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# Open Virtual Mobility

## 02-A3.1 VMLH Usability Report (Online and Mobile)

### - Final Draft -

Outcome 2 Activity A3.1 VMLH Usability Report (Online and Mobile)	
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## Imprint

**Imprint:** This publication is O2-A3.1 of the Open Virtual Mobility Erasmus+ strategic partnership founded by the European Commission 2017 - 2020 under **2017-1-DE01-KA203-003494**, URL: <https://www.openvirtualmobility.eu/>

This paper is O2-A3.1 document produced as part of Outcome 02 – A3.1 Virtual Mobility Learning Hub Usability Report (online and mobile) and aims at presenting the usability report of the Virtual Mobility Learning Hub.

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Partial content of this report was submitted for the HCI 2020 Conference (under review).  
This report is based on a common work between all partners of OpenVM project.

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## Executive summary

The aim of this draft is to provide details regarding the usability report of the Virtual Mobility Learning Hub - VMLH. This report is based on a common work between all partners of OpenVM project. The usability evaluation was performed in several stages – April-May 2019, September-November 2019, by integrating several usability evaluation methods. The results are used to constantly improve the user experience in the Virtual Mobility Learning Hub – VMLH. Further usability tests will be performed in the first part of 2020.

## What are the objectives of this paper?

- To provide details regarding the usability report of the Virtual Mobility Learning Hub - VMLH.

## Who is this paper for?

- Pedagogues and didacticians interested in the usability evaluation of the Virtual Mobility Learning Hub.

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- Researchers interested in discussion and presentation of currently existing infrastructures of VLEs.

## What topics are addressed in this paper?

The main topics are based on evaluation methods and results of the Virtual Mobility Learning Hub.

## Contributors

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- Partners from the OpenVM project

## Acknowledgements

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## 1. Aims of this draft

The aim of this draft is to provide details regarding the usability report of the Virtual Mobility Learning Hub - VMLH.

## 2. State of the Art

The Open VM Learning Hub Concept incorporates several components, services and technologies.

This document details the current configuration of the VMLH development environment, which will subsequently become the production environment.

This document is based on the State of the Art analysis, part of the **O2A1 LH Concept**.

## 3. Methodology

The following methodology was used for this first usability report. After improvements created based on this document, and the help from project partners, a final usability report will be presented in 2020, with the possibility of continuous improvement.

We conducted a usability testing with 20 persons - 2<sup>nd</sup> year students from the Multimedia Technologies Master, during April-May 2019. During the testing, several standardized usability

methods were conducted: observation sessions, think aloud, error testing and focus groups. In this document we present part of our findings and highlighted comments from our team.

In the final version (December 2019) of this report it is also noted where the errors, problems raised during the evaluation were solved and the solution identified.

Problems are split into:

- systemic platform problems - to be solved by UPT
- course design problems - to be solved by course creator/each tutor
- Critical problems
- With highlights are our possible solutions or problems solved.

## 4. Results

### 4.1. Creating an account

How many persons logged with social media?

Answer: none - due to privacy issues, they said that from home or their mobile device they might use that option.

#### Problems identified

- The link for confirmation does not work on emails sent on Yahoo. The one in Outlook is sent directly in the spam folder. Only gmail addresses work properly.
  - Depends on mail provider and is not solvable on the platform side
- The account creation did not work on the first try (user has yahoo email)
  - More details are needed.
- On the iphone mail app, the mail was not received. The user had to access the mail account from the browser in order to see the confirmation email.
  - Again, it depends on the mail provider and is not solvable on the platform side.
- The confirmation link on the phone worked only for 7 out 20 users.
  - The display mode of the email works differently depending on the mail provider.
- The after signup form appeared only at the first login even if it was not completed. Only for one student worked.
  - Will look into it and try to create a tutorial for its completion.
- The modifications in the signup form were not saved.
  - Will look into it.

