



## Scenarios for Moodle 2.9 Usability Evaluation

*Moodle is an open source course management system that is used by millions of people around the world in universities, schools and workplaces. Moodle is used in many situations, from homeschooling with a couple of students to institutional sites with millions of users and even to MOOCs. The Moodle Project is a global effort that involves many people who contribute to make Moodle better. The Moodle Project is led by Moodle HQ. Moodle has been evolving for over twelve years and it is now arguably the most widely used course management system, certainly the most widely used open source alternative. Even with this history, there is always room for improvement. Your involvement in this evaluation will help fine-tune Moodle to help many teachers and learners in the future.*



## RECEPTION ROOM BRIEFING

Hi, are you here for the evaluation? Okay, one moment while I record the time you arrived.

I'm \_\_\_\_\_, it's good to meet you. Here's an agreement form for participants today. Read this, and let me know if you have any questions, and if you agree then please sign. On the back of this form, there's some information about the lab equipment. Familiarize yourself with the equipment you'll be using, and there's a space at the bottom for you to add your initials. When you finish with the form, bring it back to me.

Thanks for filling out the form. Here's a copy of what you signed, for your records.

## RELEASE FORM

Next is this talent release form — give this a look, and let me know if you have questions.

## INFORMED CONSENT

Now I'd like to walk you through this bill of rights for evaluators. I'd like to emphasize this first bullet because you are doing the evaluating today; you are not being evaluated. It's the product that's under review — not you — so if at any point you feel confused, or frustrated, let us know, because that's how we'll identify issues the team can work on so people don't have to struggle in real life. The project team will be observing your session and we'll be making audio and video recordings for some folks on the team who might want to review this session later on. We will also use an eye-tracking monitor today so the usability team can understand where you're looking on the computer screen. The monitor captures a recording of your screen and overlays a blue dot that bounces around to indicate where you were looking at the time. Finally, I want to note that you are here voluntarily, and you can leave whenever you need to — just let the analyst know. Also, if you need to take a break at any time, say so and you can take a break. Your session is scheduled to end at \_\_\_\_\_ and we will not keep you beyond that time. Do you have any questions at this point?

## CALL THE LAB

Now I'll call down to the lab. While we wait for the analyst, did you park in a ramp today? I'd be happy to validate your parking. In the meantime, feel free to have something to eat or drink and have a seat.



## ANALYST BRIEFING SCRIPT

### INTRODUCTION

Please have a seat at the white monitor on the far side of the table. So...you just read and signed our agreement form for usability evaluators. Did you have any questions about anything on the form?

A little bit about what we do: I'm a user experience analyst, and I help design teams make their products as intuitive and easy-to-use as possible. Today, a team of people from the University of Minnesota together with people from Moodle HQ and the Moodle community are trying to evaluate the latest version of Moodle. They have some unanswered questions about it, so we've asked you here to tell us what you think — what's easy to use, what's difficult, and where is some room for improvement.

### INFORMED CONSENT

Did the receptionist review our Bill of Rights with you? Did you have any questions about it?

A few things that I will remind you about:

- The most important thing is that you are doing the evaluating today and you are not being evaluated in any way. We're looking to you for help identifying anything that makes you feel frustrated or confused, because we want to avoid that in real life.
- If you should happen to get into a part of the site that isn't working or if you feel like you're stuck, we have a help desk available for you. That number will directly connect you to a member of the team who's familiar with the features and might point you in a different direction. You can call the help desk anytime you feel stuck or anytime you would ask for help in a real-life situation.

## CALIBRATION

We'll be using this eye-tracking monitor today. In order for the eye-tracker to recognize your eyes when you're looking at the screen, we're going to have to go through a short calibration process. The first thing I'd like you to do is sit comfortably, like you normally would while you're using the computer, and I'll adjust the monitor to match. Are you seated comfortably in your chair? Are you a comfortable distance from the monitor? Is the mouse on the right side for you? At this point I'm going to start the calibration process. You're about to see a blue dot move around the screen, and I'd like you to focus on the center of the dot whenever it comes to a stop. Are you ready?

## THINK OUT LOUD

Okay, we're ready to start. So you have some context for evaluating the design, we'll give you some everyday tasks that teachers using Moodle would complete; these are basic tasks that most teachers will undertake. While you complete these tasks, we want you to think out loud and give us your impressions as you go along.

