



# Mr. Ed Testing Cycle 6 - UXR Discussions - June 2019

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## Executive Summary

The sixth cycle for Mr. Ed UXR testing, 8 instructors were interviewed regarding: their procedure for setting up content in the LMS, experiences in having course content coordinated *for them*, and reactions to our 'section instructor' design prototypes. These instructors were screened for the 'section instructor' testing as they primary: taught intro level courses, and exhibited ['Adrian'](#) characteristics.

The key findings of this report involve issues from both the LMS side, and the product's.

While initial steps in activating the product were uniformly simple, the phase between activation and engaging with content was problematic. Due to the layout of the integrated 'Pearson' tab, instructors felt that elements of 'Grade sync' were *integral* to the setup process (even when this was not the case). This frequently led to delayed interactions with the content and sporadic confusion.

A key aspect of the testing was related to the system informing instructors they did not have 'permission' to perform an action (e.g. create an assignment, delete an assignment, etc). While instructors were able to understand the message, and even frequently deduce who they might need to contact, they related they'd like an option to perform this action from the error message itself.

### Key design recommendations from this research:

1. Hide or reduce the visibility of the 'Grade Sync' functionality during the process of LMS content integration. **Users frequently (and incorrectly) felt that functionality associated with the 'Grade Sync' part of the page was tied to setting up their content.**
2. We should **provide resolutions to the error messages that appear when section instructors do not have permission to perform an action.**
3. **Indicate during the content integration that the course may have permission restrictions.** Currently, this is not noted *until they experience lacking permission.*

## Study Overview

The study was conducted with eight instructors remotely through gotomeeting. We engaged instructors in discussion about their current level of involvement integrating digital products into their LMS, and then had them interact with designs specifically made to replicate the projected 'section instructor' experience. Our three tasks involved 2 scenarios which the instructors *could do* in the prototype (integrate content & edit assignment due dates), and one the instructor *couldn't do* (create new assignments). Our hope was to get feedback on both usability, as well as instructor's reactions to restricted actions.

## Key Findings & Recommendations

Finding	Recommendation
Upon the successful integration of content into the LMS, a majority of the instructors <i>then attempted to interact with facets of the Grade sync section</i> . When asked why, they noted they felt it to be a part of the set-up process.	Their feelings are understandable, as the buttons/functionality do imply that they are related to course set-up, or course functionality. Consider hiding/de-emphasizing this content in the set-up.
No instructor managed to find the 'Permissions' section without aid.	This should be brought out of the three dot menu. It can either be introduced earlier in the adoption process, or can be brought to the fore in the Pearson section of the LMS.
5 of the 8 instructors expressed significant confusion over the labeling used in the Grade Sync table upon returning to the LMS.	A more clear distinction between labels (specifically 'Grades' vs. 'Assignments/Overall Scores') is needed.
Many of the instructors noted that they wanted a call to action that allowed them to resolve their permission based quandary.	We, as a group, need to decide where our priorities lie in terms of: course coordinator's needs, privacy, and actions that section instructors <i>should</i> be able to take.
While noted above that we need to surface permissions, or at least some information about permissions, instructors requested some indication of this being a templated course earlier in the creation process.	As noted by participants, the ideal time to inform them of this is during the adoption process (i.e. when returning search results or during the set-up screen).

# Table of Contents

[Executive Summary](#)

[Study Overview](#)

[Key Findings & Recommendations](#)

[Table of Contents](#)

[Detailed Findings & Recommendations \(Digital Flow\)](#)

[3PL Content Part 1](#)

[3PL Content Part 2](#)

[IIE Experience](#)

[Appendix](#)

# Detailed Findings & Recommendations


## 3PL Content Part 1

ECON 211-001 Intro to Microeconomics


ID	SEVERITY	FINDING	RECOMMENDATION
1 & 2	Serious	Upon the successful integration of content into the LMS, a majority of the instructors then attempted to interact with facets of the Grade sync section. When asked why, they noted they felt it to be a part of the set-up process	Their feelings are understandable, as the buttons/functionality do imply that they are related to course set-up, or course functionality. We need to hide/de-emphasize this content in the set-up.
3	Moderate	A few instructors struggled to get into the content, though all did in the end.	This challenge may have been an effect of testing (or a lack familiarity with Canvas specifically). If further testing occurs, testing an 'Open' button would be an excellent comparison.

