

Summary Spreadsheet

Georgia DOT CBT Training Module – Alpha Build

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Overview

Members of Georgia DOT's CBT development team and Southern Polytechnic State University's Usability Center collaborated to plan and conduct a usability test of GDOT's CBT module, which is currently in alpha-build.

Southern Polytechnic's Usability Center's team members included Dr. Carol Barnum, who was assisted by Michael Morgan. The GDOT CBT team members included Bobby Vaughn (project leader), Sandy Lawrence, Rowe Bowen, and Phil Jones.

The planning meeting took place October 19, 2006, at the Southern Poly Usability Center. Participants included Bobby Vaughn, Sandy Lawrence, Rowe Bowen, Queecha Thornton, Eric Carsten (Republic of Design), and Phil Jones (freelance writer/scriptwriter) from the GDOT side; and Carol Barnum and Michael Morgan from the Southern Poly side. During the planning meeting, the CBT module (Lesson 4) was reviewed, and the screener and scenarios were discussed for about one-hour sessions. Test materials, including a strong emphasis on post-task questionnaires, were finalized via email dialog during the five weeks between the planning meeting and the first day of testing.

On November 27, the lab setup was confirmed and the walkthrough test was conducted. A few very small changes were made to the scenarios after the walkthrough user.

On November 28, five users, all GDOT employees or associates recruited by GDOT, evaluated the CBT module, with lunch served between the testing of Users 4 and 5. After User 5, a debriefing was conducted with all GDOT participants in the Executive Viewing Room. A collaborative team analysis of the findings was discussed during this debriefing.

A summary of the top finding (both positive and negative), details of the top issues, and the users' testing logs can be found in spreadsheet format later in this document.

The folder on each participant, which was distributed to GDOT immediately following the test, contains a copy of the log, the post-task questionnaire, and the DVD recording.

Goals of the Test

In this testing of the GDOT CBT training module, the goals were as follows:

- Establish first impressions of user
- Determine level of user engagement
- Determine the intuitive nature of the module design
- Determine time to complete module; match to user expectations
- Understand user navigation
- Determine effectiveness of comprehension with self-assessment
- Answer "How would the user return to module to seek reference material"

User Group

GDOT handled screening/recruiting for this test. The general user requirements for recruiting were as follows:

- Users without prior CBT experience
- Users with a certain consistent level of computer proficiency
- Users who are “novice” in the historical field that the modules cover, thus producing the “new employee experience.”

The users recruited for this test are as follows:

- Walkthrough: Quinn
- User 1: Ryan
- User 2: Soli
- User 3: Chad
- User 4: Ruth
- User 5: Jill

Summary of Overview

We feel the general outcome of the test revealed that the CBT concept is definitely off to a great start and that no fundamental changes need to be made.

Most of the users' issues revolved around the module needing more and better photographs, a more concise body-text and review, more consideration to feedback and structure issues, and an overall tight and thorough edit. Also, since the use of sound was found to be a very dividing topic among the users, more thought should be given to how narration, music, and sound should be used, if at all.

Usability testing at every stage of product development is very important in enhancing the user experience. We appreciate having an opportunity to assist you in learning about the user experience in the alpha stage of development of this CBT program and look forward to working with you on the next phase.

Sound	Wordy Text (esp. Review)	Pictures (better / more)	Size (text / screen)	Terminology	Feedback	Structure / Where am I?
audio is too slow/distracting (3 users)	review needs to be more concise (3 users)	pictures do not match text (3 users)	captions are too small (several users)	all users had problems with terminology (such as fenestration, graining, etc.)	guessing of what the yellow additional picture icons do (3 users)	users get lost of where they are within the module (2 users)
audio is unnecessary (3 users)	body text is sometimes too wordy	better quality photos expected (3 users)	photos on main menu are too small			wants a button to enter test section
wait until narration stops before beginning (2 users)		pictures are not focused enough on topic	expectation of the GDOT module to take up the whole screen (2 users)			
		expects more picture examples				
		new photos in review are confusing (2 users)				
Top Positives:						
Color/Look & Feel/Interface						
Photos						
Bullets/Chunking						
Review						
Animations						
Scroll						

Key	WALKTHROUGH - QUINN	USER 1 - RYAN	USER 2 - SOLI	USER 3 - CHAD
Format: (Log Line Number) Issue (Applicable Users)	(6) likes the colors and how it's laid out	(6) likes the music (W, 1, 2, 5)	(14, 22) "audio sounds great" (W, 1, 2, 5)	Note: most of user's comments focused on content needing a tight edit
<u>Top Issues</u>	(7) turns off the audio immediately without giving it a chance	(8) likes the "nice, pleasing" voice	(15) doesn't like the size of the photos on the main menu	(5) immediately identifies the sound as "loud and obnoxious" (W, 3, 4)
Sound	(9) likes the music a lot (W, 1, 2, 5)	(22) recognizes the voice aids in understanding	(18) music is nice and relaxing, helps you pay attention	(8, 15) the pictures on the intro page are confusing
Wordy Text (esp. Review)	(14) likes subject divisions so you can go to only what you are interested in	(24) pictures grab attention (W, 1, 3)	(19) can't read the marker on the first photo	(20) photos are very helpful (W, 1, 3)
Pictures (better / more)	(20) likes pictures (W, 1, 3)	(32) has to double-click to get into lesson 4 (1, 4, 5)	(35) isn't clear on the purpose/context of the program as a whole	(31) likes the bullets on slide one (W, 1, 3, 5)
Size (text/screen)	(34) what does "fenestration" mean? (W, 1)	(33 - 34, 165) waits until the voice stops before proceeding (1, 5)	(68 - 69) thinks the review is "great" (1, 2, 5)	(36) expects some feedback for the orange picture icons (1, 3, 5)
Terminology	(38) likes how information is chunked together with bullets (W, 1, 3, 5)	(41) expects some feedback for the orange picture icons (1, 3, 5)	(66) doesn't think the pictures match the body text (2, 3, 4)	(39) finds the animation a distraction
Feedback	(45) order of points is mixed-up (A/C/B) (W, 4)	(44 - 45, 158) likes the factoid, wants to see more animations/stimuli (1, 5)		(41) doesn't quite understand how the slides flow together (3, 4)
Structure/Where am I?	(53) review needs to be more concise (W, 3, 4)	(51) what do "fenestration" and "L-style" mean? (W, 1)		(59) thinks the GDOT module should take up the whole screen (3, 4)
Other (animation, context, etc.)		(52) likes how pictures match the body text		(61, 62) thinks the pictures could use better examples and be of better quality (2, 3, 4)
<u>Top Positives</u>		(53) likes how information is chunked together with bullets (W, 1, 3, 5)		(75) doesn't know where the tar-paper is in this photograph
Positives (all appear in green)		(56) wants to see more pictures on slide 11		(78) isn't sure what "graining" means
Color/Look & Feel/Interface		(58 - 59) wants the pictures to have more detail and specific areas highlighted		(103) review needs to be much more concise (W, 3, 4)
Photos		(73) immediately recognizes value of the review (1, 2, 5)		(108) the picture of the door is poor and a bit confusing
Bullets/Chuckling		(79) is thrown off by the introduction of a new picture in the review (1, 4)		
Review		(84 - 86) finds the audio vs. text a distraction		
Animations		(89, 171, 173) likes the scroll progress/feedback, finds it very helpful		
Scroll		(96) captions are too small		
Others		(103) has to double-click on the question 1 answer (bug)		
		(108) likes how test gives instant feedback instead of waiting until the end		

