

Usability Checklist (From UW Stout Course Materials)

1. Is the navigation clearly labeled and easy to use?

Yes. The labels are clear, concise, and effective. The “Test Your Knowledge” button and the “Next” button in the Frog Species Identification screen produce the same result, so I’m not sure they are both needed. However, I am also of a mind that if the goal is to get the learner to the knowledge check without fail, this will reinforce that likelihood. There is an extra set of navigation arrows in the skin/wrapper around the learning objective that also feels redundant, but it doesn’t distract unless you are looking to evaluate the navigation (as I am).

2. Is the information presented in a logical, understandable way?

Absolutely. I thought this RLO was expert in its layout. In particular, two highlights stood out to me. First, the instructions stressed how the four lessons could be completed in any order. This emphasizes learner autonomy and control, which is especially beneficial in the elearning context. Second, the parallelism of the different frog profiles also made it easy to anticipate and appreciate the species differences without becoming overwhelmed or confused.

3. If not, how could the organization be improved?

While it isn’t necessary for the success of the RLO, the frog profiles could go one step further with their organization by adding a categorical descriptor to each piece of information. For example:

Croak: Has a bur-rum call.

Location: Found throughout the Great Lakes...

Physical Description: Males have yellow throats...

Mating Season: They mate from mid-May to July...

And so on.

4. Are the images helpful?

Yes! It was very helpful that more than one image is included for each species. As someone who has taken a similar course in identifying marine life, it can be astonishing how much a fish in the open water looks nothing like it does based on one picture in a textbook, so I believe multiple pictures is better than one in this type of lesson. I also liked the use of the graphic frog “narrator.” It personalized the lesson without detracting from its content.

5. Are there enough images?

Based on my explanation in the previous question, more images could be added, but only if one of the primary objectives is for the learner to identify the frog by look, not by croak. Instead of just adding in a series of images that may not be wanted by all learners, you could A) include a link to more images in each frog profile, giving the learner the option to see more, or B) include

a larger resolution of the images in the profiles so learners can see the provided images in greater detail.

6. Do the images need further explanation?

No, not unless you intend to expand the lesson to including defining visual characteristics of each frog.

7. Is there sufficient information in the training to answer the quiz questions?

Yes.

8. Are there enough quiz questions?

Yes. In fact, the sequence of testing fewer calls across two lessons and then combining all eight calls into one final lesson again stresses autonomy, but also repetition to reinforce the knowledge check and its retention. I really enjoyed the quiz itself; instructions were clear, everything worked smoothly, it felt interactive and entertaining, and I learned in the process. Great job!

9. Would the training benefit from adding points of reflection that ask the student to think over various points of information?

Only if the learner is to be tested on the other information in the frog profiles besides their calls. Otherwise, the training is just right for the objectives.

10. Did the pace and timing of the slides seem appropriate?

Yes. This was a lean and efficient RLO without sacrificing quality and depth of content.

11. Does the choice of font and size seem appropriate?

Yes. Easy to read.

12. Are the color choices appropriate or are they distracting?

The main menu and knowledge check pages offer strong visual contrast, but the translucent pop-ups with the frog species profiles was hard to read. I suggest making them opaque.

13. Navigate to XYZ

a) Were you able to complete the task?

Yes. I was able to complete everything that was outlined for me to complete (the remaining lessons/buttons are in progress since they are outside the scope of this RLO project).

b) What path did they take in completing the task?

Main Menu > Frog Species Identification > Test Your Knowledge > Try More Calls > Now try all calls together!

(I then went back and toggled between the other navigational buttons in a non-linear fashion to ensure they all worked properly and logically.)

c) Did the path taken seem efficient?

Yes. Straightforward and efficient.

d) Did you have any problems completing the task?

None whatsoever. It was a great RLO.

e) Do you have any suggestions?

Only what I stated above about some redundancy with buttons and the translucence of the frog species profile boxes. Everything else is excellent and ready for use. See below for additional suggestions related to accessibility.

14. Do the slides provide clear explanation of the steps? Would someone that is not listening to the audio be able to understand the training on the slides?

From what I could glean in my exploration, there is no audio right now, save for the frog croaks in the lesson and knowledge checks. This would be a helpful inclusion for accessibility purposes.

15. What did you like best?

The drag and drop quiz format with the rollovers. Professional, education, and fun.

16. What did you like least?

Once again, the translucence of the frog species profile boxes. Other than that, I have no complaints!

17. What other suggestions or comments do you have?

The resources and quiz question feedback are in progress, but I look forward to seeing how they will only further enrich this already stellar RLO. Frankly, I don't think the RLO needs additional feedback on the quiz questions, but I could see an argument that a more nuanced description of the frog calls may be warranted for wrong answers. Thank you for sharing such a wonderful project with me!