### 3PL Content Part 2

- Home
- Pearson**
- Announcements
- Assignments
- Discussions
- Grades
- People
- Pages
- Files
- Syllabus
- Outcomes
- Quizzes
- Modules
- Conferences
- Collaborations
- Settings


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## ECON 211-001 Intro to Microeconomics

09/02/2019 - 05/20/2020

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Grade sync

Auto sync

Sync as:

1  Assignments (47/47) [Select](#)  Overall scores

Last sync: Apr 24, 2019 10:34 AM EST Sync now

Cancel Save

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Recent activity (5)

2
^

Date	Time	Assignments/Overall scores	Grades
10/26/2019	10:34 AM	16	16
10/09/2019	10:00 AM	18	18
09/23/2019	11:01 AM	34	30
09/16/2019	10:25 AM	13	12
09/09/2019	10:00 AM	20	20

ID	SEVERITY	FINDING	RECOMMENDATION
1	Moderate	With the context provided on the page, many of the instructors were unable to differentiate syncing by 'Assignments' vs. 'Overall Scores'.	Additional information, or alternative word choice should clarify this.
2	Serious	5 of the 8 instructors expressed significant confusion over the labeling used in the Grade Sync table upon returning to the LMS.	A more clear distinction between labels (specifically 'Grades' vs. 'Assignments/Overall Scores') is needed.
3	Serious	No instructor managed to find the 'Permissions' section without aid.	This should be brought out of the three dot menu. It can either be introduced earlier in the adoption process, or can be brought to the fore in the Pearson section of the LMS.

## IIE Experience

The screenshot displays the IIE Experience dashboard with the following components:

- Navigation:** Dashboard, Grades, Resources, Settings.
- Assignment status:** 0 published, 2 unpublished. A "Publish all" button is present.
- Section readiness:**
  - Set assignment due dates
  - Publish assignments to students
- Upcoming dates:** 7 days until start of the semester. A "Review all settings" button is present.
- Filters:** Last 5 due dates (dropdown), Sort by date (descending) (dropdown).
- Assignment List:**
  - Chapter 1: Economics: Foundations and Models:** Unpublished. A yellow notification bubble with the number "2" is next to it.
  - Chapter 2: Trade-offs, Comparative Advantage, and the Market System:** Unpublished.
- Notification:** A yellow bubble with the number "1" is next to the "Create assignment" button. A tooltip message reads: "The template owner didn't give you permission to create assignments."

ID	SEVERITY	FINDING	RECOMMENDATION
1	Serious	Many of the instructors noted that they wanted a call to action that allowed them to resolve their permission based quandary.	We, as a group, need to decide where our priorities lie in terms of: course coordinator's needs, privacy, and actions that section instructors <i>should</i> be able to take.
2	Observation	7 of the 8 instructors used the three menu to edit the due dates of their assignments.	N/A

# Appendix

## Link(s) to Prototypes

[Link to Flow](#)

## Stakeholders

Name	Role
Michael Richard	Researcher
Gary Hatton	Product Manager for Console
Drew Edwards	Director Product Management
Ron Spezial	UX Designer
Karen Taxier	UX Designer
Hawthorn Mineart	UX Designer
Balawender, Carole	Senior Technical Writer
Chang, Lynn	UX Visual Designer
Heather Johnstone	Senior Technical Writer
Kristianne Lamont	Senior Product Management Analyst
Stephanie Kaufmann	3PL Software Product Management
Brendan Heck	3PL Product Manager
Holly Odom	3PL Product Manager
Wetzel, Amy	Product Management Analyst
Autumn Ungar	Specialist/Principal End User Services Analyst
Gary Hatton	Senior Software Product Management Analyst
Marianne Molberg	Manager Software Product Management
Rachna Chennavajhula	Senior Digital Product Management Analyst
Wendy Constantine	Manager User Experience
Sarah Ergen	Product Management Analyst
Heather Rosefsky	Recruiter

Lee McNeill	UXR Director
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