1 00:26.5 new user orientation
2 00:54.1 dr. Barnum explains how to use the phone
3 01:22.9 **SCENARIO 1**
4 04:49.7 reads scenario 1 aloud
5 05:07.7 double clicks the icon
6 05:20.3 likes the colors and how it's laid out
7 05:27.3 she says she would rather read it herself than have the audio
8 05:52.1 clicks the lesson 4 picture
9 05:58.1 she likes the music
10 06:02.5 again 'the audio i prefer not to have'
11 06:16.9 Rowe mentions an on/off switch
12 07:49.7 calls to end module
13 07:56.7 she says she thinks it would be easy because the layout would be very clear
she likes how it's divided by subject so you can go to only what you are interested
14 08:05.7 in
15 08:25.7 she says it seemed easy so her basic knowledge should be fine
16 08:34.7 she says she expects to learn the basics of the program
17 08:50.1 **SCENARIO 2**
18 09:02.1 opens the module
19 09:55.9 turns volume off
20 09:59.1 she says she likes the pictures as well
21 10:28.3 bobby mentions maybe she needs more audio feedback?
22 10:41.3 she finds the little orange picture icons and clicks through them all
23 10:49.3 now she clicks the next button
24 11:05.1 dr. Barnum goes in to mention that she should talk more
25 11:24.9 she likes the visuals and how it says 'continued' so that you're 'expecting more'
26 11:43.9 she likes the language used because it's 'very easily understood'
27 11:55.1 layout is 'good'
28 12:00.3 Rowe: she uses the next button every time
29 12:10.1 doesn't know what 'fenestration' means
30 12:17.1 clicks next and next
31 12:30.5 gdot: is she not relating the pictures to the text? she is going too fast?
32 12:45.7 clicks next, now on number 4
33 12:58.9 cb: she is not really reading, but rather scanning
34 13:15.7 she says there was only that one word so far that she could not understand
35 13:23.7 she reads with her cursor
36 13:32.1 now on number 5
37 13:42.3 first she reads the picture captions and then the text
38 13:55.3 says the bullet points are 'good'
39 14:03.5 is moving forward fairly quickly through the module
40 14:15.3 now on number 6
41 14:21.3 says 'it's very informative'
42 14:28.7 always clicks next
43 14:54.3 she says 'all of the concepts are easy to understand'
now reads the text first and then the picture captions later, perhaps because she is
44 15:16.7 more confident in the text?
45 15:34.7 she seems like criterion a b and c should be in order on number 7
46 15:47.9 again says 'easily laid out'
47 15:56.1 is in the review section now
48 16:01.1 good 'replay of the idea of landscapes, chimneys, and foundations'
49 16:24.3 she notes the word fenestration again under windows in the review
50 16:37.1 now on screen 27
51 16:55.9 as always, reading with her cursor

she is leaning in to the screen a lot, says bobby, is that normal? is there an
 52 17:06.9 eyesight issue?
 53 17:27.9 mentions on number 28 that this could be more concise
 now is on the last screen, where there should be audio, but since she turned audio
 54 17:38.3 off, she didn't hear it
 55 18:11.9 calls the help desk and says she's finished
 56 18:35.1 dr. Barnum goes in and asks some questions
 57 18:48.7 question 1: the audio was helpful (1)
 58 19:08.3 question 2 = 4
 59 19:19.3 question 3 = 5
 60 19:24.2 question 5 = 5
 61 19:37.1 question 6 = 1
 62 19:39.9 question 7 = 5
 63 19:43.3 question 8 = 5
 64 19:48.3 q9 = 5
 65 19:50.9 q9 = 4
 66 19:58.9 **SCENARIO 3**
 67 20:13.5 reads the module
 68 20:21.8 clicks the hyperlink right away
 69 20:27.5 question 1, chooses c
 70 20:40.1 says incorrect
 71 20:43.1 says 'i'm surprised' i was incorrect
 72 20:56.3 q2 = b landscape, correct
 73 21:05.1 clicks submit twice
 74 21:10.3 she knows to put a letter in
 75 21:19.1 reads b and then c
 76 21:29.9 puts a C in for association, then materials
 77 21:47.9 puts a D in for association

 78 21:53.9 she says 'i have to admit it was very hard to concentrate while saying things aloud'
 79 22:17.1 got question 3, so wrong
 80 22:25.9 question 4 was wrong
 81 22:30.3 question 5, false, correct
 82 22:37.7 question 6, chooses c, but not sure but is correct
 q7 = chooses true, says uff when she was wrong, bobby says it was a tough
 83 22:49.1 question, maybe it needs to be worked on
 84 23:16.9 q8, reads the answers...
 85 23:25.7 question 8, she didn't know to choose 2 answers
 86 23:42.9 question 9 = wrong
 87 23:55.7 10 chooses feeling, correct, 'yaah'
 88 24:14.7 question 11, chooses true, incorrect, reads why
 89 24:33.8 is the red text hard to read?
 90 24:39.9 scored a 36%, she says 'ooh bad
 91 24:49.6 calls the help desk, says 'i did poorly!'
 92 25:06.8 she says 'i'm a speed reader' so i read through the module itself fast
 93 25:34.3 she says 'i enjoyed the program'
 94 25:47.7 she says her experience was good, but i didn't retain much
 she says it would be very useful in an actual learning situation where she doesn't
 95 25:55.7 have to think out loud
 96 26:10.3 she doesn't see a way it can be improved, except for the audio
 97 26:19.7 she says it was fine to just turn the audio off
 98 26:27.9 she says any training program for GDOT will be very beneficial
 99 26:43.5 she liked it overall
 100 26:50.7 q1, strongly agree
 101 27:19.7 q2, agree
 102 27:26.5 q3, agree
 103 27:30.9 q4 disagree

104 27:36.5 q5 = 5
105 27:39.9 q6, 3 neutral, don't need more photos
106 27:47.5 q7, strongly disagree
107 27:50.9 q8 disagree
108 27:54.1 q9, disagree, was very easy
109 27:59.5 q10, disagree
110 28:03.7 q11, strongly agree
111 28:07.7 q12 agree with a 4
112 28:11.5 q13 neutral on site map, maybe maybe not
113 28:23.1 strongly agree on images
114 28:28.3 was intuitive that there were additional pictures
115 28:53.7 was sufficiently covered and sufficient
116 29:03.1 disagree that the content was easy to remember
117 29:10.7 but the amount was easy to digest
118 29:25.1 **SCENARIO 4**
119 29:36.7 double clicks the icon
120 29:40.9 hears the audio again
121 29:45.1 turns the audio off right away on the bottom right
122 29:53.3 first clicks lesson 4
123 29:58.3 turns the audio down again
124 30:02.1 goes through the entire module looking for the answer
125 30:23.9 she doesn't know to click on the number scroll at the bottom
126 30:37.3 rereads the question
bobby mentions some upfront orientation to let them know they can click on the
127 30:42.1 little button on the bottom might be useful
128 31:05.3 she is going linearly through the program
129 31:13.1 clicking on the next button
130 31:23.5 has scrolled all the way to 14
131 31:34.7 has gone to slide 17
bobby mentions that this is a long answer to write down, maybe to just ask for the
132 31:47.9 slide number or some keywords would be better
133 32:10.5 now question 2, a list of aspects
134 32:33.9 goes linearly to slide 23
135 32:46.3 writes down the 7 numbers
136 32:57.5 calls and says she is finished with the questions
137 33:10.1 dr. Barnum goes in
she says the thought that was easy to find, 'the headings were easy to help me
138 33:15.5 locate them'
139 33:28.7 she answers the questions on the paper
dr. Barnum asks if she noticed the numbers at the bottom, but she mentions it's
140 33:56.3 easier to click next
141 34:25.5 dr. Barnum says she is finished