### 4.2. Task scenario: obtain a badge in one of the courses of the hub

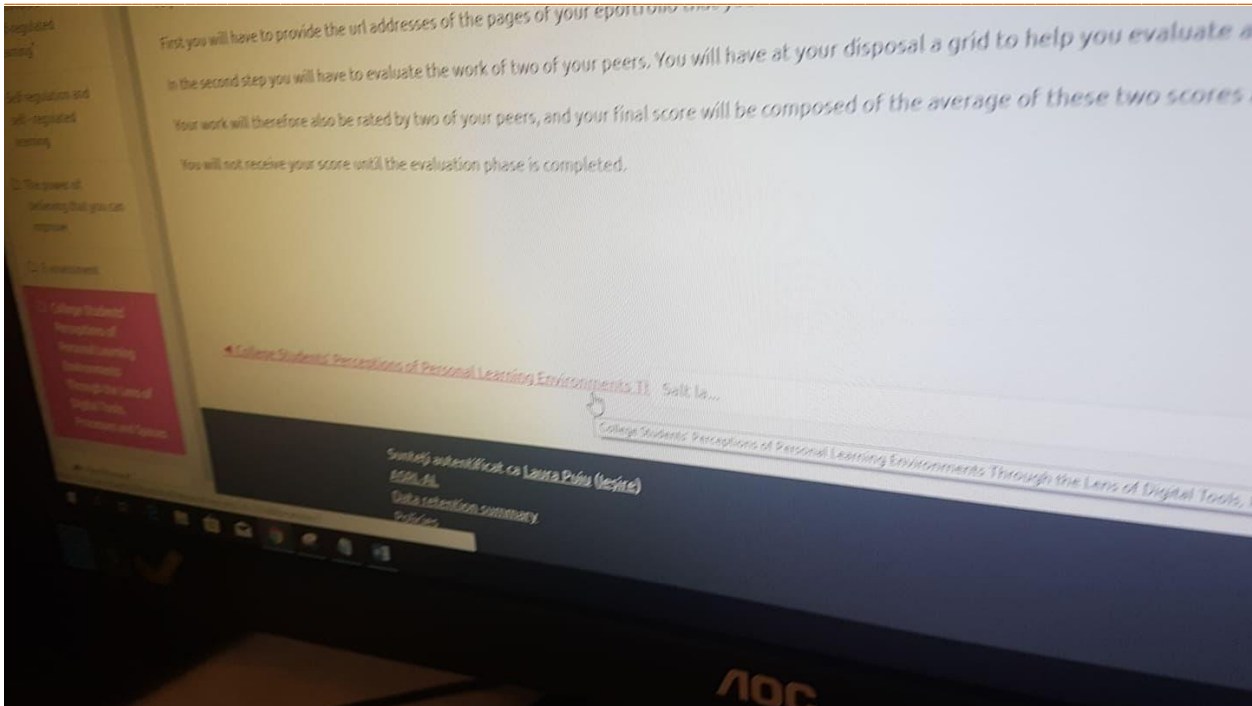
#### User observations

- Intercultural skills MOOC - in the assessment there is a blog post mentioned without any link or reference to that post.
  - This is the result of how the teachers created the course. **SOLVED**
- Self regulated learning MOOC - users do not understand what the pre-assessment quiz is for.
  - This is the result of how the teachers created the course. **PARTIALLY SOLVED. WE IMPROVED THE DESCRIPTION, WE WOULD NEED TO SEE IF IT IS CLEARER NOW.**

