

***National College of Ireland***

***Usability Testing Report  
For NALA's  
[www.writeon.ie](http://www.writeon.ie)***

**16 February 2009**

## Summary

This report presents the findings of usability testing undertaken on NALA's new e-learning literacy tool 'www.writeon.ie'. This is a website that supports learners in improving their reading, writing and number skills. The research was conducted by National College of Ireland and usability testing took place in NCI's usability laboratory; the National E-learning Laboratory (NELL).

Five learners, who are representative of the website's target group, took part in usability testing. Users were observed performing a set of tasks in NCI's usability laboratory and their behaviour was then analysed using Observer XT technology. Users also completed an on-line pre and post test questionnaire and participated in a post test interview.

Results of testing revealed that overall, learners found [www.writeon.ie](http://www.writeon.ie) a very relevant, interesting and engaging website. They liked the design; found the audio support helpful and felt that content was at the right level for them. However, testing also revealed that learners could not chart their overall progress in the system and when asked to re-start the lesson, all ran into difficulty. Nor did learners fully understand the feedback process.

The table below summaries the main issues that emerged during usability testing:

<b>Progression Learning Path</b>	Learners could get started on different areas easily i.e Words area and understood they were on that topic. However they did not understand how much they had completed or what was left to complete in each unit. In particular, the <b>Learning Units screen</b> in pre-test caused much confusion.	☹ ☹ ☹
<b>Finding your way around website</b>	Learners could generally progress through screens in a linear fashion, however when asked to deviate from this (go back, re-start etc.), learners ran into difficulties.	☹ ☹
<b>Feedback</b>	Currently, the system does not encourage learners to seek additional feedback or attempt incorrect exercise again.	☹ ☹
<b>Exercises</b>	Generally successful, but some screens causing confusion such as Money screen (Pre-test listening), Signs Screen, Football Screen (Pre-test Reading), Envelope Screen (Pre-test Writing), Revolving Cards Screen (Learner units).	☹
<b>Design</b>	All learners liked the design of system. They liked colours, size of text, space between words and thought the images useful.	😊 😊 😊
<b>Content</b>	All learners said that they found content both relevant and appropriate to their level of studies.	😊 😊 😊
<b>Audio</b>	All learners liked the audio support. Two learners did not see some of the smaller audio icons and four learners used audio to find answer in pre-test reading (signs screen) rather than read answer on screen	😊 😊

## Introduction

### National College of Ireland

National College of Ireland is a third-level education provider committed to advancing knowledge in its specialist areas of business, human resource management, accountancy, finance, computing and community studies. Full and part-time courses in these areas are offered through the college's three Schools; the School of Business, the School of Computing and the School of Community Studies. Research at National College of Ireland is regarded as a core activity embedded in the academic culture and contributing to the overall mission of the college. Lifelong learning and workplace learning represent National College of Ireland's historical and current sphere of interest. [www.ncirl.ie](http://www.ncirl.ie)

### The Centre for Research and Innovation in Learning and Teaching

Research activities are directed toward the following objectives:

- ❖ Study, develop, design and access new models, principles, practices, tools, artifacts and settings arising from the use of technology to support learning.
- ❖ Support and promote discourse on the application of e-Learning and blended learning within business, government and education sectors.
- ❖ Monitor, benchmark, review and report on national and international e-Learning policies and activities.
- ❖ Develop new models of teaching and training that support blended learning contexts.
- ❖ Apply flexible technology supported approaches to enhance skills in the workforce.
- ❖ Conduct research

### The National e-Learning Laboratory (NELL)

The National e-Learning Laboratory (NELL) allows researchers to systematically explore and improve the use of learning and knowledge-based technologies. The laboratory consists of sophisticated hardware and software that can observe up to four participants simultaneously.

User behaviour and screen interactions are investigated using combinations of video and audio recording, screen-capture, precision keyboard & mouse logging and eye tracking.

NELL enables researchers to observe, record and analyse the behaviour of students interacting with e-learning resources.



This data allows researchers to evaluate the students' learning experience in terms of the quality of engagement, learning gain, efficiency, effectiveness and usability.

## **NALA**

The National Adult Literacy Agency (NALA) was established in 1980. NALA is an independent membership organisation, concerned with developing policy, advocacy, research and offering advisory services in adult literacy work in Ireland. NALA has campaigned for the recognition of, and response to, the adult literacy issue in Ireland. [www.nala.ie](http://www.nala.ie)

[www.writeon.ie](http://www.writeon.ie)

NALA have recently introduced a new on-line literacy tool called [www.writeon.ie](http://www.writeon.ie). The aim of this website is to support service users improve their reading, writing and number skills. Once learners have successfully completed on-line units they can receive FETAC certification.

NALA engaged NCI to conduct user testing on specified areas of the [www.writeon.ie](http://www.writeon.ie) website and produce a report which would inform the on-going development of this resource.

## Research Methods and Design

A user study was designed that would facilitate the observation of users of the system performing a number of tasks in close to realistic setting. The testing took place in NCI's usability laboratory; NELL.

### Learner Study Protocol

- ❖ Pre-test on-line questionnaire (learner guided through this)
- ❖ Learner was given a scenario and asked to complete tasks
- ❖ Learner behaviour was observed and recorded during observation using video and sound recording and interaction logging
- ❖ Exit questionnaire (three of learners completed these)
- ❖ Post-test interview

### Learners

"It takes only five users to uncover 80 percent of high-level usability problems"

*Jakob Nielsen ([www.useit.com](http://www.useit.com))*

During this study, five testers were involved in usability testing. NCI recruited one NCI student, who fitted the target profile and NALA recruited four testers, all of which were existing users of NALA services. All users involved in this research were male. In the pre-test questionnaire, learners were asked to supply details about their backgrounds, experience with computers and any prior knowledge of the system. Please see Appendix 1 for an example of pre-test and post-test questionnaire.