GDOT USABILITY TESTING, 11.28.2006 USER 1 (RYAN)

- 1 01:52.1 dr. Barnum goes through the orientation process
- 2 02:31.1 mr. ryan fowler successfully tests the help desk phone
- 3 03:07.5 **SCENARIO 1**
- 4 03:16.9 user reads scenario aloud
- 5 03:46.5 double clicks the gdot icon
- 6 04:12.9 he likes the music
- 7 04:19.7 chuckles a little as he heard the sound, looked surprised/perhaps pleasec
- 8 04:33.3 'nice pleasing voice'
- 9 04:42.3 says well laid out, likes the color scheme
- 10 04:48.1 says the picture is a nice little addition
- 11 04:55.7 looks for the begin button
- 12 05:04.1 calls the help desk to learn how to launch the module
- 13 05:54.0 clicks the picture for lesson 1 upon prompting
- 14 06:31.1 he again likes the voice introduction
- 15 06:48.3 he notices he's in the wrong lesson
- 16 06:53.3 'finds it hard to think out loud and talk at the same time
- 17 07:03.7 he begins going through the module a bit, and dr. Barnum goes in to stop him
dr. Barnum asks a couple of questions, ryan says 'it's well put together, well laid
- 18 07:26.5 out'
- 19 08:01.1 easy to read
- 20 08:04.9 colors are pleasing
- 21 08:08.3 not too cluttered
- 22 08:10.9 liked the voice intro because it helps you along
- 23 08:18.0 says it seems very easy to use once you figure out where to click
- 24 08:32.9 says the pictures really grab his attention
- 25 09:06.5 likes to see the historical aspects in each picture
- 26 09:14.3 says he expects this to be a very outlined oriented module
- 27 09:48.9 **SCENARIO 2**
- 28 09:58.9 reads the scenario
- 29 10:25.5 exits out
- 30 10:27.7 double-clicks the module
- 31 10:33.9 clicks the lesson 4 photo
- 32 10:47.5 clicked lesson 4, didn't work, bobby mentions he has to click it twice
- 33 10:57.1 he thinks he has to wait for the voice to stop before you can click
- 34 11:07.7 he is waiting for the voice to stop before he starts anything
- 35 11:23.3 clicks next
- 36 11:25.9 page 2, nicely laid out, bolded format
'not sure if i need all of this for the self-assessment' so he will try to remember
- 37 11:39.3 everything while reading aloud
- 38 11:56.3 likes the photo
- 39 12:06.1 mouses over on the orange small photo icons on page 3
- 40 12:19.9 he notices that there are different pictures, says it's handy
- 41 12:35.7 expected to see a guide to tell you what the orange icons do on slide 3
- 42 12:49.3 goes to slide 4, reads through it
- 43 12:59.3 says it's a nice example of a chimney
- 44 13:07.9 sees the popup factoid, says 'that's neat,' reads the factoid immediately
- 45 13:21.5 he likes the highlighted circle, says it's very helpful
he likes the descriptions on each step, says 'well writing, nice, concise, to the
- 46 13:34.9 point.'
- 47 14:06.3 uses the next button to go through the module
- 48 14:15.9 hasn't tried to click the bottom scroll
mentions he doesn't know what fenestration means, but he says it probably has
- 49 14:24.7 something to do with the side of the building
- 50 14:50.3 going through the slides smoothly

51 15:09.3 on slide 8, says L-style and fenestration, so he is having some terminology issues
reads slide 9, reads the text, then looks at the photo after he reads, says the
52 15:29.5 pictures matches the words and is very helpful
53 15:59.7 he likes the bullets pointing out the main topics
54 16:23.1 pictures are 'extremely helpful'
55 16:27.9 goes previous
56 17:03.7 requests more additional pictures (on the materials section) on slide 11
57 17:15.7 says slide 12 is an example of reconstruction?
assumes that the slide 12 photo means the house in the photo no longer has
58 17:41.1 historic value
slide 13, he doesn't know exactly where the tar paper is in the photo, says a little
59 17:58.9 line would help
60 18:28.9 likes the example of a history workshop on slide 14
61 18:56.5 likes the example photos on every page, comments accordingly
62 19:13.1 wants to see a few more photos on slide 15
clicks next to see more photos of workmanship, and is pleased to see that there
63 19:28.9 are more photos with examples of workmanship
64 19:46.7 'interesting choice of paint color' on slide 16, definitely a good example
65 20:06.3 now goes to slide 18
66 20:33.5 mentions how hard it would be to determine if things are historically eligible
67 20:49.1 likes how each sub-section is broken up
he wants to know that 'feeling' on slide 18 is continued on slide 19 BEFORE he
68 21:03.1 clicks next, so he knows what to expect on the next slide

69 21:25.5 association 'is the last one here,' recognizes he is in the 'Seven Aspects' modules
70 21:47.7 'not sure what uncle remus is :)
laughs shared in the control room at the user's not knowing of who uncle remus
71 22:03.9 and Margaret Mitchell are
72 22:47.1 would like to see a picture of each example on slide 22
73 22:57.7 recognizes he's on the review, says 'good, i'm going to need this'
74 23:09.3 slide 24, recognizes he's going back to look at each aspect of integrity
75 23:33.3 likes how each point is reviewed

76 23:39.3 he's getting a bit nervous now that he knows the self-assessment test is coming up
77 23:54.5 always reads the words before he reads the picture captions
78 24:30.5 he likes having the same pictures later on, because it ties it in...