- Self regulated learning MOOC - Pre-assessment appears as a link but it does not work as a link.
  - This is the result of how the teachers created the course.
- Users are confused that the pre-assessment and quiz have text both in English and in Romanian. If they choose the Romanian language, then Moodle automatically translates predefined text, however because the text in the same format and color as the rest of the questions and answers, it's confusing for users.
  - This is a problem we are going to explain in a tutorial for students, as integral translation of all course content is not included in this project.
- Intercultural skills MOOC foundation level - Question that does not make sense: What purposes does the Utrecht University pursue by investing in the development of intercultural skills? Select one: True/False
  - This is the result of how the teachers created the course. **SOLVED**
- Users are confused that they can see also courses where they cannot self-enroll
  - Self-enrollment can be activated by each course manager/teacher. All the courses where badges are available now have self-enrollment. This is the result of how the teachers created the course. **TO BE SOLVED**
- Intercultural skills MOOC - 4 of the questions in the pre-assessment repeat themselves
  - This is the result of how the teachers created the course. **TO BE SOLVED**
- Intercultural skills MOOC - the pre-assessment questions are difficult and confusing. The user does not understand what she has to do.
  - This is the result of how the teachers created the course. **TO BE SOLVED**
- When selecting English language the Forum is named Annunci (as in Italian). When selecting Romanian language the Forum is named Announcements (as in English).
  - We solved this issue where we encountered it.
- Autonomy driven learning MOOC - 2 pre-assessment questions refer to some videos without referring or linking to those videos.
  - This is the result of how the teachers created the course. **SOLVED**
- When choosing different languages, not all the menu items are translated (only Moodle predefined ones).
  - Difficult to create different content in all project languages for all the courses' materials!
- Users didn't know that the pre-assessment can be retaken and thought it was an error of saving and completed it more than once.
  - This is the result of how the teachers created the course. A explaining tutorial is needed here. **TO BE SOLVED**

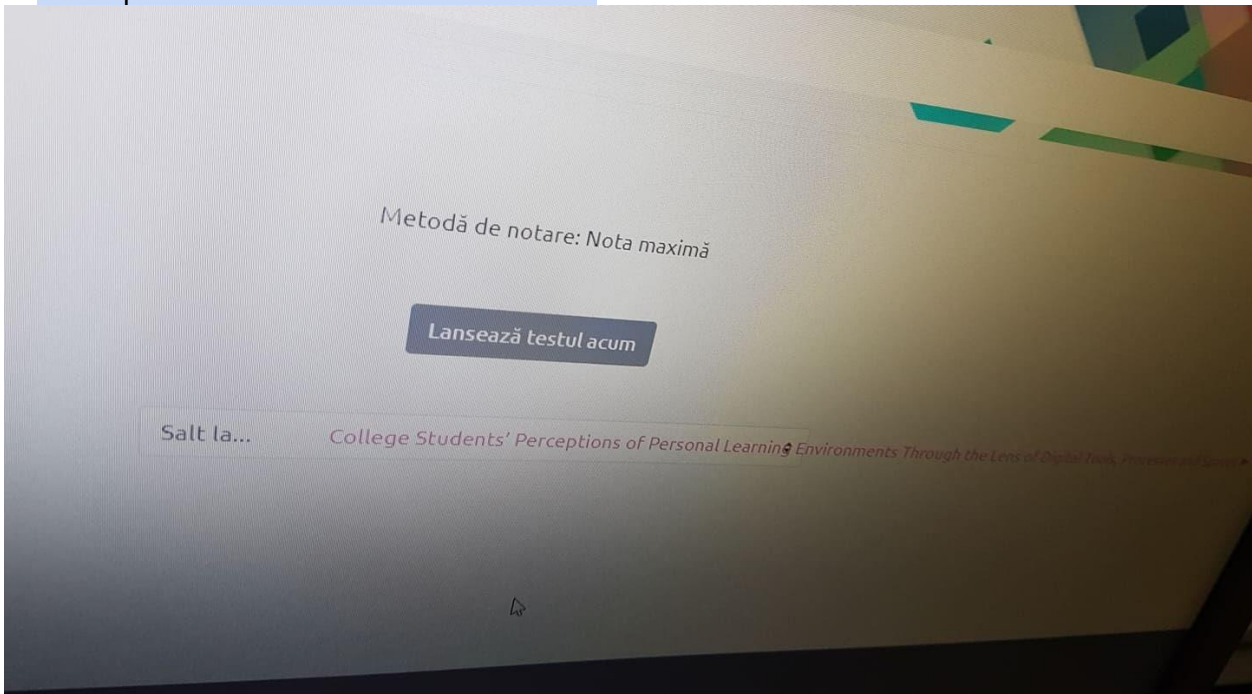
Here are some screenshots of various issues:

1. Overlap between text and Moodle element.



Can be solved with shorter topic titles by content creators **SOLVED**

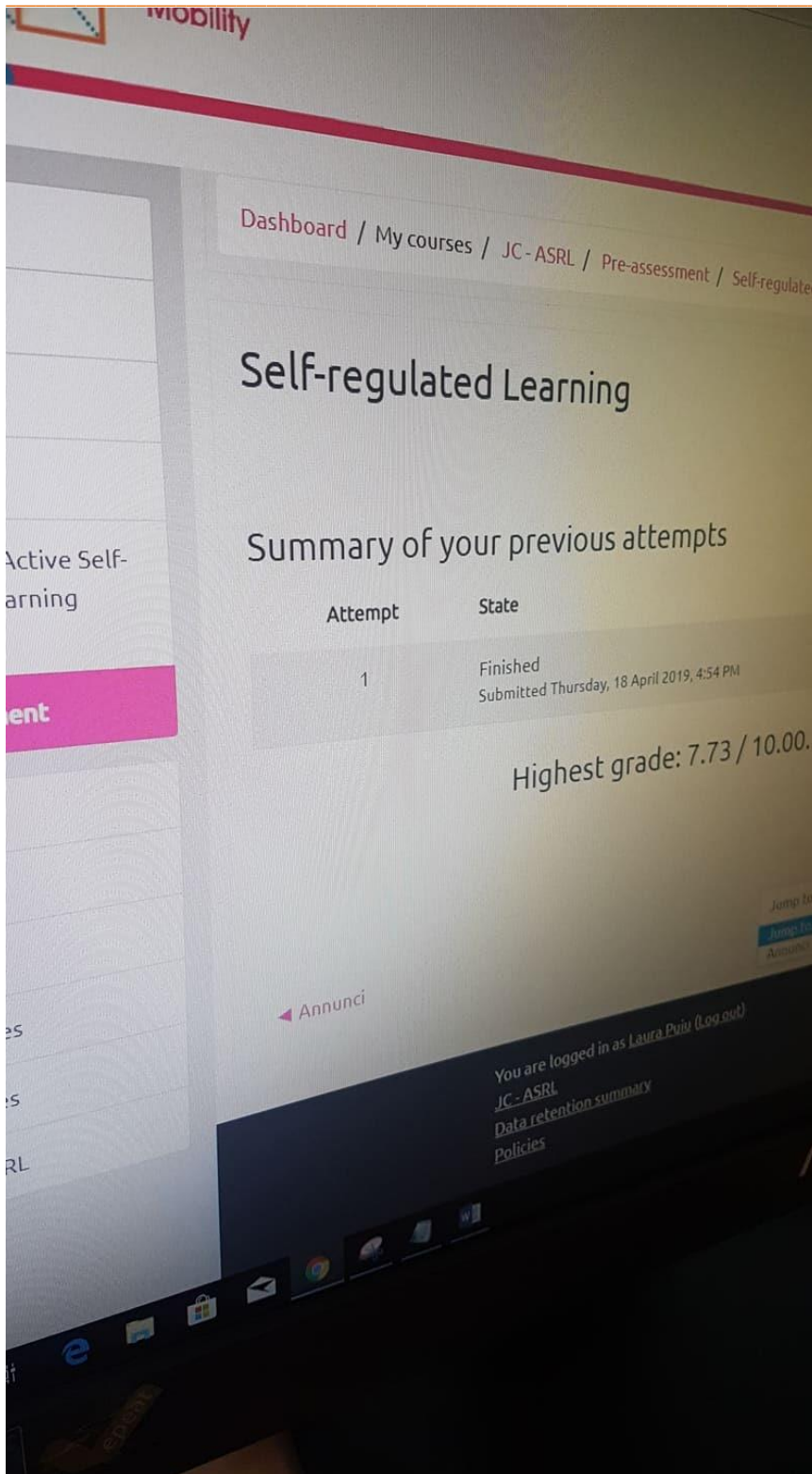
## 2. Overlap between text and Moodle element.