### Scenarios

During this test, User A was defined as learner who is interested in improving their reading, writing and listening skills. They have been directed to the 'www.writeon.ie' website. The user was asked to log on to the system, and carry out tasks listed below. Learners were asked to carry out the tasks unaided, however if noted through the observation that learners were having trouble doing this, observers will intervene to get the user back on track.

Learners were provided with instructions on a print-out, see example in Appendix 2.

## Specific Tasks

Users were asked to complete a number of tasks during the test. Those tasks included:

### Section 1

1. Open [www.writeon.ie](http://www.writeon.ie)
2. Obtain password
3. Log-on to site

### Section 2

4. Progress through Pre-test Listening, Reading and Writing screens

### Section 3

5. Complete Pre-test Learning preferences and Learning Units screens
6. Progress through Learning Units (time permitting)

### Section 4 –Side tabs

7. Log out of site, Log back on
8. Select Edutainment Button
9. Select a **news** story, open and note down what story is about.
10. Restart lesson where had previously left off

## Results

The following section is divided into two parts. The first section will present data on each individual user's experience and observed behaviour. Based on individual observations and post interview feedback, we then assigned a success rating to each of the sub-tasks performed per user.

In the second section we present a summary of all five users' behaviour across sub-tasks. Based on these results, we then comment on usability aspects of the [www.writeon.ie](http://www.writeon.ie). We analyse the system as a whole in terms of five usability attributes: Usefulness, Ease of Use, Learnability, Satisfaction and E-Learning.

Several critical episodes that illustrate problems that users encountered during testing are compiled on the accompanying DVD.

### Part 1 - The Users' Experience

The following section will present data and commentary on individual user experience and behaviour during throughout tests.

#### Learner 1 – Profile

<b>Learner 1</b>	Male, Age: Over 65. His highest level of formal education is Primary level.
<b>Computer use</b>	This participant has been using computers for less than six months and uses computers on a weekly basis. He mostly uses a laptop computer and uses mobile for phone calls only. He uses a computer for office packages such as Word etc., email and the Internet.
<b>Previous Experience</b>	He has not used NALA services before. Nor has he ever engaged with <a href="http://www.write.on">www.write.on</a>

## Observations Learner 1

TASKS (L1)	Time (secs)	Comple- tion	Errors	Observer comments	Post interview, learner	Suc- cess
<b>Task 1: Logon</b>	302	Y		used nickname	<i>Very straightforward</i>	<b>1</b>
<b>Task 2: Pre-Test</b>	2232					
Select Words Area	37	Y			<i>Its obvious what to select</i>	<b>1</b>
Pre-test Listening	687	Y	3	<b>Error 1</b> – did not see forward button for some time. <b>Error 2</b> Train screen: Did not listen to audio. <b>Error 3</b> Money screen with small audio buttons; did not understand what he had to do		<b>4</b>
Pre-test Reading	644	Y	1	<b>Error</b> - Signs screen: trouble finding audio buttons n then listened to audio to find answer instead of reading		<b>3</b>
Pre-test Writing	664	Y				<b>1</b>
Select learning preferences	69	Y		Was able to choose 3 options	<i>It's asking me what am I most interested in doing</i>	<b>1</b>
Select learning units	131	N	1	Did not understand this screen. Tried back button and other buttons. Required intervention	<i>This is a bit confusing. I thought I could move blue box down page &amp; select what I want</i>	<b>5</b>
<b>Task 3: Learning unit screens</b>	-	N		Was not asked to do this task		
<b>Task 4: Log-in again</b>	54	Y				<b>1</b>
<b>Task 5: Edutainment</b>	66					
Select Edutainment	6	Y				<b>1</b>
Note down news	60	Y				<b>1</b>
<b>Task 6: Re-start/Progress</b>	143					
Locate start/home page	10	Y	1	used browser back button	<i>Not obvious how to do so</i>	<b>3</b>
Select words area	1	Y				<b>1</b>
Find where left off	132	N	1	Once returned to learning units screen, unable to progress. Intervention	<i>I don't understand it. If learning unit screen not moving down, I'd think I was doing something wrong</i>	<b>5</b>

### Success Rating

- 1 = task completed and efficient;
- 2 = task completed but with hesitation;
- 3 = task completed with alternative route;
- 4 = task completed after error recovery;
- 5 = task incomplete or learner required intervention



## Learner 1 Problem areas

Area	Feedback
<b>Pre-test Listening</b>	<p><u>Train screen, drop down box</u>: Did not listen to audio, read sentence and inserted word he thought made sense – Did not follow instructions.</p> <p><u>Money-banking screen</u>: Did not see small audio buttons, once he did see them, still found difficult to complete task, was unsure what to do.</p>
<b>Pre-test Reading</b>	<p><u>Signs screen</u>: Was initially unsure what to do, trouble locating small audio buttons. Used audio buttons instead of reading signs. Wanted to input euro sign but could not find on keyboard.</p> <p><u>Football screen</u>-drag boxes: was initially unsure which way to drag – left to right or right to left. <b>Did</b> scroll down page.</p>
<b>Pre-test Writing</b>	<p><u>Envelope screen</u>: Had problems getting names to stick to labels in the middle of screen.</p>
<b>Learning Preferences</b>	Was able to click on 3 preferences
<b>Learning units summary</b>	Did not understand at all. Assumed he could click on what he wanted to study, expected highlighted box to move down page when clicked.
<b>Locate home page</b>	Used browser back button.
<b>Restart/Progress</b>	Did not understand how much he had done, what was left to do or where he should start again.
<b>Navigation</b>	<p>Hesitation finding forward button. Could progress through in linear fashion but got stuck when tried to deviate from going forward.</p> <p>Retry button – did not see or when questioned after test, understand purpose.</p> <p>Exercise Bar – did not see this and when questioned, did not understand purpose.</p> <p>Learning units – Did not see or understand purpose.</p>

## Others comments

Area	Feedback
Audio	This learner found the audio very useful, especially when he didn't understand instructions. However, he ignored some of the audio instructions in Listening pre-test and did not see some of the mini audio buttons.
Screens	Learner 5 found the exercises interesting and engaging. He enjoyed the interactive nature of screens e.g. Drag, click, drop-down etc.  He would definitely recommend to a friend.