79 24:41.7 says on slide 27 'uh oh, there's a new picture' expected repeat pictures only here
80 24:59.7 doesn't know what graining is on slide 28
he has some terminology issues on slide 28, isn't sure what a few of the words
81 25:28.1 mean
82 25:39.9 clicks next, he says 'congratulations, you have completed the lesson.'
83 26:13.9 he now leaves the module and calls the help desk
84 26:39.1 the audio was helpful, 3, sometimes it is distracting, sometimes it reinforced
he says when the first screen popped up, the voices explain the overview while
85 27:25.9 you are trying to see the different icons
86 27:47.1 he says it's distracting on the opening screen
87 27:56.9 navigational features are intuitive, 4
88 28:15.1 design enhances ease of use, 5
89 28:23.1 loves the lesson pages at the bottom, says you know how far along you are
90 28:34.7 color scheme was appropriate, 5
layout could provide more variety, not sure what he means by variety, says 2, he
91 28:42.5 says the layout is pretty good as it is
92 28:59.5 likes the consistency of the layout
pictures provide detail, 4, says some of the pictures were a bit vague because you
93 29:08.3 don't know what part of the pictures you were pointing to

94 29:29.7 the body text size and color are easy to read, 5
95 29:43.1 the picture captions were easy to read, 4
96 29:50.3 he says the font was a bit small on the caption, 'maybe it's just my eyes'
97 30:08.7 **SCENARIO 3**
98 30:23.1 reads scenario 3
99 30:29.1 clicks next, 'easy'
100 30:42.7 tries to select d, doesn't click it
101 31:01.3 he never selected d, not sure what happened there
102 31:11.7 goes to question 2 now
question 2, thinks about the choices, clicks a, notices the dot inside a, now he
103 31:16.1 knows he is doing it right
he says an example question at the beginning of the test would have helped him
104 31:59.1 get familiar with the interface
105 32:12.7 question 3, 'no instructions how to do the test,' but it's pretty intuitive
106 32:37.9 says the line that goes to the definition is helpful and reassuring
107 32:53.5 fills in the answers on question 3
clicks submit, 'already, finally got one,' likes the instant feedback instead of waiting
108 33:00.5 until the end to find out how he did
109 33:34.9 says porches misspelled on question 4
110 33:45.7 got question 4 wrong
111 33:54.9 i'm failing horribly on this test!
112 34:03.3 again he mentions that he loves the instant feedback
113 34:22.9 gets question 6 right, 'now we're getting somewhere
114 34:37.3 bobby mentions question 7 is a vague question
115 34:58.3 likes the explanation of why he got it wrong
116 35:11.7 is perhaps thinking why he got question 7 wrong
117 35:29.9 says he didn't understand question 7
118 35:37.1 says question 8 is tricky
119 36:16.3 chooses b, says he gets a checkmark instead of the dot
he got one of the answers right on question 8, didn't expect to have to put in more
120 36:47.7 than one answer
121 37:17.9 got question 9 incorrect
122 37:43.5 'says i'm not doing to well, this is brutal'
123 37:53.5 reads question 10
124 38:05.7 ponders setting or location on question 10
125 38:27.5 chooses D
126 38:31.5 selected D materials
127 38:41.9 'alright last one...'
128 39:11.1 occurred is misspelled on question 11
129 39:23.5 selects false 'correctly'
130 39:33.5 gets a 36%, says 'horrible'
131 39:43.9 clicks next, nothing happens
132 39:53.3 'i guess that's it'
133 39:57.1 tries to click the exit button but it doesn't work
134 40:04.5 closes the whole browser instead
135 40:09.1 dr. Barnum goes in
136 40:36.3 says it was very straight-forward and easy to go through
first the program was nerve-racking, because he knows he's being watched and
137 40:45.3 reading aloud
138 41:09.5 the actual program itself is straight-forward
139 41:17.5 he thinks it's very helpful in learning the material
he says the program could be improved with some more instruction how to actually
140 41:37.3 use the module
mentions again he wants to see a 'more' button if an aspect is continued on the
141 42:05.3 next slide
likes the layout of the program the best, likes the fact that there isn't too much on
142 42:27.3 one screen

says he dislikes the initial startup page, where you have to figure out that you have
143 42:46.7 to click on the image to begin
144 43:10.9 says the program is well put together, informative, and nicely laid out
145 43:28.7 lesson kept me engaged, 5
146 43:41.9 want to take another lesson, 5
147 43:49.9 understand lesson objectives, 5
lesson was too long... says it's a lot for someone who doesn't have exposure, but
148 43:57.9 disagrees
disagrees about the program was difficult to navigate through, expects to see
149 44:36.7 some more mouse feedback
150 44:57.1 likes how the next and previous buttons were laid out
151 45:11.5 says there were plenty of navigational options
152 45:23.9 says there was an exit button but didn't know where it would take you
153 45:35.5 doesn't know what to expect from the exit button
154 45:46.7 says the navigation was small and off to the slide, he liked it
doesn't know what is meant by sitemap... says he would like to see a little bit more
155 46:05.7 instruction
he did notice there were more pictures on one slide, but he wants more of them,
156 46:40.7 says he really liked that
157 46:57.5 he thinks some areas could use more pictures
158 47:05.9 definitely would like to see more factoid popups
159 47:13.7 thinks the subject was sufficiently covered
was the content easy to remember? he will choose the middle answer, he thinks it
160 47:26.1 would be easier in a different situation
161 47:59.3 thinks the review in the end definitely helps
162 48:06.5 didn't feel overwhelmed but the amount of material in the lesson at all
163 48:24.7 **SCENARIO 4**
164 48:48.3 double-clicks the icon again
165 49:00.7 he doesn't know he can move forward until the voice stops talking
166 49:20.9 'i missed when the lady said to click on the image to move forward'
167 49:36.3 needs to say 'double-click' to begin
he is looking at the bottom scroll at the bottom and has found the mouseover in the
168 49:45.1 scrolls
169 50:10.5 finds the answer fairly quickly
170 50:20.1 now moves to slide 14..

171 51:06.9 says it's very helpful to go right to the page he needs by clicking right on the scroll.
172 52:34.1 is finished with writing the answer, calls the help desk
173 52:47.3 he wishes he found the bottom scroll the first time to learn some new things
174 53:18.9 question...
175 53:31.5 test was too hard, disagrees
176 53:35.3 i learned about the subject, 5 strongly agree
177 53:46.7 5 test aided my understanding
the test was too hard - he thinks if he had time, he would have done a little better
178 53:54.3 on the test

- 1 00:18.7 dr. Barnum goes through the orientation process
- 2 02:11.9 dr. Barnum explains the help desk process
- 3 03:12.5 **SCENARIO 1**
- 4 03:16.7 user reads scenario 1 aloud
- 5 03:32.5 puts on glasses
- 6 04:14.9 looks for the gdot icon
- 7 04:18.9 double clicks the icon
- 8 04:23.7 clicks the lesson 4 image
- 9 05:09.3 clicked on the next button
dr. Barnum goes in and asks him to start over and talk to her, since he is a very
- 10 05:35.3 quiet user
- 11 06:14.1 tries to close it out, the exit button doesn't work
- 12 06:32.3 closes and reopens the browser
- 13 06:39.7 user simply wonder why we are testing lesson 4 instead of lesson 1
- 14 07:20.1 audio sounds great
- 15 07:23.3 says the pictures are not clear, doesn't like the size of the photos
says picture 1 is the world one, since you're looking at a big building in a small
- 16 07:32.9 picture
- 17 07:53.3 clicks the picture on lesson 4
- 18 08:13.1 thinks the music is nice, is relaxing, helps you pay attention
- 19 08:43.3 doesn't like the sign in the photo 1 because you can't read it
- 20 08:56.9 he likes the lesson so far
- 21 09:55.9 he expects the lesson to be very easy to use
- 22 10:19.5 he likes the music and voice, says it's very attractive
- 23 10:27.5 says he is expected to learn what he needs to know about a historic site
says when he is finished with the lesson, when he looks at a house or a property, he
- 24 10:42.5 can determine if it's a historic site
- 25 11:18.5 **SCENARIO 2**
- 26 11:31.1 reads scenario 2 aloud
- 27 11:44.1 clicks through from slide 2 to 3 very quickly without really reading slide 2
- 28 12:54.7 user isn't talking at all
- 29 12:59.6 goes to slide 4, didn't open the variety of pictures on slide 3
- 30 13:13.5 very quiet user, not saying a word so far
- 31 13:20.5 goes to slide 5, has a physical reacting to the factoid
- 32 13:50.1 dr. Barnum goes in and says he's not talking
- 33 14:03.9 dr. Barnum goes in to sit with the user to prompt him to talk
- 34 15:04.9 clicks next
- 35 15:34.5 he questions the content
- 36 15:47.5 on slide 4
- 37 15:53.1 he says when you're moving the building, you're not moving the chimney
- 38 16:19.7 he is having a question about the content of the chimney slide
he doesn't understand why he is being told this, does this mean it's not a historic
- 39 17:29.5 site anymore?
he sees the pictures in slide 5, he wants to know if there are bricks it's original, if it's
- 40 17:49.7 concrete it's not?
- 41 18:35.5 he's on slide 6
he mentions the content is not telling him the things he knows to see if a structure is
- 42 19:10.3 a historic site
- 43 19:48.5 now he's seeing the type of detail he's expecting on slide 7
- 44 20:00.1
- 45 20:06.9 slide 7, he mentions that the porch has to be rebuilt? there are no options?
- 46 20:39.8 in on slide 9, he says the picture doesn't really suit anything
- 47 21:51.3 he doesn't know if it's historic or not by looking at the picture
- 48 22:01.1 goes to slide 10

