1. ***Report of the assigment***

**Introduction**

The observation took place in random bars in Koper during 27.3.2019 – 30.3.2019. The bars or cafes were used mainly for the exercise of observing 4 different people who were assigned to use our E-classroom system. The system we used was not that hard to use since it is pretty similar to other systems at other universities. Our participants performed these

**Observational method**

Our task was to observe 4 different people, foreign students for the most part, which I am going to referr them as subject because of privacy. We gave them the following tasks to complete:

1. Check if I have some new notifications.

2. Find my email address.

3. Find reviews/grades.

4. Find the Human-Computer Interaction object that I'm subscribed to.

5. Find upcoming events (tasks).

6. Find past subjects/courses.

7. Find the change password page.

8. Find the subject Biopsychology, Level 1, Year 1, Differential Psychology 18/19 in which I am not enrolled in.

9. Log out of the online classroom.

We observed all of the people by standing behind them and taking notes while one of the people in our group gave,read them the tasks one by one.

Our first subject/person that we asked to perform these given tasks are from Moscov,Russia. The person was pretty shy at first, but then she relaxed a bit once we explained to her what was our goal and she was happy to help us complete our task and there were no issues moving on.

Our second subject/person came from Izrael. He was here with the Erasmus program and he was studying economy management at the Faculty of Manegment in Koper. This person was pretty outgoing, was excited to help us do our project and he completed all of the tasks in a very short time. He even asked us a few questions about our assigment, for example what was the main goal of this or how do we pick students to do these tasks, so we could say he was very curious.

The 3rd person we asked to perform above mentioned tasks was a student from Croatia so it pretty easy to communicate over what was our main goal. The person showed characteristics of someone who is very outgoing but was very reluctant to help us do our assigment, so I guess we could say that the person did not trust us at the start. But after that he performed our tasks with ease which was a good thing.

Our 4th and last participant came to Slovenia with the education program Erasmus and was studying math at the Faculty of Manegment. She was very happy to help with our assigment and was very interested in what is the goal of the assigment or if it is a part of our final grade in the course itself. She completed most of our tasks relatively fast but got stuck on one of the tasks and it took her a few minutes to solve the problem and complete the task.

**Analysis**

The tasks on their own were very easy to complete for the most part, the harder thing that all 4 people encountered with was the language barrier. The asked us alot if there's an option to change the language to English. We would say that 50% of the time spent on the tasks was used because of the language.

The above mentioned problem exists because the design feature that allows you to switch the page to English is not that visible and the main issue would be in the mapping and the visibility of the option on the page.

Other than that, there's some very good elements of the design that makes the whole page consistent. Forcing users to memorize exceptions to the rules increases the cognitive burden and causes resentment. Almost every element of the page seem very logical, you can clearly see what the element does or what it is used for, therefor the user finds them very logical and they think that the designer is very trustworthy.

The best feature of the design is the whole layout of the design. You have your courses in the middle displayed in big squares, which are honestly hard to miss. On the left you have your upcoming tasks and a big,clearly visible calender that has those tasks highlighted on it, which is a good feature. The feedback part of the design is very simple and most activational feedback. There are almost none confirmation message in a pop-up dialog.

**Conclusions**

In conculsion the whole design of E-classroom is pretty straight forward until you are given some very specific tasks to perform. We could compare this to if someone was a avid android phone user tried using a iOS phone. Sure the person could use the phone, like for example opening up apps, texting and making phone calls. But then if you were giving to install or uninstall an app you could probably run into a few issues since you are not familiar to the interface of the iOS phone.

**Task analysis**

**Introduction**

The assigment was primerly based on computer-human interaction, so people were interaction with the E-classroom. We gave 4 randomly chosen people which were all foregin students and have never used the E-classroom to perform 9 tasks. Below I will discuss, analyse or mention what were those extra things that I observed during while the participants were performing those given tasks.

**Task 1**

The task itself was pretty simple and logical becuase most of the notifications are displayed as bells. For example Facebook, Twitter and all other popular social media sites use the same concepts because it is appealing to the user and users are familiar with it. I hear that one of the people used in this assigment, before doing anything, asked us if there's a way to change the langauge to English.

**Task 2**

Task was completed quickly because again, people are familiar where to find your email on your profile and there isn't much to add or analyse.

**Task 3**

Task was completed quickly because again, because if you completed the 2nd task you saw the option to view the grades. 50% of the people took a bit more time double check to find the option but again, the task itself is simple and easy to complete.

**Task 4**

All 4 of the participants performed this without much struggling because all it was simple and you only had to browse the pages that displayed the courses I was enrolled in. Again, the design is similar to other well known websites therefor it is simple to complete.

**Task 5**

Because of the design this task was another simple one to do, mostly because of the design and the position of there the tab is placed.

**Task 6**

This task took way too long considering how simple it was. I feel this was the case because of the language barrier that these people faced. 3 out of 4 did not even think of clicking the button that displays the future and past courses that I enrolled. I also noticed that after some time 2 of the participants started to get a bit annoyed and started laughing to hide their frustrations.

**Task 7**

This task was for the most part simple but I noticed that alot of some time was spent just looking for the button that said »Spremeni geslo« which was the correct one. Once again this happened because of the language barrier and because the whole settings page isn't very nicely designed. The mapping caused some issues and visibility is pretty poor.

**Task 8**

This task was by far the harders one to complete due to the language barrier. All 4 of the participans spent most of their time browsing the desktop page, looking at past courses or future courses, some of the clicked every single option on the settings page which did not yield the right result.

After some time they finally clicked on the top left button, which did not look like button, and spent some more time looking for the right class, level and year of study followed by browsing the page that displayed all of the courses avaliable for this class.

This task usually took about 5-6 minutes which is understandable.

**Task 9**

This task was the last one and was completed in a fairly fast manner, again because of how the buttons are displayed. For example, the log out buttom was displayed as an exiting door which is the same concept used amongst other popular webistes.

**Results**

The overall response to the tasks was positive since the tasks were for the most part easy and straight forward to complete for foreign students. The only and the biggest problem the participats faced was the language barrier. Since none of them spoke slovene it was expected. To fix this problem I would suggest that the option to change the language isn't hidden in a drop down menu that activates with a button. Just having 2 buttons at the top of the webpage would be a much more simple design and would solve this major problem.

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