Can be solved with shorter topic titles by content creators **SOLVED**

## 3. Annunci instead of Announcements

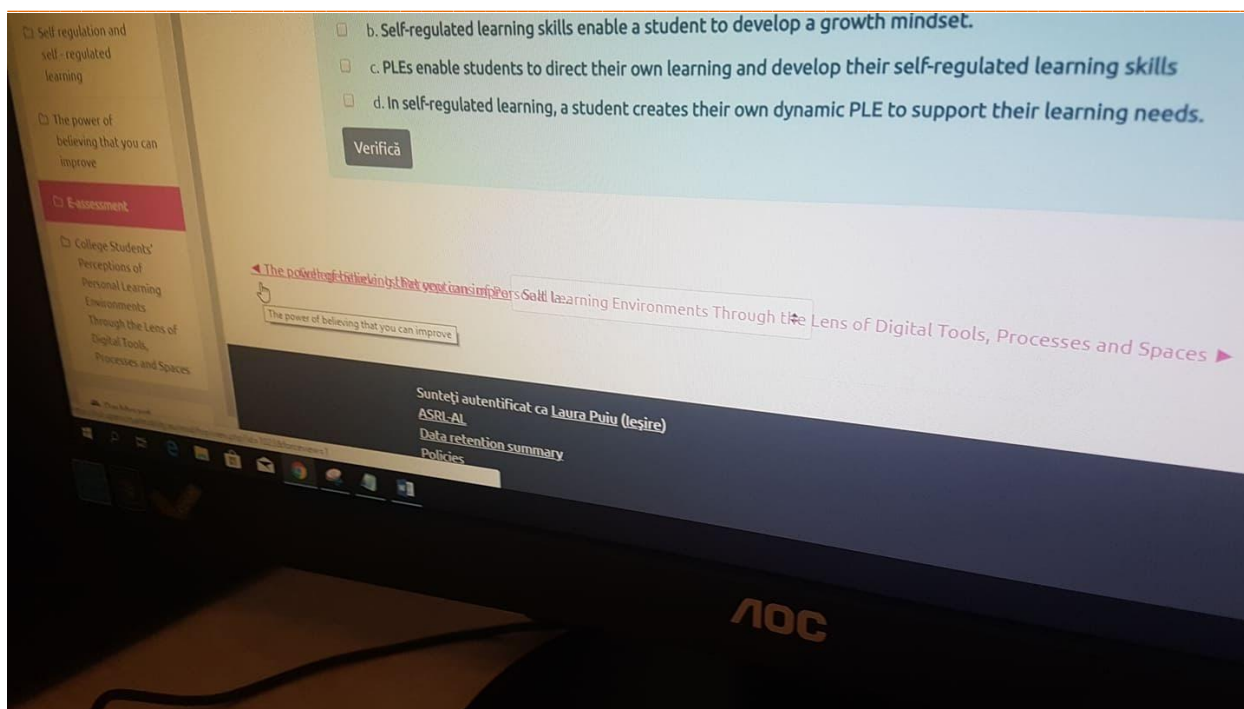




Solved.

