin with an overall statement of what the participants found and what is key about the Web site/application].

Implementing the recommendations and continuing to work with users (i.e., real lay persons) will ensure a continued user-centered website.

**For example:**

Most of the participants found AIDS.gov to be well-organized, comprehensive, clean and uncluttered, very useful, and easy to use. Having a centralized site to find information is key to many if not all of the participants. Implementing the recommendations and continuing to work with users (i.e., real lay persons) will ensure a continued user-centered website.

[Add Attachments. Attachments may include: Attachment A – Background Questionnaire, Attachment B – Post-Task Questionnaire, Attachment C – Post-session Overall Subjective Questionnaire, Attachment D – Task Scenarios]