# **3/21 Assignment #10 Schedule and Interview Client (2)** Lizz Corrigan | Maxine Dee | Kyle Carsey | Steven Naisbitt | Steve Langman

*\*Note: We have been meeting and interacting with our client regularly, but plan to review the project once more.*

## Develop client interview questionnaire and interview client.

We asked a series of questions and took notes. We asked our stakeholder to fill out this rubric regarding our project. The scoring being (1) not at all sufficient; (2) being many changes are needed; (3) A few changes are needed; and (4) being no changes needed, and then to make comments based on anything scored below (4).

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|  | **1** | **2** | **3** | **4** | **Comments** |
| **Script** |  |  | X |  | Will make script changes in the storyboards for reference |
| **Images** |  |  | X |  | Will provide some additional supporting images for bite prevention. |
| **Content and objectives** |  |  |  | X | N/A |
| **Amount of content meeting objectives?** |  |  |  | X | N/A |
| **Interface** |  |  |  | X | N/A |
| **Perceived ease of use to distribute to learners** |  |  |  | X | N/A |
| **Ability to manage and edit training in future** |  |  |  | X | N/A |

Client notes from the interactions.

1. **Clients’ view on whether the goal and objectives have met:** The client feels confident that the goals are being met. We have covered a significant amount of information that will yield well-informed volunteers. Aside from learning goals, the types of assets also meet the stakeholder goals. She feels she can confidently manage and update the assets down the road, should she need to (website and videos).
2. **Any suggestions and feedback for improvement based on the project developed so far:** Major feedback has been in regard to the script. Many of the topics have nuances that change often (e.g. hours, program offerings, etc.), legal implications, and/or can easily be misunderstood if not phrased properly. Some images have been suggested, but most of her feedback from improvement has been in phrasing and framing the learning context to be clear, evergreen, and as conflict-free as possible (e.g. No Kill).
3. **The interface design, the ease of use, and other usability-related issues:** Our group initially designed to interface to be designed through Adobe Captivate. We discovered there would be usability and ease of use issues, both regarding the learner and the stakeholder’s ability to update resources and training materials post-IDET involvement. So, we recently pivoted and decided to shift to a website in lieu of Captivate. We strongly believe this will produce as more intuitive user experience, as most users/learners have more experience using a website rather than a captivate module. We also feel the website will create a more immersive learning experience in an entire website, in lieu of an entire learning experience narrowed down into an iframe that is embedded on the HSU website. For ADA purposes, this allows us to make text bigger and incorporate alt and metatext, too. As far as the stakeholder, she is much more well-versed in the video software we used and can easily edit the training website without requiring her to purchase Captivate and learn the system. This also means that instead of trying to embed captivate, on their website, she can easily hyperlink to the training website. She can toss it as a link in an email to volunteers, or hyperlink for the public on their new website. All around, this was a good move.
4. **Any suggestions on the formative assessment component in the learning material:** The stakeholder/organization won’t be heavily reliant on the use of quizzing and testing learners. However, we will include the summative assessment and provide her access to the links. All quiz questions address the most important learning objectives that were expressed throughout the project. This is fitting to the client’s needs.
5. **Any feedback and suggestions that have not been covered above:** No.