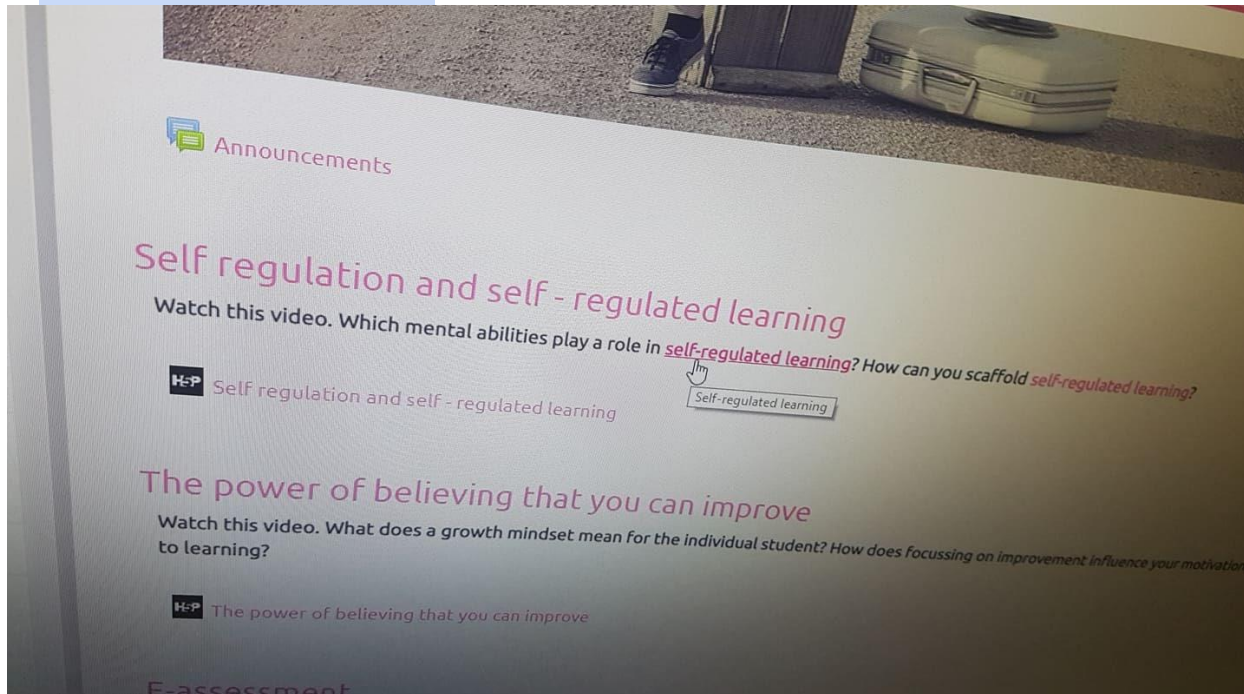
#### 4. Overlap between text and Moodle element.





Can be solved with shorter topic titles by content creators

#### 5. Watch this video. What video?



This is the result of how the teachers created the course. **SOLVED**

#### Focus group

- The video in Self regulated learning MOOC advanced is too big
  - This is the result of how the teachers created the course. However, we modified the dimensions of the frame for videos inserted via HP5.

- It would be ok to be able to play the video directly
  - This is the result of how the teachers created the course. **TO BE SOLVED**
- Intercultural skills MOOC - one question gives the wrong answer even if the documents in the course state otherwise. Also, there is Italian text mixed with English.
  - This is the result of how the teachers created the course. **TO BE SOLVED**
- Self-regulated learning MOOC - eportfolio - the picture is too small and the users cannot see the information on it.
  - This is the result of how the teachers created the course. **SOLVED**
- In the quizzes if you do not click on "Check" the answer is not saved all the time.
  - This is a particularity of H5P, possibly not solvable by us
- Self regulated learning MOOC advanced - there is just a link in the peer assessment activity but you cannot do anything there. It's written that you need to upload a file but there is no option for it.
  - This is the result of how the teachers created the course. **TO BE SOLVED**
- Users obtained badges but did not understand how and didn't see when they obtained the badge.
  - The Bestr Badge integration (the visualization part) is still in development by UPT. A tutorial is in the making.
- Some users thought that the badge in the right hand column of the hub is a commercial.
- Some images inserted in the course are too big (portrait images) and they need to scroll too much.
  - This is the result of how the teachers created the course.

Users were extremely frustrated as they didn't understand what they need to do in the courses, what the pre-assessment's role is, what they need to do to get a badge.

## 4.3. Experts testing

We also had eLearning experts from our team and university to analyze the courses. Here you can see their conclusions.

### Media and digital literacy course

#### Pre-assesment

20 questions are too much for a pre-assessment test. The users are likely to get bored and frustrated until they reach the content.

Error in question, duplication of choice: **TO BE SOLVED**

Question 11  
Not yet answered  
Marked out of 2.00  
Flag question

Associate the texts to the different digital competence areas

Communication and collaboration	Netiquette
Digital content creation	Choose...
Digital content creation	Choose...
Problem solving	Choose...