## Learner 1 Post-observation Questionnaire Summary

<b>Usefulness</b>	<b>100%</b>
This website meets my needs	5
It does everything I would expect it to do	5
This website allows me to do the things I want to do	5
<b>Ease of Use</b>	<b>90%</b>
It is easy to use this website	4
It is easy to find what I am looking for	4
The structure of this website is logical and easy to follow	5
If I make a mistake, I can find my way again easily	5
<b>Learnability</b>	<b>93%</b>
It is easy to learn how to use this website	4
I learned how to use this website quickly	5
I can easily remember how to use this website	5
<b>Satisfaction</b>	<b>84%</b>
I like this website	5
This website works the way that I want it to work	3
This website annoys me	1
I like how this website looks	3
I would recommend this website to a friend/colleague	5
<b>e-Learning</b>	<b>69%</b>
I found the content relevant to my needs	5
I found the content at the right level for me	3
The course structure was presented in a clear way	3
Feedback on activities was presented in useful way	
I found in possible to progress through this course on my own	3
I found this course fun, engaging	5
I found it easy to see my progress through this course	2
I can adapt this course to my own needs	3
<b>Total</b>	<b>87%</b>

1= strongly disagree; 5=strongly agree

Learner and observer discussed tasks and completed this questionnaire together.

## Learner 2 Profile

<b>Learner 2</b>	Male, Age: Over 49-64. Highest level of formal education is Primary Level.
<b>Computer use</b>	Has been using computers for over a year and uses computers on a weekly basis.  This participant uses a computer and mobile phones on a weekly basis. He uses a computer for office packages, Internet (for information not purchasing) and occasionally games.
<b>Previous Experience</b>	He has used NALA services before and is currently a user of <a href="http://www.writeon.ie">www.writeon.ie</a>

## Learner 2 Observations

TASKS (L2)	Time (secs)	Comple-tion	Errors	Observer comments	Post interview, learner	Success
<b>Task 1: Logon</b>	64	Y		NALA Tutor assisted		<b>1</b>
<b>Task 2: Pre-Test</b>	1307					
Select Words Area	44	Y			<i>Its fairly obvious words is about words</i>	<b>1</b>
Pre-test Listening	472	Y	1	Picked up use of audio very quickly. Money screen: very hesitant	<i>It was very specific, instructions</i>	<b>2</b>
Pre-test Reading	379	Y	1	<b>Error:</b> Signs screen - in 2 out of 3 signs used audio to find answer instead of reading signs		<b>3</b>
Pre-test Writing	297	Y		Envelope screen: unsure where to stick label		<b>1</b>
Select learning preferences	38	Y		Was able to choose 3 options	<i>I thought that was very good - what you think you would be good at</i>	<b>1</b>
Select learning units	77	N	1	Did not understand and sought help	<i>I found it hard to understand</i>	<b>5</b>
<b>Task 3: Learning unit screens</b>	375	Y	2	Did not realise if u you move mouse over tick, you get feedback or that you could retry	<i>They mark them for you.</i>	<b>3</b>
<b>Task 4: Log-in again</b>	32	Y				<b>1</b>
<b>Task 5: Edutainment</b>	131					
Select Edutainment	14	Y				<b>1</b>
Note down news	117	Y				<b>1</b>
<b>Task 6: Re-start/Progress</b>	115					
Locate start/home page	9	Y	1	Used browser back button	<i>Only way I know is with back button</i>	<b>3</b>
Select words area	105	N	1	Saw dropdown menu but did not click on forward button, used browser back button		<b>3</b>
Find where left off	-	N	1	Did get to learner units screen, did not understand how to progress. intervention		<b>5</b>

### Success Rating

- 1 = task completed and efficient;
- 2 = task completed but with hesitation;
- 3 = task completed with alternative route;
- 4 = task completed after error recovery;
- 5 = task incomplete or learner required intervention

## Learner 2 Problem areas

Area	Feedback
<b>Pre-test Listening</b>	<u>Money-banking screen</u> : Hesitant. Listened to audio 3 times but was still unsure how to progress for quite some time. His answers were partially correct.
<b>Pre-test Reading</b>	<u>Signs screen</u> : Hesitation. In 2 out of 3 signs used audio instead of reading signs to find correct answer.  <u>Football screen-drag boxes</u> : was initially unsure which way to drag – left to right or right to left. Did <b>not</b> scroll down screen.
<b>Pre-test Writing</b>	<u>Envelope screen</u> : Was unsure WHERE to stick names, addresses – e.g at side, in middle? (Did not see yellow labels in middle)
<b>Learning Preferences</b>	Was able to click on 3 preferences.
<b>Learning units summary</b>	Did not understand at all. Tried audio but that did not help him. Required intervention and when instructed to do so, clicked through.
<b>Learning Units screens</b>	Learners says he did see corrections (ticks and crosses). Did not realise that more feedback available if roll over word. Did not realise that user had option of trying again through retry button.
<b>Locate home page</b>	Used browser back button.
<b>Restart/Progress</b>	Did not understand how much he had done, what was left to do or where he should start again.
<b>Navigation</b>	Could progress through in linear fashion but got stuck when tried to deviate from going forward.  Retry button – did not understand purpose. Exercise Bar – did not see this and when questioned, did not understand purpose. Save button – when pointed out in post interview, was unsure of its purpose.