49 22:04.7 what does he call 'within the historical boundary?'
bobby mentions that since he's having no problem with the navigation, the user is
50 22:40.9 focusing too much on the content

51 22:59.5 in the slide 12 caption, the comma should be on the inside of the quotation mark
52 23:48.5 slide 12, he doesn't know what is being focuses on here, the chimney
53 24:11.1
slide 13, he wants to know more details about how much you can make changes to
54 25:00.7 a property and still keep it as historic
55 25:31.7 slide 14, he says the content is nice
56 26:15.7 he's not commenting on the layout, navigation, colors, etc.
57 26:25.5 question 15, he's not sure how the picture connects to the text
58 26:56.7 perhaps is looking for some more captions or factoids
59 27:18.5 slide 16, he's saying that the house doesn't look historic at all
60 27:49.7 bobby mentions that perhaps one-lined captions are not enough
61 28:27.5 slide 18, says he can't make a difference between what is old and new
62 29:57.1 makes a similar comment on slide 19
63 30:31.1 (slide 20, an historic event vs. a historic event grammar question)
64 30:47.7 (caption 21, book title should be italicized and not in quotes)
rowe mentions maybe at the top to mention what sort of structure the picture
65 31:18.1 indicates
the user is consistently indicating that the pictures do not connect enough with the
66 31:55.9 text

67 32:15.1 bobby mentions the picture on slide 22 is bad
68 33:24.5 gets to slide 24, recognizes that it's the summary, says 'this is great'
69 34:34.9 likes the review
my idea: at the bottom scroll, to differentiate the review slides' colors from the main
70 34:45.5 lesson's colors?
71 35:24.1 gets to slide 30
72 35:37.3 went through the review pretty fast
73 35:56.3 now post-questions
74 36:04.5 audio was helpful: 5
navigational features were intuitive: 4, because it was sometimes taking you fast to
75 36:14.7 something else

76 36:41.5 design enhances ease of use: 4, he had a problem with the clarity of the pictures
77 36:58.5 the color scheme was appropriate, 5
the layout could provide more variety:.... he says 1, he doesn't want a lot of variety
78 37:07.7 because it takes you away from the content
79 37:49.3 the pictures supply sufficient detail: 4
80 38:00.9 the pictures were helpful: 5
81 38:04.9 the body text size and color were easy to read: 5
the picture captions were easy to read: 3, he wants them bigger or in a brighter
82 38:11.7 color

83 38:31.9 **SCENARIO 3**
84 38:46.5 dr. Barnum reads the user the self-assessment test
85 39:12.1 clicks the next button and begins test
86 40:00.7 reads the question aloud
87 40:06.5 clicks D but the answer didn't show up
he gets the answer wrong on question 1 because he clicked the answer but it didn't
88 40:15.3 take
89 41:25.3 gets question 2 wrong
90 41:28.5 says question 2 is kind of confusing
91 41:36.9 was he trying to correct his answer on question 2?
took a little time to figure out how to type in the answer, but gets the hang of it very
92 41:58.5 quickly
93 42:56.3 gets question 3 wrong

- 94 43:52.1 gets question 4 wrong
tries to correct the answer when he gets it wrong, but when he clicks the correct
- 95 44:08.9 answer, it goes to the next slide
- 96 44:58.3 gets 7 wrong
- 97 45:26.1 has gotten them all wrong so far
- 98 45:31.1 is kind of reading the questions in mumbles
(grammar lesson number 1, a history, an historic, because the stress of the syllable
- 99 45:43.1 on the 2nd one, history has the stress on the first one)
- 100 47:59.1 dr. Barnum goes in and asks a few question
- 101 49:18.1 the test was too hard, 1
- 103 49:43.5 i learned about the subject, 3
- 104 49:54.3 because he sees his answers on the quiz
- 105 50:00.9 chooses 5 for the last question

- 1 00:43.7 dr. Barnum goes through the orientation process
- 2 00:54.3 **SCENARIO 1**
- 3 04:38.7 user reads scenario aloud
- 4 04:44.7 double clicks the icon
- 5 04:57.3 very loud and obnoxious intro
- 6 05:08.7 voice is very clear and easy to understand
- 7 05:24.1 clicks on lesson 1 image
- 8 05:28.9 says lesson images are a little confusing
- 9 05:34.7 so doesn't click lesson 4, but rather lesson 1
- 10 05:48.9 he's not sure what he's supposed to do here, but he'll figure it out
- 11 05:57.3 says this as this voice is talking
- 12 06:06.5 user clicks next prompted by the voice
- 13 06:27.5 dr. Barnum just wants initial look and feel
- 14 06:45.9 adjusts the volume down
- 15 06:58.5 he says the pictures didn't make sense on the main menu page
- 16 07:34.1 he says it was loud, but he doesn't like voice anyway
- 17 07:42.7 he doesn't like bells and whistles, he likes stuff straight forward
- 18 07:53.3 he dislikes Microsoft sound too
- 19 07:59.1 easy of use? he is a little bit confused about what she is telling him to do, he says he would rather be led one at a time through lesson 1, 2, 3 linearly
- 20 08:38.9 he says the pictures are helpful
- 21 09:21.9 he doesn't know how well the pictures will relate to the text
- 22 09:38.5 he's confused at this point about what to expect
- 23 09:45.5 dr. Barnum goes through some time to try to clear up some of the confusion the user has tries to click the exit button but it doesn't work, closes the whole browser
- 24 10:42.9 instead
- 25 11:08.7 **SCENARIO 2**
- 26 12:08.7 double clicks the icon on the desktop
- 27 12:17.7 turns down the volume to about 1/2 right away
- 28 12:26.1 waits for the voice to stop
- 29 12:35.1 says it should be historic resources, not historical
- 30 12:43.5 has to turn down the volume again on slide 1`
- 31 13:04.5 likes the three bullet points on slide 1
- 32 13:14.1 goes to slide 2 using the next button
- 33 13:20.7 again mentions historic vs. historical
- 34 13:32.6 some places say historic and some say historical
- 35 13:45.9 the user is a historian
- 36 14:04.7 sees the yellow numbers at the bottom, says they're not what they are, says they are confusing to him, he's not sure what they are for
- 37 14:45.9 slide 4, says the chimney things may not be accurate, says it may not be a rule by any means
- 38 15:24.9 he says he's jumping from the three primary things, but there should be some delineation so you know you are on step 2 of the three main things
- 39 15:59.3 thinks the blinking red circle is unnecessary on slide 5
- 40 16:18.9 says it should say fact and not factoid on slide 5
- 41 16:28.9 design... slide 6, jumping from location to design? there's no more narrator so he doesn't know
- 42 16:57.7 he needs more feedback of where he is, he wants to see 'the second aspect... design'
- 43 17:11.3 slide 6, we may want to include envelope of a building, or what it would look like from the sky, he says there are more elements that should be considered than these three

