

CompLeap project, Levi 10.4.2019

# Workshop

## notes



The CompLeap workshop at Levi on 10.4.2019 had the following schedule:

- 9:00–9:15 Introduction, schedule
- 9:15–10:45 Usability testing:  
demo of a usability test, test exercise, reporting exercise
- 10:45–11:45 Applying to the CompLeap project:  
prototype demo, test exercise, who are the users
- 11:45–12:30 Lunch break
- 12:30–13:30 What to ask after the test:  
writing questions, instructions for asking them
- 13:30–14:00 Pilot testing timeline

The page numbers in the following text refer to the pages of the material (CompLeap project: pilot testing) that was given to each participant at the beginning of the workshop.

Helsinki 12.4.2019

Karri-Pekka Laakso  
Anu Nikkanen

# Usability testing

This part introduced the participants to usability testing.

First the instructors gave a demonstration on how to facilitate a usability test (p. 5-6): Anu was the test user and Karri the test facilitator. After the demonstration there was a discussion on how the test went and what is the role of the facilitator.

Participants practised facilitating a usability test in pairs using the web UI of VR (Finnish railroads) with the test tasks from pages 3-4. In the discussion afterwards, the participants shared their experiences and made the following notes:

- Using applications in general isn't that easy for anyone
- The user may end up outside the application during the test
- It's very hard to not intervene in what the test user does
- Orientation to a test task is hard, if the task does not resemble one's own reality

The next step was to practice reporting problems that the tests had uncovered. The participants were asked to choose one problem and analyse it by writing four post-it notes: Observations, Interpretation, Improvement, Title (more on this on pp. 8-9). The post-it notes were gathered on the wall and initially grouped (image 1).



Image 1. Analysis notes of the VR UI.

## Applying to the CompLeap project

Marcus gave a demonstration of the current state of the CompLeap project prototype at [poc.compleap.testiopintopolku.fi](http://poc.compleap.testiopintopolku.fi), and Tarja showed a video co-created with the Dutch partners [https://youtu.be/\\_9xXzUaXydc](https://youtu.be/_9xXzUaXydc) which illustrated future prospects of the project. There was a discussion about the prototype, the test situation and test users, and after that the participants did again in pairs a dry-run of a test that resembled their own future test situation. The experiences were again discussed. The discussions touched the following topics and questions considering the prototype, test users and organising the tests:

### The prototype

- What level of education is available in the presets?
  - Vocational education
- What if none of the choices for the educational background matches the situation of the test user?
  - This is similar to the situation where the test user has no degree or education in Finland: she can ignore the background and focus on her interests
- What is the final dataset of the prototype (educational backgrounds, own interests)?
- What is the meaning of the thumb up/down in education? Liking something is different than mastering it
- Cultural background of the test user affects the interpretation of the selections in the prototype: mounting concrete with iron in Afghanistan isn't the same thing as in Finland
- Why does the user need to select at least 5 interests?
  - Some minimum is necessary. The algorithm actually requires 3 selections in order to work.
  - Selecting only the first level topic is considered as a selected option, ja when selecting something below the topic also the first level topic becomes part of the user's selection
- How about restrictions, for example the student is interested in logistics but has epilepsy?
  - This isn't supported in the first version
- What about entering language skills, which is particularly important for immigrants?
  - This isn't supported in the first version
- The prototype works nicely on a tablet
- Does the prototype make too many decisions on behalf of the test user? Does it block their future in some way?
- How can the prototype take into account the constant change of times?

## Test users

- Who is the test user and what is his current situation in life?
- Where do the test users come from?
- Three probable test situations were identified:
  1. A student group (large, small)
  2. A student counsellor and the student
  3. Two students — could for example students of IT conduct a usability test to each other as a part of some lesson?

## Organising the tests

- How to entice the test user to consider the fields of interest and the suggestions the prototype gives?
- What things should the pilot testing produce? Should there be some kind of an electronic form or something of the like?
  - A discussion of an electronic form was scheduled for the next day, Thu 11.4.2019
- Is it possible to get help for training more test facilitators?

## What to ask after the test?

The main focus of the pilot tests in CompLeap is to validate the concept instead of only finding usability problems in the prototype: **could this kind of approach of producing recommendations be useful for people considering future studies?** This requires asking questions from the test users after the test

The participants wrote down suggestions for post-test questions on post-it notes in pairs, and the trainers grouped them on the wall based on similarity (image 2). The list below covers all the suggested questions, and thus some of them overlap a bit. The questions could be roughly divided into two main groups:

1. the recommendations for future education and their impact on the test user
2. the prototype and the test setting

## The recommendations and their impact

- Is it clear what the recommendation is based on?
- Are they beneficial for your career planning?
- Did trying out the prototype help you in making decisions?
- Did it help you?
- Did it make choosing your future education easier, harder or did it have no effect?



- Did it help you to understand your competences?
- Did it feel useful?
- Did you gain new information?
- How realistic do you consider the recommendations to be?
- Were the recommendations useful?
- Are the recommendations achievable?
- How are you planning to utilise the information you gained?
- Did it make you feel more confident to apply for education?