## Others comments

Area	Feedback
Audio	Learner found the audio very useful, especially for support with reading. He felt audio buttons/icons were obvious and called them <i>-my friends</i> .
Screens	He liked them.
Design	Says that he very much liked the designs and colours of site, says it would draw his attention – <i>it's a lovely site</i> . Would recommend to a friend.
Content	Maintains that it was right level for him. Liked the way that users were shown how to do something and then had to do it, e.g. 'text speak

### Learner 3 Profile

<b>Learner 3</b>	Male, Age: Over 49-64. His highest level of formal education is Primary level.
<b>Computer use</b>	This Learner has been using computers between six months and a year. He mostly uses a computer and a mobile phone but does not use his mobile for the Internet. He uses a computer for office packages such as Word etc. and email on a weekly basis and uses the Internet and e-learning on a daily basis.
<b>Previous Experience</b>	He has used NALA services before. He is a current user of <a href="http://www.write.on">www.write.on</a>



## Learner 3 Observations

TASKS (L3)	Time (secs)	Completion	Errors	Observer comments	Post interview, learner	Success
Task 1: Logon	115	Y	1	Didn't enter nickname, no feedback on error, logged in after several attempts	<i>dead easy</i>	4
Task 2: Pre-Test	1486					
Select Words Area	11	Y				1
Pre-test Listening	495	Y	1	Money screen: ticked all answers	<i>instructions were clear, audio told me what to do (but he actually did task incorrectly)</i>	3
Pre-test Reading	393	Y	2	<b>Error:</b> Signs screen - did not understand what to do, used audio. <b>Error 2:</b> Screen football match, did not scroll down	<i>oh, didn't realise there was more of them (screen football)</i>	4
Pre-test Writing	441	Y				1
Select learning preferences	56	Y		selected several	<i>I would chose all of them (all relevant to me) except money - I already know about money</i>	1
Select learning units	89	N	1	clicked on many areas but could not progress, required intervention	<i>I got stuck on this</i>	5
Task 3: Learning unit screens	247	Y		Didn't observe if he saw feedback. When prompted in post interview, said that he did not observe feedback	<i>I didn't see them</i>	1
Task 4: Log-in again	40	Y				1
Task 5: Edutainment	89					
Select Edutainment	41	Y				1
Note down news	48	Y				1
Task 6: Re-start/Progress	900					
Locate start/home page	83	N	1	Clicked back onto pre-test quest. by mistake, required intervention. Then used browser back button		5
Select words area	30	Y				1
Find where left off	787	N	1	Spent a lot of time with tutor looking for this. Kept landing on learning units completion screen and thought this was incorrect	<i>I'm back to square one - this is the wrong one. I was trying all the buttons</i>	5

### Success Rating

- 1 = task completed and efficient;
- 2 = task completed but with hesitation;
- 3 = task completed with alternative route;
- 4 = task completed after error recovery;
- 5 = task incomplete or learner required intervention

### Learner 3 Problem areas

Area	Feedback
Pre-test Listening	<u>Money-banking screen</u> : Was unsure what to do, ticked all boxes (incorrect). Did not understand instructions.
Pre-test Reading	<u>Signs screen</u> : Hesitation. In 2 out of 3 signs used audio to find answer instead of reading signs.  <u>Football screen</u> -drag boxes: was initially unsure which way to drag – left to right or right to left. Did <b>not</b> scroll down screen.
Learning Preferences	Selected several options.
Learning units summary	Did not understand at all. Tried audio but this did not help him. Required intervention and when instructed to do so, clicked through.
Learning Units screens	Got all these exercises correct, but when questioned in post interview, says that he did not see feedback but did understand that if he had seen feedback, he could retry. Revolving cards screen: spent much time on this screen just before test was ended.
Locate home page	Used browser back button.
Restart/Progress	Spent quite a bit of time trying to restart, didn't understand that when landed on learning units summary page that he could continue from here.
Navigation	Found forward button quickly (is currently using system) Did not understand purpose of exercise button. Says he realises purpose of Retry button and if he made a mistake, could retry using this button (didn't observe him doing this).

### Others comments

Area	Feedback
Audio	Learner liked audio and thinks audio buttons obvious.
Design	Very much liked designs and colours that they are right one for a site like this- <i>I found it easy to see.</i>
Content	Found it interesting. He says <i>its excellent and I will be back on it soon.</i>



## Learner 4 Profile

<b>Learner 4</b>	Male, Age: 33-48. His highest level of formal education is Junior Cert Level.
<b>Computer use</b>	<p>This participant has been using computers for over a year and uses computers on a daily basis.</p> <p>He uses his laptop and mobile phone (without internet) daily. He uses his computer for office packages such as Word etc. email and Internet on a daily basis. He is also engaged in e-learning on a regular basis.</p>
<b>Previous Experience</b>	He rang NALA to receive a phone number about their services but has not followed up. He has not used <a href="http://www.writeon.ie">www.writeon.ie</a> before.
<b>Note</b>	This user appeared to be at a slightly higher level of competence than other users.

## Learner 4 Observations

TASKS (L4)	Time (secs)	Completion	Errors	Observer comments	Post interview, learner	Success
<b>Task 1: Logon</b>	82	Y		Used nickname		1
<b>Task 2: Pre-Test</b>	1058					
Select Words Area	27	Y			<i>It is obvious there is a choice of numbers, words etc.</i>	1
Pre-test Listening	428	Y				1
Pre-test Reading	272	Y	1	<b>Error:</b> Signs screen - on 2 out of 3 signs used audio instead of reading signs	Football screen-match boxes: It was not immed. <i>Obvious what to do?</i>	3
Pre-test Writing	276	Y	1	Envelope screen: hesitant at first	<i>I didn't get it</i>	2
Select learning preferences	39	Y		Selected one option	<i>It was giving me a choice... learn something I was interested in</i>	1
Select learning units	17	N	1	Clicked through, but did not understand what it is	<i>I just kept following the arrows. I thought it would bring me to an area where I could learn about writing notes" (that's what it said)</i>	4
<b>Task 3: Learning unit screens</b>	410	Y	2	Revolving cards screen: unsure about task. Spelling marker screen: Did look at feedback but did not try again	<i>I seen the marks n crosses straight away, came across feedback by accident and did not retry</i>	3
<b>Task 4: Log-in again</b>	23	Y				1
<b>Task 5: Edutainment</b>	182					
Select Edutainment	18	Y				1
Note down news	164	Y				1
<b>Task 6: Re-start/Progress</b>	55					
Locate start/home page	17	Y		Used Learner units button under learner	<i>What attracted me there was the word 'units'</i>	1
Select words area	14	Y		Started at 'writing		1
Find where left off	25	N	1	clicked through learner units summary page & started learning units again (hadn't completed section previously)	<i>I don't know what is left for me to do</i>	5