44 18:00.8 he says windows are not important as the others
he says not to mix the windows and fenestration terminology, use one or the
45 18:07.9 other
46 18:25.9 says there should be a comma after removed on slide 7
47 18:34.9 says slide 8 should be reworded
48 19:08.9 makes some grammatical comments on slide 8
49 19:38.1 says 'added to' doesn't make any sense
50 20:05.3
51 20:06.7 on slide 8
says the last sentence on slide 8 doesn't make any sense, the whole
52 20:11.7 paragraph in fact is unclear
53 20:26.9
54 20:33.5 doesn't know what double/double means
55 20:39.5 goes to slide 9
56 20:42.3 again mentions that you need 'Third Aspect of Integrity: Setting'
57 21:02.9 what does 'features' refer to on slide 9?
58 21:11.7 mentions a comma may be needed after fence on slide 9
59 21:59.3 he would like the GDOT screen to take up the whole screen
60 22:18.5 slide 10, thinks it should say historic and not historical elements
61 22:55.3 slide 10, is the house in the back new? a new house or the new house?
62 23:16.7 doesn't like the cars and trucks in pictures 10
63 23:28.2 slide 11, should be an historic
64 23:51.1 says the paragraph on slide 11 is vague
65 24:05.3 says indigenous/regional is repetitive
says a lot of the descriptions are too wordy - they need to be simpler and more
66 24:19.1 direct
67 24:46.7 wants the caption on slide 11 reworded
68 25:15.7 slide 12.. availability of the region? around the house?
69 25:37.9 doesn't like the and/or slash
70 25:47.5 what is reconstruction if it's not historic?
71 26:28.9 what is rehabilitation? what does it mean?
doesn't like slide 12 photo, doesn't know exactly what is being talked about,
72 26:36.9 lack of clarity
73 27:25.5 completely lost on slide 13
74 27:58.1 periods and punctuation missing on slide 13
where is the tar paper on slide 13? bad picture, kid of dark, needs a more
75 28:06.9 front-on picture
76 28:35.4 slide 14, says it's a good description
doesn't like the comma after techniques, wants to reword/structure the
77 28:49.3 sentence
78 29:21.5 has terminology issues on slide 14, doesn't know what graining etc is
79 29:35.7 doesn't like the transitions among the bullets on slide 15
80 30:03.9 consider putting a space between paragraphs
81 31:13.7 doesn't like the picture on slide 16, there is a tree and fence in the way
82 31:43.9 says slide 17 is a great definition
the picture on slide 17 needs more context, wants to see a fence, a dirt
83 31:50.9 driveway, something
84 32:34.7 slide 18, 2 'for examples' are used
likes the pictures on 18, doesn't want to crop it too much on the left, likes the
85 32:47.3 windmill fan, outbuildings, yard, house, perfect picture to describe feel
86 33:14.5 slide 19, what is a wall service?
87 33:35.1 slide 19, should be surface, not service
88 33:43.3 slide 19, sentence is too long
89 34:31.7 slide 21, first paragraph needs rewording
90 35:35.3 mentions that slide 21 2nd paragraph needs the word subjunctive again
91 36:11.7 period inside the quotation on slide 21
92 36:20.5 slide 22, Decatur ga, Decatur ill?

93 36:51.1 criterion a b c, what are those?
 94 37:01.9 usually associate criterion b with a person
 95 37:10.5 doesn't like the caption on slide 24
 96 39:05.5 number 1 on slide 25, needs rewording
 97 39:47.7 number 2 needs rewording and a comma
 98 40:02.5 rewording of everything on slide 25
 99 40:28.9 don't need altogether on caption on slide 25, as it's redundant
 100 40:47.7 slide 26, man-made not manmade
 101 41:06.3 doesn't like the bullets on slide 26 since it's not more than 3 things
 102 41:20.5 slide 26, last paragraph is incorrect grammatically
 103 41:44.1 says the review is just redoing the whole lesson instead of rehashing
 104 42:07.1 too much material in the review
 105 42:12.1 doesn't like the / on slide 27
 106 42:25.5 don't need 'underneath' on slide 27 caption
 107 42:55.1
 doesn't like the caption on slide 28, how is it grained, what was it originally?
 108 43:10.1 the picture is poor, the flash messes up the image, should be closer up
 109 43:43.7 slide 29, need clarification of why it is subjective
 110 44:11.7 says the whole paragraph 2 on slide 29 doesn't make sense
 111 47:04.3 doesn't think the audio is necessary, 2
 112 47:45.7 navigational features intuitive, agree
 thought the layout was a little confusing, such as disjoint between pictures and
 113 47:53.3 words
 114 48:28.1 says the pictures do not provide enough details at all
 115 48:38.7 pictures were helpful, well they were helpful, but it's a little confusing
 116 49:05.5 strongly agrees the text was easy to use/read
 the captions need total rewording, but the actual readability was fine (a little
 117 49:24.9 small)
 118 49:54.7 **SCENARIO 3**
 119 50:49.7 reads scenario 3 aloud
 120 51:16.5 reads the congratulations screen
 121 51:25.5 is confused a bit on slide 30
 122 51:39.5 he doesn't know if the next button is the same as the next button on slide 30
 question 1, chose D, had to click twice before it showed up, he caught it before
 123 52:01.9 he hit submit
 mentions he has some subject matter expertise on the material so he has an
 124 52:41.3 advantage in taking the test
 125 53:02.1 mentions 'the' should be in front of option 1 and 2 on question 2
 126 53:26.1 slide 3, figures out how to enter the letter right away
 127 54:16.5 he prefers to read the sentence before he reads the word
 128 54:42.3 through the first 4 questions, he has all the answers correct
 129 55:25.3 question 5, manmade, not man-made
 130 55:33.3 slide 5, boundary is misspelled
 131 55:43.1 question 6, he guesses, but he is correct in choosing design
 chooses true on question 7, but he was wrong, clicks right through it right
 132 56:10.9 away, says the question was very confusing
 question 8, sometimes eg is used, sometimes e.g., need to be consistent
 133 56:59.7 throughout
 question 8, he doesn't understand that there should be more than one answer,
 134 57:32.9 and the feedback doesn't indicate it either
 135 58:10.3 gets question 9 wrong, once he rereads the question he realizes that
 136 58:34.1 chooses C, but guesses a bit on question 10
 137 59:00.3 on slide 11, it says association instead of Association
 138 59:18.7 question 11 is very confusing to him
 139 59:58.9 doesn't like 1 and 2 there for him

140 00:08.9 guesses false...