## The prototype and the test setting

- Was the prototype easy to use?
- How did it feel to do the test?
- Was it easy?
- If something felt difficult, what was it?
- Would you have wanted to add something that isn't currently possible to do with the prototype?
- If something would be added to the prototype, what would it be?
- Were these the right questions?

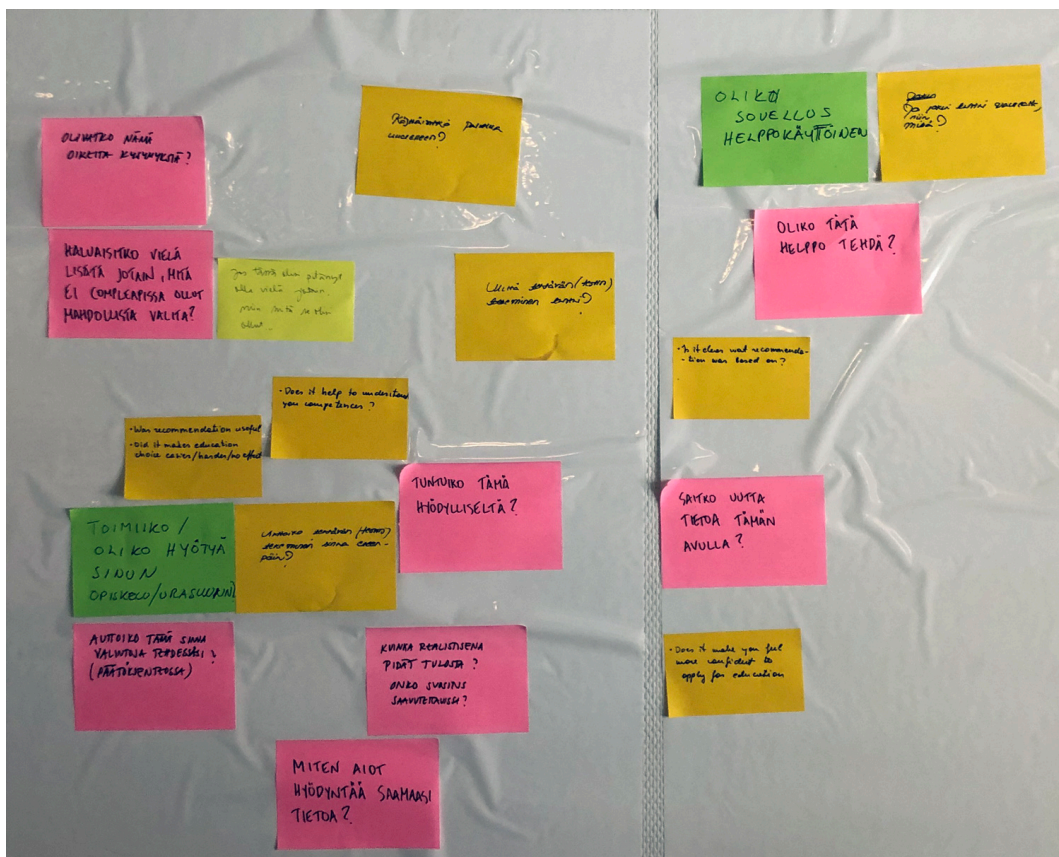


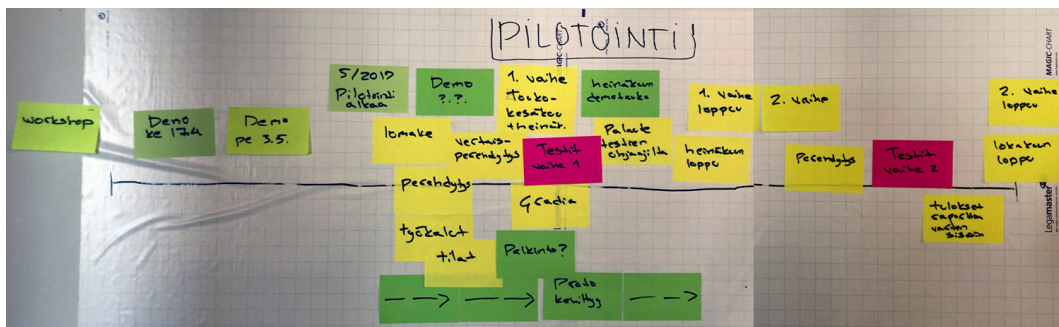
Image 2. Post-test questions

Most of the questions above are closed questions to which the test user may answer with a yes or no. However, the test facilitator should consider the closed question as only a starting point and dig deeper into the matter with open-ended follow-up questions, like

- “Was the prototype easy to use?”
  - “Yes” => “What parts of it you thought were particularly easy?”
  - “No” => “What was particularly difficult?”

## Pilot testing timeline

In the last part of the workshop all the participants created together a timeline of the pilot testing with post-it notes on the wall (image 3). The idea was to make the pilot testing more concrete in the participants minds and thus invoke questions and open issues needing further discussion.



**Image 3.** The timeline made of the pilot testing