### Success Rating

- 1 = task completed and efficient;
- 2 = task completed but with hesitation;
- 3 = task completed with alternative route;
- 4 = task completed after error recovery;
- 5 = task incomplete or learner required intervention

## Learner 4 Problem areas

Area	Feedback
Pre-test Reading	<p><u>Signs screen</u>: Hesitation. In 2 out of 3 signs used audio to find answer instead of reading signs.</p> <p><u>Football screen</u>-drag boxes: was initially unsure what to do.</p>
Pre-test Writing	<u>Envelope screen</u> : Was initially unsure what to do. Hesitation.
Learning Preferences	Selected one preference.
Learning units summary	Did not understand at all. Clicked through and assumed this would bring him to a screen about 'writing notes'.
Learning Units screens	<p><u>Revolving cards screen</u>: took a lot of time for him to understand what to do for this exercise, did one card only and continued.</p> <p><u>Spelling marker screen</u>: came across feedback by accident (rolled over) but did not understand he could have retried exercise.</p>
Restart/Progress	Did arrive at correct place – learning units but was unsure what to do next or where he was going.
Navigation	<p>Thought forward button should be at bottom of screen.</p> <p>Did see exercise button but did not know why it was there.</p> <p>Used back browser button.</p>

## Others comments

Audio	Thought this was excellent.
Design	He thinks website is was very user friendly, pictures relevant, clear writing, gaps between words appropriate. <i>It is not intimidating in any way – I think it is better than BBC website .</i>
Screens	Did not read welcome screens all way through.
Content	Thought the level was appropriate for him.

## Learner 4 Post-observation Questionnaire Summary

<b>Usefulness</b>	<b>87%</b>
This website meets my needs	3
It does everything I would expect it to do	5
This website allows me to do the things I want to do	5
<b>Ease of Use</b>	<b>95%</b>
It is easy to use this website	5
It is easy to find what I am looking for	4
The structure of this website is logical and easy to follow	5
If I make a mistake, I can find my way again easily	5
<b>Learnability</b>	<b>100%</b>
It is easy to learn how to use this website	5
I learned how to use this website quickly	5
I can easily remember how to use this website	5
<b>Satisfaction</b>	<b>100%</b>
I like this website	5
This website works the way that I want it to work	5
This website annoys me	1
I like how this website looks	5
I would recommend this website to a friend/colleague	5
<b>e-Learning</b>	<b>85%</b>
I found the content relevant to my needs	3
I found the content at the right level for me	5
The course structure was presented in a clear way	4
Feedback on activities was presented in useful way	4
I found it possible to progress through this course on my own	4
I found this course fun, engaging	5
I found it easy to see my progress through this course	4
I can adapt this course to my own needs	5
<b>Total</b>	<b>93%</b>

1= strongly disagree; 5=strongly agree

Learner and observer discussed tasks and completed this questionnaire together.



## Learner 5 Profile

<b>Learner 5</b>	Male, Age 49-64yrs. His highest level of formal education has been at Primary level.
<b>Computer use</b>	<p>Has been using computers between six months and a year.</p> <p>He uses his computer and mobile phone (without internet) daily. He does not use office applications such as Word etc. but does use email and the Internet regularly. He does not uses games or engage in e-learning.</p>
<b>Previous Experience</b>	He is a current user of NALA services and has never used <a href="http://www.writeon.ie">www.writeon.ie</a> before.
<b>Note:</b>	This learner committed quite a few errors when completing tasks. However, with this particular learner we are unsure as to whether this was a system error or whether learner misunderstood our instructions.

## Learner 5 Observations

TASKS (L5)	Time (secs)	Completion	Errors	Observer comments	Post interview, learner	Success
<b>Task 1: Logon</b>	103	Y		Used nickname		1
<b>Task 2: Pre-Test</b>	1937					
Select Words Area	120	N	1	Selected learning to learn area instead - misunderstood instruction?		5
Pre-test Listening	759	Y	1	<b>Error 1</b> - did not see forward button at top, required intervention	<i>To me that button should be down there (bottom).</i>	5
Pre-test Reading	561	Y		Hesitation on signs screen.		2
Pre-test Writing	442	Y				1
Select learning preferences	44	Y		clicked one only	<i>It's about which course I want to do</i>	1
Select learning units	11	N		Clicked through, but misunderstood meaning	<i>This tells me that my spelling was bad</i>	5
<b>Task 3: Learning unit screens</b>	279	Y	1	Did not notice marks or feedback - did not receive negative feedback	<i>I double click on habit</i>	1
<b>Task 4: Log-in again</b>	23	Y				1
<b>Task 5: Edutainment</b>	174					
Select Edutainment	157	N	1	Went to words section instead - misunderstood instructions? Intervention	<i>I didn't get that</i>	5
Note down news	17	N	1	Went to text area instead - misunderstood instruction? Intervention		5
<b>Task 6: Re-start/Progress</b>	126					
Locate start/home page	21	Y	1	Used back button		3
Select words area	105	N	1	Used back button and then logged out by mistake-finished test		5
Find where left off	-	N	1		<i>I don't know where to go</i>	5

## Success Rating

- 1 = task completed and efficient;
- 2 = task completed but with hesitation;
- 3 = task completed with alternative route;
- 4 = task completed after error recovery;
- 5 = task incomplete or learner required intervention