Question 1  
Correct  
Note de 1,00 sur 1,00

Associate the texts to the different digital competence areas

Problem solving	Identifying needs and technological responses	✓
Communication and collaboration	Netiquette	✓
Digital content creation	Programming	✓
Digital content creation	Copyright and licences	✓

Your answer is correct

La réponse correcte est : Problem solving → Identifying needs and technological responses, Communication and collaboration → Netiquette, Digital content creation → Programming, Digital content creation → Copyright and licences

Recommencer Enregistrer Remplir les réponses correctes Envoyer et terminer Fermer la prévisualisation

## Foundation level

This image is too big in size on the vertical/height: **SOLVED**

### Discussion forum (Foundation Level)

Dear participants, you can use this space to write your questions regarding the learning path, technical issues, assessment, and badges. A tutor will provide you guidance!





This activity works better as a blog, not as forum:

### Which tips will you use to survive in the World Wild Web? (Forum)

Please, write down at least three tips that you will use to check the reliability and the openness of a source that you find on the web.

Add a new discussion topic

Discussion	Started by	Replies	Last post
3 tips to survive in the WWW	 Marie Kern	0	Marie Kern  Tue, 26 Feb 2019, 11:08 PM
Provoking questions about the way you use the Internet	 Alexandre Lebobe	0	Alexandre Lebobe  Thu, 14 Feb 2019, 3:10 AM
tips to survive in the World Wild Web	 Ange-Karen Kelam	0	Ange-Karen Kelam  Wed, 13 Feb 2019, 11:59 PM
Tips to survive in the World Wild Web	 Jean-Loup Paquotte	0	Jean-Loup Paquotte  Thu, 7 Feb 2019, 7:56 PM

ePortfolio exercise prompts a bad link on Mahara.

## MOOC Intercultural skills course

### Preassessment

The image, as in many places of the platform is too tall (height).

Many problems identified, as the questions are duplicated, some questions have a true/false option which makes no sense, referrals to articles and videos without any links. You can get a maximum of 14 points but the reference of choosing which level of course to follow talks about more than 34 points as a maximum.

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## Foundation level

Problems with the quizzes! Non-sense questions.

## Intermediate level

Problems with the quizzes, again related to how questions are formulated.

## Autonomy-driven Learning course

### Preassessment

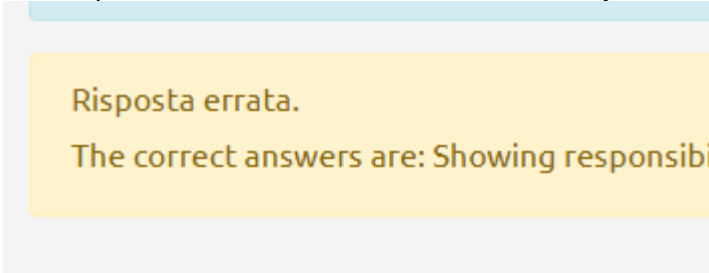
The image, as in many places of the platform is too tall (height).

The link for the test is not clear at all.

You can get only 10 points, and the reference is less than 10 - foundation, <15 or >30 intermediate (?), >15 advanced - not making sense.

### Foundation level

In the quiz, Italian text, needs to be modified by course creators:



Risposta errata.

The correct answers are: Showing responsibility

## Active Self-regulated Learning course

Only general observations which apply to all courses.

## General observations

The students need to better understand what the role of the pre-assessment test is. Some courses have too many questions, some have extremely complicated questions and some have non-sense or duplicate questions.

The insertion of images in the main page of a course is not beneficial, as students need to scroll down too much until they reach the content, and from the mobile phone this is even more frustrating.

Each course should have a clear pathway of content and activities, now everything is put there together and is difficult to understand by students. The students need to know what to do in each course.

It is better to embed videos, rather than include them with H5P.

External links should open in new tabs.

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The students should understand that they can receive a badge and what they need to do in order to receive it.

The courses which allow students to self-check their progress will easily offer fake badges to students.

## 5. Next steps

The following operations are in the process to be completed:

- From a technical point of view, the UPT team continuously modify the platform according to the problems identified.
- From a pedagogical point of view, the UPT team support each partner's course tutors to make changes according to the problems identified.

## Disclaimer

Partial content of this report was submitted for the HCI Conference (under review).

## References

## Attachments

Add any further documents, information etc. as attachments (which may be links to other documents).