Lecture 03 – Critique and Redesign Questionnaire Questions

Work in groups of 2-3

Scenario: Imagine you are planning a usability study of the Kobo website. As part of your study, you are planning to use questionnaires to collect data before and after you observe the participant using the website.

Part 1: Critique

Below and on the next page are several questions you might be interested in asking the participants. The questions give you an idea of the types of things you will want to ask about – but need work.

For each, briefly identify at least one problem with the question:

1. Have you bought e-books, electronic magazine subscriptions, or electronic gift cards before?

2. How much do you spend per year on e-books?

3. How often do you purchase e-books?
   < 1 a month
   1-3 times a month
   3-5 times a month
   >5 times a month

4. Do you like the system?

5. Did you find the recommendation and search functions useful?
6. Which of the following methods have you used to purchase or borrow e-books before?
   ___ Kobo.ca
   ___ Kobo bookstore (on my kobo device)
   ___ Amazon Kindle
   ___ Barnes and Noble Nook
   ___ Vancouver Public Library
   ___ friends/family

7. Is this the best e-book shopping interface you’ve ever used?

8. Imagine you are getting ready to go on a vacation at the last-minute, and you have to deal with last minute distractions from kids packing and phone calls from family members, and you want to quickly (in less than 5 minutes) find an e-book to buy to take with you. Would this system be effective?

9. Most people who use this software find the recommendation feature useful. Do you agree?

Part 2: Improve selected questions
Select at least 2 questions and redesign them on a separate sheet of paper. Consider the guidelines and styles of questions discussed in class when brainstorming on how the questions could be improved.

You can invent details about the study, software, or hardware in order to write better, more specific questions.
Question Styles Cheat Sheet

Likert Scales
- measure opinions, attitudes, and beliefs
- ask user to judge a specific statement on a numeric scale
- scales often from small to large (as big as 1-20 can be common)
- scale usually corresponds to agreement or disagreement with a statement

Example:
Characters on the computer screen are hard to read:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

Semantic differentials
- similar to Likert scales
- explore a range of bipolar attitudes about a particular item
- each pair of attitudes is represented as a pair of adjectives
- participants indicate a position between the two extremes

Example:
My experience using the interface was:

| Very Poor | | | | | | | Very Good |

Multiple Choice
- respondent offered a choice of explicit responses
- can force to choose one, or allow more than one

Example:
Computer expertise (select one) ?
- Novice
- Intermediate
- Expert

Which of the following software have you used? (tick all that apply)
- Word
- Excel
- PowerPoint
- Keynote

Ranked
- respondent places an ordering on items in a list
- useful to indicate a user’s preferences
- forced choice (participants have to choose a preference)

Example:
Rank the usefulness of these methods of issuing a command
(1 most useful, 2 next most useful..., 0 if not used)

| command line |
| menu selection |
| control key accelerator |
Lecture 03 Interviews Worksheet

Comparing and Contrasting Interviews

1. While watching the 1st Interview: List all of the problems that you see with the interview (issues that arise, things the interviewer does poorly, etc.)

   •
   •
   •
   •
   •
   •
   •

2. After the 1st Interview: Describe 2 things that the interviewer could have done better to improve the interview (to be completed in groups of 2-3)

   i.
   
   ii.
Lecture 03 Observation Activity

Part I – Coding Sheets (in Pairs)

1. Examine the two example coding sheets you’ve been handed. Discuss the following questions with your neighbor:
   • How are they different?
   • What’s similar between the two sheets?
   • What does each seem like it would support well?

2. Imagine: You need to conduct an observation-type evaluation of someone setting up a new Go-Pro (wearable wide-angle camera) to record a family event.
   i) Give an example of an evaluation goal you might have for this observation
   
   ii) What should you include on the coding sheet to ensure you meet this goal?
Part II – Designing a Coding Sheet

Scenario: You are a designer of origami instructions, and you want to improve usability of a specific set of instructions.

You will evaluate these origami instructions by observing a participant(s) trying to follow them in a **think-aloud observation**. Assume the participant hasn’t followed these instructions before. His/her task is to use the instructions to complete as much of the origami as possible in an allotted time.

1. (Pairs) In the space below, sketch/write out a prototype coding sheet that you could use for this observation. What needs to be included on the coding sheet?

2. (Groups) When instructed, get into groups of 4-6. With your group you will:
   (i) Discuss the features of your individual coding sheets.
   (ii) Design a new coding sheet that merges the ideas you’ve decided are important
   THEN: Make at least one copy of this coding sheet (you should have at least 2)
   (iii) Divide into roles. *One:* ‘participant.’ The rest conduct the observation; of these,
   *two* make notes with coding sheets; *the rest:* free form notes
   (iv) Conduct your observation.