## Learner 5 Problem areas

Area	Feedback
<b>Pre-test Reading</b>	<p><u>Signs screen</u>: Hesitation. Did not see small audio buttons. Tried to input euro sign. Was confused as to what to do. Inconsistency in 3 tasks (signs). First sign relates to grammar in sign, other two signs relate to content contained in signs.</p> <p><u>Football screen</u>-drag boxes: was initially unsure what to do, where to drop boxes.</p>
<b>Pre-test Writing</b>	<u>Envelope screen</u> : Was initially unsure what to do, left one name on top left hand corner.
<b>Learning Preferences</b>	Selected one preference.
<b>Learning units summary</b>	Clicked through. Did not understand, thought this screen related to progress and his spelling.
<b>Learning Units screens</b>	Did not notice any feedback at all – when questioned in interview, he assumed he had double-clicked through, so didn't get any corrections. (He did get corrections but didn't see them).
<b>Restart/Progress</b>	Used browser back button, logged out by mistake. Confused. When questioned, did not know was unsure how to check progress – suggested results area.
<b>Navigation</b>	<p>Did not see forward button at top (intervention), says it should be at bottom of screen.</p> <p>Thought retry button said 'retire', and when this was clarified, that it was part of the forward button</p> <p>Did not understand what the exercise button</p>

Area	Feedback
<b>Audio</b>	Thought this good – <i>thought it could make you a little lazy too</i>
<b>Design</b>	Liked colours, size of text, words etc.
<b>Screens</b>	Did not read welcome screens all way through.
<b>Content</b>	Thought content was good – quite advanced. He says if he tried this site six months ago (before he engaged with NALA), it would have been very difficult for him.

## Learner 5 Post-observation Questionnaire Summary

<b>Usefulness</b>	<b>87%</b>
This website meets my needs	4
It does everything I would expect it to do	4
This website allows me to do the things I want to do	5
<b>Ease of Use</b>	<b>80%</b>
It is easy to use this website	4
It is easy to find what I am looking for	4
The structure of this website is logical and easy to follow	4
If I make a mistake, I can find my way again easily	4
<b>Learnability</b>	<b>80%</b>
It is easy to learn how to use this website	4
I learned how to use this website quickly	4
I can easily remember how to use this website	4
<b>Satisfaction</b>	<b>96%</b>
I like this website	5
This website works the way that I want it to work	4
This website annoys me	1
I like how this website looks	5
I would recommend this website to a friend/colleague	5
<b>e-Learning</b>	<b>58%</b>
I found the content relevant to my needs	5
I found the content at the right level for me	3
The course structure was presented in a clear way	3
Feedback on activities was presented in useful way	2
I found it possible to progress through this course on my own	2
I found this course fun, engaging	4
I found it easy to see my progress through this course	1
I can adapt this course to my own needs	3
<b>Total</b>	<b>80%</b>

1= strongly disagree; 5=strongly agree

Learner and observer discussed tasks and completed this questionnaire together.

## Part 2 – Summary of Users' experience

In this section, we present a summary of users' experience during testing. We first present a table summarising all user behaviour across sub-tasks and then comment on the overall usability attributes of the [www.writeon.ie](http://www.writeon.ie) system.

Task	Time (median)	# of errors	Success Rating for Learner					Comment
			1	2	3	4	5	
<b>Task 1: Logon</b>	103	1	1	1	4	1	1	Successful. Only one learner had difficulty with completing nickname field.
<b>Task 2: Pre-Test</b>	1486							
Select Words Area	37	1	1	1	1	1	5	Successful. One learner required intervention to access words area, but unclear whether system error or whether learner did not understand instruction.
Pre-test Listening	495	6	4	2	3	1	5	Generally learners were able to access and progress through this section. However, some issues arose when (a) two learners had problems with locating the forward button (b) screens – money/banking screen, 3 learners had difficulty & did not complete this correctly.
Pre-test Reading	393	5	3	3	4	3	2	Generally learners were able to access and progress through this section. All learners had issues with signs screen, four of them finding answer rather than reading content. Football screen (drag boxes) 4 Learners initially unsure which way to drag boxes, 2 did not scroll down screen.
Pre-test Writing	441	1	1	1	1	2	1	No significant issues. Stickiness of labels on envelope screen" caused some confusion and it was not immediately obvious what labels were e.g. address line 1, line 2 etc.
Select learning preferences	44	0	1	1	1	1	1	Three learners made multiple selections, while only one selection should be allowed.
Select learning units	77	4	5	5	5	4	5	Unsuccessful. None of the learners understood information provided on this screen. Three learners required intervention. The other 2 clicked through but did not understand meaning of screen.
<b>Task 3: Learning unit screens</b>	327	5		3	1	3	1	Three learners say they saw ticks and crosses (1 did not do this task & other says he did not see them). Only 1 learner rolled mouse over word to receive detailed feedback. The other learners were not aware that feedback was available. No learner used the retry button and four of them were not aware that they could reattempt task.
<b>Task 4: Log-in again</b>	32	0	1	1	1	1	1	Successful.

<b>Task 5: Edutainment</b>	131							
Select Edutainment	18	1	1	1	1	1	5	Successful. One learner (L5) required intervention to access edutainment area, but unclear whether system error or learner did not understand instruction.
Note down news	60	1	1	1	1	1	5	Successful. 1 learner (L5) unclear whether system error or learner did not understand instruction.
<b>Task 6: Re-start/Progress</b>	126							
Locate start/home page	17	4	3	3	5	1	3	Only one learner was able to navigate back to the main screen through Learning Units. Three learners used back button. One learner required intervention.
Select words area	67.5	2	1	3	1	1	5	Generally successful. One learner used back button rather than navigating to the learning unit.
Find where left off	132	5	5	5	5	5	5	Unsuccessful. Three learners unable to restart. While two learners found the learning units screen, they thought on wrong screen.