141 00:24.3 gets 73%, users 1 and 2 both got 36%

142 00:36.3 calls help desk and says he's finished

143 00:42.9 dr. Barnum asks a couple of question
the test was too hard? he says the review before the test was confusing and it

144 01:17.3 was difficult to follow what's going on

145 02:09.9 says 3

146 02:25.1 i learned about the subject, 2

147 02:44.5 the test aided my understanding, 2

148 02:57.9 he answered that way because he already came with a lot of knowledge

149 03:06.7 SCENARIO 4

150 04:13.1 uses the next and previous button to find answer 1

151 04:22.1 definition of feeling, clicking the next button over and over

152 04:36.9 dr. Barnum points on the scroll
says he prefers the next button even after the scroll is discovered, because he

153 04:56.3 prefers moving quickly and linearly

- 1 00:21.5 orientation process
- 2 00:28.5 **SCENARIO 1**
- 3 03:57.1 reads scenario 1 aloud
- 4 04:02.1 double clicks the gdot icon
- 5 05:13.3 makes a funny face
- 6 05:22.9 lowers the volume
- 7 06:02.7 says the fonts could be bigger
- 8 06:09.7 clicks the lesson 4 pictures
- 9 06:37.5 bites lip while narrator talks
- 10 06:43.5 re-reads directions
- 11 07:05.7 the audio is too slow for her
- 12 07:15.1 it might be nice to have what she's saying written out verbatim

- 13 07:35.1 she is saying if your volume is off, it'd be nice to have what she is saying written
- 14 07:56.7 she discovers the bottom scroll
- 15 08:07.3 she wishes the window could fit the full window
- 16 08:18.1 tried to click the exit
- 17 08:54.5 as an aside, no one has tried to click the menu option/drop-down yet
- 18 09:15.3 calls the help desk
- 19 09:20.7 dr. Barnum asks questions
what's your impression? everything seems fine, seems simple and straight-
- 20 09:27.3 forward
- 21 09:41.1 ease of use? no problem, direct.
- 22 09:49.1 doesn't see anything to enhance her learning in the subject
- 23 10:04.9 she is expecting the narrator to instruct her and to know what to do next
- 24 10:21.7 **SCENARIO 2**
- 25 10:56.5 double clicks the gdot icon
- 26 11:01.3 the music seems unnecessary
- 27 11:31.3 clicks the picture twice to get in, at first had clicked it once
once the narrator said to click on the next button on the lower right, she went
- 28 11:51.5 right to the button
- 29 12:27.1 she mentions she sees a typo
- 30 12:39.3 should the narrator say to click on the scroll bar (point out the option?)
- 31 13:11.5 reads slide 3
- 32 13:19.1 kind of reads quietly to herself
- 33 13:25.7 she discovers the 3 yellow picture icons on side 3
- 34 13:58.3 she mentions slide 3, the italics and bolding and numbers are confusing
- 35 14:42.9 goes to slide 4
- 36 14:54.1 goes to slide 5, hears the noise, says 'ooofooh
- 37 15:19.9 reads the factoid
- 38 15:28.1 she says the sound of the factoid is unnecessary
- 39 15:43.9 she is saying instead of having a factoid, having just another picture
- 40 16:21.7 goes to slide 6
- 41 16:39.1 on slide 6, she wants to see examples of windows, porches, and additions

- 42 17:14.3 reads through slides 7 and 8, notices that slide 8 is a continuation of slide 7
- 43 18:06.9 the 2nd paragraph on slide 8 is confusing, she had to read it a couple of times
she is saying that instead of having the lessons 1-30, she wants to see a tree
system on the left side like her t-pro system, because she's more of a visual
- 44 18:32.5 person
- 45 19:28.5 she wants more confirmation of where she is within the modules
- 46 19:55.7 goes through slide 10 and 11
- 47 20:31.5 reading through slide 12 now

48 21:04.3 slide 12, she says the pictures don't necessarily correspond to the wording
49 21:51.7 mentions some grammar mistakes on slide 13

now she notices when she tabs over the bottom it mouseovers the title, and she
50 22:46.7 mentions she is more comfortable with the tabs on the left such as t-pro uses
slide 15, she mentions terminology, she mentions that she's not a historian and
51 23:43.1 the words are too hard
52 24:43.1 she mentions it'd be better to 'dumb-down' the language
53 25:06.9 she mentioned that while looking at the word 'bargeboard' in the caption
54 25:21.5 goes quickly through 17 18 19
lesson 20, the mouseover says retention but there is nothing on the screen that
55 27:02.1 says retention
she is mentioning that the mouseover on the slide in 22 doesn't match the
56 27:19.3 heading
57 28:18.7 she says that there is a disconnect there
58 28:25.3 she mentions the order of Criterion A C B on slide 22
59 28:45.5 seems like slide 23 was like the first page
60 29:03.3 slide 23 seems redundant
seems like the review should have more concise information, too much detail
61 29:09.3 here
62 29:31.3 she moused over to see how long the review was
is that the same picture used on slide 27? either use the same pictures or don't
63 30:08.9 use the same pictures
64 30:36.9 she is saying to group all the photos together in the tab form
65 30:48.3 says same wording on slide 28
66 31:00.1 goes to slide 30 and listens to the narrator
67 31:48.1 dr. barnum goes in
68 31:51.9 the audio was helpful, 5
69 32:12.9 the navigational features were intuitive, 4
design enhances ease of use, 3, because it's not set up how she expects, she
70 32:50.1 doesn't know what's on number 4 before she mouseovers
71 33:21.5 color scheme, 5
72 33:26.7 layout could provide more variety, 5
pictures provided sufficient detail, 4, it didn't seem like the pictures told the
73 33:35.7 whole store
74 33:51.5 the pictures were helpful, 5
75 33:58.7 the body text size and color were easy to read, 4, it could be bigger
76 34:11.9 the picture captions were easy to read, 4
77 34:44.9 **SCENARIO 3**
she is looking for a big button in the body that says 'take the self check', she's
78 34:49.9 not confident in the link or the next button on the bottom right right away
79 35:33.9 she picks d, had to pick it twice, now makes sure d is selected
80 35:55.5 goes to question 2
she picks porch, she likes the instant feedback and she sees the right answer
81 35:59.1 right away
it took her a minute to figure out she had to type in the answer in the box on
82 36:56.7 question 3
83 37:48.7 takes a lot of time thinking about question 3

84 38:00.9 she is saying that the question doesn't tell her to type the answers in correctly
85 38:22.0 got question 3 correctly
86 38:25.1 notices porches is spelled incorrectly on slide 4
87 38:34.5 gets 4 wrong, she said 'i was wrong :(
88 39:02.3 5 is correct
89 39:12.6 she got question 6 wrong, but it didn't tell her what the correct answer was
90 40:14.1 she got question 7 correct, but i think she guessed on it