We want your honest opinion, because that's what will really help us the most. Tell us what you're looking for, and what you think about what you see. If there's anything you didn't expect, if something confuses you, or if there's something you like as you're going through the site, let us know.

For an example of what I mean by "thinking out loud", let's say your task was to buy a movie on amazon.com. You'd say, "Okay, I'm on the Amazon webpage, and I'm looking for some place to buy a movie. I see this search bar, but I don't know what movie I want so that won't help me. Oh okay, I see this link that says 'Movies' so I'm going to click that. Yep, that's what I'm looking for," or, "Oh, I wasn't expecting that at all!" Just narrate what you're thinking as you're going along.

For each scenario, I'd like you to read the scenario out loud then complete each task, one at a time. Reading each task out loud helps us keep track of where you are. When you feel like you've finished the scenario or you've found the information that you are looking for, or if you reached a point where you've given up, just say "I'm done," or "I'm finished," and I'll come back in.

## Logging In

We're using a version of Moodle that's pretty vanilla, simply as it's installed in its base level. We have a basic course set up in Moodle that you're going to work within. There are some

## YOUR AUTHENTICATION CREDENTIALS



Password: test

## YOUR COURSE

You should be presented with a list of courses. Find the course with the following name.

Course name: Writing Studies 101 (102, 103, ...)



## Scenario One – Edit User Profile

You are teaching a course for the first time and you need to share some things with your students.

### TASKS

1. Change your profile to add a photo, your telephone number and some details and interests about yourself. There is a photo in a file called *profile-photo.jpg* that you can use. There is also a file called *Text-for-tasks.txt* that contains text that you can copy and paste when completing this task.
2. You would like to introduce yourself to the students who are already enrolled in your course by sending a message. Send a message to all students (but only the students) welcoming them to the course using the welcome message in *Text-for-tasks.txt* provided.
3. You also want to contact your TA. Send an individual message to Colin Cuttlefish, your TA, who is helping you in the course. You may use the text provided in *Text-for-tasks.txt*.

PLEASE REMEMBER TO THINK OUT LOUD ☺

### DEBRIEFING QUESTIONS

Were you able to input the information about yourself in the fields provided? Were there some fields you would have expected that were not available?

Was it easy to find where you needed to go to send a message to your students and TA?



## Scenario Two – Create a Page and Embed a YouTube Video

Now you want to get your course in shape. Some content has already been added to your course.

### TASKS

1. Shift the page called “Introduction to the course” to the first section, before Topic 1.
2. The content of the resource called “Assessment items” is not ready yet. Hide it.
3. Rename the section called “Topic 1” to “Assessment”.
4. Add a new section to the course and call it “Resources”.
5. On the desktop you will find a file called “Course outline”; upload it to your course.
6. You want to add a video from YouTube to your course. Add the video with the link <https://www.youtube.com/watch?v=R9Z9Y-kq-Rg>

PLEASE REMEMBER TO THINK OUT LOUD ☺



## Scenario Three – Create a Quiz

You want to know what level your students are at when they start the course. You need to create a quiz

### TASKS

1. Create a quiz titled “Pre-knowledge quiz”.
2. Edit the quiz and add some questions from the file *Text-for-tasks.txt*. Try at least the
  - a. True/False,
  - b. Short answer,
  - c. Numerical and
  - d. Multiple choice question types.

PLEASE REMEMBER TO THINK OUT LOUD ☺





## Scenario Four – Create an assignment

Your students will be completing a reflection journal each week. You want to allow them to upload their journal file.

### TASKS

1. Create an assignment called “Assignment 1”.
2. You may use the description from the file *Text-for-tasks.txt*.
3. Set a due date for the end of next week.
4. Change the maximum file size to 500KB.

PLEASE REMEMBER TO THINK OUT LOUD 😊



## Scenario Five – Creating a Choice activity

You want to give your students some choice about topics later in the course.

### TASKS

1. Create a Choice activity called “Topics” and use the description and choices from the file *Text-for-tasks.txt*.
2. Allow students to see what other students have chosen.

PLEASE REMEMBER TO THINK OUT LOUD ☺