### Success Rating

- 1 = task completed and efficient;
- 2 = task completed but with hesitation;
- 3 = task completed with alternative route;
- 4 = task completed after error recovery;
- 5 = task incomplete or learner required intervention

## Usability Attributes of [www.writeon.ie](http://www.writeon.ie)

### What is usability?

The term Usability describes the ease with which people can employ a particular tool or other human-made object in order to achieve a particular goal (Nielsen, 2001). While the term is mainly used in the context of software products and websites, the principles of usability may be applied to almost any everyday object that is used by humans.

The primary goals of usability include:

- ❖ To make the product more efficient to use: it takes less time to accomplish a particular task
- ❖ To make the product easier to learn: operation can be learned by observing the object
- ❖ To make the product more satisfying to use

With software products step by step penetrating our daily lives, more and more companies and organisations recognise the importance and the benefits of researching and developing their products with user-oriented instead of technology-oriented methods.

Observing and interviewing users can provide valuable feedback to developers and designers. Usability studies may identify required functionality or design flaws.

While opinions on the different factors that make up usability vary slightly, in most of our projects in NELL we look at the following dimension:

- ❖ Usefulness: Does the product support the tasks and activities the user wants and needs to do?
- ❖ Ease of Use: How easy is the product to use?
- ❖ Learnability: How easy is it for users to accomplish basic tasks the first time they encounter the design?
- ❖ Satisfaction: How pleasant is it to use the design?
- ❖ E-Learning: As most of our projects are concerned with on-line learning, we include this dimension which describes the quality of the learning experience.

## Usability Attributes of the [www.writeon.ie](http://www.writeon.ie)

In this section we analyse the usability of the [www.writeon.ie](http://www.writeon.ie) on-line literacy Programme. The analysis is based on the quantitative data from the post questionnaire as well as on comments given by the learners in the debriefing interviews.

We developed a questionnaire with 23 items referring to the scales usefulness, ease of use, learnability, satisfaction and e-Learning. While the first four are standard usability dimensions, for learning related products we added a scale that explores the learning experience. Scores for each item range from strongly disagree (1) to strongly agree (2). The scale score indicates the percentage of the maximum score. The total score indicates the average of all scales. It is interesting to note, that in the post-test questionnaire, Learners scored most of the usability attributes at a high level. However, our observations during testing tell us that although they may have scored Ease of Use, Learnability etc. highly, they did encounter some difficulties with these areas.

### Usefulness

All learners found the website very useful. They agreed that the course meets their expectations and that it allows them to do the things they wanted to do.

### Ease of Use

In the post-test questionnaire many of the learners stated that they found the course easy to use. Once they had learned how to progress through the course (see learnability) learners could easily progress through the pre-test screens. Nevertheless, all learners required intervention at various stages during testing, most notably when using forward button, back button, finding the start page and progressing on from pre-test learning units screen.

In real learning settings this support might not be available and learners might discontinue learning when experiencing problems. All learners complemented the design of the system.

### Learnability

Learners claimed that they found their way around the website very quickly. While logon and selection of learning area went smoothly for all learners, two learners experienced problems using the forward button. Once shown how to use this, they experienced no



problems progressing through screens. However, when questioned, none of the learners understood the overall structure of the website.

### **Satisfaction**

Overall, learners were very satisfied with the website (*excellent – this website is better than the BBC!*). All learners expressed their intention to use the course again in order to improve their skills. All would recommend to a friend.

### **e-Learning**

Despite obvious differences of the observed learners in their literacy level, all felt that the content was appropriate for them (*interesting, at the right level*). All learners liked the audio support. Many commended the interactive nature of the course.

The three lowest scoring items in the post-test questionnaire overall referred to progress (*I found it possible to progress through this course on my own, I found it easy to see my progress through this course*) and feedback (*Feedback on activities was presented in useful way*). It is obvious from Learner behaviour observed during testing that all learners had difficulties in those areas. Both of these areas are discussed in more depth in the next section.

## Findings

In the final section, we discuss the main issues that emerged during usability testing of [www.writeon.ie](http://www.writeon.ie).

### Understanding how to progress ☹ ☹ ☹

When questioned some learners said they understood the concept of the pre-test and then progression onto learning units. This was not obvious from their behaviour. None understood that they had to complete a learning unit section before their score was calculated. When asked to re-start lesson, none were able to do so. *Note: once in pre-tests screens, you could not tell from system which pre-test screen you were in.*

None of these learners could tell us what they had done to date, where they were in terms of progression towards completion of unit and what was left to complete in that particular area.

In particular, the **Learning Units screen** in pre-test caused much confusion and halted progression.

### Finding their way around the website ☹ ☹

Generally logon was successful, though one learner had difficulty when he left nickname field blank, he became confused as system did not specify what the error was. The Homepage was generally understood by learners, who easily selected both Words area and Edutainment areas.

Once learners selected Words area to work on, they could generally progress through screens in a linear fashion. However, when asked to deviate from this, learners ran into problems. More specifically:

Forward button: Was not obvious to 3 users who expected it to be located at bottom of page.

Homepage: 4 users used browser back button to locate as they did not see or understand Learner Unit Tab.





Exercise Bar: none understood its purpose.

Retry button: 4 users did not understand this (fifth user is a current user of system).

Learners could choose what they wanted to work on, but not comfortably **navigate** their way around this website.

### **Feedback was not obvious to Learners** 😞 😞

No feedback given in pre-test sections. Feedback in Learning Units was not immediate and was available only when learner completed exercise and clicked on forward button. Most of learners (all bar 1) say that they did see first level of feedback e.g. ticks and crosses which let them know if they had completed exercise correctly or not.

Additional feedback/hints are available when the learner rolls mouse over error. Only one learner saw this. Learners can try again if they press retry button, **none** of the learners realised this. Currently the system does not encourage learners to seek additional feedback or try incorrect exercise again.

Note: Once a learner has completed an exercise, if they double click on forward button, they will not receive feedback.