- 91 40:21.3 got number 8 wrong, she made a :(face
she wants the correct answer popped up next to the wrong answer on question
- 92 41:10.3 8 (and all questions?)
- 93 41:54.1 question 9, guessed and got it wrong, does she know the word aesthetic?
- 94 42:14.7 got question 10 wrong, got frustrated facially
- 95 42:42.3 got 36%, same as the first 2 users
- 96 43:57.5 dr. barnum goes in
the test was too hard, 3, because the setup wasn't to where she learned, it was
- 97 44:06.1 hard for her to recall the information
- 98 44:28.7 i learned about the subject, 2
- 99 44:35.9 the test aided my understanding, 3
what did she like least about the lesson? it has not set up in a structured way,
- 100 44:41.3 which is how she likes to recall information
- 101 45:15.7 what did she like the most? the pictures

- 1 00:21.9 user 5
- 2 00:25.3 orientation process
- 3 00:28.5 **SCENARIO 1**
- 4 03:06.7 reads the scenario aloud
- 5 03:32.7 double clicks the icon
- 6 03:36.3 ok.....
- 7 03:39.9 she likes the colors
- 8 04:02.9 the audio prompt was nice
- 9 04:08.5 at first she tried to click the text for lesson 4, she tried 2 or 3 clicks
- 10 04:31.3 when clicking the text didn't work, then she clicked on the picture
- 11 04:50.1 she likes the audio
- 12 04:53.5 she likes how the audio supports what's on the screer
- 13 05:28.7 she starts to go through the module but dr. barnum goes in to stop her
- 14 05:57.3 what's the impression so far? she likes how the audio supports the text, she would rather the audio and visual to match up and not be different though
- 15 06:41.5 seems like it would be self-explanatory and easy to use
- 16 07:01.5 the very opening audio was very loud
- 17 07:15.5 she likes having the pictures next to the text
- 18 07:21.9 what does she expect to learn? hopefully to learn about the national registry aspects of historical resources
- 19 07:41.7 she questions which exit to use
- 20 08:10.5 **SCENARIO 2**
- 21 08:14.9 reads scenario 2 aloud
- 22 08:19.1 double clicks the icon
- 23 08:35.3 she waits for the narrator to finish before she begins
- 24 08:58.3 now clicks the lesson 4 image, just once at first, then she clicks twice
- 25 09:09.7 she can't read the marker on slide 1 photo
- 26 09:46.1 slide 2, she likes how the 7 points are bulleted
- 27 09:57.5 she discovers the previous option
- 28 10:01.9 going back and forward
- 29 10:30.6 she likes the yellow buttons, but doesn't know what they do, but she discovered them easily enough
- 30 10:47.5 hears the factoid on slide 5, 'ooohhh'
- 31 11:27.1 she likes the factoid and the circle that points out where to look
- 32 11:35.9 she is going through fairly silently
- 33 11:59.7 she likes the caption on slide 7
- 34 12:14.2 going through and reading the captions and text
- 35 13:14.5 on slide 11 now
- 36 13:16.7 she likes how reconstruction and rehabilitation are both bulleted on slide 12
- 37 14:07.7 uses the previous button now and then to go back to review material from a previous slide
- 38 15:43.5 she likes how there is a review starting on slide 23, 'i was hoping there would be'
- 39 17:23.0 is on slide 30 now at the end of the lesson
- 40 19:50.9 she said that some of the pictures that were example of alterations, maybe it would be nice to have something side-by-side featuring a good example and a bad example of what is eligible
- 41 20:29.7 the audio was helpful, 4
- 42 21:12.5 the audio for her was only at the beginning and end
- 43 21:24.5 she remembered that the narrator said she would be back, but maybe she would like more narration
- 44 21:46.1 navigation, 5

45 21:52.3 design ease of use, 5
46 21:56.5 color scheme, 5
47 22:04.5 the layout could provide more variety, 2
the pictures provided sufficient detail, 3, she likes how the circle jumped out, it
48 22:34.1 would be nice to have a comparison
49 22:54.9 pictures, 4
50 23:00.5 the body text size and color were easy to read, 4
51 23:14.3 the captions were easy to read, 2, the contrast was difficult to read
52 23:34.1
53 23:39.7 **SCENARIO 3**
54 23:51.7 reads scenario 3 aloud
55 23:55.5 clicks the blue link to go into the self check option
56 24:18.5 she had a problem with the dot on question 1
57 24:58.7 2, clicked porch, said 'ooh' now i remember
58 25:36.1 question 3, are the left and right columns too far away?
59 26:34.7 she doesn't know to enter the letter at first
60 27:00.5 she gets the hang of it quickly
61 27:12.3 got question 3 correct
62 27:44.5 question 4, got it right, oooh yeah!
63 28:12.1 she remembers the pictures on question number 5, got it right
64 28:36.1 question 6, correct
65 28:49.9 question 7, incorrect, almost everyone got this wrong.
66 29:28.3 she likes the explanation of why she got the answer wrong
she read the header on number 8 to select all that apply (1 of 5 remembered
67 29:37.3 this)
bobby mentions that slide 8 should just pop up 'the correct answers are b and
68 30:39.3 d'
69 31:22.1 question 9 right with no problem
70 31:28.9 question 10, setting or feeling
71 32:01.9 chooses setting incorrectly
72 32:19.5 the very difficult question 11 was wrong, got a 55%
73 33:56.1 i learned about the subject, strongly agree
74 34:10.1 test aided understanding 5
75 34:50.3 **SCENARIO 4**
76 34:55.3 reads scenario 4 aloud
she clicks on the image to bypass the narrator, but again she couldn't decide
77 35:00.3 whether to click on the photo or the text description
78 35:59.9 she's using the scroll
79 36:30.7 using the table of contents in slide 2 to find the answer
80 36:49.9 says the slide cues at the bottom are very helpful
81 37:00.1 she used the mouseover at the bottom to find 'feeling'
82 37:34.3 calls help desk
83 38:23.9 couple more questions....
84 38:30.5 the lesson kept me engaged, 5
85 38:41.5 i would like to take another lesson, 5
86 38:48.3 i understand the lesson objectives, 5
87 38:55.7 the lesson was too long, 1
88 38:59.7 the subject was sufficiently covered, 5
89 39:06.1 i would like to see more photos, 5
90 39:10.7 the program was difficult to navigate through, 1
91 39:24.3 navigation options were hard to find, 3
92 39:31.1 there were too few navigational options, 3
93 39:54.7 navigation between slides was easy, 5
94 40:04.1 the menu items were helpful, skip
95 40:15.5 a sitemap would be helpful, 5
96 40:24.1 the images were appropriate, 4, because it'd be nice to have extra images

she remembered the additional photos on the slide, 3, it took her a while to
97 40:36.7 learn it
98 41:01.5 lesson needed more features, 5
99 41:09.7 liked the factoid popup, 5
100 41:16.1 the information was organized effectively, 5
101 41:22.3 the subject was sufficiently covered, 5
102 41:31.3 the information was coherent, 5
103 41:35.5 the content was easy to remember, 4
104 41:43.1 the amount of content was digestible, 5