### **Some exercises caused confusion** 😞

In general users found the exercises relevant, interesting and engaging. They say they enjoyed the interactive nature of screens e.g. Drag, click, drop-down etc. However some screens did cause confusion and users were unsure how to proceed.

These were: Money screen (Pre-test listening), Signs Screen, Football Screen (Pre-test Reading), Envelope Screen (Pre-test Writing), Revolving cards Screen (Learner units).

### **Design** 😊 😊 😊

All users complimented the overall design of system. They liked the colours, size of text and space between words and thought images and pictures were interesting and useful for completing exercises.

## **Content 😊😊😊**

All learners said that they thought content was relevant and appropriate to their level of studies. The website did not contain anything that was unexpected or intimidating. When learners understood the instructions, they completed the majority of exercises correctly.

## **Audio 😊😊**

All learners found the audio support useful and helpful. They easily understood the audio and liked the tone and speed of the automated voice. Learners found the audio particularly helpful when written instructions were not immediately clear. However, two learners did not see some of the smaller audio icons and in one of pre-test reading exercise (signs screen) they listened to audio in order to find answers as opposed to working them out by reading the screen.

## Appendix 1 – Questionnaire

### WriteOn

#### Privacy

##### \* A Note On Privacy

The data collected through this questionnaire is anonymous. The record kept of your questionnaire responses does not contain any identifying information about you unless a specific question in the questionnaire has asked for this. In this study we may record additional data such as video footage, screen recordings or audio data. While we aim to take all measures necessary to keep this data anonymous, publications or reports to clients may contain samples of this data (e.g., pictures, videos or audio sequences). By participating in this study, you agree that such data may be published and reported.

##### Do you agree with this policy?

Please choose *\*only one\** of the following:

- ☐ Yes  
☐ No

#### What will happen today?

During this session, we will ask you to do three things:

1. Answer some questions about yourself and your experience with computers
2. Go to the website and try some of the learning units
3. Answer some more questions of what you thought about the website

If you get stuck or need any help, please just call for help.

#### Introduction

##### Participant ID

Please enter Tutor number from attendance sheets. e.g. 'Tutor number 2'

Please write your answer here:

##### \*Are you ...

Please choose *\*only one\** of the following:

- ☐ male  
☐ female

##### \*How old are you?

Please choose *\*only one\** of the following:

- ☐ 16 or under  
☐ 17-32  
☐ 33-48  
☐ 49-64  
☐ 65 or over

#### General Computer Use

##### \*How long have you been using computers?

Please choose *\*only one\** of the following:

- ☐ Less than 6 months  
☐ between 6 months and a year

☐ over a year

**\*How often do you use computers?**

Please choose *\*only one\** of the following:

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Couple times a year
- ☐ Never

**What type of computers devices do you use?**

Please choose the appropriate response for each item:

	Daily	Weekly	Monthly	Couple times a year	Never
Desktop computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile phone (without internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile device with internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mp3 player/ipod	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What type of computer applications do you use?**

Please choose the appropriate response for each item:

	Daily	Weekly	Monthly	Couple times a year	Never
Office packages such as word, excel etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
graphics -photos etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet - search/Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet - purchase on-line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet - communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet - sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning/on line learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Previous Experience**

**What is your highest level of education?**

Please choose *\*only one\** of the following:

- ☐ Primary level
- ☐ Junior Cert or equivalent
- ☐ Leaving Cert of equivalent
- ☐ Trade or Professional qualification
- ☐ College Course
- ☐ University Degree
- ☐ Other

**Have you used NALA services before and if yes, please let us know what services?**

Please write your answer here:

**Have you used [www.writeon.ie](http://www.writeon.ie) before?**

Please choose \*only one\* of the following:

- ☐ Yes
- ☐ No
- ☐ unsure

### Activity

We would like you to imagine the following situation.

You are interested in improving your reading and writing skills, so you telephoned NALA. A lady in NALA recommended that you try the on-line course called Write ON.

Please now go to that website [www.writeon.ie](http://www.writeon.ie) and log on.

Good luck!

### Usability

**How Useful is this website?**

Please choose the appropriate response for each item:

	strongly disagree				strongly agree
This website meets my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It does everything I would expect it to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This website allows me to do the things I want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How Easy to use is this website?**

Please choose the appropriate response for each item:

	strongly disagree				strongly agree
It is easy to use this website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy to find what I am looking for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of this website is logical and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I make a mistake, I can find my way again easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Is this website easy to Learn?**

Please choose the appropriate response for each item:

	strongly disagree				strongly agree
It is easy to learn how to use this website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I learned who to use this website quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can easily remember how to use this website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Satisfaction : How Satisfied are you with this website?

Please choose the appropriate response for each item:

	strongly disagree				strongly agree
I like this website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This website works the way that I want it to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This website annoys me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like how this website looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this website to a friend/colleage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### E-Learning

#### Please let us know what you think of this on-line course

Please choose the appropriate response for each item:

	strongly disagree				strongly agree
I found the content relevant to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the content at the right level for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course structure was presented in a clear way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on activities was presented in useful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found in possible to progress through this course on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found this course fun, engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found it easy to see my progress through this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can adapt this course to my own needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Feedback (Final Section)

#### What did you like most about this tool?

Please write your answer here:

#### What did you dislike most about this tool?

---

**improve: How could the tool be improved?**

Please write your answer here:

---

**Submit Your Survey.**  
Thank you for completing this survey..

## Appendix 2 User Instructions

The following instructions were provided on a print-out to Learners, prior to testing. If users were unsure about tasks or ran into difficulty, observers intervened.

### Activity 1

Please log-in to website [www.writeon.ie](http://www.writeon.ie)

Write down your password

Select 'Word's section and go through that.

### Activity 2

Log out of system

Log back in with your password

Select Edutainment button

Select News item – note down news item

Then go back to main screen (first screen) and start course where you stopped.

Good luck!